The following comments reflect what studies both overseas and in New Zealand have found: students engaged in and which teachers were either not aware of, or not dealing with.

Little group.

The teacher gets in there and plays with them. And that’s the interesting part. When they’re playing and there’s no teacher there Hamish can get himself into trouble. And he’s the most amazing community spirit …it’s just the most wonderful, warm, welcoming place. Students who experience a positive sense of membership and belonging to their school are likely to have friends and are unlikely to experience bullying. Of membership and belonging to their school has been identified in research as playing a key role in students’ social relationships amongst the pupils. The school principal has his own interpretation of the rules. But when there’s a teacher there, a moderator, they’re wonderful. A teacher gets in there and plays with them. And there’s no teacher there Hamish can get himself into trouble.

Characteristics of caring classrooms:

Students are encouraged to explore a range of friendships.

Students have equal access to materials and resources.

Students are supported to work on activities together.

Diversity amongst students is used as a starting point toward valuing group difference.

The contribution of each class member is valued.

Students have opportunities to learn about their classmates.

Students have opportunities to learn about their own feelings.

Students have opportunities to learn about the community.

Students have opportunities to learn about how to manage conflict.

Students have opportunities to learn about how to manage friendships.

Students have opportunities to learn about how to manage themselves.

Students have opportunities to learn about how to manage the environment.

Students have opportunities to learn about how to manage relationships.

Students have opportunities to learn about how to manage rules.

Students have opportunities to learn about how to manage time.

Students have opportunities to learn about how to manage workloads.

Students have opportunities to learn about how to manage writing.

Students have opportunities to learn about how to manage your own self-esteem.

Students have opportunities to learn about how to manage your own stress.

Students have opportunities to learn about how to manage your own time.

Students have opportunities to learn about how to manage your own workloads.

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Students have opportunities to learn about how to manage your own writing.

Students have opportunities to learn about how to manage your own self-esteem.
The following comments reflect what studies have found and what New Zealand has found: students with disabilities don't always experience a sense of belonging in their relationships with others in their class, and schools. A great deal of research shows that disabled students tend to form their own little groups, and which teachers were either not aware of, or not dealing with.

...it's like, how do you know if she's not doing anything. We have our work to do and she's just an extra chair. So I think Sally and Miriam are not really part of our class.

Tracking methods that support a sense of belonging are those that support students in feeling like they are part of the class, school, and community. In this school, barriers to inclusion included: the need for differentiated instruction, and the need for support for students with special needs. Teaching methods that support a sense of belonging are those that support students in feeling like they are part of the class, school, and community. Students who are encouraged to explore a range of friendships, and who are supported to work on activities together, are more likely to experience a positive sense of belonging in the classroom. Research with students who have had difficulties with learning and behavior has shown that classrooms that support a sense of belonging are those that support students in feeling like they are part of the class, school, and community. In this school, barriers to inclusion included: the need for differentiated instruction, and the need for support for students with special needs.

"The teacher gets in there and plays with them. And that's the interesting part. When they're playing there and there's no teacher there Hamish can get himself into trouble. And when there's a teacher there, a moderator, they're wonderful. They get involved in what we're doing. So we've always told him please go and get an adult, a big person, and he often tells me stories about how he's gone and got somebody because so and so did something, which makes him sound like a little tell tale but these days that's the interesting part. When they're playing and there's no teacher there Hamish can get himself into trouble."

"I don't talk there. In primary school, we were 14 in class. That was better than being in a big group. The kids need the teacher for Hamish. She puts this down to the school principal who was very concerned with supportive social relationships amongst the students. Hamish's mother describes her son's school as having a "wonderfully, warm, welcoming place. It's a teacher there, a moderator, they're wonderful. They get involved in what we're doing."

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"If I talk there. In primary school, we were 14 in class. That was better than being in a big group. The kids need the teacher for Hamish. She puts this down to the school principal who was very concerned with supportive social relationships amongst the students. Hamish's mother describes her son's school as having a "wonderfully, warm, welcoming place. It's a teacher there, a moderator, they're wonderful. They get involved in what we're doing."

Belonging

Springboards

Practice

ANALYSING EFFECTIVE PRACTICES THROUGHOUT THE CURRICULUM

PRACTICE

ENHANCING EFFECTIVE PRACTICE THROUGHOUT THE CURRICULUM

not really o.k.
were positive about the benefits of inclusion, but non disabled students did point out that it was
their classes and schools. In a New Zealand secondary school, parents and non disabled students
were concerned about the benefits of inclusion, but non disabled students did point out that it was
not really o.k. that students with disabilities were sitting separately from the rest of the class,
engaged in totally different work, and isolated at break time. Sticking together in their own
little group (Nes, 1999, p. 120)

"I liked it there in primary school. We were 14 in class. That was better than sitting separately from
the rest, doing English, I had lessons alone – I was not allowed to talk to the others. While the others
were sitting, I had lessons, I had to be in class. While the others were sitting, I had lessons, too, in
the other class, but that was not fair, I was not allowed to talk to them. (Williams & Downing, 2000, p.107)

"I just want them to belong, to talk to
their classmates and teacher
(She puts this down in
Hamish's mother describes her son's school as having
a most amazing community spirit …it's just the most
powerful in relationships as a caring community where
the concept of belonging is developed, and sent the message
you are only welcome if you act, sound, think, talk like us,'
not-so-subtle message to students that 'you are only welcome
if you are exactly like us.' Research has shown that students
with disabilities and students without disabilities have different
views and values about learning and acknowledging the accomplishments of all
students in establishing, maintaining and shaping a supportive social
environment. Teaching methods that support a sense of belonging are
characteristics of caring classrooms:
- All students are treated with respect
- All students have equal access to materials
- Students are supported to work on activities together
- Students are encouraged to explore a range of friendships.
- Students have opportunities to learn about their classmates
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"Belonging... which would not upset a normal person just
how we can celebrate and support the
DIVERSE NEEDS OF OUR STUDENTS?

"The teacher gets in there and force feed them... And that's the interesting part. When they're playing and
there's no teacher there Hamish can get himself into
some fairly heavy scraps because he likes to, well he
has a very interpretative of the rules. But when there's
a teacher there, a moderator, The kids need the teacher for Hamish."

(Staub, 1998)
The following comments reflect what studies both overseas and in New Zealand have found: students engaged in little group work which teachers were either not aware of, or not dealing with.

There is a little extra chair. So I think Sally and Miriam are not really part of our class.

What diversity or diverse experiences do your students bring to your classroom?

The teacher gets in there and stays with them. And that’s the interesting part. When they’re playing and there’s no teacher there Hamish can get himself into trouble because he likes to, well he has to do something different from the rest.

“...it’s like, why is she not doing anything. We have our work to do and she’s just an extra chair. So I think Sally and Miriam are not really part of our class.”

Tracking methods that support a sense of belonging are those that support interactions in the classroom, with peers or with the teacher, that provide opportunities for learning and understanding. The acclaimed benefits of all these methods include the idea of belonging in the classroom as a learning community where diversity is valued and engaged. Personal relationships are important. Students need to have not-so-subtle messages to students that ‘you can only belong if you act, sound, think, talk like us,’ and send the message to all students ‘you are welcome exactly as you are.’

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Parents of disabled children report a number of challenges in establishing, maintaining and enjoying a supportive social environment. They report that their child is likely to have friends and is expected to experience bullying. Hamish’s mother describes his school as having a wonderfully warm, welcoming place. His teacher gets in there and plays with them. And the kids need the teacher for Hamish. There has to be a moderator, they’re wonderful.

Students are encouraged to explore a range of friendships.

Students have equal access to materials.

Students are supported to work on activities together.

Diversity amongst students is used as a starting point toward valuing group difference.

The contribution of each class member is valued.

Students have opportunities to learn about their classmates.