

## Inclusive Education

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Link

[inclusive.tki.org.nz/guides/planning-for-diversity/a-guided-approach](https://inclusive.tki.org.nz/guides/planning-for-diversity/a-guided-approach)

# A guided approach

These kōwae ako, learning modules, are designed to be facilitated. The facilitator may be someone within your learning setting or a teacher who specialises in inclusive practices such as SENCO, RTLB, learning support coordinators and specialists, and paraprofessionals supporting education.

The modules can be facilitated in multiple contexts:

- For the whole staff
- On teacher-only days
- Across Kāhui Ako
- For curriculum departments within learning settings.

## Facilitator guide

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### [Planning for diversity through inclusive design: Facilitator guide](#) (PDF – 2MB)

Use the comprehensive facilitator guide to assist you with:

- The positioning of the three modules
- An overview of key themes
- Guidance on effective facilitation approaches.

## Facilitation tips

- [Planning facilitation with a UDL lens](#) (PDF, 1.4MB)
- [Facilitation strategies for supporting professional learning](#) (46KB)

# Supporting handouts

Resources you can use in your workshops. Some can be used at any time. Others are suggested in particular modules.

- [Overview of the modules](#) (PDF, 527KB)
- [Call to action plan](#) (Word, 490KB)
- [Walk in my shoes - full](#) (PDF 92KB)
- [Walk in my shoes - blank](#) (PDF 91KB)
- [Whānau story - Fran](#) (PDF, 866KB)
- [Whānau story - Sienna](#) (PDF, 880KB)
- [Whānau story - Michael](#) (PDF, 886KB)

# Supporting videos

## A leader's perspective

Principal Jo Grant talks about the school's vision and how inclusive design helps them achieve equity for all learners. She uses the Universal Design for Learning framework to help kaiako think deeply about learners.

Source: [Ministry of Education](#)

## Using student feedback in planning

Dave McNabb talks about gathering student voice to reflect on lesson planning and learning design. He builds agency by asking students to think about what worked in a lesson, what didn't work and what changes and adjustments they could use to be more successful next time.

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Source: [Ministry of Education](#)

## A learner's perspective

Students talk about their understanding of Universal Design for Learning and how flexible options can cater for people who learn differently. The school has empowered students to know what they are learning, how to access the tools and supports they need for learning and how to make the learning work for them.

Source: [Ministry of Education](#)

## Working with an expert learner group

School leaders and the facilitator talk about how they developed a group of students as an expert learner group. As expert learners the students gained understanding of the Universal Design for Learning framework. This allowed them to recognise their own learning needs and appreciate how flexible options can cater for people that learn differently.

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Source: [Ministry of Education](#)

## About the whakataukī

Ngā manu a Tāne had an important place in traditional Māori life. Their habits and actions within the environment were closely observed. Such observations transpired into whakataukī.

Whakataukī provide insight and inspiration into te ao Māori. They are wise expressions and when spoken, can nurture te reo Māori and promote tikanga. Whakataukī contain key messages and can enrich learning, by opening minds and hearts to a Māori world view.

Each kōwae ako begins with a shared whakataukī. Allow time to discuss connections and what the whakataukī means to individuals.

## Facilitation tips

Become familiar with the te ao Māori concepts and messaging that supports the design of the kōwae ako. Bring attention to and share connections about the design with those who you are working alongside.

All of the whakataukī used within the kōwae ako will be available here to support you with pronunciation and delivery.

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