

Description of Toolbox Themes and Tools in the RETAIN project

Theme description	
Title of Toolbox Theme	Collaboration with the external world (DK)
Description of theme	<p>The overall issue in this toolbox theme is inclusion. Specifically, how a school's senior management/leadership team can plan, implement and evaluate activities that seek to promote inclusion and collaboration with key stakeholders both within and outside of the school. The focus therefore is on providing:</p> <ul style="list-style-type: none"> - Possible ways of supporting and developing inclusive school based activities related to the retention of teachers. - Possible ways of supporting and developing inclusive collaboration between school management, teachers and other stakeholders in the school. - Possible ways of supporting and developing inclusive collaboration with other agents and stakeholders outside the school
Overall description of relevant tools for addressing these issues and challenges	The Inclusion Compass provides a framework to explore the complex issues surrounding teacher retention and inclusion with a variety of key stakeholders both within and outside the school.
Tool description	
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Name of the tool	The Inclusion Compass
Aim of the tool	To support the retention of teachers (particularly those new to the profession) by establishing and maintaining an inclusive school environment.
Target group	School management/leadership teams Novice teachers
How to work with the tool	<p>Essentially the Inclusion Compass provides a framework for dialogue or a series of dialogues.</p> <p>The Inclusion Compass enables members of the senior management/leadership team to work with and shift between different perspectives of various stakeholders (e.g. teachers, parents, governors, students) to gain new information.</p> <p>The starting point might be to take an issue that is of concern to one group of stakeholders such as parents. That issue would be written in the central circle of the Inclusion Compass template.</p> <p>This issue would be then explored through a variety of different perspectives such as those of:</p>



	<p>a) members of the senior management/leadership team b) the class teachers c) local authorities d) governors e) the students etc. These different stakeholders are the agents on the inner fixed part of the compass.</p> <p>The next step would be to use the Inclusion Compass to explore: 1. What VALUES could/should form the basis for decisions and future actions 2. What PATHWAYS might best support these values 3. How might the effectiveness of these pathways be EVALUATED</p> <p>It is very important, when using the Inclusion Compass, to turn 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>Effective use of the Inclusion Compass requires an openness to genuine dialogue, rather than debate (where winning the argument is what counts). The focus is on looking for unexpected knowledge and new ideas and ways of thinking, rather than on finding solutions.</p> <p>Underpinning this tool is an assumption that reality has different meanings, depending on whose perspective and narrative you base your understanding on.</p> <p><u>Definition of key terms:</u> VALUES The values are the ethics that underpin the actions and work of all professions e.g. teaching; nursing etc.</p> <p>PATHWAYS Pathways refer to the courses of action agreed upon, having reflected on relevant research, theory and practice.</p> <p>EVALUATION Evaluation of the effectiveness of the chosen pathways should lead to new decisions being made about subsequent courses of action.</p>
Special expertise need to work with the tool	No special expertise is needed as a prerequisite for working with the Inclusion Compass apart from the ability to be analytical and reflective.
Special material (complementary or additional)	The Inclusion Compass model. No additional materials required.
Possible risks	Effective implementation of the Inclusion Compass requires establishing an environment that promotes genuine dialogue in the spirit of mutual respect.

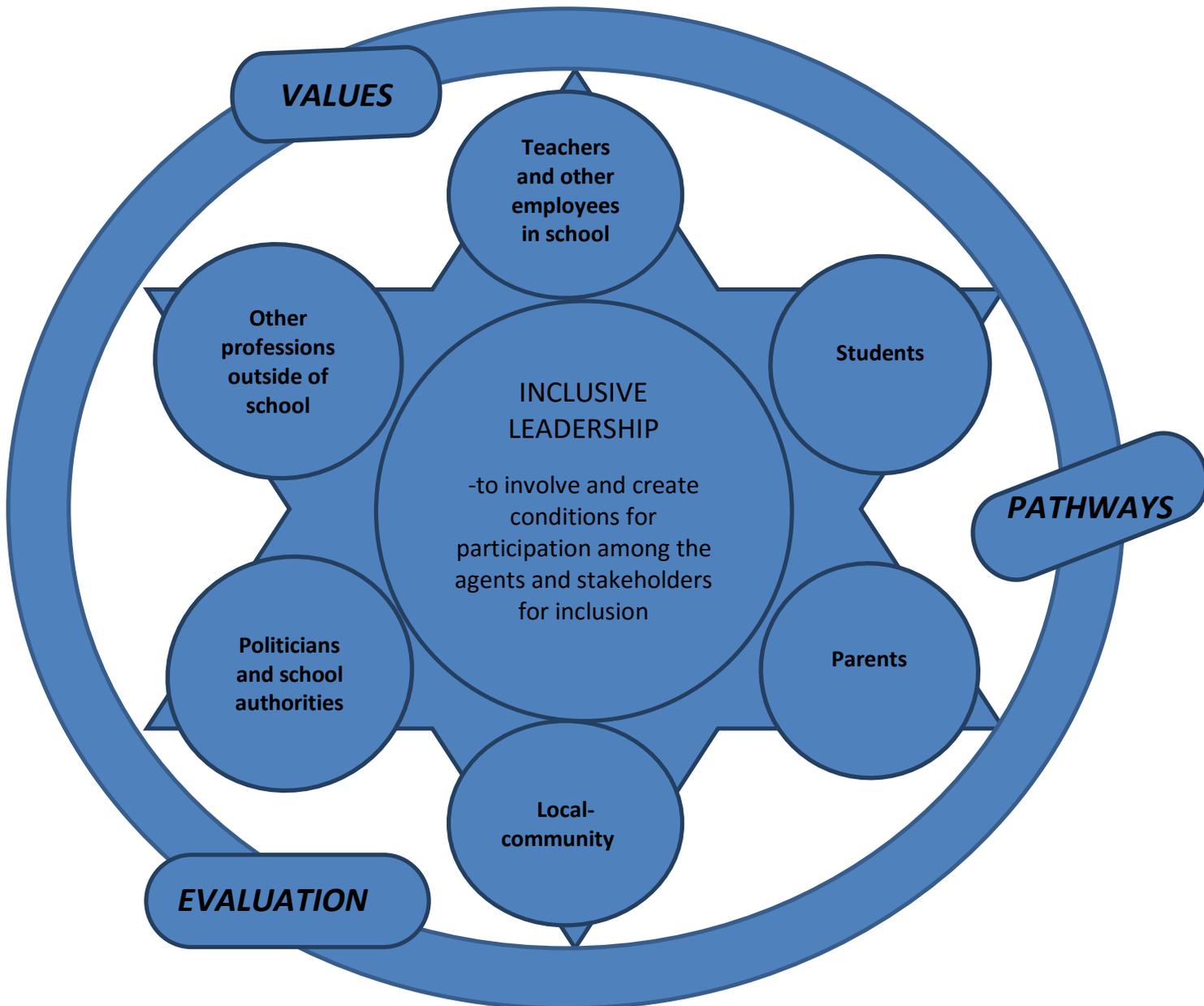




Outcome	It is hoped that implementation of the Inclusion Compass will contribute to the development of an inclusive environment which will have a positive impact on the retention of teachers.
The theoretical foundation of the tool	Various theoretical references underpin the Inclusion Compass, including: a) Systemic Theory b) Communities of Practice (e.g. Lave & Wenger, Wenger) c) Ideas concerning how different social settings in society (like Micro-, Meso-, Exo- and Macro-movements and connections) affect life and learning (Bronfenbrenner). The theoretical background is described in the material developed for the Organization of School Management in Denmark and can be found on their webpage and on NVIE website named as "Inklusions Kompasset" (www.nvie.dk).
Process Description	
Process and implementation of the theme in schools	As part of the RETAIN project, this tool was trialed with four participating schools in Denmark. One school, for instance, used the tool to explore issues concerning the distribution of resources and responsibilities amongst its teaching staff.
Other	None.
Developed by	University College South Denmark, Denmark.



The Inclusion Compass



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