**Websites & Pages**

This section contains links to three central human rights documents about New Zealand’s interpretation and responses to the rights of persons with disabilities within our education system. New Zealand is a signatory to the CRPD & Optional Protocol. These are the,

United Nations Convention on the Rights of Persons With Disabilities (2006);

*United Nations General Comment, No 4, Article 24, Right to inclusive education (2016);*

The New Zealand Convention Coalition. (June, 2016). Report of the (NZ) *Independent Monitoring Mechanism on the Rights of Persons with Disabilities, Article 24, the right to inclusive education*. (June, 2016).

* **United Nations Convention on the Rights of Persons With Disabilities (CRPD) (2006) (UN)**

United Nations General Assembly. (2006). United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol. Geneva: United Nations

The purpose of the CRPD is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity. The Convention entered into force on 3 May 2008.

Below is a link to the United Nations CRPD home page. This page contains links to the CRPD text and content in multiple formats including New Zealand Sign Language, full text, plain text and Easy Read. There are also links to history, information and resources about the CRPD and its implementation. The information and resources are in a range of formats (power point, videos, text, visual…) and styles (questions and answers, timelines, teaching materials, archives).

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

Here is a direct link to the English language text version pdf of the CRPD,

<https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>

* **United Nations General Comment, No 4, Article 24, Right to inclusive education (August 2016) (UN)**

The general comment y the United Nations Committee on the Rights of Persons with Disabilities was adopted on 26 August 2016. The General Comment clarifies the right to inclusive education as it is laid out in article 24 of the Convention. The Committee on the Rights of Persons with Disabilities clarifies and interprets the right to inclusive education as laid out in article 24 of the CRPD. This page also contains resources such as a Right to Education Handbook,

<https://www.right-to-education.org/resource/general-comment-4-article-24-right-inclusive-education>

* **Independent Monitoring Mechanism on the Rights of Persons with Disabilities, Article 24, the right to an inclusive education: E koekoe ana te tui. (June, 2016) (NZ)**

New Zealand’s Independent Monitoring Mechanism (IMM) on the Convention on the Rights of Persons with Disabilities (CRPD) prepared this CRPD implementation status report in accordance with its monitoring mandate under Article 33.2 of the CRPD.[[1]](#endnote-1)The IMM is made up of the New Zealand Human Rights Commission, the Office of the Ombudsman, and the Article 33 New Zealand Convention Coalition Monitoring Group (which consists of six Disabled Persons Organisations). Its role is to monitor, evaluate, report, advocate, and advise on the implementation of the CRPD in New Zealand.

This page from the New Zealand Human Rights Commission contains a link to the report on article 24, the right to inclusive education in PDF, Word and Easy Read formats and more information about the IMM’s work and recommendations

<https://www.hrc.co.nz/our-work/people-disabilities/making-disability-rights-real/>

Report of the (NZ) *Independent Monitoring Mechanism on the Rights of Persons with Disabilities, Article 24, the right to an inclusive education: E koekoe ana te tui*. Human Rights Commission, Ombudsman, The New Zealand Convention Coalition. (June, 2016).

**Disabled People’s Stories and experiences (NZ)**

**Human Rights Commission PROUD TO BE ME Webpage 2019 (NZ)**

<https://www.proudtobeme.org.nz/about>

A resource showcasing the voices of disabled New Zealanders and their diverse stories.

**Inclusive Education Action Group, Voices Project (NZ)**

This website contains 10 short films of young disabled New Zealanders talking about how school was for them and resources to support learning about disability rights and inclusive education. The resources are written for children and young people, families – whānau, educators, teacher educators, advocates, inclusive education facilitators, researchers and writers. There are resources for teacher to use in the classroom to support children’s learning about disability, diversity and inclusion.

<https://ieag.org.nz/voices/>

**Research, Discussion and Resources About Inclusive Education**

* **Centre for Studies on Inclusive Education: Supporting inclusion, challenging exclusion (CSIE) (UK)**

CSIE is a national charity that works to promote equality and eliminate discrimination in education. Their website has a lot of relevant resources, information and research about inclusive education.

<http://www.csie.org.uk/inclusion/index.shtml>

* **10 Reasons for Inclusion**

This is a one-page CSIE poster/flyer that lists ten reasons for inclusive education. Inclusive education is a human right, it's good education, and it makes good social sense. Human rights. 1 All children have the right ...

[www.csie.org.uk/resources/ten-**reasons**-02.pdf](http://www.csie.org.uk/resources/ten-reasons-02.pdf)

[](http://www.csie.org.uk/resources/ten-reasons-02.pdf)

File Format: PDF/Adobe Acrobat

* **Ministry of Education, Inclusive education guides: Guide to Universal Design for Learning (NZ)**

This website contains over 20 guides with resources, information, frameworks and strategies for teaching inclusively in regular schools. The information and resources come from New Zealand and other countries. The link below is about how to *Universal Design for Learning (UDL)* to plan for all children’s participation and success in primary and secondary school settings.

<https://www.inclusive.tki.org.nz/guides/universal-design-for-learning/>

**Readings**

MacArthur, J. (2009). *Learning better together: Working towards inclusive education in New Zealand schools*. Wellington: IHC

This book is short and very readable. It was commissioned and published by IHC New Zealand and written by Jude MacArthur. Jude is a New Zealand Disability Studies and inclusive education teacher educator and researcher. Reviewing research and our New Zealand education and social context, Jude outlines the key tenets of inclusive education from social model, human rights, and inclusive education perspectives. She examines the New Zealand education policy and school contexts and reviews research about the outcomes of segregated as compared to inclusive education settings for disabled and non-disabled students. She introduces *The Index For Inclusion* (follow the CSIE website link for more information) as one framework for creating and sustaining inclusive school cultures and practices.

* Macartney, B. (2011). Teaching through an ethics of belonging, care and obligation as a critical approach to transforming education, *International Journal of Inclusive Education*, First published on: 16 May 2011 (iFirst) To link to this Article: DOI: 10.1080/13603111003686218 URL: <http://dx.doi.org/10.1080/13603111003686218> **(Early Childhood Education, NZ)**

This article considers the experiences of a New Zealand family and their ‘disabled’ daughter Clare’s ‘inclusion’ and ‘exclusion’ in her early childhood centre and the implications of these experiences for shifting from a discourse of ‘inclusion’ to ‘belonging’ based on ‘an ethics of care and obligation to others’. Bernadette outlines and then applies the *Learning and Teaching Story Framework* - based on the principles and strands of *Te Whaariki* (Ministry of Education, 1996) - as an example of how *Te Whaariki* and reflective ‘child’s questions’ can be used as a pathway to guide an inclusive ‘pedagogy of listening’.

# Macfarlane, A., Macfarlane, S., Savage, C. & Glynn, T. (2012*). Inclusive education and Māori communities and in Aotearoa New Zealand*. In, S. Carrington & J. MacArthur. (eds.). Teaching in inclusive school communities. Australia: Wiley. pp 163-186

# This is from an Australasian teacher education text book about creating inclusive schools and communities. Inclusive approaches and practices are described within a culturally responsive Educutural Wheel Framework. The four authors introduce and explore five core Māori values underpinning an indigenous and Māori world view. The core values are whanaungatanga, rangatiratanga, manaakitanga, kotahitanga and puumanawatanga. The chapter is about teaching approaches that are geared to the learning needs of everyone within culturally diverse classrooms. This book has many chapters on different aspects of inclusive education written by New Zealand educators and researchers. (pdf) (Culturally responsive education, NZ)

1. [↑](#endnote-ref-1)