

Appendix four – The Department’s principles of inclusive education

Department of Education principles of inclusive education

Principle	Detail
Student agency and self-determination	<ul style="list-style-type: none"> • Students have a voice and are supported to express their views. The capacity of students to solve problems, set goals, make decisions and self-advocate is valued and developed. • Students are involved in decisions that affect them. • Students will be supported to achieve the best learning and wellbeing outcomes possible with the most appropriate learning program that suits their needs. • Parents/guardians are engaged as partners in supporting student voice and participation. • We use feedback from students to drive continuous improvement in schools and across the system. • Teachers and school leaders develop individualised learning goals that set high aspirations for students, with ongoing review. • Students and their parents/guardians are supported to prepare for and navigate key transitions from starting school, transitioning from year six to seven, and transitioning to post-school life.
Parent and guardian inclusion	<ul style="list-style-type: none"> • Teachers and schools work in partnership with the student’s parents/guardians and support people to achieve the best outcomes for their child’s education. • Teachers and schools will use collaborative approaches to plan and achieve agreed and measurable outcomes for every student. • Teachers and schools will continue to seek the views of parents/guardians to determine the most appropriate education program for students to ensure it continues to achieve the best learning and wellbeing outcomes possible. • Teachers and schools will work in partnership with families and carers to prepare students for key transitions. • Families have access to information about the support that is available for their child. • Students and their families and carers receive effective communications and resources.
Social and cultural inclusion	<ul style="list-style-type: none"> • All students are welcomed and supported to build relationships with their peers. • The school community embraces all learners, has respect for, and values diversity. • Leaders in schools, and those supporting schools, model inclusion in all aspects of their work. • Students are supported to develop their social and emotional skills to create a positive school environment. • Learning environments are welcoming and accessible for students, families and the wider school community.

Principle	Detail
Curriculum inclusion	<ul style="list-style-type: none"> • Students with disability are supported to access the same curriculum and syllabus outcomes as their peers, in developmentally appropriate ways. Critical to this is student-centred education planning, reasonable adjustments and differentiated teaching, learning and assessment activities. • Teachers use evidence-based practices that address the diverse needs of students in their classes. • Teachers and school leaders work in partnership with a range of services to provide personalised support. This includes allied health workers, other government agencies, specialists and the community to meet the needs of students at school. • School staff use resources flexibly and adjust the use of resources to reflect changing student needs. • Teachers and school leaders monitor the progress of individual students against their learning goals, focus on strengths and address areas for improvement where needed.
Workforce capability for inclusion	<ul style="list-style-type: none"> • Students with disability have equitable access to quality teaching that meets individual needs, delivers excellent educational outcomes and empowers students and their families with agency and choice to improve their school experience. • Teachers, school staff, and school leaders are supported to strengthen inclusive practice and personalised planning to meet individual student needs. Support includes evidence-based resources, professional learning, mentoring and supervision. • Teachers are supported to provide adjustments and differentiate their teaching for the diversity of students in their class. • Teachers are supported to assess and monitor the progress of students with disability. We will develop the evidence of the effectiveness of available tools.
System inclusion	<ul style="list-style-type: none"> • Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices in NSW public schools. Inclusive practice is evident in classrooms, schools, school leadership, and across all staff who support schools. • Leaders in schools and those supporting schools model inclusive practices in all aspects of their work. • Leaders are champions of change and actively promote inclusive practice. • We will continue to build the capability of all NSW public schools to meet the needs of their local students. • We support building the evidence base of what works to improve outcomes for students with disability. • We will adopt a whole school, whole system approach to measure progress to drive ongoing improvements in learning outcomes for students with disability. • We support students and their parents/guardians to prepare for and navigate key transitions from early childhood to starting school, transitioning from year six to seven, and transitioning to post-school life. • We use feedback from students, parents/guardians and school staff to drive continuous improvement in schools and across the system. We will incorporate best practice infrastructure design in how we build and modify our schools to ensure that learning environments promote inclusion.

Source: Department of Education, Inclusive Education Statement.