

Support the development of inclusive practices that meet the needs of all students

A suggestion for implementing the strategy

'Review planning, monitoring, and reporting obligations' from the Guide: [Board of trustees](#)

Includes:

Establish shared expectations

Use a framework to guide practice

Understand the principal's role

Value and develop staff capacity

Support student wellbeing

Inclusive Education

From

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

Strategy: [Review planning, monitoring, and reporting obligations](#)

Suggestion: [Support the development of inclusive practices that meet the needs of all students](#)

Date

22 January 2019

Link

www.inclusive.tki.org.nz/guides/the-role-of-the-board-of-trustees/support-the-development-of-inclusive-practices-that-meet-the-needs-of-all-students

Establish shared expectations

Leaders talk about how they have supported the development of inclusive practices in their schools.

Source: [IHC \(NZ\)](#) No captions or transcript

Source:

[IHC \(NZ\)](#)

<https://www.youtube.com/watch?v=jM653D52tQs>



Video hosted on Youtube <http://youtu.be/jM653D52tQs>

[Inclusive Education](#)

From

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

Strategy: [Review planning, monitoring, and reporting obligations](#)

Suggestion: [Support the development of inclusive practices that meet the needs of all students](#)

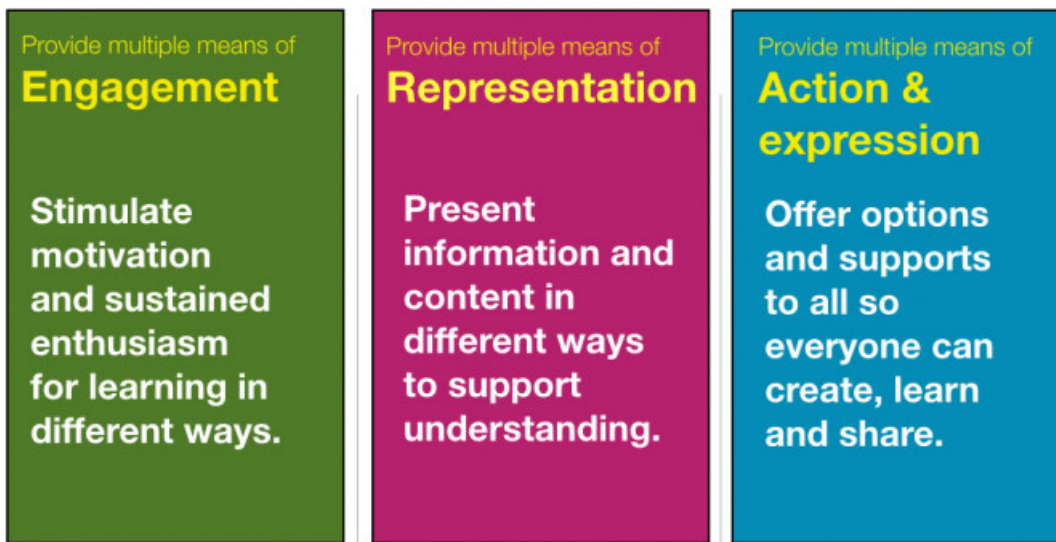
Date

22 January 2019

Link

www.inclusive.tki.org.nz/guides/the-role-of-the-board-of-trustees/support-the-development-of-inclusive-practices-that-meet-the-needs-of-all-students

Use a framework to guide practice



Universal Design for Learning: 3 principles

Source: [Adapted from CAST UDL](#)

Source:

[Adapted from CAST UDL](#)

<http://www.cast.org/our-work/about-udl.html#.VSMG8ZOUcqY>

[View full image \(398 KB\)](#)

UDL is a framework that supports the design of inclusive and flexible environments where barriers to learning are removed at the outset.

Inclusive Education

From

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

Strategy: [Review planning, monitoring, and reporting obligations](#)

Suggestion: [Support the development of inclusive practices that meet the needs of all students](#)

Date

22 January 2019

Link

www.inclusive.tki.org.nz/guides/the-role-of-the-board-of-trustees/support-the-development-of-inclusive-practices-that-meet-the-needs-of-all-students

Understand the principal's role

The principal is responsible for developing, maintaining, and reporting on an effective professional development and appraisal programme for all staff and for reporting this process back to the board of trustees.

What educational outcomes are valued for our learners and how are our learners doing in relation to those outcomes (particularly our priority learner groups)?

How can I as a professional leader improve my knowledge and skills to improve outcomes for learners?

Engagement in further learning or development to refine my professional knowledge and skills.

Engagement of learners and/or teachers in new learning experiences.

What has been the impact of changed actions on our learners (particularly our priority groups)?

Inclusive Education

From

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

Strategy: [Review planning, monitoring, and reporting obligations](#)

Suggestion: [Support the development of inclusive practices that meet the needs of all students](#)

Date

22 January 2019

Link

www.inclusive.tki.org.nz/guides/the-role-of-the-board-of-trustees/support-the-development-of-inclusive-practices-that-meet-the-needs-of-all-students

Value and develop staff capacity

Build staff capacity and confidence in inclusive practices.

The principal and leadership team will create opportunities for staff to identify:

- ▲ areas where students will need support based on ongoing data collection
- ▲ immediate professional learning needs related to individual students, or teacher inquiry
- ▲ areas of personal experience and knowledge that they are happy to share with colleagues
- ▲ preferred learning pathways, for example, workshops, large meetings, one-to-one conversation, coaching and mentoring.

[Inclusive Education](#)

From

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

Strategy: [Review planning, monitoring, and reporting obligations](#)

Suggestion: [Support the development of inclusive practices that meet the needs of all students](#)

Date

22 January 2019

Link

www.inclusive.tki.org.nz/guides/the-role-of-the-board-of-trustees/support-the-development-of-inclusive-practices-that-meet-the-needs-of-all-students

Support student wellbeing



Source: [Education Review Office | Te Tari Arotake Mātauranga](#)

Source:

[Education Review Office | Te Tari Arotake Mātauranga](#)

<http://www.ero.govt.nz/publications/school-trustees-booklet-helping-you-ask-the-right-questions/>

[View full image \(498 KB\)](#)

The school trustees booklet includes question and information that guides discussion with school leaders as a trustee.

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.