

**“elephant,  
BEE  
or OTHER?”**

**INCLUDING everyone  
In our schools**

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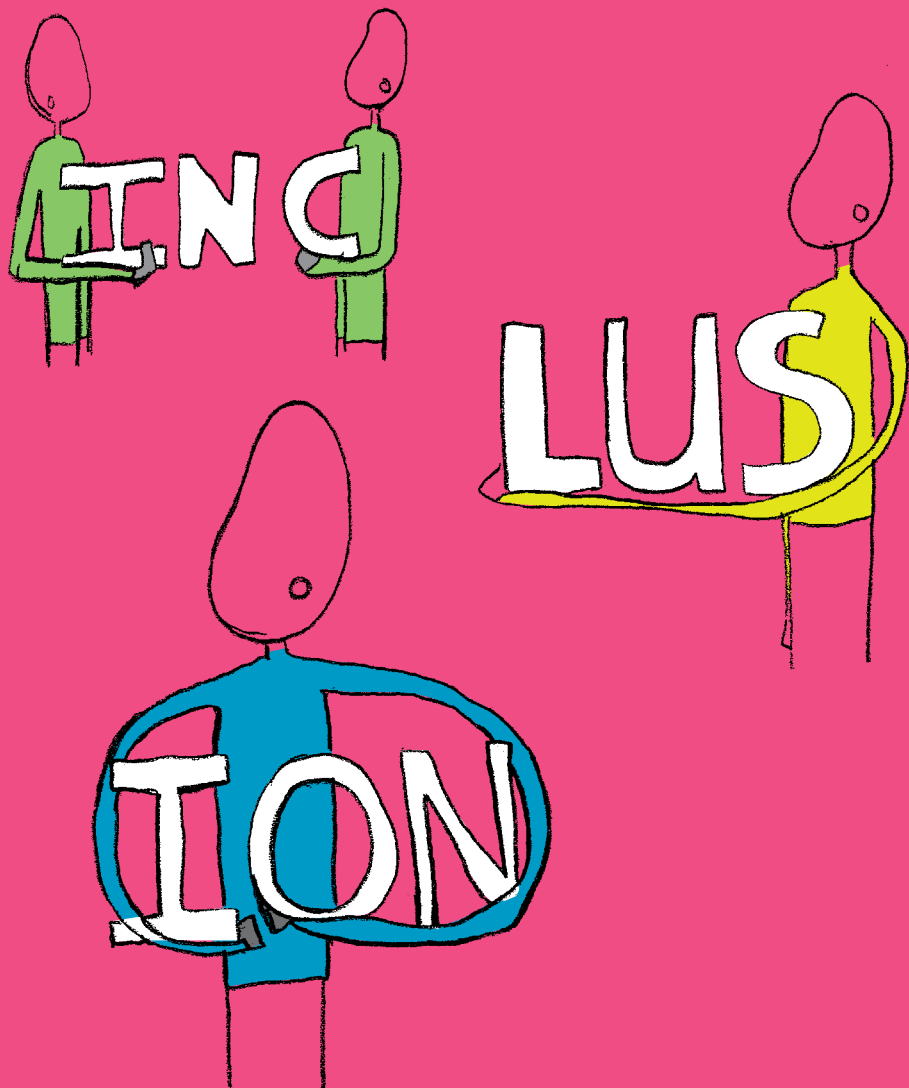
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# FOREWORD

by Denis Rooney, Chairperson of the International Fund for Ireland

In 2006 the International Fund for Ireland launched 'Sharing this Space', a new strategy for 2006 to 2010, with support from our donors and a wide range of stakeholders. The new strategy focuses more strongly on reconciliation and will enhance the opportunities for shared experiences across the two communities in Northern Ireland and the southern border counties. Education is one area where this strategy can be applied for the long term benefit of all.

The IntegratING Education project, which has been fully financed by the Fund and managed by the Northern Ireland Council for Integrated Education (NICIE), is an excellent example of innovation in support of reconciliation.

It has created a much wider opportunity for participation by schools in integration and sharing than had been the case previously. It has given schools the opportunity and importantly, the skills, to explore how they might rise to the challenge of becoming a more inclusive and welcoming place to children of all faiths and none.

The project itself has three main aims:

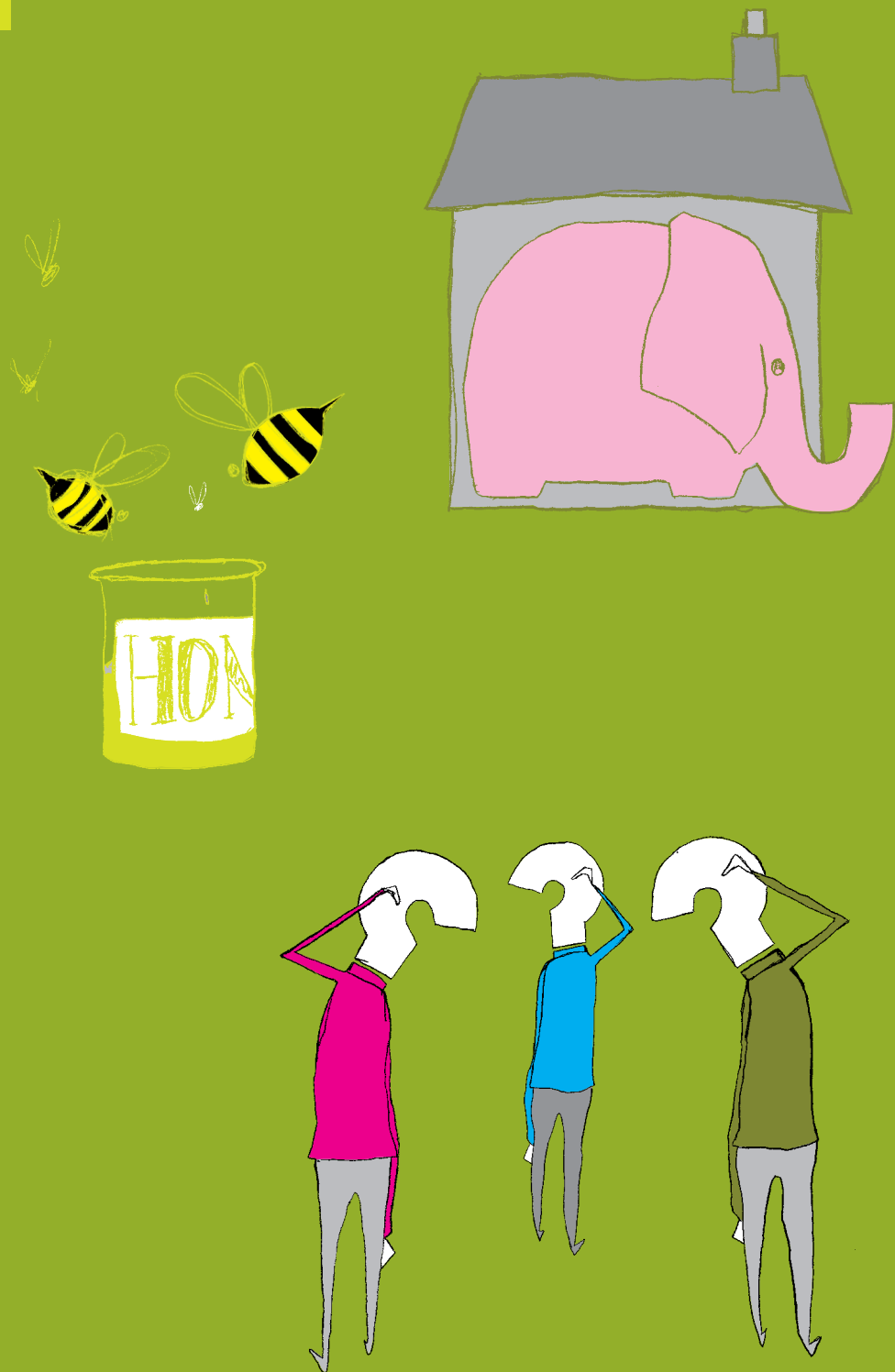
- To assist schools to realise integration in practice;
- To collate, develop and disseminate examples of good practice in integration;
- To work with other educational providers to facilitate the development of relevant models of integrating education.

We have been delighted with the dialogue that has taken place through this project, across the various sectors of our education system. We are also pleased that so many of our schools and pupils have been supported to develop inclusive policies and practices and to share their experiences of doing so.

This booklet will disseminate that experience further.

The Fund will continue to look for ways to support sharing and collaboration through our young people, with the aim of supporting those who wish to deliver an enduring peace and to build robust and healthy communities in Northern Ireland and the southern border counties. We believe that sharing in education has a pivotal role to play in that process.

**Denis Rooney**



# INTRODUCTION

## Roisin Marshall, IntegratING Education Project Manager

Integrating Education is about promoting good relations through schools, where two or more people are gathered, good relationships need to be nourished. For some people, good relationships are crucial to successful partnerships and so they spend time nurturing these. In other words they **'buzz' like a 'bee'** about the subject! The opposite of this is **'the elephant in the room'** scenario where everyone is aware of the issue but no-one wants to mention it. Therefore people find ways to avoid each other and in particular the sensitive issues.

Between both of these extremes, there is a myriad of **'others'** people who are at different degrees of comfortableness with sensitive issues and relationships.

This booklet is a resource intended to support **'elephants' 'bees' and 'others'** in exploring relationship building in a diverse setting such as a school.

As the IntegratING Education Team discovered during its two year existence, there is a plethora of resources on diversity and inclusion. It was felt by those involved in educating children and young people that there is 'initiative overdrive' and a simple, easily accessible publication, outlining some activities to encourage inclusion, would be useful.

This publication is a collection of principles, policies, practices and resources recommended by the IntegratING Education Team funded by the International Fund for Ireland. It is by no means exhaustive but it is a helpful guide.

This document suggests, as a starting point, that schools undertake a whole school visioning or re-visioning approach, agree values and principles that underpin the school and ensure that these are reflected in the school mission statement and the school development plan.

Staff development is crucial to the successful development of inclusion in its broadest sense. This involves gender, ability, religion, sexual orientation, race and political opinion to name a few from the Northern Ireland Act<sup>1</sup>.

<sup>1</sup> Northern Ireland Act 1998, Section 75

I refer you to the *Revised Northern Ireland Curriculum*<sup>2</sup>, which encompasses so much of the planning, implementation and reviewing for building good relationships in schools through Personal Development and Mutual Understanding (PDMU) and Citizenship.

There are useful auditing tools and teaching methodologies included in the *Revised Curriculum Implementation boxes*<sup>3</sup>. There are other useful auditing tools signposted as part of the resources section in this publication such as *Joined Up*<sup>4</sup> and *The Index for Inclusion*<sup>5</sup>. *Together Towards Improvement-A Process For Self-Evaluation*<sup>6</sup> initiated by the Education and Training Inspectorate, supports this process in schools, as does the material issued to schools on School Development Planning. The most recent Chief Inspectors Report highlighted the following as some of the recurring themes and challenges facing schools:

- Diversity and Mutual Understanding
- Special Educational Needs
- Improving Teaching-Improving Learning
- Improving Leadership and Management
- Pastoral Care and Child Protection
- Improving Education and Training

It is hoped that this document will be a meaningful, useful aid to the building of good relations and inclusion in schools, enabling schools to meet the needs of their communities and in particular the children and young people whom they serve.

### **Roisin Marshall**

Integrat/NG Education Project Manager



<sup>2</sup> *The Northern Ireland Revised Curriculum 2006*

<sup>3</sup> Planning for the *Revised Curriculum* at key stages 1& 2

<sup>4</sup> Potter, M and Lynagh, N, *Joined Up, Developing Good Relations in the School Community*

<sup>5</sup> Booth, T and Ainscow, M *The Index for Inclusion, Centre for Studies on Inclusive Education*

<sup>6</sup> Education Training Inspectorate, *Together Towards Improvement-A Process of Self Evaluation*, 2003

<sup>7</sup> Education and Training Inspectorate, *The Chief Inspectors Report 2004-2006*

## **The Political and Educational Context: a brief overview**

Inclusion, as a central tenet of education policy, is supported at an international level by human rights standards, a number of which are framed in terms of reconciliation and the resolution of ethnic, religious and national conflicts. In Northern Ireland international human rights standards are reflected in a number of statutory equality obligations and policy commitments made to promote greater levels of tolerance and mutual understanding.

The principle of inclusion has been envisaged by the Department of Education as aiming to develop an education system which will play a positive role in 'normalising' society. At the time of writing, the recent government agenda of creating '*A Shared Future*' in Northern Ireland has served to further the message that schools have a crucial role to play in creating an inclusive society. In practical terms this requires schools of all types 'to ensure through their policies, structures and curriculum that pupils are consciously prepared for life in a diverse and intercultural society and world.'<sup>8</sup> The following initiatives seek to give expression to this requirement:

*The Revised Curriculum*<sup>9</sup> seeks to promote the value of good relations as part of its aim to prepare pupils for a rapidly changing world.

*The Bain Review*<sup>10</sup> sets out important strands upon which education in Northern Ireland should be premised in the future. The funding imperative requires that there should be a reduction of the schools estate. At the same time the maintenance of quality and the inherent value of sharing point to the need for greater cross-sectoral and cross-community sharing and integrating. The level of sharing and integrating in each school and area will depend on the level of commitment of individual schools.

*The Equity, Diversity and Interdependence Framework for Organisational Learning*<sup>11</sup> outlines how an organisation can promote community relations.

*The Special Educational Needs and Disability (NI) Order*<sup>12</sup> and the *Ethnic Minority Achievement Service*<sup>13</sup> also support and encourage inclusion. Crucially it will be the development of positive relationships and an inclusive culture in schools which will ultimately determine how effective all these agents for change can be.

<sup>8</sup> *A Shared Future* March 2005

<sup>9</sup> *The Revised Curriculum 2006*

<sup>10</sup> *Schools for the Future: report of the Independent Strategic Review of Education*, Dec. 2006

<sup>11</sup> *Equity, Diversity and Interdependence Framework*, University of Ulster 2002

<sup>12</sup> *Special Educational and Disability (NI) Order 2005*

<sup>13</sup> *Ethnic Minority Achievement Service*, launched April 2007



# SECTION 1

## PRINCIPLES OF INCLUSION – SCHOOL ETHOS

**This section looks at the school ethos and some of the areas that can be addressed in order to define precisely what are its principles of inclusion.**

The school ethos reflects the vision and values of inclusivity as explicitly stated in the school mission statement and development plan. It influences all aspects of school life, for example management decisions, curriculum development and internal and external relationships.

The challenge for schools is to interpret the wider political agenda and make it relevant within their own school context. We suggest that as a first step a school undertakes a whole school revisioning process, which enables all stakeholders in the school to understand the principles of social inclusion.

This vision is developed by all stakeholders in the school. It is a living statement that is constantly referred to and constantly under review, taking into account the changing societal context (local and global) in which the school finds itself.

There are a number of agendas that can assist the school in this process and it is important that the school identifies which one is more relevant to the community within and outside of the school. All these agendas incorporate principles of inclusion which will help form a robust ethos to influence policy, processes and practices within the school.

### Equality:

- *Section 75 (1)* – this deals with the wider equality agenda and makes reference specifically to the need to promote equality of opportunity in nine categories. A school that wants to explore this further is encompassing inclusion in a wider sense and values all of the following nine equality categories on an equal basis: race, religion, gender, sexual orientation, disability, political opinion, age, marital status and dependents.

### Good Relations Agenda:

- *Section 75 (2)* – this deals with the need to promote good relations between people of different race, religion and political opinion. It is the Government's latest policy to address peace and reconciliation in Northern Ireland. Schools that want to focus on this agenda, will have, at the core of their ethos, anti- sectarian and anti-racist principles.

### Human Rights:

- This is similar to the wider equality agenda. The school that places human rights at the core of its ethos addresses inclusion from the perspective of promoting rights and responsibilities of the individual and the group. It recognises that everybody has the same rights to dignity, respect, protection and opportunity.

### Principles of Anti Bias:

- The goals of the *Anti-Bias Curriculum*<sup>14</sup> (that is the whole set of experiences in school from which children can learn) require positive action to ensure that every child acquires and projects a positive and confident self identity, enabling them to understand and reduce bias and prejudice. The key principles are:
  1. Start early-very young children have prejudices and biased attitudes;
  2. Reducing bias is a whole school matter;
  3. Equality proof all policies, documents, practices and resource material;
  4. Plan, do, review own and others work;
  5. Agree and implement common anti-bias language with guidelines for dealing with discriminatory behaviour and comments;

Introducing the *Anti-Bias Curriculum* may mean challenging some previously unquestioned practices and behaviours among both staff and pupils; it may meet with resistance from some teachers, parents, governors and administrators. However, although demanding, it is rewarding and if it is whole class or whole school development, it can be a major contribution to preparation for adult life, particularly in the context of living in Northern Ireland.

<sup>14</sup> *Anti-BiasCurriculum, NICIE, 2007*

### Equity, Diversity and Interdependence:

- The community relations sector in Northern Ireland has focused on the principles of equity, diversity and interdependence to underpin legislation and policy which aims to promote a just and inclusive society. A school that focuses on these principles is concerned with improving relationships, at every level, within the school and wider community. By strategically weaving the three strands it is modelling a culture of trust.

### Christianity:

- The context in which schools operate today is changing. Northern Ireland is increasingly diverse in terms of religious faith and belief. At the same time many parents wish their children to be educated within an environment which affirms the importance of Christian values. Ethos statements from the Transferor Representatives' Council, from CCMS and from NICIE clearly affirm the essentially Christian character of controlled, maintained and integrated schools. It is an ethos which if genuinely Christian must be fully inclusive and ensure that other faiths and belief systems will experience real acceptance.



# SECTION 2

## POLICIES AND PROCESSES

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**The development of clearly thought out policies is essential to underpin a genuinely inclusive whole school ethos.**

**The following process is recommended as one method of policy development.**



## The Process of Policy Development

### Stage 1. Identification of issues:

How is an issue identified in the school? How is enthusiasm and ideas for school improvement captured? For example, does your school have an issue log, suggestion box or minutes of meetings? Is this information easily accessible by all constituents? For example, via an intranet system, newsletter or bulletin board?

In other words is there a buzz about the school on emerging issues, or are such issues ignored even though everyone knows they exist?

- Share views on the area considered for policy review or development. Is there still recognition that this process is essential?
- Make decision to develop or review policies

### Stage 2. Clarifying the vision:

- Inform stakeholders of commitment to area of development and seek representation
- Identify a representative group. We recommend inclusion of a teaching member or a broader representation of school community in the sub group (staff, governor, parents, pupils). This representative group should undertake a visioning / clarifying session
- Outline rationale for policy, issues named and discussed
- Representative group plan how they are going to communicate with the stakeholders

### Stage 3. Auditing:

- Internal and external audit - find out what the stakeholders think
- Questionnaire (or other appropriate method of communication) to parents on area for policy development. Involvement of pupils, governors and staff
- Collate results

### Stage 4. Consider gap between vision and audit:

- Representative group to designate a working group that will draft/review policy (bearing in mind range of views and undertake equality impact assessment gender, religious balance etc)
- Consensus and redraft following consultation with all stakeholders

### Stage 5. Prioritise for change:

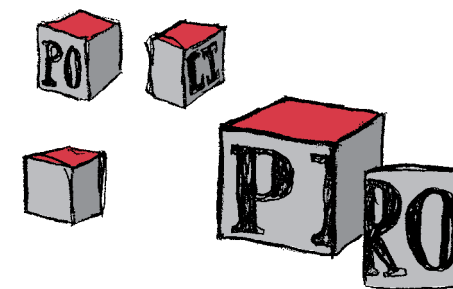
- Policy (and accompanying procedures) agreed – officially launched
- Representative group to devise action plan to implement policy/procedures
- Clear time-frames for implementation/review of policy

### Stage 6. Taking action:

- Implement action plan, for example raising awareness of policy – mainstreaming policy and delivering change
- Identify training needs and arrange short and long term training strategies

### Stage 7. Review action:

- Monitoring and evaluation
- Review-a review request can come at any time from any constituency for example governors, parents, staff and pupils





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## Practice Descriptions

### 1. Whole School Visioning

The Senior Management Team and Governors of a particular school involved in the project identified the need of the school to look at their vision. The school had been open for twelve years and felt that it was time that the school looked at where they had been and where they were going.

The process gave time for all stakeholders of the school to reflect on the good practice in the school, what could be improved upon and what they would like to do in the future, in terms of living the vision.

#### What is it?

A process which allows all stakeholders in the school to input to the review and implementation of a school vision. It gives a chance to reflect on the current school vision.

Space is given to look at the historical aspect of the vision, what the founders saw the school becoming.

Time for reflection is given to look at the journey the school has been on. Changes in society are also looked at, especially how they impinge upon the school.

#### Why do it?

It allows the school to write a vision which is relevant to their particular school.

Through this process all stakeholders can buy into the vision.

The vision can become embedded through careful planning.

#### Who is it for?

Staff, Governors, Parents, Pupils.

## 2. Policy and Practice in Religious Education

This programme is intended to help staff and governors identify key issues in relation to R.E. in their school and to facilitate a process leading to the writing and implementation of an effective R.E. policy.

<b>What is it?</b>	Written guidance with linked training/support on the process of developing policy and effective practice for inclusive approaches to R.E.
<b>Why do it?</b>	<p>To equip school governors, senior management, staff responsible for R.E. and parents to develop policy and effective practice in the area of R.E. with particular reference to provision for religious diversity.</p> <p>Schools will be equipped to deliver R.E. more effectively for a religiously diverse society.</p> <p>The policy is linked to the new R.E. Core Syllabus: all Key Stages, PDMU and Local and Global Citizenship.</p>
<b>Who is it for?</b>	Staff, Governors and Parents.

## 3. Symbols and Emblems

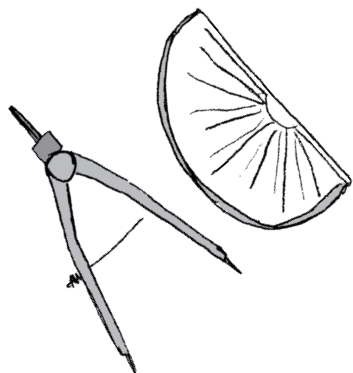
<b>What is it?</b>	<p>A process to aid the development of a policy on symbols and emblems. A space to reflect on our personal experiences of symbols and emblems. A time to reflect on the role of symbols and emblems in our society.</p> <p>The place of symbols and emblems in school.</p>
<b>Why do it?</b>	<p>The school will have a policy which has the ownership of all stakeholders.</p> <p>It will influence the school in its dealings with the issue of symbols and emblems.</p> <p>Teachers will include aspects of this training in their teaching.</p>
<b>Who is it for?</b>	Staff, Governors, Parents and Pupils.

## 4. Peer Mediation Practices

There are several elements that make up the peer mediation programme outlined below. Schools will begin with a whole staff training session. Staff will attend a training for trainers programme before they embark on the pupils training. The support will be given to the schools as they establish the peer mediation service.

Peer mediation is a process whereby the year 6/7 pupils in a primary school and the year 8 pupils in a post primary school are trained in mediation. The entire year group participates in the training and those who want to be mediators apply for the position. Mediation sessions are then provided during the day to help pupils sort out their 'minor conflicts'.

An inclusive school may provide the peer mediation training and service as it is dealing with conflict in a positive way, the results of which is an agreement for both parties. The peer mediation training and service empowers pupils to take responsibility for their own actions. The pupil training programme does not discriminate and is provided to the whole year group equipping them all to be able to deal and think about conflict in a proactive way.



## 4.1 Whole Staff Peer Mediation Training

This training session involves all the staff in a school community and signifies the beginning of a peer mediation programme in the school.

<p><b>What is it?</b></p>	<p>A training day designed to introduce peer mediation to the whole staff team as a method of dealing with conflict.</p> <p>By the end of the day the staff will be familiar with the concept of peer mediation and the school will have taken ownership of the programme.</p> <p>There will also be an opportunity for the school to reflect on conflict in the school and methods for dealing with it.</p>
<p><b>Why do it?</b></p>	<p>Before schools embark on a peer mediation programme it is important that everyone in the school community is aware of peer mediation and the impact it can have on their school.</p> <p>The school needs to take ownership of the programme so that it can become embedded within the school environment.</p>
<p><b>Who is it for?</b></p>	<p>All school staff.</p>

## 4.2 Peer Mediation Training for Trainers Programme

This training programme will equip staff from a school with the skills to be able to run the pupils peer mediation training.

<p><b>What is it?</b></p>	<p>A two day workshop designed for people in schools that are going to be responsible for the peer mediation training.</p> <p>The participants experience a workshop approach to training pupils and have the opportunity to practice leading workshops in a supportive environment.</p> <p>By the end of the two days the participants will feel confident about developing and delivering the peer mediation programme.</p>
<p><b>Why do it?</b></p>	<p>It is important that before a school begins to train the pupils, the staff that are going to be involved in delivering the training have had experience of the training programme.</p> <p>This training for trainers programme enables the future trainers to become familiar with the programme before delivery.</p> <p>It also provides the trainers with an opportunity to think about what a peer mediation programme will look like in their schools and to build a support network with the other schools.</p>
<p><b>Who is it for?</b></p>	<p>Staff and Governors.</p>

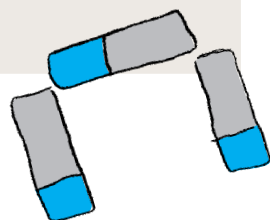
## 4.3 Peer Mediation Primary Training Manual

Following the Training for Trainers programme this manual is provided for use with the pupils.

<p><b>What is it?</b></p>	<p>A training manual for use during the pupils peer mediation training.</p> <p>It provides schools with an eight week facilitated training programme and one refresher session to be used with the year 6 and 7 pupils. Post training, schools may establish a peer mediation service.</p> <p>The training will train pupils in the skills of mediation which includes, communication, listening and problem solving.</p> <p>It is intended that a similar manual will soon be available for post primary schools.</p>
<p><b>Why do it?</b></p>	<p>The training programme is designed to help all pupils in the year group deal with conflict and to improve their communication skills.</p> <p>The training and peer mediation service can help raise pupils self esteem, as it equips them with skills to be able to deal with conflicts.</p> <p><i>cont...</i></p>

### 4.3 Peer Mediation Primary Training Manual *cont...*

<p><b>Why do it?</b> <i>cont...</i></p>	<p>The training programme can also help to meet some of the requirements of the revised curriculum in the following areas –</p> <p>Whole Curriculum Objectives, Whole Curriculum Skills and Capabilities, Key Stage 2 subject areas, Language and Literacy, Talking and Listening, PDMU, Personal Understanding and Health, Mutual Understanding in the Local and Wider Community.</p>
<p><b>Who is it for?</b></p>	<p>Pupils</p>



### 4.4 Peer Mediation Programme Support

The support programme is available to all schools that are working on the peer mediation programme.

<p><b>What is it?</b></p>	<p>Support given to schools throughout the duration of the training programme and beyond, as they establish and run a peer mediation service.</p> <p>The support involves a meeting or phone call mid programme, availability for schools to contact NICIE to discuss the programme and a yearly cluster support group.</p> <p>The support group brings all the schools together and provides an opportunity for schools to discuss the programme and to suggest changes.</p>
<p><b>Why do it?</b></p>	<p>Support is necessary for the programme to become embedded within the school environment.</p> <p>It is also important to provide support until schools are confident that they are self sustaining in peer mediation.</p> <p>The cluster meeting can also provide a good opportunity for schools to link with each other and share their experience.</p>
<p><b>Who is it for?</b></p>	<p>Staff and Governors</p>

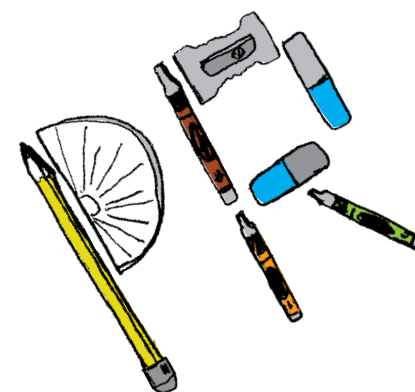
## 5. Good Relations Policies

<b>What is it?</b>	Guidance to equip school governors, senior management, staff and parents with linked training/support on the process of developing effective good relations policy and practice in schools.
<b>Why do it?</b>	<p>To emphasise the importance of relationship building and emotional intelligence as the basis for the development of good relations in schools.</p> <p>Schools will be equipped to address good relations more effectively within the school, with other schools and within the community generally.</p> <p>It is linked to Key Stages 1-4, PDMU and Local and Global Citizenship in the Revised Curriculum.</p>
<b>Who is it for?</b>	Staff, Governors and Parents

## 6. Chaplaincy Training Programme

This programme, in process of development, is to prepare chaplains to work in ecumenical and multi faith school contexts. It will be piloted initially in integrated schools but is likely to be applicable also to other school settings.

<b>What is it?</b>	A training programme to facilitate the introduction of chaplaincy care to integrated and other inclusive school settings.
<b>Why do it?</b>	To equip motivated staff with the skills to operate in their schools as chaplains in a Christian context with scope for other faith participation.
<b>Who is it for?</b>	Staff, Governors and Pupils



## 7. Integration Committees / Co-ordinators' Support Programme

This programme, intended primarily for use in integrated schools, is also relevant to any school wishing to embed good practice in inclusive education.

<b>What is it?</b>	A support programme for integrated schools to facilitate implementation of their integrating ethos through the establishment and development of integration committees.
<b>Why do it?</b>	<p>To equip schools to deliver integration in practice using integration committees as a key driver.</p> <p>An integration committee will be established and equipped to work with staff towards developing the integrating ethos; staff will be empowered to work more effectively with pupils in the integrated setting.</p>
<b>Who is it for?</b>	Staff

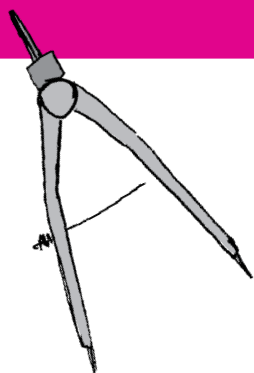
## 8. Meeting the Other

<b>What is it?</b>	A series of school based seminars on world faiths aimed at the adult community within the school or cluster of local schools.
<b>Why do it?</b>	<p>To provide an opportunity to learn about world faiths present in Northern Ireland today from practitioners of those faiths.</p> <p>To provide an opportunity to share good practice, views and experiences about the teaching of religion in schools.</p> <p>To build good relations, understanding and respect for diversity.</p> <p>Adults will have greater capacity to model awareness and respect for world faiths in the classroom and at home.</p> <p>School establishes links with different world faiths.</p>
<b>Who is it for?</b>	Staff, Governors and Pupils

## 9. Good Practice in Diverse Schools

This programme aims to facilitate student teacher visits and teacher mobility to the three main education sectors in Northern Ireland.

<b>What is it?</b>	A programme facilitating visits by students at Stranmillis University College to observe ethos and good practice in controlled, maintained and integrated sectors with linked visits by teachers.
<b>Why do it?</b>	To enable students and teachers to observe ethos and good practice in a variety of educational settings and to facilitate greater understanding of these diverse settings.  Enhanced understanding among participants of good practice in diverse educational settings.
<b>Who is it for?</b>	Teaching staff and student teachers. For details contact in the first instance James Nelson, Religious Studies Department, Stranmillis University College - 028 9038 1271



## 10. Integrating Governor

This session is offered to governors in integrated school to reflect on their commitment and values to the role of governor in the context of the school's ethos.

The same programme may be used by any school wishing to reflect on their role in building an inclusive school.

<b>What is it?</b>	A three hour session for governors to take time out of the normal business of governance, to reflect on their own personal commitment to the school's ethos.  It affords them the space and opportunity to explore the concept of inclusive education.  It allows time to explore what is inclusive education and how can it become embedded in the school, particularly focusing on the role governors play.
<b>Why do it?</b>	To see the importance and the contribution such an ethos can make to the school.  To understand the role governors play in forming and maintaining such an ethos.  To give the school cohesion, everyone working together to achieve the same end.  It will ensure an inclusive ethos is paramount in the school, from policy to practice.  It will give the school ideas on how to express and live its inclusive ethos.
<b>Who is it for?</b>	Governors and Principals

## 11. Getting Back To Where We Come From

This is a project funded by the Heritage Lottery Funds Young Roots Programme. The project was led by the Integrat*ING* Education Team in partnership with Public Achievement, Ulster Museum and Belfast City Council.

<b>What is it?</b>	<p>A flexible exhibition resource highlighting the cultural heritage and identity of a diverse group of young people in Northern Ireland.</p> <p>A pilot process for schools wishing to address good relations (An outline of the process is available in word format from NICIE upon request).</p>
<b>Why do it?</b>	<p>To provide opportunities for the general public, parents, staff and students in schools to address themes of good relations in Northern Ireland.</p> <p>To provide an example of a shared education where good relations are</p> <ul style="list-style-type: none"> <li>• Addressed within the school</li> <li>• Built with other schools</li> <li>• Promoted within the community in partnership with local heritage centres</li> </ul> <p>Those who experience the resource will be encouraged to become more familiar with their own and others' cultural heritage, identity and the history of the troubles in Northern Ireland.</p>
<b>Who is it for?</b>	<p>Schools, Youth Groups, Museums, Councils and General Public</p>

## 12. Pacesetting

The Integrat*ING* Education Team's Good Relations Officer supported NICIE's Community Relations Officer to facilitate this pilot programme with two integrated colleges.

<b>What is it?</b>	<p>A pilot programme to develop a peer led audit process based on the work of <i>Questions of Difference</i> by Charlie Irvine</p> <p>Pacesetting is about ...</p> <ul style="list-style-type: none"> <li>• Making friends</li> <li>• Making people smile</li> <li>• Making the school a happier place</li> <li>• Making a positive difference in the wider community</li> </ul> <p>Pacesetters do this by engaging in a diverse range of learning experiences for participants in the area of thinking skills and personal capabilities including managing information, problem solving, decision making, being creative, self management, working with others, communication as well as questioning and other skills</p> <p>Key skills learned include ...</p> <ul style="list-style-type: none"> <li>• Listening carefully to what others say</li> <li>• Questioning negative behaviour or statements</li> <li>• Sharing stories of success and what has worked well</li> </ul>
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## 12. Pacesetting *cont...*

<b>Why do it?</b>	<ul style="list-style-type: none"> <li>• To develop the placement of young people at the heart of positive change within a school setting.</li> <li>• To develop participants (young people and adults) as individuals.</li> <li>• To develop participants (young people and adults) as contributors to society, the economy and environment.</li> <li>• To develop a model approach to inclusive and partnership working which builds a sense of interdependence within and between two post primary schools.</li> <li>• To have a positive impact on the wider education sector and society in NI with respect to the promotion of <i>A Shared Future</i> where, "...all individuals are considered as equals and where differences are resolved through dialogue in the public sphere, and where all people are treated impartially".</li> </ul>
<b>Who is it for?</b>	Principals, Staff and Pupils

## 13 Classroom Tools

This section lists a number of new curriculum resources and training in support of education for inclusion.

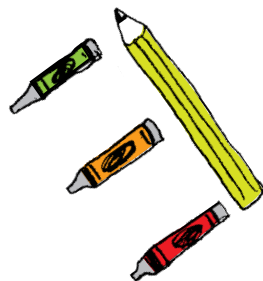
### 13.1 Our Traditions

<b>What is it?</b>	A curriculum resource for Key Stages 1 and 2 to promote an understanding of the similarity and diversity that exists within two main cultural traditions in Northern Ireland.
<b>Why do it?</b>	<p>To give an opportunity for staff and pupils to explore traditions and cultures in Northern Ireland.</p> <p>Links in with Revised Curriculum: PDMU – Strand 2</p> <ul style="list-style-type: none"> <li>• Relationships with family and friends</li> <li>• Responsibilities and Conflict situations</li> <li>• Similarities and Differences</li> <li>• Learning to live as a member of a community</li> <li>• Children will become more familiar with traditions and cultures in Northern Ireland.</li> </ul>
<b>Who is it for?</b>	Staff and Pupils



### 13.2 Dealing with Diversity - A Character Approach to Problem Solving

What is it?	A Key stages 1 and 2 resource on diversity related themes for use in the classroom and in school assemblies.
Why do it?	To explore as part of the <i>Character approach to problem solving</i> programme the themes of diversity and friendship, respect and forgiveness.  Linked to Revised Curriculum: PDMU, Personal Health, Moral Character, Citizenship, Cultural Understanding and fostering of related attitudes and dispositions.
Who is it for?	Staff and Pupils



### 13.3 Resources for Integration

What is it?	Materials for use in a variety of settings to support a school's integrating ethos, at Key Stage 3 but adaptable to other Key Stages.
Why do it?	To provide resources for use with staff and pupils, aimed at giving support to the integrating dimension of schools.  Staff and pupils will have a greater understanding of the challenges and opportunities of living in a diverse society.  Linked to Revised Curriculum: Personal and Mutual Understanding Key Stage 3, Citizenship and Cultural Understanding Key Stage 3.  PDMU – Strand 2 <ul style="list-style-type: none"> <li>Application of thinking skills and encouragement of positive attitudes and dispositions in these areas</li> </ul>
Who is it for?	Staff and Pupils

### 13.4 Resources for R.E. in a Religiously Diverse Society

<b>What is it?</b>	CD ROM resources to support a knowledge and understanding of Christian traditions and major world faiths, for Key Stages 1 and 2.
<b>Why do it?</b>	<p>To provide an understanding of the different religious traditions represented in Northern Ireland and to make provision for the particular denominational needs of Catholic and Protestant pupils in primary schools.</p> <p>Primary schools will be equipped to provide through R.E. an understanding, appropriate to pupils' age, of different Christian traditions and major world faiths and to make provision for denominational needs of Catholic and Protestant pupils in primary schools</p> <p>Linked to Revised Curriculum: R.E. Core Syllabus, PDMU, Spiritual Awareness, Cultural Understanding, Fostering of linked Attitudes and Dispositions</p>
<b>Who is it for?</b>	Staff, Parents and Pupils

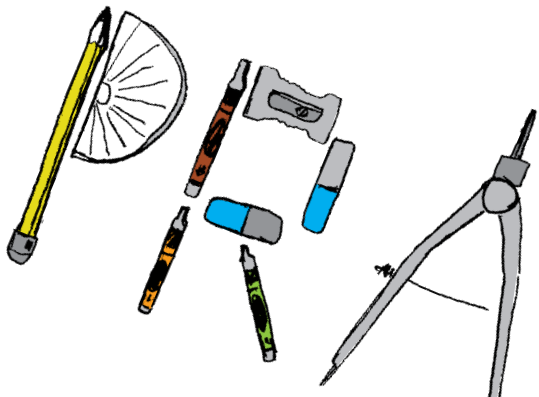
### 13.5 Inclusion, Citizenship and Equity – Playback Curriculum Resource Pack and Training Pack

Further details about this resource are available from Playback Co Ltd, 489 Lanark Road, Edinburgh, EH14 5DQ.

<b>What is it?</b>	<p>Training days and a resource pack for use in pre-school, primary and post primary settings.</p> <p>It is designed to raise awareness and understanding of inclusion, equity and diversity with pupils in the classroom.</p> <p>The programme in each year group can last for the academic year and can be included as part of the curriculum.</p>
<b>Why do it?</b>	<p>It is hoped that through the programme the people involved will develop the attitudes and perspectives which will enable them as adults to be responsible for themselves and to exercise their social responsibilities as good citizens.</p> <p>The Playback Programme will also help schools meet some of the requirements of the revised curriculum in the areas of PDMU and the Citizenship strand of Learning for Life and Work.</p>
<b>Who is it for?</b>	Staff and Pupils

### 13.6 Anti-Bias in Education Training Course and Anti-Bias Curriculum

What is it?	An accredited course for educationalists on anti-bias in education with accompanying publication.
Why do it?	<p>To provide participants with knowledge, skills and attitudes to embed the principles of equity, diversity and interdependence within their educational setting.</p> <p>Participants will:</p> <ul style="list-style-type: none"> <li>• understand the role of education in challenging discrimination</li> <li>• have an opportunity to explore discrimination on a personal level and be empowered to move from awareness to action.</li> </ul>
Who is it for?	Staff, Governors and Parents



## SECTION 4

# Other USEFUL RESOURCES

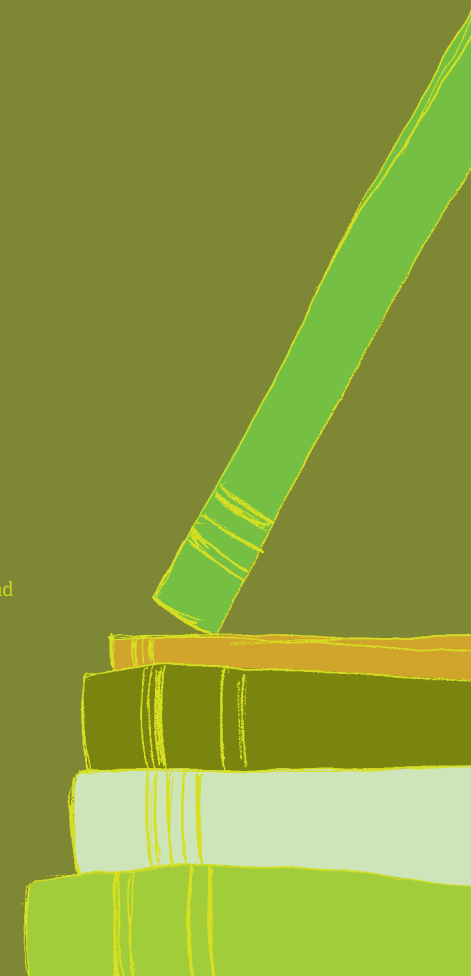


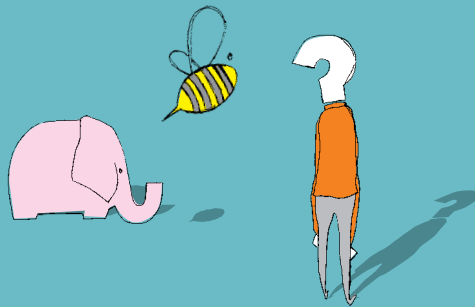
### Resource List

1. Ainscow, M., Booth, T. and Kingston, D. (2006)  
[Index for Inclusion: developing learning and participation in schools.](#)  
Centre for Studies on Inclusive Education
2. Ball, B., Fitzpatrick, L., Scott, M. and Shaw, I. (2000)  
[Playback – Looking through Disability](#)  
Playback Co Ltd  
ISBN: 095475112-4
3. BELB (2006)  
[Evolutionary School Improvement Framework](#)  
BELB
4. Benson, J. (2006)  
[Working More Creatively With Groups – 2nd Edition](#)  
Routledge  
ISBN 0-415-23038-1
5. CCMS  
[Diversity and Inclusion in Catholic Maintained Schools](#)  
CCMS
6. Centre for Global Education (2007)  
[Centre for Global Education Resources Catalogue](#)  
Belfast, Centre for Global Education
7. Connolly, P. (2001)  
[Fair Play,](#)  
Belfast: Barnardos and Save the Children

8. DENI (2001)  
*Pastoral Care in Schools – Promoting Positive Behaviour*  
DENI
9. DENI (2006)  
*Schools for the Future: Funding, Strategy, Sharing*  
*Independent Strategic Review of Education*  
DENI
10. DENI (2005)  
*The Special Educational Needs and Disability (N.I) Order 2005*  
The Stationery Office Limited  
ISBN – 0110490967
11. DENI (2003)  
*Together Towards Improvement-A Process for Self-Evaluation*  
Education and Training Inspectorate
12. Eyben, K., Morrow, D., Wilson, D., Robinson, B. with assistance from McCulla, P. (2001)  
*The Equity Diversity and Interdependence Framework*  
*A Framework for Organisational Learning and Change*  
University of Ulster  
ISBN 1 - 85923-160-8
13. Hall, E.  
*Little Pathways*  
Belfast: CPEP
14. Kerr, M.  
*Lift Off*  
www.liftoffschools.com  
Belfast: Amnesty
15. Lynagh, N. and Potter M. (2005)  
*Joined Up: Developing Good Relations in the School Community*  
Belfast, The Corrymeela Press  
ISBN: 1873739303
16. NIPPA  
*The Media Initiative for Children – Respecting Difference*  
www.nippa.org

17. Naylor, Y. and Sands, C. (2001)  
*Moving Beyond Sectarianism – Resource Packs*  
Belfast: Irish School of Ecumenics
18. Naylor, Y. (2006)  
*Stepping Out*  
Irish School of Ecumenics, Trinity College Dublin
19. Naylor, Y. (2003)  
*Who We Are – Dealing With Difference*  
Irish School of Ecumenics, Trinity College Dublin
20. NEELB (1996)  
*Action Plan to Promote Cultural Diversity*
21. Northern Ireland Curriculum  
*Living Learning Together*  
CCEA
22. Northern Ireland Curriculum  
*Local and Global Citizenship*  
CCEA
23. Radford, K. (2004)  
*Think of me Think of you*  
Belfast: Save the Children
24. Richardson, N. and James, N. (2005)  
*Local People, Global Faiths*  
Newtownards: Colourpoint
25. Richardson, N. (2001)  
*Making Rainbows*  
Belfast: Enelar Pub
26. Richardson, N. (1995)  
*People who need People*  
Belfast: CPE
27. Community Relations Education Northern Ireland  
www.creni.org.uk





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