

Identify what makes an inclusive school

A suggestion for implementing the strategy
'Understand inclusive education' from the
Guide: [The role of school boards](#)

Includes:

- Commit to inclusion
- Capture shared aspirations
- Identify characteristics
- Discuss principles
- Explore self review tools
- Useful resources

Inclusive Education

From

Guide: [The role of school boards](#)

Strategy: [Understand inclusive education](#)

Suggestion: [Identify what makes an inclusive school](#)

Date

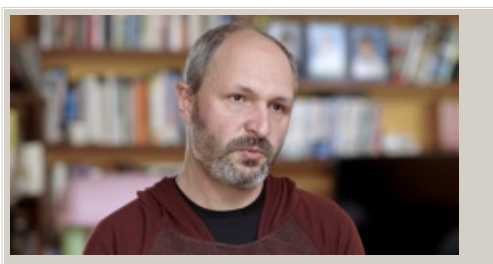
29 March 2024

Link

inclusive.tki.org.nz/guides/the-role-of-school-boards/identify-what-makes-an-inclusive-school

Commit to inclusion

The board chairperson at Berhampore School talks about their expectation that every child will be included socially and in the learning.



Video hosted on Vimeo <http://vimeo.com/159138180>

Closed Captions

Source:

Ministry of Education, Inclusive Education videos (NZ)

<https://vimeo.com/album/2950799>

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Capture shared aspirations

The views and aspirations of New Zealand families and educators on what makes an inclusive school.



Video hosted on Youtube <http://youtu.be/b3HqMrbW5Eg>

Closed Captions

Source:

[Ministry of Education \(NZ\)](#)

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=b3HqMrbW5Eg&list=UUdFyjdfqmXgIPJ4wMsQd_Hg)

[v=b3HqMrbW5Eg&list=UUdFyjdfqmXgIPJ4wMsQd_Hg](https://www.youtube.com/watch?v=b3HqMrbW5Eg&list=UUdFyjdfqmXgIPJ4wMsQd_Hg)

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Identify characteristics

The Ministry of Education describes inclusive schools as schools that:

- ✓ welcome all students who are entitled to enrol
- ✓ have strong leaders who lead with moral purpose, communicate and model clear values, and have high expectations for every student
- ✓ have good systems and processes for enrolling ALL students and identifying their diverse learning and wellbeing needs and strengths
- ✓ work effectively with parents, whānau, and their wider communities
- ✓ adapt to the student rather than making the student adapt to the school
- ✓ support the professional development of their teachers
- ✓ have robust processes for identifying and supporting the diverse learning needs and aspirations of Māori and Pasifika students
- ✓ foster the identity, language, and culture of every student
- ✓ have effective self-review processes to ensure ongoing improvement of policies and practices.

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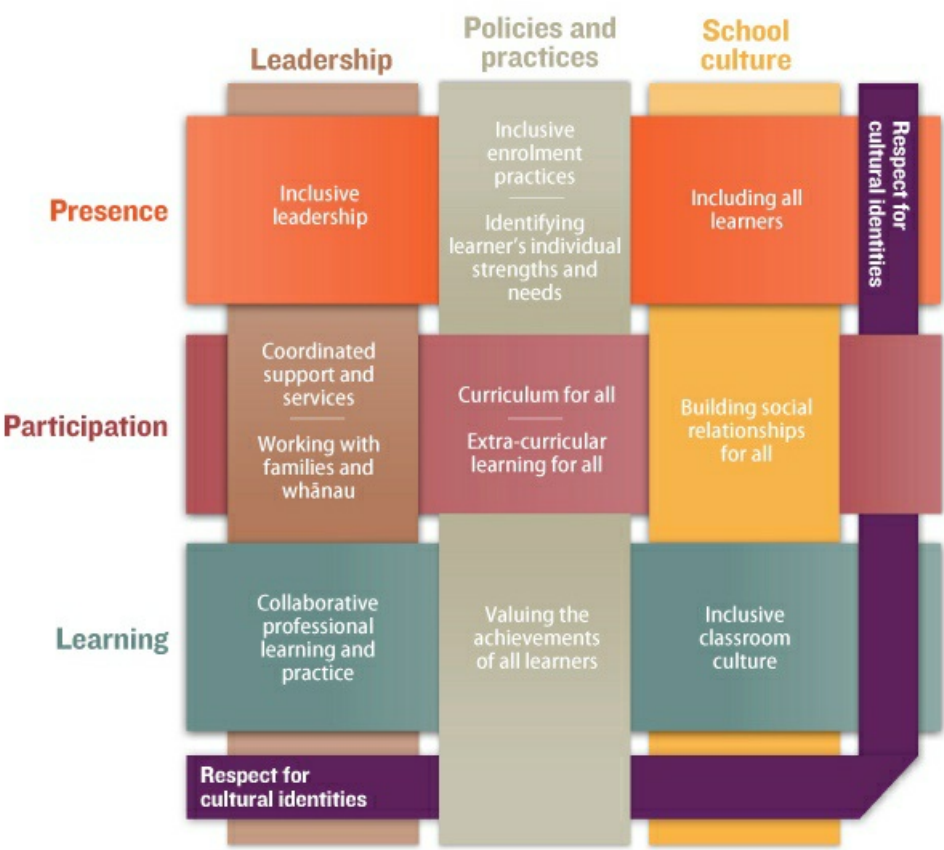
Discuss principles

Education Review Office (ERO) describes the most inclusive schools as having three key principles.

1. Ethical standards and leadership that build the school culture.
2. Well organised systems, effective teamwork, and constructive relationships that identify and support the inclusion of all students.
3. Innovative and flexible practices that ensure environments and experiences are inclusively designed and meet the diverse learning needs of all students.

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Explore self review tools



Source:
New Zealand Council for Educational Research (NZCER)
<http://www.wellbeingatschool.org.nz/themes-and-sub-concepts-explored-inclusive-practices-tools>
[View full image \(84 KB\)](#)

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Useful resources



Supporting your school to be inclusive

This list of questions was compiled by New Zealand's Inclusive Education Action Group to help boards of trustees evaluate the inclusiveness of their schools.

Publisher: Inclusive Education Action Group

[Download](#) PDF



Inclusive education: Resources

Videos and resources from Alberta Education relating to inclusive education.

Publisher: Government of Alberta

[Visit website](#)

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