NSW GOVERNMENT

Education & Communities

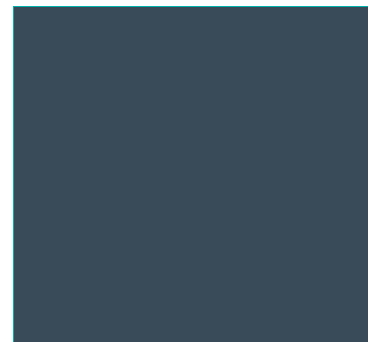*Public Schools NSW*

Tweed 5

Every Student, Every School

Learning and Support

Presenters:

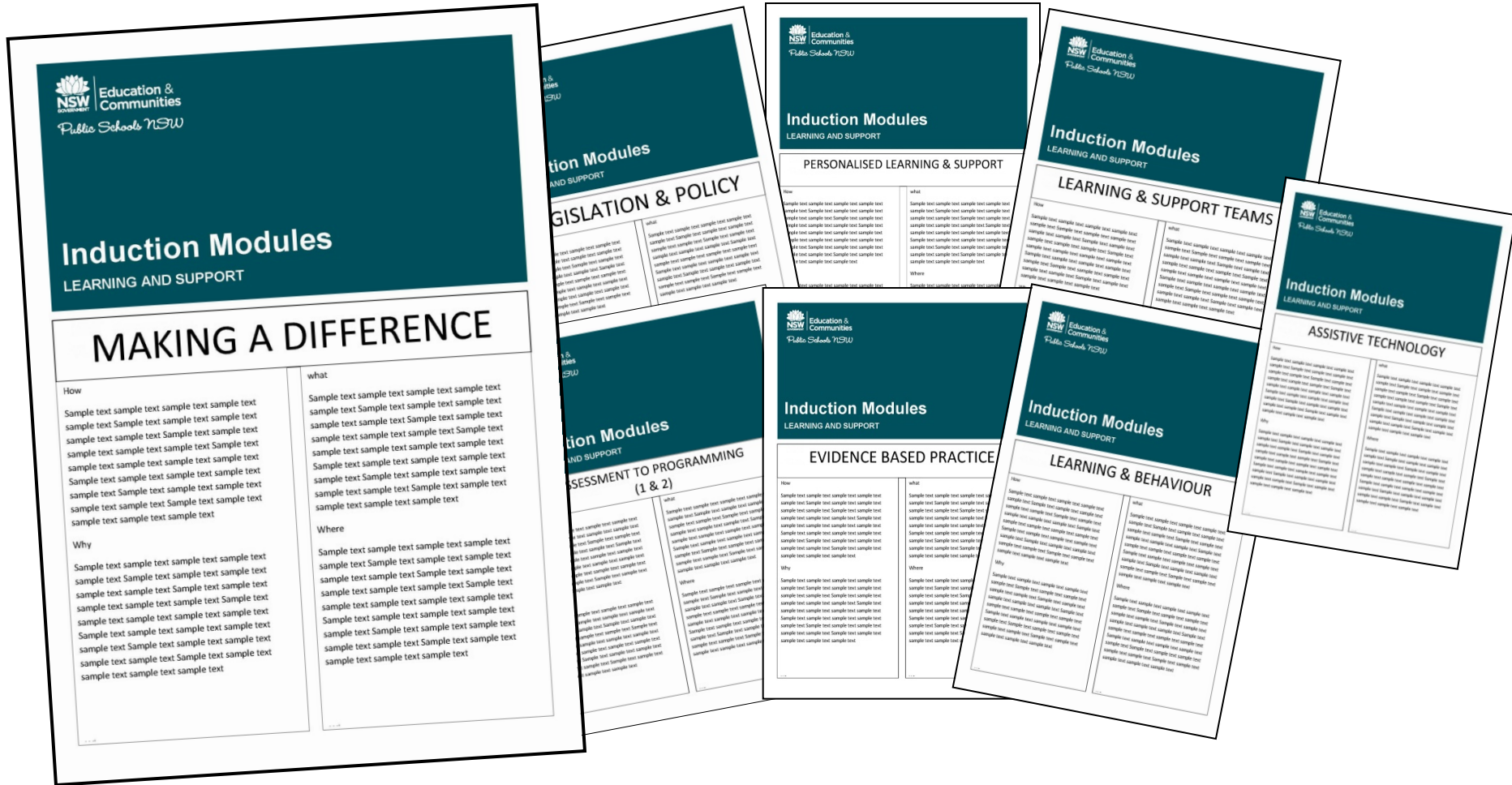Michael McNamara & Stuart Cutcher

Every Student, Every School
Learning and Support

- **Teaching and learning**
- **Curriculum**
- **Collaboration**
- **Accountability**
- **Teacher quality**

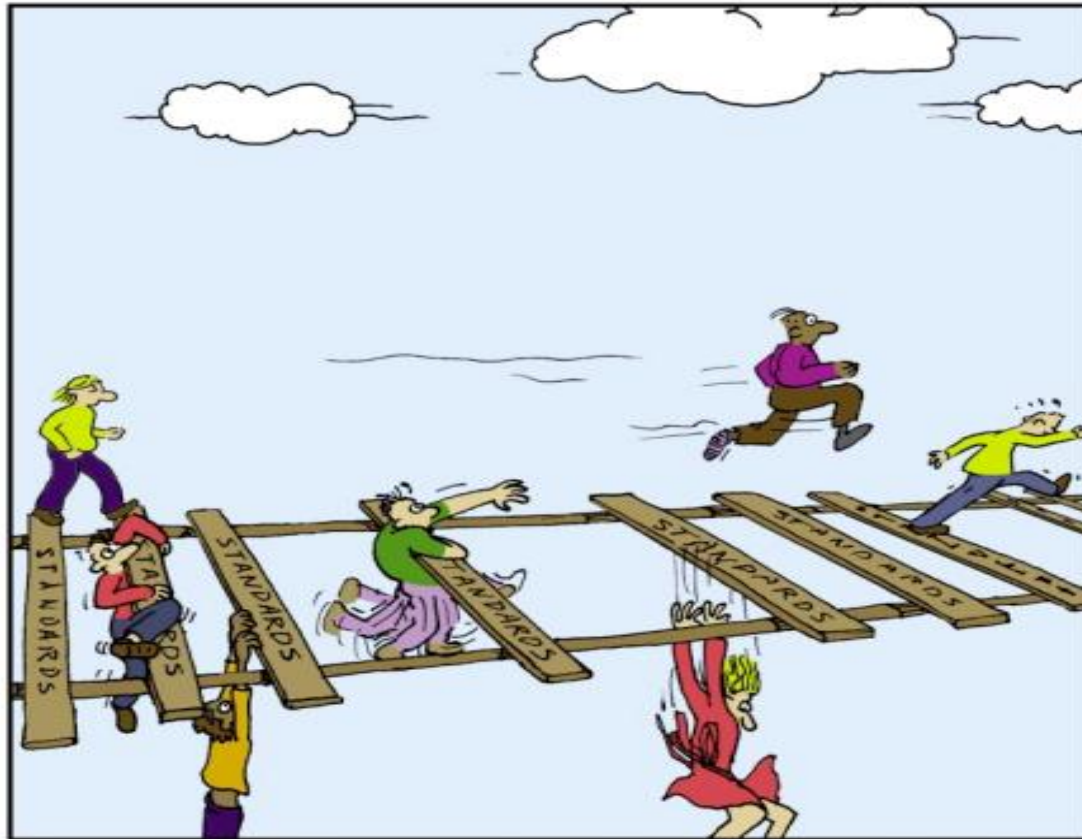is the responsibility of every school and every teacher.

Induction modules: Learning and support

Further professional learning materials will be progressively developed during Semester 2 to meet the emerging needs of schools and teachers.

Why do we need to do things differently?

Schools across Australia and beyond

Significant change but only marginal improvement

1970s
Early disability rights movement

1981
International Year of Disabled Persons

1986
Disability Services Act

1992 Disability Discrimination Act

2005
Disability Standards for Education

2008 Australia ratified the UN Convention on the Rights of Persons with Disabilities (CRPD)

2011
Productivity Commission Report

Proposed Disability Insurance Scheme

Pricewaterhouse Coopers 2011

Data clearly shows the need to support people with a disability
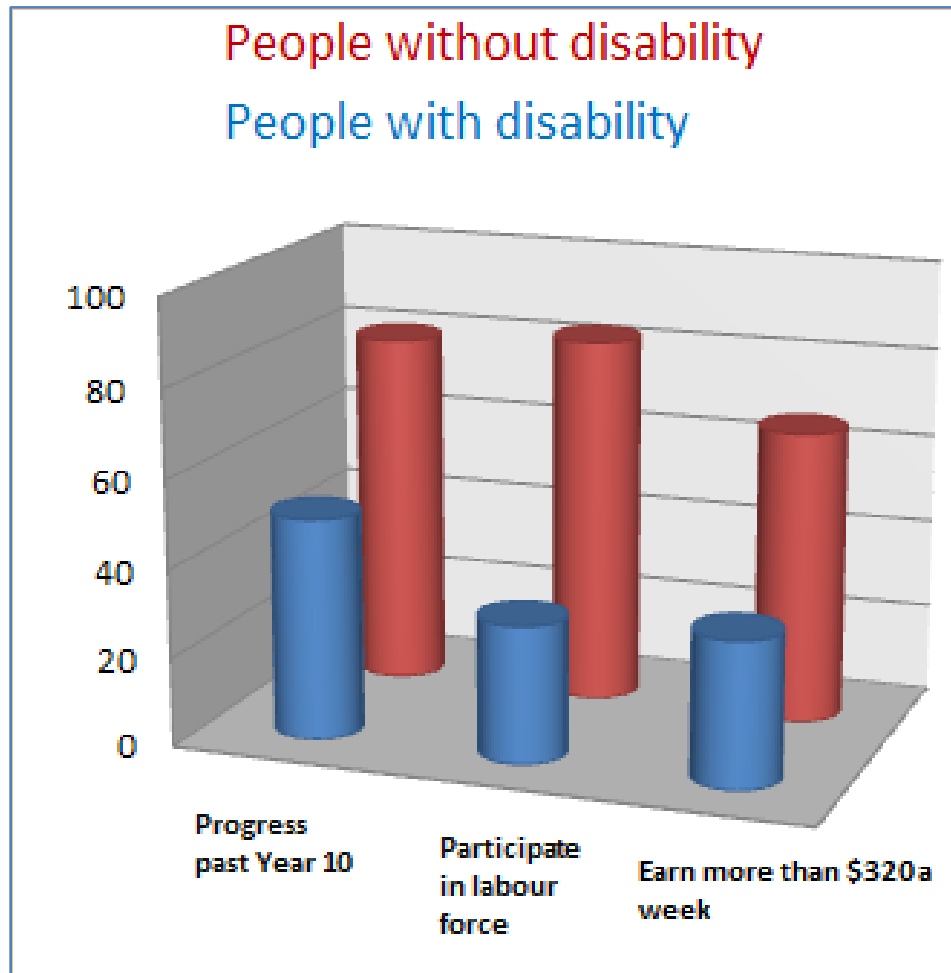
Supporting students with a disability: Our history…

1960/70s	80s	90s	2000s
Segregation	**Integration**	**Inclusion**	**Diversity**
special schools special classes	**regular schools** **special schools** **special classes**	regular schools special schools special classes	Up to 20% of all students could qualify as needing personalised learning adjustments under national disability discrimination legislation (ABS 2010)
disability by category • physical • sensory • intellectual	• physical • sensory • intellectual • language • emotional disturbance	• physical • sensory • intellectual • language • mental health • autism • learning difficulties • Disability Discrimination legislation (1992)	• Disability Standards for Education (2005) • UN Convention Rights of People with Disability (2006)

The way services have been delivered and changed over time impacts on attitudes, beliefs and expectations about students with disability.

Every school has obligations toward students with disability that are framed by law

International

UN Convention on the Rights of Persons with Disabilities 2006

Commonwealth

Disability Discrimination Act 1992 | Disability Standards for Education 2005

New South Wales

Education Act 1990 | Anti Discrimination Act 1977 | Workplace Health and Safety 2011 | Disability Services Act 1993

# Commonwealth Disability Standards for Education 2005

- Schools are required to treats students with disability **on the same basis as** students without disability.

- This includes providing **reasonable adjustments** to the student's learning program and /or their learning environment to enable their access and participation on the same basis as other students.

- Students with disability, or their parents, **must be consulted** on the personal adjustments that will be provided.

The standards cover:
- **enrolment rights, parent choice**
- **access and participation in all education activities without discrimination**
- **curriculum development, accreditation and delivery**
- **the provision of student support services**
- **obligations to put in place strategies and programs to prevent harassment and victimisation, or bullying, of students with disability**

Where we are now

Students with additional learning needs by support type 2012
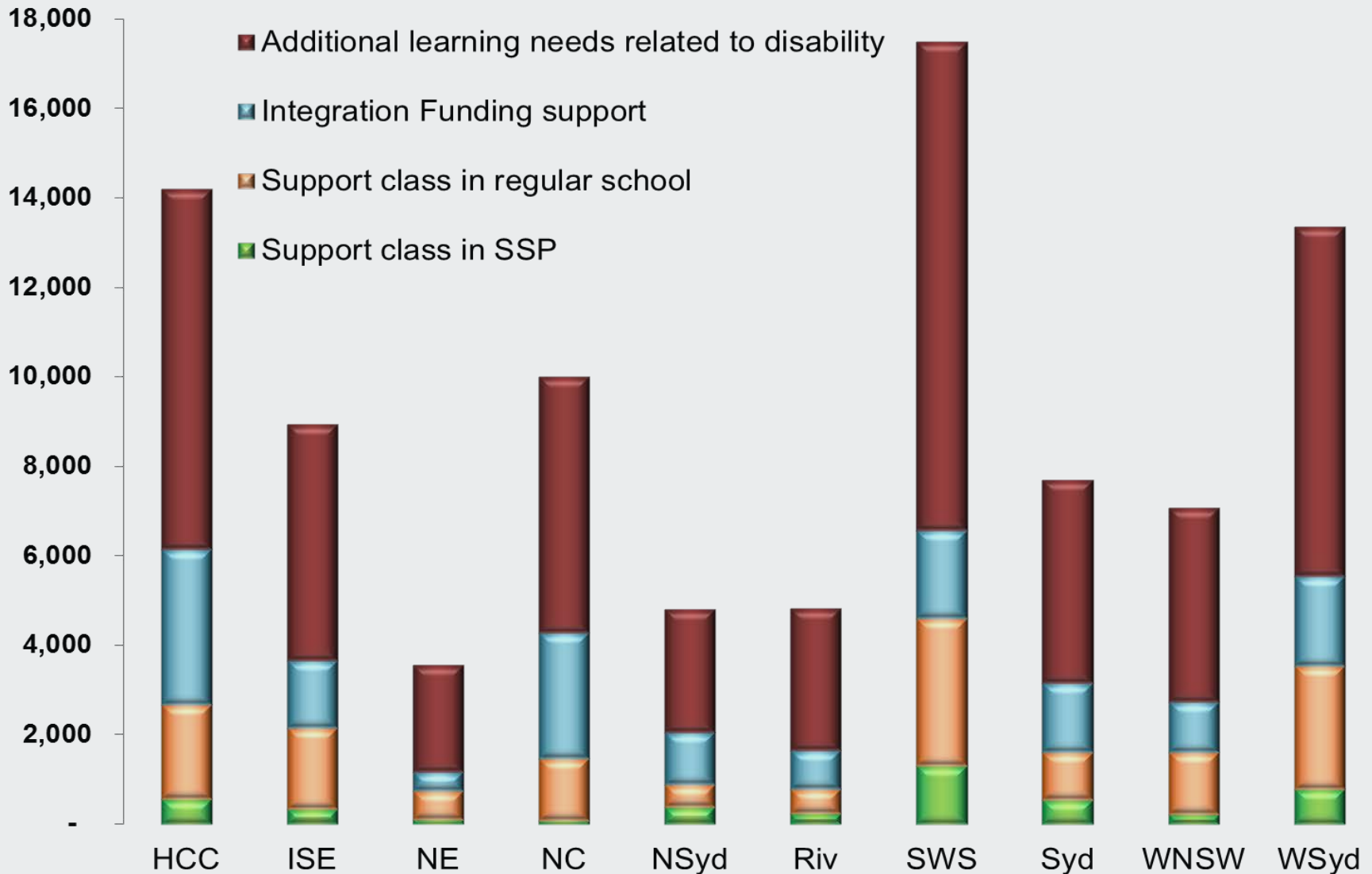
Facts and figures: NSW public schools 2012

- More than **740,000** students

- More than **2,200** schools and **50,000** classrooms

- More than **95,000** teachers and other employees

- **90,000** students (12% of the student population) have a disability or additional needs

- **35,000** (4.7% of the student population) have a confirmed disability against the criteria: intellectual, physical, hearing, vision, mental health, autism receiving targeted support

- **55,000** (7.5% of the student population) have additional needs relating to learning difficulties and/or behaviour disorders including ADHD, dyslexia, language or communication delay

- **77%** of students with disability, learning or behaviour difficulty are enrolled in regular schools

What are the implications for us

?

The NSW Public School's framework for learning and support in every school

Teacher quality

Sustaining high quality professional learning and support for teachers and their school community to understand and address the diverse learning needs of students.

Teaching and learning

Having high expectations for every student and providing adjustments to support the individual's learning needs.

Curriculum

Working towards high quality outcomes through *rigorous, meaningful* and *dignified* learning for every student

framework for learning

Accountability

Meeting our obligations under the Disability Standards For Education.

Collaboration

Personalised learning and support plans developed and implemented in full collaboration with the student and/or their parent and carers.

Learning and support in NSW schools
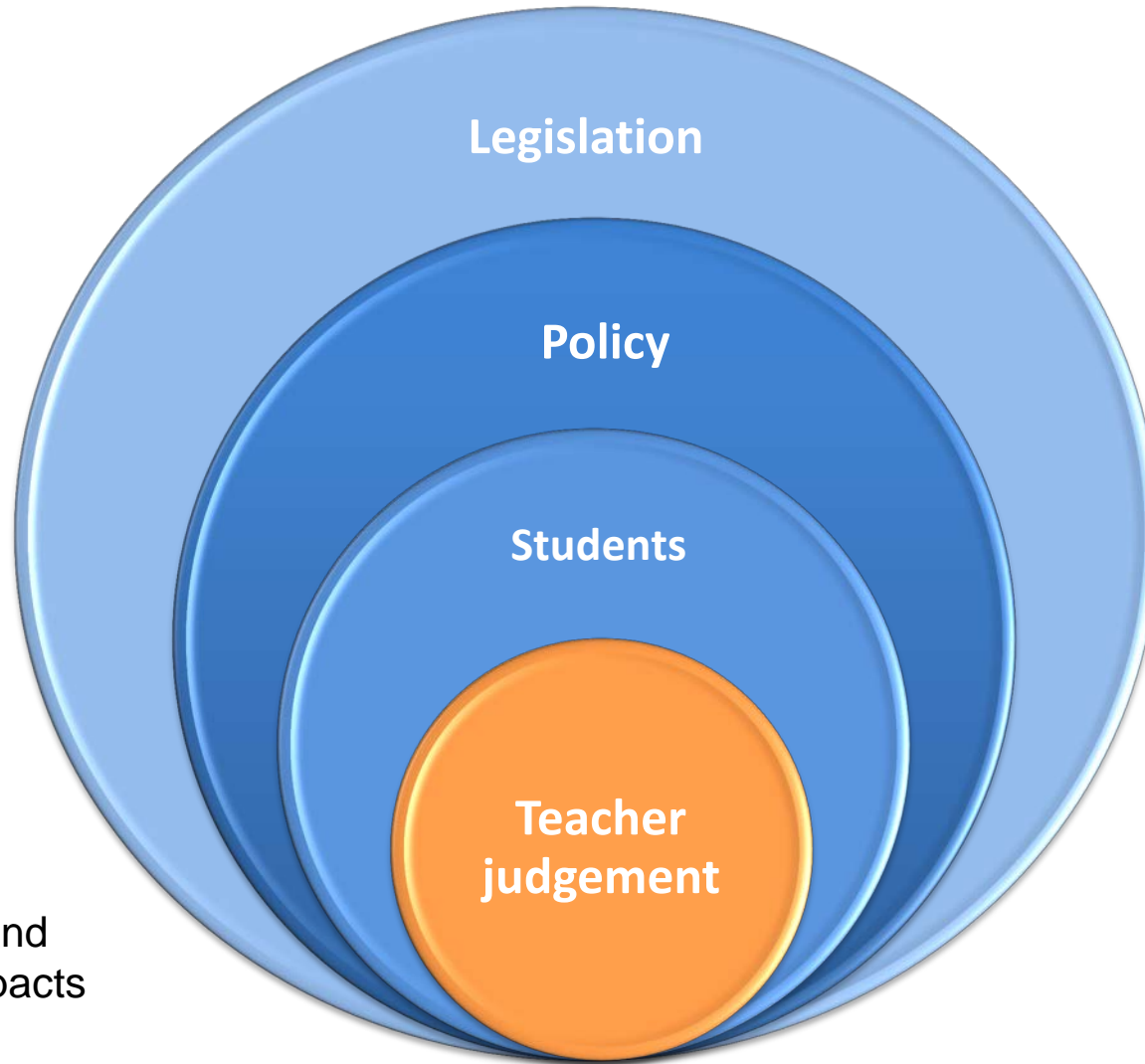
Teacher capability

Decisions that teachers make and what they do impacts directly on the outcomes and future opportunities of all of their students.

Quality of the learning experience

Teaching which is responsive to student diversity has a positive impact on all students.

What is needed for effective learning and support?

The quality of the learning experience

Teaching which is responsive
to student diversity
has a positive impact on all
learners

Teacher capability

Decisions that teachers make
and what they do directly
impacts on the outcomes and
future opportunities of each of
their students.

Unpacking teacher capability

Each of us needs to be equipped to provide learning and support that:

Respects

student voice and choice of the individual

Recognises

student ability or limitation

Responds

to meet each student's learning and support needs

Unpacking the quality of the learning experience

The quality of the learning experience for every student needs to be:

Rigorous

Meaningful

Dignified

Personalised learning and support

LEARNING

Assessment

Curriculum

Instruction

Collaboration

SUPPORT

Communication

Health care

Wellbeing

Participation

Physical access

A highly effective and integrated approach to learning and support takes account of the interrelationships between individual student learning and support needs.

How

….can I, as a Head Teacher, impact on:

- the capability of teachers;
- the quality of the learning experience;
- adjustments for learning and support?

ROLE OF THE LEARNING AND SUPPORT TEACHER

ROLE OF THE AP LEARNING AND SUPPORT

ROLE OF THE EXECUTIVE

ROLE OF A SCHOOL COUNSELLOR

ROLE OF A CLASS TEACHER

ROLE OF A SCHOOL LEARNING SUPPORT OFFICER

ROLE OF A PRINCIPAL

ROLE OF A SCHOOL EDUCATION DIRECTOR

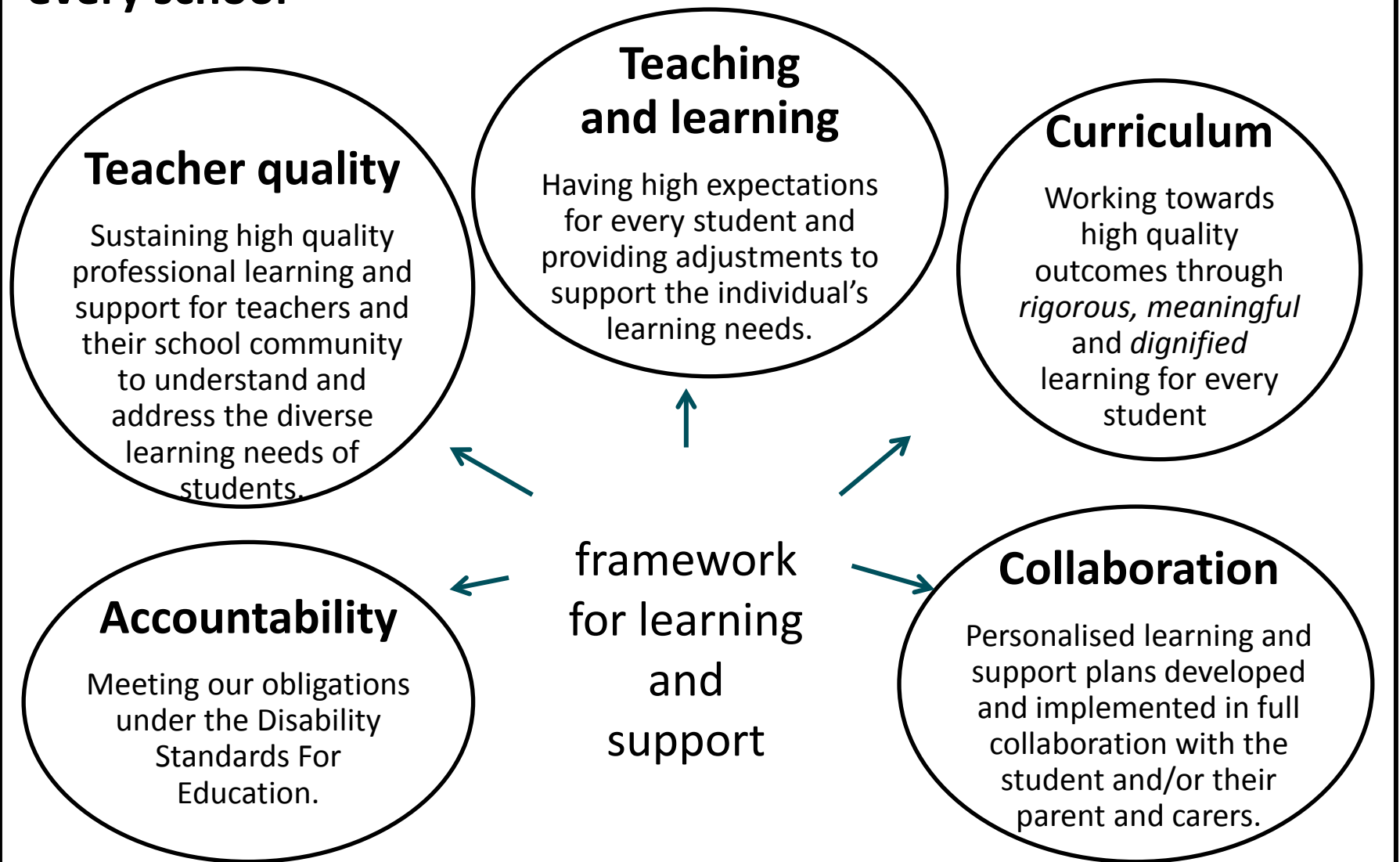# The Head Teacher role and learning and support

Step 1

Consider the ways in which your role can support the elements of the framework.

- Teaching and learning

- Curriculum

- Collaboration

- Accountability

- Teacher quality

The NSW Public School's framework for learning and support in every school

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framework for learning and support

Collaboration

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Road blocks to implementation

- Many teachers have not adjusted programs for a number of reasons, including:

1. They don't believe they should have to.

2. They don't know how

Considerations when making adjustments. 1/4

In planning and programming:

- collaboration and research;
- identifying essential components;
- small sequenced steps;
- additionally and alternate demonstrations;
- guided practice;
- alternate assessment tasks and methods.

Considerations before making adjustments

- What prior knowledge and skills does the task build upon?

- Does the student have these?

- Does the student have the necessary vocabulary?

- How complex is the task?

- Delivery in small steps for complex tasks.

- What teaching strategies are best?

Considerations before making adjustments continued   3/4

- How will the learning be presented?
- Can it be presented in another way?
- How does the student best participate and communicate?
- What scaffolding will support and guide understanding?
- Are adjustments to the learning environment necessary?
- How can learning be measured?

Considerations before making adjustments continued   4/4

- Does the teacher have the necessary skills and knowledge?
- Behavioural management issues?
- How can learning be measured?
- Are special provisions required?
- How can effective feedback be provided?

What knowledge and skills do I have to share?

Discuss with colleagues one successful adjustment you have made, or seen made, to support a student with a disability in a:

- theory delivery environment;
- practical delivery environment;
- A challenging behaviour environment.

Resources

- Commonwealth Disability Standards for Education (2005)
www.deewr.gov.au/schooling/programs/pages/disabilitystandardsforeducation.aspx

- Disability Expectations: Investing in a better life, a stronger Australia (November 2011)
http://www.pwc.com.au/industry/government/publications/disability-in-australia.htm

- Shut Out Report (2009)
http://fahcsia.gov.au/our-responsibilities/disability-and-carers/program-services/government
international/national-disability-strategy-shut-out-report

- Productivity Commission report of inquiry into disability care and support (July 2011)
http://www.pc.gov.au/projects/inquiry/disability-support/report

- National Disability Strategy (2010-2020)
http://www.coag.gov.au/coag_meeting_outcomes/2011-02-
13/docs/national_disability_strategy_2010-2020.pdf

- National Disability Insurance Scheme (July 2013)
http://www.ndis.gov.au/