

# 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

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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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## 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 mainstream Education 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 assistants Professional 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 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 teachingSpecial Education Quality for fertility , Review Department chief executive periodic audit Nuclear 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 period and 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 . simultaneous , 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 includenational 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 [?] . however , under ninth 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 . Treopasson 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 ,

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 educationpolicy 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 to . 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 Xiamendeveloped 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 rulespecial 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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