If you cannot reach them, you cannot teach them.

Reach to Teach Program

Phase 1: Putting out the Welcome Mat

What is Inclusion?
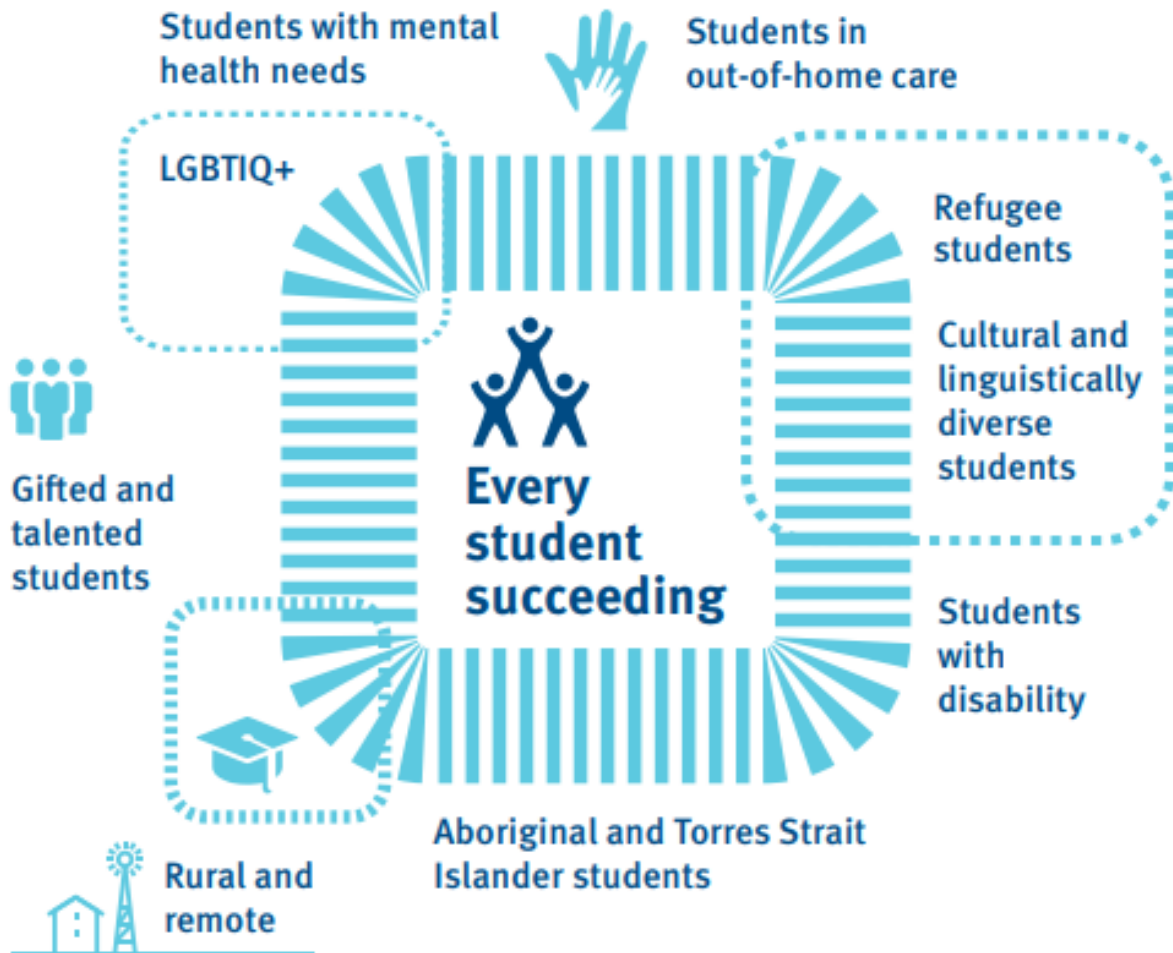
What is Inclusion?

Students with mental health needs

Students in out-of-home care

LGBTIQ+

Refugee students

Cultural and linguistically diverse students

Gifted and talented students

Every student succeeding

Students with disability

Rural and remote

Aboriginal and Torres Strait Islander students

HEART:

"Equity is who has the keys to the room.

Diversity is who is in the room.

Inclusion is who feels welcome in the room.*"*

Emmanuel Schanzer, Bootstrap Project Director

What is Inclusion?

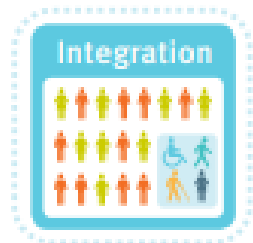*"Every student succeeding regardless of their circumstances, to live a life of choice, not chance."*
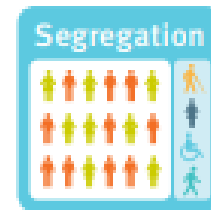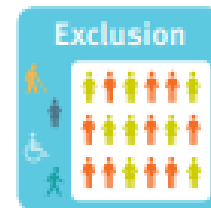
Scan and assess - Focus

What it isn't ...

Inclusive education differs from other approaches and practices in significant ways:

integration – students are placed in schools or educational settings with their similar-aged peers but adjustments are not made to meet their individual needs. This limits their ability to fully access or participate in learning. Integration is not necessarily a step towards inclusion.

segregation – students learn in separate environments, designed or used to respond to their particular needs or impairment, in isolation from other students.
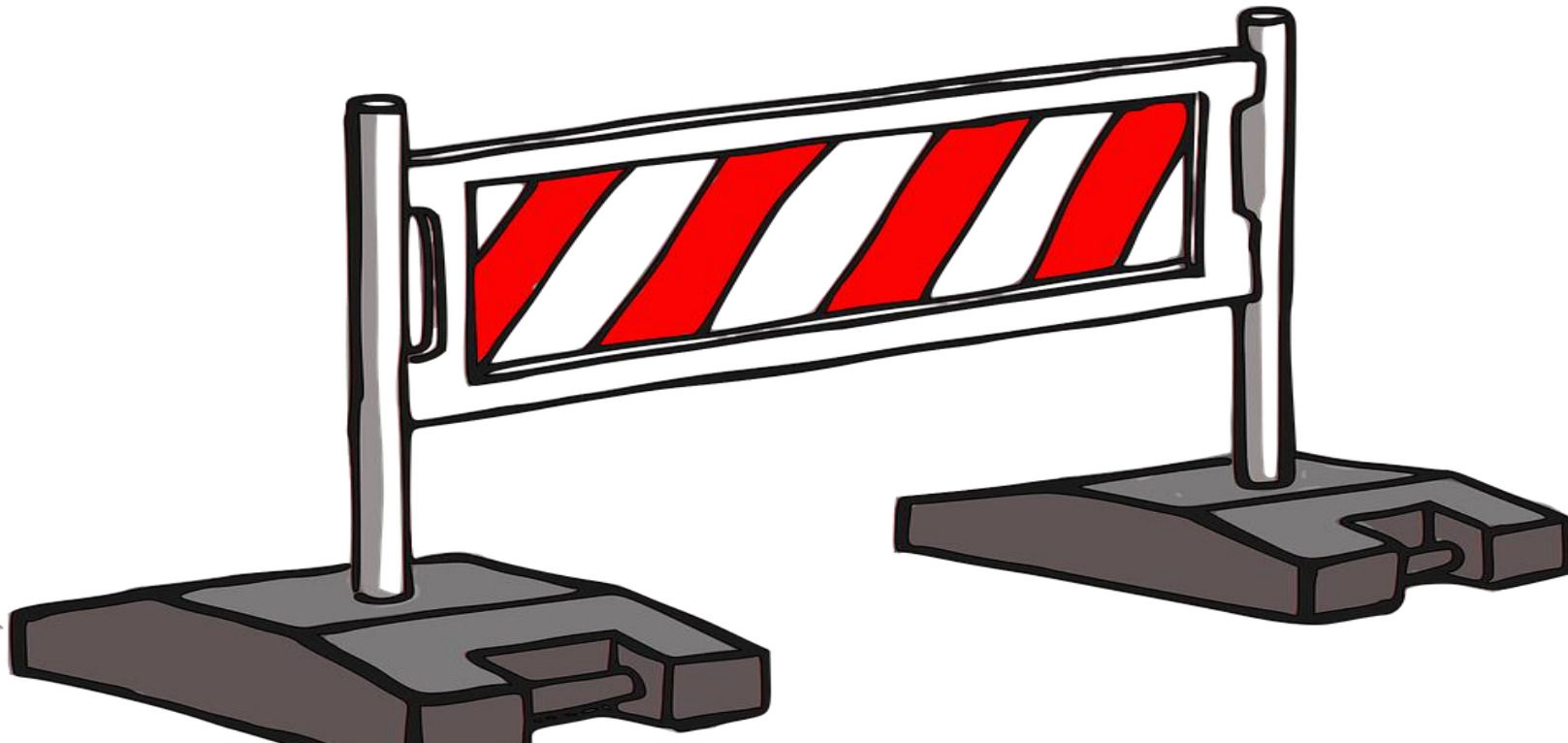
exclusion – students are unable to access any form of education.

Department of Education Inclusive education policy statement booklet, retrieved from https://education.qld.gov.au/student/inclusive-education/Documents/policy-statement-booklet.pdf

Scan and assess – Identified problems of practice
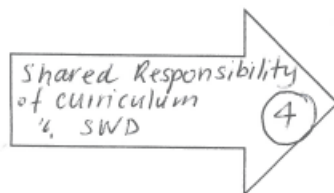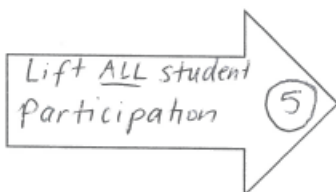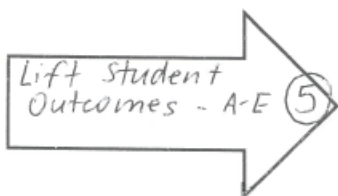
Barriers to Inclusion
Our School Under the Microscope

Scan and assess

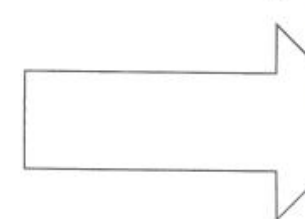Forces for change
Score impact out of 5

Force Field Analysis
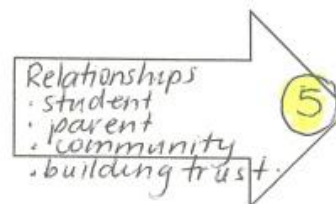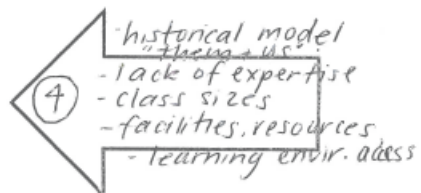
Forces against change
score impact out of 5

The Plan: What we Aim to achieve: Inclusion Vision!

To continue to work towards a more inclusive school community where ALL students, with the right support can feel WELCOME, and succeed.

Lift Student Outcomes - A-E (5)

Lift ALL student Participation (5)

Shared Responsibility of curriculum % SWD (4)

- "Capacity" too busy, crowded curriculum, 28 other kids class, no flexible time sizes (5)

- "unlikeable kids"
- task refusal
- determining motivation
- lack of engagement
- extrinsic motivation (5)

- historical model "them + us"
- lack of expertise
- class sizes
- facilities, resources
- learning envir. access (4)

Relationships
- student
- parent
- community
- building trust (5)

Welcoming Spaces (5)

- broken families
- trauma
- criminal elements
- resistance to changed model
- communication expectations
- demands
- middle class 'eyes' (3)

- capacity
- negative attitudes
- tired teachers (2)

Not totalled - because its not 'will we won't we'. Non-Negotiable.
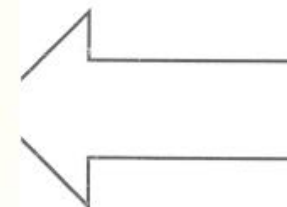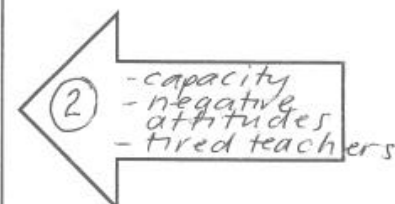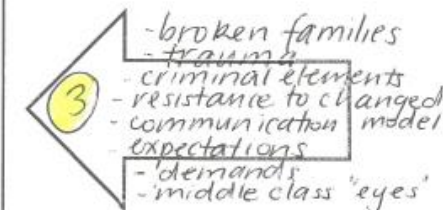
Total Score

Total Score

Scan and assess

A framework for successful change

Compelling Case	Vision	Strategy	Resources	Capability	Motivation	Feedback	=	Change
							=	Inertia
							=	Confusion
							=	Diffusion
							=	Frustration
							=	Fatigue
							=	Crawl
							=	Doubt
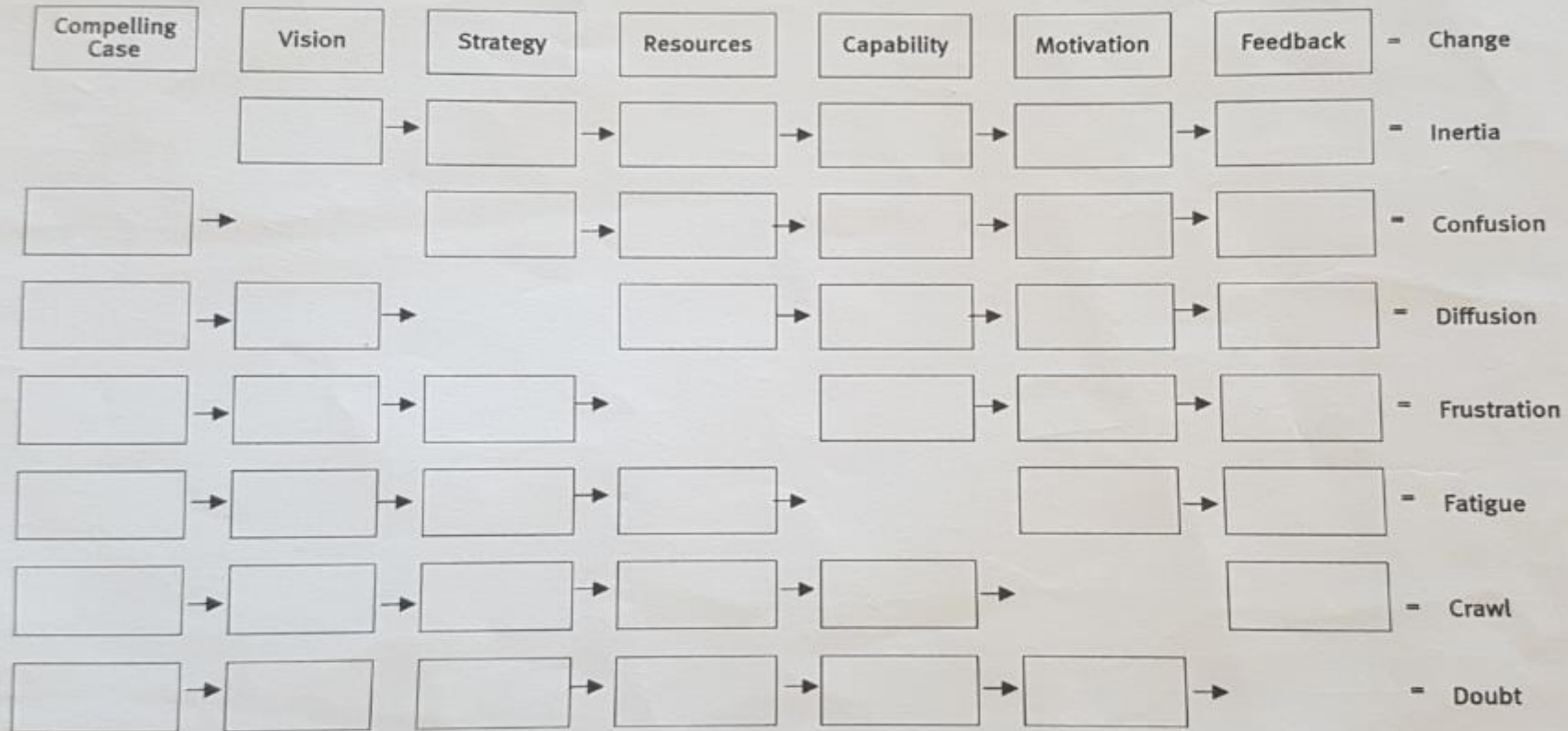
School Improvement Agenda

Scan and assess - Focus

The principal acknowledges that the use of a differentiation placement is a resource that will support discussion regarding differentiation and is a priority for future practice. The school is yet to develop a whole-school differentiation framework.

Some teachers identify concerns regarding their ability to implement ICPs in their classroom and about the level of resourcing to support ICP students in the classroom.

- RECOMMENDATION:

Provide PD to support teachers in their understanding of differentiated teaching practices to meet the needs of the full range of learners.

Problem of Practice #1:
Lack of staff training in differentiation & diversity

Scan and assess - Focus

The leadership team and P & C executive articulate the importance of strengthening the partnership with parents to enhance curriculum and learning conversations. A parent and community framework is yet to be developed.

The 2017 SOS data indicates 77.4 per cent of parents agree with the statement 'This is a good school', which compares to a Like Schools Group (LSG) rate of 95.1 per cent.

Some staff members and parents speak of an inconsistency in responses to inappropriate behaviour.

Problem of Practice #2:
Partnerships with Parents and Carers

Staff member agreement with the statement 'I feel staff morale is positive at my school' is 53.5 per cent and compares to a LSG rate of 79.7 per cent.

Many teachers report concern at the constant change in teaching approaches over recent years and express a desire to develop their teaching expertise in a consistently implemented set of teaching strategies to establish embeddedness of practice.

- RECOMMENDATIONS:

Collaboratively build a strong professional culture of mutual trust and support amongst all staff members and implement a range of strategies to ensure high levels of staff morale and wellbeing are achieved.

Problem of Practice #3:
Time-poor teachers requiring further PD

Scan and assess - Focus

VPSS Teacher Sentiments on Inclusive Education - Pre-Reach to Teach Program
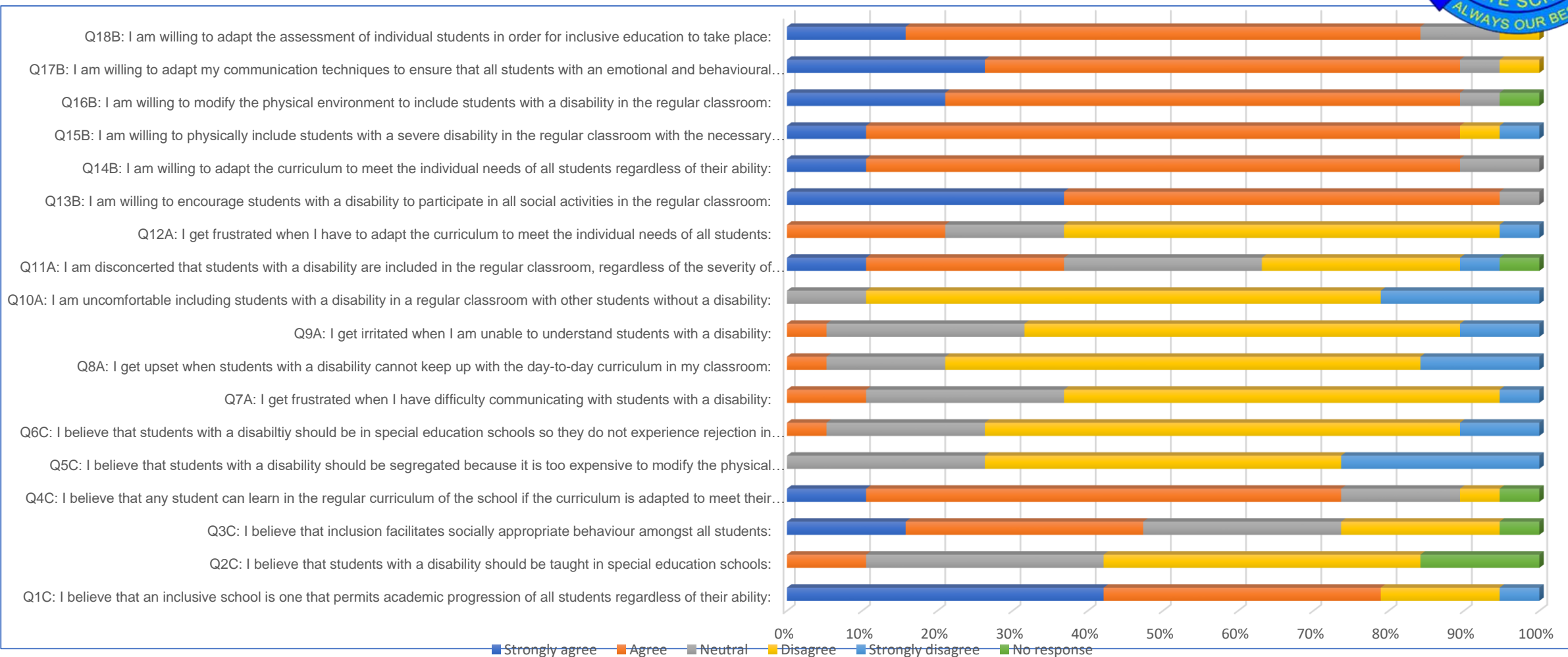
Develop and plan

Objective:

CURRENT:

Phase 1: To build strong relationships and partnerships to improve student outcomes and move towards an inclusive model;

FUTURE:

Phase 2: Identify successful ways to improve A-E performance of SWD students through full participation of the curriculum;

Phase 3: Prepare report of findings and recommendations to the Department of Education on completion of Reach to Teach cycle.

Develop and plan
Reach To Teach Program
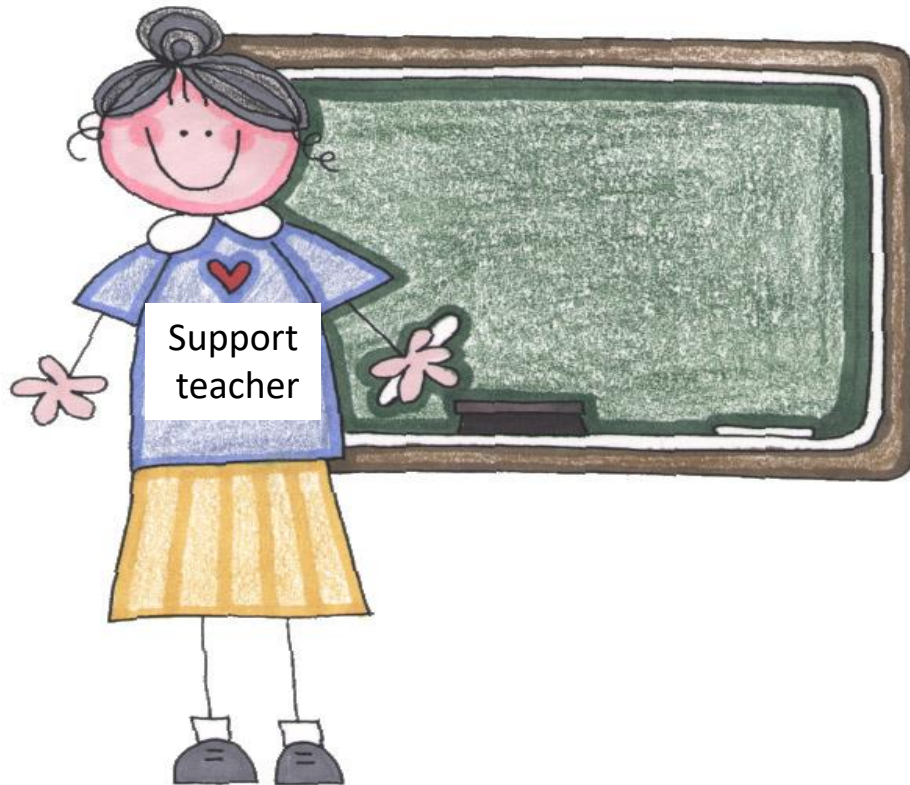
Support teacher

Class teacher

Develop and plan

Objective:

Sensory Box

Friendship Circle

Social Development Games

Develop and plan

"Reach to Teach – Putting out the Welcome Mat"

Goal: Release class teacher for diverse learner relationship building.

Outcome: Shared responsibility; strong community – classroom – school – home links.

Week	Weekly program:	Evidence:
Wk 1	Hand-over meeting with class teacher (Reach to Teach) • Communicate student's 'story (background); • Where they're at/Planning matrix; • Communicate support needs; • Teacher feedback on session (survey)	
Wk 2	Relationship building – teacher/student + 1 or 2 strategic peers • Social games; • Conversation starters; • Peer tutor coaching	
Wk 3	Class teacher to work on shared responsibility focus: • Differentiate planning/assessment; • Develop ISP/ICP/IEP, etc	
Wk 4	Class teacher to work on shared responsibility focus: • Research/create class support tools (sensory box, visual desk prompts/calendars, headphones, 'learning break' cards, movement breaks, peer tutoring etc). Can be done in collaboration with older students.	
Wk5	Class teacher to work on shared responsibility focus: • HUB teacher takes class, while class teacher supports identified student/s through focused teaching/assessment completion	
Wk 6	Coaching session with HOIS: • Feedback on successes; • Problems of practice; • Suggestions for next steps.	

Research:
Why focus on class relationships?

Teacher attributes:

- EMPATHY;
- WARMTH;
- GENUINENESS;
- ENCOURAGEMENT OF LEARNING;
- ENCOURAGEMENT OF THINKING;
- ADAPTING TO DIFFERENCES;
- A NONDIRECTIVE, LEARNER-CENTRED TEACHING PHILOSOPHY

=

Student outcomes:

MEDIUM TO HIGH EFFECTS ON:
- ENGAGEMENT;
- MOTIVATION;
- SELF ESTEEM;
- SOCIAL SKILLS;
- PARTICIPATION.

REDUCTION OF:
DROPOUT;
ABSENTEEISM;
DISRUPTIVE BEHAVIOURS.

Research:

Why focus on relationships?

Positive teacher-student relationships:

Higher student engagement and achievement

Negative teacher-student relationships:

Lowered student engagement and achievement

At-risk students (low SES; learning difficulties) are particularly vulnerable to negative relationships

Research:
Why focus on relationships?

DWANYE REED

"Students have to Maslow before they can Bloom."

MASLOW'S HIERARCHY OF NEEDS
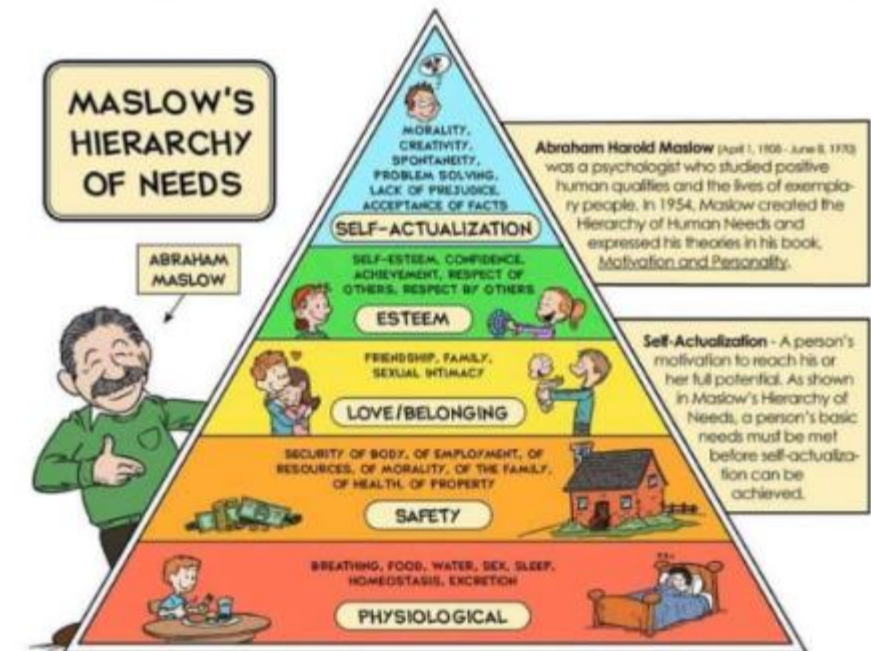
Reference unknown, retrieved from Facebook

Develop and plan
Baseline & comparison measures

Baseline and endpoint data:

Inclusion working group

Ambitious but achievable targets include:

Act
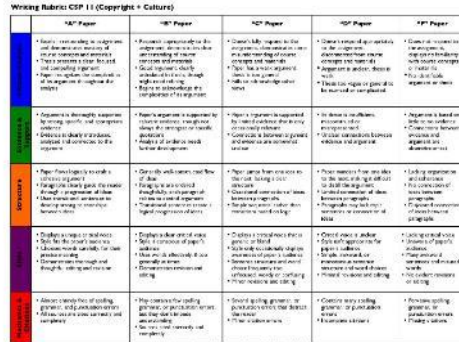
INPUT MEASURES - SCHOOL:

Act

Teacher Checklist

VICTORIA POINT STATE SCHOOL — ALWAYS OUR BEST

Teacher Checklist

Reach to Teach support allocation

Teacher: Mrs Cacopardo   Class: 3B

Student/s supported:
Noah J   Jimmy

Support provided:	✓	Comments	
General lesson support			
Assessment support			
Relationship building Teacher/Student Student/Peer — Both	✓	In class - activity?	Out of class –activity? Played Monopoly at the HUB
Social Emotional support Mindfulness Zones Of Regulation Growth Mindset			
Mutual development of support resources		(Exit cards, visuals? Student Reinforcers, social stories/games, Sensory Box, etc)	
Other			

Noah is new to our School and has had trouble with his Social skills and Settling in.
Jimmy has had Similar social issues.
I thought a game would be good for turn taking and social interaction.
It also gave me the opportunity to get to know Noah away from the class.
The boys interacted well and it was very worth while.
    Thank You.

Teacher Checklist

Reach to Teach support allocation

Teacher: Penny Lee   Class: 2C

Student/s supported:
Mackenzie Clarke   Annice Kennedy

Support provided:	✓	Comments	
General lesson support			
Assessment support			
Relationship building Teacher/Student Student/Peer	✓	In class - activity?	Out of class –activity?
Social Emotional support Mindfulness Zones Of Regulation Growth Mindset	✓	Discussed what was upsetting Mackenzie at play time Thought of solutions.	
Mutual development of support resources		(Exit cards, visuals? Student Reinforcers, social stories/games, Sensory Box, etc)	
Other			

Teacher Checklist

13/8/19

Reach to Teach support allocation

Teacher: Nikky Ward   Class: 1B
Nicky
Student/s supported:
Mason   Logan

Support provided:	✓	Comments	
General lesson support	✓		
Assessment support	✓		
Relationship building Teacher/Student Student/Peer		In class - activity? New student to the school.	Out of class –activity? Benchmarking
Social Emotional support Mindfulness Zones Of Regulation Growth Mindset		Mason - Meeting new student talking about what good friends do.	
Mutual development of support resources		(Exit cards, visuals? Student Reinforcers, social stories/games, Sensory Box, etc)	
Other			

Thankyou for this time for my new Student Logan. It was amazing to get to know him & allow me to find out his reading level straight away.
It was also lovely for mason to be able to learn some social skills in a 1 on 1 situation with a new student.

Act

INPUT MEASURES – SCHOOL:

<u>PROFESSIONAL DEVELOPMENT:</u>

- *PBL refresher*
- *Trauma-informed PD offered by CYMHS (high uptake by staff during school holidays – approx. 1/3 of participants)*
- *Barry Morris: Evolve Therapeutic Service, Trauma Aware Schooling*
- *ASD PD*
- *ICP workshop*
- *Inclusive Practices/differentiation workshop*
- *Lyn Sharrat Clarity Implementation PD*
- *HOSES & Principals Inclusive Education (QELLI)*

Review

Short-term outcomes:

Increased teacher confidence in welcoming, differentiation and adjusting for SWD.
Students demonstrate increased participation across all areas of school life and especially other KLAs other than English and Maths

Reduction in restrictive practices: .Physical restraint.

Support provisions on one school.

Differentiation

Review

Long-term outcomes:

SWD participating across all areas of school life and increased A-E achievement for all subject areas in supportive and welcoming environments.

Every Student Succeeding

+

Strong Links with Community Groups

Strong Positive Relationships with Parents

=

SUSTAINED IMPROVEMENT IN STUDENT OUTCOMES

Review

Outcome measures:

What measures will align directly to intended outcomes?
How do we know what we are doing is working?

Baseline and end point measures will show changes in behaviours, attitudes, practices, conditions, changes in monitoring data, reported levels of A-E achievement, participation (including partial).

A comparison between our school and like schools, historical data (what we used to look like.ie: withdrawal model) will strengthen our claim that results can be attributed to our inclusive model.

VPSS will be the school of choice in our community because of our Inclusive Model.

References:

- Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of Educational Research, 77*(1), 113-143. doi:10.3102/003465430298563

- Mahat, M. (2008). The development of a psychometrically-sound instrument to measure teachers' multidimensional attitudes toward inclusive education. International Journal of Special Education, 23, 82-92

- Roorda, D. L., Helma M. Y. Koomen, Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher-student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research, 81*(4), 493-529. doi:10.3102/0034654311421793