Inclusion and Integration through Innovation

The Role of 21st Century Learning Environments in Promoting Social Participation and Access to Education for Learners with Special Needs

An international conference organised by
OECD Programme on Educational Building (PEB) and New Zealand Ministry of Education

17–20 August 2008

About the presentations...

SESSION 1: Innovative learning environments for all learners – The context

United Nations Convention on the Rights of Persons with Disabilities: Implementation and monitoring measures
Mike Gourley, President, Disabled Persons Assembly, Senior Advisor for People with Disabilities, Sports and Recreation, New Zealand

Imagine an education system where all students are able to learn in ways that are appropriate to their language, communication and cultural needs. Where students are able to learn and gain confidence in the language and communication modes they need to understand in order to learn. It's the world imagined in the UN Convention on the Rights of Persons with Disabilities. And it's called 'inclusive' education. For the first time, a concept and philosophy has been turned into a requirement. In his presentation, Mike Gourley looks at the challenges the Convention throws down to current philosophy and practice.

A School to Delight the Senses
Gordon Murray, partner, gm+ad architects, Professor of Architecture and Urban Design at University of Strathclyde, United Kingdom (Scotland)

Hazelwood is a co-educational, inter-denominational school for children and young people aged from 2-19 years with sensory impairment and in some cases associated physical disability. The school capacity provides a maximum of 60 pupils with one to one teaching and support. It is a purpose built school designed to meet the requirements of pupils and is located in a beautiful wooded setting adjacent to Bellahouston Park on the south-west edge of the city of Glasgow. The customised design of the school is the product of collaboration of parents, staff, associated agencies and the architects and design team. The interior of the school has been aimed at maximising independence and providing the optimum learning environment. This ensures a secure and highly stimulating educational experience for all the pupils. The physical location provides a natural and easily accessible range of outdoor activities. The layout of the classrooms enhances a sense of progression through the stages from pre 5 to senior school, where the life skills house is provided to equip them with some degree of independent living. The talk will focus on the process of briefing, designing, constructing and delivering what is a unique school in Scotland.
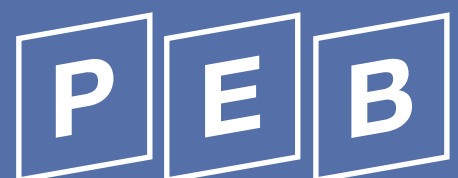
Trends in education
Nicola Meek, CEO Secondary Futures, New Zealand

This presentation will introduce all learner' dimensions and considerations – age, ethnicity, physical abilities, special education supports, and influences on planning and design, with particular reference to the Secondary Futures project and sector challenges in New Zealand.

OECD

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

PEB

Inclusion and Integration through Innovation

The Role of 21st Century Learning Environments in Promoting Social Participation and Access to Education for Learners with Special Needs

An international conference organised by
OECD Programme on Educational Building (PEB) and New Zealand Ministry of Education

17–20 August 2008

SESSION 2: Facilitating access to education – School case study focus – Design and technology

General introduction to barrier free issues, and launch session: Access issues in educational facilities in New Zealand schools
Jula Goebel, Education Project Manager, Barrier Free NZ Trust

"Disability is the process which happens when one group of people create barriers by designing a world only for their living, taking no account of the impairments other people have" (New Zealand Disability Strategy, 2001).
An educational facility that does not provide an Accessible Route will prevent the full participation and inclusion for some students. Key issues such as legal requirements for Access provision in New Zealand, Universal Design principles, Sustainability, and Human Rights compliance will be discussed. Good and bad examples of features in the built environment will be shown and explained. Further, there will be an exploration and a challenge about what and who needs to change to ensure that a barrier free environment for all people can be provided, so that no student is excluded from his/her local education facility. This presentation is based on the Social Models of Disability.

The Barrier Free NZ Trust encourages, facilitates, and promotes a barrier free and fully accessible environment for all people. We provide expertise in and resources about Universal Access through training, education and advocacy.

Special Residential Schools – Exclusion or the Ultimate in Inclusion?
Paul Kennedy, School Principal, Halswell Residential College
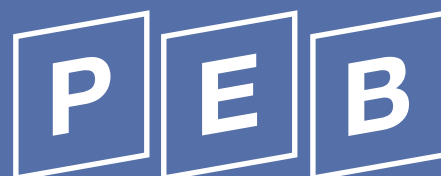
Why would parents and caregivers choose to send their special needs child to the other end of the country to a residential school? Why take a large group of special needs children with emotional and behavioural difficulties and put them all together, living away from home in a relatively isolated environment? Many would argue that this is the ultimate form of exclusion. I believe that 'Inclusion' can be defined in two different ways. The common definition in New Zealand education refers to the physical placement of a special needs student in a mainstream classroom, and providing them with support to allow them to function in that environment. I believe a better definition refers to students being part of an inclusive programme that makes them feel like they belong, where they don't feel 'different', and where they have the opportunity to succeed at their own level without feeling like they are failing compared to others around them.

The New Zealand Ministry of Education 2007 Annual Report lists as priorities Presence, Engagement and Achievement in Secondary Education. This presentation will profile students who have not experienced any of these until enrolment at Halswell Residential College, and explores some of the reasons for this, as well as the challenges involved in re-integrating the students into their home communities.

Design implications of universal access policies for all learners in schools in France
Jean-Marie Schléret, Director, National Observatory for Safety in and Access to Schools and Universities, France

Legislation passed in France in 2005 addressed the principle of access for all students. In France, 110 000 students with disabilities are currently enrolled in primary schools, 52 000 in secondary schools and 9 000 in universities. This new law requires all schools to provide access for all students, especially those with special needs, close to their homes.

OECD

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

PEB

Inclusion and Integration through Innovation

The Role of 21st Century Learning Environments in Promoting Social Participation and Access to Education for Learners with Special Needs

An international conference organised by
OECD Programme on Educational Building (PEB) and New Zealand Ministry of Education

17–20 August 2008

The legislation clearly states that new buildings must be accessible for students with all types of disabilities. Existing buildings must be adapted before 2015. A diagnosis of existing buildings must be completed by 2011, which includes a review of the nature and extent of work required and costs involved. To cater for students with visual impairments, there are requirements for guidance and location of obstacles. For those with auditory impairments, the law requires visual and acoustic signalisation. Wheelchair access and redevelopment of horizontal and vertical circulation (ramps and lifts) are required to ensure access for people with physical disabilities. The needs of students with mental health problems will be addressed by improving signalisation.

Safety and evacuation conditions in case of fire are also linked to accessibility. A total vision of the built environment, which consider the comfort of the user, reinforces the notion that well conceived access improves the safety of everyone. A school evacuation and security guide for students with disabilities will also be presented.

Educational opportunities in a Web 2 World
Charles Newton, School Principal, Nayland College

Michael Fullan advocates that leaders of lasting cultural change must be "coherence makers" attuned to the big picture and able to join the dots. An increasingly web-based world and rapidly improving connectivity mean that, to be truly effective, school leaders and policy makers need to understand where schools now fit as today's social, political and technological agendas align. The participation and collaboration afforded by the emerging Web 2 environment are already signalling potentially profound changing in teaching and learning and joining the "network of networks" opens a raft of possibilities. But, just how ready are we to exploit the opportunities of schooling in cyberspace?
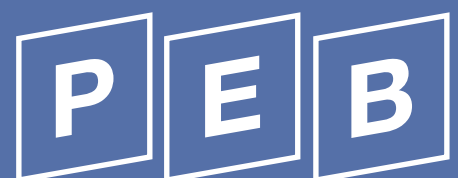
SESSION 3: Improving social participation – Pathways for change

From Ordinary to Inclusive: Developing Inclusive Schools in South Africa
Moses Simelane, Educator, Department of Education, South Africa

One of the challenges in the provision of school infrastructure is providing access in schools for learners who experience barriers to learning, including those with disabilities. In 2001, the National Department of Education (DOE) in South Africa published a policy titled Education White Paper 6: Special Needs Education - Building an Inclusive Education and Training System. The policy seeks to address the disparities in the way education is provided for learners who experience barriers to learning, whether the barriers are related to curriculum, language, socio-economic status, or school infrastructure. In 2004 the DOE appointed CSIR to project manage the first phase of the implementation of Education White Paper 6.

This paper describes the project and demonstrates how the alignment of government policies with the planning, design, management and provision of education facilities can contribute to the creation of inclusive learning environments for all learners. It further highlights the crucial role that design can play in the development of inclusive schools. Thirty ordinary schools were selected across the country and surveys carried out to determine the interventions necessary to convert them into inclusive schools. Site plans were developed, required design features identified, cost estimates prepared and a technical specifications manual developed. Preliminary findings point towards the need for design guidelines and standards for inclusive education facilities in South Africa to facilitate the development of inclusive schools and to support the legislative framework that is already in place.

OECD

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

PEB

Inclusion and Integration through Innovation

The Role of 21st Century Learning Environments in Promoting Social Participation and Access to Education for Learners with Special Needs

An international conference organised by
OECD Programme on Educational Building (PEB) and New Zealand Ministry of Education

17–20 August 2008

A Pathway to Better Social and Individual Life through Spaces of Learning: The Role of School Architectural Design in Adolescents Identity Formation

Neda Abbasi, PhD Candidate, Faculty of Architecture, University of Melbourne, Australia

The aim of this paper is to develop initial thoughts about the ways that design of schools' physical spaces can support and encourage the process of identity formation during adolescence. In doing so, three strands of work have been planned. This paper only covers the two first strands of literature review and presents preliminary research findings based on them:

- *The first strand involves a review of literature concerning the process of identity formation and its implications for schooling. This leads to identifying two main objectives for a school environment responsive to adolescents' identity formation experiences. They include "providing for both individuation and social integration' and 'creating possibilities for developmental exploration".*
- *The second strand involves exploring the literature concerning the link between physical space with the construction of individuals' sense of self, the main concerns of design of built-environment for adolescents and multiple dimensions of the impacts of schools' physical spaces on their users.*
- *The third phase of the research will involve an exploration of a number of secondary school facilities in Australia.*

A number of design-related concepts and features are discussed in relation to each of the two objectives. Concepts of privacy and personalisation, the importance of creating smaller communities within a large school, encouraging co-operative learning" and providing spaces to support social interactions and foster sense of community within school members are discussed in relation to "provisions for both individuation and social integration". In the discussion concerning the role of school design in "creating possibilities for developmental exploration" attention is paid to issues such as diversity or multiple pathways and a variety of learning experiences, adolescents' participation and involvement, developing community connections and incorporating Information and Communication Technologies (ICTs) into schools.
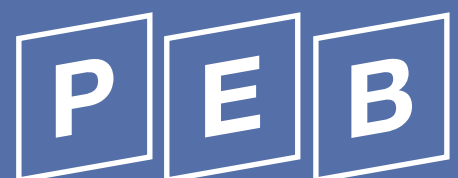
Creating safe environments for all learners – WHO award winning school

Graeme Barber, School Principal, Woodend School

Schools exist to provide high quality learning for all students. Current research findings claim that in order to learn well, students need a safe environment and receive learning that meets their needs from and with people whom they can relate well to. Children of today are also being prepared to take their place in a society and world that is increasingly complex, digital and changing at a frenetic pace.

Children of today expect to be engaged in learning they can analyse, evaluate, create, compare, share, express, design, predict, organise and record information and ideas digitally. For most of my generation this is some distance from the way we learnt and for me the way I first taught.

Engaging the children of today within a safe learning culture and improving their wellbeing therefore requires different approaches and processes. For many years, school (community) development/learning and school design were seen as something an expert did to them by telling them what was wrong and following it up by telling them what was needed. Often the recipients (students, parents and staff) disengaged and became enraged by this approach. By shifting the emphasis from this Deficit Based Community Development process to Asset Based Community Development students, parents and staff now have the opportunity to shape up their learning environment and improved wellbeing earlier and more frequently in the process and, within a safer emotional and physical culture.

OECD

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

PEB

Inclusion and Integration through Innovation

The Role of 21st Century Learning Environments in Promoting Social Participation and Access to Education for Learners with Special Needs

An international conference organised by
OECD Programme on Educational Building (PEB) and New Zealand Ministry of Education

17–20 August 2008

This presentation uses the experiences of the Woodend Primary School, the first International Safe School in Australasia to illustrate how using Community Development Processes can make a difference to emotional and physical safety for students, parents, staff and the wider community through the creation of safer environments.

SESSION 4: Auckland area – Challenges and opportunities to planning a schooling network in a dynamic environment

An introduction to the Auckland area
Bruce Adin, Regional Manager, New Zealand Ministry of Education

This presentation will provide conference attendees with a picture of Auckland, its past, its composition, its characteristics and a glimpse of the challenges which lie ahead. It will not address these issues from a particularly educational point of view but rather attempt to help visitors understand the nuances of the city which has the privilege of hosting this conference.

A web of innovation! Using partnerships to foster innovation and contribution of people with disabilities in Auckland
Minnie Baragwanath, Strategic Disability Advisor, Auckland City Council

We are all interconnected and interdependent entities whether as individuals or as organisations, and the decisions we make today impact on the potential future successes of our disabled citizens. So what might happen if we really decide to remove all barriers and create a more inclusive community? Are we all currently missing out by excluding disabled people from participating socially, culturally and economically?

For seven years now, Auckland City Council has been working hard to remove barriers and to find new ways to help to unleash the innovation and skills that lie often untapped and unrecognised within this very valuable community.
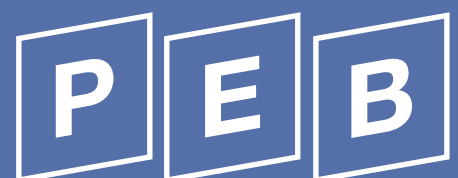
Oteha Valley School
Megan Bowden, School Principal, Oteha Valley Primary School

Oteha Valley School is a state primary school that opened in January 2004. It has been showcased in the 3rd Edition of the "PEB Compendium of Exemplary Educational Facilities". The educational philosophy that guided the Design Advisory Team will be explained, and ways the school has used its facilities to develop inquiry-based learning, small group instruction, indoor-outdoor flow, and independent learning will be demonstrated. The school has a satellite class from Wairau Valley Special School and the work of this unit within the school environment will be included. Additional classrooms are about to be built and the new plans, with some slight changes to the original design, will be shared.

He taonga ng reo katoa – All languages are to be treasured – Pasifika language in early childhood education
Yvette Guttenbeil-Po'uhila, Team Leader, and Rosemary Mose, Pasifika Education Co-ordinator, Northern Region, New Zealand Ministry of Education

The term Pasifika encompasses many peoples and cultures from moana-nui-a-kiwa. The taonga of these many languages within an urban Auckland context presents many complex challenges not only in the early childhood sector but across local Auckland Pasifika communities, the homeland communities and entire education sector. This presentation investigates the on-going journey of a Pasifika early childhood centre in trying to recapture, reinforce and revive their language. It is a celebration of perseverance and commitment to their language. It is also an assessment of our REAL commitment to Pasifika languages and the appropriate care a TRUE taonga requires.

OECD

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

PEB

Inclusion and Integration through Innovation

The Role of 21st Century Learning Environments in Promoting Social Participation and Access to Education for Learners with Special Needs

An international conference organised by
OECD Programme on Educational Building (PEB) and New Zealand Ministry of Education

17–20 August 2008

SESSION 6: Evaluating existing design to ensure quality learning environments for all

The Impacts of Learning Environments on the Development and Social Inclusion of Young People with Special Needs
Errol Cocks, Professor, Centre for Research into Disability and Society, Curtin University of Technology, Perth, Australia, and Hannah von Ahlefeld, Analyst, OECD Programme on Educational Building

Specialised environments for all groups of people with special needs have a powerful impact on human development and self concept. These environments also shape, and are shaped by, the perceptions held in society about those groups. Examining the specialised environments designed by experts for groups of people who are vulnerable to social exclusion provides evidence of the assumptions held in society about those people. This presentation will begin by providing some historical examples of how environmental design rationales emerged from limiting assumptions held about people with special needs, especially people with disabilities and people with mental illness. The outcome was environments designed to congregate, segregate, and thereby socially exclude those people.

From the middle of the 20th century, a number of influential, positive ideas about people with special needs emerged within human services, reflected in our developing understanding of the importance of social inclusion and human development. Two of these will be outlined: the concept of Normalisation, and Social Role Valorisation (SRV), a social theory that examines the dynamics of social devaluation. These concepts, SRV in particular, provide a framework and a methodology for articulating and evaluating aspects of the design of learning environments that are likely to enhance both the positive social image of vulnerable people and to promote their development. The SRV framework for evaluating service environments will be introduced in the presentation.

SESSION 7: More innovative schooling case studies – Access, inclusion, safety, services and technology

Views and perspectives of the School Building Organisation, Greece, for children with special needs
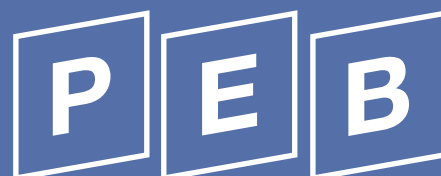Violeta Katsara-Oikonomaki, Chaido Machia-Chatzisteri and Aikaterini Bitzeraki, Architects, School Building Organisation, Greece

For many years, the School Building Organisation (SBO) has been undertaking large-scale research and design school buildings projects, in addition to designing vocational training facilities for people with special needs. These projects are guided by special technical specifications that consider the needs of people with special needs developed by SBO in collaboration with other departments such as the Ministry of Zoning and Environment, Ministry of Education and Greek Building and Structural Organisation, and in accordance with General Building Regulation and international standards. As there are many special schools in operation in many municipalities in Greece, many of these projects concern improvements to existing buildings. Facilities with these technical specifications will be presented to the conference.

A case study for inclusion and integration in Pukekohe, New Zealand
Judith Nel, School Principal, Parkside School

The town of Pukekohe is located in the semi-rural district of Franklin, Southern Auckland. Families and Professionals within Franklin have long held a vision of an integrated special education service – a network of provision. This vision, through a process of collaboration, aims to co-ordinate all special education services. It will focus on targeted, effective outcomes for students, families and schools throughout the Franklin area. The Ministry of Education, Special Education, has been pro-active in supporting this initiative.

OECD

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

PEB

Inclusion and Integration through Innovation

The Role of 21st Century Learning Environments in Promoting Social Participation and Access to Education for Learners with Special Needs

An international conference organised by
OECD Programme on Educational Building (PEB) and New Zealand Ministry of Education

17–20 August 2008

The three phase plan includes:
- *Provision of a Specialist Education Itinerant Teacher model (SEIT) – Outreach Service.*
- *Establishment of a "Network of Support" resulting in closer working relationships between all Stakeholders – Te Kupenga Tuituinga.*
- *Rationalisation of funding to achieve enhanced outcomes for all stakeholders.*

Evaluation methodology, including the use of a Logic Model and sets of Rubrics, has been employed to develop tools. There are two separate Evaluations being conducted to gauge the Outcomes of Phases One and Two.

Addressing issues of physical access in schools: Case studies from Japan

Takeshi Isoyama, Senior Researcher, Educational Facilities Research Center, and Masanobu Noguchi, Specialist, Facilities Planning Division, Department of Facilities Planning and Administration, MEXT, Japan

The Ministry of Education, Culture, Sports, Science and Technology of Japan (MEXT) has developed "Barrier-free School Facility Promotion Guidelines" to provide basic guidance on barrier-free design for school facilities. The guidelines are grouped in three categories:

- *Important standard aspects, which are basic aspects of facility maintenance that ensure student safety and well-being.*
- *Aspects that need to be addressed to provide safer and more convenient use for students.*
- *Aspects that need to be addressed or considered when designing facilities for students for special needs, for example those aspects that promote participation for these students.*

The National Institute for Educational Policy Research collected examples of activities by local authorities that had taken steps to develop barrier-free school facilities. This paper presents examples of barrier free projects based on school renovation plans and new projects. These examples highlighted the importance of five key areas in successful promotion of barrier-free design: support by ordinances, adoption of sequential measures, participation of the community, disclosure of maintenance plan and fund raising.
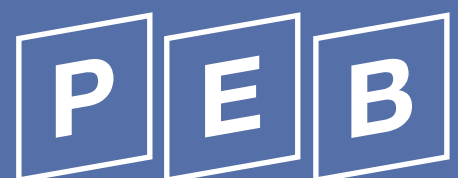
Health Schools in New Zealand: Collaboration and Innovation

Richard Winder, School Principal, Northern Regional Health School, and Christopher Parsons, School Principal, Southern Regional Health School

Health schools in New Zealand work with students from years 1 to 13, who are too ill to attend their regular school. Our role involves supporting their education, in collaboration with their regular school and assisting in their transition back there as their health improves. At any given time 25% of our students are in hospital, but the bulk are home based, often some distance from main centres. Our schools have developed innovative ways of delivering individualised programmes to these students.

Our traditional student support model has been in the form of a personal home visit from a health school teacher. This is now augmented with on-line face to face tutoring and the provision of online 24/7 asynchronous learning programmes. With the growth of mental health admissions, we are also working to reduce students' isolation through the use of community support centres and video conferencing.

The presentation will use our on-line system (LIVE) to connect Chris Parsons, Principal of the Southern Health School from his base in Christchurch.

Inclusion and Integration through Innovation

The Role of 21st Century Learning Environments in Promoting Social Participation and Access to Education for Learners with Special Needs

An international conference organised by
OECD Programme on Educational Building (PEB) and New Zealand Ministry of Education

17–20 August 2008

SESSION 8: Working together to create meaningful learning environments – Collaboration in action

Mawson Lakes Community: A case study in effective partnerships and urban development
Kelvin Trimper, Director, Education and Community Development, Delfin Lend Lease, Australia

Delfin Lend Lease believes that when we create a new community, the things we do to make that community successful must endure and evolve over time in ways which sustain the success of that community socially, economically and environmentally. If our communities fail, we fail as a business. Furthermore, we believe that education is a critical element in sustaining the success of any 21st Century community.

This paper presents an award-winning community development project in Australia. At Mawson Lakes, located in a new suburb of Adelaide, South Australia, education services have been designed to cater for all of the community's learning needs. The links between education and local jobs needs are very well established and the development of a community which has evolved strong social capital founded on the connections forged within and between education institutions is evident. New service and resource arrangements are in place, founded upon the collaborative arrangements formed between different providers and local governance possibilities are being proactively explored. At a time when societies globally are searching for new and improved outcomes from their education services, Mawson Lakes does provide a set of learning outcomes worthy of discussion.
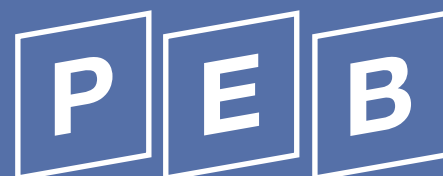
Raising awareness and understanding of diversity (inclusion) in planning practices: Community development focus
Margherita Coppolino, Manager, Access and Inclusion, Corporate Strategy Unit, and Monica Ferrie, Director, Corporate Strategy, Department Planning and Community Development, Victoria, Australia

There are growing bodies of research and research experts on the benefits of inclusion and diversity on performance and innovation. It is attractive to business, government, NGO's etc and is fundamentally right. Why then is it so hard to implement? Inclusion is a philosophy, a mind set, a behaviour – a culture. How do you plan for it and then implement it?

Planning is about transformation – what are you trying to become and what distance must be travelled to get there. Successful transformation of communities, however defined – workplace, social, geographic, economic or attribute – requires engagement by all, a common goal and agreement and no pre-conceived, off the shelf solutions.

All communities are diverse. If there are people, there are differences. Planning must focus on how people are the same not how they are different, and develop opportunities to exploit these similarities so all people can participate/or have the choice to participate equally in their community. It isn't enough to raise awareness and understanding, Inclusive thinking must be imbedded into systems and processes, practices and decision making. This is an evolutionary process based on revolutionary thinking. This presentation will explore the revolution.

OECD

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

PEB

Inclusion and Integration through Innovation

The Role of 21st Century Learning Environments in Promoting Social Participation and Access to Education for Learners with Special Needs

An international conference organised by
OECD Programme on Educational Building (PEB) and New Zealand Ministry of Education

17–20 August 2008

Successful strategies for including students with disabilities in physical activity and sport programmes

Chris Gunn, Region Manager and Andy Roche, National Manager, Sport Opportunity, Halberg Trust

The purpose of this presentation is to provide an overview of ways to assist community providers to include disabled people in physical education, physical activity and sport. It will include a review of the Sports Access initiative and present the No Exceptions Training (NET) package developed by SPARC with assistance from The Halberg Trust.
This paper will also briefly summarise the collaborative development work conducted with major players in the community, particularly with regard to facility provision. This takes into account Local Authorities, Department of Conservation, YMCAs, National Sport and Recreational Organisations, Disability Sport Organisations (e.g. Boccia, Goalball and wheelchair rugby) and other providers.

Parallel inclusion within these structures provides an opportunity for individuals with impairments to participate in activities alongside their able bodied peers. Practical examples of initiatives designed to assist the community to help include disabled people into physical education, physical activity and sport will be described.