

Plan actions and resourcing with BOT

A suggestion for implementing the strategy 'Strategically resourcing for inclusive practices' from the Guide: [Leading inclusive schools](#)

Includes:

- Develop a shared sense of purpose
 - Your charter: a vision for every learner
 - Make visible your commitment to inclusion
 - Use register data to inform decision making
 - Take a universal approach
-

Inclusive Education

From

Guide: [Leading schools that include all learners](#)

Strategy: [Strategically resourcing for inclusive practices](#)

Suggestion: [Plan actions and resourcing with BOT](#)

Date

20 January 2019

Link

www.inclusive.tki.org.nz/guides/leading-schools-that-include-all-learners/plan-actions-and-resourcing-with-bot

Develop a shared sense of purpose

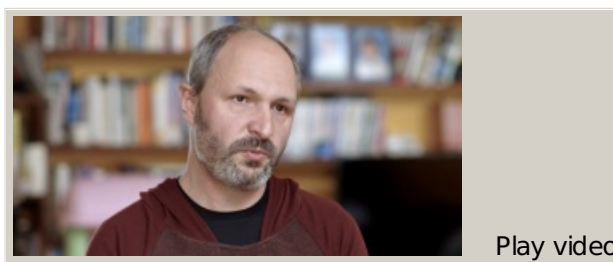
BoT chairperson

Giovanni Tiso talks about representing the aspirations and interest of the community to create an inclusive school.

Source: [Ministry of Education, inclusive education videos \(NZ\)](#) Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)
<https://vimeo.com/album/2950799>



Video hosted on Vimeo <http://vimeo.com/159138180>

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Your charter: a vision for every learner

The school charter is the key planning document for your school.

Outline how your school intends to become more inclusive and meet the needs of all students.

In your charter, show:

- what your board wants to achieve for students with learning support needs

- how you intend to achieve the outcomes for these students; for example, your teaching strategies, and how you are going to use your resourcing

- what success will look like for students

- how you will evaluate and assess your progress towards meeting your charter aims and targets and report this in your analysis of variance.

Examples of inclusive school charters:

[Makauri School](#) (Word 985 KB)

[Ormond School](#) (PDF 976 KB)

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Make visible your commitment to inclusion

Ensure your school's charter identifies specific focus areas to strengthen equity and inclusion.

- ▲▲ Improving the enrolment practices for students with additional support needs.
- ▲▲ A school-wide programme of professional development focused on inclusive practices.
- ▲▲ A community engagement strategy that reflects a partnership approach with parents and whānau of all students.
- ▲▲ An accessibility audit: buildings and grounds throughout your school developed to support the participation of all students; for example, ramps, lifts, equipment for students using wheelchairs, markings to help students navigate around the school.
- ▲▲ A pilot of flexible timetabling to support increased access to learning support expertise and collaborative teaching models.

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Use register data to inform decision making

Make effective use of your register to identify learning and wellbeing support needs.

Work with your BoT to coordinate planned actions and resourcing.

- Identify areas of need from your register and coordinate support across the school.
- Identify student learning needs to: meet curriculum goals; achieve NCEA; provide social support; and identify support students might need at home.
- Think beyond the student to wider school processes, such as professional learning and development, inclusive teaching approaches, and school-wide programmes.
- Establish a process and timeframe for monitoring and evaluating the progress of each student on the register, and reporting to the BoT on this.

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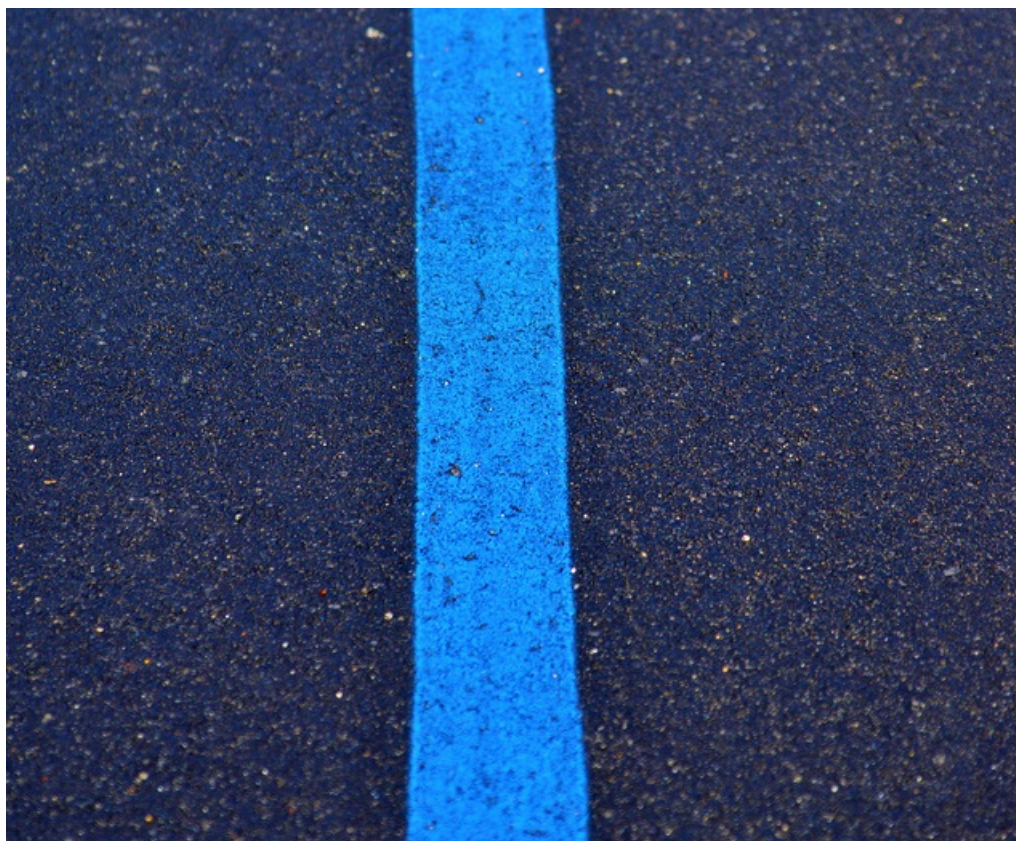
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Take a universal approach



Source: [Glyne Lowe](#)

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[Glyne Lowe](#)

<https://flic.kr/p/dYiBFg>

[View full image \(346 KB\)](#)

The school painted pathways between focal points to support a student with low vision.

New students and those who need support with orientation also use the marked pathways.

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