

# **Promoting inclusion and equity in education:**

## **Lessons from international experiences**

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# Education for All?



EDUCATION HAS THE POTENTIAL TO  
TRANSFORM THE PLANET, BUT FIRST WE  
MUST TRANSFORM OUR  
EDUCATION SYSTEMS



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# **The search for excellence and equity**

**‘.... the highest performing education systems across OECD countries are those that combine quality with equity....**

**In these education systems, the vast majority of students have the opportunity to attain high level skills, regardless of their own personal and socio-economic circumstances.’ OECD, 2012**

# **An ecology of equity**

- ***Within schools*** - issues that arise as a result of school and teacher practices
- ***Between schools*** - issues that arise from the characteristics of the local school system
- ***Beyond schools*** - issues related to the wider context within which schools operate





**Within-school factors**





# **The development of teaching**

- **Schools know more than they use**
- **Practice is largely intuitive**
- **The development of a language of practice**
- **Inquiry leads to ‘interruptions’**
- **Overlooked possibilities for moving practice forward**



# **Leadership practice**

- **Focusing attention on teaching and learning**
- **Demonstrating a commitment to collaboration**
- **Encouraging an inquiring stance**
- **Dealing with turbulence**
- **Using difference as a resource**



# Between-school factors



## **Schools working together**

**‘Our evidence..., from a wide range of projects... suggests that under the right circumstances, collaborative approaches can be a powerful means of strengthening the capacity of the education system and enhancing equity.’**

**‘Equity in Education: New Directions’, A report  
prepared by the Centre for Equity in  
Education at the University of Manchester,  
2007**



# Beyond-school factors



**‘..... closing the gap in outcomes between those from more and less advantaged backgrounds will only happen when what happens to children *outside* as well as *inside* schools changes.... we have seen encouraging experiences elsewhere of what can happen when what schools do is aligned in a coherent strategy with the efforts of other local players – employers, community groups, universities and public services.....’**

**Ainscow, M., Dyson, A., Goldrick, S. and West, M. (2012) *Developing Equitable Education Systems*. London: Routledge**



**Dyson, A. and Kerr, K. (2013) *Developing children's zones for England: What's the evidence?* London: Save the Children**



# **Implications for governors**

- **Championing the learning of all children**
- **Supporting and challenging the head and staff**
- **Encouraging collaboration with other schools**
- **Promoting the school in the community**
- **Where necessary, insisting on more formal actions to be taken**

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

