



STRONGER SCHOOLS

An inclusive education plan for Victoria

GIVE TEACHERS AND SCHOOLS THE TOOLS, TRAINING AND RESOURCES THEY NEED TO HELP ALL STUDENTS

Student outcomes are improved by equipping schools with sufficient tools, training and resources to support tailored interventions.

High-quality teaching is the single largest in-school influence on student results.¹ To deliver high-quality, inclusive teaching and learning, teachers need adequate time release for professional development, mentoring and coaching, and sharing best practice.

Having access to evidence-based teaching and learning resources helps teachers better support all students' needs. Schools should be supported to share best practice and resources to drive learning outcomes, particularly with schools in their local area with similar student cohorts.

This helps teachers improve teaching methods and discover new ways to engage students, particularly students with complex needs.



Provide schools with more time, resources and staff to support students with complex needs

- Encourage and fund schools to undertake ongoing and regular evidence-informed and face-to-face professional development to support the academic and social development of students with complex needs. This should include building staff cultural responsiveness and awareness of the needs of refugee, migrant and Aboriginal and Torres Strait Islander students, and the needs of students who have experienced trauma (e.g. family violence).
- Require the Victorian Institute of Teaching to review and amend pre-service training for teachers to ensure they are culturally competent and can better meet the needs of all students, including those with disability, complex needs or who have experienced trauma. This includes introducing compulsory core units and ensuring teaching and learning for diverse needs cuts across university curriculum.
- Adequately resource schools to engage qualified professionals who can best support students with complex behavioral and learning needs.

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Support schools to share best practice

- Invest in communities of practice across Victoria to share evidence-based best practice approaches and lessons, roll-out effective practices and facilitate stronger collaboration between schools (including schools delivering flexible learning options).
- Retain investment in DET regional support staff, including the Koorie Education Workforce,² to better support schools and communities at a local level, help schools understand and consistently implement DET policies, and facilitate collaboration between schools and communities.

1. John Hattie, Teachers Make a Difference, What is the research evidence?, 2003, University of Auckland, accessed at https://research.acer.edu.au/cgi/viewcontent.cgi?article=1003&context=research_conference_2003

2. Victorian Government, Department of Education and Training, Our Department – Regions, accessed at <http://www.education.vic.gov.au/about/department/structure/Pages/regions.aspx>