

Inclusive practices

How an inclusive approach can help us teach for positive behaviour



Mā te huruhuru te manu karere
With feathers a bird flies

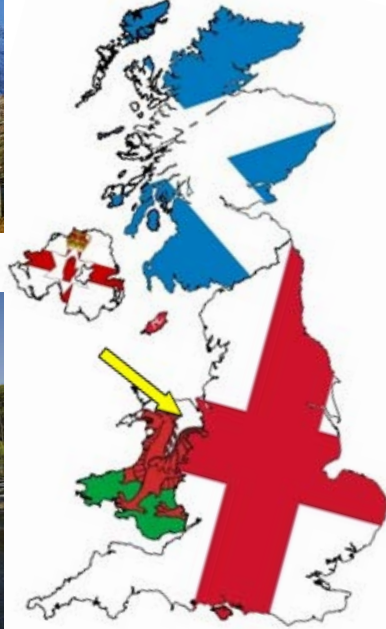




Clan Gunn



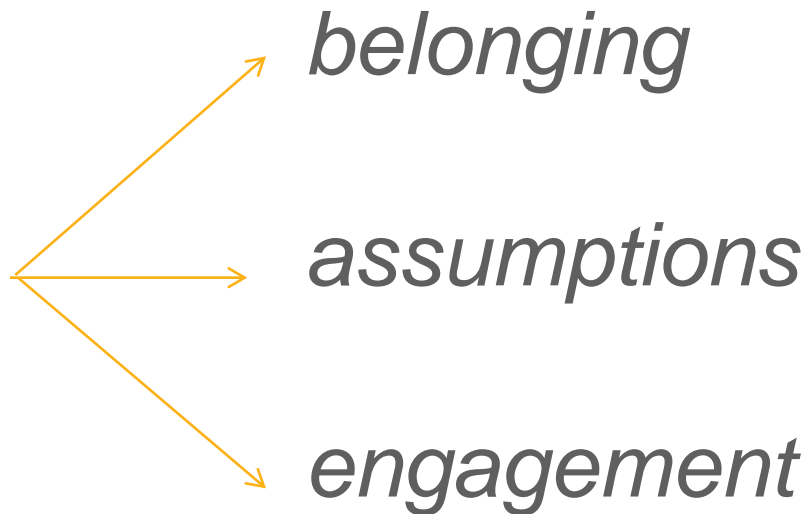
www.scotclans.com



Inclusive lens on PB4L



Teaching for
positive
behaviour





<https://vimeo.com/169767226>

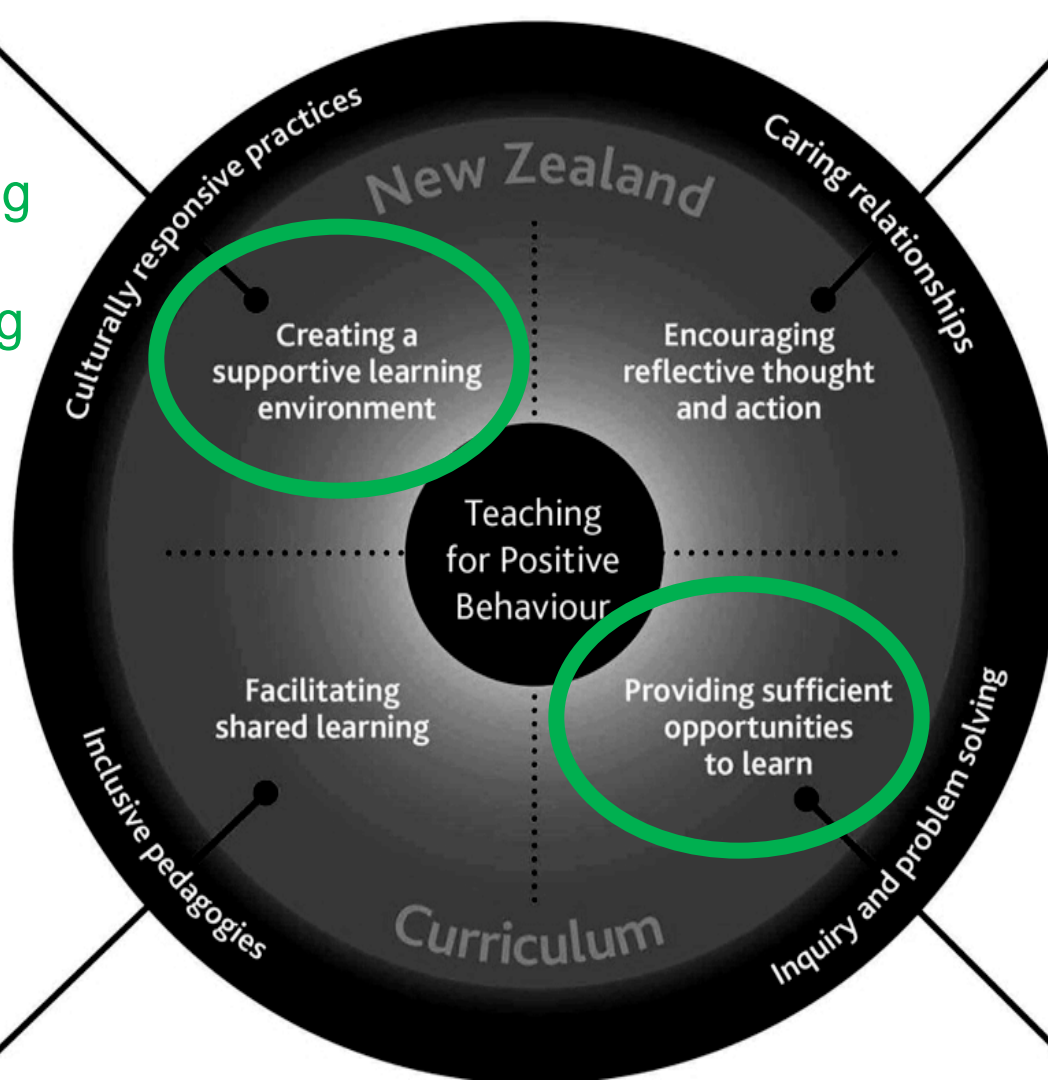




*“Because it’s
about **respecting**
people,
respecting each
other and their
differences.”*

Brooklyn

Belonging
and
wellbeing

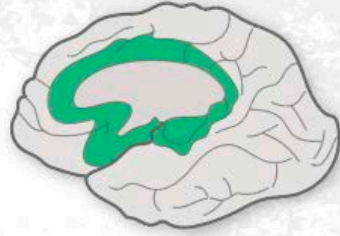


Universal
Design for
Learning

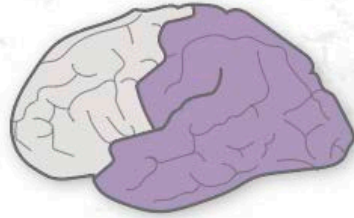


“This school has a good opportunity for disabled kids but I wish I could go to another school, with my community and friends.”

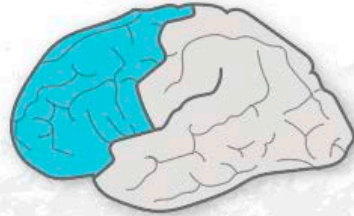
Faithleen



Affective

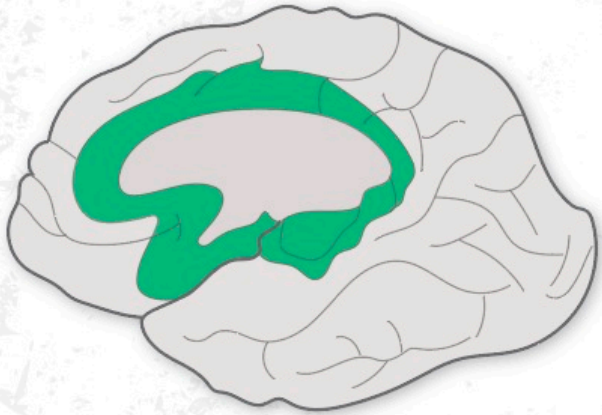


Recognition



Strategic

Affective



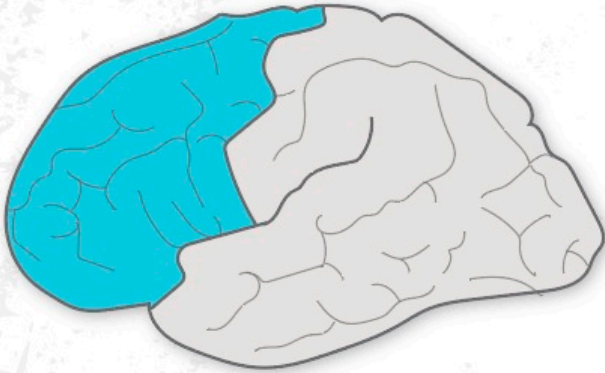
emotions and motivations

Recognition



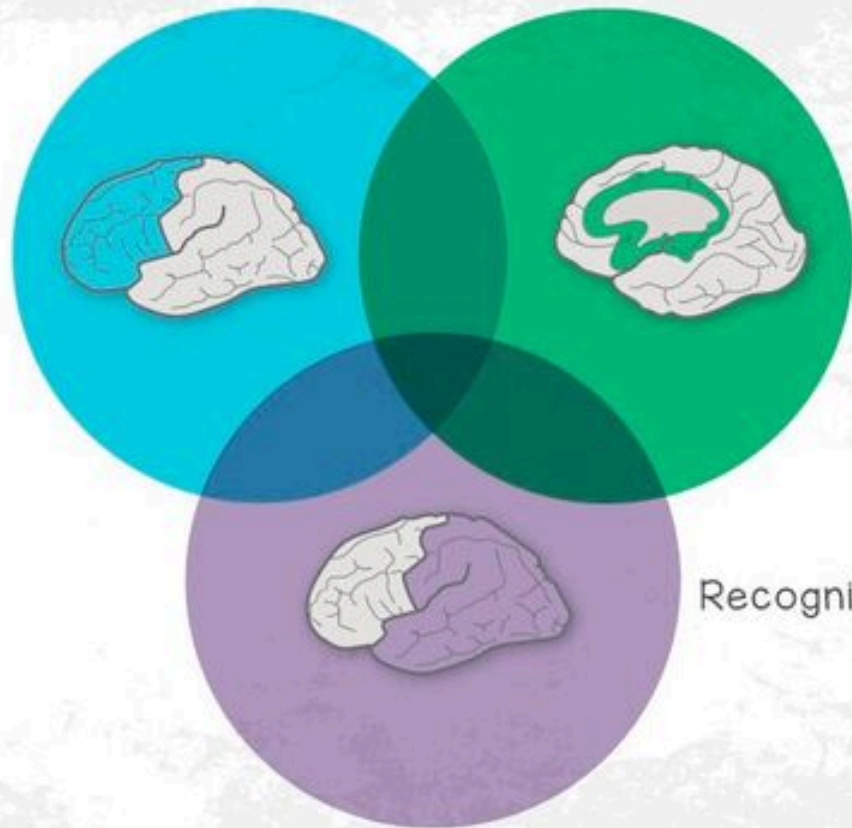
what we perceive and
understand through our senses

Strategic



planning and organising

Strategic

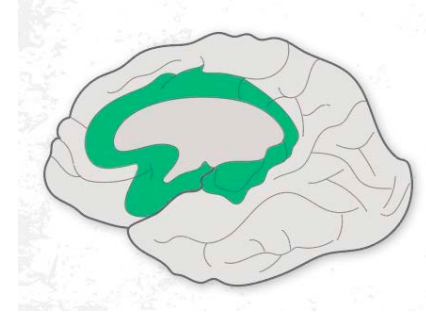


Affective

Recognition



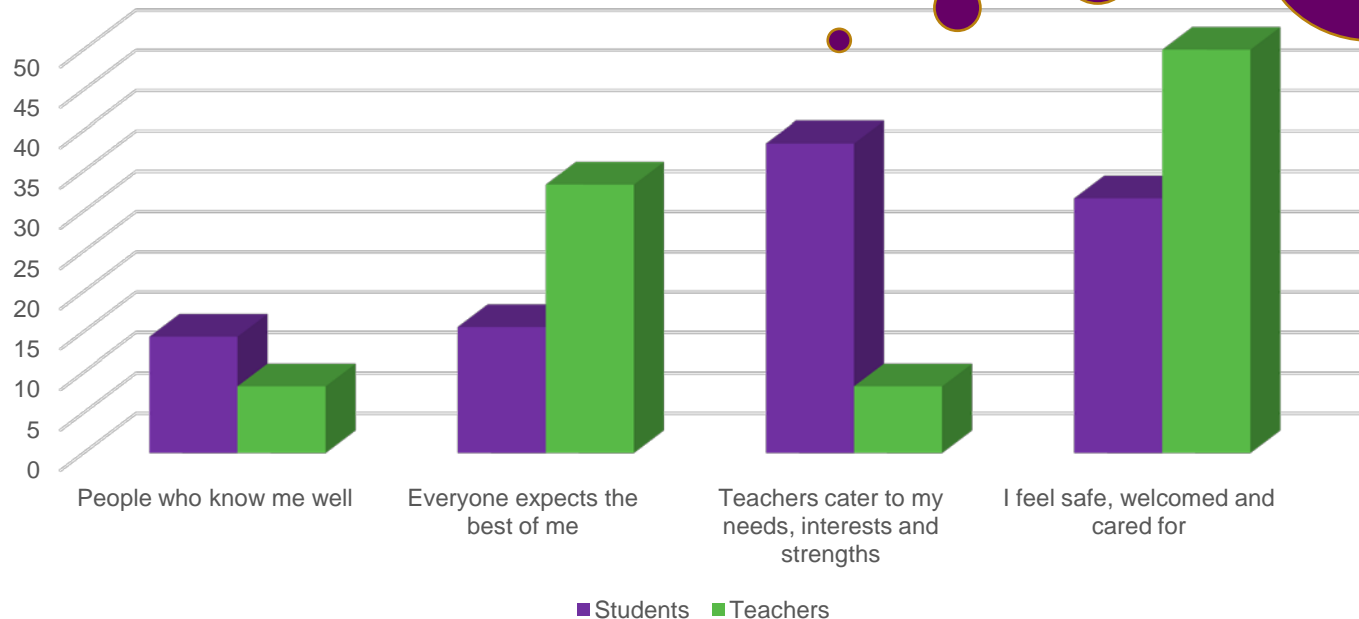
- engaged
- purposeful
- motivated
- self-regulate
- maintain interest
- be motivated to learn
- effort, persistence and mastery



Voting wall available to schools



THE MOST IMPORTANT THING TO HELP MY LEARNING



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.”*

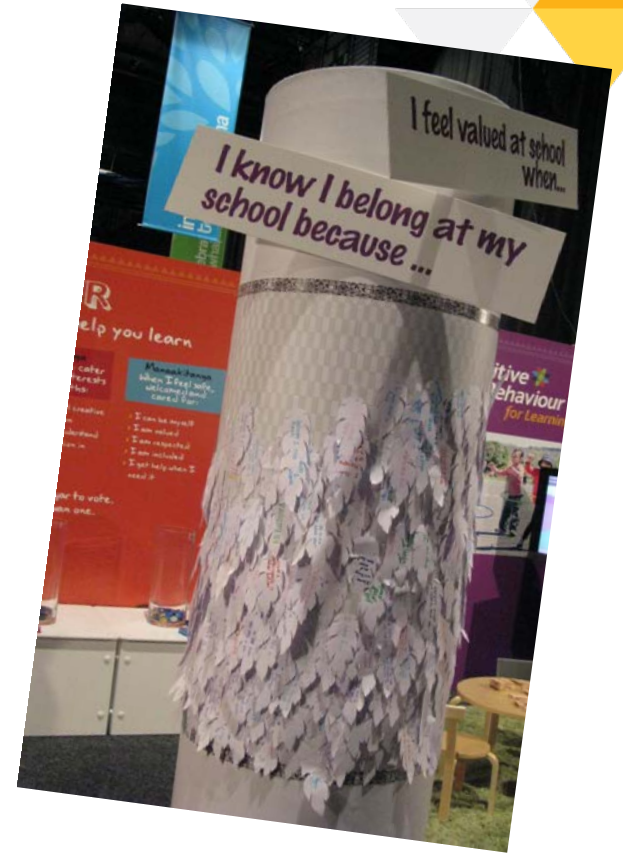
(Brenne Brown quoting a
12-year old research subject)





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,

A decorative graphic in the top right corner consisting of several overlapping triangles in shades of grey, yellow, and orange.

*“Because it’s about
respecting people,
respecting each
other and their
differences.”*

Brooklyn





Universal Design





Universal Design for Learning



✓ Write down all the things that Katrina asks for to help her learn

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



Affective network = engage and motivate

- Reduce noisy distractions

Receptive network = perceive and understand information

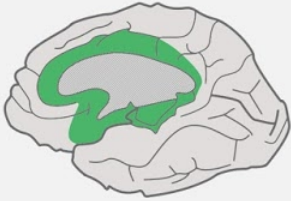
- Time, logical order, break things down

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/>

Design from the edges

Learning Environments

Universal Supports

Ask: Does the everyday learning environment provide a range of supports to cater for learner variability?

Curriculum and Lesson Planning with UDL

Goal or Purpose

Ask: Does everyone know what they are doing and why?



Provide Multiple Means of Engagement
Purposeful, motivated learners



Provide Multiple Means of Representation
Resourceful, knowledgeable learners



Provide Multiple Means of Action & Expression
Strategic, goal-directed learners

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?

Seek diverse perspectives

Intentional design

Lynne Silcock and Linda Ojala - CORE Education



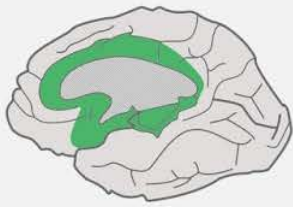
New Zealand videos

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

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

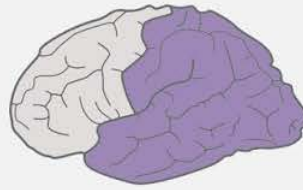






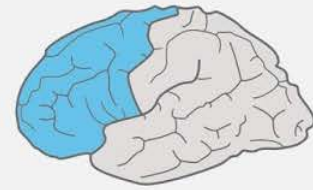
Engagement

Stimulating
interest and
motivation



Representation

Presenting
information and
content in
different way



Action & Expression

Options for
students to
express what
they know



<https://vimeo.com/225190387>

<https://vimeo.com/225192436>

Fairness
Is this place fair for us?

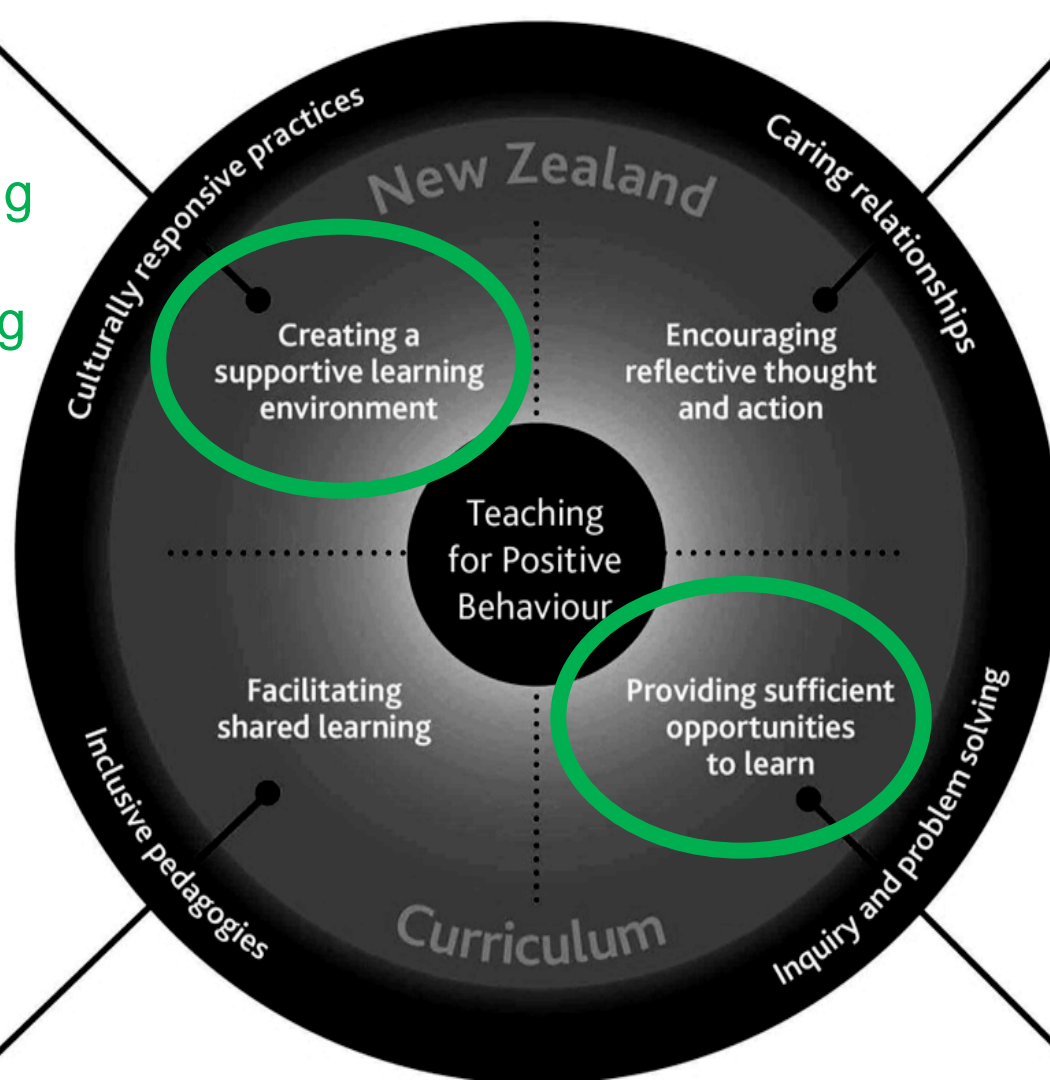


<https://vimeo.com/225190622>





Belonging
and
wellbeing



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

What is your super power?



*“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](https://www.tki.org.nz)

Demo

<https://www.youtube.com/watch?v=rkN4-nRw9zw>

- ✓ *Practical*
- ✓ *Problem-solving*
- ✓ *Illustrations from NZ classrooms*
- ✓ *English-medium*
- ✓ *Primary, intermediate, secondary*
- ✓ *For educators who work with students who do not receive ORS or other Ministry of Education funding and support*



Lifting aspiration and educational
achievement **for every New Zealander**

Preparing teachers to respond to difference (Rouse 2008)

