

Description of Toolbox Themes and Tools in the RETAIN project

Theme description	
Title of Toolbox Theme	Inclusion and Differentiation
Description of theme	<p>The main titles we studied under this theme are inclusion and differentiation. In the RETAIN project, these titles are seen as a precondition both for establishing</p> <ol style="list-style-type: none"> 1. The best possible learning environment for children and young people where they can obtain the relevant competences to fulfill their needs to act accordingly in today's world 2. A working environment which is nurturing, developing and motivating for especially young teachers, inspiring collaboration among teacher generations, school management, the outside world and the parents. <p>Inclusive education is about how schools, classrooms, programs and activities are developed and designed so that all students learn and participate together. Thinking that the establishment of such innovative educational environments is possible with the presence of highly qualified teachers, the theme 'inclusion and differentiation' is focused from a perspective of developing good relations between all stakeholders within the overall school context. In this respect, improving the leadership qualities of school managers and the qualifications of teachers are considered to be of primary importance for developing the suggested tools to create inclusive educational environments.</p>
Overall description of relevant tools for addressing these issues and challenges	<p>This theme requires awareness raising practices between headmasters and school teachers, and between teachers and parents and their relation to outside world at systematic level to ensure continued progress towards the formation, maintenance and/or development of an inclusive environment. For addressing the issues related to our theme 'inclusion and differentiation', we considered and evaluated the following tools.</p> <ol style="list-style-type: none"> 1. Inclusion Compass: It is a way to work with different perspectives. For example when you look at a specific dilemma related to inclusion for a student and having reflected about the pro and cons for solutions you can change perspective to teacher to reflect over the same dilemma, but now from the teacher perspective and so on. The process is obviously related to the systemic paradigm and way of looking for unexpected knowledge and new ideas and ways of thinking more than the process is focused on solutions and what to do the next time the dilemma pops up. 2. Reverse mentoring: (between managers-novice/senior teachers) in order to help school managers understand the dimensions of an effective/ineffective inclusive school environments from different perspectives. This is an inverted type of mentoring relationship whereby new junior employees are paired up with more experienced managers or employees to help the experienced worker acquire new learning (Allen, McManus, & Russell, 1999; Kram, 1996; Kram & Hall, 1996), cited in Human Resource Development Review March 2012 vol. 11 no. 1, P.56). (see more at: http://hrd.sagepub.com/content/11/1/55)



Tool description

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Name of the tool	Reverse Mentoring
Aim of the tool	Reverse Mentoring is a strategic tool which is defined as the pairing of a younger, junior employee acting as mentor to share his/her expertise with an older, senior colleague as the mentee. Considering the aim the RETAIN project by using this tool the school managers are expected to acquire technical knowledge, learn about current trends, gain a global perspective, and understand the details of possible challenges experienced both by the senior and novice teachers regarding a more inclusive school environment. In this respect, the tool aims to support commitment to shared goals for inclusive collaboration among school managers, teachers and other stakeholders in the school.
Target group	School management, senior and novice teachers.
How to work with the tool	There are some essential points to consider while establishing an effective Reverse Mentoring Program in schools. First, face-to-face interaction of the mentor and the mentee to meet in person for at least an hour a month should be encouraged. Second, as this is going to be a learning experience for the parties involved, besides the framework provided to the sessions, the school managers and the teachers should also be allowed to be free in terms of developing their agenda regarding the issue of creating an inclusive teaching and learning environment in their own schools. Finally, both parties are expected to be fully connected and engaged during the sessions.
Special expertise need to work with the tool	Through the process of reverse mentoring, mentors should improve their interpersonal skills such as self-disclosure, active listening, empathy, and feedback. To enhance reverse mentoring outcomes, participants should be encouraged to share knowledge, positive meaning, and emotions in the creation of a positive connection.
Special material (complementary or additional)	No special materials are needed but for the effective use of the tool in schools, there are some requirements such as formalizing the relationship, cultivating mutual trust, and staying open to new ideas within the working systems of the schools. For example, in order to formalize the relationship, first a good mentoring relationship must be created. For this reason, both parties need to be clear about their expectations. Additionally, ground rules of reverse mentoring meetings should be clear, and put in writing, covering the information about concerns such as the time of the meetings, the topics to be covered during the meetings, etc. Since reverse mentorship is a peer-to-peer relationship, neither person should be playing a dominant role to cultivate mutual trust and stay open to new ideas.
Possible risks	If the requirements are handled with care, there shouldn't be any risks.
Outcome	When the teaching staff (both the novice and the senior teachers) feel that their knowledge and input are valued by the management, they are motivated to do more and do it better. As a result, the school management





	<p>can use their new knowledge to improve the inclusive learning environment in their schools. As a result, it is also expected that by using reverse mentoring as a tool, the participating schools involved in this project will have the chance to increase the morale, productivity and multigenerational cooperation in their schools while reducing the conflicts between age groups.</p>
The theoretical foundation of the tool	<p>The tool is founded basically on two theories. One is Social Exchange Theory (SET). One of the basic tenets of SET is that relationships evolve over time into trusting, loyal, and mutual commitments. To do so, parties must abide by certain “rules” of exchange. Rules of exchange form a “normative definition of the situation that forms among or is adopted by the participants in an exchange relation” (Emerson, 1976: 351). In this way, rules and norms of exchange are “the guidelines” of exchange processes. Thus, the use of SET in models of organizational behavior is framed on the basis of the exchange rule or principle the researcher relies on (in Cropanzano & Mitchell, 2005, p. 875; for further reading, please visit http://jom.sagepub.com/cgi/content/abstract/31/6/874).</p> <p>The other theory which reverse mentoring is founded is Organizational Age Theory (Lawrence, 1987, 1988) to explain how age norms can influence their perceptions and motivations about different levels of exchange (e.g., organizational and dyadic) in the context of reverse mentoring (in Chaudhuri & Ghosh, 2012, p.61, for further reading please see the online version of the article http://hrd.sagepub.com/content/11/1/55).</p>
Process Description	
Process and implementation of the theme in schools	<p>Reverse mentoring is a good option if we want the participating schools (school management, novice-senior teaching staff) from different generations understand and appreciate each other's strengths and perspectives in terms of inclusion and differentiation in education. When implemented according to a carefully devised action plan, it is expected to promote learning and collaboration. Therefore, for piloting the use of reverse mentoring as a tool to promote an inclusive environment in participating schools:</p> <ul style="list-style-type: none"> -A clear set of goals that would be achieved within the given time and the actions to be taken will be clarified with the school managers and representatives of senior and novice teachers from each of the five participating schools in the project. -To ensure satisfactory results, the participants will be asked to work in pairs (school manager+ novice teacher/senior teacher and novice teacher+ senior teacher) to discuss their mutual expectations to confirm that the results are completely achieved. -Both parties will be made sure to understand and agree on these goals. - Awareness of the peers on why the specific mentoring exercise is required and what each of them would gain in return will be checked and monitored. -The reflections of the participants will be noted/recorded to be reported.
Other	None
Developed by	The School of Foreign Languages, Çukurova University, Adana, Turkey





Tool description

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Name of the tool	The NVIE Inclusion Compass
Aim of the tool	By using the NVIE Compass, the aim is to work with and shift between different perspectives to gain new information related to inclusion on the basis of a team dialogue.
Target group	School management is the direct target group of the NVIE Compass, but to succeed, management has to involve all stakeholders in dialogues and concrete processes which supports the common strive to secure inclusion on all levels of school life and activities.
How to work with the tool	<p>To use the Inclusion Compass one must realize that, being a school manager or a person with responsibility for developing collaborative processes in the school, one has to take into account <i>how</i> the different agents, e.g. parents, students and employees, experience a certain inclusive process. The Inclusion Compass is a way of working with and shifting between different perspectives to gain new information on the basis of a team dialogue. For example, looking at a specific dilemma related to the cooperation with parents and once having reflected on and shared views about the pro and cons of the ideas and solutions put forward from a management perspective, the Inclusion Compass suggests a change of perspective, now using, for example, the teacher perspective to reflect over the same dilemma, but now of course from the teacher's perspective, and so on.</p> <p>So, to continue the example from above, having chosen the parent perspective as one of the agent perspectives from the outset, the next step working with the compass is to have a dialogue in the team of professionals on what VALUES it is possible to make an agreement about should be the basis for activities and decisions. And related to the values agreed on the next step is to propose PATHWAYS on how to support the values and last but not least agree on how to EVALUATE to what degree the chosen values are realized.</p> <p>The process is obviously related to the systemic paradigm and way of looking for unexpected knowledge and new ideas and ways of thinking, more than the process is focused on solutions and what to do the next time, the dilemma pops up. The process is a systemic loop which can go on and on with new values. Furthermore the perspective stresses that reality has different meanings and approaches depending on whose perspective and narrative you base your understanding on. Hence it is very important, when using the Compass that you turn on the 'outer steering wheel' and explore what VALUES, PATHWAYS and EVALUATIONS could be important for each of the agents in the 'inner fixed part' of the compass.</p> <p>When working with the compass it is important to stress that reflections and dialogues are never a matter of convincing anyone or even 'getting right'. Hence working with the compass must be based on the open and appreciative approach that characterizes a dialogue as opposed to a debate, where winning the argument is what counts.</p>





	<p>VALUES The values are the ethics that all professions must define as the frame for their inclusive actions and work, be it teaching, nursing or whatever.</p> <p>PATHWAYS To settle on pathways to obtain objectives for inclusion is related to methods based on theory and experience from practice and related research.</p> <p>EVALUATION Working with inclusion makes it necessary to evaluate again and again focused on indicators for participation and diversity to settle new objectives.</p> <p>Working in school management teams with these three categories related to agents and stakeholders can secure the implementation of inclusion for all, and by this also contribute to retaining newly educated teachers. The obligation for creating an inclusive school thereby becomes a way of, or perhaps even a reflective tool for retaining not just newly educated teachers but many others related to the practices of the school.</p>
<p>Special expertise need to work with the tool</p>	<p>Actually no specific expertise is needed to work with the compass. However, the school management should be productive, reflective, open minded, cooperative, curious and innovative. Also, the school management as well as other stakeholders should base all their activities on a team dialogue to include a variety of voices rather than providing right answers.</p> <p>Thus, the manager and the other stakeholders who take part in the implementation of the NVIE compass are practitioners rather than experts who develop a shared repertoire of resources over time by means of conversation.</p>
<p>Special material (complementary or additional)</p>	<p>The schematic representation of the NVIE Inclusion-Compass (Appendix 1) shows the stakeholders and how the compass can work. However, the issue of inclusion can be context specific that can change from country to country. So other stakeholders can be added to the compass.</p> <p>The “pocket manual” has been prepared for school managers to give them an overview of how the compass can be implemented in dealing with a specific dilemma related to inclusion. The original material consists of a 12 pages booklet presentation of how to understand and use the compass. This introduction is both a paper printed and an internet based introduction. Unfortunately this material is only in Danish (www.nvie.dk).</p>
<p>Possible risks</p>	<p>The NVIE compass can be difficult to manage, time-consuming, and be seen as risky from a management point of view. In this sense, it might be difficult to motivate and encourage school managers to use the NVIE compass. However, if the managers are reminded that a certain kind and degree of loss of control, delegation and risk taking can, actually, create the engagement and commitment among the stakeholders. The risks mentioned for the open-ended processes on page 4 of the introduction of the toolbox can also be relevant with the NVIE compass.</p>
<p>Outcome</p>	<p>With the use of the NVIE compass, we try to develop an inclusive environment in schools by creating a dynamic and reciprocal relationship between school managers, teachers, students and other stakeholders. The nature of the tool itself enables sustainability as the compass offers a</p>





<p>The theoretical foundation of the tool</p>	<p>systematic loop that can go on and on with new values.</p> <p>The NVIE Compass is mainly based on two main theories, i.e. Lave & Wenger’s theory of communities of practice and Urie Bronfenbrenner’s theory of settings and systems.</p> <p>The theory of Communities of Practice can be defined, in part, as a process of social learning that occurs when people who have a common interest in a subject or area collaborate over an extended period of time, sharing ideas and strategies, determine solutions, and build innovations. The three required components of Communities of Practice:</p> <ol style="list-style-type: none">1. There needs to be a shared domain of interest such as inclusion as in our case of the RETAIN project.2. There needs to be a community who build relationships that enable them to learn from each other.3. There needs to be a practice. Communities of practice is not just people who have an interest in something. They are practitioners who develop a shared repertoire of resources which can include stories, helpful tool, experiences, stories, and ways of handling certain problems. In using the NVIE compass, the manager and the stakeholders decide on common values and develop ways to deal with problems related to inclusion (Wenger, 2000) <p>The other main theory underlying the NVIE compass is Urie Bronfenbrenner’s theory of settings and systems. According to this theory people encounter different environments throughout their lifespan that may influence their behavior in varying degrees. These systems include the micro system (the direct environment we have in our lives), the mesosystem (the relationships between the microsystems in our lives, e.g. family and school life), the exasystem (the setting in which there is a link between the context where the person does not have any active role and the context where in is actively participating), the macro system (the actual culture of an individual including items such as socioeconomic status of the person, his ethnicity or race), the chronosystem (transitions and shifts in one’s lifespan). (<u>Sarah Mae Sincero</u> (Mar 14, 2012). Ecological Systems Theory. Retrieved Feb 02, 2015 from Explorable.com: https://explorable.com/ecological-systems-theory</p> <p>The NVIE Compass is also based on Reginald Revans action learning theory (1982) which is an approach to solving real problems by taking action and reflecting upon the results. The action learning process includes (1) a real problem that is important, critical, and usually complex, (2) a diverse problem-solving team or "set", (3) a process that promotes curiosity, inquiry, and reflection, (4) a requirement that talk be converted into action and, ultimately, a solution, and (5) a commitment to learning. In many, but not all, forms of action learning, a coach is included who is responsible for promoting and facilitating learning as well as encouraging the team to be self-managing. In the context of the RETAIN project, schools managers are supposed to be the coach of this action learning process.</p> <p>The NVIE Compass has also been founded on the “Index for Inclusion’</p>
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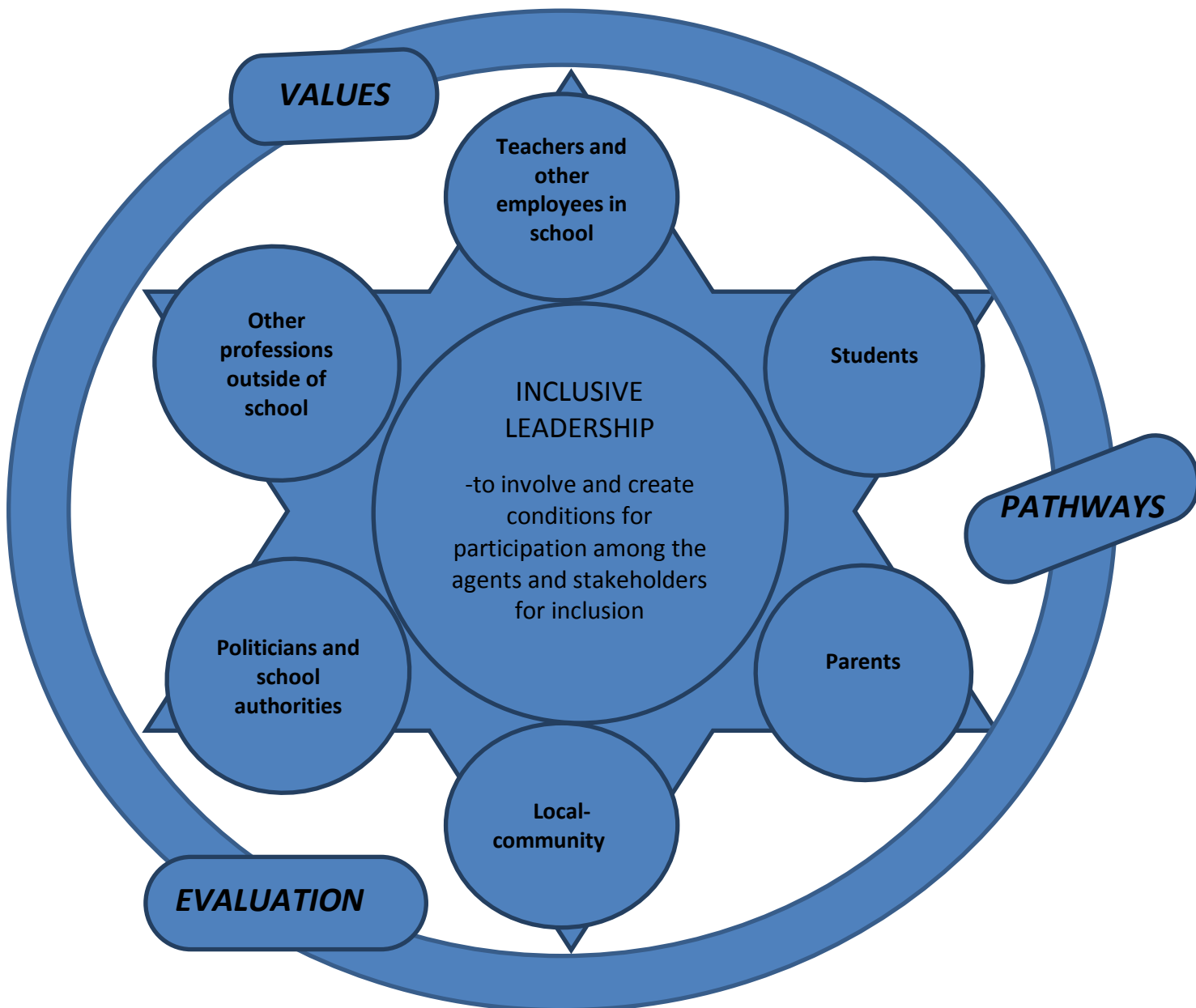


	<p>material by Ainscow and Booth (2002). The index has been a resource to support the inclusive development of schools by building collaborative relationships and improvements in the learning and teaching environment. It is a set of materials to support schools in a process of inclusive school development, drawing on the views of staff, governors, school students, parents/carers and other community members.</p> <p>Booth, T and Ainscow M (2002). Index for Inclusion: Developing learning and participation in schools. Centre for studies on inclusive education (CSIE)</p>
Process Description	
<p>Process and implementation of the theme in schools</p>	<p>The NVIE compass will be piloted in five secondary schools in Turkey. The implementation is planned to go through three main phases as explained below:</p> <ul style="list-style-type: none"> - PHASE 1: INTRODUCTORY WORKSHOP FOR SCHOOL MANAGERS BY THE RESEARCHERS OF THE RETAIN PROJECT <ul style="list-style-type: none"> • Raising awareness about differentiated and inclusive school environment and reviewing their current approaches to create such an environment • Reviewing the aim and the use of NVIE compass as an approach to create/improve differentiated and inclusive teaching and learning environment at schools • Reviewing the role and the responsibility of the school managers and agreeing on an action plan to initiate the process of the NVIE compass at participating schools - PHASE 2: GETTING STARTED WITH THE NVIE COMPASS <ul style="list-style-type: none"> • Setting up a co-ordinating group • Agreeing on a common protocol for communication based on reflection and learning from each other • Deciding on a specific dilemma related to differentiated and inclusive teaching and learning environment at schools • Exploring the views of the different agents about the dilemma • Deciding on values • Deciding on the pathways to sort out the dilemma <p>PHASE 3: EVALUATION</p> <ul style="list-style-type: none"> • Recording progress • Evaluating developments • Reporting the results
<p>Other</p>	<p>none</p>
<p>Developed by</p>	<p>The School of Foreign Languages, Çukurova University, Adana, Turkey</p>



Appendix 1

The Inclusion Compass



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Education and Culture DG

Lifelong Learning Programme