Working Towards Change

Wellbeing @ School

Inclusive Practices Tools

RTLB Cluster Managers Forum
Wellington
February 21st 2014

Cathie Johnson
educationadvisor@nzcer.org.nz
Overview of the Session

1) Key understandings about the Wellbeing@school website

2) Key understandings of how the tools work
Expectations on Schools

The New Zealand Curriculum

The School Curriculum

National Report Summary

KAHIKITIA
ACCELERATING SUCCESS
2013-2017
The Self-review Cycle

Models the idea that **long time-frames** and **on-going review** is necessary for change

Offers a **self-review** process that **involves** the **whole school community**

Aligns with the **New Zealand Curriculum/ERO** (improving teaching and learning is a continuous cycle of review and action)

Reflects effective **health promotion processes**
Why do schools choose Wellbeing@School as a resource?

School Culture Self Review

Offered as a PB4L initiative
Planning and preparing is a vital step

• Lead collaboratively and by example
• Make sure the foundations for change are in place (Are we ready?)
• Assemble a self-review team of key school leaders and community members to start planning
• Raise awareness about the need for change
• Start to develop a shared vision for the future.
Scale Descriptions for Wellbeing

- Each theme or sub-concept has descriptions of criteria that are rated on a scale
- Can be a starting point for the goals you’re aiming for
- Can begin conversations around the need for change
- Scale scores can give hard-evidence and schools can measure progress over two time points
Working Towards Change

Wellbeing@School

Inclusive Practices Tools

The Tools
Three goals:

- Involve the whole school community
- Improve practice
- Improve the school environment
Wellbeing@School

- Snapshot of the emotional climate of a school
- Surveys of staff, students, community (parents) and the School Self Review Tool
- Next step planning
- Examine policies and practices
The Tools are located within a review process

Put in place a review team that includes representatives from key groups

Consult widely and use the tools to collect data

Use the tools to review progress and identify the next focus

Analyse data to plan next steps

STEP 1: Planning and Preparation

STEP 2: Gathering Data and Assessing Needs

STEP 3: Next Step Planning

STEP 4: Taking Action

STEP 5: Reviewing and Improving

SELF REVIEW CYCLE
Suggestions for Wellbeing@school Self Review Team

• The principal and at least one other member of the senior leadership team
• The person/people responsible for pastoral care
• The special education needs co-ordinator (SENCo) or your local RTLB
• The person/team with oversight of the health component of the Health and PE learning area
• A couple of deans or teachers who teach different year levels or have different subject expertise
• Student leaders
• Board of Trustee members and parent and whānau representatives
• Support and administration staff who deal with student inquiries
• Other community members or groups which are closely involved with your school
Wellbeing@School

• **Pro-social behaviours and strategies**
  – **Empathic behaviours** (understanding feelings)
  – **Pro-social actions** (helping, sharing, caring, including)
  – **Social problem-solving** (interpreting and responding to different social situations)

• **How schools promote pro-social behaviours**
  – Across the school
  – In the classroom
  – Via connections with parents & whānau
Next Step Planning Modules

- **School-wide culture and practices**
  - Collaborative school leadership
  - Caring school
  - Safe policies
  - Safe school
  - Social support for students
  - Respect for culture
  - Student leadership valued

- **Teaching and learning**
  - Caring Teaching
  - Caring learning
  - Effective professional learning

- **Community partnerships**
  - Home-school partnerships
  - School-community connections

- **Student culture and strategies**
  - Pro-social student culture and students’ social strategies

- **Aggressive student culture**
Wellbeing@School links

- About W@S tools
- Guidelines for the SSRT process
- Planning and Preparing for self-review (W@S)
- Using W@S tools to collect data
- Using W@S reports and modules to develop an action plan
- Implementing the W@S action plan
- Using the W@S tools to review progress
- Other W@S resources
Inclusive Practices Tool

• Inclusion of all students into every aspect of school life
• Interviews with individual students, parents/caregivers, staff, School Review Profile
• Examine policies and practices around special needs
Assembling a review team

The self-review starts with the development of a **review team**

The review team includes a **representative from groups** that work with students with special education needs

- **School leaders** (principal, DP, SENCo, Board of Trustees)
- **Teachers** (teachers and teacher aides)
- **Community** (parent, whānau, and student)
- **Related professionals** (e.g. RTLB/professionals who worked closely with school staff)

The review team **manages the review process**

The use of **dialogue** and **collaborative processes** is an important component of the review process
The IPT framework explores 6 themes
The IPT explores 13 sub-concepts
Inclusive Practices Tools Links

- About Inclusive Practices Tools
- Planning and preparing for self-review (IPT)
- Guidelines for the School Review Profile process
- Using the IPT to collect data
- Inclusive Practices surveys
- Inclusive Practices reports
- Interpreting the Inclusive Practices reports
- Using IPT data reports to develop an action plan
- Implementing the IPT action plan
- Using the IPT to review progress
Wellbeing@School

Building a safe and caring environment
Analysing data / Next step planning

**Step 2: Gathering data and assessing needs – Key actions**

Use the SRP and other data and consultations to gather data about your school’s strengths and possible next steps.

Share the findings with the whole school community.

Consult widely about ideas for change.

**Step 3: Next step planning – Key actions**

Interpret your data and identify next steps.

Decide on short and longer-term goals and actions.

Prioritise actions in a short and longer-term plan.

Allocate resources to fit your plan.

Share the plan with the school community.
Taking action / Reviewing and improving

**Step 4: Taking action – Key actions**
Implement new actions thoroughly
Involve the whole community
Ensure staff, students, and the community have adequate learning opportunities
Monitor progress and using formative feedback
Make on-going changes if necessary.

**Step 5: Reviewing and improving – Key actions**
Use the W@S/Inclusive Practices tools and consultation processes to review actions and progress
Reflect on changes, successes, and barriers and sharing these with the school community
Revise the action plan and resources needed
Start a new self-review cycle.
2) Using the tool
http://www.wellbeingatschool.org.nz/survey-administration

DEMO SITE ONLY – choose the tool you want

LOGIN

• LOGIN: IPTdemo  wellbeing150010
• Passw: IPT1234  DemoAcc150010

The websites reset every Monday – demo survey data will be lost  - REGISTER for your school
1. Click on an **existing survey** to look at examples. Scroll down next page and click on the link

2. **New demo survey**: Click on the tool icon (picture) to make a new survey
Wellbeing@School
Building a safe and caring school climate that deters bullying

Wellbeing@School

Mā te tika o te toki o te tangere, me te tohu o te panaho, ka pai te tere o te waka i ngā momo moana katoa.

By designing and shaping the keel of the waka to perfection, your canoe will overcome obstacles.
Survey admin/Dashboard
Where to see online graphs with semi real data!!

http://www.wellbeingatschool.org.nz/survey-administration

Archived surveys Report[+] 2013

Please LOG OUT NOW
Data security:

• Completing the surveys should be confidential

School ownership

• NZCER stewardship

• MoE access to aggregate reports only- no school identifiers (unless signalled by school in registration process)
The Reports
Working Towards Change

Wellbeing@School
Reporting: School at a Glance

Explore overall patterns - strengths

Identify particular *aspects* and *sub-aspects* for next step planning

Check the perceived level of aggressive behaviour at the school.*

---

*Interpreting W@S reports (Help)
Compare two time points
Reporting: Aspect Reports

Explore overall patterns

Explore the aspects and sub-aspects

Recognise similarities and differences amongst sub-groups
Reporting: Item Reports

Detailed information - student or teacher responses to survey questions.

Can compare (very broadly) some staff and student responses.
Working Towards Change
Reporting: School at a Glance

Explore overall patterns - strengths

Identify particular themes and sub-concepts for next step planning

Compare two time-points for progress
Exploring overall patterns & strengths:

- Presence
- Participation
- Learning
For further information regarding the website and surveys please contact:
wellbeing@nzcer.org.nz

For further information regarding analysing and collating the data please contact:
educationadviser@nzcer.org.nz