

# The Difference INCLUSIVE LEADERSHIP COURSE

*Improving outcomes for ALL students*

Contact: [ILCpartnerships@the-difference.com](mailto:ILCpartnerships@the-difference.com)

- \* *Professional Development for Senior Leaders*
- \* *Supporting ALL staff*
- \* *Improving whole-school inclusion*

## FOR SENIOR LEADERS...

Develop essential practice expertise and powerful strategic leadership tools to evaluate and improve the inclusion priorities of your school

Join a national network of over 350 school leaders: providing a platform to share and showcase the impacts you make

Grow leadership expertise across the SLT: connecting school priorities and improving your school's capacity to implement effective change

- 61% of leaders have been able to take on increased pastoral and inclusion responsibility after completing the ILC
- Access to a national network of MATs and LA partners across the country, sharing what works in real time
- 71% of leaders said the ILC assignments identified key areas for improvement and increased their ability to deliver change in school

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



## FOR THE WHOLE SCHOOL...

Reduce exclusion and improve attendance through earlier recognition of emerging needs and the development of effective practice to support secure behaviour systems

Engage with your school community: understand lived experiences of children and families to effectively challenge prejudice and discrimination

Focus on the realities of your school now and your priorities for the future: the ILC is contextual and developmental - it is not didactic or prescriptive

- 53% 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
- Helped identify opportunities for wider and more productive parental engagement

## 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 need
2. Relationships are integral to learning
3. Leading Practice and System development is key to whole-school inclusion



# 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 whole-school inclusive practice and systems
- Developing personal practice expertise alongside strategic leadership tools and frameworks
- Data-driven approach to improving inclusion outcomes
- Places from £1650

For more information email [ilcpartnerships@the-difference.com](mailto:ilcpartnerships@the-difference.com)

## ILC impacts reported by 300+ leaders

**100%** Leading school improvement based on new learning

**87%** Improved outcomes for vulnerable learners

**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: Bias-Informed and Asset-Based Practice

- 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

- 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 5: Compassionate Minds and Restorative Practice

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

- The neuroscience of Compassionate Minds practice
- Exploring the challenges and assets of a compassionate approach

- Establishing the value of repair in reducing escalation and repeat exclusion
- Exploring scaffolded approaches to restorative practice

#### Assignment #5

- Evaluating a universal approach to restorative practice

### ILC 2: 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 4: Contextual Safeguarding and Community Voice

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

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

- 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 6: Developing effective whole-school Internal AP

- Reflecting on your 'becoming more inclusive' leadership journey
- Connecting priority whole-school outcomes to the interactions which drive them
- Planning professional development to deliver improved outcomes

- Internal AP and a Whole-School approach to Inclusion
- Reviewing your Internal AP: Purpose, Provision and Pathways.
- Identifying key measures of success for Internal AP
- Mapping Purpose, Provision and Pathways to deliver successful outcomes from your Internal AP