Using SWIFT in the Australian School Context

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
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.

http://www.swiftschools.org
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Strong &amp; Engaged Site Leadership</td>
<td>Inclusive Academic Instruction</td>
<td>Fully Integrated Organizational Structure</td>
<td>Trusting Family Partnerships</td>
<td>Disability Legislation</td>
</tr>
<tr>
<td>Strong Educator Support System</td>
<td>Inclusive Behavior Instruction</td>
<td>Strong &amp; Positive School Culture</td>
<td>Trusting Community Partnerships</td>
<td>School-Wide Practices</td>
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</table>

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

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

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

**Family & Community Engagement**
- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

**Inclusive Policy Structure & Practice**
- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve
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?
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.

AIS Survey: Our school leadership team works collaboratively with others L1.1
The leaders of my school work with teachers, students, and parents L1.1

<table>
<thead>
<tr>
<th>Laying the Foundation</th>
<th>Installing</th>
<th>Implementing</th>
<th>Sustaining School-wide Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = Laying the Foundation</td>
<td>1 = Installing</td>
<td>2 = Implementing</td>
<td>3 = Sustaining School-wide Implementation</td>
</tr>
<tr>
<td>Our school is exploring how a School Leadership Team can function and who will be on the team.</td>
<td>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.</td>
<td>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.</td>
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</tr>
<tr>
<td>The current School Leadership Team meets periodically with representatives of the school.</td>
<td>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.</td>
<td>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.</td>
<td>The School Leadership Team functions well, has plans to continue, and monitors the team’s effectiveness.</td>
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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

<table>
<thead>
<tr>
<th>SWIFT Domains</th>
<th>SWIFT Core Features</th>
<th>SWIFT FIA Items / Improvement Areas</th>
<th>Item Scores</th>
<th>Core Feature Scores</th>
<th>Domain Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Leadership</td>
<td>Strong and Engaged Site Leadership</td>
<td>Valued Leadership</td>
<td>2 / 3</td>
<td>3 / 6</td>
<td>7 / 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Empowered Decision Making</td>
<td>1 / 3</td>
<td>50 %</td>
<td>58 %</td>
</tr>
<tr>
<td></td>
<td>Strong Educator Support System</td>
<td>Educator Coaching and Learning</td>
<td>2 / 3</td>
<td>67 %</td>
<td>4 / 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personnel Evaluation</td>
<td>2 / 3</td>
<td>67 %</td>
<td>66 %</td>
</tr>
<tr>
<td>Multi-tiered System of Support</td>
<td>Inclusive Academic Instruction</td>
<td>Academic Supports</td>
<td>2 / 3</td>
<td>67 %</td>
<td>9 / 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Instruction</td>
<td>0 / 3</td>
<td>0 %</td>
<td>44 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data-based Decision Making</td>
<td>2 / 3</td>
<td>67 %</td>
<td>50 %</td>
</tr>
<tr>
<td></td>
<td>Inclusive Behavior Instruction</td>
<td>Behavior Supports</td>
<td>2 / 3</td>
<td>67 %</td>
<td>66 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavior Instruction</td>
<td>1 / 3</td>
<td>33 %</td>
<td>60 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data-based Decision Making</td>
<td>2 / 3</td>
<td>67 %</td>
<td>66 %</td>
</tr>
<tr>
<td>Integrated Organizational Structure</td>
<td>Fully Integrated Organizational Structure</td>
<td>Non-categorical Service Delivery</td>
<td>1 / 8</td>
<td>0 %</td>
<td>0 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tier 1 Instruction for All</td>
<td>1 / 8</td>
<td>0 %</td>
<td>0 %</td>
</tr>
<tr>
<td>Positive and Strong School Culture</td>
<td>Positive and Strong School Culture</td>
<td>Full Access for All Students</td>
<td>2 / 3</td>
<td>67 %</td>
<td>0 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shared Resources</td>
<td>2 / 3</td>
<td>67 %</td>
<td>60 %</td>
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<td></td>
<td></td>
<td>LEA (e.g., District) Policy Framework</td>
<td>1 / 3</td>
<td>33 %</td>
<td>4 / 12</td>
</tr>
<tr>
<td>Structure of Practice</td>
<td></td>
<td>LEA (e.g., District) Links Initiatives</td>
<td>0 / 3</td>
<td>0 %</td>
<td>0 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LEA (e.g., District) Process for RBP</td>
<td>1 / 3</td>
<td>33 %</td>
<td>44 %</td>
</tr>
<tr>
<td><strong>SWIFT FIA Total</strong></td>
<td></td>
<td></td>
<td>25 / 66</td>
<td></td>
<td>38 %</td>
</tr>
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## Inclusive Schooling Project

**Priorities identified from survey and interview data**

<table>
<thead>
<tr>
<th>SWIFT Domain</th>
<th>Core Feature</th>
<th>Improvement Area</th>
<th>Current Situation</th>
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<tbody>
<tr>
<td>Multi - Tier System of Support (academic)</td>
<td>Inclusive Academic Instruction</td>
<td>3.2 Academic Supports</td>
<td>Little evidence in class practice and programming of differentiation or use of universally designed class instruction. On SWIFT-FIA, school currently at Laying the Foundation level. Pre-project baseline data indicates from all stakeholders that there is limited use of quality differentiated practices, adjustments to learning, teaching and assessment. Data indicates teachers have the professional knowledge but not the confidence to implemented practices into daily class practice.</td>
</tr>
<tr>
<td>Project Goal</td>
<td>Actions (include professional learning activities)</td>
<td>Evidence of impact (teacher professional behaviour &amp; student outcomes)</td>
<td>Timeframe</td>
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</tr>
<tr>
<td>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.</td>
<td>Survey staff on their levels of confidence to meet the diverse needs in their class; Provide opportunities for teachers to meet with Learning Support team to share information on student IPs. Processional Learning on the principles of UDL to introduce the framework to the staff. Teachers use UDL principles, guidelines and checkpoints to strengthen one unit of work/program. These are shared within and across faculties. UDL becomes a standing item on each Faculty meeting focusing on different guidelines at each meeting – Teacher share practice, ideas Teacher release to work in faculties with AIS consultant to apply on principle of UDL to their planning and assessment activities this term.</td>
<td>Survey Monkey data Teachers are aware of student with IPs in their class and document adjustments in their programs. Teachers program for one unit of work is reflective of the UDL principles, guidelines and checkpoints. Increase in teacher confidence and knowledge when discussing adjustments for individual students. Evidence of adjustment documented in programs. Evidence of increase in student achievement (eg NAPLAN, state exams).</td>
<td>Week 1 Weeks 2 - 4 Week 3 Week 4 - 10</td>
</tr>
</tbody>
</table>
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

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