




INCLUSIVE PRACTICES Self-Assessment Guide






At the heart of the work for Catholic Educators is the formation of each young person... Catholic schools are committed to fostering inclusive practices which respond to learning diversity so that all students are actively engaged in learning and experience success.

Catholic Education Melbourne 2017, *Horizons of Hope: Learning Diversity in a Catholic School*, p. 4.



	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 and consistent evidence.
SCHOOL CULTURE	<p>The school culture reflects Catholic educators commitment to enact an inclusive pedagogy which upholds the rights of all to be:</p> <ul style="list-style-type: none"> welcomed valued acknowledged actively engaged in education. 	<ul style="list-style-type: none"> Leaders and teachers have an understanding of the current teaching and learning framework for Catholic Schools – Horizons of Hope. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> The school enacts a curriculum that recognises that each individual requires educational adjustments specific to their needs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Educators work together to ensure that adjustments are individually tailored and designed to maximise growth for each learner. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> The school has established a Student Learning Team with clear structures and practices which respond to the diversity of student learning need. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Teachers, leaders and the Student Learning Team in the school regularly monitor and assess the progress of all students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Leaders and teachers have an understanding of the key principles, practices and structures of the Intervention Framework. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Leaders and teachers have an understanding of the Universal Design for Learning approach. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Leaders and teachers have an understanding of the Response to Intervention model. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IDENTIFICATION	<p>Teachers collect quality information from a range of sources.</p> <p>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.</p> 	<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"/>
		<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"/>
TARGETED ASSESSMENT	<p>Students with diverse learning needs may require more specific targeted assessment data to inform the development and delivery of the most appropriate learning pathway.</p> 	<ul style="list-style-type: none"> The school has access to a comprehensive range of targeted assessments that further identifies the specific learning needs of a diverse range of students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Teachers in the school have a shared understanding of when and how to access more targeted data at the Tier 2 or Tier 3 level. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Teachers in the school have a shared understanding of what additional information is required and how to acquire it. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Teachers in the school work collaboratively to better understand the evidence of student learning and/or behaviour they have gathered. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> Expert teachers mentor colleagues to enhance the school's quality of assessment practices and fidelity of administration. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> The school has an agreed protocol for the summation of the collected data. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	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 and consistent evidence.
DATA ANALYSIS	<p>Data driven, decision-making processes are applied within inclusive school practices to accommodate the learning needs of all students.</p> 	• Teachers are proficient at interpreting and using systematically collected evidence to plan for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		• There is adequate, regularly scheduled, on-going planning time for teachers to meet in order to analyse, interpret, plan and act on student learning and/or behavioural data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		• Teachers determine adjustment strategies most appropriate for their learners when considering content, pedagogy and the environment for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		• Teachers and leaders in the school have an expectation that all students will demonstrate growth in their learning regardless of the starting place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		• The school has common understandings of what determines 'appropriate' levels of growth in key learning areas and the capabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		• Teachers and leaders meet regularly to analyse progress data to determine if the level of adjustment provided for students is enabling 'appropriate' levels of growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		• The school has an agreed protocol for documenting the specific learning needs of targeted students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		• Multiple sources of feedback are used to plan priorities for teachers' professional learning when the evidence suggests this would enhance the quality of teaching for diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		• Parents, guardians and caregivers are encouraged to contribute to the understanding of their child's learning needs within the Program Support Group (PSG) protocol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		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> 	• Teachers planning for diverse learners demonstrate an understanding of the scope and sequence of key learning areas and capabilities.	<input type="checkbox"/>
• School leaders effectively communicate to all educators that inclusive practices are expected across the school.	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
• 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"/>
• 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"/>
• 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"/>
• 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"/>
• 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"/>
• 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"/>
• 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"/>
• Teachers regularly differentiate learning by adjusting content, process and product.	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
• 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"/>
• 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"/>
• 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"/>
EVALUATION	<p>The focus is on the rate of student progress over time regardless of the starting point.</p> <p>Rigorously tracking the progress of all students and adapting targeted instruction and adjustments ensures growth for all students.</p> 	• Teachers work together in a range of ways to review all student progress over time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		• Teachers regularly record students' progress against the planning tools established, for example the student's Personalised Learning Plan or Behaviour Support Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		• Parents, guardians and caregivers, through a Program Support Group (PSG) protocol, partner with the school in monitoring the learning of their child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		• The Student Learning Team regularly monitors and reviews the impact of adjustments on student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		• The Student Learning Team regularly monitors and reviews the fidelity of the implementation of adjustments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		• The Student Learning Team regularly evaluates each component and the overall intervention process in the school .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>