Assessment and Reporting Practices that Support Inclusive Education for Students with Additional Learning Needs

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- With an international movement towards inclusive education for students with additional needs, how can schools and teachers ensure that they provide these students with opportunities to fully participate in educational experiences?
- How can they meet the ideals of inclusive education for students who are characterised by the diversity of their individual needs for support?

In this short course, we will explore the principles and practice of assessment and reporting for students with additional learning needs.

We will examine different ways to collect and interpret data on student learning, and talk about ways to use different forms of data to plan personalised learning programs for students.

The course will refer to a five year program of research conducted at the Assessment Research Centre, University of Melbourne, which designed and validated assessments for students with additional needs that guide teachers' observations of their students and report those observations in terms of developmental progressions.

Teachers use their student reports and associated support materials to plan and implement personalised programs of teaching and learning for students.

As part of this course, we will examine ways that these assessment, reporting, and teacher guidance materials could be adapted for use in schools in the Philippines.

Day 1

<u>Morning</u>

- Special education in Australia and the Philippines – background and comparison
- The context and purpose of the Students with Additional Needs (SWANs) research project
- How are the SWANs materials currently used to promote and support a philosophy of inclusive education in Australian schools?

<u>Afternoon</u>

- Exploration of the SWANs assessment and reporting materials

<u>Readings</u>

*Griffin, P., Woods, K., Coles-Janess, B., & Roberts, E. (2010). Mining the gold: Assessing students by ability, not disability. *Teacher,* 34 – 37.

<u>Resources and Background</u>

Assessment Research Centre, The University of Melbourne (2013). *Students with Additional Needs (SWANs) assessment and reporting program.* Retrieved from http://www.arc-ots.com/swans/home.php.

Griffin, P. (2007a). The comfort of competence and the uncertainty of assessment. *Studies in Educational Evaluation, 33,* 87 – 99.

Griffin, P., (2007b). *Evidence based teaching and curriculum shifts.* Assessment Research Centre, The University of Melbourne.

United Nations Education, Scientific and Cultural Organisation (UNESCO) (1994). *The Salamanca Statement and Framework for Action on Special Needs Education. Retrieved from* http://www.unesco.org/education/pdf/SALAMA_E.PDF

Day 2

<u>Morning</u>

- Philosophy of developmental assessment – an overview
- Curriculum for students with disabilities – Australia and the Philippines
- A Philippines version of the SWANs materials – what is needed?

<u>Afternoon</u>

- Designing materials – drafting/reviewing strands, capabilities and indicators drawn from the SWANs assessments
- How suitable are these for the context of special education in the Philippines? What changes might be needed?

<u>Readings and Resources</u>

*Care, E., & Griffin, P. (2009). Assessment is for teaching. *Independence, 34*(2), 56 - 59.

*Griffin, P. (2007a). The comfort of competence and the uncertainty of assessment. *Studies in Educational Evaluation, 33,* 87 – 99.

*Griffin, P., (2007b). *Evidence based teaching and curriculum shifts.* Assessment Research Centre, The University of Melbourne.

Victorian Department of Education and Early Childhood Development (DEECD) (2011). *Towards Level 1 of the Victorian Essential Learning Standards.* Retrieved from http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/tl1vels.pdf.

Day 3

<u>Morning</u>

- SWANs in the Philippines – what are the expected levels of proficiency in literacy for all students, including those with additional learning needs?
- Discussion and review

<u>Afternoon</u>

- SWANs in the Philippines – drafting/reviewing quality criteria
- How suitable are these for the context of special education in the Philippines? What changes might be needed?

Reference to Philippines curriculum and policy documents – Literacy and English

<u>Readings and Resources</u>

Wilson, M. (2003). On choosing a model for measuring. *Methods of Psychological Research Online, 8*(3), 1 – 22.

Woods, K., & Griffin, P., (2013). Judgment-based performance measures of literacy for students with additional needs: seeing students through the eyes of experienced special education teachers. *Assessment in Education: Principles, Policy and Practice, 20*(3), 325 – 348.

Day 4

<u>Morning</u>

- Interpretation of levels or standards along learning progressions
- Discussion of the ways that these levels link to planning procedures and teaching interventions. This will include discussion of likely impact for classroom organisation, resources, and school management.

<u>Afternoon</u>

- SWANs assessment, reporting and planning materials in the context of special education in the Philippines?
  What amendments might be needed? Presentation? Content? Support for teachers?
- Review and summary of course.

<u>Additional information:</u>

Assessment Research Centre, The University of Melbourne (2013). *Students with Additional Needs (SWANs) assessment and reporting program.* Retrieved from http://www.arc-ots.com/swans/home.php.

Victorian Department of Education and Early Childhood Development (2013). *Abilities Based Learning and Education Support (ABLES).* http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/ables.aspx

Victorian Department of Education and Early Childhood Development (2009). *Towards Level One of the Victorian Essential Learning Standards (Curriculum advice for students with additional learning needs).* http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/tl1vels.pdf