



Where do we start?

2.1 Personal Audit

The Leading Learning 4 All values and beliefs audit

Undertake the audit to determine your starting point.

		Always	Usually	Sometimes	Rarely	Never	Process Step	Learning Focus
1.	Should a student with disability and additional learning needs be in the mainstream classroom?						1	IR
2.	Do students with disability and additional learning needs benefit from being in the mainstream school?						1	E
3.	Do students who do not have disability and additional learning needs benefit from having these students in the classroom?						1	R
4.	Should students with disability and additional learning needs in your mainstream classroom also be part of NAPLAN testing?						1	E
5.	Do you have a sense of how it would be for a student in your classroom with a disability and additional learning needs?						1	E
6.	Do you feel confident that you currently enable learning for the full range of students in your classroom?						2	SE
7.	Do you feel confident you will be able to cope with the wider range of students with disability and additional learning needs?						2	SE
8.	Do you access essential data before deciding on your individualised approach?						2	IR
9.	Do you feel it reasonable for class teachers to be expected to experiment with a range of new approaches?						2	CA
10.	Do you believe that you contribute positively to the learning of students with disability and additional learning needs?						2	SE
11.	Do you work from the same curriculum for all students?						3	IR
12.	Do you currently use individualised or differentiated instruction for your classes?						3	IR
13.	Do you contact the family or the community about the learning of students with disability and additional learning needs?						3	E
14.	Have you made adaptations for students with disability and additional learning needs?						3	IR
15.	Is the learning of every student in your class your personal responsibility?						3	IR

E-Empathy, SE-Self-efficacy, IR-Individual responsibility, R-Reflection, CA-Change agility, IP-Inclusive practice

		Always	Usually	Sometimes	Rarely	Never	Process Step	Learning Focus
16.	Do you take time to think about what you have learnt as a result of your work in the classroom?						4	R
17.	How often do you engage in professional conversations with colleagues about your practice?						4	R
18.	Do you take time to research into latest practice?						4	R
19.	Students at any given age are more alike in ability than not.						4	IR
20.	Students need to make sense of things themselves.						4	IR
21.	Do you see value in working collaboratively with colleagues on practice?						5	SE
22.	Do you currently feel supported to undertake teaching students with disability and additional learning needs?						5	IR
23.	Do you need to change your teaching practice regardless of how experienced you may be?						5	CA
24.	Have you changed your practice to ensure better learning for students with disability and additional learning needs?						5	CA
25.	I feel I have ways of coping with the pressures and changes within education.						5	SE
26.	I maintain my passion for teaching and education.						5	SE
27.	All students can learn.						5	E
28.	Have you been involved in classroom observation and feedback in some way?						5	CA
29.	I find changing my practice difficult.						5	CA
30.	Have you changed your practice as a result of the information from formative assessment?						5	CA

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Visions, values, beliefs and attitudes

Responding as an individual, within the school community, to the larger numbers and greater diversity of learners, including students with disability and additional learning needs, requires us to reflect on our approaches and even redevelop ways of looking at and addressing our own values.

Our personal capacity, which includes our attitudes and beliefs, our confidence and our energy, is seen by a wide range of research as an essential element to the eventual success of any new development.



Vision Activity

Consider a vision of the best possible learning environment for students with disability and additional learning needs in the classroom of your school. Address these four perspectives.

Perspective 1:

The experience of the students

Start your vision with 'All students with disability or additional learning needs would ...'

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Perspective 2:

Teaching and learning

Start your vision with 'The school would ensure or enable or provide students with disability and additional learning needs ...'

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Perspective 3:

Future results for the students

Start your vision 'At the conclusion of their schooling with us, all students with disability and additional learning needs would ...'

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Perspective 4:

Family perspectives

Start your vision 'Families of students with disability and additional learning needs would see ...'

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Values Activity

Go online to a values list – we suggest you look at sites such as www.curriculum.edu.au/values/ and www.viacharacter.org



Step 1:

If you were limited to only 10 values that are essential for you as the teacher to have in relation to providing the best learning and teaching for students with disability and additional learning needs in the generalist classroom, which would you select?

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

Step 2:

Then we say you are now limited to five values – what would they be?

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

Step 3:

Finally if you had to give up all but one value as the most essential – what would it be?

1.....

How did you make your decision?

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Beliefs and Attitudes Activity

The importance of having a belief in inclusive education and a positive attitude outweighs the possession of knowledge and skills for effective implementation. (Adapted from Avramidis & Norwich, 2002)



Do you agree? Why or why not?

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