

**Name of Head Teacher:** SL-26

**Age:** 41-50 years

**Qualification:** Masters in Education

**Years of Experience as a Head Teacher:** 11-15 years

**Years of regular Teaching Experience:** 16-20 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 4

**Background:**

SL-26 was a Head Teacher at a Primary school in Lahore (Rural). It is a co-education school with 19 teachers and around 387 students enrolled. The school has basic facilities like electricity, clean water, but no computer lab or library or internet.

**Understanding of Inclusion**

The head teacher's understanding of inclusion was greatly enhanced due to the course compared to before:

*"Like this course helps you understand what inclusion is, what it means, and what problems it creates and how I can remove these problems. Before this course, I did not know about inclusion at all, and I did not know that lack of inclusion caused problems. That is why I never paid attention to the problems that many children in my school faced before the course. After studying it, I learned that inclusion is a big need for our schools and lack of it creates difficulty for students to study. I realized that I need to solve this issue. After this course, I am also able to see many problems myself and observe many inclusion gaps. I realized that inclusion problems come from family problems, lack of money, language problems, or even from mental or psychological problems. As I learned about this course, I became aware of inclusion problems more, and I try to solve these problems so that my students can be stress-free and study properly without thinking about their problems."* SL-26-2nd

**Actions Related to Inclusion:**

The head teacher was susceptible to recognizing discrimination that minority students faced and so devised an action plan to address any discrimination that they faced at his school. This is how the HT addressed the problem:

*"Okay so first of all we gathered all the minority students and we asked them about the problems that they were facing from students or teachers or if someone was calling them names. So they told us their experiences and that it is hard for them to make some plans and some have friends but they still call them names just because the children think that it is jokes. So we get to know that the children in smaller classes don't play with the kids in bigger classes; they call them names and tell them things like "Why do you not leave the country?" So from there we made an action plan on what to do because I don't like that minority children are judged by other children only because of their religion. I want to make sure that my school is a safe space for all students irrespective of their religion or background. That is why I knew that it is necessary to raise awareness about this problem because if I do not handle it right now then later it will grow. If I handle it right now very strictly then later no one will try to call names and everyone will know that bashing someone's religion is a very wrong thing to do. After observing and communicating with the minority students and*

*listening to their part I realized that they were having trouble in the school and I had to help them out of this.” SL-26-3rd*

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

**Course Participation:**

**Initial Condition:** The Head teacher was not confident at all with their ICT skills at the start but had a positive outlook on enrolling in the blended course

**Head Teacher in NIC Interaction:** The head teacher enjoyed the NIC meetings and eagerly heard recommendations from fellow head teachers

**Feedback on Course and nature of NIC meetings:** The head teacher found the concept of inclusion as the best part of the course but found data collection and statistical analysis difficult. He also preferred fortnightly NIC meetings with face-2-face NIC meetings.

**In Course Activities:**

**Data Collection:** The head teacher found data collection and analysis difficult but still admired that he can now show this skill in his resume.

**Interaction with Teachers:** Involved the teachers in inclusion of minority students and preventing their discrimination.

**Interaction with Students and Parents:** Involved the parents at every step of the change gaining their support, and consulted minority children on the discriminations they faced.

**Issues Identified through the PDSA cycle:** Minority students facing social and academic discrimination.

**Success:** introduced the comparative religious studies in the school as a subject and taught the subject himself until he found a teacher. Moreover, students were informed that if anyone was found bullying minority children will be punished.

**Outcome:** Observed social acceptance of the minority students and many could now study in the same section with other students too.

**Headline:**

**Head teacher felt personal relief at students’ problems being solved:**

The head teacher felt a lot of personal satisfaction at addressing inclusion issues in his school, showing his emotional investment in his work.

*“As a teacher, I myself feel very stress-free when the problem of a child is solved because I think that the child's problem is also the teacher's problem. When I remove the problem of a child and see the child improved, then it is a very happy moment for me, and I feel very relieved.” SL-26-2nd*

**The head teacher increased their own work load for inclusion minority students:**

The head teacher himself decided to teach comparative religious studies to the minority students until he found a teacher from the SED Punjab. This increased his work load but he was willing to do so for the sake of minority children. He mentioned:

*“We learned that there were other subjects instead of Islamiyat that could be taught and that was an option for minority students. So we thought that we should not force these children to study those subjects like Islamiyat and we made sure to make religious studies, an alternative for Islamiyat for minorities was taught to the kids. I often teach them this class as long as we don't have a dedicated teacher for this subject. Now in my school minority students don't*

*have to study the subject. I think this way they can enjoy their studies more and it doesn't feel like it is being burdened or imposed upon them.” SL-26-3rd*