



Co-funded by the
Erasmus+ Programme
of the European Union

Erasmus+ Programme – Strategic Partnership
Project Nr:
2016-1-RO01-KA201-024523 RESCUE

Developing learning and participation in challenging schools through the Index for inclusion





Co-funded by the
Erasmus+ Programme
of the European Union

Erasmus+ Programme – Strategic Partnership
Project Nr:
2016-1-RO01-KA201-024523 **RESCUE**

104

School based prevention mechanism



A shared enterprise

Inclusion is a shared enterprise.

When we plan for implementing school based prevention mechanism, we see the promotion of learning and participation as the most important measure to ensure educational success and prevent early school leaving.

This involves us all in reflecting on, and reducing, the barriers that have been created to prevent school success of students.



The *Index for inclusion*

The *Index for inclusion* is a resource to support the inclusive development of schools, especially those working in a challenging environment where ESL is a widespread issue.

The *Index* can help everyone in these settings to find their own next steps to increase the participation and learning of all children.

The materials are designed to challenge and help any setting to become more inclusive, however “inclusive” it is thought to be currently.



Not a make-up, nor a SEN tool

Inclusion is an approach to tackle ESL and improve educational access, attendance, and success for all pupils.

The *Index* is not an addition to the many activities that take place in school settings, but a way of carrying them out according to inclusive values.

Inclusion is often associated with children and young people who have impairments or are seen as having 'special educational needs'. However, in the *Index*, inclusion is concerned with increasing the participation and learning of all children as well as all the adults involved in a setting.

It involves a detailed look at how to reduce the barriers to learning and participation of any child. It is about helping settings to become more responsive to the diversity of children and young people in their communities.



A number of concerns

We feel that the emphasis in education on the results of tests in National Language, Maths and Science is sometimes at the expense of an effort to build supportive communities for children and staff within schools.

We see that competition between schools could undermine their attempts to tackle ESL by strengthening relationships with local communities.

We are concerned that a concentration on a narrow range of outcomes of education could deflect attention from the conditions in which teaching and learning flourish.



A supportive process

The Index is a practical document, which shows what inclusion can mean for all aspects of settings related to enrolment, attendance, and success of students.

It provides a supportive process of self-review and development, which builds on the knowledge and views of practitioners, children and young people and parents/carers, other members of the surrounding communities as well as those who manage or advise those working in the setting.

This supportive approach to improving a setting offers an alternative to one based on inspection, competition and fear of failure.



Working for lasting improvements

The *Index* fosters the development of school attendance by encouraging the best use of available resources, minimising barriers in the setting itself and building a culture of collaboration.

It supports the active involvement of children and young people in their own participation and learning, building on the experience and knowledge they bring with them from home.

In developing the cultures of settings, and helping to clarify the purpose of activities, the *Index* can contribute to lasting improvements.



Using the Index to develop school settings

The *Index for inclusion* is a set of materials to support the self-review of all aspects of a school, including activities aimed to promote students attendance and adults engagement. It encourages all staff, parents/carers and children to contribute to an inclusive development plan and put it into practice.

Inclusion is about increasing participation for all children and adults. It is about supporting schools to become more responsive to the diversity of children's needs and potentials, in terms of backgrounds, interests, experience, knowledge and skills.





Co-funded by the
Erasmus+ Programme
of the European Union

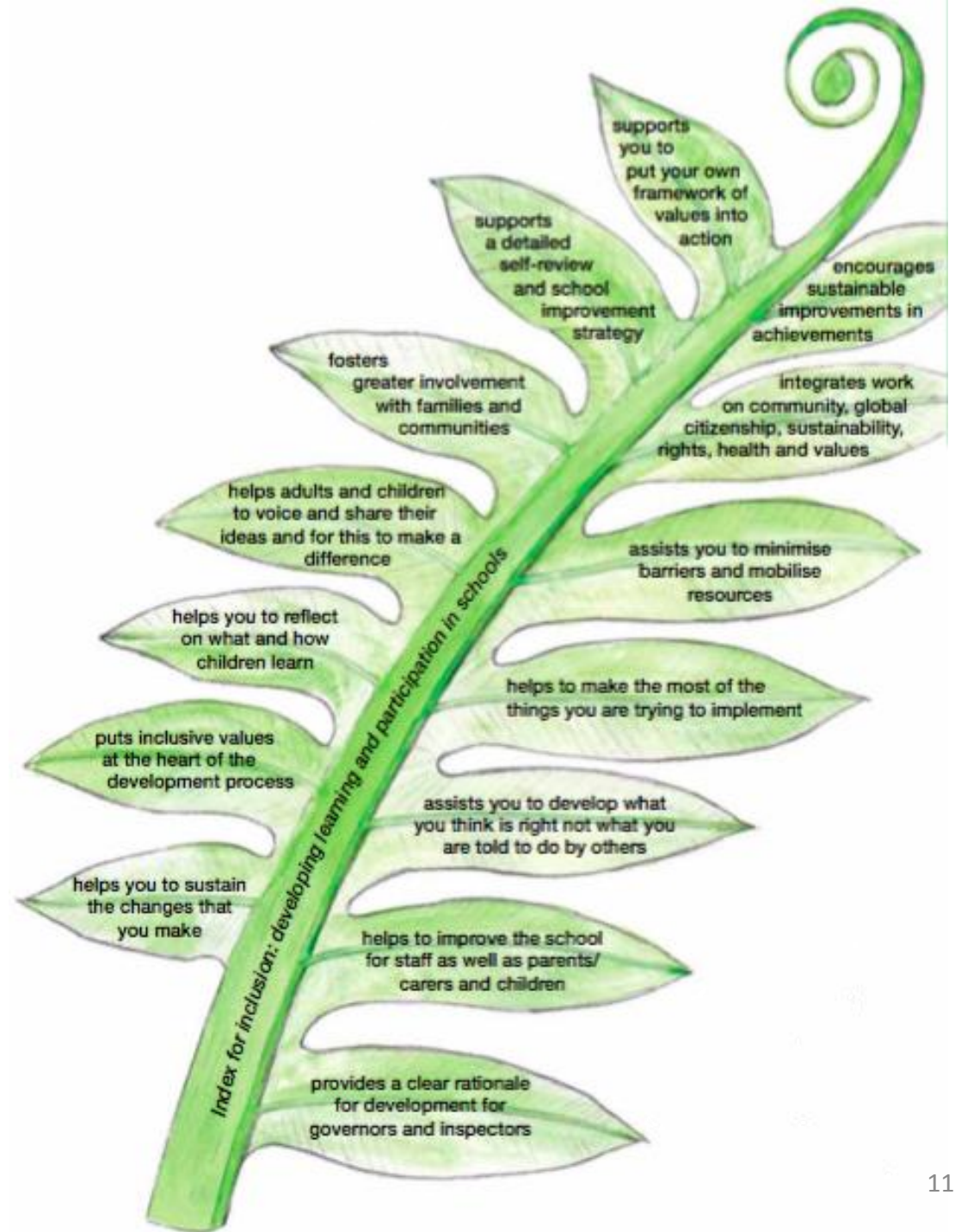
Erasmus+ Programme – Strategic Partnership
Project Nr:
2016-1-RO01-KA201-024523 **RESCUE**

105

Training curricula for improved cooperation between teachers



Training curricula to prevent ESL: an overview of the Index



The elements of the Index

The Index has 5 main elements:

1. *Key concepts*: to support thinking and discussion about tackling ESL through inclusive development.
2. *Planning framework*: to structure the approach to review and development.
3. *Collecting evidences*: to enable a detailed review of all aspects of a setting and help to identify and implement priorities for change.
4. *An inclusive process*: to ensure that the processes of review, planning and implementing change are themselves inclusive.
5. *Documenting and networking*: to consolidate, communicate and review the process by expanding the inclusive network.



Key concepts: Inclusion

Everyone has his or her own view of what inclusion means.

We think of it as a principled approach to action in education and society. It encompasses such commitments as the idea that every life and every death are of equal value. However, the materials of the *Index* tie down the meaning of such broad principles to everyday actions and provide a progressively more detailed and practical view.

Many people find that their notion of inclusion becomes clearer as they engage with these materials.



Key concepts: Exclusion

Developing inclusion involves reducing all forms of exclusion. In the *Index*, exclusion, just like inclusion, is considered in a broad way. Besides referring to more obvious discrimination, exclusion refers to all those temporary or longer lasting pressures that get in the way of full participation.

Many of ESL triggers are connected to the effects of wider societal factors outside the education system. However, certain features of our education and training systems may especially exacerbate educational disadvantage, create additional barriers for learners who are struggling and hinder their educational pathways.

Inclusion is about minimising *all* barriers to learning and participation for *all* children.



Key concepts: Early school leaving

The skills and competences gained in school are seen as the minimum credentials for successful labour market entry and as the foundation for further learning and training opportunities. These skills and competencies help prepare children for life, developing the potential in every person so that they become fulfilled and active citizens.

It is well documented that early leaving from education and training leads to reduced employment opportunities and increased likelihood of unemployment, poverty and social exclusion. About 60% of early school leavers are either unemployed or inactive and face long-term social and economic disadvantage.



Key concepts: Diversity

Inclusion involves a deep recognition of both the differences and similarities between all children and young people.

The development of inclusive settings builds on differences in ways that value everyone equally. For example, it involves taking care to avoid placing a higher value on some children because of their progress in physical development or attainment.

Recognising that children differ from each other does not mean that they should all be engaged in individual tasks, but that we understand the diverse ways in which they respond to shared experiences.



Key concepts: Whole person, whole school

To include any child we have to be concerned with the whole person. This can be neglected when inclusion is focused on only one aspect of a child, such as an impairment, or a need to learn the national language as an additional language. The particular pressures experienced by children may be entirely unrelated to the way we categorise them and we may only find these out as we interact with them and get to know them over time.

Policies to reduce early school leaving should be embedded in an overall inclusive learner-centred vision of education, based on a “whole-school approach”, in which high quality education is accessible to all.



Key concepts: Differences

When we focus on children whose learning or participation is of concern to us, we need to recognise that the work done in identifying and reducing the difficulties of one child may benefit many other children who were not a particular focus of concern. This is one way in which differences between children in interests, knowledge, skills, background, home language, attainments or impairment can be resources to support school access and retention.



Key concepts: Community

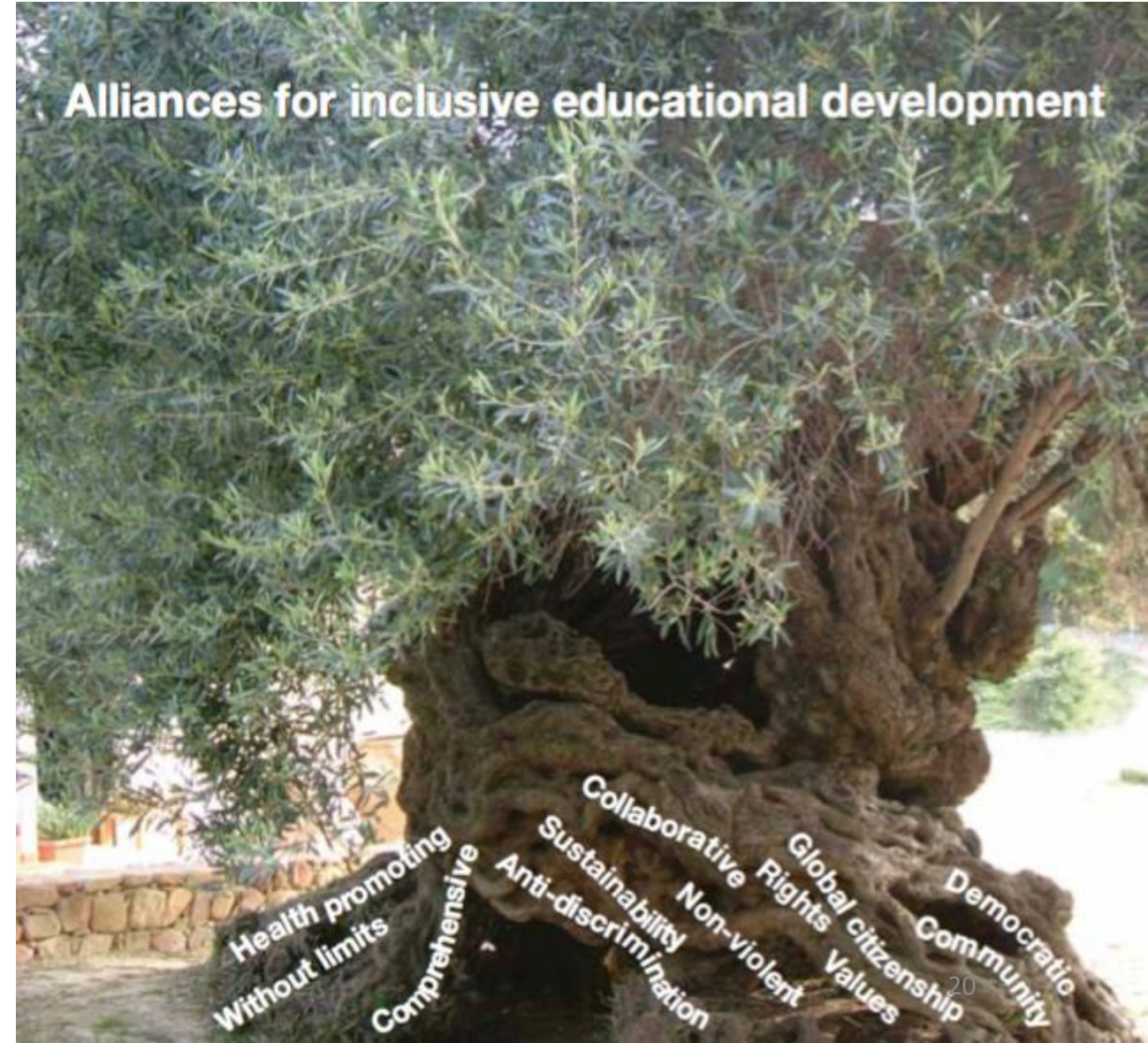
Inclusion is about building communities that encourage and celebrate their achievements. But inclusion is also about building community more widely. Settings can work with other agencies and with surrounding communities to improve educational opportunities and social conditions within their localities, so reducing the ESL risk.



Drawing together all principled approaches

There are other attempts to promote educational development in schools which reflect similar values to the *Index* and overlap with its content and approach. The *Index* helps to draw these together into a singular approach to development; a single tree from many roots. It reduces policy fragmentation and initiative overload.

Work within schools using these other labels widens the communities of people concerned with implementing inclusive values. It does not matter if inclusion or some other word is chosen to integrate these activities. But they need to be linked together and alliances made between their proponents.



Key concepts: Alliances

There are other attempts to promote educational development and school attendance, which reflect similar values to the *Index* and overlap with its content and approach. The *Index* helps to draw these together, reduce policy fragmentation and initiative overload.

‘Development’, ‘improvement’, ‘quality’, ‘good practice’ belong to a family of concepts whose use implies underlying values, yet these are rarely made explicit. People view good practice or development in very different ways.

For us *educational development is change in accordance with inclusive values.*

Education development/ school improvement
Democratic education
Comprehensive community education
Values based education
Rights based education
Critical pedagogy
Experience based learning
Cooperative learning
Health promoting schools
Citizenship/Global Citizenship Education
Education for Sustainability
Equalities education
Anti-discrimination /anti- bias education
Community Cohesion
Learning without ability labelling
Peace/non-violent education
Dialogic Education
Education for All
Child -friendly/girl-friendly schools
Responsive education

Key concepts: Barriers to learning and participation

We see school attendance as being impeded when children or practitioners encounter barriers to learning and participation.

These can occur in any aspect of the setting, such as its physical arrangement, its organisation, the relationships between children and adults, and the nature of activities. Such barriers inevitably extend beyond the setting and may be found within communities and in local and national policies.

Children encounter difficulties, then, when they experience *barriers to learning and participation* which can prevent access to a setting or limit participation within it. The notion of these barriers can be used to direct attention at what needs to be done to improve the experience of any child as well as adults in the setting.



Questions to address barriers and resources

1. What are the barriers to school attendance, learning, and participation?
2. Who experiences barriers to school attendance, learning, and participation?
3. How can barriers to school attendance, learning, and participation be minimised?
4. What resources are used to support school attendance, learning, and participation?
5. What additional resources can be brought into action to support school attendance, learning, and participation?

Key concepts: Special educational needs

By using the notion of ‘barriers to learning and participation’ to discuss difficulties in education and care and how they can be resolved we avoid using the language of ‘special educational needs’.

The idea that the difficulties children experience can be resolved by identifying some of them as ‘having special educational needs’ has considerable limitations.

It confers a label that can lead to lowered expectations. It deflects attention from the difficulties experienced by other children without the label, and from sources of difficulty that may occur in relationships, cultures, the nature of activities and resources, the way practitioners support learning and participation, and the policies and organisation of settings.



Key concepts: Disability

Disabilities are barriers to participation for people with impairments or chronic illness.

Disabilities may be created in the environment or by the interaction of discriminatory attitudes, actions, cultures, policies and institutional practices with impairments, pain, or chronic illness.

Impairment can be defined as a long-term 'limitation of physical, intellectual or sensory function', though the notion of an intellectual impairment is problematic and may suggest an unwarranted physical basis to difficulties experienced in learning.

While there is little that settings can do to overcome impairments, they can considerably reduce the disabilities produced by discriminatory attitudes and actions, and institutional barriers.



Key concepts: Institutional discrimination

Barriers that arise in the way institutions are structured or run are sometimes described as ‘institutional discrimination’.

It includes the ways institutions may disadvantage people because of their age, gender, disability, class, ethnicity, or sexual orientation as well as their educational history and qualifications. It creates barriers to access and participation, and in education may impede learning.

Racism, sexism, classism, homophobia, ageism and disablism share a common root in intolerance to difference and the way power is abused to create and perpetuate inequalities. The development of inclusion may involve people in a painful process of challenging their own discriminatory practices, attitudes and institutional cultures.



Key concepts: Resources to support learning and participation

The minimising of barriers to school access, retention and success involves mobilising resources within the setting and its communities.

There are always more resources to support learning and participation than are currently used.

Resources are not just about money. Like barriers they can be found in any aspect of a setting: in practitioners, management committee/governors, children, parents/carers, communities, and through changes in cultures, policies and practices. Practitioners may have skills that they have not revealed or are not fully used and there may be community members who share a background or an impairment with a child who can help to make them feel at home.

The resources in children, in their capacity to direct their own learning and participation to support each other, may be particularly underutilised, as may the potential for practitioners to support each other's development.



Key concepts: Support for diversity

When difficulties are thought to arise from the 'special educational needs' of children and young people it can seem natural to think of support as about providing additional people to work with particular individuals. We see support far more broadly as *all activities which increase the capacity of a setting to respond to diversity*.

Providing support to individuals is only one way to increase the participation of children. Support is also provided when practitioners plan activities with all children in mind, recognising their different starting points, experiences, interests and learning styles, or when children help each other.

When activities are planned to support the participation of all children, the need for individual support is reduced. Equally, the experience of supporting an individual may lead to an increase in active, independent learning for that child and provide ideas for improving learning for a wider group of children.



What is support?

- What activities count as support for access, participation, and learning?
- What are the implications of the definition of support for the work of practitioners?
- What are the implications of this view for professional development?
- What are the implications of this definition of support for how support is co-ordinated?

Key concepts: Empowerment

In settings that have a number of practitioners and many children, major responsibility for the co-ordination of support may rest with one person. In such circumstances, those taking on this role should link support for individuals with *activities to empower the knowledge and skills of practitioners*, so that they can better engage all children and young people in school attendance and activities.

This shift of view of support is very important. An approach to support that continues to *attach assistants to individuals*, without an aim to reduce such reliance, remains common. It can create a major barrier to the participation of those individuals and may block the development of a shared responsibility towards all children reflected in the way practitioners collaborate and activities are planned and encouraged.



Key concepts: Change

Inclusion may involve profound changes in what goes on in the activities and relationships of the setting and in relationships with parents/carers.

Inclusion involves change. It is an *unending process* of increasing participation and learning for all, an ideal or aspiration that is never fully reached. *There is no fully inclusive setting.* Excluding pressures are widespread, persistent and may take new forms.

But inclusion happens as soon as the process of increasing participation is started. An inclusive setting is always on the move.



How are schools changed?

Schools are always changing, in all sorts of ways for all sorts of reasons. Only some of these changes happen as a result of a school development plan.

Changes may not be consistent with each other or with the development of inclusion.

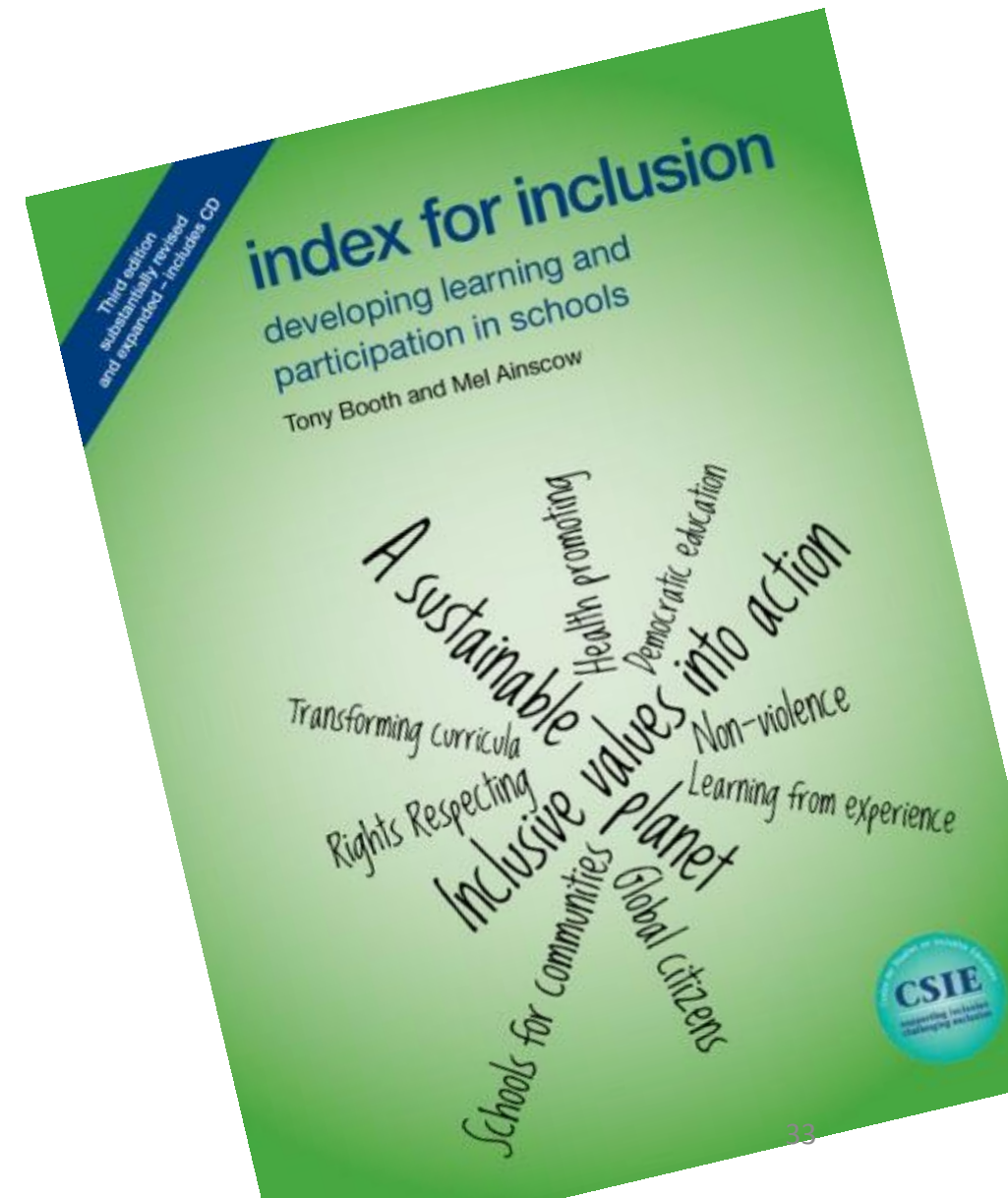
- Do all the changes you make to the school pull in the same direction?
- Do all changes support inclusion?



How do you work with the Index?

Inclusive development happens when adults and children connect their actions to inclusive values and draw compatible initiatives together. This implies a commitment to *making a formal school development plan which reflects inclusive values*.

The *Index* can be integrated into this planning process by structuring a detailed analysis of the school and its relationship to its communities and environment, involving staff, governors, parents/carers and children. Such a process itself contributes to the inclusive development of the school. It builds on what is already known and encourages further investigation. It draws on concepts of barriers to participation and learning, resources to support participation and learning and support for diversity.

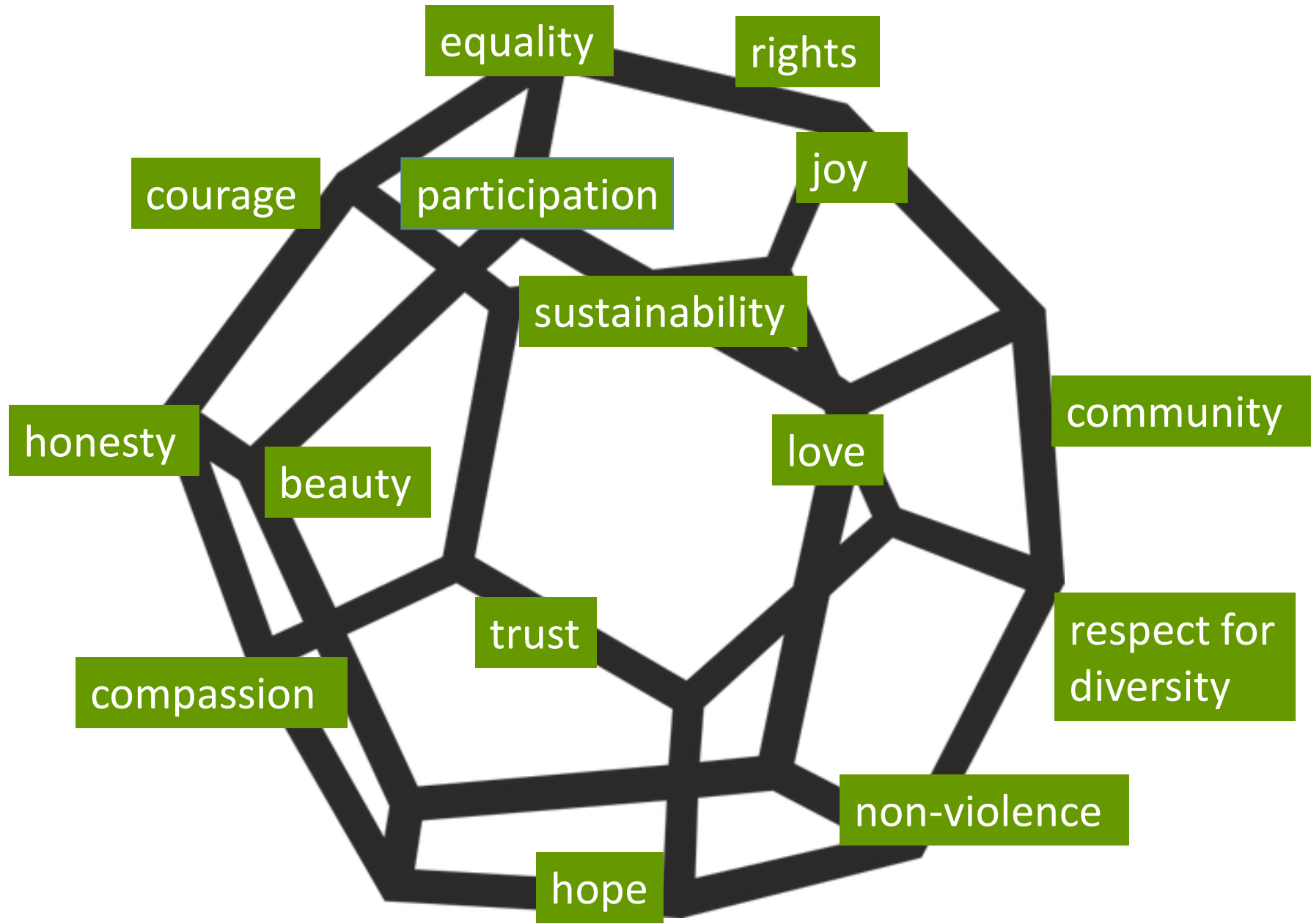


Key concepts: Values

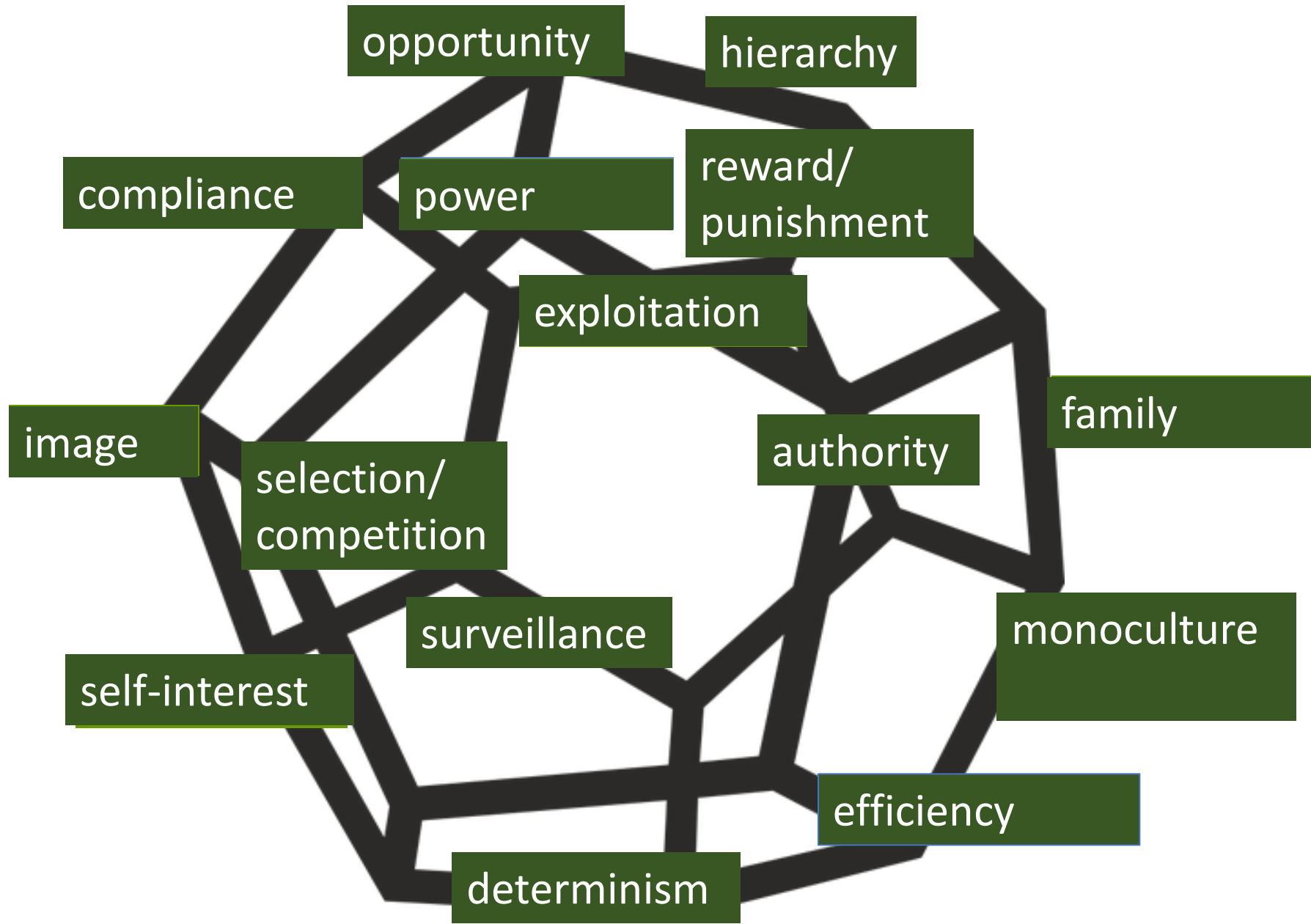
Above all, inclusion involves thinking about the beliefs and values that we bring to our work and actions, and then relating what we do to inclusive values. We see such values as to do with equity or fairness, honesty and integrity, the importance of participation, building communities and the right to good local provision, compassion, respect for difference, a concern with *creating a sustainable future* for our children and young people and the *encouragement of joyful engagement* in learning and relationships.



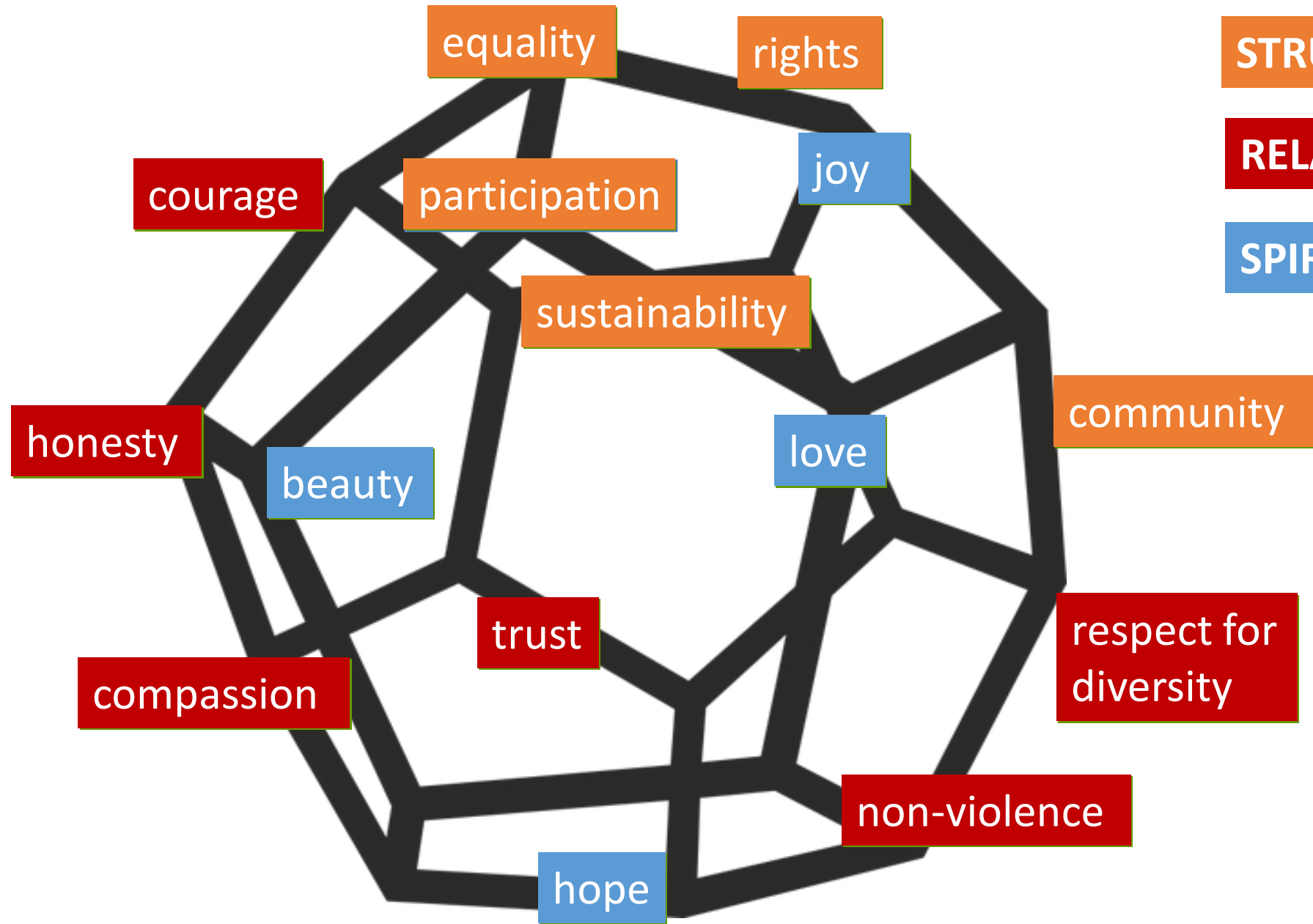
How should we live together?



A framework of *excluding* values



A framework of inclusive values



Does our school develop shared inclusive values?

- a) Do staff, governors, parents/carers and children give time to talking about values, their implications for action, the nature of their own values and how they differ between people?
- b) Are values understood as revealed through actions rather than words?
- c) Is everyone in the school committed to the equality of value of all people and to the participation of all?
- d) Do adults and children explore the values behind their ways of working and acting in the school?
- e) Do adults and children avoid assuming that everyone in a community shares the same values?
- f) Is it understood that it involves practice and trust to honestly express the values that inform one's own actions?
- g) Is it understood that agreement about values is usually partial, since differences of view, for example about participation and equality, may be revealed as conversations deepen?
- h) Do staff, children, parents/carers and governors broadly agree upon a framework of values that can be drawn on in shaping actions within the school?
- i) Is an agreed framework of values used to resist pressures from outside the school to act according to different values?
- j) Do staff review their practices in the light of their agreed values and propose changes where practices are informed by values that they reject?
- k) Is it understood that applying shared values may involve steering between competing interests, for example, when one child's participation interferes with that of another?
- l) Do adults and children draw attention to actions inside and outside the school that are inconsistent with an agreed framework of values?
- m) Are changes in the school made in accordance with an agreed framework of values?
- n) Do discussions go beyond headings for values to the complexity of their meanings?
- o) Do staff and children link any summary statement of school values to more detailed understandings?
- p) Are the limitations of ideas of national, global or Western values explored?
- q) Does the school publicise its values and encourage others to engage with staff and children on the basis of the values agreed within the school?
- r) Does an agreed framework of values apply equally to adults and children?
- s) Is it recognised that we all have to work hard to act in accordance with our values?
- t) Is it understood that a strong framework of values may be held by people with no religion as well as a variety of religions?
- u) Is it understood that having a religion or a particular political position does not ensure inclusive values?
- v) Do people connect the ways they act outside school with the way they act inside it?
- w) Is it understood that the implications of some values, such as caring equally for all and encouraging hope in the future, are aspects of the professional duties of staff?

What is inclusive development?

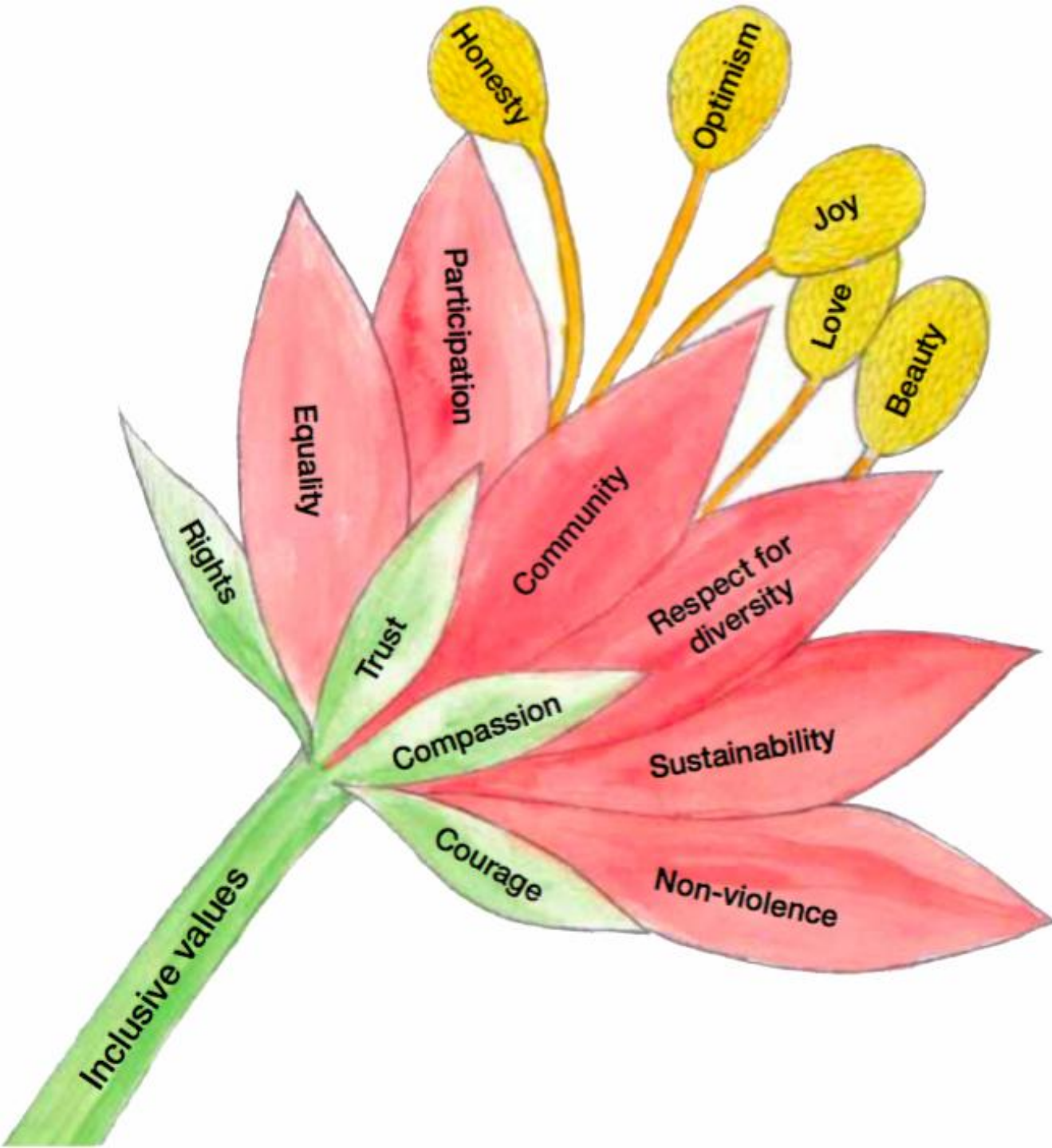
Change in schools becomes inclusive development when it is based on inclusive values.

Doing the right thing involves *relating actions to values*.

Relating your actions to your values can be the most practical step you take in developing your school.

Participation implies learning, playing or working in collaboration with others. It involves *making choices about, and having a say in, what we do*.

More deeply it is about being recognised and accepted for ourselves.



Establishing a planning group

This first phase of the *Index* starts by bringing together a *group of people* who will lead the analysis process.

Group members raise awareness of the Index within the setting, inform themselves about the materials and use them to carry out inquiry about the setting and coordinate planning in collaboration with practitioners, management committee/governors, parents/carers and children.

It is important that the group reflects the ethnic and social composition of the setting and may also include representatives of parents/carers, the local community and the management committee/governors.



Including a critical friend

It is helpful to include a 'critical friend' into the planning group. This should be *someone from outside the setting who knows it reasonably well*, is supportive but challenging, and is committed to seeing the process through to completion. He or she needs to have the confidence of the group and others in the setting, and to respect the sensitive nature of some of the discussions in which he/she will be involved. It might be someone who is already familiar with the *Index*, who can help with detailed investigations and the gathering and analysis of views of practitioners, management committee/governors, parents/carers and children.

A critical friend can help to make sure that practitioners do not avoid important issues on which they disagree. More generally, all members will need to gently challenge each other to produce evidence for their opinions. Critical friendship can become a model for professional relationships.





Co-funded by the
Erasmus+ Programme
of the European Union

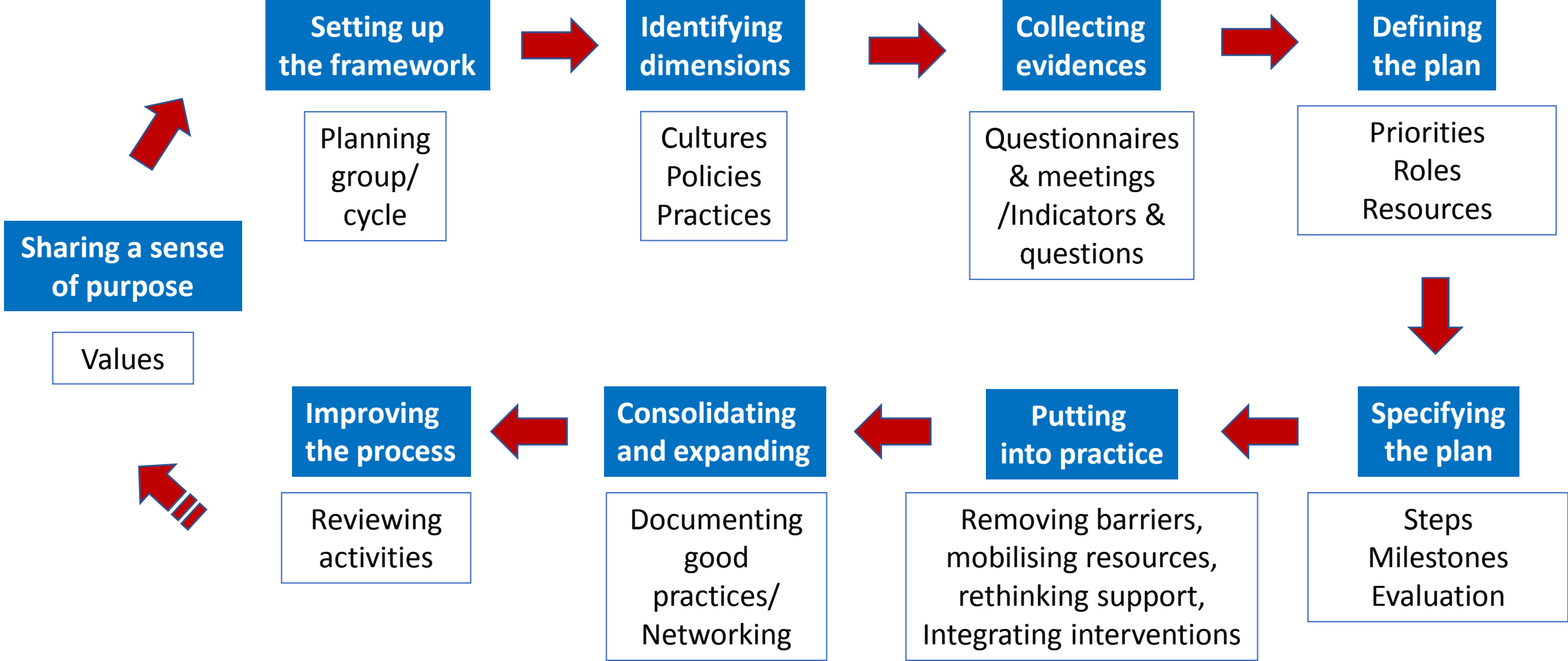
Erasmus+ Programme – Strategic Partnership
Project Nr:
2016-1-RO01-KA201-024523 **RESCUE**

106

Training curricula and instruments for identification of ESL signs



The planning cycle



Inclusive development through the reflection and action of collaborating adults and children

1. Get started – starting anywhere is much better than not starting at all.
2. Keep a separate *Index* note-book to make brief records of your work.
3. If you work in school find colleagues who, like you, wish to engage in developing education inclusively. If you are a parent/carer or a young person, find others with like minds to work with you.
4. Try to involve a senior member of staff in planning work with the *Index*.
5. Select questions to share with others that you think could prompt the removal of barriers to access, participation and learning in your school. Think how previously overlooked resources can be mobilised. Consider how staff, children, families can contribute their knowledge and experience to identify and overcome barriers.
6. Aim to change something small that is within your power.
7. Make a list of initiatives in the school. How can the *Index* bring these together?
8. Consider the framework of values in Part 2 of the *Index*. What might you want to change so that your actions more closely reflect your values?
9. Look at something that you and/or others are trying to do already as a school, perhaps in the school development plan, but you are not sure how successful its implementation will be. Explore the extent to which the *Index* might modify what you are trying to do and help you with it.
10. If you plan to use the materials to engage in whole school development, you might contact someone with experience of working with the *Index* to support you.

Get started



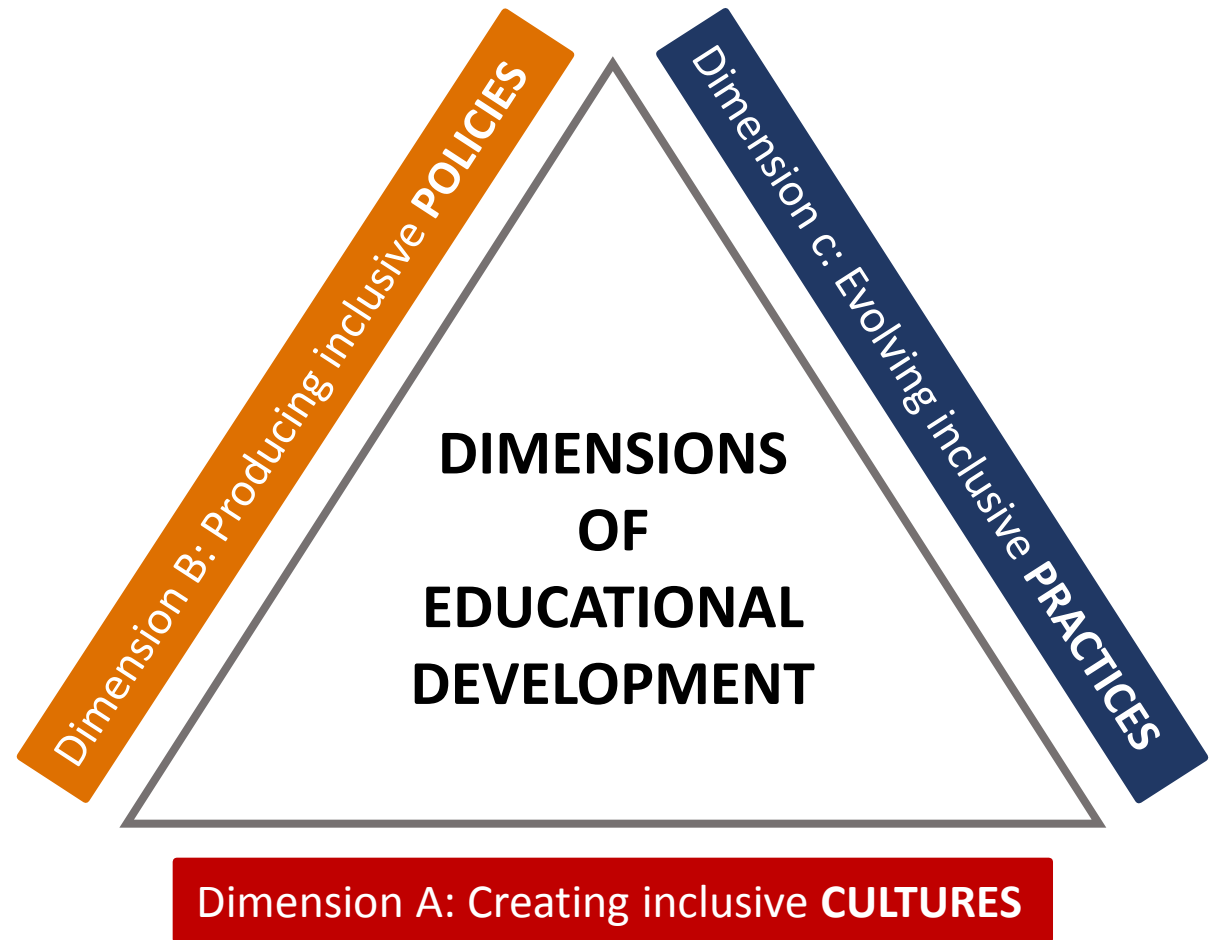
Index dimensions

The analysis is considered along three dimensions: cultures, policies, and practices.

Policies are concerned with how the school is run and plans to change it.

Practices are about what is learnt and taught and how it is learnt and taught.

Cultures reflect relationships and deeply held values and beliefs. Changing cultures is essential in order to sustain development.

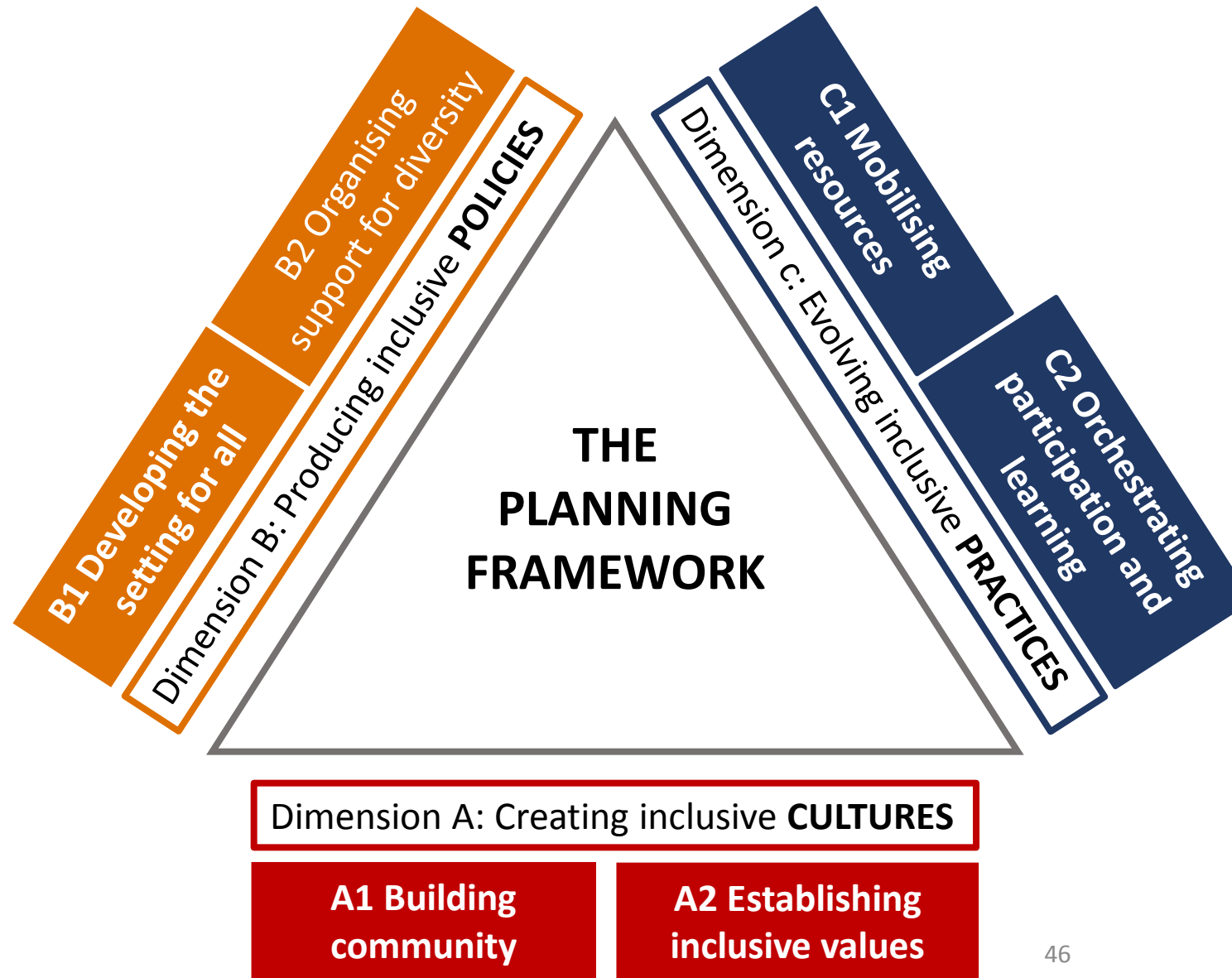


Index sections

Each dimension is divided into 2 sections.

Dimensions and sections can form a planning framework.

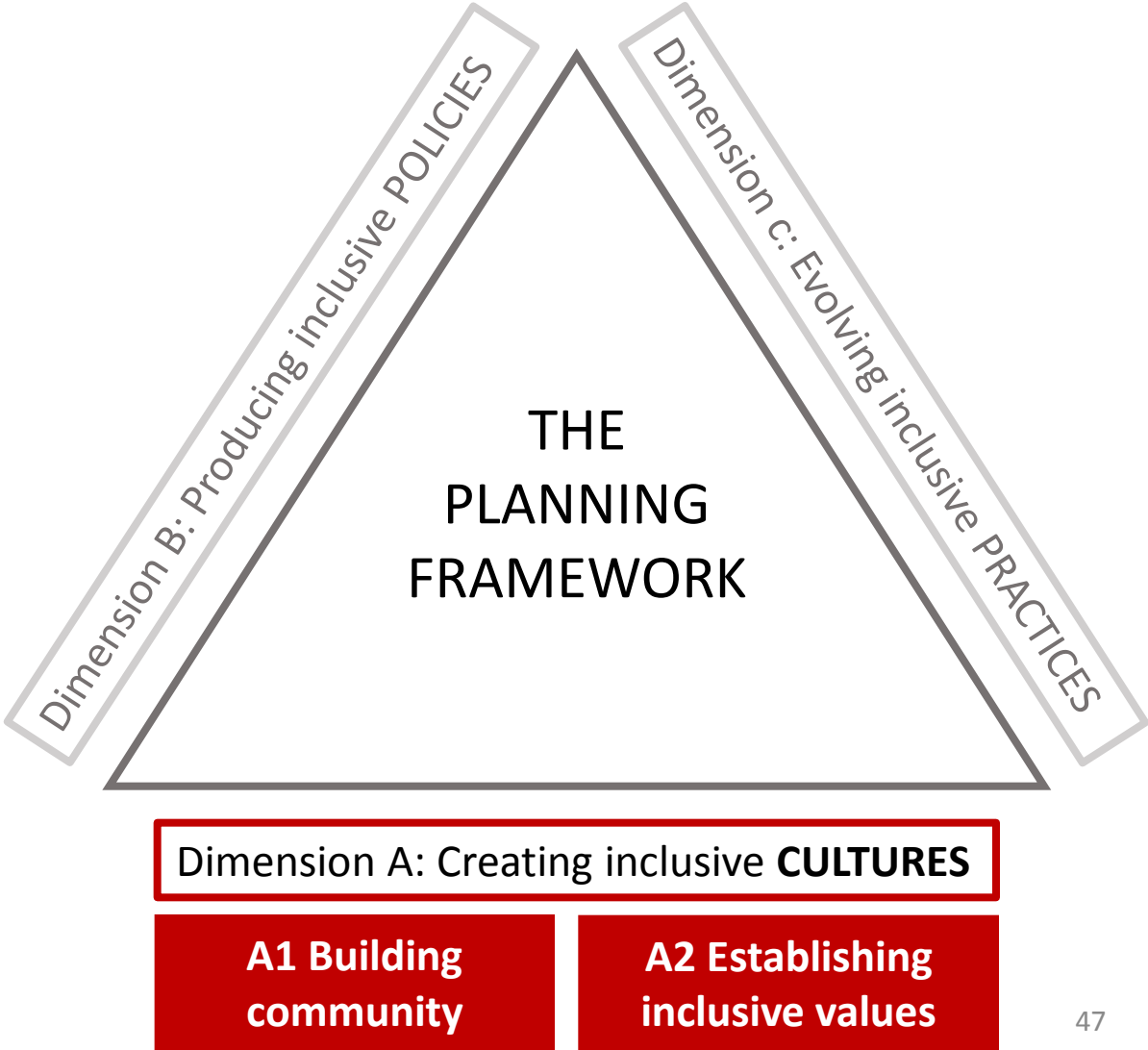
Planning entries in each section helps to ensure that actions support each other.



Cultures

Dimension A: Creating inclusive cultures

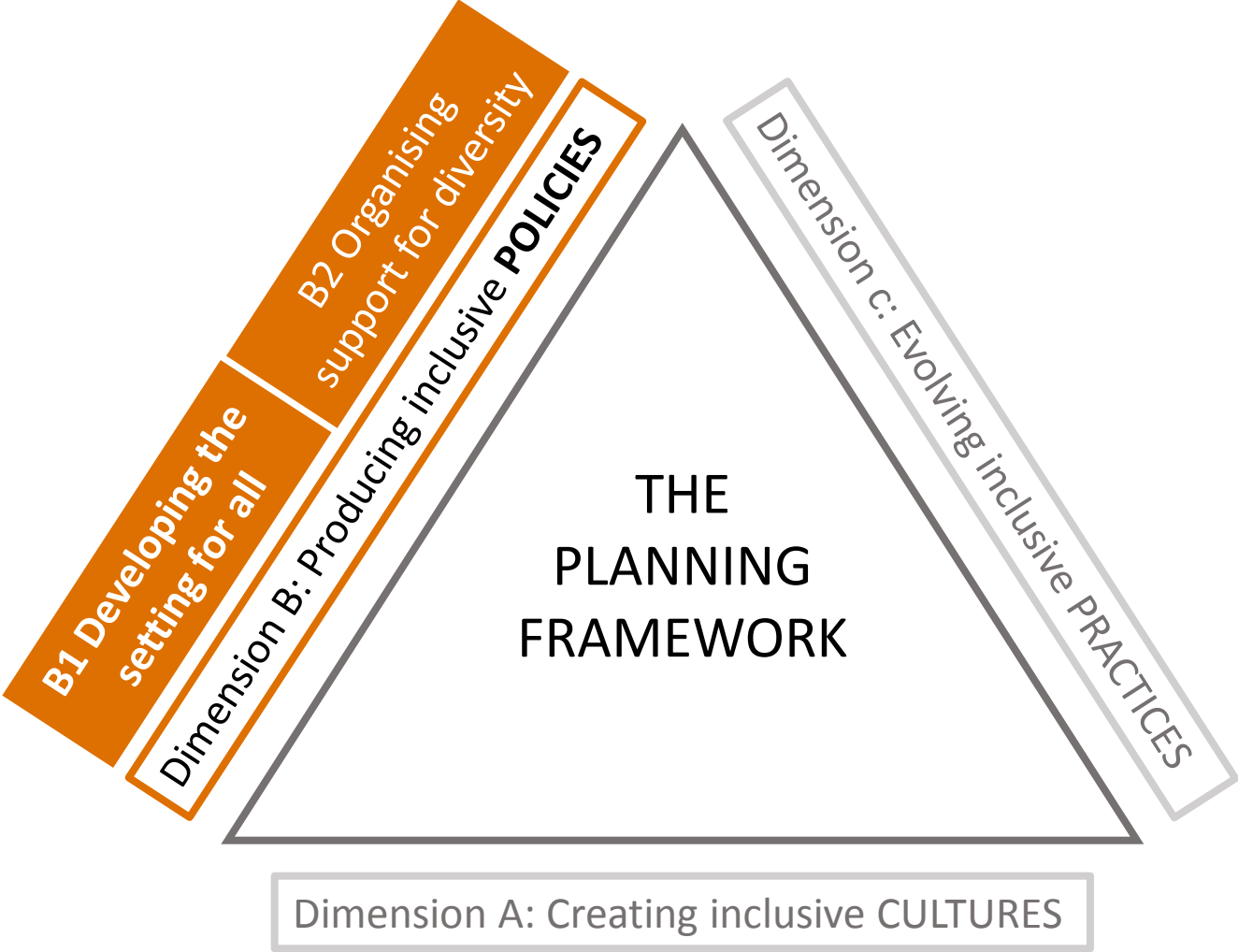
This dimension is about creating secure, accepting, collaborating, stimulating, welcoming communities, in which everyone is valued. Shared inclusive values are developed and conveyed to all staff, children and their families, governors, surrounding communities and all others who work in and with the school. The values of inclusive cultures guide decisions about policies and moment-to-moment practice, so that development is coherent and continuous. The embedding of change within school cultures ensures that it is integrated into the identities of adults and children and is passed on to new arrivals to the school.



Policies

Dimension B: Producing inclusive policies

This dimension ensures that inclusion permeates all plans for the school and involves everyone. Policies encourage the participation of children and staff from the moment they join the school. They encourage the school to reach out to all children in the locality and minimise exclusionary pressures. Support policies involve all activities which increase the capacity of a setting to respond to the diversity of those involved in it, in ways that value everyone equally. All forms of support are connected within a single framework aimed at ensuring everyone’s participation and the development of the school as a whole.

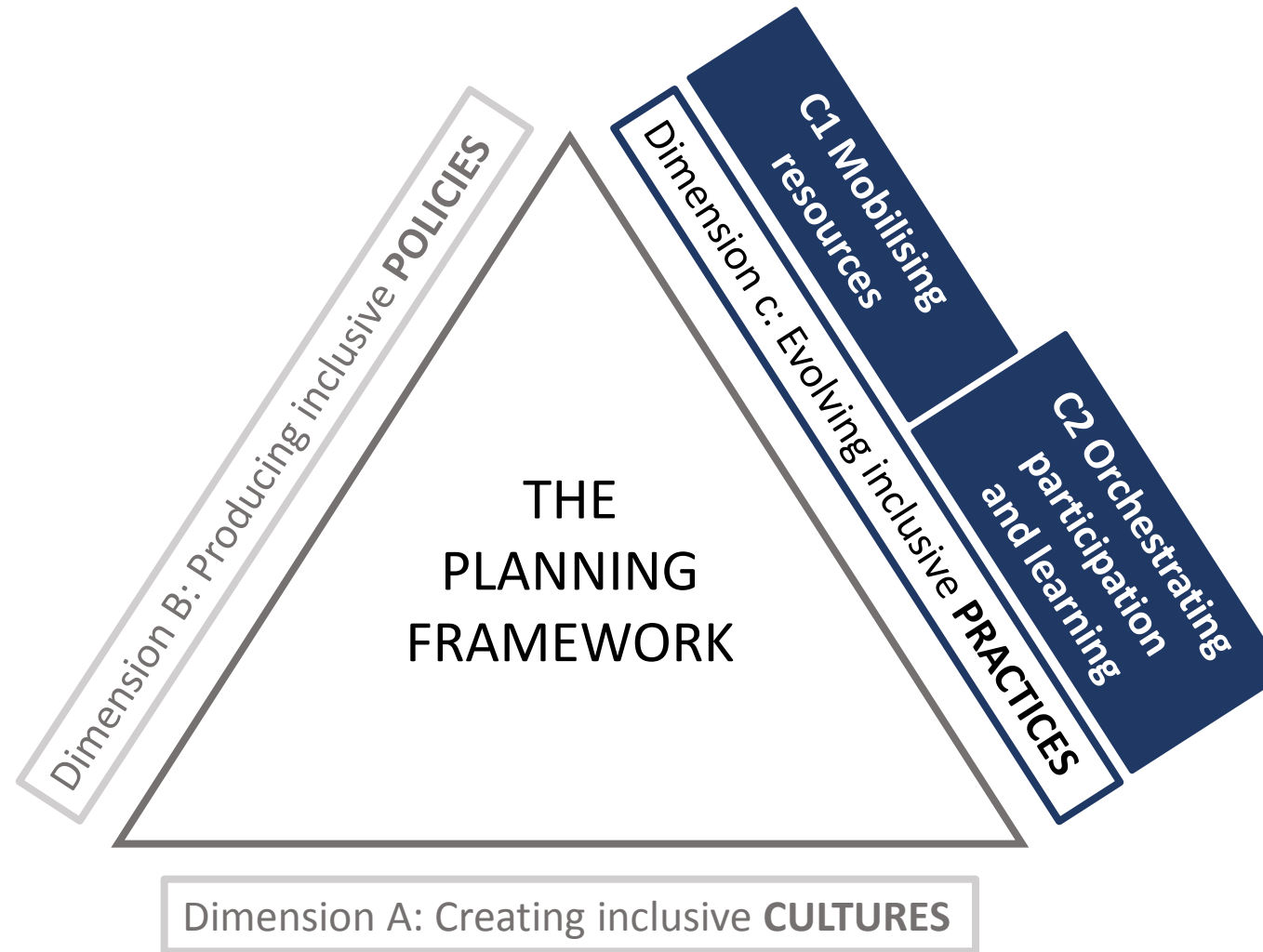


Practices

Dimension C: Evolving inclusive practices

This dimension is about developing what is taught and learnt, and how it is taught and learnt, so that it reflects inclusive values and policies.

This ensures that school activities are orchestrated so that learning is made responsive to the diversity of young people within the educational setting. Children are encouraged to be active, reflective, critical learners and are viewed as a resource for each other's learning. Adults work together so that they all take responsibility for the learning of all children.



Deepening into dimensions

DIMENSION A Creating
inclusive *cultures*

A.1 | Building community

INDICATOR A.1.1

*Everyone is made to feel
welcome*

a) *Is the first contact that
people have with the
setting friendly and
welcoming?*

DIMENSION B Producing
inclusive *policies*

B.1 | Developing the setting
for all

INDICATOR B.1.2

*All new practitioners are
helped to settle*

a) *Is there an agreed policy
for introducing new
practitioners to, and
supporting them in, the
setting?*

DIMENSION C Evolving
inclusive *practices*

C.1 | Orchestrating play and
learning

INDICATOR C.1.3

*Activities encourage the
participation of all children*

a) *Do activities involve
children emotionally and
convey excitement and fun
in learning?*

Preparing a questionnaire (1)

Questionnaires can be used to stimulate dialogue and initial expressions of the priorities for development from children, parents/carers, governors and staff. The first is based on the indicators and is for anyone involved in the school. The others are for parents and children. schools may wish to shorten them further or otherwise adapt them for their own purposes.

At the end of the questionnaire there is space to write up to five priorities for development. The questionnaire focuses attention on aspects of the setting so that priorities can be identified for further investigation.

If questionnaires are used in the *Index* process it may be important to remember that it is the *priorities* they help to identify rather than the results of the whole questionnaire that should be collated. The detailed analysis of questionnaires, and the compiling of graphs, bar charts and tables, can be unacceptably time consuming and can delay the start of development work.



Preparing a questionnaire (2)

Many people tend to play down difficulties and there is also a tendency for people generally to agree with statements in questionnaires. This may result in a view of the setting as more inclusive than it is.

Questionnaires can be useful in gathering information, but may contribute most when used with a group to prompt dialogue.

Questionnaires can be answered individually and then the responses compared with those of others in the group so that differences can be discussed. Children may need help in responding to statements on a questionnaire. With young children, it may be best to read each question and offer help to those who have difficulty with the language or instructions or in writing their priorities at the end of the questionnaires.

Questionnaires can be adapted to a particular age group and to reflect the recent history and shared knowledge of the school.



QUESTIONNAIRE 1: INDICATORS

Please tick the boxes for the the groups below which describe your involvement with the school:

teacher teaching assistant other member of staff parent/carer

child or young person governor other (please specify) _____

Please tick the box that best reflects your opinion ▶

Agree
Agree and
Disagree
Need more
information

Dimension A – Creating inclusive cultures

	Agree	Agree and Disagree	Disagree	Need more information
A1: Building community				
1 Everyone is welcomed.				
2 Staff co-operate.				
3 Children help each other.				
4 Staff and children respect one another.				
5 Staff and parents/carers collaborate.				
6 Staff and governors work well together.				
7 The school is a model of democratic citizenship.				
8 The school encourages an understanding of the interconnections between people around the world.				
9 Adults and children are responsive to a variety of ways of being a gender.				
10 The school and local communities develop each other.				
11 Staff link what happens in school to children's lives at home.				

	Agree	Agree and Disagree	Disagree	Need more information
A2: Establishing inclusive values				
1 The school develops shared inclusive values.				
2 The school encourages respect for all human rights.				
3 The school encourages respect for the integrity of planet earth.				
4 Inclusion is viewed as increasing participation for all.				
5 Expectations are high for all children.				
6 Children are valued equally.				
7 The school counters all forms of discrimination.				
8 The school promotes non-violent interactions and resolutions to disputes.				
9 The school encourages children and adults to feel good about themselves.				
10 The school contributes to the health of children and adults.				

Dimension B – Producing inclusive policies

	Agree	Agree and Disagree	Disagree	Need more information
B1: Developing the school for all				
1 The school has a participatory development process.				
2 The school has an inclusive approach to leadership.				
3 Appointments and promotions are fair.				
4 Staff expertise is known and used.				
5 All new staff are helped to settle into the school.				
6 The school seeks to admit all children from its locality.				
7 All new children are helped to settle into the school.				
8 Teaching and learning groups are arranged fairly to support all children's learning.				
9 Children are well prepared for moving on to other settings.				
10 The school makes its buildings physically accessible to all people.				
11 The buildings and grounds are developed to support participation of all.				
12 The school reduces its carbon footprint and use of water.				
13 The school contributes to the reduction of waste.				

QUESTIONNAIRE 2: MY CHILD'S SCHOOL

Please tick the box that best reflects your opinion ▶

Agree
Agree and
Disagree
Disagree

	Agree	Agree and Disagree	Disagree
1 My child usually looks forward to coming to school.			
2 My child has good friends at the school.			
3 I feel part of the school community.			
4 The school keeps me well informed about what is going on.			
5 I have been asked to make a contribution to lessons.			
6 I think this is the best school in the area.			
7 The school and the playground are attractive.			
8 The toilets are clean and safe.			
9 The children get on well together.			
10 The teachers get on well together.			
11 Adults and children get on well together.			
12 The teachers and parents get on well together.			
13 All families are equally important to the teachers at the school.			
14 I have friends among the other parents.			
15 I like the teachers.			
16 The teachers take an interest in what I tell them about my child.			
17 It's good to have children from different backgrounds at the school.			
18 Just by being at the school my child learns how to get on with people.			
19 My child learns what democracy means just by being at this school.			
20 My child learns the importance of caring for the environment.			
21 My child eats healthily at the school.			
22 I have been involved in making the school a better place.			
23 Any child who lives near to this school is welcome to come here.			
24 When my child started at this school there was an effort to make me feel involved.			
25 Every child is treated with respect.			
26 Disabled children are accepted and respected at the school.			
27 Boys and girls get on well together.			
28 Being gay or lesbian or transgender is seen as an ordinary part of life.			
29 You are respected irrespective of the colour of your skin.			
30 You are an equal part of the school whatever your religion or if you have no religion.			
31 People do not look down on children because of what they wear.			
32 You are respected for your effort not for the scores you get on tests.			
33 Children avoid calling each other hurtful names.			

QUESTIONNAIRE 3: MY SCHOOL

Please note that in this questionnaire when we use the word child or children we mean to include older children and young people too.

Please tick the box that best reflects your opinion ▶

Agree
Agree and
Disagree
Disagree

	Agree	Agree and Disagree	Disagree
1 I look forward to coming to school.			
2 I feel part of a big community.			
3 The school and the playground look attractive.			
4 The toilets are clean and safe.			
5 The children get on well together.			
6 The adults get on well together.			
7 Adults and children get on well together.			
8 I have some good friends.			
9 I like my teachers.			
10 The school helps me to feel good about myself.			
11 The school helps me to feel good about the future.			
12 We are encouraged to stand up for what we believe is right.			
13 It's good to have children from different backgrounds.			
14 Just by being at the school you learn how to get on with people.			
15 I have learnt what democracy means by being at the school.			
16 I have learnt how my actions affect others in the school.			
17 I have learnt how my actions affect others around the world.			
18 I have learnt how my values affect the way I act.			
19 I eat healthily at school.			
20 My family feel involved in what goes on at the school.			
21 When teachers say they are going to do something they do it.			
22 People admit when they have made a mistake.			
23 There is a comfortable place inside the school I can go to at lunchtimes.			
24 I have been involved in making the school a better place.			
25 Any child who lives near to this school is welcome to come here.			
26 When I first came to the school I was helped to settle in.			
27 You are respected regardless of the colour of your skin.			
28 You feel equal part of the school whatever your religion or if you have no religion.			
29 Children do not look down on others because of what they wear.			
30 Boys and girls get on well together.			
31 Being gay or lesbian is seen as an ordinary part of life.			
32 Disabled children are respected and accepted.			
33 Children avoid calling each other hurtful names.			
34 If anyone bullied me or anyone else, I would tell a teacher.			
35 Teachers do not have favourites among the children.			

Preparing meetings with practitioners

A *professional development event* is one way to start gathering information. It might involve more than one setting working cooperatively, and support from people who have already worked with the *Index*. If it is done well practitioners will feel the benefits of an inclusive experience as well as being fired up to promote inclusion.

Before the event, activities will need to be selected and adapted. Some people feel overwhelmed by the materials as they familiarise themselves with them, thinking that they are expected to change everything at once. It will need to be stressed that the purpose of the meeting is to select priorities for development, rather than to make wholesale changes at any one time. The materials need to be comprehensive so that important issues arising in any aspect of the setting can be uncovered.



Preparing meetings with parents

The planning group might consider alternative ways to the questionnaires to increase the involvement of parents into the inclusive process.

They might consider meeting parents and other community members *away from the school* if attendance is likely to be greater in a different setting. A variety of opportunities to contribute may need to be arranged. In one school a parent liaison worker employed in the school, and a member of the planning group, arranged for *translation* of questions for those parents/ carers that were not native speakers and acted as interpreters in the discussion groups.



Collecting additional information

Additional information may be needed before priorities can be finalised. During the consultations, issues will have been identified which can be clarified by gathering further information. For example, it might be necessary to analyse attendance records or the learning results of children of different genders and ethnic groups. The gathering of additional information may have emerged during the consultation process as one group identified questions that needed to be addressed to other groups. For example, new staff may need to be asked specifically about the success of their induction. The gathering of further information can be part of development work, for example, when teachers and teaching assistants observe, record and reflect on each other's practice to improve teaching and learning.





Co-funded by the
Erasmus+ Programme
of the European Union

Erasmus+ Programme – Strategic Partnership
Project Nr:
2016-1-RO01-KA201-024523 RESCUE

109

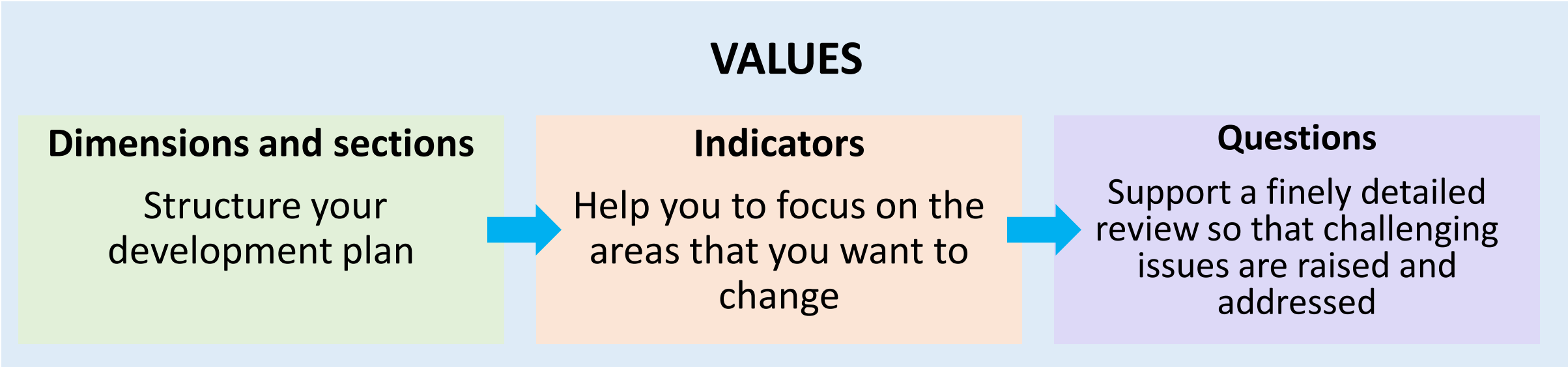
Community based ESL prevention and intervention mechanism



ESL prevention and intervention mechanism: working with indicators (1)

A set of indicators, which represent the inclusive aspirations for your school, allow you a more detailed exploration of possibilities for inclusion.

Each indicator is connected to questions which define its meaning, refine exploration, spark off reflection and dialogue, and prompt further questions.



ESL prevention and intervention mechanism: working with indicators (2)

The indicators and questions are our contribution to answering the question: ‘What do inclusive values imply for the activities of all aspects of schools?’ *Indicators are suggested aspirations for development.* They can be used to *review existing arrangements* in order to *set development priorities*. They are headings designed to capture an important possible aim for a school committed to developing inclusively. Sometimes the importance of an issue such as ESL, ethnicity, or impairment, is reflected by *being spread through the indicators as a whole*, rather than being given its own indicator. Gender concerns are both given their own indicator but are also raised in many other places. The permeation of issues through the questions can limit the extent to which priorities for development can be determined by focusing on the indicators.



Working with questions

The questions define the meaning of indicators. They challenge thinking about a particular indicator and draw out existing knowledge about the school. They

- sharpen the investigation of the current situation in the school,
- provide additional ideas for development activities, and
- serve as criteria for the assessment of progress.

Often, it is when people begin to engage with the detail of the questions that they see the practical power of the *Index*. Some schools using the *Index* start from dialogues around a very few questions chosen by a group of colleagues working together. Indicators and questions can be used to initiate dialogues about values and the connection between values and actions.



Questions about school access

DIMENSION B Producing inclusive *policies*

B.1 | Developing the school for all

INDICATOR B.1.6 | The school seeks to admit all children from its locality

- a) Is the wish to include all children from the locality publicised as school policy?
- b) Is the comprehensive and community nature of the school reflected in its name?
- c) Are all children from the locality encouraged to attend the school irrespective of attainment, impairment or background?
- d) Are traveller children who visit the area actively welcomed to the school?
- e) Does the school seek to overcome barriers to participation for the variety of ethnic groups in the locality?
- f) Are children of asylum seekers and refugees encouraged to attend the school?
- g) Are children of families temporarily resident in the area encouraged to join the school?
- h) Are families from the locality with children currently in special schools encouraged to send these children to the school?
- i) Do staff advocate for the rights of children with impairments to attend their local school?
- j) When a child who has had difficulties at another school joins the school do staff avoid suggesting that membership of the school is only provisional?
- k) Does the school discharge its legal duty to ensure that children in public care are given first priority to attend the school?
- l) Does the school make known its interest in welcoming 'looked-after children' to the school?
- m) Does the school comply with the law requiring them not to hold interviews or use information from conversations with parents, siblings or comments from anyone who knows a prospective entrant?
- n) Does the school avoid asking for donations from families before a child can join the school?
- o) Where the faith status of a school creates a balance of ethnicities unrepresentative of the surrounding communities does the school make strong relationships and work with other schools in the area?
- p) Where a school has an attachment to a particular faith does proximity to the school take precedence for admission over the religious attachment of a child's family?
- q) Do schools with an allegiance to a particular faith avoid restrictions on the appointment of staff of a particular faith group?
- r) Does a school with a faith attachment minimise religious division, for example, by not favouring a particular branch of Christianity or Islam?
- s) Is there an increase in the proportion of children from the locality included within the school?
- t) Is there an increase in the diversity of children from the locality included in the school?
- u) _____
- v) _____

Working in group

Working in group, and more generally, in school usually involves a lot of interpersonal communication and could be tense sometimes. To minimise tensions and conflict remember to:

- Assign roles and task (e.g. agenda producer, facilitator, note taker, timekeeper...) to each member of the group;
- Ensure that the group use structured materials (e.g. indicators, forms, questionnaires, diagrams...) to focus discussion on them more than on personal characteristics.



Involving local authorities

Some indicators and questions refer to matters for which schools share responsibility with local authorities, such as access to school buildings, statements of 'special educational needs' and admissions policies.

We hope that schools and local authorities will work constructively together to produce building plans, procedures for developing statements, and admissions policies, which encourage the participation in the mainstream of all students from a school's locality.



Adapting and expanding the questions

At the end of each set of questions there is an invitation to add further questions. In this way adults and children in every school may make their own version of the *Index* by adapting and changing existing questions and adding their own.

Schools are expected to respond in different ways and to adjust the materials to their own requirements. However, adaptation should be resisted if it is proposed because an indicator or question poses an uncomfortable challenge.



Discussing evidences

Because people may have reasons for minimising or exaggerating problems the group need to challenge each other gently to provide evidence for their views: *what they have read, seen or heard to support their opinions*. The group should agree on an indicator where they think the setting is performing well and another where they think there is considerable room for development. In each case they should provide the evidence to support their view.

- What is the extent of agreement on this indicator?
- What evidence is there to support the views about this indicator?
- What evidence is there that other indicators, in the same or different dimensions, reinforce this view?
- What additional information might be useful?

Choosing priorities

When your group discusses evidences, you should take into account three factors that can help you to decide about your priorities for the process of improving inclusive education in your school.

How much important are the issues you identified in terms of

- *Urgency* Not Important | Somewhat Important | Very Important | Essential
- *Feasibility* No Chance | Very Little Chance | Some Chance | Very Good Chance
- *Impact* they would have Very low | Low | Strong | Very strong

An example of action sheet

Action sheet for indicator A.1.3: 'Practitioners work well together'

What do we want to achieve?	What steps can we take?	Who will do this?	What will it cost?	When will we review this?	What are we looking for?	What happened?
To work better together (plan for September to December)	1. Have a monthly whole staff meeting.	Mary to write up a list of dates. All to try to attend.	1 hour extra hall hire monthly	December	Most staff attending each meeting.	Brilliant attendance, but costs increased with decision to pay for extra hours. This had to go to management committee.
	2. Plan activities in pairs.	All staff to identify one activity per week and plan with a partner.	Nothing	October	Staff running activities jointly.	This didn't get going properly, as no time allocated in original plan. Also, hard to make sure that it was happening, so see 6.
	3. Run activities in pairs.	All staff to identify one activity per week and run it with a partner.	Nothing	October		
	4. Staff stay behind at end of Friday session for coffee.	Jane to buy coffee and nice biscuits. Informal note kept of whether people stay.	Coffee etc.	October then November	Majority of staff to stay.	Staff who do not work Friday missed out, so coffee sessions now on Weds as well.
	5. Staff social event at Xmas.	Jane to ask around and then plan event.	The sky's the limit!!	At the staff meetings	A brilliant night out for the majority if not all.	It was very hard to find something that all could get to, but we did it.
Adjustment to action sheet						
	6. Staff to plan one activity a week in pairs.	All staff to let Mary know what they are doing for this and when. Mary to keep a record.	1 hour O/T per person per fortnight	November	Record of each weekly planning session.	After a few hiccups this got going. Chance to do proper planning helped everyone.
	7. Staff to run one activity a week in pairs.	All staff to log what they have done in the day book.	1 hour O/T per person per fortnight	November	Log showing sessions and what happened.	Paired activities were not very good at first but got better. Some pairs found it hard.

Defining the plan

Outlining the plan is the first crucial step in the direction of fulfilling the activities devised during the preparatory work.

Through an analytical process, the plan helps you to define the elements that practitioners need to consider in order to achieve the inclusive objectives settled for the school:

- Identified values
- Goal(s) you want to achieve
- Who will work on it (inside and outside the school)
- Who is responsible for?
- What kind of resources are required to fulfill the goal?



Specifying the plan

In the second part, the plan is addressed to clarify some more aspects needed to achieve the expected goals for inclusion in terms of steps, achievements, and evaluation.

Trough an analytical process, the plan helps you to define the elements that practitioners need to consider in order to achieve the inclusive objectives settled for the school:

- Time you will need to implement the change;
- Phases and milestones (small successes) of the process;
- Indicators that allow you to understand the process advances and conclusion;
- How you will make visible the process advances;
- How you will celebrate the process milestones and final results.



Using the action sheet

Every subgroup should choose a priority for development taken from one dimension, also considering what developments need to take place in other dimensions to support it.

A priority might be framed in terms of an indicator or group of indicators, a question or group of questions or an issue that is important to the setting that is not covered within the indicators and questions in the *Index*.

1. Our Value(s)

2. Priority (description)

3. Who will work with us to achieve it (inside/outside the school)?

4. Who is responsible?

For what?

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

5. What kind of resources we need? (space, time, materials, equipment, language, money...)

Putting it all into practice

People do not need to wait for the emergence of a school plan to examine their own values frameworks and their implications for their engagement with others in classrooms and staffrooms, to start to make different use of resources inside and beyond the school, to increasingly relate learning activities to local and global events.

Even though at this stage of the planning inclusive projects could be really different in terms of subjects addressed, resources and time allocated, and possible impact, it is worthy to remember that fostering inclusion in school is always involving one or more of the following actions:

- removing barriers
- mobilising resources
- rethinking support
- integrating interventions



Maintaining momentum

As priorities are put into action, commitment to them has to be maintained. Activities to create more inclusive cultures may be continuous. They can sustain and be sustained by the active involvement of staff, governors, children and parents/carers in making principled changes.

Where priorities challenge deeply held beliefs and values, considerable effort may be required to walk the talk and overcome resistance. Some staff, children or parents/carers may not agree with a particular development. The planning team can encourage dialogue about differences and may need to refine developments so that they are widely supported. The prize can be considerable changes in the school experience of adults and children.



Consolidating inclusion

As inclusion is a dynamic and fragile endeavour, it requires to be recognised, and valued in order to survive and flourish.

To this aim, schools need to learn how to systematically record everyday activities meant to promote inclusion. This implies working extensively on documenting all kind of actions and events developed at the school such as play-based activities, art-based workshops, outdoor activities, storytelling and reading, special projects and investigations, conversations with children, meetings with parents and carers, and so on.

To record what is being achieved throughout the project, teachers need to use all the means available: texts, drawings, collages, sculptures, pictures, videos, posters, diagrams, diaries, photobooks. This way they can produce an inclusive portfolio that will help them to share not only the outcomes, but also the process which has lead to acquire a more inclusive environment.



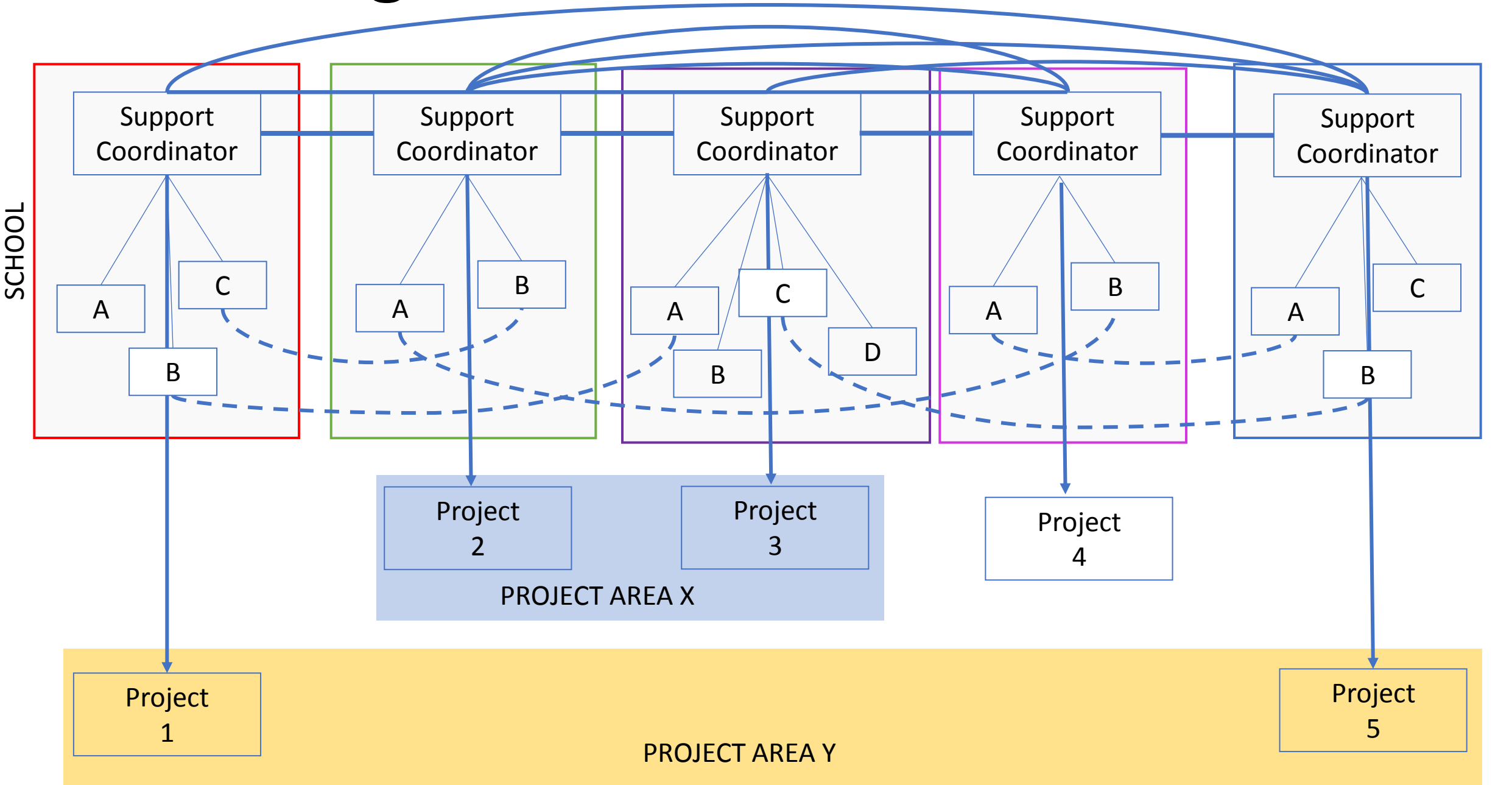
Communicating inclusion

Documenting all inclusive activities fostered by schools accomplishes some important tasks:

- It helps stakeholders to reflect collaboratively on the process of improving the level of inclusion of educational services, assessing good and weak points, and helping the fine tuning of methods and targets;
- It allows teachers to communicate and spread good practices developed within one educational service, so as they can be adopted, after appropriate adaptation, by other schools;
- It enables schools to strengthen relationships and collaboration among them, and to build a network of systematic exchange of good practices and reflections on inclusive education.



Building an internal/external network



Reviewing the process

The member of the school planning team with overall responsibility for implementing a development priority will make sure that progress is checked and recorded and that adjustments are made to development plans. This may involve discussions with staff, children, governors and parents/carers, and the examination of policy documents, as well as observations of practice. A half-termly record of progress might be kept on the implementation of priorities. This might be circulated in a school newsletter.

The planning group might reflect on the changes in the light of success criteria in the plan and how these have had to be modified as new issues emerged. They might consider how to continue the work in the following year. Development may also be evaluated as a result of the review of the school using the indicators and questions as a new planning year begins.



Celebrating inclusion

Everyone should be kept informed about progress. This can be done through assemblies, staff meetings, staff development days, newsletters, registration/tutorials, circle time activities, children's councils, notice boards, websites and community organisations. As well as providing information, the group should continue listening to others, particularly those who have fewer opportunities to be heard.

The team might invite others using the *Index* to join them in a celebration of what has been achieved in the last year. They might involve all stakeholders in presenting their experience of the work, being as creative as their energy allows. They might delegate a mixed group to prepare a display showing a network or web of achievements. They might treat this display, or a photograph of it, as their *Index* inclusion award for a year and place it in their entrance hall until it can be replaced with a record of their next achievements.

