**Creating an inclusive school culture**

Dylan Alcott ([00:03](https://www.rev.com/transcript-editor/Edit?token=H1kfqDQVKiROa6ZFEN1W5wVGsfsyoCNxK4D6L_zTLWqg-TiN2af-hr9G7EdvVNgI-H3mwSZHIz6L1SMTElw0W8BxEqU&loadFrom=DocumentDeeplink&ts=3.38)):

As a lead teacher, you will have played an important role in engagement and full participation of students with disability in your school, and mentored other teachers to do the same. You will also have a significant impact on the culture of your school. This video is designed to support your understanding of inclusive culture, and how creating a fully inclusive school environment will ensure students with disability have the best education.

Dylan Alcott ([00:29](https://www.rev.com/transcript-editor/Edit?token=lJiL0FhCSa_T6ptxuFIVflVJ6YcDW_UUqbnFeiVxlEgh3vQiTBolx3ybGbwQ1Kz0KylZ31k0HJCZTK-2sNSBXSVglQs&loadFrom=DocumentDeeplink&ts=29)):

As expressed in the Mparntwe Education Declaration, our vision is for a world-class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face.

Dani Fraillon ([00:44](https://www.rev.com/transcript-editor/Edit?token=EnZcLIngqbwghwlKGDqY5FHSmY_NkuiSOm28s-1Not9KYfdYAySNhmGkfzJLiSspMdkQBh7Y0Wd2HZld81O40bKcJOo&loadFrom=DocumentDeeplink&ts=44.37)):

Culture is formed by the messages people receive, from the patterns of behaviours that are encouraged or discouraged by systems and people over time. Building an inclusive culture in schools requires a purposeful focus on the values and philosophy of belonging, the attitudes, beliefs and behaviours of leadership and teachers, enabling systems and processes, and universal desire. The alignment of these elements within a school will ensure that inclusion is the way we do things and comes naturally to everyone in the school community. Let's go through each of these to give you examples of where you can ensure they are working towards an inclusive culture.

Kate Doughty ([01:26](https://www.rev.com/transcript-editor/Edit?token=Pv31tcirBfDLnYdHlWNLWaRbLlVw14gMSsM_ekhcTiuTJLMSeA4zyaXC0UcEpFUMXaCJcBH1x9nXEEFWBr_mcrOhl08&loadFrom=DocumentDeeplink&ts=86.15)):

All schools will have a developed set of values. These values are, to a greater or lesser extent, lived by the leadership, the teaching staff, and the non-teaching staff. They are also held up as behaviour requirements by which the students should also abide. A sense of belonging is defined as feeling accepted and liked by the rest of the group, feeling connected to others, and feeling like a member of the community. The combination of both inclusive values and a sense of belonging underpin an inclusive culture.

Kate Doughty ([01:55](https://www.rev.com/transcript-editor/Edit?token=OBSq93SaP8n9FeaUCXsE2TDwu9TJzY26kHTZy185rSOG_AigWHE8gMJOAoTH_IyWDSAYx84qRRcYE1DKKhkTNlnnRRM&loadFrom=DocumentDeeplink&ts=115.7)):

There are seven values that are critical in an inclusive culture. These values need to be present and lived for a culture to be inclusive. The application of these values to a school environment can be a discussion with the school community and the behaviours mapped across to the guiding principles of the Mparntwe Declaration. Whilst I was at school, I had many experiences that helped me to feel included and gave me a sense that I belonged.

Kate Doughty ([02:19](https://www.rev.com/transcript-editor/Edit?token=TK60RF8u3lWKAVV_hfd_496ciedqrawr9aT2vic6ooMal0WCvnIWk-GFRUYOcpEjwdvQBrdtTwPNDbrn0VTtEy0sD8o&loadFrom=DocumentDeeplink&ts=139.8)):

Empathy. Knowing what the students want from the teachers is so important. Some might want more attention in classes and others don't. I didn't want to be singled out.

Kate Doughty ([02:29](https://www.rev.com/transcript-editor/Edit?token=3bwKHUF4MxrEP0uWaJrb6UedcZ5xviVYhimCiE6oFNtN9afyh8KDFtucf7fjTcGDB_Yus1V-SqrxxcARAmHqYD47zzA&loadFrom=DocumentDeeplink&ts=149.29)):

Fairness. Teachers treating me as they did any of the other students.

Kate Doughty ([02:34](https://www.rev.com/transcript-editor/Edit?token=BM4lKVyWHenhUDDl8KkNf7wbmgPobbDAJYu0OEWA4HJtoVK-ZBXuJf_jbIWXy_3UOMrrmGOBMZ35P44I0m2FXgNkyNY&loadFrom=DocumentDeeplink&ts=154.15)):

Accountability. The values being lived through the teachers and experienced in a proactive manner.

Kate Doughty ([02:40](https://www.rev.com/transcript-editor/Edit?token=O8rURfIlxZGddsInw8dPo3g_xtZO-bGwcfnPzJe9vNOdBHP7wfFUuvIwVSRVLDP8T5RxvVLU5sHTv44KGXmhrqs-FoQ&loadFrom=DocumentDeeplink&ts=160.23)):

Curiosity. An interest in me as a student and how my disability may impact my learning.

Kate Doughty ([02:46](https://www.rev.com/transcript-editor/Edit?token=vCaai0T8IKO1b5lGo0hs4wwy7MQoUys290A2cTEnxmGGyCtel082lffB1Viqteb9xw3DCM-DFTbOSRFRU5th3VP0Rk4&loadFrom=DocumentDeeplink&ts=166.1)):

Trust. For me, keyboard classes were difficult, but the teachers let me go about it in my own way. They knew that I would give it a go and do my own thing.

Kate Doughty ([02:55](https://www.rev.com/transcript-editor/Edit?token=XG19x5qKq8R1yXDYq9miap9uUe1PlMxtKoPWQuEWPFKNinnfxTKfvhhuMTC4M4rlDvd9zZY_gDFBtrKpUy9OoiPRXsg&loadFrom=DocumentDeeplink&ts=175.81)):

Openness. Ensuring the conversation about my requirements are held prior, to avoid an issue arising in the classroom.

Kate Doughty ([03:03](https://www.rev.com/transcript-editor/Edit?token=aLlfpXwObHVxsWv4N0oBBa2rX9pxLvn0bKdY0ElhstYDCdRwvoKw3kApQSrxw2yW7D71-oM4QqL_BPBIUr8F6O79tNI&loadFrom=DocumentDeeplink&ts=183.27)):

Respect. Ask me how I would like to do things. Don't make assumptions that I can't.

Kate Doughty ([03:08](https://www.rev.com/transcript-editor/Edit?token=1t5oTpiNdAZP6zizHYi_PJ0UjoaE0qsFx-ImEgB-BMuAXnfj1dudwLhZZ3dFKs7jNOmEhsQ56zUDUZk1SOqdtHuTMqE&loadFrom=DocumentDeeplink&ts=188.83)):

As a lead teacher, there is an opportunity for you to ensure that relief teachers understand the values and how they are lived within your school, to ensure they have the best opportunity to be inclusive, even for the brief period they may be relieving.

Ben Pettingill ([03:29](https://www.rev.com/transcript-editor/Edit?token=BYsdo2HNZCGX2wGXFZJ5mR91MlTjrkGxGrTqRch4YWxb2JcPUVoFzDyMk6CD_fJ95FpDD06X36WV6MmchJCHrLSHKfM&loadFrom=DocumentDeeplink&ts=209.81)):

One person's attitude towards disability can affect so much in either a positive or negative way. That's why I know first hand how important it is for those in leadership positions to make creating an inclusive culture a priority. What's also really important is that when schools have a set of values, that these are embedded across the school by leadership, teaching, and non-teaching staff, by walking the talk.

Ben Pettingill ([04:00](https://www.rev.com/transcript-editor/Edit?token=KwalNxh6H69H6d5AGnuYKDbZwGPD8vItOouKhDnLHm2LGWDgRIkp7ZjuUl8aBj-jWSQ-aDllSwoyvwgA5GdFH3xGHPs&loadFrom=DocumentDeeplink&ts=240.19)):

Whilst the beliefs of behaviours of staff are the experience that students have at school, the ability for a school to have an inclusive culture is also impacted by the systems and processes inherent in day to day administration. In my own experience, visiting many schools, some sign-in processes are still manual and paper based, which isn't accessible, and others are based on tablets, and don't have screen readers. So either way, they're not inclusive.

Ben Pettingill ([04:25](https://www.rev.com/transcript-editor/Edit?token=3STQymM3cSWfR19zq-RjVIqBgFgbptdnhJQlARid6MHSAuLH2vdH3h4JSYhp_uFqQwK_62mmlEVdbdxAVeDO5S_MNkQ&loadFrom=DocumentDeeplink&ts=265.24)):

There is a great opportunity here to make your sign-in process more accessible for people like me with low vision. Implement screen reading technology, and that will send a great message of inclusion to all visitors coming into your school. Other systems and processes can include, but are not limited to, school assemblies and other whole school events, staff and volunteer recruitment, communication tools to students and parents, technology and school structure, daily notice bulletins for students.

Ben Pettingill ([04:52](https://www.rev.com/transcript-editor/Edit?token=6acZztwZWaCc_ZLlpozR-_Ld_h4I3LfHS06ccJ_idsyCdIAGnEKXqGcxDdtZPC4qnid4kTgQ6D-j7AjvIvIkmMCbCGE&loadFrom=DocumentDeeplink&ts=292.39)):

For me, this was the really tricky one and challenging one, because the teacher in the morning would read out the daily bulletin and deem what they thought was important to share with the students, and then it was posted around the school in a paper-based format. This wasn't accessible for me because there was no electronic version. If these systems and processes do not have the lens of disability cast over them, they can be, without intent, exclusive to some students with disability.

Ben Pettingill ([05:19](https://www.rev.com/transcript-editor/Edit?token=NIhA8i-N1GcDSrh1IwPIELjM7dJKY92_xoSRvS33VH_SywBd--It7M2yHEisbLRQtL-oJXHC9cuaQj_7QfdbnRW7sH4&loadFrom=DocumentDeeplink&ts=319.58)):

Universal design is described as the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design. As someone who is blind, universal design is critical in my ability to access and be included in every aspect of my daily life. Many schools have not been designed with these principles at the forefront of their environment. As lead teachers, your ability to influence the changes required to make your school more accessible will be critical.

Ben Pettingill ([05:50](https://www.rev.com/transcript-editor/Edit?token=095wncHHAqkkpwsN9WyucrNeE6-hEjZjTJlYiWXeM3kndfCKD5JsVjbMFr0c8wXhoOD_Tb5fz3DUtkOs5y0pcP8avZM&loadFrom=DocumentDeeplink&ts=350.39)):

Casting a disability lens across the school grounds from an environmental perspective will assist in helping others identify the opportunities when it comes to increasing accessibility. For example, making sure that school play areas have equipment that all students can access, employ multiple communication methods to students and parents, review all safety procedures to ensure all students, including those who are blind or have low vision, deaf, or hard of hearing, wheelchair users, as well as students with intellectual disabilities are looked after. Assess and make sure that all school excursions are accessible. Doing this, regardless of the number of students you have with disability at your school, will send a strong message of inclusive culture to the whole school community.

Dani Fraillon ([06:35](https://www.rev.com/transcript-editor/Edit?token=eD3CsVUXftkRNyVWbeskNWtG5IJj-rKs3ZFi3YgG0Y14VcWm3YBM-tM2NL3qTpd7fkyDwV60kFx6uBWEENA2uQSrdhI&loadFrom=DocumentDeeplink&ts=395.23)):

Creating a highly inclusive school culture will take time, focus and a strong belief that by doing so, the experience of all students will be enhanced. The leadership of the school have an impact across the four elements of inclusive culture, which are having inclusive values and a strong sense of belonging for students and teachers, all staff and students walking the talk in their behaviours, ensuring systems and processes are working towards an inclusive culture and not hindering it, and enabling an environment that is universally designed for all in the school community.

Dylan Alcott ([07:08](https://www.rev.com/transcript-editor/Edit?token=2yUlwzUohHgUJX2F4Db5qqtzlEZwdIx5UGP-5kAVB3VjOSeA4ByUq7XvctFsjgSqfj4JUXbjcjERA4O9j1wtYzXsGOk&loadFrom=DocumentDeeplink&ts=428.86)):

As lead teachers, your role in continuing to educate others on building inclusive school cultures is a critical step in changing society's view of disability. You are helping make a generational change in Australia through your impact on the school community. And we say, thank you.