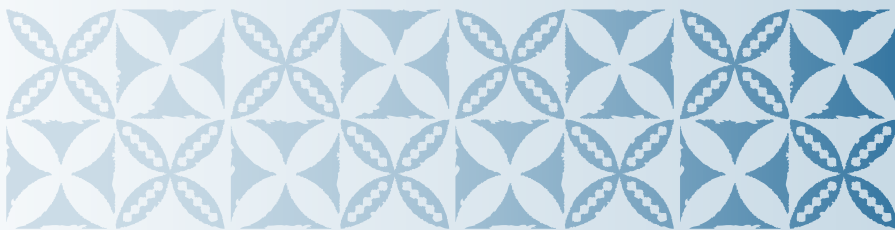


Effective governance

Building inclusive schools



Information for school boards of trustees
2013

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Introduction

As a board, you play a vital role in leading the future direction and performance of your school.

These guidelines are a valuable resource for boards on how to show ethical leadership and build an inclusive school with confidence.

They will help you understand your governance role and how to fulfil the responsibilities that go with it – particularly as they relate to meeting the needs of all the students in your school.

These guidelines should be read together with the other **Effective Governance** resources developed by the Ministry of Education (the Ministry) for school boards and available online, at: <http://www.minedu.govt.nz/Boards.aspx>

Supporting system change

New Zealand's education system must provide every young New Zealander with the opportunities they need to reach their potential.

Our challenge is to build inclusive schools that are welcoming, flexible and accessible to all students. Achieving this goal requires a genuine commitment to action. It requires a shift in the way many of us think about and respond to children and young people with special education needs.

It involves recognising the important contribution they can make if they are given the opportunity – and accepting that schools have a crucial role in making this happen.

New Zealand's education system needs school boards that are proactive in this area. We need trustees who are able to turn well-meaning policies into practical results so that students with special education needs are able to come to school (attend), enjoy school (engage), participate and achieve alongside their peers.

We need skilled, knowledgeable and confident school boards prepared to show ethical leadership in this area. We need your board to commit to taking this journey.

There are many practical steps you can take. Read these guidelines. Put aside budget for professional development on inclusive education. Make this the year you become skilled at planning for, monitoring and reporting on the participation and achievement of students with special education needs. Take some time to think about new ways to tap the expertise and help available within the special education sector. Have courage. Be bold.

Where to go for help

This resource is part of the family of **Effective Governance** resources developed by the Ministry for school boards of trustees. The resources have been developed to help you understand the vital role you play in leading the future direction and performance of your school.

For more information, contact your **local Ministry of Education office** or the **New Zealand School Trustees Association**.

Terminology – what do we mean by special education needs?

In the education context, 'special education needs' is a phrase used to describe the wide range of educational needs experienced by students in New Zealand classrooms. It is a phrase that aims to focus people's attention on a student's educational or learning needs, rather than that student's disability or medical diagnosis.

For example, a child may have complex sensory needs that influence the way that child learns. This child may also have autism. A young person may have speech and language needs that influence his or her ability to learn and access the curriculum. This young person may also have a mild hearing impairment.

It is important to recognise that students with special education needs are not a homogenous group. They may have a range of educational needs – some needs may be short-term, others may be long-lasting.

Children and young people with special education needs come from all ethnic and social backgrounds. They live in the city, in rural areas and in all communities.

Overall, it's important for school boards to know:

- sometimes a student's disability has an impact on their ability to learn, but sometimes it doesn't
- students with the same diagnosis experience their disability in different ways and may differ hugely in their personality, temperament, skills, interests and capacities
- a disability diagnosis will tell you something about a student, but may not tell you much about his or her educational needs.

The Ministry sometimes defines special education needs as they relate to the New Zealand Curriculum. Refer to table A. Boards may find it a useful reference for developing a special education needs register and deciding who will be on it.



All boards need to make sure their school has a special education needs register. The principal and staff need to decide who will be on it and identify the resources the school will use to support each child or young person on the register.

Table A: Special education descriptions

<p>Students working at or above the curriculum level for their age</p>	<p>Students who need teaching adaptations and/or need individualised support to access the curriculum and achieve at or above the curriculum level. Students may use braille or New Zealand Sign Language to access the curriculum or they may use assistive equipment and need the classroom adapted to support their learning. These students are likely to have access to a range of special education services and resources.</p>
<p>Students working at level one of the curriculum for most (possibly all) of their schooling</p>	<p>Students who are likely to have Individualised Education Plans (IEPs) or similar plans and work within level one of the curriculum throughout their time at school. These students are likely to have access to Ongoing Resourcing Scheme (ORS) or Supplementary Learning Support (SLS) services and funding.</p>
<p>Students struggling to work at the curriculum level for their age</p>	<p>Students who need effective teaching and accelerated teaching programmes to access the curriculum and achieve at the curriculum level for their age. These students are likely to need short term access to some special education services and resources.</p>

Inclusive education and boards of trustees

Vision, goals and priorities

The Government has a broad and ambitious vision for New Zealand schools. The goal is to have 100 percent fully-inclusive schools by 2014. The aim of this goal is to ensure the education system works for all students, particularly students who have special education needs.

Your board has an important role to play in helping the Government meet this target and should make action in this area a priority. To help, the Ministry has put in place a wide range of training and resources, especially for boards.

Your board is encouraged to find out and make use of the training and resources and become familiar with inclusive education practices and how to build an inclusive school. As a trustee, you are encouraged to take every opportunity to show ethical leadership and align your school's direction, priorities and funding with the Government's goal.

Legal responsibilities

The **Education Act 1989** requires boards to enrol students in their schools, irrespective of students' needs and abilities. This right is enshrined in the United Nations Convention on the Rights of Persons with Disabilities, to which New Zealand is a signatory, and is reinforced by the New Zealand Disability Strategy.

The **National Administration Guidelines** (NAGs) also set clear expectations for boards. NAG1 requires all boards to identify students with special education needs and develop teaching and learning strategies, goals and procedures to meet their needs. Specifically, NAG1 states:

“Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa. Each board, through the principal and staff, is required to:

(c) on the basis of good quality assessment information, identify students and groups of students:

who are not achieving;

who are at risk of not achieving

who have special needs (including gifted and talented students); and

aspects of the curriculum which require particular attention;

(d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above.”

Your board's role is to monitor your school's progress towards achieving these goals. Ask your principal to report regularly on what is happening in the area of inclusive education and what results are being achieved.

Inclusive education and inclusive schools

Inclusive education is about giving all the students at your school the same opportunity to participate and achieve, regardless of their individual needs or differences. Inclusive education means embracing difference and diversity as part of a richer learning environment and preparation for life.

The leaders of an inclusive school acknowledge that students bring with them a wide range of abilities and needs and should have the same chance to learn and experience success at school.

The research tells us inclusive schools have the following characteristics.

1. School-wide culture

The size of the welcome mat and the feel of the school

Inclusive schools welcome all students, ensuring students are able to transition smoothly into school, with careful planning. Inclusive schools foster caring, safe and respectful whole-school environments. They foster the identity, language and culture of all students. Inclusive schools have processes for identifying and supporting the needs and aspirations of Māori and Pasifika students with special education needs and their whānau.

2. School leadership

The strength of its leaders

The leaders of inclusive schools hold inclusive values, establish clear expectations and model desired behaviours. They create safe physical and learning environments and support teachers to take collective responsibility for students. They are school leaders who support teacher inquiry and development.

3. School-wide systems and processes

The way the school runs

The school has processes for identifying students with special education needs and their strengths. It is clearly willing to adapt the school's physical environment, as well as its systems and processes, to meet the needs of students with special education needs.

There are systems to identify, use, coordinate and manage the services and support available to students with special education needs.

The school has school-wide systems for planning, monitoring and reporting on the presence, participation, engagement, progress and achievement of students with special education needs. It uses data as a basis for making decisions, problem-solving and monitoring school-wide practices. The school regularly evaluates teaching practice using good-quality school-wide systems and uses data to improve teaching quality for students with special education needs.

4. Parent, whānau and community connections

The strength of its relationships

The school taps into the expertise within its community and the special education sector to understand the best way to provide for students with special education needs. The school partners with families and whānau and respects, values and uses their knowledge about their child's needs, learning, development and achievement.

5. Teaching and learning

The knowledge and skills of its teachers

Teachers inquire into the impact of their teaching on students, giving students with special education needs the opportunity to take part in a full range of experiences outside the classroom.

They promote an achievement-oriented culture and have high expectations of all students, providing challenges that stretch learning. They are skilled at using The New Zealand Curriculum and Te Marautanga o Aotearoa to meet the learning needs of all students, inside and outside of the classroom.

Teachers partner with support staff who have the knowledge and skills to work within the classroom programme alongside them.

Teachers develop constructive and respectful relationships with students and with others involved in the student's learning.

6. Sense of belonging

What an inclusive school feels like

Children and young people with special education needs feel confident, feel like they belong, enjoy school, want to go to school, have friends, have a say in what goes on for them, feel challenged at school and feel proud of the things they have learned and achieved.

Parents of all students in the school express confidence that their child receives the attention and support in the classroom he or she needs to achieve their potential. Parents of children and young people with special education needs are confident in their child's school and teachers, enjoy seeing their children learning, achieving and having friends. They are secure in the knowledge that their children are safe, happy and belong.

Teachers of students with special education needs are confident in their teaching and their classroom programme, feel supported, enjoy the achievements of all the children in their class, and have professional pride in their own teaching.

Boards and principals are confident that their school is a safe and respectful place and enjoy and have pride in the achievements of all the students in their school.

Your board's role in building an inclusive school

1. Setting vision and direction

Your role as the board is to set your school's vision for the future and to develop plans for what your school is to achieve.

To build an inclusive school, you will need to:

- express your board's commitment to creating a school-wide culture of inclusion and routinely discuss this with the senior management team and when your board reports to the wider community
- commit to a working partnership with parents and whānau to ensure a shared direction to include all children and young people
- recognise the obligation to meet the needs of all your students in your school charter and find out how your school is meeting this obligation
- develop sound special education policies and procedures. For example, make sure you have procedures for transitioning students with special education needs to your school, either from an early childhood education service, from primary to intermediate or secondary school, or for students ready to leave school as young adults
- ensure that strong inclusive practices are evident in the classroom and playground.

What to look for

Here are some key things to look for as your school develops a vision and direction focused on inclusive practice.

- Statements of inclusion in your school charter, policy documents and school rules.
- A school-wide commitment to upskilling teaching staff to use more inclusive teaching practices, which is reflected in the board's strategic planning and budget setting documents.
- Systems in place to support meaningful relationships with parents and whānau.

Questions for your board

Here are some questions to help your board reflect on your progress to date:

- how are we communicating our vision? Is it clear to our staff and community that we expect all of our students to be present at school, all of the time?
- do our students feel like they belong, enjoy school, want to go to school and have friends?
- are our inclusive education policies working in practice and how do we know?
- Are parents and whānau engaged in their child's learning?

2. Understanding current performance

Because boards and schools have key roles to play in building inclusive schools, it is vital to understand how all students are currently performing. This will enable you to set priorities and targets for the future that focus on becoming a more inclusive school.

What to look for

Your board should receive regular reports featuring a range of presence and achievement data, against which you can monitor the performance of your school.

The reports should tell you about the attendance, stand downs, suspensions, exclusions and achievement of your students with special education needs.

They should also tell you how the school is responding to any areas of concern and how well that response is working. This information should be specific to your students with special education needs.

You should be presented with a wide range of data (collected, analysed and presented to you) throughout the year to give you a good idea of how inclusive your school is (and its strengths and weaknesses in this area).

Questions for your board

Here are some questions to help your board reflect on your progress to date:

- are we getting the information we need from our reports, eg, do they identify trends and patterns in participation or enrolment and what are they telling us about student engagement and achievement?
- do we need to ask our principal to report on how our school is demonstrating inclusive values and practices?
- do we need to know more about how our school's performance data is analysed and presented to us?

3. Planning for success

Your board is responsible for planning for the success of all students at your school. This planning is reflected in your school charter and evaluated in the school's annual report. Your school charter is the key planning document for your school. It should outline how your school intends to become more inclusive and meet the needs of students with special education needs.

To meet the requirements of the Education Act 1989, your charter should include plans, aims and targets for your students with special education needs. Deciding on the areas of priority for those targets will be informed by parent and student voice, current data and supports available. For example, you may develop plans for improving your school's enrolment practices or you

may choose to introduce a school-wide programme of professional development focused on inclusive practices.

See the Planning and Reporting resources on page 12 for help with setting targets in your charter for students with special education needs.

What to look for

Here are some key things to look for as your school plans for success.

Your principal and school management can confirm and provide evidence that the need to improve the achievement of students with special education needs is communicated in school planning documents and in students' Individual Education Plans (IEPs).

Your school's values of equity, respect for diversity and inclusion are apparent in the daily life of the school and are evident in Education Review Office reports, community consultation documents and teacher workplace climate surveys.

The buildings and grounds throughout your school are developed to support the participation of all students – there are ramps, lifts and equipment for students using wheelchairs, for example.

Your school has a community engagement strategy that reflects a partnership approach with parents and whānau of students with special education needs.

Your school has a Special Education Needs Coordinator (SENCO) who works alongside subject/classroom teachers to manage and coordinate the range of support and services efficiently and professionally. This is evident in your school's timetabling, appraisal documentation, budget reports, applications for special education funding and resourcing.

Questions for your board

Here are some questions to help your board reflect on your progress in this key area:

- where is the clear evidence of planning and coordinating support and services for students with special education needs? What evidence does the board receive?
- are we confident our students with special education needs are participating and engaged in class and out of class, with their peers, all of the time, doing what their peers do?
- where is the evidence showing they are learning and achieving, experiencing success, being challenged, learning within the curriculum and enjoying things they're interested in?

4. Effective teaching – supporting your staff

Giving students access to high-quality teaching is the best way to positively influence their education. Your principal is responsible for developing, maintaining and reporting on an effective professional development and appraisal programme for all staff. The programme should be included in the board's annual planning process.

What to look for

Here are some key things to look for as your school focuses on effective teaching for students with special education needs.

Records that show your school is supporting staff to develop inclusive practices, skills and knowledge and that teachers are working together to share insights and experience in this area. Evidence that teacher's aides understand inclusive practice and have the skills to support teachers and individual students within inclusive environments.

Teachers work collaboratively with specialist teachers such as Resource Teachers: Learning and Behaviour (RTLb), Resource Teachers: Vision (RTV) and Resource Teachers: Deaf (RTD) to support classroom practices that are inclusive, goal oriented and culturally responsive.

Questions for your board

Here are some questions to help your board, **through your principal**, to reflect on your progress in this key area:

- are our teachers confident leading the planning and design of learning for all students? Would they be prepared to present to the board on this topic?
- do our records show that all our students have the same opportunity to take part in sporting, dance, drama, leadership and cultural activities?
- what is our board doing to make sure there are senior staff to manage, review and report on the change in the support and specialist services offered to students with special education needs?
- where is the evidence to show our teachers are working with specialists and specialist teachers to develop classroom programmes?
- does our school have an ongoing professional learning programme that supports staff to keep up-to-date on the latest in special education?
- what effective data gathering processes have we got in place for identifying the different learning and social needs of each student?
- how are teacher aides utilised to support student learning?
- what evidence is available to show us that students with special education needs have a range of ways to learn, for example, are given the opportunity to respond orally, in writing or by using assistive equipment?

- do the teaching staff offer multiple ways of engagement to tap into learner's interest, challenge them appropriately and motivate them to learn?

5. Aligning budget to priorities

In addition to developing goals and plans that focus on building more inclusive schools, boards need to make sure that a fair proportion of the school's budget is set aside to make these goals and plans happen.

The amount required and how it should be spent will vary according to the number of students with special education needs within your school, the range of needs experienced by students and the school's identified priorities.

The Special Education Grant (SEG) is allocated to schools to improve the learning and/or behaviour of students with special education needs, especially those students who may not qualify for other forms of funding or support (such as ORS funding).

Your school has a lot of freedom in the way it uses SEG funding but you are responsible for making sure that the funding does make a difference to student learning. That flexibility allows schools to plan innovatively and creatively to meet the needs of individual students.

Your Board should be able to report to your community on how the SEG funding is spent each year.

To work out if your school has adequately aligned its budget and educational priorities, your board will need a good understanding of the performance of your school.

What to look for

Here are some key things to look for as your school aligns its budget to the school's priorities.

Your school charter has clearly identified and allocated resources to students with special education needs. The school plans for and allocates resources and support so that students with special education needs are involved in extra-curricular learning and are supported to take part in events such as school camps.

Your school has a self-review plan that makes sure classroom programmes are effective and focus on priority learning needs. The school is using the results of teaching assessments to report to the board and help guide the board's resource allocating decisions.

Questions for your board

Here are some questions to help your board reflect on your progress in this key area:

- how can we check to make sure that our school's management has established a register that identifies all students with special education needs and allocates resources to support them in their learning?

- has our school accessed additional support for students with high needs? What do our records tell us?
- how is our SEG funding planned for and used?

6. Monitoring performance

Your school's annual report is used to capture progress against the goals and targets outlined in your school charter and report this to your school's community and the Ministry. This report needs to include specific information about the progress of students with special education needs against the goals you have set. This will show how effective the school has been in meeting its stated goals.

Your board is responsible for reviewing and approving the annual report to make sure it achieves this purpose. You are also responsible for using the information to plan for the next year and allocate resources.

What to look for

Here are some key things to look for as your school monitors its performance.

The school is about to set up a process for monitoring its progress towards full inclusion, drawing on a new review tool being developed by the New Zealand Council for Educational Research. It is collecting baseline data that it will use to develop a school improvement plan.

School reporting data shows clear evidence of student achievement gains for students with special education needs and reflects high teacher expectations of students. Evidence shows teachers' aides support classroom teachers to implement classroom plans for students with special education needs.

Your school's leadership strategies and styles clearly promote a positive school climate for students with special education needs. This should be confirmed in survey results, senior leader appraisal and complaint data.

Questions for your board

Here are some questions to help your board reflect on progress in this key area:

- does our school adequately monitor and track progress towards achieving our charter goals? How are we measuring our progress towards meeting our stated charter targets for inclusive education practices?
- are we collecting enough evidence of how we welcome students with special education needs and their families and whānau? What do our parent and community survey results say?
- how do we know that every student (in zone) who applied to attend our school this year was enrolled?

Help available

Boards of trustees should be aware that there is a wide range of help available from the Ministry for schools to create more inclusive learning environments. It is up to your school to seek out and apply for this assistance.

Find out more by visiting the [Ministry's website](#) or contacting your [local Ministry of Education office](#).

Ministry specialists and specialist teachers

The Ministry's Regional Operations Team employs a range of specialists who provide support and advice to schools with students who have complex learning, physical, sensory communication and behaviour needs.

Specialists include psychologists, special education advisors, speech language therapists, occupational therapists, advisors on deaf and hearing impaired children, physiotherapists, kaitakawaenga and technology coordinators.

They are there to help your school assess the needs of your students and put in place the appropriate technology and support to help their learning and achievement.

Find out more about these specialists by contacting the Ministry or visiting the Ministry's website, at: <http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/ServicesAndSupport.aspx>

Resource Teachers: Learning and Behaviour (RTLB) are specialist teachers available to help classroom teachers and schools to develop and use inclusive practices.

They are particularly skilled in the areas of learning and behaviour.

Find out more about these specialist teachers on the Te Kete Ipurangi website, at: <http://rtlb.tki.org.nz>

Resource Teachers: Deaf (RTD) provide guidance and support to school teachers with students in their classrooms who are deaf or hearing impaired. They may also work directly with these students. All RTD are employed by one of the Deaf Education Centres, but most itinerate, providing services to all of these students locally.

Resource Teachers: Vision (RTV) provide guidance and support to teachers with students in their classrooms who are visually impaired, have low vision or who are blind. They may also work directly with these students. All RTV are employed by the Blind and Low Vision Network New Zealand (BLENNZ). They are attached to local visual resource centres across the country and provide their teaching services to students in their locality.

Assistive technology

Assistive technology is specialised equipment that helps students with special education needs do things they could not usually do. It covers a range of technology and devices from computer hardware and software to vision equipment, special seating, tables and hearing devices.

The Ministry provides advice, information and funding to support teachers and individual students to use assistive technology. The Ministry has an assessment framework that schools can use to work out their assistive technology requirements, as well as specialists who can work with schools to assess the needs of your students and support the use of new technology.

Schools are responsible for the safe keeping and insurance of all assistive technology. The Ministry offers help with repair, maintenance and replacement issues. The Ministry can also arrange training for teachers and the people who support students with special education needs.

Click on [this link](#) to the Ministry's website and assistive technology application forms.

School property

Schools can also apply for funding from the Ministry to change school property to better meet a student's physical needs, for example, a school may need to widen doorways to give students wheelchair access.

For more information, visit the Ministry's website (click here, [School Property Modifications](#)).

A recipe for success

Boards can learn a lot from one another and from the staff within their own schools and others. Here are some ideas about good practice and what it takes to build an inclusive school.

Case studies of good practice

The principal at this Wellington secondary school sums up the college's commitment to inclusion – “we're more about community than conformity.”

He says the school's vision is inclusive and collaborative, with plenty of parent involvement.

All students, irrespective of their needs, learn together in class so they develop an awareness and appreciation of one another's strengths and differences.

The college's Learning Support department, with teachers, identifies students who need in-class support and plans and coordinates appropriate strategies. A needs analysis of students and subject teachers ensures the right support is in place in terms of resources and teachers' aides. These supports are regularly reviewed by those who know the student best and include student comment on what is working well for them. Each student on the school's high needs register is assigned a school 'key worker' who becomes responsible for that student.

Staff development strategies at the college also foster inclusiveness. All classroom teachers have received professional development to meet the needs of all students. Great emphasis is placed on teachers knowing how to assess and plan learning programmes and monitor students' progress to meet different learning needs. Teachers' aides at the school have also been trained on how to implement support strategies for individual students.

A Dunedin primary school principal expands on these thoughts:

“Successful inclusive schools look at how well the student is included in the life and activities of the school, the value the school is adding to those students and the end results. They look at assessment information and adapt classroom programmes accordingly.”

“An inclusive school requires a collaborative process. It means working alongside learners, parents and teachers in a process of assessing, goal setting, teaching and monitoring. Specialist support needs to be properly integrated into the school team and the team needs release time to properly discuss and reflect on its results. The development of individual education plans is seen as part of ordinary classroom practice.”

Exploring best practice – Universal Design for Learning

There is plenty of evidence to show that developing more flexible approaches to learning benefits everyone, not just students with special education needs.

Many schools have adopted an approach called Universal Design for Learning (UDL). This is a set of principles for curriculum development that gives all students an equal opportunity to learn. The idea is to create a blueprint that can easily be customised and adjusted for the needs of individual students.

Students will often differ in the way they perceive and comprehend information presented to them, which means it is best to give students different ways to learn and engage in the classroom, rather than use a one-size-fits all approach to education.

This flexibility enables the school to respond to the particular needs of each student so that all students are engaged, challenged and motivated.

While the principles of UDL apply to all students, they have special significance for students with special education needs. The principles of UDL can help shape how students access learning at your school and how learning activities are designed.

They provide a great starting point for creating a more flexible curriculum at your school for students with special education needs.

In practice this means presenting information and content in a wider variety of ways so that more students are able to access it. For example, rather than simply relying on text, an inclusive school is prepared to present content electronically, using illustrations, diagrams, images, video or other assistive technology such as text to speech software.

An inclusive school enables all students to engage and develop a love of learning in a way that suits them. It recognises that some students prefer to work alone, others love to collaborate and work in groups. It uses multiple means of engagement to tap into students' interests, challenge them appropriately and motivate them to learn.

The principles of UDL can help schools become more inclusive and flexible.

For more information, visit the UDL Centre for Applied Special Technology website: <http://www.udlcenter.org>

Information and resources

For help and advice on special education, inclusive schools and inclusive education practice, contact the Ministry of Education at: 0800 622 222

special.education@minedu.govt.nz
www.minedu.govt.nz (click on special education).

Here is a list of useful information and resources on inclusive schools and inclusive education practice for boards.

Ministry of Education's vision of inclusive schools – <http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/AboutUs/VisionAndMission.aspx>

School planning and reporting and special education (a webpage and guidelines) – <http://www.minedu.govt.nz/Boards/SchoolPlanningAndReporting/Planning/SupportingSENeeds.aspx>

Ministry of Education's quick guide to special education for boards – <http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/PublicationsAndResources/ResourcesForBoards.aspx>

Ministry of Education's special education policy and services – <http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation.aspx>

Governance and special education – <http://www.minedu.govt.nz/Boards/TeachingAndLearning/StudentsWithSpecialNeeds.aspx>

School planning and reporting and special education (a webinar) – <http://www.minedu.govt.nz/Boards/EffectiveGovernance/PublicationsAndResources/WebinarResources.aspx>

Reporting on the achievement of students with special education needs (a fact sheet) – <http://nzcurriculum.tki.org.nz/National-Standards/Key-information/Fact-sheets/Special-education-needs>

Educational leadership and special education (a model) – <http://www.educationalleaders.govt.nz/Leadership-development/Professional-information/Leading-from-the-middle/The-educational-leadership-model>

Teaching and special education (a website, SE Online) – <http://seonline.tki.org.nz/>

Education Review Office report on inclusive education, 2012 – <http://www.ero.govt.nz/National-Reports/Including-Students-with-High-Needs-School-Questionnaire-Responses-2-September-2012>

Education Review Office report on inclusive education, 2010 – <http://www.ero.govt.nz/National-Reports/Including-Students-with-High-Needs-June-2010>

Guidelines for managing the Special Education Grant <http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/PublicationsAndResources/FormsAndGuidelines/SpecialEducationGrantGuidelines.aspx>

ISBN 978-0-478-40640-5 (online)



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Effective Governance – Building Inclusive Schools

ISBN 978-0-478-40640-5 (Web)