

* *Professional Development for Senior Leaders*

* *Supporting ALL staff*

* *Improving Whole-School Inclusion*

The Difference INCLUSIVE LEADERSHIP COURSE

Improving outcomes for ALL students

Contact: ILCpartnerships@the-difference.com

FOR SENIOR LEADERS...

Develop essential inclusion expertise access powerful leadership tools to evaluate and set the inclusion strategy for your school

Join a national network of over 900 school leaders: providing a platform to share and showcase the impacts you make

Grow leadership expertise across your SLT: delivering on school priorities and improving your school's capacity to sustain impactful change

- 61% of leaders have been able to take on increased pastoral and inclusion responsibility after completing the ILC
- 71% of leaders said the ILC assignments identified key areas for improvement and supported them to implement impactful strategic change
- Use our Whole-School Inclusion tool to evaluate the approach in your school, and identify key priorities where you can make measurable impact

Scan the QR code to learn more about the ILC and the impacts of our school leaders



FOR THE WHOLE SCHOOL...

Reduce lost learning through exclusion and absence with inclusion provision which supports earlier recognition of emerging needs. Build the capacity of your Inclusion Base to deliver effective interventions which promote successful reintegration and measurable outcomes for students.

Engage with your school community: understand the lived experiences of children and families to inform planning and evaluation of your work

Focus on the realities of your school now and your priorities for the future:

- 74% of schools reported reduced internal and external exclusion linked to ILC implementation
- 87% of schools reported improved de-escalation of behavioural incident
- 82% felt learning from ILC improved outcomes for vulnerable students

FOR ALL STAFF...

The professional development journey of all staff is central to the Inclusive Leadership Course

Course content is focused on improving the impacts **all staff** have, with **all students**, in every classroom, as well as outside

Improving staff wellbeing is integral to the ILC: developing a shared 'wellbeing' language for all staff and a recognised practice to support each other

- 100% of resources from the ILC are accessible and adaptable for leaders to use in their school
- 83% of ILC participants delivered whole-school CPD directly developed from the ILC
- Provides a framework and resources for SLT and all staff, group reflection and supervision

Principles of Whole-School Inclusion

1. All children have learning, wellbeing and safeguarding needs
2. Inclusion is measurable
3. Community collaboration
4. Expert school leaders develop the expertise of all staff



The Difference Inclusive Leadership Course

- One year, specialist programme for mainstream primary and secondary leaders
- 6 full days of in-person delivery for senior leaders
- 5 practical assignments to evaluate and develop a whole-school inclusion strategy
- Develop personal practice expertise and access strategic leadership tools and frameworks
- A data-driven approach to improving inclusion through measurable outcomes

For more information email
lcpartnerships@the-difference.com

ILC impacts reported by 300+ leaders

100% Leading school improvement based on new learning

64% Improved Suspension and Persistent Absence

82% Improved staff de-escalation of incidents

Scan to find
out more
and APPLY



ILC 1: Principles and Frameworks of Whole-School Inclusion

- Introduction to The Difference and the Inclusive Leadership Course

- Principles of Whole-School Inclusion
- Limitations of traditional inclusion model
- A framework for Whole-School Inclusion

- Recognising the challenge of becoming more inclusive
- The Practice and Systems Framework for leading inclusive change

Assignment #1

- Review your school's inclusion offer using the Inclusion Framework and illustrated examples

ILC 3: Trauma-Informed Practice

- Sharing learning from Assignment #1
- Sharing implementation and impacts from ILC 1

- Understanding the roots and impacts of trauma
- Key Principles of Trauma-Informed Practice
- Whole-school Trauma-Informed Practice

- Putting Trauma-Informed principles into practice
- Zones of regulation: a model for Trauma-Informed Practice
- Leading the implementation of Trauma-Informed Practice

Assignment #2

- A reflective journal to support the development of Trauma-Informed Practice with all staff

ILC 5: Belonging and Restorative Practice

- Sharing learning from Assignment #4
- Sharing implementation and impacts from ILC 4

- A framework for Belonging which supports wellbeing measurement
- Implementing practice and systems which promote belonging

- Establishing the value of repair in reducing lost learning
- Developing a framework for restorative practice which anticipates different levels of harm and readiness for repair

Assignment #5

- Evaluating a universal approach to restorative practice

ILC 2: Bias Informed Practice and Community Voice

- Sharing learning from Assignment #2
- Sharing implementation and impacts from ILC 2

- Creating a safe space for staff to acknowledge and understand bias
- Establishing a practice of allyship which can challenge bias

- What does impactful student voice look like?
- Developing effective voice practice for students, parents and staff

Assignment #4

- Evaluating opportunities in your school to improve the reach and impact of student voice

ILC 4: Contextual Safeguarding and Asset-Based Practice

- Sharing learning from Assignment #3
- Sharing implementation and impacts from ILC 3

- Contextual Safeguarding practice for all staff and every student
- Responding to harmful and abusive behaviours in school

- Asset-based practice for students, staff and families
- Identifying strengths as a foundation for growth
- Creating an asset-based practice for your school

Assignment #3

- Improving parental engagement through the Connect - Communicate - Collaborate framework

ILC 6: Developing effective Inclusion Provision

- Reflecting on your Inclusive Leadership Course journey
- Setting priority school inclusion outcomes for the year ahead
- Planning professional development to deliver improved outcomes

- 4 Building Blocks of Inclusion Provision - a framework for developing and evaluating Inclusion Bases and other inclusion provision
- Establishing the purpose of your Inclusion Provision
- Identifying the key measures of success for your Inclusion Provision
- The 7 pillars of Inclusion Provision - developing consistency of approach across different elements of your schools offer
- Planning for sustainability and impact