

The Riverside Way

**The Model for
Inclusive Education**

Director's Message

At Riverside Christian College, we are committed to serving our community through excellent teaching and learning practices. It is our uncompromising commitment to achieving excellence that frames our work as educators and leaders. As conscientious teachers we must focus on what occurs in every classroom from the early years through to senior classes. The Model for Inclusive Education specifies the requirements for all P-12 classes at Riverside Christian College.

The Model for Inclusive Education comprises of two essential components – inclusive learning and inclusive schools and these are combined into four interrelated strands which are needed to develop excellence in inclusive learning. These include student self-development, partnerships, inclusive practices and the quality improvement cycle. This document is designed to outline the details of The Riverside Way – The Model of Inclusive Education.

While this publication focuses on Inclusive Education it should be noted that effective teaching needs teaching and learning components for effective teaching and learning to take place. This publication should be used in combination with The Curriculum Design and Delivery and the Pedagogical Model publications.

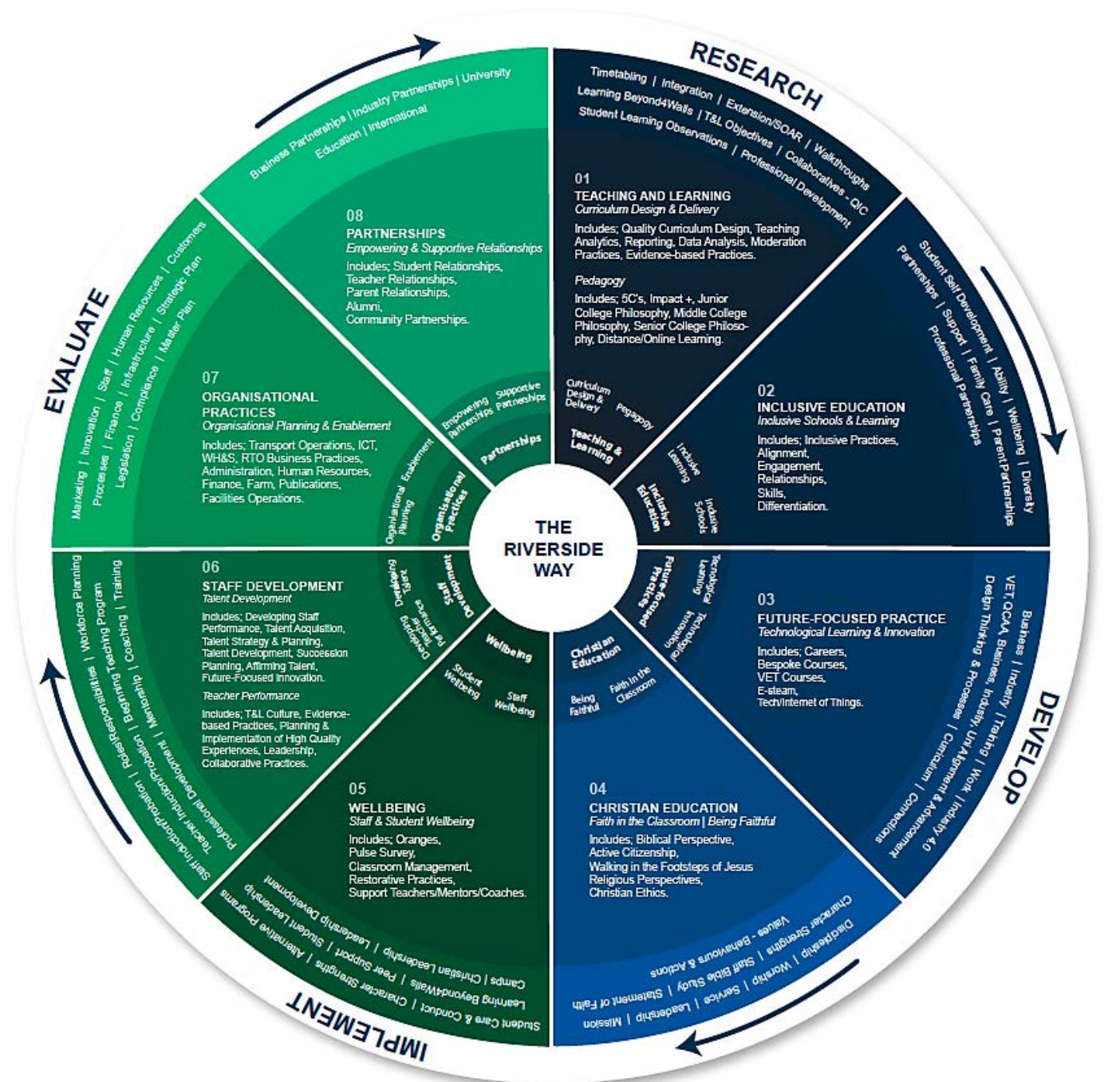


Pauline Watson
Director of Teaching and Learning

The Riverside Way

Vision:
Riverside Christian College is committed to providing Quality Christian Education that develops and empowers students to impact their community

Values:
“Well done good and faithful servant” (Matthew 25:21)



Inclusive Education

The Inclusive Education Model recommends an approach for developing practices that are focused on all students having access to a *Quality Christian Education*. This tool is designed to support the effective implementation of teaching and learning with a specific focus on partnerships, student wellbeing, equity and engagement, and positive relationships. Inclusive education is an integral part of *the Model of Teaching and Learning* and forms an essential part of the College's *The Riverside Way*.

Inclusive Education, at Riverside Christian College, provides an opportunity for students to:

- access an equitable education
- engage in a wide variety of learning opportunities that assist students to develop their understanding
- seek personal growth and personal learning excellence
- develop social skills and social relationships
- develop respectful and accepting relationships.

Nationally Consistent Collection of Data in School Students with Disability (NCCD)

NCCD requires schools to consider all the needs of their students and to collect a range of evidence on the adjustments that are being made to provide for their students' needs along with the categories of students disabilities (physical, cognitive, sensory or social/emotional). (AITSL, 2020) NCCD supports the Australian Government to distribute funding using the data provided by schools.

National School Improvement Tool (NSIT)

Riverside Christian College is committed to improvement of teaching and learning. This guide is a tool to support the effective analysis of teaching programs for the purpose of school improvement. The following NSIT components are directly addressed in this guide:

5 An expert teaching team

In team meetings there is an emphasis on the joint analysis of student work and on teaching strategies for improving student learning. Teachers collaboratively plan, deliver and review the effectiveness of lessons. A very high priority is placed on a self-reflective culture focused on improving classroom teaching.

7 Differentiated teaching and learning

Differentiation is a priority of the school and a feature of every teacher's practice. Regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities.

Australian Institute for Teaching and School Leadership (AITSL)

Riverside Christian College is committed to improving teaching practices. The following AITSL standards are directly addressed in this model for Inclusive Education:

1 Know students and how they learn

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.2 Understand how students learn
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic background
- 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 1.6 Strategies to support full participation of students with disability

2 Know the content and how to teach it

- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.3 Curriculum, assessment and reporting
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-indigenous Australians
- 2.5 Literacy and Numeracy Strategies

3 Plan for and implement effective teaching and learning

- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.7 Engage parents/ carers in the educative process

4 Create and maintain supportive and safe learning environments

- 4.1 Support student participation
- 4.2 Manage classroom activities
- 4.4 Maintain student safety

5 Assess, provide feedback and report on student learning

- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 5.3 Make consistent and comparable judgements
- 5.4 Interpret student data
- 5.5 Report on student achievement

6 Engage in professional learning

- 6.2 Engage in professional learning and improve practice
- 6.3 Engage with colleagues and improve practice
- 6.4 Apply professional learning and improve student learning

7 Engage professionally with colleagues, parent/carers and the community

- 7.1 Meet professional ethics and responsibilities
- 7.2 Comply with legislative, administrative and organisational requirements
- 7.3 Engage with the parents/carers
- 7.4 Engage with professional teaching networks and broader communities

Our Shared Vision

The following principles guide us all in our decisions and actions:

1. Every student succeeding making us the most desired school to come to
2. Staff enabled and empowered to DO THEIR best, making us high performing work mates
3. Building a workplace that has both a spoken and unspoken cultural norm (the Riverside Way) that makes us the most desired place to work.

“Riverside Christian College is committed to providing Quality Christian Education that develops and empowers students to impact their community.”

We are committed to serving our community through excellent teaching and learning practices.

How do we know we are delivering a Quality Christian Education?

- *We plan for, collaborate on, and deliver a Quality Christian Education that is focused on improving student outcomes.*
- *We measure our impact so that we know we are having an effect on improving learning for our students.*
- *We create multiple learning opportunities that are informed by data and ensure that all students have access to a Quality Christian Education that focuses on equity.*

Our College Values

Riverside Christian College has at its heart the values of excellence, teamwork, respect, faith and community. These values guide teachers to make decisions about teaching and learning practices. The values of the College support teachers and leaders to:

- develop a consistent voice for the College that is matched by all teachers, students and leaders.
- think about current teaching practices and how they can be adjusted and matched to the College values.
- develop new practices that align with the College values.



Inclusive Education and the College Values

When examining the College values with inclusive education in mind, we are asked to:

Excellence:

- develop students own sense of personal excellence and self-improvement
- assist students to work towards and/or achieve independence
- assist students to work hard and/or put in their best effort.

Teamwork:

- develop students interpersonal skills
- develop students patience, understanding and tolerance towards self and others
- develop in students effective and varied communication skills.

Respect:

- develop students acceptance and understanding for self and others
- encourage students to develop respectful relationships with others.

Faith:

- nurture students faith in self, others and God
- encourage all students to act with compassion and understanding
- encourage all students to see that they are made by God and have talents, good qualities and value.

Community:

- nurture the students broadening sense of community
- encourage students to see themselves and others as valued members of the community
- encourage a strong sense of community connection to families, community groups and stakeholders
- develop a strong college community that looks after the wellbeing of our students and families.

Learning Principles

The Learning Principles are designed to translate the College vision and values into clear learning expectations. The purpose of the Learning Principles is to guide teachers reflections, conversations, teaching practices and collaboration about how they teach, what they teach and the different ways that learners respond to teaching practices. These should be used hand in hand with *The Model for Inclusive Education*.

Learning Principles

1. All learning is focused on high quality teaching and learning activities. (values: excellence)
2. All learners are valued and bring with them their own personalised learning needs including knowledge, skills, experiences, capabilities and attitudes which are respected and catered for. (values: respect, faith)
3. All teachers are facilitator's of the learning experiences and are responsible for providing a rich and varied learning program that caters for a range of learning needs and styles. (values: excellence)
4. All learners are provided with teacher-directed, collaborative, and student-directed learning opportunities that are written, spoken and/or multimodal. (values: excellence, teamwork)
5. All learners are expected to engage in each learning opportunity; however, teachers are understanding of the impact that distance and personal circumstance can have on a student's ability to engage with all learning opportunities and will provide alternatives to students as required. (values: excellence, faith, community)
6. All teachers understand that each student has their own strengths and so teachers will provide opportunities for students to engage in work that is responsive to their needs including support to students who need extra clarity and assistance, or who wish to take the next step in their learning. (values: excellence, respect)
7. All learners are expected to complete all learning tasks and teachers will provide feedback to students on how they are progressing in their learning. (values: excellence)
8. All teachers will provide students with clear teaching and learning activities that prepare students for the assessment. (values: excellence)
9. All assessments will reflect the relevant subject syllabus requirements and will demonstrate quality assessment practices. (values: excellence)
10. All teachers will be confident and safe technology users and will engage in the necessary professional development to be able to work with students effectively in an online environment. (values: excellence)

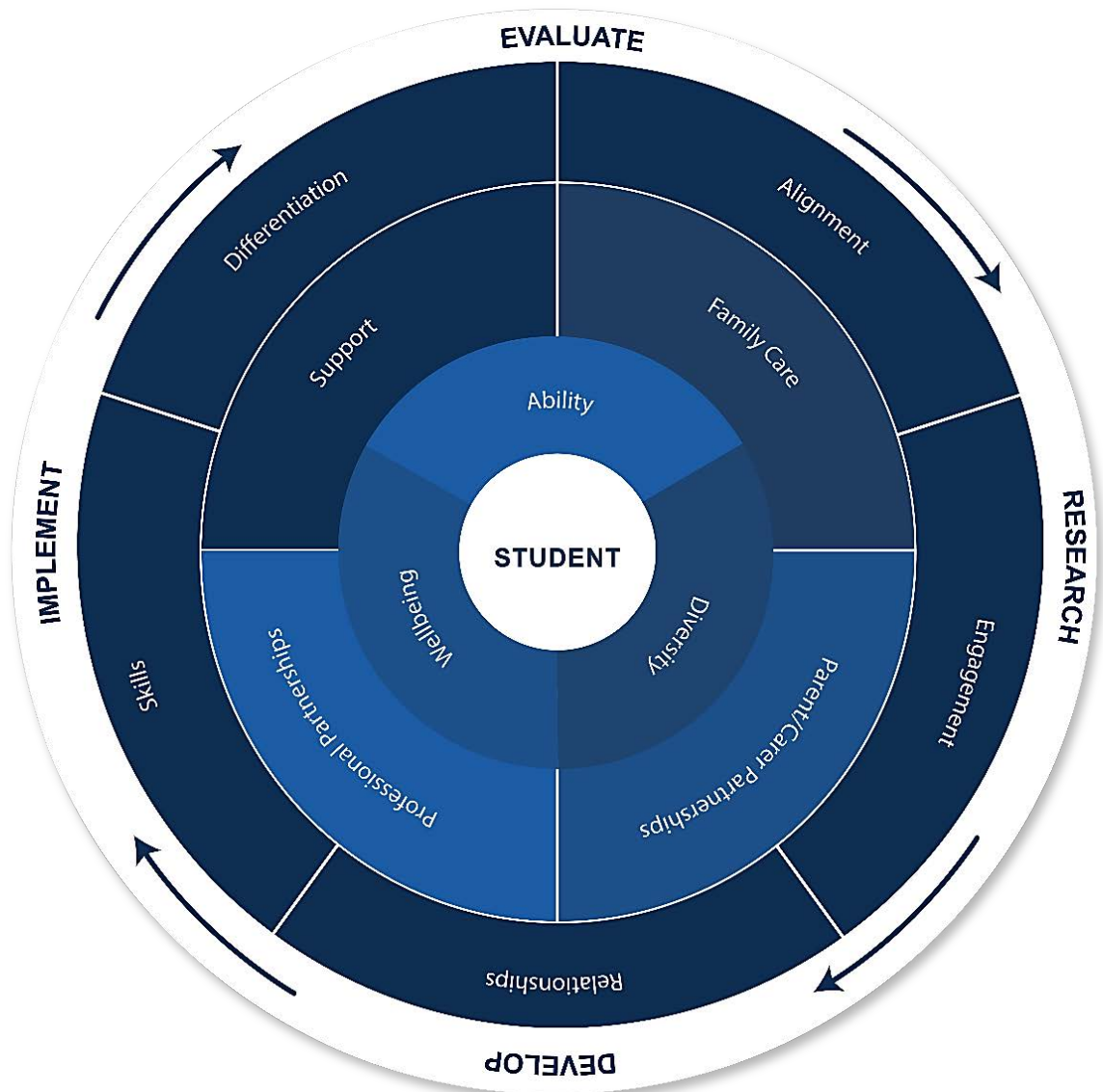
Participation in the Inclusive Education Process

Our staff play a pivotal role in the implementation of Riverside Christian College’s model for Inclusive Education. Teachers at the College work with students and families to ensure that engaging, rigorous and equitable learning opportunities are provided for all students. Students at Riverside Christian College receive the same learning opportunities as their like aged peers.

According to *The Disability Standards for Education*, inclusive education in school should:

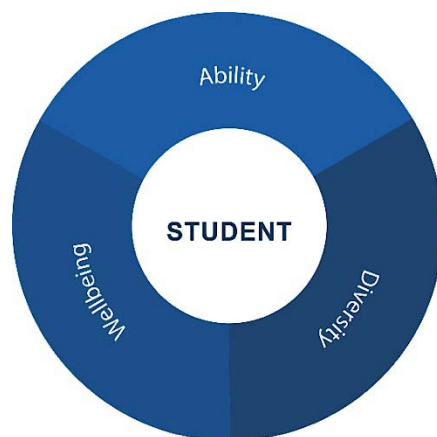
- ensure that all students are able to access and participate in education on the same basis as their same aged peers.
- provide all students with *reasonable adjustments* to enable them to access and participate in learning.
- consult with the students, parents/guardians or carers on all *reasonable adjustments*.

The Riverside Way – The Model of Inclusive Education



Student self-development

At the heart of every effective inclusive education practice is the student and this goes hand-in-hand with the development of essential skills focused on the student's sense of self. The College is committed to developing a holistic education dedicated to developing the whole child with a focus on:



Ability:

This is focused on what the student can do. Teachers focus on a student's strengths and abilities and use this to create effective teaching and learning programs that develop students' knowledge and skills. This may include:

- developing programs that meet the needs of the individual
- making learning accessible and achievable and build challenge over time
- designing flexible learning opportunities that allow students to demonstrate their knowledge and skills in a range of ways.
- resources offered in a range of ways so students to have access to the learning environment without shame or fear of difference.
- developing diversity in the curriculum by offering a range of texts that are inclusive of a range of differences including culture, religion and various abilities.
- developing learning that provides examples, models responses and scaffolds learning for students to develop the necessary skills and competencies.

Diversity:

This is focused on celebrating diversity and difference in the classroom and across the College. This may include:

- selecting resources/texts that celebrate difference
- encourage sharing of personal stories and positive relationship building skills
- encourage celebration of diversity and address inequality through scenarios, texts and discussion
- include parents and community groups that offer a range of experiences to students and encourage service-learning projects that are inspired by stories from the community.
- Use a range of technologies to support students in their learning and allow all students to benefit (assistive technologies, research-based technologies including interactivities, blended learning).

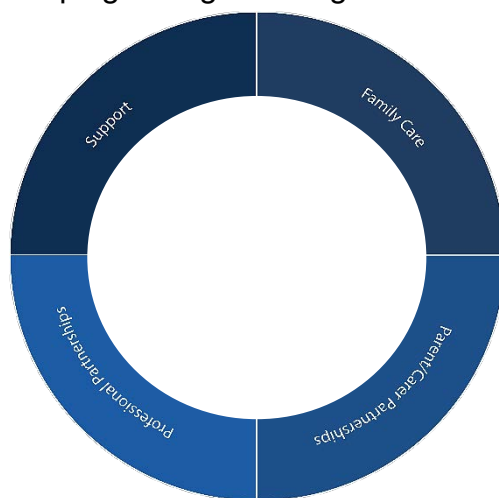
Wellbeing:

This is focused on developing wellbeing practices in classrooms and across the College. This may include:

- developing intrapersonal skills and emotional intelligence
- focusing on developing healthy wellbeing strategies (PERMAH)
- developing student peer relationships
- developing strong parent partnerships
- develop student character strengths
- developing student’s growth mindset.

Partnerships

The College is committed to developing strong teaching and learning partnerships focused on:



Support:

This is focused on supporting the student, teachers and families in the development of all students.

Family Care:

This is focused on the whole family including siblings, parents and extended family if required.

Parent Partnerships:

This is focused on developing strong relationships with parents/carers.

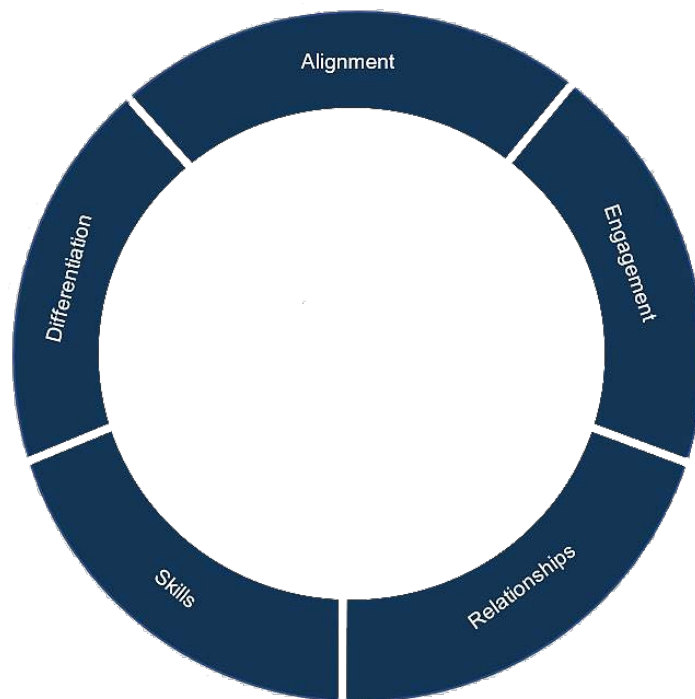
Professional Partnerships:

This is focused on developing a range of relationships with external providers who support students and families in school and beyond. For example:

- Autism Queensland (AQ)
- Language Disorder Australia
- Psychologists
- QLD Health
- Deaf and Hard of Hearing (DHH)
- Employers / employment agencies
- National Disability Insurance Scheme (NDIS)

Inclusive Practices

The College is committed to developing strong teaching and learning inclusive practices focused on:



Alignment:

This is focuses on teachers using the Australian Curriculum to create teaching and learning experiences that allow all students to have an opportunity to learn. Alignment may be achieved in a range of ways including:

- Alignment of content. Students all work on similar content but some students may be required to access this at a year level below or above their same aged peers.
- Alignment of general capabilities. Students all work on the same topics and skills but some students may focus on achieving alternative goals aligned with the general capabilities e.g.: literacy, numeracy, ICT, critical and creative thinking, personal and social capability, ethical understanding and/or intercultural understanding.
- Alignment of achievement standards/standard elaborations. Students all work on similar content and skills but some students may be required to be assessed at a year level below or above their same aged peers.

Engagement:

This is focused on teachers using teaching strategies designed to engage and motivate all learners. Engagement may be achieved in the following ways:

- develop programs that meet the needs of the individual
- design flexible learning opportunities that allow students to demonstrate their knowledge and skills in a range of ways.
- design resources for a range of interests and strengths so students have equal access to learning.

Relationships:

This is focused on students developing a range of positive relationships in the classroom and school environment. Relationships may be developed in the following ways:

- students are provided with a buddy in the class. This buddy is a supportive relationship designed to assist all students to create connections and positive relationships in the classroom and at school.
- Students are encouraged to work in pairs or groups. Group work / collaborative /cooperative learning develops in students the necessary social skills and moral development to be successful in class, school and the wider community.

Skills:

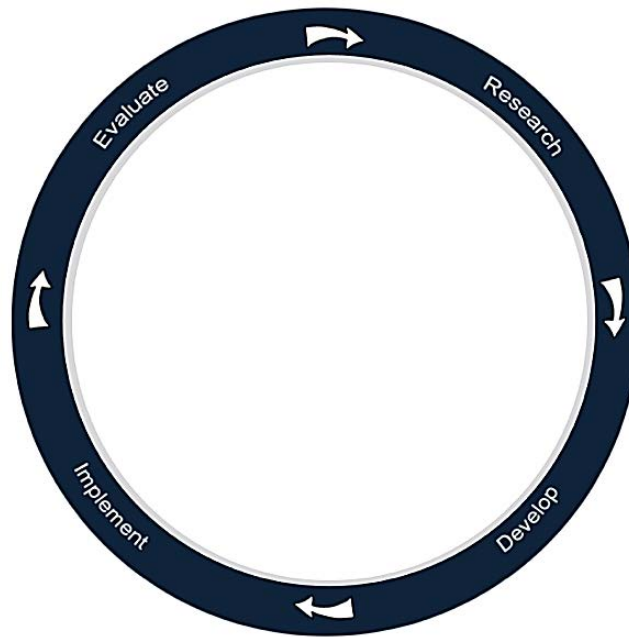
This is focused on students developing a range of skills in the learning and school environment. Skill development may include:

- Self-management skills – organisation, reflective thinking, commitment, responsibility, self-directed learning
- Communication skills – listening, non-verbal and verbal communication, clarity, approachable/friendly, confident, empathetic, respectful
- Thinking skills – critical, creative, evaluative, draw and test conclusions, analyse, create and use models, simulations and experiments, flexible thinking, connecting ideas, using learning strategies, learn new ways of working and doing.

Differentiation:

This is focused on teachers developing a range of teaching strategies that are designed to meet the individual learning needs of the students. For further details please refer to *the Model of Teaching and Learning* publication or the *Impact + Strategies That Make an Impact* publication.

QIC – Quality Improvement Cycle



The QIC part of the Teacher Development Framework is focused on quality improvement practices. The idea of the cycle is for individual teachers or teaching collaboratives to work through the components of the cycle in order to achieve a well-considered outcome that works. All improvements should be researched, well-developed, implemented with care and consideration and evaluated to assess if improvement has occurred. The following includes some optional key questions to help guide teachers through the QIC.

Guiding Questions:

Research:

1. Familiarisation

- What is the area that needs improvement?

2. Research

- What are the foundational documents and policies we need to understand before completing the QIC? (Australian Curriculum, Senior Curriculum, school policies, RCC model etc.).
- What specific research are we using to help guide the QIC?
- What does best practice look like?

For continuous reviews:

- What research supports the ideas presented in the evaluation phase?
- How do we know this is best practice?
- Have our ideas expanded or changed over time?
- Does this support the Riverside Way?

Develop:

3. Develop the plan

- Where do we want to end up?
- What are the non-negotiables?
- What do we have to do to get there?
- How long should it take?

4. Define Success Criteria

- How do we know we have been successful?
- What data/evidence are we going to use to make sure we have achieved what we set out to achieve?
- Who are we going to include in this process?
- What changes do we expect to see?

5. Prioritise and Set Limits

- What do we need to do first?
- How long do we have to do it?
- What are our expectations?
- What are our limits/boundaries?

Implement:

6. Assess / Develop / Change

- What have we done?
- What have we achieved? (measure of success)
- What is missing?
- What needs improvement?

7. Checks and Balances

- Is there anything that does not match the Riverside Way?
- Is there something that we shouldn't do or does not match best practice?
- What needs further research, discussion or action? (Is this a time for intervention or further development?)

Evaluate:

Please note that the evaluating phase is covered with implementation as part of ongoing and continuous data collection and at the end of the implementation phase (big picture thinking).

8. Evidence / Data for success

- What does the data/evidence say?
- How are we going to use this data to improve?
- What changes/ adjustments do we need to make to make sure we have it right?

9. Adjust

- Change and adjust with the evidence and data in mind.
- What do we need to do to complete this process?
- Are we in agreement that this is what we want to achieve?