

**Using indicators to promote
inclusive school
development: possibilities
and challenges**

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Why use indicators?

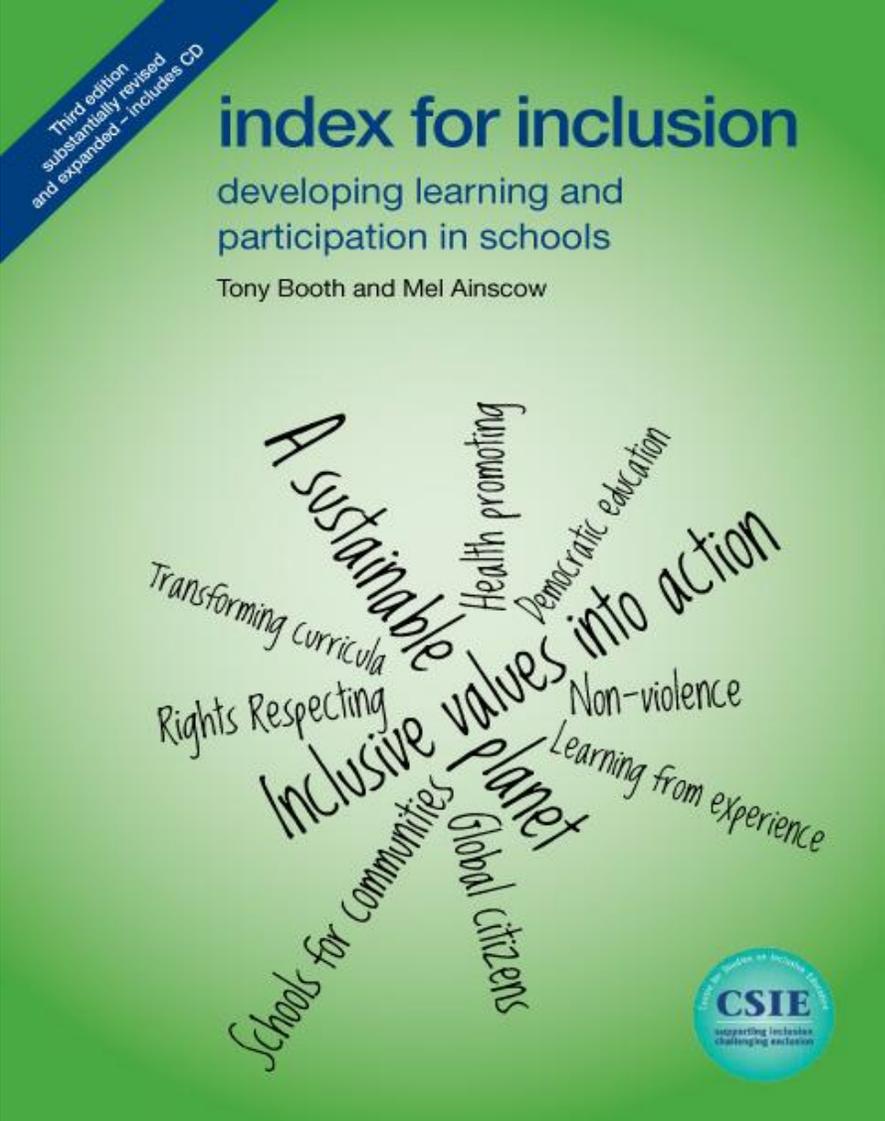
- **Monitoring and evaluation**
- **Accountability**
- **Making comparisons**
- **Stimulating improvement activities**

The importance of clarity of purpose: two ways of looking at educational difficulties:

Perspective 1: *Difficulties defined in terms of student characteristics*

Perspective 2: *Difficulties defined in terms of contexts*

Example 1: The Index for Inclusion - CSIE, 2000

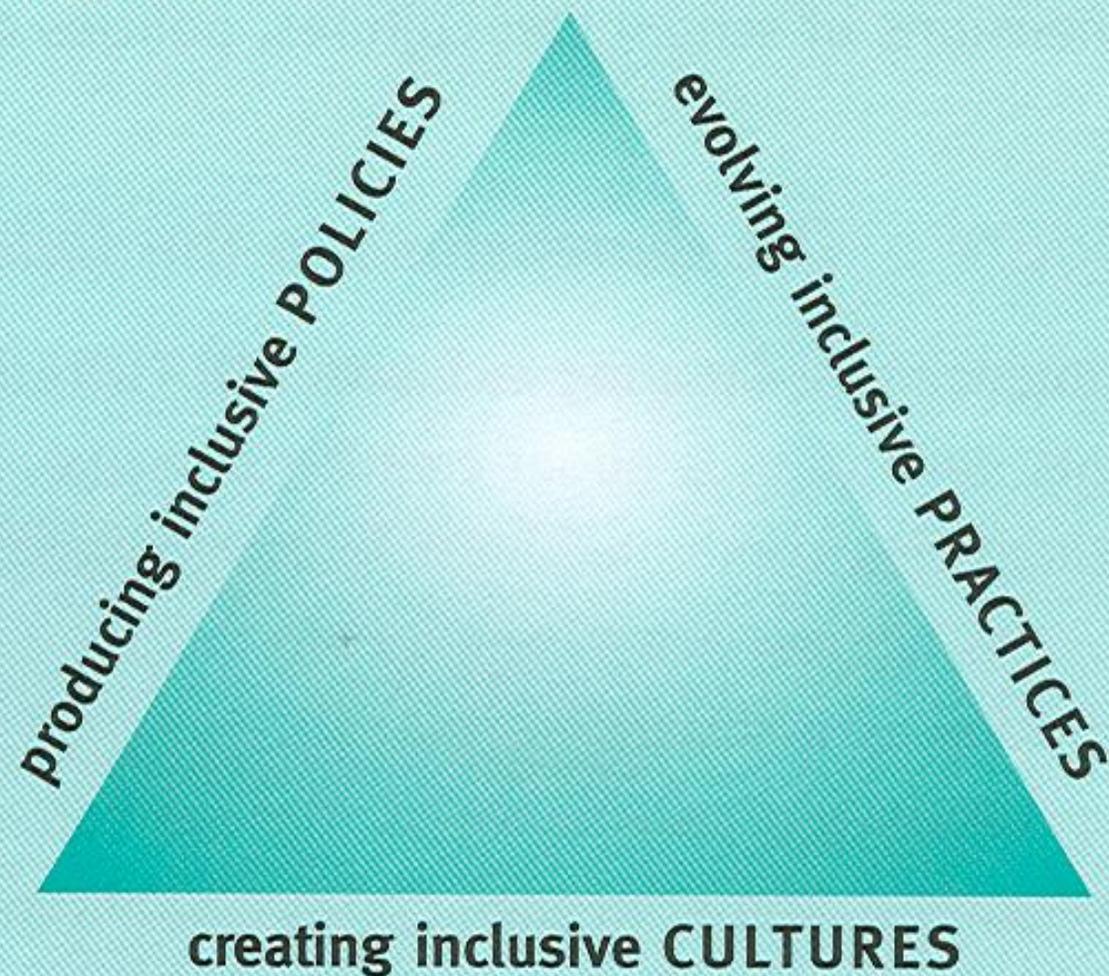


Key ideas

- **Analysing barriers to participation and learning**
- **Mobilising resources for inclusive development**

figure 3

**The three dimensions
of the *Index***



Indicator C1.1 Teaching is planned with the learning of all students in mind

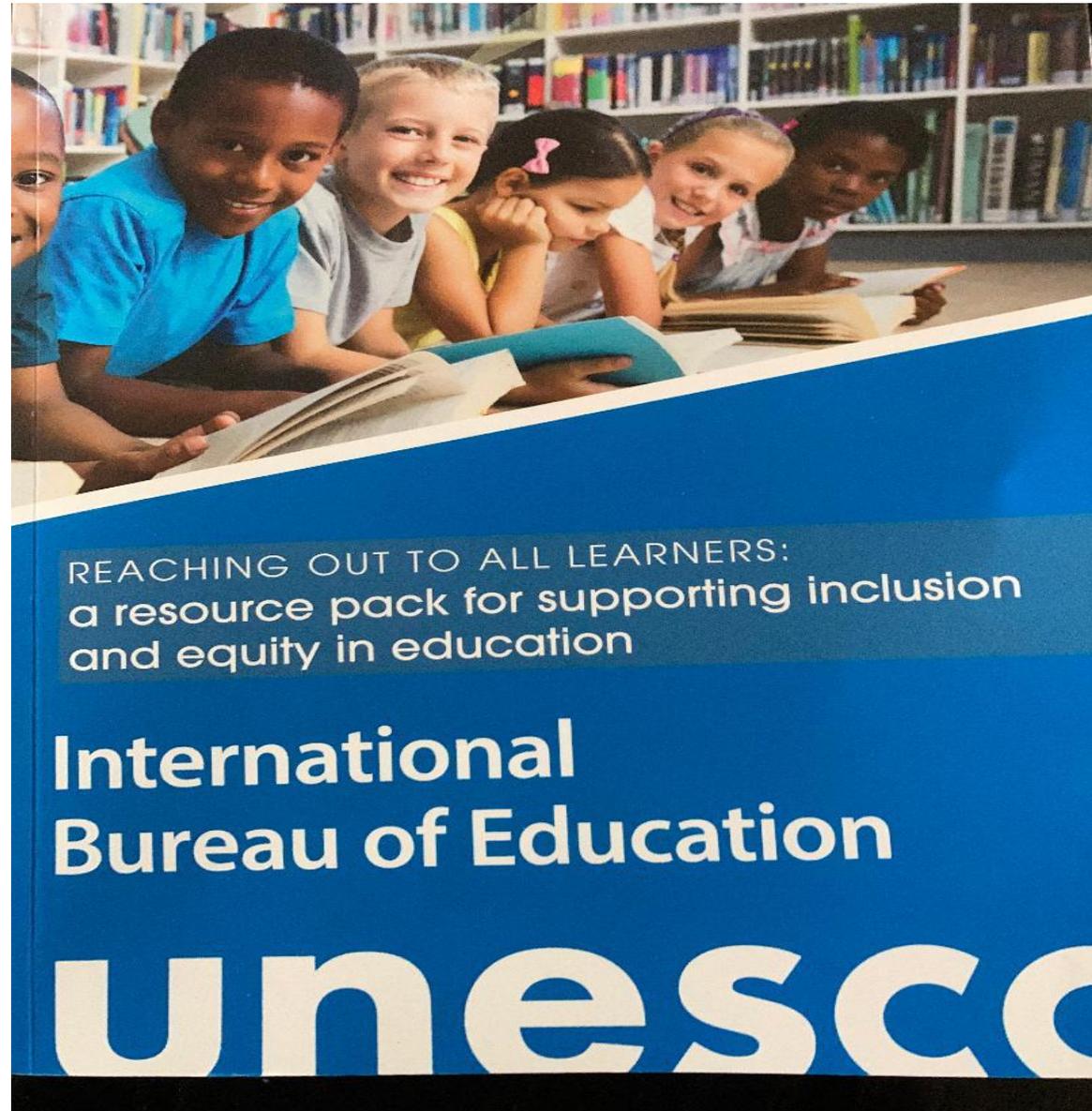
- **Lessons encourage the participation of all students**
- **Lessons develop an understanding of difference**
- **Students are actively involved in their own learning**
- **Students learn collaboratively**
- **Assessment contributes to the achievements of all students**

Extract from section B.1: 'Developing the school for all'

Indicator: All new students are helped to settle into the school

- *Does the school have an induction programme for students?*
- *Does the induction programme work well for students and their families whether they join at the start of the school year or some other time?*
- *Does the induction programme take into account student differences in attainment and home language?*
- *Are new students paired with more experienced students when they first enter the school?*

Example 2: Reaching out to All Learners - IBE-UNESCO, 2022



The resource pack agenda

- **How can schools be developed in order to respond positively to student diversity?**
- **How can classroom practices be developed that will ensure that lessons are inclusive?**
- **How can practitioners engage families, partner schools and the wider community in their efforts to become inclusive and equitable?**

To aid implementation, the resource pack provides:

- **Guidelines for using the materials to stimulate a process of review and development**
- **A framework of indicators and questions that can be used to focus discussions**
- **Short discussion papers based on evidence from international experiences and research**
- **Illustrative examples from the field in the form of accounts of practice**

Extract from the school review framework

1.2 Students are equally valued

- Is the work of all students acknowledged and, where possible, displayed around the school and classrooms?***
- Are all students encouraged to take part in all school activities?***
- Do some students have a leadership role in the school?***

Important factors:

- **Ensuring clarity regarding what is meant by inclusive education**
- **Mobilising human resources to overcome barriers to participation and learning**
- **Using evidence as a stimulus for change**
- **Developing organisational cultures that view student diversity positively**

**And, the most important factor:
the collective will to make it happen**



Links:

- ***'The Index for Inclusion'***. This review and development framework has been used in many countries across the world to promote inclusion in schools:
<https://www.eenet.org.uk/resources/docs/Index%20English.pdf>
- ***'Reaching Out to All Learners'***. A resource pack of professional development materials published by the International Bureau of Education-UNESCO. Available free at: <http://www.ibe.unesco.org/en/news/reaching-out-all-learners-resource-pack-supporting-inclusion-and-equity-education>