



Putting inclusion into action  
The Index for Inclusion;  
developing learning and participation in schools

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**Stuttgart 20<sup>th</sup> October 2012**









Third edition  
substantially revised  
and expanded – includes CD

# index for inclusion

developing learning and  
participation in schools

Tony Booth and Mel Ainscow

*A sustainable  
Health promoting  
Democratic education  
Transforming curricula  
Inclusive values into action  
Rights Respecting  
Non-violence  
Learning from experience  
Schools for communities  
Planet  
Global citizens*





















LILT  
SUNKIST  
35p

COKE  
35p

Contribution  
Canteen  
System

Menu of the Day	
Meat & Potato	2.0
Chicken	1.8
Vegetables	2.0
Salad	2.0
Soft Drink	2.0

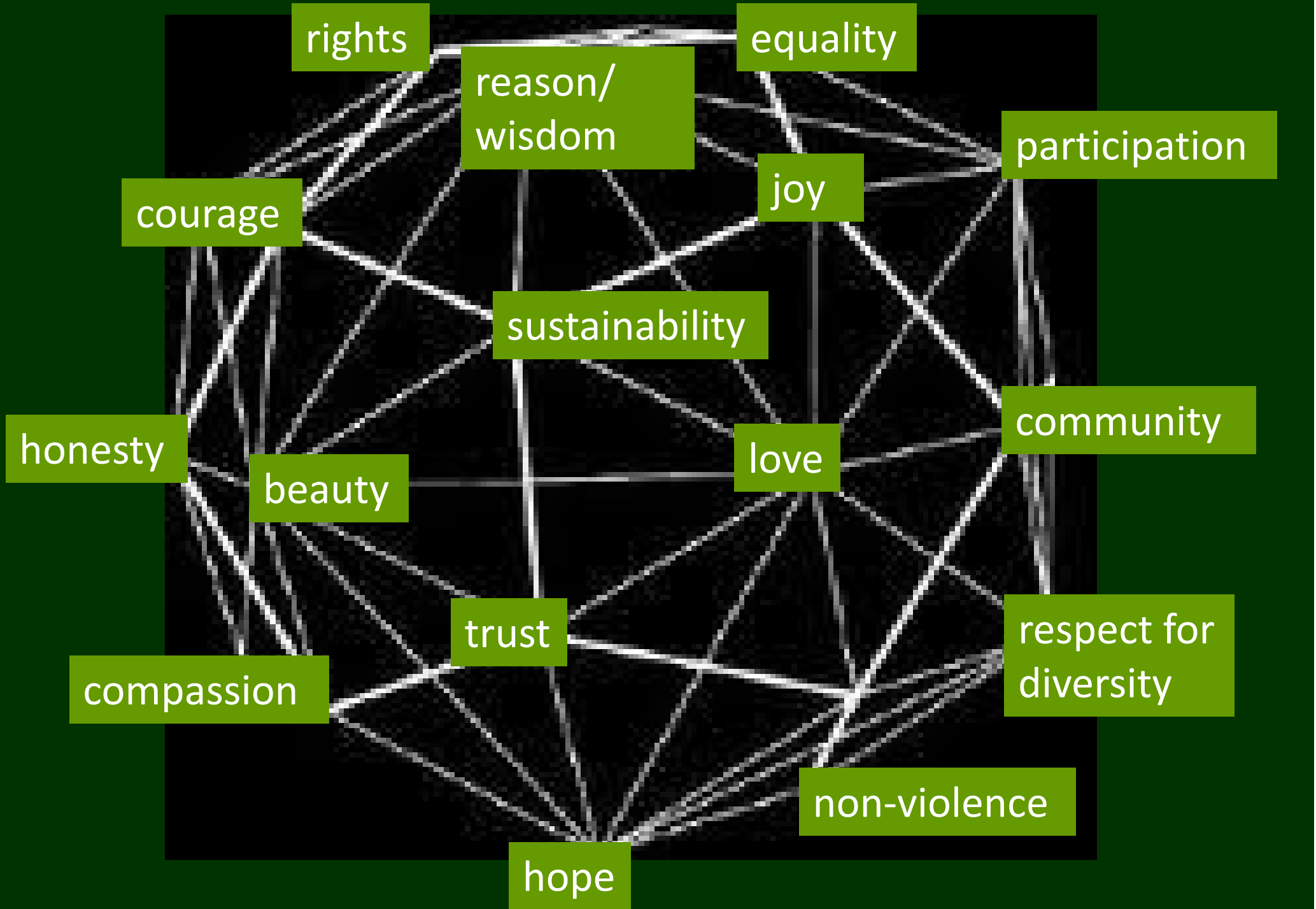
Beverages	
Tea/Coffee	2.0
Soft Drink	2.0

STREET FOOD  
MEAT & VEGETABLE 2.00  
Chicken Potatoes 2.50  
Fried Potatoes 2.00  
Fruit Potatoes 2.00





# Values for inclusion and sustainability?







Treće svjetsko prvenstvo u pušenju cigara

3rd cigar smoking world championship

Noć umjetnosti / Night of Art

• 18.00h / 06.00pm

WELCOME COGNAC MOMENTS

u 5\* Hotel Le Meridien / at 5\* Hotel Le Meridien

• 20.00h / 08.00pm - Bačvice

JAZZ CIGAR VEČERA na terasi Ville Rosine

JAZZ CIGAR DINNER at terrace of Villa Rosina

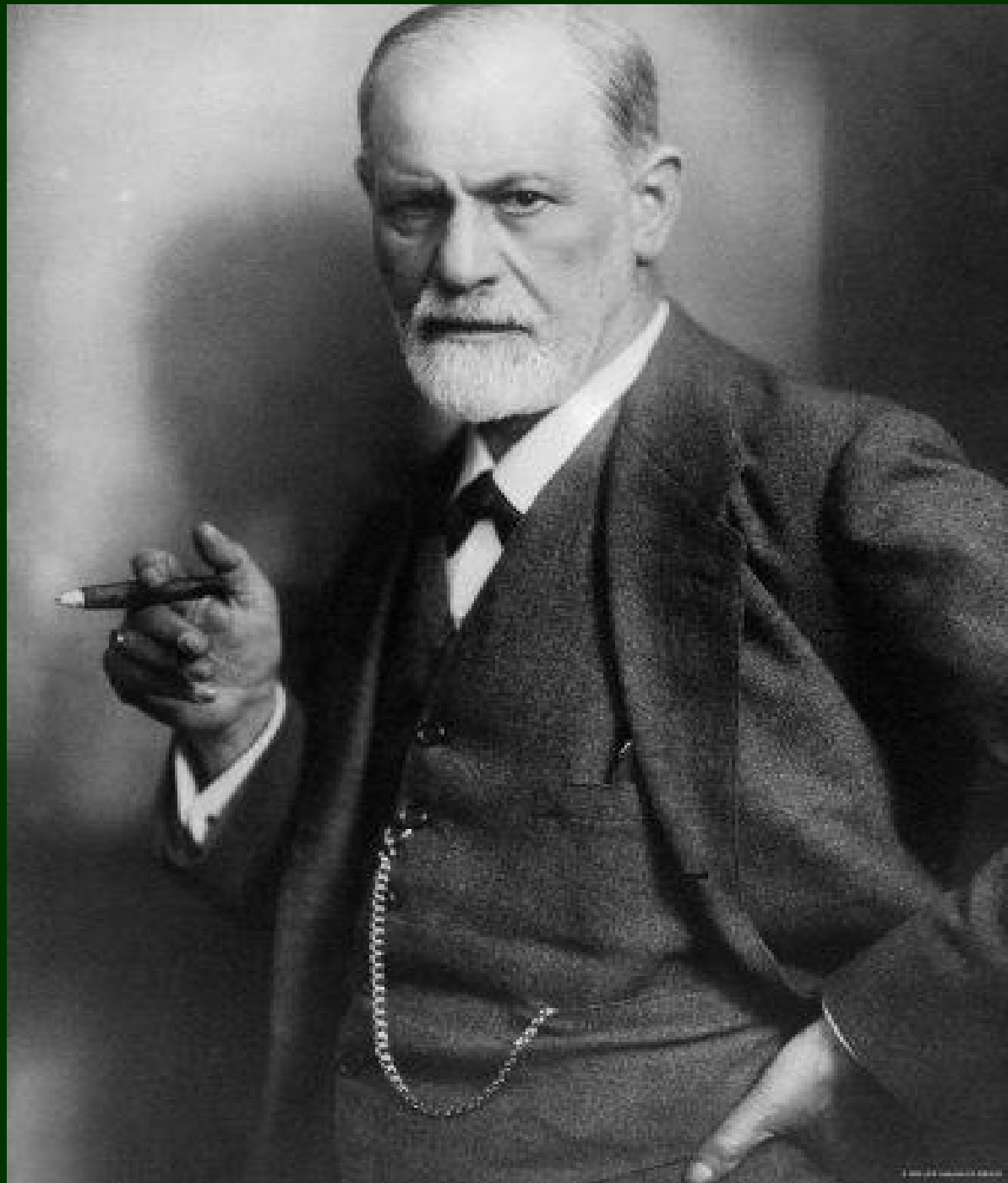
Subota **15.** Saturday





Eros and  
Thanatos

Drives for  
life and death





# A framework of excluding values

opportunity

hierarchy

Power

consumption

compliance

reward/  
punishment

exploitation

image

selection/  
competition

authority

family

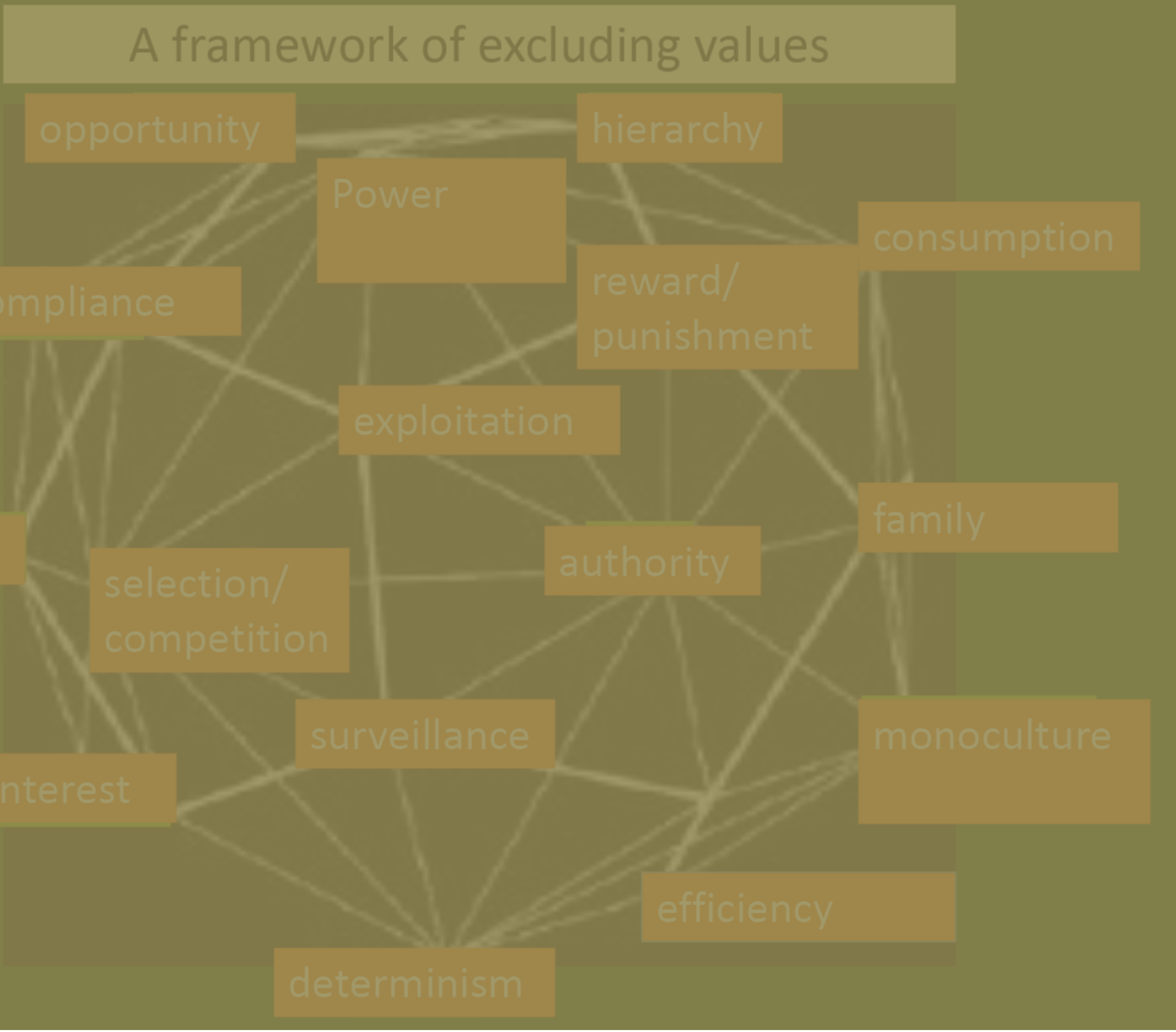
self-interest

surveillance

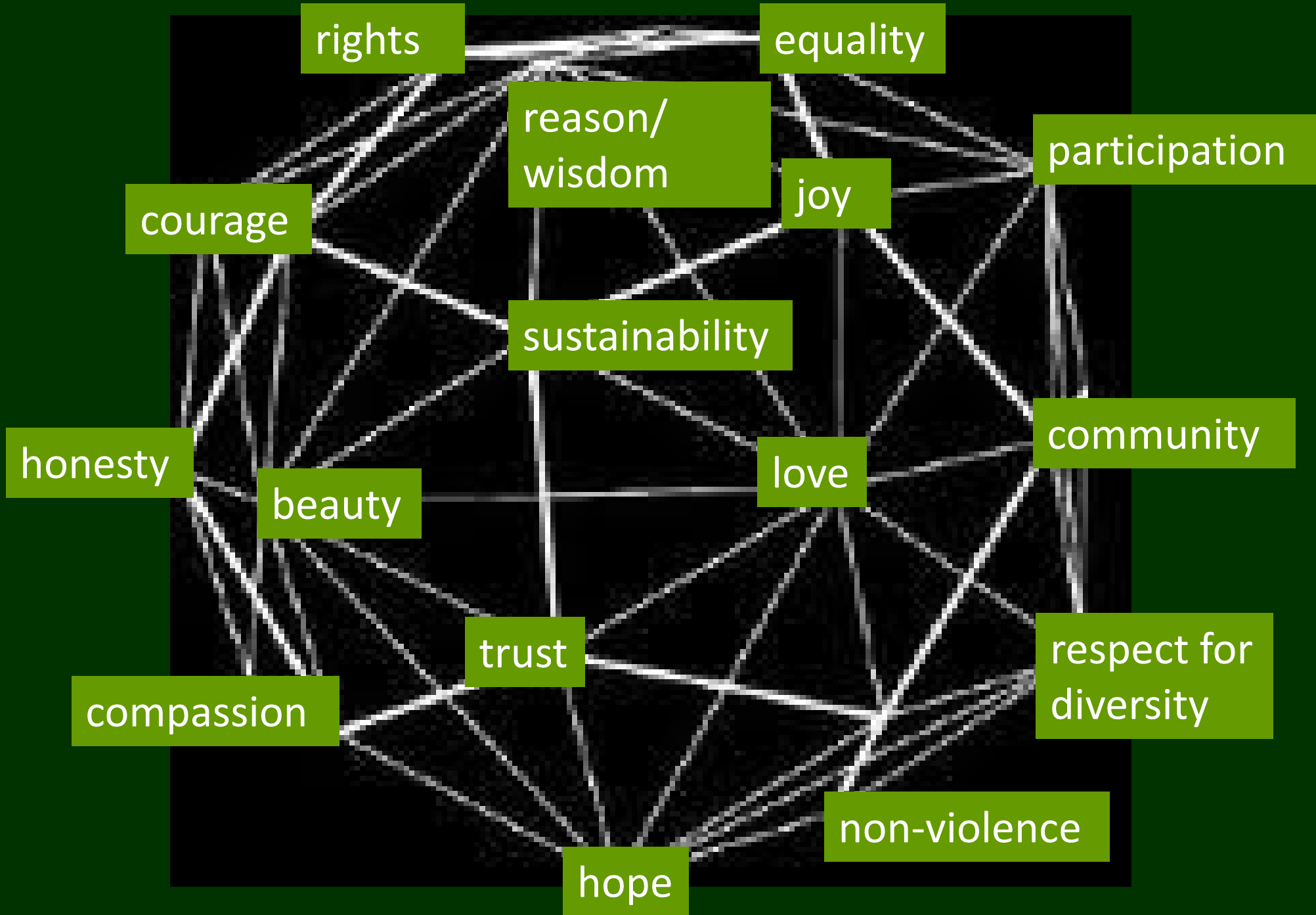
monoculture

efficiency

determinism



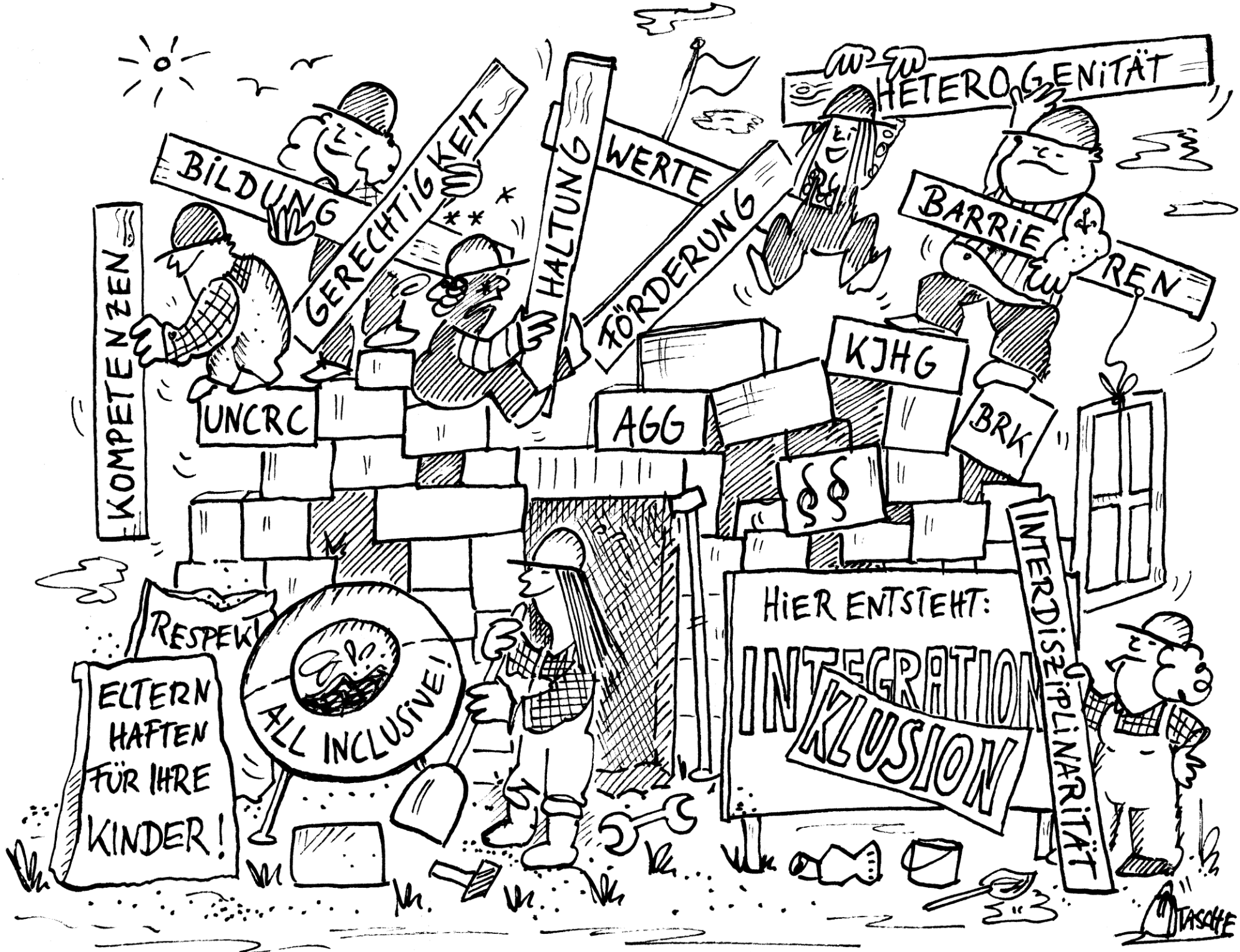
# A framework of inclusive values





# Alliances for inclusive educational development

Health promoting  
Without limits  
Comprehensive  
Sustainability  
Anti-discrimination  
Collaborative  
Non-violent  
Global citizenship  
Rights  
Values  
Democratic  
Community



TASCHÉ



# Some indicators for environmental sustainability

- The school encourages understanding of the connections between people around the world.
- The school and local communities develop each other.
- The school encourages respect for the integrity of planet earth.
- The school reduces its carbon footprint and use of water.
- The school contributes to the reduction of waste.



# Other new indicators

- Adults and children are responsive to a variety of ways of being a gender.
- The school promotes non-violent interactions and resolutions to disputes.
- The school encourages respect for all human rights
- The school encourages respect for the integrity of planet earth.
- The school has a participatory development process.
- The school has an inclusive approach to leadership.
- Children are encouraged to be confident critical thinkers.
- When homework is set it contributes to every child's learning.
- The school is a model of democratic participation.

# 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?
- .....
- .....





imperatives

values

derivatives

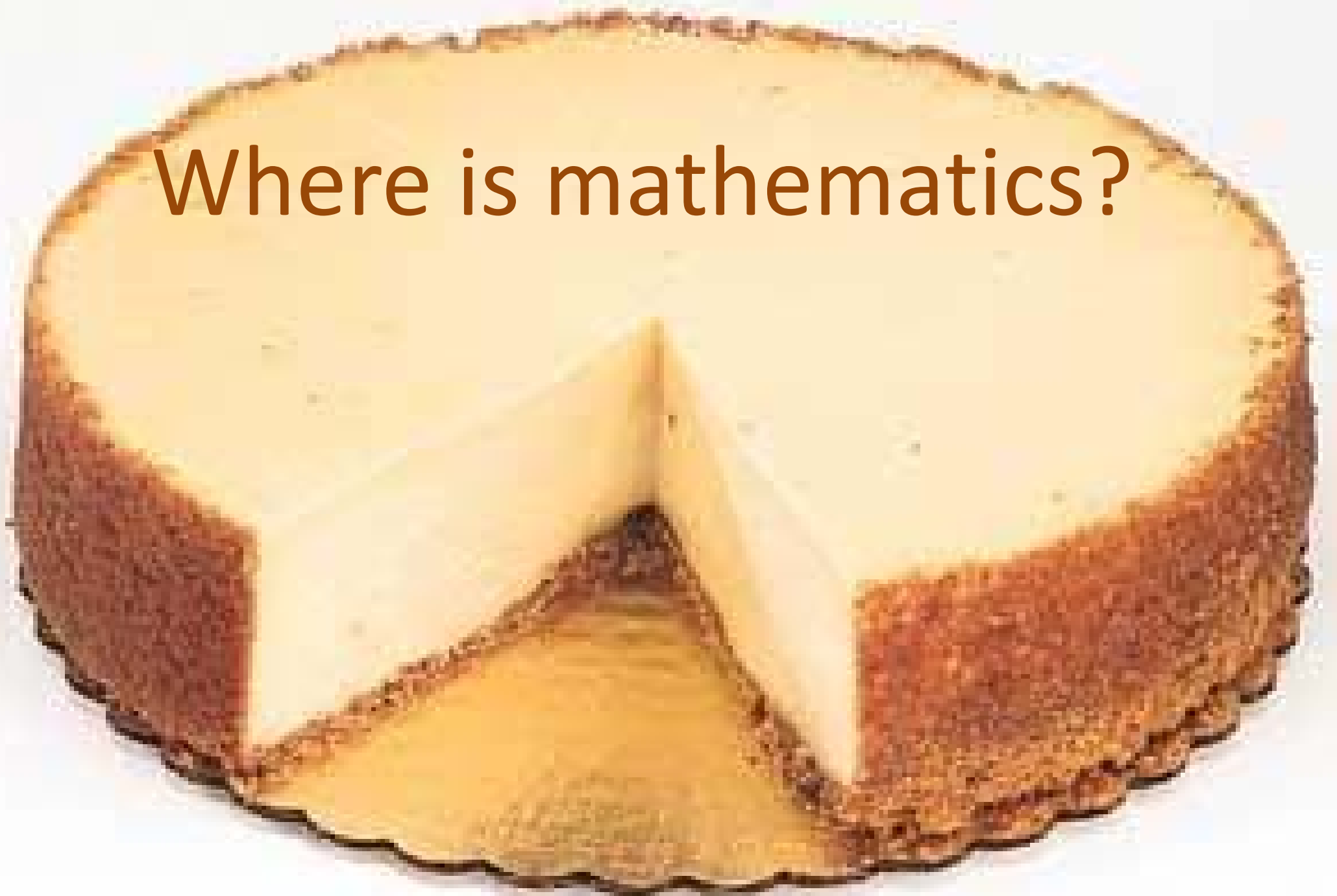
curricula for all - cheese cake

# Curricula for all

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



Where is mathematics?







# Children learn about clothing and the decoration of the body

- *Linking locally and globally*
- Clothing cycle
- Production
- Fashion and marketing
- Clothing choice
- Jewellery and body decoration
- Maintaining clothes
- Recycling and disposing of clothes
- *Clothing and body decoration ethics*
- *Linking past, present and future*











# Children consider how and why people move around their locality and the world

- *Linking locally and globally*
- Attachment to place
- Why people move
- Modes of transport and forms of propulsion
- Transport and the environment
- Navigation and maps
- Controlling movement
- Movement and ethics
- *Linking past, present and future*















Are all new staff formally welcomed by representatives of the children?

Do staff consider under  
under what circumstances  
homework contributes to,  
or detracts from, learning?



Do meetings with parents share knowledge about children rather than only convey knowledge from staff to parents?

Do adults and children  
consider who owns and  
who claims to own air  
and water?



Handwritten mathematical expressions on a chalkboard:

- $3a(y+z)^2 + (3y + (4 + 4A)(x + \dots))$
- $a^2 C^3$
- $\frac{a^2 C^3}{39}$
- $(y + A)^{13} + \frac{2}{3}$
- $(x + \dots)^2$
- $(A)^8 (x + \dots)$

