Support the development of inclusive practices that meet the needs of all students

A suggestion for implementing the strategy 'Review planning, monitoring, and reporting obligations' from the Guide: The role of school boards

Ministry of Education
TE TĀHUHU O TE MĀTAURANGA

Includes:

Establish shared expectations

Use a framework to guide practice

Understand the principal's role

Value and develop staff capacity

Support student wellbeing

Inclusive Education
From
Guide: The role of school boards

Strategy: Review planning, monitoring, and reporting obligations

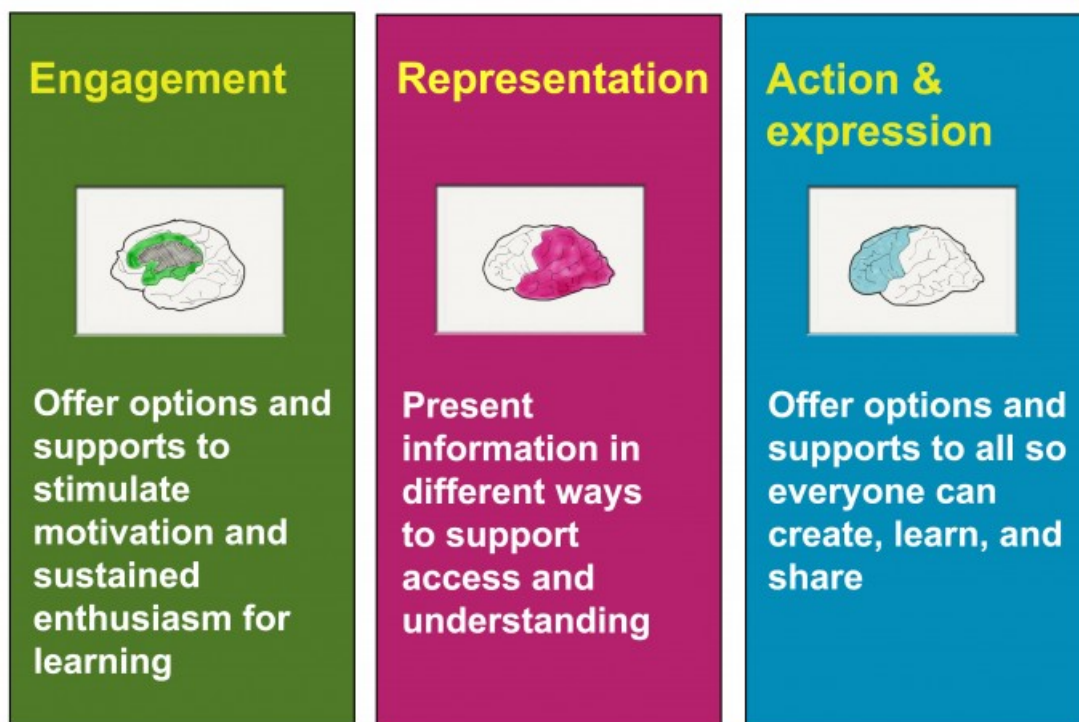Suggestion: Support the development of inclusive practices that meet the needs of all students

Date
30 March 2024
Link
inclusive.tki.org.nz/guides/the-role-of-school-boards/support-the-development-of-inclusive-practices-that-meet-the-needs-of-all-students

Establish shared expectations

Leaders talk about how they have supported the development of inclusive practices in their schools.

Video hosted on Youtube http://youtu.be/jM653D52tQs

No captions or transcript

Source:
IHC (NZ)
https://www.youtube.com/watch?v=jM653D52tQs

Use a framework to guide practice

Universal Design for Learning: 3 principles

Source:
Adapted from CAST UDL
http://www.cast.org/our-work/about-udl.html#.VSMG8ZOUcqY

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Understand the principal's role

The principal is responsible for developing, maintaining, and reporting on an effective professional development and appraisal programme for all staff and for reporting this process back to the board of trustees.

What educational outcomes are valued for our learners and how are our learners doing in relation to those outcomes (particularly our priority learner groups)?

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How can I as a professional leader improve my knowledge and skills to improve outcomes for learners?

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Engagement in further learning or development to refine my professional knowledge and skills.

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Engagement of learners and/or teachers in new learning experiences.

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What has been the impact of changed actions on our learners (particularly our priority groups)?

Value and develop staff capacity

Build staff capacity and confidence in inclusive practices.

The principal and leadership team will create opportunities for staff to identify:

- ✔ areas where students will need support based on ongoing data collection

- ✔ immediate professional learning needs related to individual students, or teacher inquiry

- ✔ areas of personal experience and knowledge that they are happy to share with colleagues

- ✔ preferred learning pathways, for example, workshops, large meetings, one-to-one conversation, coaching and mentoring.

Support student wellbeing

Source:
Education Review Office | Te Tari Arotake Mātauranga

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