

# 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 presenters...

**Neda Abbasi** has a Master degree in Architecture from the University of Tehran, Iran. Her thesis focused on the role of built-environment design, especially cultural and recreational centres, in the constructive use of leisure time for youth and adolescents. In line with that research, she is currently doing her PhD on the role of school design in development of adolescent students' identity in The University of Melbourne, Australia. She had a number of paper and virtual presentations in 2008 including XI EARA Annual Conference on Adolescence in Turin, Italy and 5th International Conference of Learning in Chicago focusing on different chapters of her PhD Thesis.

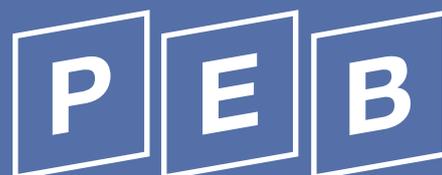
**Bruce Adin** is the Regional Manager for the Northern Region of the Ministry of Education, which covers early childhood, primary and secondary school education in the Auckland and Northland regions of New Zealand; about 38% of New Zealand's early childhood and school-age population. Bruce joined the Ministry in 2004 as the Regional Manager. He was school principal of five different schools from 1976 to 2004, including 16 years as Principal of Fairburn School in Otahuhu, Auckland. He was also National President of NZEI in 2003 and Chair of the Council for the Auckland College of Education from 1999 to 2004. He was President of the Auckland Primary Principals Association in 1998. In 2005, Bruce was awarded a Queen's Service Order (QSO) for his services to education.

**Minnie Baragwanath** has led the highly successful programme of disability reform within Auckland City Council since 2001. Councils all across New Zealand now look to her and the Disability Issues Advisory Group for guidance in establishing their own programmes of disability transformation. Early on in her work, Minnie realised the value of working collaboratively and moved towards partnership as a methodology for maximising resource and achieving change. In addition to her passion for cross sector relationships, she is very interested in ideas of social innovation and economic development within the transformation agenda. In 2007, she was one of 30 mid career leaders who were selected to take part in the Leadership NZ programme.

**Graeme Barber** has been an educationalist for 36 years, with the last 18 as a Primary School Principal. Graeme became Principal at Woodend School in July 2000 and is the Strategic Education Advisor for the Safe School Communities International Accreditation Programme (SSCIAP). He has experience presenting at conferences and mentoring school communities both Internationally and within New Zealand. Graeme's vision is to create schools that provide the best learning possible (for students, parents and staff) within the safest emotional and physical environment.

**Megan Bowden**, School Principal, Oteha Valley Primary School, has been involved in primary education for 40 years, the past 22 of which as principal of small, medium and large schools. She is currently the foundation principal of Oteha Valley School, a state contributing school in Albany on Auckland's North Shore, which opened in 2004. Megan is about to begin a sabbatical to investigate how recently established schools have been resourced and how their initial school culture was developed. She will visit schools in Canada, England, Ireland and New Zealand.

**Errol Cocks** has a professional and academic background in clinical and educational psychology. He is engaged in disability research in transition, employment, supported accommodation, and mental health employment. Previous experience includes senior management and board posts in government and NGO disability services in WA and Victoria, Director of the Centre for Disability Research and Development at Edith Cowan University. Early Australian work focused on the closure of large institutions and the development of community support services. From 1999-2002, he was Chair in Clinical Psychology and Learning Disability and Consultant Clinical Psychologist/R&D Lead in a UK NHS specialist disability Trust.





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**Margherita Coppolino** currently works with Government in the role of Manager Access and Inclusion. Her previous consultancy business as a disability and diversity consultant, worked with government, business and social justice organisations.

**Monica Ferrie** is a change agent in all areas of her professional and personal life. Her consistently demonstrated ability to lead by example is reflected in high quality leading edge outcomes which make a positive difference to both people and organisations.

**Jula Goebel** is the Education Project Manager for Barrier Free NZ Trust. She is a trained occupational therapist, has a German university degree in Education, and has done a Master of Arts in Education at Otago University, in which she focused on disability and inclusive education. Also, she is a member of the steering and co-ordinating group of the Inclusive Education Action Group.

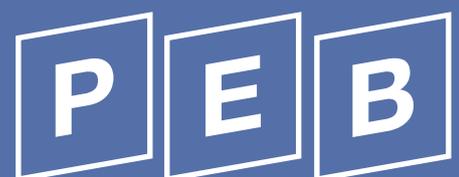
**Mike Gourley** is the national president of the Disabled Persons Assembly, New Zealand - the pan-impairment organisation owned and operated by disabled people. He is also the producer and presenter of Radio New Zealand National's One in Five disability issues programme, a role he's returned to after working for several years with SPARC as the senior advisor, Disabilities. Mike's experience of disability traverses the personal through to extensive involvement in combating discrimination in education and employment.

**Chris Gunn** is the Central Regional Manager for the Halberg Trust and is based in Palmerston North. He has a primary school teaching background in Palmerston North. He also has a marketing and communications degree, spending a large part of his employment in business consultancy. He is a keen sportsman who relishes opportunities in both individual and team environments, currently getting back into rugby and working on his very poor golf game. Chris is married and has a daughter, Holly, who is 3 years old.

**Yvette Guttenbeil-Po'uhila** is currently a Team Leader in the Ministry of Education, Early Childhood Team; Northern Region. Yvette quotes Nelson Mandela on the subject of language: "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."

**Takeshi Isoyama** is a Senior Researcher, Educational Facilities Research Center at National Institute for Educational Policy Research, Japan. Takeshi's areas of expertise are educational facilities policy and architectural engineering. His previous professional experience was in school facilities planning, designing and budget planning in Ministry of Education, Culture, Sports, Science and Technology (MEXT), in addition to planning and management of cooperation research projects for a university and private companies in Japan Advanced Institute of Science and Technology.

**Paul Kennedy** is Principal of Halswell Residential College in Christchurch, New Zealand. The college is a special residential school for boys with intellectual impairments and emotional and behavioural difficulties. Paul also provides professional development and consultancy services for other schools and organisations in catering for students with special behavioural needs. Paul is a passionate educational leader who, in the 1980's, took a break from teaching and spent 14 years in the New Zealand Police. During this time Paul has experienced first hand the results when students were failed by the education system, and he is determined to do all he can to help schools and other organisations better engage these students.



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**Rosemary Mose** is currently a Pasifika Education Co-ordinator for the Ministry of Education, Northern Region. Rosemary is a former secondary school language teacher and is passionate about language learning in New Zealand. Rosemary quotes from the New Zealand Curriculum: "As they learn a language, students develop their understanding of the power of language. They discover new ways of learning, new ways of knowing, and more about their own capabilities. Learning a language provides students with the cognitive tools and strategies to learn further languages and to increase their understanding of their own language(s) and culture(s)."

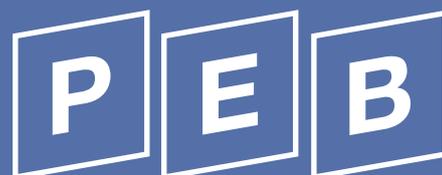
**Gordon Murray** is a principal in gordon murray+alan dunlop-architects. Their work has been exhibited in London, at the Royal Scottish Academy and RIAS in Edinburgh, the Lighthouse in Glasgow, Rotterdam and Marseilles—as well as Landforms at the 2004 Venice Biennale. Gordon has taught in Schools of Architecture in Glasgow, Edinburgh, Cardiff and Belfast where he is also External Examiner at the University of Ulster. He was appointed Head of School and Professor in Architecture and Urban Design at University of Strathclyde in April 2007. He was President of The Royal Incorporation of Architects in Scotland 2003-5 and is a Trustee of the Lighthouse-Scotland's National Centre for Architecture, Design and the City. He is also on the board of Architects Professional Examination Authority Scotland.

**Judith Nel** is the Principal of Parkside School in Pukekohe, South Auckland. Previously she has been a teacher in the Primary, Secondary and Special Education sectors. She has participated in, and initiated, multiple research projects exploring effective and holistic services within special education. She co-presented at the ISEC conference in Glasgow, 2005. Judith is a member of the National Project team convened to develop and write the Specialist Service Standards. She is a member of the National Project Team responsible for developing the Evaluation Tool used to gauge the outcomes of the SEIT service, and for training the sector in the use of this tool. The network model described in Judith's presentation is one of six Demonstration Models currently being evaluated by the Ministry of Education-Special Education for positive and effective impact.

**Charles Newton's** passion for exploring information technology's educational potential developed at Twizel Area School in the early '90s through his role as a founding principal of the CASATECH distance learning initiative. Since then he has broadened his experiences as principal of Nayland College, an original ICT lead school well respected for its ground breaking intranet project ('NayNet'). Currently Charles is co-ordinating the rollout phase of the innovative "Loop" schools broadband project. This will enable Nelson schools to deliver the magnitude and sophistication of services required to meet the multimedia demands of the next decade's "digital classrooms". Charles is well respected in educational circles for his clear vision for the role of ICT in today (and tomorrow's) schools and has been integral to national debate around ICT policy and implementation issues. He has also been a regular presenter of seminars and keynotes focusing on ICT vision and the dissemination of best practice.

**Masanobu Noguchi** is a Specialist, Facilities Planning Division, Department of Facilities Planning and Administration, Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan. Before 2007, Masanobu was working on the design standard for the national university in Japan. Since 2008, he has been working on developing a policy brief on public school facilities maintenance (kindergarten, elementary school, junior high school, high school, and special support school) and barrier-free design projects.

**Apryll Parata** joined the Ministry of Education as Deputy Secretary Maori Education in March 2007. Apryll's primary tribal affiliation is to Ngati Porou of the East Coast, with an affiliation to Ngai Tahu of the South Island on her dad's side. In 1992, at 32, Apryll was appointed principal of Ngata Memorial College, the youngest female ever appointed to a state secondary school. When she arrived the school roll had dropped to 72 students, truancy was rampant and the





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professional standards of teaching and management were severely neglected. From an academic achievement rating in the bottom five percent of secondary schools, Apryll moved the College to the top by dramatically reversing the College's performance on all fronts. In the New Years Honours List 1997, Apryll was awarded the New Zealand Order of Merit for her outstanding contributions to education.

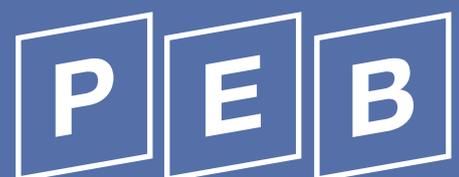
**Christopher Parsons** was secondary school geography teacher before becoming principal of the South Westland Area School, the most remote mainland provider of secondary education in New Zealand. He has worked for the Education Review Office. Chris is principal of the Southern Regional Health School which provides education to sick children throughout the South Island, Stewart Island and the Chathams. He is contracted to the Ministry of Education as an E-learning Mentor Principal.

**Amiria Reriti** currently resides in Auckland and works full time as Manager Maori Service Development with the Auckland Regional Public Health Service. Amiria performs regularly for both public and corporate audiences locally and internationally having toured most of Europe many times in the past 6 years with the group 'Moana and the Tribe'. Having joined the League in 1976, she has been the Chairperson Otautahi Branch Maori Women's Welfare League, Board of Trustees Te Kura Kaupapa Maori a Rohe O Mangere, ATAK Maori Smokefree Coalition and is currently Chairperson of Black Pearl National Trust, Director of the company The Associates and former Trustee for the Maori Music Industry Coalition. While she loves living in Tamaki, she is vehemently strong about her Ngai Tahu roots and more particularly her hapu Ngai Tuahuriri notwithstanding her whakapapa link to the Chatham Islands.

**Andy Roche** is the National Manager for the Halberg Trust and has been involved in sport administration for over 30 years. In 1988 Andy was the Olympic Team Wrestling Coach at the Seoul Olympics and has been involved in disability sport at the 1996 and 2000 Paralympic Games. Andy has been a strong advocate for inclusion through sport and recreation and in 1994 developed the Coaching Athletes with Disabilities (CAD) programme for Coaching New Zealand. More recently he has been heavily involved in the development and implementation of the "No Exceptions" strategy, in particular working with National Sports Organisations.

**Jean-Marie Schléret** has an academic background in contemporary literature, psychology and special education. He was president of the French federation of parents (public schools) and president of the international confederation of parents. He was elected deputy mayor of Nancy in 1989 and vice president of the district of the great Nancy (300 000 inhabitants) in 1995. He was in charge of social development, housing project and health. Deputy in 1993, he was been appointed by the government as President of the national commission in charge of the safety of school buildings. He has been President of the National Observatory for Safety in and Access to Schools and Universities since 1995, and has chaired the French Council for the handicapped persons since 2002.

**Moses Simelane** is an educationist with post-graduate qualifications in the field of Psychology of Education. He spent 13 years in a school environment and progressed through the ranks through to becoming a principal from 1996 to 1998. In December 1998 he was appointed Head of the Education Management Information System (EMIS) at a Regional Office of Education where he spent two-and-a-half years. He then worked for the Education Foundation Trust (NGO) between August 2001 and July 2004 after which he joined JET Education Services (NGO) from August 2004 to August 2006. During his tenure with the latter organisation, he coordinated the research aspect on the field-test (pilot) of the Inclusive Education Policy, which marked his involvement in the development of an Inclusive Education and Training System in South Africa. Dr Simelane returned to the Department of Education in September 2006 firstly as Deputy Director in the Monitoring & Evaluation Unit and later as Director of Inclusive Education starting in January 2008, a position he currently holds.



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**Kelvin Trimper** is Director, Education & Community Development, Delfin Lend Lease. The primary responsibility of this role involves ensuring the approaches adopted by the company in its development of projects Australia-wide have a strong sustainability factor. Kelvin joined Delfin Lend Lease in 1987 after spending twelve years in Education Facilities Development and Education Administration with the Education Department of South Australia. Kelvin was instrumental in establishing Delfin's leadership in the provision of education services. He played a key role as Project Director in the winning and establishment of the mixed-use Mawson Lake's project in Adelaide. Kelvin is a Fellow of the University of South Australia, past President and a Fellow of the Urban Development Institute of Australia (South Australia Division), and a City of Salisbury "Living Legend".

**Hannah von Ahlefeld** has been an analyst at the OECD Programme on Educational Building since 2003. She is responsible for numerous international projects on school safety and security, on evaluating quality in educational facilities and on innovative design to meet educational needs. Hannah previously worked on high-profile OECD projects in education, namely the annual statistical publication *Education at a Glance* and the OECD Programme for International Student Assessment (PISA) as a statistician, author, and publications and network co-ordinator. Born in Australia and a trained secondary school teacher, she has a strong academic background and keen interest in education and the social sciences.

**Richard Winder** has a background in mainstream primary education. He worked in a range of Auckland schools before coming to the Northern Regional Health School, first as Deputy Principal and later as School Principal. He has always had a strong interest in ICT and led the team who developed LIVE on-line tutoring which was a finalist in the 2007 Computerworld Excellence in ICT Innovation Awards.

