



**TOTAL INCLUSIVITY TRAINING
AND DEVELOPMENT**

Online Workshops

● WHAT IS TOTAL INCLUSIVITY?

Total Inclusivity is recognised as both the starting point and ultimate objective for every aspect of a school's delivery and mission. It is central to the notion of a learning community, underpins the school's operational policies and practices, informs the curriculum design and delivery, nourishes the organisational culture, and creates the foundation upon which a school can confidently claim to be safeguarding both students and staff.

By pursuing a Total Inclusivity model, you will be clearly demonstrating:



a commitment to recognising, valuing, protecting and nurturing diverse identities, regardless of race, gender, sexuality and class

It is essential that any school, especially those purporting to create global citizens and the leaders of tomorrow adopt an uncompromising, self-aware and sensitive approach to diversity, both of students and staff.

These workshops and training programmes are designed to help international schools, anywhere in the world, understand and acquire confidence in embedding Total Inclusivity into every level of their operation, thereby ensuring the security, wellbeing and potential of all their members.

● THE DRAGONFLY TOTAL INCLUSIVITY TRAINING OFFER:

These workshops provide essential introductory and advanced training for international educationalists concerned with developing a deeper understanding and appreciation of inclusivity in terms of race, gender, sexuality and class identities.

The aim is to enable and support you in placing inclusivity at the heart your school policies and practice, leading to greater safeguarding and enhanced potential of both staff and students.

OUTCOMES:

1. Improved awareness of inclusivity, and related communities and identities.
2. Guidance on how to develop an inclusive culture both in terms of individual and school practice.
3. Develop individual confidence and skill to recognise and address inclusive needs within and beyond the classroom.

MODEL 1: ORGANISATIONAL EVOLUTION aimed at the whole institution



AIMS:

The aim of this mode of delivery is, firstly, to assess where the school is positioned in terms of addressing diversity within its student and staff cohorts, and secondly to heighten that awareness and knowledge through a series of workshops delivered to distinct teams.



OUTCOMES:

1. To examine the institution's needs and responses regards its diverse community (race, gender, sexuality and class identities).
2. To develop critical awareness of the intersectional character of inclusivity across the institution.
3. To help improve an institution's image, self-narrative, policies and practices regarding inclusivity.
4. To support leadership in developing and maintaining an inclusive learning community.
5. To identify specific areas of need and development within the institution.
6. To assist organisational members in developing confidence and skill in recognising and responding to diverse identities; their needs, expectations and aspirations.
7. To offer guidance on incorporating inclusivity and diversity within the curriculum.
8. To advise on strengthening the school's safeguarding procedures through ensuring it validates all members whatever their race, gender, sexuality or class.
9. An 'inclusive soft audit' across the institution.
10. To offer guidance on specific incidents and responses.

Examples of primary objectives and areas of guidance:

1. Ensuring school policies such as safeguarding, bullying, and staff handbooks clearly state and protect the school community from inequalities due to racial heritage, religious belief, gender, disability and sexual orientation or identity.
2. Review recruitment policies to ensure a diverse staff, from a variety of backgrounds and skillsets.
3. Assist in drawing up a PSHE curriculum from K-13 on key concepts and learning outcomes (with suggested materials).
4. Advise on harnessing student voice and staff allies to create a working group on how to promote diversity and inclusivity in school. Help initiating a network where staff can share and contribute what has worked for their students and school, using local resources.
5. Advise and guide on connecting with the parent community and gaining feedback.

TYPICAL FORMAT:

1. Initial meeting/online workshop with School Leadership
2. Individual 2-3 hour workshops with departments/faculties/subject groups
3. Concluding and feedback meeting with school leadership plus recommendations

VALUE ADDED OPTION: Longer term support and guidance can be given to institutions by the Dragonfly Facilitators, tailored to the school's inclusivity strategy and targets.

● MODEL 2: TARGETED DEVELOPMENT

workshops for institutional teams (20 staff)



AIMS:

These workshops are suitable for schools with a select, but limited, number of staff wishing to undertake inclusivity training. The workshops would be institutionally exclusive and therefore not open to external participants.

A typical workshop will cover: enhancing inclusivity within the institution; improving inclusivity knowledge and responses within the institution; identifying areas of need and development regards race, gender, sexuality and class identities.

OUTCOMES:

1. Improve participant's critical awareness of diversity and related expectations.
2. Provide guidance on how to incorporate the needs, expectations and aspirations of diverse identities into the institution at most levels.
3. Improve the institution's response to, and recognition of diversity.
4. Assist the institution in improving its ability to satisfy the educational aspirations of all staff and students regardless of race, gender, sexuality and class dynamics.
5. Develop individual confidence and skill to recognise and address diversity issues.
6. Review recruitment policies to select staff who represent a diverse variety of backgrounds and skillsets.

TYPICAL FORMAT:

2-3 hour Online Workshop (15-20 participants)

MODEL 3: INDIVIDUAL DEVELOPMENT

open workshops

AIMS:

This is the traditional Dragonfly online Open Workshop. Applicants will likely come from a mix of educational and professional backgrounds and have a range of experiences. The aim is to provide participants with an introduction to the concept of total inclusivity and assist in creating an integrated set of related policies and practices.



OUTCOMES:

1. Improve participant's critical awareness of diverse communities and identities.
2. Provide guidance on how to incorporate diverse identities, needs, expectation and aspirations into individual educational practice.
3. Develop individual confidence and skill to recognise and address race, gender, sexuality and class as intersectional components experienced by staff and students.

TYPICAL FORMAT:

2-3 hour Online Workshop (15-20 participants)

● MODEL 4: SPECIFIC ISSUES WORKSHOP

individualised support



AIMS:

This is a mix of training and individual support, designed entirely in accordance with an institution's specific needs.

The format is driven by an institution's leadership, with delivery designed to meet the aims and needs of the school. It is expected that in most cases the school has already undertaken a 'diversity audit' of some description and/or has identified issues requiring attention.

OUTCOMES:

1. Support leadership in meeting the institution's strategy and targets regarding total inclusivity.
2. Help leadership resolve specific issues in relation to all aspects of inclusivity and diverse identities within the institution.

TYPICAL FORMAT:

Flexible: Online Workshop(s) and/or Professional Input by Facilitators

FEES & BOOKING DETAILS

FEES:

- | | |
|----------|---|
| Model 1: | Contact to discuss options and details |
| Model 2: | Bespoke School Workshops
USD \$3,000 (15-20 Delegates) |
| Model 3: | Open Workshops
USD \$200 per delegate |
| Model 4: | Contact to discuss options and details |



PAYMENT:

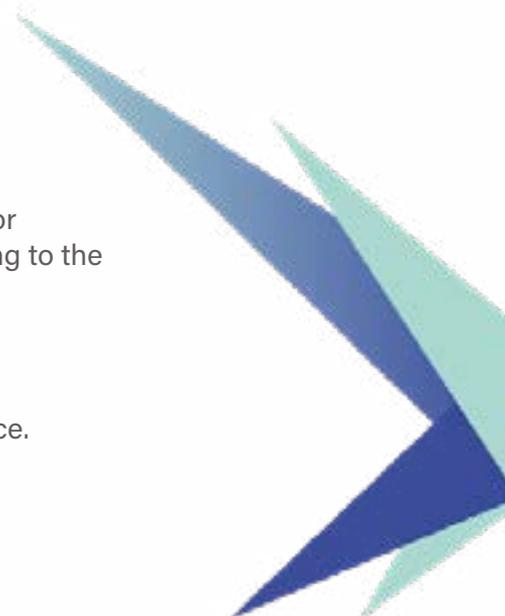
Course fees can be paid via school invoice or PayPal.

TIMINGS:

The open workshops typically run early evening Asia time. Check the website for specific date options and timings. Bespoke sessions can be scheduled according to the school's needs.

PLATFORM:

Sessions will be run through Zoom, with all usual safeguarding protocols in place.



THE FACILITATORS/ADVOCATES

All facilitators are qualified and experienced Advocates for Total Inclusivity in International Education.



DR. STEPHEN M. WHITEHEAD

Stephen has over 30 years' experience of delivering inclusivity training (race, gender, sexuality and class) and professional development for individuals, schools, colleges and universities in the UK and Asia.

He is an internationally recognised academic and educationalist, with 13 published books and numerous academic journal articles. He has been invited to speak at leading universities including Cambridge, Toronto, Singapore, Oslo, and Taiwan, where he was Professor in Gender Studies.

Stephen has taught in UK schools, further education colleges and for 18 years was Senior Lecturer in Education and International Programme Coordinator at Keele University, UK. Previously, Stephen was non-Executive Director for Sarjana Education Group, (Brunei/Malaysia). Stephen is now Lead Writer for Educational Digest International and delivers race awareness development for independent schools in the UK.

Stephen lives in Chiang Mai, Thailand.
stephenwhitehead.org

Sapphira brings international school experience as a former student and currently as a school counsellor from Harrow International School, Bangkok.

Over the past 14 years, she has worked tirelessly to bring safeguarding to a high standard in her community. She believes that diversity and inclusion is crucial tapestry to support the well-being of today's students and it is the role of educators to nourish this resilience.

She will guide schools on how to harness student voice and staff allies to move progressively forward – and that all children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection and care.



SAPPHIRA BEAUDIN



ANGELINE AOW

Angeline is an international educator who has taught in schools in Sydney, Singapore, Nanjing, and Berlin (where she currently resides).

Having undertaken multiple roles within schools, as a teacher, curriculum coordinator, accreditation coordinator and most recently as a professional learning and development coordinator, Angeline has gained unique insights and understandings from multiple perspectives. Her work as a member of the International Baccalaureate Educator Network (IBEN) has provided opportunities for her to work across cultures, borders and languages where she brings together learning communities interested in developing shared understandings and practical steps towards sustainable school growth. Angeline is an advocate of coaching, concept-driven learning and teaching and contributes as an active citizen on social justice issues through her role as a country network leader of @WomenEdDE.

She believes that every educator and student has the power to impact others to create a just and equitable world.

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