Planning for diversity through inclusive design: Belonging and inclusion for all

Te whakamahere i te kanorautanga mā te hoahoa kauawhi: te noho huānga me te kauawhi mō te katoa

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Contents

Introduction

Nau mai, haere mai.

Welcome to this overview of the Planning for Diversity through Inclusive Design learning modules.

A commitment to equity

One of many pathways will have brought you to this resource, perhaps equity and inclusion are the focus of your strategic plan, or a recent self-review has highlighted the need to build understanding and capability in how you design to meet the diverse needs of all learners.

These modules are designed to support you in your journey. They have been developed and are positioned within The Learning Support Action Plan 2019 – 2025 and The Statement of National Education and Learning Priorities (NELP).

The Learning Support Action Plan 2019 – 2025 sets out priority actions that will make the most difference to ensuring that children and young people get the right support at the right time. Developing flexible supports that are responsive to neurodiversity is priority 4 of the 6 strategic priorities in the action plan. This series of modules focusses on developing a shared knowledge-base around how to design learning environments for the natural variability between ākonga.

The Statement of National Education and Learning Priorities (NELP)

Objective 1: Learners at the centre

Priority 1:
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

Priority 2:
Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

Objective 2: Barrier-free access

Priority 3:
Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.

He Pikorua

Hui te mārama hei purapura ora
Working together to nurture and support the growth and wellbeing of mokopuna
Dr Wayne Ngata

He Pikorua is a framework that brings together learning support practitioners, whānau and educators to support the learning and wellbeing of mokopuna.

He Pikorua is a useful framework to be thinking about when facilitating these modules. It has a strong set of principles, a foundation for considering supports in the day-to-day teaching and learning and a sound collaborative inquiry to support teams to participate in meaningful and relevant learning together.

The principles in He Pikorua guide sound and ethical practices for quality relationships with all educators, whānau and mokopuna.

Mokopuna and whānau-centred
Mokopuna and their whānau are at the centre of decisions, actions and practices that affect their interests, goals and well-being.

Strengths-based
Commits to using holistic, strengths-based approaches which enhance the mana of mokopuna, whānau, kaiako and their community.

Culturally affirming and responsive
Acknowledges and celebrates the diverse identities, languages and cultures of mokopuna, whānau and kaiako.

Inclusive
Supports mokopuna and whānau to actively contribute and belong within their learning settings and community.

Ecological
Focusses on the important connections between mokopuna, their learning environments and their relationships with others.

Evidence informed
Positions evidence as the dynamic interaction between research and inquiry, the perspectives and experiences of whānau and mokopuna, and practitioner and kaiako knowledge.

Collaborative
Working in partnership to develop, share and achieve mutually agreed goals.

The Inclusive Design modules are part of Te Tūāpapa o He Pikorua

Te Tūāpapa positions learning supports as part of day-to-day teaching and learning . Universal Design for Learning (UDL) supports design decisions across the whole of Te Tūapapa.

Within Te Matua, UDL focuses first on inclusive instructional practice. For instance tools or approaches that are offered to one learner can easily be made available to everyone. This is a universal approach where the tools become optional supports for everyone.

Facilitation Tip:
Learn about Te Tūāpapa o He Pikorua

https://hepikorua.education.govt.nz/how-we-work/flexible-tailored-model-of-support/

Te Tūāpapa o He Pikorua

Te Matua

Universal

Strengthens inclusive environments, cultures and practices.
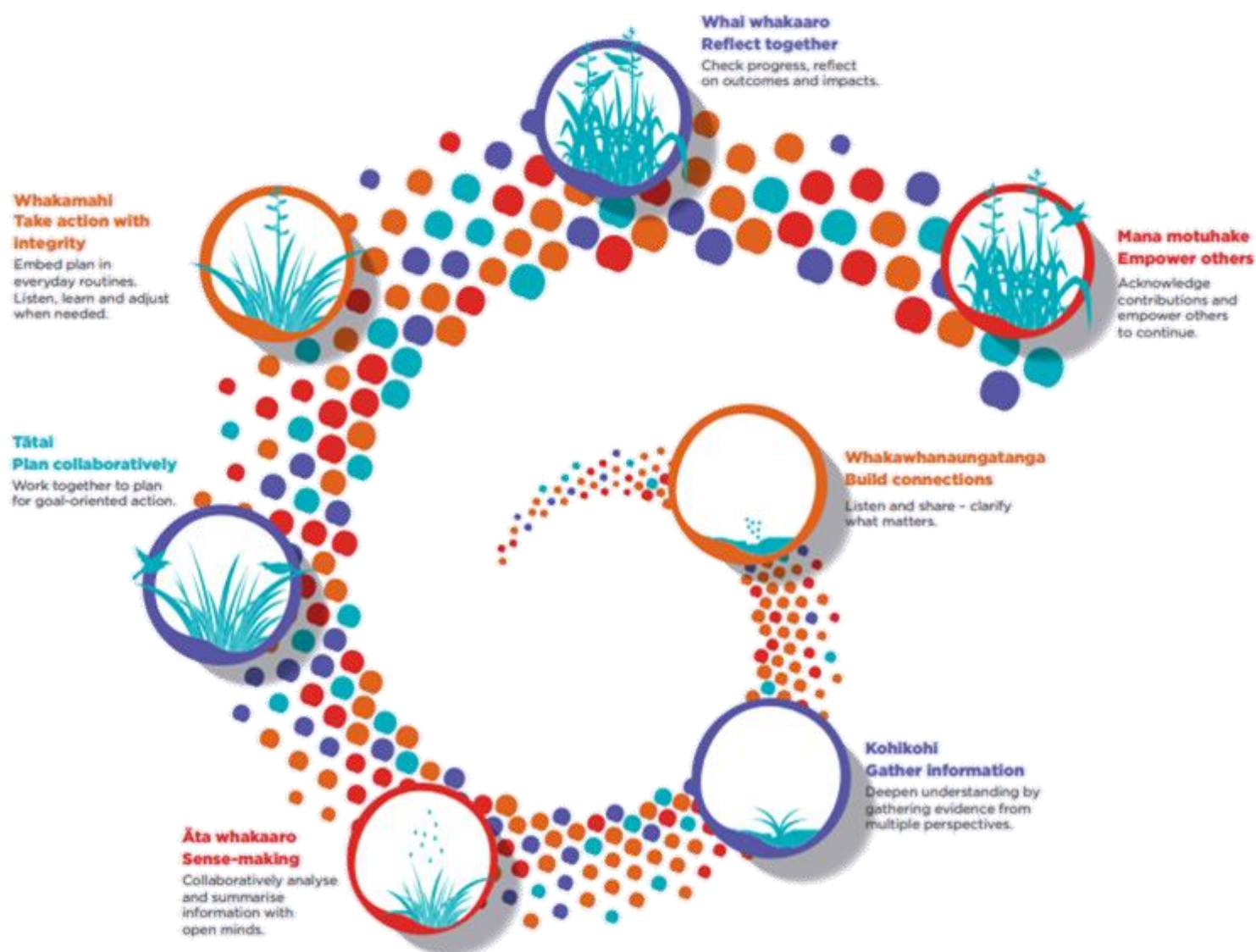
Te Kāhui

Targeted

Offers focused approaches to enhance participation, learning and wellbeing.

Te Arotahi

Tailored

Provides more specific supports for unique needs and contexts.

He Pikorua in Action – a collaborative enquiry approach

Whal whakaaro
Reflect together
Check progress, reflect on outcomes and impacts.

Mana motuhake
Empower others
Acknowledge contributions and empower others to continue.

Whakamahi
Take action with integrity
Embed plan in everyday routines. Listen, learn and adjust when needed.

Whakawhanaungatanga
Build connections
Listen and share – clarify what matters.

Tātai
Plan collaboratively
Work together to plan for goal-oriented action.

Kohikohi
Gather information
Deepen understanding by gathering evidence from multiple perspectives.

Āta whakaaro
Sense-making
Collaboratively analyse and summarise information with open minds.

He Pikorua in Action provides a collaborative process for identifying and planning throughout Te Tuāpapa, including for mokopuna who may require extra support for their learning in their education community. He Pikorua in Action can be used to plan for supports at a Kāhui Ako/cluster level, across a school, kura or early learning service as well as for individual mokopuna. Strong partnerships with whānau and educators in He Pikorua in Action is essential.

He Pikorua is a framework where all mokopuna, whānau, kaiako, educators and practitioners can belong. Sharing and creating knowledge, skills and experiences together strengthens the support for all mokopuna.
For more information visit: hepikorua.education.govt.nz

A guided approach

These kōwae ako, learning modules, are designed to be facilitated. The facilitator may be someone within your learning setting or a teacher who specialises in inclusive practices such as SENCO, RTLB, learning support coordinators and specialists, and paraprofessionals supporting education.

The modules can be facilitated in multiple contexts:
• For the whole staff
• On teacher-only days
• Across Kāhui ako
• For curriculum areas within learning settings.

Working with the Modules

Within this supporting document you will find:

• The positioning of the three modules
• An overview of key themes
• Guidance on effective facilitation approaches.

These modules are designed to be guided and facilitated. You may choose to use the modules in specific ways for your context.

For example, you might:

• work together on a complete module in a team meeting or professional development session
• select parts of a module to spend more time on, and complete the module over a number of sessions
• use as a professional learning pathway for your Kāhui Ako
• select parts of a module to revisit and explore in greater depth.

Key points

• There are three learning modules with 10 workshops
• Workshops are delivered as slide decks
• Each workshop requires a minimum of 90 mins
• The workshops are designed to be facilitated
• The workshops can be facilitated face-to-face or online
• Preparation and organisation are required before the workshop
• Workshops are flexibly designed and can be customised to your context

Workshops can be facilitated in partnership with whānau. The audience for this professional development resource is all kaiako across the sector, from early years to senior secondary.

Kaiako with a wider responsibility for leading and supporting equity and inclusion, such as school leaders, SENCO, RTLB, or Learning Support Coordinators, have a significant role in supporting effective professional learning.

The kōwae ako, learning modules are designed to provide practical guidance to plan for, and meet the learning and wellbeing needs of all learners. The modules have been grouped in themes and follow a logical order. It is recommended that modules are completed sequentially.

Timing of activities

The slide decks are intended to be adjusted for your specific audience. Part of the preparation for facilitation is to consider the individuals and groups you are presenting to.

Timings | A guide only

Matapaki	Discussion	5 - 15 mins
Hei ngohe	Supporting Activity	15 - 20 mins
Ki hea ināianei	Prioritising next steps	20 mins (an essential part of each session)
Mahere Mahi	Action Plan	
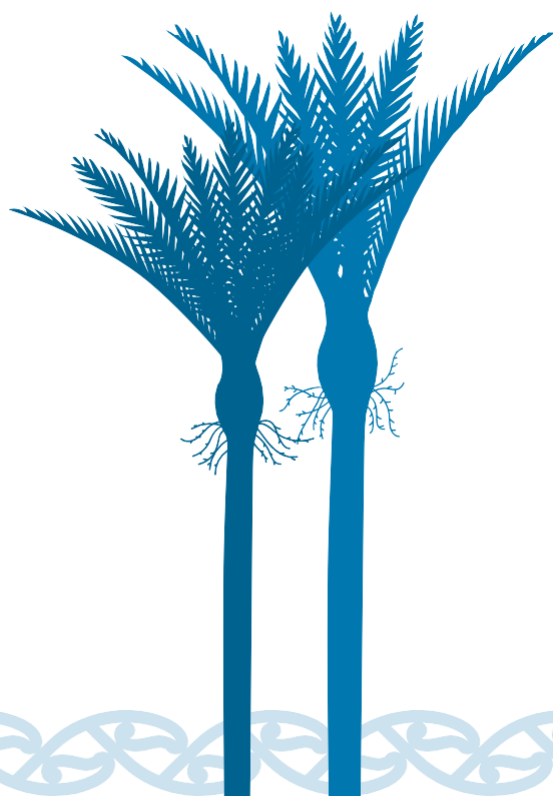
Our bicultural and inclusive approach

Honouring Te Tiriti o Waitangi

Giving effect to Te Tiriti o Waitangi, inclusive learning communities are mana-enhancing, culturally informed, and focussed on partnerships between learners, whānau, and kaiako. By enacting Te Tiriti o Waitangi principles, inclusive learning communities do the right thing by learners and communities (tika), with integrity (pono) and with care and sincerity (aroha).

Together we take responsibility for ensuring learning is designed in ways that work for everyone and is responsive to individual preferences and differences.

As you move through these kōwae ako, learning modules, consider how you are upholding the mana of Te Tiriti o Waitangi.

Kāwanatanga – Honourable Governance

Embedding a shared decision-making process with whānau, hapū, and iwi (partnership). Decisions are made with those that will be impacted the most.

Rangatiratanga – Agency

Ākonga and whānau have the right to participate in decision making, and have meaningful ways to decide what goals, approaches, strategies and learning supports are most effective.

Ōritetanga – Equity

Every ākonga should receive the support they need to succeed in education. Educational barriers and inequalities are removed to ensure equitable educational outcomes.

'The spoken promise' is the right to have cultural and religious freedom

Learning environments recognise and reflect the protection of Māori language, identity, and culture. Ākonga have access to language, culture and heritage.

Valuing Te Reo Māori

This māhi reflects the commitment to valuing and supporting the use of te reo Māori in educational settings. Please make time to become familiar with the Kuputaka I Glossary to ensure that te reo Māori can be seen, read, heard and spoken within your workshops.

In te ao Māori it is common to describe aspects of naturally occurring phenomena in the environment and relate this to human behaviour and characteristics. Within these learning modules ngā manu a Tāne have been used as an overarching theme. All native manu have unique traits and attributes and are key contributors to the survival of the ngāhere.

The introduction and the corresponding whakataukī woven throughout each module relate to valuing all ākonga and creating the optimum learning conditions for them to thrive.

Whakataukī

Ngā manu a Tāne had an important place in traditional Māori life. Their habits and actions within the environment were closely observed. Such observations transpired into whakataukī.

Whakataukī provide insight and inspiration into te ao Māori. They are wise expressions and when spoken, can nurture te reo Māori and promote tikanga. Whakataukī contain key messages and can enrich learning, by opening minds and hearts to a Māori world view.

Each kōwae ako begins with a shared whakataukī. Allow time to discuss connections and what the whakataukī means to individuals.

Facilitation Tips:

Become familiar with the te ao Māori concepts and messaging that supports the design of the kōwae ako. Bring attention to and share connections about the design with those who you are working alongside. Find out what whakatauki are important to the learning community you are working with.

A SoundCloud is available of all the whakataukī used within the kōwae ako to support with pronunciation and delivery.

Visual Design

This kōwhaiwhai pattern represents a tamaiti embraced within their whānau and learning environment. The repetitive nature is symbolic of one's learning journey from the beginning, throughout life and beyond. It's a reminder of the importance of being connected to whānau, others, and the world around us.

Facilitation Tip:

Share the meaning of the kōwhaiwhai pattern with participants. Learn what might be important to the people in your context around this.

Designing for equity: Taking a strategic approach

Diversity is a defining feature of our society and therefore of our communities, workplaces, schools, and early learning services. We all learn differently, so it is imperative that learning environments are deliberately designed to work for all ākonga from the outset. Universal Design for Learning aids this endeavour.

Universal Design for Learning | Design to meet the variability of all learners

These kōwae ako, learning modules, support building understanding and applying Universal Design for Learning (UDL). Universal Design for Learning embraces diversity and creates a foundation for equity and inclusion. UDL can be used by learning communities to support the design of flexible inclusive learning environments.

UDL is a research-based framework. It helps leaders and teachers:

• take a more systematic approach to designing flexible learning environments
• identify barriers to learning and participation hidden in teaching practices or the organisation of routines, systems and processes
• have a shared language for talking about bicultural and inclusive practices and processes
• guide conversations with whānau and learners to plan learning and share progress

Facilitation Tip: Learn about Universal Design for Learning
https://inclusive.tki.org.nz/guides/universal-design-for-learning/
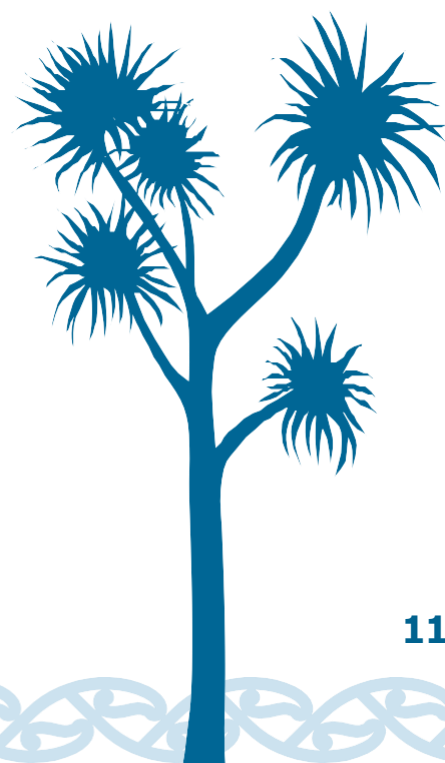
Module Themes

The kōwae ako, learning modules, focus attention on how to design inclusive, barrier-free learning environments where all ākonga can access learning in a way that works for them.

The modules have been grouped in themes and follow a logical order. It is recommended that modules are completed sequentially.

Kōwae ako tuatahi

Theme: Building inclusive practices and equity
Te whakatūturu i te kauawhi me te ōritetanga

Valuing diversity
Te whakauara i te kanorau
Unpacking biases | Creating spaces of belonging
Te tūhura i ngā tū haukume | Te whakatū wāhi noho huānga
Leading a culture of inclusion
Te ārahi i tētahi ahurea kauawhi

Kōwae ako tuarua

Theme: Design for learner variability
He hoahoa mō te taurangirangi o te ākonga

Designing for and with ākonga and whānau I
Te hoahoa ngātahi mō te ākonga me te whānau
Universal Design for Learning | Design for diversity from the outset
Hoahoa Whānui mō te Ako Te hoahoa mō te kanorau mai i te tīmatanga.
Design to remove barriers
He hoahoa hei turaki taupā

Kōwae ako tuatoru

Theme: Inclusive curriculum design and intentional teaching
He hoahoa marautanga kauawhi me te whakaako ā-takune

Embed universal supports
Te whakararau i ngā rauemi tautoko whānui
Take a systematic approach | Applying UDL
Te whai i te tukanga | Te whakatinana i te Hoahoa Whānui mō te Ako
Reflect, evaluate, and redesign
Te huritao, te aromātai, me te whakahou

Facilitation Tip: Become familiar with the Module Overview Document. Find out what themes and outcomes in the overview already resonate with your learning community.

https://drive.google.com/file/d/1o3p1opku41AJRWdtOvWFRnHDuDSCdHLt/view

Being an effective facilitator

Facilitate for participant variability

Plan to meet the variability of your colleagues who, like ākonga, will require a range of approaches and supports to engage in and support their learning.

Take a Universal Design for Learning approach to facilitating these workshops.

Ask:

- Who are the people and what do we know?
- What's our aim (purpose/goal)?
- What might get in the way?
- How can we support engagement, build understanding and enable full participation for all?

Key ideas depending on your context and role:

- Build relationships and connections for each group of teachers prior to the content modules.
- Ask participants about their learning needs and preferences before the session.
- Set some agreed principles for communication and engagement with each group at the start, for example, information is not shared beyond the group, everyone's responses need to be respected because they reflect their current knowledge and experiences.
- Consider an initial whanaungatanga with mihi and icebreaker activities.
- Acknowledge that some topics may be quite confronting. Topics may spark some emotional debate and as a facilitator consider how you will manage differences in mana enhancing ways.
- Evaluate your sessions. What will I do differently next time? Why?

Plan to follow-up on participant action plans and ensure that any support they need (coaching, modelling, etc.) is provided between modules.

> **Facilitation Tips:** Use this workshop template to support and guide your planning.
>
> Planning facilitation with a UDL lens
> https://drive.google.com/file/d/1zxcd_Z99TEz1tJTSXGRnyi_0YO2MNllp/view
>
> Strategies for group facilitation
> https://drive.google.com/file/d/1aYVp9q5HB43FUokU91jnab94Bdi7lLlf/view

Facilitation Prompts

Each workshop is made up of the six elements below. Before leading a workshop, check out the prompts below to support engagement, access, understanding and participation.

The content has been developed to travel from Early Years through to Secondary. Guide your participants to make connections between their context and that of the content, for example, when viewing an early years document but working in a secondary setting you can ask, "What would this look like for us?"

Te mahi tahi kia whai mōhiotanga

Building knowledge together

These knowledge blocks are the foundation concepts for each module.

- When introducing a theme, you might like to invite teachers to share their reflections about their own experiences and knowledge. This could include identifying things they would like to learn.
- Give participants enough time to read the key information on the slide.
- Support access by the reading content on the slides aloud.
- Acknowledge this is key content that provides a foundation on which discussion, reflection and activities are based.

Matapaki

Discussion

Facilitate discussion during the session and help participants relate the content and activities to their settings, experiences and practice.

- Review discussion prompts beforehand.
- The time required for discussions will vary and could be with a partner or small group.
- Provide supporting handouts for discussions e.g. questions and module resources.
- Plan an approach that works best in your learning environment.

Wā huritao

Time for reflection

Support reflection opportunities.

- Offer a range of ways for participants to reflect e.g. sharing with others, time to think alone, contributing to a shared space.
- Offer different options to capture shared reflections e.g. post-it notes, shared digital documents, large paper.
- Recognise that some may feel uncomfortable in this space, consider how you will invite and welcome all reflections, lived experiences and diverse perspectives.
- Set time limits for discussion. Review notes under the slides for timeframes.

Hei ngohe

Supporting Activity

Before the session identify if the activity is a handout, online link or set of discussion questions.

Allow time for sharing back after each activity. It is important to consider alternative approaches, strategies or practices that can benefit everyone.

Ki hea ināianei

Prioritising next steps

Allow sufficient time for this activity.

Support participants by:

- reflecting on key content from the session
- reviewing the 'Extend your learning' slides
- identifying and recording their next steps in the 'Call to Action' sheet.

Rauemi hei āwhina

Follow up workshop resources

Each module has a set of follow up resources referred to in the session.

They are not designed as new learning but to consolidate the content covered in the session.

Pre-workshop checklist: Kanohi ki te kanohi | Face-to-face

☐ Identify accessibility needs and preferences e.g. print or digital resources.

☐ Identify key links from workshops to share with kaiako before the session.

☐ Review all activities and downloads.

☐ Review and pre-load videos to ensure they play smoothly. Check video start times in slide notes and turn on closed captions.

☐ Print off or provide the link to supporting downloadable PDFs.

☐ Plan how much time will be dedicated to each part of the workshop. Keep at least 20 minutes for prioritising next steps.

☐ Personalise the slide deck for your context e.g your own opening and closing kakakia.

☐ Gather resources e.g. paper, pens, post-it notes, printed downloads.

☐ Review pronunciation of whakataukī and other kupu.

☐ Ask kaiako to bring headphones if you are watching separate videos in the same space.
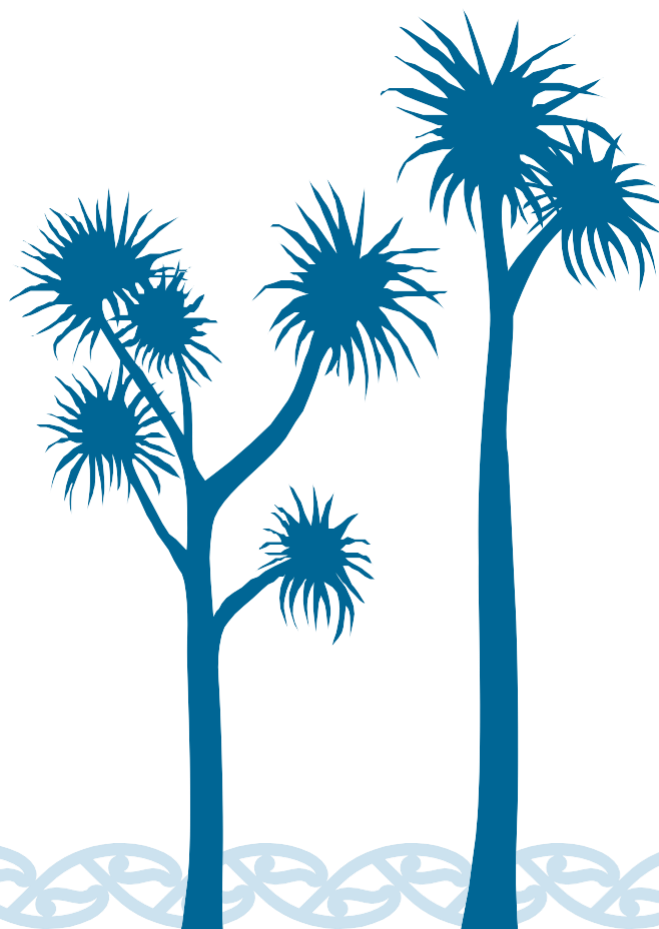
Pre-workshop checklist: Online

☐ Identify accessibility needs and preferences when working online.

☐ Plan breakout rooms for small group discussions.

☐ Utilise the chat for sharing links. Name the link before you post so it doesn't get lost in the chat text e.g. //UDL Guide https://inclusive.tki.org.nz/guides/universal-design-for-learning/

☐ Identify key links from workshops to share with kaiako before the session.

☐ Review all activities and downloads and consider how you will deliver this content online.

☐ Review and pre-load videos to ensure they play smoothly. Check video start times in slide notes and turn on closed captions.

☐ Print off supporting downloadable PDFs (you can refer to these as a visual model during the session).

☐ Provide links for all resources e.g. PDFs, video links, discussion questions.

☐ Plan how much time will be dedicated to each part of the workshop. Prioritise 20 minutes for 'Call to action'.

☐ Personalise the slide deck for your context e.g your own opening and closing kakakia, incorporating other aspects of the learning context – logos, school values, pictures of local environment.

☐ Gather resources e.g. printed downloads, list of links.

☐ Review pronunciation of whakataukī and other kupu.

Facilitation Tip: Check out Hosting Video Conferences for online tips.

https://assets.learningfromhome.govt.nz/s3fs-public/2020-04/Hosting%20video%20conferences.pdf?wUqMkQHFXZTh7mkdlFbqWIFKp8iYe1lC

Ongoing learning

These modules follow an inquiry cycle, in which kaiako and tumuaki collectively and individually consider how to plan for, and meet the learning and wellbeing needs of all learners. To foster professional growth, educators are supported to examine their individual practices and beliefs. The modules encourage questioning, critical self-reflection and consideration of the impact of current teaching practices on student learning and participation.

It is expected that there will be a wide range of specific interests and professional learning goals that extend beyond the inclusive design modules. These specific interest areas and goals can be embedded in the action plans and ongoing professional development.

Commit to personal and collective actions

- Review Creating a Professional Growth Cycle within Everyday Teaching Practice. How will you connect this professional learning to your annual cycle of professional growth?
- Consider how you will implement and support the 'Call to action' self-reflection sheet.
- How will this work contribute to your strategic direction, planning with BOT, and mapping out your long-term plan?
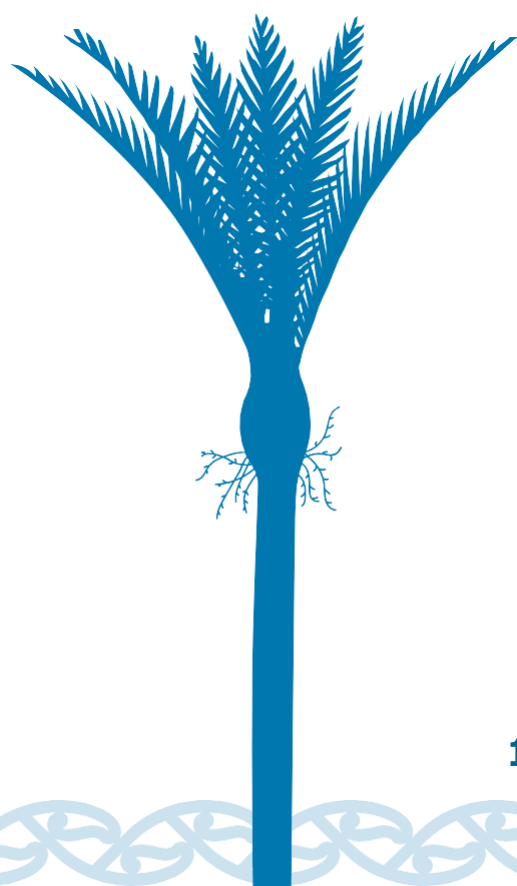
Appendix

Kuputaka I Glossary

Planning for diversity through inclusive design: belonging and inclusion for all.

Kupu used within these kōwae ako

Learning module	Kōwae ako
Overview	Tiro whānui
Introduction	Kupu whakataki
Plan of the day	Kaupapa o te rā
Building knowledge together	Te mahi tahi kia whai mōhiotanga
Discussion	Matapaki
Reflect	Huritao
Activity	Hei Ngohe
Share back your key ideas	Te whakahoki kōrero
Next Steps	Ki hea ināianei
Action Plan	Mahere Mahi
Helpful resources	Rauemi hei āwhina
Closing	Wā whakakapi
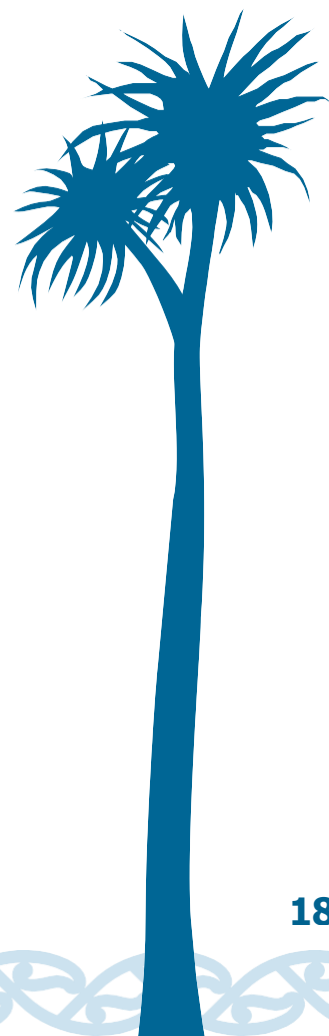
Supporting module resources

Understand the module resources. Consider how you will best use these resources in your context.

Module	Resource
All modules This overview supports you to check where your learning centre or school is currently at and what your next steps might be. It provides a big picture view of all three learning modules and we recommend that you refer to it as part of each workshop.	**Module overview** https://drive.google.com/file/d/1o3p1opku41AJRWdtOvWFRnHDuDSCdHLt/view
All modules Prioritise 20 minutes at the end of each workshop for participants to note their next steps and reflect on their learning. Plan to review this each session.	**Call to Action** https://drive.google.com/file/d/13kMPL7Pr7gbJoliMHk7ctwnRcJiVxDXf/view
Workshop Module 1 | Workshop 1b	Walk in my Shoes | PDF Slide 26 Sienna's Story https://drive.google.com/file/d/1nBOAYTt6JB1DUylW9uG_DKamQFAFyNal/view Fran's Story https://drive.google.com/file/d/1yWGfo4BDMndaaCxogsFi8dWsw1wNIRQh/view
Workshop Module 1 | Workshop 2	Video | Slide 11 Disability Bias https://www.youtube.com/watch?t=3&v=KRabTQGo9RI&feature=youtu.be

Workshop Module 1 | Workshop 3	Video | Slide 13 Leading and inclusive school https://vimeo.com/showcase/2950799/video/159138180 **Web page links** List of Values https://daretolead.brenebrown.com/wp-content/uploads/2019/02/Values.pdf Five key values of strong Māori leadership https://theconversation.com/five-key-values-of-strong-maori-leadership-105565
Workshop Module 1 | Workshop 1	Video | Slide 20 Student Hamish Schuddeboom Preload video to start at 1.54. Stop at 7 -23mins. https://youtu.be/McAgVbOsLnc?t=114
Workshop Module 2 | Workshop 2	Video | Slide 15 UDL and the NZC – Ministry of Education https://vimeo.com/showcase/2950799/video/220717678 Video | 32 Altogether Autism: A time and space for Takiwātanga https://www.altogetherautism.org.nz/a-time-and-space-for-takiwatanga/ Links to Activity Resources Slide 35
Workshop Module 2 | Workshop 3	Links to Activity Resources Slide 29 PDF | Use the UDL principles to identify possible barriers to learning. Slide 40 https://drive.google.com/file/d/1tioGJG1Qe-5npEkxVCbopFJGg-2AJ1D4/view Blank version https://drive.google.com/file/d/1IneOv7O_8771aUVNAEltArWj2IlxmrfA/view Video | Slide 33 Supporting ākonga Māori Supporting ākonga Māori | / Inclusive practice | / Teaching / enabling e-Learning - enabling eLearning (tki.org.nz)

Workshop Module 3 | Workshop 1	Video | Slide 25 How teachers can help me learn https://vimeo.com/showcase/2950799/video/100662365 Walk in my shoes | PDF Slide 27 https://drive.google.com/ file/d/1tioGJG1Qe-5npEkxVCbopFJGg-2AJ1D4/view PDF | Slide 31 Universal supports on offer in our learning environment https://drive.google.com/file/d/1FaB5f- J5dzFcfZFD2-vdwyDTh0igVYcc/ view
Workshop Module 3 | Workshop 2	Planning an activity with a UDL lens Slide 46 https://drive.google.com/file/d/1e0RGFWRV2McPRdstivz jUDmYdeIp1XRl/view UDL Conversation Starters Slide 46 https://drive.google.com/file/d/1f7zaSKullpv4xDWynGAs HOYJdQh4y6Sz/view

Facilitation Tip:

Before you start, familiarise yourself with the three kōwae ako, learning modules. Where do you feel the strongest, what might you need to strengthen or explore before you start?

Think about how the module relates to the context and current practice of the school or early learning service.