PB4L meets Success for All
Are PB4L schools inclusive schools?

Success for ALL (students, staff, settings)

- students are engaged and achieving
- students experience academic and social success
- leadership
- knowing your learner, student voice
- wellbeing
- effective flexible teaching
- data driven and evidence-based
- strong values base
- belonging

Wellbeing, strong values base, effective flexible teaching, data driven and evidence-based, knowing your learner, student voice, leadership, students experience academic and social success, students are engaged and achieving, belonging.
What success for ALL looks like

Katrina, What teachers can do to help me learn:
https://vimeo.com/100662365
Barriers to being inclusive

- We know we should, but...
- We can work miracles...
- Those kids are just too hard...
- If only we had time...
Barriers to being inclusive

- hard to obtain
- high in cost
- complicated
- not user-friendly
- not confident with it
- don’t know how to use it
- didn’t come with instructions
A look at attitudes

“What would you attempt to do if you knew you could not fail?”

Robert Schuller — American Pastor
Tell me what... a symbolic look at inclusive education
Tell me what...defining inclusive education

Where all children and young people are engaged and achieve, though being present, participating, learning and belonging.
ACTIVITY – a look at language

In small groups – select one of the key words.

What is...? What is... not?

diversity
social justice
inclusion
equity
wellbeing
Tell me what... students have their say

Community stand available to schools, including the voting wall and whatu pōkeka
I know I belong because...

I feel valued when ...
Tell me what...self-review

Inclusive Practices Tools
www.wellbeingatschool.org.nz
Tell me what... self-review

Inclusive Practices Tools
The IP toolkit

- **Toolkit content:** Self-review process, surveys and resources to assist schools to gather feedback and assess needs
- **Focus:** To support schools to use evidence to strengthen inclusive practice
- **Cost:** Free
- **Location:** Wellbeing@School website
- **Funded:** Ministry of Education
Background

- Including students with high needs (ERO, 2010)
  - 50% of schools were mostly inclusive
  - 30% had pockets of inclusive practice
  - 20% had few inclusive practices

- The inclusion principle in the curriculum

- IPTs are a starting point for discussion and review
Whakataukī

E raka te mauī, e raka te matau

(The right hand is adept, the left hand is skilful)

A community can draw on the skills of all of its people
The IPT promote inclusion for all by...

• aiming to **stretch views of inclusion** (diversity is a resource not a problem)

• describing inclusive education practices as they **apply to all** (with examples of common barriers for children with special education needs)

• **focusing on practices, systems, and structures** rather than individuals or disabilities
The IPT tools and framework
IP toolkit components

- **Staff Survey:** Online survey for school staff and other professionals
- **Community Survey:** Online or printed survey for parents, whānau and caregivers
- **Student Survey:** Online or printed survey for students (Years 5-13)
- **School Review Profile:** Online summary tool
- **Self-review cycle and support materials**
The IPT explores 6 themes
The IPT explores 13 sub-concepts:

- **Leadership**
  - Inclusive leadership
  - Coordinated support and services
  - Working with families and whānau

- **Policies and practices**
  - Inclusive enrolment practices
  - Identifying learner’s individual strengths and needs

- **School culture**
  - Including all learners

- **Presence**
  - Respect for cultural identities

- **Participation**
  - Curriculum for all
  - Extra-curricular learning for all
  - Building social relationships for all

- **Learning**
  - Collaborative professional learning and practice
  - Valuing the achievements of all learners
  - Inclusive classroom culture
The self-review process
Whole school self-review

Plan for change, put in place a review team

Analyse data, develop a plan

Consult widely, use the IPT and other sources to assess needs

STEP 1: Planning and Preparation

STEP 2: Gathering Data and Assessing Needs

STEP 3: Next Step Planning

STEP 4: Taking Action

STEP 5: Reviewing and Improving

SELF REVIEW CYCLE
Getting started with school review

- Change is **iterative** and **takes time!** (3-5 years)
- Leadership is key for **creating change**
- Schools have **different starting points**
- Change is more likely if the **whole school community** is on board and involved
- Actions are best **informed by evidence**
- School systems have **many layers** – needs a **different strategy**
Step 1: Planning and preparation

Key actions

• Lead collaboratively and by example
• Raise awareness about the need for change
• Make sure the foundations for change are in place (*work to get buy-in from staff & community*)
• **Assemble a self-review team***
• Ask “What do we need to know more about?”
• Collaboratively develop a shared vision
Assembling a review team

- A review team manages the review process.
- The team includes representatives from different groups (school leaders & SENCO, staff, parents & whānau, students).
- The use of dialogue and collaborative processes is key.

(A similar way of working to PB4L School-Wide teams)
Step 2: Gathering data & assessing needs

Key actions

• Use IP data and consultations to gather ideas about school strengths and possible next steps

• Discuss findings with the school community

• Consult widely about ideas for change
Survey admin/Dashboard
SRP School at a Glance Report: Inclusion themes

- Building social relationships for all
- Collaborative professional learning and practices
- Valuing the achievements of all learners
- Inclusive classroom culture
- Respect for cultural identities
- Inclusive leadership
- Inclusive enrolment practices
- Inclusive enrolment practices
- Identifying individual learner strengths and needs
- Including all learners
- Coordinated support and services
- Working with families and whānau
- Curriculum for all
- Extra-curricular learning for all
- Presence
- Learning
- Participation
Items at a Glance report

If needed, the school will arrange specialists to support my child (e.g., speech language therapist, psychologist) **

This school is very keen to get parents involved in students’ learning **

School staff respect the knowledge my child has about their interests and learning **

Sometimes I feel pushed by school staff into accepting decisions I do not think are best for my child **

I have a clear idea about the progress my child is making at school **

The school regularly contacts me to share my child’s successes **

Any concerns I have about my child’s learning or behaviour are listened to **

The learning my child does at school is at the right level of challenge **

My child’s learning connects to their interests and strengths **

My child’s learning is planned by their main teacher (not other staff like a teacher’s aide) **

My child does lots of learning activities with classmates **

Most of my child’s time at school is spent with their classmates (although they may also have extra support or quiet time) **

My child is encouraged to take part in physical, music, sport, leadership, and cultural activities **

My child is always included in school events like dances or camps **

Staff treat students and family with respect **
Step 3: Next step planning

Key actions

• Identify next steps (from IP data & consultations)
• *Develop a plan (short/longer-term goals & actions)*
• Allocate resources to fit the plan
• Share the plan with the school community

Resources to support planning

• **Planning:** Online IPT action plan template
• **Actions:** http://inclusive.tki.org.nz/
Step 4: Taking action

**Key actions**

- Implement new actions thoroughly
- Involve the whole community (give all learning opportunities)
- Monitor progress and use formative feedback
- Make on-going changes if needed
Step 5: Reviewing and improving

Key actions (after 2-5 years)

• Use the IP tools as one way to review progress
• Reflect on successes and barriers and share these with the school community
• Revise the action plan
• Start a new self-review cycle
Data security and confidentiality

• Completing the surveys is **confidential** (minimum of 5 people before a report is produced)*

• Schools own their data

• NZCER **stewardship**

• Principals sign terms of use

• MoE access to **aggregate reports only** - no school is identified individually (unless signalled by school in registration process)
How can the IP toolkit support PB4L School-Wide?

**IP processes** can assist in:

- Developing a **team-based and longer-term structure** to manage consultations and self-review
- **Consultations** with students, staff, parents/whānau

**IP tools** can assist schools to use evidence to:

- Identify **areas to build practice** for action plans
- **Review progress** towards goals
Next steps

Visit the website to register
http://www.wellbeingatschool.org.nz/

Talk to the NZCER Education adviser
Cathie Johnson
Phone (04) 802 1386
educationadviser@nzcer.org.nz
References

ERO. (2010). *Including students with high needs*. Wellington: ERO.

Reflection time
Show me how...

Secondary School Resource

Educator booklets

- ASD
- ADHD
- Dyspraxia
- Down Syndrome
- Vision
- Hearing
- Physical disabilities
- Speaking, listening and communicating

Teachers and teachers’ aides modules

http://teachersandteachersaides.tki.org.nz/

students experience academic and social success

effective flexible teaching

students engaged and achieving
Inclusive Practice and the School Curriculum

How do I plan and teach my class so that all students in my class:
• participate meaningfully with their peers
• engage in appropriate opportunities for learning
• achieve within the New Zealand Curriculum
• have their identity valued and respected?
Inclusive Practice and the School Curriculum

Ko te whanga te pūtaha o te ako.

The learner is at the centre of learning.

Inclusive Practice and the School Curriculum is a resource for teachers and leaders in New Zealand English-medium school settings. It has been developed to build professional knowledge and create a shared understanding of inclusive practice within the New Zealand Curriculum. It is anticipated that providers of PLD will draw on the resource as they work in and with schools to develop effective and inclusive teaching and learning programmes.

Read more about this resource ⇒

Implementing an inclusive curriculum

Supporting schools to understand inclusive practice and to work towards effective teaching and learning for all students

Find out more ⇒

Inclusion in practice

Examples from the classroom illustrating how teachers supported all their students to participate and learn

Find out more ⇒

Facilitating professional learning

Modules for leaders of PLD supporting schools to develop inclusive teaching and learning programmes

Find out more ⇒

Implementing an Inclusive Curriculum

Facilitating Professional Learning

Inclusion in Action
Moving from ... towards....

‘Effective Pedagogy for All’ task p.45
As a group,
define differentiation and adaptation.
### Resource sheet 4.2a Differentiation and adaptation chart

<table>
<thead>
<tr>
<th>Differentiation</th>
<th>Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>are changes to the programme – the content of the school and classroom curriculum and expected responses to it.</td>
<td>are changes to the supports – the school environment, the classroom, teaching and learning materials, and associated teaching strategies.</td>
</tr>
</tbody>
</table>

#### THE “WHAT”

<table>
<thead>
<tr>
<th>Differentiation examples: WHAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide the same materials but with the expectation or the pace, e.g., word processing software that offers spell check</td>
</tr>
<tr>
<td>Adjust the amount or pace of instruction for a student group, e.g., provide additional support for students who are struggling</td>
</tr>
<tr>
<td>Ensure that students are engaged and motivated, e.g., use of interactive whiteboards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adaptation examples: HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide written or visual versions of spoken material, e.g., sign language, Braille for vision impaired</td>
</tr>
<tr>
<td>Create a learning environment that accommodates different learning styles and preferences, e.g., flexible seating arrangements</td>
</tr>
<tr>
<td>Provide a variety of learning materials and activities, e.g., multimedia resources, hands-on activities</td>
</tr>
<tr>
<td>Enhance student engagement, e.g., use of gamification, peer learning</td>
</tr>
</tbody>
</table>

#### Facilitation guide Activity 4.2 Task 3
Snatch

Differentiation? Adaptation?
Teaching as Inquiry

Teaching Inquiry
What strategies (evidence-based) are most likely to help my students learn this?

Teaching

Learning Inquiry
What happened as a result of the teaching, and what are the implications for future teaching?

Learning

Focusing Inquiry
What is important (and therefore worth spending time on), given where my students are at?

Is there something I need to change?

What are the next steps for learning?
Identifying in an example...
differentiation and adaptation

Inclusion in Action examples

Facilitation guide Activity 4.3
Differentiations and adaptations

Knowledge of the learners in the class
• Read the class description

Task
• Read about the task
• Brainstorm the possible differentiations and adaptations the teacher might make to support students in this class

Teaching and Learning Inquiry
• So what did the teacher do? What was the impact?
• How could you use this example to explore differentiation and adaptation within your role?
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Find out more ➤

Reflection time
New Zealand videos

Twenty one videos of teachers and students talking about and demonstrating inclusive practices.

http://vimeo.com/album/2950799

Summary of all inclusive education clips

https://vimeo.com/126995959
Show me how...

UDL classroom in action [https://vimeo.com/100662393](https://vimeo.com/100662393)
Show me how...inclusive education website

More than 20 ‘how to’ guides to help teachers and school leaders meet the diverse needs of all learners.

inclusive.tki.org.nz

Demo
https://www.youtube.com/v/ayxtIvpaayE
EXERCISE

• **opportunities**: what opportunities do these new resources give us?

• **barriers**: what are our barriers to these new resources being used?

• **leadership**: where and how can we influence school leadership?
Discussion:
Is a PB4L school an inclusive school?

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- students engaged and achieving
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- effective flexible teaching
- strong values base
- data driven and evidence-based
- belonging
- wellbeing
Reflection

Is a PB4L school an inclusive school?
Mā te huruhuru te manu karere
With feathers a bird flies