ALLWAYS

A GUIDE TO SUPPORTING
ALL LEARNERS
IN ALL WAYS
ALWAYS

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Foreword

Catholic schools in the Archdiocese of Melbourne recognise each student as a sacred creation 'made in the image of God' (Genesis 1: 27). Accordingly, Catholic schools embrace and celebrate diversity and difference, welcoming all members of the community as equal.

Allways: A guide to supporting all learners, in all ways, always has been developed by Melbourne Archdiocese Catholic Schools (MACS) to assist educators to put these teachings and values into practice. The guide provides an update on the needs of diverse learners today, a summary of the approach to supporting diverse learners, and highlights the learning diversity support and resources that schools can access.

Allways builds upon MACS' Horizons of Hope Foundation Statement: Learning diversity in a Catholic school and is underpinned by the Catholic Education Commission of Victoria's (CECV) Intervention Framework.
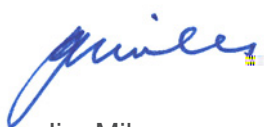
Allways is divided into three sections:

Part One: All learners outlines the current context for learning diversity in Catholic schools.

Part Two: Always explores the imperatives for implementing inclusive education principles and defines inclusive approaches to catering for the full range of learner diversity.

Part Three: In all ways outlines the assistance available to Catholic schools. It details how the Learning Diversity team partners with educators to deliver an evidence-based approach, high-quality core instruction and multi-tiered systems of support.

It is hoped that this guide will help reaffirm educators' commitment to actively engaging all students in learning, and provide a reassuring reminder of the extensive learning diversity support available.

Jim Miles
Executive Director
Melbourne Archdiocese Catholic Schools

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Introduction

The Allways guide
is a commitment
to all learners, inspired
by Catholic teachings.

As Pope Paul VI has stated (1965), all students regardless of race, age or gender, by virtue of their dignity as human persons, have a right to an education that is suited to their particular needs and adapted to their ability.

Accordingly, Catholic educators seek to meet the needs of all learners,

in all ways, always; to enable every student to experience success.

Allwaysaffirms Melbourne Archdiocese Catholic Schools' (MACS) commitment to welcoming, valuing, acknowledging and actively engaging all learners across all cultural, academic, behavioural, social/ emotional and physical attributes.

MACS AND CATHOLIC SCHOOLS SUPPORT:

ALL LEARNERS…

Students are supported regardless of age, gender, religion, socioeconomic and cultural background, cognitive abilities, or physical and emotional attributes.

ALWAYS.

Melbourne Archdiocese Catholic Schools' education practices respond to learning diversity so that all learners are actively engaged in learning and have opportunities to experience success, always.

IN ALL WAYS…

There are many ways Catholic schools can partner with the Learning Diversity team to implement the Catholic Education Commission of Victoria's Intervention Framework, deliver high-quality instruction and provide multi-tiered systems of support.
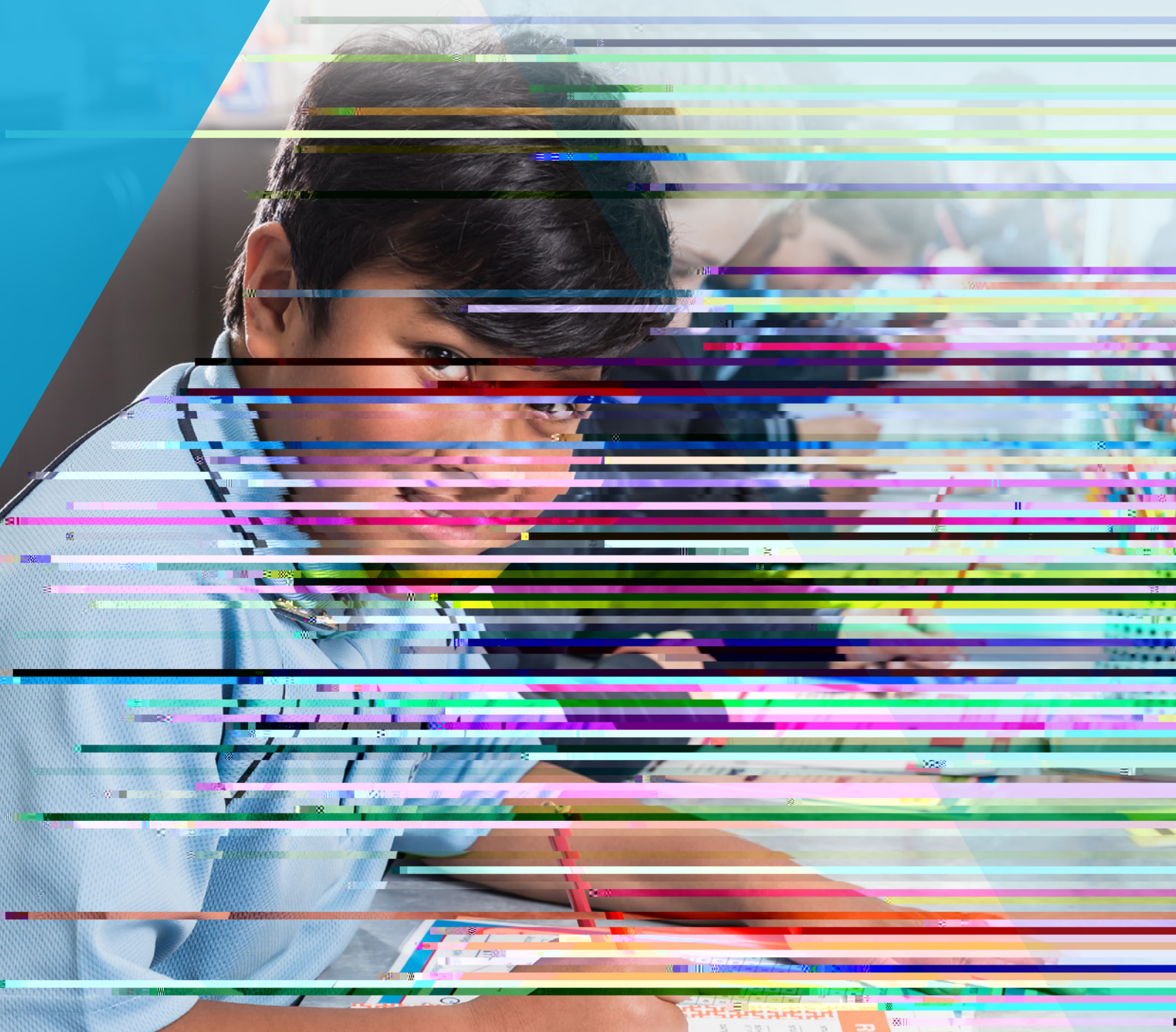
All learners

What makes learners diverse?

'Learning diversity' refers to the in nite variety of life experiences and attributes that learners bring with them to school. Their age, gender, religion, socioeconomic background, cultural background, physical and emotional attributes and cognitive abilities can all in uence the way they learn.

Physical and cognitive abilities

The attributes of learners vary and can affect their ability to participate in education. Almost one in every 10 Australian children (9.6%) are identified as having a disability (ABS 2018). The functional impact learners experience may include the need for educational adjustments to address sensory, speech and language needs, intellectual needs, physical restrictions, psychosocial conditions,

1 in every
11 children
were born overseas.[3]

Always

Supporting
all learners at all times

Catholic schools' inclusive
pedagogy upholds the
rights of all students
to be welcomed, valued,
acknowledged and actively
engaged in education.

This approach is

Supporting
all learners at all times
(continued)

Principles

Catholic educators are committed to supporting all learners at all times. This does not mean that every learner gets the same support, but that every learner receives the support they require to optimise growth, success, access and participation. Adjustments and support should be dynamic, research-based and at the point of need.

Universal Design for Learning

Universal Design for Learning (UDL) is recommended as a set of principles that provide a blueprint for creating inclusive

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In all ways

Multi-tiered systems of support

Catholic schools implement multi-tiered systems of support (MTSS) to ensure the needs of all students are identi ed and met across the domains of health and wellbeing, behaviour and learning. Schools consult with families and establish processes that support the implementation of MTSS informed by data and evidence-based instructional practices.

The first tier of support – universal quality instruction for all – involves screening and academic and pro-social supports for all students.

The second tier – targeted support – focuses on specific cohorts of students who need more explicit and targeted support. It involves completing targeted assessments and providing additional evidence-based supports.

The final tier – intensive support – involves more specialised assessments and individualised, targeted intervention.

As depicted in Figure 4, the three tiers are not discrete and separate, but fluid. Educational adjustments occur across all tiers and teachers can be supported by the Learning Diversity team.

Multi-tiered systems of support are a continuous improvement framework that links data and instruction. The intervention process, which is described next, provides details to guide the data collection and program planning processes and is informed by the Response to Intervention (RTI) model and Universal Design for Learning (UDL) principles. Please see the key resources section of this guide for more information on RTI and UDL.

FIGURE 4: MULTI TIERED SYSTEMS OF SUPPORT

The intervention process

Key resources

An extensive range of materials has been developed to help Catholic schools support the needs of all learners. Below is a list of key resources to help schools get started.

READ

Horizons of Hope Foundation Statement: Learning diversity in a Catholic school

This Foundation Statement situates Melbourne Archdiocese Catholic Schools' (MACS) commitment to supporting learning diversity within the Catholic ethos and articulates the guiding principles in relation to learning diversity. Horizons of Hope is available at https://www.macs.vic.edu.au/Our-Schools/Curriculum-Learning-Programs/Horizons-of-Hope/Learning-Diversity.aspx.

CECV Intervention Framework

The CECV Intervention Framework outlines the guiding principles, accountability, strategies and practices that need to be considered in order to optimise learning outcomes for all students. The framework is available at www.cecv.catholic.edu.au/Publications.

Functional Needs Assessment Profile

The Functional Needs Assessment (FNA) Profile offers schools a process to support students with diverse learning needs. It is a tool designed to identify the needs of students and is integral to the intervention process. The functional areas included are: communication, learning (cognitive), literacy, numeracy, gifted, physical/health, social/emotional, behaviour, vision and hearing. The FNA Profile can be found on the Catholic Education Victoria Network (CEVN) website at https://cevn.cecv.catholic.edu.au.

WATCH

CECV Intervention Framework Professional Learning Modules 1–7

These modules are based on the CECV Intervention Framework. Modules 1 and 2 explore the importance of a culture of inclusive practices and the methodologies that underpin the framework. Modules 3–7 deal with the five-step intervention process. Each module is accompanied by an activity book. Access to modules is available at https://sites.google.com/cem.edu.au/the-intervention-framework/home when schools undertake CECV Intervention Framework professional learning.

CECV Intervention Framework Illustrations of Practice

These videos illustrate the principles explored in the seven professional learning modules. They feature practical advice and insights from MACs educators with experience in implementing the Intervention Framework. Access to the modules is available here https://sites.google.com/cem.edu.au/the-intervention-framework/home when schools undertake CECV Intervention Framework professional learning.

VISIT

MACS Multi-Tiered Systems of Support website

This website provides educators with extensive tools and resources for supporting oral language,
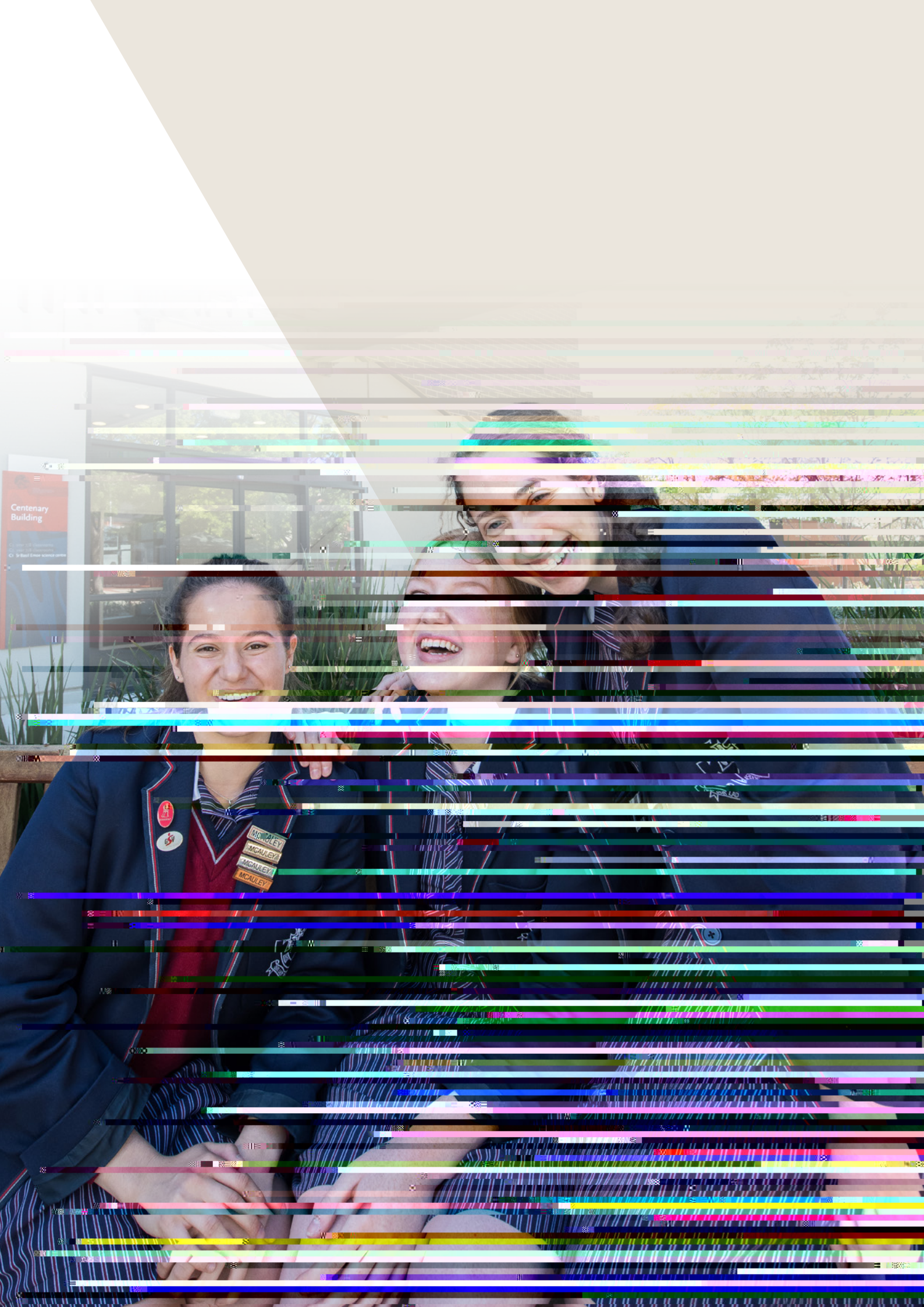
Conclusion

Many factors in uence the way a student learns: physical and cognitive abilities and disabilities, cultural and linguistic background, socioeconomic background and social/emotional needs.

Catholic educators have a moral, legal and theological obligation to ensure that all learners are welcomed, valued, acknowledged and actively engaged in education. That means removing barriers to learning for all students, identifying those who may need more or different support, and working as a team to provide evidence-based, data-driven interventions.

The Learning Diversity team helps schools deliver this support in a range of different ways and offers the expertise of regional teams of psychologists, speech pathologists, learning consultants and external partners.