School Inclusion Teams and the Role of a School Inclusive Education Co-ordinator

Refresher Session for Module 2

Refresher activities for teacher trainers

Prepared for:
Revolutionary Government of Zanzibar, The Ministry of Education and Vocational Training
The Norwegian Association of Disabled
Madrasa Early Childhood Programme – Zanzibar
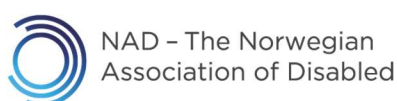
Developed by:
Enabling Education Network, May 2022

Module 2: School Inclusion Teams and the role of the School Inclusive Education Co-ordinator refresher session
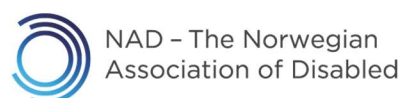
A teacher training resource for teacher trainers
Version 1

This teacher training was developed as a collaboration between Norwegian Association of Disabled (NAD), Norwegian Association for Persons with Developmental Disabilities (NFU) and Enabling Education Network (EENET) for the Ministry of Education in Zambia and Ministry of Education and Vocational Training in Zanzibar.

This Zanzibari refresher training session for Module 2 has been created by EENET for the Ministry of Education and Vocational Training (MoEVT) with support from the following organisations:

Contents

Introduction

This Refresher Session for Module 2 is devised to help teacher-trainers refresh their understanding of the module before training schools.

The aim of Module 2 is to support teachers and other relevant stakeholders to plan, develop and manage a school inclusion team (SIT) in their school. The module also introduces the idea of inclusive education champions, in the form of school inclusive education coordinators (IECos) and others, who work closely with the SIT. Finally, the module discusses the possibility of establishing and maintaining a learning support base (LSB) for the co-ordination of all-inclusive education and training sessions and support activities for learners with additional needs.

Materials and facilities needed for the refresher workshop

Each participant needs a copy of Module 2 to refer to whilst undertaking this Refresher Session. Further useful reference information is also contained in the Supplementary Module on **Including Learners with Additional Needs**.

The workshop also requires a white screen/wall, laptop and projector for PowerPoint presentations, illustrated by the symbol:

Further materials needed include a flipchart stand, flipchart paper, flipchart pens in various colours, packs of felt tip colouring pens and Bostick/Sticky stuff/blue tac for sticking sheets of paper/flipchart paper on walls.

The room should be large and airy, and accessible to all participants, with fire exits and toilets close by. There should preferably be large circular tables, with a couple of tables for the facilitators at the front for resources, etc.

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 participants need more support with understanding a particular topic.

If all activities are used, without significant adaptation, shortening or lengthening, this refresher session requires approximately **3 to 4 hours** of training.

Refresher Session for Module 2 (R2): School Inclusion Teams and the role of the School Inclusive Education Co-ordinator

Activity R2.1: Introduction

🕐 20 minutes

Welcome the participants and explain that this Refresher Session for Module 2 is devised to help teacher-trainers refresh their understanding of the module before training schools.

Remind participants that the aim of Module 2 is to support teachers and other relevant stakeholders to plan, develop and manage a school inclusion team (SIT) in their school; it also introduces the idea of school inclusive education coordinators (IECos). Finally, the module discusses the possibility of establishing and maintaining a learning support base (LSB) for the co-ordination of all-inclusive education and training sessions and support activities for learners with additional needs.

PPT 2.1 Itinerary and Inclusive Education recap – slides presentation

Show **PPT 2.1 slides presentation** (4 slides)**,** reminding participants of Module 2's school in-service training (INSET) itinerary and of the main points to make when, at the start, recapping about inclusive education, the barriers to inclusion that learners face and the twin-track approach. Remind participants that an inclusive approach recognises that the education system, rather than the learner, is the problem; and it's the system that needs to be changed. We need to identify some of the barriers to inclusion, and then start to identify solutions by looking at why learners are being prevented from being present, participating and achieving. By using action research, talking to the families and local communities, talking to the learners, and listening to what the schools identify as barriers to inclusion, we can begin the process of becoming more inclusive.

In plenary, ask the group if there are any questions.

Activity R2.2: Warm up and recap

🕐 20 minutes

Ask everyone to stand up, move around the room and find a partner – each pair then nominate themselves as A and B. **They will be talking and listening to each other.**

- Ask them to introduce themselves to each other.
- Shout out a question that A has to answer first. Then after 30 seconds shout it out again for B to answer. Then they do the same again with another question. The pairs are listening to one another.
- The questions start with general ones, to help the participants relax and focus; they then relate more specifically to the training they received when they undertook Module 2.
- The activity is pacey and the trainer needs to be strict about only allowing 30 seconds for each participant to answer the question, even if participants protest that they need more time!

Here are the questions in the order they are asked:

1. How do you feel about today's training?
2. Are you looking forward to visiting and training your school again?
3. Explain the "twin-track approach"?
4. What does a SIT do?
5. Who can be members of a SIT?
6. What does a school IECo do?
7. Who can do the work of a school IECo?
8. Give examples of what happens in a school's Learning Support Base (LSB).

Then ask each pair of participants to join the pair nearest them and form a group. It may be that, if there are large numbers of participants, three pairs join to make groups of six. Each group then sit together and will work together when undertaking any group tasks throughout this Refresher Session.

PPT 2.2 Pictures from the ToT workshops – slides presentation]

Show **PPT 2.2 slides presentation** (28 slides), a presentation of pictures taken of the Module 2 training that was undertaken by participants in Zanzibari Training of Trainers (ToT) workshops. This can assist participants' recollection. **The slideshow should be pacey**, no more than a few seconds per slide.

Finally, in plenary, ask the group if there are any questions.

Activity R2.3: The role and make-up of the school inclusion team

🕐 20 minutes

Remind participants that they studied a case study (in **Module 2's Activity 2.1b**) of a SIT that was developed in a North Macedonian school. They drew mind-maps to show their understanding of the case study. This, together with their own drawings, helped them create a definition of a SIT. You may wish to remind participants about mind-maps; these are diagrams that may have a single word in the middle or a phrase in the centre that links to ideas and concepts that are coming up through discussion and consideration of the question at hand.

Resource R2.1	Case studies: what are school inclusion teams?

Ask the groups to do the activity in **Resource R2.1** (reading short case studies and deciding if they are describing a school inclusion team – remembering that there is no absolute right or wrong answer). Point out that this is **Resource 2.4** in **Module 2**.

PPT 2.3 The work of the SIT – slides presentation

Then, using **PPT 2.3 slide 1,** refer the participants to a definition of a SIT proposed in **Resource 2.3** in **Module 2** and, looking at **PPT 2.3 slides 2-3,** also remind participants of the activity where they "built a wall" where each brick represented a barrier that learners face to being **present**, **participating** and **achieving**. These were environmental, attitudinal, policy, practice and resource barriers.

Emphasise that the learners facing these barriers are a broad range of learners. Not only learners who have a particular special educational need and / or disability, but also other learners who may come from poor families, learners who may have behavioural or emotional problems, learners who may be particularly experiencing barriers because they've lost a parent or both parents and are disadvantaged because of that. Point out that there's a whole range of learners who aren't accessing school or achieving at this time. Therefore, a SIT is involved in trying to include all learners when considering the barriers that they face.

Use the picture in **PPT 2.3 slide 4** to show how groups selected a few of the 'bricks' (barriers) from their wall and considered how they can be tackled, who needs to be involved and how teamwork can be more effective than individual efforts.

Point out that a new resource of short film extracts is now included in **Module 2**, where head teachers in Zambia talk about their own school communities and how they created SITs that became effective and the lessons they learn. This follows the "Power Relations" activity that helps participants think about the importance of equal relationships between SIT members.

PPT 2.3 slide 5 reminds participants of the importance of recruiting the right people onto the SIT. In **Module 2** there is an activity that participants can be asked to remember, where they had to create a team-building activity, in recognition of the importance of good teamwork for a SIT to be effective.

PPT 2.3 slide 6 reminds participants that creating a SIT can be difficult unless every member is seen as an equal in the team and **all** bring different strengths, knowledge and experience that will **all** assist in achieving inclusive education. The slide shows a picture to remind participants of the game they played to emphasise this point.

Activity R2.4: The role of the school inclusive education coordinator (IECo)

🕐 20 minutes

Remind participants that **Module 2** emphasises how teachers mustn't be left to tackle inclusion challenges on their own; teamwork and collaboration are vital. A SIT can go a long way to provide this, but there's clearly a need for an **inclusive 'champion'**, somebody who's going to ensure that the SIT is effective. Remind participants of the role of a school inclusive education coordinator (IECo).

This activity is from **Activity 2.4b** in **Module 2** and stimulates discussion to help underpin participants' understanding of 'What is a school IECo?'

Give each participant a red card and a green card, similar to those used by a soccer referee. Then read out a sentence from **Resource R2.2** (**Resource 2.9** in **Module 2**) and ask each participant to hold up one card depending on whether they agree or disagree with the statement.

- Green card is **'Agree'**
- Red card is **'Disagree'**

Resource R2.2 ▶   **Statements for discussion**

After each statement is read out and decisions have been made, allow time for participants to discuss any disagreements. Also encourage participants to try to change each other's views and to listen to each other.

Do not use all the statements. Select just three, or four, that are most useful for ensuring full understanding of the roles of a school IECo.

Note to the trainer:
The last three bullet points are correct.

🄿 **PPT 2.4 Role of the school IECo – slides presentation**

Show **PPT 2.4 slide 1,** and gives the following reminders:

- Module 2 presents a school IECo as a **voluntary** coordinating role. It is a person from within the school, usually a teacher. It's not somebody who does all the inclusion work, identifying barriers and solutions. They are coordinating the people, they're coordinating the SIT, they are assisting with collaboration from the community as well. So, the important thing is that the onus is not put on them to actually do all of this inclusive education work, but they coordinate the people to make it a success.
- It is a really crucial position in the school. It has got to be someone who is not necessarily in a senior position; but it needs to be someone who's got those skills to bring people together, who can coordinate all the inclusion work that needs to happen.

Show **PPT 2.4 slide 2** Remind participants that **Module 2** provides activities to reflect on the kind of skills and characteristics that a school IECo needs, including a fun role-play activity to present good and bad practice where everyone votes on which seems to them to be good or bad practice.

Activity R2.5: Developing inclusive education practice across the school and community

🕐 30 minutes

This activity enables participants to partially engage with one of the activities in Module 2 that further develops thinking about ways in which a school IECo can be effective and influential at all levels.

PPT 2.5 Developing further practice – slides presentation

Show slides in **PPT 2.5 slides presentation,** to introduce the tasks. Participants work in groups. After completing each task, each group will be reminded of the other activities by the other groups through plenary feedback. It is important to explain that the following three group activities are slimmed down and partial versions of the full activities in **Module 2,** that is **Activities 2.6a, 2.6b** and **2.7a**.

If there are more than three groups in the refresher workshop, then allocate them each to one of the three tasks – so that more than one group may be completing the same task.

1. Presentation:

PPT 2.5 – slides 1-2

One group is asked to brainstorm and prepare a presentation on how the school IECo could work with the school community. Their presentation must show specific actions for how the school IECo could work with the community and the benefits of school-community partnership. They must think about the **twin-track approach** to learning when answering the question. They can use **Resource R2.3** to check suggestions and add anything that is missing, together with their own ideas.

Resource R2.3　　　**Examples of activities a school IECo could take part in**

In the plenary feedback one group present how their school IECo can work with the community.

2. Case study and action plan

PPT 2.5 – slides 3-4

Another group looks at a case study of a specific learner: this learner has a disability, has lost parents and has a degree of neglect. There is also an action plan about how they're going to assist this learner and this plan can then be used in a following activity where they are given further case studies to create plans of action, so that their particular case study is included in the school.

Resource R2.4　　　**Juma's story**

Give out **Resource R2.4** and they read Juma's story to each other.

The group is given **one** case study or picture from **Resource R2.5** and discuss the learner or circumstances. The group then makes a plan or a list of 'actions for inclusion': actions the group thinks the school IECo should take to ensure the learner is included or the situation/school becomes more inclusive. Remind them that the school IECo is not responsible for all the work – she/he will identify and co-ordinate others who will collaborate.

In the plenary feedback one group present their action plan.

3. Inclusive activities at school

PPT 2.5 – slide 5

Another group identifies the good practice that is already happening in schools they know, as well as areas where improvement is necessary. The role of the school IECo is crucial in planning and supporting the implementation of the changes. Allocate **one** of the topics given in a list of nine in **Module 2 Activity 2.7a**. These are:

- teaching methods and learning activities;
- physical environment;
- displays in and around the school;
- links with parents and communities;
- peer support and friendliness of all learners;
- school management;
- sensitisation of all school staff, both teaching and non-teaching;
- INSET for teachers;
- twin-track approach.

Once given a topic, the participants think about how inclusive the schools they know are and they make a list of what their schools are doing (activities/strategies) that is good inclusive practice in relation to the topic they have been allocated. They then think about how a school IECo could instigate changes for more inclusion – reflecting on the list they created.

In the plenary feedback one group share their ideas about what a school IECo can do to help the school be more inclusive in the area they discussed.

Note to the trainer
Emphasise to the groups that when the participants in their school INSETs are thinking about their case study responses and the actions they're going to take, they should take time to think about all the possible stakeholders that need to be involved. They need to reflect on who and what, and that means reflecting on who's involved and what actions they will take to come to a solution to the inclusion challenges that they're presented with. And it may involve, therefore, meeting parents and caregivers, or contacting local health services, or getting support for classroom strategies. They may also want to refer to the supplementary module 'Including Learners with Additional Needs', which has further ideas and strategies to offer.

Activity R2.6: A learning support base (LSB) and school-based practical tasks

🕐 10 minutes

PPT 2.6 Closing activities and practical tasks – slides presentation

Explain that there are some further activities that participants need to prepare before delivering the school INSETs. They are straight-forward and fun. These are:

- **An interesting new activity** documenting points made by learners and their parents/caregivers, during scoping surveys carried out in 2020 about inclusive education for the Inclusive Education Teacher Training (IETT) programme. They have been asked what they would do to make their school more inclusive. Participants are asked to reflect on what the learners and their parents/caregivers say.
- **A role-play activity** where groups dramatise the work of a school IECo in certain situations.

PPT 2.6 – slide 1

Also remind participants of the activity that supports the transition from the schools' special education needs units, special classes, to **learning support bases [see PPT 2.6 – slide 2]**. These learning support bases are inclusive places, calm, quiet places, rooms where teachers can plan and prepare, meetings can take place, learning support aids can be created.

Finally, prepare participants for the practical school-based tasks that they will need to introduce to their schools. These are laid out in **PPT 2.6 – slide 3,** and also at the end of **Module 2.**

Activity R2.7: Papering the walls with our wisdom

🕐 20 minutes

This is an activity to reinforce the learning from this session; it is not an activity that is in Module 2.

Prepare 6 pieces of flipchart paper, writing the following statements, each in the middle of a separate sheet (leaving room for comments to be written by participants around each statement):

* How a SIT helps a school become more inclusive.
* Who we recommend for SIT membership and why.
* Examples of the twin-track approach.
* Essential characteristics of a school IECo.
* Inclusive activities happening in our schools and how a school IECo can extend them.
* How a learning support base (LSB) can give effective inclusion support.

The pieces of flipchart paper are placed on tables around the room, one on each table, or on the floor at a distance from each other. Each participant then walks around the room and writes something in response to each statement on each sheet of paper. They should try and avoid repeating anything already written on the sheet by other participants. However, they can write something that further develops or responds to another participant's point.

Participants should use felt tip pens and add their points in the style of a mind-map.

Make sure participants keep moving so they cover each sheet in time, and also allow for others to access the statements.

Ask participants to "paper the walls with their wisdom" by displaying the sheets on the walls. Participants walk around to familiarise themselves with all the points on the displays and discuss them with each other.

Finally, emphasise how this refresher session is no substitute for participants reading **Module 2** and its accompanying training materials thoroughly before delivering their school INSETs. However, having done this refresher session, they should find re-familiarising themselves with the content much easier.

Resources

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Resource R2.1: Case studies – what are school inclusion teams?

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

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

Case study A
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/caregivers to attend a meeting. At this meeting, the principal explains to the parents/caregivers 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 special educational needs and/or disabilities and learners from three different ethnic/language groups. A group of teachers, parents/caregivers 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/caregiver involvement, it is not participatory. Parents/caregivers 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 R2.2: Statements for discussion

- A school IECo must have specialist skills such as Braille and Sign Language.

- A school IECo will be able to carry out specialist assessments for vision and hearing.

- A school IECo should be in the unit or education office 8 hours each day to ensure that parents, teachers, etc., know where to find them if they need advice.

- A teacher who has at least 20 years' experience of teaching and the highest qualifications should have the role of a school IECo.

- A school IECo should involve learners and parents/caregivers on specific matters whenever possible.

- It is possible for a school IECo to be involved in planning extra-curricular activities such as sport and drama.

- The school IECo should attend meetings of the school inclusion team (SIT) whenever possible.

Resource R2.3: Examples of activities a school IECo could take part in

At school

- Build capacity and sensitise school management, teachers and other school staff;

- Ensure school planning is more inclusive;

- Assess physical environment for accessibility;

- Advice on making specific resources;

- Training on inclusive classroom strategies;

- Enhance partnership between school and community;

- Observe and assess individual learners;

- Organise focus group discussions for both teachers and learners;

- Suggest activities for a whole school approach to inclusion.

In the community

- Raise awareness at community level;

- Build partnerships between school and community;

- Visit homes of specific learners when necessary;

- Attend local meetings;

- Make referrals for services available locally – for example, medical assessments at the hospital;

- Identify local skills and materials that could be used in schools – for teaching aids, etc.;

- Train local volunteers to identify out-of-school learners;

- Arrange specialist training for parents and carers when required.

With the Ministry of Education at policy level

- Attend local council meetings to raise awareness and ask about available funding;

- Raise awareness in the media – local radio and newspapers;

- Attend planning meetings to ensure that all plans are inclusive;

- Involve local non-governmental organisations (NGOs) and community-based organisations (CBOs) in any inclusive education training at the learning support base or other suitable location.

Resource R2.4: Juma's story

Juma is 12 years old and lives with his grandmother who is old and has a disability. His parents have passed away. He is often absent from school or late arriving. He works hard when in school even though he sometimes looks very tired. He never completes his homework and his teacher thinks he will fall behind if he continues this way. He often looks dirty and uncared for.

A possible support plan for Juma

The school IECo will:

- attend a school meeting to discuss Juma's situation;

- identify the person in school who will visit the community and Juma's home to gather information. The school should endeavour to find out the reason for Juma's poor circumstances;

- make time to talk to Juma and his grandmother to ask about his school and home life;

- initiate a community support plan to help Juma care for his grandmother and himself;

- initiate a school support plan (with peer support) to help Juma catch up with his work;

- ensure all school staff members are sensitive to the situation;

- monitor the on-going home situation during subsequent visits.

Resource R2.5: Working towards inclusion

1. Inaccessible classrooms

2. Girls' toilet

3. Mr. Mohamed's science lessons

Mr. Mohamed teaches science at primary level. He has three learners identified as having special needs in his class but he does not teach them. They sit in the classroom and he mostly ignores them. When asked about this he said he does not have the proper skills and resources to teach them. The learners are:

- Khamis – blind in one eye and with 50% sight in the remaining eye;

- Saida – extremely quiet and shy. She sits alone and does not answer questions;

- Layla – speech and communication difficulties. She can make sounds but her speech is very unclear.

4. Fatma's story

Fatma is 16 years old. She has a physical disability and uses a wheelchair. Fatma has always attended the local primary school with her friends and passed all her grades with high marks. She has now been stopped from moving on to the senior level because the secondary school is not accessible for wheelchairs. She now sits at home all day doing nothing.

5. A school in Zanzibar

An external consultant from the Ministry of Education evaluated the school, which was located in a rural area. The consultant was informed that it was an inclusive primary school because 'it has lots of children with disabilities'. One of the findings from the evaluation was that the school and classrooms were not decorated with any learning materials at all. Walls in the classrooms and corridors were bare concrete with no visual materials on display. The school has several deaf learners sitting in the lessons. When the consultant asked why there were no learning materials or learners' work on the walls, the answer was that the teachers do not have their own classrooms but move from room to room each lesson.

6. Community concerns about bullying

Parents and community members have reported to the school that a number of learners are being attacked and bullied as they walk to school. The culprits are a group of older boys who have dropped out. They are attacking, bullying and stealing food and money from other learners who are on their way to school. Some of these learners are now too afraid to go and instead either stay at home or just hang around the streets all day. The community leader and several parents have come to the school to ask for help to sort out this problem.