Inclusive Education

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Introduce new teaching and learning approaches prior to moving

A suggestion for implementing the strategy 'Involve students in transition to new space' from the Guide: ILEs

Includes:

- Transfer familiar systems
- Build learner agency
- Practice working collaboratively
- Flexible timetabling at secondary school
- Scaffold students to manage learning

Transfer familiar systems

Before we came into the ILE, we looked around for management systems and programmes that we could use in this environment that would help with the transition.

One that we found was called "The Daily Five" and that really helped with the transition because we had something that was familiar to the children coming in. They knew exactly how to do it and it just worked really beautifully coming in here as well.

Gabrielle Nuthall, Halswell School

Source:
Enabling e-Learning
https://elearning.tki.org.nz/Teaching/Innovative-learning-environments/Transition-to-an-innovative-learning-environment

Build learner agency

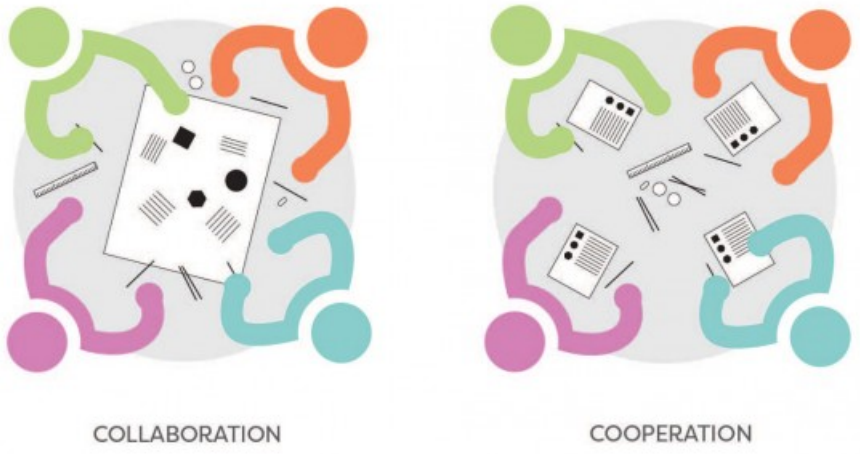
Set up systems that support students to manage their own learning before moving. Provide visual supports and structured choices for students needing support.

Video hosted on Vimeo http://vimeo.com/146593157

Closed Captions

Source:
Enabling e-Learning (NZ)
https://elearning.tki.org.nz/Teaching/Innovative-learning-environments/Student-agency-in-an-innovative-learning-environment

Practice working collaboratively



Source:
Adapted from Effective Learning in Classrooms
http://chriswatkins.net/wp-content/uploads/2015/07/Watkins-07-Effective-Learning-in-Classrooms.pdf

View full image (527 KB)

Flexible timetabling at secondary school

Students are given agency through a flexible learning system. They can add more time into the subject areas they need support with.

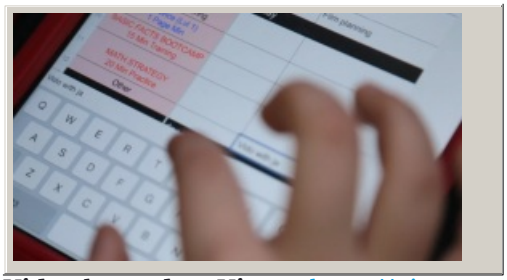
Video hosted on Youtube http://youtu.be/eyyNmfkgD88

No captions or transcript

Source:
Parkland School Division (US)
https://www.youtube.com/watch?v=eyyNmfkgD88

Scaffold students to manage learning

Daniel and his teacher talk about how using a "must-do/can-do" list and an iPad enables him to have ownership and control over his learning.



Video hosted on Vimeo http://vimeo.com/111165838

Closed Captions

Source:
Enabling e-Learning (NZ)
https://elearning.tki.org.nz/Teaching/Inclusive-practice/Universal-Design-for-Learning/Enabling-student-ownership-of-learning-by-providing-a-differentiated-programme-for-a-learner-with-ADHD

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