

Community of Practice

Partners in Inclusive Practices

AASE 2023



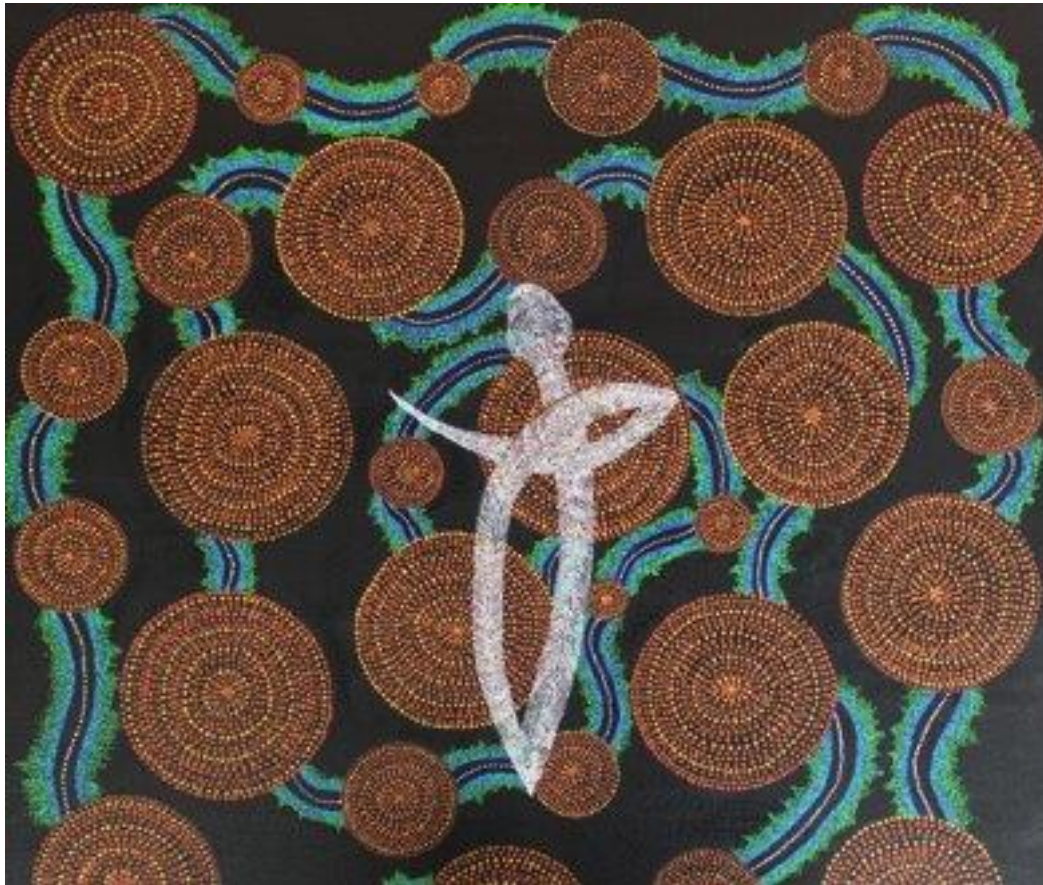
Welcome

"Inclusion is not bringing people into what already exists, it is making a new space, a better space for everyone."

Rachel Olivero, Diversity Officer

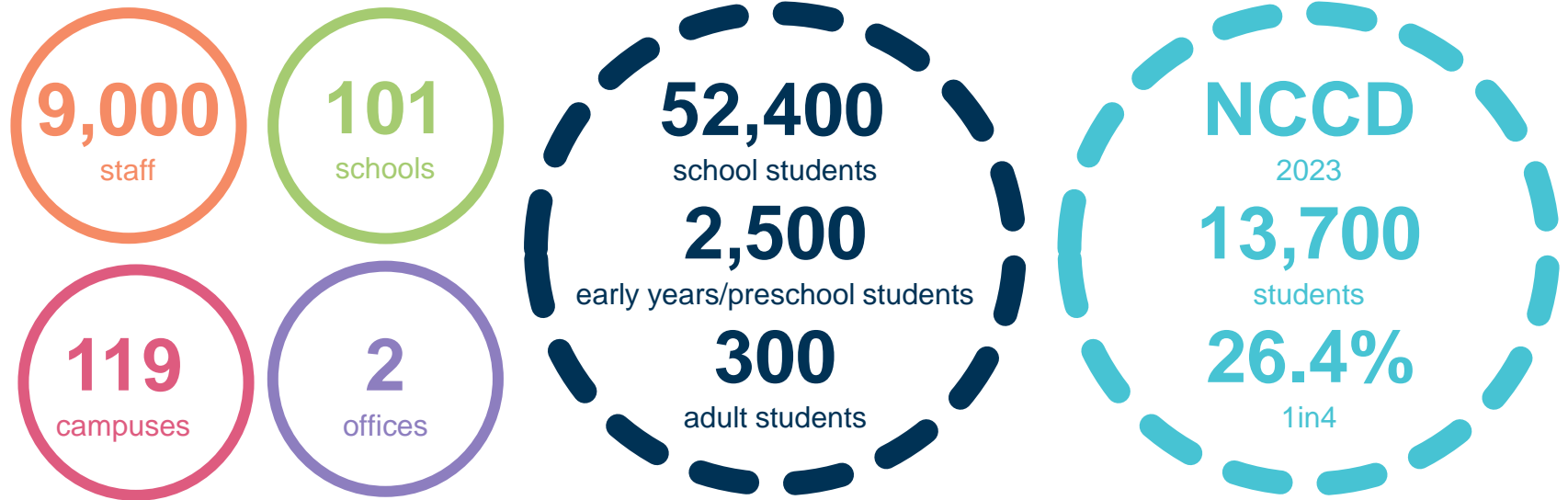


Acknowledgement of Country



Catholic Education South Australia (CESA)

Schools, Centres, Offices and Services



A range of schooling options supporting students and families within a faith environment.

CESA Students with Disability Review, Strategy and Policy



Students with Disability Strategy

Key Directions and Improvement Actions

Purpose

To strengthen the inclusion, learning and wellbeing of students with disability.

Students with Disability Strategy: Key Directions

Key Direction 1: **Every School**

Key Direction 2: **Inclusion Lead Schools**

Key Direction 3: **Special Schools**

Students with Disability Strategy: Improvement Actions

Students with disability and their families see Catholic Schools and offices explicitly act on:

- Student learning, wellbeing outcomes
- Growth (number of students with adjustments)
- Strengthen operational delivery for disability inclusion connections
- Improvement

Partners in Inclusive Practices (PIP) Focus on Students

Strengthening Partnerships

A focus on integrating Allied Health, Multidisciplinary Professionals and Consultancy into Catholic schools to strengthen and improve inclusion, learning and wellbeing outcomes for students with disability.



The 3 Key Purposes of the PIP are to:

1. To support schools in each Catholic Education region to work in partnership with other schools, with the Catholic Education Office and with allied health, consultants and multi-disciplinary professionals to improve the learning and wellbeing of students with disability.
2. To strengthen the capabilities of school staff who work most closely with students with disability.
3. To strengthen CESA's regional approach to school performance improvement through co-operation and capacity-building – schools working together and sharing resources.

Additional Resources

Students with Disability

Partnership

Responding to Diversity

PARTNERS IN INCLUSIVE PRACTICE

Allied Health / MD

Address Region Need-Data

Sustainable Practices

School Improvement

Improve Learning Wellbeing

Strengthen Staff Capability

Approaches to Partners in Inclusive Practices

School Based Partners in Inclusive Practices Initiatives

Office Based Partners in Inclusive Practices Partnerships

- CESA Multidisciplinary Team
- Regional and Remote Partnerships

Aspirations

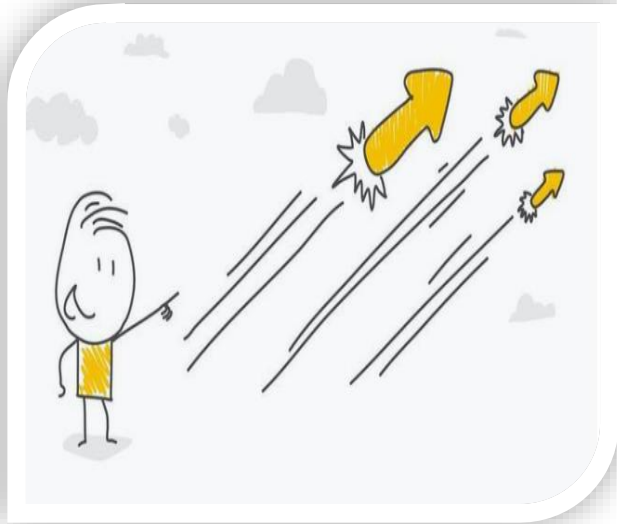
Data Partnerships

- *Region capacity*
- *Allied health and Multidisciplinary Teams*

Build capability of leadership, teachers and support staff to improve inclusive practices in our schools.

Improve Learning and Wellbeing Outcomes for students with disability

- *Increased understanding of functional impact of disability*
- *Tier 1, Tier 2 & Tier 3 systems of support*



Process

1. Collaboration

Schools with Educational Advisor: Learning Diversity and Equity for the region and School Quality Performance Leader

2. Preparation of Design Brief

Development of submission
Gradual release of responsibility model

3. Submission

SWD Review Implementation Steering Committee.



Current Snapshot of Partners in Inclusive Practices

26 schools, over 9 projects currently active across all regions

15 School-based initiated projects

4 CEO-based initiatives

19 projects **approved** in total

16 Referrals to the CESA **Complex Case Multidisciplinary Team** in 2023.

Partners

Speech therapists

Psychologists

Developmental Educator

Wellbeing Consultants

Literacy Consultants

Occupational Therapists

ASD Consultants



Reflections

Impact

Our PIP project has also given our staff the opportunity for professional conversations about student data and evidence with the SP. These conversations have assisted teachers in making appropriate adjustments in the classroom at a Ter 1 or Tier 2 level.

Understanding the science of wellbeing has helped me connect and understand the student's behaviour (Teacher).

The students are much more settled, and they love the grow your mind program - it is the consistent language for all students (Teacher).

Our multi-tiered intervention program is data driven, allowing all students to access intervention based on need (Coordinator)

Utilising the skills of the Cluster Wellbeing Leader, we have extended our Tier 1 practices from Reception to Year 6 to include an explicitly taught curriculum providing the language and strategies our children need. The second element has been the introduction of Tier 3 support (Principal)

Regular screening of all students in Reception to Year 6 allows us to determine effectiveness of Tier 1 literacy instruction, identifies students whose needs are not being met, and adjusts learning for all (Coordinator).

Impact

The PiP project has allowed us to build Leaders of Learning & teacher capacity through the speech pathologist working in classrooms using an "I do, We do, You do" approach with teachers as well as modelling this to the class (Coordinator)

Having a SP has allowed us to work closely with families to ensure that the right support is being offered to students. For example, speech and language screening, observations or assessments gives us more information to connect families to allied health, often through NDIS if a diagnosis has been made (Principal).

Thanks to the PIP, we are able to identify the students who were at risk and respond to their needs much more quickly (Coordinator).

PIP has provided professional learning for all staff, formally and informally (Coordinator).

Increased breadth of Tier 1/2/3 evidence-based programs offered to students (Coordinator).

Provided access to OT related services for children who may not have otherwise been able to (Services primarily for Non NDIS children).

Impact



Impact



Feedback from Principals and Inclusive Education Coordinators



Learnings

- Covid disruptions
- Employing and Sustaining the A/H staff
- Salary expectations
- Lack of availability of A/H
- Size of schools
- School leadership changes
- Education vs Therapy
- Communication
- Data – uses
- Professional Networks





THINK
ABOUT
THINGS
DIFFERENTLY

Questions



Conclusion

Partners in Inclusive Practices was implemented in response to the SWD review to **improve learning and wellbeing outcomes for students with disability.**

- To support schools and educators to initiate, strengthen and sustain inclusive practices in CESA primary and secondary schools.
- To enhance the confidence and capability of all staff in our schools, to provide an inclusive education for all students.

