IETT programme self-assessment framework for the promotion of inclusive education competency

Resource and guidance toolkit for teachers and schools

Prepared for:

The Ministry of Education and Vocational Training, Revolutionary Government of Zanzibar (MoEVT)
The Norwegian Association of Disabled (NAD)
Madrasa Early Childhood Programme – Zanzibar (MECP-Z)
Norwegian Association of the Disabled (NAD)

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IETT programme teacher self-assessment framework for the promotion of inclusive education competency

Version 1

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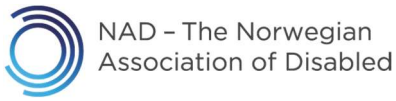

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Contents

Acknowledgements.....3
The purpose of this resource.....4
What the framework consists of 4
Using the framework 5
A flexible tool evidenced through practice 6
Whole-school self-evaluation 6
Introducing the tool to principal trainers and schools 7
How this self-assessment framework links to Save the Children's Teacher Professional Development (TPD) approach. 7

IETT Inclusive Education Self-assessment Matrix 8
Inclusive Education Domain 1: Teaching and learning.....9
Inclusive Education Domain 2: Learners' personal development and wellbeing 12
Inclusive Education Domain 3: Engaging parents/caregivers and the community ...15
Inclusive Education Domain 4: Leadership and management.....18

Appendix 1: Domains and competencies 22
Appendix 2: How to read the self-assessment Matrix 23
Appendix 4: Links to Save the Children's approach to Teacher Professional Development called 'Enabling Teachers' 30

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Introduction

The purpose of this resource

The main aim of this self-assessment tool is to help participants of the IETT programme clarify their own ideas and understanding of their learning goals, recognise some of the key aspects of their own work they are acquiring competency in, and identify what they may still need to learn. Participants will benefit most from the discussion and reflection that their application of the framework encourages, particularly during training of trainers (ToT) workshops and school in-service training (INSET) workshops. By seeking and citing evidence to back up their decisions about how they are progressing across the competencies, and discussing their decisions with others, they will develop a greater critical awareness about their own learning.

What the framework consists of

The Inclusive Education Teacher Training (IETT) programme's self-assessment framework for teachers and schools is a tool that supports self-evaluation for the promotion of inclusive education in respect of each of the four **domains** of:

1. **Teaching and Learning**
2. **Learners' Personal Development and Wellbeing**
3. **Engaging Parents/caregivers and the Community**
4. **Leadership and Management**.

Competencies have been identified that link to each of these domains. These competencies describe some of the knowledge, skills and attitudes that teachers deploy to promote the inclusion (the presence, participation and achievement) of all learners.

Appendix 1 provides an illustration of the four domains and the competencies that link to them.

Each of these competencies are further broken down into levels.[1] These **competency levels** are:

- '**Beginning**' showing awareness, but not the confidence to put that awareness effectively into practice.
- '**Developing**' showing that practice is informed by awareness, but is not yet consistent.
- '**Proficient**' meaning that practice is informed, and consistent.
- '**Advanced**' meaning that practice is not just informed and consistent, but also innovative and authentically disseminated to other colleagues and stakeholders.

[1] These levels are designed to link to the four levels outlined in Save the Children's Teacher Competency Framework. See: Save the Children 2019 *Enabling Teachers Common Approach: Implementation Guide*.

Using the framework

On pages 8 – 21 of this resource the competencies and their levels are presented as a **Matrix** under each domain (see pages 8-21).

Appendix 2 illustrates how to read the Matrix. Each competency is shown in the first column of each row, whilst the other four columns detail the four different levels of that competency. **These levels are important to understand as they provide a fuller explanation of each competency and what is needed to acquire it.**

Teachers and other key staff are encouraged to use the assessment tool to measure their progress throughout the training programme by reflecting on their developing practice and performance. The framework is to be introduced early on in the IETT programme, and re-introduced at the start of each ToT and school INSET workshop.

At the start of each module participants will be asked to share their views on their progress across the competencies that they focused on, offering examples of evidence that can support their self-assessment.

At the end of each training workshop participants will be asked to reflect on what competencies and levels they intend to focus on developing next, as a result of the training. Participants are also encouraged to visit and revisit the resource at any time of their choosing. A record sheet for users of the framework to note and plan their progression across and through the framework's competency domains is provided in **Appendix 3.**

Activities have been developed to familiarise participants with the framework and how to apply it to their own learning. **These are provided in a supplementary training module accompanying this document.**

To describe the acquisition of inclusive education competency, the competency levels are, where possible, worded in the first person. However, there are areas, in particular when describing effective leadership and management, which can only be described in terms of collective competency.

Teachers and other school staff may choose to only refer to some of the domains, as others may be less relevant to their direct work.

Inclusive education competence is largely gained incrementally rather than in a linear fashion, with learning primarily through application of elements of each module in the classroom and school, and through not just the IETT programme but also other professional and training experiences, including collaboration with colleagues. Teachers and other school staff join the programme with different levels of experience and confidence as inclusive practitioners and so will progress in different ways from different starting points. Most modules, including the 'Active learning strategies' and 'Developing learner participation' modules, need to be completed to acquire and consistently demonstrate higher-level competencies across the competency domains.

A flexible tool evidenced through practice

This assessment framework is by no means comprehensive. Teachers and other school staff can choose which elements of the framework they wish to use to help inform their self-assessment, or they, or their department, or school may decide to change or add competencies or level descriptors, in order for the framework to better relate to their particular context and priorities.

The competencies described in the framework are acquired through application of learning in the school and classroom; some of the good practice developed may only have come indirectly from understandings gained from the training, rather than being directly addressed by training content.

Those using the framework are asked to consider what evidence is available or can be collected so that they are confident of their self-assessment and can explain it to colleagues, other participants and facilitators. The ultimate measure of inclusion is the extent to which all learners are present, participate and achieve (PPA). This cannot be measured solely through self-assessment; nonetheless, users of the framework are encouraged to refer to any quantitative and qualitative data available to help them identify their competency levels.

Teachers and other staff are also encouraged to develop a learning portfolio. A learning portfolio is a collection of relevant documents, usually in a folder, though sometimes in more than one place. It might, for example, include photos of learners engaged in learning activities or of provision that supports access, lesson plans, attendance and observation records, reflective journals, samples of learners' work, assessment papers and results, meeting or workshop notes, relevant school policies and plans, parent/caregiver surveys, certificates and awards, and the IETT self-assessment tool.

Leadership and management should capitalise on opportunities afforded by the self-assessment tool to further develop systems that provide feedback useful for informing planning, and embedding these across learner assessment and school self-evaluation cycles. Examples of this may be adjusting existing information gathering systems such as lesson observation forms used to assess teacher performance, or introducing new activities such as an annual survey of learners' views on a range of issues linked to inclusion.

Whole-school self-evaluation

The primary aim of this self-assessment tool is to foster the kind of reflection and focus teachers, and other school staff, need to undertake in order to acquire inclusive education competency. This tool can therefore provide some qualitative information to support the appraisal of inclusive education practice, along with a range of other qualitative and quantitative data that can be used to measure PPA. This will include coaching from the principal trainers where possible, together with feedback from the IETT programme's Observers' visits to the school.

Year group/teachers of the same grade, subject departments or school leadership can use the tool as part of a team or whole-school self-evaluation through individual completion of relevant elements of the framework and then comparison as a group. This can contribute to an assessment on the stage of development that the

department or school is in and support decisions about the next steps. This means that systemic barriers to inclusion that can prevent teachers' effectiveness, whatever their level of competence, can be tackled collectively.

The framework can make a contribution to raising awareness across the school staff, supporting the promotion of inclusive education by specialist staff or the school inclusive education coordinator (IECo), and identifying gaps to inform continuing professional development planning.

Introducing the tool to principal trainers and schools

There is a supplementary training module that accompanies this document and provides training guidance and activities that can be used to familiarise those using the framework with the self-assessment tool and how to apply it to their own learning. The supplementary training module includes guidance on how teachers and other school staff can evidence progress across the competency levels. The IETT programme has also produced a training mini-module on **Monitoring and evaluating inclusive education**, a resource to help teacher trainers equip teachers and other school staff to participate in and lead monitoring and evaluation for inclusive education.

How this self-assessment framework links to Save the Children's Teacher Professional Development (TPD) approach.

Save the Children (SC) has developed a Teacher Professional Development (TPD) approach that is content-free, and that includes a methodology for how to measure teachers' progress against goals set out in the national teacher competency framework. As with this framework, competencies are defined as knowledge, skills or attitudes, and competencies also use level descriptors from 'beginning', to 'developing', to 'proficient', to 'advanced'. See **Appendix 4** for further information.

IETT Inclusive Education Self-assessment Matrix

Inclusive Education Domain 1: Teaching and learning

Improving the quality of teaching and learning is how inequalities are tackled. Teachers that are successful in raising the attainment of learners with additional needs and others from disadvantaged backgrounds are determined to get the best out of everyone. They are guided by effective policy and a whole school ethos, which has high expectations for every learner. In these schools, the curriculum is broad, rich, inclusive and relevant, and accessible to all.

Competencies	Beginning	Developing	Proficient	Advanced
A. Uses a range of teaching methods appropriate for different learning styles and supported by varied and differentiated learning materials and resources.	I am aware of the need to adapt teaching to reach **all learners**.	I plan each lesson and some of my planning focuses on learning objectives. I am beginning to adapt my teaching style to suit different learning styles and I encourage positive attitudes. I liaise with colleagues to pool resources and learning aids.	I consistently use a range of strategies, resources and differentiated learning materials that promote the participation of **all learners**. This is evidenced in my lesson plans. Where learning aids and resources are not available, I do my best to develop them from locally available materials.	I consistently use a range of effective teaching strategies and resources that are successful in meeting the diverse needs of **all learners**. My expectations of **all learners** are consistently high, and I regularly share and discuss objectives and learning outcomes with learners, including how they link to each learner's aspiration and personal learning goals. Together with my colleagues, I involve learners and the community in developing learning aids and resources.

Competencies	Beginning	Developing	Proficient	Advanced
B. Promotes an inclusive, collaborative and equitable learning environment	I am aware of the need to organise learning to meet the needs of **all learners**, including learners with additional needs, and other learners experiencing disadvantage.	I organise the physical space to enable collaborative group work and I allocate learners to groups with reference to their learning needs. I am aware of the need for equity in placing learners in groups. I encourage learners to take responsibility for their own and each other's learning. Learners understand how they need to behave towards each other for them to enjoy learning and achieve.	I maximise classroom space to enable movement, I use space outside the classroom, and I display learners' work. I consistently use active learning, peer-support and peer-learning strategies; resources are used fairly and equitably. Learners are involved in establishing an orderly and inclusive classroom.	I am successful in organising the learning environment, and in promoting collaborative learning and independent learning skills, through group- and pair-work, peer-support and peer-learning where **all learners** participate in creating an inclusive classroom. I ensure learners are aware of and fully contribute to the principles of equity.
C. Promotes culturally inclusive learning	I am aware of the need for cultural, disability and gender sensitivity and suitability.	I acknowledge learners' experiences and encourage home language use in the classroom to assist learning. I celebrate diversity, including the achievements of people with additional needs, and I make attempts to modify cultural, gender and disability bias in teaching materials, curriculum content and assessment.	I consistently modify teaching materials, curriculum content and assessment to reflect learners' culture, identities and experiences in the curriculum and tackle cultural, gender and disability bias.	I scrutinise, refine and develop all teaching materials, curriculum content and assessment to maximise access and remove cultural, gender and disability bias.

Competencies	Beginning	Developing	Proficient	Advanced
D. Uses assessment to address gaps in learning and support learners' progress	I am committed to the inclusion of **all learners** whatever their ability, background, additional needs or experience.	I inform myself about each learner's prior learning and needs, including learners with additional needs, and use the information to inform planning. I explain learning objectives and use questions to probe progress against them so that learners can assess their own progress and learning.	I use assessment to set ambitious learning goals for each learner in consultation with them. My feedback clarifies the next steps learners need to undertake.	I use high quality assessment strategies to accelerate the progress of **all learners**. Learners participate in establishing success criteria and I provide insightful and constructive feedback that enables them to confidently take the next steps in their learning, supported by a flexible approach that leads to me adjusting activities mid-way through, or before, each lesson.
E. Adapts teaching to meet the needs of individual learners and groups of learners.	I am committed to providing effective support to learners with additional needs, whatever the impairments or difficulties they manage.	I use my knowledge of learners to plan differentiation strategies, deploy assistive devices, and, where possible, I welcome and work cooperatively with specialist and other support staff in the classroom. I encourage the use of learners' mother tongue or sign language to understand new concepts.	I regularly consult parents/caregivers and learners themselves and I involve specialist and other support staff in planning to meet individual learners' needs and promote independent learning skills. I make sure there are supportive arrangements in place for learners who might face challenges with homework.	I adapt the curriculum to ensure **all learners** participate and contribute to the learning, and I involve specialist and other support staff in lesson planning and delivering lessons in partnership where possible.

Inclusive Education Domain 2: Learners' personal development and wellbeing

Inclusive teachers help learners to develop and promote their physical, social and emotional wellbeing. Their learners acquire the skills and understanding to live and work with others in different contexts, including in contexts they are not familiar with and in the world of work. Learners develop important social skills, the skills to reflect critically on and manage their own lifestyle, to communicate and collaborate with others and to take responsibility for and participate in their own learning. Learners are encouraged to aspire and to set and achieve goals, to value diversity and respect others, overcoming prejudice.

Competencies	Beginning	Developing	Proficient	Advanced
A. Effectively supports learners' physical, social and emotional development and wellbeing	I am aware of school policies, plans and codes of conduct, including on child safeguarding, disaster management, and on personal, social and health education and I sensitively collect information about each learner's health and wellbeing, including from parents/caregivers where it is my role. I am committed to meeting the pastoral needs of all my learners. I monitor attendance and behaviour and if I become aware of any out-of-school learners I refer them for support.	I am committed to working with the school inclusion team (SIT) and other services, and, where appropriate, I liaise with learners' previous teachers and school so that I know who the vulnerable learners are in my classroom. I give special attention to learners who are vulnerable to interrupted schooling, such as those from poor families. I plan lesson/pastoral activities that are creative, provide enjoyment and allow learners to experiment, make friends and express themselves in a safe environment.	Together with colleagues I draw up plans with targets to support the wellbeing of learners with additional needs, which are monitored and regularly reviewed. The learner and their family are involved whenever possible and I adjust activities, as well as physical activities, to ensure the inclusion of **all learners**.	I modify and adapt the curriculum and plan particular activities to engage with specific groups/individuals related to analysis of gaps in learners' physical, social and emotional development. These include peer-support initiatives and other activities that promote learners' emotional, health and social wellbeing, teach how to assess and reduce risk, how to keep themselves safe and what to do if they feel they are treated unfairly. **All learners** in my classroom recognise inclusive education and relate it to the achievement and progress of the whole class and the school community.

Competencies	Beginning	Developing	Proficient	Advanced
B. Tackles stereotyping and prejudice	I am aware of gender equality, racial equality and disability equality issues. I am aware of what constitutes a bullying incident and the procedures to report it.	My awareness of human rights and of groups vulnerable to discrimination, including learners with additional needs, informs my teaching. I challenge stereotyping and prejudice. I make sure bullying is tackled and that school policy is adhered to. I support learners who are isolated to develop confidence and make friends.	My teaching effectively promotes empathy and respect. Through my subject and/or cross-curricular planning, I link learners with international, national and local celebrations of diversity, rights and belonging. I encourage learners to take part in celebrations and events that strengthen their positive impressions of their own cultures and beliefs, and those of others. I regularly check on learners who are bullied to make sure that there is no repetition.	Working with my colleagues, I review the curriculum and map my teaching of critical-thinking skills to ensure they are effectively promoted. I work with school alumni and other groups to ensure that my learners encounter role models representing a wide range of the population, including with groups who are not represented in the immediate community. I plan activities that raise the status of marginalised groups; for example, learners with additional needs.

Competencies	Beginning	Developing	Proficient	Advanced
C. Promotes positive identities and good relationships	I am aware of learners who need to take time off for religious or cultural observance. I provide opportunities for my learners to interact positively with each other, with all faiths and backgrounds and with members of the local community.	I encourage learners to develop pride in and awareness of their own identities, involving parents/caregivers and members from the community. I promote collaborative activities that foster strong and positive relationships between individuals from different backgrounds within the school and I plan activities so that skills in heritage languages are given recognition and respect.	I provide learners with opportunities to interact positively with learners from other schools and from different backgrounds so that they develop empathy and insight into the lives and experiences of others. I involve my learners in drawing up codes of behaviour towards each other, and involve them in promoting them.	I am involved in planning and/or implementing initiatives to reduce isolation and promote positive relationships such as special projects, celebrations and partnerships enhancing the ethos of safety, the celebration of diversity, and inclusion, so that **all learners** feel they belong to the school and have a stake in the development of the school as a cohesive community.
D. Establishes an ethos of participation and responsibility both within the school and in the wider community	I encourage learners to take responsibility for their own learning and I am beginning to involve them in the decisions that affect their learning.	I provide opportunities for learners to develop skills of participation and learn about their rights and responsibilities. I listen to learners' views on their learning and other school experiences.	I have high expectations of all my learners and they know I expect them all to take full part in the life of the school. I make sure they all experience roles of responsibility and learn that taking responsibility for their own learning means taking responsibility for the learning of others.	I use mechanisms to ensure **all learners** are regularly and consistently involved in decision-making within the classroom. These decisions relate to the behaviour, the learning environment, the curriculum and teaching and learning.

Inclusive Education Domain 3: Engaging parents/caregivers and the community

Parents/caregivers play a crucial role in their child's education. They are their child's main educator and know their child better than anyone else. There is a wealth of research evidence that shows that learners do better when there is a close working partnership between home and the school. Actively involving parents/caregivers and the community in their child's learning is a key aspect of raising the achievement of all learners.

Competencies	Beginning	Developing	Proficient	Advanced
A. Communicates effectively with parents/caregivers	We hold meetings with parents/caregivers at least annually to report on their child's progress.	My communication with parents/caregivers is sensitive and flexible to take account of different needs, providing translation/interpretation when it is needed. I warmly welcome and communicate well with all parents/caregivers from the moment they enter the premises.	We are in regular contact with parents/caregivers of learners who need additional support to access learning and achievement, and we involve them in planning where possible. We visit any parent/caregiver if their child is withdrawn from school so we can identify the reasons and support their attendance. .	We offer regular and varied opportunities for parents/caregivers to be listened to and consulted and we have a clear understanding of all parents'/caregivers' satisfaction with the school.

Competencies	Beginning	Developing	Proficient	Advanced
B. Involves parents/caregivers in their child's education	I am aware of the importance of parental involvement for a child's education. I am also aware of some of the barriers to working with parents/caregivers.	I make myself aware of any school or local community initiatives to involve and support parents/caregivers from communities vulnerable to not being included. I give a special and warm welcome to all parents/caregivers of learners new to the school. If a parent/caregiver wishes to complain I make sure they are heard in a sensitive, just and empathic way and that I take action to remedy the problem as appropriate.	We engage with all families and communities, particularly those who are most in need but least likely to access services. We make school accessible to parents/caregivers with additional needs. We ensure that parents/caregivers from more marginalised groups are represented on school bodies, including the PTA and the school governing body.	I share information about schooling and the curriculum with parents/caregivers to help them support their child's learning. This includes sharing strategies and enabling parents/caregivers who did not attend formal education themselves, or had their schooling interrupted, to provide effective help to their child's learning. We regularly consult with parents/caregivers and learners on how to improve school-parent partnership and procedures. Learners' and parents' views are regularly collected as part of the school self-evaluation cycle.

Competencies	Beginning	Developing	Proficient	Advanced
C. Promotes partnership with agencies and services in the community	We make some use of local and national agencies as a resource.	We have mapped community and wider area family support services (including NGOs) and their use is planned for in supporting inclusive education. We have included representatives from local agencies and businesses in our SIT.	We work in partnership with local services to support vulnerable learners and their families. We make school facilities available and accessible to community activities, including education and health initiatives, after-school and at weekends.	We regularly work with local and national NGOs on inclusive education-related work. We consistently provide coordinated support to all vulnerable learners and their families. Community based family support services initiate activities in the school.
D. Involves parents/caregivers in the promotion of inclusive education	Our parents/caregivers are aware of their entitlement to education.	We plan for inclusive education at school governors' and PTA meetings and we promote inclusive education in the community: e.g., in parents'/caregivers' meetings, in school newsletters to the community, on the school website. We have included parents/caregivers in our SIT.	Parents/caregivers are aware of our commitment to inclusive education. We organise activities that promote good relationships between all parents/caregivers, and we involve them in promoting inclusive education to other parents/caregivers and the wider community.	We have an established inclusive group of parents/caregivers and members of the community involved in planning activities as members of, or in collaboration/partnership with, the SIT.

Inclusive Education Domain 4: Leadership and management

Strong and effective school leadership has been shown to be a key factor in raising achievement, and this is the case across all groups of learners.

Competencies	Beginning	Developing	Proficient	Advanced
A. Promotes a whole-school vision for inclusive education	We are aware of how inclusive education is about raising attainment for all. We want to work with key stakeholders and enhance existing school support mechanisms to advance inclusive education.	We are ready to promote inclusive education as a priority. We have drawn up a draft vision statement that identifies the potential for a whole-school approach to inclusive education. Subject and pastoral leaders are collaborating to support this. An up-to-date policy statement accurately reflects the school's progress on inclusive education.	We have drawn up a well-written vision statement which articulates clearly a whole-school approach to inclusive education shared by all stakeholders, along with a detailed policy statement which reflects the school's work, matched to the strategic/development plan. Our subject leaders work together with the leadership team to envision how inclusive education can be seen in subject contexts.	We have an innovative vision statement for inclusive education reflected in the school's aims. The whole school, parents/caregivers and the wider community are involved in its being drawn up. All teachers know how their subject can contribute to inclusive education. There is a coherent policy statement reflected in current work, matched to the school development plan and the school's aims. It is reviewed and updated regularly.

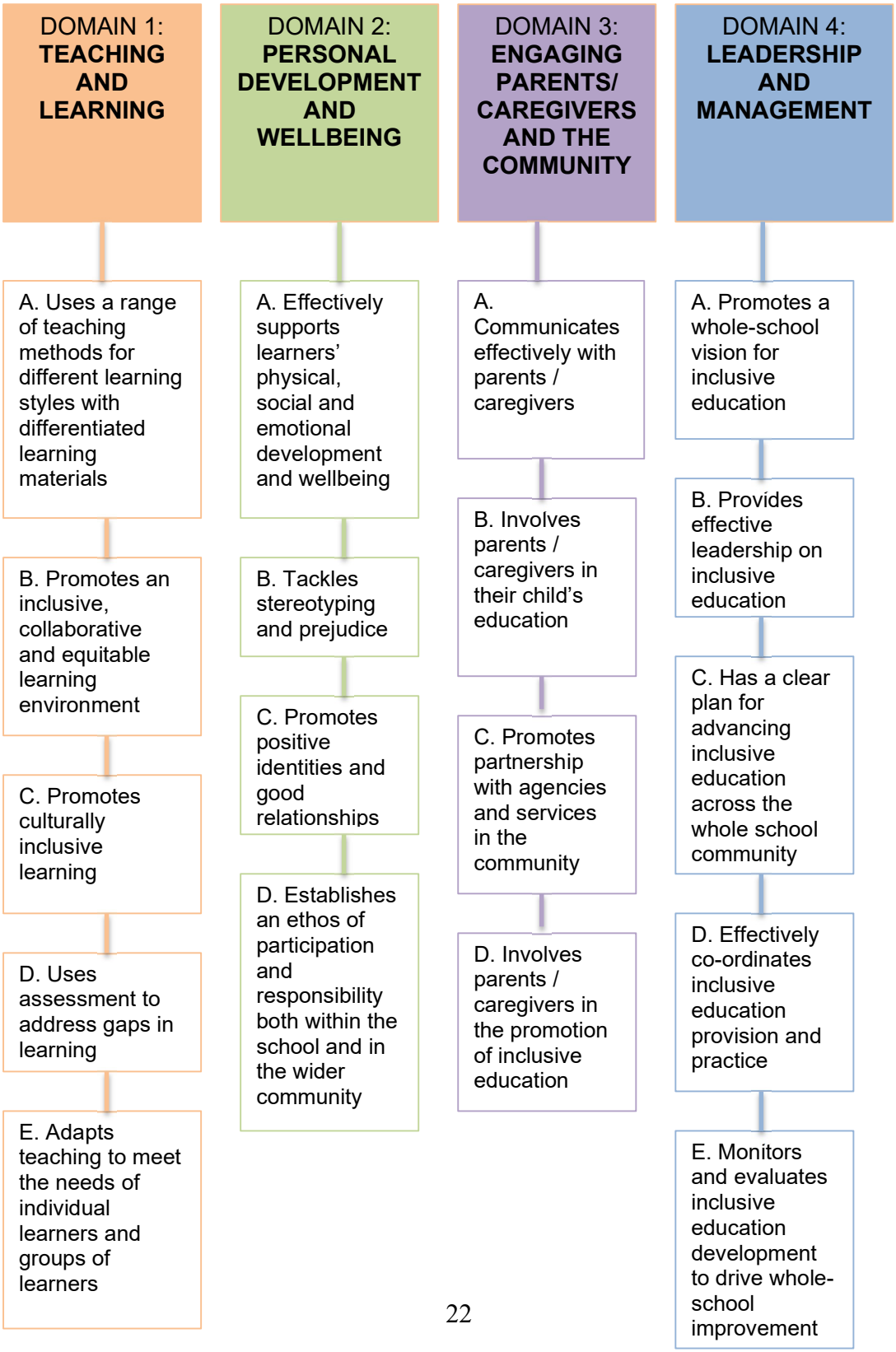
Competencies	Beginning	Developing	Proficient	Advanced
B. Provides effective leadership on inclusive education	Our school governing body and leadership team plan for the school to be more inclusive, but as yet have a limited understanding of how to go about it.	Our school governing body and leadership team understand the importance of the school being more inclusive and we are engaging learners, parents/caregivers and subject and pastoral leaders. Reasonable adjustments are planned and budgeted for to enable learners with additional needs to access the physical environment of the school, the curriculum and information. We have systems in place to manage parents'/caregivers' complaints in a sensitive, just and empathic way and we act on them.	There is a clear lead on inclusive education. Our school leadership team has a thorough understanding of inclusive education and the need to involve all stakeholders in the community. Governors are actively involved. Learners' and parents'/caregivers' views are considered. Staff recruitment and retention procedures follow good equal opportunities practice and efforts are made to reflect the local community in the composition of the staff, governors and volunteers.	We are relentlessly seeking to continuously improve teaching and learning so that **all learners** achieve their full potential. There is a strong 'can do' culture, a school ethos committed to the inclusion and achievement of **all learners**, including those with additional needs or experiencing other disadvantages. The head teacher is pro-active in supporting the leadership group, involving all stakeholders, and having high expectations for the impact of inclusive education policy and practice.

Competencies	Beginning	Developing	Proficient	Advanced
C. Has a clear plan for advancing inclusive education across the whole school community	We have conducted an audit which has identified gaps in provision and areas for whole-school development. Training is available for teachers to improve their knowledge and understanding of inclusive education.	We have an up-to-date plan for inclusive education with a strong focus on teaching and learning and achievable targets. Funding is allocated. Our staff and school governors are receiving training on inclusive education and we are establishing a School Inclusion Team (SIT). Teachers and departments with particular strengths are able to share their expertise in relation to particular areas of inclusive education.	Our learners and the community have an influential role in the SIT, and meetings and events regularly take place to sensitise the community. Action research undertaken by the SIT informs this and ongoing staff training. We have involved key stakeholders and developed a whole-school strategic plan for inclusive education.	There is a detailed inclusive education plan based on a thorough audit (including evidence of the impact of staff training), which shows short and long-term targets, costs and commitment to develop inclusive education across the whole school and curriculum involving all school staff. Our SIT is trained, able to motivate staff, involve the community and champion inclusive education.
D. Effectively co-ordinates inclusive education provision and practice	A member of the senior leadership team has been given overall responsibility developing inclusive education provision. It is recognised as an important part of the work of the leadership team.	We have appointed a school inclusive education coordinator (IECo). The school IECo attends some leadership and subject leader meetings. We are reaching out to the community to identify and enrol out-of-school learners.	There is an experienced and skilled school IECo with a high level of knowledge and understanding leading a whole-school approach.	Inclusive education activities are embedded in school development planning and are a central part of school provision and practice.

Competencies	Beginning	Developing	Proficient	Advanced
E. Monitors and evaluates inclusive education development to drive whole-school improvement	We are aware of the importance of using data to promote the achievement of **all learners** and to tackle inequality.	We monitor inclusive education provision across the school and are committed to using data for school improvement through self-evaluation, including the views of learners and parents/caregivers. We have systems in place that enable the school to identify and assess the needs of learners with additional needs. Our collection and monitoring of information on bullying incidents ensures that bullying is challenged and **all learners** can enjoy a safe and secure environment.	Our assessment leads to the setting of ambitious targets for the achievement of **all learners**, including learners with additional needs. Systems are in place to check and review the progress that learners make. We monitor teachers' planning for the inclusion of **all learners**, including those with additional needs, and the quality of teaching for them.	There is regular and planned monitoring of inclusive education provision across all subjects, including lesson observation, scrutiny of work, planning and the wider school experience. We have procedures in place to monitor participation of particular groups in school activities. Our monitoring leads to a good understanding of learners' needs, any gaps in achievement and the effectiveness of work to close those gaps. This informs further initiatives and strategies that tackle underachievement and special efforts are made to include learners with additional needs and other groups vulnerable to exclusion such as girls, those in families living in poverty, orphans and internally displaced persons.

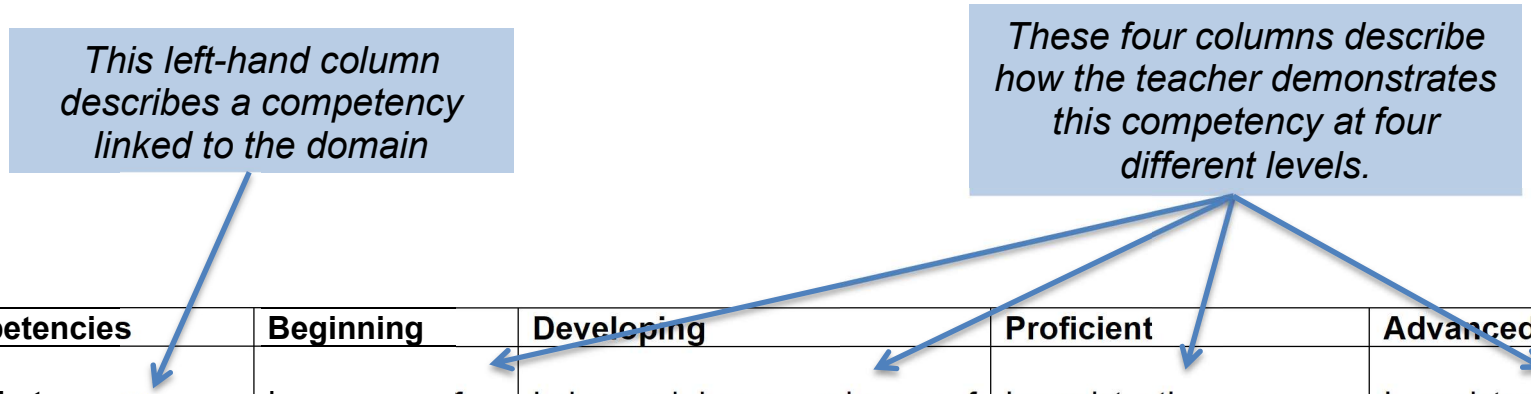
Appendix 1: Domains and competencies

Teachers, school leaders and other key stakeholders can use the framework to assess their acquisition of inclusive education competencies in the following areas or DOMAINS. The boxes below each DOMAIN give the competencies that relate to that DOMAIN.



Appendix 2: How to read the self-assessment Matrix

The self-assessment framework provides a Matrix showing competencies and their levels under each of the four DOMAINS. This example is taken from the first row of the matrix of the **Teaching and Learning** DOMAIN.



Competencies	Beginning	Developing	Proficient	Advanced
A. Able to use a range of teaching methods appropriate for different learning styles, supported by varied and differentiated learning materials and resources.	I am aware of the need to adapt teaching to reach **all learners**.	I plan each lesson and some of my planning focuses on learning objectives. I am beginning to adapt my teaching style to suit different learning styles and I encourage positive attitudes. I liaise with colleagues to pool resources and learning aids.	I consistently use a range of strategies, resources and differentiated learning materials that promote the participation of **all learners**. Where learning aids and resources are not available, I do my best to develop them from locally available materials.	I consistently use a range of effective teaching strategies and resources that are successful in meeting the diverse needs of **all learners**. My expectations of are consistently high, and I regularly share and discuss objectives and learning outcomes with learners, including how they link to each learner's aspiration and personal learning goals. Together with my colleagues, I involve learners and the community in developing learning aids and resources.

Appendix 3: Inclusive education teacher self-assessment record sheet

Domains and competencies	Competencies acquired/current levels (☐)	Notes – Are there gaps? Is there evidence?	Target (next level or aspects of current competency level yet to be acquired)	Date
1. Teaching and learning				
A. A range of teaching methods appropriate for different learning styles and supported by varied and differentiated learning materials and resources	Beginning [B] Developing [D] Proficient [P] Advanced [A]			
B. An inclusive, collaborative and equitable learning environment	Beginning [B] Developing [D] Proficient [P] Advanced [A]			
C. Culturally inclusive learning	Beginning [B] Developing [D] Proficient [P] Advanced [A]			

Domains and competencies	Competencies acquired/current levels (✓)	Notes – Are there gaps? Is there evidence?	Target (next level or aspects of current competency level yet to be acquired)	Date
D. Assessment that promotes achievement and addresses gaps in learning	Beginning [B] Developing [D] Proficient [P] Advanced [A]			
E. Teaching adapted to meet the needs of individual learners and groups of learners	Beginning [B] Developing [D] Proficient [P] Advanced [A]			
2. Learners' personal development and wellbeing				
A. Effective support for learners' physical, social and emotional development and wellbeing	Beginning [B] Developing [D] Proficient [P] Advanced [A]			

Domains and competencies	Competencies acquired/current levels (□)	Notes – Are there gaps? Is there evidence?	Target (next level or aspects of current competency level yet to be acquired)	Date
B. Stereotyping and prejudice are tackled	Beginning [B] Developing [D] Proficient [P] Advanced [A]			
C. A positive identity and good relationships	Beginning [B] Developing [D] Proficient [P] Advanced [A]			
D. An ethos which promotes participation and the principles of responsibility both within the school and in the wider community	Beginning [B] Developing [D] Proficient [P] Advanced [A]			

Domains and competencies	Competencies acquired/current levels (✓)	Notes – Are there gaps? Is there evidence?	Target (next level or aspects of current competency level yet to be acquired)	Date
3. Engaging parents/caregivers and the community				
A. Communication with parents/caregivers	Beginning [B] Developing [D] Proficient [P] Advanced [A]			
B. Parents/caregivers are involved in their child's education	Beginning [B] Developing [D] Proficient [P] Advanced [A]			
C. Partnership with agencies and services in the community	Beginning [B] Developing [D] Proficient [P] Advanced [A]			

Domains and competencies	Competencies acquired/current levels (□)	Notes – Are there gaps? is there evidence?	Target (next level or aspects of current competency level yet to be acquired)	Date
D. Parents/caregivers are involved in the promotion of inclusive education	Beginning [B] Developing [D] Proficient [P] Advanced [A]			
4. Leadership and management				
A. A school vision for inclusive education	Beginning [B] Developing [D] Proficient [P] Advanced [A]			
B. Effective leadership on inclusive education	Beginning [B] Developing [D] Proficient [P] Advanced [A]			

Domains and competencies	Competencies acquired/current levels (□)	Notes – Are there gaps? is there evidence?	Target (next level or aspects of current competency level yet to be acquired)	Date
C. High quality inclusive education development planning and training	Beginning [B] Developing [D] Proficient [P] Advanced [A]			
D. Co-ordination of inclusive education	Beginning [B] Developing [D] Proficient [P] Advanced [A]			
E. Monitoring and evaluation of inclusive education development	Beginning [B] Developing [D] Proficient [P] Advanced [A]			

Appendix 4: Links to Save the Children's approach to Teacher Professional Development called 'Enabling Teachers'

The 'Quality Learning Framework' describes Save the Children's (SC) best understanding of what makes a quality basic education. The Framework outlines sixteen components across five foundations that support the wellbeing and learning of all children. Together they describe a learning environment in which all children are safe and protected, engaged by active and effective teachers and supported by their parents/caregivers, community and school leadership. The foundations are underpinned by policies and systems that promote learning and tackle exclusion.[2]

SC's teacher professional development approach 'Enabling Teachers'[3] focuses on two main components: i) developing and delivering a professional development course for teaching, and ii) ensuring and enabling an environment for teachers to succeed. The approach is organised around five evidence-based principles.

- Start with teachers' professional and wellbeing needs within their context
- Measure teachers' progress against a Competency Framework
- Support different types of continuous teacher professional development
- Partner with education leaders to support teachers' professional development and wellbeing
- Partner to strengthen policy and systems that enable teachers to thrive as professionals.

The approach emphasises the development of general teaching competencies: the knowledge, skills and attitudes that teachers need whatever and whoever they are teaching. Defining the competencies for the TPD course includes reviewing government or other, as applicable, competency frameworks. To measure the competencies is challenging. The approach suggests including teacher self-assessment as well as observation and surveys. To easily measure competencies SC suggest splitting competencies into four levels:

- '**Beginning**' – where the teacher demonstrates a basic understanding and practice of the key principles of teaching, learning and assessment.

[2] https://resourcecentre.savethechildren.net/library/quality-learning-framework
[3] Save the Children 2019 *Enabling Teachers common approach: Implementation Guide*

- '**Developing**' – where the teacher demonstrates a modest understanding and practice of the key principles of teaching, learning and assessment.
- '**Proficient**' – where the teacher demonstrates a competent understanding and practice of the key principles of teaching, learning and assessment.
- '**Advanced**' – where the teacher demonstrates a mastery understanding and practice of the key principles of teaching, learning and assessment, and supports the development of other teachers.

The 'Enabling Teachers' teacher professional development approach is content free and can be used for subject knowledge, skills and attitudes, including topics like inclusive education (such as the IETT), COVID-19, teacher wellbeing, etc.