

SUBMISSION TO THE INQUIRY INTO THE NEEDS OF ACT STUDENTS WITH A DISABILITY BY THE WODEN SCHOOL BOARD

8 April 2010

Dear Committee Members,

The Woden School Board made two extensive submissions to the recent Shaddock Review. In these submissions our core view was that 'there is little point in focussing on improvements to curriculum and pedagogy unless it is matched by a major strategic repositioning in the way special education services are understood and managed in DET'. This remains our view. With some additional 'wrinkles' the current inquiry into the needs of ACT students with a disability seems to address many of the same issues investigated by Dr Shaddock. Accordingly, I have attached the Board's two submissions to the Shaddock Review for your consideration.

Dr Shaddock's recommendations were broad in nature but included many valid points. For example, the need to improve what happens on a daily basis in individual classrooms for students with disabilities, the importance of training and up-skilling teachers, and the need to ensure skilled and informed leadership is present at system and school levels. The Woden School has been active and innovative in structuring the school and the curriculum to better meet the needs of our student population. And, while we are still learning, we are starting to see evidence that our approach is delivering better outcomes. However, the defining feature of disability is diversity. So, what works for us may not work for others. Consequently, we believe that there must be a strategic perspective of disability that includes education but also thinks beyond it.

The issue of transition within the school system is a case in point. The parents of children with a disability are constantly faced with difficult 'fork-in-the-road' decisions that can be to do with (but are not limited to) education, medical issues and housing. Many of these decisions are presented to parents as only relevant to that area. What is not readily understood by those delivering the service is that for the parent all these decisions are inter-related. A decision about a medical issue can have implications for the educational setting. A decision taken about education might have implications for other areas. The complexity and diversity of disability means that there are no discrete decisions for parents. Every decision taken by a parent of a child with a disability is complicated, emotionally draining and laden with hidden consequences. Our message to all those delivering services in any area is don't make it harder than it already is for these parents and their children.

Additionally, for these reasons, it is extremely difficult to communicate with this community. They are time poor in a way that adds a whole new dimension to the common understanding of the phrase. They are focused on educational outcomes but they are more concerned about the future of their child beyond school. They live with the frustration of multiple bureaucracies and passing government interest. They work with disconnected and isolated services. They listen while others tell them how 'joined-up' these services are today or will be soon. They have seen it all before.

We sense that there is a positive shift in the ACT's approach to disability education. The Woden School Board welcomes these moves and is willing to work closely and cooperatively with the Government and the Department. However, we remain convinced that there must be a truly strategic view of this sector that leads to shared objectives and integrated actions that work with the true needs of this part of our community.

I would welcome the opportunity to meet with you to further discuss the issues in this submission.

Yours sincerely,

Dr David Schmidtchen

Chair, The Woden School Board

REVIEW OF SPECIAL EDUCATION SERVICES IN ACT PUBLIC SCHOOLS

15 April 2009

Dr Tony Shaddock

Chair of the Special Education Review

13 Chiswick Street
Chiswick NSW 2046

Dear Dr Shaddock,

I understand that during your visit to the Woden School you were briefed by David McCarthy on the educational focus, school structure and student population. In short, the Woden School provides individual education programs for students with intellectual disability that can be accompanied by a range of medical conditions or additional sensory, physical or behavioural disabilities.

You might recall from your visit that at the start of this year the Woden School has moved to a three sub-school model to deliver the curriculum and better meet the needs of our students. It is important to understand the two forces that informed this decision as they are also shaping the broader delivery of special education services.

First, in late 2008 it became apparent that the demographic structure of the student population, both in age and disability, was likely to stretch teaching resources and impact negatively on educational outcomes. So, the decision was made to change. The lesson we drew from this was that demographic trends in disability are central to shaping the delivery of education in special education and critical to effective planning at all levels.

Second, since 2007 the Board has incrementally moved toward a more strategic approach to planning. Our objective was to produce an overarching Woden School Strategic Plan that would provide a consistent planning framework for the school. This process started with the question: What is the purpose of the Woden School? Interestingly, this answer revealed a core philosophical disconnect between policy, administration and delivery that was buried at the heart of the Woden School. Most importantly, for many years the principals and teachers working at the Woden School had been managing around this anomaly.

Historically, the Woden School mimicked a 'mainstream school' that catered for children with disabilities. Consequently, it was structured and managed as a mainstream school, while the staff adapted processes internally to cater for the needs of children with disabilities. This was a significant source of hidden stress within the school. The recent structural change relieves the tension within the school but the source is in the approach to the management and provision of special education services in the ACT. It is our view that there is a pressing need for DET to develop a strategic approach to special education services that recognises the character and educational needs of these children and their parents.

Demographics and a strategic approach to special education services are two inter-related issues that may well be beyond the Terms of Reference (TOR) for your review. However, it is the view of The Woden School Board that there is little point in focussing on improvements to curriculum and pedagogy unless it is matched by a major strategic repositioning in the way special education services are understood and managed in DET.

This submission draws on the conversations and views that shaped The Woden School Strategic Plan. Teachers, students and parents all provided considerable input to the development of plan. The issues that we have highlighted in this submission are those that the Board believes reflect our broader concerns and most directly accord with your TOR.

The members of The Woden School Board would welcome the opportunity to meet with you to further discuss the issues outlined in this submission.

Yours sincerely,

Dr David Schmidtchen

Chair, The Woden School Board

THE NEED FOR SPECIAL EDUCATION SERVICES STRATEGY

Government agencies, like DET, are all in the business of delivering services. In the context of your Review the focus is the delivery of Special Education Services. In the main, the delivery of these services is underpinned by a transactional management model. Simplistically, this model frames government services as problems of transaction where the core issues are supply chain management, product distribution and queue management. In this environment, DET administers and delivers education services where the primary focus is on managing educational processes (for example, curriculum and the quality of teacher training) and crowds (teaching workforce, student population and parents). Within this frame, Special Education Services is a small process and small crowd—a variation and distraction in the delivery of mainstream education services.

Importantly, in a transactional model of educational service delivery that values consistency, standardisation and repeatability. Special education is a constant source of management and administrative irritation because it is volatile and variable. The strategic aim of the prevailing administrative approach to education is to deliver a standard 'educational service' that meets the needs of the majority of the ACT community's needs. Indeed, the core focus is on doing this as efficiently as possible. Consequently, the strategic task for those managing the 'education system' is to reduce variation and ensure the consistency of output.

There is a strategic disconnect between the idea that special education services can be efficiently delivered within a model of 'mainstream' educational service delivery. For the Board, this became apparent in our attempts to integrate the 'Every Chance to Learn' curriculum objectives into our school. The underlying message delivered to Special Needs Schools was 'we understand this doesn't work for you, so adapt it as best you can'. The intellectual and resource cost fell to these schools to do the work to integrate a 'one-size-fits-all' curriculum into a special needs environment. At the start of the curriculum development process, it was important to acknowledge that for this noticeably different part of the ACT school population there would need to be a different approach. This would have resulted in a better quality and more integrated outcome for our students, teachers and parents.

We acknowledge that the transactional model of education delivery probably best suits the majority of schools in the ACT, however when applied to the delivery of special education services the following characteristics arise:

- *A lack of strategic goals.* There is no strategic goal against which the relevance of education conducted in the various special needs settings can be assessed. All performance measurement in these schools is self-referencing. The schools are left to their own devices, so the opportunities for improvements in efficiency or effectiveness through true integration are limited.
- *Dispersed and isolated management.* The management of education services is delivered in a closed system. There is limited opportunity for integration in special education service delivery. In our attempts to foster collaboration with DET on this topic we have received little encouragement that our interest in this is valued.
- *Disaggregated structure.* The organisational structures designed to special education services each cater for a specific educational or disability context. The prevailing organisational or administrative structure, at the micro or macro level, has little capacity or authority to change to suit different conditions.
- *Internal competition.* Each special school competes for attention, influence, advantage and resources with the mainstream system but also within the special education section. This reduces the opportunity for cooperation and collaboration.
- *Overlap, duplication and gaps.* Disaggregation and isolation leads to overlaps and duplication. The inability to identify gaps between special education policy, administration and delivery is the most significant issue as it undermines the ability to adapt.
- *Problem-centric not people-centric approach.* Administration and delivery are organised around solving 'special education' problems. Consequently, the burden for solving the problem or resolving competitive tensions within the education system is left to parents and teachers. There is an inability to conceive of problems and solutions as systemic issues arising from a lack of strategy. Such a strategy would have achieving positive educational outcomes for students with a disability as its centrepiece.

A strategy that is better suited to sustaining a dynamic and collaborative relationship between DET, teachers, parents and students would have the following characteristics:

- *Strategy Design.* It must be adaptive to the needs of this section of the ACT's school community. The key requirement is the ability to access and analyse quality information to make good quality decisions. There is limited information on the educational requirements of the special needs community in the ACT. If such information is available, the Woden School Board has been unable to access it. Information access is central to collaborative planning and implementation between DET and special education community. Indeed, the special education services strategy should be built on the idea of a partnership that has both DET and the special needs community as part of on-going problem definition and solution.
- *DET/Special Needs Education Community Partnership.* The transactional-based model of educational service delivery creates a functional and restrictive relationship that stifles innovation and change in education. This is magnified in the special needs sector. The idea of a partnership creates a more open relationship between agency and the public that allows a broader range of resources to be made available. Without the notion of partnership, the education system and the models developed to administer and deliver its intent have become strategically dysfunctional.
- *Transparency.* Access and information are central to quality partnerships. In a partnership model, the community must have access to quality information from DET in order to generate solutions in context. The transactional-based management model restricts information flow and withholds information. In part, this helps DET to maintain power in the relationship; however, it also reduces the community's ability to make effective decisions about the services it requires. A relationship based on the idea of partnership can only be sustained by transparent information transfer between DET and the community.
- *Integrating policy development and delivery.* Policy (what is needed), administration and delivery (how it will be accomplished) are two elements of the one idea: the desire to bring about and sustain change. Both DET and the special needs community need to work toward aligning policy, administration and delivery in this sector.
- *Connected and Adaptive.* The range of partnerships that might exist under the special education service strategy proposed here will be better positioned to draw on the wider resources of the ACT community. Acting as a networked community has the potential to open up a range of options that are currently beyond the resources of any one school to access.

There is evidence that the delivery of special education services in the ACT is limping along, and could well do so for some time to come. The efforts of good people doing good work will ensure that it does not fail completely. However, worrying signs of a general decline will continue to arise.

The Woden School Board believes there is little point in improving the efficiency of the curriculum and pedagogy unless it is complemented by a major strategic repositioning in the way special education services are understood and managed in DET. We believe that there is a pressing need for a more constructive and partnership-based approach to developing a Special Education Services Strategy.

SPECIFIC OBSERVATIONS

Transition

Transition is the fundamental concern (fear) of most parents of children with special needs. The transition into schooling is a great relief, the transition from primary to high school is a concern, the transition from high school to college is the start of real fear, and the transition beyond school can be paralysing. This is an issue where DET should have a well articulated and seamlessly implemented strategy. Yet, DET (and more broadly the ACT Government) appear to give this topic little concern. It is a problem for parents and teachers to muddle their way through by hunting out information (formal and informal), cobbling together the best set of options and hoping that the services provided will meet at least sixty percent of our child's needs. This is not a subject on where DET should be silent and inactive.

Parents and carers within the Woden School community are concerned that their students are at risk of long-term disengagement from the labour market and from satisfying participation in our community because of present transition arrangements. Parents and carers view ongoing participation in education and training to at least 17 years of age as a suitable pathway to secure student future engagement with the labour market and our community. The Woden School Board appreciates that disengagement from School after Year 10 is not disengagement from further education, but remains uncomfortable with the environment through which further education, training and workforce pathways are provided within the ACT. The required transition after Year 10 from a supportive environment at the Woden School to one at a College that demands a much greater level of responsibility and autonomy is viewed as a system that constrains the educational and training opportunities for Woden School students.

Parents and carers believe the present system restricts student engagement in further education and training because the comparatively demanding environment at a College not only lacks meaning to the students, but lacks the support necessary for them to experience success. This is particularly true for students with a moderate diagnosis that attend special schools. There is currently a lack of appropriate choice for Year 11 and 12 for students with moderate needs. For example, currently there are options for students with low needs and high needs but no consideration has been given to students with moderate needs. Learning Support Units in Colleges are not always appropriate or a safe choice for students with moderate needs and Black Mountain has limited capacity for students with high needs.

Parents and Carers want to secure a suitable pathway for Woden School students and believe that extending the present curriculum at the Woden School from Year 10 to Year 12 provides the best option for securing student future engagement with the labour market and our community.

Transition is an example of where improved strategy with an emphasis on partnership and transparency would result in better outcomes for students and parents.

Teacher/LSA Training

There is a requirement for teachers and LSA's delivering special education services to have greater opportunities to specialise in this area and develop a stable career foundation.

The Woden School Board believes that there is a shortage of qualified teachers and DET focused professional development for special needs teachers and LSA's. This problem is compounded by a policy that requires specialist staff to rotate between special needs and mainstream schooling. While the option for teachers to choose this path should remain open, the Board believes that special education services should be delivered by teachers and LSAs working within a framework of a 'Special Education Services Employment Policy'. The objectives of this policy would to provide stability in the foundation of special needs teaching, provide opportunities for deep specialisation in the delivery of disability teaching, and provide parents with the confidence that those preparing their children for the next phase of their life are fully aware of the challenges and the possibilities.

This is both a hidden stressor in the special education services system that can be solved by taking an integrated approach to policy development and delivery.

Post School Options

There is a need for career guidance and work placements to give students, who have a disability the opportunities that are available for fellow mainstream students.

Career Guidance could be provided for students with disabilities from end Year 8 across all high school settings. Funding for work placements from Year 9. Funding might be provided to assist those students who have the ability to participate in driver-readiness, for example at the Canberra Hospital rehabilitation driving program.

A shared resource Career Guidance Officer who is aware of opportunities and able to coordinate and disseminate information for students, parents and teachers would be a significant assistance in this area.

Resourcing

There is a need to fund a wrap-around approach incorporating employment of in-school professionals such as therapists and music specialists, similar to what the new Early Childhood schools. The Woden School Board understands that such an approach has been implemented in other States, in particular Victoria and Queensland. These jurisdictions have programs in place that enable students to have regular assessments and intensive therapy while at school. Such working models could be adapted by DET to suit the ACT special education community.

REVIEW OF SPECIAL EDUCATION SERVICES IN ACT PUBLIC SCHOOLS

6 June 2009

Dr Tony Shaddock
Chair of the Special Education Review
13 Chiswick Street
Chiswick NSW 2046

Dear Dr Shaddock,

You might recall that the Woden School Board's earlier submission to your review noted that: 'there is little point in focussing on improvements to curriculum and pedagogy unless it is matched by a major strategic repositioning in the way special education services are understood and managed in DET'. We supported our position by outlining the Woden School's challenge in operating a special school within an education system designed to deliver mainstream education services. We outlined in some detail the need for a 'special education services strategy' and made specific observations on issues particular concern to our school community, namely transition, teacher/LSA training, post-school options and resourcing.

You have released a discussion paper and asked for comment on specific aspects of your Review. It was beyond our means to comment on all aspects of your discussion paper, so we addressed only those areas where we were able to quickly consolidate our views.

The attached paper represents not only the views of the Woden School Board but also those of the teachers. The Board encouraged the input from the Woden School teachers as another source of expert insight into the issues you raised. On 19 May 2009, the teachers devoted a staff meeting to three issues: the type of school structure for special education delivery, staff training and development, and staff mobility.

The Woden School Board's intention is to work collaboratively with the Department of Education to ensure that the Special Education in the ACT delivers the best possible outcomes for students, parents and teachers. We would welcome the opportunity to further discuss with you the issues raised in this paper. The Woden School Board is looking forward to your final report.

Yours sincerely,

Dr David Schmidtchen
Chair, The Woden School Board

SPECIAL EDUCATION SERVICES DELIVERY BENCHMARKING

You asked:

What lessons might be learned from other jurisdictions that are either more or less prescriptive of education services for students with disabilities?

We think you might consider:

- Developing and communicating a Special Education Services Strategy that makes a clear statement of intent about special education in the ACT. Moreover, this statement of intent would outline integrated objectives and shared responsibility across government and the public service.
- Building on your review to recommend that ACT Special Education Services be benchmarked against best practice. The objectives would be to:
 - improve special education service delivery performance;
 - identify opportunities to improve efficiency and reduce costs; and
 - identify and meet changing demand for special education services in the ACT.
- The benchmarking approach would focus on the practice of Special Education in the ACT. It would establish service delivery performance outcomes and evaluate current performance. This approach would dissect the Special Education Service Delivery such that each aspect of delivery was assessed in terms of:
 - What is the service?
 - Who is the intended customer or target group?
 - Why is the service needed?
- From this we would expect that a portfolio of Special Education Services could be developed that would include a service description, value proposition, priorities and risks for the services offered by DET. Such a portfolio would identify service assets, processes and systems along with system entry points and administrative support requirements. The portfolio would provide a strategic outlook and development path for ACT Special Education services.
- Understanding and evaluating current performance would involve specific assessment of the gap between today's service delivery and best practice. The key questions might include:
 - How does current performance compare to targets?
 - Are the services currently provided leading to the desired outcomes?
 - How is the demand for the service managed?
 - What are the full costs and benefits of the service?
 - How efficient is the service?
 - Is the current approach to delivering the service the best method for achieving the desired outcome?
- We believe that this approach would position DET to implement:
 - improvements to current service delivery, (Can internal improvements be made in a cost-effective manner to meet the desired service levels and outcomes?), and most importantly,
 - scoping the options for future service delivery (What is the future of special education service delivery in the ACT? What other service delivery options are possible? What are the barriers to changing the special education service delivery approach?)
 - These activities should be informed by clear strategic direction but also contribute the evolution of that direction. Presently, ACT Special Education Service operates in a strategic wasteland.

STUDENTS WITH A DISABILITY IN A DIVERSE SOCIETY

You asked:

How might decision making about the most appropriate programs for individual students in schools be improved?

We think you might consider:

- Having a designated 'case manager' in the system to support this process.
- Including relevant research and program delivery in decision making processes.
- Opening consultation with all parties involved (this would include specialist outside of the school environment).
- Setting realistic benchmarks to improve understanding and performance.
- Knowledge of individual learning styles and adaption of program delivery to suit the particular style
- Common information sharing and recording protocols for all parties involved.
- Having a formal process to evaluate progress and programs

INDIVIDUAL LEARNING PLANS

You asked:

The development and implementation of ILP's is time consuming, resource intensive and time-demanding. What could be done to make the ILP a more effective, efficient, accountable and feasible support for student learning?

We think you might consider:

- Design and implement a student profile that would be continuous and regularly updated and that would follow students across their whole of school life. It would help to inform the ILP process and could be used to measure and monitor individual progress against set goals. It could incorporate tried and tested strategies and other important information regarding the students needs etc. This would also help to promote continuity and accountability in the ILP process and more importantly it would give teachers (including new teachers each year) invaluable information and not waste time rehashing old strategies that had little or no effect.

TRANSITION

You asked:

A key transition for students with a disability is the transition from adolescence to adulthood. Options are available in ACT Department of Education and Training schools targeting this period. How might services be better displayed to improve transition outcomes?

We think you might consider:

- Access to or provision of a dedicated career guidance and work placement officer for all students with a disability to help promote and support options and opportunities for all transition periods particularly information regarding post school options.
- The opportunity of students with a disability to participate in work placements beginning in Year 9 and continue through to Year 12.
- Recognition and understanding of the different needs of students with mild, moderate and high needs and provision of appropriate choices for Year 11 and 12.
- Increase the capacity of The Woden School to allow students with moderate needs to be able to continue their education in a safe environment. Current options – existing models for Years 11 and 12 don't cover the full spectrum of need and leave students with moderate needs no appropriate alternatives.

- Understand the extra stressors that students with disabilities face in new environments and begin the transition process according to the students needs. This may mean providing lots of supported opportunities to the students to enable them to experience the new environment in all its aspects over a period of time.

PEDAGOGY

You asked:

Do some students require particular pedagogy? What are the implications?

We think you might consider:

- Students with a disability would undoubtedly benefit from customised pedagogy. Having a coordinated approach from within the school that focused on individualising program delivery while still being part of a group would be invaluable to the learning outcomes of students and increasing opportunities for students post school.
- Incorporating appropriate life skills/social skills focus that is relevant to the lives and aspirations of students. A systematic approach to delivering these programs over a significant period of time that broke down skills into meaningful and manageable chunks. These skills need to be taught long enough and in sufficient depth to enable students to use and transfer these skills into other environments. The benefit of this would be enormous both in the school setting and into their future.
- Teachers and LSA's to have adequate knowledge and skill levels to be able to be responsive to the individual learning needs of students. This would mean having an understanding of particular stressors, obsessions, characteristics etc of individual students and working with them not punishing them for these traits.
- Adapting program delivery to suit individual learning styles eg visual, auditory or hands on to help students reach their full potential.
- Provide training to teachers and LSA's on differentiating curriculum activities to meet individual needs.

GENERAL MODELS OF SERVICE DELIVERY

You asked:

Increased accountability for the learning outcomes of all students is mentioned frequently in the literature. Is it desirable? For students? For teachers? What would need to happen to ensure that the task was fair and feasible for schools and teachers and that it benefitted students?

We think you might consider:

- Realistic benchmarks need to be set for each student measured against nationally recognised guidelines.
- Management of special education should be adjusted accordingly to encompass student's needs. More emphasis should be placed on social/life skills and the delivery of a functional curriculum more relevant to student's needs and abilities.
- Program delivery needs to be flexible.

STAFFING

You asked:

What actions need to be taken to ensure the supply of appropriately skilled staff – teachers, LSA's visiting 'specialist' teachers, counsellors and others?

We think you might consider:

- The inclusion of compulsory practical and appropriate training for teachers incorporated into the teaching degree. Subjects need to include working within special schools, special needs in

mainstreams, general characteristics of particular disabilities etc. This should also be included in disability certificate courses run through CIT and other training institutions.

- Look at existing resources within the community to up-skill current teachers and LSA's in understanding the basic characteristics and triggers of students with various disabilities.
- Provide incentives for teachers and LSA's to access appropriate training in their own time.
- Provide a clause in the 'mobility' rotation of teachers to enable skilled teachers to remain in special education settings.

SPECIAL SCHOOLS

You asked:

How might the level of integration of special schools into educational planning and provision in the ACT Department of Education and Training be further developed?

We think you might consider:

- Develop strategies, goals and policies specific to special education across the various settings.
- Develop partnerships between DET and the special needs community.
- Provide a practical meaningful pedagogy.
- Provide specialised training and support for all staff.
- Have appropriate performance measurements in place
- Recognition of the fundamental different needs of special schools compared to mainstream schools
- Ability to adapt a support programs/frameworks
- Provide a systematic level of data collection and monitoring capacity to enable effective, integration and planning for future needs
- Provide a mechanism for evaluation of programs and student related outcomes.
- Provision of a share resource library among special education settings with a pool of equipment to provide inclusive technology to enable equipment to be readily accessible and to find the 'best fit' for individual students.

TYPE OF SCHOOL STRUCTURE FOR SPECIAL EDUCATION DELIVERY

You asked:

What might be some of the elements in a desirable vision for special schools in the ACT? How might special schools be best configured to be coherent with the primary – high school – college structure?

We think you might consider:

- Note as the ACT population increases there will be a greater need for more special education facilities.
- The two existing options, stand-alone schools and units in mainstream, are both viable, however:
 - Money should not be the driving force for a model.
 - Parents and Carers should be able to choose between either mode of delivery.
 - However, student's needs should dictate their school environment.
 - Integrated units in mainstream schools can be isolated from the school population and have a low priority in the whole of school functioning.
 - Socialisation between mainstream students and students with a disability does not happen naturally and is not always encouraged.

- There needs to be better college level units as a half way between special school and main stream college.
- Infants, Primary, Secondary and College in one or several physical settings:
 - As much as possible the delivery of Special Education should reflect mainstream education delivery
 - There should be a choice of Special Education Schools and Integrated Units within mainstream at all levels of education.
 - The transition between different school settings is a great learning experience for students and staff.
 - In a “Super School Model” facilities can be an issue.

STAFF TRAINING AND DEVELOPMENT

You asked:

What actions need to be taken to ensure the supply of appropriately skilled staff – teachers, Learning Support Assistants, visiting ‘specialist’ teachers, counsellors and others?

We think you might consider:

- Increasing the networking opportunities across the special education teaching community. Skills across settings, state boundaries and across disciplines are underutilised,
- Educational opportunities should be available in Mental Health, Medications, Autism/Aspersers.
- Offsite professional can create significant staffing problems at school, so consideration must be giving to the additional burden of specialist professional development in special schools.
- Assessing staff expertise can be difficult, so consideration should be given to standards of competence and associated assessment methodologies.
- Experts in teaching, behaviour management, and complex needs on site can be beneficial to relief staff, new staff and LSAs. Creating opportunities for access to specialist skills is important to staff.
- Staff training should include the method of how to teach students with special needs

STAFF MOBILITY

You asked:

What other staffing issues should be considered in the Review of Special Education?

We think you might consider:

- Mobility as a beneficial aspect of a teaching career, however it should be career enhancing and planned. That is, development through mobility (as well as other aspects) should occur through the pathways process.
- School needs should be a core consideration in teacher mobility.
- Staff in Special Education settings should not be forced to move.
- Staff benefit from more frequent moves across educational settings at the beginning of their career.
- New teachers should not be placed in an integrated unit without expert support within the school.