

The IETT inclusive education self-assessment supplementary training module

Training activities to introduce the IETT programme self-assessment framework for teachers and schools, for the promotion of inclusive education competency

Guidance for the trainer

These activities should take about 120 minutes and can be used to help familiarise teachers with the IETT programme teacher self-assessment framework. The trainer should first refer to and fully comprehend the introduction to the assessment framework in the framework guidance document. It is recommended that the framework is introduced either at the start of Module 2: “School Inclusion Teams and the Role of the School Inclusive Education Coordinator”, or Module 3: “Identifying Out-of-School Learners and Supporting Education Transitions”.

Activity 1: Introduction and how the toolkit is organised

🕒 60 minutes

The trainer should point out that self-evaluation is a valuable process that all teachers should be continuously involved with. This supplementary training module introduces participants to a self-assessment tool that will enable them to track their acquisition of inclusive education competencies against a set of criteria.

The aim of the self-assessment framework is to help participants as they progress through the IETT programme to 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.

By applying the framework, participants can engage in discussion and reflection during the training workshops that enables them to better understand the impact of the training on them individually and collectively.

The trainer should make sure that participants are in groups. They should as far as possible be in groups reflecting a range of disciplines and responsibilities.

Resource A

An illustration of the Domains and Competencies in the framework

Explain that the framework has been organised around these four DOMAINS:

1. Teaching and learning
2. Learners' personal development and wellbeing
3. Engaging parents/caregivers and the community
4. Leadership and management.

Give out **Resource A** (**Resources A-E** are at the back of this document) that illustrates how the framework links a range of teacher **competencies** 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. Participants should look through **Resource A** and discuss.

Resource B

How to read the self-assessment Matrix

Give out **Resource B**; this illustrates how to read the Matrix in the self-assessment framework. The Matrix will be given to them shortly (pages 8-21 in the self-assessment framework document).

Explain that where they see rows like this, each competency is shown in the first column. Explain that the word '**competency**' is used here to describe the **knowledge, skills** and **attitudes** participants need to acquire to become effective inclusive education practitioners.

Explain that the other four columns in **Resource B** detail four different levels of each competency (level-descriptors). The levels are as follows (these could be written on a flipchart):

- **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.

Emphasise that the level descriptors provide a fuller explanation of each competency, and what participants need to do to acquire it.

Participants should read through **Resource B** and discuss.

Resource C

Card set of Competencies and Levels

The trainer should ask the groups to write the four DOMAINS ('Teaching and learning', 'Learners' personal development and wellbeing', 'Engaging parents/caregivers and the community', 'Leadership and management') on top of four columns on a sheet of flipchart paper.

The trainer should give the set of cards from **Resource C** to each group (previously having prepared the cards); explain that these are a few of the self-assessment framework competencies taken for the purpose of this activity. There are 4 x competency cards (selected from the 18 competencies in the framework that they saw in **Resource A**) - these are in **bold-type**. There are also 16 x competency level descriptor cards (selected from 72 in the toolkit) - these are in plain type.

The trainer should ask groups to look at the **bold-type** competency cards and quickly after a few minutes decide which go with which of the four domains, placing them on their flipchart sheet accordingly. This should be straightforward as they can check their decisions against **Resource A**.

Note for the trainer

The competency cards link to each domain as follows:

Teaching and learning	Learners' personal development and wellbeing	Engaging parents/caregivers and the community	Leadership and management
Uses assessment to address gaps in learning and support learners' progress	Effectively supports for learners' physical, social and emotional development and wellbeing	Communicates effectively with parents/caregivers	Has a clear plan for advancing inclusive education across the whole school community

The trainer should then ask each group to decide which level descriptor cards (in plain type) go with which competency cards (**bold-type**), sorting the cards out accordingly. Explain that there are 4 level descriptor cards for each competency card.

Once they have done this, the trainer should take feedback from each group, perhaps allocating certain competencies to certain groups to feedback their decisions on. These can be discussed, along with any issues arising. The trainer should check that the groups have the correct level-descriptor cards with the correct competency cards. The cards in **Resource C** are organised to show the trainer, before the cards are prepared for the training, which level descriptor cards go with which competency cards.

Ask each group to look again at their level descriptor cards, the ones in plain type, and ask them to decide which level each describes: 'beginning', 'developing', 'proficient' or 'advanced'. They should place these next to the

competency card they link to, in ascending level of competency, from 'Beginning' to 'Developing' to 'Proficient' to 'Advanced'. These can be shared and discussed.

Remind participants that this is an important activity because the level descriptors provide a fuller explanation of each competency, and what they need to do to acquire it.

The trainer should refer to **Resource C** to check the groups' answers, and to his/her copy of the framework guidance, to support feedback to each group.

Activity 2: Introducing the self-assessment framework

🕒 45 minutes

Resource D

The IETT programme's self-assessment framework for teachers and schools, for the promotion of inclusive education competency

The trainer should give copies of **Resource D** to each participant. This is the entire self-assessment framework and it is provided as a separate document.

The trainer should ask participants NOT to look at the introduction or appendices. To do this activity they should only look at the self-assessment Matrix on pages 8-21 (which lays out the domains, competencies and competency levels). Ask participants to do the following, individually or in pairs:

- Skim read the whole framework, that is the competencies and levels described under each of the four domains
- Decide which of the **four domains** are most relevant to the challenges they as individuals are facing in their school practice
- Read carefully through and understand the competencies and level-descriptors in one of the domains they have chosen
- Identify at least **one competency** and **one level descriptor** that links to training they have already done in the IETT workshops and describes competencies they have acquired.

After 20 minutes discuss any issues arising in groups and then as a whole group with the trainer, who can refer to the suggestions in the '**note for the trainer**' box below. The trainer should point out the following key points about the self-assessment tool:

- Inclusive education competency 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 and the community.

- Participants join the programme with different levels of experience and confidence as inclusive practitioners and so will progress in different ways from different starting points.
- Generally, most modules, including the 'Active learning strategies' and 'Developing learner participation' modules, need to be completed for participants to acquire and consistently demonstrate higher-level competencies across the competency domains.

The trainer should emphasise that the real value of this self-assessment tool is how it promotes critical reflection, a key requirement for planning individual and collective improvement.

The framework is not comprehensive. Participants, in consultation with their teams and school, may decide to change or add competencies and level descriptors, in order for the framework to better relate to their context and priorities. Also teams such as the SIT, subject departments or school leadership can use the tool to help evaluate inclusive education through individual completion of relevant elements of the framework and then sharing it across the 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.

Note for the trainer

The participants will have already completed Module 1 (“An Introduction to Inclusive Education”), and maybe other modules, before being introduced to the assessment framework. Below are some examples of which competencies and to what level participants may expect to have progressed to. These are provided as a very rough guide, but the trainer and participants will reach their own understandings based on participants’ experience in the classroom and school. A lot of the good practice they develop may emerge indirectly from understandings they have gained from the training, rather than directly addressed by the training content. It also needs to be stressed that each individual will be progressing at their own pace, and factors such as other training they have received, the school they work in, their professional experience, etc, can mean they are at different levels than can be predicted from what they have covered in the IETT workshops.

Domain & competency number	Level descriptor	Module completed
1A	Beginning/Developing	1 - Introduction to Inclusive Education
1B	Beginning	1 - Introduction to Inclusive Education
1C	Beginning	1 - Introduction to Inclusive Education
1D	Beginning	1 - Introduction to Inclusive Education
1E	Beginning	1 - Introduction to Inclusive Education
2B	Beginning/Developing	1 - Introduction to Inclusive Education
2C	Beginning	1 - Introduction to Inclusive Education
3A	Beginning/developing/proficient	1 - Introduction to Inclusive Education 2 – School SIT
3B	Beginning/developing	1 - Introduction to Inclusive Education 2 – School SIT
3D	Beginning	1 - Introduction to IE 2 – School SIT
4A	Beginning/developing	1 - Introduction to Inclusive Education
4B	Beginning/developing	1 - Introduction to IE 2 – School SIT
4C	Beginning/developing	1 - Introduction to Inclusive Education 2 – School SIT
4D	Beginning/developing/proficient	1 - Introduction to Inclusive Education 2 – School SIT

Activity 3: What is the evidence?

🕒 15 minutes

The trainer should explain the following:

- To determine their competency levels, participants are encouraged to consider what evidence is available or could be collected so that they are confident of their self-assessment. Information about learners' presence, participation and achievement (PPA) is key.
- Existing school information management systems will provide some data on learners' PPA that participants will want to refer to when considering the impact of their developing practice.
- This self-assessment tool provides participants and their schools with the opportunity to further develop information collection and analysis that better informs inclusive education planning. Examples of this may be adjusting existing systems such as lesson observation forms used to assess teacher performance, or developing new inputs such as introducing an annual survey of learners' views on a range of issues linked to inclusion.

Participants should work in pairs.

Resource E

What is the evidence?

The trainer should cut out and give each group **Resource E**, a set of cards.

The cards in plain type are level descriptors taken from the assessment framework. The cards in **bold type** are evidence cards. These explain what can be collected or observed that may provide evidence of that level of competence having been or in the process of being acquired.

Ask each group to discuss these cards and match the evidence cards to the level descriptors, showing how a participant may be able to demonstrate a level of competency.

The trainer can give an example as the cards are arranged in **Resource E** to show how they match.

Groups share their decisions and any issues arising can be discussed. This should include any other evidence that could be used to demonstrate competence as well as participants' suggestions for effective ways of gathering and analysing the evidence. These suggestions can be noted down on the flipchart by the trainer, who can refer to further suggestions in the '**note to the trainer**' box below.

The trainer should check that the groups have the correct evidence cards with the correct level descriptor cards.

Participants should be informed if any links are provided in the framework to other assessment frameworks relevant to their work, such as performance indicators for evidencing the impact of the IETT programme, assessment tools used by key inclusive education partners, or national teacher education learning outcomes.

Note for the trainer

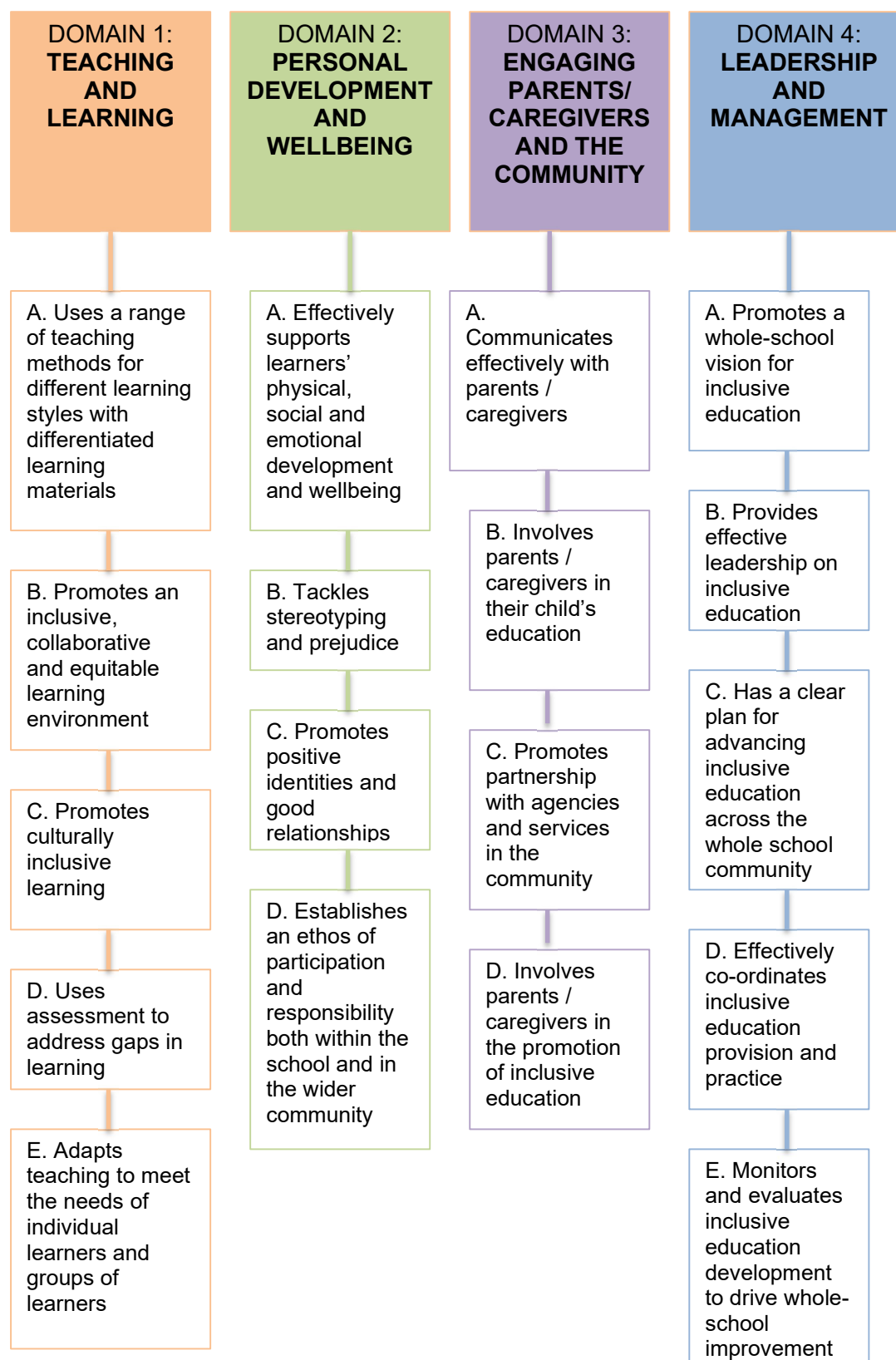
The trainer should promote action research approaches, as explained in Module 1, for the gathering and analysis of evidence. The trainer can also mention the IETT programme's mini-module on **Monitoring and evaluation inclusive education**, which includes guidance on what information is relevant, and methods to gather and analyse data to inform work to advance inclusive education. For example, the mini-module includes training on how to develop learner portfolios. A learner portfolio might include photos of learners engaged in learning activities or of provision that supports access, lesson plans, attendance and observation records, reflective journals, samples of classroom work, assessment papers and results, meeting or workshop notes, relevant school policies and plans, learner and parent/caregiver surveys, certificates and awards, the IETT self-assessment tool, etc.

Finally, the trainer should explain the following:

- Participants are encouraged to use the assessment framework to measure their progress throughout the training programme by reflecting on their developing practice and performance across the four competency domains in their classroom and school.
- At the start of each training workshop/module participants will be asked to share their views on their progress across the competency domains. This will be through discussion with other participants: in pairs and groups. Participants will share what they feel best describes their progress towards more inclusive practice, and offer 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 in the classroom/school as a result of the training.
- Participants are also encouraged to visit and revisit the resource at any time of their choosing.

Resource A: 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.



Resource B: 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.

This left-hand column describes a competency linked to the domain

These four columns describe how the teacher demonstrates this competency at four different levels.

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.

Resource C: Competencies and Levels cards

Copy and cut out these cards and give a set to each group. They are arranged here to show the trainer which cards match together.

Competency cards	Level-descriptor cards			
Uses assessment to address gaps in learning and support learners' progress	<p>I am committed to the inclusion of all learners whatever their ability, background, additional needs or experience.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
Communicates effectively with parents/caregivers	<p>We hold meetings with parents/caregivers at least annually to report on their child's progress.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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 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. The learners in my classroom recognise inclusive education and relate it to the achievement and progress of the whole class and the school community.
Has a clear plan for advancing inclusive education across the whole school community	We have conducted an audit that 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 on-going 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.

Resource D: The IETT programme self-assessment framework for the promotion of inclusive education competency

SEE SEPARATE DOCUMENT

Resource E: What is the evidence?

Copy and cut out these cards and give a set to each group. They are arranged here to show the trainer which cards match together.

Competency	Evidence may include ...
I use a range of strategies, resources and differentiated learning materials that promote the participation of all learners.	Differentiated teaching and learning materials used. All learners access the tasks.
I promote collaborative learning and independent learning skills, through group and pair work, peer support and peer learning.	Lesson plans. Photos of how classroom organised and how space is maximized to allow for movement. Learners are able to reflect on their learning, think critically and identify their weaknesses and how to improve.
I celebrate diversity, including the achievements of people with a disability, and I make attempts to modify cultural, disability and gender bias in teaching materials, curriculum content and assessment.	Learners' culture and identities are reflected in the curriculum. Displays. Learners' show interest in exploring, understanding and respecting diversity. Learners feel their experiences and heritage are acknowledged and respected
I support learners who are isolated to develop confidence and make friends	Attendance records. What learners say about bullying/how it is tackled. Monitoring learners during break/lunch times and involving isolated learners in friendship building activities. Activities that promote peer-support and mentoring.
I am fully informed about each learner's prior learning and needs, including learners with additional needs, and use the information to inform planning	Individual Education Plans (IEPs). Learner enrolment information. Liaison with previous teacher/school. Exams and tests results. Lesson plans. Learners know that their needs are understood.
I draw on 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.	Assessment records. Teaching and Learning Materials. Lesson plans. Teacher/peer observation records. Learners able to understand the topic through for example joining in a group role play, with the help of a learning support assistant.
I regularly consult parents/caregivers, learners themselves	Meeting records. Photos of parent/caregiver Focus Group Discussions taking place. The learner and their parent/caregiver feel their views are taken into account.
I plan particular activities to engage with specific groups/individuals related to analysis of gaps in learners' physical and emotional development.	Providing for example an after-school club for play activities for learners living in temporary overcrowded accommodation. Photos. Plans. Raised attainment for target groups.

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, irrespective of their abilities or disabilities.	Attendance records. Lesson observation. Learner feedback consistently shows they are proud to belong to the school, that all learners find work challenging and engaging, including learners with additional needs who also take on roles of responsibility.
My communication with parents/caregivers is sensitive and flexible to take account of different needs, providing translation/interpretation when it is needed	Meetings/interview/Focus Group Discussion records. Records of parent/caregiver contact. Parents/caregivers, including those from disadvantaged groups, feel respected, communicated with and well informed.
We make school accessible to parents/caregivers who are disabled. We ensure that parents/caregivers from more underserved communities are represented on school bodies, including the PTA and the school governing body.	Accessible physical environment where meetings held; attendance records and recruitment activities. School Governor and PTA meeting minutes. Parents/caregivers from underserved communities say they feel represented.
We have an up-to-date plan for inclusive education with a strong focus on teaching and learning and achievable targets.	School improvement/development plan, etc. Evidence of activities and outcomes.
We monitor teachers' planning for the inclusion of all learners, including those with additional needs, and the quality of teaching for them.	Lesson observation forms and records showing monitoring of inclusive teaching practice as part of whole school self-evaluation cycle.