



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Fostering an Inclusive School Culture

Professional Learning Booklet 2024-2025



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Seminar Overview

Session 1 09:30 - 11:00	Understanding Inclusion
Tea/Coffee 11:00 - 11:15	
Session 2 11:15 - 13:00	Promoting a Sense of Belonging for all Learners Inclusive Pedagogical Approaches
Lunch 13:00 - 14:00	
Session 3 14:00 - 15:30	Building Relationships and Partnerships Whole School Approach and Leadership of an Inclusive School

Seminar Padlet



<https://tinyurl.com/oideinclusion>

Session 1: Understanding Inclusion

Inequality, Equality, Equity and Justice Reflection

In what ways to did Bianca experience the following in her journey through education:

Inequality: Unequal access to opportunities.	Equality: Evenly distributed tools and assistance.
Equity: Custom tools that identify and address inequality.	Justice: Fixing the system to offer equal access to both tools and opportunities.

Session 1: Understanding Inclusion

Key Messages

Inclusive school cultures value learners as individuals and encourage them to achieve their potential	Diverse school communities promote opportunities for all learners to develop skills necessary to participate actively in society
School culture, relationships, partnerships, policy, planning and curriculum influence learners' sense of belonging	Fostering a culture of inclusion involves collaboration and partnership with staff, learners, parents, and external agencies.

Reflection on Inclusion

What are we doing as a whole school?	
What am I doing in my classroom?	

Session 2: Promoting s Sense of Belonging for all Learners & Inclusive Pedagogical Practices

Belonging

"the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment"

Goodenow (1993)



What impact does a learner's sense of belonging have on their ability to engage in school life?

Notes:

Some considerations:

A learner's sense of belonging has a significant impact on their ability to engage in school life. When learners feel like they belong in their school community, it can positively influence their overall educational experience in various ways:

Increased Motivation: A strong sense of belonging can motivate learners' to actively participate in their educational journey. They are more likely to attend school regularly, engage in class activities, and be eager to learn.

Enhanced Academic Performance: When learners feel a sense of belonging, they are more likely to apply themselves to their learning. They see the relevance of their education to their lives and future, which can lead to improved academic performance.

Positive Attitude Towards Learning: A sense of belonging often fosters a positive attitude towards learning. Learners are more open to new experiences and challenges, and they are more willing to explore and develop their skills and interests.

Increased Confidence: Belonging can boost learners' self-confidence. When they feel like they are valued members of the school community, they are more likely to participate in discussions, express their ideas, and take on leadership roles.

Emotional Wellbeing: A sense of belonging contributes to emotional wellbeing. It reduces feelings of isolation, loneliness, and anxiety, which can lead to a more positive emotional state and better mental health.

Positive Peer Relationships: Belonging often leads to the formation of positive peer relationships. These friendships provide learners with a support system, enhancing their emotional resilience and social development.

Active Engagement: Learners who feel like they belong are more likely to actively engage in extracurricular activities, clubs, sports, and school events. This active participation enhances their overall school experience.

Sense of Identity and Purpose: Belonging allows learners to develop a sense of identity and purpose. They feel connected to their school community and have a better understanding of who they are and what they want to achieve.

Improved School Attendance: A strong sense of belonging can lead to improved school attendance. Learners are more likely to come to school when they feel a sense of connection to their peers and educators.

Conflict Resolution Skills: Learners who feel like they belong are often better equipped to navigate conflicts and disagreements in a constructive manner. They are more likely to seek help and resolve issues with the support of the school community.

Preparation for Life Beyond School: A sense of belonging prepares students for life beyond school, where building relationships, feeling connected to their communities, and developing a positive self-identity are vital for personal and professional success.

<p>Learners who Report a Strong Sense of Belonging in School:</p> <ul style="list-style-type: none">• better reading scores• more likely to complete second-level education• more likely to progress to third-level education• better attendance• display higher academic motivation, self-esteem and achievement• less likely to engage in risky or antisocial behaviours• less likely to be unsatisfied with their lives <p><i>OECD (2020)</i></p>	<p>NOTES:</p>
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Session 2 Promoting a Sense of Belonging for all Learners & Inclusive Pedagogical Practices

Belonging

Think of a learner who has a strong sense of belonging in your school.

What are the factors that contribute to their sense of belonging?



Watch the video clip and consider:

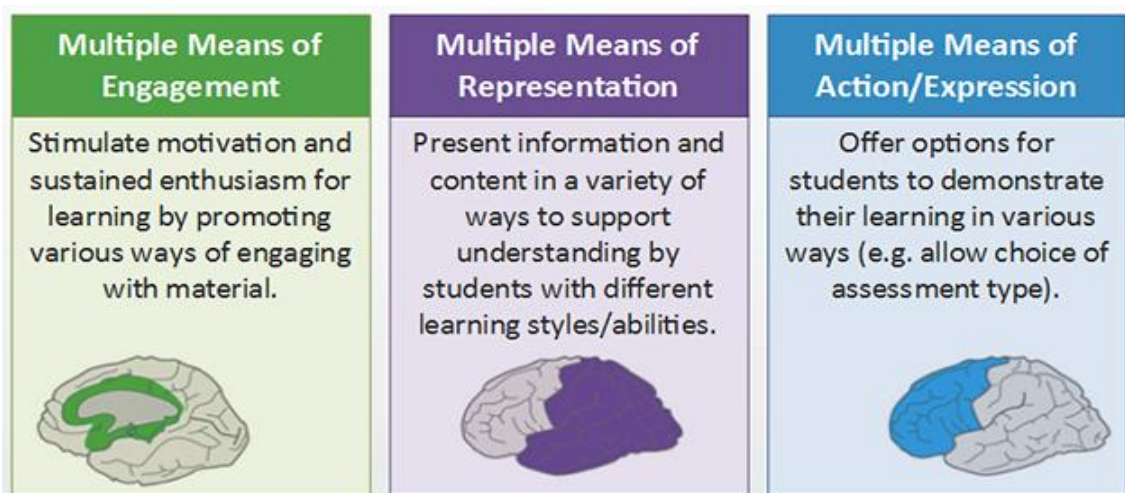
What factors might inhibit a learners' sense of belonging?

Session 2 Promoting a Sense of Belonging for all Learners & Inclusive Pedagogical Practices

Inclusive Pedagogical Practices

Share and record examples of inclusive pedagogical practices.

Universal Design for Learning Principles



Ahead.ie

Session 2 Promoting a Sense of Belonging for all Learners & Inclusive Pedagogical Practices

Cultural and Linguistic Responsive Practice



Watch the video clip.

Is there something from this video I can incorporate into my own practice?

Where do these approaches align with the key skills and competencies of the Primary, Junior, and Senior Cycle?

Session 2: Promoting a Sense of Belonging for all Learners & Inclusive Pedagogical Practices

Reflecting on Inclusive Pedagogical Approaches

<p>What are we doing as a whole school?</p>	
<p>What am I doing in my classroom?</p>	

Session 3: Exploring Partnerships

What relationships and partnerships support the inclusion of all learners?

Strategies to build effective partnerships:



Effective approaches for ensuring that the voices of learners are heard and acted upon:

School Level:

Classroom Level:



Session 3: A Whole School Approach

What conversations do we need to have and with who?

What approaches will we use?

Some suggested approaches:

- Creating buy- in from all stakeholders
- Developing knowledge and awareness – CPD
- Distributing Leadership
- Seeking feedback from all stakeholders
- Monitoring initiatives
- Using the SSE way of working
- Clearly communicating
- Modelling Values
- Engaging in Dialogue
- Mentoring

Session 3: A Whole School Approach

Further reflections:

What can we do today?

This month?

This term?

This school year?



References and Key Documents

The Equal Status Act:

AN ACT TO PROMOTE EQUALITY AND PROHIBIT TYPES OF DISCRIMINATION, HARASSMENT AND RELATED BEHAVIOUR IN CONNECTION WITH THE PROVISION OF SERVICES, PROPERTY AND OTHER OPPORTUNITIES TO WHICH THE PUBLIC GENERALLY OR A SECTION OF THE PUBLIC HAS ACCESS, TO PROVIDE FOR INVESTIGATING AND REMEDYING CERTAIN DISCRIMINATION AND OTHER UNLAWFUL ACTIVITIES, TO PROVIDE FOR THE ADMINISTRATION BY THE EQUALITY AUTHORITY OF VARIOUS MATTERS PERTAINING TO THIS ACT, TO AMEND THE EMPLOYMENT EQUALITY ACT, 1998, IN RELATION THERETO AND IN CERTAIN OTHER RESPECTS AND TO PROVIDE FOR RELATED MATTERS. [26th April, 2000]

Article 29 of the UN Convention on the Rights of the Child:

The aims of Education

- “1. States Parties agree that the Education of the child shall be directed**
- “(a) The development of the child’s personality, talents and mental and physical abilities to their fullest potential;
- “(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- “(c) The development of respect for the child’s parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- “(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- “(e) The development of respect for the natural environment.”

References and Key Documents

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- Equal Status Act (2000-2018) <https://revisedacts.lawreform.ie/eli/2000/act/8/revised/en/html>
- Intercultural Education Guidelines in the Primary School (2005) (Currently Being Updated) https://ncca.ie/en/resources/intercultural_ed_pri/
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- Intercultural Education Strategy 2010-2015 <https://www.gov.ie/pdf/?file=https://assets.gov.ie/120820/09c2c2c6-ba6e-4618-9358-e23f001fd353.pdf#page=null>
- Junior Cycle Wellbeing Guidelines (2021) https://ncca.ie/media/4940/updated_guidelines_2021.pdf
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- National Strategy for Women and Girls 2017-2020 <https://assets.gov.ie/95979/1cce0f7f-68dd-4cf4-b7cf-80a9b2c2e912.pdf>
- National Traveller and Roma Inclusion Strategy 2017-2021 <https://www.gov.ie/en/publication/c83a7d-national-travelstrategy-2017-2021/>
- Nelis, S.M. et al. (2021) *Beyond achievement: Home, school and wellbeing findings from Pisa 2018 for students in Deis and non-DEIS Schools*. Dublin: Educational Research Centre.

- OECD (2020), "Sense of belonging at school", in *PISA 2018 Results (Volume III): What School Life Means for Students' Lives*, OECD Publishing, Paris, <https://doi.org/10.1787/d69dc209-en>
- OECD (2017), *PISA 2015 Results (Volume III): Students' Well-Being*, OECD Publishing, Paris.
- Primary Curriculum Framework for Primary and Special Schools (2023) <https://www.curriculumonline.ie/getmedia/84747851-0581-431b-b4d7-dc6ee850883e/2023-Primary-Framework-ENG-screen.pdf>
- Participation Framework National Framework for Children and Young People's Participation in Decision-making. <https://hubnanog.ie/participation-framework/>
- The UN Convention on the Rights of the Child United Nations, June 2010.
See www.childrensrights.ie