# key improvement strategies (KIS) and actions audit tool

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| **KIS 1**  Roles, responsibilities and teamwork | | | **KIS 2**  Professional learning and development | | |
| 🞎 **Tick if this action is prioritised.**  **Action 1.1**  Review ES staff and teachers’ roles and responsibilities and identify evidence-based practice to support collaborative teamwork. | **What does this look like?**   * Schools use the FISO Improvement Cycle to reflect on collaborative practice. * Schools review how teaching staff are currently working with ES staff. * Student data indicates that the way teachers and ES staff are working collaboratively is improving student outcomes. | **Planned Improvements** | 🞎 **Tick if this action is prioritised.**  **Action 2.1**  Prioritise opportunities for teachers and education support staff to access and participate in professional learning together. | **What does this look like?**  ES staff working in classroom support roles and teaching staff have opportunities to:   * engage in relevant professional learning to improve knowledge and skills and meet their Performance and Development Plan (PDP) goals * receive mentoring or coaching support from an appropriate teacher, member of the leadership team and/or a member of the SSS supporting the school. | **Planned Improvements** |
| 🞎 **Tick if this action is prioritised.**  **Action 1.2**  Support education support staff and teacher teams to work collaboratively and to have a clear understanding of their roles and responsibilities. | **What does this look like?**  Teaching staff and ES staff have a clear understanding of:   * the role of school leaders in developing and reviewing: * staff schedules to allow teachers and ES staff to collaboratively plan how they work together. * the role of teachers in: * leading the design and implementation of teaching and learning interventions * assessing students to identify strengths and support needs, interpreting student data, prioritising learning goals, and selecting the most effective evidence-based interventions to address student learning needs. * the role of ES staff in supporting data-informed, evidence-based interventions, which are led, developed and delivered by teaching staff, student support services (SSS), allied health professionals and other professionals supporting students. | **Planned Improvements** | 🞎 **Tick if this action is prioritised.**  **Action 2.2**  Identify and provide opportunities for ES staff to access relevant, quality professional learning that assists them to effectively support teacher and specialist-led learning interventions in the classroom. | **What does this look like?**  ES staff working in classroom support roles have opportunities to learn how to:   * support a wide range of strategies to encourage full participation of all students, including students with disability and additional needs * effectively support students to work towards independence, work effectively with peers and promote student involvement in decision making * support high-impact teaching strategies in the classroom * support students from diverse cultural and linguistic backgrounds * support the implementation of the Marrung Educational Plan in their school * participate in Cultural Understanding and Safety Training to support Koorie inclusion * use the range of assistive technologies and Augmentative and Alternative Communication (AAC) devices. | **Planned Improvements** |
| 🞎 **Tick if this action is prioritised.**  **Action 1.3**  Leverage opportunities such as professional learning communities and communities of practice, by allocating time to support teachers and education support staff to develop their professional practice in ways to optimise collaboration and coordinated support for students. | **What does this look like?**  ES staff working in classroom support roles have regular opportunities to:   * plan with teaching staff * participate in the school’s PLCs and student conferencing sessions to understand effective ways to support all students, including students with disability and additional needs * participate in cross-school collaboration, including CoPs * receive informal and formal feedback about their work from teaching staff and school leaders * are provided information about behaviour support strategies and safety planning. | **Planned Improvements** | 🞎 **Tick if this action is prioritised.**  **Action 2.3**  Ensure the Performance and Development Plan (PDP) process is in place for all ES staff, including regular opportunities for professional learning, feedback, coaching and mentoring. | **What does this look like?**   * ES staff are supported by a school leader who: * understands the role of the ES staff * can observe ES staff * provides feedback regarding practice, professional learning needs and progress towards PDP goals * is responsible for reviewing the ES staff members’ PDPs * attends the Department’s ES Staff Performance and Development and Reviewers’ workshops. * ES staff are supported to participate in the Department’s Education Support Staff Performance and Development workshops. * ES staff are supported to develop and action an effective PDP. * There are explicit links between the ES Class employees’ PDPs, the School Strategic Plan (SSP) and the school’s AIP. | **Planned Improvements** |
| **KIS 3**  Collaboration and consultation | | | **KIS 4**  Student-centred practice | | |
| 🞎 **Tick if this action is prioritised.**  **Action 3.1**  Establish agreed protocols and processes regarding liaising with parents/carers, the ES staff role within these processes and the importance of maintaining professional boundaries when communicating with families (protocols to be aligned with the *Dimensions of Work Education Support Class* and the school’s values). | **What does this look like?**  Schools have clearly documented protocols that provide guidance on the responsibilities of teaching staff and ES staff working in classroom support roles, which outline:   * that the responsibility for student information and outcomes clearly rests with the teacher and families * the formal processes around providing information to and communicating with parents/carers about student learning and progress, the forums for this and their regularity. For example, parent-teacher interviews and Student Support Group (SSG) meetings * specific ways to communicate with parents/carers ethically and professionally during both informal and formal communications | **Planned Improvements** | 🞎 **Tick if this action is prioritised.**  **Action 4.1**  Schedule opportunities for teaching staff and ES staff to plan collaboratively and review data, to enable ES staff to effectively support the teacher-led implementation of data-informed, inclusive teaching and learning for all students. | **What does this look like?**   * Student data is shared with ES staff when teaching staff are selecting learning interventions, to ensure ES staff understand their role in supporting these interventions. * ES staff know the students they support, their background, strengths, interests and goals. * ES staff join SSGs to ensure they can support learning interventions in the classroom with fidelity and contribute to feedback about student progress and engagement with learning activities to help inform future interventions and support. * ES staff support the classroom teacher’s work in helping students to identify and share their own stories, backgrounds and cultures. | **Planned Improvements** |
| 🞎 **Tick if this action is prioritised.**  **Action 3.2**  Allocate time for teachers and ES staff to self-reflect and negotiate adjustments with relevant colleagues, regarding learning interventions for groups of students implemented in the classroom. | **What does this look like?**  Schools:   * allocate collaborative planning time between teachers and ES staff to enable them to prioritise the review of teaching and learning approaches and learning interventions for groups of students. * support teachers and ES staff by providing regular opportunities for teams supporting students to: * meet and understand the role of ES staff in supporting the learning interventions that have been developed, and negotiate with ES staff how they can support student learning with fidelity * discuss the impact of interventions for groups of students and negotiate adjustments, sharing the knowledge and expertise of all staff. | **Planned Improvements** | 🞎 **Tick if this action is prioritised.**  **Action 4.2**  Ensure ES staff and teachers are using the Victorian Teaching and Learning Model (VTLM) when working with groups or individual students (not only with a student or students with additional learning support needs), by allocating ES staff to support teacher-designed learning in the classroom. | **What does this look like?**  ES staff working in classroom support roles:   * work with groups of students on teacher-designed teaching and learning activities, ask questions, and encourage students to interact with their peers, teachers and the classroom resources to address challenges presented by the learning tasks * support collaborative learning with groups of students, while teachers run targeted, data-informed, evidence-based learning activities with individuals or small groups of students with disability and additional learning needs * receive professional learning about how to support the VTLM and High Impact Teaching Strategies used by teachers to encourage student engagement with learning activities and collaboration with their peers | **Planned Improvements** |
| 🞎 **Tick if this action is prioritised.**  **Action 3.3**  Provide time for teaching staff and ES staff to participate in Student Support Group (SSG) meetings to develop a collaborative and evidence-based understanding of individual students’ achievement, engagement and wellbeing needs. | **What does this look like?**  Schools:   * provide time for teachers and ES staff to meet with parents/carers, SSS, KESOs, relevant service providers and allied health professionals to: * discuss students’ strengths, learning support needs and preferences * provide feedback about each individual student’s engagement and progress with the learning interventions and consider further interventions or reducing support * support teachers to collaboratively plan Individual Education Plans or other student support plans with parents/carers and other support personnel, and to identify the role of ES staff in assisting with these plans * actively involve parents/carers, staff and service providers supporting students in SSG meetings. | **Planned Improvements** | 🞎 **Tick if this action is prioritised.**  **Action 4.3**  Provide time for ES staff working in classroom support roles to join teacher and student discussions that empower student voice and agency (Amplify). | **What does this look like?**   * ES staff are included in meetings between teachers and students (as appropriate), to understand the learning interventions that have been developed to address students’ learning goals and agreed ways of working towards them. * ES staff use evidence-based interventions that have been identified and agreed on in their meetings with teachers and students. * Teaching and ES staff are assisted to understand self-regulation and other social support programs developed by SSS or other health/ community professionals. They feel confident supporting these programs being implemented with fidelity in the classroom, to work towards improving students’ social inclusion, independence and responsibility. | **Planned Improvements** |