

DEPARTMENT OF EDUCATION (DoE)

PHILOSOPHY OF INCLUSION FOR STUDENTS WITH DISABILITY

DoE values professionalism, respect, innovation, diversity and excellence. Through quality strategies, programs, people, partnerships and systems, the Department of Education is focused on [Growing Success Together](#) for all Territorians.

We believe that inclusivity embraces the idea that everyone is an individual and their diversity is respected. Inclusion starts from a recognition of the differences between students and works to minimise barriers in education for all students.

[Inclusion in education](#) means:

- Valuing all students
- Recognising that inclusion in education is one aspect of an inclusive society
- Increasing the participation of students in, and reducing their exclusion from, the culture, curricula and communities of schools
- Restructuring the culture, policies and practices in schools so that they respond to the diversity of students.

Inclusion involves adjusting curriculum, assessment practices, teaching styles and the physical environment to provide for the needs of all students.

“An inclusive school is a place where everyone belongs, is accepted, supports and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met”. *Stainback, W. & Stainback, S. (1990). Support networks for inclusive schooling: Interdependent integrated education. Baltimore: Paul H. Brookes.*

Growing success together, the NT [Department of Education's Strategic Plan 2016 - 2018](#) supports a philosophy of inclusion for Students with Disability through Goal 2: Every student a successful learner.

- Deliver quality teaching and a contemporary curriculum that is meaningful and differentiated to enable students to be successful learners through quality evidence based learning programs.
- Create safe, positive and healthy learning environments that meet the needs of students and are connected to and informed by the expectations of families and the local community.
- Support schools to develop positive relationships between students and staff, providing a school culture of inclusiveness and high expectations.
- Work with families and relevant agencies to identify, monitor and support the learning needs of vulnerable, gifted, special needs and disengaged students.
- Implement quality and evidence based programs for Indigenous students that align with the Indigenous Education Strategy.
- Implement quality and evidence based programs for students in the middle years of schooling that align with the Work Like the Best Strategy.

There are Commonwealth legislative requirements to ensure all students have equitable access to education. These legislative requirements include the [Disability Discrimination Act 1992](#) and [Disability Standards for Education 2005](#), in conjunction with the Northern Territory [Education Act](#) and the Northern Territory [Anti-Discrimination Act 2014](#).

Policies and resources to support the inclusion of students include:

- [PowerPoint presentations](#)
- Parent brochure
- Factsheets
- A set of support guidelines.

Teachers have a professional responsibility to address inclusivity in their practice, and ensure Students with Disability or additional learning needs are able to access education on the same basis as their peers.

To support teachers in their endeavour to provide inclusive practice, The [Department of Education's Strategic Plan 2016 -2018](#) Goal 3: Quality Leaders, Quality Educators, Quality Learning has made provision for online professional learning opportunities.

DOE has a number of choices for parents to choose where they would like to send their child for schooling. These include enrolment in a regular school with appropriate level of support, enrolment into a specialised setting such as [Special School and Centres](#).

As an organisation within DOE, School Support Services and the regional support team, contribute to improved educational outcomes for students.

The Whole School Approach to Improving Student Learning

Principals, as leaders of the school, are accountable for student performance and achieving the school's improvement goals and performance targets through effective, quality education services. In aligning the [Students with Disability Policy](#) implementation with the [Accountability and Performance Improvement Framework \(APIF\)](#), principals can:

- Build the capacity of the school
- Be accountable for the learning outcomes and wellbeing of students
- Ensure that all school staff meet expected standards of service provision
- Ensure the school complies with relevant legislation, regulations and organisational standards including the management of finances, assets and other resources.