

# Establish a planning team that includes a wide representation of voices

A suggestion for implementing the strategy 'Collaborate to develop an inclusive ILE' from the Guide: [ILEs](#)

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## **Includes:**

- Build a diverse team
  - Seek student and teacher voice
  - Establish a reference group
  - Consult widely
  - Access community knowledge
  - Useful resources
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Inclusive Education

From

Guide: [Planning innovative learning environments \(ILEs\)](#)

Strategy: [Collaborate to develop an inclusive ILE](#)

Suggestion: [Establish a planning team that includes a wide representation of voices](#)

Date

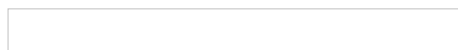
18 January 2019

Link

[www.inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/establish-a-planning-team-that-includes-a-wide-representation-of-voices](http://www.inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/establish-a-planning-team-that-includes-a-wide-representation-of-voices)

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## Build a diverse team



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

**Source:**

[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

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Build a collaborative team to lead the change process. Consider their strengths, capabilities, understanding of designing for inclusion and flexibility, and their approach to leading the change process.

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## Seek student and teacher voice

Voices of students and teachers need to be taken into account to ensure designs meet expectations and requirements.

Participation in all design phases can lessen the transitional impact as concepts, methodologies, and features are progressively exposed in context.

Source: [The local context: Educational vision and teaching and learning approaches](#)

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[The local context: Educational vision and teaching and learning approaches](#)

<http://ile.education.govt.nz/the-local-context/>

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## Establish a reference group

Possible reference group members.

- ↙↘ [RTLB](#)
- ↙↘ [Dyslexia Foundation](#)
- ↙↘ [BLENNZ](#)
- ↙↘ [IHC in your community](#)
- ↙↘ [Autism NZ](#)
- ↙↘ [Speech-language therapists](#)
- ↙↘ [Hearing Association](#)
- ↙↘ [Kelston Deaf Education Centre](#)
- ↙↘ [Van Asch Deaf Education Centre](#)
- ↙↘ [New Zealand Federation for Deaf Children](#)
- ↙↘ [Hear for families](#)
- ↙↘ [Dyspraxia Support Group of New Zealand](#)
- ↙↘ [New Zealand Down Syndrome Association](#)
- ↙↘ [CCS disability action](#)
- ↙↘ [Halberg Disability Sport Foundation](#)
- ↙↘ [Ministry of Education support for children who are deaf and hard of hearing](#)
- ↙↘ [Ministry of Education list of agencies](#)
- ↙↘ [Barrier free](#)

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## Consult widely



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

**Source:**

[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

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Seek input from your community. Build an ongoing relationship with them to plan successful learning approaches, and flexible spaces that meets everyone's needs.

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## Access community knowledge

Students, their parents, and whānau are:

inherently capable

agents of their own cultures

articulate in sharing with teachers and leaders their knowledge about the way their children learn and what they may need to change.

[Inclusive Education](#)

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## Useful resources

Canterbury schools' experiences and information about the master planning and design phases.

Grow Waitaha: Master planning and design kete

Publisher: Grow Waitaha

[Visit website](#)

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