



**Catalogue of measures for assessing an inclusive school culture
and
Catalogue of research and practice: The Index for Inclusion**

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1. Introduction

The “HEAD: Empowering School Principals for Inclusive School Culture” project aims to address the professionalisation of school principals in both Croatia and North Macedonia with respect to ensuring an inclusive education and inclusive school culture by providing a professional development programme tailored to primary and high school leaders.

Inclusive education is understood in the HEAD project as the process of addressing and responding to the diversity of all learners’ needs by increasing participation in learning, cultures and communities, and reducing exclusion within and from education. The newly developed programme entails five modules covering four general aspects of an inclusive school culture (democratic school governance, cooperation with stakeholders, inclusiveness of school practices, awareness of school challenges).

Table 1: Definitions of four general aspects of an inclusive school culture

Democratic school governance
<p>Democratic school governance is a wide definition of school leadership, including both instrumental and ideological aspects, based on human rights values, the empowerment and involvement of students, staff and stakeholders in all important decisions of the school (Bäckman & Trafford, 2007).</p> <p>Governance is both a decision-making process and a process in which decisions are implemented (or not). Governance is used in several contexts like corporate governance, international governance, national governance, local governance, school governance etc.</p> <p>Leadership is a process where an individual influences a group of individuals to achieve a common goal. The outcome of the process is simply accomplishing the common goal through the commitment and willingness of leaders and followers alike. Leadership is generally about relationships. Above all, it is about working with and guiding people in new directions; it is about integrity and trust; achieving the most positive interaction between leaders and followers, customers, employees, shareholders etc.</p>
Cooperation with stakeholders
<p>A stakeholder is anyone involved in the welfare and success of a school and its students. This includes administrators, teachers, staff, students, parents, community members, school board members, city councillors, and state representatives.</p> <p>Stakeholder engagement is considered vital for the success and improvement of a school. The broader community’s involvement in school life can improve communication and public understanding and allows for the incorporation of participating community members’ perspectives, experiences and expertise to improve reform proposals, strategies, or processes (NEA, 2008).</p>
Inclusiveness of school practices
<p>Diversity-responsive schools employ school policies and practices that maximise opportunities to learn for all students, including nuanced monitoring of both outcomes and influences on learning, relevant professional development, access to and support for success with rigorous content, fair and sensible disciplinary practices, culturally and linguistically responsive family engagement, an inclusive school climate, efforts to recruit and retain</p>

diverse staff, and open and productive discussions of issues related concerning ethnicity (Wolf & Hawley, 2012).

Indicators of inclusiveness of school practices as defined by Wolf & Hawley (2012):

- data-based decision-making (used to monitor possible differences in student achievement, disciplinary actions, access to learning opportunities, the composition of student learning groups);
- culturally responsive professional development (teachers’ professional development opportunities include diversity-rich content integral to the teaching of academic content);
- rigorous academic content and support concerns affecting access to rigorous content:
 - mis-assignment to special education;
 - disproportionality in student retention;
 - ‘ability’ grouping;
 - fair and appropriate disciplinary actions;
 - family engagement;
 - a culturally responsive curriculum;
 - an inclusive school culture;
 - diversity among school staff; and
 - open conversations on ethnicity, SES, disabilities etc.

Awareness of school challenges

Being conscious of the challenges faced by the school; more specifically, the ability to directly know and perceive, feel, or be cognisant of various difficulties or problems.

Key features of the programme are (NEPC, 2020):

- the development of ‘regular schools’ and their ‘special’ students (instead of ‘special schools’);
- welcoming diversity, learning to deal with differences and capitalising on diversity,
- the presence, participation and achievement of all students in neighbourhood schools;
- involving stakeholders from the community and outside of school; and
- the culture of collaboration and distributed leadership.

In line with the above, the leadership approach to inclusiveness in the HEAD training programme is also understood as building the capacity of both schools and school leaders to accept and work with greater diversity in schools, where such diversity encompasses:

- children with different backgrounds;
- learning capabilities and styles among students; and
- other distinctions within the school population.

The HEAD project started with the analysis of what principals needed in terms of building an inclusive school culture in Croatia and North Macedonia (Mlekuž & Veldin, 2020). The results showed the principals reported a strong need for professional development in the areas of supporting collaboration with other stakeholders connected to the school, preparing school staff

to suitably respond to students' diversity, supporting parents' active participation in school life as well as an inclusive student learning experience. However, the vast majority of principals in the two countries (CRO: 86%; MK: 84.1%) also revealed a moderate or high level of need for knowledge concerning the use of data for making the school culture more inclusive. To this need, the catalogue that follows presents assessment measures along with several research results and good practices with regard to an inclusive school culture, which may be useful for principals and other school staff. The assessment of the extent to which a school culture is inclusive can be used to track related changes (e.g. following implementation of a new school policy, project etc.) and recognising possible challenges or ways to improve their schools. Subsequent work on an area that has been highlighted can help improve the current state.

2. Catalogues

The present publication is divided into two parts: a catalogue of assessment measures that includes several measures to assess the extent to which a school culture is inclusive, and a catalogue of research and practice connected to the Index for Inclusion, which also describes good practices in terms of developing an inclusive school culture.

2.1 Catalogue of measures for assessing an inclusive school culture

The catalogue that follows contains 56 assessment measures covering the four general aspects of an inclusive school culture. Assisting principals and other school stakeholders with gauging the level of an inclusive school culture is the main aim of the catalogue. The collection is based on a systematic review of measures used in international large-scale knowledge assessments of the IEA and the OECD. The widest possible utility is ensured by limiting review to these measures. Besides the measures' reliability and validity in the diverse contexts of different countries, these measures have also been translated into many languages and are freely available.

To conduct the systematic review, we selected several IEA and OECD international large-scale knowledge assessments, namely the:

- Trends in International Mathematics and Science Study 2019 (TIMSS 2019);
- Programme for International Student Assessment 2018 (PISA 2018);
- Progress in International Reading Literacy Study 2016 (PIRLS 2016);
- The OECD Teaching and Learning International Survey 2018 (TALIS 2018); and
- International Civic and Citizenship Education Study 2016 (ICCS 2016).

The search was limited to documents published in the last cycle of each assessment, with the core focus on the background questionnaires. Measures were included in the catalogue if they assessed one of the four general aspects of an inclusive school culture according to the definitions and descriptions given in Table 1.

It was concluded following the review that no measure from either PIRLS 2016 or TIMSS 2019 is adequate with respect to the definitions of the four general aspects of an inclusive school culture. The review hence includes measures from TALIS 2018, ICCS 2016 and PISA 2018, constituting a collection of 5 measures for assessing democratic school governance, 8 for cooperation with stakeholders, 37 for the inclusiveness of school practices and another 5 for determining awareness of school challenges. This leads to 18 measures intended for students, 20 for teachers and 17 for principals.

In the tables below, the selected assessment measures are divided by the aspect of an inclusive school culture they cover. Other information on measures can be found as well, such as information regarding which large-scale assessment they belong to, from where they can be obtained, a measure's/scale's annotation, whether the measure is intended for students, teachers or principals, how many items the measure has, a brief description of the measure's content, the author(s), and the measure's reliability and validity.

2.1.1 Assessment measures

2.1.1.1 Democratic school governance

Table 2: Measures for assessing democratic school governance

Scale - Content	Large-scale assessment	Reference (author, year)	Student questionnaire	Teacher questionnaire	Principal questionnaire	Items	Reliability	Validity	Availability (scale's annotation)
<i>Participation among stakeholders, teachers</i> Level of agreement with statements on participation in school decision-making	TALIS 2018	OECD, 2019		X		5	Technical Report, Table 11.86	Technical Report, pp. 198 and Tables 11.89 and 11.92	Yes – in Technical report (T3_STAKE)
<i>Participation among stakeholders, principals</i> Level of agreement with statements on participation in school decision-making	TALIS 2018	OECD, 2019			X	5	Technical Report, Table 11.124	Technical Report, pp. 198 and Tables 11.126 and 11.128	Yes – in Technical report (T3_PLEADP)
<i>School leadership</i> Frequency of engagement in activities connected to school leadership	TALIS 2018	OECD, 2019			X	3	Technical Report, Table 11.124	Technical Report, pp. 198 and Tables 11.125 and 11.127	Yes – in Technical report (T3_PLEADS)
Principals' perceptions of teacher participation in school governance	ICCS 2016	Schulz et al., 2018			X	5	Technical Report, Table 11.56	Technical Report, pp. 223	Upon request at IEA (C_TCPART)

Scale - Content	Large-scale assessment	Reference (author, year)	Student questionnaire	Teacher questionnaire	Principal questionnaire	Items	Reliability	Validity	Availability (scale's annotation)
Principals' perceptions of engagement of the school community	ICCS 2016	Schulz et al., 2018			X	6	Technical Report, Table 11.64	Technical Report, pp. 233	Upon request at IEA (C_ENGAGE)

2.1.1.2 Cooperation with stakeholders

Table 3: Measures for assessing cooperation with stakeholders

Scale - Content	Large-scale assessment	Reference (author, year)	Student questionnaire	Teacher questionnaire	Principal questionnaire	Items	Reliability	Validity	Availability (scale's annotation)
<p><i>Teacher cooperation</i></p> <p>Two subscales which form one composite scale (teacher co-operation):</p> <ul style="list-style-type: none"> - frequency of interactions with other teachers (Exchange and coordination among teachers - 4 items) - frequency of collaboration with other teachers (Professional collaboration in lessons among teachers - 4 items) 	TALIS 2018	OECD, 2019		X		8	Technical Report, Table 11.27	Technical Report, pp. 198 and Tables 11.28, 11.30 and 11.31	<p>Yes – in Technical report</p> <p>(T3COOP, T3EXCH, T3COLES)</p>
<p><i>Stakeholder involvement, partnership</i></p> <p>Extent of different stakeholders involved in different school activities</p>	TALIS 2018	OECD, 2019			X	3	Technical Report, Table 11.133	Technical Report, pp. 198 and Tables 11.135 and 11.139	<p>Yes – in Technical report</p> <p>(T3PCOM)</p>

Scale - Content	Large-scale assessment	Reference (author, year)	Student questionnaire	Teacher questionnaire	Principal questionnaire	Items	Reliability	Validity	Availability (scale's annotation)
Students' civic participation in school	ICCS 2016	Schulz et al., 2018	X			6	Technical Report, Table 11.6	Technical Report, pp. 156	Upon request at IEA (S_SCHPART)
Students' perceptions of openness in classroom discussions	ICCS 2016	Schulz et al., 2018	X			6	Technical Report, Table 11.8	Technical Report, pp. 159	Upon request at IEA (S_OPDISC)
Students' perceptions of the value of participation at school	ICCS 2016	Schulz et al., 2018	X			5	Technical Report, Table 11.8	Technical Report, pp. 159	Upon request at IEA (S_VALPARTS)
Teachers' perceptions of teacher participation at school	ICCS 2016	Schulz et al., 2018		X		5	Technical Report, Table 11.44	Technical Report, pp. 207	Upon request at IEA (T_TCHPART)
Teachers' perceptions of student activities in the community	ICCS 2016	Schulz et al., 2018		X		9	Technical Report, Table 11.48	Technical Report, pp. 211	Upon request at IEA (T_STDCOM)
Principals' perceptions of student opportunities to participate in community activities	ICCS 2016	Schulz et al., 2018			X	9	Technical Report, Table 11.60	Technical Report, pp. 227	Upon request at IEA (C_STDCOM)

2.1.1.3 Inclusiveness of school practices

Table 4: Measures for assessing the extent to which school practices are inclusive

Scale - Content	Large-scale assessment	Reference (author, year)	Student questionnaire	Teacher questionnaire	Principal questionnaire	Items	Reliability	Validity	Availability (scale's annotation)
<i>Needs for professional development for teaching for diversity</i> Extent to which teachers need professional development in the areas connected to teaching in diverse classrooms	TALIS 2018	OECD, 2019		X		3	Technical Report, Table 11.36	Technical Report, pp. 198 and Tables 11.39 and 11.43	Yes – in Technical report (T3PDIV)
Self-efficacy in student engagement: Extent to which teachers believe they can engage all students in the lessons	TALIS 2018	OECD, 2019.		X		4	Technical Report, Table 11.51	Technical Report, pp. 198 and Tables 11.54 and 11.57	Yes – in Technical report (T3SEENG)
<i>Self-related efficacy in multicultural classrooms</i> Extent to which teachers perform different actions connected to teaching in a diverse classroom	TALIS 2018	OECD, 2019		X		5	Technical Report, Table 11.104	Technical Report, pp. 198 and Tables 11.105 and 11.107	Yes – in Technical report (T3SEFE)
<i>Diversity practices</i>	TALIS 2018	OECD, 2019		X		4	Technical Report, Table 11.104	Technical Report, pp. 198 and	Yes – in Technical report

Scale - Content	Large-scale assessment	Reference (author, year)	Student questionnaire	Teacher questionnaire	Principal questionnaire	Items	Reliability	Validity	Availability (scale's annotation)
Implementation of practices related to diversity? (Yes/No)								Tables 11.106 and 11.108	(T3DIVP)
<i>Lack of special needs personnel</i> Extent of the school's capacity to provide quality instruction for different students	TALIS 2018	OECD, 2019			X	3	Technical Report, Table 11.133	Technical Report, pp. 198 and Tables 11.136 and 11.140	Yes – in Technical report (T3PLACSN)
<i>Diversity beliefs</i> Equity and diversity beliefs of teachers	TALIS 2018	OECD, 2019			X	4	Technical Report, Table 11.153	Technical Report, pp. 198 and Tables 11.154 and 11.155	Yes – in Technical report (T3PDIVB)
<i>Perspective-taking</i> Assesses how far a student takes the perspective of other people (adapted from Davis, 1983)	PISA 2018	OECD, 2020a; OECD 2020b	X			5	Subchapter “Internal consistency” Table 16.47	Subchapter “Construct validation” Table 16.52	Yes – in Global competence questionnaire (ST215 – PERSPECT)
<i>Adaptability</i> Assesses students' flexibility/ adaptability in dealing with challenging or difficult situations, which may include intercultural situations	PISA 2018	OECD, 2020a; OECD 2020b	X			6	Subchapter “Internal consistency” Table 16.47	Subchapter “Construct validation” Table 16.53	Yes – in Global competence questionnaire (ST216 – COGFLEX)
<i>Awareness of intercultural communication</i>	PISA 2018	OECD, 2020a; OECD 2020b	X			7	Subchapter “Internal consistency”	Subchapter “Construct validation”	Yes – in Global competence questionnaire

Scale - Content	Large-scale assessment	Reference (author, year)	Student questionnaire	Teacher questionnaire	Principal questionnaire	Items	Reliability	Validity	Availability (scale's annotation)
Assesses students' awareness of intercultural communicative awareness, composed of observing and monitoring communications, careful expression of what one means and managing communication breakdowns							Table 16.47	Table 16.55	(ST218 – AWACOM)
<i>Interest in learning about other cultures</i> Students' interest in learning about other cultures	PISA 2018	OECD, 2020a; OECD 2020b	X			4	Subchapter "Internal consistency" Table 16.47	Subchapter "Construct validation" Table 16.51	Yes – in Global competence questionnaire (ST214 – INTCULT)
<i>Respect for people from other cultural backgrounds</i> Assesses respect and/or positive regard and esteem for people from other cultural backgrounds	PISA 2018	OECD, 2020a; OECD 2020b	X			5	Subchapter "Internal consistency" Table 16.47	Subchapter "Construct validation" Table 16.54	Yes – in Global competence questionnaire (ST217 – RESPECT)
<i>Attitudes towards immigrants (students)</i> Students' attitudes to the equal rights of immigrants	PISA 2018	OECD, 2020a; OECD 2020b	X			4	Subchapter "Internal consistency" Table 16.47	Subchapter "Construct validation" Table 16.50	Yes – in Global competence questionnaire (ST204 -ATTIMM)

Scale - Content	Large-scale assessment	Reference (author, year)	Student questionnaire	Teacher questionnaire	Principal questionnaire	Items	Reliability	Validity	Availability (scale's annotation)
<i>School principal's view on teachers' intercultural and egalitarian beliefs</i> Multicultural climate as perceived by principals	PISA 2018	OECD, 2020a			X	4	Subchapter "Internal consistency" Table 16.63 , Table 16.64	Subchapter "Construct validation" Table 16.69	Yes – in Global competence questionnaire (SC166 – SCMCEG)
Teachers' attitudes towards equal rights for immigrants	PISA 2018	OECD, 2020a		X		4	Subchapter "Internal consistency" Table 16.113 , Table 16.114	Subchapter "Construct validation" Table 16.133	Yes – in Global competence questionnaire (TC196 – TCATTIMM)
<i>Teacher's training on global competence</i> Whether a teacher has received training/education to teach effectively in a multicultural environment	PISA 2018	OECD, 2020a		X		5	Subchapter "Internal consistency" Table 16.113 , Table 16.114	Subchapter "Construct validation" Table 16.134	Yes – in Global competence questionnaire (TC206 – GCTRAIN)
<i>Teacher's multicultural and egalitarian beliefs</i> Teacher's perception of the extent to which the statements in the items on multiculturalism and egalitarianism are a shared opinion among their colleagues	PISA 2018	OECD, 2020a		X		4	Subchapter "Internal consistency" Table 16.113 , Table 16.114	Subchapter "Construct validation" Table 16.135	Yes – in Global competence questionnaire (TC208 – TCMCEG)

Scale - Content	Large-scale assessment	Reference (author, year)	Student questionnaire	Teacher questionnaire	Principal questionnaire	Items	Reliability	Validity	Availability (scale's annotation)
<i>Teacher's self-efficacy in multicultural environments</i> Teacher's perception of their own competence to teach a class with a high degree of cultural and ethnic diversity	PISA 2018	OECD, 2020a		X		5	Subchapter "Internal consistency" Table 16.113 , Table 16.114	Subchapter "Construct validation" Table 16.136	Yes – in Global competence questionnaire (TC209 – GCSELF)
Students' attitude towards gender equality	ICCS 2016	Schulz et al., 2018	X			6	Technical Report, Table 11.14	Technical Report, pp. 168	Upon request at IEA (S_GENEQL)
Students' endorsement of equal rights for all ethnic/racial groups in their country	ICCS 2016	Schulz et al., 2018	X			5	Technical Report, Table 11.14	Technical Report, pp. 168	Upon request at IEA (S_ETHRIGHT)
Students' perceptions of student-teacher relations at school	ICCS 2016	Schulz et al., 2018	X			5	Technical Report, Table 11.10	Technical Report, pp. 162	Upon request at IEA (S_STUTREL)
Students' perceptions of student interaction at school	ICSS 2016	Schulz et al., 2018	X			3	Technical Report, Table 11.10	Technical Report, pp. 162	Upon request at IEA (S_INTACT)
Students' experiences of physical and verbal abuse at school	ICCS 2016	Schulz et al., 2018	X			6	Technical Report, Table 11.10	Technical Report, pp. 162	Upon request at IEA (S_ABUSE)
Students' endorsement of equal rights for immigrants	ICCS 2016	Schulz et al., 2018	X			5	Technical Report, Table 11.28	Technical Report, pp. 188	Upon request at IEA (E_IMMRGHT)

Scale - Content	Large-scale assessment	Reference (author, year)	Student questionnaire	Teacher questionnaire	Principal questionnaire	Items	Reliability	Validity	Availability (scale's annotation)
Students' acceptance of neighbourhood diversity	ICCS 2016	Schulz et al., 2018	X			8	Technical Report, Table 11.38	Technical Report, pp. 202	Upon request at IEA (L_ATTDIV)
Students' feelings of empathy toward classmates	ICCS 2016	Schulz et al., 2018	X			11	Technical Report, Table 11.40	Technical Report, pp. 204	Upon request at IEA (L_EMPCLAS)
Students' acceptance of homosexuality	ICCS 2016	Schulz et al., 2018	X			5	Technical Report, Table 11.42	Technical Report, pp. 206	Upon request at IEA (L_ATTHS)
Teachers' perceptions of social problems at school	ICCS 2016	Schulz et al., 2018		X		9	Technical Report, Table 11.46	Technical Report, pp. 209	Upon request at IEA (T_PROBSC)
Teachers' perceptions of student behaviour at school	ICCS 2016	Schulz et al., 2018		X		6	Technical Report, Table 11.50	Technical Report, pp. 214	Upon request at IEA (T_STUDB)
Teachers' perceptions of classroom climate	ICCS 2016	Schulz et al., 2018		X		4	Technical Report, Table 11.50	Technical Report, pp. 214	Upon request at IEA (T_PCCLIM)
Teachers' perceptions of bullying at school	ICCS 2016	Schulz et al., 2018		X		8	Technical Report, Table 11.50	Technical Report, pp. 214	Upon request at IEA (T_BULSCH)
Teachers' reports on civic-related activities in class	ICCS 2016	Schulz et al., 2018		X		6	Technical Report, Table 11.52	Technical Report, pp. 217	Upon request at IEA (T_CIVCLAS)
Teachers' PD (professional development) activities for teaching methods	ICCS 2016	Schulz et al., 2018		X		5	Technical Report, Table 11.52	Technical Report, pp. 217	Upon request at IEA (T_PDATCH)

Scale - Content	Large-scale assessment	Reference (author, year)	Student questionnaire	Teacher questionnaire	Principal questionnaire	Items	Reliability	Validity	Availability (scale's annotation)
Teachers' preparedness for teaching civic and citizenship education topics	ICCS 2016	Schulz et al., 2018		X		11	Technical Report, Table 11.54	Technical Report, pp. 220	Upon request at IEA (T_PRCPCCE)
Teachers' PD activities for civic and citizenship education topics	ICCS 2016	Schulz et al., 2018		X		11	Technical Report, Table 11.54	Technical Report, pp. 220	Upon request at IEA (T_PDACCE)
Principals' perceptions of students' sense of belonging at school	ICCS 2016	Schulz et al., 2018			X	4	Technical Report, Table 11.58	Technical Report, pp. 225	Upon request at IEA (C_TCPART)
Principals' perceptions of teachers' sense of belonging at school	ICCS 2016	Schulz et al., 2018			X	4	Technical Report, Table 11.58	Technical Report, pp. 225	Upon request at IEA (C_TCSBELS)
Principals' reports on activities against bullying at school	ICCS 2016	Schulz et al., 2018			X	8	Technical Report, Table 11.62	Technical Report, pp. 230	Upon request at IEA (C_BULSCH)

2.1.1.4 Awareness of school challenges

Table 5: Measures for assessing awareness of school challenges

Scale - Content	Large-scale assessment	Reference (author, year)	Student questionnaire	Teacher questionnaire	Principal questionnaire	Items	Reliability	Validity	Availability (scale's annotation)
<i>Organisational innovativeness</i> The level of the school's flexibility regarding change	TALIS 2018	OECD, 2019			X	4	Technical Report, Table 11.148	Technical Report, pp. 198 and Tables 11.150 and 11.151	Yes – in Technical report (T3PORGIN)
Principals' perceptions of bullying at school	ICCS 2016	Schulz et al., 2018			X	6	Technical Report, Table 11.62	Technical Report, pp. 230	Upon request at IEA (C_BULSCH)
Principals' perceptions of social tension in the community	ICCS 2016	Schulz et al., 2018			X	3	Technical Report, Table 11.70	Technical Report, pp. 240	Upon request at IEA (C_COMETN)
Principals' perceptions of poverty in the community	ICCS 2016	Schulz et al., 2018			X	3	Technical Report, Table 11.70	Technical Report, pp. 240	Upon request at IEA (C_COMPOV)
Principals' perceptions of crime in the community	ICCS 2016	Schulz et al., 2018			X	6	Technical Report, Table 11.70	Technical Report, pp. 240	Upon request at IEA (C_COMCRI)

2.2 Catalogue of research and practice: The Index for Inclusion

The HEAD programme for principals is concentrated on the Index for Inclusion (Booth & Ainscow, 2002) and the following catalogue thus contains a short presentation of 1 review paper and 3 papers that describe good practices concerning practical use of the Index.

The review included research published between 2011 and 2021. The following search terms were combined: ("Index for inclusion" AND "Ainscow" AND "Booth") AND ("principal" OR "teacher" OR "educator" OR "school"). The search provided 71 results. We eliminated results not in English. Moreover, we were only interested in research and practice that had focused on transformation of the school culture and development of an inclusive school culture. The review aimed to gain insight into positive and negative consequences and possible obstacles to use of the Index for Inclusion in practice. In the end, four results were included in the catalogue.

The catalogue is organised alphabetically by authors.

Table 6: Catalogue of research and practice with respect to the Index for Inclusion

Author(s), year, title	Aims of the research/practice	Methodology	Results
<p>Carrington, S., & Duke, J. (2014). Learning about inclusion from developing countries: Using the index for inclusion. In Measuring inclusive education. Emerald Group Publishing Limited.</p>	<p>The chapter presents how the Index for Inclusion was used in Australia as a review and development tool; second, how the process of using the Index is adjusted for use on the Pacific Islands and other developing nations in collaborative and culturally sensitive ways to support and evaluate progress towards inclusive education.</p>	<p>A literature review and a good practices review</p>	<p>It is suggested that the Index is an excellent resource for use in a range of international contexts. The chapter gives examples from authors' experiences in Australia and other countries. These stories and quotes indicate how the ideas and values of the Index can be used to inform engaged discussion and debate on the challenges of supporting education for all in many school communities.</p>
<p>Dibessa, S. (2021). The Role of Finnish Comprehensive School Principals in Inclusive Education Practice.</p>	<p>This study examines Finnish principals' role in leading inclusive education while also identifying how they are leading their school cultures, policies and practices to support an inclusive education. The Index for Inclusion, with three main dimensions (culture, policy, practice), was used as the main theoretical framework.</p> <p>The research aims to examine principals' role in leading an inclusive education. Second, it aims to identify how principals lead school cultures, school policies, and school practices to support an inclusive education.</p>	<p>A qualitative research method was used. A semi-structured interview was conducted to collect the primary data while school policy documents from two schools were used as secondary data. A qualitative content analysis was performed to analyse the data.</p>	<p>The research findings show that principals play three major roles: administrative, managerial and leadership. In particular, leading school cultures, policies, and practices through the special education teams and guiding school communities are the key factors assisting the principals in achieving an inclusive education vision. Further, professional learning communities have a significant impact on professional development since they assist the principals with the inclusive education goal through structured teams that distribute leadership.</p>
<p>Higham, R., & Booth, T. (2018). Reinterpreting the authority of heads: Making space for values-led school improvement with the Index for Inclusion. Educational Management</p>	<p>The article explores leadership concerning school improvement in a qualitative study of 10 head teachers in the English county of Preshire who had worked with the third edition of the Index for Inclusion (Booth & Ainscow 2011). It situates the study within a review of conflicting research advice about the characteristics of successful heads and how 'values', seen as motives for action, affect the research recommendations.</p>	<p>Semi-structured interviews were performed.</p> <p>Ten heads of junior, infant or primary schools in the second year of the 2-year Perish project were interviewed. They all had a substantial prior engagement with the researchers.</p>	<p>Several heads found a welcome match between their idea that education should be led by values and the approach of the Index.</p> <p>The "Everyone is welcome" indicator from the Index for Inclusion was exposed as one of the more important</p>

Author(s), year, title	Aims of the research/practice	Methodology	Results
<p>Administration & Leadership, 46(1), 140-157.</p>	<p>The main research question considered by the article is to what extent can head teachers use the values-led approach from the Index to develop their schools in the face of pressures from Ofsted and their Authority to focus largely on achievement outcomes.</p>	<p>The heads were asked about the successes/failures of working with the Index, how the work might be extended, and their estimate of the Index approach's value for improving their own and other schools. The focus was on their personal experiences and their willingness to communicate openly.</p>	<p>indicators by the principals in the survey.</p> <p>Principals successfully incorporated the Index for Inclusion's contents in systemic requirements and procedures.</p> <p>Principals took ownership of the school's improvement process.</p> <p>Principals reported that use of the Index for Inclusion had opened up dialogue at their school and broadened the involvement of different stakeholders.</p> <p>Principals also reported that the weight of external pressures had limited their capacity to develop longer-term strategies to raise achievements.</p>
<p>McMaster, C., & Elliot, W. (2014). Leading inclusive change with the index for inclusion: Using a framework to manage sustainable professional development. Journal of Educational Leadership, Policy and Practice, 29(1), 82-93.</p>	<p>The article summarises the experience of one school leader committed to fostering inclusive values and practices within his school. By utilising the <i>Index for Inclusion</i>, the school leader was able to direct the change process, support the dissonance created when existing beliefs and values were questioned, and maximise the time required for staff to reflect on key ideas and current practice.</p> <p>The school leader worked on implementing the Index for Inclusion on the school level and thereby trying to improve the level of inclusion at the school. The school leader worked together with a doctoral candidate, who acted as a critical friend.</p> <p>During the year of this research, the Index process was primarily carried out by the teaching staff. While inclusion is a concept encompassing the</p>	<p>The methodological approach to this study was critical ethnography (which allows the researcher (in this case, the critical friend) to become a participant in the project – making them an agent of social transformation). The researcher's roles were as an inclusive advocate, index advocate, inclusive mentor or adviser.</p> <p>Data for the paper were gathered from participant observation and both structured and informal interviews.</p>	<p>The results showed many benefits of using the Index for Inclusion:</p> <ol style="list-style-type: none"> <i>Benefits of utilising the framework</i> The Index was seen as a positive framework for developing inclusion at school. It is very flexible and can be used with several stakeholders at school. <i>Providing direction for the process of change</i> Utilising the Index for change gave direction in the process of change, e.g. specific aspects of practice, marginalised groups in the school, those identified as having 'high and complex needs' were detected and targeted.

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	<p>entire school community, the initial use of the Index in the school laid a foundation for expanding the process into the following year. Through use of the Index, the school leader and the teaching staff were able to identify aspects of school practice to prioritise.</p>		<p>3. <i>Providing a way to support the dissonance created by the change process</i> Working with the Index created some dissonance in the school, and the school leader recognised the value of this in the learning process – previous beliefs or values are brought into question and newer ideas may arise.</p> <p>4. <i>Allowing for time to reflect on theory and learning</i> An essential component of sustainable professional learning is that learning takes place over a period of time and is reinforced with self-reflection.</p> <p>5. <i>Indirect benefits of the framework</i> The ability to influence other developments at the school</p> <p><i>Potential inhibitors of inclusion:</i></p> <ol style="list-style-type: none"> 1. limiting the scope of inclusion; 2. the departmental structure; and 3. accountability-driven policies.

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