Name of Head Teacher: SL-19
Age: Under 30 years
Qualification: Bachelors in Education
Years of Experience as a Head Teacher: less than 1 year
Years of regular Teaching Experience: 1-5 years
School Type: Rural Lahore, Primary School
Professional training and Certifications: Has received one professional training in past 1 year but none related to inclusion.
NIC Group: NIC Group 3

Background:
SL-19 was a Head Teacher at a Primary school in Lahore (Rural). It is a co-education school with 28 teachers and around 345 students enrolled. The school has basic facilities like electricity, clean water, internet, but no computer lab or library.

Understanding of Inclusion:
There was a marked difference in the attitude towards inclusion of the head teacher as she understood that it is not limited to just children with disabilities but rather it is for all children facing any kind of difficulty that prevents them from being included with the other children:
"I have learned that inclusion means that all students, regardless of the problems that they are facing, should be included in the school and should be given the right to education as the priority. Many children, because of their problems such as disabilities, immigrant problems, or family problems, are not able to do this, and this shows in their grades because a child who is facing personal problems will never be able to score good marks because of the stress and burden on the child's shoulders" SL-19-3rd
Prior to the course, the Head Teacher admitted on their lack of knowledge on the subject, saying:
"Inclusiveness was a very different concept introduced to me. So, my views changed completely after learning about it. Before this course, I was not aware of this concept, and that is why I did not pay much attention to the problems that it causes." SL-19-3rd

Actions Related to Inclusion:
With the collection of more detailed data, the Head Teacher was able to identify the poor performance of a girl that had recently enrolled in the school. Upon asking, the Head Teacher understood that the child was facing abuse at the hands of her father. The head teacher used a threat of legal action but didn't pursue it if the father mended his ways. Narrating the story, the Head Teacher said:
"She came from a village with her family, and her mother insisted on admitting her to a local school nearby, but her father was against this. Anyhow, her mother got her admitted to our school, and she was one of my students. But within the two months that she joined school, her attendance was very low, and when I asked her why did she have so many absences, she always said that her father doesn't allow her to go to school and even beats her at times because of her and her mother's decision to join the school. She told me that her father even scolds her mother at times because she wants her to go to school. Because of so many absences, lack of attention to education, and such family issues, this girl always had a very low score and always stayed quiet and alone. She even had marks and bruises on her face and arms which showed how badly her father beat her. So, to resolve this issue, I went to her home and talked to her father about the importance of education and how unnecessary it is for everyone irrespective of gender. Education is every child's right, no matter if it is a girl or a boy. I gave them many examples of such girls who educated themselves and turned into

some of the biggest inspirations for everyone. It all was possible because they availed themselves of their right to educate themselves. I communicated to the girl's father and also told him that the next time he hits or scolds his daughter or his wife, he will be punished or even sent to prison because of his bad behavior. The father agreed with me and stopped beating his daughter, and now the girl is one of the brightest students in my school and has turned into a very confident and smart girl. This was only because of communication and a little bit of work." SL-19-3rd

Course Participation:

Initial Condition: The Head teacher was very confident in their ICT skills at the start but had a positive outlook on enrolling in the blended course and had experience in a blended course prior as well.

Head Teacher in NIC Interaction: The Head teacher was an active participant of the NIC community and shared and absorbed several ideas presented by fellow head teachers, despite being young.

Feedback on Course and nature of NIC meetings: The school leader thought the activities were time consuming and the online nature was slightly challenging but loved the PDSA cycle and inclusion as a topic. She would prefer face-2-face meetings on a fortnightly basis.

In Course Activities:

Data Collection: The head teacher created individual profiles of the students instead of just standard marks and attendance.

Interaction with Teachers: Actively involved teachers in collecting data and observations around students especially those facing difficulties.

Interaction with Students and Parents: The head teacher eagerly communicated detailed problems that students faced with the parents and took them in confidence.

Issues Identified through the PDSA cycle: Identified that a child was facing abuse at home due to father's antagonism towards her education.

Success: Went to the child's home and directly addressed the parents with possible legal action if they didn't change their ways.

Outcome: The child's attendance in class drastically improved

Headline:

Change in Leadership and attitude towards students with enhanced communication:

The head teacher admitted that her communication and leadership skills were greatly enhanced by the course and used communication as a away of doing so, mentioning:
"I communicate with my students at a deeper level where I can understand their problems. The best part is that they tell me their issues or any problem that they're facing with confidence and belief that I will resolve their issue. So, that is something that I am very happy with and very proud of because previously, before learning this course, my communication with students was not deep at all, and the only communication ever was about academics. But now I get to talk about their personal life with them and discuss their issues and resolve them so that the burden on their shoulders is relieved, and they can focus on their education as the number one priority. I have always wanted to create a very good environment for my students where all of them are stress-free, communicate their problems comfortably, and prioritize their education. I think that has been possible only because of this course, so all of these positive changes are because of the course."

SL-19-3rd

Use of data to identify a key inclusion issue and recognize improvement because of the intervention through data:

The head teacher not only used the data collected to identify inclusion issues but also used to keep track of the progress of the student or if they're facing any difficulty:

"I used data such as comparing the grades of the student before and after I resolved her problem to see whether my efforts were all in vain or if they had an impact. I also took a statement from the teachers of the student to see what they had to say about the girl's behavior. I was glad to know that all of them had positive statements to say. Her confidence had built up, and she was very able in her skills. Previously, she used to stay alone and sad, but soon after her problem was resolved, she started making friends, and she also added many positive changes in herself. Seeing all these changes, I realize that my efforts were not wasted. As soon as I solved a child's problem, he or she always was relieved and always scored much better than before, which shows that they always work better when there is no burden of problems on their shoulders." SL-19-3rd

Increased Collaboration with teachers, students and NGOs:

The teacher used a very collaborative approach of leadership involving parents, teachers, students at every step to keep them updated on the problems and took them in confidence. Moreover, the Head teacher didn't hesitate to look out towards NGOs for additional help for addressing inclusion issues:

"By arranging many meetings with my teacher so I can give them details about the problem that child is facing and so they can cooperate and work together with the child so that he overcomes that problem. To solve the problem of student I also contact NGO or other authority so that problem of child is removed immediately and he can focus completely on his study. I also asked teacher to maintain a friendly relationship with students so that they don't feel scared and teach them with a lot of affection and not be very strict with them. There are many things that I try to do for students. Also contact their teacher and their parents where they are also given explanation of what problem the child facing and how we can support him in the problem and how we can cooperate with him and help him overcome the problem. I give complete understanding of problems to the parents and teacher of children so they know exactly what is wrong with the child and how he can come out of it and they can support him and gave him courage and help him with his problem." SL-19-2nd