# Team Around the Learner Rubric

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| Level | | Initial Contact | Analyse Needs | | Plan and Co-ordinate Support | Monitor and Evaluate Outcomes | | Plan Transitions  (from intensive support) |
| 5 | | * Relationship formed with family\* on enrolment and at each year level. Regular contact made with family. * Learning mentor\* maintains contact with the family and monitors wellbeing and learning needs of the learner in a positive, targeted manner. * Information about/assessment of the learner are sought, discussed by all who require this information, filed securely and regularly reviewed. * A collaborative team which includes the learner, family, school and support agencies\* is formed as a Student Support Group\* (SSG) when additional support for the learner is required. * A Lead Professional is identified to facilitate the work of the team to support the learner. * With agreement of the team, additional assessments or information is gathered. * Informed consent\* is gained from family and information about the culturally sensitive\* context\* for this learner is openly shared with all in the team. * The school persists in engaging the family despite their reluctance or inability (in some cases). | * Reports and assessment information is shared with all members of the team and examined in a culturally sensitive way to determine the best options for the future. * Lead Professional\* guides all members of the team in contributing to the analysis of needs and bring their understanding of the context for this learner into the discussion. * Where capable, the learner is involved in this process so that he/she can contribute to the decision making. * Previous strategies are reviewed to determine those that have had the most impact and are appropriate for the learner’s current needs. * There is a whole school understanding of the needs of individual learners and an agreed ethos of analysing needs to make reasonable adjustments to accommodate these needs. * Documentation is respectfully written and confidentially disseminated by the Lead Professional. | | * In consultation with the whole team around the learner, a Support Plan\* is developed in response to learner needs at a Student Support Group (SSG) meeting. * The SSG includes learner, family, learning mentor, other school staff (leadership, wellbeing), support agencies… * The Support Plan includes short term achievable goals (SMART\*) and actions that all parties commit to and take on responsibility. * Past recommendations and successful strategies are incorporated in a strategic manner. * Date for review of Support Plan is set and agreed to * A reminder of the meeting to review Support Plan sent to all parties by the Lead Professional a week before the meeting. * There is a whole school understanding of how all staff who interact with the learner are aware of his/ her needs and actively work to support the set goals. | * In partnership with the family, learner, school and other support agencies, the Support Plan is regularly reviewed and the indicators of progress towards goal achievement tracked. * Regular evaluation of strategies for their effectiveness is undertaken with consideration of the need for new strategies. * Success is celebrated and strengths recognised * Regular ‘check-ins’\* between learner and trusted adult are built into practice to maintain commitment to goals and actions. * Lead Professional ensures communication is maintained with the team around the learner through visible means where the learner and those involved in this team can reflect on progress and recognise achievements eg online portal, learning journal. * Staff regularly engage in reflective practice to improve strategies that assist learners. | | * A purposeful transition is planned to lessen the formal supports for the learner and family whilst maintaining the positive outcomes achieved in a gradual transfer of responsibility. * Clear communication is provided that support will be continued as long as it is required but with an aim for achieving the maximum potential of the learner. * Acknowledgment that additional support may be required at critical times – camp, testing period, transition to new year level… * In consultation with learner, family, school and support agencies, support is lessened over time as the independence\* of the learner is developed and * Goals and actions of the Support Plan reflect the growing independence of the learner. * Time between formal meetings is extended. |
|  | Whole-school understanding and implementation of effective practice |
| 4 | Practice implemented with sections of the school - wellbeing team or year level | * All families are welcomed on enrolment and are aware of key staff at the school, including the principal, learning mentor and wellbeing staff who can support the learner. * The learner’s difficulties are noticed and are brought to the attention of the families so that plans can be put in place. * A SSG is developed which involves the family and the school wellbeing representative. * Informed consent is sought and obtained for referral to support agencies to assist family and school to support the learner. * Collaboration with support agencies is suggested. | * Reports and assessment information are shared with school personnel to determine the best options for the future. * Families are invited to add to this analysis using their understanding of the learner and his/her life context. * Additional input from professionals in support agencies is sought. * Effective strategies that the school regularly uses are considered in the analysis of need. * Many staff members are aware of how to analyse the individual needs of learners in conjunction with the wellbeing staff and to make reasonable adjustments to meet these needs. * Documentation is respectfully written and disseminated. | | * A SSG is created and families invited to participate in devising a plan for the future. * Wellbeing staff and family develop a Support Plan that outlines achievable goals for the learner. * Commitment to the goals is sought from the learner by explaining what is required. * Lead Professional schedules regular SSG meetings and reschedule promptly if required. * Lead Professional reminds stakeholders of scheduled meetings. * Most staff who interact with the learner are aware of the needs and goals for the learner and acknowledge when progress is made. | * The Support Plan is reviewed with family as scheduled at the SSG with wellbeing staff and family. * Goals are reviewed and improvements noted. New goals are set for the learner to match the current needs. * Strategies are reviewed for their effectiveness. * The achievements of the learner are recognised. * ‘Check-ins’ between learner and trusted adult take place informally. * Data and documentation is maintained and by the school and shared with the family. | | * In consultation with the family, consideration is given to longer term plans and the development of achieving maximum potential. * Goals and actions of the Support Plan are adjusted to encourage reducing dependence on regular support. * Achievements are acknowledged to make explicit the growing independence. * Discussion takes place regarding the scheduling of future SSG meetings |
| 3 | by individual or small iwith some learners | * Family welcomed on enrolment and given basic information about how the school supports learners. * Relationship initiated with families by learning mentor who has sporadic contact. * Assessments/information accessed from parents, previous school and/or allied health professionals when issues arise. * The learner’s difficulties are noticed and are brought to the attention of the family. * Minimal collaboration with family occurs to decide on strategies to support the learner. | * Reports and assessment information are shared with the wellbeing team at the school to consider options for the future. * Families are invited to provide additional information about the learner. If they don’t respond, the analysis proceeds using available information. * Documentation is kept securely in wellbeing office. | | * School develops a Support Plan that targets improved outcomes for the learner. * SSG is created and the Support Plan is shared with the learner and family. * SSG meeting dates are not routinely set to discuss progress against Support Plan. * Some staff who interact with the learner are aware of the needs and goals. | * School reviews progress of the learner against the Support Plan and communicates this to the family. * Family invited to provide additional feedback. * New Support Plan developed by the school and shared with the learner and family. * ‘Check-ins’ between learner and trusted adult take place sporadically * Documentation is sent home to the family. | | * The Support Plan focuses on immediate support for the learner. * Family informally involved in discussion about the need for achieving maximum potential and the lessening of support. |
| 2 | Practice implementedd groups of staff and d | * Consent is requested of the family with minimal information to explain the referral to support agencies in seeking support for the learner * Initial contact made with families on enrolment. * Minimal information about the learner is sought by school or provided by family. * Cursory attention is given by the school to the learner’s previous history. * Learning mentor has reactive, negative contact with the family, often in conjunction with a critical incident or poor behaviour. * Consent sought to facilitate referrals by the school to support agencies so that issue can be solved using their expertise. | * Learning mentor examines information and assessments provided to try to determine the best options for the future. * Learning mentor may discuss this information with other staff. * Sometimes families are invited to contribute to the analysis of need. * Learning mentor determines how the analysed information is summarised. * Learning mentor stores this information. | | * Learning mentor develops a Support Plan with actions for the family, learner and school in reaction to a critical incident or poor performance. * Families are invited to discuss the Support Plan with the learning mentor. * Dates for discussion between families and learning mentor about progress against the Support Plan are sporadically set. * Of the school staff, only the learning mentor is aware of the needs and goals of the learner. | * Learning mentor reviews Support Plan in response to lack of progress and sets new goals for the learner. * New Support Plan is shared with family with clear expectations of what the family will do to support the learner * Learning mentor provides occasional feedback to learner regarding progress against the Support Plan * Communication with the family is generally initiated in reaction to negative incidents. | | * Support Plans continue to be reviewed sporadically in reaction to incidents but with no clear goals of reducing support. * Support Plan focuses on issues in evidence at present without a view to achieving greater independence. * The development of achieving maximum potential is not considered in discussions with the family |
| 1 | | * Little or no evidence of contact with family or other agencies to gather information. | * Little or no evidence of an analysis of the needs of the learner or family. | | * Little or no evidence of co-ordinated care or planned services. | * Little or no evidence of monitoring or evaluating outcomes. | | * Little or no evidence of planning for transition from additional support |

Glossary

Family – parents, carers, trusted adult.

Learning mentor – classroom teacher, year level co-ordinator, wellbeing staff, trusted school staff member. This is usually someone who has the closest connection with the learner to support him/her in accessing learning.

Lead Professional – once the members of the Team Around the Learner (TAL) team are determined, a Lead Professional is nominated. This person is the conduit through which all information about the learner is funnelled. The Lead Professional facilitates the meetings with the team, distributes documentation and reminds all members of the team of their responsibilities.

Student Support Group – the Student Support Group (SSG) ensures that those with the most knowledge of, and responsibility for, the learner work together to establish shared goals for the learner's educational and

wellbeing future. The group plans reasonable adjustments for the learner to access the curriculum and monitors their progress. The SSG meets regularly depending on the needs of the learner (e.g. fortnightly, monthly, termly). Members of the SSG could include the learner, family, friends, advocates, school personnel, Student Support Services, support agency staff, KESO, School Nurse, Visiting Teacher, community members (such as the football/ netball coach, Koorie Elder). The Lead Professional is responsible for facilitating the SSG meeting, to ensure all voices are heard.

Support Plan – includes many different formats of Individual Learning Plans, Individual Education Plans, Behaviour Management Plans, Care Plans. Support Plans should include the current situation, short-term goals and strategies, and responsibilities of each member of the team for the current period and review date.

Support Agencies – Student Support Services, local agencies, DHHS, DJCS, CAMHS/CYMHS. Support Agencies are invited to be part of the team to contribute positively to planning, monitoring and evaluating the support for the learner.

SMART Goals – goals should be written so that they are Specific, Measurable, Agreed, Relevant, Timebound, (SMART).

Culturally sensitive – all interactions with members of the TAL should take into account the cultural background of the learner and family. The learner’s culture should be both acknowledged and understood by the team.

Any decisions made by the team need to resonate with the goals and aspirations of the learner and family. Interpreters may be required at SSGs. For more information, see: [www.education.vic.gov.au/school/teachers/](https://www.education.vic.gov.au/school/teachers/management/community/Pages/interpreting.aspx) [management/community/Pages/interpreting.aspx](https://www.education.vic.gov.au/school/teachers/management/community/Pages/interpreting.aspx)

Context – the context of the learner within the family, school and community is a major factor in determining what supports need to be put in place. The team should have a thorough understanding of the context and contribute positively in planning for future success.

Independence – the TAL pathway endeavours to provide intensive support with the ultimate aim of lessening the support over time so that the learner can function successfully at maximum potential. For some learners this will mean that they no longer need any additional support; for others, there may need to be ongoing support but it may be less intense than in the past.

Informed consent – families are asked to sign a Consent Form whenever intervention (counselling, assessments) from Support Agencies is determined to be required. The Lead Professional (or delegate) should have a detailed conversation with the family so that they understand that all members of the team will share all information so that effective plans can be put in place using all information available.

Check-ins – it is effective if a trusted adult (family, learning mentor) can ‘check in’ with the learner on a regular basis to discuss how he/she is progressing with the goals set in the Support Plan.

Transition – ‘transition’ is often associated with the movement of learners from one year level to the next; from kindergarten to Prep (foundation); from primary to secondary school. In the TAL pathway, transition refers to the distinct planning that takes place by the team to gradually withdraw the formal support for the learner as

independence grows. In an ideal world, we would want learners who can continue with their education without the need for intensive support. For some learners, support may be required in the long term. In these cases, teams

will continue to work within the Analyse Needs, Plan and Co-ordinate Support, and Monitor and Evaluate Needs phases to provide the necessary support to achieve the set goals.

Reflective Practice – the process of reflection in practice develops self–awareness and facilitates changes in thinking, professional behaviour and practice. It can occur before, during or after an event.

The Planning Improvement Tool – will assist schools to plan for how they will improve their whole-school approach to Team Around the Learner.

Framework for Improving Student Outcomes (FISO)

The FISO Improvement Cycle closely matches the Team Around the Learner pathway. Schools use the FISO Improvement Cycle to:

* Evaluate and diagnose performance successes and challenges around their key improvement initiatives and

strategies

* Prioritise and set goals for improvement strategies and initiatives that have the greatest impact on student learning
* Develop and plan their improvement strategies and initiatives to ensure successful implementation
* Implement and monitor their selected improvement strategies and initiatives and the impact these have on student learning.

