



# **Using SWIFT in the Australian School Context**

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**National Symposium on Inclusive Education**

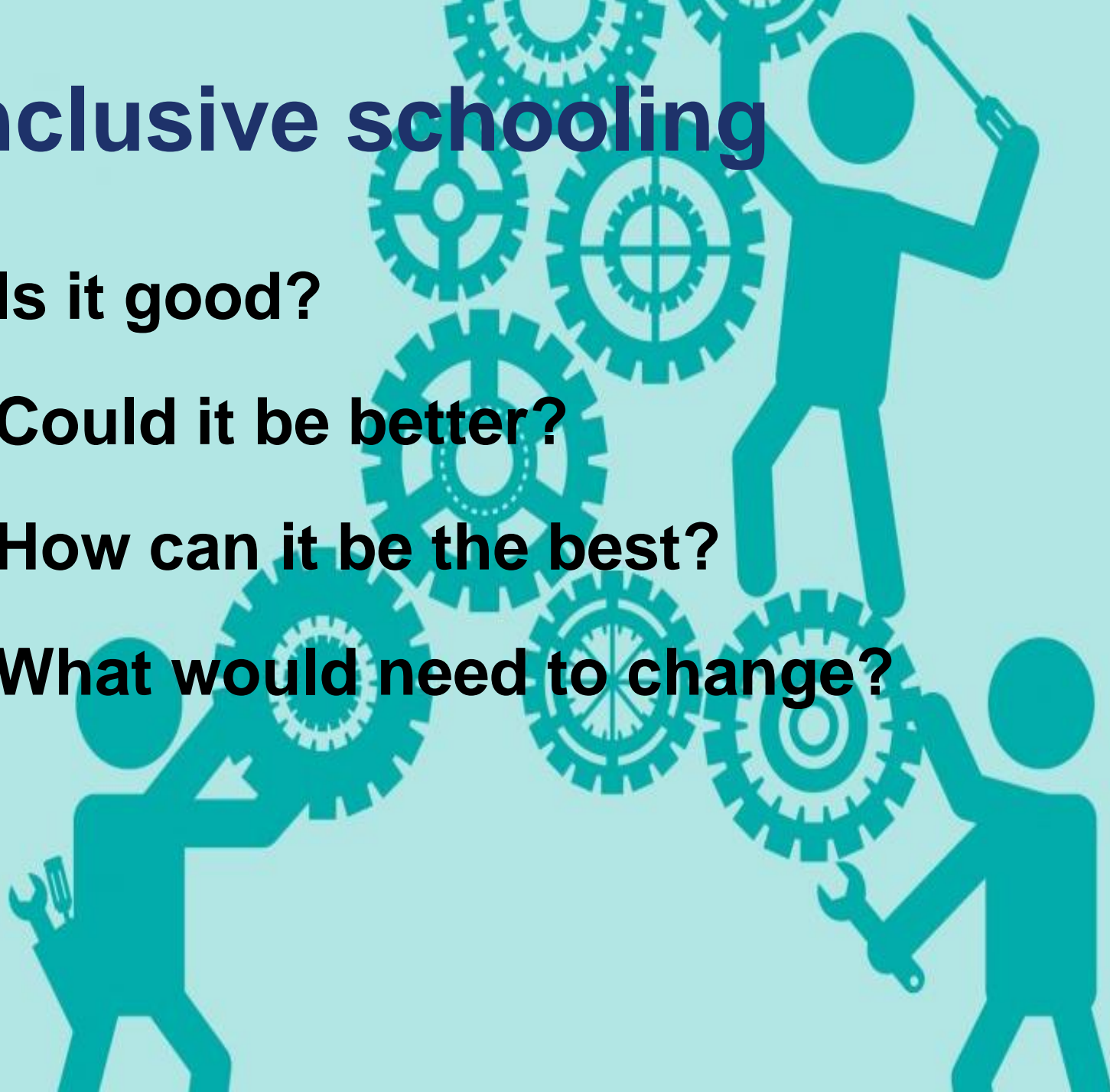
**13 November 2017**

**The Westin, Sydney**



# Inclusive schooling

- Is it good?
- Could it be better?
- How can it be the best?
- What would need to change?



# Association of Independent Schools, NSW: Developing Whole School Practices in Inclusive Schooling

The ***Inclusive Schooling*** project aims to develop:

- The inclusive culture of the school
- The pedagogical skills and knowledge of teachers that supports learning outcomes for all students
- The professional learning community within the school where a sense of collective responsibility for students learning is engendered
- A school-wide framework for planning for and evaluating the effectiveness of inclusive practices.

A white, rectangular sign with a blue border. The sign features the University of Kansas logo and name. The letters 'KU' are large and blue, positioned at the top. Below them, the words 'THE UNIVERSITY OF' are written in a smaller, blue, serif font. The word 'KANSAS' is written in a larger, blue, serif font, underlined with a thin blue line. The sign is set against a background of green trees and a clear sky.

KU

THE UNIVERSITY OF  
KANSAS

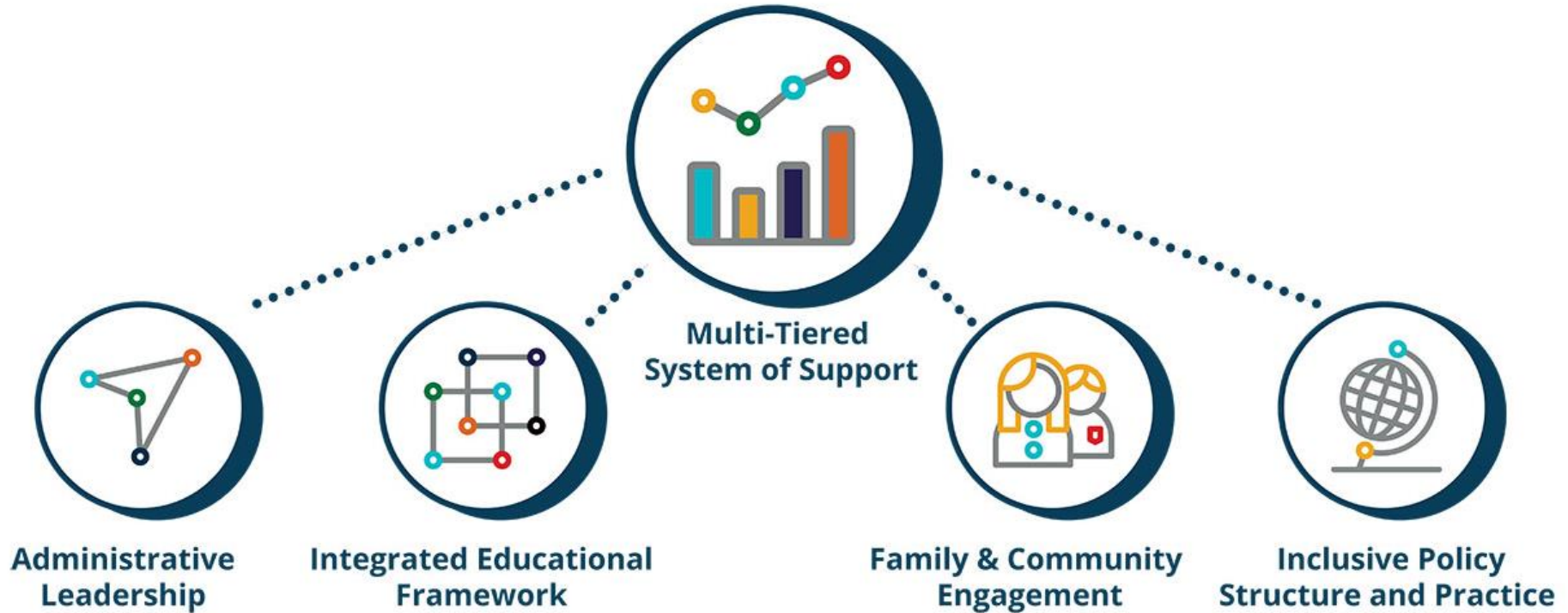
## What is SWIFT?

*“Schoolwide Integrated Framework for Transformation (SWIFT) is a reflective process that supports schools to examine their inclusive practices to create powerful learning environments and promote active, engaged partnerships among families and community members.”*

SWIFT is a well-researched framework with domains and underpinning features of effective inclusive educational settings.



## SWIFT Framework



# DOMAINS & FEATURES



## Administrative Leadership

### Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

### Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations



## Multi-Tiered System of Support

### Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide targeted interventions and supports
- Provide individualized interventions and supports
- Develop guidelines to implement curriculum with universal design for learning (UDL)

### Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide targeted interventions and supports
- Provide individualized interventions and supports



## Integrated Educational Framework

### Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

### Strong & Positive School Culture

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices



## Family & Community Engagement

### Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

### Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve



## Inclusive Policy Structure & Practice

### Disability Legislation

### School-Wide Practices





**Visioning**



**Data Snapshots**



**Priority and Practice Planning**



**Resource Mapping and Matching**



**Transformation Teaming**

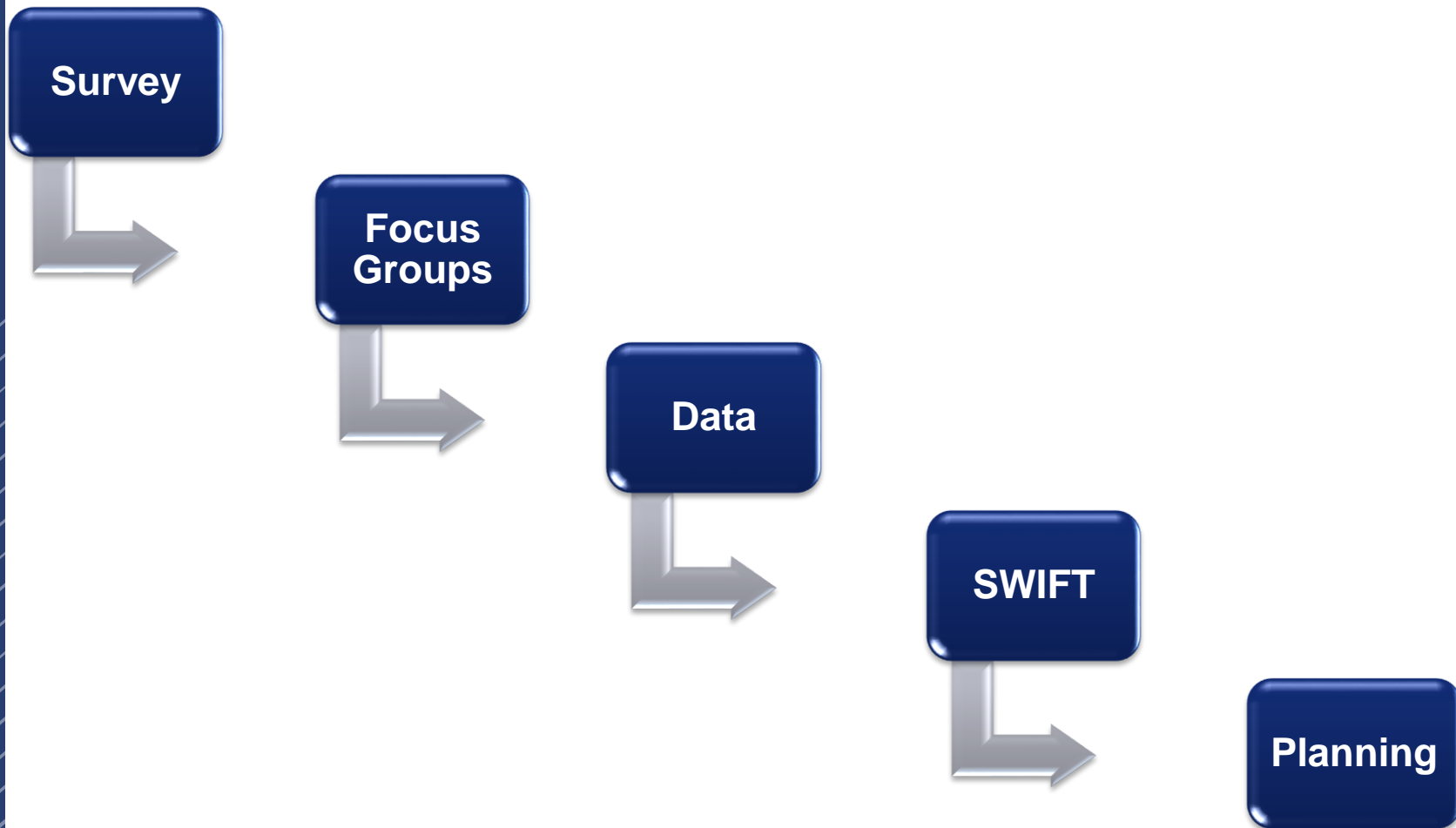


**Coaching and Facilitation**

## SWIFT Fidelity Integrity Assessment (FIA).

- A school self-assessment tool conducted in partnership with a SWIFT consultant.
- It involves facilitated discussions with principals, school leadership teams, teachers, students, family members and community members.
- It supports schools to establish a baseline for current implementation of the domains and features. Based on this data, schools identify areas to include in their cyclic strategic plans to build upon their strengths and further develop inclusive practices.

# How does AISNSW use SWIFT?



# Leadership

**1.1 Our school has a valued School Leadership Team to implement and sustain system transformation that continuously improves teaching and learning.**

*Main Idea: A School Leadership Team that works collaboratively with other school teams, families, and stakeholders is essential to effectively implement SWIFT.*

*ALS Survey: Our school leadership team works collaboratively with others L1.1*

*The leaders of my school work with teachers students and parents L1.1*

Strong and Engaged Site Leadership – Valued Leadership

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
<p>Our school is exploring how a School Leadership Team can function and who will be on the team.</p> <p>The current School Leadership Team meets periodically with representatives of the school.</p>	<p>Our school leadership is recruiting team members, designing roles for functioning within the team, and setting up a regular schedule for meeting at least monthly.</p> <p>The School Leadership Team reviews school-wide student and/or school performance data once or twice a year. The team is learning how to use data to guide instruction and school governance.</p>	<p>Our school has a Leadership Team that meets twice a month (or once a month with equivalent sufficient time), and includes the Principal and educators representing general education, special education, and other student services.</p> <p>The School Leadership Team reviews school-wide student and/or school performance data and uses those data to monitor school progress, guide instructional practices, and make school governance decisions.</p>	<p>Our school has a Leadership Team that meets twice a month (or once a month with equivalent sufficient time), and includes the Principal and educators representing general education, special education, and other student services.</p> <p>The School Leadership Team reviews school-wide student and/or school performance data and uses those data to monitor school progress, guide instructional practices, and make school governance decisions.</p> <p>The School Leadership Team functions well, has plans to continue, and monitors the team's effectiveness.</p>

How do we know?

- School Leadership Team meeting minutes for past several months
  - Does our School Leadership Team meet regularly (i.e., at least twice a month or once a month with equivalent sufficient time)?
  - Does our School Leadership Team include family representatives?
  - Does our School Leadership Team include members of grade level, content level, and/or support team members?
- Sample data summaries used by the School Leadership Team
  - Does our School Leadership Team review data (student outcome, fidelity of implementation, and stakeholder survey) to inform school level decisions (such as areas of professional development for educators, the use of resources, tasks to school teams, and so on)?
- Perceptions of School Leadership Team members
  - Does our school focus on teaching and learning improvement, which includes School Leadership Team's participation in various team meetings, classroom observation, and other activities to promote learning outcomes?

## SWIFT-FIA Scoring Example

SWIFT Domains	SWIFT Core Features	SWIFT FIA Items / Improvement Areas	% of Implementation					
			Item Scores		Core Feature Scores		Domain Scores	
Administrative Leadership	Strong and Engaged Site Leadership	Valued Leadership	2 / 3	67 %	3 / 6	50 %	7 / 12	58 %
		Empowered Decision Making	1 / 3	33 %				
	Strong Educator Support System	Educator Coaching and Learning	2 / 3	67 %	4 / 6	67 %		
		Personnel Evaluation	2 / 3	67 %				
Multi-tiered System of Support	Inclusive Academic Instruction	Academic Supports	2 / 3	67 %	4 / 6	44 %	9 / 18	50 %
		Academic Instruction	0 / 3	0 %				
	Inclusive Behavior Instruction	Behavior Supports	2 / 3	67 %	6 / 9	66 %		
		Behavior Instruction	1 / 3	33 %				
	Data-based Decision Making	2 / 3	67 %					
	Integrated Organization	Fully Integrated Organizational Structure	Tier I Instruction for All	1 / 1	100 %			
Non-categorical Service Delivery			1 / 1	100 %				
Positive and Strong School Culture		Full Access for All Students	0 / 3	0 %	0 / 6	0 %		
		Shared Professional Learning	2 / 3	67 %				
Structure & Practice	LEA (e.g., District) Policy Framework	Professional Learning	1 / 3	33 %	3 / 6	50 %	4 / 12	33 %
		LEA (e.g., District) Links Initiatives	0 / 3	0 %				
	LEA (e.g., District) Process for RBP	LEA (e.g., District) Process for RBP	1 / 3	33 %	1 / 6	44 %		
<b>SWIFT FIA Total</b>			<b>26 / 66</b>		<b>38 %</b>			

## Inclusive Schooling Project

### Priorities identified from survey and interview data



SWIFT Domain	Core Feature	Improvement Area	Current Situation
Multi - Tier System of Support (academic)	Inclusive Academic Instruction	3.2 Academic Supports	<p>Little evidence in class practice and programming of differentiation or use of universally designed class instruction.</p> <p>On SWIFT-FIA, school currently at Laying the Foundation level.</p> <p>Pre-project baseline data indicates from all stakeholders that there is limited use of quality differentiated practices, adjustments to learning, teaching and assessment.</p> <p>Data indicates teachers have the professional knowledge but not the confidence to implemented practices into daily class practice.</p>

Project Goal	Actions (include professional learning activities)	Evidence of impact (teacher professional behaviour & student outcomes)	Timeframe
<p>Teachers use the principles of UDL to develop teaching, learning and assessment practices that are inclusive of the needs of all students in their class.</p>	<p>Survey staff on their levels of confidence to meet the diverse needs in their class;</p>	<p>Survey Monkey data</p>	<p>Week 1</p>
	<p>Provide opportunities for teachers to meet with Learning Support team to share information on student IPs.</p>	<p>Teachers are aware of student with IPs in their class and document adjustments in their programs.</p>	<p>Weeks 2 - 4</p>
	<p>Professional Learning on the principles of UDL to introduce the framework to the staff.</p> <p>Teachers use UDL principles, guidelines and checkpoints to strengthen one unit of work/program. These are shared within and across faculties.</p> <p>UDL becomes a standing item on each Faculty meeting focusing on different guidelines at each meeting – Teacher share practice, ideas</p>	<p>Teachers program for one unit of work is reflective of the UDL principles, guidelines and checkpoints.</p>	<p>Week 3</p>
	<p>Teacher release to work in faculties with AIS consultant to apply on principle of UDL to their planning and assessment activities this term.</p>	<p>Increase in teacher confidence and knowledge when discussing adjustments for individual students.</p> <p>Evidence of adjustment documented in programs.</p> <p>Evidence of increase in student achievement (eg</p>	<p>Week 4 - 10</p>

## Key Learnings

- AISNSW → Ass. Prof. David Evan, University of Sydney → External evaluator
- SWIFT FIA provides a clear framework and direction

*“The shift to the use of the SWIFT-FIA has provided greater detail about the manner in which schools were examining the concept of inclusive education.”*

*“As school leadership teams are provided a much deeper insight to the inclusive nature of their school through the use of the SWIFT-FIA, project plans have become more focused and context specific.”*





## References

HIDDEN FIGURES. Photo Credit: Hopper Stone.

<http://buffalonews.com/2017/02/08/special-screening-hidden-figures-encourages-city-girls-get-involved-science-technology-engineering-math/>



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