

# Establish a planning team that includes a wide representation of voices

A suggestion for implementing the strategy<sup>1</sup>  
Collaborate to develop an inclusive ILE<sup>1</sup> from  
the Guide: [ILEs](#)

---

## **Includes:**

- Build a diverse team
- Seek student and teacher voice
- Establish a reference group
- Consult widely
- Access community knowledge
- Useful resources

## Inclusive Education

From

Guide: [Planning innovative learning environments \(ILEs\)](#)

Strategy: [Collaborate to develop an inclusive ILE](#)

Suggestion: [Establish a planning team that includes a wide representation of voices](#)

Date

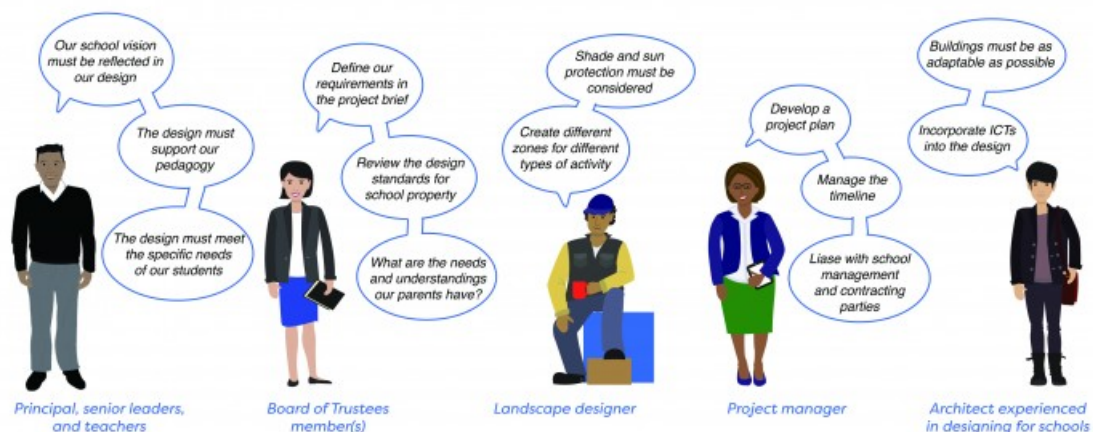
13 October 2021

Link

[inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/establish-a-planning-team-that-includes-a-wide-representation-of-voices](https://inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/establish-a-planning-team-that-includes-a-wide-representation-of-voices)

---

# Build a diverse team



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

[View full image \(2 MB\)](#)

## Inclusive Education

From

Guide: [Planning innovative learning environments \(ILEs\)](#)

Strategy: [Collaborate to develop an inclusive ILE](#)

Suggestion: [Establish a planning team that includes a wide representation of voices](#)

Date

13 October 2021

Link

[inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/establish-a-planning-team-that-includes-a-wide-representation-of-voices](https://inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/establish-a-planning-team-that-includes-a-wide-representation-of-voices)

---

## Seek student and teacher voice

Voices of students and teachers need to be taken into account to ensure designs meet expectations and requirements.

Participation in all design phases can lessen the transitional impact as concepts, methodologies, and features are progressively exposed in context.

### **The local context: Educational vision and teaching and learning approaches**

#### **Source:**

The local context: Educational vision and teaching and learning approaches

## Inclusive Education

From

Guide: [Planning innovative learning environments \(ILEs\)](#)

Strategy: [Collaborate to develop an inclusive ILE](#)

Suggestion: [Establish a planning team that includes a wide representation of voices](#)

Date

13 October 2021

Link

[inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/establish-a-planning-team-that-includes-a-wide-representation-of-voices](https://inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/establish-a-planning-team-that-includes-a-wide-representation-of-voices)

---

## Establish a reference group

Possible reference group members.

- ✓ [RTLB](#)
- ✓ [Dyslexia Foundation](#)
- ✓ [BLENNZ](#)
- ✓ [IHC in your community](#)
- ✓ [Autism NZ](#)
- ✓ [Speech-language therapists](#)
- ✓ [Hearing Association](#)
- ✓ [Kelston Deaf Education Centre](#)
- ✓ [Van Asch Deaf Education Centre](#)
- ✓ [New Zealand Federation for Deaf Children](#)
- ✓ [Hear for families](#)
- ✓ [Dyspraxia Support Group of New Zealand](#)
- ✓ [New Zealand Down Syndrome Association](#)
- ✓ [CCS disability action](#)
- ✓ [Halberg Disability Sport Foundation](#)
- ✓ [Ministry of Education support for children who are deaf and hard of hearing](#)
- ✓ [Ministry of Education list of agencies](#)
- ✓ [Barrier free](#)

## Inclusive Education

From

Guide: [Planning innovative learning environments \(ILEs\)](#)

Strategy: [Collaborate to develop an inclusive ILE](#)

Suggestion: [Establish a planning team that includes a wide representation of voices](#)

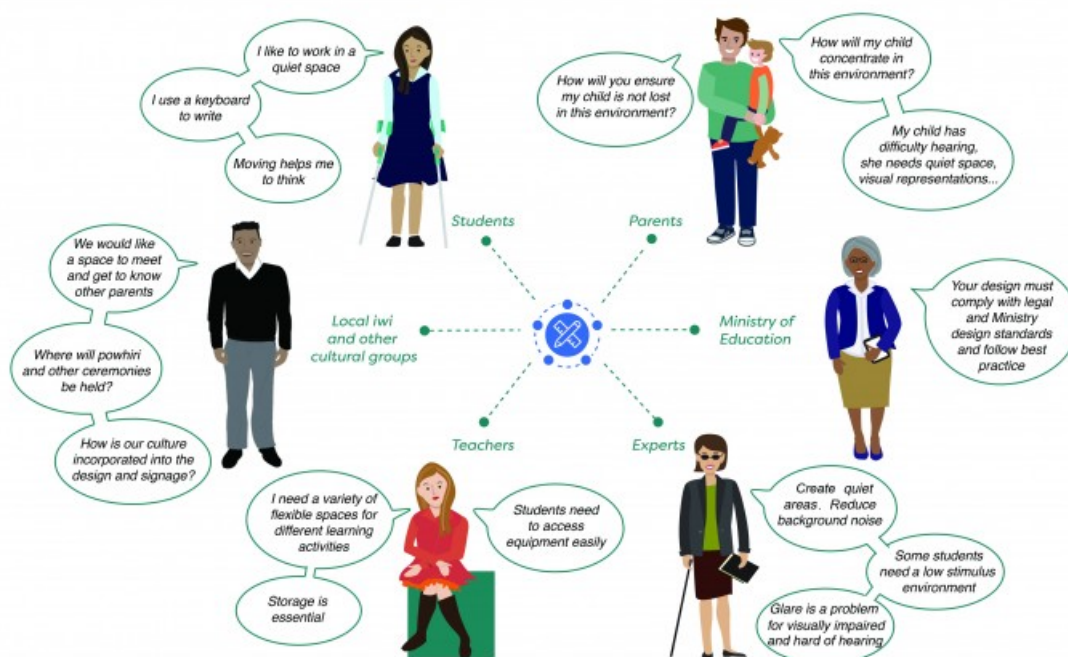
Date

13 October 2021

Link

[inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/establish-a-planning-team-that-includes-a-wide-representation-of-voices](https://inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/establish-a-planning-team-that-includes-a-wide-representation-of-voices)

# Consult widely



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

[View full image \(2.3 MB\)](#)

## Inclusive Education

From

Guide: [Planning innovative learning environments \(ILEs\)](#)

Strategy: [Collaborate to develop an inclusive ILE](#)

Suggestion: [Establish a planning team that includes a wide representation of voices](#)

Date

13 October 2021

Link

[inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/establish-a-planning-team-that-includes-a-wide-representation-of-voices](https://inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/establish-a-planning-team-that-includes-a-wide-representation-of-voices)

---

## Access community knowledge

Students, their parents, and whānau are:

- inherently capable
- agents of their own cultures
- articulate in sharing with teachers and leaders their knowledge about the way their children learn and what they may need to change.

Inclusive Education

From

Guide: [Planning innovative learning environments \(ILEs\)](#)

Strategy: [Collaborate to develop an inclusive ILE](#)

Suggestion: [Establish a planning team that includes a wide representation of voices](#)

Date

13 October 2021

Link

[inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/establish-a-planning-team-that-includes-a-wide-representation-of-voices](https://inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/establish-a-planning-team-that-includes-a-wide-representation-of-voices)

---

## Useful resources

Canterbury schools' experiences and information about the master planning and design phases.

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.