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AIS ACT NCCD Inclusion Project

Challenging the status quo - transforming teacher attitudes towards inclusion

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Truth
Compassion
Wisdom



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Our school context

- High academic achieving secondary school
 - In 2017, a focus on differentiation underpinned by John Hattie's work on **Visible Learning**
 - Including setting up professional learning, planning time and templates within Seqta to design tiered lessons to meet the academic needs of the students
 - 2018 the first “modified” programs embedded into programs and reporting in our student management system: Seqta
 - 2018 development of the NCCD Onenote with the dual role of collecting evidence as well as providing a rich resource for teachers on student learning profiles
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The nature of our challenge

Areas for support:

Toileting, changing of clothes for PE and hygiene etc

Encouraging social participation

Navigating the campus and arrival to class

Organizing locker, bags, books etc

Monitoring use of computer

Modifying learning outcomes, learning activities and assessments

Strategies to enhance inclusion and cooperation in the classroom

2017 Goals	Reflection
To count to 20 and beyond	<ul style="list-style-type: none"> [The student] can count to 20 confidently Can also count on from any number using a 100s chart
To understand and use Australian Money	<ul style="list-style-type: none"> [The student] can identify coins and is working towards counting the value of the money.
To tell the time on a digital watch	<ul style="list-style-type: none"> [The student] can tell the time on a digital watch, however doesn't know what that means
To use a calendar and time table.	<ul style="list-style-type: none"> [The student] knows what week it is (e.g A or B), he knows how to read a timetable
Understand the days of the week and months of the year	<ul style="list-style-type: none"> [The student] know the weeks and months
To write using full sentences	<ul style="list-style-type: none"> [The student] needs to be reminded to write using full sentences They can write 3 sentences in dot point form using capital letters and full stops [The student] has been learning how to email and we try to email home at least once a week
To build comprehension skills	<ul style="list-style-type: none"> [The student] can read Roald Dahl books and has basic comprehension. He cannot infer or predict. He can identify who the main character is and tell you what they did.
Spelling	<ul style="list-style-type: none"> We are teaching [The student] how to use a dictionary on his ipad. Can spell common words



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Transition strategies

“Is being in my class,
the best thing for the
student?”

“But, I’m not a
trained Primary
teacher.”

Speech Pathologist

Senior school – staff presentation

Guidelines for supporting James

“I don’t know how to teach at
that level”.

gram



What became evident:

Teachers needed support in:

Building knowledge of the student learning profile (abilities and strengths)

Clarity about what to do if the student didn't arrive to class or how much additional supervision/learning support was needed

Advice and teaching strategies on how high to set the academic bar

Strategies to reinforce expectations around behavior

Understanding that successful inclusion is possible



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AIS NCCD Project: Evidence Based Strategies

The results showed no evidence of educational benefits for those [students] in segregated settings, despite the higher teacher-learner ratios. Those who attended their neighborhood mainstream school made significant gains (two or three years) over their special school peers in expressive language and achievement.

P 308 What Really Works in Special and Inclusive Education – Using evidence based teaching strategies by David Mitchell (2008)

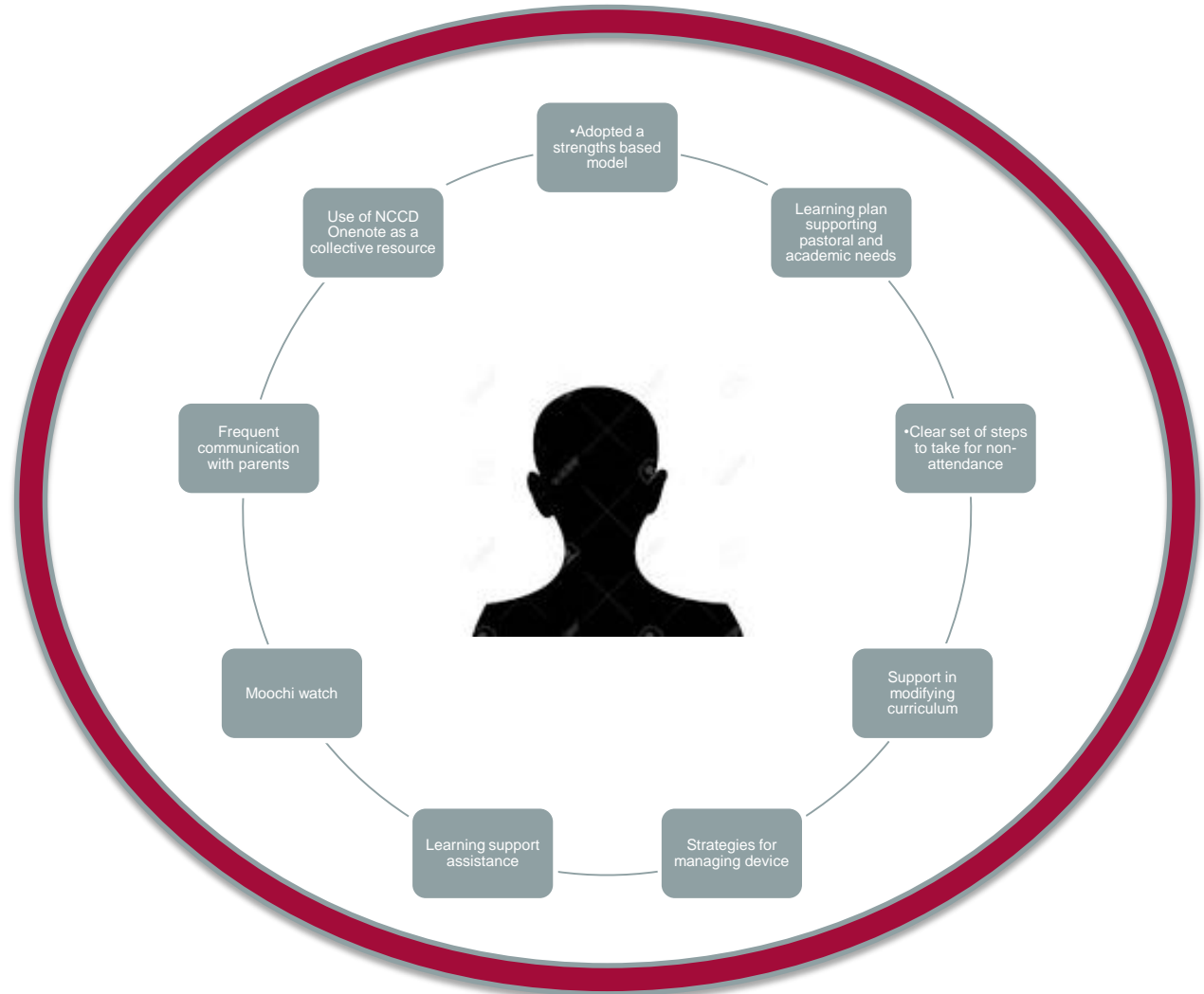
*The three diagnostic dimensions of the **Concerns-Based Adoption Model** (CBAM) provide tools and techniques that enable leaders to gauge staff concerns and program use in order to give each person the necessary supports to ensure success.*

<http://www.sedl.org/cbam/>



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Steps we took to support teachers:



The model is underpinned by frequent opportunities to share ideas, concerns and successes



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Using the NCCD to enhance collective efficacy

OneNote

Home Insert Draw View Class Notebook

Calibri 20

B I U X

Heading 1

Heading 2

To Do

Important

Term 4 2019 NCCD

General Information

Working memory an...

Resources

ADHD

Dyslexia

Down Syndrome

Autism

Juvenile Arthritis

Year 7 2019

Year 8 2019

Year 9 2019

Year 10 2019

Year 11 2019

Working memory and learning

Wednesday, 24 October 2018 10:46 am

Working Memory and learning difficulties. An article written by Dr Joni Holmes from the Cognition and Brain Sciences from Cambridge University.

<http://www.mrc-cbu.cam.ac.uk/wp-content/uploads/2013/09/Working-memory-and-learning-difficulties.pdf>

Working-memory...

Understanding Working Memory- A Classroom Guide - University of Cambridge

WM-classroom...

<http://www.mrc-cbu.cam.ac.uk/wp-content/uploads/2013/01/WM-classroom-guide.pdf>

Add section

Add page

Subject and teacher name: Sam Lonsdale

History

Adjustments to teaching and learning activities:

Liam Braithwaite assisted [redacted] in Yr 7 History lessons 3 periods per cycle.

There were a number of ways I differentiated & modified work for [redacted]. Sometimes I wrote specific questions in [redacted] workbook for [redacted] to respond to, other times I had a discussion with the learning support person in my History class (3 periods per cycle). At other times I gave [redacted] the same worksheet as the class and identified which questions [redacted] had to respond to. I at times gave [redacted] different books and websites for [redacted] to learn from that were pitched at [redacted] level (more Primary School level). Below is an example of a modified worksheet I used for [redacted] when teaching Ancient China. I have attached a copy of the worksheet the other students used.



Hist Turn
Point Grea...

Adjustments to assessment tasks/exams (dates on Seqta):

- ☒ Extra time
- ☒ Separate/small group supervision
- ☒ Modified assessment tasks (drag and drop a copy of both the original and the



Yr 7 gp
assignment...



Yr 7 gp
assignment...



Year 7
Creative...



Year 7
Creative...



What we found:

- Regular meetings are key to success
 - Anecdotally, the relationship between teachers with the student as well as across the school community has grown in positive, vibrant ways
 - However, significant drop in the frequency communication to manage behaviour/classroom expectations
 - Enhanced student learning outcomes.
 - While not quantifiable, the rhetoric has shifted from “I don’t know where to start”, to dialogue which is focused on how to capitalize on the student’s many strengths as well as devising strategies to develop areas of need in learning which we know as teachers is the key to any student’s development.
-



“Working with [the student] has highlighted many positive aspects in terms of collaboration for students, focusing on core learning intentions and imbedding more teaching strategies. The relational aspect with the [student] is significant. He needs to feel supported and trust his teachers, while at the same time be given very set guidelines and strict instruction...otherwise he could run a mile and get no work done at all.”

“My aim was to make sure the student was an active participant during class time and they would have access to challenging modified tasks. I achieved this by relying on their strengths and interests. The student was a visual and hands-on learner and therefore, I always kept that in mind when designing an activity. My strategy did not always work as I was dealing with a typical teenager (further elaboration is not necessary!) but overall, we had plenty to celebrate. I vividly recall the student proudly describing the content of their PowerPoint in front of the class. Here was a student who was confident and wanting to share his knowledge and understanding with his peers. I still smile when I think of that moment.”

Teacher success stories



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Marshmallow

Marshmallows are floury

And pinky and sticky

They taste sweat and like hot milo

When I eat one I think about bedtime

Work samples





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- Develops teachers' capacity in differentiation – success for all
- Promotes cross-department communication and a culture of collaboration
- Building a rich library of resources to support learning outcomes and to help teachers in coming years
- Growing awareness of students with learning styles and capacities as well as strategies to cater for diverse range of students in our classrooms

Fostering teacher capacity





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Thank you!
