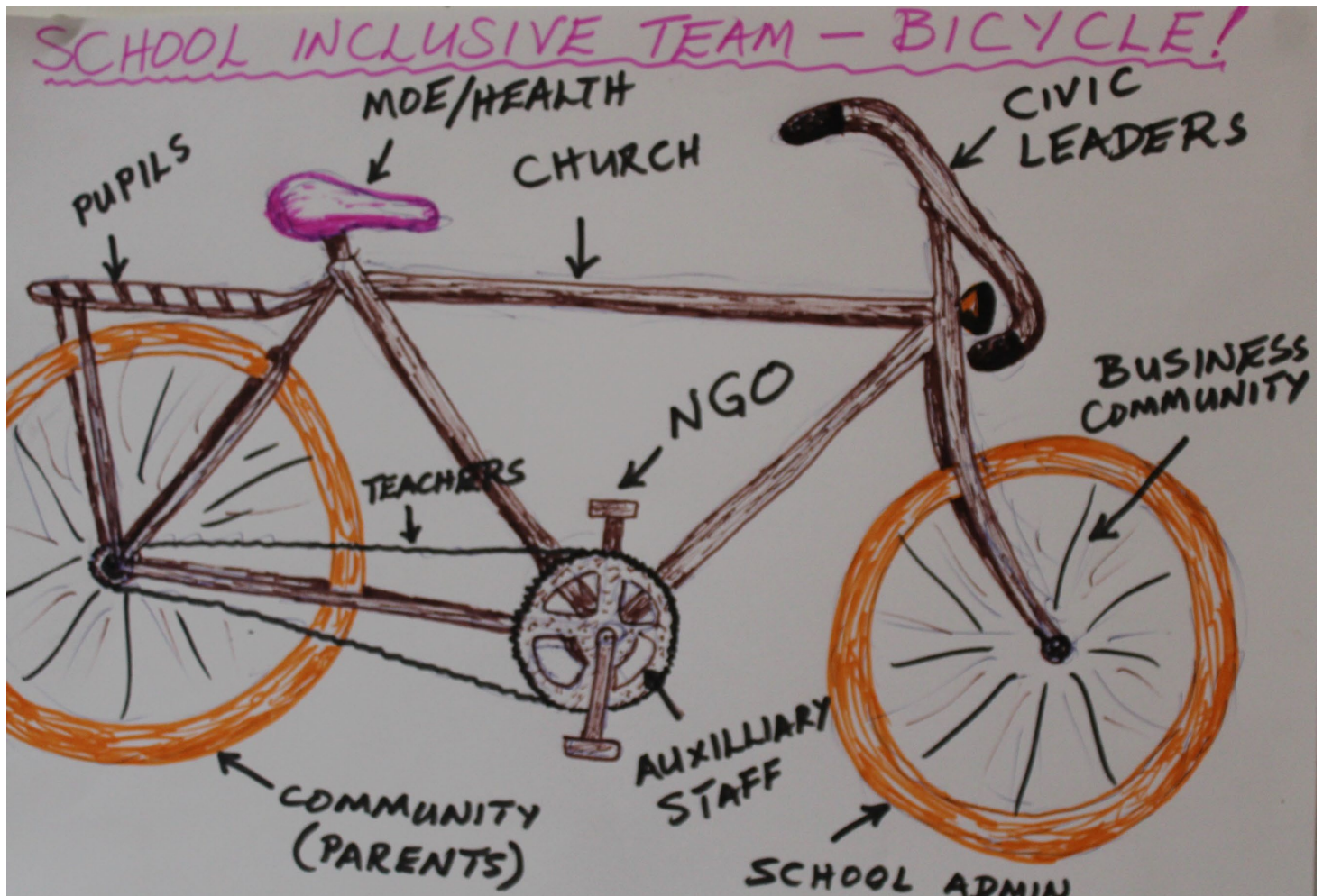


School Inclusion Teams

Module

2



A manual for teacher trainers

Prepared for:

Ministry of General Education, Zambia

The Norwegian Association for Persons with Developmental Disabilities

The Norwegian Association of Disabled

Developed by:

Enabling Education Network, December 2019



NAD - The Norwegian
Association of Disabled



Norsk Forbund for
Utviklingshemmede



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Introduction

The aim of this module is to support teachers and other relevant stakeholders, such as school support staff, District Education Board (DEB) officers, community members and other stakeholders, to plan, develop and manage a school inclusion team in their school. This will involve building their confidence, skills, commitment and knowledge, and offering practical support as well as theoretical learning.

Although this module is intended to advise teachers and other stakeholders about school inclusion teams, and give them a list of possible things they could do to set up and run a team, this module is not suggesting that there is only one way of doing so. This is because each school needs a team that is flexible and responds to the school's unique situation, problems and opportunities – so there is no fixed formula that teachers can be taught. Equally, there are no predetermined procedures that they must follow. By providing some basic information and examples, this module will facilitate teachers, educators and other interested stakeholders to develop ideas to suit their own school.¹ It will also enable them to start working together as a team, towards a common goal.

Duration of training

Trainers should adapt this training to suit the local context and the time available to them for training. Trainers may decide not to use all of the activities, or to shorten some activities if time is limited, or to expand activities if teachers need more support with understanding a particular topic.

If all activities are used, without significant adaptation, shortening or lengthening, this module requires approximately 7-10 hours of training. This could be split over 1.5 to 2 days, depending on the preferred length of training days, number and length of breaks, and so on.

¹ In addition, the module on 'Including Learners with Additional Needs' contains practical hints and tips for teachers and other education staff to support learners with specific impairments and additional needs.

Session 2.1: School inclusion teams

A school inclusion team consists of a group of people who are interested in education or in their local school and who share a common goal – to make their school more inclusive.

Sessions 2.1, 2.2 and 2.3 support teachers (and other relevant education staff, community members and other stakeholders) to plan, develop and manage a school inclusion team in their school. Developing a school inclusion team involves building confidence, skills, commitment and knowledge, and offering practical support as well as theoretical learning.

Each school needs a school inclusion team that is flexible and responds to the school's unique situation, problems and opportunities. This means teachers, their colleagues and community stakeholders will need to develop ideas to suit their own school – there is no fixed formula that teachers can be taught. Equally, there are no predetermined procedures that they must follow. By providing some basic information and examples, these sessions will facilitate teachers to develop ideas to suit their own school. It will also enable them to start working together as a team, towards a common goal.

Activity 2.1a: What is a school inclusion team?

Main



30 minutes

The trainer should use this activity to understand teachers' existing ideas about what a school inclusion team is or could be. Teachers are given this question:

- What do you think a school inclusion team is and does?

Working on their own, teachers are asked to draw a picture of what they think a school inclusion team is and does. The trainer should reassure them that this is not a test of their knowledge, just a way of capturing their ideas.

With the person sitting next to them, each participant should share their drawing and explain their ideas. Each pair then needs to complete this sentence:

- “We think a school inclusion team is...”

The trainer should facilitate plenary feedback and write key points on a flipchart. If anyone presents an idea that is definitely **not** part of the role of a school inclusion team, the trainer should address this and invite teachers to reflect on why a school inclusion team would not be the right body to do this (e.g. a school inclusion team probably would not have the mandate to discipline or dismiss a teacher who behaved in a non-inclusive way).



Example of a 'what we think a SIT is' drawing from Zambia.

[Image description: A diagram with an oval in the middle which has 'school inclusion team' written in it. 10 other ovals surround the central oval, connected to the centre by lines. The surrounding ovals contain words such as 'head men' and health workers'.]

Notes

Activity 2.1b: Case study analysis



60-90 minutes

This activity enables teachers to become familiar with a real-life example of a school inclusion team. It will help them practise a mind-mapping technique that will be useful when they are working in their own team and need to analyse and think about issues.

Resource.2.1**School inclusion team case study**

In small groups, teachers read the case study from **Resource 2.1** and discuss these questions:

- What does this school inclusion team do?
- Who is involved? How are they involved?
- What inclusion challenges have they tackled (and still need to tackle)?
- What have they done to solve these problems?
- What suggestions would you give them to improve or expand their work?

Rather than writing lists of answers, each group should record their thoughts in the form of a **mind-map** – a diagram that may have a single word or phrase in the centre, and then ideas, words and concepts associated with this word/phrase are added around it. A mind-map may suit some teachers'

preference for a visual learning style, while also suiting those who prefer to learn through discussion or writing words (see examples below).

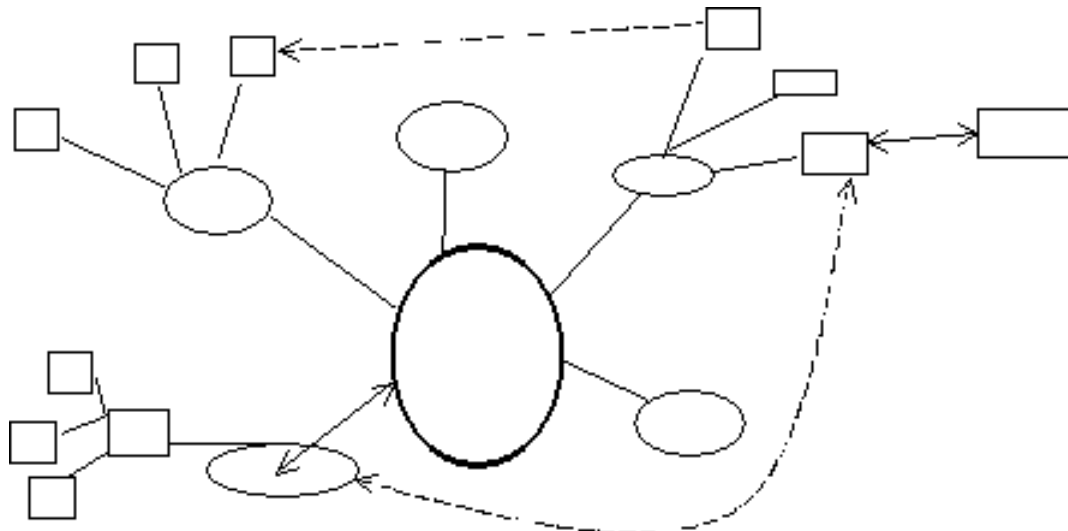
A mind-map enables you to show links and relationships between different issues, people, events, and so on. Different colours, shapes, lines/arrows, etc, can be used to distinguish different types of information and connections (e.g. red text may indicate a negative issue while green text represents positive).

The trainer may need to show teachers an example of a mind-map if they have never used this technique before. Samples are shown below but the trainer may also be able to use examples from previous workshops they have run. The trainer should stress that there is no right or wrong way to do a mind-map, so it is fine if every group creates a totally different diagram.

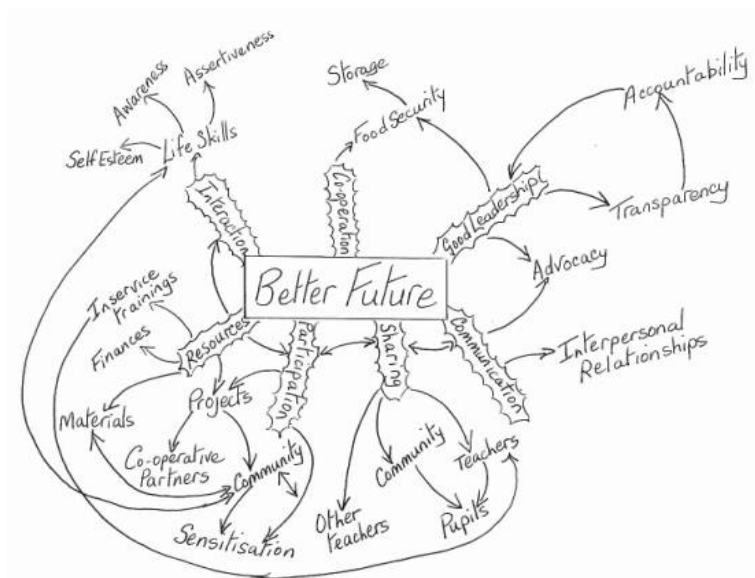


Teachers in Zambia creating a mind-map

[Image description: 4 men and a woman are gathered around a table, 2 of the men are standing. One man is writing on a large sheet of paper in the middle of the table.]

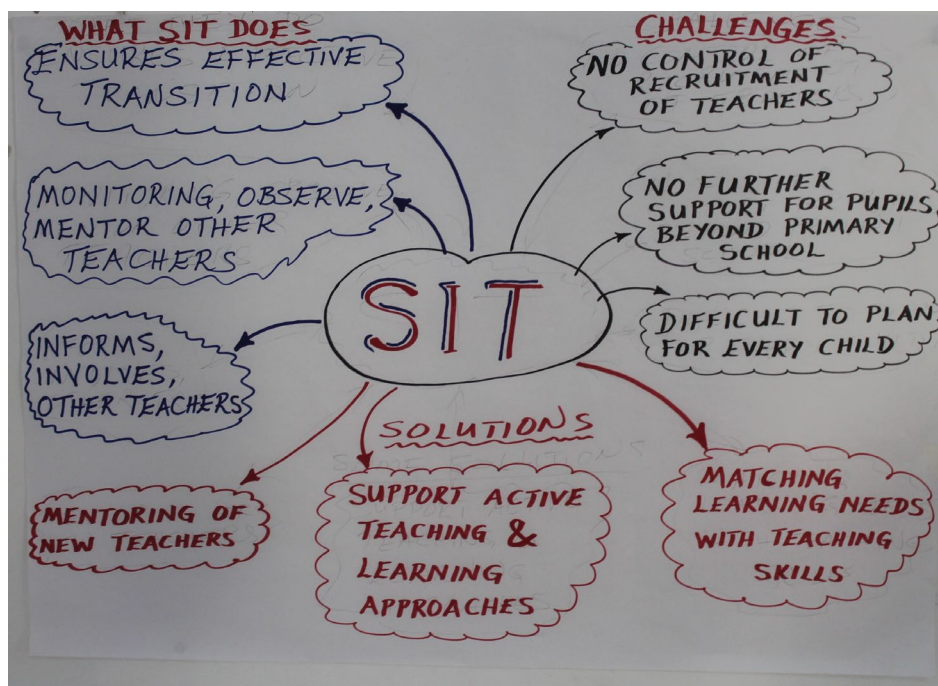


An illustration of the general concept of a mind-map



An example of a mind-map created by teachers who were thinking about how to make their school more inclusive

[Image description: A mind-map, with a central text box containing a key word or phrase, and then multiple differently shaped text boxes and words around it, connected by lines and arrows.]



A mind-map created by teachers in Zambia

[Image description: A mind-map. a circle in the centre contains the word SIT. There are 3 'bubbles' containing ideas for 'what SIT does'; 3 explaining 'challenges'; and 3 explaining 'solutions'. Each bubble is attached to the central circle by an arrow.]

If time is short, rather than every group answering all 5 questions, each group could tackle just one of the questions and represent their thoughts on a mind-map.

Using one of the feedback techniques already suggested² the trainer should facilitate a plenary feedback and discussion and clarify any points of confusion that have arisen. These should be recorded on a flip chart.

² See for instance the feedback activity suggestions in Activity 1.7c, Module 1.

Notes

Activity 2.1c: Recap what a school inclusion team is



20-30 minutes

The trainer invites teachers to look again at the drawings they created (Activity 2.1a) and the flip chart of key points raised by the drawings (Activity 2.1b). The trainer asks:

- Does everyone still think this list represents what a school inclusion team is and does?
- Does anyone want to add anything or correct anything? Why?

The trainer might also want to present an explanation of a school inclusion team (see [Resource 2.2](#)) and ask teachers to reflect on any elements they had not previously thought about.

Resource 2.2

Summary of what a school inclusion team is

If there is time, or if teachers still seem unsure about what a school inclusion team is, the trainer can also ask the groups to do the activity in [Resource 2.3](#) (reading short case studies and deciding if they are describing a school inclusion team – remembering that there is no absolute right or wrong answer).

Resource 2.3

Case studies: what are school inclusion teams?

Notes

Session 2.2: How can a school inclusion team help a school to become more inclusive?

During this session teachers will build up an idea of how a school inclusion team can be relevant in their own context. By understanding how it could help them, they should be motivated to invest time and energy into forming a team and making it a success.

Activity 2.2a: What problems could a school inclusion team help you to solve?

Main



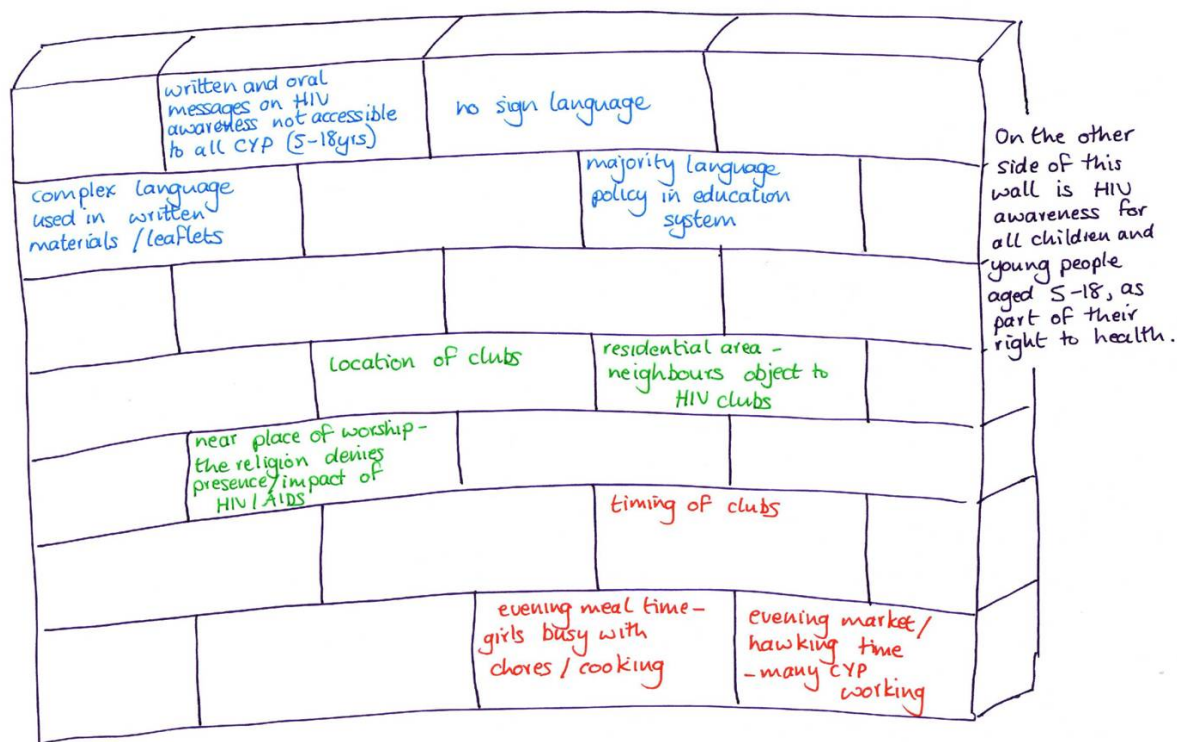
30-45 minutes

Teachers should work in small groups, ideally with people from the same school, to discuss:

- What sort of problems do you face in your school with regards to ensuring that all learners **attend** school, **participate** in the learning process, and **achieve** to the best of their ability?

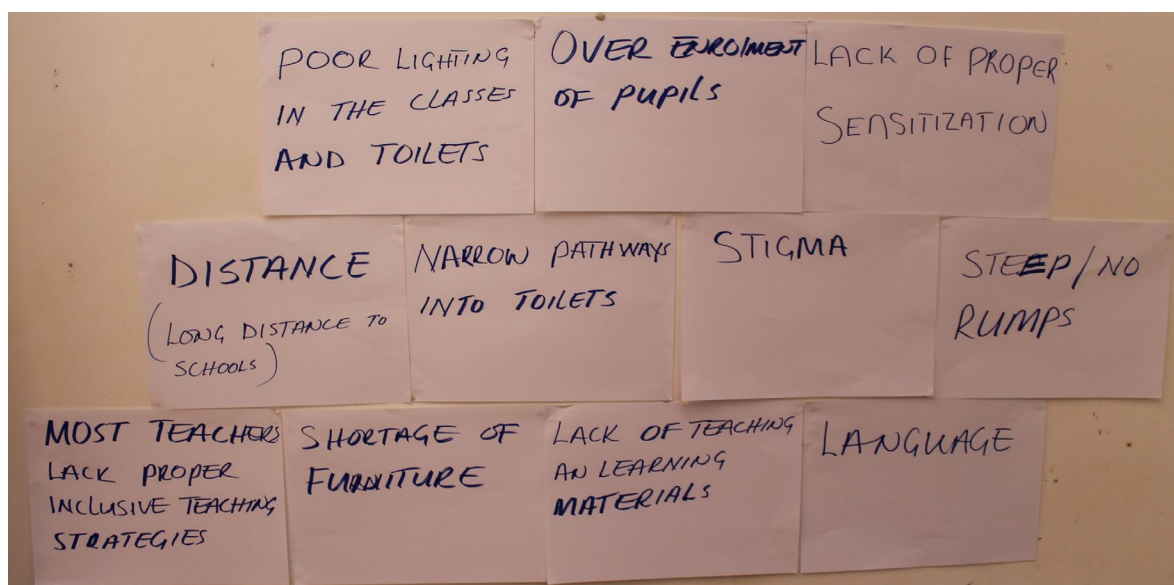
The trainer should encourage teachers to think about a broad range of learners who are at risk of exclusion – for example, learners with disabilities and or special educational needs (SEN), those who speak another language, those from very poor families, those who have behavioural or emotional problems, those from a minority ethnic community, girls and boys, those experiencing health problems, those who have lost one or both parents – and to recall the social model perspective discussed previously (i.e. that the problem is not located in the learner but in the society/education system).

The group should write each barrier they have identified on a separate plain sheet of paper – these will be ‘bricks’. Each person then sticks their ‘bricks’ on part of the meeting room wall to form a brick wall diagram. Each brick represents a barrier or challenge that stops learners from having access to school, or participating, or achieving. Teachers could be encouraged to do something similar when they go back to their school, to gather a more complete analysis of barriers, in collaboration with colleagues, parents/care-givers and their children.

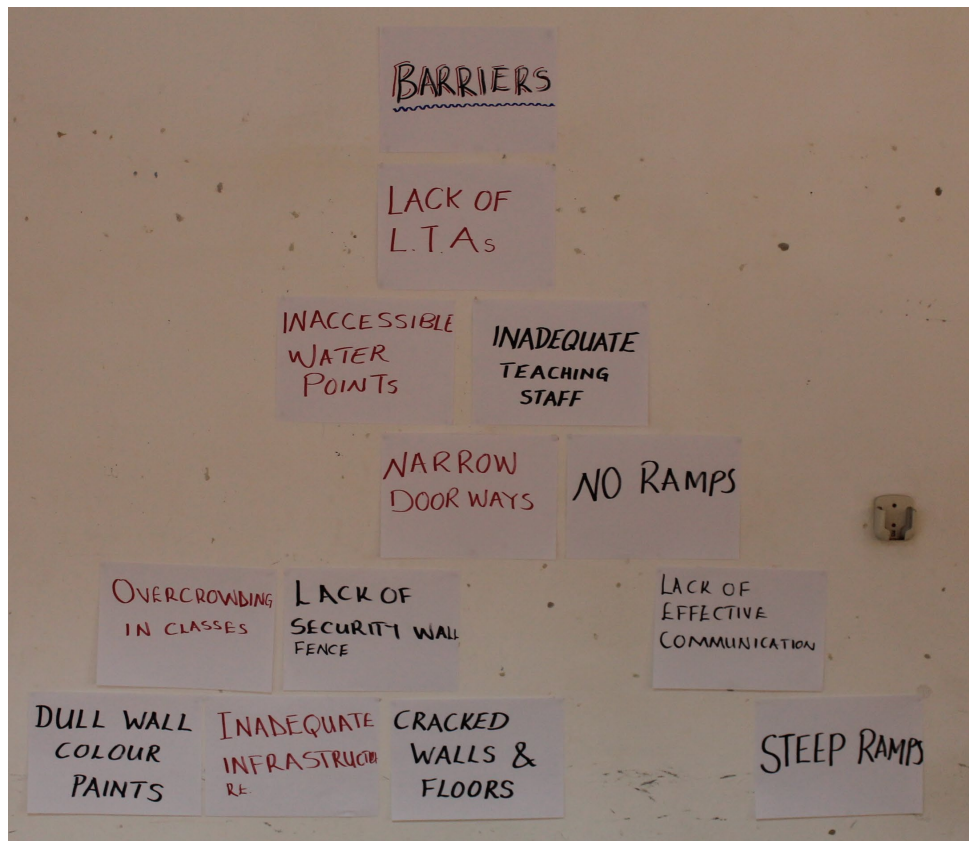


An example of a brick wall diagram (this example does not focus on inclusive education)

[Image description: This sketch shows section of wall made of 7 layers of rectangular bricks. Some of the bricks have words written on them describing types of barriers or challenges.]



Example of a brick wall diagram from Zambia



Example of a brick wall diagram from Zambia

[Image description: The above 2 images show pieces of paper stuck on the wall. Each piece of paper has the name of a barrier written on, e.g. 'inadequate teaching staff', and 'steep ramps'.]

Notes

Activity 2.2b: How could a school inclusion team help you to solve barriers to inclusion?

Main



30-45 minutes

Through this activity teachers will think more specifically about barriers to inclusion and the inputs needed to solve them, as well as reflect on how an inclusion team could make this more effective.

In their small groups, teachers should select a few of the ‘bricks’ (barriers) from their wall (they can take them away to their group if they wish) and discuss:

- How could this barrier be tackled? What practical action could be taken?
- Who needs to be involved in choosing, developing and implementing the solution? What would each person do?
- In what ways might team working offer a more effective approach for solving this barrier than if individual people try to solve it alone?

They should write their answers into the following table:

Barrier	How could this barrier be tackled?	Who needs to be involved and what would each person do?	In what ways might team-work offer a more effective approach for solving this barrier than people working alone?
[describe barrier 1]			
[describe barrier 2]			
[describe barrier 3]			

Teachers should also be asked to think about any commonalities between their answers for each barrier (e.g., a solution that would help tackle more than one barrier).

The trainer should then facilitate a plenary feedback.

BARRIERS	HOW?	WHO?	WHAT?	TEAM-INVOLVEMENT
NO CAR PARK	- CREATING SPACE	PUPILS, STAFF, COMMUNITY, HEADMEN/ COUNCIL.	COUNCIL/HEADMEN: PROVIDE LAND - CLEARING & PAVING	- WORKING TOGETHER - CREATE AN ACTION/ TIME PLAN - EFFECTIVE COMMUNICATION.
LACK OF FURNITURE	- SOURCING FOR DESK FRAMES FROM NEIGHBORING SCHOOLS	- PTA, MOE, PARENTS	- SOURCING FRAMES & DESKS	- RAISING FUNDS - DONOR AID.
POOR LIGHTING	- ELECTRIFYING CLASSROOMS - ENLARGING SMALL WINDOWS - PUTTING TRANSLUCENT ROOFING.	- PTA, PUPILS, COMMUNITY, SCHOOL ADMIN, DONORS.	- COMMUNITY/MATERIAL MOBILISATION - ELECTRICIANS - BUILDERS - FETCHING WATER.	- QUICKLY CREATES ENOUGH LIGHTING IN CLASSROOMS. - QUICK MOBILISATION OF RESOURCES.

Example of a barrier analysis table from Zambia

[Image description: large sheet of paper stuck on the wall, divided into 5 columns headed 'barriers', 'how?', 'who?', 'what?' and 'team involvement'. Answers are written under each heading.]

Notes

Session 2.3: Creating a school inclusion team

Creating a school inclusion team can be very difficult unless **every member is seen as an equal** in the team and **all** bring different strengths, knowledge and experiences that will **all** assist in achieving inclusive education.

Activity 2.3a: Power relations

Main



30 minutes

This game helps teachers think about the importance of **equal relationships** in a school inclusion team. The team may have a co-ordinator but this person is **not** more powerful than any other member of the team. An inclusion team cannot be successful if it is used as a tool for expanding someone's personal power.

The trainer sticks two signs up, at opposite ends of the room: one says 'Powerful', the other 'Powerless'. There should be a clear space between the two signs. The trainer then gives each participant a sticky label describing an occupation or status. See examples in the box below.

The trainer tells them that they must all **pretend to be male**. Teachers must arrange themselves along the 'power line' depending on whether they think a male person of that occupation/status is powerful or powerless. This should be based on the situation in their own society, not on what the ideal might be. Teachers can debate and encourage each other to change positions.



Teachers during the power relations activity in Zambia

[Image description: Around 25 male and female participants are standing in a line. Each one is wearing a label on the front of their clothes.]

Ideas for occupation/status stickers³

- Grade 1 class teacher with 3 years' experience
- Speech-therapist
- Learner with physical impairment aged 6
- Physiotherapist
- Judge
- Psychologist
- Learner with intellectual impairment aged 9
- Family doctor
- Learner with no impairment aged 7
- Policeman
- Disabled adult who lives near the school
- Headman
- Sibling of a learner with a disability
- Classroom assistant
- Grade 5 class teacher with 25 years' experience
- Parent/care-giver of a learner with a disability
- Head-teacher
- Bus driver
- Unemployed parent/guardian/care-giver of a learner without a disability
- Cleaner
- Parent/guardian/care-giver who is a member of the 'parent-teacher association'.

Some teachers are then given a sticker to indicate their position of choice - they should **pretend to be female**. They must then decide (and debate) whether they should move up or down the line, depending on whether they think their female status makes them more or less 'powerful' in their current society.

³ The trainer should change these occupations to suit the context in which she/he is training.

Finally, if there is time, the trainer hands out stickers to some teachers, describing an impairment or other health or wealth status (e.g. blind; physically impaired; very poor; from a minority language group; refugee; elderly; is HIV-positive, etc). The teachers must once more assess and debate whether their position on the power line needs to change.

A short plenary discussion about power issues should follow, discussing why some people are perceived as more powerful than others, and what impact this might have on efforts to make education more inclusive?

Resource 2.4

Power relations

The trainer may also choose to present some or all of the information from **Resource 2.4**.

Notes

Activity 2.3b: Recruiting school inclusion team members

Main



30-60 minutes

During this activity, teachers will think about how they can attract people with relevant skills, knowledge, commitment and experiences to a school inclusion team – on a voluntary basis. This may not always be easy, especially if inclusion is a new concept in the school, or if teachers already feel over-burdened. This activity will help teachers to think about what might attract someone to join a team, and how to successfully recruit team members. It is important that the team has members who have willingly volunteered for the work, and have not been forced to join in by their manager.

The trainer allocates each group of teachers a target group that they have to attract to a school inclusion team, for example:

- regular teacher,
- specialist staff member(s),
- school head-teacher/deputy-head/senior teacher,
- parent/guardian/care-giver,
- 4 learners who are confident and able to express themselves – they should not be chosen because they have the best academic marks,
- external expert(s) – the teachers can write on the card to specify a particular profession if they want, e.g. psychologist, social worker, district buildings officer, district standards officer, etc.,
- non-teaching staff in school – e.g., cook, caretaker,
- community member(s),
- community organisation member, such as disabled people's organisation (DPO), faith group, etc.

Group 1 has to encourage teacher representatives to join the team; group 2 has to encourage learner representatives to join the team; group 3 has to attract parents/guardians/care-givers to join, and so on.

In their groups they need to think about:

- What might motivate someone from this group of people to volunteer to become a member of a school inclusion team? Think about personal motivations and professional/career-based motivations.
- What methods could be used to inform this group of people about the existence and work of the school inclusion team?
- What messages could be used to encourage this group of people to consider joining the school inclusion team?

After answering these questions the groups should create (if time allows) or outline some materials or activities they could use to tell their target group about the school inclusion team, and to invite people to join. This might include preparing posters, letters, planning an open meeting or drama, etc. Once finished they can then share details of their planned communications in plenary. Other groups should offer constructive responses and suggest improvements.

The trainer should take notes during the plenary session and may also choose to fill some gaps by presenting key points from [Resource 2.5](#).

Resource 2.5

Recruiting team members

Notes

Activity 2.3c: Team building

Main



30-60 minutes

Through this activity the trainer encourages teachers to reflect on how to facilitate school inclusion team members to work effectively together. An effective school inclusion team needs a diverse membership representing varied opinions and experiences – but people from such different backgrounds may not be used to working together on an equal basis. The team co-ordinator will have a team-building role and this activity enables teachers to discuss ideas for that.

Working in small groups, teachers need to create a team building activity that a team co-ordinator could do with members to help them relax, get to know each other, and feel happy working together. The trainer should remind the groups to draw inspiration from the wide range of different activities carried out during the workshop so far. If there is time, groups can be asked to demonstrate or facilitate their activities with teachers from other groups.

Notes

Activity 2.3d: Ensuring all team members have opportunities to participate and contribute

Main



15-20 minutes

The trainer should use this activity to remind teachers that everyone in the school inclusion team must be supported and given an opportunity to participate and contribute. It is important to remember the impact that power issues can have on the success of a school inclusion team (see [Activity 2.3a](#)).

The trainer should choose four (4) teachers at random. They need to sit in separate corners of the room (alone), and stay there until instructed otherwise. The remaining teachers then work in small groups to discuss a barrier to exclusion in their school. The trainer can make up their own piece of work depending on what she/he feels the teachers need to revise.

As this is a mock activity, the trainer should allow the discussion to last only five (5) minutes. When the trainer stops the activity she/he should ask everyone (including those sitting in the corners) to work alone and write the answers to these questions:

- How do you feel at the moment?
- Why do you feel like this?

A plenary discussion should follow, enabling teachers to share how they feel and why. The four (4) teachers who sat in the corners may say they feel isolated, lonely, excluded, resentful, etc., for having been excluded from the discussions. Other teachers may say that they feel awkward or guilty knowing that four (4) colleagues were excluded.

The trainer should ensure that this activity conveys the important message that no one in the school inclusion team should be excluded or made to feel left out. At times some people will be busier than others, but no one should actively be left out of discussions or decisions, unless they choose to take a step back. Regular communication with all members to update them about the team's plans and activities is vital. The trainer might also facilitate teachers to reflect on how this process is similar to ensuring that no learner in the classroom is excluded from participating and learning.

Action research tasks

- Ensure a school inclusion team is created in your pilot school.
- Ensure that the teachers, DEB officers and community members know who could be team members, why the school inclusion team is being set up, and what its roles are. Discuss inclusion with the school inclusion team and the importance of **attendance, participation** and **achievement**.
- Does the school need a school inclusion team co-ordinator? Should she/he be chosen from the school inclusion team members? This could be a rotating position. This is something to discuss with the team.

Resources

Module

2

Resource 2.1: School inclusion team case study

Working together for inclusion: the example of a school inclusion team in Macedonia

Dimo Hadzi Dimov School, Skopje, Macedonia, inclusion team members⁴

Many teachers are worried about how to make their classes more inclusive. Some feel they don't have all the skills they need to be inclusive. This is inevitable – one teacher cannot know and do everything on their own! This is why a key message in inclusive education guidance or training materials is often: “work together with colleagues and stakeholders to help you identify and solve inclusion challenges”. In this article, teachers from Dimo Hadzi Dimov School, Skopje, in Macedonia, explain how their school inclusion team helps everyone to work together to make their school a child-friendly and inclusive place.

History

Our school has had a school inclusion team since 1998 – and some of the members have been on the team since the start. It was at this time that UNICEF introduced and started the project about inclusion of children with special education needs into mainstream schools. It has always been the school's policy to accept all children, regardless of their background. That doesn't mean we knew everything about inclusive education from day one. Inclusive policy has developed over time in our school; our positive environment of acceptance is the result of a long process of learning and change. We also have built the support of the general class teachers and the subject teachers and parents.

Having the consistent support of the school principal over this period has been very important. The initial vision for inclusion came from the principal. We have had four principals since the inclusion team started, but when a new principal joins we ensure that we inform them about and involve them in our inclusion efforts immediately, so that they can see the good work that is already going on and they are happy to support it to continue.

⁴ The team members present at the focus group where this article was started are: Milka Ivanovska (pedagogue and co-ordinator for inclusive education in Dimo Hadzi Dimov), Katica Dukovska Muratovska, Violeta Georgieva, Nevena Petkovska, Blagrodna Spirovska, Marika Durlevik and Aneta Georgieva. Other members of the inclusion team are: Zorka Ristova (school principal), Lela Nikolovska, Velibor Jovanovska, Olgica Stefkovska and Elena Jovanova.

Team members

We started initially with a team of three class teachers, the principal, a pedagogue and a psychologist. However, the team is flexible and inclusive with its membership; it is always willing to change as and when needed. Some members join and leave after a particular period, some stay a long time, some members are external professionals and parents. The exact composition often depends on the action plan we have for a particular period, and thus what expertise or support we need within the team, beyond our regular members.

High expectations

It's compulsory for all teachers in our school to learn about inclusive education, through workshops and mentoring. If we want change to happen then everyone in the school needs to be informed – it won't help if just a few teachers know about inclusion. We want our whole school to have a richer profile of professional development, to strive constantly to learn more and improve ourselves. Even though we are adults and qualified teachers we can still keep learning. For instance, in recent years some of the team members have focused on learning more about gifted and talented children, as they too can face exclusion if their learning needs are not met.

When new teachers are recruited, the school inclusion team doesn't have control over the advertising and interviewing process, so a willingness to accept inclusive education is not officially part of the selection process. But once a new teacher starts work, we show them what we mean by inclusion, and what is expected in our school. We do this mainly through mentoring and one-to-one support. It's part of our job as members of the school inclusion team to observe fellow teachers and help them when they have problems. At first some teachers are reluctant, but when they see how other teachers work together and help each other to plan their work, they want to join in.

Involving all teachers

When we first started the team 13 years ago we worked mainly with general class teachers (they teach in grades 1-5, lower primary). But gradually we started to support the subject teachers who work in upper primary (grades 6-9). We also ensure that there is an effective hand-over process between lower and upper primary, so that any child who has particular needs continues to receive the same level and quality of support as they move up through the grades.

We now face the challenge, however, of how to ensure that these children receive support when they leave our primary school and go to secondary school. Not all of the local secondary schools are inclusive and supportive enough. So while some of our so called 'special needs' pupils have gone on to university or to compete in the paralympics, others have sadly dropped out of school at secondary level. This is a problem we have yet to solve, and it is something we cannot tackle on our own as primary school teachers.

Identifying children's needs

Before children arrive for their first day at school, we spend some time observing them, so that we can get an initial idea of their potential learning needs, interests and abilities. When they enrol we spend time working out the effective composition of classes, so that children with specific needs are placed with teachers who have the best skills to help them. All teachers have children with special needs in their class, however, so it's not a matter of 'dumping difficult children' with a few teachers who are willing to teach them – it's a genuine process of matching learning needs with teaching skills.

Working together

As teachers we work together. The school principal, pedagogue and psychologist are involved in observing teachers. We also have open classes where colleagues can sit in and watch each other teach. We get together all the time, comparing notes and experiences in relation to all our students, not just those considered to have special needs. The inclusion team helps to facilitate this sharing. The team also goes to train teachers in other schools, under the authority of the Ministry of Education and Bureau for Education Development.

Our team encourages teachers to ensure that the children in our school always work as a team too – co-operating and assisting each other through group work in lessons. We support the teachers to use active teaching and learning approaches – no lecturing. This way they get more feedback from students, and it's more interesting for everyone. Lessons involve students doing things with their hands, not just talking and writing.

We ensure that we have a good relationship with parents and that they feel involved in the inclusive education efforts. We reach out to them with information about inclusion, and we engage them in individualised planning processes for their children.

We even work together with other schools, doing what we call ‘integrated classes’, where classes from two schools merge to share lessons. When this happens our school inclusion team supports the teachers to plan for the learning needs of all children in the merged class. This also means that teachers and children from other schools get to experience how we work towards more inclusive practices in our school.

What next?

We don’t have all the answers yet. We still face many challenges. We work hard to plan the learning of every child effectively, but we are not always successful. We need more help with some areas of work, such as developing individual education plans. And we know that not all children continue to make good progress when they leave our school, because other schools are not so well prepared. So we need support from beyond our school to ensure that inclusion is not an isolated thing in a few schools.

This article was compiled by Ingrid Lewis, using information provided by six teachers during a focus group conducted as part of a consultancy visit to the Inclusion Project supported by UNICEF in Macedonia.

It was published in ‘Enabling Education Review’ Issue 1 (2012)

www.eenet.org.uk/enabling-education-review/enabling-education-review-1/eer-1/1-2/

Resource 2.2: Summary of what a school inclusion team is

A school inclusion team:

- brings together people who have a stake in education or in their local school and who share a common goal – to make their school more inclusive;
- has a diverse and representative membership;
- exists to **help** teachers, other staff, learners and parents/guardians/care-givers – not to add another layer of bureaucracy or burden. If the team becomes a burden or works only as a bureaucratic mechanism, it is not functioning as intended;
- sets an example for what inclusion means in reality, and provides practical help and advice so that others can turn theoretic knowledge of inclusion into reality;
- deals with whole-school inclusion issues that may arise at different times of the school year – for example, the reasons for and solutions to incidences of bullying, absenteeism or lateness which are barriers to an inclusive school.

Resource 2.3: Case studies – what are school inclusion teams?

Only the text in the box should be given to teachers.

Read these case studies. Do you think each case study describes a school inclusion team? Why or why not?

Case study A

Once every 3 months, 3 class teachers in a small rural school meet to discuss problems that they face with teaching the handful of learners with disabilities who are enrolled in the school. The other 2 teachers in the school do not want to join in these meetings, and no one has encouraged them to do so.

Case study B

In a large school, a team has been created to develop individual education plans (IEPs) for 30 learners identified as having special educational needs. The team consists of a pedagogue, a psychologist, 2 class teachers, and 3 special education experts from outside the school.

Case study C

Once a year, School C calls all parents/guardians/care-givers to attend a meeting. At this meeting, the principal explains to the parents/guardians/care-givers about the school's policy on inclusive education, asks them to ensure that all learners are coming to school, and tells them about what the teachers and specialist staff have been doing to support learners identified as having special educational needs.

Case study D

School D has a very mixed group of learners, including learners with disabilities and/or SEN and learners from three different ethnic/language groups. A group of teachers, parents/guardians/care-givers and specialists meet every couple of weeks to discuss new inclusion challenges that have arisen, and to check progress with solving problems. They are now in the process of recruiting two learner representatives to the group, to provide more inputs from the learner perspective and to help with identifying local learners who are not coming to school.

Notes on possible answers, to guide the trainer with facilitating this activity

Case study A: Is it a school inclusion team?

- Yes... because there is no fixed formula for team membership or how often they meet, so it does not matter, for instance, that the team has no specialist staff (maybe the school has no pedagogue or psychologist) or external experts, or that they meet only 4 times a year.
- No... because the team only seems to focus on disability issues – and in particular on specific learners rather than systemic issues– not on a wider range of inclusion challenges (e.g. in a rural area there might be issues around extreme poverty, transport to school, etc).
- No... because no effort has been made to engage the other teachers and perhaps nothing has been done to raise their awareness of inclusive education.

Case study B: Is it a school inclusion team?

- No... because the purpose of the team is too narrow. It just develops IEPs for learners with special needs. It does not seem to be working on wider inclusion issues for these learners or for other learners facing other barriers to education.
- No... because the membership is mainly specialists, not regular, inclusive teachers and other stakeholders.

Case study C: Is it a school inclusion team?

- No... because although there is parental/guardian/care-giver involvement, it is not participatory. Parents/guardians/care-givers are just being told what is happening, but are not being invited to actively participate in the school's inclusion activities (identifying problems and solving them).

Case study D: Is it a school inclusion team?

- Yes... because it is actively involving a range of stakeholders, and tackling various inclusion issues.

Resource 2.4: Power relations

There are many different sources of power or factors in life that provide people with power, which we as individuals draw on, either consciously or unconsciously. For example:

knowledge	work experience	status and wealth
listening skills	position in hierarchy	interpersonal persuasiveness
analytical skills	control over resources	problem-solving ability

Power can also be personal or collective, as the following definitions show:

“Power is the ability to articulate personal goals and influence others to achieve those goals. It is the ability to get what we want, to hold on to what we get, and to shape events the way we want to shape them.”

“At the collective level, power is the ability to combine different sources of individual power to bring about desired change that benefits groups rather than individuals.”

Power can actually be categorised into four distinct types:

Power over: most attempts to increase individual power assume that power is finite – when one individual or group gets more power, the others get less.

Power to: this type of power refers to the individual aspect of **empowerment**. It enables the individual to control or manage a situation to her/his benefit.

Power with: this includes **collective power** and is experienced when a group tackles problems together and creates energy that is greater than simply the sum of the individuals making up the group.

Power within: this type of power resides within the individual and represents internal strength. It is based on **self-acceptance and self-respect**, which in turn extends to respect for others and acceptance of others as equals.

- ‘Power over’ is the way we usually see power.
- We usually assume that if one person/group in a relationship is powerful, then the others in the relationship must be less powerful. We assume that if

the less powerful gain new power, then the more powerful inevitably have to lose some of their power, because there is only a restricted amount of power to be shared!

- This is seen in gender debates, where men may be frightened of women gaining power because of the negative impact they assume it will have on men. Society often believes that gender equality means that men will have to hand some of their power over to the women and consequently men will lose their position and status.
- This view of power in which one side can only gain if the other side loses will not help us to achieve a diverse and non-discriminatory society.
- To achieve our goals we need to change the way we (and others) perceive power. This means finding ways to facilitate in our work more instances of 'power within' and 'power to' – and more understanding of power as an infinite resource – there's enough for everyone!

Based on materials from: Lewis, I (2005) *Making a Difference: Training materials to promote diversity and tackle discrimination*, Save the Children

Resource 2.5: Recruiting team members

What motivates someone to join a school inclusion team?

Many different things will be motivators, and everyone will have their own unique and personal reason for wanting to be on the team – assuming they have not just been told by their manager that they have to join.

Teachers, head teachers or other specialist staff may be motivated by:

- commitment to supporting all learners to attend, participate in and achieve in school;
- desire to learn from others and improve their own work with all learners;
- willingness to share their experiences and ideas in order to help colleagues who may still be struggling with inclusion;
- interest in seeing inclusion work being planned and co-ordinated more effectively;
- being able to add a new skill or experience to their CV.

Learners may be motivated by:

- desire to have their voice heard within the school on important issues affecting themselves and/or their peers;
- desire to share personal experiences relevant to inclusion/exclusion;
- interest in learning new skills;
- gaining experiences that could one day go on their CV;
- feeling of being part of something important.

Parents/guardians/care-givers may be motivated by:

- commitment to supporting their own children and/or other learners to get the support they need with learning;
- desire to have their voice heard;
- interest in sharing their own experiences and ideas to help other parents/guardians/care-givers and their children overcome similar challenges;
- interest in learning new skills and/or gaining experiences that could go on their CV;
- desire to meet new people and make friends.

What methods could be used to inform people about the existence and work of the school inclusion team, and encourage them to join?

There are many different ways, and some methods will be more suited to target groups than others. Ideas include:

- posters on notice boards (around the school, in staff room, etc);
- letters from the team co-ordinator or school principal sent to members of the target group;
- open meeting to present the work of the team and invite new members;
- assembly or lesson topic (for learners);
- drama or other performance about inclusion, the team's work, etc;
- photo or drawing exhibition on the topic of inclusive education, with messages about the team's work and how to join;
- message or article on the school website or in the local press about the team and inviting interested parties to get in touch or attend the next open meeting.

Notes