

The Fellowship, Learning by Doing

Stories from our school, our staff, and the children who inspire us

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Learning to See Every Child

Our staff member Sheick Sharif is nine months into the TFlx Fellowship on inclusive education. Here's what it's teaching him, and Satya about the everyday work of including every child in the classroom.



Staff Spotlight: Sheick Sharif, Project Lead- Wipro, Hans, TFlx

At Satya, we've always believed that a child's disability is rarely the real obstacle in the classroom. It's the low expectations around them, the lack of the right support, and school systems that weren't built with every kind of learner in mind. This year, our own Sheick Sharif has been putting that belief to the test as a Fellow with TFlx, a programme focused on inclusive education. We asked him to walk us through the journey so far.

Where it started for him

Sheick's understanding of inclusion has been shaped less by ideas and more by children, one in particular. Anil came to Satya as a quiet boy holding his mother's hand, carrying a dream that many around him thought was too big for a child with his needs. Over the years at Satya, with the right support in place, that dream stopped feeling out of reach.

"We didn't start by asking what he couldn't do. We asked what support he needed to keep going after what he wanted. That's stayed with me ever since."

— Sheick Sharif

It's a simple idea, but Sheick says it's the one he keeps coming back to: our job at Satya isn't to make a child's dream smaller so it fits their disability. It's to change what's around the child so the dream has room to grow.

Why he applied for TFlx

Sheick joined TFlx to get better at the day-to-day work of running an inclusive classroom: planning lessons that reach every child, spotting learning difficulties earlier, and building the kind of support systems that don't rely on one teacher noticing everything by chance. TFlx

combines hands-on classroom work with training and regular reflection, which is exactly the mix he was after.

Learning from nine other teachers

Sheick is one of ten Fellows in his TFlx cohort, and he says learning alongside them has been just as valuable as the formal training. Sitting with peers who teach in different schools, with different children and different challenges, has a way of surfacing blind spots you don't notice on your own.



"Talking through real classroom situations with other Fellows taught me things I wouldn't have picked up working alone. You start seeing your own assumptions more clearly."

— Sheick Sharif

For Satya, this matters beyond Sheick himself. The goal is for more of our staff to grow into confident, capable teachers who don't need to be told what to do, who can spot what a child needs and figure out how to provide it.

A shift in how he sees his job

The idea that has changed his thinking the most is a simple one: don't stop at the first answer. It's easy to say "children with disabilities need more support" and leave it there. TFlx pushed Sheick to ask why the support wasn't reaching children in the first place and the honest answer wasn't just about resources. It was about teachers not always having the training or tools to identify a learning difficulty early, or to plan for a child who learns differently.



That's changed the question he asks day to day. Instead of just "how do we help this child," he's also asking "what do our teachers need, so they can help the next child too."

What's different in the classroom now



Sheick is candid that the biggest lesson from TFlx has been about patience and follow-through checking not just whether a lesson happened, but whether it actually reached the child it was meant for. He's also started paying closer attention to what happens after the school day: whether a family feels equipped to support their child at home, and whether a teacher who struggled with one child last term is better prepared for a similar one this term.

What TFlx Has Trained Sheick On

Through TFlx, Sheick has trained in identifying learning disabilities, building Individualised Education Plans (IEP), and designing curriculum for diverse learners. He's also developed leadership and team management skills, recruitment strategy to grow the right team, and fundraising and pitching to communicate Satya's work and build support for it.

The team taking this into schools



This way of working isn't staying with one person or one classroom. Sheick's team is placed across eight schools and centres, and the whole team has attended training on identifying learning disabilities and building Individualised Education Plans (IEP), so the same attention to spotting a child's needs early and planning around them travels with every member, wherever they're placed.

Looking ahead

Sheick doesn't measure Satya's progress by how many children come through the door. He measures it by how many of our teachers walk into a classroom confident they can support whoever is sitting in front of them, and how many children stop being seen as "a diagnosis" and start being seen as a student with a dream worth backing.

"What keeps me going is simple: if one child like Anil can be given the support to chase a big dream, how many other children are we

underestimating just because we haven't looked closely enough? That's the question I bring into every classroom now."

— Sheick Sharif, Project Lead (Wipro, Hans, TFIx), Satya Special School



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