

Building Sustainable Inclusive Practices with School Wide Integrated Framework for Transformation (SWIFT) Framework

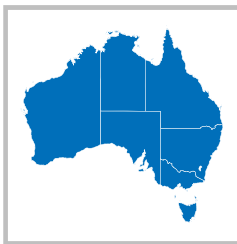
2019 AASE National Conference
Flourishing Learners in Thriving Learning Communities

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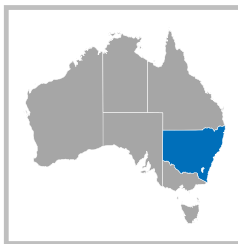
Leanne Woodley
Senior Education Consultant

What We Do

AISNSW Student Services Team



Implementation of Commonwealth funded initiative: Nationally Consistent Collection of Data for schools students with disability



Implementation of State Funded initiatives and programs in Literacy and Numeracy



Consultancy support and professional learning focused on:

- students with additional needs related to disability, physical and mental health
- effective literacy and numeracy instruction



Advocacy and representation

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Learning Intentions

- ❑ Brief overview of SWIFT
- ❑ Use in the Australian school context
- ❑ Process to improve school-wide inclusive practices



What is SWIFT?

“Schoolwide Integrated Framework for Transformation (SWIFT) is a reflective process that supports schools to examine their inclusive practices to create powerful learning environments and promote active, engaged partnerships among families and community members.”

SWIFT is a well-researched framework with domains and underpinning features of effective inclusive educational settings.

<http://www.swiftschools.org>



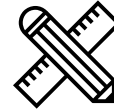
SWIFT is....



... is a strengths-based framework that recognises that all schools have strengths and are all striving to be places of excellence and learning.



... a process to support schools reflect on and evaluate their inclusivity, identifying their strengths and areas for the improvement.



... about capacity building and developing sustainability in schools for inclusive practices.

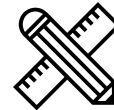
Why SWIFT?



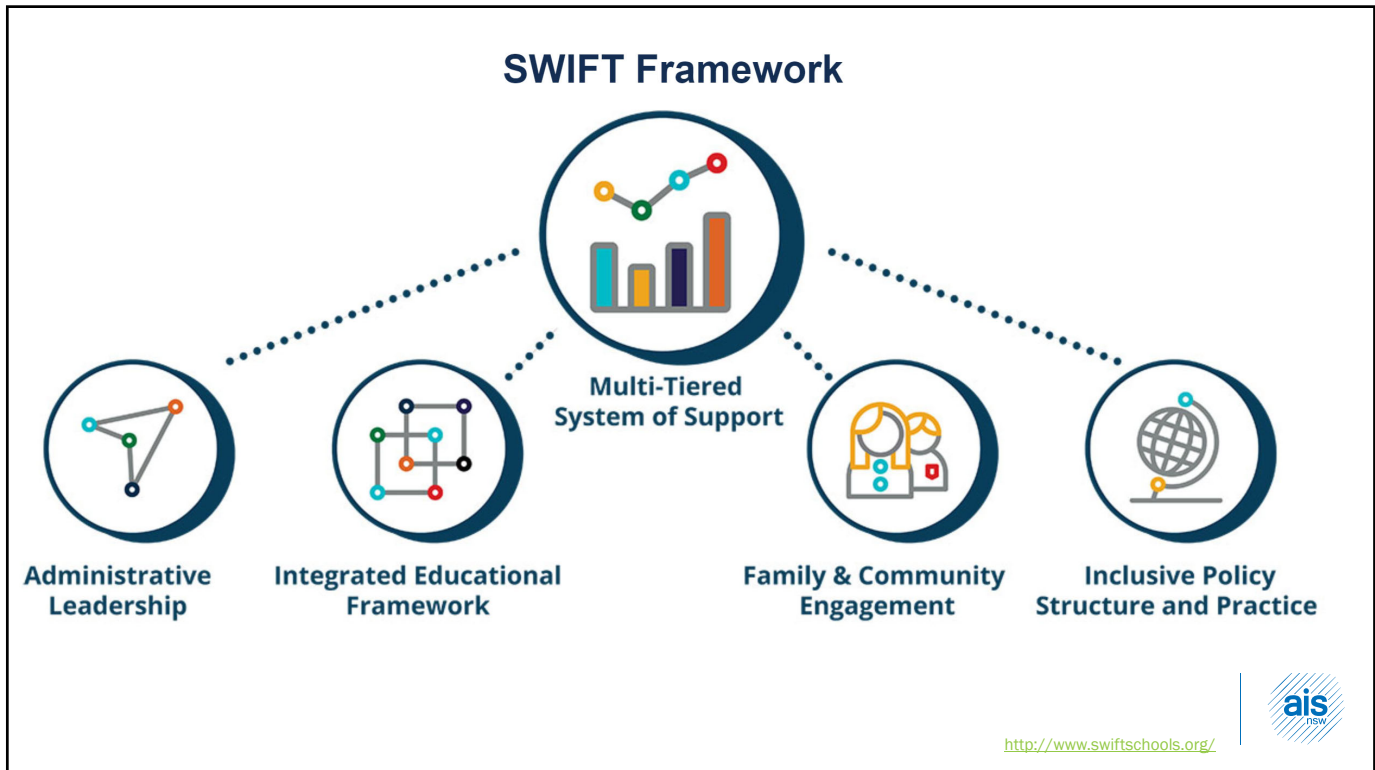
... generates a collective agreement about a high quality inclusive school for all students.



... provides a measurable criteria for success of an inclusive school.



... engages school leaders in a concentrated analysis of what they do, how they do it, and the impact it has on student outcomes.



Multi-tiered System of supports (MTSS)



Multi-tiered Systems of Support (MTSS) provides schools with a framework for allocating educational services to students with varying academic, social-emotional and behavioural skills.

MTSS is an approach to creating a system-wide continuum of resources, structures, and practices that can respond to student need in an effective and timely manner whilst addressing barriers to student learning.

Underpinnings



Leadership

Strong and actively engaged leadership teams committed to improving teaching and learning and systems that empower educators and school personnel.



Integrated Educational Frameworks

All students participate in high quality curriculum instruction and school-based activities of their grade level peers, and schools embrace ways to redefine roles of support staff and teaching assistants to support all students using non-categorical language and practices.



Family and Community Engagement

Mutually beneficial and supportive partnerships between school, family and community.

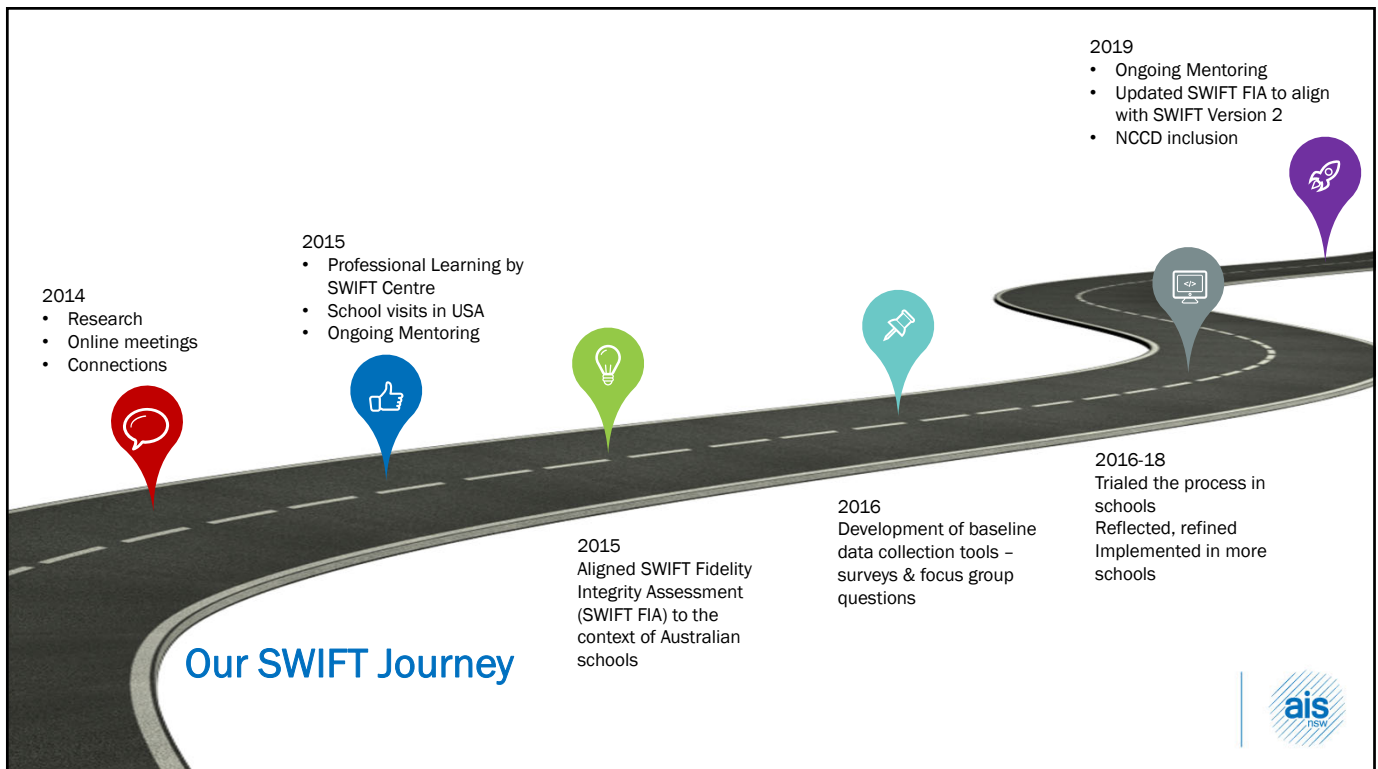
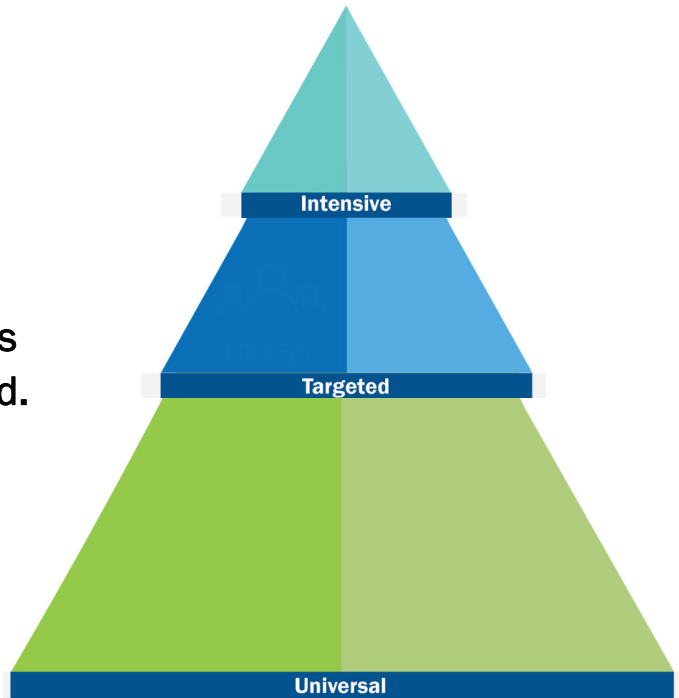



Inclusive Policies and Practices

Inclusive policies and practice includes ensuring schools are meeting the requirements under disability legislation and NESA / ACARA guidelines to inform school based practices.




Using a *Multi-Tiered System of Supports* to plan for system-wide continuum of resources, structures and practices that respond to need.





SCHOOLWIDE INTEGRATED FRAMEWORK FOR TRANSFORMATION

FIDELITY INTEGRITY ASSESSMENT




VERSION 2.0

swiftschools.org

SWIFT Fidelity Integrity Assessment (SWIFT-FIA)

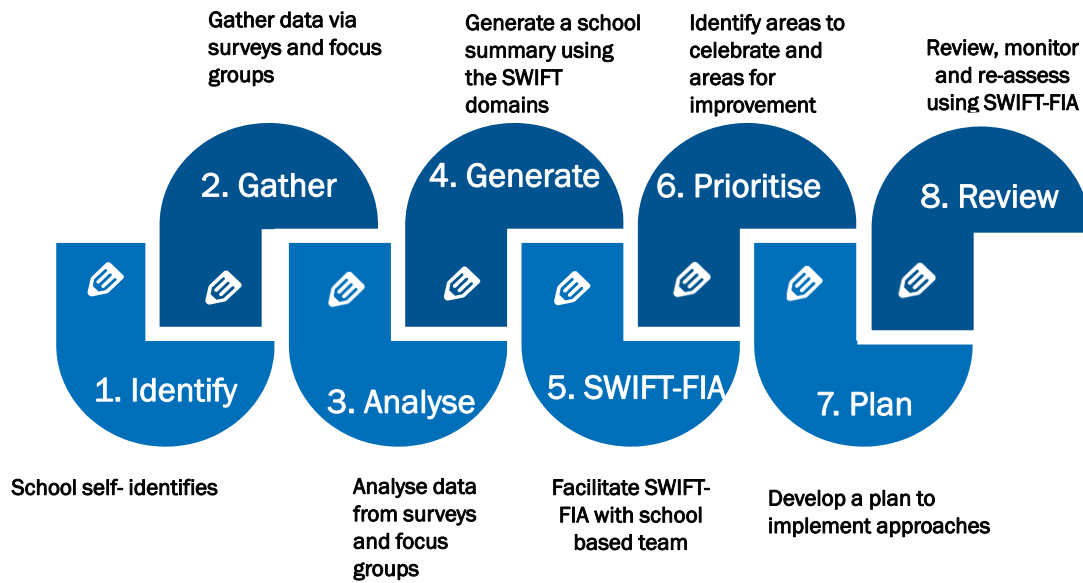
- Self-assessment used by School Leadership Teams to examine the current implementation status of schoolwide practices that have been demonstrated through research to provide a basis for successfully including all students.
- School teams administer SWIFT-FIA through a structured conversation accompanied by a review of evidence to substantiate the ratings they assign each item.
- School teams can monitor their progress over time.



SWIFT Domains, Features, and SWIFT-FIA Items

SWIFT Domain	SWIFT Core Feature	SWIFT-FIA Item / Improvement Area
Leadership	Strong and Engaged Site Leadership	1. Valued Leadership 2. Empowered Decision Making
	Strong Educator Support System	3. Educator Coaching and Learning 4. Personnel Evaluation
Multi-tiered System of Support	Inclusive Academic Instruction	5. Academic Supports 6. Academic Instruction 7. Data-based Decision Making for Academics
	Inclusive Behaviour Instruction	8. Behaviour Supports 9. Behaviour Instruction 10. Data-based Decision Making for Behaviour
Integrated Educational Framework	Fully Integrated Organizational Structure	11. Tier I Instruction for All 12. Non-categorical Service Delivery
	Positive and Strong School Culture	13. Full Access for All Students 14. Shared Responsibility
Family & Community Engagement	Trusting Family Partnerships	15. Family Opportunities to Participate 16. Partnerships with Families
	Trusting Community Partnerships	17. Community Collaboration 18. Community Benefits
Inclusive Policy & Practice	School Policy Framework	19. Inclusive Policies 20. Implementation of Policies 21. Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Using SWIFT in our Context



2. Gather

Surveys

Leadership		Staff and Parents	Students
Strong and engaged site leadership	Valued Leadership	Our school leadership team works collaboratively with the whole school community. [L1.1]	The leaders of my school work with teachers, students and parents [L1.1]
	Empowered Decision Making	Our school leadership team provides meaningful opportunities for others to contribute to the school's decision-making processes [L1.2]	The leaders of my school ask others for information to make decisions in our school [L1.2]
Strong educator support system	Educator Coaching and Learning	Our school provides sufficient professional learning and instructional coaching to improve teaching and learning for all students [L2.1]	My school helps the teachers to become better teachers of all students [L2.1]
	Personnel Evaluation	Our school uses supportive evaluation and feedback of teacher practice to build their knowledge and skills [L2.2]	My school asks for my feedback about the teaching in my classes [L2.2]

2. Gather

Focus
Groups

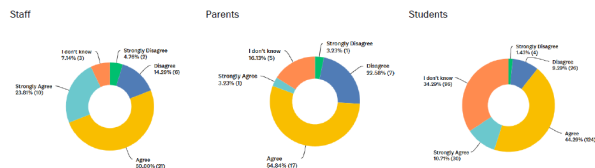


4. Generate

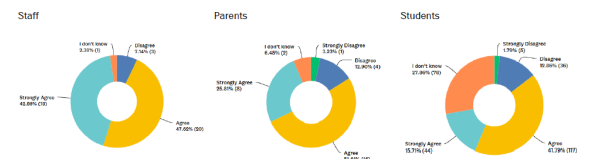
3. Analyse

Leadership – Survey Data

Our school leadership team works collaboratively with the whole school community. [AL1.1]



Our school leadership team promotes inclusivity of students with diverse learning needs. [AL1.2]



Leadership – Focus Group Data

This domain focusses on strong and actively engaged leadership involving a commitment to improving teaching and learning and a system that empowers educators and school personnel.

The survey data indicated that the school leadership team works collaboratively with the whole school community with 73% of staff agreeing and strongly agreeing [AL1.1]. Parent and student data concurred. 77% of parents surveyed and 89% of staff agreed and strongly agreed that the school promotes inclusivity of students with diverse learning needs [AL1.2]. However, 62% of parents either disagreed or did not know whether the leaders provided meaningful opportunities for others to contribute to the decisions made at the school [AL1.2]. Survey data indicated a similar response from staff and students.

Many staff and parents in the focus groups mentioned the school's pillars as its mission and vision although

Often the question is posed: What does excellence look like in academics? What does excellence look like in well-being? (Staff)

While the survey data showed respondents did not see opportunities to provide feedback to the school [AL1.2], participants in the focus groups acknowledged that the school is actively working towards new ways to engage with parents and students to gather feedback. An example was given that during Term One, 150 families participated in an online survey. Parents interviewed spoke about the positive changes in the leadership of the

5. SWIFT-FIA

Item 1.1: Valued Leadership	Stage of Implementation	How Do We Know?
<p>Our school has a Leadership Team that continuously uses data to improve teaching and learning.</p> <p>A School Leadership Team that works collaboratively with other school teams, families, and stakeholders is essential to effectively implement systems for sustainable, inclusive practices.</p> <p>Components include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School Leadership Team meets twice a month (or once a month with equivalent sufficient time). <input type="checkbox"/> School Leadership Team includes school leaders and educators representing classroom practitioners, special education, and other student services. <input type="checkbox"/> School Leadership Team reviews schoolwide student and/or school performance data. <input type="checkbox"/> School Leadership Team uses data to monitor school progress, guide instructional practices, and make school governance decisions. 	<p>0 = Laying the Foundation No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.</p> <p>1 = Installing One or more, but not all, components are in place or there are clear plans to proceed putting components in place.</p> <p>2 = Implementing All components are in place and starting to make systemic changes.</p> <p>3 = Sustaining Schoolwide All components are in places PLUS overall effectiveness is monitored and continuously improved.</p>	<ul style="list-style-type: none"> ➤ Leadership Team meeting minutes ➤ Perceptions of School Leadership team from data and observations from other school-based activities and meetings ➤ Sample data summaries to inform school decisions such as professional learning, use of resources etc <p>AIS Survey:</p> <ul style="list-style-type: none"> ✓ Our school leadership team works collaboratively with others. L1.1 ✓ The leaders of my school work with teacher, students and parents L1.1



SWIFT Fidelity Integrity Assessment

Date of Completion:

Participants:

Facilitator:

SWIFT Domain	SWIFT Core Feature	SWIFT-FIA Item / Improvement Area		Item Score	
Leadership	Strong and Engaged Site Leadership	Valued Leadership	L1.1	___ / 3	%
		Empowered Decision Making	L1.2	___ / 3	%
	Strong Educator Support System	Educator Coaching and Learning	L2.1	___ / 3	%
		Personnel Evaluation	L2.2	___ / 3	%
Multi-tiered System of Support	Inclusive Academic Instruction	Academic Supports	MTSS3.1	___ / 3	%
		Academic Instruction	MTSS3.2	___ / 3	%
		Data-based Decision Making	MTSS3.3	___ / 3	%
	Inclusive Behaviour Instruction	Behaviour Supports	MTSS4.1	___ / 3	%
		Behaviour Instruction	MTSS4.2	___ / 3	%
		Data-based Decision Making	MTSS4.3	___ / 3	%
Integrated Educational Framework	Fully Integrated Organizational Structure	Tier I Instruction for All	IEF5.1	___ / 3	%
		Non-categorical Service Delivery	IEF5.2	___ / 3	%
	Positive and Strong School Culture	Full Access for All Students	IEF6.1	___ / 3	%
		Shared Responsibility	IEF6.2	___ / 3	%
Family & Community Engagement	Trusting Family Partnerships	Family Opportunities to Participate	FCE7.1	___ / 3	%
		Partnerships with Families	FCE7.2	___ / 3	%
	Trusting Community Partnerships	Community Collaboration	FCE8.1	___ / 3	%
		Community Benefits	FCE8.2	___ / 3	%
Inclusive Policy & Practice	School Policy Framework	Inclusive Policy	IP9.1	___ / 3	%
		Policy Implementation	IP9.2	___ / 3	%
		Nationally Consistent Collection of Data on School Students with Disability (NCCD)	IP9.3	___ / 3	%
SWIFT-FIA Total					



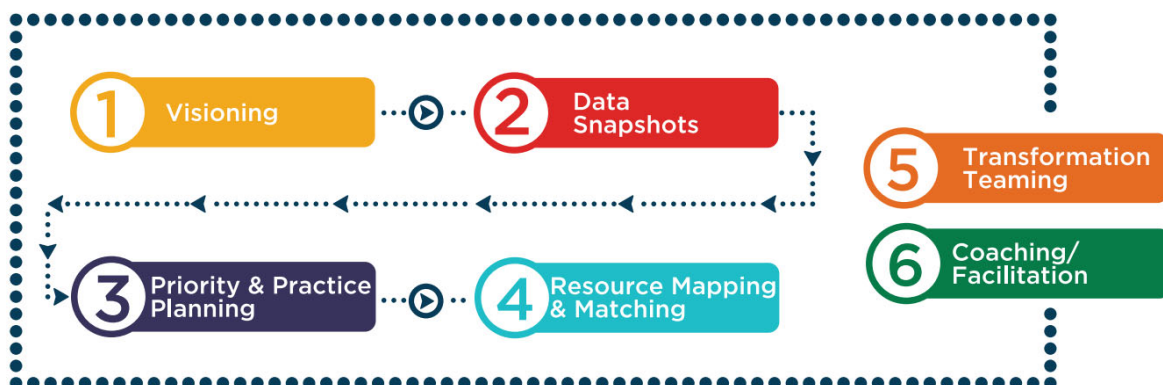
6. Prioritise

SWIFT domain	Core feature	Improvement area	Current situation
Multi-tiered support system	Inclusive academic instruction	Academic support (MTSS3.1)	In some Maths & English classes we XXXXXXX A few optional after school classes/recess/lunch Pastoral care classes are also running
Multi-tiered support system	Inclusive academic instruction	Academic instruction (MTSS3.2)	Teachers have some training but not implementing into classroom practice
Multi-tiered support system	Inclusive academic instruction	Data-based decision making (MTSS3.3)	At Year 12 we analyse HSC results and use At junior levels we don't use so much data Teachers aren't using available data



7. Plan

SWIFT Technical Assistance Practices

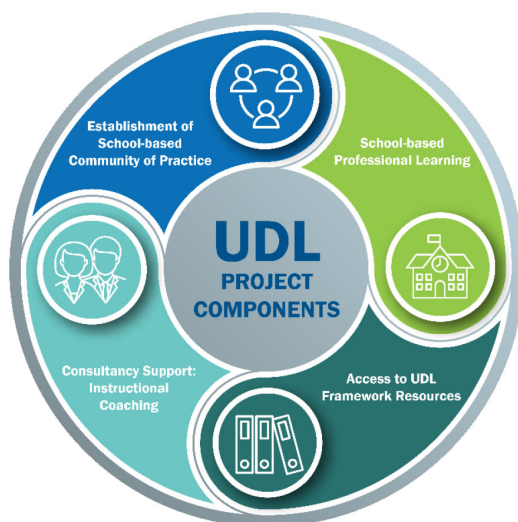


7. Plan

Project Goal	Actions (include professional learning activities)	Responsibility	Timeframe	Budget allocation
2. ACADEMIC INSTRUCTION: Academic instruction (MTSS3.2) Implementing quality differentiation by all teachers in classroom practice	1 Visiting class for observations of different practices Details: • XXXXXX • XXXXXX • XXXXXX	Head of Curriculum to schedule observations and class covers	Commencing Week 2 Term 2 To be completed by: Week 9 Term 2	\$XXX
	2 Visiting other schools who are undertaking inclusive classroom practices (Curriculum leaders and LS coordinator) Details: • XXXXXX • XXXXXX • XXXXXX	LS coordinator to contact suggested schools and arrange	Commencing Week 5 Term 2 To be completed by: Week 8 Term 2	\$XXX
	3 Establishing learning communities to support teachers to identify and implement differentiated class practices, trial two new practices for two weeks and report back and log in journals. This will be lead by Head of Faculty. Details: • XXXXXX • XXXXXX • XXXXXX	Head of Curriculum and Heads of Faculty	Commencing Week 5 Term 2 To be completed by: Week 6 Term 3	\$XXX
	4 Executive staff to investigate professional learning initiatives on Universal Design for Learning to upskill teachers to meet the needs of all students. Details: • XXXXXX • XXXXXX • XXXXXX	Assistant Principal	Commencing Week 3 Term 2 To be completed by: Week 6 Term 2	\$XXX
	5 Heads of Faculty to participate in professional leaning in designing assessment experiences that are universal and meets the needs of all students. They will then facilitate faculty meetings in assessment design and preparation, including preparing assessments considering different student groups according to their learning profile. Details: • XXXXXX • XXXXXX • XXXXXX	Head of Curriculum and Heads of Faculty External Consultant	Commencing Week 7 Term 2 To be completed by: Week 10 Term 3	\$XXX

School-based Professional Learning Offering

Universal Design for Learning (UDL)



Universal Design for Learning (UDL) is a framework to design inclusive programs and assessments that optimise learning for all students.

- **Project duration:** 3 full days or 6 x 2 hour sessions
- **Target audience:** Small group of interested school leaders and teaching staff, followed by whole school professional learning opportunities for all staff.





The SWIFT- FIA allows you to look at where you have come from and where you are going. It takes away the fear of criticism.

It makes you celebrate the good things and look for ways to do better. It's looking at success first then ways to improve

Principal



SWIFT-FIA and data report supported our school leaders and learning team to review the progress and growth so as to identify possible key features of inclusion and belonging at our College.

This then provided the data for us to co-construct a draft framework for the inclusion of all learners at the College.

Principal



SWIFT helps schools take a step back to look at data through an inclusive lens.

**Are we really as inclusive as we think we are?
How are we supporting and challenging all students to be successful?**

Principal



Contact Info:

Leanne Woodley
Senior Education Consultant

Student Services
Level 12
99 York Street Sydney NSW 2000
AUSTRALIA

📞 +61 2 9299 2845

✉️ lwoodley@aisnsw.edu.au

🌐 www.aisnsw.edu.au

The Association of Independent Schools of NSW Limited



Prof. Wayne Sailor: SWIFT Schools: Sydney 2019



References

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