Creating Inclusive Schools

Guidelines for the Implementation of the National Curriculum Policy on Inclusive Education

NCC

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GUIDELINES FOR THE IMPLEMENTATION OF THE NATIONAL CURRICULUM POLICY ON INCLUSIVE EDUCATION

National Curriculum Council

Focus Group

For

Inclusive Education

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Part I consists mainly of citations on inclusive education from the Malta Ministry of Education document (1999), *Creating the Future Together: National Minimum Curriculum*. These are framed within the process for developing more inclusive school cultures, policies and practices proposed by Tony Booth and Mel Ainscow (2002).

Part II and the Appendix consist of a slightly adapted version of the Indicators for inclusion in Tony Booth and Mel Ainscow (2002).

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Forward
Minister of Education

Since the mid-nineties, the Ministry of Education has been carrying out an ambitious inclusive education programme to ensure equitable access to the national curriculum. Since then, significant landmark achievements have been made. These include:

- The setting of a Ministerial Committee on Inclusive Education (MCIE) - a policy making body composed of representatives of the Education, Social Welfare and Health sectors, teachers' union, and lobby groups in the field of disability.
- The publication, after a comprehensive consultation with stakeholders, of a new National Curriculum that declares inclusion as one of its major strategic goals.
- The deployment of a cadre of nearly 500 special needs classroom assistants who provide support to over 650 pupils with special educational needs.
- The design and delivery of courses leading to a University Certificate and Diploma in Facilitating Inclusive Education aimed at special needs classroom assistants.
- The publication and dissemination of a national policy document on the *Inclusion of Students with a Disability* that outlines national guidelines on both informal and formal processes of preparing Individualised Educational Programmes (IEPs) for students with a disability and the mechanism assessment leading to the issuing of a *Statement* recommending the nature of support required by such students.
- The establishment of a 'Statementing Moderating Panel' and 'Appeals Board' now based at the National Inclusion Centre.
- The setting up of a National Inclusion Centre at Msida.
- The provision of peripatetic teachers for hearing impaired students in mainstream education.
- An audit of school accessibility that is currently being undertaken by the Foundation for Tomorrow's Schools and a related scheme through which schools can undertake adaptations.

- The publication of a number of policy documents aimed at making schools more inclusive. These include: Special Examination Arrangements for Special Needs Students; an anti-bullying policy, plan and guidelines; *Good Behaviour and Discipline: guidelines for Schools*; *Tackling Substance Abuse: guidelines for Schools*; and a document that is currently being formulated by the Ministerial Committee on Inclusive Education on the *Administration of Medication to Students in Schools*.
- Legislative amendments are underway regarding School Councils through which parents will have better opportunities as well as more rights and responsibilities to participate in school matters.
- Students Councils established at the secondary level of education through which students can participate more fully in school matters.

As one can see, the Ministry is highly committed to ensure that schools become diverse and inclusive communities of learners. This document is another tool that helps school communities gauge how far they moved towards this common goal. The tool is a compilation of professionally recognised success indicators that members of the school community can regularly use to assess their collective effort in making their school a truly inclusive one.

Use it and tell us about your efforts so that, together, we can celebrate our achievements.

Louis Galea

Message
Director General of Education

The document drawn up by the Focus Group for Inclusive Education on "Creating Inclusive Schools" breaks new ground on two counts. It is a welcome attempt to address an issue that is dear to our heart and a fresh approach about how to go about implementing a policy.

The document highlights the desirability of acknowledging the diversity of the educational needs of every child entrusted to our care. Schools will truly be inclusive when their curricula, resources and culture accept a priori that there is a wide spectrum of educational needs ranging from special needs of the disabled child to the educational needs of the gifted child.

The document emphasises that the philosophy and strategy of an all-inclusive inclusion policy is not the responsibility of a particular set of schools, a particular set of educators and a particular set of education officials. We all have to learn that the creation of inclusive schools is to be based on an all-pervasive fundamental core outlook of each and everyone of us belonging to the Maltese Education Service.

The focus group has, in my opinion, chosen the right strategy when it has mapped out tools for schools to self-evaluate in the area of inclusive education. Recognition is given to the fact that a good number of schools have already gone a long way towards implementation of aspects of inclusive education within their community. Schools will be expected to build on their strengths in the area, following a systematic self-evaluation - this self-evaluation being the basis of a plan of action for the particular school.

Charles Mizzi

Message
Director - Curriculum

In its National Curriculum: *Creating the Future Together* (1999), the Maltese community made a very clear statement that its Policy of Quality Education for all was built on the principles of an Inclusive Education. This meant that Maltese Education was one that celebrated diversity, considered differences in the learners not just as a challenge but also as a resource and committed itself to cater for the qualities, needs and aspirations of every student.

This vision has come to be shared by all: schools, parents, school councils and the community at large, and the Principle of Inclusive Education is undoubtedly the one most acclaimed by those who show an interest in the National Curriculum. The Strategic Plan that followed the Curriculum started addressing the task of the implementation of this principle, and the National Curriculum Council has appointed a Focus Group specifically for Inclusive Education. The document: *Creating Inclusive Schools* is one of the first initiatives of this Focus Group.

The task of making such a vision a reality requires commitment. The project also needs wise resourcing but, above all, it must be an on-going exercise in research, development, implementation and evaluation of ideas and practices.

The document: *Creating Inclusive Schools* provides useful guidelines for this important exercise. It anchors theory in concrete day-to-day practices and, through indicators, it provides an effective tool for evaluation and further development. This is the material out of which effective practices are built. It is the key to ACTUAL, rather than INTENDED curriculum implementation.

Experience has taught us that true implementation of a curriculum requires more than a declared commitment. It needs genuine, substantial support, active involvement and keen participation. An initiative will never enjoy the benefit of these qualities unless it is owned by the stakeholders. In building the ownership of this document among all players and stakeholders, the Focus Group for Inclusive Education is ensuring ownership for the inclusive policy of the National Curriculum.

Mary Vella

Message
President – Malta Union of Teachers

"Children that learn together, learn to live together."

A few years ago, in the early nineties, the idea of inclusive education, particularly the placing of children with disabilities in mainstream schools was still in the cradle. When, in July 1995, the Malta Union of Teachers signed a collective agreement for the Kindergarten Assistant Grades, a new post of Facilitator was set up and it was agreed that Facilitators who were to help children with special needs in the mainstream were to be thoroughly trained so as to be able to assist to the various needs of children suffering from different disabilities.

Today, around 600 children with various disabilities attend mainstream schools and this is a real feat. Initially, teachers were rather wary whether this new concept would be a success. Eventually they started to realize that this was indeed a move in the right direction.

The Malta Union of Teachers has always been on the forefront in promoting inclusion but has constantly reiterated that mainly children with mild to moderate disabilities stand to gain, and that special schools should continue to cater for the more severe cases, keeping in mind that they are fully equipped and have all the necessary facilities and qualified staff to offer support in the most professional manner.

Mainstream education of children with disabilities has brought about a complete change in mentality and teachers and facilitators now have learned to appreciate the diversity of the human family and have recognised more than ever before that all students have strengths. Hence the importance of direct individualized instruction. Teachers and facilitators are also developing team work skills and acquiring different ways of perceiving challenges as a result of being on a multi disciplinary team.

The Focus Group for Inclusive Education has the responsibility to provide opportunities for teachers and facilitators to experience diversity of society on a small scale in a classroom. It has to develop and instil in all educators the appreciation that everyone has unique characteristics and abilities. This helps children with special needs to develop a feeling of belonging in a diverse community.

John Bencini

Message
President – Association of School Councils

Inclusion is the heart of school development processes. As major stakeholders in the field of inclusive education, parents are sure to welcome this practical new tool that enables them to determine the extent to which their school is able to respond to student diversity.

This new tool is just that – a tool. It is not an end in itself but a means to undertake a participatory evaluation of the on-going journey towards inclusion. Behind the tool are four key assumptions that we can no longer afford to ignore. These are:

- that schools have developed or are in the process of developing an inclusion policy or that they have planned a number of inclusion measures in their school development plans;
- that school administrators and teachers have been trained to facilitate inclusive processes in their respective schools;
- that parents are aware of measures in the field of inclusive education and of how these impinge on the micro-level – the classroom, the school;
- that students understand the meaning of inclusion and of their role in appreciating and accepting difference.

It goes without saying that we have a big challenge ahead of all of us – School Councils included.

What is the role of School Councils in the application of this new document? School Councils should be closely involved in the school's self evaluation and setting of objectives for the school's improvement especially through the development of school policy and the School Development Plan. By having a shared document on what the school can aim to achieve, collaboration between the school council and the rest of the school community can be enhanced particularly regarding inclusive education. Students too may be involved in such participatory evaluation exercises. The results of such exercises may be discussed during staff development sessions so that implications for further improvement are derived and further measures planned. Schools may wish to dialogue with other schools through e-mail to share successful practices.

On behalf of the Association of School Councils, I augur a successful application of this new tool and invite schools to share with us any outcomes of its on-going use.

Frans Borg

Part 1
THE INCLUSIVE EDUCATION PROCESS

1. INCLUSION IS FOR ALL STUDENTS

Inclusion is a National Minimum Curriculum (NMC) commitment that concerns the education of *all* students. Issues of inclusive education have arisen from a consideration of the difficulties faced by students with Individual Educational Needs (IEN)* to participate fully in mainstream education. However, the same issues are now seen as of concern to all students and the education system as a whole. Thus, inclusive education is an essential part of the first principle underlying the whole NMC exercise for ensuring "a quality education for all":

> The ultimate aim of the NMC is to develop an educational ethos that stimulates the development of students' potential without undermining the principles of solidarity and co-operation. (NMC, Principle 1)

Inclusive Education essentially calls for respect for student diversity based on "a moral responsibility" of our society that

> believes in the broadening of democratic boundaries, in the fostering of a participatory culture, in the defence of the basic rights of children, in the constant struggle against all those factors that prevent the students' different abilities from being brought to fruition and in the safeguarding and strengthening of our country's achievements in the social and cultural fields. (NMC, Principle 8)

* This document uses the term students with Individual Educational Needs (IEN) instead of the other current terms (students with special educational needs, students with learning difficulties or with impairments or with disability). This will avoid stigmatising such students as special and help us regard them as part of the normal diversity among all students. In this way, it is hoped that we will start viewing all students as lying within a spectrum of common and individual needs that should be met as far as possible within regular education provision. An inclusive education approach should view all students as learners with equal rights but with a diversity of needs. Education provisions should then be designated as either general (for all students) or individual (for one particular student). This term also links directly to the Individual Educational Programme that sets out those provisions that are individualised for that particular student. IEN may include needs for particular provisions due to giftedness.

The implementation of this principle is based on the acknowledgement of student diversity arising from any factor and not just disability (as e.g. also giftedness):

> An inclusive education is based on a commitment, on the part of the learning community, to fully acknowledge individual difference and to professing as well as implementing inclusionary politics. This concept recognises the full range of educational interests, potential and needs of students. (NMC, Principle 8)

2. THREE DIMENSIONS OF THE INCLUSIVE EDUCATION PROCESS

Inclusion is a holistic approach that has to permeate the whole school experience of staff, students, parents and the community. This wide view of inclusive education will be ensured by addressing the three major intertwined dimensions of the educational experience, namely school cultures, policies and practices (see Booth & Ainscow, 2002):

Dimension A: Cultures:

The creation of inclusive school cultures entails the promotion of those beliefs and value systems that create a secure, accepting, collaborating, and stimulating community for *all* students.

Dimension B: Policies:

The development of inclusive school policies entails the introduction of explicit aims for promoting inclusion in School Development Plans and other guidelines for practice in the management, teaching and learning in our schools.

Dimension C: Practices:

The organisation of inclusive school practices calls for practices that reflect inclusive school cultures and policies by ensuring that classroom and extra-curricular activities encourage the participation of all students and draw on their knowledge and experience outside school.

3. NATIONAL MINIMUM CURRICULUM PRINCIPLES

All three dimensions are explicitly or implicitly incorporated in the NMC.

3.1. Inclusive cultures

An inclusive culture regards education as only one aspect of the aim of developing an inclusive society. Thus the NMC refers to "celebration of difference," "a sense of social justice and solidarity," "values and socialisation," "moral responsibility," "a democratic society" and "inclusionary politics":

- ### Celebration of difference:

  Each school is endowed with a vast repertoire of skills, experiences and needs. This diversity, allied with the individual and social differences evident in the student population, enables and requires a pedagogy based on respect for and the celebration of difference. (NMC, p.30)

  Children without disability have a right for an opportunity to be educated with children with disabilities. (*Special Education in Malta: National Policy,* 1993, para 2)

  Diversity is not viewed as a problem to be overcome, but as a rich resource to support the learning of all. (Booth et al., 2000, p.12)

- ### A welcoming school community for all:

  There is a need to change the whole system of education from one of exclusion – as is the current one based on examinations that selects some and rejects the rest – to one that welcomes all and seeks to educate all students. (NMC Workshop on Inclusive Education, in Giordmaina, 2000, p.45)

- ### Social justice and solidarity:

  In a democratic society, all voices are not only heard but also respected. ….. The educational process should cultivate within students a sense of social justice and solidarity. (NMC, p.25)

During the period preceding the implementation of the project of full inclusion, the education community must remain committed to social justice and invest most in those children who, for different reasons, risk repeating the school year, being absent from school, becoming school 'drop-outs' or completing their schooling period lacking the necessary skills and with low self-esteem. (NMC, p.36)

- **Promotion of fundamental values:**

The fundamental values of love, family, respect, inclusion, social justice, solidarity, democracy, commitment and responsibility should constitute the foundation of the compulsory education process. These values should be woven into every aspect of the process. (NMC, p.24)

- **National, community and school concerns:**

Barriers to learning and participation, as well as the resources to reduce them, may be found in all aspects of the system: within school; communities; and local and national policies. Barriers can prevent access to a school or limit participation within it. (Booth et al., 2000, p.13).

- **Solidarity among cultures:**

In a society that is becoming increasingly multi-cultural, the educational system should enable students to develop a sense of respect, cooperation, and solidarity among cultures. (NMC, p.24)

- **Inclusive schools for an inclusive society:**

Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. (UNESCO, 1994, p. ix)

3.2. Inclusive policies

As regards inclusive policies, the NMC document itself constitutes a wide-ranging policy document for the promotion of inclusive education. It is now the

responsibility of schools to adopt the NMC principles in their School Development Plans. The need for this process was spelled out by the NMC Working Group on Inclusive Education:

> Both within the Education Division and within Maltese society in general, there are still confused notions about who is ultimately responsible for the implementation of specialised educational provisions in an inclusive setting. Since the concept of a child receiving one-to-one support from an adult has become synonymous with "inclusion", the provision of a facilitator … has given the false impression that an inclusion programme is taking place. The individualised educational programme for a student should be the joint responsibility of the class teacher, the facilitator and the parents, who together with other professionals draw up and implement the programme. …
>
> For all the above to happen, *there is a need for the whole school together with its school council to make a written commitment to and assure formal responsibility for fostering the school's Inclusive Education programme*. This concern should be reflected in the school development plan as well as the school ethos. (NMC Working Group on Inclusive Education, in Giordmaina, 2000, pp.33-34.)

Such policies involve explicit commitments to make learning more accessible to all:

- Equality of access for all:

> The educational community must ensure equality of access to the educational system without discrimination on the grounds of ability*, gender, religion, race or socio-cultural and economic background. (NMC, p.25)
>
> 11.(1) … it shall be unlawful for an educational authority or institution to discriminate against-

* It should be noted that the term 'ability' should not be understood in the context of 'disability' but in that of education. In an educational setting, 'ability' is normally equated with academic prowess. A physically impaired student (blind, deaf, or mobility impaired) may be very academically able, but nevertheless unable to achieve progress due to disabling barriers imposed by attitudinal, architectural and other prejudices. Furthermore, when declarations against discrimination include the term 'ability' only, or the phrase 'ability or disability', they imply that 'disability' equals 'ability' or the lack of it. This approach creates an injustice against persons with physical and / or intellectual disability as there is wide evidence that these persons are hindered from developing their potential because of the prejudicial low expectations of others. Such an approach borders on the Medical (personal deficit) Model and is offensive to persons with impairments.

(a) an applicant for admission as a student on the grounds of his disability or a disability of any of his personal assistants: (i) by refusing or failing to accept his application for such admission, or (ii) in the terms or conditions on which such educational authority or institution is prepared to admit him as a student; and, or,

(b) a student on the grounds of his disability or disability of any of his personal assistants by: (i) denying him access, or limiting his access, to any benefit provided by such educational authority or institution; or (ii) expelling him from the educational institution he is attending. … (*Equal Opportunities (Persons with Disabilities) Act,* 2000, Art. 11)

In a scholastic environment characterised by diversity, the spoken language is not the only means of human communication. For example, some students communicate through sign language or through the use of the Braille method. The educational system must ensure the availability of all the necessary facilities so that all those children whose first language is not the spoken language are not excluded from mainstream educational provision. (NMC, p.36)

- ### Student-centred holistic pedagogy:

The concept of the holistic development of the person places the student at the centre of the system. The curriculum should therefore be at the service of the students and not the other way around. (NMC, p.26)

- ### Formative assessment:

An education which recognises diversity regards formative assessment as indispensable for the carrying out of a democratic agenda. This mode of assessment focuses on the individual student in a manner that is beneficial to her or him. (NMC, p.37)

- ### Cooperative learning:

The pedagogy of co-operation, based on group work, should transform the hitherto competitive and individualistic tendencies typical of Maltese classrooms, into a hive of synergetic collective endeavour. It is through discussion, exchange of ideas and collaboration with others that we clarify our thoughts, learn how to ask questions, change and elaborate our concepts and gain exposure to different modes of thinking and action. (NMC, p.35)

- ## Collaborative teamwork:

It is widely understood that best support for children with [Individual] Educational Needs can only be ensured through collaboration among all professionals and parents involved in supporting the child's education. … Structures that enhance collaboration and teamwork need to be developed. (NMC Working Group on Inclusive Education, in Giordmaina, 2000, p.36)

- ## Home support:

An effective educational system recognises the link between the home environment and differences between children. When possible, the education of children should be linked to educational and participatory programmes for their parents or guardians. Students who are denied a support system outside the school should be given special attention. (NMC, p.31)

- ## Specialist centres to support inclusion:

The existing special schools can form a valuable and integral part of the inclusive system by assuming a more supportive role. They should therefore be developed into centres of human and material resource, where professional advice could be sought and specialised equipment made available. They should provide specialised support for teachers and students in inclusive settings and act as standard bearers in the introduction of innovative approaches to the education of children with special educational needs. … The current practice of using the expertise and resources of NGOs to support teachers and facilitators in regular schools should also be continued. (NMC working group on inclusive education, in Giordmaina, 2000, p. 35)

- ## All staff included too:

Hopefully this new Minimum Curriculum will change the mentality of our community so that our schools will not be merely places of instruction but also places from where our students and children are given sound and ethic values and character formation in a pleasant and welcoming environment surrounded by teachers who are happy in their vocation, so that together we may move forward towards the new millennium with courage and determination. (Message by MUT President, NMC, p.11)

Inclusion is concerned with improving schools for staff as well as for students. (Booth et al., 2000, p.11)

3.3. Inclusive practices

As regards inclusive practice, the NMC emphasises the importance of participation by all students in a quality education process. The NMC provides a shared cultural vision for an inclusive education in which all children belong to their school by participating fully in the school programme:

- ### Learning and progress for *all* children:

  The NMC should provide the context wherein all children, *without exception*, participate in the continuous enhancement of personal and collective knowledge and the development of those attitudes and skills which the community regards as basic and necessary for a person's holistic development. (NMC, pp.29-30)

- ### Quality provisions for each student:

  The NMC commits the State to ensure that *all* students are provided with the best possible educational experiences, irrespective of their social realities and abilities. (NMC, p.30)

- ### Early identification of potential and needs:

  The educational community must develop a system that identifies, from an early stage, the potential and needs of all students. As a result, programmes can be developed that maintain students on course to continuously achieve progress. Because of this relative autonomy, the educational provision of schools can be two pronged: a basic educational package for everyone and specialised provisions catering to the particular needs of specific students. (NMC, p.30)

- ### Varied curriculum as students learn differently:

  Different students learn differently what is being taught. There are those who learn best through concrete experiences; others who learn best through abstract thinking and concepts. Some students prefer didactic methods; others enjoy learning on their own; still other prefer to work in groups. Teachers should be aware of these differences and their pedagogical implications so that they can engage in a more effective pedagogical approach based on the provision of different learning experiences. (NMC, p.31)

- ## Provisions for different rates of learning:

  Although research has indicated the norms of development, it is a well-established fact that not all students develop at the same rate. Students should be allowed time and be given the necessary support for their personal development. (NMC, p.31)

- ## Ensuring wide participation:

  Inclusion in education involves the processes of increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools. (Booth et al., 2000, p.12)

- ## Support as an integral part of all teaching:

  Providing support to individuals is only one way of attempting to make lessons accessible to all students. Support is also provided, for example, when teachers plan lessons which recognise different starting points and learning styles of students or when staff explore the possibilities of peer tutoring. Individual support will generally aim to increase the inclusiveness of curricula. Support, then, is an integral part of all teaching, and this is reflected in the notion of 'orchestrating learning'. Though major responsibility for the coordination of support may rest with a limited number of people, all staff are involved in support activities. (Booth et al., 2000, p.11)

- ## Innovative teaching and learning organisation and assessment materials

  In order to gradually diminish the need for streaming and the normative examinations that feed it, all personnel in inclusive education must work at producing innovative teaching and learning and assessment materials and curriculum and lesson organisation that respects the diversity and individual needs of children. The production and pooling of educational material for diversity should be one of the specific roles of agencies responsible for inclusive education in the Education Division. In this regard also, there should be an explicit structure to encourage and enable the full use and sharing of existing resources found in different special centres, such as the hydro therapy pool, the multi-sensory room, occupational therapy and physiotherapy services, I.T. equipment.

> The assessment of children with [Individual] Educational Needs should provide a model for **formative assessment**, that is: (i) it should consist of a profiling system that is not limited to cognitive matters but also the profiling of wider aspects of children's development and activities; and (ii) it should be criterion referenced: showing what the child can do at any particular point in time and what is the next step for progress. (NMC Working Group on Inclusive Education, in Giordmaina, 2000, p.39)

4. TWO MAJOR AIMS OF THE INCLUSIVE EDUCATION PROCESS

In order to engage in the above NMC process of making our school cultures, policies and practices more inclusive, schools will adopt a two-pronged strategy that address two intertwined aims of inclusive education:

Table 1:

Aims and dimensions of the inclusive education process

DIMENSIONS	AIMS: 1 Creating a welcoming school for all	AIMS: 2 Ensuring adequate support for students with individual educational needs
A CULTURES	A.1 Building a welcoming school community	A.2 Establishing the valuing of all students
B POLICIES	B.1 Developing a school for all	B.2 Organising support for diversity
C PRACTICES	C.1 Orchestrating learning for diversity	C.2 Mobilising resources for support for IEN

Aim 1:

To make schools more welcoming for *all* students whatever their characteristics and needs by developing an appreciation of diversity and orchestrating all learning so that it is accessible to student diversity;

Aim 2:

To ensure the inclusion of students with individual educational needs (due to impairments and other individual characteristics such as giftedness) by developing the equal valuing of each student and mobilising resources to support their learning and participation in all peer activities.

Each of these two aims is to be addressed within each of the three major dimensions of schooling as shown in Table 1.

5. INDICATORS OF INCLUSIVE EDUCATION

The NMC has stated the principles for inclusive education. The implementation process will be enhanced by a sharing of a more specific declaration of the implications of inclusive education. This document attempts to meet this need by making explicit the kinds of school cultures, policies and practices that are widely regarded as evidence of inclusive principles.

The Education Division is proposing a set of **indicators** of inclusive education cultures, policies and practices that all Maltese educators can take into consideration. These indicators are derived from the *Index for Inclusion* published by the UK Centre for Studies in Inclusive Education which was itself developed from Australian and USA documents (see Ainscow, 1999; Booth et al., 2000; Booth & Ainscow, 2002). This index was chosen as the one most fitting our NMC principles and approach to inclusion because it was primarily developed from a whole-school curricular point of view. In fact it was closely linked to the school improvement and effectiveness approaches intended to ensure a quality education for all learners, while including also issues related to students with individual education needs and particularly those with impairments.

Indicators can be more or less **general** or **specific**. Thus, one indicator of an inclusive culture is that:

> "*Everyone is made to feel welcome.*"

This indicator focuses on an important aspect in the building of an inclusive culture. But it may be too general to be used effectively in school development evaluation and planning. As one particular head teacher remarked, it was difficult to decide how much a school is welcoming in general as is intended by this indicator. Moreover, it will not be very useful to the school to just say it is generally or not generally welcoming. Therefore, it will be more useful to spell out in concrete terms what is meant by each indicator. Thus, this document provides more specific indicators for each general indicator to help the school community evaluate if they are indeed addressing the issue raised by each indicator. For instance, in order to gauge if a school is addressing the indicator that "*Everyone is made to feel welcome,*" the following more **specific indicators** are scored:

> "*The first contact that people have with this school is friendly and welcoming.*"
>
> "*This school is welcoming to all parents/carers and other members of its local communities."*
>
> "*There are positive rituals for welcoming new students and new staff and for marking their leaving." etc.*

This document presents a total of **43 general indicators**, and from **6-12 specific indicators for each general indicator**, organised in three sections: (A) cultures, (B) policies and (C) practices. These indicators and statements should be regarded as basic requirements and not as the complete evidence for the inclusive education process. First of all, as the general and specific indicators are intended for all types of schools, some schools may find some indicators as not applicable to their situation. For instance, some indicators may apply to state but not to church or independent schools, or vice versa. Again some indicators may apply to primary but not to secondary schools, or vice versa. Moreover, there may be other indicators of inclusion that have not been listed. Each school may thus add other indicators relevant to its own circumstances.

Within each dimension, the indicators are subdivided into two sections (A.1 and A.2, B.1 and B.2, C.1 and C.2), reflecting the two aims of the inclusive education process (see Table 1). A list of specific indicators for each general indicator is provided in the Appendix to this document.

6. HOW TO USE THE INDICATORS

The development of more inclusive school cultures, policies and practices is seen as a never-ending story. Schools are already engaged in this process. They need to progress further towards inclusion. Therefore, each school can take stock of its progress by reviewing its experience along the two stated aims (making the whole school responsive to student diversity and enabling students with IEN to participate fully in learning activities), and within each of the three dimensions of schooling (school cultures, policies and practices).

It is hoped that schools will find the long list of indicators of inclusive school cultures, policies and practices useful for turning our talk about inclusion into positive action.

However, it is recognised that the list of indicators and specific statements is too long to take in at one time. It might be useful for a research study to ask all staff of schools to score all the specific statements. But when a school is aiming towards improvement, it might decide beforehand which section it wants to address (A, B, or C, or even A.1, A.2, B.1, B.2, C.1, or C.2). Then all staff will either together or individually consider how far the school is addressing the inclusive issues within that dimension. The lists of specific indicators for each general indicator have been printed on separate pages in the Appendix to make it easy for each school to pick and choose which ones to photocopy and use according to its needs.

Table 2:

Four possible levels of implementation of each indicator

	What is happening in our school?			
Indicator	*Not* Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
1. If the school has *Not* started to consider the issue raised in the indicator, tick the first box (*Not* initiated)	✓			
2. If the school *has started* to consider the issue but only in a few areas or by few staff, tick the second box (*Initiated*)		✓		
3. If the school *often* adopts the culture, policy, or practice indicated, then tick (Implemented *Often*)			✓	
4. If the school has developed excellent levels of culture, policy or practice about this issue, then tick (Implemented with *Excellence*)				✓

This document suggests that each statement of the section chosen be scored at one of **four possible levels of implementation**, from (1) complete lack of consideration of an indicator (*Not* initiated), to (2) small beginnings – only by some staff or on some occasions (*Initiated*), or (3) more widespread implementation (Implemented *often*), and (4) quality inclusive practice (Implemented with *excellence*) (see Table 2). If one wants to get a quantitative account of how far each indicator is being implemented by the school, one can compute an average score of each set of specific indicators for each general indicator by assigning the value of 1-4 to the score for each statement, 1 if not initiated to 4 if implemented with excellence.

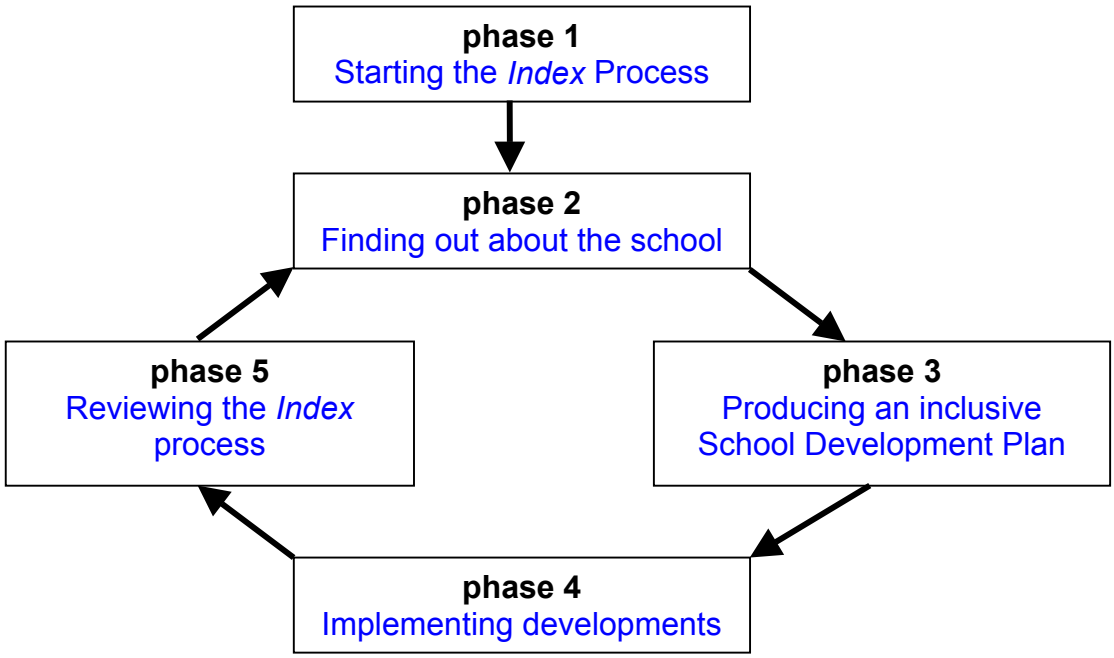
7. HOW TO ENGAGE IN THE INCLUSIVE EDUCATION PROCESS

Each school would already be implementing some of these indicators to some extent. Moreover, one cannot change cultures, policies and practices overnight, but rather gradually and within the particular circumstances of the school. It is suggested that schools make use of these indicators in the same way as they have been doing with other indicators to develop targets for action through their School Development Planning process. This process may be seen as occurring in five phases, each phase taking about one school term to be completed, as shown in Figure 1.

Figure 1:

Using the Index through the School Development Planning cycle

(derived from Booth & Ainscow, 2002, p.10)



7.1. Setting priority targets

Therefore, it is expected that the school will prioritise areas in which it wants to make particular progress. In order to help this process, space is provided at the end of each dimension of indicators for the writing up of priority issues that the school would like to address in the coming term or year (see pp.19, 21, & 23).

For effective implementation, such targets should have two qualities: they should be (a) desirable, that is concern an improvement that is important to the majority of staff; and (b) feasible, that is realistically possible to be implemented in the particular circumstances of the school.

7.2. Implementation and review

Indicators chosen as priority targets would then be included in the School Development Plan. These become improvement goals shared by the whole school. Their implementation can be monitored and reviewed according to the particular school's development process.

7.3. Setting up an Inclusive Education Project Group

This movement of a school towards more inclusive education is regarded as the responsibility of the school itself. Already, heads and assistant heads and other members of staff in some schools form groups for developing the particular SDP. It is suggested that each school sets up an Inclusive Education Project Group that will be representative of the stakeholders in the school – the administration and all levels of staff*. It is highly recommended that such groups would include student and parent views. This group will then organise the school's self evaluation, setting of priorities, and monitoring of the implementation of agreed targets for more inclusive education within the school. Each school should then be proud of its own accomplishments.

The Focus Group for Inclusive Education offers its support for this action-research process of planning, implementation and review by each school or group of schools.

* An important member of the Inclusive Education Project Group of the school would be the Inclusive Education Coordinator (similar to the UK Special Educational Needs Coordinator (SENCO)), who would be particularly concerned with the effective inclusion in all class and school activities of students with impairments. The Education Division has already received proposals to this effect.

8. A NEVER-ENDING STORY

The NMC has provided us with a vision that should lead to a continuous process of improvement of our education guided by its inclusive education principles:

> The process of curriculum development is an ongoing and dynamic one. This document therefore does not signal the end of the process but another chapter in a never ending story. (NMC, p.14)

Within this vision, there is no such thing as an inclusive school, but rather “a process of inclusion that has no limits” (Ballard, 1995). Inclusive education is an ongoing process for removing barriers to learning and participation and for ensuring the active participation of all students in regular education.

We are confident that the commitment and skills of our educators will maintain the momentum of the past few years towards helping each child feel he or she belongs fully to the regular education system. We can achieve this within a growing network of national and mutual support for ensuring a quality education for all.

Part 2
INDEX FOR INCLUSION

Reproduced with slight adaptations with permission from
Tony Booth and Mel Ainscow (2002),
Index for inclusion: Developing learning and participation in schools.
Bristol: Centre for Studies on Inclusive Education.

This index for inclusion consists of two separate but related lists: a list of **general indicators** followed by a list of **specific indicators**.

The list of general indicators (pp. 18-23) gives an overview of the evidence that needs to be considered if the school wants to improve its progress towards more inclusive education. They are listed under the three dimensions of the school's experience:

Dimension A: General Indicators of Inclusive Cultures (pp. 18-19):
- A.1. Building a welcoming school community
- A.2. Establishing inclusive values

Dimension B: General Indicators of Inclusive Policies (pp. 20-21):
- B.1. Developing a school for all
- B.2. Organising support for diversity

Dimension C: General Indicators of Inclusive Practices (pp. 22-23)
- C.1. Orchestrating learning for diversity
- C.2. Mobilising resources for support for IEN

These lists can be used by the school to decide which area it wants to give priority to in its next School Development Plan. A space is provided for staff to write down a particular indicator/s they would like to address.

The lists of specific indicators (see Appendix, pp. 24-67) are again organised according to the dimensions and sections. But only one general indicator is presented on each page, accompanied by a list of its specific indicators that help the school to consider more detailed evidence of how it is or is not addressing the issues raised by the general indicators. Space is also provided for marking how far the school is addressing each specific indicator along four levels of implementation: (1) *not* initiated; (2) initiated; (3) implemented often; or (4) implemented with excellence. For the meaning of these levels see Table 2, p. 13.

A. INDICATORS OF INCLUSIVE SCHOOL CULTURES

This dimension is about creating a secure, accepting, collaborating, and stimulating community in which everyone is valued, as the foundation for the highest achievements of all students. It is concerned with developing inclusive values, shared among all staff, students, school councils and parents/carers that are conveyed to all new members of the school. The principles derived within inclusive school cultures guide decisions about policies and moment to moment practice so that the learning of all is supported through a continuous process of school development.

This dimension is reviewed under two headings (corresponding to the two aims listed in the introduction):

A.1. BUILDING COMMUNITY

A.2. ESTABLISHING INCLUSIVE VALUES

A.1. BUILDING A WELCOMING SCHOOL COMMUNITY

General Indicators

A.1.1. Every member of the community is made to feel welcome.

A.1.2. Students help each other.

A.1.3. Staff collaborate with each other.

A.1.4. Staff and students treat one another with respect.

A.1.5. There is a partnership between staff and parents/carers.

A.1.6. Staff and council members work well together.

A.1.7. All local communities are involved in the school.

A.1.8. Other indicators (specify) …

A.2. ESTABLISHING INCLUSIVE VALUES

General Indicators

A.2.1. There are high expectations for all students.

A.2.2. Staff, students, parents/carers and the community share a philosophy of inclusion.

A.2.3. Students are equally valued.

A.2.4. Staff and students are acknowledged as human beings.

A.2.5. Staff seek to remove all barriers to learning and participation in school.

A.2.6. The school strives to minimise all forms of discrimination and stereotyping.

A.2.7. Other indicators (specify) …

A.1. CULTURES: BUILDING A WELCOMING COMMUNITY
A.2. CULTURES: ESTABLISHING INCLUSIVE VALUES

Priority target/s for development next year:

_____

_____

_____

B. INDICATORS OF INCLUSIVE SCHOOL POLICIES

This dimension is about securing inclusion at the heart of school development, so that it permeates all policies which are aimed at increasing the learning and participation of all students. In this context, support is considered as those activities that increase the capacity of a school to respond to student diversity. All forms of support are brought together within a single framework and are viewed from the perspective of students and their development rather than school or education authority administrative structures.

This dimension is reviewed under two headings (corresponding to the two aims listed in the introduction):

B.1. DEVELOPING A SCHOOL FOR ALL

B.2. ORGANISING SUPPORT FOR DIVERSITY

B.1. DEVELOPING A SCHOOL FOR ALL

General Indicators

B.1.1. Staff appointments and promotions are fair.

B.1.2. All new staff are helped to settle into the school.

B.1.3. The school admits students irrespective of attainment or impairment.

B.1.4. The school makes its buildings physically accessible to all people.

B.1.5. All new students are helped to feel welcomed and settled in school.

B.1.6. The school arranges teaching groups so that all students are valued.

B.1.7. Other indicators (specify) …

B.2. ORGANISING SUPPORT FOR DIVERSITY

General Indicators

B.2.1. All forms of support are co-ordinated.

B.2.2. Staff development activities help staff to respond to student diversity.

B.2.3. "Individual Needs" policies are whole school policies.

B.2.4. Provisions for individual educational needs are used to reduce the barriers to learning and to increase the participation of all students

B.2.5. Pastoral and behaviour support policies are linked to curriculum development and whole school policies.

B.2.6. Pressures for disciplinary exclusion are decreased.

B.2.7. Barriers to attendance are reduced.

B.2.8. Bullying is minimised.

B.2.9. Other indicators (specify) …

B.I. POLICIES: DEVELOPING A SCHOOL FOR ALL
B.2. POLICIES: ORGANISING SUPPORT FOR DIVERSITY

Priority target/s for development next year:

_____

_____

_____

C. INDICATORS OF INCLUSIVE SCHOOL PRACTICES

This dimension is about making school practices reflect the inclusive cultures and policies of the school. It is concerned with ensuring that classroom and extra-curricular activities encourage the participation of all students and draw on their knowledge and experience outside school. Teaching and support are integrated together in the orchestration of learning and the overcoming of barriers to learning and participation. Staff mobilise resources within the school and local communities to sustain active learning for all.

This dimension is reviewed under two headings (corresponding to the two aims listed in the introduction):

C.1. ORCHESTRATING LEARNING TO RESPOND TO STUDENT DIVERSITY

C.2. MOBILISING SCHOOL RESOURCES TO SUPPORT THE LEARNING AND PARTICIPATION OF ALL STUDENTS

C.1. ORCHESTRATING LEARNING TO RESPOND TO STUDENT DIVERSITY

General Indicators

C.1.1. Lessons develop an understanding of difference.

C.1.2. Teachers are concerned to support the learning and participation of all students.

C.1.3. Lessons are made accessible to all students.

C.1.4. Students are actively involved in their own learning.

C.1.5. Students learn collaboratively.

C.1.6. Homework contributes to the learning of all.

C.1.7. Assessment encourages the achievements of all students.

C.1.8. Classroom discipline is based on mutual respect.

C.1.9. All students take part in activities outside the classroom.

C.1.10. Teachers plan, teach and review in partnership.

C.1.11. Facilitators are concerned to support the learning of all students.

C.1.12. Other indicators (specify) …

C.2. MOBILISING SCHOOL RESOURCES TO SUPPORT THE LEARNING AND PARTICIPATION OF ALL STUDENTS

General Indicators

C.2.1. Student difference is used as a resource for teaching and learning.

C.2.2. School resources are distributed fairly to support inclusion.

C.2.3. Community resources are known and drawn upon.

C.2.4. Staff expertise is fully utilised.

C.2.5. Staff develop resources to support learning and participation.

C.2.6. Other indicators (specify) …

C.1. PRACTICES: ORCHESTRATING LEARNING.
C.2. PRACTICES: MOBILISING RESOURCES.

Priority target/s for development next year:

_____

_____

_____

Appendix: SPECIFIC INDICATORS FOR INCLUSION

A. CREATING INCLUSIVE CULTURES

A.1. BUILDING A WELCOMING COMMUNITY

[General Indicator*] A .1.1. Everyone is made to feel welcome					
Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	The first contact that people have with the school is friendly and welcoming.				
II	The school is welcoming to all parents/carers and other members of its local communities.				
III	It is clear from the school brochure that responding to the full diversity of students and their backgrounds is part of the school routine.				
IV	The entrance hall reflects all members of the school community.				
V	The school celebrates local cultures and communities in signs and displays.				
VI	There are positive rituals for welcoming new students and new staff and marking their leaving.				
VII	Students feel ownership of their classroom.				
VIII	Students, parents/carers, staff, school council members and community members all feel ownership of the school.				
IX	Other indicators (specify) ...				

* For a full list of general indicators see pp. 19-23. This appendix provides a list of more specific indicators for each general indicator.

A.1.2. Students help each other

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	There is a students' council which represents different student perspectives and needs.				
II	Students offer assistance to each other when it is needed.				
I	Displays celebrate collaborative work by students as well as individual achievements.				
IV	Students report to a member of staff when someone needs assistance.				
V	Supportive friendships are actively encouraged.				
VI	Students share rather than compete for friends.				
VII	Students avoid racist, sexist, homophobic, disablist and other forms of discriminatory name-calling.				
VIII	Students understand that different attainments may be expected from different students.				
IX	Students understand that different degrees of conformity to school rules may be expected from different students.				
X	Students appreciate the achievements of others whose starting points may be different from their own.				
XI	Students feel that disputes between them are dealt with fairly and effectively.				
XII	Students can act as advocates for others who they feel have been treated unfairly.				
XIII	Other indicators (specify) ...				

A.1.3. Staff collaborate with each other

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	Staff treat each other with respect irrespective of their roles in the school.				
II	Staff treat each other with respect irrespective of age, race, class, sexual orientation, gender or impairment.				
III	All staff are invited to staff meetings.				
IV	All staff attend meetings.				
V	There is wide participation in meetings.				
VI	All teachers and classroom assistants are involved in curriculum planning and review.				
VII	Teamwork between staff is a model for the collaboration of students.				
VIII	Staff feel comfortable about discussing problems in their work.				
IX	Staff know who to turn to with a problem both more and less urgent.				
X	Regular supply staff are encouraged to be actively involved in the life of the school.				
XI	All staff are involved in drawing up priorities for school development.				
XII	All staff feel ownership of the school development plan.				
XIII	Other indicators (specify) ...				

A.1.4. Staff and students treat one another with respect

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	The opinions of students about how the school might be improved are sought.				
II	The views of students make a difference to what happens in school.				
III	Students have particular forums for discussing school matters.				
IV	Students help staff when asked.				
V	Staff and students look after the physical environment of the school.				
VI	Students know who to see when they have a problem.				
VII	Students are confident that effective action will be taken to resolve their difficulties.				
VIII	Other indicators (specify) ...				

A.1.5. There is a partnership between staff and parents/carers

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	Parents/carers and staff respect each other.				
II	Parents/carers and staff feel that there is good communication and respect between them.				
III	All parents/carers are well informed about school policies and practices.				
IV	Parents/carers are aware of the priorities in the school development plan.				
V	All parents/carers are given an opportunity to be involved in the school and in the decisions taken.				
VI	Parents/guardians of both sexes are encouraged to take an interest in their children's education.				
VII	The fears that some parents/carers have about meeting teachers are recognised and steps taken to overcome them.				
VIII	There are a variety of occasions, when parents/carers can discuss the progress of, and concerns about, their children.				
IX	The different contributions that parents/carers can make to the school are equally appreciated.				
X	Staff value and seek the knowledge that parents/carers have about their children.				
XI	Staff encourage the involvement of all parents/carers in their children's learning.				
XII	Parents/carers are clear about what they can do to support their children's learning at home.				
XIII	All parents/carers feel that their children are valued by the school.				
XIV	All parents/carers feel that their concerns are taken seriously by the school.				
XV	Other indicators (specify) ...:				

A.1.6. Staff and school council members work well together

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	Staff understand the roles and responsibilities of the school councils.				
II	School council members understand the organisational structure of the school and the responsibilities of the staff.				
III	School council members are welcome to contribute to the work of the school at any time.				
IV	The skills and knowledge of school council members are valued.				
V	School council members share in-service education opportunities with staff.				
VI	Staff and school council members share an approach to student categories as “having special educational needs”.				
VII	Staff and school council members share a view about the identification of students who experience difficulties and the way support should be provided.				
VIII	Other indicators (specify) ...				

A.1.7. All local communities are involved in the school

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	The school involves local communities in activities in the school.				
II	The school welcomes the involvement of all members of the local community irrespective of age, race, class, sexual orientation, gender or impairment.				
III	The school is involved in activities in the local communities.				
IV	Members of local communities share facilities with staff and students such as the library, hall and the canteen.				
V	All sections of local communities are seen as a resource to the school.				
VI	The views of members of local communities affect school policies.				
VII	There is a positive view of the school within the local communities.				
VIII	The school encourages application for work in the school from the local communities.				
IX	Other indicators (specify) ...				

A.2. ESTABLISHING INCLUSIVE VALUES

A.2.1. There are high expectations for all students

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	Every student feels that they attend a school in which the highest achievements are possible.				
II	All students are encouraged to have high aspirations about their learning.				
III	All students are treated as if there is no ceiling to their achievements.				
IV	The achievement of students is valued in relation to their own possibilities rather than the achievement of others.				
V	Students are entered for public examinations when they are ready rather than at a particular age.				
VI	All students are encouraged to take pride in their own achievements.				
VII	All students are encouraged to appreciate the achievements of others.				
VIII	Staff attempt to counter negative views of students who find lessons difficult.				
IX	Staff attempt to counter the derogatory use of labels of low achievement.				
X	There is an attempt to address the fear of failure of some students.				
XI	Staff avoid linking the potential achievement of one student to those of a sibling or another student from their area.				
XII	Other indicators (specify) ...				

A.2.2. Staff, school council members, students and parents/carers share a philosophy of inclusion

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	The building of a supportive school community is seen to be as important as raising academic achievement.				
II	The fostering of collaboration is seen to be as important as encouraging independence.				
III	There is an emphasis on celebrating difference rather than conforming to a single “normality”.				
IV	Diversity is seen as a rich resource to support learning rather than as a problem.				
V	There is a shared desire and resolve to minimize inequalities of opportunity in the school.				
VI	Staff share a wish to accept students from the local communities, irrespective of background, attainment and impairment.				
VII	Staff seek to challenge their own and each other’s attitudes about the limits to inclusion.				
VIII	Inclusion is understood as a never-ending process of increasing participation rather than a state of being inside or outside of the school.				
IX	Exclusion is understood as a process that starts in classrooms and playgrounds which may end in separation from the school.				
X	All members of the school take responsibility for making the school more inclusive.				
XI	Other indicators (specify) ...				

A.2.3. Students are equally valued

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	Differences in family structure are acknowledged and celebrated.				
II	Parents/carers are regarded as equally valuable to the school, irrespective of the status of their work or whether they are employed or unemployed.				
III	A variety of backgrounds is seen to make a positive contribution to school life.				
IV	Students and staff with impairments are as valued as those without impairments.				
V	Students who attain less according to national curriculum norms are as valued as high-attaining students.				
VI	The work of all students is displayed within the school and in their classrooms.				
VII	The reporting of achievements within and beyond the school includes all students.				
VIII	All students leave secondary school with a nationally recognised accreditation.				
IX	The achievements of boys and girls are given equal support and prominence.				
X	Other indicators (specify) ...				

A.2.4. Staff and students are treated as human beings as well as occupants of a "role"

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	Every student is known well by some member of staff.				
II	Students feel that teachers like them.				
III	All members of the school are regarded as both learners and teachers.				
IV	Students are valued for themselves rather than according to the level of their attainment.				
V	Staff feel valued and supported.				
VI	Significant events, such as births, deaths and illness, are acknowledged and given the appropriate reaction.				
VII	Students (and staff) can be supported to acknowledge they are hurt, depressed, or angry on any particular day.				
VIII	It is accepted that staff can express negative personal feelings about students in private as a way of overcoming them.				
IX	Staff avoid demonising particular students.				
X	Basic facilities such as toilets, showers, and lockers, are kept in good order.				
XI	The wishes for modesty of students are respected in arrangements for PE, showers or swimming.				
XII	Other indicators (specify) ...				

A.2.5. Staff seek to remove all barriers to learning and participation in school

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	Staff understand their potential for preventing student difficulties.				
II	Difficulties in learning are seen as arising, potentially, for anyone.				
III	Difficulties in learning are understood as arising in an interaction between students and the teaching and learning environment.				
IV	Barriers to learning and participation are seen to occur within a school's organisation, policies, curricula and teaching approaches as well as in the interaction of these with students.				
V	The barriers that arise through differences between school and home culture are recognised and countered.				
VI	There is an understanding of the way categorisation of some students as "having special educational needs" can separate them from others in the mainstream.				
VII	Staff avoid contrasting mainstream with "special needs" students.				
VIII	Other indicators (specify) ...				

A.2.6. The school strives to minimize discriminatory practices

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	The school attempts to minimise all institutional discrimination, whether in connection with age, 'race', class, sexual orientation, gender, disability or student attainment.				
II	Staff and students understand the origins of discrimination in intolerance to difference.				
III	Staff and students understand that policies and practices must reflect the diversity of students within the school.				
VI	It is recognised that all cultures and religions encompass a range of views and degrees of observance.				
V	Staff avoid stereotyped roles for students in school productions (for example according to type of hair or skin colour).				
VI	Staff avoid gender stereotyping in choosing those to help with tasks, such as refreshments or technical support.				
VII	Gay and lesbian people are valued by the school as part of human diversity.				
VIII	Staff see disability as being created when people with impairments encounter negative attitudes and institutional barriers.				
IX	Staff avoid seeing an impairment as the cause of difficulties experienced in school by disabled students.				
X	Staff recognise the limited contribution made by knowledge of impairments to understanding the educational possibilities for a particular student.				
XI	Stereotyped views of bodily perfection are challenged.				
XII	Staff attempt to counter stereotyped attitudes towards people with impairments, for example, that they are incapable of relationships, are objects of pity or are heroic battlers against adversity.				
XIII	The exclusion of students with severe impairments is understood as reflecting the limitations of attitude and policy more than practical difficulties.				
XIV	Other indicators (specify) ...				

B. PRODUCING INCLUSIVE POLICIES

B.1. DEVELOPING A SCHOOL FOR ALL

B.1.1 Staff appointments and promotions are fair and provide opportunities for all.

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	Opportunities for promotion are seen to be open to all who are eligible, inside and outside the school.				
II	The promoted posts reflect the balance of genders and backgrounds of staff in the school.				
III	There is a clear strategy for removing barriers to the appointment of staff with impairments.				
IV	The school has established staffing equality targets.				
V	The valuing of diversity in students is an essential criterion for the appointment of staff.				
VI	The school supports the facilitator/teacher team as opposed to the facilitator/child team.				
VII	There are arrangements to cover the absence of support staff as well as classroom and subject teachers.				
VIII	The school administration is fair and reasonable in the distribution of responsibilities among staff.				
IX	Other indicators (specify) ……..				

B.1.2. All new staff feel welcomed and valued

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	The school recognises the difficulties that new staff may have in settling into a new job in what may be a new locality.				
II	Longer serving staff avoids making new staff feel outsiders, for example by the use of a 'we' or an 'us' which excludes them.				
III	Every new member of staff has a mentor who is genuinely interested in helping him or her to settle into the school.				
IV	The school makes new staff feel that the experience and knowledge they bring to the school is valued.				
V	The school welcomes application of new ideas about teaching and learning by new (and old) staff.				
VI	There are opportunities for all staff to share their knowledge and expertise so that this includes contributions from new staff.				
VII	New staff is provided with the basic information they need about the school.				
VIII	New staff is asked about and is provided with what additional information they need.				
IX	The observations about the school of new staff are sought and valued for fresh insights that they may contain.				
X	Other indicators (specify) ……				

B.1.3. The school admits students irrespective of attainment or impairment

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	All students, from the locality or through selection, are encouraged to attend the school irrespective of attainment or impairment.				
II	The inclusion of all students is publicised as school policy.				
III	Parents of children with IEN are supported in enrolling their children and sharing concerns about their needs.				
IV	Traveller children and young people who visit the area, are actively welcomed to the school.				
V	Students from the local community, currently in special schools, are actively encouraged to attend the school.				
VI	Once accepted at the school, membership of the school community is no more conditional for some students than for others.				
VII	There is evidence of an increase in the proportion of students from the locality included within the school (for area schools).				
VIII	There is evidence of an increase in the diversity of students included in the school.				
IX	Less students than previously have been refused entry to the school within the last year.				
X	Other indicators (specify) ……				

B.1.4. The school makes its buildings physically accessible to all people

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	The needs of deaf, blind and partially sighted people, as well as people with physical impairments, are considered in making the buildings accessible.				
II	The school is concerned with the accessibility of all aspects of the school building and grounds, including classrooms, corridors, toilets, gardens, playgrounds, canteen and displays.				
III	Organisations of people with disability are consulted about the accessibility of the school.				
IV	Disabled access is part of the building improvement plan.				
V	The school pays attention to the requirements of the 2000 Equal Opportunities Act to make progress on the accessibility of the school.				
VI	Accessibility is seen as about including disabled staff, parents/carers and other members of the community, as well as students.				
VII	Projects concerned with improving the accessibility of the school buildings are part of the school curriculum.				
VIII	The school dedicates some of its funds every year for improving the physical accessibility of the school for all or for a particular child.				
IX	Other indicators (specify) ……				

B.1.5. All new students are helped to feel welcome

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	The school has an induction programme for students.				
II	The induction programme works well for students and their families whether they join at the start of the school year or some other time.				
III	Information is available for parents/carers on the national and local education system as well as about the school.				
IV	The induction programme takes into account student differences in attainment and home language.				
V	New students are paired with more experienced students when they first enter the school.				
VI	Steps are taken to find out the extent to which new students feel at home in the school after a few weeks.				
VII	There is support for students who have difficulty memorising the building layout, particularly when they first join the school.				
VIII	New students are clear about whom to see if they experience difficulties.				
IX	Steps are taken to familiarise students with the school before they transfer from kindergarten or primary school.				
X	When students are due to transfer from one school to another, staff in each school collaborate to ease the change.				
XI	Other indicators (specify) ……				

B.1.6. The school arranges teaching groups so that all students are valued					
Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	Teaching groups/classes are treated fairly in the use of facilities, location of teaching rooms, allocation of teaching staff and staff cover.				
II	In planning teaching groups attention is paid to friendships.				
III	There is an attempt to minimise the organisation of teaching groups according to levels of attainment or impairment.				
IV	Where setting occurs, there are plans to prevent disaffection in lower sets.				
V	Where setting occurs, the arrangements give students an equal opportunity to move between sets.				
VI	Groups within classes are rearranged, at times, so as to promote social cohesion.				
VII	The school addresses the effects of the setting by attainment or other grouping on the gender composition of groups.				
VIII	The school is mindful of the legal requirement to educate together students who do and do not experience difficulties in learning.				
IX	Where there is a large imbalance of girls and boys in a particular year's intake, the school considers establishing some single sex classes.				
X	The school avoids restricting the curriculum (such as missing a foreign language) for students who are given additional literacy support.				
XI	The school adapts and diversifies the curriculum to meet the individual student's needs both in depth and in breadth.				
XII	The school encourages the adaptation of whole-class lesson presentations to ensure all students can participate meaningfully in them.				
XIII	Where there are option choices, all students are allowed to make real choices.				
XIV	Other indicators (specify) ……				

B.2. ORGANISING SUPPORT FOR DIVERSITY

B.2.1. All forms of support are co-ordinated

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	All support policies are seen as part of a strategy for the development of teaching and curricula for diversity throughout the school.				
II	There is an overall support policy which is clear to all within the school as well as those who support learning from outside the school.				
III	Support policies are directed at preventing difficulties in learning from arising for students.				
IV	The support given to individuals aims to increase their independence from it.				
V	The co-ordination of support is given high status within the school and led by a senior member of staff.				
VI	Support policies are guided by what is best for students rather than the maintenance of professional territories.				
VII	Support for students who experience barriers to learning and participation is seen as a responsibility of all members of staff.				
VIII	Other indicators (specify) ……				

B.2.2. Staff development activities help staff to respond to student diversity

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	Staff development activities support staff in working effectively together in classrooms.				
II	Collaborative teaching is followed by shared reflection, used to support teachers to respond to student diversity.				
III	Staff receive training in focusing attention on students' perspectives in all activities.				
IV	Staff observe lessons in order to reflect on the perspective of students.				
V	Staff receive training in devising and managing collaborative learning activities.				
VI	There are shared opportunities for teachers and facilitators/classroom assistants to develop more effective collaboration.				
VII	There are opportunities for staff and students, to learn about peer tutoring.				
VIII	Teaching and support staff learn about using technology to support learning (such as cameras, video, overhead projector, tape-recorders, and computers/Internet).				
IX	Staff explores ways of reducing disaffection by increasing the engagement of students in curricula.				
X	Disability equality education is provided for all staff.				
XI	All staff learns how to counter bullying, including racism, sexism and homophobia.				
XII	Staff and school leaders/administrators take responsibility for assessing their own learning needs.				
XIII	Other indicators (specify) ……				

B.2.3. "Individual Needs" policies are whole school policies

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	There is an attempt to minimise the categorisation of students as 'having special educational needs'.				
II	The school calls its co-ordinator of support a learning support or inclusion co-ordinator, rather than a 'special educational needs co-ordinator'.				
III	Students who are categorised as 'having individual educational needs' are seen as individuals with differing interests, knowledge and skills rather than as a part of a homogeneous group.				
IV	The attempts to remove barriers to learning and participation of one student are seen as opportunities for improving the classroom experience of all students.				
V	Support is seen as an entitlement for those students who need it rather than as a special addition to their education.				
VI	The details of an entitlement to support are made public to students and parents/carers.				
VII	Where possible support is provided without recourse to formal assessment procedures.				
VIII	Whole school policies are aimed at increasing learning and participation and minimising exclusion.				
IX	There is an attempt to minimise the withdrawal of students for support outside their mainstream lessons.				
X	Other indicators (specify) ……				

B.2.4. Provisions for individual educational needs are used to reduce the barriers to learning and to increase the participation of all students					
Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	The operation of the provisions for individual educational needs are integrated into a whole school policy.				
II	Provisions for individual educational needs are seen as primarily about providing support rather than assessment and categorisation.				
III	Support for teaching for diversity is seen as an alternative to individual support following categorisation.				
IV	External support services contribute to the planning of teaching and learning so that barriers to learning are avoided.				
V	Staff conveys a clear framework for external support services about how they should support learning within the school.				
VI	External support agencies understand their role in enhancing the learning and participation of all students.				
VII	Individual Education Plans are about providing access to, and supporting participation within, a common curriculum.				
VIII	Individual Education Plans improve the teaching and learning arrangements for all students.				
IX	Official documentation of 'individual educational needs' builds on the strengths of students and possibilities for their development, rather than concentrate on identifying deficiencies.				
X	Official documentation of 'individual educational needs' specifies the changes in teaching and learning arrangements required to maximise participation in mainstream curricula and engagement with other students.				
XI	Official documentation of 'individual educational needs' specifies the support required to maximise participation in mainstream curricula and communities.				
XII	Other indicators (specify)				

B.2.5. Pastoral and behaviour support policies are linked to curriculum development

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	The aim of increasing the learning and participation of students is seen as the primary aim of all pastoral and behaviour support staff.				
II	Difficulties with behaviour are related to strategies for improving classroom and playground experiences.				
III	Behaviour support involves reflection on ways to improve teaching and learning for all students.				
IV	Behaviour support addresses barriers to learning and participation in school policies and cultures as well as practices.				
V	All teachers and support assistants are trained to respond to concerns about the disaffection and disruption of students.				
VI	The school attempts to raise the feelings of self-worth of those with low self-esteem.				
VII	The knowledge of the parents/carers and their children is used in overcoming concerns about the disaffection and disruption in school.				
VIII	All students contribute to overcoming disaffection and disruption in school.				
IX	Support for 'looked after children' encourages educational achievement and continuity.				
X	Support for 'looked after children' encourages strong links between the school and the carers.				
XI	Pastoral and 'behaviour support' policies address the well-being of students who are quietly troubled.				
XII	Steps are taken to assess and respond to a tendency for more boys than girls to have low attainment and to express disaffection.				
XIII	Other indicators (specify) ...				

B.2.6. Pressures for disciplinary exclusion are decreased

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	Disciplinary exclusion is seen as a process that may be interrupted by support and intervention in teaching and learning relationships.				
II	There are meetings, involving staff, students, parents/carers and others, that attempt to deal with problems flexibly before they escalate.				
III	The connections are recognised between devaluation of students, and disaffection, disruption and disciplinary exclusion.				
IV	Responses to concerns about the behaviour of students are always to do with education and rehabilitation rather than retribution.				
V	Students, or others who are seen to have offended against the school community, are treated with forgiveness.				
VI	There are clear, positive plans for re-introducing students who have been excluded for disciplinary reasons.				
VII	There is a policy to minimise all forms of disciplinary exclusions whether temporary or permanent, formal or informal.				
VIII	The aim of reducing temporary, permanent, formal and informal exclusions is shared between staff.				
IX	Clear records are kept about informal as well as formal disciplinary exclusions.				
X	Regular reports on disciplinary exclusion are provided for the governing body.				
XI	Formal and informal exclusions are being reduced.				
XII	Other indicators (specify) ...				

B.2.7. Barriers to attendance are reduced and supportive procedures adopted

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	All barriers to attendance are explored within the school as well as in children and young people's attitudes and homes.				
II	The school avoids using truancy as a reason for disciplinary exclusion.				
III	The relationships between truancy, bullying and the lack of supportive friendships are recognised.				
IV	The school responds to student pregnancy in a way that is supportive and non-discriminatory towards girls.				
V	The school responds actively to students who have had bereavement, a chronic illness or a long term absence in such a way as to ease their participation in school.				
VI	There is clear advice on extended leave that has been negotiated with the school's communities.				
VII	There are guidelines for integrating into the curriculum the experiences of those who are away for extended periods.				
VIII	There is a plan to improve co-operation between staff and parents/carers over truancy.				
IX	There is a co-ordinated strategy between the school and other agencies.				
X	There is an efficient system for reporting absence and discovering reasons for it.				
XI	A record is kept of absences from individual lessons.				
XII	Absences from individual lessons are seen as a reason for exploring relationships with teachers and what is taught.				
XIII	The figures collected by the school are an accurate reflection of 'real' unauthorised absence.				
XIV	The 'unauthorised' absence of students is reducing.				
XV	Other indicators (specify) ...				

B.2.8. Bullying is minimised

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	There is a shared view of what constitutes bullying, between staff, parents/carers, leaders / administrators and students.				
II	Bullying is seen as a potential accompaniment of all power relationships.				
III	Bullying is seen to be concerned with verbal and emotional hurt as well as physical assault.				
IV	Threat of the withdrawal of friendship is understood as a source of bullying.				
V	Bullying is seen as potentially occurring in school, between staff, between staff and students, staff and parents/carers as well as between students.				
VI	Racist, sexist, and homophobic comments and behaviour are seen as aspects of bullying.				
VII	There is a clear policy statement about bullying, accessible to all governors/administrators, staff, students, parents/carers and other community members, which set out in detail what behaviour is acceptable and unacceptable to the school.				
VIII	A range of men and women are available with whom boys and girls can discuss problems about bullying and feel supported.				
IX	Students know who to turn to if they experience bullying.				
X	There are people inside and outside the school to whom staff can turn if they are being bullied.				
XI	Students are involved in creating strategies to prevent and minimise bullying.				
XII	Clear records are kept about bullying incidents.				
XIII	Bullying is being reduced.				
XIV	Other indicators (specify) ...				

C. EVOLVING INCLUSIVE PRACTICES

C.1. ORCHESTRATING LEARNING TO RESPOND TO STUDENT DIVERSITY

C.1.1. Lessons develop an understanding of difference

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	Students are encouraged to explore views which are different from their own.				
II	Opportunities are provided for students to work with others who are different from themselves such as in background, gender, and ability.				
III	All staff avoid classist, sexist, racist, disablist or homophobic and other forms of discriminatory remarks.				
IV	The curriculum seeks to develop an understanding of differences of background, culture, gender, impairment, sexual orientation and religion.				
V	Students have an opportunity to communicate with children and young people in other parts of the world.				
VI	Other indicators (specify) ...				

C.1.2. Teachers are concerned to support the learning and participation of all students

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	Lessons extend the learning of all students.				
II	Lessons build on the diversity of students' experience.				
III	Lessons reflect differences in students' knowledge.				
IV	Lessons reflect the different rates at which students complete tasks.				
V	Lessons allow for differences in learning styles.				
VI	The aims of learning activities are clear.				
VII	Mechanical copying activities are avoided.				
VIII	Lessons sometimes start from a shared experience that can be developed in a variety of ways.				
IX	Lessons involve work to be done by individuals, pairs, groups and the whole class.				
X	There is a variety of activities, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio visual materials, practical tasks and information technology.				
XI	The curriculum allows for different subjects to be learnt and assessed in different ways, for example in Maltese and English, or through oral or written texts.				
XII	Students have opportunities to record their work in a variety of ways, for example, using a first language with translation, drawings, photographs and tapes.				
XIII	Other indicators (specify) ...				

C.1.3. Lessons are made accessible to all students

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	Particular attention is paid to the accessibility of spoken and written language.				
II	Lessons build on the language experience of students outside school.				
III	Technical vocabulary is explained and practiced during lessons.				
IV	Curriculum materials reflect the backgrounds and experiences of all learners.				
V	Opportunities are provided for students who do not have a command of the English language to understand the language of teaching and learning.				
VI	Staff recognize the physical effort required to complete tasks for some learners with impairments or chronic illness, and the tiredness that can result.				
VII	Staff recognize the mental effort expended by some students, for example, using lip-reading and vision aids.				
VIII	Staff recognize the additional time required by some students with impairments to use equipment in practical work.				
IX	When whole-class teaching is applied, staff dedicate effort to adapting their presentations to ensure all students participate meaningfully.				
X	Staff provide alternative ways of giving access to experience or understanding for students who cannot engage in particular activities, for example, using equipment in science, some forms of exercise in physical education, or optical science for blind students.				
XI	Other indicators (specify) ...				

C.1.4. Students are actively involved in their own learning					
Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	Students are encouraged to take responsibility for their own learning.				
II	Clear information is provided about learning expectations within a lesson or group of lessons.				
III	The classroom environment, displays and other resources help independent learning.				
IV	'Scaffolding' support is provided that ensures students can engage in learning while allowing them to draw on knowledge and skills they already possess.				
V	Curriculum plans are shared with students so that they can work at a faster rate if they wish.				
VI	Students are given a choice over activities.				
VII	The interests of students are identified and built upon within the curriculum.				
VIII	The knowledge and skills acquired independently by students are valued and drawn upon in lessons.				
IX	Students are taught how to take notes from explanations and books and how to organise their work.				
X	Students are taught how to revise for tests and exams.				
XI	Students are taught how to research and write on a topic.				
XII	Students are able to use the library and ICT resources independently.				
XIII	Students are taught how to present their work in spoken, written and other forms, individually and in groups.				
XIV	Students are encouraged to summarise what they have learnt, verbally and in writing.				
XV	Students are consulted about the quality of lessons.				
XVI	Students are consulted about the support they need.				
XVII	Students are involved in designing teaching materials for each other.				
XVIII	Other indicators (specify) ...				

C.1.5. Students learn collaboratively

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	Students see the offering and receiving of help as an ordinary part of classroom activity.				
II	There are established rules for students to take turns in speaking, listening and requesting clarification from each other as well as from staff.				
III	Students willingly share their knowledge and skills.				
IV	Students refuse help politely when they do not need it.				
V	Learning through group work is a regular feature of classroom activity.				
VI	Group activities allow students to divide up tasks and pool what they have learnt.				
VII	Students learn how to compile a joint group report from the different contributions of a group.				
VIII	When others in the class are troubled, students help to calm them down rather then wind them up.				
IX	Students recognise that every student should have their share of the limelight.				
X	Students are involved in helping each other to set educational goals.				
XI	Students are involved in assessing each other's learning.				
XII	Other indicators (specify) ...				

C.1.6. Homework contributes to the learning of all

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	Homework always has a clear teaching aim.				
II	Students are given sufficient opportunity to clarify the requirements of homework before the end of lessons.				
III	Homework extends the knowledge and skills of all students.				
IV	There are opportunities for recording homework in a variety of ways.				
V	Homework encourages students to take responsibility for their own learning.				
VI	Those who set homework ensure that it can be completed without assistance from parents/carers.				
VII	Teachers support each other on how to set useful homework.				
VIII	Other indicators (specify) ...				

C.1.7. Assessment encourages the achievements of all students

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	Students understand why they are being assessed.				
II	Records of achievement reflect all the skills and knowledge of students, such as ICT skills, other communication systems, hobbies and interests and work experience.				
III	Assessments are always used formatively so that they develop the learning of students in the school.				
IV	The range of assessments used allows all students to display their skills.				
V	There are opportunities for assessment of work done in collaboration with others.				
VI	Students are given feedback that indicates recognition of what they have learnt and what they might do next.				
VII	Students are involved in assessing and commenting on their own learning.				
VIII	There is monitoring of the achievements of particular groups of children (boys/girls/socially disadvantaged students/students with impairments) so that particular difficulties can be detected and addressed.				
IX	Other indicators (specify) ...				

C.1.8. Classroom discipline is based on mutual respect

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	The approach to discipline encourages self-discipline.				
II	Students participate in devising policies and procedures for behaviour in the school.				
III	Students are involved in formulating classroom rules.				
IV	Classroom routines are consistent and explicit.				
V	Students are consulted on how to improve classroom atmosphere.				
VI	There are clear procedures, understood by students and teachers for responding to extremes of challenging behaviour.				
VII	Staff share their concerns and pool their knowledge and skills in overcoming disaffection and disruption.				
VIII	When there is more than one adult in the room, they share responsibilities for the smooth running of lessons.				
IX	Other indicators (specify) ...				

C.1.9. All students take part in activities outside the classroom

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	There are a range of clubs and activities that appeal to all students.				
II	Transport arrangements enable students who have to travel far or have restricted mobility to take part in after-school events.				
III	All students are encouraged to take part in music and drama and physical activities.				
IV	There are opportunities for girls or boys to take part in activities dominated by the opposite gender (such as computer).				
V	Students are discouraged from monopolising the space in the playground (for example for football).				
VI	Students are taught a repertoire of playground games that can include students with a range of skills.				
VII	School trips are made accessible to all students in the school irrespective of attainment or impairment.				
VIII	All students are given opportunities to take part in activities outside the school.				
IX	PE lessons, games and sport activities (including sports day) encourage sport and fitness for all.				
X	All students are given opportunities to take part in activities which support and benefit the local communities.				
XI	Other indicators (specify) ...				

C.1.10. Teachers plan, teach and review in partnership

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	Teachers share in planning schemes of work for lessons and homework.				
II	Teachers engage in partnership teaching.				
III	Partnership teaching is always used as an opportunity for shared reflection on the learning of students.				
IV	Teachers welcome comments from colleagues on, for example, the accessibility of the language of instruction and the participation of students in activities.				
V	Teachers modify their teaching in response to feedback from colleagues.				
VI	Classroom and support teachers share in working with individuals, groups and the whole class.				
VII	Teachers and other staff who work together provide a model of collaboration for students.				
VIII	Teachers engage with other in joint problem-solving when the progress of a student or group is a cause for concern.				
IX	Other indicators (specify) ...				

C.1.11. Facilitators are concerned to support the learning of all students

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	Implem. *Often*	Implem. with *Excel.*
I	Facilitators are involved in curriculum planning and review.				
II	Facilitators are attached to a class or curriculum area rather than particular students.				
III	Facilitators are concerned to increase the participation of all students.				
IV	Facilitators aim to maximise independence of students from their direct support.				
V	Facilitators encourage peer support of students who experience difficulties in learning.				
VI	Facilitators are careful to avoid getting in the way of young people's relationships with their peers.				
VII	Facilitators are given a job description which provides parameters for their duties.				
VIII	The views of facilitators about the nature of their job descriptions are sought.				
IX	Other indicators (specify) ...				

C.2. MOBILISING SCHOOL RESOURCES TO SUPPORT THE LEARNING AND PARTICIPATION OF ALL STUDENTS

C.2.1. Student difference is used as a resource for teaching and learning

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	*Implem. Often*	*Implem. with Excel.*
I	Students are encouraged to pool their knowledge, for example, of different villages or different areas in the village or about family histories.				
II	Students are taught about what they can learn from others of different background and experience.				
III	Students with more knowledge or skill in an area sometimes tutor those with less.				
IV	There are opportunities for students of different ages to support teach other.				
V	A wide variety of students are chosen to tutor others.				
VI	Everyone is seen as having important lessons to teach by virtue of their individuality, irrespective of attainment or impairment.				
VII	Students who have overcome a particular problem pass on the benefits of their experience.				
VIII	There are arrangements (such as a 'buddy system') for ensuring students with IEN are supported socially in establishing and maintaining peer relations.				
IX	The barriers to learning and participation of some students, for example in gaining physical access to a part of a building or to an aspect of the curriculum, are used as problem solving tasks or projects.				
X	Other indicators (specify) …				

C.2.2. School resources are distributed fairly to support inclusion

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	*Implem. Often*	*Implem. with Excel.*
I	There is an open and equitable distribution of resources in the school.				
II	It is clear how the resources are assigned to support students of different ages and attainments.				
III	Resources are directed at encouraging independent learning.				
IV	Staff are aware of the resources delegated to the school to support student categorised as 'having special educational needs'.				
V	Resources delegated to meet 'special educational needs', are used to increase the capacity of the school to respond to diversity.				
VI	Support resources are directed at preventing barriers to learning and participation and minimising student categorisation.				
VII	The school has links with other nearby schools for collaborative training and use of resources.				
VIII	Staff review the use of delegated resources regularly so that they can be used flexibly to respond to the changing needs of all students.				
IX	The school's facilities are available for activities by other community groups.				
X	Other indicators (specify) ...				

C.2.3. Community resources are known and drawn upon

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	*Implem. Often*	*Implem. with Excel.*
I	There is a regularly updated record of resources in the locality that can support teaching and learning. (This might include: museums, local religious centres, representatives of community groups and associations, parish and local councils and facilities, local businesses, homes for the elderly, police service, fires service, voluntary bodies, sports centres and facilities, gardens and playing fields, politicians, unisons, libraries, study centres etc)				
II	Members of the local community contribute to the curriculum in school.				
III	Parents/carers and other community members are used as a source of support in classrooms.				
IV	Disabled adults are involved in supporting students in school.				
V	People working in the area act as mentors to support students experiencing difficulties.				
VI	The resources available to some homes, such as reference material, are drawn on to support all students.				
VII	Other indicators (specify) ...				

C.2.4. Staff expertise is fully utilised

Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	*Implem. Often*	*Implem. with Excel.*
I	Staff are encouraged to draw on and share all their skills and knowledge to support learning, not only those given by their job designation.				
II	Staff are encouraged to develop their knowledge and skills.				
III	Teachers with particular skills and knowledge offer their help to others.				
IV	The differences in culture and background of staff are drawn upon in curriculum development and teaching.				
V	There are formal as well as informal opportunities for staff to resolve concerns over students by drawing on each other's expertise.				
VI	Staff challenge each other's assumptions about the origin of students' difficulties.				
VII	Staff offer alternative perspectives on concerns about students.				
VIII	Staff are provided with opportunities for learning about new approaches for addressing the Individual Education Needs of students they will be or are currently teaching.				
IX	Staff in school learn from instructive practice and experience of staff in other schools.				
X	Special school staff are involved in sharing their expertise with mainstream staff.				
XI	Other indicators (specify) ...				

C.2.5. Staff develop resources to support learning and participation					
Specific indicators		What is happening in our school?			
		Not Initiated	*Initiated*	*Implem. Often*	*Implem. with Excel.*
I	Teachers develop shared, recyclable resources to support learning.				
II	All staff know of the resources available to support their lessons.				
III	The library supports independent learning.				
IV	The library is organised so that it supports the learning of all.				
V	There is a range of good quality fiction and non-fiction for all learners including English and Maltese, and Braille and taped for students with visual impairments.				
VI	There is a well organised video library.				
VII	Computers are integrated into teaching across the curriculum.				
VIII	There is a system for making effective use of educational television programmes within the curriculum.				
IX	E-mail and the internet is used efficiently by staff to assist teaching and learning.				
X	All students are given opportunities to communicate with others on paper, by telephone and by e-mail.				
XI	The internet is used efficiently by students to help with school work and homework.				
XII	Cassette recorders are used to support oral work across the curriculum.				
XIII	New technological opportunities are exploited when they become available, for example, voice recognition programmes, as a support for students who have extreme difficulty in writing.				
XIV	Worksheets are used only when they are clearly understood by students and extend their learning.				
XV	Appropriately adapted curriculum materials, for example in large print, or Braille, are easily available for students with impairments.				
XVI	Other indicators (specify) ...				

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