



WEBINAR SERIES |



THE INDICATORS FOR INCLUSIVE SYSTEMS IN AND AROUND SCHOOLS

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Structural Indicators for inclusive systems in and around schools

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Downes, P.; Nairz-Wirth, E.; Rusinaitė, V.,
*Structural Indicators for Inclusive Systems in
and around Schools*, NESET II report,
Luxembourg: Publications Office of the
European Union, 2017.
Doi: **10.2766/200506**.



Analytical Report: “Structural Indicators for inclusive systems in and around schools”



- for national policy-makers, evaluation experts, regional and local authorities, school leaders and teachers
- research based
- covers seven key dimensions of inclusive systems
- includes structural indicators for self-assessment and evaluation

The seven key dimensions

1. Promoting System Integration of Policy and Practice for Inclusive Systems in and around Schools
2. Macrostructure Issues for Inclusive Systems in and around Schools
3. Whole School Approach to Inclusive Systems
4. Teacher and School Leadership Quality for Inclusive Systems in and around Schools
5. A Multidisciplinary Focus on Health and Welfare issues in Education
6. Vulnerable Individuals and Groups
7. Parental Involvement and Family Support

Overcoming Poverty Barriers To Education



Is there free school lunches available for those in need?

Is there financial support for textbooks and other learning resources, transport for those in poverty?

Multidisciplinary Approach to Parental Involvement and Family Support



Parent Meeting Spaces in schools available?

Community Lifelong Learning Centres established?

Family Literacy Interventions offered?

Local Cross-School Cooperation Structures



Is there a local cross-school cooperation?

Are structured transition plans available?

Does a whole school approach to developing a positive relational school and classroom climate exist?

Preventing Bullying, including discriminatory Bullying in School



Is a whole school anti-bullying policy implemented in your school?

Does your school have input from ethnically or culturally diverse students, which is integrated into bullying prevention and anti-prejudice materials, activities and goals?

Developing Teachers Cultural And Language Diversity Competences



Does your school have supports for teachers to develop their cultural diversity competences for working with minorities and migrants to prevent stereotyping, prejudice, labelling, other forms of discrimination and promoting high expectations in marginalised groups?

Avoiding Grade Repetition



Does your school offer individualised learning supports as an alternative to grade repetition?

Improving ITE and CPD for Teachers for Inclusive Education



Do teachers take part in professional development for class/ school conflict resolution skills, relationship building and bullying prevention approaches, including discriminatory bullying prevention?

Developing Early Warning and Intervention Systems



Is there a multidisciplinary team in and around your school which operates for an early warning/ intervention system with a focus on transitions for students of higher need?

Are individual action plans created to help and guide at-risk pupils?

Multidisciplinary Teams on Health and Welfare Issues in Education



Is there professional counselling and emotional support for students available in your school?

Collage of an early school leaver

Ismail,
20 years old



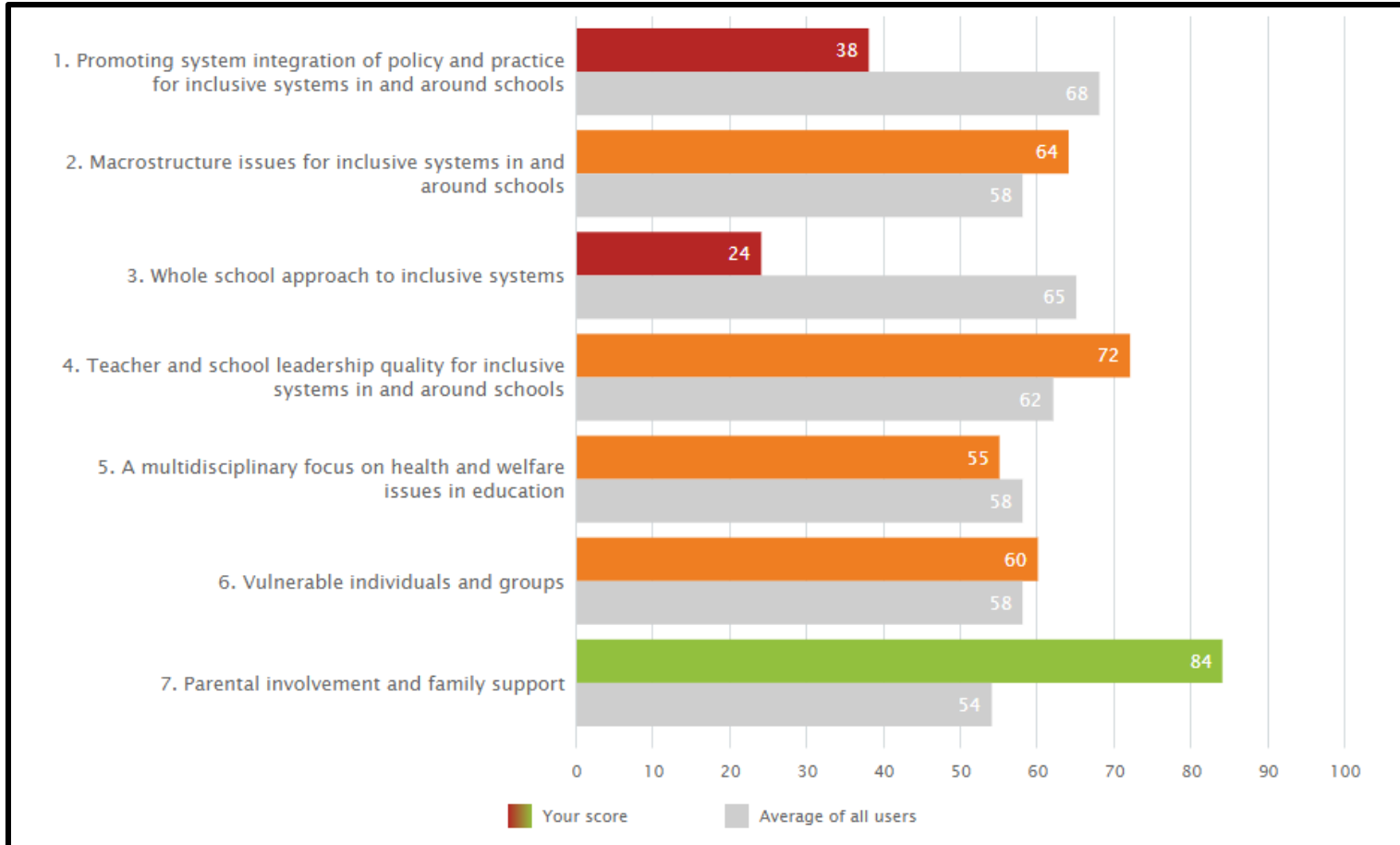
Promoting Arts Education for Inclusive Systems....



Are there opportunities for all students in your school, including those from marginalised backgrounds, to engage in school related extracurricular arts activities?

The screenshot shows the 'European Toolkit for Schools' website. The main navigation bar includes: ABOUT, SCHOOL GOVERNANCE, TEACHERS, SUPPORT TO LEARNERS, PARENTAL INVOLVEMENT, and STAKEHOLDERS INVOLVEMENT. A dropdown menu is open under 'ABOUT', listing: GENERAL INFORMATION, VIDEOS, CONTACT, SUGGEST A RESOURCE, SELF-ASSESSMENT, and QUESTIONNAIRE. The main content area features a large heading: 'European Toolkit for Schools Promoting inclusive education and tackling early school leaving'. Below this heading is a list of five questions: 'Are you interested in finding more effective ways to support your pupils?', 'Do you want to improve attendance or reduce drop-out?', 'Are you looking for ways to improve the involvement of parents in your school?', 'Do you have a large number of pupils whose mother tongue is not your language of teaching?', and 'Are you considering introducing more collaborative approaches to teaching and learning?'. To the right, there is a 'Toolkit news' section with three bullet points: 'European Toolkit for Schools Webinar series (November 2020)', 'Assessment of the implementation of the 2011 Council Recommendation on policies to reduce Early School Leaving (Executive Summary) (July 2019)', and 'New study on how to tackle early school leaving (March 2019)'. At the bottom right, there are accreditation logos for EQUIS, AACSB, and AMBA.

Example: Overall results



Indicators for inclusive systems

Per Kornhall, November 20, 2020.

The indicators can be a tool

- To investigate your own school.
- Not a manual, nor a guidebook.
- If they challenge you; that could be a first step towards seeing things differently.
- To connect to last weeks webinar – how does your school look seen from the eyes of your students and parents?

Inclusion in Sweden

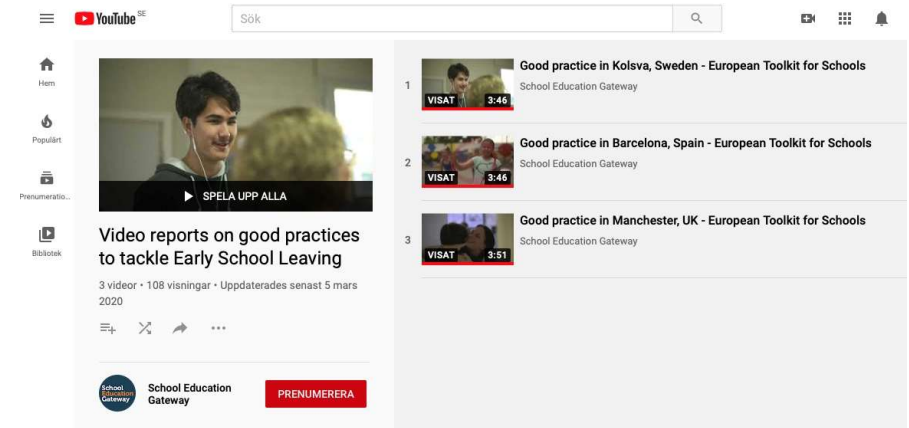
Ambitions and reality

- Inclusion is part of the legacy and legislation.
- Realization is a different story in a diverse, decentralized and marketized system.
- Inclusion is sometimes driven by economical reasons, and exclusion sometimes by the same.
- Sometimes somebody has to be excluded to be included, and inclusion can become exclusion with the wrong school climate.
- A child-centered approach is the important thing here.

Boils down to:

knowledge, local realization
and ethics

- If you view the three films found here:
 - <https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/videos.htm>
- You will see that these three films—from very different school systems—are united by a strong and ethical leadership that creates whole-school climates where every child counts.
- Where principals, teachers and all other personell walk that extra mile to make a difference for an individual child.



Schools are for many children their only safe place, and

their only possibility to meet (and create) another future.

Per Kornhall, November 20, 2020.