Breaking down the barriers - the Index for Inclusion

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Wege zum inklusiven Lernen - Impulse aus Europa
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Where does education happen?

What is a school?
Aims of state education policy

A free local high quality primary, secondary and post secondary education setting for every child, young person and adult.

A valued neighbourhood for everyone
Moving beyond special educational needs
When Sir Michael Wilshaw took up his role as the head of Ofsted in January, he made it clear he had no intention of softening the combative style that marked his spell as head of the high-achieving Mossbourne Academy in Haringey. "If anyone says to you that 'staff morale is at an all-time low', you know you are doing something right", the chief inspector of schools said shortly after he took up his position.

Guardian 12th May 2012
To demoralise:

- to dishearten - to take away a sense of self-worth and accomplishment

- to alienate people from their fundamental beliefs and values - the motives for their actions
A framework of inclusive values

- rights
- equality
- judgement
- participation
- joy
- community
- sustainability
- love
- respect for diversity
- non-violence
- hope
- compassion
- trust
- beauty
- courage
- honesty
- hope
A framework of excluding values
A framework of inclusive values

- rights
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- participation
The tadpole philosophy – R.H. Tawney 1931

Most tadpoles live and die as tadpoles.

But a few avoid the hazards of their lives and make the change to become frogs.

Those that do are so pleased with themselves that they lecture (croak) to their former friends on the strength of character and special gifts which enabled them to rise.

In this way ‘social evils are justified’ because ‘exceptional individuals succeed in evading them’.

Even tadpoles may want their eco-system – its balance of perils and possibilities - to stay unchanged so that they can continue to aspire to become one of the few.
A text in common
Alliances for Inclusive Development
I ❤ CAPABILITIES
Dimensions of Inclusive Development

Producing Inclusive POLICIES

Creating Inclusive Cultures

Evolving Inclusive PRACTICES
The school is a model of democratic citizenship

• Does everyone learn to get on well and to be good citizens by being at the school?
• Do children learn to be active citizens from each other as well as adults?
• Is the active participation of children and adults evident in classrooms, staffrooms, the school grounds, before and after school, in displays and school events?
• Do children and adults share meanings of democracy?
• Do all children engage in jobs which contribute to the development of the school?
• ........
• ........
Children are encouraged to be confident critical thinkers

• Do staff support each other to be confident critical thinkers?

• Are children and adults encouraged to express their point of view assertively without aggression?

• Do children learn when the truth of an assertion requires evidence?

• Do children learn to detect contradictions in their own and other people’s arguments?

• ...

Supporting inclusive development

- Developing inclusive values
- Integrating interventions, forming alliances
- Removing barriers, mobilising resources, rethinking support

Inclusive development through the reflection and action of collaborating adults and children.
Do children understand how others are helped to feel good about themselves when they are accepted and valued?
Do children who have been absent receive a genuinely warm welcome when they return to school?
Do meetings with parents share knowledge about children rather than only convey knowledge from staff to parents?
Values framework:

How we should live together

Informal and formal teaching and learning activities

Curriculum (Didaktik):

What we need to know in order to live well
Inclusive curricula for all

- Food
- Water
- Clothing and body decoration
- Housing/built environment
- Transport/mobility
- Health/relationships
- Earth, solar system, universe
- Life on earth
- Energy
- Communication/technology
- Literature/arts/music
- Work/activity
- Ethics, power and government

A traditional curriculum for schools

- Mathematics
- Language and Literature
- Foreign languages
- Physics
- Chemistry
- Biology
- Geography
- History
- Art
- Music
- Religious education
- Physical Education
- Personal, health and social education
Does the school adopt a local river or stream that can be investigated, conserved and provide opportunities for learning about ecosystems and water cycles?
Does the school adopt a river in another part of the world and understand its importance for the lives of people there?