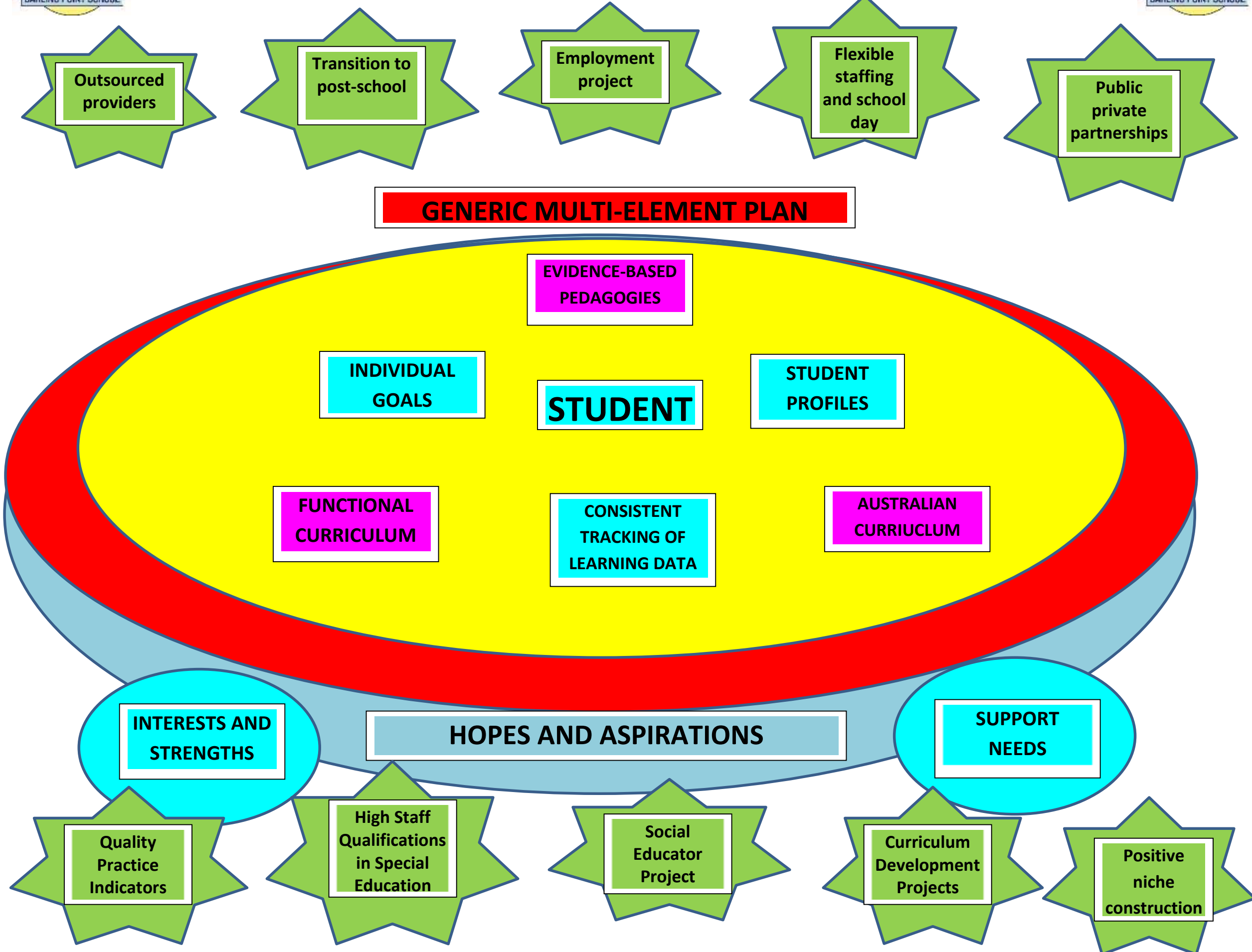
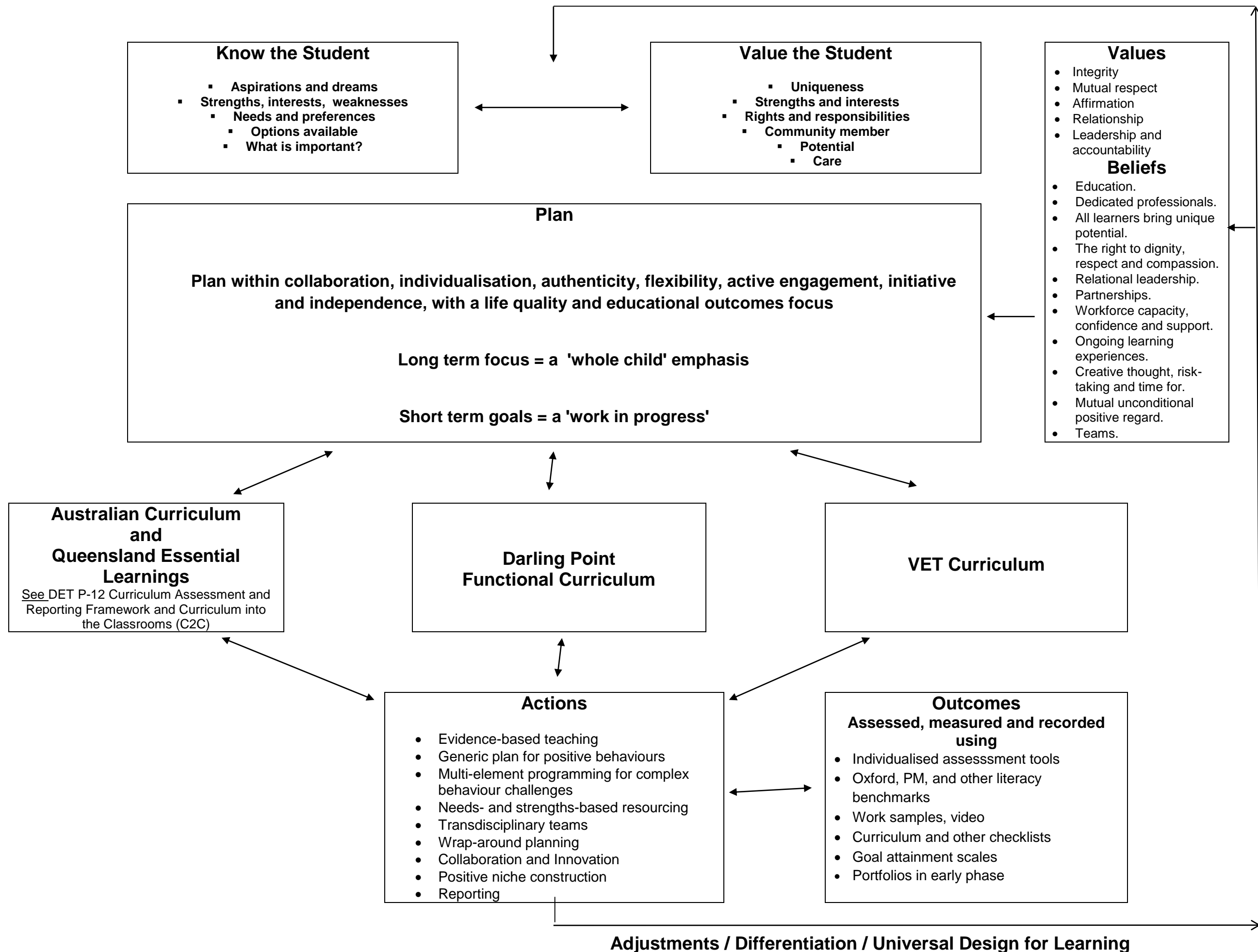




DARLING POINT SPECIAL SCHOOL PEDAGOGICAL FRAMEWORK



OUR FOCUS FOR CURRICULUM AND PEDAGOGY AT DARLING POINT SPECIAL SCHOOL



OUR STUDENTS – EVERY STUDENT LEARNING EVERY DAY IN EVERY CLASSROOM AND THE COMMUNITY			
VALUES	BELIEFS	STRATEGIC PRIORITIES	PROFESSIONAL LEARNING AND INSTRUCTIONAL LEADERSHIP
<ul style="list-style-type: none"> Integrity Mutual respect Affirmation Relationship Leadership and accountability 	<ul style="list-style-type: none"> Education is the heart of personal and community development. Dedicated professionals engaged in meaningful relationships with students and families enable all students to maximize their learning potential and achieve individual excellence. All learners bring unique potential to our school community. Every member of our school community has the right to be treated with dignity, respect and compassion. A relational leadership focus is essential for school success and transformational growth. Partnerships amongst school personnel, families, other agencies and the wider community promote successful outcomes for the school, our students and workforce. Workforce capacity, confidence and support are intrinsic to successful outcomes. Ongoing learning experiences through systematic investigations, application of research findings, mentoring, coaching and support add value to our practices and ensure world-class teaching and learning. Creative and insightful thought, risk-taking and time for reflection bring new ideas to our practice. Mutual unconditional positive regard is essential for trusting, supportive relationships and positive, educational outcomes. Each member of our team accepts their own responsibilities and expects the same from all others in the team. 	<ul style="list-style-type: none"> Improved student outcomes Curriculum alignment Curriculum relevance and authenticity Teaching efficacy especially in literacy and numeracy Evidence- and data -based decision making Generic Plan and data sheet as a mechanism for next generation Positive Behaviour Support Workforce planning and deployment Staff performance and development Values-based systems and practices Safety and dignity Resourcing that supports learning Distributed leadership – duck cabinet High order business practices aligned to learning as the key priority 	<p>Professional learning is:</p> <ul style="list-style-type: none"> focused on student outcomes (not just individual teacher needs) focused on and embedded in teacher practice (not disconnected from the school) informed by the best available research on effective learning and teaching (not just limited to what they currently know) collaborative, involving reflection and feedback (not just individual inquiry) evidence based and data driven (not anecdotal) to guide improvement and to measure impact ongoing, supported and fully integrated into the culture and operations of the system – schools, networks, regions and the centre (not episodic and fragmented) an individual and collective responsibility at all levels of the system (not just the school level) and it is not optional <p>Leading professional practice through</p> <ul style="list-style-type: none"> Building a vision Distributed leadership e.g. duck cabinet Leading a learning community e.g. action research, study groups, reading circles, case discussions, peer observation, lesson study Gathering evidence and data e.g. observing students and examining their work, collaborating with functional behaviour assessments, considering assessment results – teachers, therapists, guidance officer, approving EAP profiles and submitting disability verification documentation Monitoring curriculum and instruction e.g. walk throughs, lesson observation, periodic service review process, video collaboration, parent/advocate meetings, feedback from employers and post-school providers Reflection e.g. 5Rs

Person-centred planning	High expectations		Evidence-and data-based decision making	Alignment of curriculum, pedagogy and assessment	Targeted and scaffolded instruction	Safe, supportive, connected and inclusive learning environments
Authenticity		Individualisation		Collaboration		
Flexibility	Authenticity		Life quality perspective		Socio-cultural interactivity	Innovation
The learner, the setting, the context, other factors in the context such as anniversary responses and other impacts etc.	Conceptualisation, simulation	Real world relevance and personal meaning, participation	Agency, self-determination, learner choice, self-regulation	Customisation	Social interaction, conversation and dialogue (Vygotsky, 1978, Laurillard 2007)	Data sharing (Traxier, 2010)
Formally scheduled or unscheduled – just in time, on the fly schedule – incidental or spontaneous learning	Fit with context, task / process authenticity, supported by context-aware functionalities		Goal setting, task medication, control over task pace.		Social networking, immediate or delayed – real time or not; modality used	
			Access, Produce, Exchange			

Curriculum Intent

What do our students need to learn?

- *Knowledge, functional skills and processes aligned to positive futures taking account of individual student strengths, interests and needs*
- *Generalisation and maintenance strategies to maximise success across contexts*
- *Developmental knowledge and skills to enhance self-confidence, self-esteem, independence, social interactions and inclusion in the community.*
- *Content aligned with the Australian, Early years curriculum guidelines, General capabilities, differentiated, functional curriculum - School Curriculum, vocational education and training curricula*
- *Social, coping and vocational knowledge and skills*

Strategies we use

- School Curriculum Plan working group
- Family and advocate input through strategic and operational planning activities
- Research of quality curriculum for students with disabilities worldwide
- Professional networks and partnerships
- Collaborative Planning
- Scope and Sequencing activities
- Unit Planning and Lesson Planning for very early career teachers and otherwise as needed
- Student support notes
- Generic plan for positive behaviour support
- Multi-element programming for complex behaviour support issues
- Developing Performance Plans
- Whole School Data Collection System
- Professional Conversations
- Learning Expectations
- Community based learning
- STEP UP to EMPLOYMENT project
- Collaboration and Innovation project

Evidence we see

- Semester, term, weekly and daily planning
- Focused staff meetings with minutes published
- Assessment criteria and exemplars
- Annotated unit plans and lesson plans where applicable
- Individual Student Support Notes, plans
- Individual Curriculum Plans on OneSchool

Assessment

What have our students learnt and how well have they learnt it?

- *Align curriculum intent with individual targets and goals*
- *Differentiated assessment*
- *Assessment is used*
 - ✓ *for learning*
 - *to use student progress to inform teaching*
 - ✓ *as learning*
 - *to inform students' future learning goals*
 - ✓ *of learning*
 - *to assess student achievement against goals and standards*

Evidence we see

- Assessment tasks
- Range and balance of assessment
- Exemplars
- Individual, cohort, and school data
- Student assessment pieces in various forms matched to student strengths and learning priorities
- Reporting cycle including two written reports and verbal reporting per annum.

- *'Design, test, analyse, refine' cycle for assessment*
- *Individual diagnostic assessments and data analysis*
- *Inter-rater reliability checks for observation data*
- *Learning matrices*
- *Achievement checklists*

- Whole School Assessment Plan
- Scaffolding (*Trudge, 1990*) for different learning styles, interests, strengths, support needs: e.g. social interpretation; visual schedules; cues; prompts;
- Diagnostic assessment aligned to student needs, interests and strengths and with benchmarks

Sequencing Teaching and Learning

The relationship between what is taught and how it is taught in order to maximise student learning

- *Front-end assessment*
- *Understand learning styles*
- *Differentiated instruction to*
- *meet individual student strengths, interests and needs*
- *Link to school values, mission and priorities*

Strategies we use

- Evidence-based teaching strategies – see detail below
- Classroom Observations
- 'I do, We do, You do' approach to teaching
- Whole School Programs - Reading, Spelling, Writing, Problem Solving, Mathematics, Science, Swimming, Visual arts, Science, Vocational Education
- Whole School approach to supportive school environment through positive behaviour support and multi-element programming
- Community based instruction

Evidence we see

- Feedback from classroom observations through video recording, time sampling, teacher reflection – 5R's model
- Professional conversations

- *Explicit lesson structures*
- *Individual Education Plans*
- *Individual Curriculum Plans, Generic Support Plans, Multi-element Plans, Medical Support Plans*
- *Informed by the Professional Standards for Teachers*
- *Design, test, analyse, refine cycle for teaching*

- Mobile learning
- Embedded ICT using a wide range of options suited to individual strengths and needs
- Gradual Release of Responsibility
- Whole school Reading Assessment System

Consideration of Place – where does the learning take place?

Connection – with whom does the learning take place, taking account of communication, social interactions, social networking?

Immediacy – when does the learning take place – convenience and authenticity linked to 'teachable moments', spontaneity and activity – how and where is the curriculum content used and integrated?

- Learning intent visible for students, parents/carers, school learning team (teacher, teacher aides, therapists, social worker, guidance officer, curriculum specialist teachers, school leaders)
- Student work displayed

Evidence-based pedagogies - Students with Autistic Spectrum Disorder

- ✓ Antecedent based interventions: <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/ABI-complete-2010.pdf>
- ✓ Discrete trial teaching <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Discrete-Trial-complete10-2010.pdf>
- ✓ Peer-mediated instruction and intervention <http://afirm.fpg.unc.edu/node/2>
- ✓ Functional communication training <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Functional-Communication-Training-Complete10-2010.pdf>
- ✓ Picture exchange communication system (PECS) http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/PECS_Complete.pdf
- ✓ Speech generating devices <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Speech-Generating-Devices-Complete-10-2010.pdf>
- ✓ Exercise
- ✓ Pivotal response training <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/PRT-Complete-10-2010.pdf>
- ✓ Modelling
- ✓ Computer aided instruction <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Computer-Aided-Instruction-Complete10-2010.pdf>
- ✓ Video modelling http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/VideoModeling_Complete.pdf
- ✓ Scripting
- ✓ Social skills groups <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Social-Skills-Groups-Complete-10-2010.pdf>
- ✓ Task analysis <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Task-analysis-Complete-10-2010.pdf>
- ✓ Response interruption / de-direction <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Response-Interruption-Complete-10-2010.pdf>
- ✓ Self-management <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Self-management-Complete-10-2010.pdf>
- ✓ Social narratives <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Social-Narratives-Complete-10-2010.pdf>
- ✓ Time delay http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/TimeDelay_Complete.pdf
- ✓ Functional behaviour assessment <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Functional-Behavior-Assessment-Complete10-2010.pdf>
- ✓ Reinforcement <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Reinforcement-Complete10-2010.pdf>
- ✓ Differential reinforcement <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Differential-Reinforcement-complete10-2010.pdf>
- ✓ Extinction <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Extinction-Complete-10-2010.pdf>
- ✓ Naturalistic intervention <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Naturalistic-Intervention-Complete10-2010.pdf>
- ✓ Prompting <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Prompting-Complete-10-2010.pdf>
- ✓ Visual supports <http://afirm.fpg.unc.edu/visual-supports>

Evidence-based pedagogies - Students with Intellectual Disability

- ✓ Intentional communication - **Intensive interaction**
- ✓ Academics – **Systematic instruction**, Spooner, Knight, Browder, Smith, 2012;
- ✓ Science - **Systematic instruction**, Spooner, Knight, Browder, Jiminez, DiBiase, 2011;
- ✓ Mathematics – **Systematic instruction**, Browder, Ahlgrim-Dalzell, Spooner, Mims, Baker,2009;
- ✓ Reading – **Systematic instruction**, vocabulary, picture identification
- ✓ Mathematics - **Opportunity to respond** – Browder, Ahlgrim-Dalzell, Spooner, Mims, Baker,2009;
- ✓ Mathematics – **In Vivo instruction** - Browder, Ahlgrim-Dalzell, Spooner, Mims, Baker,2009;
- ✓ Mathematics – **Massed trial training** – Browder, Wakeman, Spooner, Ahlgrim-Dalzell, Algozzine, 2006;
- ✓ Mathematics – **Systematic prompting** – Browder, Wakeman, Spooner, Ahlgrim-Dalzell, Algozzine, 2006;
- ✓ Mathematics – **Time delay** - Browder, Wakeman, Spooner, Ahlgrim-Dalzell, Algozzine, 2006;
- ✓ Reading – vocabulary – **Massed trial training** – Browder, Wakeman, Spooner, Ahlgrim-Dalzell, Algozzine, 2006;
- ✓ Reading – vocabulary – **Systematic prompting** – Browder, Wakeman, Spooner, Ahlgrim-Dalzell, Algozzine, 2006;
- ✓ Reading vocabulary – **Massed trial training** - Browder, Wakeman, Spooner, Ahlgrim-Dalzell, Algozzine, 2006;
- ✓ Reading comprehension - **Massed trial training** - Browder, Wakeman, Spooner, Ahlgrim-Dalzell, Algozzine, 2006;
- ✓ Reading comprehension - **Systematic prompting** – Browder, Wakeman, Spooner, Ahlgrim-Dalzell, Algozzine, 2006;
- ✓ Reading comprehension – **Use of pictures**
- ✓ Reading comprehension – **Functional use**
- ✓ Functional life skills – **Backward chaining**
- ✓ Grocery shopping, communication skills – **Community based instruction**
- ✓ Leisure skills – **Constant time delay**
- ✓ Communication skills – **Least-to-most prompting**
- ✓ Communication – **Speech Language Pathology designed interventions**
- ✓ Functional life skills – **Least-to-most prompting**
- ✓ Specific job skills – **Least-to-most prompting**
- ✓ Functional life skills – **Most-to-least prompting**
- ✓ Money counting and purchasing skills – **One-more-than strategy**
- ✓ Purchasing skills – **Progressive time delay**
- ✓ Grocery shopping – **Response prompting**
- ✓ Laundry skills – **Response prompting**
- ✓ Leisure skills – **Response prompting**
- ✓ Purchasing skills – **Response prompting**
- ✓ Social skills – **Response prompting**
- ✓ Employment skills – **Response prompting**
- ✓ Goal attainment – **Self determined learning model**
- ✓ Student individual plan participation – **Self-directed planning**
- ✓ Social skills – **Self-management instruction**
- ✓ Job specific skills - **self-management instruction**
- ✓ Functional life skills – **Self monitoring**
- ✓ Purchasing skills – **Simulations**
- ✓ Functional skills – **Simultaneous prompting**
- ✓ Food preparation – **Video modelling**
- ✓ Home maintenance – **video modelling**
- ✓ Self-determination and transition planning – **Whose Future is it anyway?**

Evidence-based pedagogies - Students with Physical Disability

- ✓ **Conductive Education** <http://www.ffce.com.au/education>
- ✓ **Mobility Opportunities Via Education (MOVE)** <http://www.movetolearn.com.au/content/move-learn-movement-program> <http://www.adwest.sa.edu.au/move.htm>
- ✓ **Hydrotherapy** - <http://www.childsplayphysio.com.au/cerebral-palsy/>; hydrotherapy and autism - <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3917923/> ; hydrotherapy and intellectual disability - <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3917923/>
- ✓ **Physiotherapy**
- ✓ **Occupational therapy**
- ✓ **Positive niche construction**
- ✓ **Speech language pathology**
- ✓ **Universal Design for Learning.**

Generic Plan and Multi-element programming

<p>Ecological adjustments</p> <ul style="list-style-type: none"> • Visual schedules • Precursor management • Interactional style • Transition supports • Environment matching • Positive niche construction • Universal Design for Learning 	<p>Positive programming</p> <ul style="list-style-type: none"> • General skills • Developmental skills • Functional skills • Coping skills 	<p>Direct treatments</p> <ul style="list-style-type: none"> • Daily schedule criteria • Density of preferred events • Alternative sequences 	<p>Reactive, emergency strategies</p> <ul style="list-style-type: none"> • Active listening • Stimulus • Re-direction • Strategic capitulation
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<p>Ecological adjustments <u>Definition</u> - changes in the physical, programmatic and interpersonal environment to better fit the person's characteristics and needs. <u>Physical factors</u></p> <ul style="list-style-type: none"> • setting • light • noise • crowding • implications <p><u>Interpersonal factors</u></p> <ul style="list-style-type: none"> • peer respect • communication / culture • social interactions • expectations • implications <p><u>Programmatic factors</u></p> <ul style="list-style-type: none"> • choice, predictability, control • motivational system • curriculum * goals and objectives * tasks and materials • task difficulty • instructional methods 	<p>Positive programming <u>Definition</u> Longitudinal instruction designed to teach skills and competencies to facilitate behavioural changes of the purpose of social and community integration. <u>General instructive program</u></p> <ul style="list-style-type: none"> • Functional curriculum • Developmental curriculum - chronologically age-appropriate, zero inference • Developing independence • Functionally equivalent skills e.g. ringing a bell vs crying, word care vs hitting, communicating confusion, saying "no" • Functionally related skills <ul style="list-style-type: none"> ○ discrimination ○ choice ○ predictability and control ○ rules ○ stimulus control • Coping skills <ul style="list-style-type: none"> ○ desensitisation ○ shaping ○ relaxation training 	<p>Direct treatments <u>Definition</u> Strategies and processes to assist the person to achieve life quality and have their needs and wants met through socially acceptable behaviours Stimulus control In the presence of certain stimuli, the behaviour is more likely to occur, therefore provide the environment that fosters to desired learning and/or behaviours. Reinforcement Reinforce according to a data-driven schedule. Incentive Schemes (Schedules of Reinforcement)</p> <ol style="list-style-type: none"> 1. DRO – for not exhibiting a problem behaviour 2. DRL – for demonstrating reduction in Problem behaviour <p>Stimulus satiation If it's what he wants, give it to him and don't make him work for it! Then design a program to teach the person sharing and delaying gratification.</p>
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Making Judgments

Teachers and students using standards to make evidence-based judgments in order to monitor and inform the next steps for learning

- Use individual student data, standards, evidence and teacher agreement to achieve consistency of judgment
- Alignment with achievement standards of ACARA and C2C
- Know relevant curriculum documents
- Use functional behaviour assessment data to inform planning via generic plan or individual multi-element plan see attached for format.

Strategies we use

- Develop clear, specific criteria relevant to the task
- Provide clear expectations about quality performance
- Be clear and explicit with students and parents/carers about how assessment will occur and provide exemplars
- Whole School Assessment Overview
- Understanding the Achievement Standards
- Data analysis against individual targets, goals and benchmarks to inform planning

Evidence we see

- Goal setting
- Data files
- Verbal and written feedback discussions with parents, students and other teachers as applicable
- Report cards

Feedback

Information and advice provided by a teacher, peer, parent or self about performance aimed at improving learning

- *Self and peer feedback*
- *Goal setting*
- *Individual student data*
- *Classroom Observation Reflection*
- *Whole school reflection on Explicit Instruction*
- *Whole school reflection on evidence-based teacher for students with intellectual disability, autism, physical disability, hearing impairment, vision impairment, medical needs*

Strategies we use

- Provide quality feedback for individual students - SMART goals (where possible, given constraints resulting from Australian Curriculum)
- Seek quality feedback on teaching
- Create, maintain and update individual student work folios
- Give timely corrective and affirming feedback
- School Reporting with explicit and personal feedback for students
- Growth coaching
- Mentoring
- Critical friendships

Evidence we see

- Conversations between teachers and students and parents/carers and school leaders
- Students know their level of achievement
- Professional conversations
- Periodic Service Review data and charts linked to coaching