

# Learn about diversity and equity together

A suggestion for implementing the strategy  
'Establish a respectful class climate' from the  
Guide: [Inclusive classroom culture](#)

- 
- Includes:**
- Recognise diversity as a strength
  - Plan for all learners
  - Consider markers of difference
  - Ask students what can help
  - Consider the principles of Te Tiriti o Waitangi
  - Useful resources

Inclusive Education

From

Guide: [Developing an inclusive classroom culture](#)

Strategy: [Establish a respectful class climate](#)

Suggestion: [Learn about diversity and equity together](#)

Date

29 August 2025

Link

[inclusive.tki.org.nz/guides/developing-an-inclusive-classroom-culture/learn-about-diversity-and-equity-together](https://inclusive.tki.org.nz/guides/developing-an-inclusive-classroom-culture/learn-about-diversity-and-equity-together)

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## Recognise diversity as a strength

Learn about diversity and equity with your students. See the Universal Design for Learning guide on this website for more information.

“Diversity” needs to be recognised as a strength for a future-oriented learning system, something to be actively fostered, not a weakness that lowers the system’s performance.

Diversity encompasses everyone’s variations and differences, including their cultures and backgrounds.

**Rachel Bolstad and Jane Gilbert, with Sue McDowall, Ally Bull, Sally Boyd and Rosemary Hipkins**

Source:

[Supporting future-oriented learning and teaching: A New Zealand perspective](#)

<https://www.educationcounts.govt.nz/publications/schooling/109306>

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# Plan for all learners

Ask student what inclusion means to them.

Allow their experiences to shape your teaching.



Video hosted on Vimeo <http://vimeo.com/169767226>

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)

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# Consider markers of difference

In Springboards to Practice, students identify common markers of difference.

Survey your own students.

- ✓ timetables
- ✓ lunchtime experiences
- ✓ the language and messages used in the school about disability or learning support
- ✓ physical access to playgrounds and buildings
- ✓ pull-out programmes
- ✓ planning for trips
- ✓ technology use
- ✓ how mobility support is offered to the student

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## Ask students what can help

A student with dyslexia outlines how teachers could support him in class.



Video hosted on Vimeo <http://vimeo.com/100662200>

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)

<https://vimeo.com/showcase/2950799>

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## Consider the principles of Te Tiriti o Waitangi

“The concept of 'diversity' is central to the (BES) synthesis. This frame rejects the notion of a 'normal' group and 'other' or minority groups of children and constitutes diversity and difference as central to the classroom endeavour and central to the focus of quality teaching in Aotearoa, New Zealand. It is fundamental to the approach taken to diversity in New Zealand education that it honours the Treaty of Waitangi.”

**Source:**

[Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration \(2003\)](#)

<https://www.educationcounts.govt.nz/publications/series/2515/5959>

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## Useful resources



### Springboards 2 Practice: Belonging

Studies both overseas and in New Zealand have found that students with disabilities don't always experience a sense of belonging in their relationships with others in their classes and schools.

[Download](#) PDF (1.6 MB)



### The Same Game

The Same Game is a set of resources, big book, audio, and teacher notes, intended to help foster the curriculum principles of diversity and inclusion. The Same Game is intended to support students to recognise and appreciate their similarities and differences.

Publisher: Social Sciences Online

[Visit website](#)



### Index for Inclusion: Developing learning and participation in schools

A set of materials to guide schools through a process of inclusive school development.

Publisher: Centre for Studies on Inclusive Education

[Visit website](#)

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