

Intervention Framework

Event Overview:

The Intervention Framework Blended Online Learning Modules

The CECV Intervention Framework was developed for use with schools to support school leaders and teachers to work collaboratively with the school community to inquire into their practice and develop a shared focus for optimising student learning.

All available materials were developed and designed as school based online learning modules using an understanding of andragogy so that the goals of the project could be best achieved. School teams have had the opportunity to work together to ensure they have a thorough understanding of how school culture impacts the capacity of the school as a whole to develop and sustain a change in practice. An understanding of the underpinning methodologies of Universal Design for Learning and Response to Intervention are seen as critical to the success of designing appropriate adjustments/interventions to promote growth and progress for all students.

The modules introduce an intervention process which promotes an explicit set of practices to ensure that identification of both the academic and/or behavioural needs of students are understood so that the most effective evidence informed adjustments/interventions can be put in place.

The Intervention Framework promotes academic and behaviour success for all learners through the systematic implementation of early identification, strategic support and scaffolded learning. It is premised on the belief that this can be best realised when teachers work collaboratively in a team based approach.

There are 7 modules which include:

- Culture of Inclusive Practices
- Underpinning Methodologies
- Identification
- Targeted Assessment
- Data Analysis
- Learning and Teaching
- Evaluation.

It is anticipated the following goals will be achieved by the schools participating in the project:

- Improved understandings of inclusive practices
- Improved capacity to partner with parents/caregivers in the education of their child
- Improved procedures which identify early students 'at risk'
- Improved capacity to use targeted assessment and other data collection protocols to inform the development and delivery of appropriate educational pathways for individuals or groups of students
- Improved skills in analysing and interpreting data sources for the purposes of informed decision making and the design of targeted interventions including group interventions, personalised learning plans and behaviour support plans
- Improved understandings about the selection of evidence informed interventions to meet the academic and behavioural needs of groups of students as well as individuals

- Improved capacity to effectively evaluate the impact of adjustments/interventions and plan for the next stage of learning for students
- Improved whole school systems for the evaluations and review of the effectiveness of the range of adjustments offered across the school.

An Inclusive Practices Self-Assessment Guide has been developed for schools to measure the impact of their involvement in this project.

Who can participate?

The Intervention Framework is designed to bring about whole school reform consistent with the National School Improvement Tool and CHECS. Implementation requires a whole school commitment led by the school / college leadership team.

Schools may elect to receive 'in-school' support as part of their PLC journey or independent of PLC, as part of a review of school systems to ensure all students needs are being met.

How will the program be structured?

It is anticipated that engagement in these modules will take six months with the support of an external coach from the CEO.

An overview of the Intervention Framework Online modules can be found on the following You tube clip: <https://www.youtube.com/watch?v=UiRwRbZYec&feature=youtu.be>

What is expected of participants?

- School involvement must be led by the school's leadership team
- Participants need to have a willingness to collaborate with colleagues and work with teams to bring about change.

What is required of the Principal?

An essential requirement for participation is that Principals are able to:

- Provide time for participants to participate in Professional Learning activities.

What can you expect from the CEOB?

The CEOB will ensure that all facilitators will deliver a process and content that is in alignment with the overview and goals provided.

The CEOB will manage the costs associated with the provision of this strategy, however schools will be asked to contribute the regular professional learning fee that is used to cover venue costs and catering as deemed necessary.

Registration:

Schools interested in participating in the Intervention Framework are asked to contact their local Education Consultant.

Endorsement:

Leigh Mitchell