The development and revelation of New Zealand's integrated education

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Abstract: Merge Combined education is a trend in the world today. i century year years, New Zealand's comprehensive reform of the domestic education system, actively promote inclusive education and create a unique operating mechanism, The breadth and quality of its integrated education services is at the forefront of the world. New Zealand in legal system, organization, Course system, The experience of teaching staff and service areas can help us to reflect on our integration. Education Development.

keywords: New Zealand; Fusion Education; Development; Apocalypse

from 1994 New Zealand signs international Salakaman declaration in come to, Fusion Education Promotion 0 deny "" philosophy on domestic The policy development and educational reforms of have a huge impact. Government re -thinking special children's educational interests, calls to end quarantine Special Education services, to promote a comprehensive national integration teaching Yukon. by ,, century age to mass reform of Century, New Zealand Special education has undergone tremendous changes. first, work focus from special child identification to assessment of special child needs degree, provides services based on requirements; Second, to create a powerful Special Education Administration system and give parents more support and election Optional; last, Respect Maori, Pacific Islands and emerging immigrantsdescendants etc National Beliefs, culture, Language and religion, Focus on the Education fairness of disadvantaged children. in this journey, New Zealand to establish a more complete system of integrated education operation. This article describes the state of the country integration Education Development and direction analysis, for our country Integration Education Development offers New Horizons.

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Introduction to authors : Shanli (1988-), female, Sichuan Suining, PhD graduate student, engaging in special education research li lu (1987-), female, Henan Xinxiang People, Instructor, Shuo, doing preschool research; Deng Limei (1969-), female, Hubei Songzi, teach Grant, Postgraduate tutor, engaging in basic education courses and teaching research; Seahawks (1983-), man, Hunan Shaoyang people, Associate Professor, Research in child development Psychology.: 1. History of integrated Education in New Zealand

1.1 Budding phase: century 780's

century years ago, Special Education in New Zealand with charity Nature, More by the public or civil Society, government for special The child's integration did not explicitly specify Q year century year Age effects of regression and integration education theory of thought, The government opens The to realize that the integration environment is more conducive to the growth of special children. then, on 1987 Year release " Special

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Education Bulletin " Specify, scrap except special schools, try to achieve special children into general
Education Department Policy goal [1], The begins with the Prelude to inclusive education. 1988 year [], Tomorrow School " policy, " reform project involves unification Course Outline, Teacher Qualifications, , evaluation plan, Education Funding and school autonomy etc., From the system to guarantee the special children in the General Access School Education Quality.

1.2 free education phase: century End of year to era

Mid -

The reform of this phase mainly stems from the 1989 Year Education Act. The Law set two development goals: a ^ is encouraged to mention Maori in Participation in all aspects of society, trying to establish a perfect teaching Breeding system, Promoting education fairness; Two is to explicitly require each school recruit receive special children, rule 5-19 Age Special children have rights with normal Children enjoy the same educational rights. Special child free go to any official school [2]. so, from legislative

Affirming the educational interests of special children, also causes the placement form to fade away to Fusion. In addition, the government also stressed for special children's family mention for admissions and educational guidance, attaching family support. 4 year issued Human rights law " further disable disability discrimination, "Stipulate that any school and Institution must not exclude students who are disabled or disadvantaged., unless the existing service in the school does not meet its requirements [ to . here, The educational rights and interests of special students have received unprecedented attention .

1.3 booming phase: century mid-term to The beginning of the century

1995 Issued at the end of the year Special Education 2000. This scenario is built with

A basic framework for a special education system: First, It is the first time officially published, Official Special education policy, requires that you teach in the mainstreamEducation System full inclusion all disabled children [4]. second, declared on next decade implementation " World Class integration education system goals ", provide fair learning opportunities and quality education for all students [4], tries to create a new ,, multiple-pronged Ripple effect Special Education Service System. third, reform multiple policies, contains needles for Higher and medium special education requirements, Special for pre-school students education grant, Persistence and view resource plan, schedule Learning and behavioral tutor and rational allocation of resources to improve students' learning, etc. This decree enables any particular child to enter the the People Regular School study, The also requires special education to commit to meeting the Student requirements, aggressively improving the quality of inclusive education

1.4 Depth Development phase: late in the century and now

Special Education 2000 five years after implementation, National Education Council will review implementation effects, the Fourth Revolution in education. first, Government to continue to improve educational opportunities for all special students and Learning results, Ensure that the is unambiguous, consistent and predictable resource configuration frame, All schools have a fair supply of resources for special students All students should have a better quality of education. second, new Ministry of Education Council responsible for national special education and set up four Regional Learning Support network. Each area should be responsible for both the for coverage services, should also coordinate the country, zones and Levels Government and interdepartmental services, highlighting parents at the same time, Disabled Department Group Body and Maori status in Advisory Group [2]. last, recommended for health students with bad health setting up funds, and promoting teachers or assistantsProfessional quality, Funding Special education practices and resource development projects etc. [] Then, in year rolled for everyone's success -- every learning School ,Every child Action, The publicly declares the retention of special schools and the Services extend to special students in the context of integration education [6].

2. operating mechanism of integrated education in New Zealand

2.1 Organization schema
a sound administrative system is the core of implementing integrated education. New Zealand set Top-down, from central to local strong organization schema system, The is jointly responsible for special education services by eight departments (See Chart 1), to ensure the smooth operation of special educational undertakings.

From Diagram 1 To See, is the most organized Congress, is responsible for setting up the fusion Education Act, financing, monitors the quality of special education units. Following are four parallel units coordinating national special Education Services, Package Include Department of Education, Education Review Office, Qualification Review Bureau and Education Association will. Where, the Ministry of Education leads the National Special Education Project, Execution Special Special education policy, Assigning specific educational resources and providing education Advisory services. Education Review Office monitoring preschool, Elementary and Medium teaching Special Education Quality for fertility, Review Department chief executive periodic audit National educational institutions meet statutory requirements 'Qualification Audit Bureau is responsible for integration of education school qualifications and standards Monitor, requires that the curriculum and quality standards of schools at all levels be based on the Standard execution. Education Association focus on teacher Accreditation and specialization Industry development.

Another, Special Education Group under the Ministry of Education. The group is the Core unit of the push dynamic fusion education development. Special Education Group in the capital set country office, set up four regional offices at the same time room, Regional Office, and Local office, with full Coverage of special educational needs in the country [8]. The primary task for this group is with the school, parent, Community and professional teams close operating system, provides special students and parents with the most direct and Most timely service. Plus, New Zealand also has five-phase loops Integration Education Assessment for mode, include start, To find the problem, developing an integrated education implementation plan, take action and view subsequent development [9]. This indicator assists schools in the development path of integrated education, encourages the development of school features T

2.2 Placement Form

New Zealand develops according to special students’ characteristics and development needs

Multiple placement forms, Service objects and forms for all types of placement See diagram 2.

Mainstream schools refer to school enrollment and learning in general schools. Special Special Education Unit is school enrollment in normal class, part or all timeSpecial classes in general schools, Day Special schools set up satellite classes in the general that is,, student enrollment in Special schools, If you are allowed to do so in an ordinary school special class class [1° ]. This allows special teachers to integrate into the general education system Resource Center, can also be prepared for special students to attend general education, students in two other classes of special schools are in special schools, push Line Merge education, Most students choose to accept general study School education, Learning and living with normal students, Severe physical handicap students entering special schools seeking more complex and high-level Services. Also, to conform to integration education trends, New Zealand's government vigorously integrate general education and special educational systems, resource Sharing, Shape Chenput Schools Mutual support, Cooperative Professional Services Department, students with special school status can go to general school admission, Special students with general school status can be in the general School special Education class read, This allows special educational resources to be integrated into the normal education system, can also prepare special students for general education.

2.3 Course System

is currently, New Zealand has established a nationally harmonized curriculum specification, is divided into course goals, course philosophy, Course standards and course content four aspects, from course objectives, Year revised " country " Education goal " 10 major goals of the education system, Contains All students to play their
personal potential, Get in touch with a balanced curriculum wide learning area, focus on the learning achievements of special students and give To Support Services. from the course concept, New Zealand course box shelf Direction for primary and secondary school courses, requires school recognition, respect and respond to the educational needs of each student; Course Principles, Base This skill, attitude and values are based on curriculum framework, teacher Need to design individualized education programs to support the special needs of all students [%]. Individualized Education program is hailed as the key to success in special education, its Implementation process includes parent's request for authentication, Professional composition Authentication Team, Evaluate and collect data, compose plan, design and solid Apply a scheme [a]. at the same time, also scheduled for student growth all, usually one to two meetings per semester, and 2007 year published New Zealand course is the most extensive course ever standard, explicitly point to sub-domain learning, learning content including Science, Technology, Art, Social Discipline, Health and sports, Math and statistics, English and learning languages eight areas [1 \ at the same time, value requirements and abilities for special students, Emphasize that the course specification has compliance with Student requirements, high expectations for special students, consistency and foresight sex, differences and pluralism features.

2.4 Faculty

last ten years, New Zealand has adopted a number of strong teachers. Strong action, first, to expand teacher training channels. request All universities and teachers' training institutions assume the normal teachers respectively, Special Pre-employment education for teachers and special education professionals. its times, strictly controls the quality of Teachers. on the one hand, Request Special Education normal students A large number of subject and special education courses during the university periodand accept professional Practice training; On the other hand, to incorporate multiculturalism Education projects develop students’ diverse values and concepts. such as Waika University runs two Yuan cultural education course, through the anti-racial main workshops, Appreciating cultural differences to make students realize the world The is a multiple [, once again, Develop integration education teacher Standards quasi. The evaluation project includes a good personality to achieve teacher registration, learning Post-baccalaureate diploma or Bachelor's degree, fluent in English or wool language, Non-native English-speaking teachers IELTS academic scores in the hearing, reading, Writing and speaking four items must reach grade seven, also has an satisfied teachers' faces []. at the same time, New Zealand Education Review The committee and the Teachers Association also publishes certificates related to accreditation Guide manual, primarily registers and qualifies for prospective teachers To guide. The first two years of a new teacher's entry are similar to " substitute teacher " identity, Two years after the Ministry of Education Professional Assessment review qualified to be able to to become a full teacher, send a career certificate. last, accent Final student learning e support any principal or teacher professional development and Place a wide range of teacher professional development projects, to protect the quality of teachers.

3. features of New Zealand's integrated education

3.1 Build Containment, Support and equality integration education Concepts

Integration Education in New Zealand is based on multiple, differences and equality

Education concepts for rights, simultaneously, constantly emphasizing " Free " Equality Variety " Social Members equal value " participate in the social environment etc, reminding schools at all levels to fully respect the education of special children rights 0 Integration Education is not exclusive, do not discriminate against any of the disabled disease children into general education, and emphasizes education for each students are equally important, Government should provide schools with rich resources, to support students attending public schools, Schools should make every study The resources and support required for learning are. Integration Education "" read support all children and teens enter culture, Courses and clubs District Life, Removing barriers to their participation and learning, aggressively reducing species family, Culture, Disability or any other injustice factor, To make children Get a sense of belonging and community the [[]. at the same time, New Zealand country criteria
for implementing inclusive education within must be most special children ( 98% above ) go to a normal educational environment [], every public school and institutions are obligated to recruit and educate special students , it is not a Limited learning environment and availability of resources .

3.2 Blends Multiculturalism

is currently , New Zealand has four major ethnic groups : native Maori Group , Pacific Island Group , foreign descendants of European immigrants and Asia immigrant descent . A multi-ethnic society has undoubtedly increased participation in the fusion teachings the diversity of ethnic types and education of the educated , make the country's education featured philosophy is multicultural integration . Multicultural Fusion Emphasis white man , Maori , Pacific Islands and other immigrants ' text format , language , Faith , values and knowledge systems mainstream education system , and incorporate individual ethnic characteristics into school curricula and teaching , Set learning goals should include backgrounds for different children The cultural objectives of the National Heritage , the activities of the and exhibition should also included national Culture and language , to foster students ' acceptance of their own mother's culture and tolerance for other cultures . also , multicultural The values of are also reflected in the dysfunctional family , social The care and attention of disadvantaged children such as economic status and low cultural backgrounds gu , actively calls for a robust and inclusive support system Support their learning and life . such as many schools set up learning branch hold area help encounter learning main subjects , Social interaction , Learning Collar students with difficulty in fields . This area is similar to resources classroom , from four teachers and three teacher assistants are responsible for providing the help the child needs. help . of course , Learning Support Area students The ultimate goal is to integrate into mainstream society [9].

3.3 encourage family participation in integrated education

a key factor in successful integration education is the ability of parents to effectively participates in the education of special children . 1995 year special The Education Policy guide "" : families and educational institutions must have good partnerships to help special students overcome learning disabilities Hinder . " All special educational resources will be shipped as efficiently as possible with , at the same time , to respect parents ' opinions and choices . "[[]]" 1989 year [ Education ] "" for the first time legally respecting the family's contribution , Affirmation Home long education option . Special Education 2000 give parents a choice the right to enroll in school for children , Encouraging special children to enroll in the General school . "" tomorrow school " Further emphasize responsibility for education and administration move to school board , Main board members are home long . They can control resources and become the highest power in the school hierarchy organization [7] . however , under nineth Agreement" principle " Parental search Find special school placement methods must be obtained from the Ministry of Education - , and final decision in the Ministry of Education , If the proposed deprecated parent Parent has the right to continue to complain [2”]. visible , New Zealand in development thaw When you are in education , you are very positive about parental status , parents not only take part in learning School Special Education decisions , and placement forms for children , evaluation Way , Learning Scenarios and resource requirements make ideas and suggestions . Government The house and school have also been pushing the education system to partner with the family Relationship .

3.4 attaching importance to the development of pre-school special education

Early education and intervention the development of special children to shut down want , the Government of New Zealand is fully aware of this . . first , initiative National0-3 the right of children and families to equal access to education , Don't miss a critical period for a child's language development , try Guarantee the quality of education for all children . second , provide kindergarten and teachers ' philosophy of integrated education . Treapass and Ottearo Tile in the course paper on promoting early Childhood integration education in China .. Meeting Special child services consistent with government-provided diversification services close , Admission and participation of children with disabilities is reasonable [ \ all kindergartens departments are obligated to serve the education rights of young children , includes high efficiency , cost-effective even for-profit child care places ,

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All Teachers should attach great importance to the learning rights of special children. Third, value Early Intervention. Some kindergartens require teachers to embed the letter and voice in the overall kindergarten curriculum and to be in a timely manner for learning difficulties. Child offers intensive coaching. To help them learn and grow.

4. Revelation of New Zealand's integration education

4.1 with legislation integration Education, Establishing special Education security system

New Zealand has issued a 1989 Year Education Act Special Education Fertility Policy guide "Special Education 2000" "tomorrow school" "ninth Agreement" and other policies and decrees and changes as times change. Is both indicates a direction for the development of integration education, also standardizing fusion teachings Enforce measures.

In recent years, Integration Education in China is being vigorously promoted, but relatively in other developed countries, only initially constructed special education policy system, the Number of legislation still exists less, Legal content representation NULL pan, issues with no focus and operability. Thus, urgent need to perfect Existing regulatory system, Making Integration Education special regulations and strict enforce regulations, to ensure special education career law can be, enforced. Also, should also clarify the special Educational Services, Build Hierarchy, Responsibilities, more Fair high Effective Special education services, to fully protect integration education workers implementation.

4.2 speeding up the pace of construction, Perfecting the Special Education Service system

Now, New Zealand has established a well-established administrative organizational system.

Multiple Departments cooperate, ensure children's educational interests, and Capital source Assignment, financial aid, Monitoring mechanism, execute Standard and evaluation machine the System makes detailed provisions, Guide schools and institutions around the world to effectively hold Line blending education. At the same time, also take a variety of ways to ensure education quality, such as multiple placement options, Access to the mainstream education system, mentioning for home information and support Services, give schools and teachers rich Support wait. And there is a multi-party imbalance in our integration education condition, big difference between geographical and urban-rural areas, Special Education resource allocations are uneven etc, so, Perfecting the Special education service system seems very heavy. On the one hand, to ensure resource allocation fairness and capital configuration transparency, on financial aid, Faculty Structure and campus construction. The gives a certain slant to developing a relative lag area, Security Service quality for the lowest level of special education in the country. On the other hand, Create special education monitoring mechanism, developing detailed execution criteria and evaluation mechanism, Service items including ordinary school special children Health All public funds, staff Compilation and treatment, Resource Classroom construction and provide professional support, providing all students with complete, system's Grant plan and support services, to strongly promote integration education events Development of the industry.

4.3 focus on vulnerable groups, Create a national area integration education

A major feature of New Zealand's integration education is the creation of multi-ethnic and multiple cultures, respecting Maori ethnic group, Pacific Island communities and immigrant family culture and values. Our country is " National composition The large family of the " , The provincial districts with tens of thousands of ethnic minorities have the Guangxi, Yunnan, Guizhou, Xinjiang. policy content for integration education and practical promotion should take into account the cultural particularities and differences of peoples, should provide manpower for demand areas, Support and shutdown of material and financial Resources bosom; Zhuang, Uighur, Mongolian, Hui, Tibetan groups Integration Education for special children in can also carry out specialized research. with reason, due to parental income, Cultural background and family structure disadvantages may cause special children to be in the process of learning Pro Unequal treatment, Thus all levels of government, Federation of Disabled and Moe door focus on vulnerable children, Provide complete
information and
Professional Support Services e

4.4 Optimizing the faculty structure, Promote teacher quality
has always been, New Zealand attaches importance to teaching staff building, is school, Special education professionals and teacher assistants provide professional development channels, to help integrate education related people make scientific decisions policy. Learn from its experience, first, China to expand teacher Training channel Road, Reasonable layout, per region, Provinces and cities special education and Integration the need for educational development open Special education specialty, grasp the teachers to meet the needs of rapidly evolving integration education. simultaneous, Optimizing Faculty Structure, speeding up the training of scarce professionals, such as language therapist, physical therapist, functional therapist and special education Education Advisor etc. second, to form post- Employment Training System, pre - phase into integrated education and special education professional courses, provides the Professional knowledge and internships for primary school disciplines. simultaneous, setting Professional courses for students with different barriers, for training teacher’s education hard knowledge and skills. last, create post review system, Union Union College Research institutions and educational authorities carry out special education Training related knowledge and skills, to secure the Integration Education Development Institute required high-quality personnel.

4.5 Extended Education Service length, Integrating preschool and Chinese higher education
Stage
Pre-school integration education in our country is at an early stage of development, service units mostly in Beijing, Shanghai, economy such as Guangzhou and Xiamendevolved area. and early intervention to the special child's growth to close the heavy to, It is therefore necessary to extend the inclusive education service length down toPre-school stage, initiating fusion or special kindergartens, Add special Children's admission rate and improve the quality of care and education. addition, new LAN rules special Children before they get free public Special Education services. for this reason, Future China can special teach Education Service extends up to high school or university phase, Implementing preschool education Yukon, Compulsory education, Seamless convergence of secondary and higher education, from the to accommodate students with different needs.

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