

# What would be the outcomes when learning communities in Aotearoa design inclusive learning environments?

It is the responsibility of tumuaki and kaiako in Aotearoa to design curriculum that is inclusive of all ākonga. In education, we co-design holistic learning in collaboration with ākonga, parents and whānau that meet the needs of learners.

## Kōwae ako tuatahi | Module 1

### Theme – Building inclusive practices and equity

#### This module will cover:

- Valuing diversity
- Unpacking biases
- Leading a culture of inclusion

Outcomes

**Equity**  
Ākonga variability and preferences inform the design of learning from the outset.

**Inclusion**  
All ākonga learning together. Ākonga are not singled out or separated from their peers.

**A strengths-based approach**  
Language, culture and the identity of all learners being celebrated as a strength.

**Self-Reflection**  
Critical conversations of bias, privilege and diversity naturally integrated into teaching and learning conversations.

**Collaboration**  
Learning from and with each other as a learning community.

**Respect**  
Ākonga belong, care about each other and no-one gets left out.

## Kōwae ako tuarua | Module 2

### Theme – Designing for learning variability

#### This module will cover:

- Designing for and with ākonga and whānau
- Designing for diversity from the outset
- Designing to remove barriers

Outcomes

**Partnership**  
Ākonga and whānau voice are included in any decision making. Teaching and learning is responsive to ākonga in the context of their whānau.

**Flexible options**  
Ākonga participating and demonstrating their learning in ways that works for them.

**Problem Solving**  
A shared language of UDL across all contexts developing and deepening over time.

**Intentional Design**  
Barriers to learning are identified, minimised or removed using the three Universal Design for Learning principles.

**Connections**  
Strong respectful relationships between and among kaiako, children, their whānau and relevant external support agencies.

**Belonging**  
Confident and capable ākonga with a sense of agency and autonomy in their learning.

## Kōwae ako tuatoru | Module 3

### Theme – Inclusive curriculum design and intentional teaching

#### This module will cover:

- Embedding universal supports
- Taking a systematic approach applying UDL part 1
- Taking a systematic approach applying UDL part 2
- Reflecting, evaluating and redesigning

Outcomes

**Applying UDL**  
Potential barriers in the design of goals, teaching approaches, materials, assessments and supports are identified and minimised.

**Universal Supports**  
Useful supports and options embedded and available to all.

**UDL Principles**  
Environments are designed with all three UDL Principles in mind (Engagement, Representation, Action & Expression).

**Mana**  
Strengths, cultures, languages, and interests as part of learning.

**Valuing**  
Everyone is fairly treated. Any bullying, racism, bias, or discrimination is addressed.

**Listening**  
Feedback is routinely sought from all in the learning community to inform learning design.

Ka Hikitia ensures Māori learners and their whānau have a strong sense of belonging across our education system. These learning modules are founded on the following Ka Hikitia outcomes. [Ka Hikitia](#) - [Ka Hāpaitia](#)

**Te Kanorautanga | Diversity**  
Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.

**Te Tuakiritanga | Identity**  
Identity, language and culture matter for Māori learners.

**Te Whānau | Family**  
Education provision responds to learners within the context of their whānau.

**Te Rangatiratanga | Autonomy**  
Māori exercise their authority and agency in education.

**Te Tangata | People**  
Māori are free from racism, discrimination and stigma in education.