



**Teaching  
Council of  
Aotearoa  
New Zealand**

## **Kukari Newsletter for ITE students**



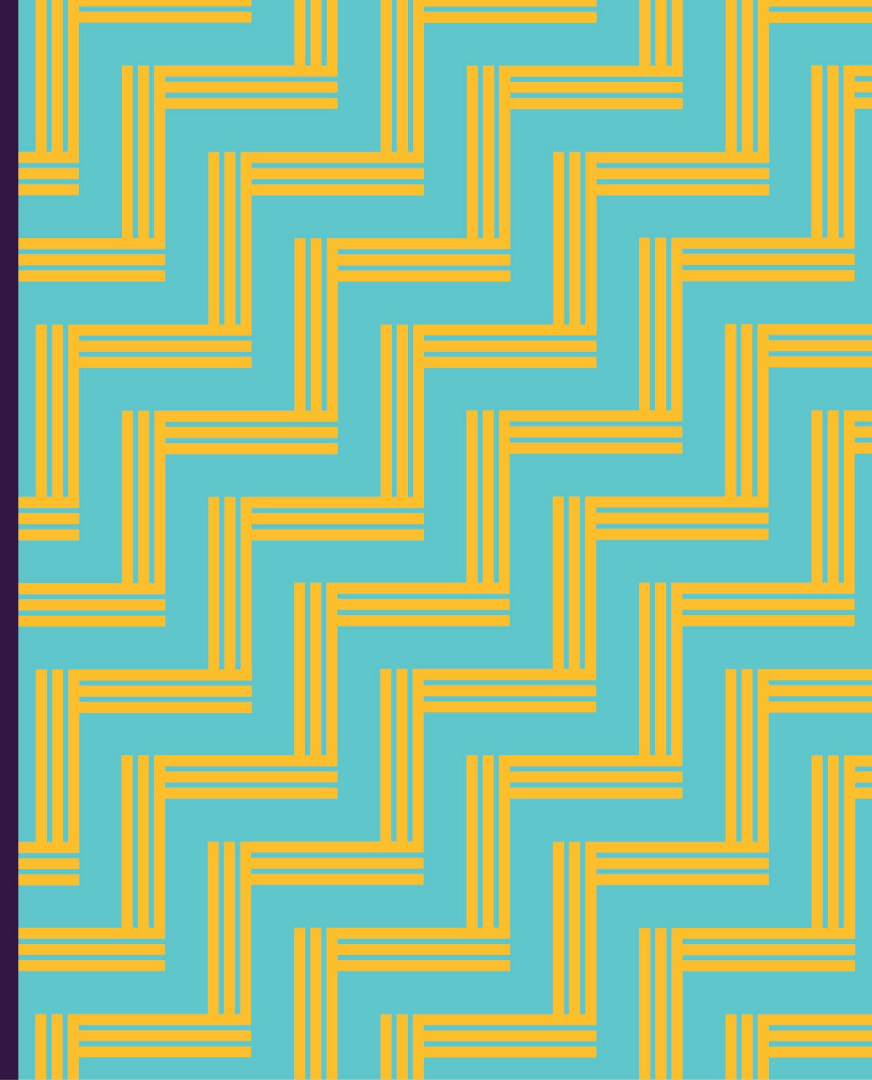
## **Unteach Racism**



Scan the QR codes with your phone camera to get started

# Inclusive Practices in ITE

Thursday 3<sup>rd</sup> November  
10.30am-12.00pm



In preparation please:

- Turn on your cameras
- Ensure your microphone is muted to maintain audio quality
- Introduce yourself using the chat – Let us know your name, where you come from and what your role is there!



**Teaching  
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New Zealand**

Matatū. Tū Mataora.  
Stand tall. Shape the future.

# Karakia Wāwāhi



Tūmatatia, tūramatia,  
Te tūāpapa o te Matatū Aotearoa  
ki runga, ki raro  
ki uta, ki tai  
Koia ko te manaakitanga  
te whanaungatanga, te pono  
me te whakamana i te ako  
Haumi ē! Hui ē! Taiki ē!

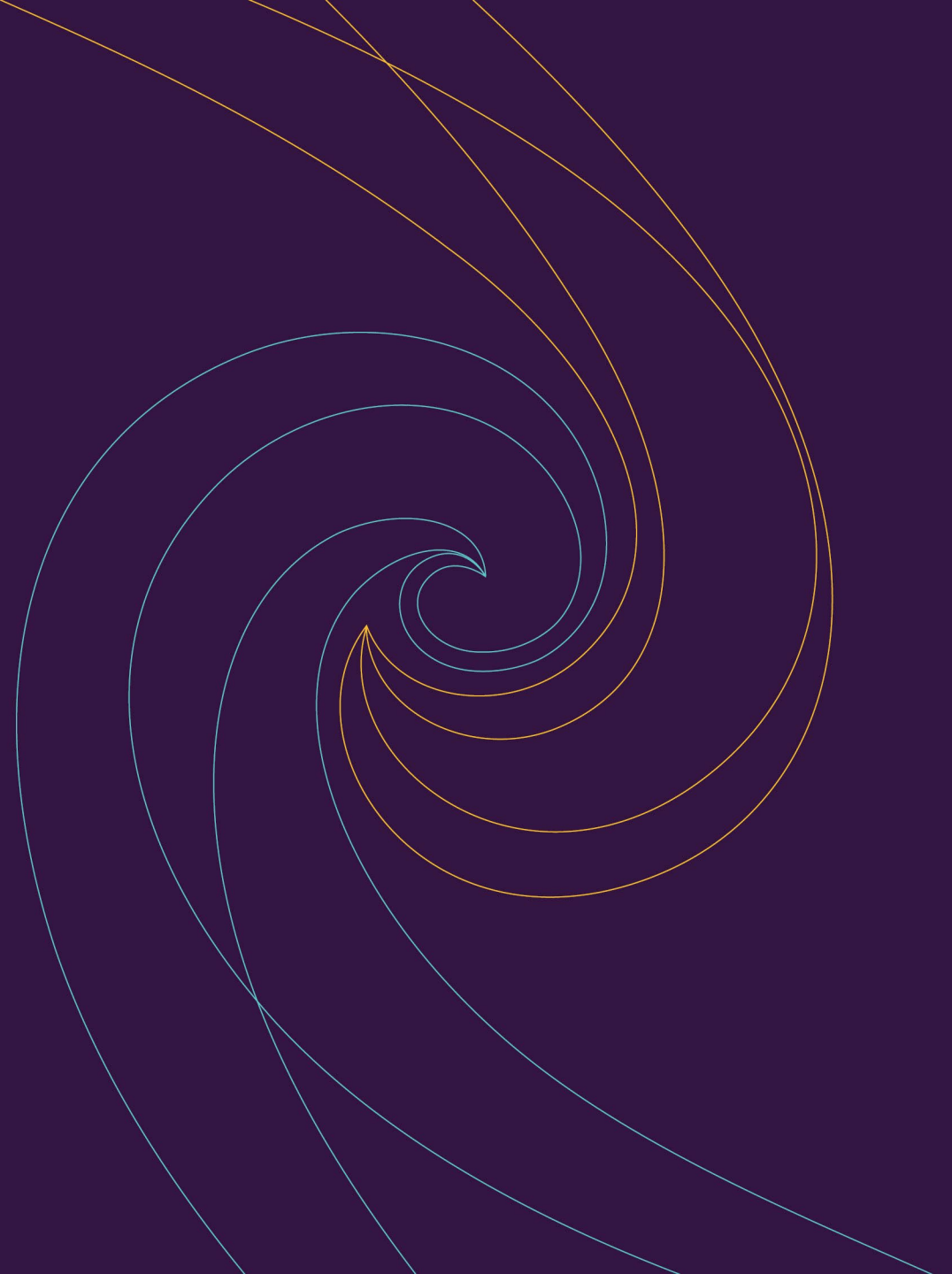
Ignite, illuminate  
the foundations of the Teaching Council  
above, below  
across the land, the coast and sea  
as agreed through manaakitanga  
whanaungatanga, pono  
and whakamana of learning  
Let us unite!  
Let us gather together!  
Let us secure our purpose!

# Agenda | Paekōrero

- **Speaker 1 Mark Potter**, Principal | Tumuaki – Berhampore Primary School, Wellington
- **Recording: Annabel MacKay ‘Are You Disabled?’ The Societal Bias of Ableism**
- **Speaker 2 Missy Morton** – Professor, Disability Studies & Inclusive Education, Te Kura o te Kōtuinga Akoranga Mātauranga / School of Critical Studies in Education, Co-Associate Dean Equity & Diversity, Te Kura Akoranga me Te Tauwhiro Tangata / Faculty of Education and Social Work, Waipapa Taumata Rau / The University of Auckland
- Breakout
- Wrap up



# Mark Potter



# Essential to Study

## UNCROC

Article 28 (right to education) Every child has the right to an education.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

(Unicef)

Index for Inclusion (Booth and Ainscow, 2002)

# Essential to Know

## WHAT IS INCLUSION?

INCLUSION IS THE ONGOING PROCESS OF REMOVING BARRIERS TO LEARNING AND INCREASING THE PARTICIPATION OF INDIVIDUALS AND GROUPS IN OUR SCHOOL (BOOTH, 1996).

## WHAT IS DISABILITY?

DISABILITY IS THE PROCESS WHICH HAPPENS WHEN ONE GROUP OF PEOPLE CREATE BARRIERS BY DESIGNING A WORLD ONLY FOR THEIR WAY OF LIVING, TAKING NO ACCOUNT OF THE IMPAIRMENTS OTHER PEOPLE HAVE...

# Diversity is what we see. Inclusion is what we do!

- ▶ Teachers must:
  - ▶ Believe every child belongs.
  - ▶ Understand and use Universal Design.
    - ▶ Creating accommodations.
    - ▶ Exercise positive discrimination.







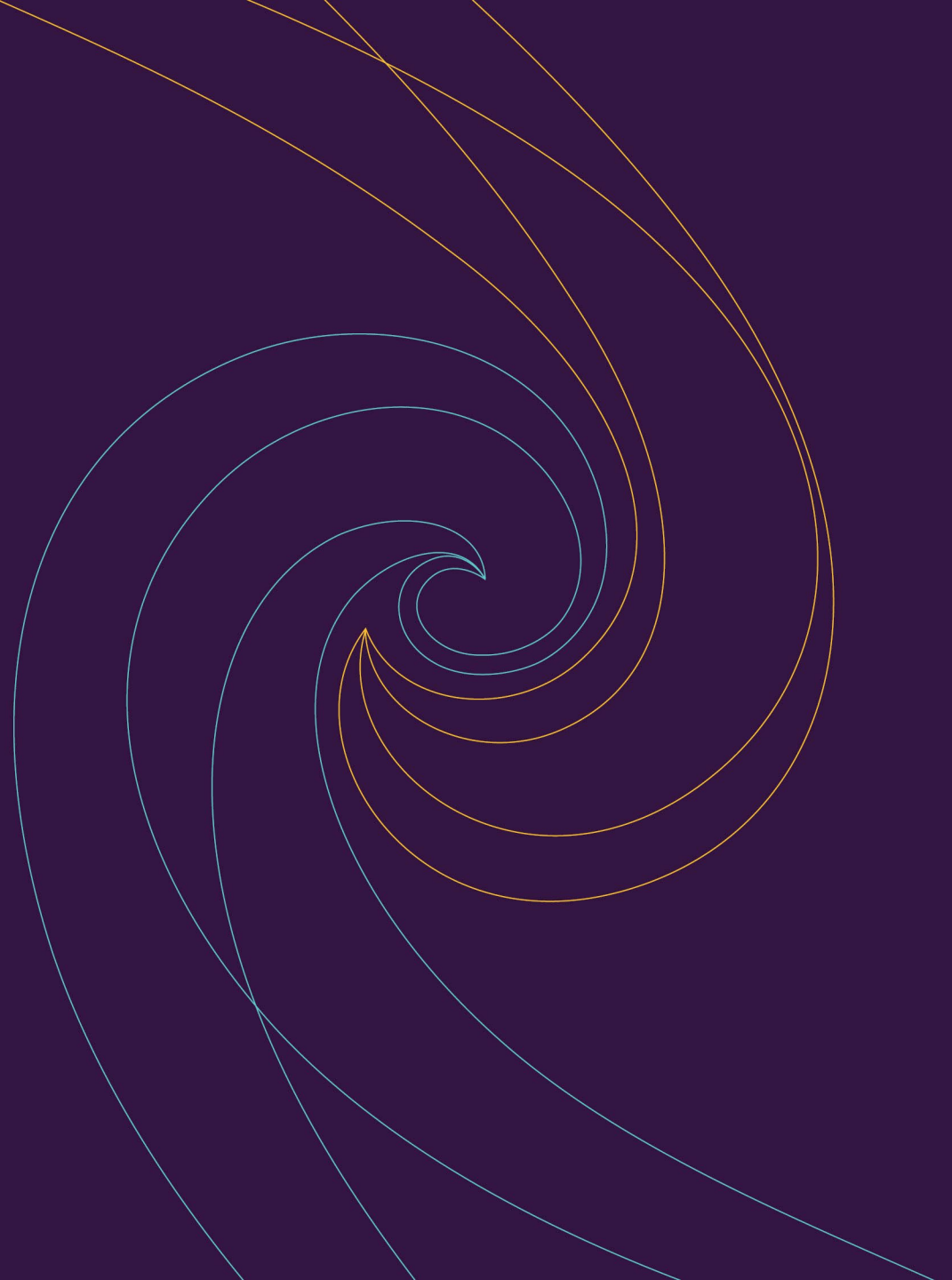
# In their first year many graduates may...

- ▶ Need to interpret and implement an Independent Education Plan (IEP).
- ▶ Need to plan for and use a teaching assistant.
- ▶ Be the last chance a child has to success in education

# **Annabel MacKay 'Are You Disabled?' The Societal Bias of Ableism**



# Missy Morton



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# What are the 'seeds' of inclusive teacher practice?

Some questions and practices from colleagues in teacher education at the University of Auckland

Shared with the Teaching Council Online Symposium

3 November 2022

**Acknowledgements: Lisa Darragh, Fiona Ell, Ruth Lemon, Kirsten Locke, Jude MacArthur, Brian Marsh, Jan Scoulding**

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**Supporting student teachers to think critically - to understand that there are a range of approaches that can inform their practice; no one 'strategy' will necessarily work for every child**

**Teaching students to appreciate the range of perspectives - student, whānau, other teachers, other professionals - who support you as teachers to know every child well**

**Is there a shared understanding about what inclusion is? Its connections with equity and diversity? The place of disability?**

**Student teachers are faced with diverse school contexts and the challenges associated with those spaces - ILE's, single cell, well-resourced, not well resourced, withdrawal programme, special schools etc**

**How are student teachers supported to respond professionally/productively/fairly to practice they see on practicum that might be exclusive?**

**What is the beginning teacher 'skillset' or knowledge 'kete' in inclusive education? What are the 'seeds' of later inclusive practice?**

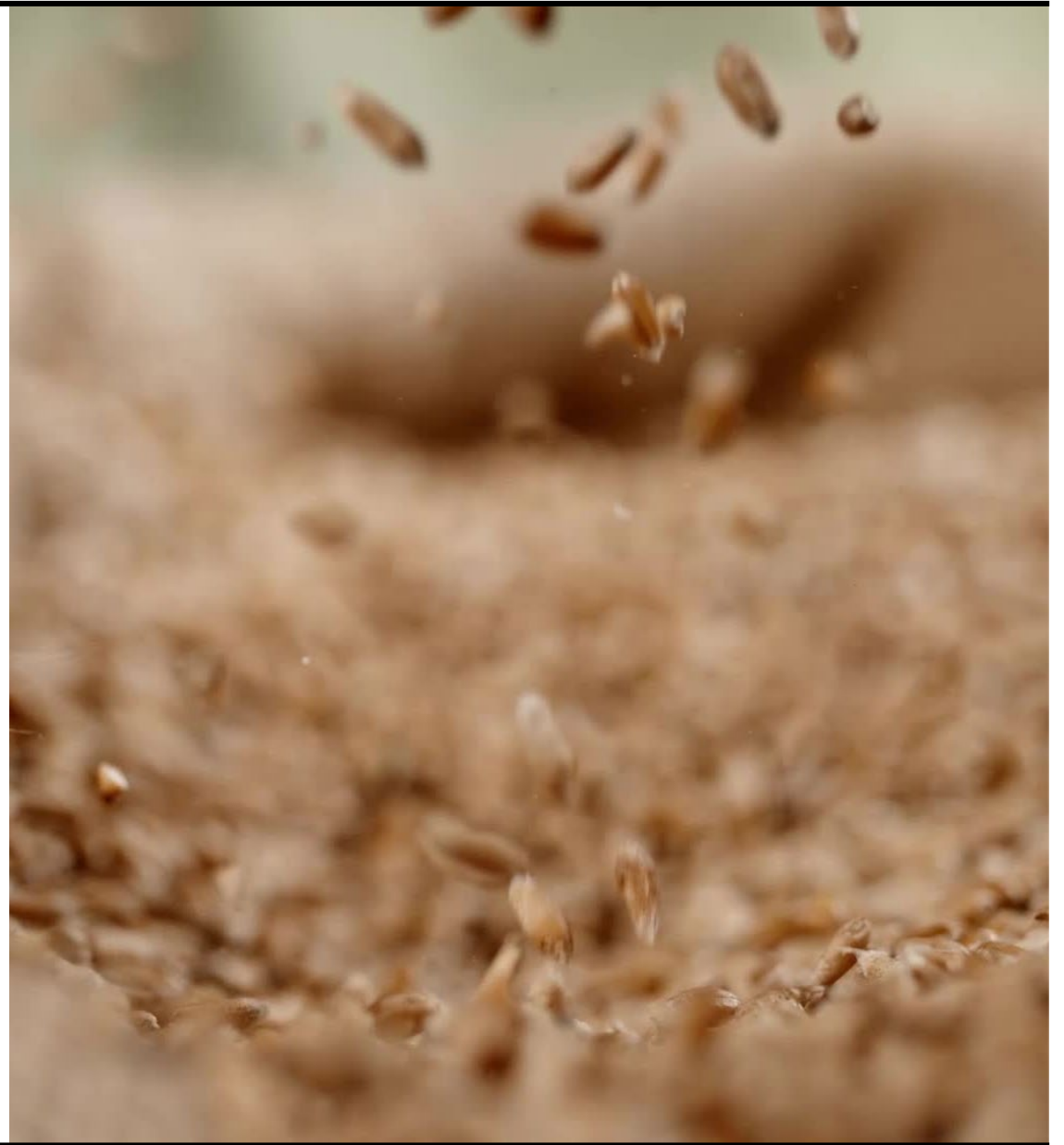
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# Sowing some seeds

BEd Early Childhood and Primary Programmes

“Spirals” of related courses providing a variety of critical lenses

- Histories of exclusion and inclusion
- Political/legislative contexts
- Voices of children and families
- Research – ways of understanding differences, curriculum, teaching, learning and assessment that support inclusive practices and resist exclusion



**How are cultures of learning and belonging being maintained in the settings you have been part of?**

**A critical evaluation of educational resources**



# Experiences with UDL

Jan Scouling – BEd  
Primary – Practicum  
Inquiry courses, years  
1, 2 and 3

Brian Marsh –  
GradDipEd Secondary  
– Practicum inquiry  
course

Lisa Darragh – BEd  
Primary –  
Mathematics courses,  
years 1 and 2



# Break out room conversation (20 minutes)

## Discussion:

- “What should associate teachers and visiting lecturers know and be able to do in order to support new teachers to be inclusive educators?”. This question addresses what happens during professional experience placements. What could be the role of ITE in this process?



# Acknowledgement and Future Symposia

- Registration links in the chat
- Rauhuia Symposium 17 November, 4.00pm-5.30pm. Meihana Durie is Vice Chancellor Māori of Te Pūtahi a Toi (School of Māori Knowledge) at Massey University and will be speaking about Whanaungatanga Me Te Aroha: Leaders have access to the skills, resources and support to navigate transitions, challenges and in ways that sustain well-being and build resilience.
- MoE Curriculum Refresh (ITE Providers only) 30 November
- ITE Provider End of Year Hui 13 December

# Karakia Whakakapi



## Karakia Whakakapi

Kua ea ki runga

Kua ea ki raro

E Rongo whakairihia ki runga kia tina.

Tina!

Haumi ē! Hui ē! Taiki ē!

## Closing Affirmation

It has been completed above

It has been completed below

Let peace be suspended on high as a beacon to guide us.

Let us unite!

Let us gather together!

Let us secure our purpose!

Matatū. Tū Mataora.  
**Stand tall. Shape the future.**

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