

The Board's role in ensuring an inclusive school environment and positive student wellbeing

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Expectations & Outcomes



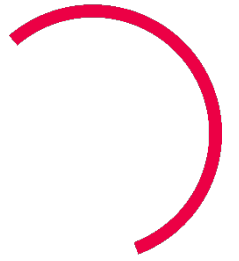
- Governance level – not operations
- Outline the link between wellbeing and student achievement outcomes
- Legislative requirements
- How the board sets an expectation of an inclusive culture

Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the whole community.

Australian Student Wellbeing Framework.



Education matters to me feedback, 2018:



I need to be comfortable before I can learn”
Whangaia tēnei manu kai matauranga

“Children and young people from all different learning environments stressed the importance of feeling happy and comfortable before they can learn and the impact that their learning environment has on their wellbeing.”

‘Education matters to me’ series, part 3, Engagement. NZSTA and the Children’s Commission, March 2018.

Understand me in my whole world

He kākano ahau i te wao nui tāngata

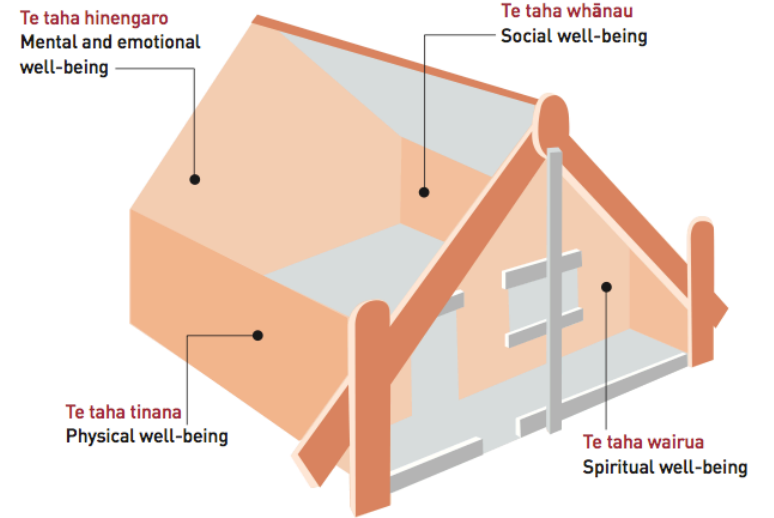
Hauora

the Māori concept of health which holistically encompasses all aspects of a person.

Comprising:

- **Taha tinana** – Physical wellbeing
- **Taha hinengaro** – Mental and emotional wellbeing
- **Taha whānau** – Social wellbeing
- **Taha wairua** – Spiritual wellbeing

Each of these four dimensions of hauora influences and supports the others.



Mason Durie (1994) *Te Whare Tapa Whā* concept of hauora

Legislative Requirements



- Education Act: Sections 3, 8, Schedule 6
- Education Act: Enduring Objectives
- NAGs 1 & 5
- Te Tiriti o Waitangi
- Human Rights Act 1993
- State Sector Act 1988
- NZ Disability Strategy

Board's **must** ensure the school:

- 1) Is a physically and emotionally safe place for all, and
- 2) Is inclusive of and caters for students with differing needs.

Schedule 6, Clause 5, part 2.

Setting the compass to due North



- What determines school values?
- Whose values are they?
- What visual and verbal messages reinforce values?
- Do we walk the talk?
- How does the board drive ownership of values from the boardroom out into the rest of the school – what evidence do we have?

Developing a positive school culture is vital for achieving the desired outcomes for student wellbeing.

ERO Wellbeing for success: effective practice (March 2016)

Heading towards inclusion

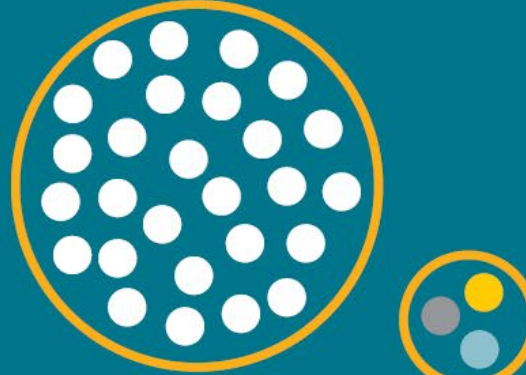


A large circle containing many white dots is shown. To its right, three smaller circles (one yellow, one grey, one blue) are positioned outside the large circle, representing students who are excluded from the main group.

EXCLUSION

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Exclusion occurs when students are directly or indirectly prevented from or denied access to education in any form.



A large circle containing many white dots is shown. To its right, a separate, smaller circle contains three colored dots (one yellow, one grey, one blue), representing students who are segregated into a separate environment.

SEGREGATION

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Segregation occurs when the education of students with disabilities is provided in separate environments designed or used to respond to a particular or various impairments, in isolation from students without disabilities.



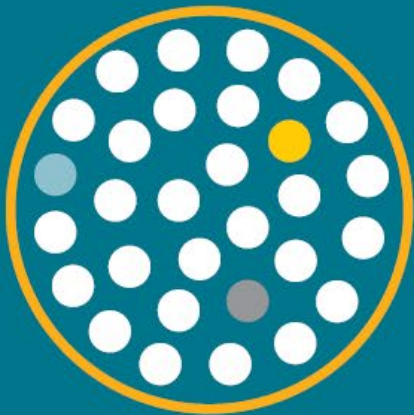
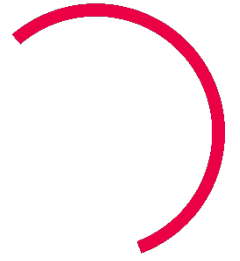
A large circle containing many white dots is shown. A smaller circle is placed inside the large circle, containing three colored dots (one yellow, one grey, one blue), representing students with disabilities being integrated into the mainstream educational institution.

INTEGRATION

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Integration is a process of placing persons with disabilities in existing mainstream educational institutions, as long as the former can adjust to the standardized requirements of such institutions.

Inclusion



INCLUSION

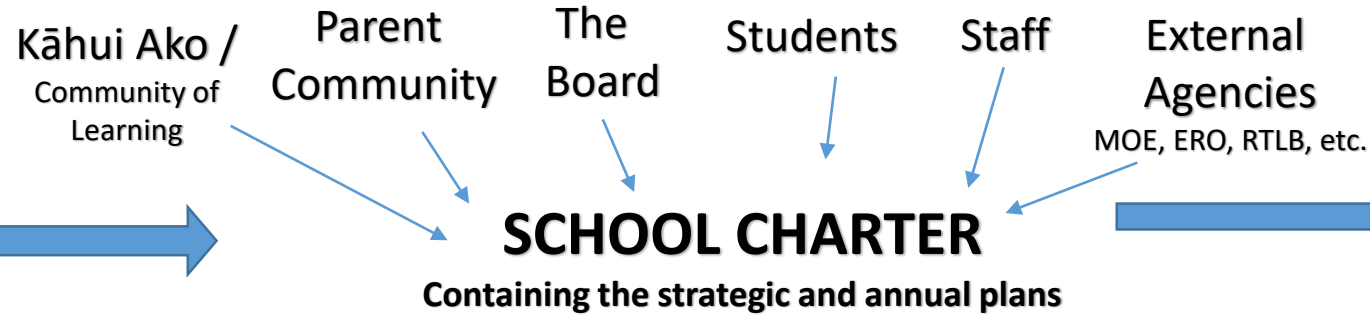


Inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences.

Placing students with disabilities within mainstream classes without accompanying structural changes to, for example, organisation, curriculum and teaching and learning strategies, does not constitute inclusion. Furthermore, integration does not automatically guarantee the transition from segregation to inclusion.

To be Kaitiaki of the school's mission/Vision.

Who determines the school's direction and how?



- Constraints:**
- Physical environment
 - Finances
 - Teacher skills
 - Available Resources

Set long-term and annual targets within constraints:
What will make the biggest difference to the educational achievement at this school?

What is the board's core function?

Every Student achieving to their highest potential as uniquely themselves.

- Think about the following:**
- Set local curriculum
 - Employ / up skill staff
 - Provide resources
 - Set target groups
 - External support

How do we know we're making a difference?

Internal Evaluation and Review Cycle (3 Year term):

- Local Curriculum – all areas over 3 year period
- Policies and procedures – are they actually working
- Student and Staff wellbeing and appraisal
- School culture
- External agency review – i.e. ERO

Plan for the future:

Using a growth mindset in a supportive environment in partnership with the wider school community set the future targets.

- *Where are we now?*
- *Where do we want to be?*
- *How will we get there?*

Questions to ask:

- What's working for what students and why? How do we do this more?
- What's not working for what students?, why?, and what are we doing about it?
- How assured are we that the data we are working with actually reflects reality?

Student suspension meetings



Key messaging to boards:

Meetings are focused on the needs of student

Provide a range of responses that facilitate the student's safe return to school

- Considering their emotional and physical safety

Minimise disruption to the students education by working together with staff, whanau and agencies

Ultimately, what needs to change in the school environment to meet this student's needs?

**Behaviour is a
child's primary
means of
communication
... are we
listening?**

What does an inclusive school look like?

Inclusive schools are welcoming, accommodating of and adaptive to the needs of students, parents, whānau and visitors alike.

They are:

- Proactive
- Confident
- Willing
- Frank
- Responsive
- Aware
- Empathetic

“To feel good about going back to school, the school and teachers would need to be warm, friendly, caring, helpful and believe in me ... but they need to be consistent.”

Student in alternative education, Māori

Inclusive Practice Activity



In small groups.

Using the information card provided discuss the following:

For the situation outlined on the card:

How might a board create an environment which would feel inclusive to these students and staff?

Feedback in 15 mins

Unconscious biases/beliefs are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups...

<https://diversity.ucsf.edu/resources/unconscious-bias>

In Conclusion:

ERO found that schools with good wellbeing practices:


Emphasised the importance of having deeply caring relationships;

They were improvement focused;

They provided layers of support;

They worked with students support network;

And ultimately they wanted the best for all of their students



Students who feel connected, safe and secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

Australian Student Wellbeing Framework