

INCLUSION MATTERS



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Inclusion Matters is a four-month executive leadership programme for leaders in the field of special and inclusive education. The programme provides facilitated opportunities for leaders from different segments of the special and inclusive education ecosystem to come together to better understand each other's vision, practices and challenges.

Inclusion Matters is funded by Project Genie (Greatly Enhanced Networks in Education), an Initiative by the National Institute of Education (NIE), an autonomous institute of Nanyang Technological University (NTU), Singapore and philanthropic organisation, the Lien Foundation. Project Genie is a broad capability enhancement initiative with programmes targeted at different levels from student teachers to sector leaders. This is to encourage interdisciplinary learning and advance educator abilities to cater for the diverse needs and the inclusion of students with special educational needs. Project Genie is made possible through a \$7.5 million gift by the Lien Foundation.



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Participants will engage in critical reflection of themselves as individual leaders as well as leaders of an interconnected network of stakeholders in a system. Through this programme, participants will:



Appreciate the professional, cultural, and organisational contexts, and challenges in supporting children with special educational needs in Singapore.

FEATURES

Inclusion Matters offers leadership training to leaders across sectors in the field of special and inclusive education. Participants will have the opportunity to:

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Network with other leaders involved in teaching and supporting students with special educational needs.

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Share good programmes and teaching practice as well as discuss implementation challenges and ways to address these challenges.

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Discuss school-wide practices and programmes for support of students with special education needs.

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Visit sites to observe good programmes and practices.

Examine the current perspectives, approaches and assumptions related to special and inclusive education as well as the effectiveness in promoting and improving special and inclusive education.



Share best practices across systems and catalyse the development of whole-school structures for children with special educational needs.

PROGRAMME STRUCTURE

The programme will center on the following six themes:

LEADING SELF: MINDSETS AND BELIEFS

- Philosophy of education of children with special educational needs
- Critical reflection on own beliefs, values and mindsets, and its impact on own leadership practices

LEADING CHANGE: STRATEGY AND VISION

- School envisioning and culture building
- Mental health and special educational needs

LEADING LEARNING: CURRICULUM AND INSTRUCTION

- Effective inclusive practices in early childhood
- Evidence-based practices in special education
- Data-driven decision making and evaluation of instructional practice

LEADING THE FUTURE: COLLABORATION AND ASPIRATIONS

- Research in special education
- Leading in a VUCA environment

LEADING TEAMS

- Shifting mindsets
- Coaching and mentoring

LEADING IN SYSTEMS: PARTNERSHIPS AND STAKEOLDERS

- Building partnerships to support the early childhood years to adulthood

Note: The items listed here are some sample topics to be covered under each theme. The final list of topics covered in the programme may differ slightly.

COMPONENTS OF INCLUSION MATTERS

The programme consists of expert-facilitated discussions, leadership workshops, learning journeys, critical reflections and a Collaborative Futuring Project.

EXPERT-FACILITATED DISCUSSIONS

During expert-facilitated discussions across the various themes, participants will make links between theory to practice, exchange experiences and school practices, and learn from each other on the support of students with special educational needs from system-wide and cross-sectoral perspectives.

LEADERSHIP WORKSHOPS

Participants will examine their own mindsets and develop leadership skills to maneuver the demands of special and inclusive education.

LEARNING JOURNEYS

Participants will observe effective practices across various special and inclusive educational settings.

CRITICAL REFLECTIONS

Participants will reflect on their beliefs, values and mindsets as a leader in special and inclusive education, and consider the application of new knowledge learned from the programme to their own education setting.

COLLABORATIVE FUTURING PROJECT

The Collaborative Futuring Project requires participants to envision a more inclusive future for children with special educational needs and describe what the school and community could put in place to realise this future.

ENTRY REQUIREMENTS



Relevant qualifications in general education or special education



Have minimum of 2 years of experience in a leadership role related to supporting students with special educational needs

APPLICATION



For application, please scan the QR code below



CONTACT



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with "Inclusion Matters" in the subject title



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Selected sessions will be led by expert faculty from the National Institute of Early Childhood Development (NIEC).



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