

# PB4L meets Success for All



# Are PB4L schools inclusive schools?



knowing  
your learner,  
student  
voice

# What success for ALL looks like

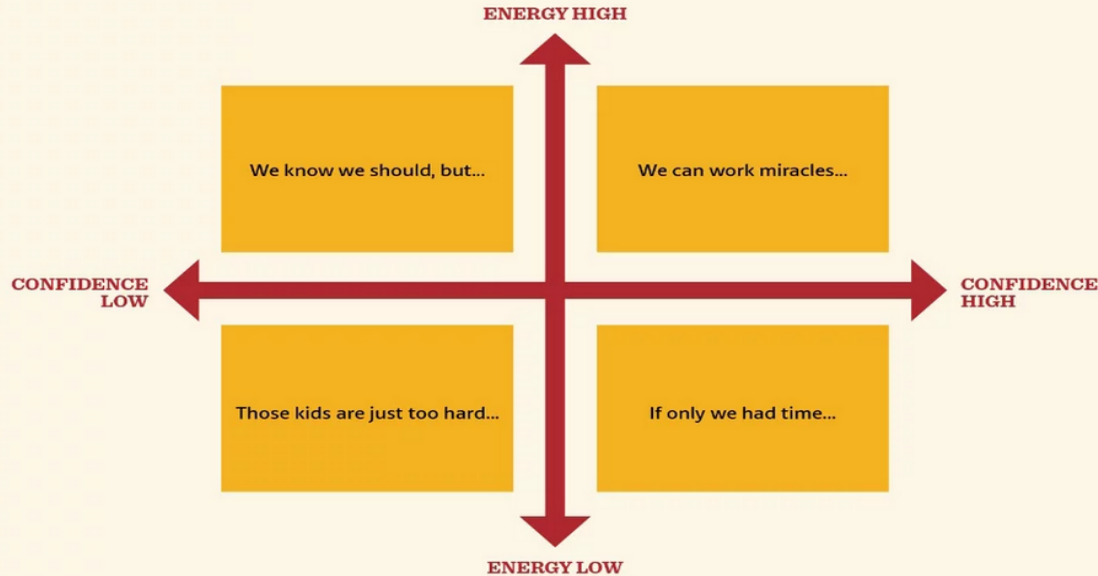


Katrina, What teachers can do to help me learn:

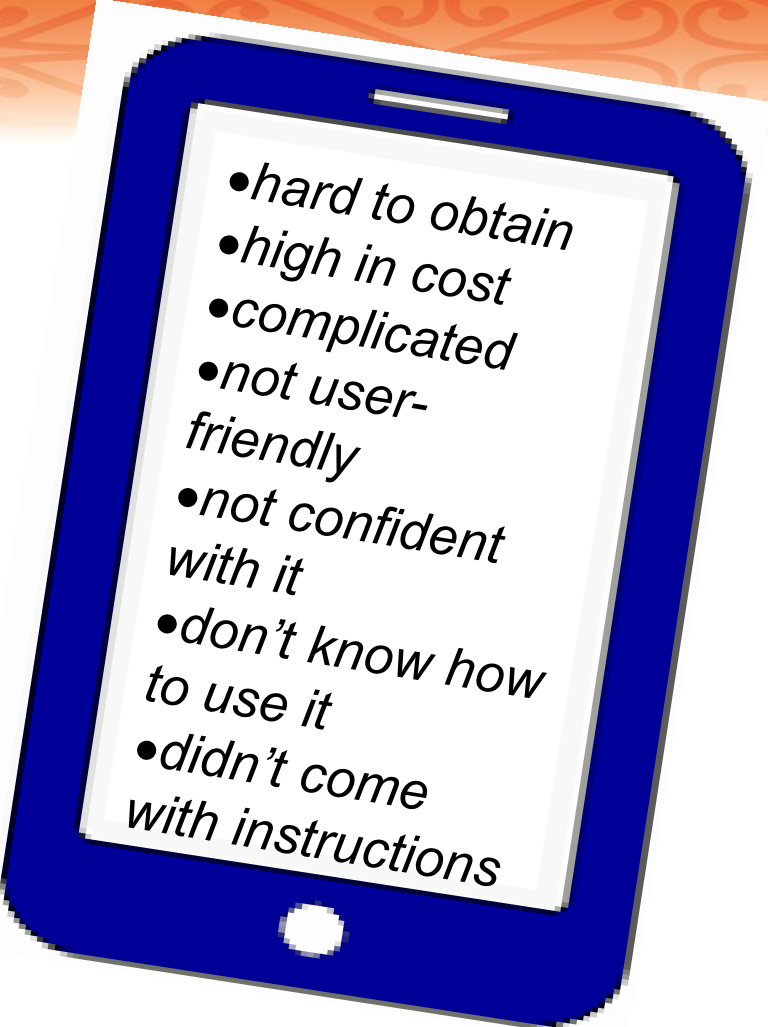
<https://vimeo.com/100662365>

# Barriers to being inclusive

data  
driven and  
evidence-  
based



# 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

data  
driven and  
evidence-  
based

# A look at attitudes

data  
driven and  
evidence-  
based

*“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

strong  
values  
base





# Tell me what...defining inclusive education



students  
experience  
academic  
and social  
success

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

knowing  
your learner,  
student  
voice



*I know I belong because...*

*I feel valued when ...*



belonging

# Tell me what...self-review

data  
driven and  
evidence-  
based



Inclusive Practices Tools

[www.wellbeingatschool.org.nz](http://www.wellbeingatschool.org.nz)



# Tell me what...self-review

data  
driven and  
evidence-  
based



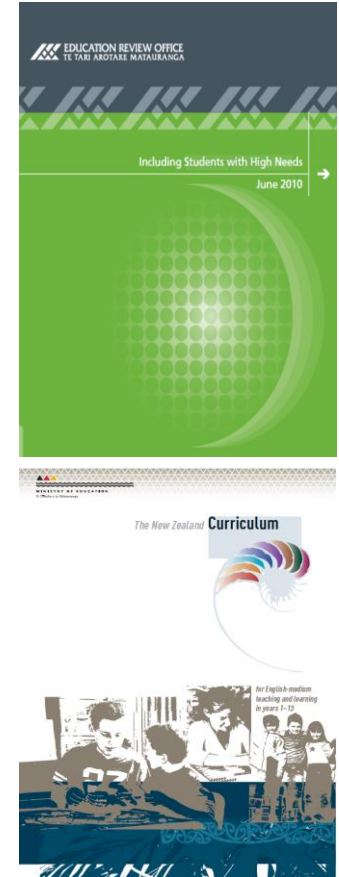
## Inclusive Practices Tools

# 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...

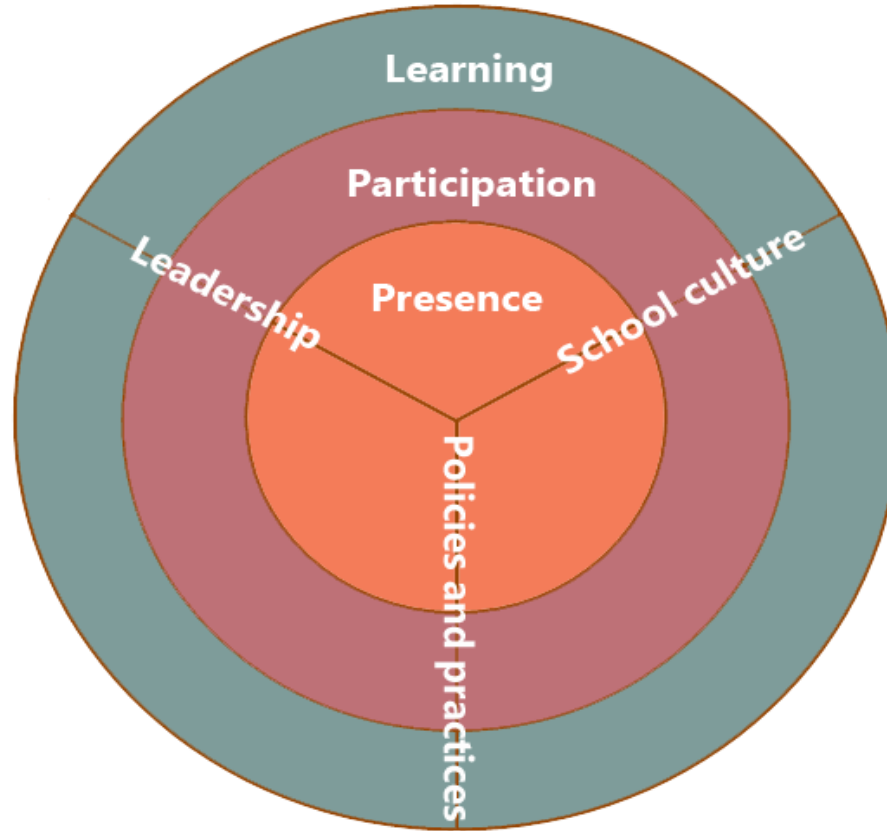
- aiming to **stretch views of inclusion** (diversity is a resource not a problem)
- describing inclusive education practices as they **apply to all** (*with examples of common barriers for children with special education needs*)
- **focusing on practices, systems, and structures** rather than individuals or disabilities

# The IPT tools and framework

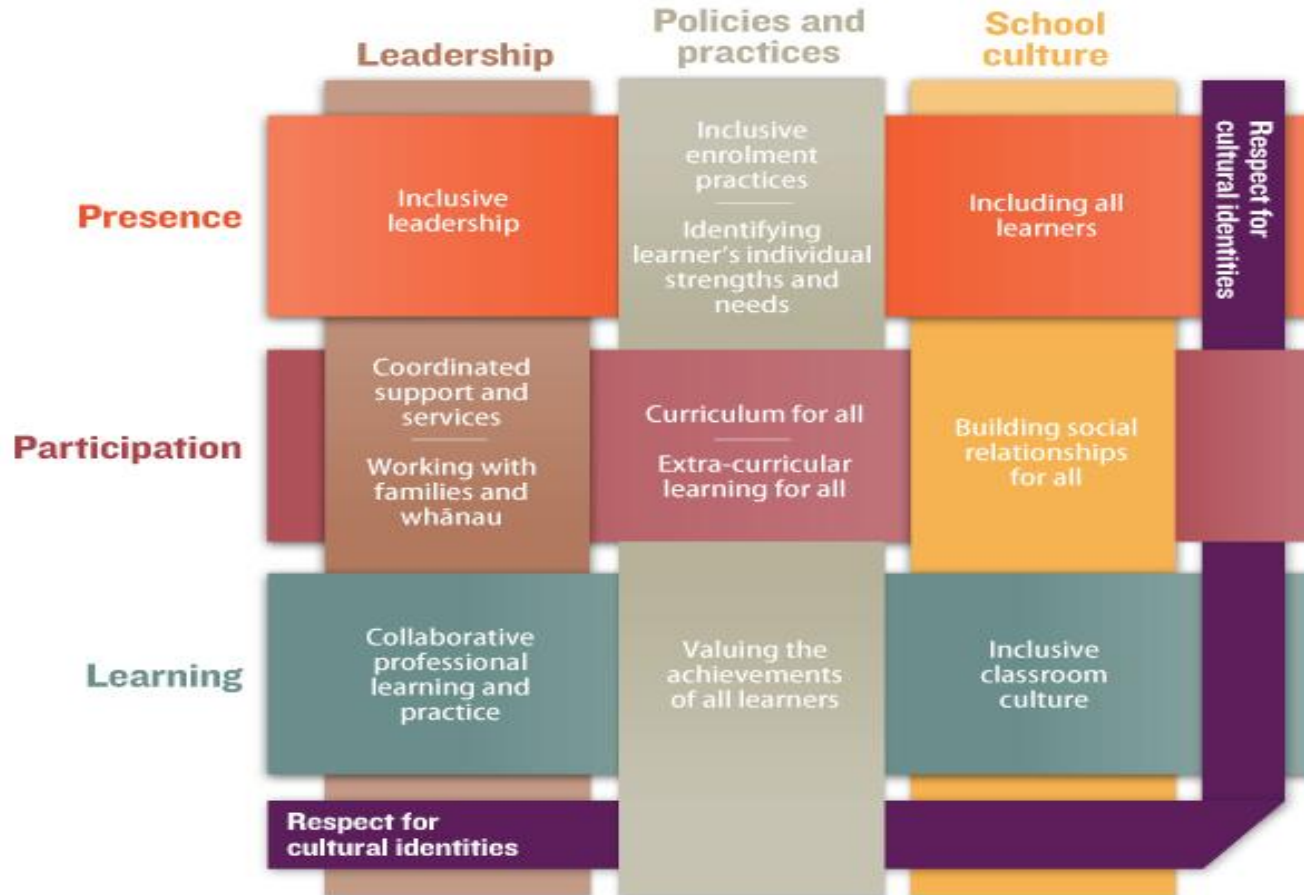
# IP toolkit components

- **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



# The self-review process



# Whole school self-review

Use the IPT to review progress and identify the next focus



Plan for change, put in place a review team

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

Analyse data, develop a plan

# 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

Wellbeing@School

Wellbeing@School and Inclusive Practices self-review tools

Welcome IPT demo account  
(IPT demo)  
Logout

HOMEGETTING STARTEDWELLBEING TOOLKITINCLUSIVE TOOLKITSURVEY ADMINHELPCONTACT

Home

## Survey administration

Before setting up surveys you should read:


- a brief summary of the 5 steps of the self review cycle and
- Using the W@S survey tools or Using the Inclusive Practices survey tools

- To set up surveys, select Wellbeing@School or Inclusive Practices Tools below, and then **select the types of surveys**.
- For W@S, work out whether to **activate online W@S student survey access** (\$1 per student) or use hardcopy student scripts.


Online W@S Student  
Survey Credits: **99**

Manage online W@S  
credits

Click on one of the below survey tool suites:




Wellbeing@School





Inclusive Practices Tools


All user created surveys and reports in this demo account are deleted every Monday morning to ensure reports with example data (March 2013) are accessible.


Key:


 pdf hardcopy

 survey admin

 access


 report


 archive


 delete

Current survey


AdminOn/OffDoneReport Archive Delete


 IPT School Review Profile (Apr 2014)  
(available 28/04/14 to 30/04/14)





0






Archived surveys

Report

Search

Self-review cycle



Survey admin

Step 1: Prepare

Step 2: Gather data

Step 3: Plan steps

Step 4: Take action

Step 5: Review

IPTDemo

My account

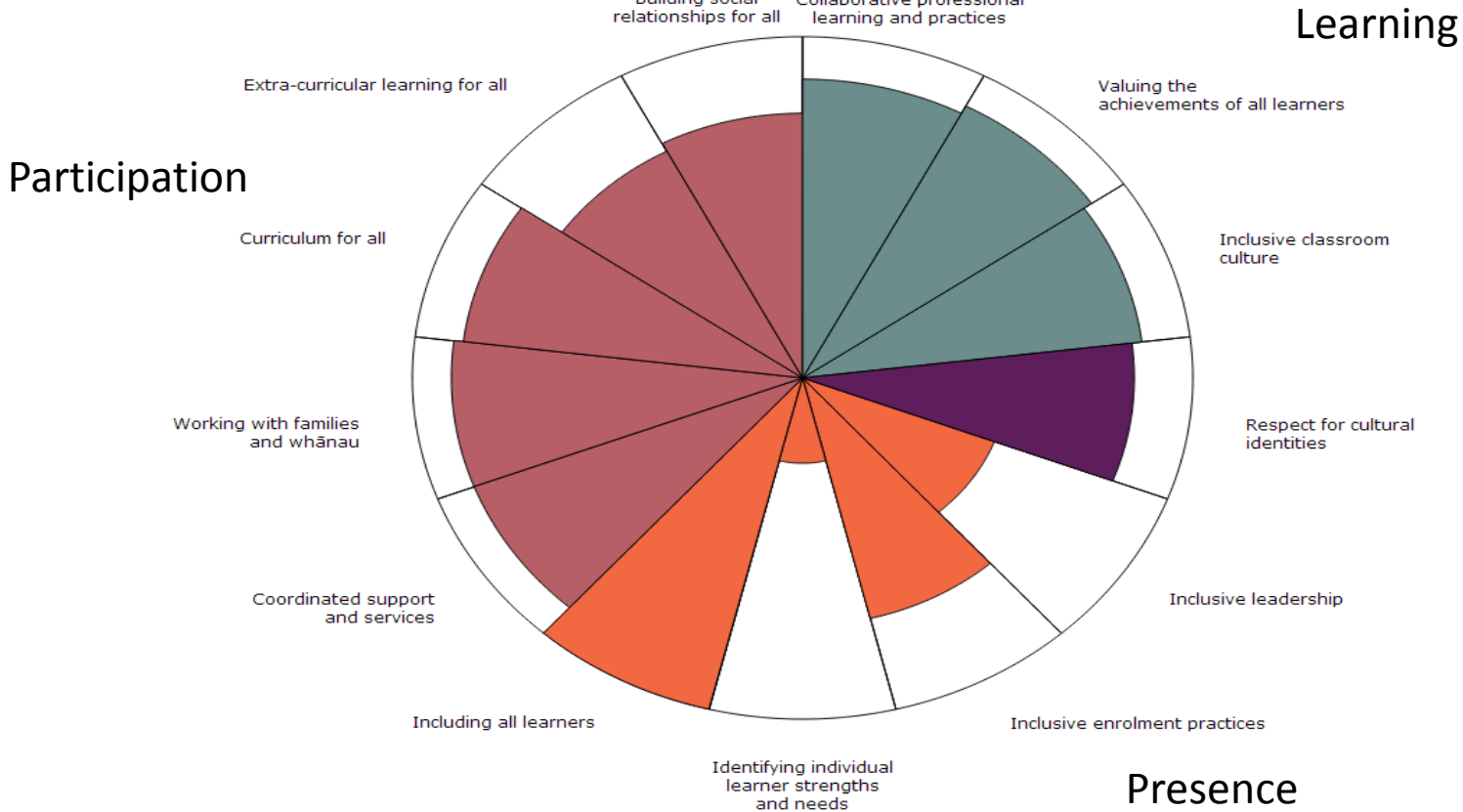
Log out

Feedback about the

# SRP School at a Glance Report:

## Inclusion themes

Inclusion Themes ▼







## Participation

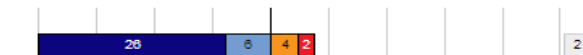
All parents/caregivers/whānau



Participation

[Previous section](#)
[Next section](#)

If needed, the school will arrange specialists to support my child (e.g., speech language therapist, psychologist) <sup>42</sup>



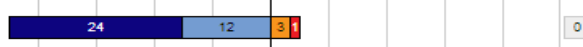
2

This school is very keen to get parents involved in students' learning <sup>47</sup>



1

School staff respect the knowledge my child has about their interests and learning <sup>44</sup>



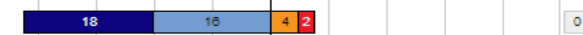
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Sometimes I feel pushed by school staff into accepting decisions I do not think are best for my child <sup>46</sup>



0

I have a clear idea about the progress my child is making at school <sup>41</sup>



0

The school regularly contacts me to share my child's successes <sup>43</sup>



0

Any concerns I have about my child's learning or behaviour are listened to <sup>45</sup>



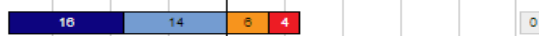
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The learning my child does at school is at the right level of challenge <sup>40</sup>



0

My child's learning connects to their interests and strengths <sup>39</sup>



0

My child's learning is planned by their main teachers (not other staff like a teacher's aide) <sup>48</sup>



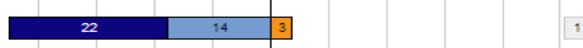
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My child does lots of learning activities with classmates <sup>38</sup>



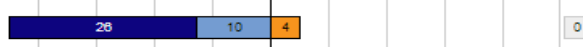
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Most of my child's time at school is spent with their classmates (although they may also have extra support or quiet times) <sup>42</sup>



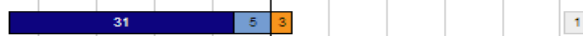
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My child is encouraged to take part in dance, music, sport, leadership, and cultural activities <sup>44</sup>



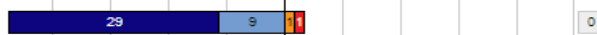
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My child is always included in school events like dances or camps <sup>43</sup>



1

Staff treat students and family with respect <sup>45</sup>



0

# Items at a Glance report

# 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](mailto:educationadviser@nzcer.org.nz)

# References

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

Ministry of Education. (2007). *The New Zealand curriculum*.  
Wellington: Learning Media.

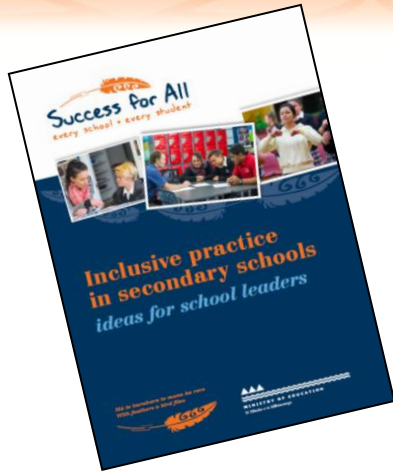




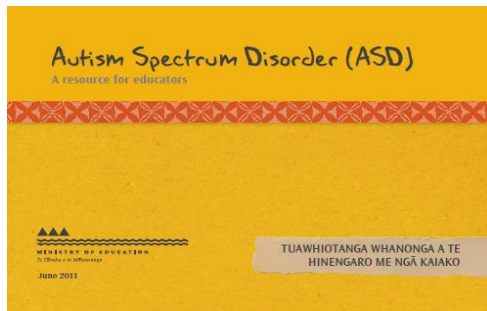
# Reflection time

# Show me how...

## Secondary School Resource



## Educator booklets



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

students  
experience  
academic  
and social  
success

effective  
flexible  
teaching

students  
engaged  
and  
achieving

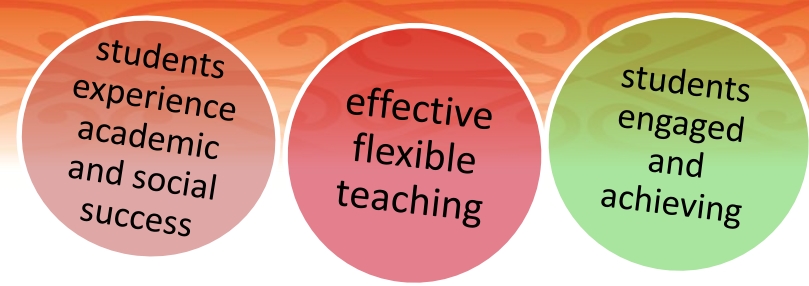
## Teachers and teachers' aides modules

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



# Show me how...

## 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?



Home

The New Zealand Curriculum >

Reviewing your curriculum >

National Standards >

Principles >

Key competencies >

System of support (incl. PLD) >

Secondary middle leaders >

Middle schooling >

Curriculum resources >

Curriculum stories >

Archives >

Senior Secondary Guides >

Secondary Portal >

[Home](#) > Inclusive Practice and the School Curriculum

## Inclusive Practice and the School Curriculum

*Ko te ākonga te pūtake 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

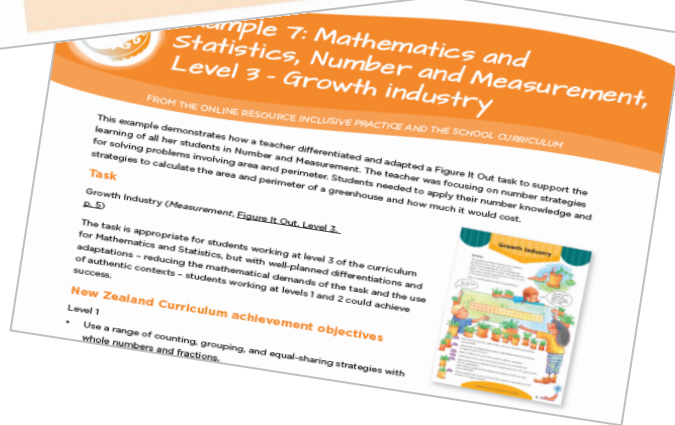
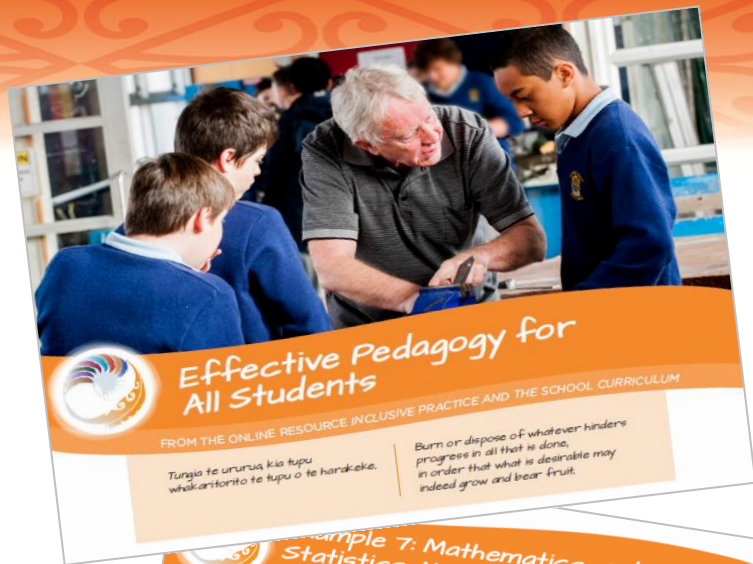
[Find out more >](#)

### 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.



# Differentiation and adaptation sort

## Resource sheet 4.2a Differentiation and adaptation chart

<b>Differentiations</b> are changes to the <i>programme</i> – the content of the school and classroom curriculum and expected responses to it.  <b>THE 'WHAT'</b>	<b>Adaptations</b> are changes to the <i>supports</i> – the school environment, the classroom, teaching and learning materials, and associated teaching strategies.  <b>THE 'HOW'</b>

Differentiation examples: <b>WHAT</b>	Adaptation examples: <b>HOW</b>
Provide the same content focus but alter the complexity of the task (e.g., word problems using two-digit numbers instead of three-digit numbers)	Provide written or visual versions of spoken material (e.g., sign language, transcripts for videos).
Use the same activity but include individual planning objectives as the learning outcomes for a student (e.g., a gifted student independently researches an aspect they will explore in-depth while rest of class works on small group guided inquiry).	Structure the classroom furniture so that students are able to negotiate independently and position themselves to support learning. This includes providing a variety of seating arrangements or learning places that give students the opportunity to select a position that is comfortable for them and their peers to learn in (e.g., cushions, learning centres, and range of table heights).
Utilise student's preferences, interests, and strengths within a learning activity to motivate and engage learners.	Use an FM system to support all students to hear the teacher. Reduce noise for students who find it distracting (e.g., by providing ear muffs or sound-proofed quiet areas in the classroom).

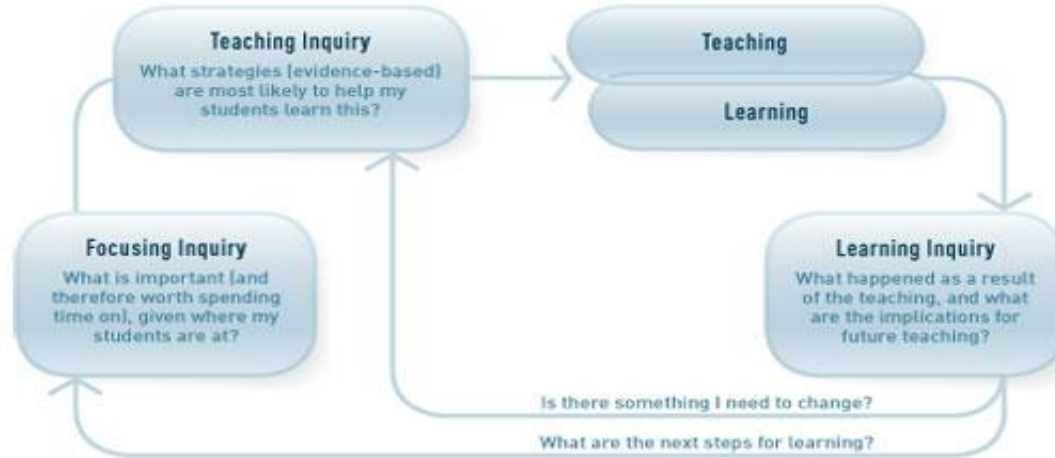


# Snatch

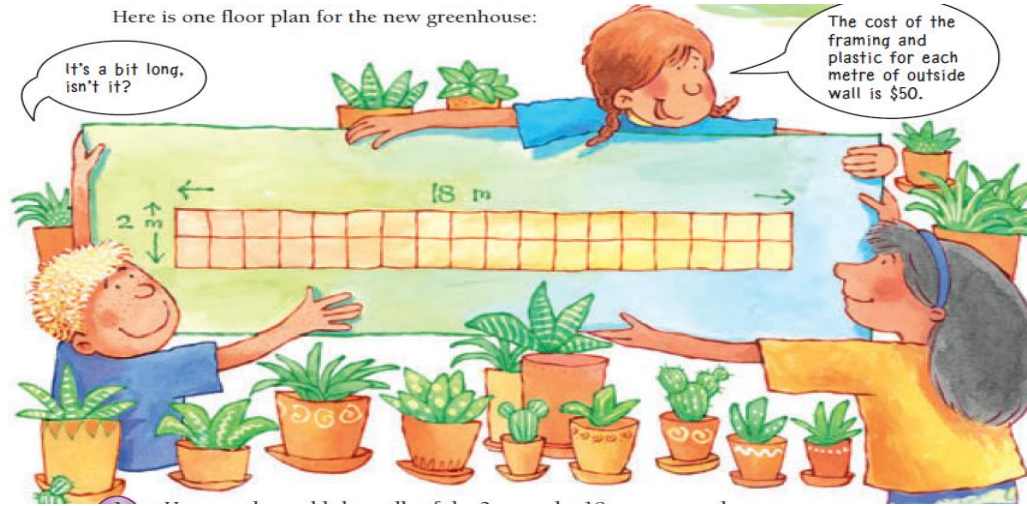


Differentiation? Adaptation?

## Teaching as Inquiry



*Curriculum example structure*



*Identifying in an example...  
differentiation and adaptation*

# Differentiations and adaptations

Knowledge of the learners in the class

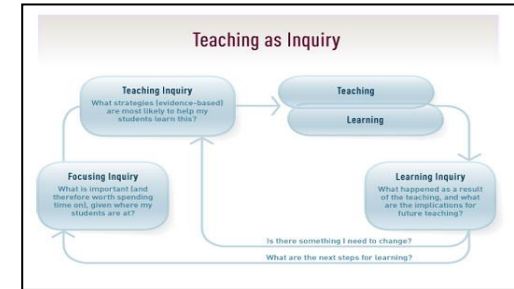
- Read the class description

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?





Home

- The New Zealand Curriculum >
- Reviewing your curriculum >
- National Standards >
- Principles >
- Key competencies >
- System of support (incl. PLD) >
- Secondary middle leaders >
- Middle schooling >
- Curriculum resources >
- Curriculum stories >
- Archives >

Senior Secondary Guides >

Secondary Portal >

Home > Inclusive Practice and the School Curriculum

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[Find out more >](#)

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

[Find out more >](#)



# Reflection time



# Show me how...

## 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>

students  
experience  
academic  
and social  
success

effective  
flexible  
teaching

students  
engaged  
and  
achieving



# Show me how...

effective  
flexible  
teaching

students  
engaged  
and  
achieving



UDL classroom in action <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](https://www.inclusive.tki.org.nz)

Demo

<https://www.youtube.com/v/ayxtlvpaayE>



# 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?





# Reflection

Is a PB4L school an inclusive school?



*Mā te huruhuru te manu karere*  
*With feathers a bird flies*