

**LEAP Action Learning Report 2014**

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| Topic area  (What) | Inclusion more than occupying a seat in the classroom!  How can we build teacher capacity to deliver differentiated learning in the classroom?  How do multidisciplinary teams help support student achievement? Are we integrating effectively in our schools?  Ah Ha moment it’s ok to flounder as quality takes time and teachers need to be supported through the referral process how do we ensure our teachers are valued? |
| Context  (Where and When) | Leap Visit September 2014 to October 2014  Brigadoon Public School and Jean Steckle Public School |
| Research methods  (How) | Look at our referral system and compare with Ontario system.  Look at interventions being used  Ways curriculum being differentiated  Use of resources to support struggling learners |
| Findings  (So what) | Ontario referral system is based on the continual assessment process, the two schools visited outlined a pre referral process which cuts down wait time for teachers but strengthens the part class teachers’ play in the referral process. Saw lots of collaboration and lots of teacher confidence in dealing with students with special education needs in the classroom. Clear direction and set goals, processes and procedures to serve the needs of students.  Teachers feel supported and appreciated  Lots of feedback and data collected about impact of work  VPs spend a great deal of their time in teacher capacity building and support. Classrooms visited had differentiated instruction occurring in lessons as well as withdrawal programs operating.  Roles within Special Education are well-defined. The first role being the Classroom Teacher, where it is evident that it is the classroom teachers’ responsibility to build the individual profile of the student.  The Special Education Resource Teacher SERT is the link tying the special education component and the In-School Team together.  The In-School Support Team (IST) meets weekly and it is outlined that it is run with the leadership of the principal. Plan and are inter-connected, sharing workloads and keep each other focused on key goals they have set. Focus for the team is based on the needs of the students and the teachers in classroom settings.  The IST only has 2 tokens they can use to access professional service staff and the IST ensure pre-referral processes have been exhausted prior to making System Referral. More collaboration with trained SERT teachers in tiered instruction.  Tiered instruction   1. Quality Teaching –Universal design to instruction and the learning environment. 2. Early Literacy Support- In-class support additional coaching and re-ordering learning objectives 3. Booster Support A-20 minutes per day for 16 weeks in a small group led by trained teacher. Alternate to reading and writing. Students struggling with reading and writing 4. Booster Support B- 30 minutes individual instruction for 12-20 weeks- lowest attaining students.   **The System Support Team-Multi Disciplinary Team** together making recommendations to support school, parents, placements and transitions and programs.  Parents partners in these projects  Board provides Tools to assist with Classroom strategies (TACS) electronic document electronic document that outlines best practices in programming and resources for class teachers. TACS has many guides in it and is linked to documents. If student continues to exhibit difficulties then class teacher guided through the referral process. The SERT teacher also has access to additional strategies for behavioural, academic, social and adaptive functioning and physical and learning issues. The SERT is also guided through the process of making referrals through the Multidisciplinary team and for professional assessments. |
| The author  For further information contact: | Name: Silvia Azzopardi  School/work place: Northmead Public School  Contacts: Sherri Davidson Twin Vice Principal  Email: silvia.azzopardi@det.nsw.edu.au  Phone: 02 9631 3133 |