

Module 3 – Identification: 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 **Identification** 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 Identification 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.
IDENTIFICATION	Teachers collect quality information from a range of sources.	<ul style="list-style-type: none"> The school has developed a shared understanding of the processes established to identify students with diverse learning needs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students with diverse learning needs, academic and behavioural, are identified and given access to the curriculum that will be most responsive to their current needs.	<ul style="list-style-type: none"> Teachers in the school have a shared understanding of inclusive policies, practices and pedagogies that actively shape the full flourishing of each and every student. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Teachers in the school understand the information and evidence gained from a range of assessment tools including formal and informal sources. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Teachers in the school can match the evidence gained from assessment with the most appropriate curriculum, level of adjustment or intervention. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Leaders support teachers to identify areas of adjustment that may be required to allow access to the most appropriate curriculum. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> The school has a clear protocol which determines when further targeted Tier 2 or Tier 3 assessment is required. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> The school has a comprehensive assessment schedule that identifies the learning needs of a diverse range of students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Parents, guardians and caregivers are fully involved and consulted about their child’s educational program using the Program Support Group (PSG) protocol. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional knowledge reflection: Think, Pair, Share

Your knowledge of your students will have implications for how well you teach both academics and prosocial behaviour. Your knowledge of a student's strengths and challenges will determine the adjustments you put in place in order to design the most appropriate learning opportunities.

In this activity, you will use the Think, Pair, Share thinking routine to reflect on Standard 1 of the Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Standards for Teachers: Know students and how they learn.

Step 1

Review the AITSL Professional Standard 1: Know students and how they learn.

Take a few minutes to think about the extent to which you demonstrate this standard: Graduate, Proficient, Highly Accomplished, Lead.

Step 2

Share your thoughts with a colleague.

Discuss a scenario where you differentiated your teaching in both the academic and prosocial curriculum to meet the specific learning needs of students across the full range of abilities.

Assessment schedule

Your current assessment schedule will outline the range of assessments to be completed at each year level by all students, as well as the timing for the administration of these assessments.

Use your school's assessment schedule and complete the following activities:

1. Look at the expected assessments at your year level and reflect on your current practice.
2. Does the schedule represent what you do?
 - a. Circle what assessments you are currently using.
 - b. Add in any others that may be missing.

Assessment tool template

In this activity, you will work with other teachers in your level. Decide on one of your assessment tools to focus on and complete the table below.

Note: After selecting an assessment tool, discuss what this tool is assessing and the expected achievement standard you have for students at each year level.

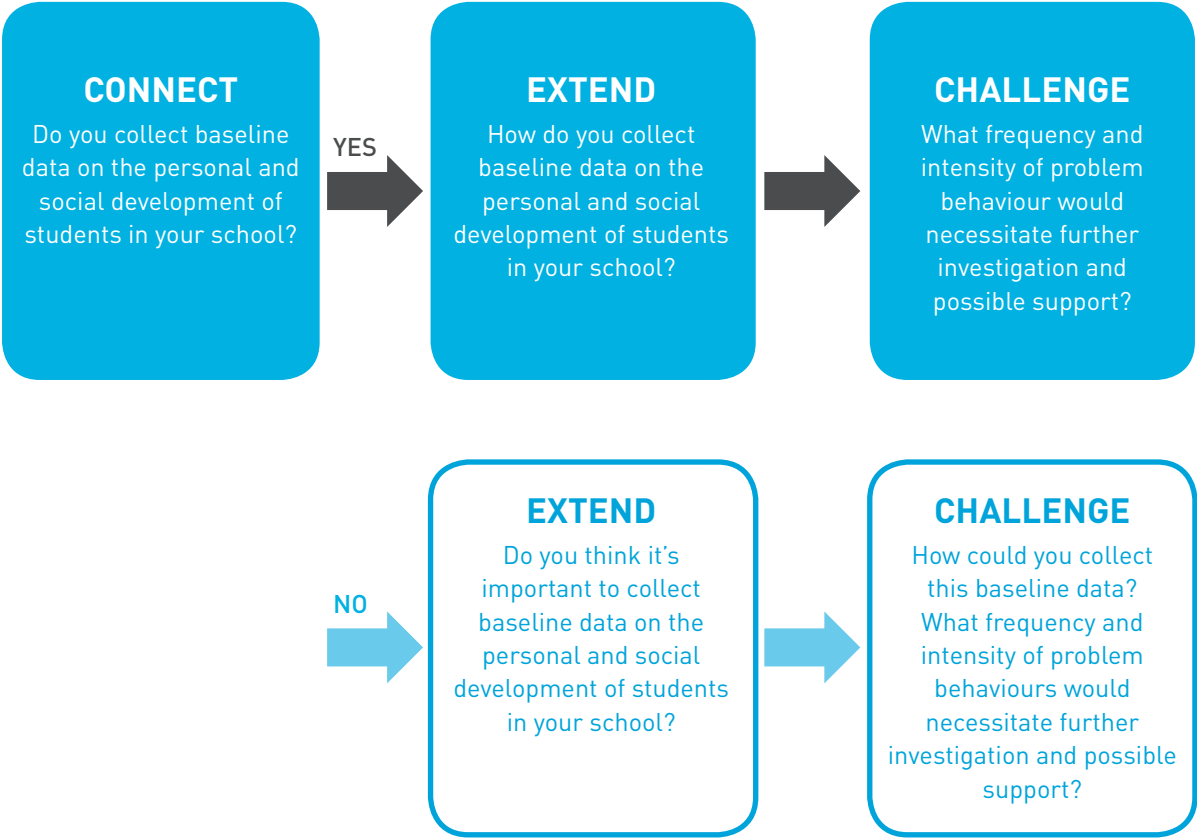
When scoring the students' responses it is important that there is consistency on the type of score obtained. For example, is your school gathering a raw score, a reading age or spelling age, a PAT scaled score, a standard score, a percentile rank or a stanine for each assessment?

Current Assessment Tool	
When is it administered? (Time of the year.)	
How is it administered? (Whole class, small group, individual.)	
What is the tool assessing?	
What type of score/s are obtained?	
How do you record these scores?	
What is the expected achievement standard (score) for students?	
How do you use the information?	

Baseline data collection: Connect, Extend, Challenge

Use the Connect, Extend, Challenge thinking routine to explore the ways you use baseline data.

There are two pathways you can take with this activity: a YES pathway if you do collect baseline data on the personal and social development of students, and a NO pathway if you don't.



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.