**Start Right Program for School Administrators**

**Inclusive Education Session – Companion Guide**

**Section 1 – Defining Inclusion**

What does Inclusive Education mean to you?

What areas or topics would fall under inclusive education?

**Section 2: Stating Your Vision for Inclusion**

What is your WHY for inclusion?

HOW will you create inclusion in your school community?

WHAT is inclusion in your building?

State your vision for inclusion (WHY – HOW – WHAT)

As a leader, state what you stand for.

What will you not stand for?

How will you demonstrate your commitment to this vision in your school community? How will people know this?

**Section 3: Name the Weeds**

What are some of the most pressing issues in inclusive education?

How much of these are within your control?

**Section 4: Creating Change**

Scenario

* As a new principal to a school, Ms. Jones is learning much about her new school. In her early conversations with several teachers, they shared concern regarding student complexity in the class and their perceptions of limited support from previous administration in providing solutions to these challenges. In reviewing information from student records and notes left by the previous administrator, it seemed as though the overall student composition did not differ greatly from the other schools that she had worked at. This was confirmed when a system specialist reviewed the school’s profile. Yet, when Ms. Jones observed teaching and learning in each classroom, it did appear that the teachers were struggling with student diversity, specifically those demonstrating behavioural challenges.
* When Ms. Jones approached some teachers about their processes in bringing forward or discussing student need among colleagues, they suggested that this practice was sporadic and only completed when a student might be presented for a code. Further discussion with teachers involving universal strategies for all students or school-based supports that could be utilized also seemed to be foreign territory. The resource teacher also shared that regular meetings had occurred many years prior but had ceased to occur with many changes in administration and teacher personnel over time.
* The staff room conversations had become increasing negative and teachers expressed concern over workload, fatigue, and lack of support for classroom issues. Students were frequently sent down to the office for misbehavior and often returned after Ms. Jones spend some time assisting with their regulation. This left little time for Ms. Jones to work on instructional leadership or other aspects of leading teaching and learning.
* This current process was not working for students, teachers, or administration. Ms. Jones knew that she needed to create change that would align with her vision for inclusion.

**Scenario Response: Make your plan using the Change Path Model** (Deszca et al., 2020)

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| --- | --- | --- | --- |
| **Awakening** | **Mobilization** | **Acceleration** | **Institutionalization** |
| Why change? | Activating the gap analysis | Getting from here to there | Using data to help make the change stick |
| What is the powerful vision for change?  How does this differ from the future state?  How will this be communicated?  What stakeholders must you involve?  How can you clearly and effectively “awaken” these stakeholders? | How can you make the need for change compelling?  How can you ensure that this vision and gap is known across all stakeholders?  How can you involve stakeholders to further acceptance and refinement of the vision?  Who can you leverage to assist with the plan? | What are your concrete, actionable steps required to implement this plan?  How do you empower others to lead this work?  What professional learning is required?  What structures must be put into place?  How can you build momentum?  What small wins can you celebrate along the way? | What evidence will you gather to measure change to confirm achievement of vision?  How will you make sure any new changes (processes, structures, mindsets) stick?  How will you know if refinements or modifications to the initial plan are needed? |

**Scenario – Change Path Model Solution**

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| **Awakening** | **Mobilization** | **Acceleration** | **Institutionalization** |
| Why change? | Activating the gap analysis | Getting from here to there | Using data to help make the change stick |
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**Section 5: Specific Area for Change Planning**

What specific inclusion topic are you targeting for change?

State the specific problem you are trying to solve, then work through the template below.

**Problem of practice:**

**Change Path Model for Achieving Change**

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| **Awakening** | **Mobilization** | **Acceleration** | **Institutionalization** |
| Why change? | Activating the gap analysis | Getting from here to there | Using data to help make the change stick |
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**Section 6: Conclusion**

What are your next steps for supporting a vision for inclusion in your school?

**References**

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