

EMPOWERING EDUCATION: A SYSTEMATIC REVIEW OF LITERATURE WHICH  
ENCOURAGES STUDENT LEARNING THROUGH INCLUSIVE PRAXIS

by

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## ABSTRACT

The term *Inclusive education* may be used to describe education, in which stakeholders actively choose to create inclusive learning environments for students. By its very nature, inclusive education provides opportunities for learners who have previously been marginalized or excluded to be included in mainstream education (Atkins, 2016; Graham & Slee, 2008). Since the Middle Ages, inclusive education has been evolving into what it is today (Winzer, 2006). In this journey of evolving pedagogy has inclusive education reached its full potential? Although inclusive education may be widely accepted and implemented in theory, has inclusive education transcended from theory into practice? This study is a systematic literature review of inclusive education, as it relates to invitational education, academic care and strengths-based programming. The purpose of this study is two-fold. One goal is to review current literature which supports inclusive educational praxis, in addition to invitational education, ethic of care and strengths-based programming. The second goal of this study is to transform theory into practice. A tool was created to facilitate strengths-based programming which creates invitational learning opportunities, assists in effectively communicating care for students and stakeholders and supports inclusive student programming.

*Keywords:* inclusive praxis, invitational education, educational care, strengths-based programming

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## Table Of Contents

Abstract.....	II
Acknowledgements.....	III
CHAPTER 1: INTRODUCTION AND RESEARCH PROBLEM.....	1
Introduction.....	1
Purpose of the study.....	1
Research Problem.....	2
Research Question.....	4
Explanation of Terms.....	5
Inclusive Education.....	5
Invitational Education.....	5
Educational Care.....	7
Praxis.....	7
Stakeholders in Inclusive Education.....	8
Strengths-Based Programming.....	9
CHAPTER 2: LITERATURE REVIEW.....	11
Introduction.....	11
Inclusive Education.....	12

Invitational Education.....	14
Educational Care.....	16
Strengths-based Programming.....	18
CHAPTER 3: METHODOLOGY.....	20
Research Design.....	20
Data Collection Method .....	21
Data Analysis.....	24
Instruments.....	24
CHAPTER 4: RESULTS AND FINDINGS.....	26
Research Results and Conclusions.....	26
Altruism.....	26
Effective Communication.....	28
Transformative Praxis.....	30
Empowering Learning Experiences.....	33
CHAPTER 5: CONCLUSION.....	37
Discussion of Findings.....	40
Research Question 1.....	40
Research Question 2.....	41

Limitations.....	43
Implications for Future Research.....	44
REFERENCES.....	46
Appendix A.....	56
PRISMA Flowchart of Search Results.....	56
Appendix B.....	57
Revealed Themes Graphic Organizer.....	57
Appendix C.....	58
Empowering Education Program Guide.....	58

## **CHAPTER ONE: INTRODUCTION AND RESEARCH PROBLEM**

### **Introduction**

Education was thrust into a considerable and immeasurable shift as a result of the global COVID 19 pandemic that began in 2020. From instructing and accommodating extensive medical and hygiene processes into daily scheduling, to frequently adapting programming, assessments and supporting student learning remotely or hybrid learning where needed. Lockdowns and restrictions not only affected student learning it also deeply affected the social and emotional aspects of students' lives. Facilitating education and supporting all students in these unprecedented times has certainly not only tested education as a whole, it has also created a unique opportunity for educators to refine essential educational practises, and redefine what supporting students looks like. The influence educators have in the educational experiences of students is vast. Educator John Dewey (1933), suggested, "Everything the teacher does, as well as the manner in which he does it, incites the child to respond in some way or another and each response tends to set the child's attitude in some way or another" (p. 59). As students return to the classroom, it is essential that we as concerned collaborators in education are intentional and authentic in everything we do to support students most effectively.

### **Purpose of the Study**

As educators, we want to invite and support stakeholders, more specifically all those involved in supporting students in their education experiences, to join in intentionally integrating inclusive education and be inviting in everything we do as intentionally inviting school communities. However, what sustains us past the initial

invitation to engage in inviting inclusive education? More specifically, what is needed in order for us to maintain providing effective inclusive education beyond the initial act of intentionally offering an invitation to engage in invitational and inclusive educational education? The purpose of the scholarship reported here was not to debate the existence of inclusive education. Rather, working within current inclusive educational practises, and with the intent most effectively to support learners, can the dominant discourses of instruction integrate intentional and invitational practices to benefit students? This dissertation examines inclusive education by researching the praxis of invitational education, the care with which we as stakeholders approach others, and the practical implementation of these areas in strengths-based programming, which supports inclusive education. As a part of the narrative, it is important to note that due to unforeseen circumstances, it was necessary for this research project to pause temporarily. Therefore, some of the research included in this project was conducted and gathered prior to 2019. The temporary pause in research does not diminish the importance of the research topic, rather this project reflects the most current research available at that time and was updated as appropriate or necessary.

### **Research Problem**

For the last three decades, global dialogue in education has commonly focussed on the inclusion of learners with disabilities into regular classrooms (Jones, 2020, p.1). The term 'Inclusive Education' is now widely accepted in most educational settings (Bunch, 2015). Additionally, some educational policies and mission statements utilise inclusive language and contain inclusive policies (Bunch, 2015). Unfortunately, integration of inclusive language has had minimal advancement in approach to supporting



the academic needs of students with disabilities (Bunch, 2015). The Government of Manitoba (Education and Training Branch) (2022), describes inclusion as, “a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.” (Student Services, para. 2). Sokal and Katz (2015) note successful inclusion, “requires that attention be paid to both the social and academic participation of students with exceptionalities, and in fact all students, in the life of the classroom and school (p.45). The challenge facing today’s inclusive programming practices is “the quality of learning and participation of all the pupils located therein. Inclusive schools are understood to be those that make major adjustments to their organisation and processes in response to their diverse populations. A key element of adjustment is in the way that teachers teach: to develop inclusive pedagogy teachers need access to good information” (Nind & Wearmouth, 2006, p.1). At every level of education, stakeholders in education promote inclusive education, and yet there seems to be a disconnect in support and application in how to effectively provide inclusive education. Burnett (2019) suggests, “The word ‘inclusion’ is now *de rigueur* in all mission statements, policy documents and political speeches and so has become a cliché ...where the word is used in such a way that people put whatever they want into its meaning” (p. 155). He further asserts, “Instead of profound change, what is being found is that in many circumstances the word ‘inclusion’ is being used as a means for ensuring the status quo” (Burnett, 2019, p. 148). Despite the progress made to include students, the concept of inclusion is complex. According to Aas (2022), “One can distinguish between full inclusion which advocates that all student needs should be accommodated in general arrangements, and soft inclusion where needs

should be taken care of by the regular system, but with some special support when needed” (p. 3).

Are we, as stakeholders in education, investing our best into providing effective and quality programming for our students or are we perpetuating the cycle of ‘status quo’? How are we practically supporting inclusive praxis? Specifically, how are we effectively supporting the inclusive habitual and customary purposeful acts of educators as they support individual learners? Is striving for inclusive praxis enough to effectively support all learners in our classrooms? Can effective inclusive praxis be described as inviting, caring, and strengths-based as well as practically applied to support learners in achieving their personal best? And, perhaps more fundamentally, what might these various terms mean?

### **Research Question**

In striving to be inclusive, are we as stakeholders in education effectively empowering education by transforming theory into practice in the learning environments and inclusive programming we are providing for students? How do invitational education, educational care, and strengths-based programming support and contribute to the efficacy of inclusive education? Is it possible to create a strengths-based program which embodies the elements of invitational education, educational care and in creating positive and inviting learning environments and programming for our learners in primary and secondary school?

## **Explanation of Terms**

### ***Inclusive Education***

The term inclusion has been illustrated as a ‘slippery concept’ (Akins, 2016). Due to the nature of being inclusive, it is at times challenging to implement effective inclusive education. The word ‘Inclusion’ is defined by Merriam Webster as “the act or practice of including and accommodating people who have historically been excluded (as because of their race, gender, sexuality, or ability)” (Merriam-Webster, 2020). Shrestha and Bhattarai (2021) suggest,

inclusive education takes place when all children irrespective of any abilities or disabilities such as emotional, physical, or neurological that they may possess are included in age-appropriate general education classrooms in their local schools to obtain quality education to meet the achievement of their core curriculum requirement. (p.1)

For the purpose of this study, the intent is not to explore the definition of inclusive education as it pertains to race, gender, or sexuality, rather to understand and more effectively support inclusive education specifically for the academic needs and programming support for individual learners.

### ***Invitational Education***

Invitational education is essentially the practical application of the theoretical framework invitation theory in a classroom context (Schat, 2022). Invitational theory is, “the process by which people are cordially summoned to realize their potential in all areas of worthwhile human endeavor” (Purkey et al., 2020, p.8). Invitational theory is “a

theoretical model that challenges communities to ensure that they are inviting places that promote the well-being and flourishing of community members and guests. The model is built upon the foundational conviction that people are able, valuable, and responsible and should be treated accordingly” (Schat, 2022, p.82). Although the concept of invitational theory was first published in 1978, it has been developed and applied in many varied contexts, more specifically in education (Schat, 2022).

Invitational education is built upon three important foundations; a democratic ethos, self-concept theory and perceptual tradition (Shaw & Siegel, 2010; Purkey & Siegel, 2013). The foundational areas and assumptions are intended to support five basic elements; care, trust, respect, optimism, and intentionality (Purkey & Siegel, 2013). These elements build a strong and inviting environment for educators to use in creating optimal, inviting, learning environments. The elements further influence the domains (people, places, policies, programs, processes) and provide a solid invitational structure to support an invitational learning environment. The next aspect of invitational education is levels. Invitational education classifies educator’s behaviours into four levels of functioning which are; intentionally disinviting, unintentionally disinviting, unintentionally inviting, and intentionally inviting (Purkey & Siegel, 2013). The “Plus Factor” is also included in the levels of functioning, and essentially describes an educator who has intentionally integrated all aspects of invitational education, and has done so, so masterfully, it has become a natural and effortless driving force in their pedagogy (Purkey et. al, 2020).

The four dimensions of invitational education or ‘Four Corner Press’ as described by Purkey et. al, (2020), is the application of invitational practises in one’s everyday life, or simply invitational living, or praxis. The four dimensions include; being personally

inviting with oneself, being personally inviting with others, being professionally inviting with oneself and being professionally inviting with others Purkey et. al, (2020). The 'Four Corner Press' illustrates the potential constraints and stresses which are at risk of becoming unbalanced, if invitational living is not effectively carried out. Purkey et. al (2020) suggest, "The educator who successfully employs Invitational Education balances these demands and integrates them into a seamless pattern of functioning. Concentrating too much effort in only one or two of the four areas creates an imbalance" (p. 113).

### ***Educational Care***

Care is a complex construct that has been studied extensively. Care theory essentially claims that everyone needs to be cared for and needs to provide care for others (Schat, 2020). Care Theory emphasizes, "that care is only communicated successfully if the cared-for recognizes and responds to the care communicated by the one-caring, a process often described as the completion of care. The completion of care leads to the establishment of a caring relationship, positioning the one-caring to have an impact of the cared-for. (Schat, 2020, p.18). Educational care, focuses on the communication of care between teachers and their students (Schat, 2018) For the purposes of this scholarship, when referring to care, it will be in the context of educational care, which is concerned with effectively improving the communication of care, between educators and students in supporting academic success.

### ***Praxis***

Freire (1970), explains, "human activity consists of action and reflection: it is praxis; it is transformation of the world. And as praxis, it requires theory

to illuminate it” (p. 124). This is an important difference from the fixed or dormant terms often used to describe an educator’s pedagogy or practice. Praxis is more involved than the term practice, as it implies continual developing or refining of ideas and skills. Pudlas (2010), refers to ‘*praxis*’ as “the exercise or practise of an art, science or skill and customary practise or conduct” (p. 118). It may be considered more than what the educator does, but those actions come from who the teacher is. It is not static, it is an everchanging, exercise of improving. Praxis goes beyond the intellectual, requiring reflection and action (Freire, 1970). The usage of praxis in this study, is used to describe an educator’s ongoing pursuit in developing skills as it pertains to teaching and supporting students effectively.

### ***Stakeholders in Inclusive Education***

Stakeholders in education are those who have a vested interest in the process and its outcomes. According to Francisco et. al, (2020) stakeholders may include “policymakers who construct legislation and policies, teachers in the classrooms implementing them, or parents, whose children are in the middle of the issue” (p. 1). Stakeholders as a whole are vital for the collective influence they contribute to students as they journey through education. In this study, stakeholders will be acknowledged collectively and as organized levels, as it is important to understand how care, individual education, and strengths-based programming influences stakeholders in education, as they are all valued aspects in the inclusive education. Francis et al., (2016) advocates, “We learned that a strong school culture that supports a sense of belonging in a school community, where everyone is “on board,” enabled trusting partnerships to flourish”

(p.9). As stakeholders in education, we need to be investing our best into supporting our educators, students and our future.

### ***Strengths-based Programming***

Strengths-based education utilises an individual's strengths in planning for instruction. According to Lopez and Louis (2009), "Strengths-based education begins with educators discovering what they do best and developing and applying their strengths as they help students identify and apply their strengths in the learning process so that they can reach previously unattained levels of personal excellence" (p.3). Strengths-based programming empowers students to embrace their strengths and embrace challenges and gain new strengths. This in turn improves academic performance and supports positive self confidence in students (Clifton, Anderson, & Schreiner, 2002). Armstrong (2012) suggests strength-based approaches "can serve as a new way to enrich the field of differentiated instruction by ensuring that we develop teaching interventions that address what is unique and positive about each individual student" (p.5). Soria et. al (2019) further explains, "rather than focus on deficiencies or remediating weaknesses, strengths-based approaches reveal the areas of individuals' lives in which they have the greatest potential of achieving success and encourage individuals to pursue development of the areas in which they are poised to reach their best performance" (p.117). For the purposes of this study, the strengths-based approach describes the process of utilizing specific learner's strengths, and the process of planning programming is strengths-centered. Strengths-based programming is intended to include the learner as well as stakeholders in understanding the individual needs and strengths of the learner, which will then foster more effective planning for instruction.

The focus of this chapter was to establish areas of research, and define essential terms relevant and significant to this study. The next chapter will more thoroughly explore literature pertaining to inclusive education, invitational education, educational care, and strengths-based programming.



## CHAPTER TWO: LITERATURE REVIEW

The literature in education is replete with examples describing the variables which influence teachers and their effectiveness of programming and instruction for students. As Flook, Goldberg, Pinger, Bonus and Davidson (2013) suggest, “Multiple sources of stress have been cited including time demands, workload, student disruptive behavior, and organizational factors” (p. 1). Governmental influence, budget cuts, societal pressures, economic challenges, social and emotional challenges, assessment deadlines all apply pressure and, in some way, influence the learning environments for our learners. There is no shortage of theories, and cyclical ‘bandwagons’ for educators to join, promising to revolutionize educating and reaching students. Most boast grandiose, idyllic reform and entice educators to join with promises of ultimate success. While some certainly have the potential to be effective, another area of concern is the implementation of theories and concepts. With all the added pressures educators are facing in today’s classrooms, it seems as though educators are looking for immediate and ‘quick fixes’ to transform areas they feel need to be remedied in order to be most inclusive. It takes time to implement effective inclusive change in schools, it requires a complete team effort from every level of stakeholder in order to make significant change and improvement.

In this chapter, inclusive education, educational care, and strengths-based programming will be thoroughly examined to gain a more comprehensive understanding of these concepts. In gaining a more comprehensive understanding of inclusive education, educational care and strengths-based programming, themes and areas of connection will be utilized to create a resource for educators. The resource, as included in Appendix C, is

offered in order to promote and encourage inclusive academic programming to support learners.

### **Inclusive Education**

As previously mentioned in chapter 1, inclusive education as it pertains to this study is understood as the full inclusion of learners in classroom instruction and community. Full inclusion or even partial inclusion of learners in general classroom learning has not always been available.

Historically, special education has been an evolving practise since the eighteenth century. From acknowledging intellectual differences, to providing special classes and schools with specialized resources, there has been significant change in educational environments and practices for individuals with diverse learning needs (Winzer, 2006). During the 1980's a movement emerged resulting from dissatisfaction with the academic support offered to individuals with special needs (Bunch, 2015). This emerging philosophy was inclusive education. Working within a largely deficit-based model of education, inclusive education's objective was "to rid education of stubborn, long-standing inequalities through a revisualization of the organizational structures of schools" (Winzer, 2006, p. 11). The Special Education Model of segregated programming for special needs has since been in the process of being phased out. Following UNESCO's 1994 Salamanca Statement, and the UN Convention on the Rights of Persons with Disabilities in 2006 legislation is slowly incorporating inclusive language and principles (Bunch, 2015). Bunch, (2015) describes inclusive education as "a philosophical and practical education approach which strives to respond to individual needs and is intended to assure equal access for all students to educational programs offered in regular

classroom settings” (p.4). The (Government of Manitoba, n.d., para. 2), in describing inclusive education states:

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

This definition highlights the importance of this project. That is, the ambiguity of not specifically defining the essential components needed to facilitate inclusive education, may lead to ineffective support and implementation. In seeking to accept, value and meet the needs of individual learners, which are undoubtedly essential, what is lacking is the specific explanations of fundamental concepts which facilitate, implement, and support effective inclusive education. Bunch (2015), asserted “Most educational jurisdictions have opted for inclusive policy for students with disabilities in theory, but have not mandated it as compulsory practice” (p.4). If this is still the case, then it is time for education to make the transition from inclusive theory and policies, to equipping stakeholders in education to more effectively facilitate inclusive education. According to Bunch, (2015), “Teachers wish to do their very best for students but need active support and strong leadership” (p.12). Bunch highlights an important distinction in suggesting educators require effective support in order to facilitate effective inclusive education.

## **Invitational Education**

It is said that invitational education is, “intellectually grounded in the work of John Dewey, Sidney Jourard, Kurt Lewin, Abraham Maslow, Art Combs, among others” (Shaw, Siegel & Schoenlein, 2013, p. 1). Invitational education is a paradigm whose roots stem from the broader, Invitational Theory (Purkey & Novak, 1984, Purkey & Siegel, 2013).

Invitational education is described as “unlike any other model reported in the professional literature in that it addresses the global nature of schools, the entire school *gestalt* (an integrated whole, greater than the sum of its parts)” (Purkey & Stanley, 1991, p. 15). Invitational education is said to have surfaced in the field of education around 1978, in William Purkey’s work (Shaw, Siegel & Schoenlein, 2013). Invitational Education, “began as an attempt to find a systemic way of describing the process of communication between teachers and students that result in learning.” (Purkey & Novak, 1984, p. 3).

Invitational Education is not intended to be ‘quick fix’, it is a process of implementation in creating inviting learning environments (Purkey & Stanley, 1991; Purkey & Novak, 1984; Haigh, 2011). As Stanley, Juhnke, and Purkey, (2004) suggest,

Invitational Theory of Practice is not designed to supplant most other educational or therapeutic strategies that have demonstrated value in creating safe schools. Rather, it adds to and strengthens existing programs by providing a theoretical framework that addresses the total environment and culture of the school. (p. 1)

The integrity of invitational education is further displayed in the implementation of invitational educational practices. Haigh (2011), suggests the implementation of invitational education creates learning environments where everyone receives the support needed to flourish and reach their potential. In fact, invitational education,

Centers on four basic principles: (1) people are able, valuable, and responsible and should be treated accordingly; (2) teaching should be cooperative activity; (3) people possess relatively untapped potential in all areas of human development; and (4) this potential can best be realized by places, policies and programs that are specifically designed to invite development, and by people who are personally and professionally inviting to themselves and others. (Purkey & Novak, 1984, p. 2)

The term invitational education is intentional, and was selected with its significance in mind. Traditionally understood to mean “to summon cordially, not to shun” (Purkey & Novak, 1984, p. 2).

The concept of invitational education is “based on an understanding of intrapersonal, interpersonal and institutional messages intended/not received, acted upon/not acted upon” (Purkey & Novak, 1984, pg. 2). This understanding develops learning environments that are anchored in attitudes of respect, care and civility, and that promote positive relationships and encourage human potential. (Purkey & Novak, 1984).

Invitational education invites students and other stakeholders to join the educational journey, and by definition supports inclusive praxis, in that by being intentionally inviting we include students and stakeholders within authentically inviting

schools. However, what sustains us, that is educators, in supporting these inviting learning environments?

### **Definition of Ethic of Care**

The term *Ethics of Care* is said to have appeared in literature in Mayeroff's 'On Caring' in 1971 (as cited in Schat, 2016). Mayeroff (1971) suggests, "Caring as helping another grow and actualize himself, is a process, a way of relating to someone that involves development, in the same way that friendship can only emerge in time through mutual trust and a deepening and qualitative transformation of the relationship" (p.1). Since then, other care theorists have made contributions in developing the understanding of care ethics. While some care theorists have focused on a feminist approach to care ethics (Held, 2006; Noddings, 1984). Rabin and Smith (2013) explain, "From an educational perspective, care ethics orients educators towards teaching students to care for themselves, each other, ideas and the world—and recognizing the demands of caring for students and how to meet their academic and social needs" (p.165). For the purposes of this study, the concept of care ethics will be explored as it pertains to educational care.

### **Educational Care**

Educational care has recently been described by Schat, (2020) as "the care communicated by teachers to each of their students" (p.18). Schat (2020), further explains "despite the powerful evidence concerning the positive impact of educational care and caring teacher-student relationships, too often the communication of intended care is unsuccessful" (p.19). His research identified 13 elements (teacher-student relationships, knowing, changing, helping, curriculum and instruction, assessment and evaluation,

teacher-class relationships, culture, management communication, wellbeing, high expectations, power dynamics) which are organized into three dimensions (personal care, pedagogical care and interpersonal care) which work interdependently in communicating care (Schat, 2018). He further discovered successful communication of care happens in six stages. Schat, (2020) describes,

- (1) It starts with *two care needs*: the student's need to be cared for and the teacher's need to care; (2) the relationship is initiated, however by the teacher's *caring intentions*; which then leads to (3) the teacher's *caring behaviours* (drawing on the first theoretical explanation, the offering of care); at this point the onus shifts from the teacher's intentions and behaviours to (4) the *student's response* – Was the teacher's offering of care successful or unsuccessful?; if care was successfully communicated, (5) care is *completed* and a *caring relationship* is formed; and this, finally is likely to lead to (6) the *outcomes of care*, including the substantial research-affirmed educational outcomes, noted earlier, as well as transformed teacher-student relationship, positioning the teacher to have influence on the student's growth and learning (e.g., serving as a trusted sounding board, providing critical feedback, etc.).
- (p.27)

It is important to highlight that every action in teaching in some way has the potential to influence the communication of care. As more individuals encounter the successful communication of care, they will in turn be prepared and able to successfully communicate care to those around them (Schat, 2020). In caring for students, we not only

help sustain inviting and inclusive learning environments, but we also add to the richness and promote inclusive education which transcends theory into practice; that is, praxis.

### **Strengths-Based Programming**

Current inclusive educational trends are shifting from deficit-based to strengths-based approaches. Armstrong (2017) asserts, “Special Education needs to change... for too long it’s been weighed down by a history emphasizing deficit, disorder, and dysfunction” (p. 1). Focusing on differences rather than deficits is further described in the term Neurodiversity (Armstrong, 2010; Armstrong, 2017).

### **Neurodiversity**

In his book *Neurodiversity in the Classroom*, Armstrong (2012) refers to the term neurodiversity as an alternative to previous deficit-focused approaches, rather focusing on the strengths of the student. The term Neurodiversity was, “Coined in the early 1990s by journalist Harvey Blume and Australian autism activist Judy Singer, the term neurodiversity can be defined as an understanding that neurological differences are to be honored and respected just like any other human variation...” (Armstrong, 2017, p. 1). In acknowledging differences in abilities, effective programming also needs support learner’s abilities, and strengths. Armstrong recommends using a positive niche construction to facilitate an effective, strengths-based program for students (2012).

### **Positive Niche Construction**

According to Armstrong (2012), “This strength-based approach can serve as a new way to enrich the field of differentiated instruction by ensuring that we develop



teaching interventions that address what is unique and positive about each individual student.” (p. 5).

Positive niche construction consists of seven components, which are intended to be used collectively in planning for student programming. The seven components are: Strength Awareness, Positive Role Models, Assistive Technologies/Universal Design for Learning, Strength-Based Learning Strategies, Human Resources, Positive Career Aspirations, and Environmental Modifications (Armstrong, 2012, p. 14). Armstrong suggests “educators should work diligently to construct a positive niche that fits the unique needs of each individual child with special needs” (p. 25). Creating positive niche programming for students is a part of intentionally planning a supportive academic environment to meet the academic needs of students.

Educators require support in order to facilitate effective inclusive education. Invitational education advocates for students and educators to be inviting, and to promote inviting and inclusive practices in all areas of education. Educational care emphasizes the importance of how care is communicated, which is essential in maintaining effective and healthy relationships in education. Strengths-based programming promotes acknowledging student strengths, and encouraging growth by utilizing students’ strengths in effective programming. Effective integration of invitational education, educational care and strengths-based programming, ensures educators and students are effectively supported, effective communication and relationships are maintained, and effective programming is available for all students. In the next chapter, the research methodology of this study is outlined.

## CHAPTER THREE: METHODS

This chapter defines the methodology used and outlines how the data were collected and analysed according to the guidelines required. Justification of the research design, and research methods used in this systematic literature review are identified and explained.

### **Research Design**

This systematic literature review examined the areas of Invitational Education, Educational Care, and Positive Niche Construction. The systematic review method is essential in the accumulation and reviewing of existing published evidence (Jones, 2020). Systematic literature reviews are used to analyze data that have previously been gathered; in order for a systematic review to be complete, it must adhere to rigorous research methodology (Puljak & Sapuna, 2017). As Pati and Lorusso (2017), explain, systematic literature reviews offer a more precise and accurate understanding of a topic. Systematic literature reviews also are useful in synthesizing research findings, as well as uncovering areas where more research is needed, which is useful in creating theoretical frameworks (Snyder, 2019). The use of systematic literature reviews must observe and maintain strict adherence to standardized methodologies throughout the entire research process, to ensure methodological rigour and quality (Pati & Lorusso, 2017). The systematic literature review was suitable for this dissertation, as it allowed the researcher to systematically search for literature on invitational education, educational care, and positive niche construction, filter the results, and critically analyze and evaluate the level of evidence, interpret the findings and comprehensively report the findings (Pati & Lorusso, 2017).

The research and process of this systematic review was guided by the standards of the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) Statement (Sarkis-Onofre et al., 2021). This systematic review utilized the most current PRISMA framework and methodology. A comprehensive research problem was established, diligent research methodology and data gathering and analyzing techniques were established (Puljak & Sapunar, 2017). As Puljak and Sapunar (2017) suggest, systematic literature reviews “review, evaluate and synthesise all the available primary data, which can be either quantitative or qualitative” (p.1). The data from the studies were synthesized, analyzed and interpreted through a qualitative analysis instead of using a meta-analysis (Jones, 2020). The PRISMA flowchart in Appendix A illustrates the search results.

### **Data Collection**

The data collected and analyzed in this study were exclusively secondary data. Secondary data is described as data or information that is gleaned from individuals other than the primary researcher whose research focus could be different from the secondary researcher (Panchenko & Samovilova, 2020; Pederson et al., (2020). Johnston (2014) affirms, a benefit of secondary data is that not only is it relatively low cost to conduct the research, it is also provides accessibility for researchers who otherwise would not have the means to conduct extensive and expensive research. Another benefit to secondary data, is there is a large pool of research, with which to conduct research without being reliant on possible external policies and procedural delays (Peterson et al., 2020). A con of secondary data, is that misrepresentation of data may occur, as data are being analyzed

by the researcher who generally was not present at the time the research occurred (Pederson et al., 2020).

This study utilized internet databases as a means of accumulating reputable data sources which addressed invitational education, care, and positive niche construction. The databases, ERIC, Google and Google Scholar search engines were used to gather academic data sources. Filters for Peer review and full text articles, as well as limiting research articles published within the last ten years were used in conducting the research. The keywords used in conducting searches included: ‘invitational education’, ‘educational care’, ‘communication’ ‘positive niche construction’, ‘education’, ‘academics’ and ‘strengths-based education’. Several combinations of these words in addition to the words ‘and’ and ‘in’ were utilized.

As this research began a few years ago and was delayed by unforeseen exigent circumstances, the results were updated recently to include the most current and relevant data searches possible. Only the most current data (within the last decade) were included. The first screening of results for each area were saved to a file folder with a file name indicating which area of research it was addressing. The three names were: Invitational Education Results, Educational Care Results, and Strengths-Based Results. Each article was also saved and renamed to make it easier to access and manage articles (e.g.- CARE\_Last names of researchers, Year of publication). For the second screening, the articles more critically analyzed in terms of meeting inclusionary/exclusionary data as shown in Table 1. Once all duplicates were removed and articles were analyzed they were renamed within the file folder. If they met the criteria and were included in the study, ‘#’ was added to their previously issued file name (the # allows the file to be moved to the

top of the list of files). If they did not meet the criteria to be included in this study, they were renamed to add NI (which indicates Not Included) and reason for not meeting the criteria. For example, if an article addressed invitational education however its population was University students the file name was amended to add ‘INVIT\_Doe\_2022\_NI\_Age’.

Articles which met criteria for this study were added to an excel spreadsheet for the purpose of article management (See PRISMA flow chart in Appendix A). A total of shows the research process of article management. A total of 29 articles met the eligibility requirements to be included. They were further scrutinized for in full text form, to confirm they were able to answer the research questions in this study.

Table 1

*Inclusion and exclusion criteria*

Inclusion Criteria	Exclusion Criteria
<ul style="list-style-type: none"> <li>-Discussed invitational education</li> <li>-Discussed educational care</li> <li>-Discussed positive niche construction</li> <li>-Examined connections between invitational education, educational care and positive niche construction</li> <li>-Must support academics within kindergarten to grade 12</li> <li>-Must be available in English</li> <li>-Published between 2012 and 2022</li> </ul>	<ul style="list-style-type: none"> <li>-Discussed topics other than invitational education, educational care and positive niche construction</li> <li>-Were not available in English</li> <li>-Did not relate to the field of Education</li> <li>-Includes student support beyond grade 12</li> <li>-Did not address academic support in inclusive education</li> <li>-Published outside of inclusion criteria dates</li> </ul>

## **Data Analysis**

The research conducted, included data which were collected and analyzed using a Thematic analysis. Thematic analysis is used to identify, analyze and report themes within data (Braun & Clarke, 2008). It is a process which utilizes to a six-step approach to investigate data and revisit data multiple times to deduce themes as they emerge (Braun & Clarke, 2008). In conducting the thematic analysis of data, codes were identified inductively throughout the process, meaning they were not predetermined prior to the beginning of the research process (Braun & Clarke, 2008). The data collected and utilized in this research were exclusively secondary data, which does not require ethical approval (Tripathy, 2013). The researcher followed ethical research methodology throughout the entire study. All secondary data utilized in this research were openly available on the internet and free of cost, which according to Tripathy, (2013) implies “permission for further use and analysis” (p. 1478). Tripathy (2013), further explains, acknowledgement of ownership of the primary data is required. Throughout this scholarship, credit was given to primary data authors for the use of their research.

## **Instruments**

This systematic literature review utilized thematic analysis, and did not include any primary data collection. This qualitative study used secondary data, as previously discussed and no instruments were used in conducting research. The collection of secondary data does not require ethics approval (Tripathy, 2013).

This study utilized document analysis as a means of gathering relevant data pertaining to Invitational Education, Care and Positive Niche Construction. Document

analysis is described as “a systematic procedure for reviewing or evaluating documents - both printed and electronic (computer-based and Internet-transmitted) material” (Bowen, 2009, p.2). Document analysis is reliant on the interpretation of data gleaned from a variety of forms of documents which develop a deeper understanding and conceptualization of a topic (Bowen, 2009). Bowen (2009), further justifies document analysis as a desirable means of conducting qualitative research by explaining a benefit of document analysis is its role in data triangulation. According to Decrop (1999), “Triangulation means looking at the same phenomenon, or research question, from more than one source of data” (p. 3). Bowen (2009) explains, “by examining information collected through different methods, the researcher can corroborate findings across data sets and thus reduce the impact of potential biases that can exist in a single study” (p. 3). Since the data used in this study included a variety of forms, including both qualitative and quantitative methodologies, the merging forms of data lead to a more comprehensive understanding of invitational education, educational care, and positive niche construction was, and thereby triangulation was achieved.

This systematic literature review, used thematic analysis to glean resultant themes from literature specifically addressing; invitational education, educational care and strengths-based programming. Data were gathered from digital databases, and examined based on specific inclusionary and exclusionary criteria. The refined data were then further scrutinized, coded and thematically analysed. The resultant themes will be further explained in the next chapter.

## CHAPTER FOUR: RESULTS

The goal of this systematic review was to examine how invitational education, educational care, and strengths-based programming relate to inclusive education and how invitational education, educational care, and strengths-based programming can be practically applied to support educators. In this chapter I will discuss the results of the thematic analysis, as well as the resulting themes that emerged from the data. The emergent themes will further reinforce the importance invitational education, educational care and strengths-based programming in inclusive education.

### **Results**

The thematic analysis produced four themes from the collected data. These themes include: altruism, effective communication, transformative praxis, empowering learning experiences. These themes support this systematic review's research questions first discussed in chapter one. How do invitational education, educational care, and strengths-based programming support and contribute to the efficacy of inclusive education? Additionally, is it possible to create a strengths-based program which embodies the elements of invitational education, educational care and in creating positive and inviting learning environments and programming for our learners in primary and secondary school?

### ***Altruism***

Altruism emerged as a theme based on the thematic analysis of invitational education, educational care and strengths-based programming. Altruism or selflessness, is an intentional choice to set aside personal needs and prioritize the needs of others



(Timmins et. al, 2018). Schat, (2020) refers to the “earnest desire” (p. 22) most educators have to care for students. Altruism motivates educator’s desires to earnestly desire to care for students. Altruism motivates educators to intentionally be authentic and inviting. Altruism motivates educators to not focus on personal strengths, rather to see and value the strengths in others. In all areas of this research the importance of being altruistic is essential.

Altruism empowers the foundations of invitational education (democratic ethos, perception tradition, and self-concept theory). Purkey et al. (2020) explains, “From the moment students first make contact with school, the inviting or disinviting actions of school personnel-coupled with the physical environments, the official policies, the instructional programs, and the political processes-dominate their education” (p.39). Altruism is the glue that connects and protects the elements, domains, conflict resolution, levels and dimensions of invitational education from becoming less inviting and falling prey to uninviting tendencies. Altruistic tendencies are helpful in effectively communicating care, and is certainly beneficial in recognizing strengths and creating positive learning environments.

When individuals are altruistic, they are actively seeking to be inviting, and the care they communicate will be effectively communicated, because they are not looking to impose their care on others. Rather, they are seeking to understand those around them in order to communicate care effectively in ways the others will positively receive. Altruism is also the ideal way to approach to use in identifying strengths and programming for strengths, as it alleviates the tendency for strengths of others to be viewed as threatening, instead it celebrates strengths as gifts to be respected and developed.

### *Effective Communication*

Throughout the data collected, themes regarding effective communication were significant. As altruism is beneficial in supporting inclusive education, the ability to communicate effectively is an extension of altruism. Effectively communicating with students, the importance of being inviting is an essential component to invitational education. In fact, Purkey et. al, (2020) describe educators who have become so proficient in communicating inviting behaviour as having the ‘Plus Factor’. Whether we are communicating an invitation, or communicating care or communicating strengths, it is essential to be aware of the effectiveness we are as communicators. Schat (2020) asserts, “everything a teacher does can influence the offer of care. Teachers need to be critically reflective, assessing whether their own practises are likely to support or impede the offering of the care they intend to communicate to their students” (p.24). Noddings (2012), advocates for educators for model relations of care and trust for students, thereby scaffolding students to develop caring characteristics of receptive listening, and critical thinking skills, which she proposes is a more efficient investment of time than planning for harsher punitive measures. The methods by which we effectively communicate with others can have an impact on our effectiveness as educators.

Effectively communicating care can have a profound impact on student’s academic experience. Chalfin, (2018) emphasizes the potential for audio and video commentary as a tool to assist in communicating care in providing feedback on student work.

Communicating care effectively can also influence the learning environment for students. Bieg et al., (2012) compared junior high aged student’s perceptions of care

between German and American students. While German students seemed to have lower anxiety as a result of high levels of perceived care from their teacher, American students did not respond similarly.

Schat (2018, 2020) posits relational reconnection as a solution to the dilemma in educational care. He emphasizes successful communication of care as intended care extended by an educator must also be acknowledged as care by the receiver. While successful communication of care is important in gaining relational reconnection, it must include the three dimensions of care (personal care, pedagogical care, and interpersonal care). The three dimensions of care are further organized into thirteen elements of educational care (Teacher-student relationships, knowing, changing, helping Curriculum and Instruction, Assessment & Evaluation, Teacher-Class Relationships, Culture, Management, Communication, Wellbeing, High Expectations, Power dynamics), which are intended to encourage educators to successfully communicate care. Schat (2020), suggests “Empirical research into educational care clearly identifies substantial positive outcomes that result when care is successfully communicated” (p.31). More specifically, musical education should include active caring in response to the growing needs of students, encourage 'call to care'. Watts et al. (2020), synthesizes Nel Noddings' scholarship by highlighting the four dimensions which bring active caring into the classroom. Modeling, dialogue, practice, and confirmation provide teachers with clear starting points for incorporating care and developing caring relationships with students in their music classrooms.

### *Transformative Praxis*

The transformative praxis theme emerged as the majority of the data indicated transformed ideas about education as a result of directly experiencing invitational educational instruction, or implementing invitational educational strategies in projects and planning. The intentional selection of ‘Transformative praxis’ is indicative of the potential transformative nature of the data to enhance and potentially improve an educator’s skills.

Coffey (2018; 2020) demonstrated the potential of implementing empowering learning experiences through invitational education as teacher candidates experienced the benefits of multi-model projects, and digital media storytelling. Coffey, (2018) describes, “This transformative experience could continue to multiply the impact and prepare them to make a difference in the academic achievement and creative potential of future students.” (p.10). These projects empowered the preservice teachers to not only realize the potential, but their pedagogy was also transformed as a result. Venketsamy et al. (2020), sought to understand educator’s perspectives in implementing invitational strategies in an invitational learning environment. Venketsamy et al., discovered care, love and individual-focused strategies to be the most prominent. Okaya et al., (2013) observed the transformative effect invitational education had on student academic achievement and school climate, despite less-than-ideal physical learning environment in an urban low socio-economic area. Okaya et al., (2013) also demonstrated the resilience of invitational education to withstand ‘imperfect’ learning situations and how even making the most of the current situations can still lead to transformation and improvement for students.

Evans (2019), explained the transformative effect implementing invitational education had not only for her school and staff, it was able to transform relationships and build once damaged relationships with the community. She noted her school also experienced improved academic performance. She advocates for strong leadership to lead by example in implementing invitational educational practices. Similarly, Varvisotis et al., (2017) reported the transformative benefits of hosting and facilitating Individualized Education Plans (IEPs) in an invitational educational environment. Varvisotis et al., further offered helpful and practical suggestions to assist in facilitating invitational IEPs. Similarly, Elder (2018), advocates the transformative potential strengths-based IEPs could have in advocating the strengths and needs of students who need additional support and planning.

In addition to strong leadership, technology has significant potential to transform education. The use of technology may also empower student learning, McCarthy (2020) conducted a longitudinal study which assessed a strengths-based personalized learning (SBPL) model implemented in schools within a school district. The results indicated the SBPL model was more effective than other counterpart programs in supporting mathematics, reading and language usage. The SBPL model kept students engaged at an optimal learning level (zone of proximity), and supported student achievement, strengths-focused goal setting and reflection. Chalfin, (2018) promotes the use of technology otherwise not utilized in education to transform assessment and provide more effective and elaborate feedback, previously limited by interpretation or effectiveness of traditional methods of providing assessment of student work.

Additionally, assessment strategies can be transformed and improved to better support students. Cook (2019), describes the Japanese strengths based correcting method. Red ink is used to circle correct answers. Incorrect answers are not given a symbol until they are resubmitted and correct, they receive a blue circle. A 'Well done' is indicated by a large hand drawn (hana maru) flower across the page. This strengths-based approach provides more meaningful conversation and opportunities to correct an answer (learn from mistakes) in a supportive way.

Care has momentous transformative potential. Schat (2018; 2020), conducted a qualitative study which advocated for the transformative implications of successfully communicating care, Schat highlights the transformational impact educational care could have in student growth and academic success, and should be implemented and supported in preservice and in-service educator training. In their mixed methods study of middle/high school aged students Sethi and Scales (2020), found positive and caring relationships with teachers to be the most influential relationship which significant impacts motivation, GPA, and school climate. Additionally, Tichnor-Wagner and Allen (2016), conducted a comparative study which compared 4 urban high schools (2 higher performing and 2 lower performing) schools. The data lead to the development of a continuum of care: Isolated care (aesthetic care, very minimal authentic or hard care), Pockets of Caring (some aesthetic care and some authentic care), Caring Communities (abundant authentic and hard care). The data revealed the two highest performing schools were intentionally creating caring communities, whereas the two lower performing schools had minimal caring present. Tichnor-Wagner and Allen's data reinforces the importance of strong and effective leadership whose support empowers educators to

intentionally communicate care and support creating intentionally caring communities. The profound effect on student learning and educational experience is transformed as a result.

Interestingly, in all three areas of interest, support and evidence was not difficult to find. However, the paucity of resources and strategies to implement invitational education, educational care and strengths-programming was more difficult to find. Resources to facilitate implementing transformative praxis (the combination of strengths-based programming in invitational and caring learning environments) seemed to be lacking. The resource that came the closest was described by Thomas Armstrong in his book *Neurodiversity in the Classroom* (Armstrong, 2012). Armstrong highlights the importance of acknowledging the diversity and unique strengths every individual has. His positive niche construction model provides concrete strategies to include and enhance planning for students needs and academic future. Purkey et al., (2020) was an excellent resource for implementing invitational education and provided some resources in their books. Sean Schat's research describing the communication of care also had a profound impact in explaining how to effectively communicate care. Schat's research was included in the Empowering Education resource.

### ***Empowering Learning Experiences***

It was clear throughout the data, that creating empowering learning experiences not only improved classroom climate, but they also improved the academic achievement of students. Purkey et al., (2020) explain, "Students develop best when they share the company of teachers who see them as possessing relatively untapped abilities in myriad

areas and who invite them to realize their potential.” (p.48). Invitational education provides the environment for empowering learning experiences to transpire.

According to Bianco and Harris (2014), culturally and linguistically responsive Response to Intervention (RTI) is a strengths-based strategy to support gifted learners. Bianco & Harris also emphasize the importance of quality curriculum and resources to assist in providing quality RTI programming. Further support for strengths-based programming is reinforced by strengths-based assessment (SBA). Climie and Henley (2016) reinforce while SBA is not a recent discovery, it is an important shift from deficit-focused initiatives. Strengths-based assessment is an essential part in strengths-based programming. Climie and Henley (2016) provide a list of SBAs which are currently available for use in the classroom. Climie and Mastoras (2015) also advocate strengths-based approaches to support the academic needs of students with ADHD.

Schat (2016), compared invitational theory and care theory. In spite of care being an integral aspect of invitational theory, the similarities between invitational theory and care theory are complementary. So complementary in fact, Schat suggested the invitational matrix be used as the educational care matrix, in identifying and managing caring behaviour. Schat (2016), asserts “Educational care is always inviting” (p. 13). Research by Hansen and Morrow (2012), found similar support in examining invitational education and inclusive education. One participant responded by saying “Once you know about this, nothing else makes sense. You cannot imagine not doing it. It becomes the lens through which you view all that is done in the classroom” (Hansen & Morrow, 2012, p. 6). Armstrong (2012)’s positive niche construction model empowers positive and strengths-based programming for students who may need additional support.



It is also important to note that in some instances while educators experienced the benefits of empowering learning experiences, support is needed in order to empower educators to create empowering learning experiences. Reeves and LeMare (2017), found while teachers could see the benefits of relational pedagogy and communicating care with students, they noted the importance of support and training to assist with strategies and facilitation. Additionally, Purkey et al., (2020), advocate for educators to manage and maintain a healthy balance of responsibilities in being both professionally and personally inviting, in order to avoid professional burnout.

As inclusive education continues to be a desired pedagogy the need to ensure students are getting quality academic programming is essential. Garwood and Ampuja (2019), recommend growth mindset as a strengths-based approach to support students. Changing the language from a fixed mindset to growth mindset and providing a growth mindset learning environment can empower students to persevere and build resilience. Garwood and Ampuja (2019), additionally explain a strengths-focused feedback or assessment reframing of language. Rather than implying a student ‘didn’t get it’ or didn’t succeed, the student has a ‘not yet’, the learning is still in progress.

Galloway (2020), highlighted the importance of identifying student strengths early as a fundamental step in creating strength-based programming. Educators, students and parents contributed to reinforcing the benefits of strengths-based programming. Strengthening student confidence, self efficacy, and building resilience are positive products of strengths-based programming and empowered students to succeed.

The results of this systematic literature review revealed four emerging themes. The resultant themes include: altruism, effective communication, transformative praxis,

empowering learning experiences. Altruism is an essential attribute for educators to possess to enhance effective communication of care with students. Effective communication is the key to communicating care in education. Effective communication with students may also improve academic outcomes for students. Transformative praxis motivates educators to strive for excellence, and challenges educators to not become dormant in their professional ambitions. Empowering learning experiences provide students with opportunities to thrive in education. The next chapter will discuss the conclusion of this systematic literature review, as well as limitations and opportunities for future research.

## CHAPTER FIVE: CONCLUSION

The goal of this research was to conduct a systematic review of the most current literature pertaining to inclusive education, invitational education, educational care and strengths-based programming. In analysing the data thematically, four resultant themes emerged. Altruism, effective communication, transformative praxis, empowering learning experiences emerged as resultant themes.

This project emerged due to the researcher's concern about the academic effectiveness of the inclusive education offered students, and factors which could alleviate, if not prevent students from not receiving the support they need to maximize academic success. Inclusive education is more than merely a location or educational setting where academic instruction takes place. The researcher sought to understand how invitational education, educational care, and strengths-based programming could contribute to inclusive education.

The literature addressing invitational education overwhelmingly supports inclusive education. In fact, by engaging in and applying invitational educational practises, an inclusive ecosystem is created, where inviting and inclusive education can thrive.

The systematic review of relevant extant literature regarding educational care also supports inclusive education. When educational care is successfully communicated, the effectiveness of inclusive education increases. The more successfully care is communicated, the more trust is built, and meaningful relationships develop. These qualities are essential in facilitating inclusive education.

Similarly, literature supporting strengths-based programming also reinforced inclusive practises. By focusing on the strengths of learners and appreciating the value neurodiversity contributes to the inclusive community, students are empowered to grow their skills and build the confidence needed to embrace academic challenges.

The data also revealed the important themes which are necessary to include in practically applying invitational education, educational care, and strengths-based programming in supporting students in inclusive educational settings. The emergent themes are: altruism, effective communication, transformative praxis, and empowering learning experiences.

Altruism is an intentional setting aside of self, in order to address the needs of others. Altruism is a key characteristic of educators who successfully become intentionally inviting, who achieve the plus factor and who are more likely to be professionally and personally inviting. Educators who have altruistic tendencies tend to communicate care successfully, as they focus on how the recipient of care will most favorably receive care, rather than communicating care for the sake of communicating care. Altruism in seeking to understand the strengths of learners is an essential component in establishing effective programming for learners. As a learner's strengths should not be dependant on an educator's pedagogy, rather the educator should seek to enrich their pedagogy by supporting the neurodiverse needs of learners.

Effective Communication is vital in communicating with learners and colleagues. Effective communication reinforces invitational education, and similarly facilitates care to be completed. The consequence of ineffective communication of care and of invitational practises can lead to becoming unintentionally disinviting, compromising a

relationship, can damage a learning opportunity, can ruin an inviting and inclusive learning environment, and can lead to ineffective support of a student's academic needs.

Transformative Praxis describes the potential transformative power invitational education, educational care and strengths-based programming have if implemented effectively. The literature provided concrete examples of the transformative power invitational education had in transforming school culture, and increasing academic performance. Educational care, if effectively communicated has the transformative power to improve learning environments and relationships between educators and learners, which may also improve academic performance. The transformative power of focusing on strengths of a learner rather than academic deficits builds learning environments where mistakes, differences and curiosity become opportunities for deeper learning. Additionally, programming which is intentionally structured to build upon student's abilities rather than focus on deficits improved student engagement and encouraged more academic success.

Empowering Learning experiences were highlighted by the literature in the systematic review. Invitational education's entire premise is to invite learners and empower them to achieve academic success. Invitational education doesn't require learners to be perfect, in order to engage in inviting learning environments. Invitational education assumes learners are valued members of the inviting learning community and surrounds learners in intentionally inviting learning environments with intentionally inviting staff, which empower students to achieve their personal best. Communicating educational care empowers educators to build meaningful and genuine relationships with students. Successful communication of educational care empowers students to feel valued

and appreciated as individuals. Modelling successful communication of care is important for learners as they are developing social and emotional skills. Strengths-focused programming empowers learners to engage in and take responsibility for their learning. Strengths-focused programming also empowers learners to see their 'not yet's' in academic achievement as learning opportunities, rather than 'I cant's' or hinderances.

### **Discussion of Findings**

The goal of this research was to conduct a comprehensive analysis of current literature regarding invitational education, educational care and strengths-based programming. The resultant findings from this research, are presented and discussed according to the research questions of this study.

*Research Question one:*

#### **How do invitational education, educational care, and strengths-based programming support and contribute to the efficacy of inclusive education?**

A systematic review of relevant extant data revealed, invitational educational, educational care, and strengths-based programming do support inclusive education. In fact, if implemented appropriately could potentially transform inclusive education. Invitational education provides a framework or the learning environment for educational care to flourish. When educational care is communicated successfully, an ecosystem of care develops and meaningful relationships thrive. Successful communication of care helps build trusting relationships, which provide opportunities for students to be invited to take part as a valued member of an intentionally inviting and caring community, which actively promotes and encourages personal success. Within the invitational learning

environment, which supports effective communication of educational care, empowers educators to recognize students' strengths, and provide inclusive and effective strengths-focused programming while encouraging academic success.

*Research Question two:*

**Is it possible to create a strengths-based program which embodies the elements of invitational education, educational care and in creating positive and inviting learning environments and programming for our learners in primary and secondary school?**

The data gathered clearly indicated strong support for learning environments where invitational education, educational care were intentionally and pragmatically applied. Support for strength-based programming was overwhelmingly positive. This led to the creation of the *Empowering Education* resource, which is included in Appendix C. This resource is intended to facilitate and empower strengths-based programming for students. It is designed using strengths-based programming which incorporates the elements of invitational education and is meant to help effectively communicate care, throughout the process. Empowering Education invites stakeholders as well as the learner to participate in planning for the students' academic success. The Empowering Education resource is intended to be facilitated by a school team who is well versed in invitational education and whose praxis has been transformed by invitational education and educational care. Intentionally inviting settings should be used to host meetings and the Empowering Education resource can be used to help facilitate meetings. Educators who use the Empowering Education resource should intentionally be mindful and authentically pursue effective communication of care in all areas of implementation.

Stakeholders are encouraged to reflect and prepare prior to the meeting, as to come prepared to contribute as valued members of the team. Following the initial preparation for the meeting, the school team would report the revealed strengths of the student. In order to get the most accurate depiction of student strengths, it is important to collaborate with stakeholders as well as the individual student.

Within the Empowering Education resource, there are strategic sections and tools to assist in facilitating the Empowering Education process. The Introduction section is a brief overview of invitational education, educational care, and the Empowering Education process. The Introduction section may also be used to assist in equipping new staff members or substitute educators as a means on communicating the process and expectations of Empowering Education. The Pre-Meeting Resources section is meant to establish and prepare stakeholders in how to facilitate Empowering Education. The next section in Empowering Education is Empowering Strengths. Empowering Strengths is meant to be facilitated by the educator and student; the revealed strengths would then be recorded in the Empowering student profile which may be used in creating an individualized education plan. The next section in Empowering Education is Planning resources, and Appendix C contains a template to assist educators in creating a strengths-based support document for students. Once the support guide has been created, it could be used by the classroom teacher to assist in creating more effective inclusive classroom support. The support guide may also be a useful communication tool between support staff and classroom educators, and therefore should remain as current as possible. The final section in Appendix C is an example of an Empowering Education student guide, which was customized based on the interests of the student, as well as a collection of



possible supporting tools which could be included to further empower and facilitate inclusive student support.

Throughout the process stakeholders should be cognizant of communicating care. It should be a goal to create a safe place for all to share ideas and opinions. Once the strengths are established the stakeholders will collaborate in preparing the student profile and preparing the educational plan for the student. It is essential to complete the educational plan and student profile with as much detail as possible. This will help the school team implement the most effective programming, in addition to measuring growth in future meetings. Once complete, the learning guide becomes a communication tool for educational assists and educators to ensure the student continues to achieve academic success. The learning guide is customizable and is intended to be as ‘user friendly’ as possible. It could be printed out, changed and customized to include a high interest theme exclusive to the student. It is meant in every way to empower the student to incorporate their needs and empower strengths. It is not intended to be used to label and shame students, rather to embrace their academic uniqueness, because they are already amazing people.

### **Limitations**

There are several limitations that were encountered and that impacted the final outcomes and results of this study. Firstly, this study initially began in 2019, as a result of on-going personal tragedy and the immense pressure the global pandemic imposed, this research was put on hold and reconvened in 2022. Secondly, research which required the purchase of software or articles was limited due to limited financial resources. A larger budget, including perhaps research assistance, may have added to the robustness of

this study. Thirdly, the range in research gathered was limited to published articles found in specific databases. Additional databases could have been accessed to broaden the search results which may have resulted in more documents related to the objective of this research. Furthermore, only published documents were used in this research and therefore grey areas were not included, making this research not exclusively free of biases. Additionally, this systematic review could have been more robust and increased reliability, if additional researchers had been included in the research process.

### **Implications for Future Research**

As a result of this systematic review, literature in support of the themes emerged. It became clear more resources, practical strategies and training for educators is needed to fully implement invitational education, educational care and strengths-based programming. Programming collectively needs to be more intentionally structured to include more tools and supports to facilitate more effective inclusive programming for students. Suggestions for such programming might include:

- a restructuring and reorganizing of curricular outcomes to include ‘Empowering Adjustments’ as well as ‘Empowering Programming’ which would assist educators in effectively differentiating instruction for the diverse needs of the classroom.
- Development of digital tools which would allow for support and communication between stakeholders
- Research into strengths-focused interventions
- Development of tools to assist students who are homeschooled, or students who are not able to be physically present in the school building.

- Further research into best practices of physically inviting architecture and design elements to maximize a school building and create inviting learning environments.
- Development of digital learning avatars which could be customized and used in programming with the Empowering Education resource.

A quantitative study could measure stakeholders' perceptions, (pre and post implementation) on the student programming process, as a result of using Empowering Education in comparison to a deficit focused IEP meeting. Further studies could include a mixed methods longitudinal study which explored the lived experience of students who participated in Empowering Education process and measured academic success over an extended period of time.

Empowering Education as found in Appendix C, is the transformation of educational theory into practice. Empowering Education is the integration and application of invitational education, educational care and strengths-based theories which promote effective inclusive education. The combination of inclusive education, educational care and strengths-based programming, promotes inclusive praxis. Empowering Education encourages educators to altruistically approach education, to effectively communicate care to students and stakeholders, to continually pursue transformative praxis, and to provide empowering learning opportunities for every learner. The Empowering Education resource, encourages and provides support for educators to facilitate effective inclusive education.

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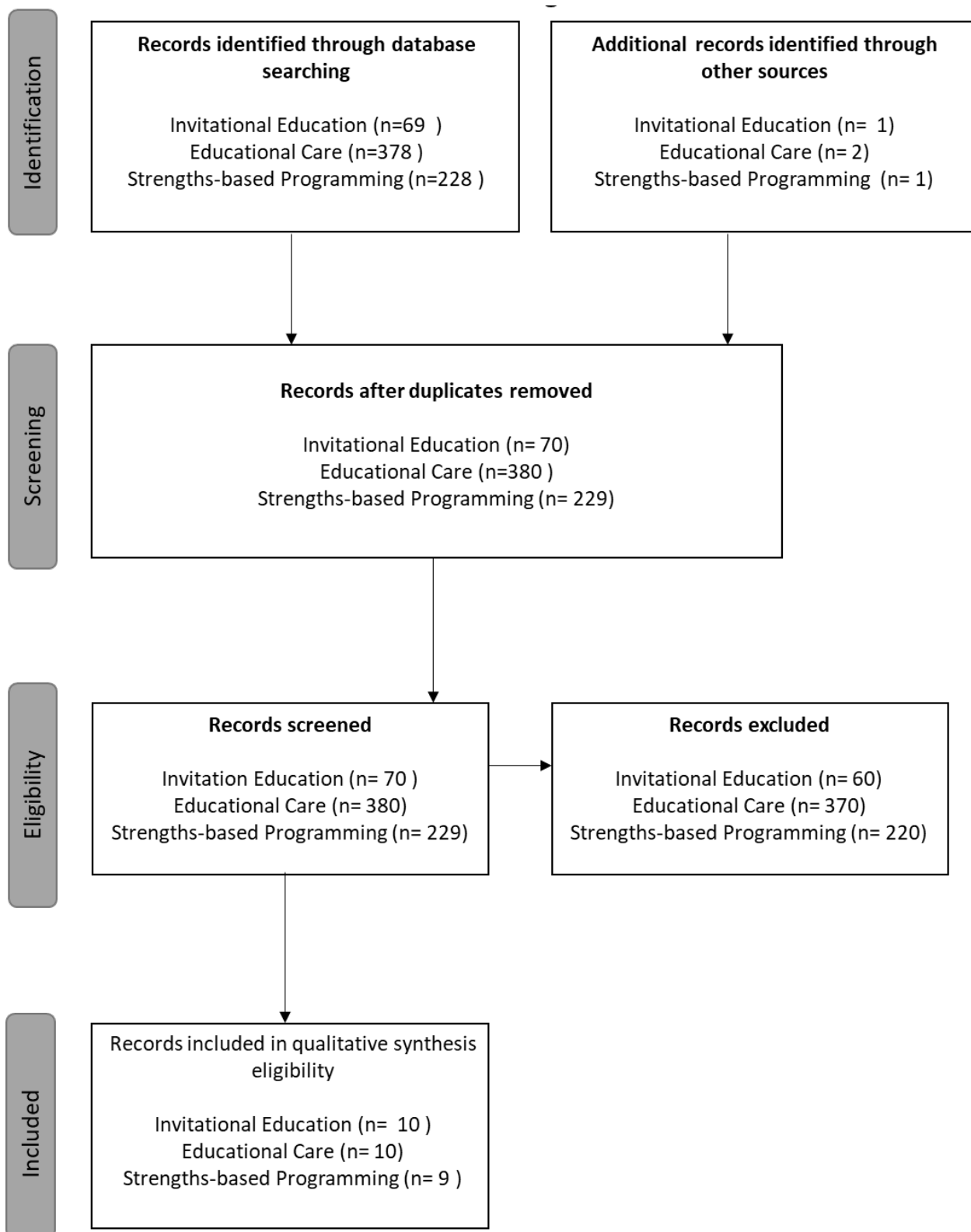
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## Appendix A

PRISMA Flowchart of Search Results



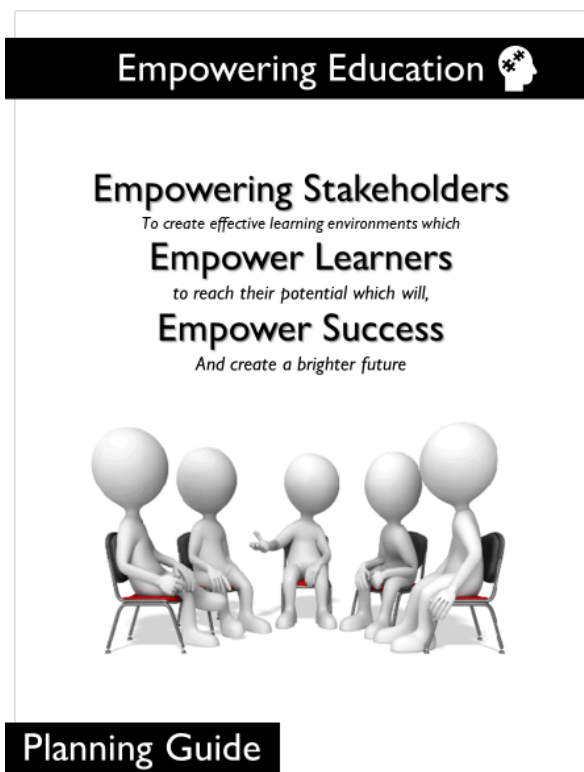
## Appendix B

## Revealed Themes Graphic Organizer

	Altruism	Effective Communication	Transformative Praxis	Empowering Learning Experiences
Coffey, 2018	★		★	★
Coffey, 2020	★		★	★
Evans, 2019	★		★	★
Fretz, 2015	★		★	★
Hansen & Morrow, 2012	★		★	★
Okaya et al., 2013	★		★	★
Purkey, Novak and Fretz, 2020	★	★	★	★
Schat, 2016	★	★	★	★
Varvisotis et al., 2017	★	★	★	★
Venketsamy et al., 2020	★		★	★
Bieg et al., 2012	★	★	★	
Chalfin, 2018	★	★	★	★
Noddings, 2012	★	★		
Reeves and Le Mare, 2017		★		★
Schat, 2016	★	★		★
Schat, 2018	★	★	★	★
Schat, 2020	★	★	★	★
Sethi and Scales, 2021	★		★	
Tichnor-Wagner and Allen, 2016	★		★	
Watts et al., 2020	★	★		
Armstrong, Thomas, 2012	★		★	★
Bianco and Harris, 2016	★			★
Climie and Henley, 2016	★			★
Climie and Matoras, 2015	★			★
Cook, 2019	★		★	
Elder, 2018	★		★	★
Galloway, 2020	★			★
Garwood and Ampuja, 2019	★			★
McCarthy, 2020	★			★

## Appendix C

## Empowering Education Resource





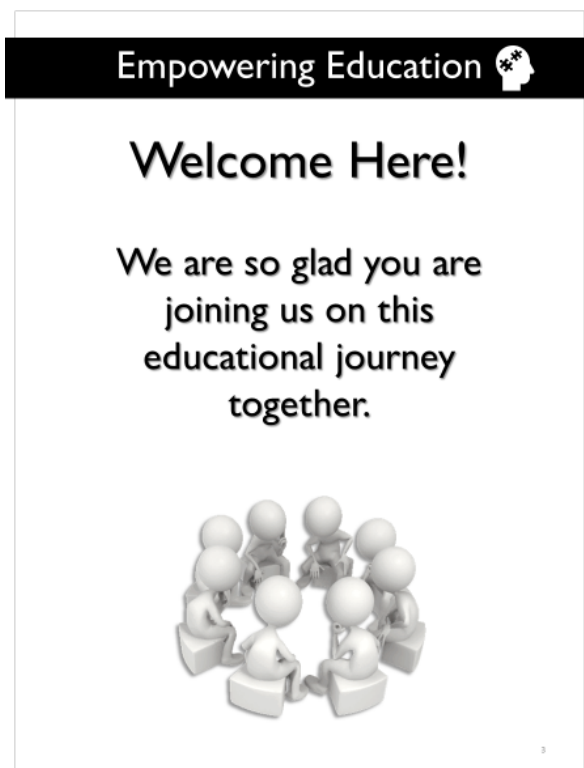
**Empowering Education** 

Table of Contents	2
Welcome to Empowering Education	3
Introduction	4
Empowering Education Background	6
<i>Invitational Education</i>	7
<i>Educational Care</i>	10
Empowering Education Planning Outline	11
Empowering Education Pre-Meeting Resources	12
<i>Empowering Network</i>	13
<i>Empowering Care</i>	14
<i>Educator Reflection Worksheet</i>	16
Empowering Strengths	18
<i>Empowering Strengths Inventory</i>	20
Empowering Education Student Profile	22
Empowering Education Planning Resources	27
<i>Empowering Education Learning Support Guide</i>	28
Empowering Feedback	34
Empowering Additional Programming Resources	37



**Table of Contents**





# Empowering Education

## Frustration and a Dream

Empowering Education emerged as a result of frustration and a dream.

### The Frustration

While Inclusive education sounds idyllic and most advantageous, the frustration is in the practical application. The daily and ongoing support needed to facilitate effective inclusive methodology doesn't seem to match the potential it has to transform and empower effective education. Unfortunately, the result is students unintentionally 'fall through the cracks', which ultimately compounds needs and can negatively impact a learner's academic/social/emotional life.



### A Dream

With a relentless love of learning, a passion for supporting students, a dream to create tools to equip educators, and make education as effective as possible for every learner, this resource was created. Based on current research and personal experience, this resource is meant to invite, encourage, to inspire and empower educational connections.

Every learner is worth it, always.



# Introduction

# Empowering Education

## At Empowering Education, we believe;

- ☞ Students are able, valuable and responsible, and should be treated accordingly.
- ☞ Educating should be a collaborative and co-operative activity.
- ☞ The process is the product in the making.
- ☞ Students possess untapped potential in all areas of worthwhile endeavor.
- ☞ This potential can best be realized by places, policies, programs, and processes specifically designed to invite development, and by people who are intentionally inviting to themselves and others, personally and professionally.

(Fretz, 2015; Purkey & Novak, 1996)



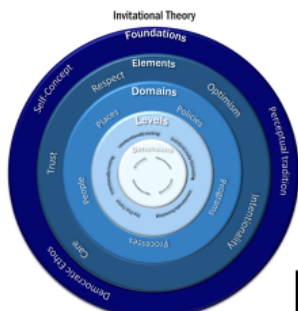
# Introduction

# Empowering Education

## Invitational Education

Invitational Education (IE) is a theoretical framework whose goal is to create inviting spaces, and invite students to reach their potential. IE is rooted in Invitational Theory, and "is an ethical art and craft, intentionally built on care, optimism, respect, and trust. It is designed to summon every person who enters a school building to see themselves as able, valuable, and responsible and to act accordingly." (Purkey et al., 2020, p. 5)

IE is based on the assumptions that everyone is valuable and capable of reaching their potential, investing your best will lead to the best results, and the learning environments we create are not static, everything within a learning environment has the potential to positively activate or counteract the development of a learner's potential. (Purkey et al., 2020)



"In the inviting school, Everything in the school is measured by a simple question: Do the people, places, policies, programs and processes add to, or subtract from, the primary goal of making this school a better place for people? In the inviting school everything counts." (Purkey et al., 2020, p.5)

# Background

# Empowering Education

## Invitational Education



### Invitational Education

- The *foundations* of IE begin with the individual and how they interact with the world (Self-Concept theory) and how the individual perceives themselves and experiences the world (Perception Tradition). The individual is also seen as a valued and contributing member of the inviting community (Democratic Ethos).
- The *foundations*, support the *elements* of IE which are present in the learning environment and may contribute to the success or failure of a student. These *elements* are; care, trust, respect, optimism, and intentionality.
- The *elements* then influence the domains of IE which are; people, places, policies, programs and processes.
- It is within the *domains* of IE which are deeply rooted in invitational elements that guide invitational *conflict resolution*.
- Next, the *levels* of IE are a reminder of how IE is implemented. The goal is to become so well versed in IE methodology that it becomes natural and effortless (The Plus Factor).
- The *levels* of IE directly influence the *dimensions* (a.k.a The Four Corner Press) of IE which are; (self personally, others personally, self professionally, and other professionally). The *dimensions* of IE may assist in maintaining a positive school climate.

# Background

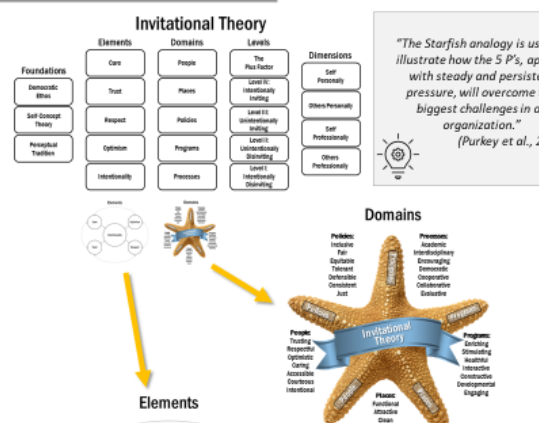
# Empowering Education

## Invitational Education

### Invitational Theory

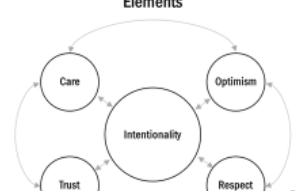
	Elements	Domains	Levels	Dimensions
<b>Foundations</b>	Care	People	The Plus Factor	Self Personality
Democratic Ethics	Trust	Places	Level I: Intentionally Inviting	Others Personality
Self Concept Theory	Respect	Politics	Level II: Intentionally Building	Self Professionalism
Personalized Teaching	Optimism	Programs	Level III: Intentionally Sustaining	Others Professionalism
	Intentionality	Processes	Level IV: Intentionally Celebrating	

*"The Starfish analogy is used to illustrate how the 5 P's, applied with steady and persistent pressure, will overcome the biggest challenges in an organization."*  
 (Purkey et al., 2020).




*This diagram illustrates the relationship between the elements of IE.*

### Elements



### Domains



## Background

# Empowering Education

## Educational Care



We as humans all have a need to care for others, to be cared for, and to be in relationship and communion with others. A caring relationship requires the communication of care to be 'completed' (or acknowledged as caring by the care recipient).

Educational care refers to care that is communicated between an educator and student. This means each student must acknowledge the care that is extended to them (by the educator) as care. It is essential that we as educators are making meaningful connections, building trust with all students, and communicating care effectively.

Everything we as stakeholders do in education has the potential to communicate care. It is essential that we are communicating care effectively and to 'completion'. Below the diagram illustrates the six steps in communicating care to completion (Schat, 2020).

2 Care Needs	Teacher Caring Intentions	Teacher Caring Behaviours	Student Response	The Establishment of a Relationship	The Outcomes of Care
The student needs to be cared for The teacher needs to care for	Key Initial Perception: Teacher-as-caring "I need to care for my students"	<b>Relational Care</b> "Care for you as a person" <b>Pedagogical Care</b> "Care for you as a learner" <b>Interpersonal Care</b> "Care for you as a member of the community"	With the communication of care from teacher: "Unaccomplished" The Communication of Educational Care "I recognize..." "I respond..." Key Transitional perception: Student-as-cared for	The Completion of Care The Establishment of a Caring Teacher-Student Relationship	Research- affirmed outcomes of Educational care A Transformed Relationship

Sean Schat, 2020. *The Successful Communication of Educational Care* (p.26-27)

## Background

# Empowering Education


- 1 Empowering Network**  
 Who are the Stakeholders involved in creating and implementing this education plan?
- 2 Establishing Strengths:**  
 Which areas does the students display strengths?
- 3 Empowering Programming:**  
 In which curricular areas will the student need support?
 

**Empowering Technology:**  
 What technology is available to support the student?

**Empowering Career Planning:**  
 What career is the student interested in?  
 Which aspects of this career appeal to the student?

**Empowering Role Models:**  
 Who is an inspirational role model whose success can encourage and empower the student in their journey?

**Empowering Social/Emotional/Behavioural:**  
 What Social/Emotional/Behavioural support is provided for this student?
- 4 Empowering Learning Environment:**  
 Based on the strengths of the student, what is the best possible learning environment for this student? What does it look like?



## Planning Outline

# Empowering Education

# Pre-Meeting Resources



## Background

## Empowering Network


Date: \_\_\_\_\_

### 1 Who is involved in creating this plan?

- Student: \_\_\_\_\_
- Parent (s)/Guardian(s): \_\_\_\_\_
- Classroom Teacher (s): \_\_\_\_\_
- School Team Member (s): \_\_\_\_\_
- Other (s): \_\_\_\_\_

### Before you proceed in the process...

- Stakeholders have reviewed Empowering Educational Elements
- Stakeholders have taken time to intentionally reflect about how educational care will be included throughout this planning process.
- Stakeholders have agreed to participate and work together to plan for the success of the student.
- Stakeholders agree to meet twice throughout the school year to revisit student success and to update the plan as needed.


Empowering Education 

13

## Empowering Care:

*As Stakeholders, take time to self reflect and answer these questions for yourself.*

1. How are we communicating care to ourselves?
2. How are we communicating care between ourselves as a support team?
3. How are we communicating care to our students?
4. How are we supporting the communication of care?
5. What supports do we have available to help in communicating of care successfully?

Empowering Education 


14

## Empowering Care:

*Take time to self reflect in how you can intentionally plan to communicate care to your students. This plan may also be used to collaborate with colleagues to develop a collective plan of care for a student.*

### Communicating Care Planning Sheet

Relational	Pedagogical	Interpersonal
Developing a personal relationship with students	Supporting student growth and academic learning	Supporting classroom community dynamics


Empowering Education 

15

## Educator Reflection Worksheet

As Educators it is important to take the time to reflect on our own practises and strategies. Not only is it a time to evaluate what we as educators would like to improve upon, it is a time to celebrate the areas where we are have experienced success (*Yes, its okay to admit our talents and successes*).

1. How are you doing personally? How are you caring for yourself?
2. How are you doing professionally? What could be improved to better support you professionally?
3. What areas do you feel you had success in facilitating invitational education?
4. What is one area you feel you would like to improve in facilitating invitational education?

Empowering Education 

16

## Educator Reflection Worksheet (cont.)

5. In these areas how are you intentionally inviting, and what does it look like?


- \* Learning environment
- \* Communicating with students
- \* Planning instruction
- \* Differentiating
- \* Assessments
- \* Communicating with parents
- \* Communicating with colleagues

6. What are your personal goals for this upcoming year?

7. What are your professional goals for this upcoming year?

*We shall never know  
all the good that  
a simple smile can do*

*~Mother Teresa*



Empowering Education 
17

## Empowering Education

# Empowering Strengths



Empowering Education 
18

## Establishing Strengths

Date: \_\_\_\_\_

**2 Establishing Strengths:**

Using the Student Strengths Inventory, work through the inventory to establish the strengths of the student.

Use the information gathered to complete the Student Profile.

### Student Strengths Inventory

<p><b>Acad Strengths</b></p> <p><b>Communication Strengths</b></p> <p><b>Self Strengths</b></p> <p><b>Interpersonal Strengths</b></p> <p><b>Health Strengths</b></p> <p><b>Other Strengths</b></p>	<p><b>Academic Strengths</b></p> <p><b>Self Strengths</b></p> <p><b>Personal Strengths</b></p> <p><b>Physical Strengths</b></p> <p><b>Health Strengths</b></p> <p><b>Other Strengths</b></p>	<p><b>Academic Strengths</b></p> <p><b>Self Strengths</b></p> <p><b>Personal Strengths</b></p> <p><b>Physical Strengths</b></p> <p><b>Health Strengths</b></p> <p><b>Other Strengths</b></p>
--	--	--

Empowering Education
19

## Empowering Student Personal Information

### Likes:

Favorite person: _____	Favorite food: _____	Favorite song: _____
Favorite color: _____	Favorite book: _____	Favorite subject: _____

### Dislikes:

Least favorite person: _____	Least favorite food: _____	Least favorite song: _____
Least favorite color: _____	Least favorite book: _____	Least favorite subject: _____

### Additional Information:

### Medical Information:

Empowering Education 
20

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Student Age: \_\_\_\_\_ Term 1  Term 2  Term 3   
 Teacher Name: \_\_\_\_\_

## Student Strengths Inventory

<p><b>Personal Strengths</b></p> <p>1. I am confident in my abilities.</p> <p>2. I am proud of my achievements.</p> <p>3. I am a good listener.</p> <p>4. I am a good team player.</p> <p>5. I am a good problem solver.</p> <p>6. I am a good communicator.</p> <p>7. I am a good leader.</p> <p>8. I am a good follower.</p> <p>9. I am a good worker.</p> <p>10. I am a good learner.</p> <p>11. I am a good thinker.</p> <p>12. I am a good doer.</p> <p>13. I am a good helper.</p> <p>14. I am a good friend.</p> <p>15. I am a good citizen.</p> <p>16. I am a good role model.</p> <p>17. I am a good example.</p> <p>18. I am a good role player.</p> <p>19. I am a good team member.</p> <p>20. I am a good team player.</p>	<p><b>Creative Strengths</b></p> <p>1. I am creative.</p> <p>2. I am imaginative.</p> <p>3. I am artistic.</p> <p>4. I am inventive.</p> <p>5. I am original.</p> <p>6. I am innovative.</p> <p>7. I am resourceful.</p> <p>8. I am flexible.</p> <p>9. I am adaptable.</p> <p>10. I am resilient.</p> <p>11. I am persistent.</p> <p>12. I am determined.</p> <p>13. I am focused.</p> <p>14. I am motivated.</p> <p>15. I am energetic.</p> <p>16. I am enthusiastic.</p> <p>17. I am passionate.</p> <p>18. I am committed.</p> <p>19. I am dedicated.</p> <p>20. I am hardworking.</p>	<p><b>Musical Strengths</b></p> <p>1. I am a good singer.</p> <p>2. I am a good dancer.</p> <p>3. I am a good musician.</p> <p>4. I am a good performer.</p> <p>5. I am a good actor.</p> <p>6. I am a good writer.</p> <p>7. I am a good director.</p> <p>8. I am a good producer.</p> <p>9. I am a good editor.</p> <p>10. I am a good reviewer.</p> <p>11. I am a good critic.</p> <p>12. I am a good analyst.</p> <p>13. I am a good evaluator.</p> <p>14. I am a good assessor.</p> <p>15. I am a good judge.</p> <p>16. I am a good referee.</p> <p>17. I am a good umpire.</p> <p>18. I am a good official.</p> <p>19. I am a good administrator.</p> <p>20. I am a good manager.</p>
<p><b>Communication Strengths</b></p> <p>1. I am a good listener.</p> <p>2. I am a good speaker.</p> <p>3. I am a good writer.</p> <p>4. I am a good reader.</p> <p>5. I am a good researcher.</p> <p>6. I am a good analyst.</p> <p>7. I am a good evaluator.</p> <p>8. I am a good assessor.</p> <p>9. I am a good judge.</p> <p>10. I am a good referee.</p> <p>11. I am a good umpire.</p> <p>12. I am a good official.</p> <p>13. I am a good administrator.</p> <p>14. I am a good manager.</p> <p>15. I am a good leader.</p> <p>16. I am a good follower.</p> <p>17. I am a good worker.</p> <p>18. I am a good learner.</p> <p>19. I am a good thinker.</p> <p>20. I am a good doer.</p>	<p><b>Physical Strengths</b></p> <p>1. I am a good athlete.</p> <p>2. I am a good runner.</p> <p>3. I am a good swimmer.</p> <p>4. I am a good jumper.</p> <p>5. I am a good climber.</p> <p>6. I am a good crawler.</p> <p>7. I am a good flyer.</p> <p>8. I am a good walker.</p> <p>9. I am a good driver.</p> <p>10. I am a good pilot.</p> <p>11. I am a good navigator.</p> <p>12. I am a good explorer.</p> <p>13. I am a good adventurer.</p> <p>14. I am a good risk taker.</p> <p>15. I am a good gambler.</p> <p>16. I am a good investor.</p> <p>17. I am a good trader.</p> <p>18. I am a good dealer.</p> <p>19. I am a good broker.</p> <p>20. I am a good agent.</p>	<p><b>Other Strengths</b></p> <p>1. I am a good problem solver.</p> <p>2. I am a good decision maker.</p> <p>3. I am a good planner.</p> <p>4. I am a good organizer.</p> <p>5. I am a good scheduler.</p> <p>6. I am a good time manager.</p> <p>7. I am a good resource manager.</p> <p>8. I am a good budget manager.</p> <p>9. I am a good risk manager.</p> <p>10. I am a good quality manager.</p> <p>11. I am a good process manager.</p> <p>12. I am a good project manager.</p> <p>13. I am a good program manager.</p> <p>14. I am a good system manager.</p> <p>15. I am a good network manager.</p> <p>16. I am a good database manager.</p> <p>17. I am a good application manager.</p> <p>18. I am a good user manager.</p> <p>19. I am a good support manager.</p> <p>20. I am a good training manager.</p>

Student Reported Strengths:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parents/Guardian Reported Strengths:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Additional Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adapted from Thomas Armstrong's *Mindfulness Strengths Checklist* 2012, p. 140-154

# Empowering Education

## Empowering Student Profile

## Student Profile

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 DOB: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Classroom Teacher: \_\_\_\_\_  
 Resource Teacher: \_\_\_\_\_

**Empowering Network:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Student Strengths

<p><b>Personal</b></p> <p><small>Social/Emotional</small></p>	<p><b>Communication</b></p> <p><small>Social/Emotional</small></p>	<p><b>Cognitive</b></p> <p><small>Logical/Spatial/Visual/High-Tech</small></p>
<p><b>Creative</b></p> <p><small>Literacy/Musical</small></p>	<p><b>Physical</b></p> <p><small>Destiny</small></p>	<p><b>Cultural/Spiritual</b></p>

Empowering Education


## Empowering Student Programming

<p><b>English Language Arts</b></p> <p>Empowering Technology: _____</p> <p>Empowering Adjustments: _____</p>	<p><b>Math</b></p> <p>Empowering Technology: _____</p> <p>Empowering Adjustments: _____</p>	<p><b>Science</b></p> <p>Empowering Technology: _____</p> <p>Empowering Adjustments: _____</p>
<p><b>Social Studies</b></p> <p>Empowering Technology: _____</p> <p>Empowering Adjustments: _____</p>	<p><b>Music/Art</b></p> <p>Empowering Technology: _____</p> <p>Empowering Adjustments: _____</p>	<p><b>Additional Language</b></p> <p>Empowering Technology: _____</p> <p>Empowering Adjustments: _____</p>
<p><b>Physical Education</b></p> <p>Empowering Technology: _____</p> <p>Empowering Adjustments: _____</p>	<p><b>Other: _____</b></p> <p>Empowering Technology: _____</p> <p>Empowering Adjustments: _____</p>	<p><b>Social/Emotional</b></p> <p>Empowering Technology: _____</p> <p>Empowering Adjustments: _____</p>
<p><b>Empowering Role Models</b></p> <p>_____</p>		<p><b>Additional Support(s):</b></p> <p><input type="checkbox"/> Individual Education Plan (IEP)</p> <p><input type="checkbox"/> Behavioral Intervention Plan (BIP)</p> <p><input type="checkbox"/> Occupational Therapy</p> <p><input type="checkbox"/> Speech/Language Therapy</p> <p>Other: _____</p>

**Empowering Student Learning Environment**

Location: \_\_\_\_\_  
 Empowering Learning: \_\_\_\_\_  
 Empowering Assessment: \_\_\_\_\_

Additional Information:

Empowering Education 


25

**Empowering Social and Emotional Connections:**

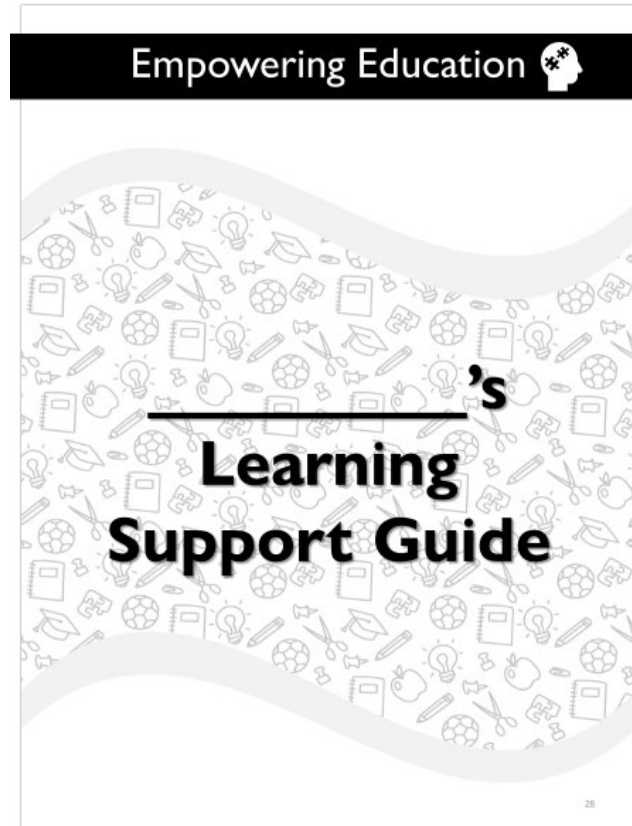
How is the student doing socially/emotionally?

Student Input:	Parent Input:	Teacher Input:
----------------	---------------	----------------

Additional Information:

Empowering Education 

26



## Autism Information Sheet:

### Student Strengths/Characteristics

- Pick up on detail that most are not able to
- Tend to focus on details rather than the 'big picture'
- May have trouble expressing emotions
- May not relate well to others, and may prefer repetitive work
- May be highly knowledgeable in a specific area of interest

### Strength Based Learning Approaches

- Look for ways to integrate high interest activities to meet curricular outcomes
- Use visual tools and schedules
- Incorporate strengths by appointing students as consultants or experts of content areas
- Flexible seating and work areas
- Flexible social groupings
- Use of social stories

### Empowering Future Careers

- Computer Programming
- Web Design
- Animal Care Specialist
- Building Manager
- Animation Artist
- Accountant
- Statistician
- Physicist
- Librarian
- Taxi Driver
- Data Entry

### Empowering Role Models

- Andy Warhol
- Temple Grandin
- Nikola Tesla
- Emily Dickinson
- Elon Musk
- Vincent Van Gogh
- Anthony Hopkins

### Empowering Learning Environment Supports

- Noise cancelling headphones
- Calming learning environment
- Hokki Stool
- Fidget/sensory tools
- Natural lighting
- Green space
- Accessible Cool down room

### Empowering Supportive Technology

- Social Skill Apps
- Digital social skills
- Robotics
- Computer coding

### Supportive Literature

- 'The Spark' (Kristine Barnett)
- 'The Reason I Jump' (Naoki Higashida)
- 'Thinking in Pictures' (Temple Grandin)

Adapted from Thomas Armstrong's 'Neurodiversity' Book, 2012

Empowering Education

## Empowering Programming

Date: \_\_\_\_\_

### 3 Empowering Programming: Planning for Academic Support

**Learning Environment Location(s):** \_\_\_\_\_

Empowering adjustments: \_\_\_\_\_

Empowering tools needed: \_\_\_\_\_

**Student Strengths:**

Academic: \_\_\_\_\_

Behavioural: \_\_\_\_\_

Physical: \_\_\_\_\_

Social/Emotional: \_\_\_\_\_

Talents: \_\_\_\_\_

Additional Strengths and Interests: \_\_\_\_\_

Student name: \_\_\_\_\_

DOB: \_\_\_\_\_

Age: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Participating Adults: \_\_\_\_\_

English Language Arts:		
Empowering Academic Goal:	2 <sup>nd</sup> Term:	3 <sup>rd</sup> Term:
Available Support(s):		
Empowering Assessment measures:		

Math:		
Empowering Academic Goal:	2 <sup>nd</sup> Term:	3 <sup>rd</sup> Term:
Available Support(s):		
Empowering Assessment measures:		

Term 1
30

## Empowering Programming

Science:		
Empowering Academic Goal:	2 <sup>nd</sup> Term:	3 <sup>rd</sup> Term:
Available Support(s):		
Empowering Assessment measures:		

Social Studies:		
Empowering Academic Goal:	2 <sup>nd</sup> Term:	3 <sup>rd</sup> Term:
Available Support(s):		
Empowering Assessment measures:		

Music:		
Empowering Academic Goal:	2 <sup>nd</sup> Term:	3 <sup>rd</sup> Term:
Available Support(s):		
Empowering Assessment measures:		

Gym/ Health:		
Empowering Academic Goal:	2 <sup>nd</sup> Term:	3 <sup>rd</sup> Term:
Available Support(s):		
Empowering Assessment measures:		

Term 1
31

## Empowering Programming

Additional Language:		
Empowering Academic Goal:	2 <sup>nd</sup> Term:	3 <sup>rd</sup> Term:
Available Support(s):		
Empowering Assessment measures:		

Social/ Emotional Support:		
Empowering Academic Goal:	2 <sup>nd</sup> Term:	3 <sup>rd</sup> Term:
Available Support(s):		
Empowering Assessment measures:		

Behavioural Support:		
Empowering Academic Goal:	2 <sup>nd</sup> Term:	3 <sup>rd</sup> Term:
Available Support(s):		
Empowering Assessment measures:		

Additional Support(s):		

Term 1
32

## Empowering Programming

Empowering Technology:		
1 <sup>st</sup> Term:	2 <sup>nd</sup> Term:	3 <sup>rd</sup> Term:

Empowering Career Planning:	Daily Schedule:
	Period 1: <input style="width: 95%;" type="text"/> Period 2: <input style="width: 95%;" type="text"/> style="text-align: center;">Recess Period 3: <input style="width: 95%;" type="text"/> Period 4: <input style="width: 95%;" type="text"/> style="text-align: center;">Noon Period 5: <input style="width: 95%;" type="text"/> Period 6: <input style="width: 95%;" type="text"/> style="text-align: center;">Recess Period 7: <input style="width: 95%;" type="text"/> Period 8: <input style="width: 95%;" type="text"/>

Empowering Role Models:

Empowering Interventions:

Term 1

## Empowering Education

# Empowering Feedback

Term 1

## Empowering Planning Assessment

This is a time to reflect and assess how we are doing, and how can we improve. It is a time to revisit our planning document and to ensure we are providing effective educational adventures for our students.

Reviewed education plan  
 Adjustments were made to the education plan  
 Student was involved in the process and meeting

Date: \_\_\_\_\_

Stakeholders present: \_\_\_\_\_

**How are we doing?** *(Meeting facilitator should record comments below)*

*Areas to consider: learning environment, program plan, behaviour, communication, social/emotional, etc.*

**What do we need to work on?** *(Meeting facilitator should record comments below)*

*Areas to consider: learning environment, program plan, behaviour, communication, social/emotional, etc.*

Empowering Education

## Empowering Feedback

*As Lifelong learners, we are committed to improving our resources. Please let us know how we can best improve Empowering Education.*

**How did you enjoy this process?** 1-10

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

What could we improve? \_\_\_\_\_

**Did you feel included throughout this process?** 1-10

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

What could we improve? \_\_\_\_\_

**Did the meeting area feel inviting?** 1-10

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

What could we improve? \_\_\_\_\_

**How well did we communicate care throughout this process?** 1-10

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

What could we improve? \_\_\_\_\_

**Do you feel this program and plan meets the academic needs of your child?** 1-10

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

What could we improve? \_\_\_\_\_

**Would you recommend Empowering Education to others?** 1-10


① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

**Additional comments:**

*Thank you for your feedback! We truly appreciate it.*














## Personal Schedule

Date: \_\_\_\_\_  
 Completed: \_\_\_\_\_





### Morning


	M	T	W	T	F
 Make bed					
 Get dressed					
 Eat Breakfast					
 Brush your teeth					
 Brush your hair					
 Make daily schedule					
 Make lunch					

### Afternoon

	M	T	W	T	F
Fitness time _____ min.					
Reading/Reflection time _____ min.					
Creative time _____ min.					

### Night time

	M	T	W	T	F
 Chores					
 Take a shower/bath					
 Get clothes ready for tomorrow					
 Brush your teeth					



## Calendar

Date: \_\_\_\_\_  
 Completed: \_\_\_\_\_

Month: \_\_\_\_\_, \_\_\_\_\_


## Empowering Education

### Long Division Practise Paper

<b>1</b>	1 0 1		<b>2</b>		
	5	5 0 5			
	-	5 0			
		0 0 5			
		- 5			
		0			
<b>3</b>			<b>4</b>		

## Empowering Education

**Thank you so much for  
 joining us, we look forward  
 to seeing you again.**

