Whole School Approaches to Inclusive Practices

Lesson Two:

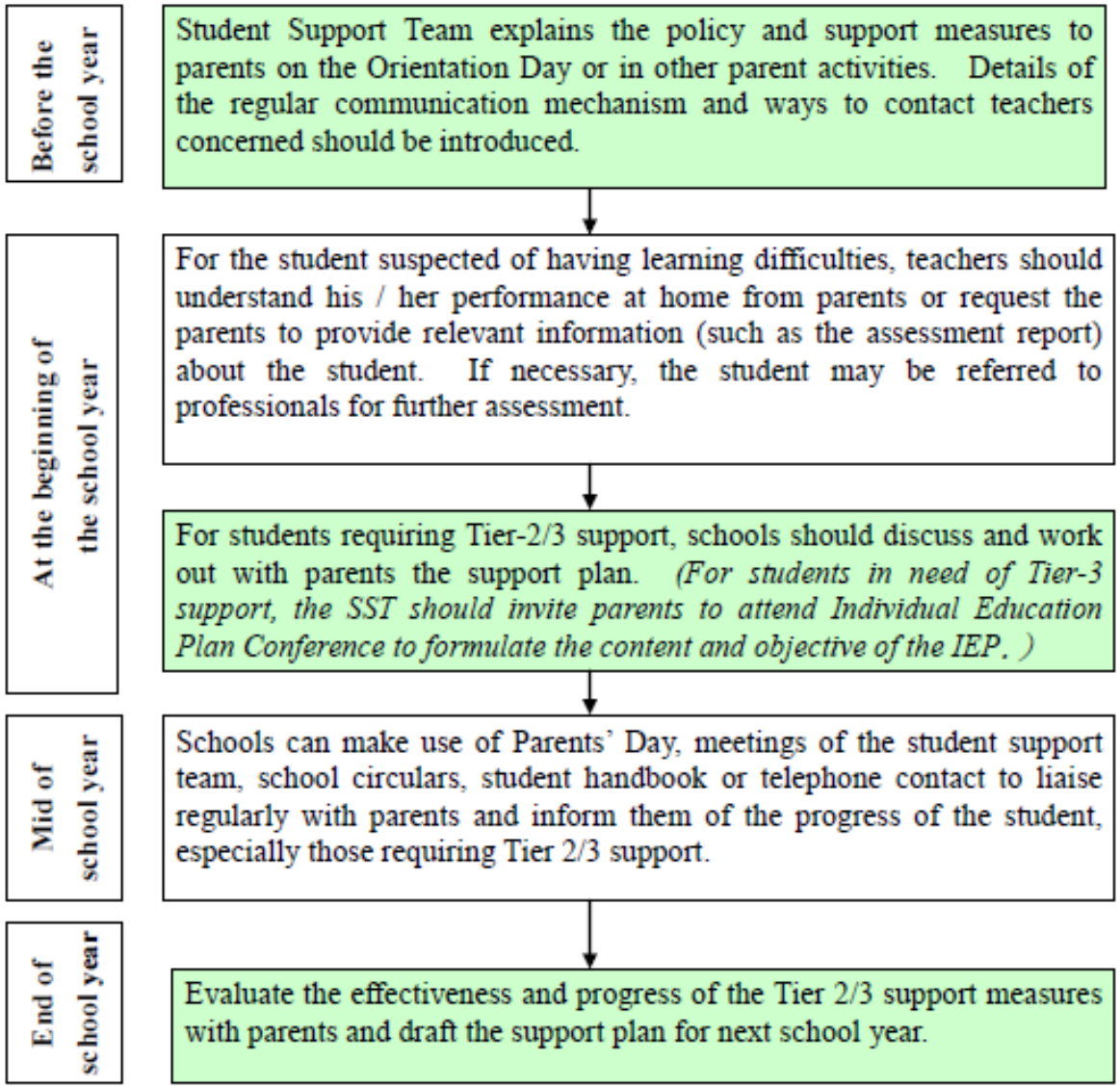
Basic principals in WSA: Roles and collaboration of different stakeholders in whole school approach

By Dr. Kean Poon

Aims of this Lesson

- To acknowledge the importance of home-school partnership in promoting the whole personal growth of students.
- To give you time to reflect to the purposes of building the partnership.
- To identify the types of partnership with the model suggested by Epstein (1995) in your school.
- To refine some of communication skills which you use for promoting a positive partnership with students' parents, i.e. recognizing their feelings and expressing your own, giving constructive feedback and use of active listening.
- To acknowledge the stages of building a partnership.

Operation Guide
on
The Whole School Approach
to
Integrated Education



Catering for Student Differences

~

Indicators for Inclusion

III.xiii There is a partnership between staff and parents

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 6.1]

(a) Parents feel that there is good communication with staff.

(b) All parents are well informed about school policies and practices.

(c) Parents are aware of the priorities in the school development plan.

(d) All parents are given an opportunity to be involved in decisions made about the school.

(e) The fears that some parents have about meeting teachers are recognized and steps are taken to overcome them.

(f) There are a variety of opportunities for parents to become involved in the school.

(g) There are a variety of occasions, when parents can discuss the progress, and concerns about their children.

(h) Staff encourage the involvement of all parents in their children's learning.

(i) The different contributions that parents can make to the school are equally appreciated.

(j) Parents are clear about what they can do to support their children's learning at home.

(k) All parents feel that their concerns are taken seriously by the school.

Catering for Student Differences

~

Indicators for Inclusion

III.xvii Staff collaborate with each other

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 5.2]

(a) Staff treat each other with respect irrespective of their roles in the school.

(b) All teachers and Learning Support Assistants participate in staff meetings.

(c) All teachers and Learning Support Assistants are involved in curriculum planning and review.

(d) Teamwork between staff is a model for the collaboration of students.

(e) Staff feel comfortable about discussing problems in their work.

(f) Staff know who to turn to with a relatively urgent problem.

(g) All staff are involved in drawing up priorities for school development.

(h) All staff feel ownership of the school development plan.

Activity (5 mins)

- Could you empathize how parents may feel when being notified to have a meeting with you regarding the following issues? How could this feeling affect the interaction between these parents and their kids?
    - Habitually disruptive behaviour
    - Constantly low academic performance
    - Poor peer relationships
    - High record of absence
    - Being bullied
    - Being discriminated, such as disability

	What Parents may feel	What the student involved may feel	How the interaction is affected
Before the meeting			
In the meeting			
After the meeting			

Linking with Parents

- Many research have shown that family-based learning influences the effectiveness of school on a student.
- To work in partnership with parents makes good educational sense.

Linking with Parents

- Research has shown that: parents and family are critical factors in children's education, particularly for those who are at risk of dropping out of school.
- The influence and support given by the family may directly affect the behaviour of children in school.

Haley, P. & Berry, K. (1988). Home and school a Partners. MA: Regional Laboratory for Educational Improvement of the Northeast and Islands.

Epstein (1995) suggests that

the way school care about children

is reflected in the way schools care about

the children's families.

WHY IT IS IMPORTANT?

Purposes of linking with Parents

Macbeth (1989)

1. To sensitize parents to their rights, duties and educational importance.
2. To inform parents about the curriculum (and teaching methods).
3. To encourage parents to support the curriculum by providing appropriate in-home education and interest.
4. To train parents in the best in-home educational methods.
5. To involve parents in discussions and joint activities between home and school.
6. To inform teachers about parents views on schooling and education for that class.

7. To influence decisions for that class.
8. To elect parental delegates to a) assist on the coordination of parental partnership between parents and the teachers of that class and b) to represent the parents of that class at school and class councils.
9. To negotiate so that the wishes of both teachers and parents can influence the nature of the educational activities.

- *Macbeth, A. (1989). Involving partents, London: Heinemann Educational*.

Activity (10 mins)

- Read the above list of purposes. With this, you may evaluate your school's present position. The score 1 represents low achievement of the goal, whereas 5 represents high achievement. Then discuss your ratings in your group, looking at the reasons for your ratings, and at similarities and differences between you.

Activity

- How did your parent involve in your school before?
- What kind of partnership between parent and school can be reached?

Six Types of Involvement

As Epstein (1995) suggests, six types of partnership are identified, including:

- Parenting
- Communicating
- Volunteering
- Learning at Home
- Decision Making
- Collaborating with Community

Epstein, J.L.(1995). School, Family, Community Partnerships: Caring for the children we share. Phi Delta Kappa, May: 701-712.

Type of Involvement	Purpose/Goal
Parenting	Help all families establish home environment to support children as students
Communicating	Design effective forms of school-to-home and home -to- school communications about school programs and their children's progress
Volunteering	Recruit and organize parent help and support
Learning at Home	Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and
Decision Making	Include parents in school decisions, developing parent leaders and representatives
Collaborating with Community	Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Parent Involvement Survey

The home/school partnership is one of the essential components of an effective school. This survey is designed to help us better understand the level of parental involvement both at school and at home and help guide us in school improvement planning. Please take a few minutes to complete the following survey and help us gather important information about our partnership and how we, as a team, can enhance your child's school experience. Your participation in this survey is voluntary. Results will only be reported in summary form; no individual person will be identified.

Part A: Tell Us About Yourself (Demographics)

School Name: _____

Gender of person completing this survey:

___ female
___ male
___ filled out by more than one person

Please identify the number of children that you have in each division at this school. If your children are in a special class, please indicate their grade level.

___ Junior/Senior Kindergarten
___ Primary (grades 1-3)
___ Junior (grades 4-6)
___ Intermediate (grades 7-8)
___ Senior (grades 9-12)

Part B: Helping your Child

It is important for schools to provide families with information that will assist them in establishing home environments to support children as students. In this section of the survey, we are interested in finding out if there are any topics of information that parents need to assist them in supporting their children as students.

1) Which topics would you like more information about in order to help your child do well in school?

	Not at all Interested	A little Interested	Somewhat Interested	Very Interested	Extremely Interested
Child/adolescent development	❑	❑	❑	❑	❑
Communicating with children / teens	❑	❑	❑	❑	❑
How to help my child(ren) learn at home	❑	❑	❑	❑	❑
Substance abuse awareness (tobacco, alcohol, drugs)	❑	❑	❑	❑	❑
Children's self esteem	❑	❑	❑	❑	❑
Bullying	❑	❑	❑	❑	❑
Peer Pressure	❑	❑	❑	❑	❑
Health and nutrition	❑	❑	❑	❑	❑
Discipline techniques	❑	❑	❑	❑	❑
Anti-racism	❑	❑	❑	❑	❑
Motivating my child(ren)	❑	❑	❑	❑	❑
Time management skills	❑	❑	❑	❑	❑

Please list any other topics you may be interested in:

Title I Parent Involvement Survey

As we strive to make our school a safe and motivating place for your child to learn, we are reviewing our current parent programs. Your input is vital. Please complete the form below and return it to school with your child by _____. You do not need to put your name on the survey.

1. **Were you provided with a copy of the School—Parent Compact?**

   ☐ YES ☐ NO

   Comments: _____

2. **Do you understand your responsibilities required in the School—Parent Compact?**

   ☐ YES ☐ NO

   Comments: _____

3. **Did you conference with your child's teacher(s) and discuss the School—Parent Compact?**

   ☐ YES ☐ NO

   Comments: _____

4. **Were you provided with a copy of the CAMPUS Parent Involvement Policy?**

   ☐ YES ☐ NO

   Comments: _____

5. **Were you provided a copy of the DISTRICT Parent Involvement Policy?**

   ☐ YES ☐ NO

   Comments: _____

6. **Were you invited to attend the Annual Title I Meeting?**

   ☐ YES ☐ NO

   Comments: _____

7. **Did you attend the Annual Title I Meeting during which the Title I programs and activities were explained?**

   ☐ YES ☐ NO

   Comments: _____

8. **Are you kept informed about parental involvement activities offered by the school?**

   ☐ YES ☐ NO

   Comments: _____

9. **Did you attend any parental involvement activities during the school year?**

   ☐ YES ☐ NO

   Comments: _____

© 2006 by the Department of Federal Programs and Accountability
Region VII Education Service Center

Ways of Communication

- Written communication
- Face-to-face communication

Written Communication

These will probably include regular communications about a range of matters:

- Meetings and events
- Day to day organization
- About aspects of the curriculum
- The progress of individual students and any difficulties they may be experiencing

They may be put in one of these forms:

- Letters, either formal or personal
- Bulletins and news letters

Face-to-Face Communication

- To show the key qualities of genuineness, acceptance and empathy when you meet students' parents.
- To recognize their feelings and your own.
- To look for positive.
- To establish and maintain a positive relationship with them.

Activity (10 mins)

Think about the following questions and then discuss them with your group members.

- In which ways do you contact students' parents?
- What are the moments you contact them?
- What purposes do you intend to accomplish?

Effective Communication

Have you ever used the following communication skills when having a meeting with students' parents?

- Use of "I" statement
- Active Listening
- Constructive Feedback

I’ Statement

- You may use ‘I’-statement to express your thought, feeling or action.
- It can be used selectively and with an appropriate focus.
- It helps the parents to recognize their own feelings.
- It encourages parents to be open and demonstrate to them how to be so.
- It develops new perspectives and promote acceptance if the statement can help the parents construct an alternative way of seeing something.
- It promotes a positive partnership.

Constructive Feedback

- Feedback is a way of learning more about ourselves and the effect of our behaviour on others, e.g. parents and students.
- It increases self awareness, offers options and encourages development.
- Conversely, destructive feedback means that which is given in an unskilled ways which leaves the parents and students simply feeling bad.

Ways to give a constructive feedback

- Start with positive

  1.“Siu Ming always forgets to submit his work on time.”

  2. “Siu Ming is fine in other subject, but not in English. Lately, he has forgotten…”

- Be specific, and descriptive rather than judgemental

  1. “Siu Ming is very rude.”

  2. “Siu Ming is used to talk very loud to me when I talk to others.

- Refer to behaviour which can be changed

  1. “I don’t like his face.”

  2. ‘It would help if you keep your face clean and smile more.”

- **Offer alternatives and encourage the parents and students make suggestions**

You say it to a student:

1. “Many students think you likes to ignores others. I think you should walk over and greet other more”
2. “What do you think you can do to make a change?”

You say it to parents:

3) “You have to spend more time talking to your kid.”

4) “What do you think you can do to help your kid improve his behaviour?”

Active Listening

This skill can be used when the parent has something to say.

It consists of:

- Looking at the parent who is talking
- Sitting quietly with him/her
- Doing nothing else but listening
- Responding to him/her naturally with your own gestures and expressions
- Reflecting back the essence of what you just heard him/her say
- Asking no questions
- Making no comments of your own
- Suspending judgment

Dealing Effectively with parents criticism and confrontation

- Have a good preparation for the meeting.
- Always keep your pleasant manner.
- Use active listening skills and acknowledge parents' feeling.
- Send I-message.
- Look genuinely interested and listen carefully.
- Present a calm and professional manner.
- Ask the parents what they wish to accomplish
- Set a time limit if necessary.

- Ask the parent whether the student is aware of the problem.
- Be honest.
- Establish a good-rapport and give positive message.
- Emphasis specific data.
- Tell the parent specifically what will be done to deal with the problem.

Methods for obtaining parental support

1. A self-introductory letter to parents:

   Introducing yourself, stating your interest

2. An initial meeting:

   Visiting the classroom and discussing teacher's approach to instruction and classroom management

3. Continuing teacher-parent communication

   It can be done through

   - Weekly planner
   - Friday envelops
   - Informational letters
   - Phone calls

4. a parent orientation meeting may include:

- a description of the curriculum for the grade level
- a class schedule
- a handout describing the emotional and social characteristics of a child at the grade level
- a list of special projects that may require some parental assistance
- a statement of your classroom-management procedures
- book reports
- a parent resource form eliciting information about what parents can offer to the class

Stages of Building a Partnership

1. Gaining entry and establishing team goals

    * Identify the broad problem and plan accordinlgy

2. Problem identification

    * Gather information and identify the specify problem(s).

3. Intervention recommendations

    * Look for improvement

4. Implementation

    * Implement the recommended intervention

5. Evaluation

    * select evaluation model and monitor its progress

6. Follow up

    * Engage in ongoing follow-up and make changes whenever necessary

Blalock, G.(2005). Strategies for collaboration. In Polloway, E.A., Patton, J.R.& Serna, L. Strategies for teaching learners with special needs. New Jersey, Prentice Hall.

Activity (5 mins)

- Think about your experience, and identity any moments that fears and misunderstanding arose in teacher-parent relations.
- Discuss them in your group and identity how their occurrence may be minimized.

Collaboration with teachers

Team work is vital

in the Education Sector

Lost at Sea – a team game

Ref: Designed by Grahame Knox, Downloaded from > www.insight.typepad.co.uk

Task

You have chartered a yacht with three friends, for the holiday trip of a lifetime across the Atlantic Ocean. Because none of you have any previous sailing experience, you have hired an experienced skipper and two-person crew.

Unfortunately in mid Atlantic a fierce fire breaks out in the ships galley and the skipper and crew have been lost whilst trying to fight the blaze. Much of the yacht is destroyed and is slowly sinking.

Your location is unclear because vital navigational and radio equipment have been damaged in the fire. Your best estimate is that you are many hundreds of miles from the nearest landfall.

You and your friends have managed to save 15 items, undamaged and intact after the fire. In addition, you have salvaged a four man rubber life craft and a box of matches.

Your task is to rank the 15 items in terms of their importance for you, as you wait to be rescued. Place the number 1 by the most important item, the number 2 by the second most important and so forth until you have ranked all 15 items.

Instructions

1. Provide a 'lost at sea ranking chart' for every member of your group.

2. Ask each person to take 10 minutes to decide their own rankings, and record the choices in the left-hand **Step 1** column.

3. Invite everyone to get into teams of 3/4. Encourage the group to discuss their individual choices and work together to agree on a collaborative list. Allow 20 minutes for this section. Record the group rankings in the second column (team rankings).

4. The correct answers were suggested by the US Coastguard. Display the 'expert' rankings on a PowerPoint presentation, whiteboard or photocopy. Compare your individual and group answers with the correct answers and determine a score.

5. For each item, mark the number of points that your score differs from the Coastguard ranking and then add up all the points. Disregard plus or minus differences. The ***lower*** the total, the better your score.

6. As the groups work together, sharing thoughts and ideas, this *should* produce an improved score over the individual results. Discuss with your group why the scores were different? What changed their minds? And was this enough to survive?

Lost at Sea Ranking Chart

Items	Step 1	Step 2	Step 3	Step 4	Step 5
	Your individual ranking	Your team ranking	Coast Guard ranking	Difference between Step 1 & 3	Difference between Step 2 & 3
A sextant					
A shaving mirror					
A quantity of mosquito netting					
A 25 liter container of water					
A case of army rations					
Maps of the Atlantic Ocean					
A floating seat cushion					
A 10 liter can of oil/petrol mixture					
A small transistor radio					
20 square feet of opaque plastic sheeting					
A can of shark repellent					
One bottle of 160 proof rum					
15 feet of nylon rope					
2 boxes of chocolate bars					
An ocean fishing kit & pole					
			Totals	Your score	Team score

Why Team working?

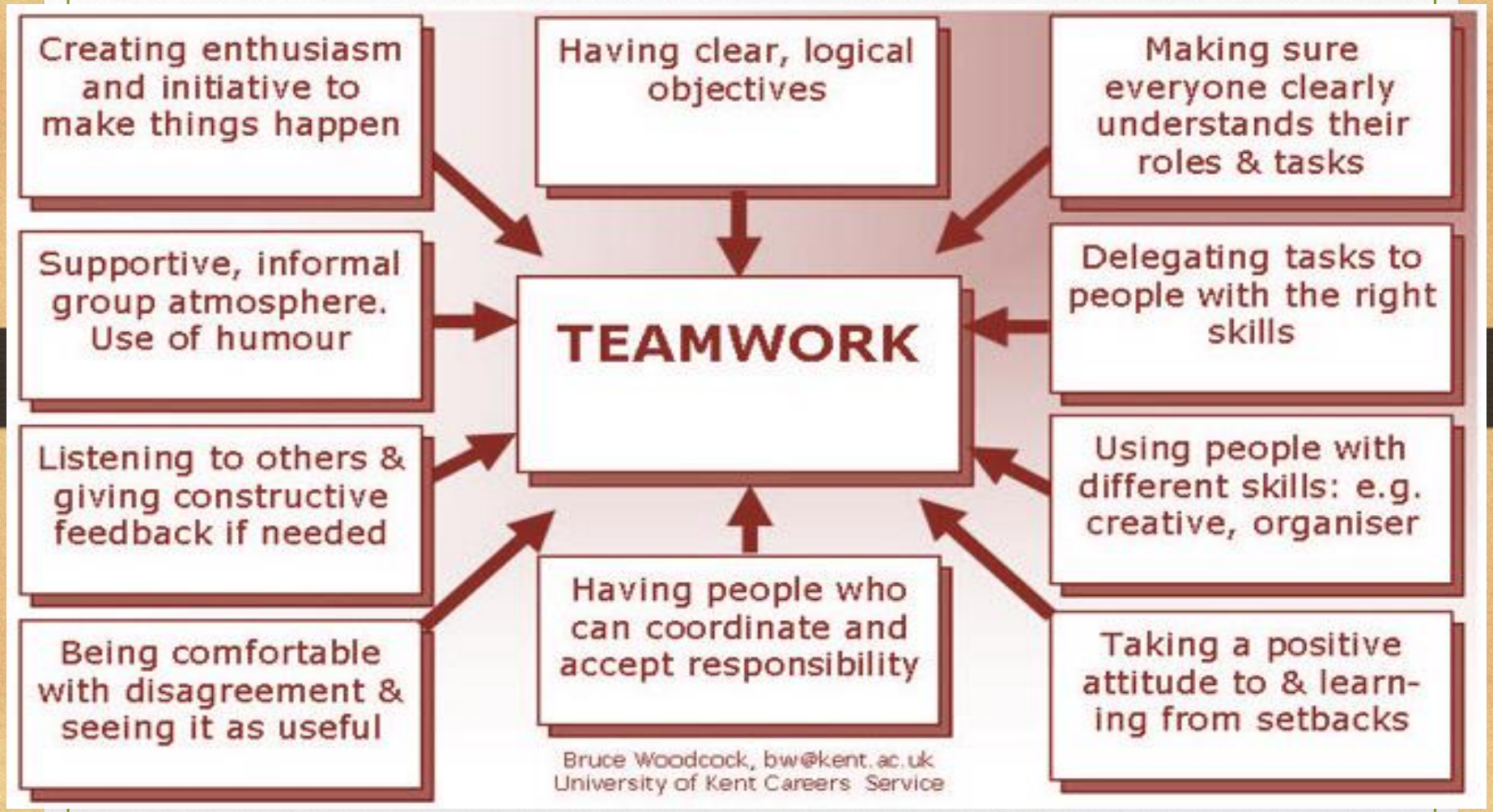
- 70% of airline disasters are caused by errors in team working rather than individual human errors or mechanical breakdown
- Studies in to space travel have concluded that a smoothly functioning team contributes to mission success and survival. In fact the primary limiting factor for all extra terrestrial activities is the problem of interpersonal relationships.
- Poor team working can reduce work motivation and raise stress levels
- Team working may lead to increase productivity & job satisfaction

Skills Shortage

The "Top Ten" Skills shortages among graduates	% of employers surveyed
1 Commercial Awareness	67%
2 Communication Skills	64%
3 Leadership	33%
4 Ability to work in a team	33%
5 Problem solving	32%
6 Conceptual ability	21%
7 Subject Knowledge & competence	19%
8 Foreign languages	19%
9 Numeracy	19%
10 Good general education	15%

Source: Association of Graduate Recruiters "Skills for Graduates in the 21st Century" www.agr.org.uk

Team work


Creating enthusiasm and initiative to make things happen
Having clear, logical objectives
Making sure everyone clearly understands their roles & tasks
Supportive, informal group atmosphere. Use of humour
TEAMWORK
Delegating tasks to people with the right skills
Listening to others & giving constructive feedback if needed
Using people with different skills: e.g. creative, organiser
Being comfortable with disagreement & seeing it as useful
Having people who can coordinate and accept responsibility
Taking a positive attitude to & learning from setbacks
Bruce Woodcock, bw@kent.ac.uk
University of Kent Careers Service

Effective Teams

- It has a **range of individuals who contribute in different ways** (see the roles above) and complement each other. A good team produces more than the individual contributions of members.
- **Clear goals are agreed** on that everyone understands and is committed to.
- **Everyone understands the tasks they have to do** and helps each other.
- It has a **coordinator** who may adopt a leadership style from autocratic to democratic depending on the circumstances. Different people may assume the role of leader for different tasks.
- There is a **balance between the task** (what do we need to do?) **and the process** (how do we achieve this?)

- There is a **supportive, informal atmosphere** where members feel able to take risks and say what they think.
- The group is **comfortable with disagreement** and can successfully overcome differences in opinion.
- There is a **lot of discussion** in which everyone participates. Group members **listen** to each other and everyone's ideas are heard.
- Members **feel free to criticise** and say what they think but this is done in a **positive, constructive manner.**
- The group **learns from experience**: reviewing and improving performance in the light of both successes and failures.

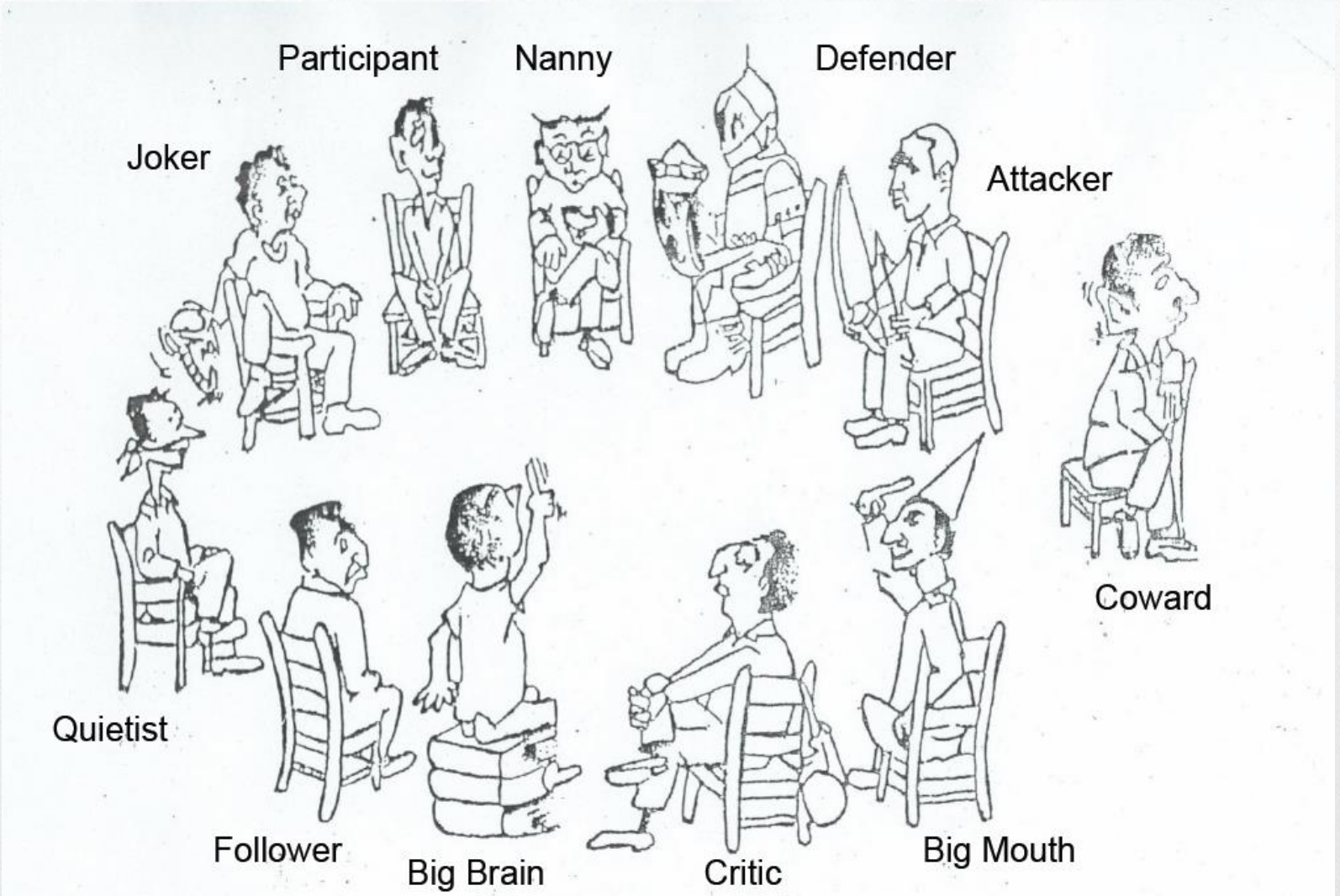
Ineffective Teams

After all is said and done, more is said than done.

Aesop

Ineffective Teams cont'd

- **People talk more than they listen** and only a few people may contribute.
- Some members are **silent and don't contribute.** They may be indifferent, bored or afraid to contribute.
- Members **ideas are dismissed** or even ridiculed and their views are ignored.
- There are **arguments between members** of the group (as opposed to constructive differences of opinion).
- **One or two members dominate** the others and make the decisions.
- **Disagreements are put to the vote** without being discussed.
- **Some members are unhappy with decisions** and grumble privately afterwards.
- **Little effort is made to keep to the point or to work to deadlines.**
- There is a **lack of clarity regarding goals** and specific tasks are not agreed to.
- **Roles are not delegated** to particular team members.
- There is a **lack of trust and helpfulness.**
- **Members don't talk about how the group is working** or the problems it faces.



A picture showing characters from members in a group

Activity (5 mins)

Your Teams

Take a few minutes to reflect & note down ~

- Teams you've participated in

~ Were they 'good or bad'; 'successful or unsuccessful'?

~ What types of behaviour displayed in teams

~ What type of role do you tend to adopt? e.g. leader, ideas, planner, persuader, negotiator, compromiser, blocker, follow directions, process driven, results driven

Implementation

- Implementation in order to realise program in schools has proved to be a challenging process

- The key to successful implementation:
  - **identify and overcome barriers**

Resistance and barriers

- Resistance is a complex and relative phenomenon
- Time, knowledge, economics and the organization's ability to cope with changes related to new responsibilities or tasks are important for innovation
- Resistance depends on prior experience of change processes
- Amount of problems in the initial phase and in innovation fatigue will have an impact on change

Resistance and barriers

- Four types of barriers in change processes in school
  - Psychological barriers
  - Practical barriers
  - Power barriers
  - Value barriers (Skogen, 2004, p.75)

Dealing with psychological barriers

- In developmental psychology a person's ability to tackle change is largely thought of as being linked to his/her basic self-assurance. The greater the degree of basic security, the better the person tackles change or turbulence in her or his surroundings.
- If the person has past experiences of having mastered many different situations and received positive confirmation from the environment, his or her basic security and positive self-image will gradually increase.
- Coping with insecurity in systems and individuals
  - Mapping contextual conditions
  - Individual consultation
  - Information, information, information

Dealing with practical barriers

- Practical barriers refer to resistance factor of more physical nature.

1. Time
2. Resources
3. Ambiguous goals
4. System

Dealing with value and power barriers

These two types of barriers are closely connected. Barriers can be positive or negative depending upon one's set of value.

Power is a phenomenon that is dependent to a large extent upon the relationship between individuals or groups (invisible).

The problem is that the person in the position of power has great opportunities for manipulation to his own benefit and to maintain structure positions and traditions.

With power, one may implement one's ideas/ values and aims more easily and have control over many of the steps in the decision making process.

Dealing with value and power barriers

- Preventing influence of value and power barriers on the change process

  - build power as a leader of change

  - involve the head teacher/management