

Physical Disabilities



What do you see are the main barriers to school's being inclusive of students with physical disabilities?

What might an inclusive school look like for these students?

Disability is a social construct which changes with the environment. Remove the barriers and you remove the disability

Kerry Thomson – Deaf and Blind American Scholar.

Physical Disabilities – quotes



“Look at the kid, rather than their disability and give everyone a fair go. They all want to take part and be included – so it’s just a matter of accepting the constraints and being a bit flexible.” *(Parent of a primary school student with cerebral palsy)*

“The other students are taught patience, respect and caring towards students with a disability. They take great pride in these children’s successes.” <https://www.inclusive.tki.org.nz/assets/inclusive-education/resource-documents/InclusiveClassroomTeacherResourceFinal1.pdf>

Another distinguishing feature of successful teachers is that they tend to focus consistently on each student’s strengths without being oblivious to their student’s needs and/or any problems. This “reframe” of students in a positive light saves time indirectly because in focusing on what students can do and getting students engaged, students learn more efficiently and teachers do not find themselves preoccupied with what students can’t do.

<https://www.inclusive.tki.org.nz/assets/inclusive-education/resource-documents/InclusiveClassroomTeacherResourceFinal1.pdf>

“Talk to me about what I require and don’t make assumptions about me. Treat me like everyone else.”

(Primary School Student, undisclosed ethnicity and medical condition)

Medical conditions



What do you see are the main barriers to school's being inclusive of students who may carry organisms capable of causing illness, may not be able to guard themselves against organisms capable of causing illness, or have a medical condition which may require specialised treatment while the student is at school?

What might an inclusive school look like for these students?

The collaboration of school staff, the boy's whānau, his ECE support worker and medical specialists has been the key in this boy's successful inclusion

Inclusive practice for students with special needs in schools, ERO, 2015.

Medical conditions – student quotes



“Talk to me about what I require and don’t make assumptions about me. Treat me like everyone else.” *(Primary School Student, undisclosed ethnicity and medical condition)*

‘I understand why I can’t go to school because of a low blood count or when I’m unwell, but I was feeling great and I couldn’t go because so many pupils at the school hadn’t been immunised [during a measles outbreak].’ *(Primary School Student undergoing treatment for cancer)*

“Just talk to us, don’t see us as too hard.”

(Student in alternative education, Samoan)

Specialised Learning Programmes



What do you see are the main barriers to school's being inclusive of students with specialised learning programmes?

What might an inclusive school look like for these students?

“Flexible teaching, some students just don't learn the same way.”

(Secondary School Student, NZ
European/German)

Specialised Learning Programmes – student quotes



“I would get more assistant teachers for children so more children that need help get it.” *(Primary School Student, Pākehā)*

“More fun stuff, more things that help us understand what we are learning.” *(Student not in education, employment or training, Māori)*

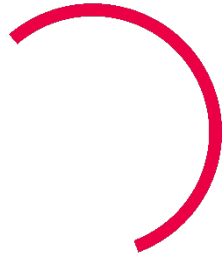
“[I would change] The big studios because it gets too confusing at times and is really loud pretty much all the time.” *(Primary School Student, NZ European)*

“Better support for all students, not just the ones who are failing ...”
(Secondary School Student, NZ European)

“I think they should have different teaching methods for students who learn in different ways (such as myself).”

(Secondary School Student, NZ European)

Mental ill-health



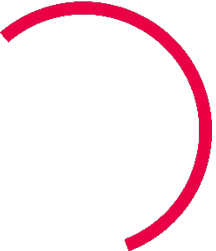
What do you see are the main barriers to students with mental ill-health feeling they are part of the school community?

What might an inclusive school look like for these students?

“Make it that people see me rather than doing nothing and treating me like a nobody”

Secondary school student, NZ European

Mental ill-health – student quotes



“We should be prepared for the stress and anxiety we face at secondary school. I feel if primary schools prepared us for the reality of the workload we probably wouldn’t be so stressed.”

(Secondary school student, Samoan)

“Being away from my parents – I view it [school] as a safe haven away from where I live.” *(Secondary school student, NZ European).*

“I would make it compulsory for teachers to learn about mental health as 80% of the teachers I have couldn’t give a rat’s [!@*!] about how we feel. The teachers who actually care would all be promoted and anyone who degraded anyone for having any form of gender-dysphoria, anxiety or depression at a young age and embarrassed them in front of their class would be instantly fired. If we could have people who actually take us seriously and try to help us solve our problems that would be fantastic.” *(Secondary School Student, NZ*

European/Middle Eastern)

“My biggest concern is that the counsellors are always booked up ... Once I put in a booking that was ‘very urgent’ and they only got back to me a month and a half later”.

(Secondary School Student, NZ European_

Ethnic or Cultural Groups



What do you see are the main barriers to school's being inclusive of students from different ethnicities or cultures?

What might an inclusive school look like for these students?

“My culture is more than just a performance”

(Secondary School Student, Māori)

Ethnic or Cultural Groups – student quotes



“To have each student appreciate each other’s learning and culture”
(Primary school student, Tongan)

“Because we’re Māoris and the teacher might think we’re dumb, don’t wanna pay as much attention to you and focus on the white people” *(Secondary School Student, Māori)*

“I would change everyone’s perspective over Pasifika students. I feel like most teachers don’t particular think that we islanders are good enough really, from the way they convey to teach.” *(Secondary School Student, Pacific Peoples)*

“Provide basic ethnic/race knowledge and or tolerance (things like teaching kids that the work N**** is bad and racist).” *(Secondary School Student, African)*

Seems I missed the fine print which said
“Assimilate or go back to where you came from.”

(Secondary school student, Zimbabwean)

Religious Expression



What do you see are the main barriers to school's being inclusive of students who wish to express their religious beliefs?

What might an inclusive school look like for these students?

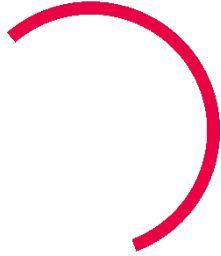
“In all areas, the teachers and parents I interviewed were very resistant to teaching religion within the curriculum, [even if it involved] discussing the ways different religious beliefs affect customs and behaviour; why people wear the clothes they do and eat the food they do.”

(Helen Bradstock, Religions in NZ schools study reveals divisions, OtagoBulletin, Tuesday 11 March 2014)

Religious Expression – quotes

“That we would also talk and have a day to celebrate people’s religions ...” *(Secondary school student, NZ European)*

“Since the events of 9/11 there has been an enormous move in Western countries toward education about religion from the earliest stages of primary school, to increase familiarity and understanding of other beliefs. Even in countries such as France and the US they are now teaching facts about a range of religious beliefs.” *(Helen Bradstock, Religions in NZ schools study reveals divisions, OtagoBulletin, Tuesday 11 March 2014)*



Seems I missed the fine print which said
“Assimilate or go back to where you came from.”

(Secondary school student, Zimbarwayan)

Gender Identity or Sexual Orientation



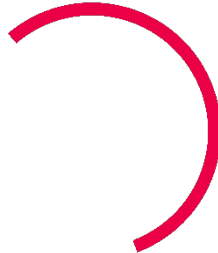
What do you see are the main barriers to school's being inclusive of students from the LGBTQ+ Community?

What might an inclusive school look like for these students?

“I thought we were an accepting school, but I realised we need to make that more explicit so sexuality and gender-diverse students and staff felt welcome.”

(Promoting Wellbeing through sexuality education, ERO, 2018, page 27)

Gender identity or sexual orientation – student quotes



“I don’t feel comfortable in the gendered uniform ... I think mufti would be preferred, because everyone would be comfortable, but if a uniform is required have non-gendered one.” (*Secondary School Student, non-binary, NZ European*).

“We only have one unisex toilet in the gym, but we need more than one in the school. We should also have a Q&A to help the students and teachers understand more about sexuality and gender.” (*Secondary School Student, NZ European*).

“I would want LGBTQ to be more accepted, I get gay jokes a lot and next to nobody knows I am so it makes me wonder how many students get hurt by these comments.” (*Secondary School Students, Māori/NZ European*)

“Everyone’s identity is important and we’re all in this together.”

(Promoting Wellbeing through sexuality education, ERO, 2018, page 28)

Transitions and Transient Students



What do you see are the main barriers to students who frequently move between schools feeling they belong at their new school?

What might an inclusive school look like for these students?

“I hate changing schools because it always feels like I am going to something new where I won’t fit in ...”

(Student in learning support unit, Pākehā)

Transitions and Transient students - quotes



“Honestly from my perspective being new at [this school] has been the worst experience of all my schooling years. So I think maybe getting a new student paired up with a student who isn’t new so it would be easier to make friends”. *(Secondary School Student, Pacific Peoples)*

I don’t get a chance to go to school. I always get suspended first week of term. I’m not sure why. There could be 100 of reasons why but I never got told. So been to 3AEs [alternative education]. I want to go to school. Like hanging with my mates.” *(Student in alternative education, Māori)*

“Make them feel more welcomed to the school/classroom and have someone hang out with them so they don’t feel alone.”

(Secondary School Student)

Socio-Economic Constraints



What do you see are the main barriers to students from socio-economically disadvantaged families feeling they are a valued part of the school community?

What might an inclusive school look like for these students?

“Education should be free so everyone has the equal opportunity to go to school. Money shouldn’t be a barrier”

(Secondary School Student, Māori)

Social-Economic Constraints – student quotes

“[What puts me off being at school is] Family circumstances like I can’t afford to do things or when I need to do things for my family or church” (*Secondary school student, Tongan*).

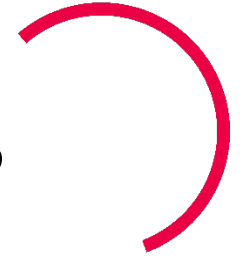
“I did want to go to school but I kept getting in trouble for my uniform being wrong when the right jersey for winter cost 2 much, So it was easier to give up and pretend I didn’t care.”
(*Student in alternative education, Māori*)

I’m always hungry. It’s a shame as to say you don’t have kai so I just act full. The Kidscan would be g but you have to sign up and everybody knows. So nah.” (*Student in alternative education, Māori*)

Poor attachment often comes when a child is dealt a Pair of ACEs (Adverse Childhood Experiences and Adverse Community Environments)

(Ellis and Dietz (2017))

Students with severe behavioural issues



What do you see are the main barriers to schools being inclusive of students with severe behavioural issues?

What might an inclusive school look like for these students?

“Supporting children to re-experience relationships differently is the key to trauma recovery & Change”

(Making space for Learning: Trauma Informed Practice in Schools. Australian Childhood Foundation 2010)

Students with severe behavioural issues – student quotes



“I was suspended from school. I used to take the violence from my home to school. ... I’m going through a heap at home –divorce and violence.”
(Student in alternative education unit, Tuvaluan/Samoan/Rarotongan (Cook Island)).

“I was the class clown and the teacher would get annoyed because I was distracting but I felt they didn’t give me attention or support me ... this touched my heart. I got kicked out of class, then I had gaps and I felt lost. Their attitude was to go catch up on your own.” *(Student in alternative education, Tongan/New Zealander/Samoan/British).*

“I used to have goals but not now because my teachers were [!@*!] and then I got angry and then in trouble and with the law. I don’t have goals. They said things like if you want to leave... leave!” *(Student in alternative education unit, Tuvaluan/Samoan/Rarotongan)*

“Just talk to us, don’t see us as too hard.”

(Student in alternative education, Samoan)