



Queensland University of Technology
Brisbane Australia

This may be the author's version of a work that was submitted/accepted for publication in the following source:

[Carrington, Suzanne, Mann, Glenys, & Mavropoulou, Sofia](#)
(2019)

The existing inclusive education policy and inclusive education strategic plan in the Republic of Maldives.

(Unpublished)

This file was downloaded from: <https://eprints.qut.edu.au/135228/>

© 2019 The Author(s)

This work is covered by copyright. Unless the document is being made available under a Creative Commons Licence, you must assume that re-use is limited to personal use and that permission from the copyright owner must be obtained for all other uses. If the document is available under a Creative Commons License (or other specified license) then refer to the Licence for details of permitted re-use. It is a condition of access that users recognise and abide by the legal requirements associated with these rights. If you believe that this work infringes copyright please provide details by email to qut.copyright@qut.edu.au

Notice: *Please note that this document may not be the Version of Record (i.e. published version) of the work. Author manuscript versions (as Submitted for peer review or as Accepted for publication after peer review) can be identified by an absence of publisher branding and/or typeset appearance. If there is any doubt, please refer to the published source.*

Queensland University of Technology Faculty of Education

Deliverables 3 and 4 (combined) The Inclusive Education Capacity Needs Analysis and the Inclusive Education Capacity Development Plan

Suzanne Carrington, Glenys Mann & Sofia Mavropoulou

Report for the Ministry of Education, Republic of Maldives
31 October, 2019

This capacity needs analysis and capacity development plan provides a framework for strengthening inclusive education in the Republic of Maldives. The development of this analysis and plan is also based on the review of the current Inclusive Education Policy (Ministry of Education, 2013) and associated Strategic Plans (Ministry of Education, 2015) of the Republic of Maldives (Deliverable 1). The assessment framework from the UNESCO guide for ensuring inclusion and equity in education (UNESCO, 2017) was used to identify the strengths, gaps and weaknesses in the current Inclusive Education Policy and associated Strategic Plan and this review included a range of recommendations. Additionally, the UNESCO guide will continue to inform planning, actions and outcomes for the 5-year timeline of the capacity development plan and report (UNESCO, 2017). The inclusive education capacity needs analysis and capacity development plan will outline short-term and long-term actions, outcomes and costings that support a revised inclusive education policy and strategic plan.

The inclusive education capacity needs analysis and capacity development plan were informed by a situational and capacity analysis. The situational and capacity analysis involved interviewing key informants and focus group discussions to gather data (Bloor, Frankland, Thomas, & Robson, 2001). The key informants and focus groups are displayed in Table 1.

Table 1.
Key Informants and Focus Groups

Date	Key informant or focus group	Organisation
17 th September 2019	Key informant	IED Team
	Key informant	Meeting with Minister of Education & HR, SA, Planning
	Focus Group Discussion 1	Steering Committee/Technical Committee
18 th September 2019	Focus Group Discussion 2	Curriculum Team and IE Coaches (NIE)
	Focus Group Discussion 3	School Leaders
	Focus Group Discussion 4	Parents
	Focus Group Discussion 5	Teacher Training Institutions
	Focus Group Discussion 6	Service Providers (Ministry of Gender, Family & Social Services, Ministry of Health & NSPA (National Social Protection Agency)
	Focus Group Discussion 7	NGOs
	Focus Group Discussion 8	Muhyiddun School Team
19 th September 2019	Focus Group Discussion 9	H.DH. E.E.C., Jalaaluddin, Afeefuddin Schools
	Focus Group Discussion 10	Hanimaadhoo School

The key informant and focus group discussions (see Table 1) occurred from the 17th to the 19th of September 2019 in the Republic of Maldives. Extensive notes were taken by

the interviewer and members of the Inclusive Education Department (IED). The notes resulted in data used to inform the situational and capacity analysis. The purpose of the situational and capacity analysis was to outline a range of features that can be actioned in order to strengthen inclusive education in the Republic of Maldives over the next five years. Therefore, the outcomes of the situational and capacity analysis have been efficiently combined with the resulting planning framework (see Table 2), demonstrating the relationship between recommendations (Deliverable 1), capacity needs, actions, costs and outcomes (Deliverables 3 and 4). Furthermore, this analysis provides an overview of a range of inclusive and equitable practices that all stakeholders can directly influence. The ultimate aim is to create system-wide change that promotes quality educational access, participation and learning outcomes for all learners (UNESCO, 2017).

The features, actions and outcomes outlined in this capacity development plan recognise the importance of leadership at all levels. Additionally, a collaborative approach to knowledge, planning and implementation of inclusive practices is essential to the principles of inclusive education (Murenzi & Purnomo, 2013). Therefore, professional development for all stakeholders and teacher training focusing on leadership, collaborative approaches and specific knowledge, attitudes and skills should be prioritised in order to effect systemic and sustainable change in inclusive and equitable practices.

Professional development for system leadership, principal leadership and teacher leadership is important as committing to a vision, identifying barriers and facilitators, planning for new ways of operating and leading reform are skills required to change classroom practice (Sharratt & Harild, 2014). Indeed, high quality leadership is integral to school improvement (Harris, 2010). Professional development specific to the needs of teachers to ensure they have the skills, knowledge and attitudes to implement inclusive education was a key recommendation from Nishan's (2018) study on the challenges of regular teachers implementing inclusive education in schools in the Republic of Maldives. To add detail to Nishan's (2018) study, research suggests that professional development for teachers should include sharing of practice, cooperative planning and observing others working (Messiou & Ainscow, 2015). A range of training and professional development will be required to build capacity and capability for teachers and school staff. There are benefits to teachers receiving external training or learning opportunities followed by in school or in class support. In school training is particularly effective if it provides opportunity for

“modelling effective strategies and engaging in group discussions” which allows for knowledge to be integrated in practice (Patel & Khamis-Dakwar, 2009, p. 214).

Furthermore, it is recommended that training should build on and connect to existing knowledge already available in schools and this can be facilitated by training occurring in classrooms where new learning can be implemented (Messiou & Ainscow, 2015). Therefore, co-teaching would be an effective strategy to support teachers’ shared knowledge construction as it occurs within the context of the classroom. Co-teaching is described as a mainstream teacher and a special education teacher collaborating to “jointly deliver instruction to a diverse group of students” (Friend, 2008). As co-teaching occurs within the context that teaching happens, it therefore presents a safe environment for teachers to develop inclusive practices individualised to their skills, capabilities and classroom constraints (Rytivaara & Kershner, 2012). It should also be acknowledged that the development of inclusive practices requires ongoing support to embed processes that value all learners and provides equitable inclusive education (UNESCO, 2017).

Table 2 on the following page is organised into a list of short-term and long-term actions with outcomes and costings that are linked to recommendations from Deliverable 1. These actions, outcomes and costings are considered under the following categories: MoE and IED; values framework for inclusive education; whole school improvement; model of service delivery; leadership; teacher preparation; capacity building of teachers; and capacity building of teachers (resources). Following Table 2 is a list of the recommendations from Deliverable 1.

Table 2.

Republic of Maldives Inclusive Education Capacity Development Plan

Links to Deliverable 1 recommendations	MoE and IED	Short-term action	Outcomes	Costing	Long-term action	Outcomes	Costing
Dimension 2.1	Clear definition of inclusive education aligned with CRPD documents	Drawing on CRPD definition, revise the current definition of inclusive education (IE) Collaborate with all stakeholders to revise definition of IE Advise all stakeholders of revised definition Stakeholders use definition when planning their strategic planning documentation	All stakeholders have shared knowledge of IE according to definition Strategic planning documentation references definition of IE	IED team lead, develop and review	Stakeholders use definition when planning future strategic planning documentation and write actions to plan for ongoing IE processes	All stakeholders have shared accountability for IE according to definition	IED and MoE responsibility
Dimension 2.1	Revised Inclusive Education Policy	Steering Committee/Technical Committee meet and revise the Inclusive Education Policy Statement and Strategic plan and refer to the review and recommendations in Deliverable 1 The existing Inclusive Education Policy and Inclusive Education Strategic Plan in the Republic of Maldives: Review and recommendations	Revised/new Inclusive Education Policy Stakeholders have plan for implementation of IE Policy	IED team lead, develop and review	Stakeholders refer to IE Policy and plan for implementation of policy	IE Policy is implemented and reviewed	IED and MoE responsibility
Dimension 2.4	Index for Inclusion tool for school review and development	Dedicated IED staff member to lead (as critical friend) five schools (could be Focus Schools) to implement school review and development using the Index for Inclusion over one year	Presentation of journey of inclusion at Sharing Success Conference (July/August 2020)	IED team lead, develop and review	Develop evidence hub for best practice IE on five schools Share IE practices and planning through evidence hub	Stakeholders use evidence hub to report on outcomes linked to strategy and practice for IE	IED and MoE responsibility
Dimension 3.9	IED ongoing PD	IED staff complete online training module Trauma Aware Schooling short course https://www.futurelearn.com/courses/teaching-students-trauma/1 Listen to QUT Podclass Is inspiration just a tweet away? Teachers love finding fresh ideas to bring into the classroom. But where should they look for them? Dr Kay Oddone says you can unearth gems of inspiration from the other side of the planet. You just need to know how to get the best out of social media. Listen to Kay as she explains the value of a Professional Learning	Staff trained and can demonstrate proficiency in short course content Staff develop professional learning networks in their area of expertise and in response to needs of stakeholders	Free (QUT) Free (QUT)	Review training available and required Review stakeholders' access to and efficacy of training Develop or provide further training in response to review	Ongoing training provided or developed in response to stakeholder need	IED and MoE responsibility

Links to Deliverable 1 recommendations	MoE and IED	Short-term action	Outcomes	Costing	Long-term action	Outcomes	Costing
		<p>Network (PLN) and talks you through how to create one of your own https://open.spotify.com/show/5siNs2rgnSPiRrv8AsdOk</p> <p>Flexible and self-paced online professional development modules:</p> <ul style="list-style-type: none"> • Inclusive Education: What do you need to know to make it work? • Inclusive Strategies for the Autism Spectrum <p>Each module equates to 13 hours of learning which can be completed over a 4-week period</p> <p>Dates and more information about the modules are available at this website: https://www.qut.edu.au/education/engage/professional-development</p>	<p>Engage with QUT for a range of award and non-award training</p> <p>100 staff from Focus Schools trained in:</p> <ul style="list-style-type: none"> • Inclusive Education: What do you need to know to make it work? • Inclusive Strategies for the Autism Spectrum 	<p>UNICEF funding request as costed below:</p> <p>Standard price per person for each module is AUD \$324.50. A 20% discount is offered for 100 staff to undertake one module of their choice (AUD\$259.60 per person; AUD\$25,960 total price) A 25% discount is offered for 200 staff to undertake one module of their choice (AUD\$243.40 per person; AUD\$48,680 total price)</p>			

Links to Deliverable 1 recommendations	MoE and IED	Short-term action	Outcomes	Costing	Long-term action	Outcomes	Costing
Dimensions 1.6, 3.4, 3.5	Improved collaboration between IED and Ministry of Gender, Family & Social Services, Ministry of Health, and NSPA (National Social Protection Agency)	<p>Continue regular meetings with representatives of these government agencies to improve screening to identify children at risk and dissemination of information to schools and parents of SWD so that schools become a hub and provide a point of communication about where to go to get help (for example, where and how to access a hearing aid, wheelchair, etc.)</p> <p>Consideration of shared commitment to support students experiencing trauma, teenage pregnancy, reproductive health, women's rights, mental health issues</p> <p>Shared approach to data collection and monitoring should be developed</p> <p>Coordinate travel between government departments of MoE, IED, Ministry of Gender, Family & Social Services, Ministry of Health, and NSPA (National Social Protection Agency) and monitoring trips to atolls and Island Councils</p>	<p>Community Social Groups (CSGs) collaborate with IED and develop a shared commitment and actions towards inclusive education</p> <p>Review data and monitoring to determine actions</p>	IED and Ministry departments	Review of actions and 'ways of working' for IE	Improved long term collaboration between government departments	IED and Ministry departments
Dimension 3.9	Joint publications between QUT staff and IED team	<p>Plan for three publications led by three QUT consultants. For example, sharing the success and journey of Muhyiddun School Reach Team; UDL lesson planning and implementation in schools; Index for Inclusion projects, etc.</p> <p>Share publications via Professional Learning Communities or Communities of Practice</p>	<p>Three journal publications in press by end of 2020</p> <p>Professional Learning Communities or Communities of Practice to engage in publications and learning</p>	In-kind support from three QUT inclusive education consultants: Carrington, Mann & Mavropoulou	Ongoing publication and reporting of success of inclusive education in the Republic of Maldives	Reports, publications in international journals, conference presentations	IED

Links to Deliverable 1 recommendations	Values framework for inclusive education	Short-term action	Outcomes	Costing	Long-term action	Outcomes	Costing
Dimensions 3.4, 3.5, 4.2	School community meetings	Identify if school leaders require IED assistance to introduce a process of developing shared values for inclusive education	Shared school values and vision to support inclusive	No funds required. Schools	Regular planned events in response to stakeholder needs and community engagement processes	School environments are 'branded' or	Focus group schools lead, develop and review/report

		Principals from Focus Schools with support from IED host community conversations about shared values and commitment to supporting the learning needs of all children in the local community (linked to QUT workshop, October 2019) <ul style="list-style-type: none"> - Invite PWD - Parents - Teachers - NGOs - Key community members/groups 	culture, policy and practice in schools	would cover costs	Development of practices in response to changing needs and context of stakeholders Develop sustainable approaches to IE	display attributes of IE Stakeholders can articulate values, benefits and practices in regard to IE Everyone takes responsibility for enacting values and culture of IE	
Dimensions 1.1, 3.10	Awareness, acceptance, and empathy	IED lead workshops with PWD: sharing positive stories of being included in education Focus Schools share success stories about good outcomes for SWD	Improved understanding, awareness, acceptance and empathy Joint publications with IED and shared on IED website School presentations at Sharing Success Conference in July/August 2020 involving school leaders, teachers, parents, school-based therapy teams, psychologists	IED staff support	Focus Schools contribute success stories to evidence hub	Ongoing improved awareness and understanding of SWD and inclusion	IED staff support
Dimensions 3.4, 3.5	Parent advocacy and support for vulnerable parents	IED support school leaders in training about parent advocacy and support and draw on QUT led workshop materials	All students and parents are welcome and the school views parents and families as integral members of the school community and partners in student learning	IED staff deliver training using QUT materials	Schools develop and review annual parent and community engagement framework planners	Parents are integral to function and planning of school community	IED staff support for schools

Links to Deliverable 1 recommendations	Whole school improvement	Short-term action	Outcomes	Costing	Long-term action	Outcomes	Costing
Dimensions 2.7, 3.9, 4.2, 4.3, 4.4, 4.6	SIQAAF School Improvement Accountability Framework 1. Management/ leadership 2. Financial 3. Resources 4. Inclusivity 5. Teaching & learning process	Training on inclusive education for SIQAAF team Review the SIQAAF document to reflect the revised inclusive education policy and strategic plan	SIQAAF is revised so that a focus on inclusive education is embedded across the framework	IED and MoE	Move towards a framework where inclusive education is embedded across all areas of the framework	IE is a universal, a 'given' in all school documentation	IED and MoE
Dimensions 2.1, 2.2, 2.3	Whole school approach to inclusive education	Expand support for five schools to implement the Index for Inclusion as a trial for school review and development Regional support for schools to plan for implementing the Index for Inclusion	Five schools implement the Index for Inclusion	Five schools supported by IED team	Regional staff work with schools to support and review Index for Inclusion May use UNESCO IBE performance indicators as tool to review and plan	Five schools feel supported to continue improving IE development and can share their journey with another five schools	IED to support cluster of schools to work with five lead schools
Dimensions 3.10, 3.11	Recognition and award should be part of SIQAAF framework	On-line publications about best practice in schools	Schools conduct forums, seminars and conferences at island levels, regional levels, national levels to celebrate IE	IED and MoE	National Conference on Inclusive Education to celebrate success (2020)	Principal and teachers value celebrations of IE and work towards best practice	IED and school funded
Dimension 2.4	NIE and IED collaboration on developing measures and reporting against curriculum standards	Organise regular collaborative meetings between NIE and IED and QAD to ensure shared development and monitoring of progress to inclusion being embedded in the curriculum	Curriculum is inclusive for all learners	IED and NIE	Ongoing collaboration between IED and NIE	Shared monitoring of progress	IED and NIE
Dimension 2.4	NIE and IED collaborate on developing foundation areas of curriculum. This will support learning for students with	Schools trial – plan/teach/assess/report cycle of foundation areas of curriculum Review foundation areas of curriculum	Students with complex learning profiles access foundation areas of curriculum	IED and MoE	Developing mentoring with schools (internationally) to plan for foundations areas of curriculum. QUT can support networking and collaboration if required	Improved learning outcomes for students with complex learning profiles	IED and MoE

Links to Deliverable 1 recommendations	Whole school improvement	Short-term action	Outcomes	Costing	Long-term action	Outcomes	Costing
	complex learning profiles in inclusive ways						
Dimensions 4.2, 4.6	MoE/Systems support – clear direction to support Principal decision making	<p>Provide critical friend process to Principals to support decision making. This may include advice from IED but could also include support from the Principals of the Focus Schools</p> <p>Provide Principals at Focus Schools with training in whole school inclusive education frameworks</p> <p>QUT workshop for school leadership in October 2019</p> <p>Use multiple sources of data to develop performance</p>	Principals make ethical and evidence informed decisions to lead schools in inclusive education	<p>IED and MoE</p> <p>QUT Consultant (UNICEF project, 2019)</p>	Focus School Principals are confident in a clear direction to support ethical decision making and can share their knowledge and practice	Principals engage in innovative behaviours to deal with complexity	IED and MoE and Focus Schools

Links to Deliverable 1 recommendations	Model of service delivery	Short-term action	Outcomes	Costing	Long-term action	Outcomes	Costing
Dimensions 2.3, 3.11, 3.13	Cluster model Focus Schools become hubs to support inclusive education	<p>Complete an audit on specialist knowledge and skills (inclusion coaches; atoll coordinators; SEN teachers; mainstream teachers/principals; psychologists; therapy teams)</p> <p>Inclusion hubs for complex learning profiles based at Focus Schools</p> <ul style="list-style-type: none"> - Deaf/hard of hearing - Blind/vision impairment - Physical disability - Autism - Challenging behaviour - Gifted and talented <p>20 Focus School staff access online learning modules: Inclusion, Autism, Trauma Aware Schooling</p>	<p>Better utilisation of staff who have specialist knowledge and skills</p> <p>Make best use of available staff expertise and resources</p> <p>Staff at Focus Schools access specific knowledge and skills through PD, build up bank of resources, including technology supports to enable them to work as outreach consultants in school clusters. The Focus Schools would become hubs</p>	IED and MoE	<p>Each school has a program to meet the needs of complex learners (e.g., programs for gifted students, students with learning difficulties, EAL, disabilities)</p> <p>Physical spaces and technology are used effectively to maximise all student learning.</p> <p>100 more staff trained in</p> <ul style="list-style-type: none"> • Inclusive Education: What do you need to know to make it work? • Inclusive Strategies for the Autism Spectrum 	<p>All student learning and engagement needs are assessed and provided for in curriculum planning</p> <p>A range of student learning is celebrated and awarded</p> <p>Focus Group schools are well trained and can share their knowledge and skills with cluster schools in atolls</p>	<p>IED and MoE</p> <p>See previous costing</p>

Links to Deliverable 1 recommendations	Model of service delivery	Short-term action	Outcomes	Costing	Long-term action	Outcomes	Costing
			<p>to support inclusive education across the Republic of Maldives</p> <p>100 staff across Focus schools trained</p> <ul style="list-style-type: none"> Inclusive Education: What do you need to know to make it work? Inclusive Strategies for the Autism Spectrum <p>100 staff trained in Trauma Aware Schooling</p>	<p>UNICEF funding request as costed below:</p> <p>Standard price per person for each module is AUD \$324.50. A 20% discount is offered for 100 staff to undertake one module of their choice (AUD\$259.60 per person; AUD\$25,960 total price) A 25% discount is offered for 200 staff to undertake one module of their choice (AUD\$243.40 per person; AUD\$48,680 total price)</p>	<p>100 more staff trained in Trauma Aware Schooling</p>		<p>Future costing can be arranged with QUT if required</p>
Dimensions 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.10, 3.12	Inclusive pedagogy is good practice	School visits and observations	School leaders ensure that opportunities are	IED and MoE	Schools place high priority on ensuring that mainstream teachers work with special	Teaching practices reflect the belief that	IED and MoE

Links to Deliverable 1 recommendations	Model of service delivery	Short-term action	Outcomes	Costing	Long-term action	Outcomes	Costing
		Preparation of NIE workshop about research and evidence base to support inclusive education: good outcomes for students with and without disabilities	<p>created for teachers to work together and to learn from each other's practices, including through on-line professional learning communities</p> <p>Teachers understand best practice inclusive teaching methods with a high priority given to evidence-based practice</p>		<p>education teachers to address the learning needs of individual students</p> <p>Schools develop improvement agenda addressing inclusive pedagogy</p>	<p>although students are at different stages of development and learning, all students are given age appropriate learning opportunities that challenge and extend them</p> <p>Schools have an identified improvement agenda addressing inclusive pedagogy</p>	
Dimensions 1.4, 1.5, 2.3	Special education teachers working to support inclusive models of practice	<p>Identify examples of co-teaching in atolls:</p> <ul style="list-style-type: none"> - Videos of co-teaching practice - Examples of lesson planning - Videos of teachers talking about the strengths of this approach <p>Teachers are supported to collaboratively develop case management processes that are solution focused based on student data</p> <p>Special Ed teacher work with schools using differentiation planners based on differentiated instruction and UDL</p>	<p>Schools and teachers have identified processes to strengthen inclusive practices</p> <p>Schools use differentiation and engagement planners when developing curriculum and teaching plans</p>	IED and MoE	Schools collect data on student progress and achievement and develop strategies for improvement of all students	School leaders and teachers can have rich conversations based on data to acknowledge and improve student learning	IED and MoE
Dimensions 3.1, 3.8	Psychologists as visiting specialists to atolls	<p>Share examples of good practice</p> <p>Sharing good practical knowledge (Technical Committee Psychologist)</p>	<p>Screening and diagnostic workshops (0–3 years) – collaboration with Department of Health</p>	MoE and Ministry of Health	School-wide process to identify specific learning needs that includes systematic testing and curriculum-based assessment to establish learning needs	School records of individual student needs, achievements and progress are maintained centrally and shared across year levels	MoE and Ministry of Health

Links to Deliverable 1 recommendations	Model of service delivery	Short-term action	Outcomes	Costing	Long-term action	Outcomes	Costing
Dimensions 1.6, 3.1, 3.8	School-based therapy	Focus on 0–3 age group for early identification and support Needs to be available, accessible and affordable Develop consultancy model for therapy – capacity building	Schools are better supported to identify and respond to student needs	MoE	Inclusive playgroups are established for students with identified needs	Transition to early school years is well supported	MoE
Dimensions 3.3, 3.10	Collaboration between NIE and IED to support revised responsibilities for Lead Teachers	Lead Teachers should have a stronger role in leading and facilitating inclusion Training in instructional coaching model to facilitate best practice – draw on inclusive coaching model workshop content	Less administrative work and more co-planning and co-teaching Instructional coaching model used to model high impact strategies, co-teach and provide feedback in classrooms	IED, NIE and MoE	Lead teachers trained in leadership, coaching and capacity building frameworks to maximise their time and value	Lead teachers have middle management capabilities	IED, NIE and MoE

Links to Deliverable 1 recommendations and focus group data	Leadership	Short-term action	Outcomes	Costing	Long-term action	Outcomes	Costing
Dimensions 2.1, 2.2, 2.4, 4.6	Leadership module on Inclusive Education	Develop a suite of professional learning for current Principals <ul style="list-style-type: none"> - Instructional leadership for inclusive practice - Using student data to inform school focus 	Principals are united, committed and explicit about the objective to progress inclusive education and improve learning outcomes for ALL students	IED and MoE	Principals narrow and sharpen the whole school attention on inclusive culture, policy and practice Principals engage in learning walks with a focus on IE	All school Principals complete a leadership module on inclusive education	IED and MoE
Dimension 4.2	Induction package for new Principals	Develop an induction package for new Principals	Trial and review the induction package with Principals at Focus Schools	IED and MoE	Revise and roll out the induction package for all school Principals	Principals have introductory knowledge and skills to implement an inclusive approach to education	IED and MoE

Links to Deliverable 1 recommendations and focus group data	Leadership	Short-term action	Outcomes	Costing	Long-term action	Outcomes	Costing
Dimension 4.2, 4.6	Coaching to support inclusion for Principals	<p>Regional workshops for school leaders from Focus Schools</p> <p>Growth mindset training as part of leadership for inclusion</p> <p>Exposure trip to other countries for Focus School principals to observe and learn about inclusive education in practice</p> <p>Training in change management processes</p> <p>Principals receive coaching to continue to develop capacity for effective leadership</p>	<p>There is evidence of a strong and optimistic commitment by all staff to progressing inclusion</p> <p>Principals set time aside to have regular discussions with teachers and parents about continuous improvement towards inclusive education</p>	<p>IED and MoE</p> <p>UNICEF funding request</p>	<p>Networking and sharing between schools of student and staff success</p> <p>Principals coach and mentor others for IE</p> <p>Develop coaching and mentoring plans for their schools</p>	<p>Principals and other school leaders have networked school relationships that support leadership development for inclusive schools including principal–principal mentoring relationships</p>	IED and MoE
Dimension 3.14, 4.1, 4.5, 4.6	Professional learning communities for inclusion	<p>Special Education Teachers coordinate discussions with mainstream teachers and help solve challenges</p> <p>Teachers engaged in online learning and in school learning on inclusive education (see online course information described previously)</p> <p>School based professional development programs for all school staff in PD plan</p> <p>National level conference to share success</p>	<p>Principals place a high priority on ongoing professional learning of all staff and on the development of a school-wide culture focused on improving learning for ALL learners</p>	<p>School based support</p> <p>See previous costing information for online courses</p> <p>No additional funding required</p>	<p>Implement moderation processes to inform teaching and learning</p> <p>Demonstrate whole school approaches to curriculum planning</p> <p>Attend to wellbeing of staff and students in planned and consultative way</p> <p>Develop capacity to grow professional and personal capacity of school teams</p>	<p>Sustainable initiatives and practices for inclusion</p>	IED and MoE
Dimension 4.2 Focus group data	School–community partnerships	<p>Focus School Principals encouraged to seek ways of partnering with parents, families and local community organisations including NGOs such as PWD associations</p>	<p>Parents and families are recognised as integral members of the school community – particularly parents of SWD</p> <p>Communication with parents and families provides</p>	IED and MoE and Focus Schools	<p>Parents and families feed forward and feedback regarding student support and learning</p> <p>Parents and families contribute to school/community partnerships</p>	<p>Established and effective partnerships with parents, families and community organisations</p>	IED and MoE and Focus Schools

Links to Deliverable 1 recommendations and focus group data	Leadership	Short-term action	Outcomes	Costing	Long-term action	Outcomes	Costing
			<p>information about where students are in their learning, what progress they have made over time, and what they might do to support the children's further learning</p> <p>PWD associations involved in supporting PD for teachers and parents</p>		<p>Parents and families attend and engage in PD</p> <p>Parents and families provide PD for others</p> <p>Focus Schools share school–community partnerships model with cluster schools</p>		
Focus group data	School–community partnerships	Volunteer partners recruited in local community to provide support for programs; for example, learning life skills, crafts, vocational skills	<p>Schools establish volunteer partnerships and a regular timetable of support</p> <p>Schools establish links with already established agencies and social groups and support inclusive practices of these groups</p>	IED support for Focus Schools	Continue to recruit volunteer partners in the local community to provide support for programs; for example, learning life skills, crafts, vocational skills	Local community groups are inclusive, representative of diversity in the community	IED support for Focus Schools

Links to Deliverable 1 recommendations and focus group data	Teacher preparation	Short-term action	Outcomes	Costing	Long-term action	Outcomes	Costing
Dimension 4.4 Focus group data	Improve mainstream teacher preparation	<p>Work with MoE and Ministry of Higher Education to review minimum length of teacher training (currently some courses are one year) and review quality of entry of students into teacher education courses</p> <p>Review compulsory offering of inclusion subject and check for currency</p>	Better initial teacher training for teachers	Costs vary across courses and universities and centres	<p>Revised and better regulated teacher education programs</p> <p>Develop teacher licensing for teachers with mandatory training in inclusive education</p> <p>Make it mandatory for teachers with a one year</p>	All teachers have initial teacher education degrees with some inclusive education/ students with disability or	Costs vary across courses and universities and centres

Links to Deliverable 1 recommendations and focus group data	Teacher preparation	Short-term action	Outcomes	Costing	Long-term action	Outcomes	Costing
		<p>Review curriculum subjects for inclusion of differentiation of pedagogy and curriculum approach</p> <p>Review subjects on assessment in teacher preparation courses and ensure there is a focus on Assessment for Learning</p> <p>Review amount of teaching practicum in initial teacher education courses</p>	Pre-service teachers complete minimum hours of teaching practicum with a priority of working in Focus Schools developing inclusive education		diploma or two year diploma to participate in an intensive internship program for them to be eligible to obtain teacher license	equivalent subjects	
Focus group data	Train and fund more special education teachers	<p>Increase numbers of specialist teachers (post-graduate) trained in teaching students with complex learning profiles:</p> <ul style="list-style-type: none"> - Deaf/hard of hearing - Blind/vision impairment - Physical disability - Autism - Challenging behaviour - Gifted and talented 	Special education teachers are experts in the fields that they teach, have high levels of confidence and can share their knowledge and skills to support student learning	Costs vary across courses and universities and centres	Increased cohorts in post-graduate courses	<p>Increased numbers of specialist teachers</p> <p>Deaf/hard of hearing</p> <p>Blind/vision impairment</p> <p>Physical disability</p> <p>Autism</p> <p>Challenging behaviour</p> <p>Gifted and talented</p>	Costs vary across courses and universities and centres
Focus group data	Training of support workers	Increased training in schools of support workers	Focus Schools have trained support workers	Costs vary across courses and universities and centres	Develop certificate course to provide training for support workers that can be achieved in school hours	Focus Schools involved in training and certifying support workers	Costs vary across courses and universities and centres
Dimension 3.9 Focus group data	All teachers, including secondary teachers, require specialist training for inclusive education	Review secondary teaching course for compulsory subject on inclusive education (currently only in EC and primary) and review secondary curriculum subjects for inclusion of differentiation of pedagogy and curriculum approach	Better trained secondary teachers in Focus Schools	Costs vary across courses and universities and centres	Secondary teachers in Focus Schools host preservice secondary teachers on practicum	Better trained secondary teachers	Costs vary across courses and universities and centres

Links to Deliverable 1 recommendations and focus group data	Teacher preparation	Short-term action	Outcomes	Costing	Long-term action	Outcomes	Costing
		Review amount of teaching practicum in initial teacher education courses					

Links to Deliverable 1 recommendations and focus group data	Capacity building of teachers	Short-term action	Outcomes	Costing	Long-term action	Outcomes	Costing
Dimensions 3.10, 3.11, 3.14, 3.15	Personal and collective responsibility for professional learning	Teachers collaboratively plan, deliver and review their teaching practice	Team meetings between mainstream and special education teachers to share challenges and best practice	No additional budget required	Annual performance processes instigated – teachers can plan their professional learning and ways of achieving their goals	All staff model curiosity for professional learning	Focus Schools
Dimensions 3.10, 3.11	School visits – teacher sharing of good inclusive practice	Visit, observe, document, implement, coach, mentor, reflect	Teachers visit each other’s classrooms and welcome opportunities to have Principals and school leaders observe and discuss their work with them	IED support for Focus Schools	Focus attention on strengths and weaknesses of school wide teams and recruit and train staff to address particular areas of learning need in the school. Modify and adjust resources in Leadership workshop, QUT October, 2019	Continued development of leaders in inclusive education with particular expertise	IED and MoE
Dimensions 1.3, 1.4, 1.5, 3.14, 3.15, 3.16	Co-teaching model of support	Professional development for Focus Schools in co-teaching and draw on QUT workshop in October, 2019 Consider the logistics of co-teaching in schools and provide customised guidance to support this initiative	Capacity building for teachers in co-teaching practice and methodology Explicit teaching methodology Use of highly effective teaching practices that are informed by special education teachers and mainstream teachers working together (co-teaching)	IED could arrange outreach support to support and facilitate co-teaching	Co-teaching to have focus on impact on student learning	School leaders from Focus Schools provide feedback to teachers on classroom practices that highlight evidence of co-teaching	Ongoing funding for IED to provide workshops on co-teaching

Links to Deliverable 1 recommendations and focus group data	Capacity building of teachers	Short-term action	Outcomes	Costing	Long-term action	Outcomes	Costing
Focus group data	Lesson planning using UDL framework and differentiation	Develop examples across the year levels in Focus Schools Instructional coaching for teachers on UDL and differentiation Allocate needed ICT resources for classrooms to implement UDL and differentiation and train teachers to use the resources	A suite of good examples from Focus Schools	IED and MoE to provide funding to establish ICT resources and use in schools	Develop monitoring measures Coaching and mentoring processes to continue to develop capability	High expectations of all students' learning	IED and MoE
Dimensions 3.8, 3.9, 3.10, 3.11, 4.1, 4.4, 4.5, 4.6	Specialist training/resources -Deaf -Braille -Autism -Physical disability -Speech and language disorder -Mental health -Trauma informed schooling	Audit of what training and resources are available Determine process for sharing resources	Training and resources are distributed through the Focus Schools and cluster models	IED and MoE	Develop sustainable and nimble process for development, purchase and sharing of resources	Focus Schools and cluster model of support to schools in atolls	IED and MoE
Dimensions 4.1, 4.4	Transition to post-school Self-determination focus in curriculum	Teachers will access training to support identification of students' interests and strengths and support transition planning and community opportunities and meaningful employment	Transition to post school programs and self-determination focussed curriculum is evident	IED and MoE	Review school pathways to include vocational pathways and consider self-determination focus in the curriculum	Multiple opportunities for students to learn including multiple pathways to employment and future learning	IED and MoE

Links to Deliverable 1 recommendations and focus group data	Capacity building of teachers: Resources	Short-term action	Outcomes	Costing	Long-term action	Outcomes	Costing
Focus group data	Sensory class/room equipment	Build capacity for developing UDL of the classroom/school environment to support all learners Consider planning for ramps in schools. For example, a six story building may only need ramps up to level 3	Universal sensory accommodations are made where possible; for example: - Learning breaks - Movement breaks	IED will request UNICEF funds for sensory resources and electronic switch packs IED as per resource list (Appendix 1)	Universal and individual sensory accommodations are planned for and available for all students	Universal and individual sensory accommodations are provided in general curriculum planning and	MoE and school funding

Links to Deliverable 1 recommendations and focus group data	Capacity building of teachers: Resources	Short-term action	Outcomes	Costing	Long-term action	Outcomes	Costing
		<p>Develop understanding of range of sensory accommodations and when, who, how to use them</p> <p>Determine sensory accommodations particular to the individual student and resource in class support</p> <p>Work with occupational therapists and physiotherapists if available to plan for sensory accommodations</p>	<ul style="list-style-type: none"> - Flexible learning groupings - Quiet spaces - Range of seating 			available for all students	
Focus group data	Communication aids	<p>Provide teacher training on theory of language acquisition and developing communication for curriculum</p> <p>Trial resources and PD materials provided for one Focus School</p>	<p>Range of communication accommodations are planned for and resourced</p> <p>QUT support could be accessed</p> <p>Consultant model with school therapy team: speech language therapist to provide teachers with information about communication</p>	UNICEF funding request if required	<p>Teachers learn to do initial assessment of communication needs</p> <p>Consult with external support if required</p>	Teachers and school based therapy needs will demonstrate knowledge and skill in supporting language acquisition and communication for students with complex learning needs	UNICEF funding if required
Dimension 3.13	Physical movement equipment (wheelchairs, seating, OT support equipment)	<p>Develop a discussion list/Facebook page for sharing of equipment, ideas and best practice</p> <p>Do audit of equipment available and required</p> <p>School Leaders and IED advertise for opportunities for community volunteers to build equipment as advised by OT and physiotherapy specialists</p>	Students receive physical movement equipment as required. Staff receive support to use equipment	IED Facebook and website will share information	Develop sustainable and efficient process for development, purchase and sharing of resources with all stakeholders	Lead teacher in schools takes responsibility for equipment assessment and advice	MoE and IED ongoing support

NB: Dimensions 1.2, 2.5, 2.6, 2.8, 2.9, 3.6, and 3.7 do not have supporting plans or actions

List of recommendations from Deliverable 1:

Dimension 1: Concepts

- 1.1 Reinforcing the principles of inclusion and equity would require use of the language of student diversity and education for all learners. We also suggest using a term like “Students with Complex Learning Profiles”. This would include students described as having a combination of impairments affecting communication, mobility, cognition, social emotional learning, emotional regulation, sensory processing and/or behaviour.
- 1.2 Suggested new terms could be support classes, inclusion classes, inclusion teachers. Suggest use of terms and frame ways of thinking in a different way that is more aligned with inclusion and equity.
- 1.3 “Rather than have SEN teachers support children with SEN to catch up with missed learning, improve children’s participation in mainstream classes ...” (Ministry of Education, 2015, p. 8), the focus should shift to a co-teaching model. A co-teaching model (Friend & Cook, 1996) can follow a number of structures: one teach, one observe; one teach, one assist; station teaching; alternative teaching; team teaching. It is important to emphasise that in this model all teachers have equal status and share responsibility for the learning of all students.
- 1.4 All teachers are on the same award and promotion/level scheme as inclusive education is everyone’s business. A co-teaching model (Friend & Cook, 1996) could support specialist teachers to work with mainstream teachers. A co-teaching team works in the mainstream classroom for the majority of time.
- 1.5 There is now a need to move forward with new terminology, roles, and responsibilities for mainstream and specialist teachers and to support capacity building for a co-teaching model (Friend & Cook, 1996) as discussed above.
- 1.6 Develop monitoring tools to support gathering data about percentages of children and students being included in the SEN unit and research and monitor the students who complete education, their results, and their life proceedings.

Dimension 2: Policy statements

- 2.1 Develop a policy to support early assessment and learning for 0–3 years (ECCE program) that is initiated by MoE and discussed with MoH.
- 2.2 Consider MoE led outreach support for families and very young children that would facilitate greater collaboration (MoE and MoH) in pre-primary health screening and early learning and play stimulation programs. The focus should be on family-centred, culturally responsive practice, and strengths-based practice (<https://www.ecia.org.au/>). Research indicates that children with developmental disabilities can yield significant improvements in cognitive, academic, and social outcomes if they receive early intervention.
- 2.3 We recommend the clear and consistent articulation of the framework and values that underpin inclusive education policies. These can be used as a measure for decision-making and planning, and also used for consistency across all levels of the education system, and for sustainability of inclusive education reforms as leadership changes.

- 2.4 Work on clarity at all levels about what inclusive and equitable practices mean.
- 2.5 A strategy to develop inclusive education leadership at all levels (perhaps incorporated into “Lead Teacher” role or Inclusion Coach role referred to in the Strategic Plan, or as part of the role of the Teacher Resource centres in each atoll) (Education Sector Analysis, p. 188).
- 2.6 An opportunity exists in the Leadership and Management Recommendation of the Education Sector Analysis (p. 222). There is potential here to include a focus on school development planning in inclusive and equitable practices.
- 2.7 Further consideration of the approaches used to identify students who are excluded or are at risk of exclusion. How can this be done in order to promote inclusion rather than perpetuate a deficit approach to education?
- 2.8 The development of an external complaints mechanism for parents and students.
- 2.9 The establishment of an accountability process for principals.

Dimension 3: Structures and systems

- 3.1 All children who are experiencing challenges for a variety of reasons should be entitled to have their learning needs assessed so that they are catered for from a very young age. There needs to be consideration and provision of flexible supports.
- 3.2 To promote inclusion, placement in mainstream classrooms should be recommended in the policy as the first level of educational provision to students with disabilities (3rd Part, article 9(a)).
- 3.3 Depending on the intensity of learning support students require, mainstream teachers should collaborate with classroom teachers to develop a plan for including these students in their classroom. This requirement could then be linked with the professional development of all teachers which could be enhanced with training on co-teaching.
- 3.4 Considerations of family involvement could be clearer.
- 3.5 The information provided to parents should be provided in an accessible and easy-to-understand language and this guideline should be made explicit in the relevant section of the policy.
- 3.6 Considerations of student voice could be clearer.
- 3.7 There should be a requirement for: a) all schools to include a student representative on their School Board (5th Part, Article 14, para k); b) there should be a student representative on the Advisory Committee (5th Part, Article 19, part b); and c) a Coordinator in regards to the formation of the School board (5th part, Article 18, para k).
- 3.8 Engagement and collaboration with health and allied health professionals should be added to the responsibilities of schools, teachers, and coordinators to help establish multi-disciplinary teams and strengthen collaborative decision-making for more effective inclusive support of children with complex learning profiles. The collaboration between the education and the health ministries has been stated as a priority in the Maldives Strategic Plan 2016–2018 (under accountability and communication) especially in relation to the development of early childhood health services (early intervention).

- 3.9 The policy should include the provision of local/international professional development opportunities for teachers in evidence-based inclusive practice as part of the responsibilities of the Government, the Coordinator, and the schools.
- 3.10 School-to-school collaboration can transform teaching practices and teacher beliefs about their own capabilities and their work (UNESCO, 2017). Considering that inclusion is a challenging, long process requiring a whole-of-school approach, it is crucial to set up mechanisms that enable teachers to learn from other teachers, which in turn will encourage self-reflection and responsive, flexible pedagogies.
- 3.11 The establishment of cluster schools which apply similar inclusive practices could help create a wide inclusive community of practice in the Republic of Maldives, with all the advantages this type of endeavour could generate for educators, parents, and students.
- 3.12 The collection of data from private schools on inclusive practice should be included as an important government strategic objective given that the number of students in private schools is growing at a fast pace in the Republic of Maldives.
- 3.13 Prioritise the provision of equipment and professionals to schools in remote areas to reduce inequity in educational resources with proportionate impact on student participation and achievement.
- 3.14 The Coordinator and the school leaders should encourage and support mainstream and specialist teachers to plan and teach together as well as review their co-teaching experiences.
- 3.15 Examples of effective co-teaching should be showcased and receive official recognition in the school community.
- 3.16 Co-teaching models should be embedded in initial teacher preparation courses both for mainstream and specialist teachers.

Dimension 4: Practices

- 4.1 It would be useful to include some case studies of teachers who are successfully using inclusive pedagogy in their classroom with a range of diverse students. Data could be collected about the impact on all student learning and social participation in the mainstream classroom.
- 4.2 School leadership is an important requirement for developing inclusive schools and they need to be actively engaged in ethical leadership to support the presence, participation, and achievements of all learners (Ehrich & Carrington, 2018; Harris, Carrington, & Ainscow, 2018).
- 4.3 Follow up and continue the work described in Section 4.32 “Synthesis; Towards a theory of change to reduce the learning gap” as this provides valuable information (The Education Sector Analysis Maldives, February 2019).
- 4.4 It is important to gather information about the knowledge and skill that teachers have in assessing the progress of individual students and in supporting their development. This should be a priority area to address in the future.
- 4.5 Teachers develop an e-portfolio of PD to support inclusive culture and practice.

4.6 Principals could work with school leaders and “SEN” teachers and inclusion coaches to develop Communities of Practice (Wenger, McDermott, & Snyder, 2002) for inclusive education. This type of approach supports social learning in the social and cultural context which would be appropriate in the Republic of Maldives.

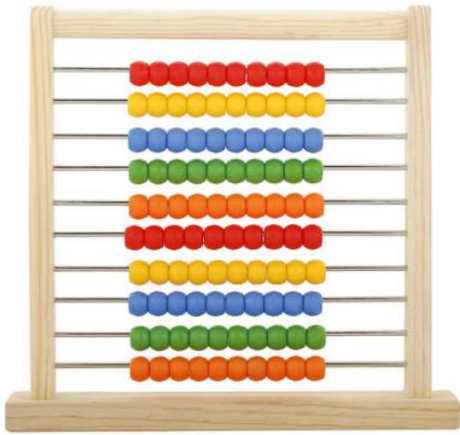
References

- Bloor, M., Frankland, J., Thomas, M., & Robson, K. (2001). *Focus groups in social research*. London: Sage.
- Ehrich, L. C., & Carrington, S. (2018). Making sense of ethical leadership. In J. Harris, S. Carrington, & M. Ainscow, M. (Eds), *Promoting equity in schools* (pp. 121–141). London: Routledge.
- Friend, M. P. (2008). *Co-teach!: A handbook for creating and sustaining effective classroom partnerships in inclusive schools*. Greensboro, NC: Marilyn French, Incorporated.
- Friend, M., & Cook, L. (1996). *Interactions: Collaboration skills for school professionals*. White Plains, NY: Longman.
- Harris, A. (2010). What works in school improvement? Lessons from the field and future directions. *Educational Research*, 42(1), 1–11. doi: 10.1080/001318800363872
- Harris, J., Carrington, S. B., & Ainscow, M. (Eds). (2018). *Promoting equity in schools*. London: Routledge.
- Messiou, K., & Ainscow, M. (2015). Responding to learner diversity: Student views as a catalyst for powerful teacher development? *Teaching and Teacher Education*, 51, 246–255.
- Ministry of Education. (2013). *Inclusive education policy*. Malé, Republic of Maldives: Ministry of Education.
- Ministry of Education. (2015). *Maldives strategy for inclusive education, 2016–2018*. Malé, Republic of Maldives: Ministry of Education.
- Murenzi, V., & Purnomo, S. (2013). *Inclusive education planning in school and local authority levels. Countries: Rwanda and Indonesia*. Retrieved from http://www.hiproweb.org/fileadmin/cdroms/Inclusive_Education2014/IEPlanningLocalAuthoritiesRwandaIndonesia.pdf

- Nishan, F. (2018). Challenges of regular teachers in implementing inclusive education in schools of Maldives. *International Journal of Education, Psychology and Counselling*, 3(10), 88–102.
- Patel, R., & Khamis-Dakwar, R. (2009). An AAC training program for special education teachers: A case study of Palestinian Arab teachers in Israel. *Augmentative and Alternative Communication*, 21(3), 205–217. doi: 10.1080/07434610400011638
- Rytivaara, A., & Kershner, R. (2012). Co-teaching as a context for teachers' professional learning and joint knowledge construction. *Teaching and Teacher Education*, 28, 999–1008. doi: 10.1016/j.tate.2012.05.006
- Sharratt, L., & Harild, G. (2014). *Good to great to innovate: Recalculating the route to career readiness, K-12+*. Thousand Oaks, CA: Corwin Press.
- UNESCO. (2017). *A guide for ensuring inclusion and equity in education*. Paris: United Nations Educational, Scientific and Cultural Organization.
- Wenger, E., McDermott, R., & Snyder, W. (2002). *Cultivating communities of practice: A guide to managing knowledge*. Boston, MA: Harvard Business School Press.

APPENDIX 1 – RESOURCE LIST

CONTENT OF BOX WITH TOYS FOR THE REPUBLIC OF MALDIVES



ONE ONLY

Wooden Abacus

\$10.00

[Add to wishlist](#)

1 Quantity | [Add to bag](#)

afterpay

Available on orders \$70 to \$1000

[Learn More](#)

zip

Available on orders \$70 to \$1000

[Learn More](#)



TWO ONLY

Large Squishy Ball - Assorted

★★★★★ 1

\$5.00 ea

[Add to wishlist](#)

1 Quantity | [Add to bag](#)

afterpay

Available on orders \$70 to \$1000

[Learn More](#)

zip

Available on orders \$70 to \$1000

[Learn More](#)



FIVE ONLY

Squeeze Toy - Assorted

\$3.25 ea

[Add to wishlist](#)

1 Quantity | [Add to bag](#)

afterpay

Available on orders \$70 to \$1000
[Learn More](#)

zip

Available on orders \$70 to \$1000
[Learn More](#)



FIVE ONLY

Stretchy Banana

\$3.25

[Add to wishlist](#)

1 Quantity | [Add to bag](#)

afterpay

Available on orders \$70 to \$1000
[Learn More](#)

zip

Available on orders \$70 to \$1000
[Learn More](#)



FIVE ONLY

Squishy Caterpillar - Assorted

★★★★★ 1 Review

\$3.25 ea

[Add to wishlist](#)

1 Quantity | [Add to bag](#)

afterpay

Available on orders \$70 to \$1000
[Learn More](#)

zip

Available on orders \$70 to \$1000
[Learn More](#)



FIVE ONLY

Chain Bouncing Ball

\$2.00

[Add to wishlist](#)

1 Quantity | [Add to bag](#)

afterpay

Available on orders \$70 to \$1000
[Learn More](#)

zip

Available on orders \$70 to \$1000
[Learn More](#)



TWO ONLY

Orb Soft N Slo Squishies - Assorted

\$9.00 ea

[Add to wishlist](#)

1 Quantity | [Add to bag](#)

afterpay

Available on orders \$70 to \$1000
[Learn More](#)

zip

Available on orders \$70 to \$1000
[Learn More](#)



TWO ONLY

Jumbo Tennis Ball - Assorted

\$3.00 ea

[Add to wishlist](#)

1 Quantity | [Add to bag](#)

afterpay

Available on orders \$70 to \$1000
[Learn More](#)

zip

Available on orders \$70 to \$1000
[Learn More](#)



THREE ONLY

Catch Ball Play Set

★★★★★ 1 Review

\$4.50 WAS \$5 on 18/06/2019

[Add to wishlist](#)

1
Quantity

Add to bag

afterpay

Available on orders \$70 to \$1000

[Learn More](#)

zip

Available on orders \$70 to \$1000

[Learn More](#)



THREE ONLY

6 Sensory Balls

\$7.00

[Add to wishlist](#)

1
Quantity

Add to bag

afterpay

Available on orders \$70 to \$1000

[Learn More](#)

zip

Available on orders \$70 to \$1000

[Learn More](#)



ONE ONLY

Wooden Bowling Set

★★★★☆ 2 Reviews

\$15.00

[Add to wishlist](#)

1
Quantity

Add to bag

afterpay

Available on orders \$70 to \$1000

[Learn More](#)

zip

Available on orders \$70 to \$1000

[Learn More](#)



Wooden Mix & Match Puzzle

\$10.00

[Add to wishlist](#)

1 Quantity [Add to bag](#)

afterpay

Available on orders \$70 to \$1000

[Learn More](#)

zip

Available on orders \$70 to \$1000

[Learn More](#)

ONE ONLY



Wooden Number Peg Puzzle - Assorted

\$2.25 ea

[Add to wishlist](#)

1 Quantity [Add to bag](#)

afterpay

Available on orders \$70 to \$1000

[Learn More](#)

zip

Available on orders \$70 to \$1000

[Learn More](#)

TWO ONLY



BIG Step-by-Step with Levels Communicator

Email to a Friend

Be the first to review this product

Availability: In Stock, we'll ship it out as soon as we can

[Click here for our Order Terms and Conditions](#)

Only 1 left

\$285.00

Qty:

[ADD TO CART](#)

[Add to Wishlist](#) [Add to Cart](#)

Quick Overview

All the same great features of BIG and LITTLE Step by Step Communicators with the power and convenience of levels! Three Levels included with a total of four minutes of recording time: no limit to the

ONE ONLY