

INCLUSIVE EDUCATION POLICY

1. PURPOSE

This document provides guidelines (course of action) for ensuring that inclusive education is being embraced within the education system in order to promote learning for all who is involved.

2. SCOPE

This policy is for all stakeholders of the education system: students, teachers, school administrators and governance, the Tokelau Department of Education, and the community at large.

3. DEFINITIONS

Below are some the terminology for which their use in this policy have been contextualised as per the definitions provided in the table.

Item	Definition
Inclusion	
Inclusive Education	Developing an education system where all student are accepted and their learning needs are catered for in any schooling environment and they all equally participate in all aspects of school life
Inclusive Pedagogy	Inclusive teacher/teaching practises that align with the needs of an inclusive curricula, and that target to provide the learning support for students with different (or differentiated) learning needs
Governance	Governance includes: how the education system is organised and power is allocated; what structures and decision-making processes are in place; formal roles and responsibilities; and the relationship between the local and the central authorities (Watson et al., 2003). It ensures that the school policies are adhered to and projected targets are met. It is a role played by the Education Committee on behalf of the Taupulega.
Education Committee	The representation of the Taupulega with the mandate to govern the school ensuring that it is purportedly functioning as per the aspirations of the community at large.

Fai Tamamanu	Caring for orphans, foreigners and whoever else is in need of help. Such is a depiction of love and care for those who are in real need of help in whatever the situation will be.
Fakaifo	Sharing of a fisherman's catch to those who did not catch any fish. Such is a depiction of one's willingness to share his/her own resources/knowledge & skills with peers or colleagues who are in sought of it.
Fakaafe	Inviting into one's home for a drink or a meal relatives, friends or strangers passing by. Such is a depiction of one's willingness to invite children, peers, students, parents, colleagues, or school leaders and governors to share his/her ideas, knowledge and skills.
Limato	Unselfishness. Willingness to share goods and wealth with those who are asking for it. Such is a depiction of someone who is constantly thinking about others as much as one's self and share with them his/her ideas, knowledge and skills in order for them to succeed together.
Fakaaloalo	Showing respect for others. Respectful. It is a depiction of someone who is always respectful regardless of the status he/she is at acknowledging the great work his/her children, peers, students, parents, colleagues, or school leaders and governors have achieved.
Fakamaoni	Being honest. Honesty. It is a depiction of someone who has a lot of integrity in the things he/she does at school or for the school in order to achieve the goals he/she has set.
Fakapelepele	Embracing someone with a lot of love and care. It is a depiction of being very caring and takes good care of one's children, peers, students, parents, colleagues, or school leaders and governors so that they can accomplish the things they have hoped for.
Ta inati	Sharing by distributing fairly of wealth amongst everyone. Such is a depiction of one's ability to be extremely fair in his/her effort to disseminate appropriate information to his/her children, peers, students, parents, colleagues, or school leaders and governors in order for them to achieve their goals.
He toeaina i te mulivaka	An old man at the rear of the canoe as the sternman. The old man as the sternman is a depiction of someone who is very experienced, knowledgeable and skilful that his/her children, peers, students, parents, teachers, colleagues, or school leaders and governors can seek help from.

Palepale te malama ki te tauhunu	Words used by navigators when steering their canoes to find land
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4. ABBREVIATIONS and ACRONYMS

Ed Comm	Education Committee
DoE	Department of Education
TDoE	Tokelau Department of Education

5. OVERARCHING STATEMENT

Popouaki ia fanau uma ke iloa ola hatala i to latou ola tuputupu ake katoatoa i ho he hikomaga e olatia ma amanakia, kae ke ia lagona ai ko ia e fakataua tona kau fakatahi ma, ke fakamautu ai tona hokotaga lelei ma ietahi tino.

Ko tona uiga ko na vaega fakavae a te mataeke ma na akoga takitahi e tatau ke atagia ai na taki o te va fealoaki (relational matters) kua takua atu ilalo:

- **Fai tamamanu** – Caring for orphans, foreigners and whoever else is in need of help
- **Fakaifo** – Sharing of a fisherman’s catch to those who did not catch any fish
- **Fakaafe** – Inviting into one’s home for a drink or a meal of relatives, friends or strangers passing by
- **Limato** – Willingness to share goods and wealth with those who are asking for it: unselfishness
- **Fakaaloalo** – Showing respect for others: respectful
- **Fakamaoni** – Being honest: honesty
- **Fakapelepele** – Embracing someone with a lot of love and care
- **Ta inati** – Sharing by distributing fairly of wealth amongst everyone (equity and equality)
- **He toeaina i te mulivaka** – An old man at the rear of the canoe as the stern man
- **Palepale te malama ki te tauhunu** – wisdom, learning community, networking
- **Manakoga fakapitoa** – differentiated learning needs

English translation of the overarching statement

Nurture all students to be able to explore and engage effectively as they grow in a holistic environment so that they feel valued and included to ensure their connection to continually grow with others.

This means the underpinning principles for the Department and the individual schools should reflect the following relational concepts:

- ***Fai tamamanu*** – Caring for orphans, foreigners and whoever else is in need of help
- ***Fakaifo*** – Sharing of a fisherman’s catch to those who did not catch any fish
- ***Fakaafe*** – Inviting into one’s home for a drink or a meal relatives, friends or strangers passing by
- ***Limato*** – Willingness to share goods and wealth with those who are asking for it: unselfishness
- ***Fakaaloalo*** – Showing respect for others: respectful
- ***Fakamaoni*** – Being honest: honesty
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6. POLICY STATEMENT

This inclusive education policy is to ensure that all children in Tokelau attend school as mainstream students regardless of the diversity in their abilities to learn, and through its implementation complements the recommendations stated in The Salamanca Statement¹ that:

¹ The Salamanca Statement included the recommendations and endorsement made by world leaders from 92 governments with the advisory support of 25 international organisations on the enactment of inclusive education as their commitment towards Education for All.

- every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning
- every child has unique characteristics, interests, abilities and learning needs
- Education Systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs
- those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs
- regular schools with this inclusive orientation are the most effective means of combatting discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

(UNESCO 1994)

Research shows that when children with disabilities attend classes alongside peers with no disabilities good things happen – academically and socially – for those children.

While there is strong support for the ideology of inclusion and political support for inclusive education, empirical evidence regarding the attitudes of teachers towards implementing such a policy is less convincing (Forlin 2006). Inclusion is contextual, taking different forms in different places (Florian 2014) which implies for the variation in the approaches being used to address the needs in these different forms. Teachers in their approaches to address the diversity within their classes will be in a different form in contrast with the approaches from the parents, school leaders, school governors, or the DoE. It also implies that children have an open-ended capacity to learn which should not be impeded by deterministic assumptions and practices (Barret et al., 2015). Hence, it is important that all the stakeholders within this policy are in the same mind-set in terms of understanding it, and also in support of its importance so that the diversity in the schools are appropriately catered for. A perfect platform will be for all attention and efforts to focus on the child at the centre and for his/her intellectual development.

6.1. GOVERNANCE

In a broad sense, governance for the schools in Tokelau refers to the authority and decision making body within our education system which determines the policies and rules by which our schools are to be organised and controlled. It includes ensuring that such policies and rules are carried out effectively in order to efficiently support student learning in the schools. For each school, this is the role of the Education Committee, a representative of the Taupulega.

In support of Inclusive Education, the school governors need to demonstrate good governance by promoting accountability and transparency, being clear on the roles, and support community input (Watson et al., 2003). This way they will be able to properly support building and maintaining their schools as an inclusive education centre.

[Relational ideas: Palepale te malama ki te tauhunu; he toeaina i te mulivaka; etc]

6.1.1. Accountability

Accountability involves a commitment to do what is best for the client and not what is easiest and most expedient (Maile 2002). Hence, the school governance is to ensure that it has clear processes for:

- enforcing the policies and rules,
- monitoring of the performances of those in the school system (education system) as well as for the resources needed for promoting effective student learning,
- using the spiral of inquiry to find solutions for any arising issues within the school systems.

With these being properly accounted for, the school governance would be in a good position to appropriately respond to queries from the community or associated organisations in regards to issues relating to underachieving within the school system.

[Relational ideas: Aua te ave o Kalehi ma Tafaki kua piki.....]

6.1.2. Transparency

The operation of school governance should be transparent. In that sense, the basis and rationale for decision-making, as well as the processes used to reach them, should be accessible to anyone within the school system.

[Relational ideas: ...Ke manino pea te mata o te vai.....]

6.1.3. Clarity on roles

The roles and responsibilities of all those in the school system (education system) should be well articulated and understood. There should be clear distinctions between those holding positions with overlapping roles.

[Relational ideas: Ko te figo te matalalaga..te tautai o te utua. Te tufuga te Malamala....]

6.1.4. Community input

As community institutions, each school in Tokelau is owned by its respective village. This entails the need for ways and processes by which the community voice, in regards to school developmental programmes, is not taken for granted.

[Relational ideas: Ko ni fanau fakatahi e a kitatou.....]

6.2. TOKELAU DEPARTMENT OF EDUCATION

TDoE in support of inclusive education, is required to:

- strengthen its advisory role to governance, the schools and the communities
- use robust monitoring processes to ensure that the activities in the schools are relevant, reliable and valid for students in the schools
- provide the essential technology required to foster and enhance student learning in the schools
- use the spiral of inquiry to determine
 - i. the causes of underachieving, and
 - ii. the necessary courses of action needed to minimise underachieving and improve student learning.

Considerations for policy development should be built around concrete actions that can contribute and support inclusive education such as, as those that contribute to attitudinal changes, inclusive curricula, inclusion through childhood care and education, appropriate teacher-education programmes and the development of appropriate legal framework and legislations.

These ensure that inclusion within the education system is implemented efficiently and that TDoE is a major part of the implementation.

[Relational ideas: ...Te Foe Matua, te Fakalakatau-he hoa.....]

6.3. SCHOOL LEADERS

Research has shown that school leadership has a substantial effect on student achievement and that leadership is considered to be vital to the successful functioning of many aspects of a school (Marzano, et al., 2005).

Principals and syndicate leaders need to ensure that efficient monitoring processes are in place in their schools, and to be fulfilled and managed well. In supporting inclusive education, leadership practices must be efficient and effective, ensuring that the learning needs of every student in the school are being appropriately catered for. As leaders they should be efficient in the application of their respective schools' spiral of inquiry process in order to address the differentiated learning needs of their students.

Professionalism is key to leading the school and it is therefore an essential responsibility of school leaders to be professional in the way they lead the school, not only to raise the school standards but also to raise the performance level of all students in the school.

[Relational ideas: ...E afua mai mauga na manuia.....]

6.4. TEACHERS

Like principals, teachers must maintain a high standard of professionalism in order to perform efficiently and effectively, thus raising the achievement level for all their students, which in a broader sense, is raising the standards of the school. The teachers must at all times engage in the application of their schools' spiral of inquiry process in order to explore effective inclusive approaches or strategies that appropriately address the diversity of their students with their differentiated learning needs.

Some of the common issues the teachers may encounter in the schools would be those to do with:

- the bilingual / multi-lingual learners
- the girls achieving better than the boys
- the integrating of students with disabilities into the mainstream classroom activities
- the students with behavioural, social and emotional difficulties
- etc

Inclusive pedagogy or inclusive pedagogical approach focusses on the differences between learners rather than specifically individualising for some, by creating a rich learning environment characterised by lessons and learning opportunities that are adequate and readily available for everyone to fit in well and participate in the classroom life (Florian & Linklater, 2010). Teachers therefore are required to know their students well in order for them to provide appropriate and meaningful lessons and learning activities for them.

Collaboration with peers at all levels of the school system, is essential as it is an opportunity for the teachers and their colleagues to provide assistance for each other. Networking with colleagues across the three schools, as well as those in the schools and educational institutions and organisations abroad, is equally essential and vital primarily in attaining support on inclusive pedagogy approach and/or inclusive education as a whole.

[Relational ideas: ...Ke fautonu te pa a Tautunu.....]

6.5. PARENTS

In support of inclusive education, the parents must demonstrate their full backing of inclusiveness in our education system by providing the best support they can attain for their children in the schools. As initial teachers for their children at home, they must teach them about the values at the home level as well as at the community level. They will need to fully support the school's educational programmes pertaining to raising their own children's learning, and those of parents who are in need of that kind of support.

[Relational ideas:Ko au o matua ko fanau.....]

6.6. STUDENTS

Inclusive education demands that schools create and provide whatever is necessary to ensure that all students have access to meaningful learning.

All students have the same right for their education, thus their learning needs must be appropriately catered for.

Students themselves must demonstrate their support for inclusive education by providing support for their peers in the way they learn in school, and also to help them cope with their behavioural and social difficulties. Actions by students that are deemed demoralising to other students, shall not be encouraged.

[*Relational ideas:Maopopo mai ia tamaiti kina inati.....*]

6.7. ANCILLIARY STAFF

In support of inclusive education the ancillary staff are to provide the students and their colleagues at school the support that is required of them to the best of their ability. They must at all times maintain a highest level of professionalism in promoting effective learning in at the schools.

[*Relational ideas:He hoa lava.....*]

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