# MULTI-TIERED SYSTEMS OF SUPPORT COMMUNITY OF PRACTICE

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# Agenda

5:00 – 5:10:    Introductions

5:10 – 5:20:    What and why of a community of practice?

What is an appreciative inquiry framework?

5:20 – 5:30:    Critical features of MTSS

5:30 – 5:55:    What do we hope to get out of such a community practice?

5:55 – 6:00:    Future topics

Feedback Survey

ACKNOWLEDGEMENT OF COUNTRY

# Welcome & Introductions

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# What is a community of practice (CoP)?

A **community of practice (CoP)** in education refers to a *group of people who share a common interest, concern, or professional goal* related to teaching and learning. These individuals come together to *collaborate, share knowledge, and collectively advance their practice*. CoPs often focus on specific topics, such as instructional strategies, curriculum development, or student support. Interaction within a CoP *fosters ongoing learning, encourages best practice sharing, and creates a supportive network* for educators.

Wenger, E. (2011). Communities of practice: A brief introduction.

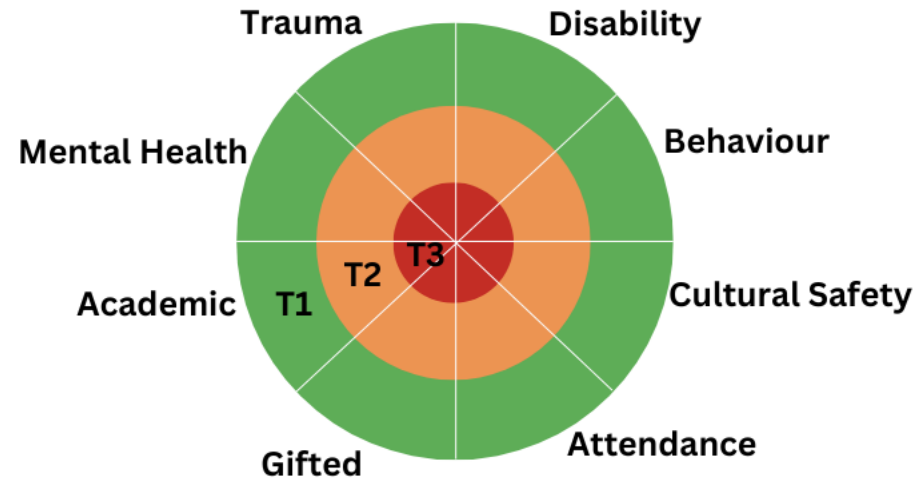**What do we hope to achieve with this Multi-Tiered Systems of Support (MTSS) CoP?**

❑ Create an **Australian conceptualisation** of an Integrated Multi- Tiered System of Supports (I-MTSS)

❑ Creating opportunities for information exchange around *sustainable* implementation of an I- MTSS.

❑ Shared knowledge around **key features of implementation** of MTSS and understand how these features are contextually implemented within and across our contexts.

❑ **Facilitating networking** of educational leaders who are positioned to support MTSS implementation in their schools.

# What is MTSS?

- MTSS is defined as a prevention-based *framework* (process, approach, organization) for enhancing the development and *implementation* of a continuum of **evidence-based practices** and achieving academically and behaviorally important *outcomes* for *all students*.

MCINTOSH, K., & GOODMAN, S. (2016). *INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORT: BLENDING RTI AND PBIS*. GUILFORD PUBLICATIONS.

# ELEMENTS OF AN INTEGRATED MTSS

Evidence
Based
Practice

Trauma

Disability

Mental Health

Behaviour

Academic

T3

T2

T1

Cultural Safety

Gifted

Attendance

Family &
Community
Engagement

Shared
Leadership

Continual
Improvement

Data Based
Decision
Making

# WHY MTSS?

Learning and Social Emotional Behaviour are Interrelated!

# We need a unified approach!

There is a strong demonstrated relationship between academic skills and behaviours of concern in the classroom

Practices and interventions that target academic skills and social/ behavioural needs in isolation of one another are not likely to be as effective as combined interventions that target both needs simultaneously

Interventions that target social and emotional learning, mental health promotion, or student wellbeing have also been found to be positively related to behaviours conducive for academic success

I-MTSS promotes a combined approach that promotes the shared, rather than siloed, responsibilities within and across school teams

# SCHOOL COMMUNICATION AND CONSULTATION

## Establishing shared vision

- Assessing schools and systems readiness for change.
- Develop communication plan
- Identify change team and coaches

## Stage 1 Planning

- Assess resources currently in place.
- Establish structures, processes and measures.
- Develop change plan
- Develop fidelity measures.

## Stage 2 Implement

- Implement the change plan
- Establish communities of practice
- Conduct professional learning

## Stage 3 Sustain

- Teams establish a continuous improvement process.

Act    Plan

Check    Do

# DATA MONITORING AND REVIEW

# Next Steps

Please feel free to email us with any questions or suggestions for the next CoP.



Based on Allan, B. (2008). Knowledge creation within a community of practice