

An international resource for the principled development of schools

Introducing an exciting new edition of the ‘Index for Inclusion; developing learning and participation in schools’.

BY TONY BOOTH AND MEL AINSCOW

Previous edition translated and adapted for use in 40 countries

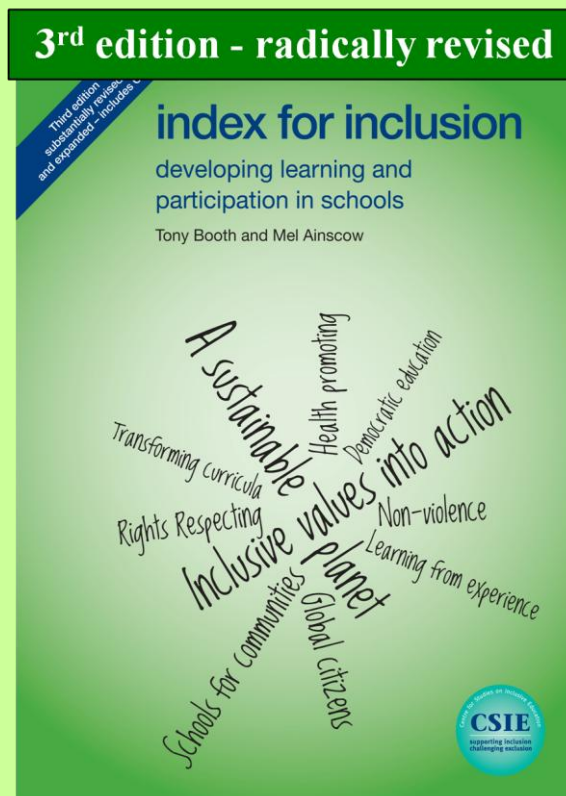
A resource to develop schools

Helps to build a framework of values

Makes alliances to end intervention overload

A green edition for a sustainable planet

A new curriculum for schools



The ‘*Index for inclusion: developing learning and participation in schools*’ is a flexible and practical resource to support the self-review of all aspects of a school, including activities in playgrounds, staff rooms and classrooms and in communities and environments. It encourages all staff, parents/carers and children to contribute to an inclusive development plan and put it into action.

The Index has been radically revised to build on ten years of use in the UK and in 40 other countries to strengthen what it did well and lead thinking about inclusive educational development for the next decade. This is the green edition, contributing to the UN decade of biodiversity, 2011 to 2020. It draws together interventions in education to do with, environmental sustainability, community building, global citizenship, health promotion, democracy, values, rights and non-violence. It elaborates a framework of values as the foundation for principled action to improve schools and communities. It provides a detailed outline of a rights and values based curriculum that reflects the experience and futures of children and can be made relevant to people’s lives in urban or rural areas in any part of the world. Its new subjects incorporate traditional school knowledge though it may most

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commonly be used as a source of ideas to make a traditional curriculum more relevant to children and young people's lives. Local and global links are encouraged as well as an understanding of the pressing concerns of the 21st century, including a need for action to preserve local and distant environments. In emphasising active citizenship it encourages financial and ethical literacy, and an understanding of the connections between the past, the present and possible futures.

Staff in primary and secondary schools involved in piloting the 3rd edition commented:

I loved the section on values. It's just how I would like to think about my school when I become a head teacher.

Easy to dip into or read all the way through; it's your self-evaluation done for you but in a far better way.

A no-badge, non box-ticking, supportive system to help with a range of development activities including school reorganisation.

I liked the way it is possible to reflect on and develop a curriculum through it. I liked the updates especially the global dimension. It's clear and accessible - an audit tool that you can use as little or as much of - depending on your circumstances.

It provides an opportunity for people to be honest and improve practice

Thought provoking, incredibly useful, challenging document.

The discussion of values is the key to inclusion

Just reading through makes you think about your practice and the ethos of your school.

The index has a really positive impact on our work. It made us think more clearly about things we had assumed were in place.

It makes people feel valued

The new edition of the Index can be obtained from CSIE (Centre for Studies on Inclusive Education).

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