

Identify what makes an inclusive school

A suggestion for implementing the strategy 'Understand inclusive education' from the Guide: [Board of trustees](#)

Includes:

- Commit to inclusion
 - Capture shared aspirations
 - Identify characteristics
 - Discuss principles
 - Explore self review tools
 - Useful resources
-

Inclusive Education

From

Guide: [The role of the board of trustees](#)

Strategy: [Understand inclusive education](#)

Suggestion: [Identify what makes an inclusive school](#)

Date

20 January 2019

Link

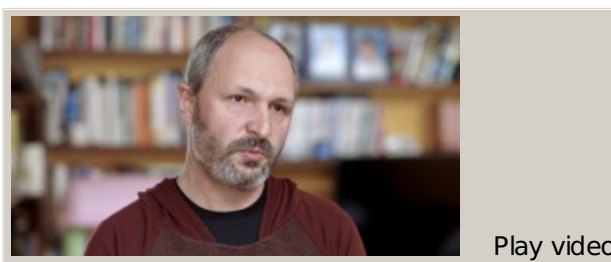
www.inclusive.tki.org.nz/guides/the-role-of-the-board-of-trustees/identify-what-makes-an-inclusive-school

Commit to inclusion

Board of Trustee chairperson at Berhampore School talks about their expectation that every child will be included socially and in the learning.

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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Capture shared aspirations

The views and aspirations of New Zealand families and educators on what makes an inclusive school.

Source: [Ministry of Education \(NZ\)](#)

Closed Captions

Source:

[Ministry of Education \(NZ\)](#)

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=b3HqMrbW5Eg&list=UUdFyjdfqmXgIPJ4wMsQd_Hg)

[v=b3HqMrbW5Eg&list=UUdFyjdfqmXgIPJ4wMsQd_Hg](https://www.youtube.com/watch?v=b3HqMrbW5Eg&list=UUdFyjdfqmXgIPJ4wMsQd_Hg)

[Play video](#)

Video hosted on Youtube <http://youtu.be/b3HqMrbW5Eg>

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Identify characteristics

The Ministry of Education describes inclusive schools as schools that:

- ▲ welcome all students who are entitled to enrol
- ▲ have strong leaders who lead with moral purpose, communicate and model clear values, and have high expectations for every student
- ▲ have good systems and processes for enrolling ALL students and identifying their diverse learning and wellbeing needs and strengths
- ▲ work effectively with parents, whānau, and their wider communities
- ▲ adapt to the student rather than making the student adapt to the school
- ▲ support the professional development of their teachers
- ▲ have robust processes for identifying and supporting the diverse learning needs and aspirations of Māori and Pasifika students
- ▲ foster the identity, language, and culture of every student
- ▲ have effective self-review processes to ensure ongoing improvement of policies and practices.

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Discuss principles

Education Review Office (ERO) describes the most inclusive schools as having three key principles.

1. Ethical standards and leadership that build the school culture.
2. Well-organised systems, effective teamwork, and constructive relationships that identify and support the inclusion of all students.
3. Innovative and flexible practices that ensure environments and experiences are inclusively designed and meet the diverse learning needs of all students.

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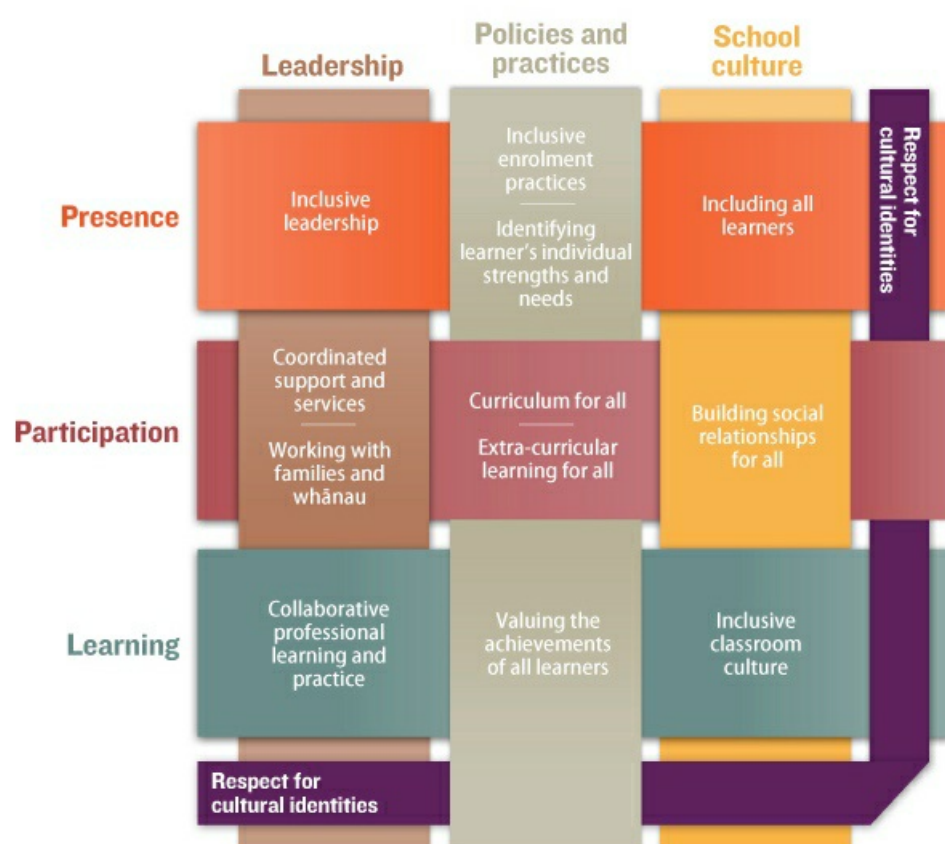
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Explore self review tools



Source: [New Zealand Council for Educational Research \(NZCER\)](#)

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[New Zealand Council for Educational Research \(NZCER\)](#)

<http://www.wellbeingatschool.org.nz/themes-and-sub-concepts-explored-inclusive-practices-tools>

[View full image \(84 KB\)](#)

The **Inclusive practices Tool** developed by NZCER supports schools to find out how the school community feels about their school.

The concepts in the tool summarise what makes a school inclusive.

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Useful resources

Supporting your school to be inclusive

Publisher: Inclusive Education Action Group

[Download PDF](#)

Inclusive education: Video series

Publisher: Government of Alberta

[Visit website](#)

Including students with high needs (June 2010) – Appendix 4: Self-review questions

Publisher: Education Review Office | Te Tari Arotake
Matauranga

[Visit website](#)

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