Inclusive practices

How an inclusive approach can help us teach for positive behaviour
Mā te huruhuru te manu karere
With feathers a bird flies
Inclusive lens on PB4L

Teaching for positive behaviour

belonging
assumptions
engagement
https://vimeo.com/169767226
“Because it’s about respecting people, respecting each other and their differences.”

Brooklyn
Belonging and wellbeing

Universal Design for Learning

Creating a supportive learning environment
Encouraging reflective thought and action
Providing sufficient opportunities to learn
Facilitating shared learning

Teaching for Positive Behaviour

Culturally responsive practices
Caring relationships
Inclusive pedagogies
Inquiry and problem solving

Curriculum

New Zealand

education.govt.nz
“This school has a good opportunity for disabled kids but I wish I could go to another school, with my community and friends.”

Faithleen
Affective

emotions and motivations
Recognition

what we perceive and understand through our senses
Strategic planning and organising
Strategic

Affective

Recognition
• engaged
• purposeful
• motivated
• self-regulate
• maintain interest
• be motivated to learn
• effort, persistence and mastery
Voting wall available to schools
If these were the results from your school, what would they be telling you?
Belonging

“If I get to be myself, I belong.

If I have to be like you, I fit in.”

(Brene Brown quoting a 12-year old research subject)
I know I belong because...

I feel valued when ...
“When you know what makes someone feel they belong or how they like to be valued you certainly can create an environment to make this happen.

I really feel with this [whatu pokeka] relationship building and our introduction of restorative practices in 2016 we have far less behaviour incidents.”
Eliminate barriers to learning
- universal design
“Because it’s about respecting people, respecting each other and their differences.”

Brooklyn
Universal Design
Universal Design for Learning

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

✔ Write down all the things that Katrina asks for to help her learn
Affective network = engage and motivate

• Reduce noisy distractions

Receptive network = perceive and understand information

• Time, logical order, break things down

Strategic network = plan and communicate thinking and learning

• Time, clarification, planning ahead
Affective networks: 
The **WHY** of learning

Engagement
For purposeful, motivated learners, stimulate interest and motivation for learning.

Recognition networks: 
The **WHAT** of learning

Representation
For resourceful, knowledgeable learners, present information and content in different ways.

Strategic networks: 
The **HOW** of learning

Action & Expression
For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Source:
http://www.udlcenter.org/
Know your learners: Plan for predictable variability

Curriculum and Lesson Planning with UDL

**Goal or Purpose**
Ask: Does everyone know what they are doing and why?

**Methods or Activities**
Ask: Will the teaching methods and options for completing activities work for everyone?

**Resources and Materials**
Ask: What resources or materials will I need to make it work for everyone?

**Assessment and Outputs**
Ask: Can the students show what they know in a way that works for them?

Lynne Silcock and Linda Ojala - CORE Education
New Zealand videos

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

http://vimeo.com/album/2950799
Stimulating interest and motivation

Presenting information and content in different way

Options for students to express what they know
Fairness
Is this place fair for us?

https://vimeo.com/225190387
https://vimeo.com/225192436

https://vimeo.com/225190622
Belonging and wellbeing

Creating a supportive learning environment

Encouraging reflective thought and action

Facilitating shared learning

Providing sufficient opportunities to learn

Universal Design for Learning
• Clear structure
• Visual timetables
• Daily organisers
• Visual tools
• Sensory positioning
• Quiet spaces
• Teach social skills
• Break things down

• Visual timers
• Graphic organisers
• Movement breaks
• Sensory objects
• Reduce noise and movement
• Reference aids, colour coding
• Repetition
“Some people think that having special needs is a disability but I think it is a special ability, a superpower even.

Inclusion isn’t about making a space where everyone is the same and has to fit in. It is about realising and accepting that difference is fine, in fact it is better than fine, it could actually be quite amazing.”
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/watch?v=rkN4-nRw9zw
Lifting aspiration and educational achievement for every New Zealander
Preparing teachers to respond to difference (Rouse 2008)

KNOWING

(“teachers need to be disabused of the notion that they are not qualified to teach disabled children”)

DOING

(“teachers need to learn new strategies for working with and through others”)

BELIEVING

(“disrupting and challenging beliefs about concepts like normalcy”)

eduction.govt.nz