

## Bloomsbury Education and Childhood Studies Article Template

Please write your article directly into this template.

<b>Section</b>	Primary Education
<b>Article topic</b>	Special Education Needs and Disabilities in Primary Education
<b>Country</b>	New Zealand
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<b>Date created</b>	December 2018
<b>Length</b>	1458

### Keywords [not included in total word count]

- Outline key search terms related to your article to aid discoverability online
- Supply a minimum of 5 and a maximum of 10 words or phrases

inclusive education, special education needs, inclusive curriculum, teaching standards, inclusive teacher education

### Glossary terms [not included in total word count]

- Define specialised terms or key concepts used in your article in the style of a glossary

ERO, Education Review Office, monitors all schools in New Zealand paying attention to the quality of children's education

Inclusive education is when all children and young people are engaged and achieve through being present, participating, learning and belonging.

### Text of the article [1000 – 1500 words]

Before you start writing please read carefully and follow closely:

- Contributor Guidelines
- Article Outline for your article topic. Please ensure you follow the prescribed structure, using the same subheadings and in the same order as the guidelines.
- UNESCO ISCED classifications (for articles in Early Childhood, Primary Education, Secondary Education and Higher Education) or the correct age range (articles in Childhood and Youth sections)

### Research on special education, needs and disabilities

The New Zealand Ministry of Education aims to have a fully inclusive education system. Mitchell (2010) has reported that in 2009 only 0.4% of children in New Zealand are enrolled in special schools, compared to the OECD average of 2.3%. The majority of primary school-aged students with special education needs attend their local school. Research also suggests disabled children, their families and educators have variable experiences of primary school (Wills, Morton, McLean,

Stephenson, and Slee 2014). Some disabled children and their families are welcomed and valued within their local community school, where children receive what they need to access and be successful in the rich curriculum of the classroom and in the wider opportunities available (McIlroy and Guerin 2014). Some disabled children and their families are dissuaded from enrolling in their local school of choice. It is difficult for families to fight for their child's rights to attend their local school, when they know their child is not welcome.

The Education Review Office (ERO) monitors and reports on the values and practices of every school, focusing on the school's ability to deliver a good education to every child. ERO has had a specific focus on the inclusion of students with high needs in reviews of schools between years 2010 and 2014. In their 2015 report ERO described 78% of the 152 schools reviewed as having 'mostly inclusive' practices, and improvement from the 2010 reviews. They found that only two of the schools had 'few inclusive practice' (Education Review Office 2015).

Special education funding policies and provisions are under review in 2018 (Tomorrow's Schools Independent Taskforce 2018).

### **Programmes and policies**

The Ministry of Education is the New Zealand Government's lead advisor on the education system, and their role is to shape an education system that delivers equitable and excellent outcomes for every child at school (New Zealand Government 2018). The *New Zealand Curriculum* (NZC) is the Ministry of Education's statement of official policy relating to teaching and learning in English medium New Zealand schools for all children. A parallel document, *Te Marautanga o Aotearoa*, serves the same function for Māori medium schools. One of the principles of the New Zealand curriculum is inclusion (Ministry of Education 2007: 7). Inclusive education occurs when "all children and young people are engaged and achieve through being present, participating, learning and belonging" (Ministry of Education, <http://inclusive.tki.org.nz/about-inclusive-education/>).

### **Regulations**

Inclusive education is founded in the Education Act 1989, which says: "people who have special education needs (whether because of disability or otherwise) have the same rights to enrol and receive education at state schools as people who do not" (New Zealand Government 1989).

New Zealand schools also have binding obligations under the New Zealand Disability Strategy (Ministry of Social Development 2016) and United Nations Convention on the Rights of Persons with Disabilities (United Nations 2007) to include and provide a quality education for all children. New Zealand is also a signatory to United Nations Convention on the Rights of the Child (United Nations 1989). These laws and conventions are backed by the *New Zealand Curriculum* (NZC), which is recognised as a statement of official policy. The purpose and scope of the NZC states

The *New Zealand Curriculum* applies to all English medium state schools (including integrated schools) and to all students in those schools, irrespective of their gender, sexuality, ethnicity, belief, ability or disability, social or cultural background, or geographical location... Schools that also offer Maori-medium programs may use *Te Marautanga o Aotearoa* as the basis for such programs. (Ministry of Education 2007: 6)

The NZC also sets out eight principles that "should underpin all school decision making." These include

High Expectations: The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

Inclusion: The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognized and affirmed and that their learning needs are addressed. (Ministry of Education 2007: 9)

## **Resources**

Early intervention services (including diagnosis, assessment and support) are available for infants, children and their families from birth and until a child begins school. The latest data reports that in 2008, the average age at which children entered early intervention services was 3 years 4 months (Ministry of Education 2009). Once children begin school at age five, the Ministry of Education manages access to and provides a number of programmes, funding pathways and support for school aged disabled children. These include:

- The Physical Disability Service working with schools to help them adapt the environment around the child to meet their physical needs.
- The Ongoing Resourcing Scheme (ORS) providing specialist services and support for children with the highest levels of need. Just over 1% of children receive ORS funding at any one time.
- Resource Teachers Learning and Behaviour (RTLB) are funded to work collaboratively with teachers and schools to support children identified with significant learning and/or behaviour difficulties.
- Individual education plans
- Specialist teachers and support for children who have a visual or a hearing impairment (available through BLENZ 'Blind and Low Vision Education Network NZ' and DEC's 'Deaf Education Centres')
- School High Health Needs Fund supports children at school who have significant health conditions.
- Special Equipment Fund is for equipment to help a child learn and could include hearing devices, vision equipment, communication technology, special seats or tables.
- Communication Service provides speech-language therapists to support children with communication needs.
- School Property Modifications Fund may be accessed to make things easier for disabled children, for example widening doorways for wheelchair access.
- Teacher's aides may be available to support the classroom teaching programme and children's learning, by working with guidance from the classroom teacher.

Teachers have a wide range of teaching and assessment tools at their fingertips which they can use to identify current progress and next learning steps for every child. Specialists with knowledge in specific areas such as teaching children who for example may be deaf, have low vision, or challenging behaviour provide support through the government funded Ministry of Education. Many children also access various assessments through health providers, results of which families may choose to share with their child's school. Nevertheless, challenges still arise for many schools in accessing the extra support required to adapt curriculum and enact the vision (Tomorrow's Schools Independent Taskforce 2018).

## **Funding**

The Ministry of Education allocates all funding in the state schooling system. The main policy determining funding processes is Special Education 2000 (Ministry of Education 1997). There are two main sources of funding. Every school receives a Special Education Grant as part of its general operations grant. The amount of this grant is based on the socioeconomic status (a multiplier) and number of total enrolments in the school. The lower the socioeconomic status the higher the

multiplier that is used. More 'targeted' funding for supporting individual students is based on application to the regional or national Ministry of Education office. The programmes provided are described above in Section 4. Sometimes families pay for resources and support they believe their children need but are not receiving.

### **Teachers and teaching**

Understanding children's rights to citizenship, social justice, and the curriculum are critical to enabling teachers to realise their responsibility to teach every child and to develop confidence to make learning accessible and successful (Carrington et al. 2012; Morton 2012; Slee 2011; Wills et al. 2014). The importance given to inclusive theory and practice in preservice teacher education courses in teacher education programmes is variable (Tomorrow's Schools Independent Taskforce, 2018).

The Education Council of New Zealand (ECANZ) accredits teacher education programmes in New Zealand. Graduating teaching standards prescribed by ECANZ are the core skills, attributes and dispositions all new teachers should demonstrate to graduate from the programme. These are the standards for all new teachers for all learners in primary schools and there are no separate special education initial teacher education programmes or specialisations. These standards include the statements "Graduating teachers know about learners and how they learn" and "Graduating teachers understand how contextual factors influence teaching and learning" (Education Council 2015). Teacher education programmes are provided in a variety of tertiary institutions including universities, wānanga (Māori tertiary institutions), polytechnical institutions and private training enterprises. The majority of teaching students earn their teaching degrees through university programmes. ERO evaluated newly graduated teachers' sense of confidence and preparation to teach. It reported that teachers overall felt confident in their knowledge of curriculum and pedagogical content knowledge. They found there was variability in the quality of the teacher education programmes, and that some newly graduated teachers wanted to know more about how to better support students with special education needs (Education Review Office 2017). These findings were taken up in the revised code of standards for teachers (ECANZ 2017).

### **Further reading and online resources [not included in total word count]**

- Supply a minimum of 5 and a maximum of 10 suggestions
- Include suggestions as texts, such as books, journal articles and country reports
- Include links to any datasets available online relevant to your article topic

Education Council of New Zealand (2015), *Graduating Teacher Standards: Aotearoa New Zealand*, <https://educationcouncil.org.nz/content/graduating-teacher-standards> [accessed September 2018].

Education Council of New Zealand (2017), *Our Code Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession*. <https://educationcouncil.org.nz/content/our-code-our-standards> [accessed September 2018].

Gaffney, J., Morton, M. and Hart, S. (2017), 'Inclusive Education in New Zealand', in Wehmeyer, M. J. and Patton, J. R. (eds) *The Praeger International Handbook of Special Education*, Santa Barbara, CA: Praeger, 289-303.

New Zealand Council of Educational Research (n.d.), 'The Inclusive Practices Toolkit' <http://www.wellbeingatschool.org.nz/inclusive-toolkit> [accessed September 2018].

New Zealand Ministry of Education (n.d.), 'Inclusive Education: Guides for Schools' <http://inclusive.tki.org.nz/about-inclusive-education/> [accessed September 2018].

New Zealand Ministry of Education (n.d.), 'Teachers & Teachers' Aides Working Together' <http://teachersandteacheraides.tki.org.nz/> [accessed September 2018].

New Zealand Ministry of Education (n.d.), 'Collaboration for Success: Individual Education Plans' <http://seonline.tki.org.nz/IEP> [accessed September 2018].

### References [not included in total word count]

- You must include all relevant references in full
- Use the Contributor Guidelines to ensure your references are written out correctly
- Do not include any footnotes or endnotes

Carrington, S., MacArthur, J., Kearney, A., Kimber, M., Mercer, L., Morton, M., and Rutherford, G. (2012), 'Towards an Inclusive Education for All', In S. Carrington, S. and MacArthur, J. (eds), *Teaching in Inclusive School Communities*, Australia: John Wiley & Sons, 3-38.

Education Council of New Zealand. (2015), *Graduating Teacher Standards*, <https://educationcouncil.org.nz/content/graduating-teacher-standards> [accessed September 2018].

Education Council of New Zealand. (2017), *Our Code Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession*, <https://educationcouncil.org.nz/content/our-code-our-standards> [accessed September 2018].

Education Review Office (2015), *Inclusive Practices for Students with Special Needs Education in Schools*, <https://www.ero.govt.nz/publications/inclusive-practices-for-students-with-special-education-needs-in-schools/> [accessed September 2018].

Education Review Office (2017), *Newly Graduated Teachers: Preparation and Confidence to Teach*, <https://www.ero.govt.nz/publications/newly-graduated-teachers-preparation-and-confidence-to-teach/> [accessed September 2018].

McIlroy, A.-M., and Guerin, A. (2014), 'Flying under the Radar: Democratic Approaches to Teaching in Neoliberal Times', in Wills, R., Morton, M., MacLean, M., Stephenson, M. and Slee, R. (eds), *Tales from School: Learning Disability and State Education after Administrative Reform*, Rotterdam: Sense Publishers, 213-226.

Ministry of Education. (n.d.), *About Inclusive Education*. <http://inclusive.tki.org.nz/about-inclusive-education/> [accessed September 2018].

Ministry of Education. (1997), *Special Education 2000*, Wellington: Ministry of Education <https://www.beehive.govt.nz/feature/special-education-2000> [accessed September 2018].

Ministry of Education. (2007), *The New Zealand Curriculum*, Wellington: Learning Media.

Ministry of Education. (2009), *Education Statistics of New Zealand: 2000*, Wellington: Ministry of Education, [https://www.educationcounts.govt.nz/data/assets/pdf\\_file/0017/80225/2009-Education-Statistics-of-NZ-Booklet.pdf](https://www.educationcounts.govt.nz/data/assets/pdf_file/0017/80225/2009-Education-Statistics-of-NZ-Booklet.pdf) [accessed September 2018].

Ministry of Education. (2017), *Inclusive Education Guides for Schools, Deafness or hard of hearing and learning*, <http://inclusive.tki.org.nz/guides/deafness-or-hard-of-hearing-and-learning/> [accessed September 2018].

Ministry of Social Development. (2016), *The New Zealand Disability Strategy 2016-2026*, Wellington, <https://www.odi.govt.nz/nz-disability-strategy/about-the-strategy/new-zealand-disability-strategy-2016-2026/read-the-new-disability-strategy/> [accessed September 2018].

Mitchell, D. (2010), *Education that Fits: Review of International Trends in the Education Of Students with Special Educational Needs*, Wellington: New Zealand Ministry of Education.

Morton, M. (2012), 'Using DSE to "notice, recognize and respond" to tools of exclusion and opportunities for inclusion in New Zealand', *Review of Disability Studies: An International Journal*, 8(3): 25 - 34.

New Zealand Government. (1989), *The Education Act*, New Zealand. [www.legislation.govt.nz/act/public/1989/0080/.../DLM175959.html](http://www.legislation.govt.nz/act/public/1989/0080/.../DLM175959.html) [accessed September 2018].

New Zealand Government. (2018), *The Role of the Ministry of Education*. <https://www.education.govt.nz/ministry-of-education/our-role-and-our-people/what-we-do/> [accessed September 2018].

Slee, R. (2011), *The Irregular School: Exclusion, Schooling, and Inclusive Education*, London: Routledge.

Tomorrow's Schools Independent Taskforce. (2018), *Our Schooling Futures: Stronger Together*. *Whiria Ngā Kura Tūātinini*, Wellington: Ministry of Education, <https://conversation.education.govt.nz/assets/TSR/Tomorrows-Schools-Review-Report-Dec2018.PDF> [accessed December 2018].

United Nations. (1989), *United Nations Convention on the Rights of the Child*. [www.unicef.org/crc/](http://www.unicef.org/crc/) [accessed September 2018].

United Nations. (2007), *United Nations Convention on the Rights of Persons with Disabilities*. Retrieved from <http://www.un.org/disabilities/convention/conventionfull.shtml> [accessed September 2018].

Wills, R., Morton, M., McLean, M., Stephenson, M., & Slee, R. (2014), *Tales from school: Learning Disability and State Education after Administrative Reform*, Rotterdam: Sense Publishers.

#### **Tables [not included in total word count]**

- Submit any tables **as separate files** in Excel / CVS format
- Supply captions for all tables
- Please indicate where in the article the table should appear with a flag noting the file name and the caption in the relevant part of the text, for example:

[insert **Table 1: Caption** here]

#### **Graphs [not included in total word count]**

- Submit any graphs **as separate files** in JPEG format at a minimum of 2,500 pixels in height or width and at 300 DPI
- Supply captions for all figures
- Permissions must be granted for use online within the context of your article. Please refer to the editorial guidelines for further details.
- Please indicate where in the article a graph should appear with a flag noting the file name in the relevant part of the text, for example:

[insert **Figure 1: Caption** here]