

## Education NT Strategy 2018 – 22

Access to a high quality, inclusive education is key to creating a bright future for children and students. It is also the foundation of a thriving community and a strong economy in the Northern Territory. The *Education NT Strategy* commits to a strong, inclusive public education system that gives every child and student the opportunity to engage, grow and achieve.

We recognise that with the right support, every child and student can succeed.

### Why is inclusion important for all children and students?

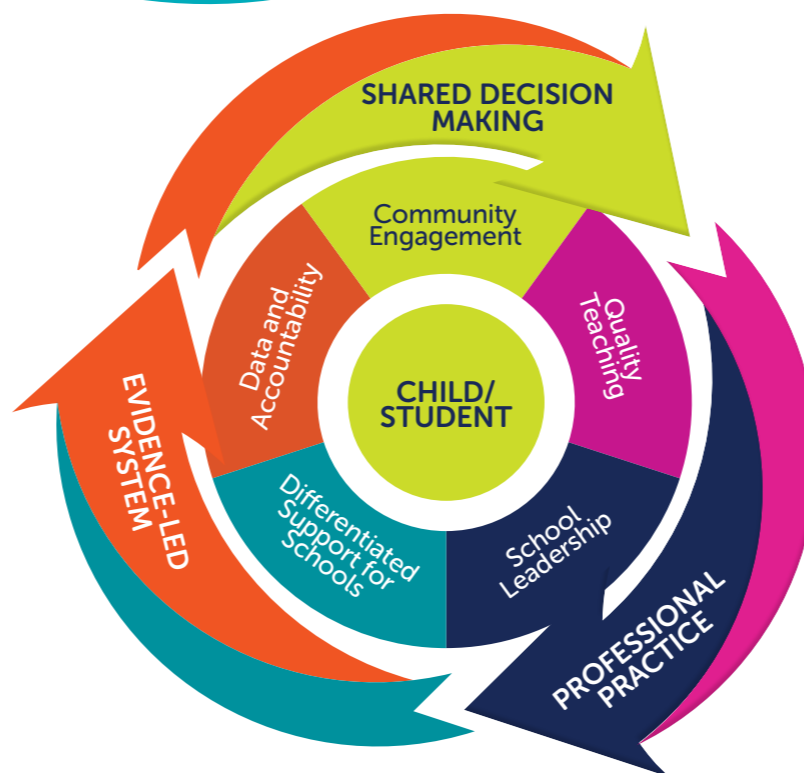
Children and students experience inclusive education when they can access and fully participate in learning, alongside their similarly-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices.

### What does inclusion mean?

- ✓ Our children and students come from diverse backgrounds and are of all abilities.
- ✓ Inclusive education is about how we design our schools, classrooms and programs so that all children and students learn and participate together.
- ✓ Children and students are able to:
  - learn in a safe, supportive environment
  - access and participate in high quality education
  - receive reasonable adjustments and supports tailored to their learning needs.
- ✓ Any learner may need additional support at some stage.
- ✓ This framework will implement strategies, policies and support practices that address the unique needs of children and students:
  - with a disability
  - who exhibit challenging behaviours
  - with mental health needs
  - who are vulnerable for another reason, such as being involved in the child protection or juvenile justice systems

INCLUSIVE  
EDUCATION  
FOR ALL  
CHILDREN AND  
STUDENTS

# FRAMEWORK FOR INCLUSION 2019-29



### OUR INCLUSION PRINCIPLES

- ✓ We respect and value diversity.
- ✓ We support children and students, parents and families to have a voice and to be heard.
- ✓ Early assessment and intervention are essential.
- ✓ We provide learning pathways for all children and students by increasing opportunities and removing barriers.
- ✓ Monitoring growth and achievement of all children is a priority.
- ✓ Resourcing is targeted to where it is needed.

### OUR INCLUSION PARTNERS

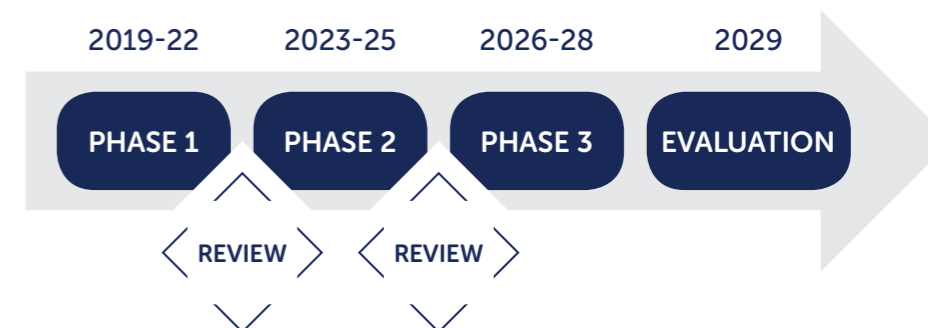
- ✓ We work with children and students and their families, other agencies and specialist services to create a shared understanding of our agreed direction and a commitment to working together.
- ✓ Our partnerships are child centered and strengths-based.

### OUR FOCUS AREAS

- ✓ **Shared decision making** – families, other agencies and services are respected and valued partners in decision making for quality learning outcomes.
- ✓ **Professional practice** – our educators and leaders are equipped to respond effectively to the needs of children and students. We harness expertise within the system and through our partners to grow a skilled and capable workforce.
- ✓ **Evidence led system** – our actions are child centered, based on evidence and reflect best practice.

### Implementation timeline

The Framework for Inclusion will be implemented in three phases with an evaluation in 2029.



## OUR COMMITMENT

We are committed to a strong public education system that ensures equity and gives every child and student the opportunity to engage, grow and achieve.

## ACTION PLAN

# FRAMEWORK FOR INCLUSION 2019-29

### SHARED DECISION MAKING

Quality education outcomes for children and students rely on strong connections between families, schools, agencies, specialists and the community

#### ACTION AREAS

We will ensure that all children and students have access to quality education and are supported to reach their potential by developing better mechanisms to identify and respond to different needs earlier.

We will empower and encourage families to be more actively involved in decision-making about their children's education by listening to the voices of children and families and providing accurate and timely information about the options available for their children.

We will expand programs that allow children and students to feel safe, respected and supported at school.

We will develop mechanisms to gather the feedback from children and students and their families about their experiences of inclusive education.

### PROFESSIONAL PRACTICE

Quality education outcomes rely on educators and education leaders being able to provide quality teaching and learning pathways for all children and students

#### ACTION AREAS

We will explore service delivery approaches to inclusion that involve mainstream schools, specialist schools and external specialist agencies.

We will establish professional development programs and resources to build the capacity of school staff to deliver inclusive learning environments, understand and respond to the holistic needs of all children and students and their families.

We will work with universities to expand pre-service and in-service programs to build the capacity of school staff to provide an inclusive education for all children and students.

We will develop and implement programs to support the health and wellbeing of school staff and their capacity to provide support to children and students and their families.

### EVIDENCE-LED SYSTEM

Quality education outcomes rely on developing an ability to apply best practice to the design, delivery and monitoring of our programs and services

#### ACTION AREAS

We will develop programs and integrated approaches that help schools and early learning centres support all children and students to reach their potential.

We will review existing targeted and intensive support programs for vulnerable children and students to ensure they can access and feel supported in mainstream schooling.

We will develop systems to capture, analyse and share data to support the implementation of inclusive education approaches.

We will develop funding models that are targeted to children's needs for inclusion and explore the options for new services and fit for purpose infrastructure.

## MEASURING OUR IMPACT

We will work with our stakeholders to develop a detailed implementation plan, to give effect to the Framework from 2019. We will collaboratively develop a broad suite of measures to track our progress against our goal of ensuring that all children are engaging, growing and achieving within our public education system, in relation to:

- participation, attendance and retention
- successful transitions to school and from school to work, further education or training
- enhanced capacity of schools to monitor the growth and achievement of all children and students
- feedback from children and students, families and school staff
- collaboration with schools to ensure practices align with legislative requirements and reflect best practice
- monitoring outcomes of inclusion practices at the school level