

**Name of Head Teacher:** SL-14

**Age:** 41-50 years

**Qualification:** Masters in Education

**Years of Experience as a Head Teacher:** 6-10 years

**Years of regular Teaching Experience:** 11-15 years

**School Type:** Urban 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 2

**Background:**

SL-14 was a Head Teacher at a Middle school in Islamabad (Urban). It is a boys school with 21 teachers and around 950 students enrolled. The school has basic facilities like electricity, clean water, internet, and a library but no computer lab.

**Understanding of Inclusion**

There was a visible change in the attitude of the Head teacher, who thought initially that inclusion was just limited to students with disability. They emphasized that every child should have the right to education with equality as they mentioned:

*“Every child has the right to his education and he should avail himself of this right without having the burden of his problems because only then can he study in a better manner and achieve his goals. Inclusiveness means helping all children coming from all kinds of diverse environments and making themselves into better students”* SL-14-3rd

**Actions Related to Inclusion:**

Moreover, the head teacher addressed two very notable inclusion issues. Firstly, there was an issue around enrolment of children in a local neighbourhood who belonged to the Sikh community. In order to address that issue, the HT engaged with the Federal Directorate of Education and developed an action plan with their inclusion along with engagement of the community:

*“Yes I have discussed this issue with the federal Directorate of Education and the data of my school community shows that there is a big number of this minority group living in this area and they don't have any opportunity to be the part of mainstream schools and they just join their religious centres for the education but they want to be the part of the mainstream schools... so I have discussed with the Federal Directorate of Education that how we can include them and they give me permission to develop Action Plan that how these children can be the part of mainstream schools without any limitations any biasness and restrictions to be included.”*

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In the end the Head Teacher was successful in the inclusion but found it challenging to convince the community as they mentioned:

*“Yes this was not an easy task because this minority group is in the look is quite different and religion is different their culture is different so it was big challenge for me to convince different snake holders to convince them to be allow me to have these children in my school at the start they were left hand but when we have get together and giving some religious speech from the community religious person he convince them that the our religion is not having any discrimination we respect and we love all the religion so you should allow these minority group to be the part of this mainstream school so this is how they convince and this challenge was overcome”*

SL-14-2nd

Similarly, the Head Teacher also realized a case of a student suffering from Dyslexia and was thus underperforming in his classes massively

*“I realized that this child needed more attention and a lot of patience for him to become better. For this child, I hired the services of a special needs teacher through an NGO who used to give him individual classes in which he used his special techniques and methods to make the child understand things better. The teacher using his calm and affectionate nature and his special ways of teaching the child words and letters resulted in a wonderful outcome. This boy got so much better in his studies and improved so much. He started to understand everything that was taught in the class. He did require a little bit of help but he started to do a lot better and that showed in his grades not only did this happen but his confidence also got a lot better he started to talk to other fellow students who then stopped to make fun of him and he started making friends and he started to stay in a good and positive mood. All of this was possible because of understanding and communication and because of keeping the record of the student which was only possible through this course. So with understanding and communication, we were able to help a child overcome his problems and change him into a good student.”*

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

### **Course Participation:**

**Initial Condition:** The Headteacher had moderate confidence in their ICT skills

**Head Teacher in NIC Interaction:** The Headteacher really liked the NIC meetings and remained an active member.

**Feedback on Course and nature of NIC meetings:** The Headteacher was active in face-to-face meetings and on WhatsApp communications. They preferred fortnightly meetings.

### **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 for the inclusion of Sikh minority students in their mainstream schools.

**Interaction with Students and Parents:** The Head teacher also consulted and convinced the parents of the local community for the inclusion of minority children.

**Issues Identified through the PDSA cycle:** Exclusion of Sikh minority children in the community outside of the school.

**Success:** The Federal Directorate of Education helped in the development of an Action Plan for their inclusion

**Outcome: Increased enrolment of girls from the targeted neighbourhood:** Enrolment of minority children in the school was successful.

### **Headline:**

**The Head Teacher Involved the Federal Directorate of Education for the Inclusion of the minority students that were not even the part of their schools:** Identification of lack of inclusion in the community is very significant as the head teacher looked outside of the school. Moreover, they also used religion in a positive sense to convince the community for the inclusion of minority children into mainstream schools and involved the Federal Directorate of Education in their support for the development of an Action Plan and the usage of the PDSA model. In the end the teacher was successful in enrolment of the children into the school.

**Involvement of Teachers, students, and parents in the development of Action Plan:**

*“In the school we have different stakeholders so whatever the action plan and the activity I have developed under this course I have shared with all of them especially with the teachers and the parents and Parent Teacher Association so this is very important otherwise I think I will have more challenge and restriction from this stakeholder so kept them in confidence and shared the learning materials of the course also especially with the school teachers that they can get help from the learning materials and videos that we have discussion with stakeholder is very very important if we want to have achievement and success under the course activities.”*

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