

Learn about diversity and equity together

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

-
- Includes:**
- Understand new views of diversity
 - 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

04 October 2021

Link

inclusive.tki.org.nz/guides/developing-an-inclusive-classroom-culture/learn-about-diversity-and-equity-together

Understand new views of diversity

Learn about diversity and equity with your students.

“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](#)

<http://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 \(NZ\)](#)
<https://vimeo.com/album/2950799>

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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 \(NZ\)](#)
<http://vimeo.com/album/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

Publisher: Ministry of Education | Te Tāhuhu o te Mātauranga

[Download PDF \(1.6 MB\)](#)



The Same Game

Publisher: Ministry of Education | Te Tāhuhu o te Mātauranga

[Visit website](#)



Index for Inclusion: Developing learning and participation in schools

Publisher: Centre for Studies on Inclusive Education

[Visit website](#)

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