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

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Values for inclusion and sustainability?

- rights
- equality
- reason/wisdom
- sustainability
- participation
- joy
- community
- love
- respect for diversity
- non-violence
- compassion
- hope
- beauty
Treće svjetsko prvenstvo u pušenju cigara
3rd cigar smoking world championship

Noć umjetnosti / Night of Art
• 18.00h / 06.00pm

WELCOME COGNAC MOMENTS
u 5* Hotel Le Meridien / at 5* Hotel Le Meridien
• 20.00h / 08.00pm - Bačvice

JAZZ CIGAR VEČERA na terasi Ville Rosine
JAZZ CIGAR DINNER at terrace of Villa Rosina

Subota 15. Saturday
Eros and Thanatos

Drives for life and death
A framework of excluding values

opportunity  hierarchy  consumption
compliance  reward/punishment  family
Power
exploitation
authority
selection/competition
surveillance
monoculture
efficiency
determinism
self-interest
A framework of inclusive values

- rights
- equality
- reason/wisdom
- joy
- sustainability
- community
- participation
- respect for diversity
- non-violence
- love
- beauty
- hope
- trust
- compassion
- honesty
- courage
Alliances for inclusive educational development

Democratic Community
Global citizenship Values
Anti-discrimination
Non-violent
Sustainability
Comprehensive
Health promoting
Without limits
Collaborative Rights
Hier entsteht: Integration und Inklusion

Respekt für Ihre Kinder!

All Inclusive

Eltern haften

Kopfstandigkeit

Barrieren

Heterogenität

KJHG

BRK

AGG

Förderung

Werte

Haltung

Bildung

Kompetenzen
Some indicators for environmental sustainability

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

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

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

- Food cycles
- Water
- Clothing and body decoration
- Housing/built environment
- Mobility/transport
- Health/relationships
- The earth, solar system, universe
- Life on earth
- Energy sources
- Communication/communication technology
- Literature/arts/music
- Work/activity
- Ethics, power and government
Where is mathematics?
Children learn about clothing and the decoration of the body

- *Linking locally and globally*
- Clothing cycle
- Production
- Fashion and marketing
- Clothing choice
- Jewellery and body decoration
- Maintaining clothes
- Recycling and disposing of clothes
- *Clothing and body decoration ethics*
- *Linking past, present and future*
Children consider how and why people move around their locality and the world

- Linking locally and globally
- Attachment to place
- Why people move
- Modes of transport and forms of propulsion
- Transport and the environment
- Navigation and maps
- Controlling movement
- Movement and ethics
- Linking past, present and future
WOMEN ASYLUM SEEKERS TOGETHER
Are all new staff formally welcomed by representatives of the children?
Do staff consider under what circumstances homework contributes to, or detracts from, learning?
Do meetings with parents share knowledge about children rather than only convey knowledge from staff to parents?
Do adults and children consider who owns and who claims to own air and water?
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\frac{3a(y+C_2)^2}{39} + \frac{a C^3}{3} (y + A) + \frac{13}{3} \left( x + \frac{2}{3} \right)^2 + \left( y + C_4 \right)^2 + 4A(x + B) + 29 \]
