

# Provide leadership for teaching and learning

A suggestion for implementing the strategy

'Leading learning to support inclusive practices' from the Guide: [Leading inclusive schools](#)

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## **Includes:**

- Recognise diversity as a strength
- Promote inclusive teaching practices
- Develop an inclusive local curriculum
- Plan for all learners
- Use a Universal Design for Learning (UDL) approach
- Useful resources

Inclusive Education

From

Guide: [Leading schools that include all learners](#)

Strategy: [Leading learning to support inclusive practices](#)

Suggestion: [Provide leadership for teaching and learning](#)

Date

17 September 2025

Link

[inclusive.tki.org.nz/guides/leading-schools-that-include-all-learners/provide-leadership-for-teaching-and-learning](https://inclusive.tki.org.nz/guides/leading-schools-that-include-all-learners/provide-leadership-for-teaching-and-learning)

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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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# Promote inclusive teaching practices

Shelley Moore uses a bowling metaphor to talk about inclusive practices.



Video hosted on Youtube <http://youtu.be/RYtUIU8MjIY>

No captions or transcript

Source:

[SSHRC-CRSH \(YouTube\)](#)

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# Develop an inclusive local curriculum

Te Mātaiaho, The New Zealand Curriculum, is non-prescriptive. Its flexibility allows schools to develop their curriculum as they notice, recognise, and respond to the needs of all their learners and their community.

The curriculum mandates a move away from a one-size-fits-all paradigm towards the inclusive design of teaching and learning, where ALL students can expect to:

- connect their culture, experiences and interests to their learning
- learn in flexible environments with adjustable materials they can personalise to meet their learning needs and preferences
- engage in ongoing, timely conversations about their learning with teachers and peers
- access learning opportunities, experiences and environments alongside their peers
- be supported to advocate for their own needs and lead their own learning
- share their thinking and learning in ways that demonstrate their understanding.

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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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# Use a Universal Design for Learning (UDL) approach

Linda Ojala  
and Room 3  
at  
Silverstream  
School talk  
about using  
UDL to  
design  
learning for  
all.



Video hosted on Vimeo <http://vimeo.com/100662393>

Closed Captions

Source:

[Ministry of Education \(Vimeo\)](#)  
<https://vimeo.com/100662393>

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## Useful resources



### Inclusive education – Our school

Lake Rerewakaaitu School blog about their school actions to develop a “highly inclusive culture for learning.” (ERO report, 2019)

Publisher: Lake Rerewakaaitu School

[Visit website](#)

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