

Curriculum Subjects

Food
 Water
 Clothing / body decoration
 Housing / building
 Mobility / transport
 Health / relationships
 Communication / communication technology
 The earth / solar system / universe
 Life on earth
 Energy sources
 Literature / arts / music
 Work / activity
 Ethics / power / government

Pedagogical Principles

Education should:

1. set no limits on what children and adults can achieve.
2. build learning from personal and shared experiences within and outside schools.
3. draw on local knowledge and resources.
4. conceive of schools as a support for all in their communities.
5. recognise diversity as a resource for learning.
6. view the building of relationships as important in themselves as well as a support for learning.
7. avoid the compartmentalisation and fragmentation of knowledge.
8. connect learning with emotion.
9. recognise the value of dialogue.
10. build theoretical understanding from the development of practical skills.
11. recognise being in the present as much as becoming in the future.
12. act in the knowledge that what is learnt in earlier life shapes who we are and what we do in later life.
13. focus on conditions for the flourishing of play, learning and teaching more than attainment outcomes.
14. emphasise the interdependence of people, other animals, plants and environments.
15. support active, democratic, local and global citizenship.
16. make links between school activities and social, cultural, political and economic life beyond schools.

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Index for Inclusion

Developing learning and participation in schools

Outline of key concepts:

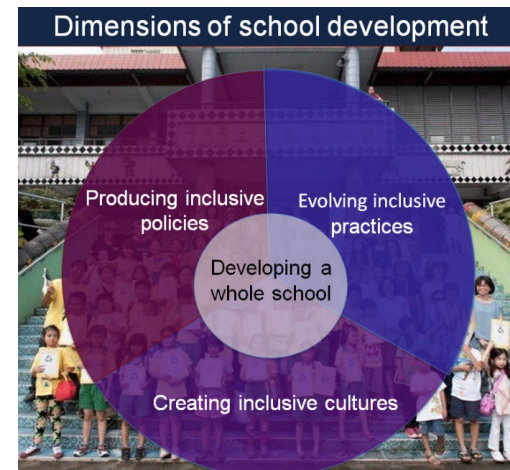
Index structure, dimensions, values, indicators, curriculum and principles

How is the Index structured?

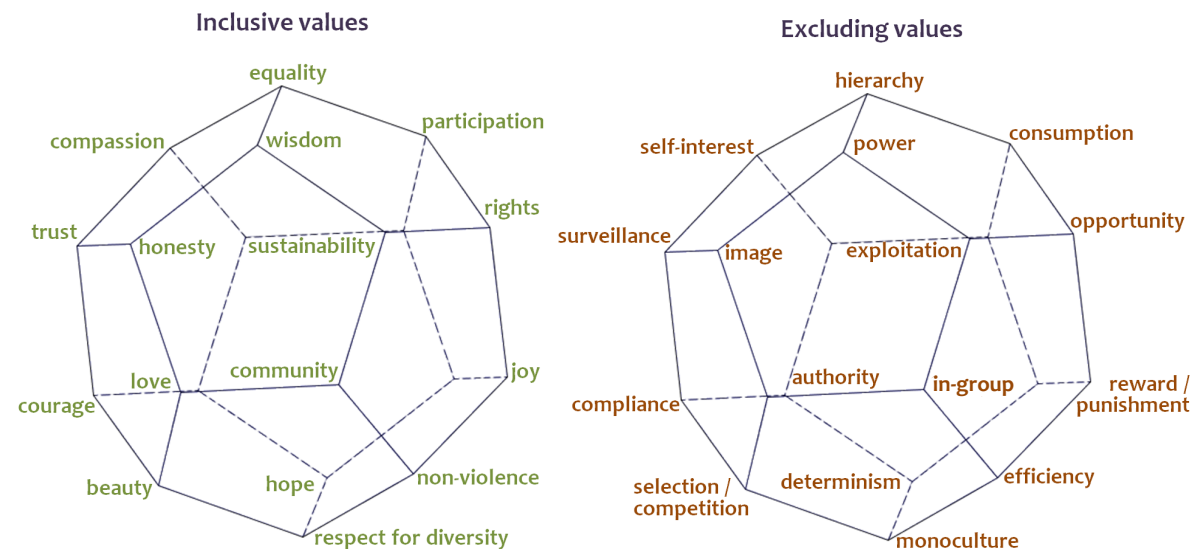
From values to actions



16 inclusive values
 3 dimensions
 70 indicators
 2000+ questions



How should we live together?



Values are just headings until defined: the inclusive values above are understood better when contrasted with corresponding excluding values now dominant in education.

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Indicators

Dimension A: Creating inclusive cultures

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.

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

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 is made physically accessible to all people.
- 11 The buildings and grounds are developed to support the participation of all.
- 12 The school reduces its carbon footprint and use of water.
- 13 The school contributes to the reduction of waste.

B2: Organising support for diversity

- 1 All forms of support are co-ordinated.
- 2 Professional development activities help staff respond to diversity.
- 3 English as an additional language support is a resource for the whole school.
- 4 The school supports continuity in the education of children in public care.
- 5 The school ensures that policies about 'special educational needs' support inclusion.
- 6 The behaviour policy is linked to learning and curriculum development.
- 7 Pressures for disciplinary exclusion are decreased.
- 8 Barriers to attendance are reduced.
- 9 Bullying is minimised.

Dimension C: Evolving inclusive practices

C1: Constructing curricula for all

- 1 Children explore cycles of food production and consumption.
- 2 Children investigate the importance of water.
- 3 Children study clothing and decoration of the body.
- 4 Children find out about housing and the built environment.
- 5 Children consider how and why people move around their locality and the world.
- 6 Children learn about health and relationships.
- 7 Children investigate the earth, the solar system and the universe.
- 8 Children study life on earth.
- 9 Children investigate sources of energy.
- 10 Children learn about communication and communication technology.
- 11 Children engage with, and create, literature, arts and music.
- 12 Children learn about work and link it to the development of their interests.
- 13 Children learn about ethics, power and government.

C2: Orchestrating learning

- 1 Learning activities are planned with all children in mind.
- 2 Learning activities encourage the participation of all children.
- 3 Children are encouraged to be confident critical thinkers.
- 4 Children are actively involved in their own learning.
- 5 Children learn from each other.
- 6 Lessons develop an understanding of the similarities and differences between people.
- 7 Assessments encourage the achievements of all children.
- 8 Discipline is based on mutual respect.
- 9 Staff plan, teach and review together.
- 10 Staff develop shared resources to support learning.
- 11 Teaching assistants support the learning and participation of all children.
- 12 Homework is set so that it contributes to every child's learning.
- 13 Activities outside school lessons involve all children.
- 14 Resources in the locality of the school are known and used.

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