

School REIP literacy for inclusion

	Research Literacy	Conducting inquiry process for improvement	Analysing assessment data
Start up 0	School staff have no specific training in the use of research evidence in their practice.	The research evidence perspective is not part of the school improvement process.	The assessments or analyses of the practices / innovations conducted at class and school level are not a priority in our school.
Basic 1	At school there are teachers who know where and how to search for research evidence to address students' needs both in relation to new teaching and learning methods and curriculum contents.	School staff possess the capacity to design research studies in order to collect data for their decision making.	In the decision-making process school management uses evidence to interpret student assessment data, diagnose student learning and modify teaching practice in order to address pupils' needs.
Consolidated 2	At school level the majority of teachers are able to assess the quality of the research sources of information and select those that are valid, trustful and based on research data.	Collaboration with experts and researchers to conduct large scale studies is a common practice in our school.	Student assessment data is used to make decisions regarding school strategy addressing pupils' diverse needs.
Advanced 3	At school level the majority of teachers are able to transfer the knowledge from research evidence to their teaching practice.	Teachers are encouraged to initiate small scale research projects allowing them to collect data to improve their teaching practice and students' learning outcomes.	School management team works with other schools and public administration to make decisions that address pupils' needs.
Transformative 4	The school has a culture oriented to the use of research evidence in all its aspects.	School is seen as a reference in the area for other schools that want to improve their inclusive practices and they encourage teachers to keep up to date with regards to evidence.	School management coordinates/leads programs in the community to address pupils' needs.

Governance for the use of REIP

	Leadership	Build a professional evidence use culture for inclusion	Structure and resources	Collaborative inquiry
Start up 0	The use of evidence in the decision-making process is not a priority for our school.	Organisational culture development depends on the subject area teachers (e.g. teachers of language, maths teachers).	Schools do not allocate specific resources for EIP development, it depends on individual teacher initiative.	Teachers collaborate on their own initiative or they do not collaborate.
Basic 1	The school strategy is based on a vision oriented towards a decision-making process informed by research evidence.	The school management mechanisms include a vision which encourages staff to experiment and engage in new teaching practices to support students' diversity and school inclusion.	School disposes of space and time to teachers to discuss and reflect on their practice.	School management contributes to stimulating teachers to engage in collegial discussions and apply constructive feedback from peers to improve their professional knowledge and practice.
Consolidated 2	The school development strategy promotes action plans which can stimulate teachers to engage in inquiry and assessment processes to support students' inclusion in school.	Staff is encouraged to engage in meaningful conversations about research evidence in addition to established mechanisms and vision.	Staff is supported with resources (space, time, financial, etc.) to conduct reflexive processes about their practice.	School management promotes practices that allow teachers to seek and apply constructive feedback from inspectors and experts to improve teaching practices.
Advanced 3	There is a guidance plan to support staff to engage in inquiry processes and to review their teaching practice based on this.	Staff is supported to conduct processes to collect, analyse, use research evidence and conduct research.	Collaboration between teachers and researchers is fostered and supported with necessary resources.	School management initiates and engages in professional discussions with staff in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.
Transformative 4	The school's good practices are usually disseminated in a broader context.	Staff is systematically and consistently encouraged to adopt an attitude and behaviour based on inquiry and improvement and spared them in external networks.	Teachers dispose of resources to scale up their practices and to transfer them to the wider community.	School promotes on a regular basis to implement professional dialogue within the school and professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.

Use of EIP for inclusion

	Engagement with professional teaching networks and broader communities to address school inclusion	Engagement with parents and the school community to address students' needs	Assess student learning needs
Start up 0	School does not participate in professional and/or community networks.	Parents are not an active partner in the decision making process at school level.	School doesn't focus on students' need to respond, adapt projects and design plans accordingly.
Basic 1	External professionals and community representatives broaden teachers' professional knowledge and practice and participate in some professional and/or community networks.	In school, the most effective strategies for working sensitively and confidentially with parents and the school community are used.	In the decision-making process multiple assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning need are used.
Consolidated 2	School participates in different/ multiple professional and community networks and forums to broaden knowledge and improve practice.	In school, teachers demonstrate an open attitude toward the information provided by parents and integrate it in the decision-making process.	School management develops, selects, and uses informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
Advanced 3	School contributes to professional networks and associations and builds productive links with the wider community to improve teaching and learning.	School strategy establishes and maintains respectful collaborative relationships with parents regarding their children's learning and wellbeing.	Staff is encouraged to use pupils' assessment data as part of their professional development plan.
Transformative 4	School takes a leadership role in professional and community networks and supports the involvement of colleagues in external learning opportunities.	Parents are actively engaged in both the progress of their children's learning and in the educational priorities of the school.	The school takes part of local and national /international assessment exercises which allow it to diagnose learning needs, complying with curriculum system and/or school assessment requirements.