

Open
doors
no steps



x 200,000

all kids happy and achieving



LOOKS LIKE

- Value in diversity - busy classrooms
 - ↳ individuals
 - ↳ engaged, empowered
 - ↳ RESPECTS
 - ↳ varied learning activities
- Purposeful activities → differentiated "
- Celebration of everyone's work → scaffolded
- Teachers PD about learning.
- Early intervention
- Variety of tools being used to support variety of needs - eg Assistive tech
- Activities/learning = choices
- Whole school systems = philosophy
- Normal

Holistic focus

Remove the 'barriers' → the whole child

Celebrate
Diversity

Safety

More Teacher
Education / PLD

Cultural
Identity and Connections

For access to
quality education
to not be a
battle every day
for parents of
children with special
needs.

Focus on teaching + learning
Teaching as Inquiry
Partnership
Choice
High expectations + aspirations + potential
Belonging + Connectedness + Engagement
Voice / Agency
Identity
Valued for who they are
equity
Identified
Reciprocal learning / AKO
Specialist support
Needs
Finding your people
Question, challenge, change
Shared vision + goals
Local network approach
Young leadership

Teacher policy group

Whakawhanaunga tangā

Building relationships
that are on-going, honest
and based on the belief
that "we" are all in this
together - and together we can
find the most effective
learning pathway for every
child.

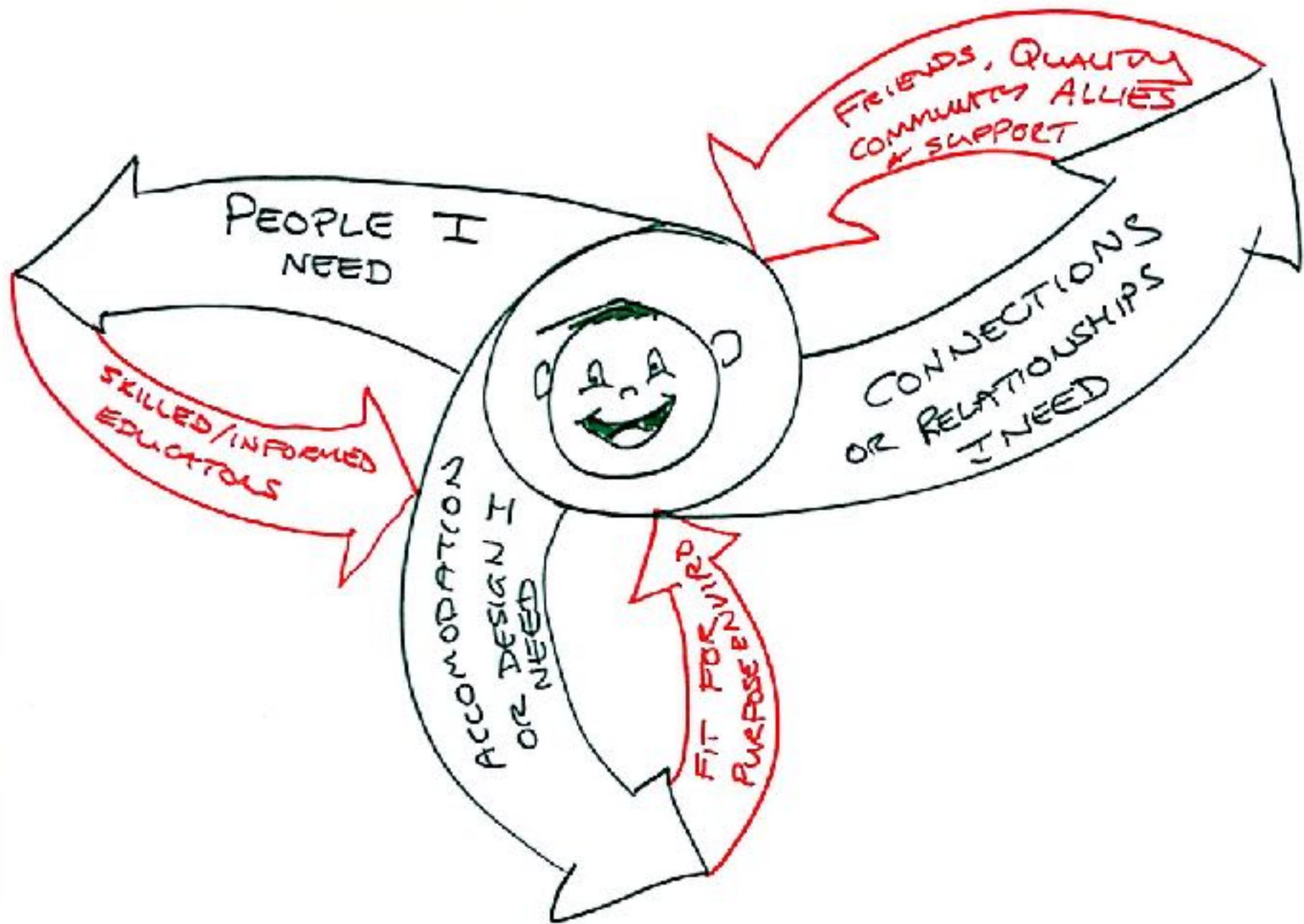
Exploring & Capturing the visions for the future.

- Supporting each child to fulfil their potential
- Responsive to individual needs
- Upskilled teachers (generic training).
- Inclusiveness. (children need to be placed in appropriate environment)
- Differentiated practice.
- Timely Access to specialists
- Child ~~be~~ focussed
- Holistic development
- Faster response and processing.
- Appropriately & adequately funded
- Teacher aides.
- Access to PD for support staff,
- ~~Review of~~ Review of teacher training at university.
- Ongoing professional development
- Get rid of tatou tatou nonsense around inclusion. It is disempowering and we need to speak from one page!
- Early Testing for dyslexia, conditions
- Culturally responsive practice
- Normalisation of disability.
- Equity through inclusion

Articulate Young People
(eg: Dyslexic, Deaf, Blind) all
express a desire to be
educated alongside others
just like them - why do
"Adults" have a need to
impose their ideals of what
so called 'inclusion' should be
for Young People who have great
difficulty in communicating?
what they most want/desire?

Radical

Change based
on across the
system collaboration!



Change definition + increase understanding
A "Inclusion".

Change perception of Specialist School
- in fact broaden/widen

Access / resource - everything is NOT
a battle

Families not having to tell their story again.

FEELS LIKE

Choice / I have options.
empowerment

Caring

Supported

I'm valued.

Confidence.

identity

~~and~~ I have a
voice.

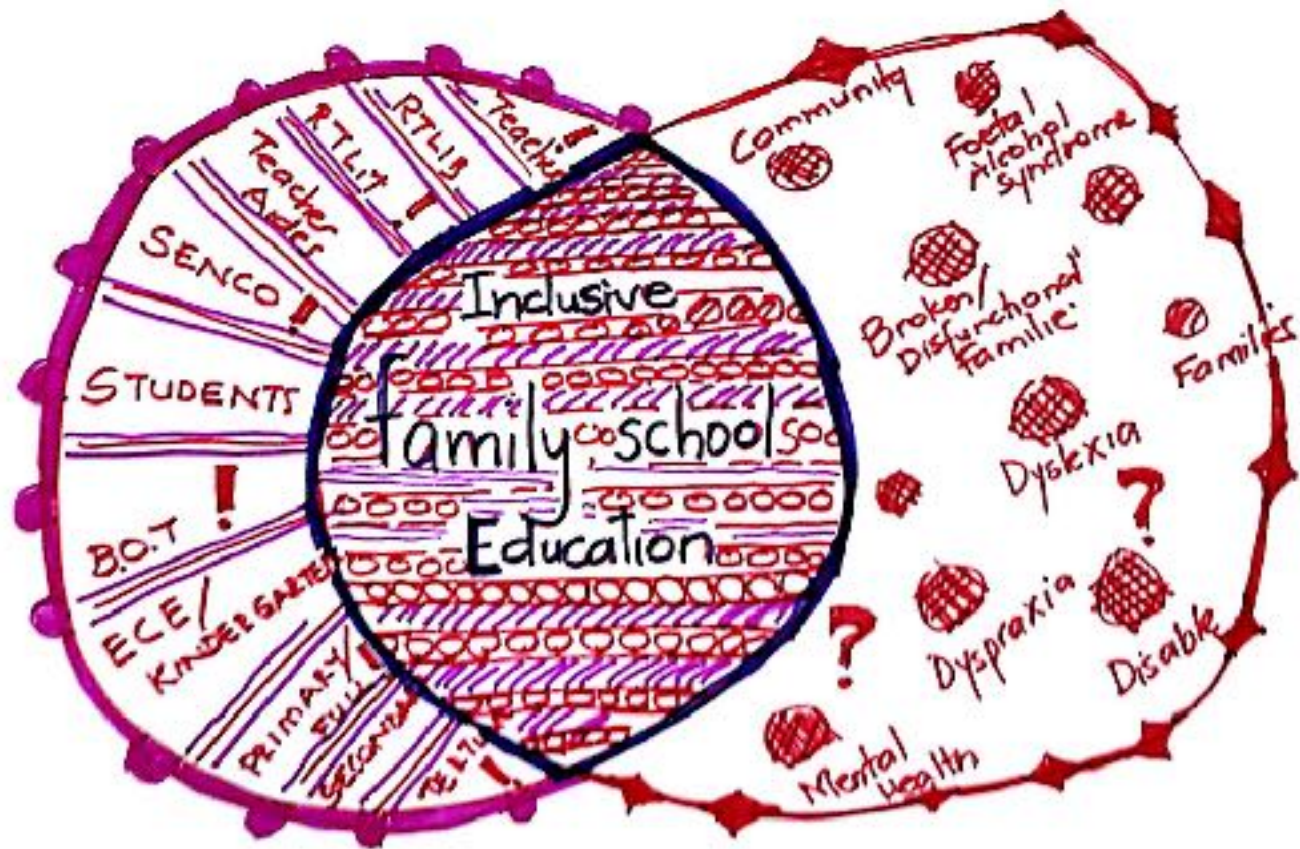
I'm heard.

I'm understood by others
and I understand
myself

Strong
relationships
(Whanaungatanga)

I'm
respected

There is understanding of
my condition / needs / diversity



Every child feels they belong
To be allowed to be who
they are - identity.

How do we support every
child to leave school as a
participating and
contributing person?

Connected.

Choice / power for student
Developing independence
Increased disability
awareness.



ARCHA. GENUINE AND
AUTHENTIC RELATIONSHIPS.
A SENSE OF BELONGING.
HOLISTIC CARE - MIND, BODY AND
SPIRIT.



KNOWLEDGE
SHARED



Education of the Future
to be like a Menu

→ pick and choose what
is needed for each person

→ 5★ Michelin Teacher Aides!

Awareness & Understanding Across the Community

NOT A PROBLEM OR CHALLENGE
A POTENTIAL

supportive
School Community

understanding
empathetic
Community

Families / Parents Caregivers
understanding & appreciation
non-judgemental.

appreciate the differences
challenge to norms
Teachers
passionate
empowered
empathetic
supportive
knowledgeable
non-judgemental

knowing the learner
Teachers Training Institutes
Training to support

see differences as strengths of potential
Board of Trustees
Proactive
inclusive
shared vision
responsive
resourceful
Be good listeners
accommodating
appreciative

supportive
empowered
knowing themselves
Students
understanding the challenges
Agency
reflective

Sense of
Belonging

Having purpose

Citizenship

Achievement

Learning
through
ways which
are appropriate

An environment
to reflect ALL
students

Build on
potential



Conference and Function Centre

INCL
ED

just do it.
(already)



meet in the middle



future

"I.E." is

self-evident,

it's just education

differences are
celebrated

she was successful
~~in spite of~~ because
of disability.