



Oide

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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Fostering an Inclusive School Culture

Post-Primary Schools



Introducing Oide



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Welcome and Introductions



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Throughout this session we will reflect on the inclusion of all learners by:

- sharing and acknowledging the positive work of schools
- promoting a shared ownership of a culture of belonging
- reflecting on factors external to our school context including implicit bias that influence a learner's sense of belonging



At your table group, introduce yourself and your school context



Our Shared Expectations for Today

A climate of support:

Sharing evidence of good practice, acknowledging the diversity of school contexts and experience

Proactive and Positive:

Affirming the potential for schools to promote improved outcomes and experiences for learners

Promoting Equal Engagement:

Encouraging participation, asking questions and creating a safe, respectful and confidential space

Focused:

Maintaining a positive learning environment, focused on the fostering of equity, equality and belonging for learners

Outline for Today



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- Session 1: 9.30am – 11.00am - Understanding Inclusion



- Break Time 11.00am – 11.20am

Break

- Session 2: 11.20am – 1.00pm - Promoting a sense of belonging for all learners & Inclusive

Pedagogical Practices



Lunch

- Lunch 1.00pm – 2.00pm
- Session 3: 2.00pm – 3.30pm - Exploring Partnerships and Establishing next steps for your schools



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Session 1

Understanding Inclusion





Session 1

By the end of this session participants will have begun to:

- develop their understanding of an Inclusive School Culture
- reflect on the Inclusivity of their own School Culture



Padlet wall

This Padlet wall includes a wealth of resources to support schools in fostering an inclusive culture.





Developing an Understanding of Inclusion

**What words or phrases
come to mind when you
think of the word inclusion
in the context of schools?**





The Aims of Education

Article 29 of UNCRC states as one of the aims of education:

"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."

Diversity is about all the ways in which people differ, and how they live their lives as individuals, within groups, and as part of a wider social group: for example, a person can be classified, or classify themselves, by their social class, gender, disability/ability, as a returned Irish emigrant, family status, as an inter-country adoptee, or from a different family structure, including foster care. They can be seen – or see themselves – as part of a minority group, a minority ethnic group or part of the majority/dominant group

Diversity, Equality and Inclusion Charter for Early Childhood Care and Education.
(Dept of Children and Youth Affairs, 2016, p. vi)

Why do we need to consider diversity in the context of schools?

What are the opportunities for ALL learners when schools value diversity?

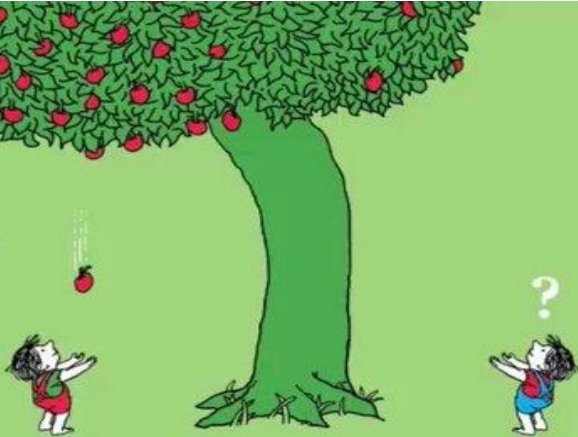
Inequality, Equality, Equity and Justice



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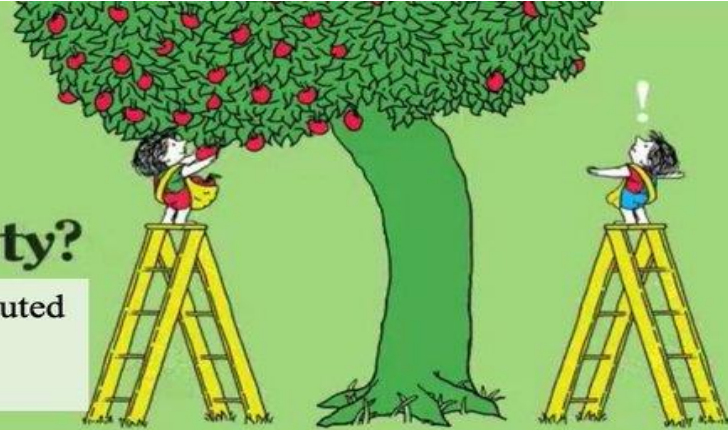
Inequality

Unequal access to opportunities



Equality?

Evenly distributed tools and assistance



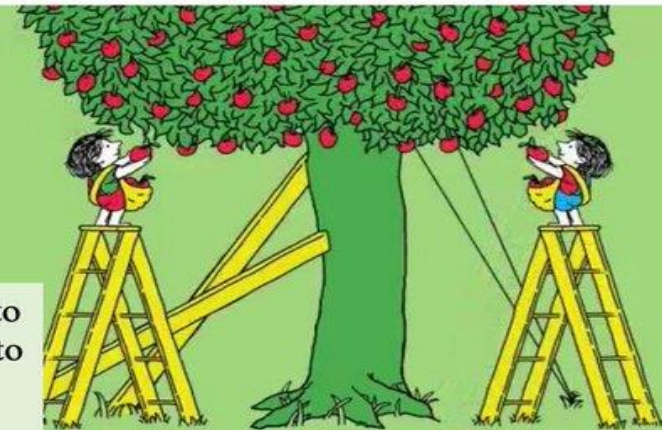
Equity

Custom tools that identify and address inequality



Justice

Fixing the system to offer equal access to both tools and opportunities



Inclusion in Practice



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What should
meaningful inclusion
look like in schools?





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 a learner's sense of belonging.

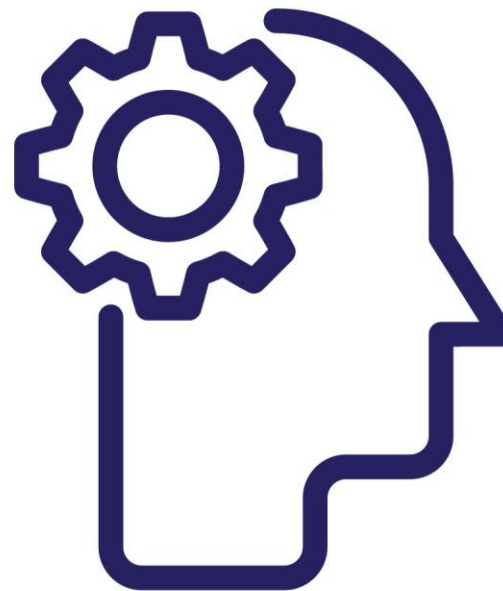
Fostering a culture of inclusion involves collaboration and partnership with staff, learners, parents and external agencies.



Reflection on Inclusion

What are we doing as a whole school?

What am I doing in my classroom?



Tea/Coffee Break



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Session 2

Inclusive Education:

Promoting a 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?



A Learner's Sense of Belonging

Learners who report a strong sense of belonging in school:

- 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

OECD (2020)



Belonging in the Irish Context

I make friends easily at school.

24% disagreed/strongly disagreed

I feel I belong in school.

33% disagreed/strongly disagreed

I feel other students like me.

89% agreed/strongly agreed

I feel like an outsider and left out of school.

22% agreed/strongly agreed

I feel awkward and out of place in school.

22% agreed/strongly agreed

I feel lonely in school.

14% agreed/strongly agreed



Understanding 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?



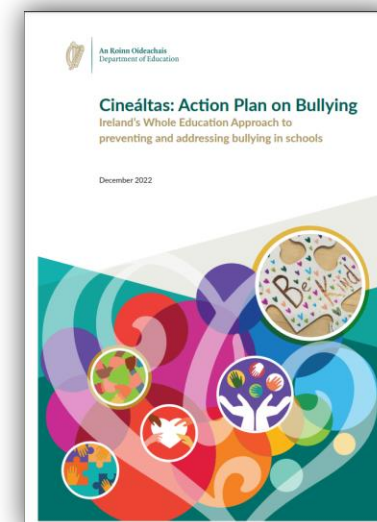
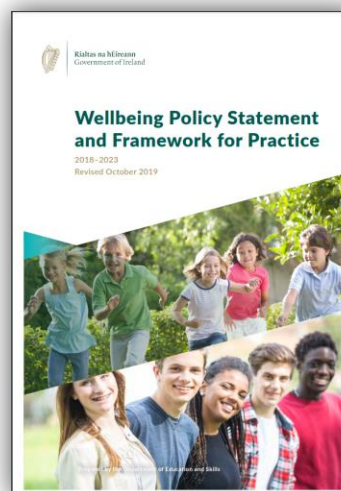
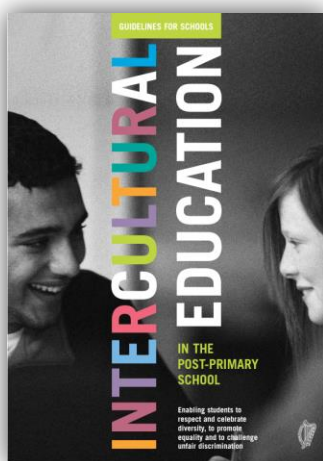
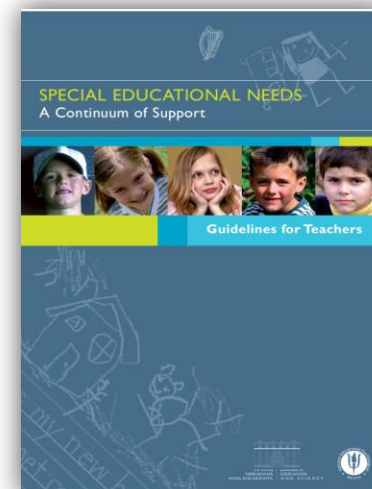


Wellbeing Policy Statement and Framework for Practice (2019)

Supports for Schools



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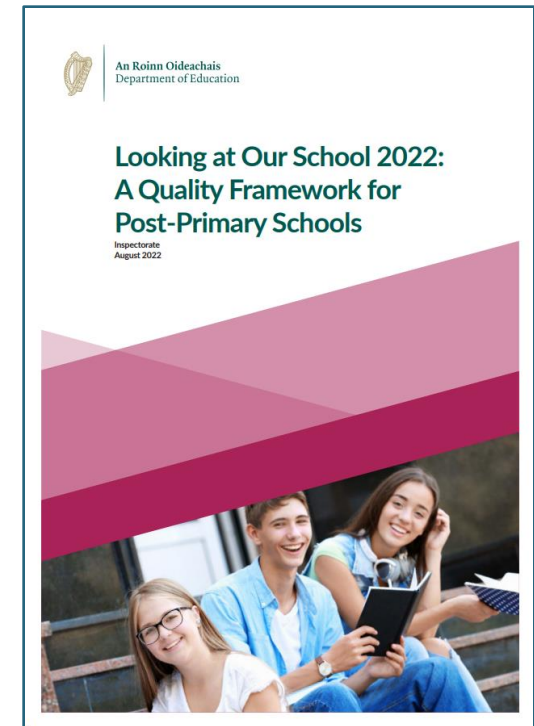
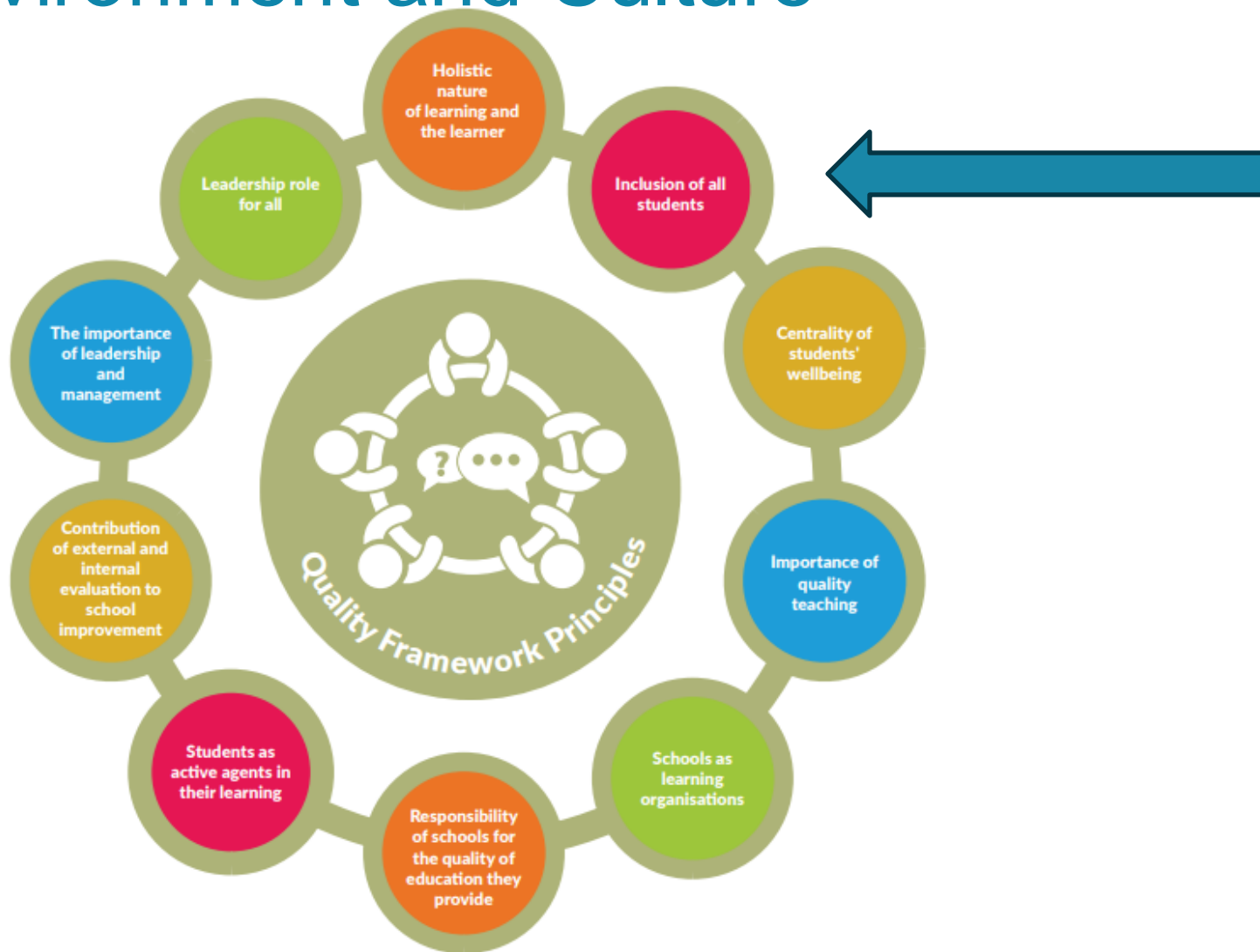
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Fostering an Inclusive Learning Environment and Culture



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Inclusion and Knowledge of Student

- Engagement is enhanced when schools listen to and build on students' interests, aspirations and strengths when developing educational interventions.
- Student participation is supported through teaching that is responsive to the personal needs of the learner and is further enhanced by structuring and pacing learning experiences that are challenging, engaging and enjoyable.

Guidelines for Post-Primary Schools Supporting Students with Special Educational Needs in Mainstream Schools p.30

Who do we gather information from?

How do we gather this information?

Inclusive Pedagogical Practices



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- Universal Design for Learning (UDL)
- Differentiated Instruction
- Team Teaching
- Collaborative Learning
- Accessible Technology
- Culturally Responsive Practices
- Inclusive Language and Communication
- Flexible Assessment and Evaluation
- The Continuum of Support Approach
- Peer Support and Mentorship
- Active and Hands-On Learning
- Mindful Classroom Management





Inclusive Pedagogical Practices

'Focuses on extending what is available to all rather than providing something additional to some'

Florian and Black-Hawkins, (2011)



Share and record examples of inclusive pedagogical practices.



Inclusive Pedagogical Practices

Universal Design for Learning

Multiple Means of Engagement

Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.



Multiple Means of Representation

Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.



Multiple Means of Action/Expression

Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).

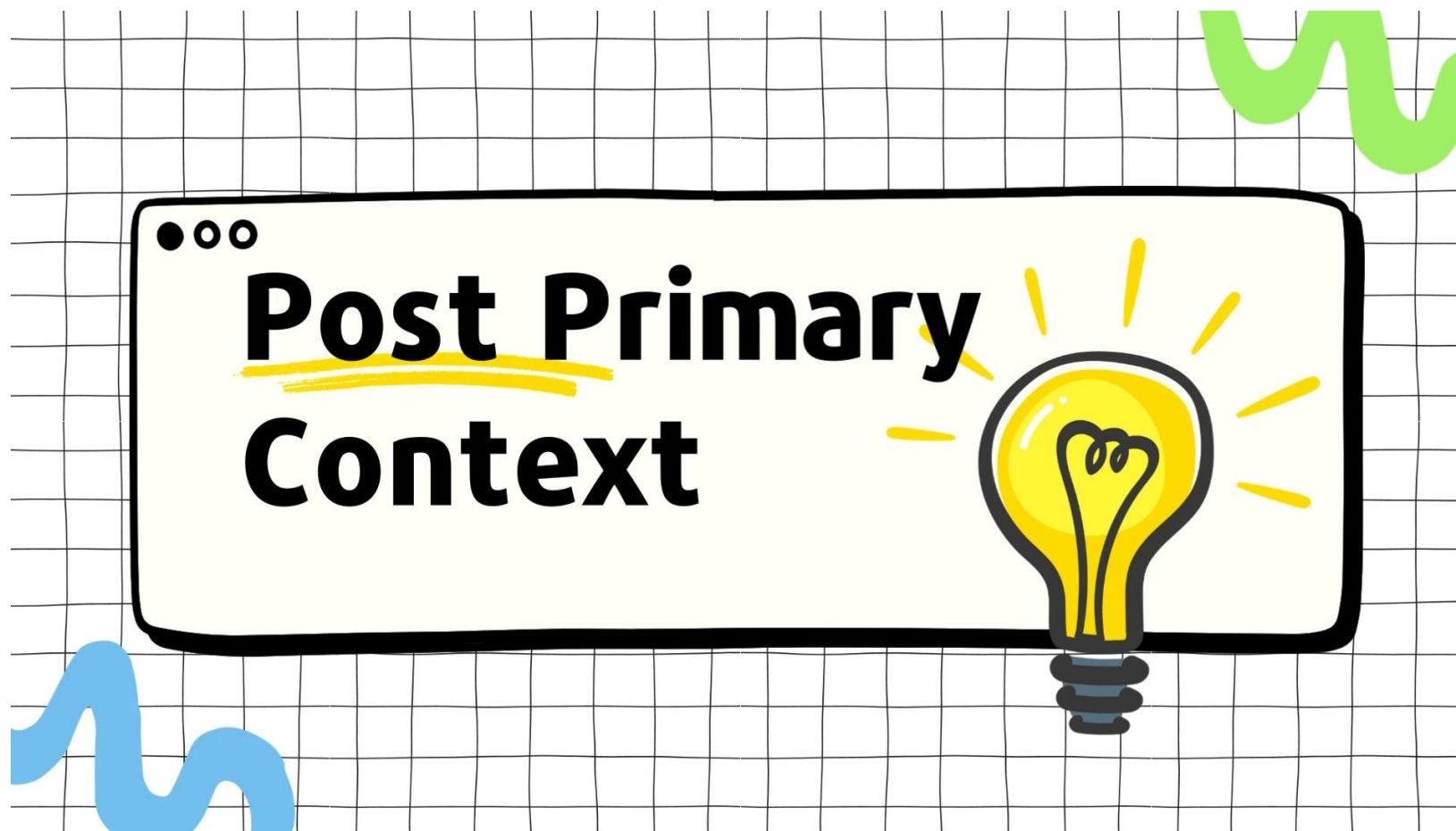


[Ahead.ie](https://ahead.ie)



Inclusive Pedagogical Practices

Cultural and Linguistic Responsive Practice Post Primary





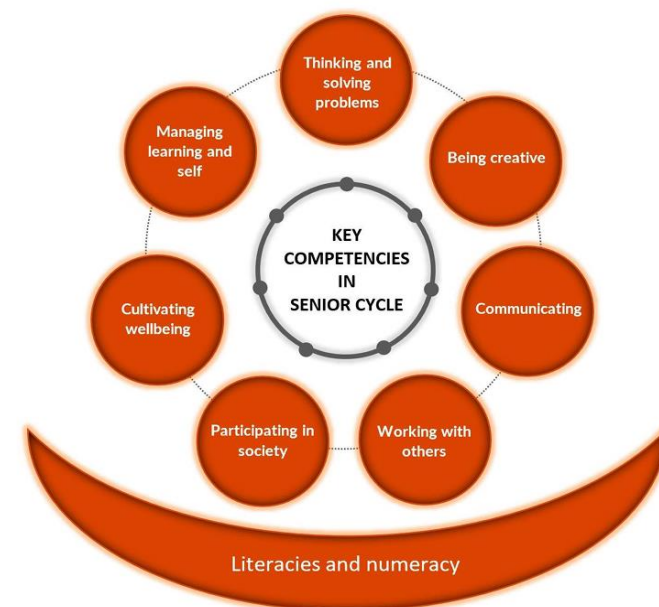
Key Skills and Competencies



Primary Years



Junior Cycle



Senior Cycle

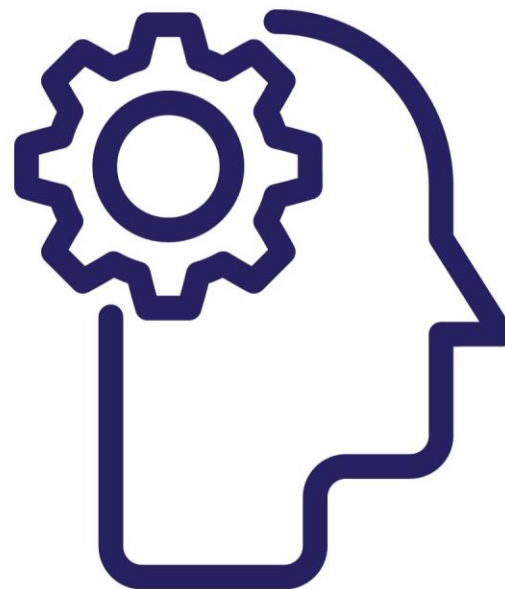


Reflection on Inclusive Pedagogical Practices

What are we doing well as a whole school?

What am I doing well in my classroom?

What might we begin to progress in our school?





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 a learner's sense of belonging.

Fostering a culture of inclusion involves collaboration and partnership with staff, learners, parents and external agencies.



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Session 3

Exploring
Partnerships and
Establishing Next
Steps for Your
School





Session 3

By the end of this session participants will have begun to:

- Reflect on the key considerations underpinning a partnership approach.
- Consider whole school leadership approaches to fostering an inclusive culture
- Plan the next steps in relation to fostering a sense of belonging for all learners in their individual school contexts.



Relationships and Partnerships

What relationships and partnerships support the inclusion of all learners?



Influencing Effective Partnerships



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- Sharing of power, responsibility and ownership
- A degree of mutuality, which begins with the process of listening to each other and incorporates responsive dialogue and 'give and take' on both sides
- Shared aims and goals, based on common ground but which also acknowledge important differences
- A commitment to joint action, in which parents, learners and professionals work together to get things done

Bastiani (1993, p. 105)



Share the strategies that have worked to build effective partnerships and support the inclusion of all partners.

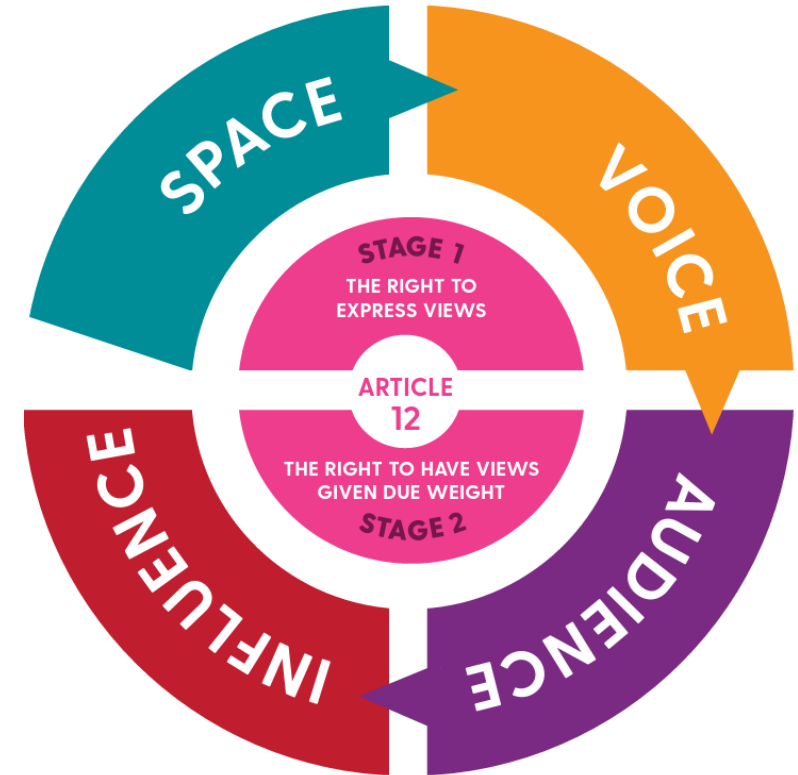
Student Participation



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"Being an Inclusive School means hearing the voices of all children on a continuous basis"

Niall Muldoon, Ombudsman for Children,
(2023)



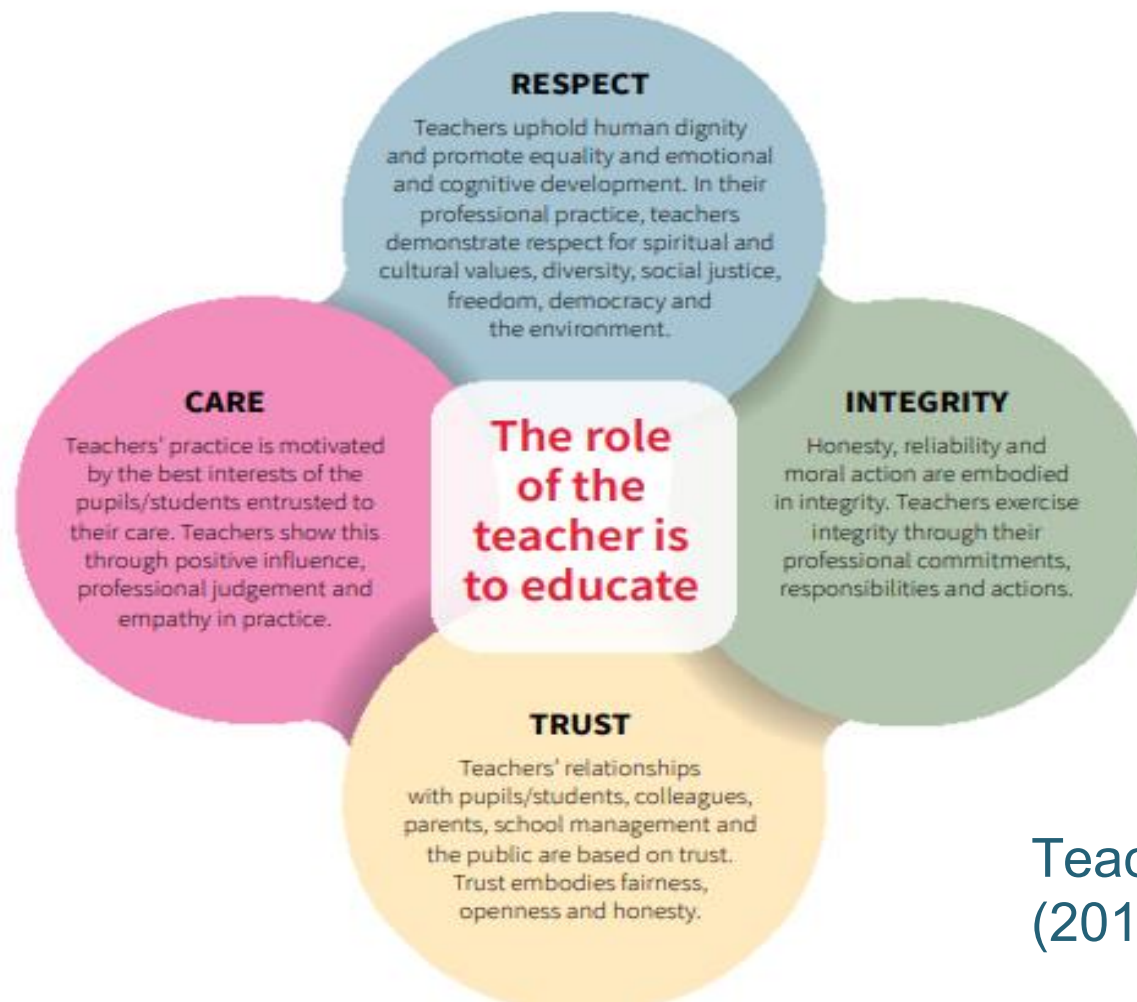
Lundy, (2007)

Think/Pair/Share some effective approaches for ensuring that the voices of the learners in your school are heard and acted upon.

Building Effective Partnerships



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Teaching Council,
(2016)



Inclusion at Whole School Level



Inclusion of all learners:

- all learners meaningfully included in their school community
- high quality learning and teaching that is inclusive, learner-centred, informed and evidence based
- young people participating and making progress in learning
- high expectations and opportunities for all in accordance with their abilities, strengths, stages of development, and identified learning needs

Looking at our School (DE, 2022, p.8)



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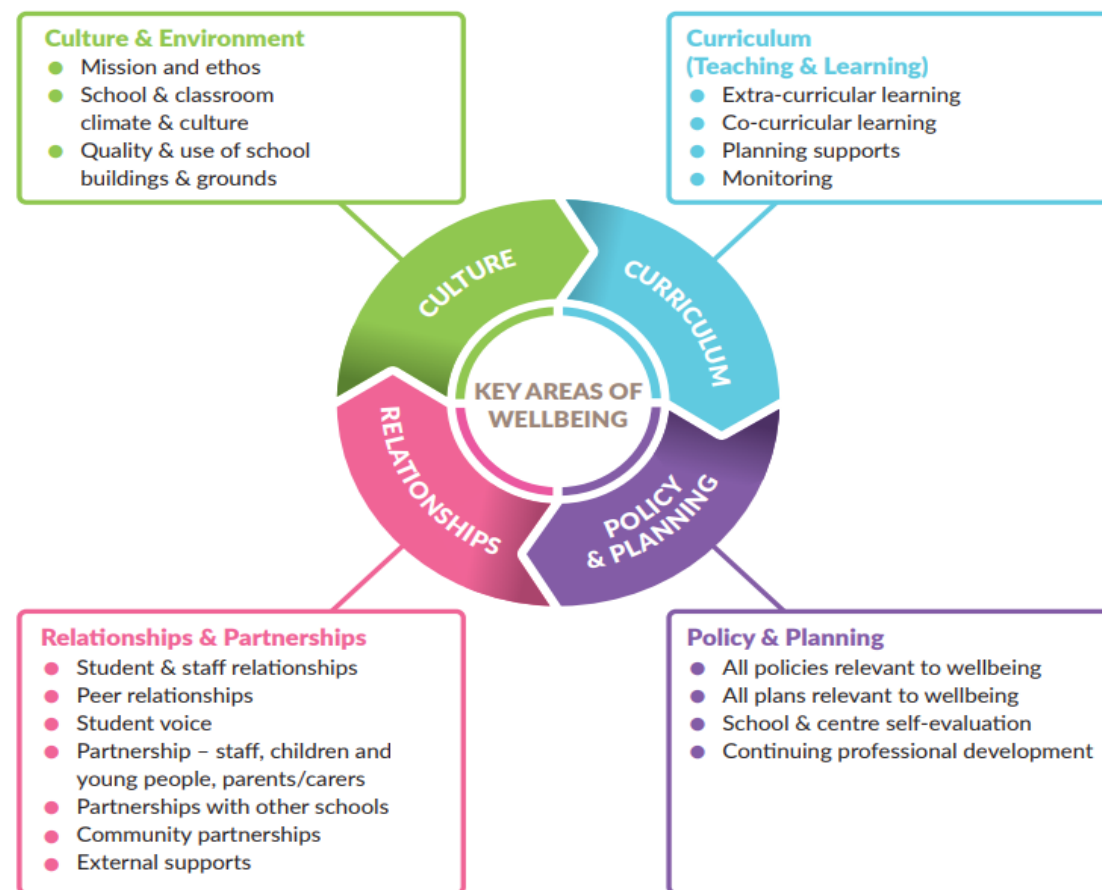
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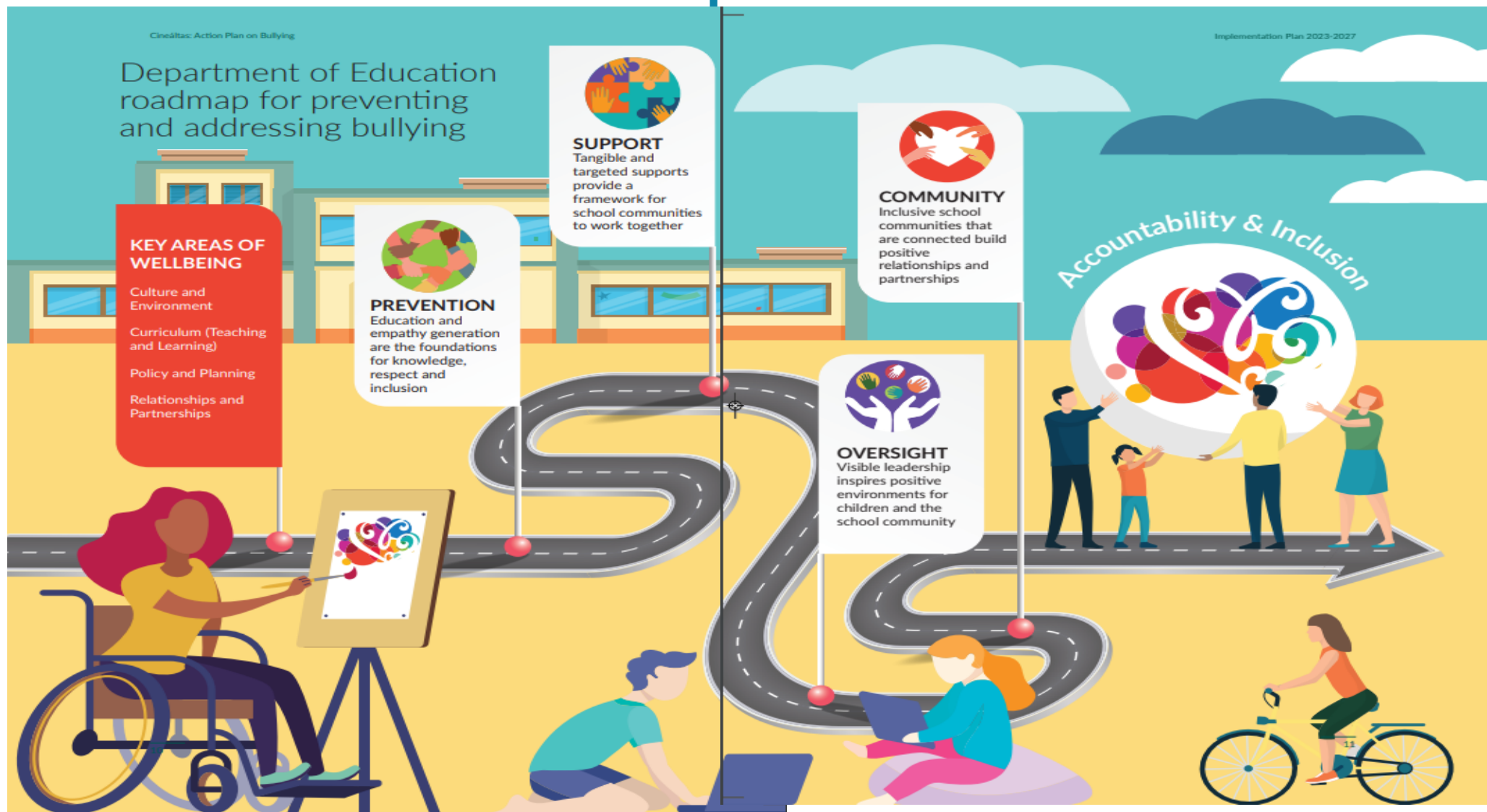
Whole School Approach

What should meaningful inclusion look like in schools?





Cineáltas Road Map





Whole School Approach

“
THE
CONVERSATION IS
THE REALTIONSHIP”

Susan Scott

What conversations do we need to have
and with who?

What approaches will we use?

References and Key Documents



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- Junior Cycle Wellbeing Guidelines (2021) https://ncca.ie/media/4940/updated_guidelines_2021.pdf
- Looking at Our Schools 2022: A Quality Framework for Primary Schools and Special Schools <https://assets.gov.ie/232720/c8357d7a-dd03-416b-83dc-9847b99b025f.pdf>
- Migrant Integration Strategy (2017) <https://www.gov.ie/en/publication/983af-migrant-integration-strategy/>
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- National Strategy for Women and Girls 2017-2020 <https://assets.gov.ie/95979/1cce0f7f-68dd-4cf4-b7cf-80a9b2c2e912.pdf>



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- 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
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