Working Together:
A Reflection Tool

- While staff members can complete this individually, we recommend this tool is completed with those you collaborate with – your teaching team, School Learning Support Officers (SLSOs), or other relevant colleagues.

- As your team completes each section, set clear and measurable goals that you all agree on, including changes to practices and processes.

- Provide a clear description of each staff member's role in achieving these goals, and identify a clear timeline to review and reassess your progress in strengthening your collaborative practices.

Working Together

Planning

The following questions may support critical reflection of the ways your team works together when planning for the inclusion and engagement of students with disability.

- What opportunities do we create for team members to reflect together on (a) the strengths and abilities of students with disability, and (b) the strategies that may support their engagement and inclusion?

- How do we create opportunities to develop a shared understanding of our goals for supporting students with disability, and the processes we will use to achieve those goals?

- How does the team ensure that student voice, and parent or carer consultation, are involved in the planning process?

- Are there barriers that reduce the confidence of individual team members in their understanding of the above goals and processes for supporting students with disability? If so, what are the barriers, and how can we overcome these barriers?

- How do we ensure each team member understands their role and contribution to improving inclusive practice?

- Can we identify anything that might have a negative impact on how comfortable and confident each team member is in their role? If so, what strategies can be put in place to address this?

- How have we set up clear communication processes to share important strategies or information across the team and school, whilst protecting student privacy?

1. Actions we will take to strengthen our collaborative approach to planning are:

2. Resources we will access to facilitate our actions include:

Working Together

Developing team rapport

The following questions may support critical reflection of the processes that support rapport within your team.

- How do we create clear processes for open communication for all team members involved in supporting student(s) with disability? How are we referencing student voice and parent or carer perspectives in the communication process?

- How can we minimise or eliminate barriers to ensuring each team member feels that they are being listened to, and are given opportunities to share their knowledge and ideas?

- How can we measure staff confidence to respectfully and positively resolve all differences of opinion or conflict? How do we resolve differences of opinion or conflict, or manage other frustrations?

1. Actions we will take to strengthen our team rapport are:

2. Resources we will access to facilitate our actions include:

Working Together

Collective practice

The following questions may support critical reflection of your team's collective responsibilities in promoting and engaging in inclusive practices.

- What are the individual strengths, capabilities and knowledge of each team member?

- How do we identify and make effective use of the capabilities and knowledge of each team member?

- How supported do all team members feel in their role? How could this be improved?

- What opportunities do we create for team members to reflect together on the progress and achievement of students with disability, as well as how strategies may be further refined to support student engagement and inclusion?

- How confident are all team members that the current practices are supporting all students? What data can be collected by the team to determine that current practices are supporting all students?

- What resources can be accessed to strengthen or improve current practices?

1. Actions we will take to strengthen our collective processes are:

2. Resources we will access to facilitate our actions include: