

FRAMEWORK FOR INCLUSION 2019-29

INCLUSIVE
EDUCATION
FOR ALL
CHILDREN AND
STUDENTS





Who does inclusion apply to?

As different groups of children and students experience different barriers to inclusion, 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.

This framework recognises that inclusive education strategies and practices may be needed on an ongoing basis or temporarily, depending on a child's needs.

“Inclusion extends beyond the practice of instruction.

Inclusion is a mindset, a culture, which, when embedded as non-negotiable practice in a school environment, produces amazing outcomes. It implies making learning accessible through differentiation, the crafting of individual curricula, honoring context and culture, nurturing relationships with families, and continually interrogating practice to ensure all are deriving benefit. ”

(Clare Ryan, 2016)

Performance management and evaluation

Implementation timeline

The *Framework for Inclusion* will be implemented in three phases. Progress will be reviewed at the end of each phase, to measure our impact and facilitate effective implementation of the next phase. The framework will be evaluated in 2029.



As a first step we will work collaboratively with all our stakeholders to develop an implementation plan that outlines clear actions and measures of accountability and achievement.

Measuring our impact

The measures for the framework align with those in the *Education NT Strategy*:

- Participation, attendance and retention
- Successful transitions to school and from school to work, further education or training
- Enhanced capacity to monitor the growth and achievement of all children
- Feedback from children and students, families and school staff
- Collaboration with schools to ensure practices align with legislative requirements and reflect best practice.

These measures will allow us to track our progress against our goal of ensuring that all children and students, are engaging, growing and achieving within our public education system.

Governance

Inclusion and ensuring that all children and students have the chance to engage, grow and achieve is everyone’s business.

We will establish a tiered system of governance arrangements that includes three advisory groups – one comprising peak bodies, one made up of parents and carers and one comprising students. The advisory groups will meet twice a year to monitor the implementation and delivery of the framework and feedback from public forums, and report annually on progress and impact to the Department of Education’s Executive Board.

The public forums will provide a mechanism for local contribution to the ongoing implementation of the framework. Meeting once a year, the public forums will:

- contribute local knowledge and expertise to the development and monitoring of the detailed action plans
- assist in the identification of problems and possible solutions that may occur in implementation of both strategies and achievement of the priority actions, and
- facilitate the sharing of information between parents, local stakeholders and the advisory groups.



CASE STUDY - ENHANCING LOCAL RESPONSES

A community that includes a special school and a range of mainstream primary schools has a local model of partnering and collaboration that results in enhanced inclusion for their children. The model includes providing children with intensive early supports and intervention with the express aim of transitioning them to a mainstream school before upper primary.

Strong collaboration and ongoing communication between the special school and other local schools means that a strong program of staged and supported transitions from the special school to mainstream schools has been developed.

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