

Module 6 – Learning and teaching: Activity book

Inclusive Practices Self-Assessment Guide


In this activity, you will use the *Inclusive Practices Self-Assessment Guide* to assess your school’s level of performance in inclusive teaching and learning pedagogy.

Focus on the **Learning and Teaching** section of the Self-Assessment Guide:

1. Read the Guiding Statement. This statement is designed to support your discussion and reflections before you consider the observed evidence of practice in your school.
2. Read and discuss the statements of observed evidence.
3. In light of your discussions and reflections, working on your own, rate your perception of your school’s current level of performance within the Targeted Assessment component of the Intervention Framework.

	GUIDING STATEMENT	OBSERVED EVIDENCE	LEVELS OF PRACTICE		
			Beginning There is little or no evidence.	Developing There is partial and uneven evidence.	Sustaining There is clear, convincing & consistent evidence.
LEARNING & TEACHING	<p>With appropriate data driven, decision-making processes schools can design learning that is inclusive for all students.</p> <p>Effective access to the curriculum is provided in a way that provides development and progression for all.</p>	<ul style="list-style-type: none"> Teachers planning for diverse learners demonstrate an understanding of the scope and sequence of key learning areas and capabilities. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> School leaders effectively communicate to all educators that inclusive practices are expected across the school. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Teachers have a shared understanding of effective teaching practice that leads to positive impact on student performance. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> When planning learning that is accessible and inclusive for all students, teachers and leaders reflect on the Universal Design for Learning (UDL). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> In planning appropriate curriculum, adjustments and interventions, teachers and leaders use a Response to Intervention (RtI) methodology. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Teachers have clear and well-documented evidence of the range of adjustments and interventions they are using for individuals and groups of students, including Personalised Learning Plans and Behaviour Support Plans. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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			Beginning There is little or no evidence.	Developing There is partial and uneven evidence.	Sustaining There is clear, convincing & consistent evidence.
LEARNING & TEACHING 	<p>With appropriate data driven, decision-making processes schools can design learning that is inclusive for all students.</p> <p>Effective access to the curriculum is provided in a way that provides development and progression for all.</p>	<ul style="list-style-type: none"> Teachers, with the support of the Student Learning Team, are able to match student need with the most appropriate adjustments and intervention. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Teachers in the school understand that the Towards Foundation A–D Curriculum and the EAL Curriculum F–10 are alternative pathways to design student learning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Interventions in the school are either evidence-informed (program has converging evidence from scientific studies) or research validated (program directly studied and reported in peer reviewed journals). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Teachers regularly differentiate learning by adjusting content, process and product. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Learning Support Officers (LSO) in the school have clarification of their role, identification of tasks and clear pathways for communication with the teachers they are partnering. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Learning Support Officers (LSO) in the school receive training in how to best support the learning and behavior of identified students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Parents, guardians and caregivers are encouraged to contribute to the planning of instruction and behavior supports within the Program Support Group (PSG) protocol. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Current interventions

Reflect on the interventions your school currently has in place.

1. As a staff group, discuss what interventions your school currently has in place.
2. With a partner, select **one** of those interventions and evaluate it against the considerations raised in the learning and teaching video you have just watched. Is the intervention:
 - a. matched to the profile of a student's learning needs?
 - b. validated by research or evidence based?
 - c. implemented with integrity and fidelity?
 - d. content taught as it was designed?
 - e. delivered as it was designed for a group or individuals?
 - f. consistent with the frequency of sessions? For example, the numbers of sessions per week, the length and duration of each session, and the number of sessions offered in total.

Please note that further guidance can be found in the Catholic Education Melbourne *A Guide to Selecting An Intervention* document that can be found on the [CEVN](#) website under Curriculum and Student Support / Learning Diversity/ Student Services.

Intervention Checklist

What is the name of the program or intervention being used?	
Who is the publisher/author?	
<p>Is the program based on current research? <i>(Scrutinise all available information: Where is the research published? Is there evidence that this intervention is a suitable instructional match for your target student or cohort? Was it effective for a similar cohort?)</i></p>	<p>No – <i>List reasons why this program will meet your student(s) needs. (e.g. favourable pre-and post-assessment results, effect size data, etc.):</i></p> <p>Yes – <i>List research/supporting evidence:</i></p>
Is the intervention targeted to meet specific student needs, and does the school have the resources (personnel/materials) required to deliver the intervention?	<p>Yes</p> <p>No</p> <p>Unsure <i>(further investigation/data required before you proceed)</i></p>
Intervention Delivery	<ul style="list-style-type: none"> • Explicit instruction • Teacher modelling/coaching • Scaffolding and fading • Student reflection/articulation of learning • Frequency and duration leading to automaticity • Use of self-talk/regulation • Opportunity to build self-efficacy (link to positive emotions)
Who delivers the intervention?	<ul style="list-style-type: none"> • Teacher • Allied Health Professional (e.g. speech pathologist, psychologist, occupational therapist) • Paraprofessional (e.g. learning support officer, teacher aide) • Other (e.g. peer tutor, parent)

Action plan

Consider further actions your school needs to take. Complete the table below.

ACTION – What	Who*	When	How

*You will need to consider whether each action is to be completed by:

- an individual
- school team
- level
- department
- whole school.