BRITISH COUNCIL

IATEFL Edinburgh 2025

Empowering Teachers to Integrate SEND through a Community of Practice

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Empowering Teachers to Integrate SEND through a Community of Practice

By the end of the session, you will understand how to create and sustain a flexible model of CoP that fosters continuous learning and collaboration, and which can support networks of professionals with shared developmental needs.

Key Questions for you:

- What would you do today to help someone feel like they truly belong in the classroom or workplace?
- Can you think of a time when you felt excluded? What could someone have done to change that experience for you?

What were the Challenges?

- **Isolation.**
- **collaboration**
- **Time**
- **Trust**
- **confidence**

A Community of Practice

Definition (Wenger, 1998): A group of professionals who share a common concern and learn through collaboration over time.

Champions 25 Teaching Centres

Country	SEND Champion
UAE Abu Dhabi Dubai & Sharjah	KJ
Qatar	KS
Saudi Arabia: Riyadh, Jeddah, Dammam	KD
Kuwait Mansouriya, Jahra, Abu Fatira	KB
Bahrain	ZZ

Country	SEND Champion
Mozambique	BS
Jordan	DS
Egypt Agouza	EM
Agouza	SR
Egypt Heliopolis	GD
City Stars	YA
6th October or Winchester	CS
Alexandria	EOI

Country	SEND Champion
Morocco Rabat	SH
Morocco Casablanca	KJ
Algeria	IA
Tunisia	HM
Senegal	I C
Mauritius	DF

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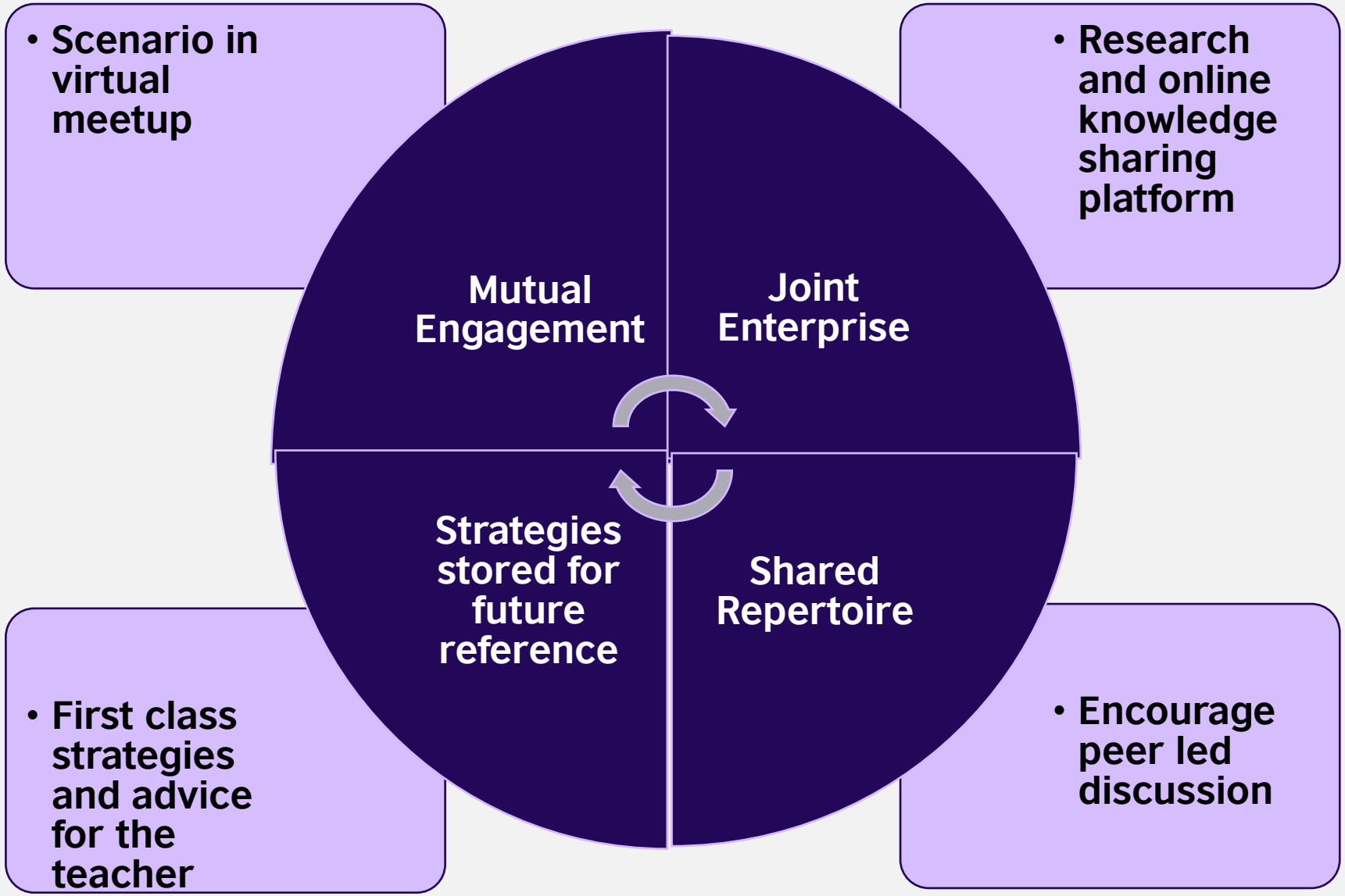
Building a SEND Community of Practice (CoP).

Wenger (1998) identifies 3 elements of a CoP:

- Mutual Engagement
- Joint enterprise
- Shared Repertoire



This acts as an "ideal channel for moving information - such as best practices" Wenger, (1998)

Overcoming the Challenges

Emerging experts across the region in different areas such as PTSD / Trauma Support, Autism, VI Blind and HoH Deaf.

Encouraging peripheral participation

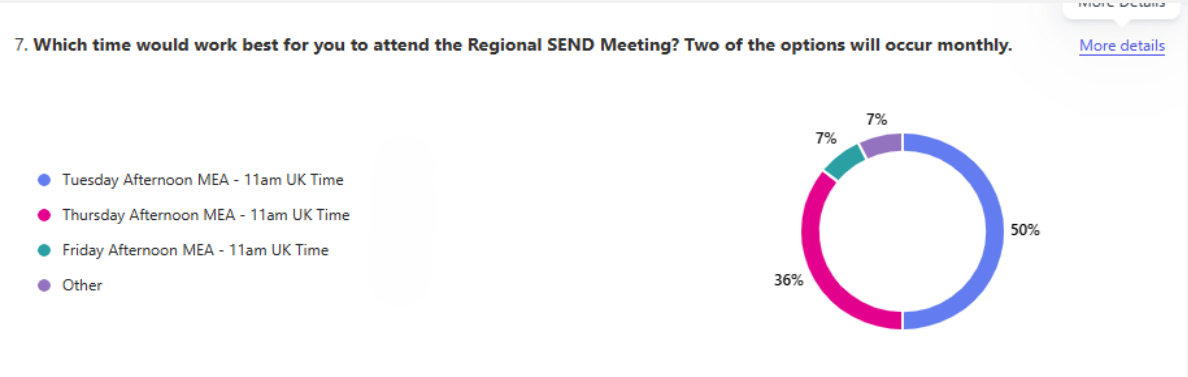
Using accessible, mobile-friendly platforms

90% reported increased confidence in supporting learners with SEND and other teachers.

SEND Champions developed a shared resource bank of Initial Strategy Documents, reducing planning and research time.

Building a safe space for sharing

Short, on-demand training sessions for SEND Champions to deliver.

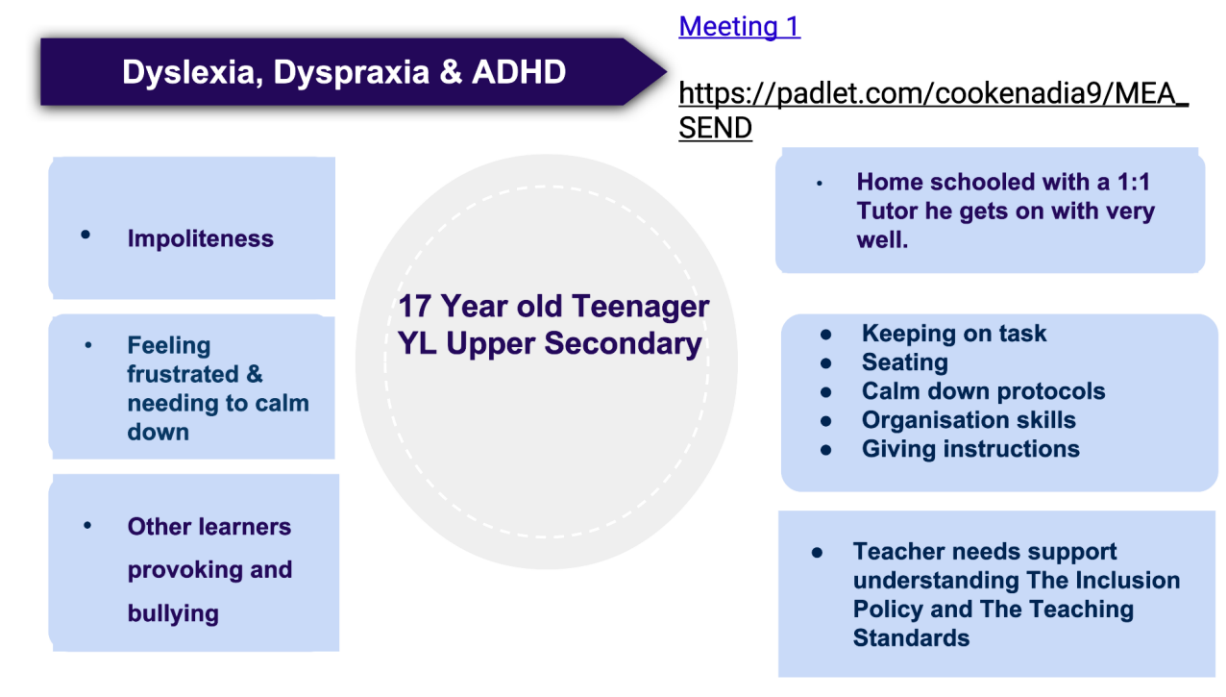


Wenger, 1998) says that forming new ideas, putting them into practice and repeating this cycle builds on this growing knowledge each time.

Success Stories & Impact

Case Study 1: A new SEND Champion in Morocco was able to advise on supporting a neurodivergent learner - retaining the learner and improving the teaching and learning experience.

Case Study 2: A teacher in Egypt was able to support and enhance a learner's journey through supporting the teacher and empowering the learner to advocate for her needs.



" I've only attended two sessions so far and I've already learned a lot about dyslexia and ADHD. I feel more confident supporting teachers who teach students with these learning difficulties."

(Wenger,1998) describes this process as 'learning as becoming' where engagement in shared practices transforms our professional identities.

How You Can Build Your Own CoP

Practical

- Set a shared goal (e.g., improving differentiation strategies or behaviour management).
- Identify a core group of engaged teachers.

Steps

- Use low-tech, high-impact platforms (e.g., WhatsApp, Google Drive, Zoom, Padlet).
- Encourage peer mentoring & case study discussions.
- Keep momentum through recognition & celebration of successes.

Key Takeaways & Discussion prompts

Take aways

- CoPs provide a **sustainable, collaborative solution** for professional development.
- **Small,** consistent **actions** lead to **big impacts**.
- **Shared learning** builds teacher **confidence** and practical **expertise**.

Discuss

- How might a community of practice support you in **growing your skills?**
- What **first step** can you take next week to foster collaboration in SEND support?
- Who in your school or community is missing from the **conversation** about Inclusion?

  How can you **invite** them in?

Final Message: Inclusion thrives when educators collaborate. Let’s build communities, not just classrooms!

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Thank you for coming

We would love your feedback

Presenter email (optional)

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