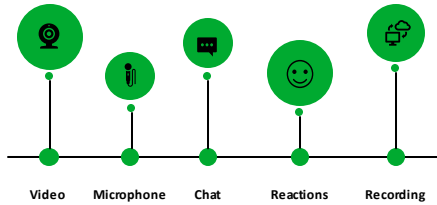


Scan and Assess: Data Analysis and Designing Surveys for Staff and Students

Presented by:
Loren Swancutt



Webinar Protocols



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Acknowledgements


We are hosting this event from Adelaide so we would like to acknowledge this is the traditional lands of the Kaurna people and that we respect their spiritual relationship with their country. We also acknowledge the Kaurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kaurna people today.

We have people joining us from all over Australia, so would also like to acknowledge the traditional owners of the regions where you are, including the Wulgurukaba and Bindal people where Loren is located in Townsville.

We also acknowledge people living with disability and the disability community in whose interests we meet today. We acknowledge the right to inclusive education under Article 24 of the United Nations [Convention on the Rights of Persons with Disabilities](#) and [General Comment No. 4](#) (Right to Inclusive Education).




Purple Orange Working to improve the life chances of people living with disability




About the Project

- Initial 2-year project funded by an ILC grant from the NDIS to build capacity of SA schools for inclusive culture, policies and practices
- guided by a steering group of local and national stakeholders, including the SA Department for Education
- developed a team of six young people as Inclusive School Mentors who bring a broad range of disability, personal and professional experiences to this project and our work with schools
- started with five schools back in December 2018 – now 15 schools across government, catholic and independent sectors and around 25 school delegates
- Community-of-Practice of SA schools meets regularly to discuss inclusive education policy and practice, deepen knowledge and understanding around inclusion, problem-solve share ideas and resources
- representatives from ten schools attended a field trip to QLD last October and observed inclusive policy and practice in action at three different schools
- Inclusive School Communities website and the Inclusive School Practices Toolkit



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Loren Swancutt

Creator of School Inclusion – From Theory to Practice (www.school-inclusion.com)

National Convenor of the School Inclusion Network for Educators (SINE)

Head of Inclusive Schooling at a State High School in North Queensland


Doctoral candidate at the Queensland University of Technology

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Webinar Focus

What data can we gather and analyse to inform and monitor inclusive school reform?

How can we utilise surveys as a valuable and insightful qualitative data source?



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Session Overview

1 Connect Stimulated reflection to connect with content and participants	2 Explore Exploration of the theory and processes that sit behind the practice
3 Practice Putting theory into practice – examples of data collection, analysis and use	4 Reflect Stimulated reflection and question time

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1 Connect

Discussion:


1. What experiences have you had with inclusive school reform or creating an inclusive classroom?
2. How are you using data to inform inclusive schooling decisions and practices?


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2 Explore

Inclusive School Reform:

- What is inclusive education?
- How does it differ from the 'mainstream'?
- What is the purpose of inclusive school reform?


Parallel
"most" & "some"




Single
"equitable for all"

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2 Explore

School Improvement:

We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us; we already know more than we need to do that; and whether or not we do it must finally depend on how we feel about the fact that we haven't so far.

Ronald Edmonds
Educational Leadership (1979)



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2 Explore

School Improvement:

National School Improvement Tool



Qld Department of Education
School Improvement Hierarchy

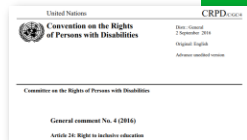


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2 Explore

Inclusive School Improvement:

1. Whole systems approach
2. Whole education environment
3. Whole person approach
4. Supported teachers
5. Respect for and value of diversity
6. Learning-friendly environment
7. Effective transitions
8. Recognition of partnerships
9. **Monitoring**



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2 Explore

Inclusive School Improvement:

Example stages of improvement

Signposts for school improvement

Analysis and discussion of data

National School Improvement Tool Domains

Disaggregated data on the performance of different cohorts of students is not readily available or used. School leaders use disaggregated performance data for different cohorts of students and identify patterns and trends. The majority of staff are able to use disaggregated student achievement and engagement data to informally plan for all learners.

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2 Explore

Data-informed Practice:

- Overall school performance
- Student outcomes focus
- Used to identify areas for improvement and progress/regressions overtime
- Used to drive in-depth discussions and a culture of evaluation and reflection
- Informed decision making and actions

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3 Practice

Data-informed Practice:

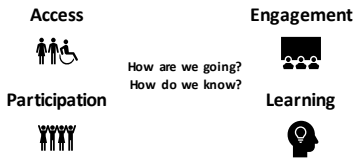
SO MUCH DATA!

- Data exists in many forms and isn't limited to numbers and scores
- One type of data is generally not sufficient in providing the detail or the 'story' – triangulation is key
- What is the purpose?

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2 Explore

Data-informed Practice:



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3 Practice

Map it out:

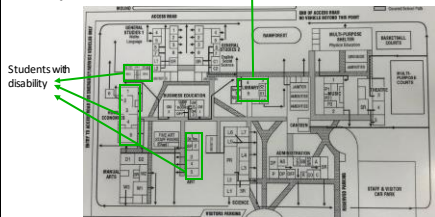
- Literally annotate a map to capture access and participation:
 - What students, where?
 - What staff, where and with what students?
 - What experiences and who joins in?
 - Big scale and small scale

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3 Practice

Map it out:

Facilitated lunch time activities for students with disability only



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3 Practice

Map it out:



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3 Practice

Student Data Analysis:

- Big data/big picture analysis
- Patterns, trends, areas for celebration, areas for improvement
- Compare where you are against where you would like to be – ‘gap analysis’
- Compare the outcomes of student sub-groups – ‘gap analysis’


Key performance indicators:

- Level of academic achievement
- School disciplinary records and actions
- Attendance
- Senior school certification

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3 Practice

Student Data Analysis:



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3 Practice

Student 'Gap Data' Analysis:

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3 Practice

Student Data Analysis:

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3 Practice

Student Voice:

- Student profiles
- Semi-structured interviews
- Opinion surveys
- Focus groups
- Peer interviews
- A school day in the life of...



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3 Practice



Capturing and Measuring Student Voice
www.school-inclusion.com Loren Swanson 2020

<https://www.cse.cpa.gov.uk/press-releases/2020/04/06/capturing-student-voice>
<https://www.cse.cpa.gov.uk/press-releases/2020/04/06/capturing-student-voice-report.pdf>

3 Practice

Staff Surveys: Will & Skill – Hearts & Minds

- Thinking, feeling, wondering
- 2 stars and a wish
- Scales
- Sounds like, looks like, feels like
- Worst case/best case
- Agree/disagree
- Would you rather...?



- Anonymous
- Interactive
- Reflective
- Individual
- Cooperative
- One, some, all

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3 Practice

Staff Surveys:

<https://www.cse.cpa.gov.uk/publications/2020/04/06/capturing-student-voice-report.pdf>
<https://www.cse.cpa.gov.uk/publications/2020/04/06/capturing-student-voice-report.pdf>
<https://www.cse.cpa.gov.uk/publications/2020/04/06/capturing-student-voice-report.pdf>

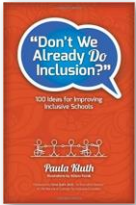
<https://www.cse.cpa.gov.uk/publications/2020/04/06/capturing-student-voice-report.pdf>

<https://www.cse.cpa.gov.uk/publications/2020/04/06/capturing-student-voice-report.pdf>

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3 Practice

Staff Surveys:



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Horizontal lines for notes.

3 Practice

Staff Surveys:

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Horizontal lines for notes.

3 Practice

Staff Surveys:

ESSENTIAL BEST PRACTICES IN INCLUSIVE SCHOOLS

Cheryl M. Jorgensen
Elizabeth Richardson
Mary Skilton
Kae M. Sonnenmeier
National Center on Inclusive Education
Institute on Disability 10000
University of New Hampshire
Durham, NH 03824
http://www.iied.unh.edu

Original: December 2002
Updated: June 2012
http://www.nci.org.uk/mediawiki/index.php/2012/02/Essential_Best_Practices_in_Inclusive_Schools
https://www.unh.edu/nci/wp-content/uploads/2012/02/Essential_Best_Practices_in_Inclusive_Schools.pdf

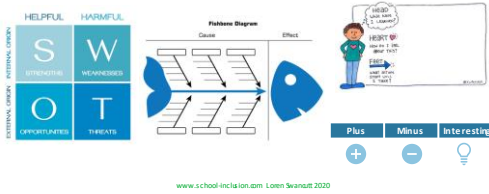


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Horizontal lines for notes.

3 Practice

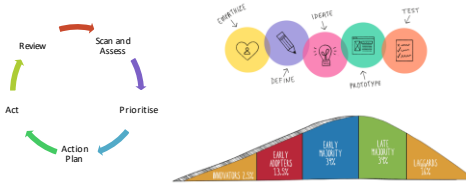
Using the data to drive innovation and improvement:



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3 Practice

Using the data to drive innovation and improvement:



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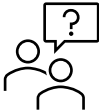
4 Reflect

Discussion:

1. How are you going?
2. How do you know?
3. What data sources and methods might you use to strengthen your perspective and drive your improvement focus?

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Questions?



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Find out more about inclusive schooling:



www.school-inclusion.com



SINE
School Inclusion Network for
Educators



Comprehensive
text


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[@sineinclusion](#)

Webinar Focus

What data can we gather and analyse to inform and monitor inclusive school reform?

How can we utilise surveys as a valuable and insightful qualitative data source?



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Visit our website with videos, articles, links, and access to the Inclusive School Practices Toolkit <https://inclusiveschoolcommunities.org.au/>

Leave us feedback about our website and resources!



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Australian Coalition for Inclusive Education

An initiative bringing together organisations that share a commitment to advance Inclusive Education in Australia and across State and Territory education systems including government and non government schools. Co-convened by CYDA and All Means All. <https://aace.org.au/>

Illume Learning

Dynamic training engaging resources and customised consultancy services to both educators and parents. Webinars presented by Dr Paula Kuth in May and June on inclusive practices, co-teaching and universal design. <http://www.illumelarning.com.au/onlinelearning/>

Inclusive Schools Australia

Work with schools to design inclusive learning programs and assessment processes and provide advocacy for parents and young people with disability <https://inclusiveschools.com.au/>



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Online Teaching and Learning: Universal Design and Differentiated Instruction presented by Flinders University
Wednesday, 10 June 2020 from 3:30 pm to 5:00 pm (ACST)
<https://freewebinar.udanddifferentiatedinstruction.eventbrite.com.au>

Making Supplementary, Substantial, and Extensive Curriculum Adjustments (Repeat event)

Thursday, 11 June 2020 from 3:30 pm to 5:00 pm (ACST)
https://freewebinar_curriculumadjustments_repeat.eventbrite.com.au

Follow-up Curriculum Adjustments Webinars – by invite only

Wednesday, 3 June 2020 from 3:30 pm to 5:00 pm (ACST) – SA
Wednesday, 17 June 2020 from 3:30 pm to 5:00 pm (ACST)
Thursday, 25 June 2020 from 3:30 pm to 5:00 pm (ACST)



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Funded by the National Disability Insurance Agency

This event was funded as part of the Inclusive School Communities Project by an Information, Linkages and Capacity Building grant from the National Disability Insurance Scheme.



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Please help us by completing the Purple Orange feedback survey

<https://www.surveymonkey.com/r/poevent>

If you want a certificate of attendance, please list your name/email in any of the free text boxes on the survey or email letitiar@purpleorange.org.au.



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