

Inclusive schools and student wellbeing

Learning objectives:

After attending this workshop participants will have an understanding of:

- Legislative requirements for boards around inclusion, student wellbeing and student achievement
- The board's role in setting the culture of the school
- The board's strategic role including consultation, planning, monitoring, self-review and reporting.



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

“He tapu te tangata ahakoa ko wai. Kohungahunga mai, tamariki mai, taipakeke mai, kaumatua mai, he tapu katoa. Kia kaua te hunga o ngā Kura Kaupapa Māori e tukino, e whakaiti, e whaka-parahako i te tangata, e mahi puhaehae ranei ki etahi atu. Kia ngakau mahaki ratou ki a ratou, ki te iwi whanui, ki a Tauivi hoki.”

“To honour all people regardless of age, creed, colour, gender or persuasion and, therefore, not to belittle, resent, hurt or show prejudice towards anyone else”

Source: *Te Aho Matua o Ngā kura kaupapa Māori. Te Ira Tangata (principle 1.5).*

Legislative framework – The Education Act 1989



Section 3 of the Education Act 1989 sets out the entitlement of every person (who is not an international student) to free enrolment and free education at any State school during the period beginning on the person's fifth birthday and ending on 1 January after the person's 19th birthday.

Section 8 spells out that this entitlement is equal and that people who have special educational needs (whether because of disability or otherwise) have the same rights to enrol and receive education at State schools as people who do not.

Enduring Objectives, National Education and Learning Priorities

Schedule 6 of the Education Act 1989 sets out in one place the key roles and responsibilities of boards in school governance and clause 5 of this schedule states:

- (1) A board's primary objective in governing the school is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
- (2) To meet the primary objective, the board must—
 - (a) ensure that the school—
 - (i) is a physically and emotionally safe place for all students and staff; and
 - (ii) is inclusive of and caters for students with differing needs; and
 - (b) have particular regard to any statement of National Education and Learning Priorities issued under section 1A

Enduring objectives

The following objectives for the education system took effect from 19 May 2017 and are set out in Section 1A(3) of the Education Act 1989:

- Helping each child and young person attain educational achievement to the best of their potential.
- Promoting the development of:
 - Resilience, determination, confidence and creative and critical thinking
 - good social skills and the ability to form good relationships
 - participation in community life and fulfilment of civic and social responsibilities
 - preparedness for work
- Instilling an appreciation of the importance of:
 - the inclusion within society of different groups and persons with different personal characteristics
 - the diversity of society
 - cultural knowledge, identity, and the different official languages
 - the Treaty of Waitangi | Te Tiriti o Waitangi and te reo Māori.

National Education and Learning Priorities

The enduring objectives will help guide the development of National Education and Learning Priorities (NELP). NELPs are medium-term (up to five-year) priorities set by the government of the day for early childhood and compulsory schooling. These may replace the ten National Education Goals and some aspects of the National Administration Guidelines, in the future.*

*At the time of publication of this workbook, it is expected that the Minister will set NELPs in late 2019

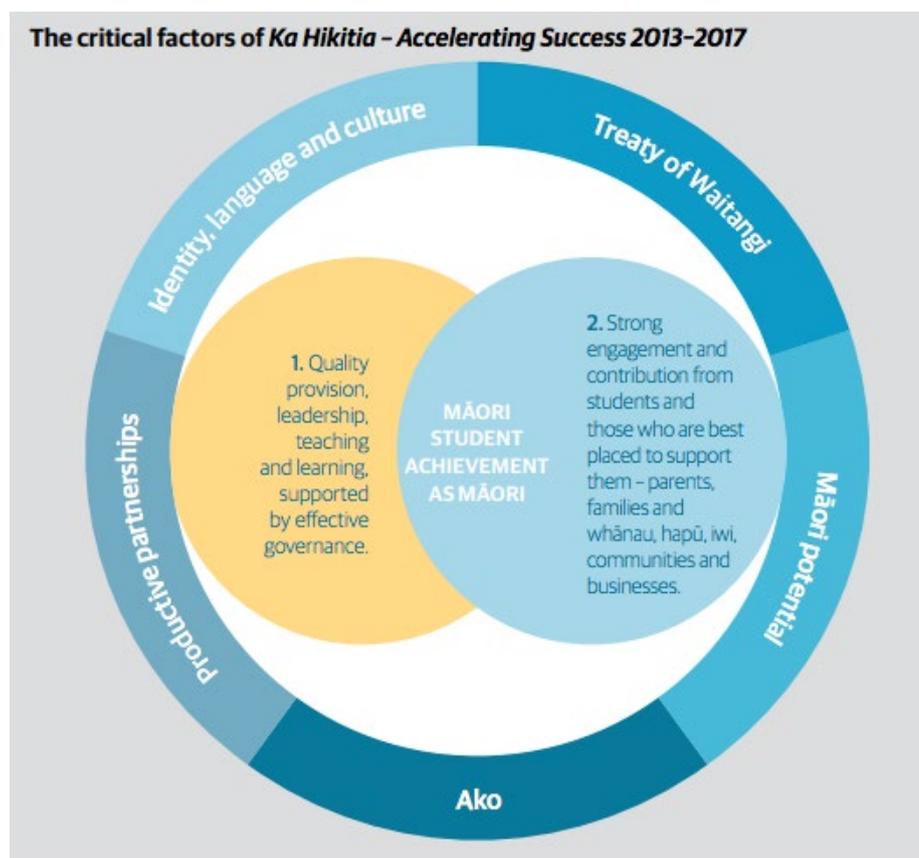
Legislative framework - Te Tiriti o Waitangi

The objectives of the system for education and learning set out in section 1A 3 (c) of the Education Act include instilling in each child and young person an appreciation of the importance of cultural knowledge, identity, the Treaty of Waitangi and te reo Māori.

Schedule 6, clause 16 of the Education Act 1989 outlines the board's responsibilities under Te Tiriti o Waitangi:

- (1) A board must take all reasonable steps to ensure that the policies and practices for its school reflect New Zealand's cultural diversity and the unique position of the Māori culture.
- (2) In performing its functions and exercising its powers, a board must take all reasonable steps to act in a manner that is consistent with the principles of the Treaty of Waitangi.
- (3) Without limiting subclauses (1) and (2), a board must take all reasonable steps to provide instruction in tikanga Māori (Māori culture) and te reo Māori (the Māori language) for full-time students whose parents ask for it.

Under a Tiriti o Waitangi partnership boards of trustees have a responsibility to exercise effective governance in a way that values and reflects New Zealand's dual cultural heritage and are accountable for Māori students achieving educational success as Māori. In Ka Hikitia – Accelerating Success 2013-2017 the Ministry of Education identifies two critical factors in Māori students' educational success.



Quality provision: leadership, teaching and learning, supported by effective governance, have a direct influence on student engagement and achievement. This acknowledges that parents, whānau and iwi may also play a role within the education system as volunteers, board members, education professionals and through the design and delivery of professional learning and development.

Strong engagement: contribution from students and those who are best placed to support them – parents and whānau, hapū, iwi, Māori organisations, communities and businesses – have a strong influence on students' success. Māori students' learning is strengthened when education professionals include a role for parents and whānau, hapū, iwi, and Māori organisations and communities in curriculum, teaching and learning.



Legislative framework – duties of the board

National Administrative Guidelines (NAGs)

National Administration Guidelines (NAG) 1 requires board of trustees, through their principal and staff, to use good quality student achievement information to identify individual and group of students:

- who are not progressing and/or achieving
- who are at risk of not progressing and/or achieving
- who have special needs (including gifted and talented students)

and to develop and implement teaching and learning strategies to address the needs of these students.

NAG 5 requires boards of trustees to provide a safe physical and emotional environment for students.

Human Rights Act 1993

Discrimination can manifest itself in many ways, including bullying. The board is charged with ensuring a safe physical and emotional environment for its students. The Human Rights Act 1993, section 21 sets out the prohibited grounds of discrimination which include:

- religious belief
- ethical belief, which means the lack of a religious belief, whether in respect of a particular religion or religions or all religions:
- colour:
- race:
- ethnic or national origins, which includes nationality or citizenship:
- disability, which means—
 - (i) physical disability or impairment:
 - (ii) physical illness:
 - (iii) psychiatric illness:
 - (iv) intellectual or psychological disability or impairment:
 - (v) any other loss or abnormality of psychological, physiological, or anatomical structure or function:
 - (vi) reliance on a guide dog, wheelchair, or other remedial means:
 - (vii) the presence in the body of organisms capable of causing illness
- sexual orientation, which means a heterosexual, homosexual, lesbian, or bisexual orientation

State Sector Act 1988

Under the State Sector Act 1988 boards have a duty to be a good employer and to: "Ensure that all employees maintain proper standards of integrity, conduct and concern for...the well-being of students attending the institution." [Section 77A(3)].

New Zealand Disability Strategy

New Zealand schools have binding obligations under the New Zealand Disability Strategy and United Nations Convention on the Rights of Persons with Disabilities to include and provide a quality education for all learners

Fiduciary duty - occurs when a vulnerable person (the student) puts trust in someone more powerful (the teacher, principal, board) to act in their best interest.	Duty of care - in common law, board of trustees have a duty of care to ensure that students do not come to any foreseeable harm while at school
School environment - boards are required to meet minimum safety standards and conduct regular safety checks to identify and eliminate physical hazards. The board should implement a maintenance programme to ensure that the school's buildings and facilities provide a safe and healthy learning environment for students.	Priority learners - are groups of students who have been identified as historically not experiencing success in the New Zealand schooling system. These include Māori and Pacific learners, those from low socio-economic backgrounds, and students with special education needs.

Who should we include and how do we start?

Reference to schools being inclusive is often made in the context of students with special learning needs or behavioural issues. To be fully inclusive schools need to look far beyond this.

Who?	How do we welcome and accommodate these people in our school?
People with special learning needs	
People with physical disabilities	
People with mental disabilities	
New-comers to the school	
Frequently transitioning students	
People of ethnic minorities	
People of differing beliefs	
People of diverse sexual orientations	

This welcome is not limited to students alone. It includes school staff, parents and whānau, and visitors to the school.

Courageous conversations need to be held and courageous action needs to be taken:

We need to be:	
Confident	We may not yet be competent but we should be confident in our own ability and that of others around us
Innovative and flexible	Be willing to adapt to the needs of the student, not vice versa
Demonstrative	Declare and demonstrate a commitment to catering to the needs of students and their families
Prepared to have frank conversations	Be realistic in conversations around parents' expectations which may be unreasonably high
Aware	Acknowledge that there are benefits to all students in an inclusive culture e.g. all students benefit from enhanced teaching techniques
Empathetic	Be conscious that for some cultures, requiring support can be shaming
Supportive	Be aware of the need to support students, their parents and whānau and school staff
Active in seeking contact with advocacy groups	Tap into their expertise in dealing with your concerns e.g. Autism New Zealand, Refugee Support Services
Realistic	Acknowledge the potential for detrimental effects if a class has multiple high needs students

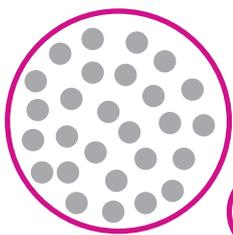
Consider:

By the time they enrol their child at your school, parents may have had to fight every step of the way for their child

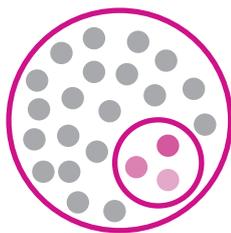
Moving towards being an inclusive school

At inclusive schools students are present at their chosen school along with their friends and siblings. They do what other students do both in and outside the classroom. They are challenged and learn, achieve and experience success. They feel like they belong. They enjoy and want to go to school where they have friends. Diversity is respected and upheld and students' identities, languages, abilities and talents are recognised and affirmed, and their learning needs are addressed

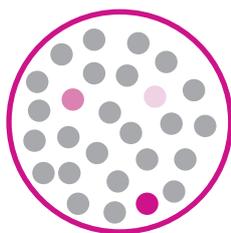
It is up to the board to set an ethical, committed, innovative, informed and co-ordinated approach. To set the culture and tone of the school.



Segregation is when students are educated in separate environments designed to respond to their particular requirements in isolation from other students



Integration is placing students in mainstream education requiring them to adjust to the requirements of the school



Inclusion is modifying strategies, structures, teaching methods, approaches and attitudes to provide all students with equity and learning experiences that best suit their requirements

Adapted from: A summary of evidence on inclusive education, Instituto Alana, 2016

Consider:

Is your school truly inclusive, or is there a tendency towards expecting students to "fit in"?



Student wellbeing

The wellbeing of the students is of paramount importance to the board and staff of any school.

Section 1A (3) (b) of the Education Act 1989 outlines the objective that schools promote, in each child and young person, development of the attributes of resilience, determination and confidence.

Hauora

Hauora is a Māori concept of health unique to New Zealand, which holistically encompasses all aspects of a young person. It comprises taha tinana, taha hinengaro, taha whānau and taha wairua. Each of these four dimensions of hauora are interconnected:

Taha tinana – physical wellbeing. The physical body, its growth, development, and ability to move, and ways of caring for it.

Taha hinengaro – mental and emotional wellbeing. Coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively.

Taha whānau – social wellbeing. Family relationships, friendships and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support.

Taha wairua – spiritual wellbeing. The values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness. For some individuals and communities, spiritual wellbeing is linked to a specific religion; for others, it is not.

Consider:

What understanding does the board have of how the school ensures guidance, counselling and mentoring for students; reporting child abuse or neglect; recognising and supporting students with stress, anxiety or depression; identifying and dealing with incidents of bullying?

Bullying

Bullying is intimidating behaviour that:

- a. tends to be repeated over time
- b. can be directed at particular students because of characteristics that set them apart such as:
 - i. racist bullying that is usually aimed at minority ethnic groups;
 - ii. bullying of students with special needs;
 - iii. homophobic bullying that is directed at students because of their perceived or actual sexual orientation;
- c. can be sexual harassment that is unwelcome sexual attention that makes the recipient uncomfortable;
- d. can be physical
- e. can be verbal, including text bullying
- f. can be non-verbal, including rude physical gestures and manipulation to exclude or isolate a person.

The Education Review Office expects, as a matter of good practice, that each school will have:

- a. acknowledged that bullying behaviour is a risk to be managed;
- b. documented policy/procedures outlining their approaches to preventing bullying and managing bullying behaviour;
- c. carried out anonymous student surveys about student safety at school;
- d. provided training for staff in recognising and responding to bullying;
- e. provided appropriate guidance and counselling for students;
- f. implemented strategies/programmes/interventions to prevent/manage bullying;
- g. ascertained the success of these strategies/programmes/interventions.

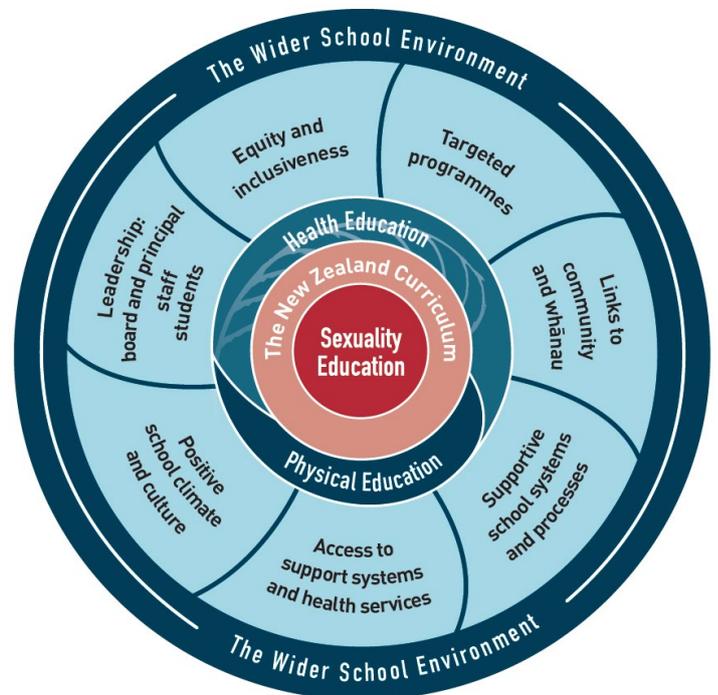
Source: *Guidelines for board assurance statements and self-audit checklists*, Education Review Office, January 2019

Sexuality

Sexuality education is an important part of the health and physical education curriculum for student wellbeing. It should be well planned, age-appropriate and provide opportunities for students to work towards developing empathy and, at senior levels, to engage in critical thinking about sexuality.

Boards should evaluate their sexuality education provision. At least once every two years, and after consultation with the school's community, the board must adopt a statement on the delivery of the health curriculum. The board may not adopt this statement until it has given a draft to its community and allowed adequate opportunity for commentary and has taken that commentary into consideration. This includes a robust analysis of the perceptions and needs of their students in this learning area.

Not all community members will be comfortable discussing sexuality education, and a sensitive and culturally-responsive approach is needed. The Ministry of Education provides advice for boards in its publication *Sexuality Education: a guide for principals, boards of trustees and teachers*



Source: *Sexuality Education: a guide for principals, boards of trustees and teachers*

Consider:

Real or perceived community opposition to sexuality education for religious or cultural reasons could lead to schools providing inadequate sexuality education programmes that do not address important aspects of the curriculum.

Wellbeing@School

The website, wellbeingatschool.org.nz, is designed to support schools to engage with the whole school community in a process of self-review. It provides access to practical evidence-based tools, resources, services, a 5-step self-review process, and information about how to get started.

There are two toolkits to choose from. Both toolkits can be used by schools to confidentially store data, access data reports, find suggestions for next steps actions, and track changes over time.

Consider:

When developing board policies and school procedures does your school take into account:

- inclusive school vision and values
- equitable enrolment
- anti-bullying
- gender-neutral uniform
- equitable toilet and changing areas
- optional participation in sporting teams and activities
- discrimination-free school-wide events eg camps, balls, outside trips.

Unpacking the board's role around student wellbeing in an inclusive school



As with all other areas of school governance the board's role is to identify areas of priority, set direction and specific goals around those priorities, resource the school accordingly and monitor and report on progress towards the goals it has set. The board's work around inclusion and student wellbeing should be included in its regular self-review programme.

Roles of the board	Questions the board might ask	Notes
Reflecting its community	<p>Is the composition of the board fully reflective of its community?</p> <p>If not how may it rectify or mitigate this?</p>	
Setting vision, direction, culture	<p>Does the board have an expectation that all students will attain their highest possible standard of educational achievement?</p> <p>Has the board fully consulted and listened to the voice of its students, staff, parents, whānau, iwi?</p> <p>Has the board communicated its vision clearly to all students, staff and community members?</p> <p>Has the board set strategic goals that reflect its intention to be fully inclusive?</p> <p>Do the board's policies and the school's procedures support inclusion and student wellbeing?</p> <p>Are parents and whānau engaged in their children's learning? How does the board know?</p>	
Understanding current performance	<p>Is the board aware of trends in attendance and incidents of bullying, stand-downs and the use of physical restraint?</p> <p>Do reports to the board detail the progress and achievement of students with special learning needs?</p> <p>Are areas of concern brought to the board's attention and is the board aware of how they are being addressed?</p>	
Identifying areas of priority and setting goals and aims around them	<p>What evidence and achievement data does the board use to identify areas of priority?</p> <p>What evidence is there of equity, respect for diversity and inclusion within the school?</p> <p>Do the school buildings and grounds support the participation of all students in all activities (where possible)</p>	

Roles of the board	Questions the board might ask	Notes
Identifying areas of priority and setting goals and aims around them (cont)	<p>Is the board confident that students with special learning needs are participating in what their peers do and being challenged?</p> <p>Does the school have a Special Education Needs Coordinator (SENCO)? What do they do?</p> <p>Does the school's community engagement strategy reflect a partnership with students with special learning needs and their parents and whānau?</p>	
Budgeting	<p>Does the school have a register of students with special needs and is this used to allocate resources to support them?</p> <p>Is the board aware of any Special Education Grant (SEG) funding received by the school and how it is used?</p> <p>Has the school accessed additional funds to support students with high needs?</p> <p>What staff PLD does the board support in order to strengthen awareness of diversity within the school's community?</p> <p>What support does the board provide for staff who work closely with students with special learning needs, from ethnic minorities or who need specific support and guidance?</p>	
Monitoring	<p>Do students and staff participate in the New Zealand Council for Educational Research (NZCER) wellbeing @ school surveys?</p> <p>Does the school use the NZCER self review tool around wellbeing?</p> <p>What evidence does the board have that the school is welcoming of all potential students and their families and whānau?</p> <p>Do achievement data show gains for students with special learning needs?</p>	

The Board's Child Protection Policy

Under section 18 of the Children's Act 2014 (formerly the Vulnerable Children's Act 2014) school boards are required to adopt a child protection policy.

What is it?	A child protection policy (CPP) contains provisions on the identification and reporting of child abuse and neglect in accordance with section 15 of the Child and Young Persons and their Families Act 1989. The CPP must be reviewed within three years of its first adoption or most recent review.
Why do we need it?	It is a mandatory requirement to cover the protection of all children within the care of a school.
Where do we keep it?	It must be available on the school's internet site (if any), maintained and available on the school premises.

Child protection policy - example

Outcome statement

Students at this school thrive, belong and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children.

Scoping

All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.

Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with Section 15 of the Oranga Tamariki Act 1989, any person in our school/kura who believes that any child or young person has been or is likely to be harmed (whether physically, emotionally or sexually), ill-treated, abused, neglected or deprived must follow school procedures and may also report the matter to a social worker or the local Police.

Delegations

Although ultimate accountability sits with the board, the board delegates responsibility to the principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents.

Expectations and limitations

The principal must:

- develop appropriate procedures to meet child safety requirements as required and appropriate to the school
- comply with relevant legislative requirements and responsibilities
- make this policy available on the school's internet site or available on request
- ensure that every contract or funding arrangement that the school enters into requires the adoption of child protection policies where required
- ensure the interests and protection of the child are paramount in all circumstances
- recognise the rights of family/whānau to participate in the decision making about their children
- ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and deal with disclosures by children and allegations against staff members and are able to take appropriate action in response
- support all staff to work in accordance with this policy to work with partner agencies and organisations to ensure child protection procedures are understood and implemented
- promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
- consult, discuss and share relevant information with the board or designated person in line with our commitment to confidentiality and information-sharing protocols in a timely way regarding any concerns about an individual child
- seek advice as necessary from NZSTA advisers on employment matters and other relevant agencies where child safety issues arise
- make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
- ensure that this policy forms part of the initial staff induction programme for each staff member.

Procedures/supporting documentation

Definitions

Identification and reporting of child abuse and neglect

- Four categories of abuse (emotional, physical, sexual and neglect)
- How to respond to suspected abuse or neglect
- How to respond to disclosures made by a child
- Recording a disclosure
- Reporting suspected child abuse and neglect

Confidentiality, information sharing and recording

Safety checking – safety checklist

Staff capability and professional development

Safe at work practices

- Physical contact with children
- Working one on one with children
- Transporting children
- Overnight stays/camps
- Social media and technology (internet protection, photo storage)
- Parent help
- Visitors on site
- External contractors
- Before and after-school programmes
- Billeting
- Socialising with children
- Gifts and rewards
- Intimate care – toileting
- Application of medication and sunscreen

Managing challenging behaviour and physical restraint policy

Allegations against staff

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

<http://www.education.govt.nz/>

Children's Act 2014

Oranga Tamariki Ministry for Children – further information and sample child protection templates

Source: NZSTA Example governance framework March 2018

The board's managing challenging behaviour and physical restraint policy

Seclusion of a child or young person is not an acceptable tool in student behaviour management, and physical restraint is a serious intervention that should only be used in circumstances where it is absolutely necessary. The Education Act 1989 clarifies how and when teachers and authorised staff members can use physical restraint. The restrainer must have reasonable grounds to believe that there is an imminent and serious risk to the safety of a child or student or any other person, and physical restraint must be reasonable and proportionate in the circumstances.

What is the definition of 'physically restrain'?

'Physically restrain', in relation to a student, means to use physical force to prevent, restrict or subdue the movement of the student's body or part of their body. Who can legally physically restrain students? Teachers or authorised staff members. The board must authorise non-teaching staff to use physical restraint. This would be by way of resolution at a board meeting recorded in the minutes. Boards must also ensure that teachers and staff who are authorised to physically restrain students receive suitable training

Managing challenging behaviour and physical restraint policy - example

Outcome statement

To minimise the effect of challenging behaviour, the board of trustees shall ensure that effective procedures are in place around the management of student behaviour and the use of physical restraint.

Scoping

This policy applies throughout the school.

All staff are required to familiarise themselves with Ministry of Education guidelines for registered schools in New Zealand on the use of physical restraint and to undertake appropriate professional development.

The board will ensure that any incident of physical restraint is notified to parents or caregivers and reported to the Ministry of Education. The board will ensure that parents or caregivers are notified if physical restraint is an element in a student's individual behaviour plan.

Complainants with concerns regarding use of physical restraint must follow the school's prescribed concerns and complaints procedure.

Delegations

The board delegates to the principal:

- responsibility for ensuring that adequate staff training and support is in place
- the reporting of incidents of physical restraint to parents, caregivers and the Ministry of Education
- notification to parents and caregivers if an element of physical restraint is in a student's individual behaviour plan.

Limitations and expectations

- Physical restraint is defined as using force to prevent, restrict or subdue the movement of a student's body or part of the student's body and is a serious intervention.
- Staff shall be well versed in prevention and de-escalation strategies used to limit the need to physically restrain a student.
- Use of physical restraint is limited to teachers or authorised staff members and only where:
 - there are reasonable grounds to believe that there is a serious and imminent risk to the safety of a student or of any other person
 - the restraint used is reasonable and proportionate in the circumstances.
- Authorised staff are employees authorised by their employer (the board of trustees) to use physical restraint.
- Teachers and staff members who are authorised to physically restrain students shall receive suitable training and support.
- Seclusion of students is prohibited. Seclusion of students is defined as placing a child or student in a room involuntarily, alone and from which they cannot (or believe they cannot) freely exit.

Associated legislation

Education Act 1989

Education (Physical Restraint) Rules 2017 Health and Safety at Work Act 2015

Associated procedures

School to enter appropriate procedures.

Monitoring

Instances, matters or risks in relation to this policy shall form part of the principal's report to every board meeting, taking care that individual students cannot be identified.

The board shall monitor the use of physical restraint, looking for trends and any action that could be taken at governance level to support reducing such incidents.

School to enter own monitoring and reporting procedures.

Source: NZSTA Example governance framework March 2018

Support and resources



New Zealand School Trustees Association Te Whakarōputanga Kaitiaki Kura o Aotearoa

www.nzsta.org.nz

0800 782 435

Advisory & Support Centre, Governance

govadvice@nzsta.org.nz

Advisory & Support Centre, Employment

eradvice@nzsta.org.nz

Govtalks

<https://nzsta.org.nz/advice-and-support/professional-development/govtalks-videos/>

Governance Framework 2018

www.nzsta.org.nz/governance-framework-2018

NZSTA publications:

NZSTA STAnews article "Working to support students with significant behavioural needs – Nov/Dec 2018 issue 288"

NZSTA STAnews article "Student with significant behavioural needs case study" – July 2018 issue 284

Ministry of Education

www.education.govt.nz

Search: Regional Office contacts for details of your local Ministry of Education office

Ministry of Education publications:

- Ka Hikitia - Accelerating Success 2013–2017
- Pasifika Education Plan
- Success for all
- Effective governance – Building inclusive schools
- Effective governance – Supporting Pasifika success
- Inclusive practice in secondary schools

Wellbeing@school

<https://wellbeingatschool.org.nz/>

Te Kete Ipurangi (TKI)

www.tki.org.nz

A bi-lingual website (English and Te Reo maori) which provides educational material for teachers, school managers and the wider community.

- Supporting LGBTIQ+ students
- Inclusive Education: Guides for schools
- Inclusive Education: Deterring and responding to bullying behaviour
- Inclusive Education: Supporting Pasifika students
- Inclusive Education: Supporting Māori students
- Sexuality education: a guide for principals, boards of trustees and teachers

Education Counts

<http://www.educationcounts.govt.nz/topics/pai-pipeline>

For all the information about our students, schools and education system that is in the public domain including national, regional, territorial authority and iwi rohe education profiles.

Education Gazette

www.edgazette.govt.nz

For Principal and Board alerts, articles, features and details of teaching vacancies.

Education Review Office

www.ero.govt.nz

For early childhood centre and school reports, national evaluation reports and information about review processes and indicators.

ERO publications

- Including students with high needs 2010
- Partners in learning – Helping your child to do well
- Inclusive practices for students with special needs in schools