

Name of Head Teacher: SL-3

Age: 31-40 years

Qualification: Masters in Education

Years of Experience as a Head Teacher: 1-5 years

Years of regular Teaching Experience: 1-5 years

School Type: Rural Islamabad, Middle School

Professional training and Certifications: Has received one professional training in past 1 year but none related to inclusion

NIC Group: NIC Group 1

Background:

SL-3 was a Head Teacher at a Middle school in Islamabad (Rural). It is a girls school with 18 teachers and around 407 students enrolled. The school has basic facilities like electricity, internet, but no computer lab or library.

Understanding of Inclusion

Initially the head teacher believed that inclusion of children was only limited to children with disabilities and the course expanded their vision as the Head teacher explained themselves:

“Yes the course is more about inclusive education and what I learned from this course that the inclusion is not limited and not restricted to the disabled hearing children only... it includes all the children if they have any special need, so I think and I have the knowledge information of the child having any issue or problem can be included in this category as well”

SL-02-2nd

The Head teacher also believes they now have a very complete understanding of the problem of inclusion quite confidently and recommended the PDSA model:

“I would like other head teachers too try it and definitely try the PDSA and problem tree. I have learned about problems of inclusion. I have learned about the causes. I have learned about the effect it has on student and I've learn about the mental and physical damage it does on students and the stress it create for them so now I have a complete understanding of this problem and that is always because of this course that I am aware of it. Now I know how to solve problem that my student are facing and that is because of this course so I am very proud of this experience because it has helped me create a better environment for my student.”

SL-03-3rd

About the question of what the Head Teacher had actually done for greater Inclusion in his school, the HT answered that there was a problem in distant rural neighbourhoods where due to regressive religious thinking they would not send their daughters to school for education, terming it as “unislamic”. The Head Teacher very craftily used religion in a positive way, using several religious examples to assure the parents that giving education to girls is a part of religion and will greatly improve their lives. The HT mentioned:

“We had to meet with the parents of girls whose parents were reluctant to send their children to school. We showed them that we followed all the religious and traditional practises and it was a safe place for them. Their girls should learn everything and get themselves educated about everything so that tomorrow they can have a better future and they can use this education for their betterment and can become very successful. Without education they will have to survive in hard conditions and life without education is tough and difficult whereas with education you can go to many places get good jobs and live a very good life a very successful life. Many parents were convinced by this and agreed to send their daughters. This was not an easy thing because we had to listen to many parents and their problems with sending their daughters to school and all of us had to be very patient with the parents. They gave us very

personal reasons and some parents even scold us and not listen to us because they thought we were brain washing them or calling them stupid and we had to listen to the scolding and anger of many parents, but we were very patient and we gave them a very detailed answer and we answered all of their question to clear all the doubts they have. I think it was successful because we have increased the female enrolment in the school” SL-03-3rd

Later on, the head teacher

Course completion: Completed 100% of the course with all activities.

Course Participation

Initial Condition: The Head teacher was moderately aware of ICT and adopted it overtime eagerly.

Head Teacher in NIC Interaction: Actively participated in the NIC meetings and shared ideas and solutions with other head teachers. Arrived on several inclusion related solutions from the meeting. Also proposed a dedicated PDSA model for the NIC.

Feedback on Course and nature of NIC meetings: The Head teacher was active in face to face meetings and on WhatsApp communications. They preferred monthly meetings and admired the course but found the online part slightly troubling at the start.

In Course Activities:

Data Collection: Started detailed data collection on a monthly and sometimes even daily basis.

Interaction with Teachers and Bureaucracy: The head teacher involved the Federal Directorate of Education and teachers in talking to the parents from conservative backgrounds.

Interaction with Students and Parents: Engaged with the community and a better and enhanced relationship with the students

Issues Identified through the PDSA cycle: Religious orthodoxy preventing enrolment of more female students.

Success: Was able to engage with the community and the bureaucracy to help improve the plight of female students.

Outcome: Increased enrolment of girls from the targeted neighbourhood

Headline:

Evolved their leadership role in the school with respect to the students and teachers:

The Head teacher developed a stronger bond with the students and communicated with them more especially about their personal problems. The teachers were also a part of this fruitful relationship as they would gladly implement the PDSA model themselves too.

“The teacher is always more than happy to solve the problem of her children because it makes teaching easier for them and makes them very happy so as a head too it is always my priority to help my teachers so their jobs can become easier” SL-03-3rd

“First, I was just a teacher but now I am someone they (students) can tell their problems to and I resolve those problems so we have a very friendly relationship.” SL-03-3rd

Engagement with the community and the higher ups for greater inclusion: For the previously mentioned girls who were being prevented from attending school due to religious orthodoxy, the Head Teacher very positively engaged the community, other head teachers and the higher ups at FDE to engage with the parents.

“I myself as Principal or had teachers got help from the Federal Directorate of Education as well as the parent teacher association, teachers, even from students so how this helped me and

that what will be helpful to other head teachers if they think about and may include other stakeholders to make change in their school not limit the girls to be included but some other categories of the students who are at risk to be exploited so keep in mind and apply all these activities for their solutions” SL-03-2nd

Head teacher wanted to inspire other girls to joining schools and pursuing education:

The Head teacher managed to gather a great sense of pride and achievement with this engagement and will continue to bring more change beyond the time limit of the course, as mentioned:

“I want to make sure that through my actions and my words and communication and language more students female join our school and prove to be a good example for society. I want them to be an inspiration for other girls to join the school as well because if people see that more and more girls are joining school and are getting good grades and becoming better then they will also send their daughters to the school so by setting example I will inspire people to send their daughters also. I think this will be very helpful so this strategy is very great and I think that more girls will want to join the school because of this strategy. I don't think that I will change these new changes but yes I will create more awareness about it and I will communicate with more people about it and try to inspire other girls and motivate them towards studies and these will be my strategy all the time do inspire more girls to join the school and then become better ladies.”

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