Learn about diversity and equity together

A suggestion for implementing the strategy 'Establish a respectful class climate' from the Guide: Inclusive classroom culture

**Includes:**

- Understand new views of diversity
- Plan for all learners
- Consider markers of difference
- Ask students what can help
- Consider the principles of Te Tiriti o Waitangi
- Useful resources
Understand new views of diversity

Learn about diversity and equity with your students.

“Diversity” needs to be recognised as a strength for a future-oriented learning system, something to be actively fostered, not a weakness that lowers the system’s performance.

Diversity encompasses everyone’s variations and differences, including their cultures and backgrounds.

Rachel Bolstad and Jane Gilbert, with Sue McDowall, Ally Bull, Sally Boyd and Rosemary Hipkins

Source: Supporting future-oriented learning and teaching: A New Zealand perspective

http://www.educationcounts.govt.nz/publications/schooling/109306
Inclusive Education
From
Guide: Developing an inclusive classroom culture
Strategy: Establish a respectful class climate
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Plan for all learners

Ask student what inclusion means to them.

Allow their experiences to shape your teaching.

Source: Ministry of Education, inclusive education videos (NZ)
https://vimeo.com/album/2950799

Video hosted on Vimeo http://vimeo.com/169767226
Consider markers of difference

In Springboards to Practice, students identify common markers of difference.

Survey your own students.

- Timetables.
- Lunchtime experiences.
- The language and messages used in the school about disability or learning support.
- Physical access to playgrounds and buildings.
- Pull-out programmes.
- Planning for trips.
- Technology use.
- How mobility support is offered to the student.
Ask students what can help

A student with dyslexia outlines how teachers could support him in class.

Source: Ministry of Education, inclusive education videos (NZ)
http://vimeo.com/album/2950799

Video hosted on Vimeo http://vimeo.com/100662200
Consider the principles of Te Tiriti o Waitangi

Consider the following questions for your own context.

- What does partnership mean in your classroom? What leadership roles do different students and adults take? How could this be enhanced?
- To what extent are the identity, language, and culture of Māori students and adults evident in teaching and learning experiences at your classroom?
- What does “genuine participation” look like for Māori members of your classroom?
- What opportunities do Māori students and adults have to share their knowledge and expertise within your classroom?
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Useful resources

Everyone's In: An inclusive planning tool
Publisher: Ministry of Education | Te Tāhuhu o te Mātauranga
Visit website

Index for Inclusion: Developing learning and participation in schools
Publisher: Centre for Studies on Inclusive Education
Visit website

Springboards 2 Practice: Belonging
Publisher: Ministry of Education | Te Tāhuhu o te Mātauranga
Download PDF (1.6 MB)