

Inclusive leadership – intentional by design

QASEL | August 3

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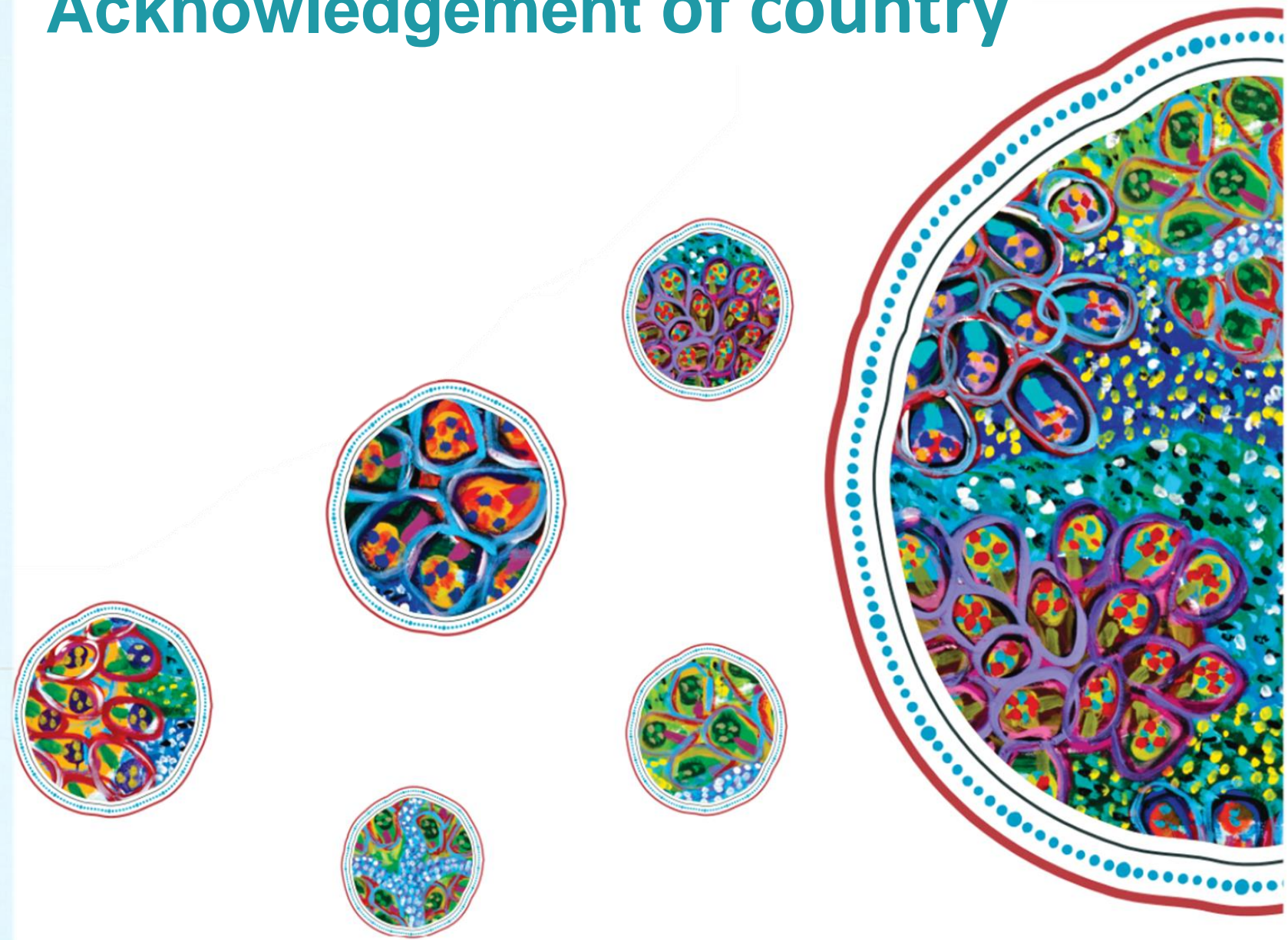


Queensland state schools commit to providing opportunities for every Aboriginal and Torres Strait Islander child and student to achieve success by walking with First Nations people to teach and celebrate local histories and cultures.

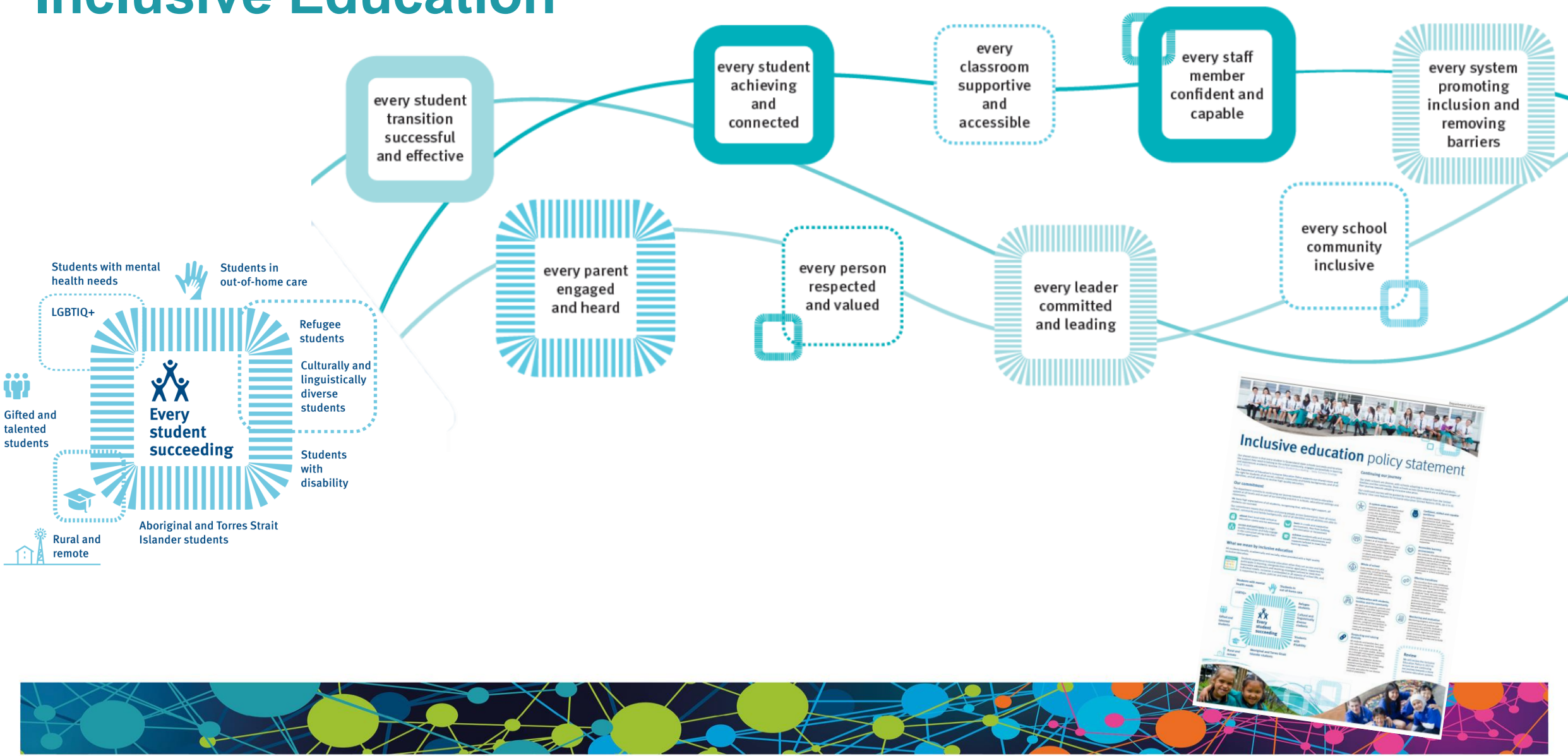


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Acknowledgement of country



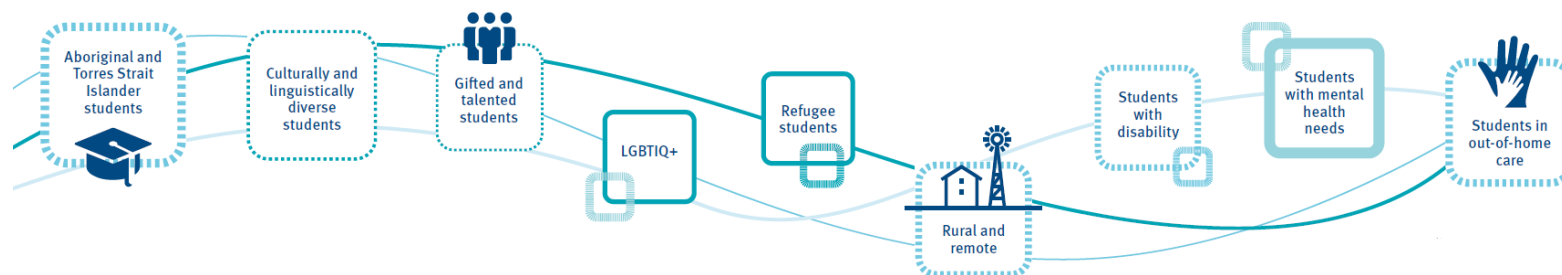
Inclusive Education



Inclusive education at my school

Using the nine core features as headings, how is inclusive education reflected at your school?

What do you think are areas of strength and weakness?



A system-wide approach
 Inclusive education is implemented systemically, based on evidence, across the department including in schools and other educational settings. We promote and develop policies, programs and practices to remove barriers and promote inclusive education across the department and within local school communities.

Collaboration with students, families and the community
 We work with students, parents and caregivers, and other organisations, including teacher and professional associations, as respected and valued partners in inclusive education. We support students, parents, caregivers and families to have a voice and be heard. Their views are considered in decision making at all levels.

Accessible learning environments
 Our schools, educational settings and classrooms will be designed to enable students of all backgrounds, identities and abilities to access and fully participate in learning. We ensure that students can access and participate in school activities and events.

Committed leaders
 Leaders at all levels within the department, across regions and local school communities, commit to and are accountable for implementing inclusive education. They promote a culture and shared values that remove barriers and support inclusion.

Respecting and valuing diversity
 All students and families feel, and are, welcome, respected, included and safe at our state schools. We embrace, and make visible, diversity as a strength and support respectful relationships within the school community and between students. We address the different barriers experienced by students and develop strategies and plans to support inclusive education for our diverse student population.

Effective transitions
 The transition from early childhood and care settings to school and from school to work, training and higher education are significant milestones in students' lives. Schools continue to work in partnership with students, families, community organisations, professional groups, and other government and educational organisations to plan and support successful transitions at all points in a learner's education.

Whole of school
 Every member of the school community, including teachers, support staff, volunteers, families and students work collaboratively to ensure students can access and participate in all aspects of school life. Curriculum is provided to all students in ways that are age appropriate and responsive to diverse learning needs.

Confident, skilled and capable workforce
 Our school leaders, teachers, departmental staff, support staff and volunteers build on their expertise to implement inclusive education practices. Good practice, based on evidence, is shared and cultural capability is strengthened. Continuous professional learning and mentorship is encouraged and supported.

Monitoring and evaluation
 Monitoring progress and academic achievement of all students will continue to be a priority. Evaluation and reviews will occur at all levels – at the school, regional and system levels to ensure the department is continuing on its journey and to build on good practice.



Inclusive education – learner focused

P-12 Curriculum, assessment and reporting framework

Effective school leadership and quality teaching and learning, focused on improved curriculum delivery that meets the requirements of the *P-12 CARF*, ensures that all students, of all identities and abilities, are able to:

- access and participate in the curriculum alongside their similar-aged peers; and
- achieve academically and socially with **tailored supports¹ including reasonable adjustments²** that meet their learning needs.

Participating in education *on the same basis* as other students means that students with disability:

- have the same, or very similar, opportunities to take part in education as other students
- do not face unnecessary barriers that limit these opportunities
- have the opportunity to succeed and show their learning
- are provided with adjustments that make education accessible to them.



Where do adjustments need to occur?

Information
(spoken, written,
visual, auditory)

Opportunities to
demonstrate
understanding

Access to staff and
services

Learning activities including
extra-curricular offerings

Learning
materials

Physical buildings, classrooms, learning
environments that allow maximum participation

Where else?



Signposts for school improvement

- Developed in 2018
- Refers to domains of the *National School Improvement Tool*
- Led to a range of tools and resources

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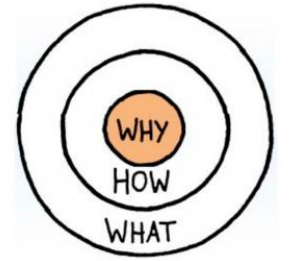
Signposts for school improvement – Inclusive education

National School Improvement Tool Domain	School A	School B	School C
An explicit improvement agenda	Vision and values that underpin projected whole-school inclusive practices are developing.	The school leadership team can articulate an explicit improvement agenda that is inclusive of all students, however, this is not shared across the school.	Most members of the school community demonstrate commitment to the school's explicit improvement agenda, which is inclusive of all students.
Analysis and discussion of data	Disaggregated data on the performance of different cohorts of students is not readily available or used.	School leadership team disaggregates performance data for different cohorts of students and identifies patterns and trends.	The majority of staff are able to use disaggregated student achievement and engagement data to intentionally plan for all students.
A culture that promotes teaching and learning	Responsibility for the educational performance of diverse learners is seen as part of the work of specialist staff only.	The school leadership team initiates the development of a shared understanding of inclusive education and associated attitudes, behaviours and practices within the school.	The school leadership team routinely reviews inclusive practices across the school to ensure alignment with evidence-based inclusive practices.
Targeted use of resources	Resources are deployed in isolation from the school improvement agenda. Student data is not used to inform resource allocation.	Allocation of resources occurs in alignment with the school improvement agenda.	Student achievement and engagement data is used to inform collaborative decisions regarding the allocation of resources, reflecting a whole school approach to supporting student learning aligned with the school improvement agenda.
Expert teaching team	Expertise to include and engage the diverse range of learners is viewed as the responsibility of specialist staff. Professional learning is undertaken by staff on an ad hoc basis, and rarely has a focus on personalisation or differentiation of the curriculum.	A planned approach to building expertise across teaching teams is identified by the school leadership team. Professional learning is planned according to the school's goals and priorities in its Annual Implementation Plan (AIP).	Most staff take responsibility for the success of all students and are developing their knowledge and expertise to include and engage all learners. Collaboration and co-teaching are signature practices across the school. The whole school professional learning plan reflects the development of shared expertise.
Systematic curriculum delivery	The class teacher is responsible for the development of the teaching programs in accordance with departmental guidelines. Teachers assess students in accordance with curriculum.	Members of the leadership team oversee the development of teaching and learning programs with groups of teachers. Individualised reporting and assessment is provided as required.	Curriculum planning and delivery are conducted by teams of teachers who share expertise and co-deliver whenever possible. School-wide assessment and reporting policy is based on evidence and effective practice.
	Instruction only. Quality of teaching and/or pedagogy rarely extends beyond the support or extension for learning from their same aged peers. Instruction is not inclusive of all learners.	A whole school approach to supporting the learning of all students exists. The quality of differentiated teaching across classrooms varies. Some focused and intensive teaching occurs.	School processes ensure that quality differentiation is occurring in every lesson and activity for all students, including the use of assistive technology. Assessment is planned to occur in multiple ways. Students are able to choose the way in which they demonstrate their abilities.
	Instruction is not inclusive of all learners.	The school's pedagogical framework incorporates high-yield strategies. The teacher is seen as the leader within the classroom. A mixture of whole group instruction and small group or individual tasks occurs.	The school's pedagogical framework is evidence-based, incorporates high-yield strategies and is focused on the success of all students. The teacher is the leader of learning and an eager participant in the learning process.
	Instruction is only as required. Supports are provided to community organisations.	School communicates with parents on an ad hoc basis about supports being provided to students with disability. The school has some formal arrangements with community organisations and agencies.	School communicates and consults with parents to develop and review reasonable adjustments and plans to improve outcomes. The school actively seeks to engage with the local community and supports initiatives that celebrate diversity.
	Application of legislation and policy. Disaggregation of cohorts of students to inform associated interventions. Data is used for the provision of additional supports for additional students.	1. Collaboratively develop and communicate a shared vision for inclusive education aligned to explicit improvement agenda. 2. Implement co-teaching to share expertise and build capacity of teachers to include and engage all learners. 3. Build data literacy of teachers to use disaggregated student performance data to intentionally plan for all students.	1. Induct new team members into inclusive culture. 2. Ensure fidelity of practices – 100% of staff, 100% of the time. 3. Strengthen student voice in decision-making.

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Why the update?



- Deepen indicators and next steps to ensure inclusion of all learners and alignment to the National School Improvement Tool (NSIT)
 - Rigour and clarity
- Review language for precision and currency
- System maturity
 - School improvement + Inclusive Education




Be curious, not judgemental, Walt Whitman



Signposts for school improvement – Inclusive education

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Signposts for school improvement – Inclusive education

National School Improvement Tool Domain	Emerging	Establishing	Leading 
An explicit improvement agenda	<p>An explicit improvement agenda that is inclusive of all students including priority groups is yet to be developed.</p> <p>A shared understanding for improving outcomes for all students is emerging across staff.</p> <p>The leadership team is developing explicit targets focused on student achievement.</p>	<p>The leadership team can articulate an explicit improvement agenda that is inclusive of all students.</p> <p>A shared understanding and commitment to improving outcomes for all students with a focus on priority groups is developing across staff and community.</p> <p>The leadership team has developed explicit targets focused on student achievement for priority groups and communicated these to staff and community.</p> <p>The school has high expectations for student achievement, engagement and wellbeing, with some associated strategies.</p>	<p>The leadership team and staff have collaboratively developed an explicit improvement agenda that is inclusive of all students which is routinely referenced by staff and community.</p> <p>A shared understanding and commitment to improving outcomes for all priority groups is consistently enacted by staff and community.</p> <p>Explicit targets focused on student achievement for priority groups are systematically reviewed, communicated and celebrated throughout the year. Staff demonstrate inclusive practices and take responsibility for refining practice to achieve school targets for students from priority groups.</p> <p>Staff clearly demonstrate high expectations for student achievement, engagement and wellbeing with targeted strategies rigorously enacted across the school.</p>



National School Improvement Tool Domain	Emerging	Establishing	Leading
Systematic curriculum delivery	<p>Systematic curriculum delivery is variable across the school with collaboration emerging.</p> <p>Curriculum planning including provision, assessment, moderation and reporting in response to the diverse learning needs of the school, cohorts and individuals is emerging.</p> <p>Specialist staff are responsible for delivering curriculum and making adjustments for students with diverse learning needs.</p>	<p>Curriculum experts oversee systematic curriculum delivery with some opportunities for collaboration.</p> <p>Curriculum planning including provision, assessment, moderation and reporting responds to the diverse learning needs of the school, most cohorts and most individuals.</p> <p>Some opportunities have been planned for specialist staff to work alongside teaching staff to deliver the curriculum and make adjustments for students with diverse learning needs.</p> <p>Some teachers are exploring ways to engage student, family and community to develop a locally relevant curriculum.</p>	<p>Systematic curriculum delivery is consistent across the school and effective opportunities for collaboration are embedded.</p> <p>Curriculum planning including provision, assessment, moderation and reporting responds to the diverse learning needs of the school, all cohorts and all individuals. Teaching and learning, including assessment, is increasingly personalised for groups and individual students in response to data.</p> <p>School leaders, specialist staff and teaching staff work collaboratively to deliver the curriculum, make adjustments and monitor the outcomes of students with diverse learning needs interconnecting the three dimensions of the curriculum.</p> <p>The school seeks and acts on feedback from students, parents, carers and the community when reviewing decisions about the provision of the curriculum.</p>



Emerging

Specialist staff are responsible for delivering curriculum and making adjustments for students with diverse learning needs.

Establishing

Some opportunities have been planned for specialist staff to work alongside teaching staff to deliver the curriculum and make adjustments for students with diverse learning needs.

Leading

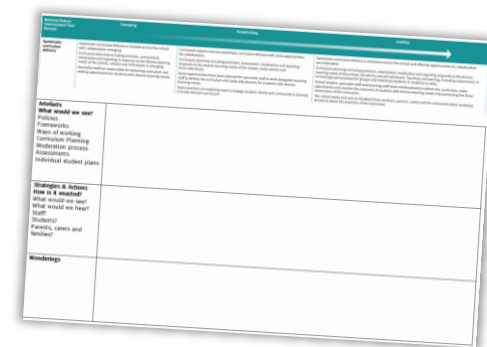
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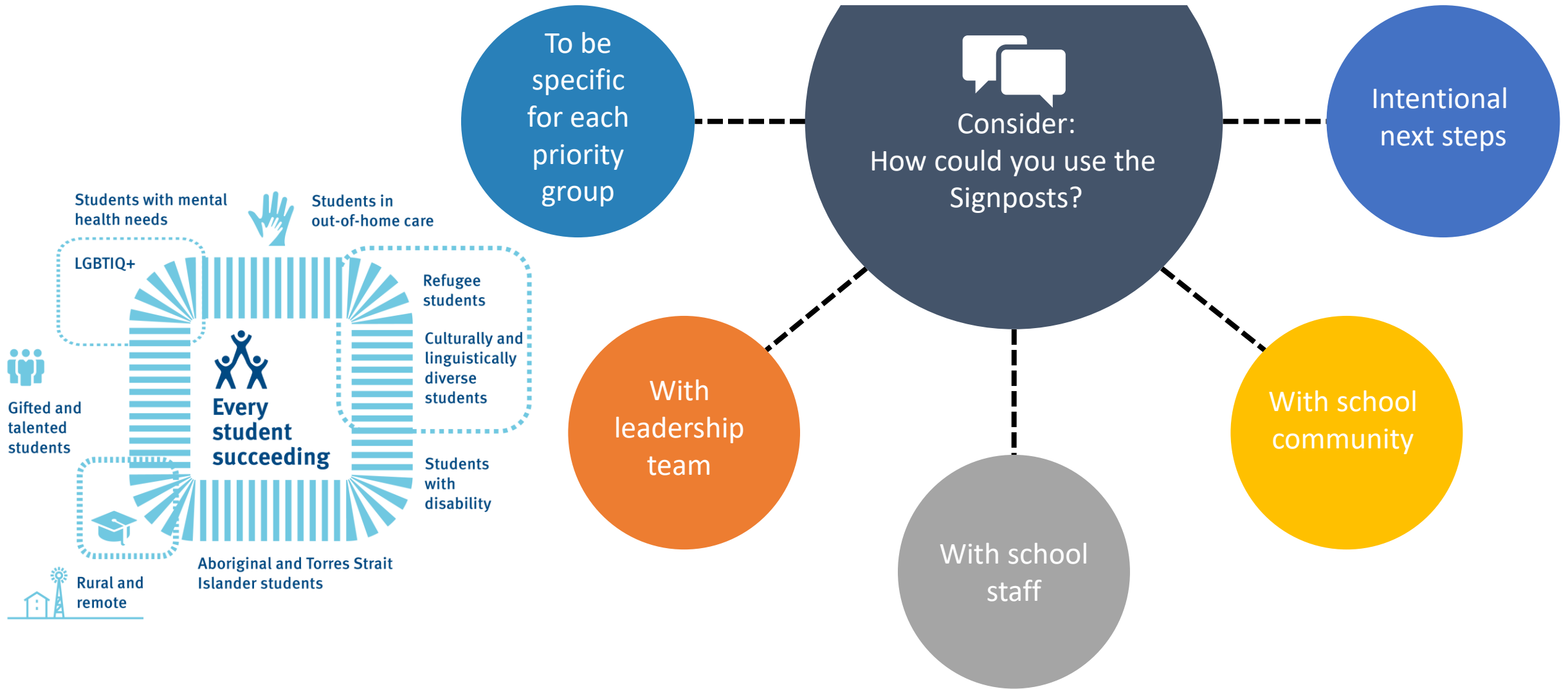


Artefacts
What would we see?
 Policies
 Frameworks
 Ways of working
 Curriculum Planning
 Moderation process
 Assessments
 Individual student plans

Strategies & Actions
How is it enacted?
 What would we see?
 What would we hear?
 Staff?
 Students?
 Parents, carers and families?

Wonderings





Leadership reflection tools

Department of Education

Every student with disability succeeding – identifying next steps

Our improvement measures

<p>A to E performance</p> <p>Is the proportion of students achieving a C or better increasing over time? Is the achievement gap closing between students with disability and students without disability? What factors may be influencing achievement data? Does our decision-making and monitoring process for student on Individual Curriculum Plans align to the P-12 CARF?</p>	<p>Achievement</p> <p>Increasing QCE</p> <p>Is the proportion of students receiving a QCE increasing over time? Is the ratio of students receiving a QCE compared to QCEA shifting? What factors may be influencing QCE data?</p>
<p>Student satisfaction</p> <p>Is the proportion of students with disability satisfaction improving over time? Consider School opinion survey participation and results.</p>	<p>Engagement and wellbeing</p> <p>Parent satisfaction</p> <p>Is the proportion of parents of students with disability satisfaction improving over time? Consider School opinion survey participation and results.</p> <p>Student wellbeing</p> <p>Do you know the % of students who responded high or medium on the Queensland Engagement and Wellbeing survey?</p>
<p>Retention in Years 10-12</p> <p>Is the proportion of students enrolled in Year 10 and receiving a QCE/QCIA in Year 12 increasing? Is the proportion of students enrolled in Year 10 who leave in Year 11 or Year 12 decreasing? What may be impacting these results?</p>	<p>Transition</p> <p>Reducing part-time programs</p> <p>Is the number of students on part-time educational programs decreasing over time? Does each student on a part-time arrangement have a part-time educational program plan to support their increase to full-time attendance? What factors may be influencing SDA data?</p> <p>Reducing school disciplinary absence (SDA)</p> <p>Is the proportion of students receiving an SDA decreasing over time? Is there a cohort of students with disability that is overrepresented in the data? What factors may be influencing SDA data?</p>

Sources of data
Early Childhood Education and Care (ECEC), Australian Early Development Census (AEDC), School opinion survey, attendance, behaviour incidents, School review recommendations, Every student with disability succeeding – school data reflection, school initiated surveys, monitoring tasks, diagnostic assessments, parent engagement, student effort etc.

Signposts for school improvement – Inclusive education
What priority areas have we identified through our reflection against the signposts? How does this align with our data?

What has our data revealed that we can celebrate?

What data warrants further exploration?

What has our data revealed that concerns us?

What concern is of greatest priority?

What current practices or processes could be impacting on this?



Why is it imperative to address this priority?

What have we already done to address this priority?
Consider targeted capability building, processes, practices, reforms, consultation with experts and/or community.

What improvement strategies could we implement that would have the greatest impact?
What would be the anticipated change? Consider research and evidence base.

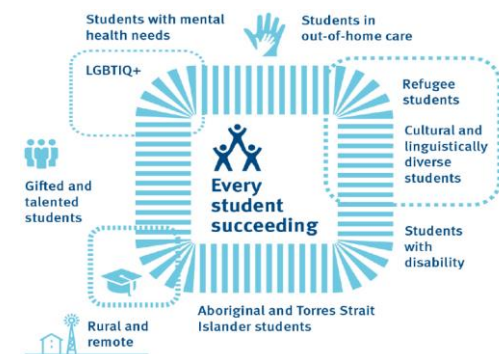
What does this change look like for:

School leaders Practice change:	Staff Practice change:
Capability development:	Capability development:
Students Practice change:	Parents Practice change:
Explicit teaching of:	Communication strategy:

Who will lead, and who will contribute to this work?

What are our next steps?
Consider when and how we can measure and review impact.

How and who will we collaborate with?
Inside and outside the school



Department of Education

ation – identifying next steps

and improving in their learning? Disaggregating cohort data provides an opportunity to ensure every student is welcomed, engaged, and achieving.

Achievement

% of students	Culturally and linguistically diverse	Disability – NCCD	Gifted and talented	Out-of-home care
Aboriginal and Torres Strait Islander				

Engagement

% of students	Culturally and linguistically diverse	Disability – NCCD	Gifted and talented	Out-of-home care
Aboriginal and Torres Strait Islander				

Wellbeing

% of students	Culturally and linguistically diverse	Disability – NCCD	Gifted and talented	Out-of-home care
Aboriginal and Torres Strait Islander				

Transitions

Year	All students	Aboriginal and Torres Strait Islander	Culturally and linguistically diverse	Disability – NCCD	Gifted and talented	Out-of-home care
2019						
2020						
2021						

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Other sources of data relevant to identified cohorts
ECEC, AEDC, School opinion survey, behaviour incidents, School review recommendations, school-initiated surveys, retention rates, parent engagement, student effort. Transitions could include 'into' and 'out of' state schooling, moving between years and stages of schooling or transitioning from home to school each day.

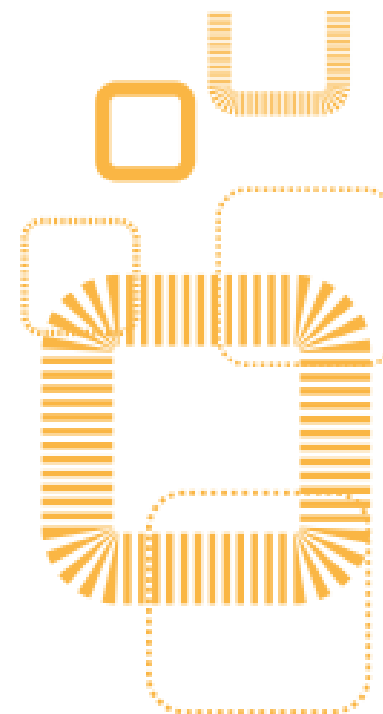


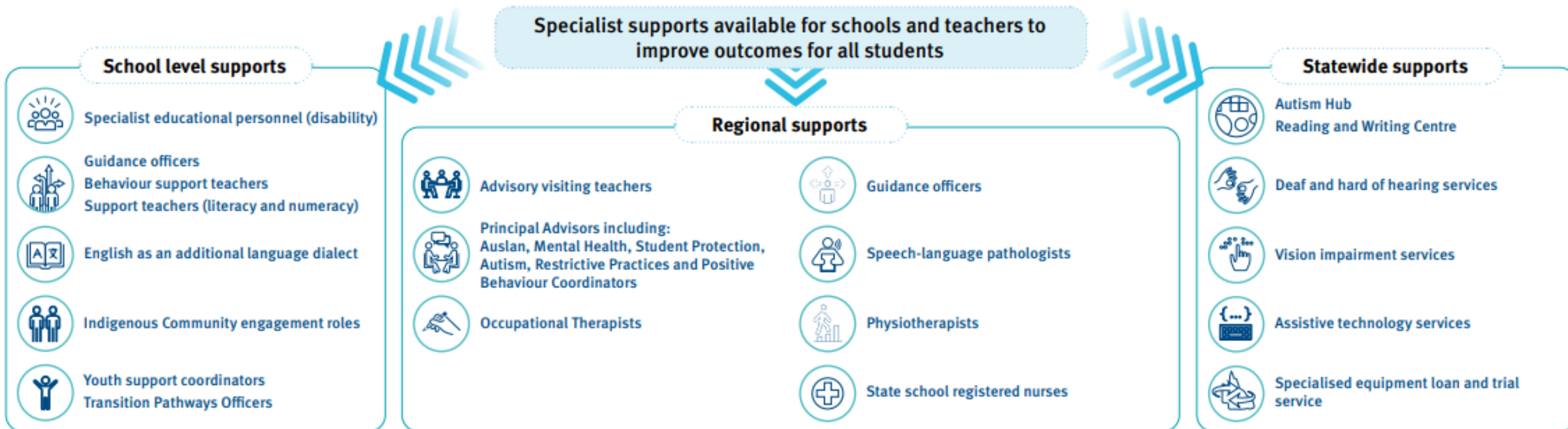
Have you completed the Disability Standards for Education e-learning courses?

The Standards clarify and elaborate the legal obligations of education providers towards students with disability under the DDA. The Standards set out how education is to be made accessible to students with disability through making reasonable adjustments so that they can access and participate in education on the same basis as their peers.

Essential information to assist schools to understand and implement the Standards. There are modules for:

- Early childhood (prior to school)
- Early childhood (school)
- Primary school
- Junior secondary
- Senior secondary
- Education leaders
- Education assistants
- Pre-service teachers





Who will you collaborate with?



Next steps...

- How have you used these tools and supports?
- How could they be used?
- What is your next step?


<https://intranet.qed.qld.gov.au/Students/LearningandDisabilitySupport/Pages/professional-learning.aspx>

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<p>Artefacts What would we see? Policies Frameworks Ways of working Curriculum Planning Moderation process Assessments Individual student plans</p>	
<p>Strategies & Actions How is it enacted? What would we see? What would we hear? Staff? Students? Parents, carers and families?</p>	
<p>Wonderings</p>	

