2016

Evidence of Professional Practice

Hospital School

Multi-age classroom

Table of Contents

Appendix	Description
A	K's Behaviour Management Plan
B	Consent Form and Acceptable Use Agreement
C	K's Individual Learning Plan
D	Statements of Intent for the 4-week program of learning
E	Lesson Plan from a mentor visit lesson.
F	Individual Learning Plans of other intermittently attending students
G	Annotated work samples.
H	Assessment tools other than anecdotal notes, which are recorded in the ███ database daily.

1A   THE LEARNERS

The ██████████████████████████████████) is a non-registered school which provides education support to students who are inpatients undergoing treatment. ████ services the educational needs of approximately 2500 students per year who fit, at minimum, 1 of the eligibility criteria. The criteria are as follows:

- Diagnosis of a chronic health condition
- Expected length of stay is 7 days or more
- VCE or VCAL enrolled
- Culturally and linguistically diverse (C.AL.D.)
- Possible cognitive/behavioural, physical change on return to formal education
- Expected home recovery on discharge is 10 days or more
- Expected annual admissions is greater than 6
- Following an inpatient discharge, the expected annual outpatient appointments are greater than 15
- School absenteeism/refusal
- Homelessness
- Aboriginal or Torres Strait Islander

In the morning, my manager receives a daily list of students (inpatients) who meet the criteria and allocates between 5-7 students to each of the teachers. With students continuously being admitted or discharged the list of students, for whom I are responsible for, changes slightly almost on a daily basis.

I teach any student who fits the eligibility criteria and is aged between grades Prep to Six. Some students have frequent short or long admissions, others may only have 1 long admission in their lifetime, however all students are missing a significant amount of school. My role is to help to keep students learning and engaged in order to minimise the impacts of their health condition and home school* absence when transitioning back to school post treatment. All of the students I provide education support for have additional needs/disabilities (medical, physical, intellectual, and social-emotional). The context in which my students receive education support depends on their immune systems and mobility. Due to either being bedridden and/or unable to leave their room/ward or otherwise immunocompromised, most sessions occur on a 1:1 basis at the beside (30-60min), however we also run a small group session for 1 hour in the morning for those students who have the ability to attend.

Unfortunately, given that most students need 1:1 support by virtue of their medical condition and the disproportionate amount of teachers to students, we are not able to provide an education program which matches that of their home school (i.e. 5 days/week, 5.5 hours/day).

home school refers to the school the students would normally attend if not in hospital.

All students at the ▮▮▮▮ have an Individual Learning Pan (ILP) and learning levels are determined in consultation with a variety of key stakeholders; student, family, school and even sometimes multidisciplinary hospital teams. When first meeting the student and family, I develop an initial understanding of the student including their likes/dislikes, strengths/weaknesses and hobbies/interests. With this information in mind, I then speak to their home school about the learning outcomes they are currently focusing on in their classroom and develop an ILP which satisfies both the schools outcomes and the students personal interests. We also ask that the school provide various information about the student including, but not limited to, current school report, reading/comprehension/writing level, cognitive/learning/speech assessment data, and/or behavioural/social profile to provide a more well-rounded history of the student. In addition to this, we may also be able to draw upon collegial advice from Occupational Therapists, Speech Pathologists and Social Workers in the hospital, or even Neuropsychology reports and Speech Assessments when available. Speaking with all key stakeholders can paint a very clear picture of a student we initially know nothing about and help us to create an engaging learning experience for the student.

Over the course of this inquiry, I will be focusing in on K, a grade 3 student, who attends the Primary Group Learning (PGL) session. Students who attend this session are aged between 5-12 and of mixed abilities. I have chosen K because she is the only student I can guarantee will be an inpatient for the duration of the learning program while other students will likely come and go, unexpectedly, throughout the program as they are admitted and discharged to hospital. She also, like the majority of our students, is identified as having additional needs. In general, the students attending PGL with K will be between grades Prep and 6, with mixed abilities, not excluding those with mild or serve intellectual disabilities.

Upon initial consultation with K and her legal guardian, M, I learned that K has a very complex social and medical history that has caused some major disruptions in her learning. K has Cerebral Palsy (CP) which mostly affects mobility of her legs, for which she has had multiple surgeries/rehabilitation and requires a walker, but also has some clumsiness with hand movements. M reports that K is confident in numeracy but is reluctant to write. K's teacher also articulated the same information. She reported that K is a very clever, capable and insightful student, however, she needs to build more confidence in reading. She is currently reading at level J (Fountas and Pinnell). Her teacher also stressed that while K is capable of delivering very clever responses verbally, she struggles to write more than a couple words, even when copying directly from the board – which is likely a symptom of her lack of fine motor skills due to the Cerebral Palsy. K's teacher also confirmed that K is very bright in numeracy, and definitely does not lack any confidence in trying to tackle tricky math problems.

K reported to me that she 'loves art' and thinks she is 'good at math', 'okay at reading' but 'doesn't enjoy writing at all'.

K identifies as an aboriginal student and she is supported by the ███ Aboriginal ███ Place and discussed in our ███ multidisciplinary meeting. Staff at the ███ Aboriginal ███ Place ensure that children who identify as Aboriginal and Torres Strait Islander are provided with a culturally sensitive service throughout the whole hospital. They provide advice to other staff in regards to engaging with the family and child, and have identified to the teachers that the family likes to feel included in their child's education and involved in conversations. To ensure that K and her family feel supported in their culture, I provide feedback about each session upon returning her to her room.

Upon speaking with K's Occupational Therapist, we decided to both make improving K's handwriting and fine motor skills a goal for her during her stay as an inpatient. We also discussed adapting her writing implements by providing a pencil grip and using a slant board to increase visual attention and improve hand positioning. Additionally, K will be given extra time to complete writing tasks. Thus far in the class, K has been exhibiting a real reluctance to write and I've been using art as a strategy for promoting literacy and building fine motor strength.

K has also been exhibiting behavioural outbursts and noncompliance with therapy so the Clinical Psychology team have implemented a Behaviour Management Plan (Appendix A) across all disciplines that work with K. Thus far, I have not experienced any behaviour issues in class, and K appears to really enjoy attending school in the hospital, however I've observed that she does need to develop her ability to work collaboratively with other students, respecting their opinion as well as developing resiliency, persistence, and confidence in reading and writing.

1C   CONTENT FOR THE PROGRAM OF LEARNING

The personalised learning environment at ███ provides an excellent opportunity to challenge the common conception of teaching pedagogy and develop, implement and evaluate contemporary curriculum programs, which create new and exciting cross-curricular learning opportunities for its students.

The content for the learning program at ███ is based on teaching to the point of need. We aim to provide a teaching program that meets the needs of every individual students' ILP goals. ILP goals are dictated by the home school and relate directly to the AusVELS curriculum outcomes that the student would be learning if they were not absent from school/in hospital at the time the ILP is developed. For long term students, KeptMe electronic portfolios are developed and shared with the school so that their home school teacher can see the direct link between the work they have completed in hospital and the AusVELS curriculum outcomes.

My program will be based on grade 3 AusVELS outcomes, in relation to my selected student, and I will differentiate lessons on an 'as needed' basis, depending on the cohort (i.e. the other students attending PGL).

1D   MY EVIDENCE OF PRIOR LEARNING OF LEARNERS

Below is documentation from the ███████████ Database. Any of the following actions relating to a student are documented every day. Quantitative data is reported on to the Department of Education:

- Consult with family and/or student
- Consult with education organisation
- Consult with multidisciplinary team
- Consult with external organisation
- Individual learning session (includes a learning intention and lesson description)
- Group learning session (includes a learning intention and lesson description)
- Student unavailable (when students can't be located, has another appointment or are otherwise too unwell to participate)
- ILP Development

Date: 24/4/2016
Type: Initial Consult
Teacher: ███████████

Today I met with K's carer, M. I explained the services/support we offer however, she reported feeling a bit overwhelmed with all the meetings she has been having since K was admitted to hospital last week and asked that I check back with her later this week. I offered to come back on the 28th and she agreed. M did also report that K is very bright, but behind in her reading and has missed a significant amount of school prior to grade 3. Consent for education support was not signed in this consult.

Date: 28/4/2016
Type: Consult with Family
Teacher: ███████████

On my way to K's room, I ran into M in the corridor as she was on her way out of the hospital to pick up K's sister. She reported that she would like to go ahead with education support and asked me to return another time to collect the signed consent. I offered to return again tomorrow and she agreed.

Date: 29/4/2016
Type: Consult
Teacher: ███████████

Obtained singed consent. *Please view* Appendix B *for discussion relating to responsible and ethical use of ICT outlined in the consent form**. Discussed my next actions prior to starting school sessions, which involve contacting the school to develop a more comprehensive understanding of how K is progressing, in order to develop an ILP which is in line with what her peers are doing in school at the moment. I also left M

with a group learning timetable and told K a bit about what to expect when attending school in the hospital.

Once consent was signed, it is ▮▮▮ teacher practice to discuss and clarify the responsibilities of the family and young person when using the hospital's internet service and technological devices. Please see Appendix B for the Inpatient Acceptable Use Agreement and consent form. I engaged in an age-appropriate conversation with K outlining the following rules 1) I will not give out my personal information, address, phone number or parent's details. 2) I will tell my parents or teacher something that makes me feel uncomfortable. 3) I will talk to my parents or teacher before I post a photo of myself or others online. 4) I will not respond to a mean message. 5) I will not give my passwords to anybody. 6) I will be a good online citizen and not do anything that hurts other people or is against the law.

Date: 29/4/2016
Type:
Teacher: ▮▮▮▮▮▮▮▮

I spoke with K's teacher, L, on the phone this afternoon. She provided me with some sound information about K. She reported that K is a very clever, capable and insightful student, however, she needs to build more confidence in reading. L stressed that she pushes K to write in full sentences because although she is capable of delivering very clever responses verbally, she struggles to write more than a couple words, even when copying directly from the board – L thinks this is merely a symptom of her lack of fine motor skills (due to her CP diagnosis). She also reported that K is very bright in numeracy, and definitely does not lack any confidence in trying to tackle math problems. L does not have a learner profile/portfolio for K but is happy to e-mail me her school ILP.

Date: 29/4/2016
Type: consult with ▮▮▮▮▮
Teacher: ▮▮▮▮▮▮

Consult with the Occupational Therapist who advised that she would be working with K to develop fine motor strength and control, and ultimately help to build confidence as a writer.

Date: 29/4/2016 ▮▮▮▮
Type: Developed ▮▮▮
Teacher: ▮▮▮▮▮

ILP developed and submitted to system. Copy to be mailed out to school. Copy hand delivered to and discussed with K and M.

Date: 6/5/2016 ▮▮▮▮
Type: consult with ▮▮▮
Teacher: ▮▮▮▮▮▮

Consult with social worker in regards to K's escalated behaviour. After many staff have reported an elevated presentation of physical and verbal aggression from K, a Behaviour Management Plan has been created. K has not presented in this manner in the school context to date. K enjoys attending school and is upset when unable to attend due to other commitments/appointments.

Please see Appendix C for K's Individual Learning Plan, which outlines the learning outcomes for her inpatient admission

MY PLAN FOR:

Learners who need extension beyond the general learning outcomes:

- provide different instruction and material to meet students individual learning goals.

- adapt the number of items the learner is expected to learn or complete

- adapt the time allocated for learning and for task completion

- teaching to the point of need

Learners who need support or modification of teaching strategies to meet the learning outcomes:

- provide different instruction and material to meet students individual learning goals.

- adapt the number of items the learner is expected to learn or complete

- adapt the time allocated for learning and for task completion

- increase the amount of personal assistance (more 1:1 sessions)

- adapt the way instruction is delivered

- teaching at the point of need

Learners who identify as being Aboriginal and Torres Strait Islander:

I acknowledge that communicating effectively with Aboriginal students and families is not a matter of treating them the 'same' as others, but appreciating that different backgrounds and cultures require an approach that addresses particular needs, including cultural needs.

- I engaged the following strategies:
- Establish a connection that includes building trust and familiarity
- Empower parents
- Ask questions in a culturally appropriate way
- Speak in a passive/nonthreatening tone and avoid dominant body language
- Create a culturally sensitive environment
- Teaching and learning is based on demonstration rather than direct instruction.

2A   THE INQUIRY QUESTION

How can I provide authentic and engaging learning experiences, which will cater to the range of learning levels in my multi-grade classroom (foundation-grade 6)?

This question relates to the improved learning of all students who may potentially attend PGL, and have diverse learning goals. In identifying my students in the above sections, I have identified an area for my own personal learning and need to be able to provide learning experiences which can be differentiated on an as needed basis, in order to cater to the individual needs of all students. Providing students with learning experiences which have cross-curricular integration and ability to be differentiated or modified, according to age/ability, will benefit all the students who may be joining in on the PGL sessions.

2B   PROFFESIONAL LEARNING – Observation

Date: 13/5/16

Who and what I observed: I observed an experienced colleague of mine, ██, who specialises in music and teaches a one-hour Music Group Learning session, three times per week. The program she was delivering was the Musical Futures 'Just Play' program. The Just Play approach to teaching and learning is based on the real-world practices of popular musicians, making it relevant and engaging for students. The approach is based on the belief that in order to achieve independent and self-directed informal learning, it is necessary for students to develop sufficient skills, both musical and instrumental. The five key principles of Just Play are: explain later, we get better as we play, learn by listening, sound before symbol and show don't tell.

In these sessions, ██ also aims to provide an integrated learning program, drawing upon AusVELS preforming arts, numeracy and literacy links.

What I saw/heard/experienced: In this particular group session, only 2 students were in attendance. One student was in grade 1, while the other was in grade 5 with only one functioning arm. My colleague was able to engage both students, regardless of age or ability, in playing instruments. Students were able to choose their own instruments and the notes/chords were differentiated according to the age/ability of the student. I noticed a lot of apprehension, insecurity and fear of failure in the beginning, but as the students continued to play, and noticed themselves improving, I noticed a transformation in their presentation. By the end of the session, the students were proud, confident and collaborating with each other. In addition to this, students were able to learn concepts in numeracy and literacy. The grade 1 student counted the beats in the song (developing confidence with number sequences to 100), while the grade 5 student was provided instruction about 1/2, 1/4, and 1/8 notes (comparing and ordering fractions). Both students participated in reading the lyrics, identifying rhythm and rhyme, linking to their literacy goals.

What I learned and how does this help me address my inquiry?

Observing my colleague helped me to understand that the Arts is a fantastic vehicle for encouraging students to take risks and make mistakes without the fear of feeling inadequate. By taking risks, students develop competence in critical and creative thinking as they learn to create and evaluate knowledge, clarify concepts and ideas and solve problems. Observing this session also help to reinforce the notion of giving students choice, increases engagement, such as ███ did with the instruments. Specific to my inquiry, I also learned that using cross-curricular integration can help address many learning outcomes across the curriculum at one time. Creating a program for my students which is both engaging and authentically links the students vast learning goals to real life problems encourages them to take risks and use critical and creative thinking purposefully. Cross-curricular integration will allow me to maximise the learning outcomes and help cater to the diversity of my students.

2B	PROFFESIONAL LEARNING – Collegial Conversations

Collegial Conversation 1:

Date: 11/5/16

Who I talked with: 6 teachers who attend our weekly, 1 hour, Early Years/Primary Team Planning Meeting. There were 2 Early Childhood Educators (with nearly 20 years' experience between them) and 4 Primary Educators (ranging from graduate to 15 years' experience). The teachers in this planning session all have experience teaching hospital students in the group context and are familiar with the challenges it presents.

What we discussed: I notified the team about my VIT inquiry question and asked for their collegial advice in creating a program for learning which will help me to create authentic and engaging learning experiences for my multi-grade class.
The Early Years' teachers discussed the principles of the Early Years Learning Framework and how providing 'real-world', authentic learning opportunities is integral for teaching their 5 main learning outcomes: identity, community, wellbeing, learning, and communicating. Most recently, they have been teaching a unit about 'things that grow' (i.e. plants, minds, communities, people, etc.). To foster a sense of community and identity in their classroom, they told me, every new student adds their name (on a paper cut-out of their traced hand) to a growing 'vine' on the wall, using recycled materials.
The primary teachers and I reflected upon our success in the past with the STEAM (Science, Technology, Engineering, Arts and Math) learning framework and other themes such as 'under the sea'.
As a team we brainstormed primary age appropriate 'real-world' projects/themes which could engage students in authentic learning opportunities, across the curriculum and across grade levels. Topics of interest included sustainability, philanthropy, and community.
With my mentor present in this meeting as well, I decided that the topic of philanthropy would also provide students with an opportunity to be decision makers in their learning, as I could ask them to select a cause or organisation to fundraise for.

What I learned and how it helped me address my inquiry:

- Creating a 'project based' learning program, using a cross-curricular approach to teaching and learning, will help maximise achievable outcomes in my 1-hour learning sessions.

- Making learning authentic and linking AusVELS outcomes to real life problems/scenarios can increase engagement and collaboration. In addition, having an overarching theme/unit can provide many cross-curricular teaching opportunities.

Collegial Conversation 2:

Date: 12/5/16

Who I talked with: My mentor approached me with an article that she felt may assist me in my inquiry - *Research Supporting Integrated Curriculum: Evidence for using this Method of Instruction in Public School Classrooms.* The article asserts that interdisciplinary or integrated approaches to teaching and learning lead to higher academic achievement as opposed to traditional curriculum (Campbell & Henning, 2010).

My mentor and I discussed:

- Interdisciplinary learning can increase student motivation and engagement
- Cross-curricular teaching promotes the transfer of knowledge into other areas
- This approach may promote critical thinking
- How cross-curricular teaching supports differentiation

What I learned and how it helped me address my inquiry:

I learned that cross-curricular teaching methods may lead to enhanced student engagement and academic outcomes. I now understand the multiple ways that this teaching strategy can impact positively on the students that I teach. Designing a cross-curricular unit, offers an evidence-based solution to help me address my inquiry question.

2B	PROFFESIONAL LEARNING – Other

Other professional learning I've undertook to support my learners in relation to my question for inquiry

1) NoTosh: Design Thinking to support Inquiry Learning

- understand and apply Design Thinking for inquiry learning
- use a range of highly effective thinking skills and tools to refine and inform decision making
- explore different uses of technology to support inquiry learning
- develop innovative approaches to curriculum design using leadership skills, research and data.

From this professional development opportunity, I am able to draw upon the effective thinking skills and tools, and design thinking principles. NoTosh stressed the importance of creating a generative topic title to increase curiosity and engagement. With a generative topic title, NoTosh suggests that teachers have a great opportunity to engage their students from the first words they present to them. Instead of philanthropy, I the program for learning will be called 'paying it forward'.

Another example of how design thinking addresses my topic of inquiry is their many thinking tools, such as the 100 ideas challenge, which sets students with a time bound task to generate ideas quickly. Every idea is added to the list, no matter how outlandish or ridiculous it may sound at first. This will allow my students to generate many ideas for how to 'pay it forward'. Furthermore, I will also loosely incorporate the stages of Design Thinking (emersion, synthesis, ideation, prototyping and presenting) as a guide to the 4-week learning program.

2) Ciftci, S & Baykan, A.A. (2013). *Project Based Learning in Multi-Grade Class.* Educational Research and Reviews. 8(3):84-92.

This study, based on a student-centred approach, aims to evaluate project-based learning (PBL) in multi-grade classes.

The study asserts that PBL is an ideal approach for multi-grade classrooms, providing an evidence-base for which my program is developed. PBL allows students to practice many relevant and practical 'real-life' skills, such as researching, asking questions, making assumptions, analysing data, using technology, exchanging thoughts, imagining, planning and speculating.

3) Solomon, G (2003). *Project-based learning: a primer.* Technol. Learn. 23(6):20-26.

While the previous article provides an evidence based reason as to why PBL is effective, this article is a guide for getting started. I've created a synopsis of the article by topic, which will assist me in developing my own PGL program.

- What is Project-Based Learning
    - o Authentic, curriculum based, interdisciplinary approach to teaching and learning
    - o Learning through experiences, which allows for addressing students' individual differences
    - o Having a clear outcome which 'improves the quality of life on the planet' speaks to kids, motivating and empowering them.
- Criteria for PBL
    - o Provide a meaningful and authentic context for learning,
    - o Immerse students in complex, real-world problems/investigations without a predetermined solution,
    - o Require students to develop and demonstrate essential skills and knowledge,
    - o Draw on multiple disciplines to solve problems and deepen understanding,

- o Build in opportunities for reflection and self-assessment,
- o Culminate in exhibitions or presentations to an authentic audience.
- Elements of a Great PBL Project
    - o Projects should have clear goals and promote interdisciplinary content.
    - o Projects should have a connection to the real world by focusing on issues that affect students' lives or communities.
    - o Evaluations should focus on ongoing demonstrations of what students are learning and how well they can communicate it.
- Creating a PBL Project
    - o Focus on three key concepts: What is it that we want students to know and be able to do, how do we make sure that they are able to do this, what do I have to do as a teacher to make this possible?
    - o Focus only on five to six outcomes
    - o Make it fun!
- Elements of a Great PBL Project
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    - o Projects should have a connection to the real world by focusing on issues that affect students' lives or communities.
    - o Evaluations should focus on ongoing demonstrations of what students are learning and how well they can communicate it.
- Creating a PBL Project
    - o Focus on three key concepts: What is it that we want students to know and be able to do, how do we make sure that they are able to do this, what do I have to do as a teacher to make this possible?
    - o Focus only on five to six outcomes
    - o Make it fun!

Action Plan

Planning			
Identifying the learners, the range of learning levels and factors affecting learning	- Eligibility criteria - Individual learning plans - Learning context - Engagement - Evidence of learning levels	- Every student has their own individual learning plan - Student cohort is fluid and ever-changing, and class time is decreased to 1/hour per day. - Student engagement is optional (opt in program) - Anecdotal evidence/assessment is recoded in data base - Students range from foundations to grade 6, in the same classroom.	
Identifying my own learning needs	- Cross-curricular planning - Strategies for differentiation - Providing learning experiences which cater to diverse needs	- Well versed in prep-6 literacy and numeracy curriculum - Need to be able to provide learning experiences which have the potential to accommodate many different learning needs. - Need to provide learning experiences which are relevant and engaging	

Action			
Professional development	- Collegial conversations - Collegial observations - Academic reading - Professional development - Mentor teacher visits	- 2x collegial conversations/advice - 1x observation - 3x academic article - 1x PD – Design Thinking - 3x mentor teacher observations	
Inquiry Question: How can I provide authentic and engaging learning experiences which will cater to the range of leaning levels in my multi-grade classroom (foundation-grade 6)?	- Project-based/integrated learning focus	- Learning program focus: Philanthropy/Paying it forward - Students will be able make links between what they are learning and the 'real world' (i.e. authentic) - Use of Design Thinking tools - Engaging earning experiences with multiple curriculum links, across grade levels, will be provided. Integration of the arts - Students will have an opportunity to be involved in the decision making of project	
Engage students in new learning experiences	- Deliver program for learning	- Students receive a student-centred learning program which addresses their individual learning goals and much more. - Students are achieving their diverse, individualised, learning goals as a result of the project-based/integrated learning program - Collect artefacts - Use of ICT and the Arts - Assessment: exit cards, anecdotal, writing samples, checklists	

Reflection			
Impact of changes	- Evaluating the effectiveness of practice - Assessing learning	- Annotated work samples - Reflective conversations with mentor - Self-reflection - Suggestions/improvements for the future.	

Mentor/experienced colleague visits: 23/05/2016. 30/05/2016. 6/06/2016
Signature (mentor/experienced colleague):

Summary of discussion and actions arising: the 4 week statements of intent, plus a copy of one of the lesson plans from the 3 my mentor observed are included in Appendix D and E, respectively. My mentor and I had debriefed following each of the 3 learning sessions and also discussed the process with the entire Early Years and Primary team during our weekly team meetings. In the 3 learning sessions, there were between 3 and 5 students in attendance. K was present in all of them. My mentor gave me some constructive feedback about the amount of time I spent 1:1 with students. During independent work time, she observed that I tended to give the majority of my attention to the younger students in the class (particularly when there were prep and grade 1 students present). We concluded that is most likely due to my impression that they are generally less independent than the older students, and may also suggest that the tasks I am giving them are not differentiated enough to suit their needs and may be too challenging. She suggested that I think about ways to assess if the tasks are too challenging and also to monitor my time with each student, giving them equal amounts of 1:1 direct teaching/support. My mentor praised me for giving sufficient thinking time, as sometimes students take different amounts of time to work through a problem, especially considering the age ranges. However, she did also mention that it is important to ask how students arrived at an answer in a way that allows them to also explain their thinking. Finally, my mentor commented on my ability to engage the parents in the group learning session. She felt that I did this appropriately, inspiring parents to be more involved in their child's learning. In our setting, students are apprehensive about attending the group learning session (much in the same way a child may be nervous about going to a new school) and often ask that their parents come and stay with them. Instead of having parents sit in the corner, observing, I actively try to get them to engage in their child's learning, in hopes that it will continue outside the classroom and when they are at home recovering. All in all, my mentor felt that the tasks were mostly appropriately differentiated and provided a real world, integrated approach, to learning which authentically engaged all students in the learning experiences provided.

My mentor teacher had a discussion with me in relation to VIT Standard 4: Create and maintain supportive and safe learning environments. She had observed that I had incorporated K's behavioural management plan into the sessions. In response to this plan, she witnessed a pre-class discussion with K that involved a friendly greeting and an outline of what the session was going to involve. I then proceeded to explain to K the behavioural expectations I had for the session, which included being cordial to other students, asking for help rather than raising her voice and making sure that other students felt safe (especially the younger students). My mentor teacher observed me explaining to K that there may be students attending the session for the first time, and asked K to empathise with this experience. I asked K questions such as, "Do you remember the first time you attended group learning? How did that make you feel?" K responded appropriately indicating that a first time experience in the classroom, "may give you butterflies in your tummy." I then proceeded to negotiate a reward for K if

she was able to achieve her behavioural goals, which involved free time on the iPad at the end of the session. My mentor teacher also commented on the fact that I was receptive to new students who attended the group learning for the first time, encouraging them to introduce themselves and be supportive of their peers.

At the end of the session, I engaged in a discussion with my mentor teacher to reflect on what she had seen. She commented that she witnessed me providing positive non-verbal feedback, by rubbing K on the back as per her behavioural management plan at times where K's emotions may have escalated. She thought that this appeared to have the desired effect by soothing K and made her feel more comfortable in the environment. She also commented on the specific feedback I provided to K on what she had done well in the session. This included K welcoming other students to the class, including giving up her usual space and inviting them to sit down. Furthermore, K also provided encouragement to this student throughout the session, saying comments such as, "That was a good idea," and complementing the student's cupcake design.

- Not all descriptors of the standards may be demonstrated in your inquiry process.
- Your mentor/experienced colleagues may have witnessed actions or practices you used that could evidence a standard or descriptor. Where standards descriptors have not been evidenced in the documentation of your inquiry into practice, this additional evidence can be used.
- This section should be completed by your mentor and/or experienced colleague where you wish to provide additional evidence. Specific details of your actions or behavior need to be documented.

Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners

████████ was able to effectively use visual schedules in the classroom to allow students to track where a session was at.
Displaying learning intention signs was also an effective strategy to keep the learners engaged, & reflecting on this before, during & after a session.

Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning

████████ welcomed parents into her sessions both in 1:1 & group learning. This allowed the parents to watch & learn ways they could easily engage their child when outside of our teaching hours. Kept ME portfolios also allowed parents to take an active voice in their child's learning journey at the ████.

Ensure the well-being and safety of learners within the learning environment by implementing curriculum and legislative requirements

████████ coordinated the development of many General Medical Advice forms for her students, so that they could safely transition back to school. She went through various professional development courses as part of the hospital's OH&S policies. This included learning the codes for emergencies, cultural awareness, mandatory reporting & hand hygiene.

15 |

Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements

████████ designed & implemented many modified curriculum plans to suit the needs of students with disabilities. This included communication books designed for non-verbal students to use when they wanted to show a choice. Furthermore, ██ used voiceover on the ipad with a student who was visually impaired which gave him the ability to interact with various apps on the ipad.

Participate in professional and community networks and forums to broaden knowledge and improve practice

████████████ participated in Teacher Learning Network professional development sessions where she could collaborate with colleagues on topics that were relevant to her students. This included an online topic based on the STEM challenges. She also attended Teach Meet sessions, where she presented & listened to other teachers present on various topics.

Engages with teaching colleagues, professional networks or the broader community

████████ has been attending weekly Early Years and Primary planning meetings and has been a productive member of this team. She has also contributed to Education Support. Team fortnightly meetings, where the team discusses current operational & pedagogical issues that have arisen. She was able to listen, share & offer & receive advice from teacher colleagues. Furthermore ██████████ has been attending the solids multidisciplinary team meeting all year and works closely with the doctors, social workers, psychologists & other allied health workers to provide a holistic approach to caring for a child

See Appendix F for Individual Learning Plans of students who attended intermittently throughout the 4-week program, and to be able to compare their learning goals to the annotated work samples.

See Appendix G for annotated work samples.

Specific outcome: Build confidence as a reader.
K was able to advance in her reading level, as demonstrated in the running records (attached in Appendix H). When tested at the level she came in at, it proved to be too easy for her (98%). She has moved up to reading level K over the past 6 weeks.

Specific outcome: Have the confidence and ability to write at least 2 sentences.
K was able to demonstrate that she could persevere and write at least 2 sentences, but also demonstrated a slight improvement in her hand writing, when she took her time to write neatly. She grew more resilient with writing when given extra time to complete the task.

Specific Outcome: Work collaboratively in the Group Learning Session
In the beginning of the 4 weeks, K very much took the lead on this project and was not receptive to any ideas or input from other students. As the weeks went on, K was able to demonstrate that she could work collaboratively with students of all different ages and abilities. She spoke respectfully to her classmates and also learned to share in the decision making tasks during the program of learning.

Specific outcome: Build fine motor strength to assist in classroom activities such as writing, drawing, cutting and pasting.
K had many opportunities to develop her fine motor strength and control, such as building models out of plasticine and squeezing piping bags of icing onto the cupcakes. She also had regular occupational therapy sessions. Her improvement is demonstrated in the improved legibility of her writing.

Specific outcome: Mental computation of addition and subtraction
K demonstrated that she understood place value and mental computation of addition and subtraction when selling the cupcakes (i.e. adding up total price and calculating change, mentally), and while calculating the cost of ingredients.

Specific outcome: Represent money values in a variety of ways
K recognised the relationship between dollars and cents by working out how many 5c coins make 1 dollar, how many 10c coins, and so on. She was able to apply concepts of multiplication and/or use the actual currency to problem solve. She also demonstrated equivalent values using notes and coins.

Reflection on my personal learning during the inquiry period:
Over the 4 weeks, students embarked on a journey to create a business that would generate money for a good cause, in order to 'pay it forward'. While I guided the students in the direction of selling food, the students were able to make important choices about how the business would run and what charity or cause the funds would be donated to. Throughout this whole experience, students were able to see the link between the content they were learning in class and how it relates to the 'real-world', and something they felt passionate about. Doing something 'good' for someone else also helped them to feel valued in what they were doing, as well as, work hard to see the project succeed. Upon reflection of the 4-week program, I acknowledge that I may have attempted to cover too many curriculum outcomes in the short amount of time and full comprehension of some of those outcomes may have been compromised. Ideally, my students would have had more time to cover concepts such as the Australian dollar system and measurement and converting units of measurement. I also see that I could had provided better opportunities to integrate ITC and aboriginal teachings.

What will I apply to other teaching situations in the future:
In the future, I will limit the outcomes or otherwise extend the program for longer. In saying that, due to the fact that there are new students joining the session almost daily, a lot of time is taken up trying to get the new students up to speed with the concepts we were learning the day before. Time teaching new concepts is decreased and scaffolding is compounded and impaired.

To continue to support my students, I will need to differentiate tasks to fit the individual needs of each student. This will require constant reflection upon their individual learning goals, as well as an aptitude and understanding of the new Victorian Curriculum (which we are not yet currently using).

After completing a project of this nature, I understand the value in providing authentic/real-world learning opportunities for my students. It was effective in 'hooking' a multi-grade class into the learning experience and lead to educational gains applicable to each student's individual needs.

How will I continue to develop my knowledge and practice:
I look forward to learning the Insight Online Assessment Platform as an accessible tool to use in finding the baseline of our students and tracking improvement of long-term students. In order to continue to develop knowledge and practice, I will become more competent with cross-curricular teaching strategies such as the STEM/STEAM learning framework and digital coding. In my workplace, we will be starting up a 'code club' for teachers to learn, share and practice coding skills in hopes to bring coding into our practice more as a cross-curricular teaching strategy for numeracy and literacy.

Impact on student engagement and learning:
During this program of learning, it was obvious that students were well engaged in the theme and I think this can be attributed to the fact that it provided a real world context for the concepts they were learning. Additionally, they were able to feel a sense of accomplishment and felt valued in raising money for a good cause. Finally,

engagement may also be attributed to the cupcake sale at the end of the project. Students who were discharged from hospital knew that they were welcome back to come help decorate and sell the cupcakes, and 1 student did – which I think is a good anecdotal measurement of the level of engagement in the project. Another student, who as still in hospital, invited his home school classmates to the sale. The assistant principal and 4 students came along and bought some cupcakes, which was really lovely!

Aside from being engaging, the cupcake project was a useful vehicle for students to reach their individual learning goals (see annotated work samples and corresponding reflections).

In summary, the project was able to engage students of all ages and abilities, and I feel that the inquiry question was a success, which taught me a lot about my professional practice.

Appendix A

General Guidelines for working with K

- Approach K   with a calm and firm voice and happy expression
- Always explain what is going to happen clearly and simply
- It can be helpful to inform K   about therapy activities a day in advance and to 'shake hands' on the therapy plans
- Explain each step as you go for complex activities/procedures
- Although K   is very articulate, she experiences particular difficulty regulating her emotions.
- Avoid bargaining or arguing (i.e. do not get into a 'negotiation with K   ')
- If a procedure is not optional, do not ask K   if you are able to perform this activity. Rather, state calmly and firmly, 'K   , I need to do (X) now, then we can do (desirable activity)'.
- Where possible, offer choice with reduced options (e.g. 2 or 3); choices should be activities that it is OK for K
- Where possible, plan fun activities after challenging activities (e.g. school after PT; IPad game following difficult PT exercise)
- Use natural consequences as appropriate (e.g. if K   throws a toy on the ground, it can remain there until end of the interaction)

Staff Response to Undesirable Behaviour (behaviours may include screaming, hitting, scratching, throwing objects etc)

- If K   refuses to follow direction, calmly and firmly restate what is happening (or what you don't want her to do/what you would like her to do, e.g. you need to stop screaming K   and talk in a calm voice) and continue activity
- If K   continues to scream and not listen, remind her 'K   ., I listened to you, now it is my turn to talk'.
- Give K   praise & attention when she displays appropriate behaviours; e.g. "you did a great job sitting in your chair"
- Use distraction to engage her in the activity or re-direct her attention, e.g. "Look K   we are both wearing purple today. We match"
- If K   states that she wants to die/hurt herself, remind K   that you care about her and you will stay with her to help her complete the difficult activity

As noted, K   has particular difficulty regulating her emotions. This is most apparent when she is in pain or scared.
K   has collaborated to identify a number of 'tricks' to attempt when she is demonstrating undesirable behaviour:

- Remind K   that you are here to help her and that you care about her.
- Provide K   physical comfort by gently rubbing her back (note: K   has identified that if she is 'hissing' this means 'Get away' and she should not be touched at such times)
- If you give K   a minute to calm down, remain close by (at a safe distance) and within her visual range.
- After time to calm down, remind K   of the original direction and repeat the steps above.

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Appendix B

Consent – Education Institute

Name of child: _____
        (First Name)   (Family Name)

UR Number: _____   Year Level: _____

Child's school: _____

School contact person: _____

School contact email: _____

The ██████████████ Institute works with children and young people, families, schools and education and health professionals to ensure that ██ patients continue to engage in learning and remain connected to their school community throughout their health journey.

Parent/Guardian Consent

I give my permission for the ████████ Institute to:

○ Support my child's educational needs via contact with an ██ teacher

○ Contact my child's school, education sector (i.e. government, Catholic or independent) and appropriate community support agencies to share information collected by the ████ and the ████████ Institute regarding educational and social/emotional needs in relation to his/her health condition

○ Publish and/or exhibit work produced by my child in hospital learning sessions (including artwork) in print publications and social media (eg Facebook, Twitter etc.) to produce learning resources and to promote the work of the ████████ Institute (Note: child would be acknowledged by first name and age only)

○ Provide my child with mobile devices and internet access as outlined in the Inpatient Acceptable Use Agreement. I have read and agree to discuss appropriate use of devices and the responsibilities outlined in this Agreement with my child

○ Send me communications (eg email newsletters) relating to ████████ Institute news and events

It is important that you contact the ████████ Institute if there is anything above that you do not understand. For further information and advice please contact us on ████████ or visi ████████████

Name of parent/guardian: _____
            (First Name)   (Family Name)

Parent/guardian email address: _____

Signature: _____   Date DD/MM/YYYY

December 2014

Inpatient Acceptable Use Agreement

October 2014

Introduction

The ███████████████████████████ Institute supports the education and learning of children and young people at the hospital by providing a range of mobile devices and internet services to patients during their hospital stay. Information and communication technologies are used to connect children with learning and school while they are having their health needs met in hospital.

This document sets out the responsibilities and expectations of children/young people and their parents/carers when using mobile devices and the internet for learning purposes.

Parents/guardians must consent to this Agreement on behalf of the child/young person by signing the **Consent - ███████ Institute** form prior to receiving access to the network.

This Agreement consists of two parts:

Part A: The Acceptable Use Agreement. This sets out the expectations and responsibilities in relation to mobile devices and the 'VicOne' network.

Part B: Support information for parents/carers on the Agreement. This provides additional information on the Agreement, use of mobile devices and safe internet browsing.

If you have any concerns about this Agreement or internet safety, please contact your ward teacher or call the ██████████████████████████

Definition of terms

Mobile devices include iPads, laptops, digital cameras and video cameras supplied by the ██████ Education Institute.

This Agreement refers to *access* via the *VicOne* network provided by the Department of Education and Early Childhood Development for education and learning purposes only. This Agreement does not relate to access to the ████████ ████████

Part A– The Acceptable Use Agreement for Children and Young People

When I use technology a▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ ▮▮▮) I have responsibilities and rules to follow. I agree to:

- Be a safe and responsible user of technology.
- Use my mobile device as an education and learning tool.
- Not interfere with network security, the data of another user or attempt to log onto the network with a user name or password of another child/young person or staff member.
- Not install or download unauthorised programs, including games, on any mobile device.
- Protect my own privacy and the privacy of other children/young people by not giving out personal details including full names, telephone numbers, addresses and images.
- Use social networking sites for educational purposes and only as directed by ▮▮▮ teachers.
- Abide by copyright procedures when using content on websites and ask permission to use images, text, audio and video and cite references where necessary.
- Never support or participate in online bullying through the action of forwarding messages, supporting inappropriate or harmful behaviour of others, or post inappropriate videos, images or content that might be offensive to other people.

When using the internet, I agree to:

- Use an 'online name' or avatar when sharing my work online.
- Ask my teacher or parent for help if I want to use information or download images. Remember that content on the web is someone else's property.
- Think carefully about what I read on the internet and whether it is a reliable source.
- Not go looking for rude or offensive sites.

Please ensure you talk your ward teacher or another adult if:

- You feel unsafe or uncomfortable online, or see another person being unsafe or being made to feel uncomfortable by others.
- You are not sure what you should be doing on the internet.
- You come across sites which are not suitable.
- Someone writes something you don't like, or that makes you feel uncomfortable or asks for information that you know is private.
- You feel that the welfare of other students at the ▮▮▮ are being threatened.

When using the camera function of a mobile device, I will:

- Be mindful of the confidentiality and privacy rights of other people within the hospital community and will NOT take photos, record sounds or record videos of others (including ▮▮▮ staff members) without permission from the people involved.
- Seek ▮▮▮ teacher permission before uploading any content to social media sites, blogs or other web based sites.

I agree to care for the ▮▮▮▮▮▮ Institute mobile devices by following the requirements listed:

Security
- All mobile devices must remain attached t▮ ▮▮ bedside units.
- Non-securable items are to be locked in a cupboard or drawer when not in use.

- Do not leave non-securable devices unattended or in any situation which may result in theft or damage to the device.
- Report any loss or suspected theft immediately to the ███████████ Institute on █)
  ███████

Data storage
- Children/young people are responsible for their own backup of critical data on a storage device such as a USB. All content and settings on the device will be erased/restored when the iPad is returned.

Damage to mobile devices
- If an iPad or mobile device is damaged, stop using the device and report it immediately to the ward teacher or contact the ███████████ Institute (Monday to Friday 8.00am-4.30pm) on ███████████.

Handling the mobile device
- Store the mobile device facing up and don't place objects on top of the mobile device.
- Low or high temperature conditions can shorten battery life or cause the mobile device to stop working temporarily.
- Refer to the Apple iPad User Guide/Android User Guide online for more advice.

Cleaning a mobile device
- Unplug all cables and switch the mobile device off. Wipe the screen with a damp non-abrasive cloth. Avoid getting moisture into openings.

AC adaptor
- Use only the recommended adaptor or charger for your mobile device.
- Do not use damaged cables or chargers, or charge when moisture is present, as this can cause electric shock.
- When unplugging the power cord, pull on the plug itself rather than the cord.

Inappropriate usage

I understand that files stored on mobile devices are not private and that the mobile device my child is using can be inspected and monitored for appropriate usage, including browser history at any time.

I understand that access to the Internet and mobile technology at ███████ will be renegotiated or terminated if my child does not act responsibly.

I agree to discuss appropriate use of devices and the responsibilities outlined in this Agreement with my child.

Part B – Support information for parents/carers on the Agreement

Responsibilities of parents and young people using technology at █

The █████████████████████████████ Institute uses mobile technologies and the internet as teaching and learning tools and to connect young people in hospital with their school and peers. We see the internet and mobile technology as valuable resources and believe that safe and ethical online behaviour is important and should be reinforced by parents and carers.

Parents should be aware that the nature of the internet means that full protection from inappropriate content can never be guaranteed.

At the █████████████ Institute we:

- Can provide support to parents/guardians and children and young people to understand this agreement via Interpreter Services.
- Require parents to sign the █████████ Institute consent form prior to receiving access to a mobile device and the internet.
- Require users to abide by the *Inpatient Acceptable Use Agreement.*
- Secure all devices to █ bedside units as far as practicable.
- Label, tag and track all mobile devices with conspicuous identity labels.
- Report all thefts to Victoria Police.
- Provide a filtered Internet service, i.e. restrict access to some Apps and websites.
- Use mobile technologies for educational purposes only.
- Monitor the location of mobile devices that leave the hospital.

Giving out personal details or details of others

Children and young people can be approached and bullied online. When publishing information about themselves and their friends in spaces like Facebook, Edmodo and blogs we recommend that they:

- Don't use their own name, but develop an online name and use avatars where available.
- Don't share personal details including full names, telephone numbers, addresses or passwords online.
- Password protect any spaces or accounts they have.
- Don't allow anyone they don't know to join their chat or collaborative space. Use the 'block' feature if necessary.
- Are reminded that any image or comment they put on the internet becomes public (anyone can see, change or use it). Once it is published they have lost control of its use.

Being respectful online and not participating in online bullying or hurtful behaviour

Sometimes students say things online that they would never say to someone's face. Not all online disagreements are bullying, but unacceptable behaviours need to be addressed. Please remember:

- Being online can make students feel that they are anonymous (however online interactions can be traced).
- The space or chat used in leisure time might have explicit language and young people can feel they have to be part of it.
- Participation in bullying or hurtful actions can take many forms in the online world. Forwarding messages, directing others to images deliberately posted to humiliate in an online space are all ways a child can participate and contribute to the bullying of another child.

Downloading, unauthorised programs/files and games

Downloading movies or other multimedia files and software applications is not permitted.

4

By downloading content you can risk bringing a virus, spyware or hackers to the device or system, keeping in mind that most content of this nature is copyright prohibited unless otherwise stated or requires a license.

If students need to download a file as part of a learning requirement, speak to an ▮ teacher.

Filtering of websites

Filters block a lot of inappropriate content but they are not foolproof. Young people who deliberately seek out inappropriate content or use technology that bypasses filters will have their access reviewed and possibly terminated. Parents will be immediately informed.

Thinking carefully about what is on the internet

Not everything on the internet is true or unbiased. It is worth asking whether internet-based information is from a reliable source.

All music, information, images and games on the internet are owned by someone. The term 'copyright' is a legal one and there are laws to enforce it. Ask an ▮ teacher before using information or pictures if you are unsure.

Inappropriate web content

The internet has flashy and sneaky ways to lead people into websites they never intended to visit. We want to encourage young people to ask for help in locating the information they need, and be clear about the task they have been set. Unfocused clicking through websites can lead to inappropriate content being accessed.

Open communication between parents, teachers and young people is the best way to keep browsing safe. It is important that young people tell an ▮ teacher ▮ staff member or a parent or carer when they are feeling uncomfortable or threatened online.

For more information on Cyber Safety, visit www.cybersmart.gov.au

Appendix C

Individual Learning Plan

Student Name: K

Date ILP Initiated: 29/04/2016   To: goals completed

School Contact: L   School Name   Primary School

Learning Goal: What is my learning goal? What do I want to achieve?	Action: What do I need to do specifically to achieve my goal	Done: Have I achieved my goal?	Who: Who will support me with my goal?
Build confidence as a reader and take appropriate risks to progress ACELA1486: Language (Expressing and developing ideas) - Recognise high-frequency sight words	- Focus on initial sounds when decoding new words and use this as a stepping stone to progress to reading and comprehending higher level texts. -Recognise and read the first 100 words of the Oxford Most Used Words.		▮ Teacher School Teacher
Have the confidence and ability to write at least two sentences independently ACELY1684: Literacy (Creating texts) - Write using joined letters that are clearly formed and consistent in size	-Write legibly and with growing fluency using unjoined uppercase and lowercase letters. -Use a word list to help with my spelling.		▮ Teacher School Teacher
Work collaboratively in the Group Learning Session Interpersonal Development: At Level 3, students are working toward the Level 4 standards. ACELA1476: Language (Language for interaction) - Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	-Interact with peers, older and younger students in both formal and informal contexts. -Recognise that relationships do not always depend on always agreeing with one another. -Speak respectfully about others, listening and responding appropriately and encouraging others contributions.		▮ Teacher School Teacher

Goal/Outcome	Strategies/Activities		Responsible
Build fine motor strength to assist in classroom activities such as writing, drawing, cutting and pasting.	-Use and play with plasticine, tweezers, threading beads, theraputty, etc. to build fine motor strength and control		Teacher School Teacher
Build competency in mental computation of addition and subtraction ACMNA055: Number and Algebra (Number and place value) - Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation. ACMNA054: Number and Algebra (Number and place value) - Recognise and explain the connection between addition and subtraction.	-Solve simple addition and subtraction problems. -Demonstrate the connection between addition and subtraction by writing equivalent number sentences.		Teacher School Teacher
Represent money values in a variety of ways ACMNA059: Number and Algebra (Money and financial mathematics) - Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents.	-Recognise the relationship between dollars and cents. -Identify equivalent values in a collection of coins or notes. -Count collections of coins or notes to make up a particular value.		Teacher School Teacher

ILP Completed by (name):

Date: 29/4/16

Appendix D

Statement of Intent
▮ Institute
VIT week 1
"What is the product going to look like?"
EMERSION/SYNTHESIS

Notes	Learning experiences	Interpersonal/Personal Learning	Children's current interests	Learning objectives	Social Emotional Learning
Highlighted in yellow are the learning objectives that link directly to K's ILP **Assessment Strategies** Anecdotal observations as recorded in database Exit cards Brainstorming Student work samples	**Research & Development** - Researching and identifying a cause for fundraising -Investigating popular choices -Collecting and displaying data -Comparing representations of data -Investigating themes, ideas, designs - Developing ideas for a product to sell - Discussion regarding Australian animals, linking to First Peoples Kit hired from Melbourne Museum. Exploring the Mangrook (possum) and other animals	**Personal** -build on personal strengths and recognise strategies to help learn most effectively -participate in a diverse range of learning activities - learn to recognise positive and negative emotions that may be associated to his/her learning **Interpersonal** -interact with peers and adults in both formal and informal contexts, -recognise that relationships change and that positive relationships do not depend on always agreeing with one another.	Animals Music Business Visual Arts Movie Making Motor Cross Cooking Music	**For children to:** **Literacy** -Understand that successful cooperation with others depends on shared use of social conventions -Understand that paragraphs are a key organisational feature of written texts -Listen and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations -Write using joined letters that are clearly formed and consistent in size. **Numeracy** -Identify questions for categorical variables	**For children to:** **Self-Awareness** -recognise emotion -recognise personal qualities and achievement -develop reflective practice **Self-Management** -express emotions appropriately -work independently and show initiative -become confident, resilient and adaptable **Social Awareness** -accept diverse perspectives -understand relationships **Social Management**

-Identify data sources and plan methods of data collection -Collect data, organise into categories and create displays using lists, tables, picture graphs, and simple column graphs. Interpret and compare data -Recognise, model and represent numbers **Art** -Use materials, techniques and processes to explore visual conventions when making artworks. Identify intended purposes and meanings of visual artworks				
-communicate effectively -work collaboratively -make decisions -negotiate and resolve conflict -develop leadership skills				

Social Emotional Learning	Learning objectives	Children's current interests	Interpersonal/Personal Learning	Learning experiences	Notes
For children to: **Self-Awareness** -recognise emotion -recognise personal qualities and achievement -develop reflective practice **Self-Management** -express emotions appropriately -work independently and show initiative -become confident, resilient and adaptable **Social Awareness** -accept diverse perspectives -understand relationships **Social Management**	For children to: **Literacy** -Understand that successful cooperation with others depends on shared use of social conventions -Understand that paragraphs are a key organisational feature of written texts -Listen and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations -Recognizing high frequency sight word **Numeracy** -Identify questions for categorical variables -Identify data sources and plan methods of data collection	Animals Music Business Visual Arts Movie Making Motor Cross Cooking Music	**Personal** -build on personal strengths and recognise strategies to help learn most effectively -participate in a diverse range of learning activities - learn to recognise positive and negative emotions that may be associated to his/her learning **Interpersonal** -interact with peers and adults in both formal and informal contexts, -recognise that relationships change and that positive relationships do not depend on always agreeing with one another.	-Research costs of ingredients from 2 major supermarkets and compare costs (using IPads). -Calculate total costs -Decide on selling price -Investigate Australian Coins -Understand place value	Highlighted in yellow are the learning objectives that link directly to K's ILP **Assessment Strategies** Anecdotal observations as recorded in database Checklist Self-rating scale

-communicate effectively -work collaboratively -make decisions -negotiate and resolve conflict -develop leadership skills	-Collect data, organise into categories and create displays using lists, tables, picture graphs, and simple column graphs. -Interpret and compare data -Recognise, model and represent numbers **Art** -Use materials, techniques and processes to explore visual conventions when making artworks. Identify intended purposes and meanings of visual artworks

Social Emotional Learning	Learning objectives	Children's current interests	Interpersonal/Personal Learning	Learning experiences	Notes
For children to: **Self-Awareness** -recognise emotion -recognise personal qualities and achievement -develop reflective practice **Self-Management** -express emotions appropriately -work independently and show initiative -become confident, resilient and adaptable **Social Awareness** -accept diverse perspectives -understand relationships **Social Management**	**For the children to:** **Literacy** -Read an increasing range of different types of texts -Use comprehension strategies -Plan, draft and publish persuasive text -Reread and edit texts for meaning -Write using joined letters that are clearly formed and consistent in size. -Use software including word processing programs with growing speed and efficiency. -Recognizing high frequency sight word **Numeracy** -Make, models of 3D objects and describe key features **Art**	Animals Music Business Visual Arts Movie Making Motor Cross Cooking Music	**Personal** -build on personal strengths and recognise strategies to help learn most effectively -participate in a diverse range of learning activities - learn to recognise positive and negative emotions that may be associated to his/her learning **Interpersonal** -interact with peers and adults in both formal and informal contexts, -recognise that relationships change and that positive relationships do not depend on always agreeing with one another.	**Persuasive & Information Texts** -Investigating and Researching facts about the topic (using IPads) -Using laptop to create Pamphlets -Creating advertisements, using PicCollage on IPads -Creating and investigating 3D models of the animals using plasticine.	Highlighted in yellow are the learning objectives that link directly to K's ILP **Assessment Strategies** Anecdotal observations as recorded in database KWL chart Journaling Self-rating scale

-communicate effectively -work collaboratively -make decisions -negotiate and resolve conflict -develop leadership skills	-Plan, create and present media artworks for specific purposes -Identify intended purpose and meanings of media artworks -Use materials, techniques and processes to explore visual conventions when making artworks. -Identify intended purposes and meanings of visual artworks			

Social Emotional Learning	Learning objectives	Children's current interests	Interpersonal/ Personal Learning	Learning experiences	Notes
For children to: **Self-Awareness** -recognise emotion -recognise personal qualities and achievement -develop reflective practice **Self-Management** -express emotions appropriately -work independently and show initiative -become confident, resilient and adaptable **Social Awareness** -accept diverse perspectives -understand relationships *Social Management*	*For the children to:* **Literacy** -Read an increasing range of different types of texts -Write using joined letters that are clearly formed and consistent in size. -Recognizing high frequency sight word **Numeracy** -Measure, order and compare objects using familiar metric units of length, mass, capacity. -Recognise and use grams, kilograms, millilitres and litres. -Convert units of measurement -Represent money values in multiple ways and count the change required for simple transactions.	Animals Music Business Visual Arts Movie Making Motor Cross Cooking Music	**Personal** -build on personal strengths and recognise strategies to help learn most effectively -participate in a diverse range of learning activities - learn to recognise positive and negative emotions that may be associated to his/her learning **Interpersonal** -interact with peers and adults in both formal and informal contexts, -recognise that relationships	-Prototyping and refining designs. -Measuring capacity and converting units of measurement (cooking). - Revisiting Australian coins and place value -Selling the product to the public -Counting money and calculating change. -Calculating profit -Writing a recount about the day to be put in a newsletter. -Reading recipes	Highlighted in yellow are the learning objectives that link directly to K's ILP **Assessment Strategies** Anecdotal observations as recorded in database Plus, minus and interesting chart Assessment Rubric Recounting and retelling

	change and that positive relationships do not depend on always agreeing with one another.		**Art** -Use materials, techniques and processes to explore visual conventions when making artworks. -Identify intended purposes and meanings of visual artworks	-communicate effectively -work collaboratively -make decisions -negotiate and resolve conflict -develop leadership skills

Appendix E

Lesson Template

Learning Intention Today we are...	Collecting data and creating a survey to help us identify the most popular cupcake designs and flavours.
Success Criteria	1) Create a question and possible answers. 2) Collect data 3) Display data collection in the form of a tally chart/list/table 4) Understands the difference between asking questions and making statements. 5) Understand the difference between closed and open ended questions.
Key vocabulary	Data, survey, tally,
Materials/Resources	Paper, pencils
AusVELS	**Major Focus: Numeracy** **Number and Algebra – number and place value:** - Establish understanding of the language and processes of counting by naming numbers in sequences to 20 (prep) - count collections to 100 (grade 1) **Statistics and Probability – chance:** - Identify a question of interest based on one categorical variable. Gather data relevant to the question (grade 2) - Identify data sources for categorical variables and plan methods of data collection and recording (grade 3) - Select and trial methods for data collection, including survey questions and recording sheets (grade 4) - Pose questions and collect categorical or numerical data by observation or survey (grade 5) - Compare observed frequencies with expected frequencies (grade 6) - Interpret and compare a range of data. **Minor Focus: Literacy** **Language – language for interaction** - Understand that language can be used to explore ways of expressing needs, likes and dislikes (prep) - Understand that there are different ways of asking for information (grade 1) - Use interaction skills such as acknowledging another's point of view (grade 4) **Literacy - creating texts:** - Write using joined letters that are clearly formed and consistent in size (grade 3)

Whole Class Focus 15 minutes	Looking at exemplar tally, asking students to identify what information is being displayed and what question may have been asked. Ask students to identify their favourite cupcake design on the board. Ask students to identify relevant, closed ended, questions for their individual surveys
Individual or Small Groups 30 minutes	Individually, students will create a tally to gather information about the most popular cupcake designs and most popular cupcake flavours. Students will collect data throughout the day and overnight then total up all the data in tomorrow's session.
Opportunities for Differentiation	Learning Environment: tables are adjusted to fit wheelchairs underneath, or otherwise smaller students. Chairs are appropriately selected for the size of the child. Sufficient space around the tables for moving around in walkers or with IV poles. PowerPoints are made available and accessible for IL poles. Content: for students who are at the foundation level, they can draw pictures instead of write the words. Process: providing a scribe and/or additional time to complete the task Product: extension students will be able to create a column graph, while students below grade 3 can develop pictographs to display data.
Reflection/Share time 10 minutes	In the following session, students will have an opportunity to show the information they had collected and compare and contrast with other students. All the data will then be added together.
Assessment Strategy 5 minutes	Self-rating tool – students self-assess how much they think they know about the topic at the beginning and end of the session.

Appendix F

Individual Learning Plan

Student Name: A.

Date ILP Initiated: 02/06/2016   To: Goals Completed

School Contact: M.   School Name: Primary School

Learning Goal: What is my learning goal? What do I want to achieve?	Action: What do I need to do specifically to achieve my goal	Done. Have I achieved my goal?	Who. Who will support me with my goal?
Solve problems involving subtraction of two digit numbers with internal zeros and borrowing.	- Use vertical algorithm to subtract two digit numbers. - Understand place value.		teachers Family Ms. C
Add and subtract decimals, with and without digital technologies	- Use vertical algorithm - Extend whole-number strategies to explore and develop meaningful written strategies for addition and subtraction of decimal numbers - Use estimation and rounding to check reasonableness of answers		teachers Family Ms. C
Use descriptive language to add detail to character thoughts, feelings and the setting. Choosing more complex and subject specific vocab with writing	- Describe a person, place or thing in such a way that a picture is formed in the readers mind. - Pay close attention to detail by using all five senses. - Understand that adjectives and adverbs make the noun or the verb more vivid.		teachers Family Ms. C
Use comprehension strategies to interpret and analyse information and ideas.	- Make text to self and text to text connections. - Make connections between information in print and images - Use prior knowledge and text information to make inferences and predications - find specific literal information		teachers Family Ms. C

ILP Completed by (name):   Teacher   Date: 03/06/2016

Evidence of prior learning of A. ILP on left

Hi M.

Thanks for getting in touch with me. The ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ Institute aims to provide quality learning experiences for children and young people so that their journey as learners continues while they are in hospital. It is critical that a student remains connected to school throughout their illness, treatment and recovery period. Schools play a vital role in supporting students with a chronic illness, by assisting them to maintain links with their classroom and to their school community. Rose notified me that a lot of A. 's work may be found on google docs, which is fantastic, and I am also aware that you have a 1:1 iPad program which will be pivotal in keeping A▓ engaged with her peers and feeling like she is still a part of the school community.

We would like to develop an Individual Learning Plan (ILP) for A. which will outline key teaching and learning goals she can work towards achieving while an inpatient in hospital. The ILP document is developed in conjunction with the student, their family and their medical team. Additionally, we would also greatly appreciate your input in the process.

Information covering any of the following areas concerning A. would be helpful:
- Current school report
- Reading level with comprehension, and areas identified as requiring improvement
- Writing level
- Math assessment levels and areas identified as requiring improvement
- Any cognitive/learning/speech assessment data
- Behavioural and social profile
- Current learning goals or suggested goals while the student is an inpatient at the RCH
- Interests, passions or hobbies of the student

Thank you for your support with the development of an ILP for A. ,. I will mail you a copy of the ILP once it has been created and look forward to working together with you to support the education needs of A.

Additionally, I have attached:
- A document that will provide useful information and support services that can be accessed by your school for A.
- *Cancer in the School Community:* a guide created by the Cancer Council for school staff who would
like to support students, families and colleagues affected by cancer.

If you would like to organise a time to discuss any of the above please do not hesitate to contact me.
Kind regards,
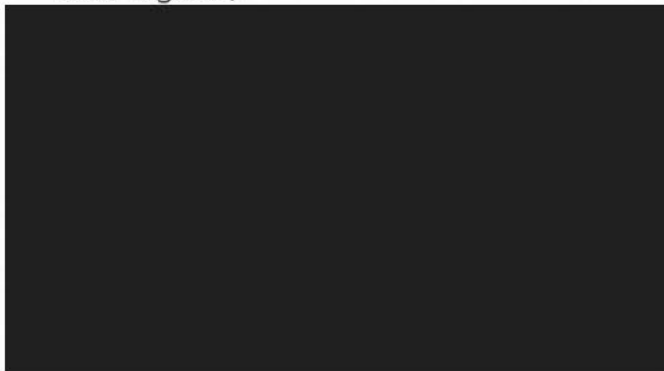
From: M.
Sent: Thursday, 2 June 2016 2:12 PM
To: ████████████ a
Subject: Re: A

Hi Ali,
I'm sorry I haven't replied we are in the middle of report writing and have been away at Year 6 Camp.
I hope this helps:

Current school report - A is a friendly, polite and enthusiastic student who takes pride in her work. She treats her peers and teachers with respect, acting as a great role model for others. She has carried out her duties and responsibilities as an Environment Leader with enthusiasm and pride. A overcomes challenges by finding humour and thinking flexibly, always considering the input of others. (Her semester one report will be coming out in a few weeks).

Reading level - I will be giving A an AusVELS level 6.0 for reading which is 6 months above the expected level. A is reading texts at and beyond the Year 7 level. Her fluency is accuracy when decoding unfamiliar words is very good. She uses text clues to answer literal and inferential comprehension questions. She uses prior experiences and past knowledge to make judgements and evaluate texts.

Writing level - I will be giving A an AusVELS level 5.5 for writing which is at the expected level. A loves creative writing! Her best writing is when she has a choice in the topic and usually she writes narratives. She uses graphic organises and brain storms to plan her writing. I think A will be great when experimenting with different types of poetry.

Maths areas for improvement - I will be giving A an AusVELS level 5.5 for number which is at the expected level. She enjoys open ended maths investigations. A's number fact recall is good, but she could practice her times tables and related division facts.

Behaviour/social - A is a natural leader. She is bubbly and positive, and is always willing to help others out who need it. She enthusiastically shares her ideas and thinking with her peers, and asks her teachers questions to ensure she is doing the right thing and to clarify instructions.

Suggested learning goals -

- subtracting two digit number using vertical algorithm (involving borrowing and internal zeros)
- solving word problems involving money.
- adding and subtracting decimal numbers.
- applying BODMAS to solve problems involving more than one operation.
- using descriptive language to add detail to character thoughts, feelings and the setting.
- making inferences with difficult texts
- Choosing more complex and subject specific vocab with writing.

Interests, passions and hobbies - A enjoys netball, dancing and colouring in. She is the environmental leader at school this year and is passionate about ways to look after our environment.

If you need anything else - please let me know.
M

On 2 Jun 2016, at 1:26 pm, ███████████████████████ wrote:

Hi M. ,

1

Individual Learning Plan

Student Name: P

Date ILP Initiated: 26/05/2016   To: Discharge

School Contact: K   School Name: Primary School

Learning Goal: What is my learning goal? What do I want to achieve?	Action: What do I need to do specifically to achieve my goal	Done: Have I achieved my goal?	Who: Who will support me with my goal?
Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond	-Understanding that each object must be counted only once, that the arrangement of objects does not affect how many there are, and that the last number counted answers the 'how many question		Teacher School Teacher
Produce some lower-case and upper-case letters using learned letter formations	-Adopting correct posture and pencil grip -Learning to produce simple handwriting movements -Learning to construct lower-case and upper-case letters, knowing where to start and which direction to write.		Teacher School Teacher
Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words	-Recognizing the most common sound made by each letter of the alphabet -Knowing that spoken words are written down by listening to the sounds heard and then writing letters to represent those sounds.		Teacher School Teacher

ILP Completed by (name):   Date: 26/05/2016

Individual Learning Plan

Student Name: A

Date ILP Initiated: 30/05/2016   To: Discharge

School Contact: R   School Name: School

Learning Goal	Action	Done	Who
What is my learning goal? What do I want to achieve?	What do I need to do specifically to achieve my goal	Have I achieved my goal?	Who will support me with my goal?
Continue to practice writing ACELY1663: Literacy (Creating texts) Writes using unjoined lower case and upper case letters	-Use correct posture and pencil grip. -Using uppercase letters only when appropriate. -Write legibly using unjoined print, consistent in size.		▇ Teacher School Teacher
Develop social skills by interacting and collaborating with other students in a group context Personal and Interpersonal Development ACELA: Language (Language for interaction) – Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions.	-Take turns -Share -Work together -Solve problems by communicating -Play with each other -Find the fun in learning -Interact with peers, older and younger students in both formal and infomal contexts.		▇ Teacher School Teacher

ILP Completed by (name): ▇   Date: 30/05/16

Individual Learning Plan

Student Name: C

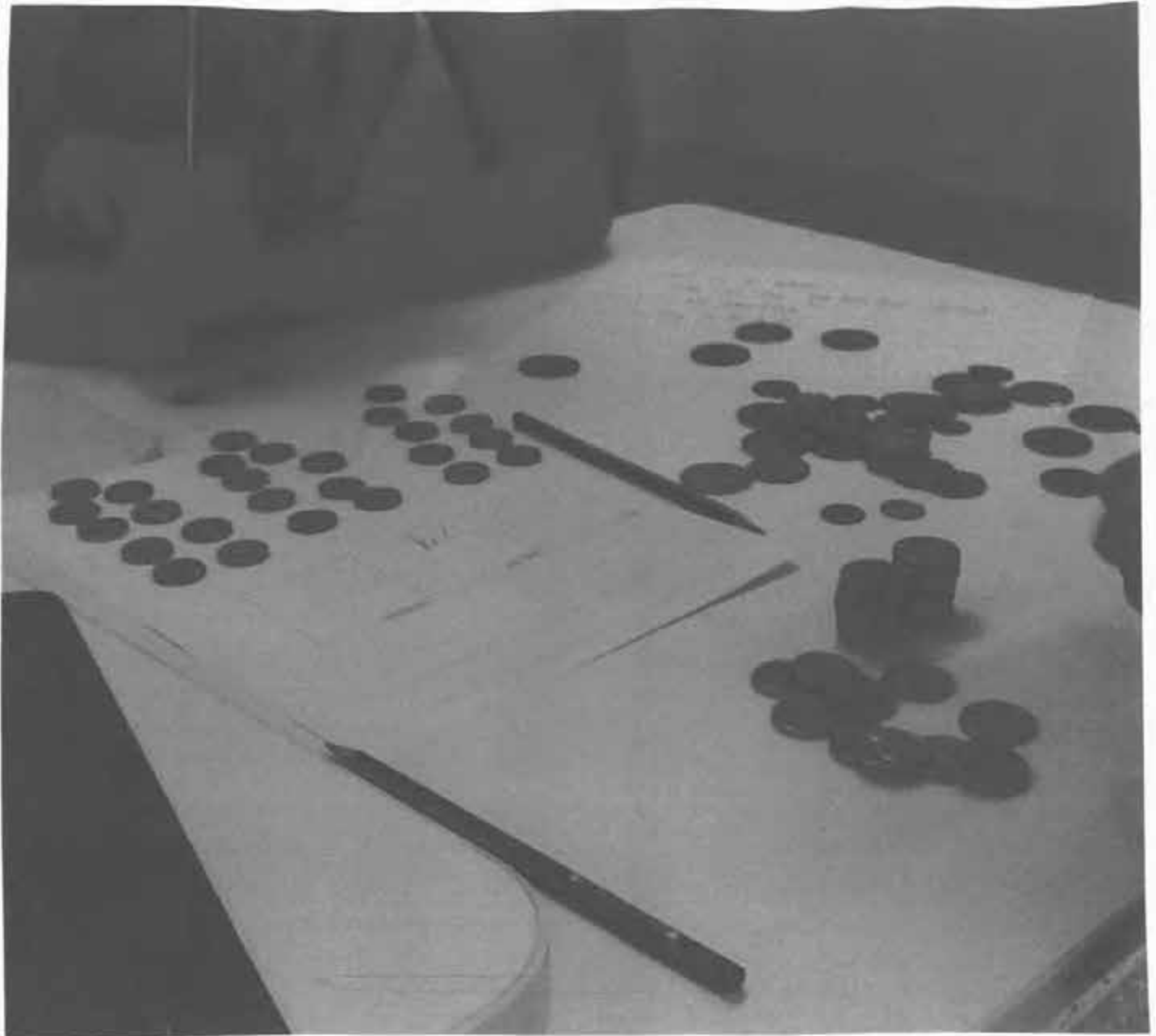Date ILP Initiated: 3/06/2016   To: Discharge

School Contact: J   School Name: Primary School

Learning Goal:	Action:	Done:	Who:
What is my learning goal? What do I want to achieve?	What do I need to do specifically to achieve my goal	Have I achieved my goal?	Who will support me with my goal?
Develop fluency in reading and comprehension	- ▮ was reading at level 18 (Fountas and Pinnell J/K approx..) when he left school. Maintain this reading level at a minimum. - Make inferences and predictions about the text to show that I comprehend what's happening		▮ Teacher School Teacher
Develop fluency in writing and letter formation	- Use correct posture and pencil grip. - Learn how each letter is constructed - Write words legibly, ensuring sufficient space between each word.		▮ Teacher School Teacher
Represent and solve simple subtraction problems (under 20)	- Use a range of mental math strategies such as counting on and rearranging. - Use math manipulatives, such as counters and 'careful counting' to solve the equation		▮ Teacher School Teacher

ILP Completed by (name): ▮   Date: 03/06/2016

Appendix G

Learning Intention:
- Represent money values in a variety of ways
- Develop competency in mental computation of addition and subtraction
- Recognise and explain the connection between addition and subtraction

Learning Outcome: K worked out a variety of ways to make $20 using notes and coins to demonstrate her understanding. She also worked out subtraction problems, using mental computation and strategies such as counting on, then used the coins and notes to check her answer.

Learning Intention:
- Identifying the coins in the Australian dollar system

Learning Outcome: A (a grade 1 student) worked on drawing and identifying denomination for each of the Australian coins. He then proceeded to ordering them from smallest to biggest. A looked at the numbers on the coins to help him order them, with some difficulty in understanding that the $1 coin is bigger than 10c. I was able to help him with this understanding by showing him that ten 10c coins = 100c = $1.

Learning Intention:
- Investigate and solve addition and subtraction problems involving decimals

Learning Outcome: A (a grade 6 student) used written strategies to calculate addition and subtraction problems (to the nearest hundredth), then used the coins and notes to check her answer.
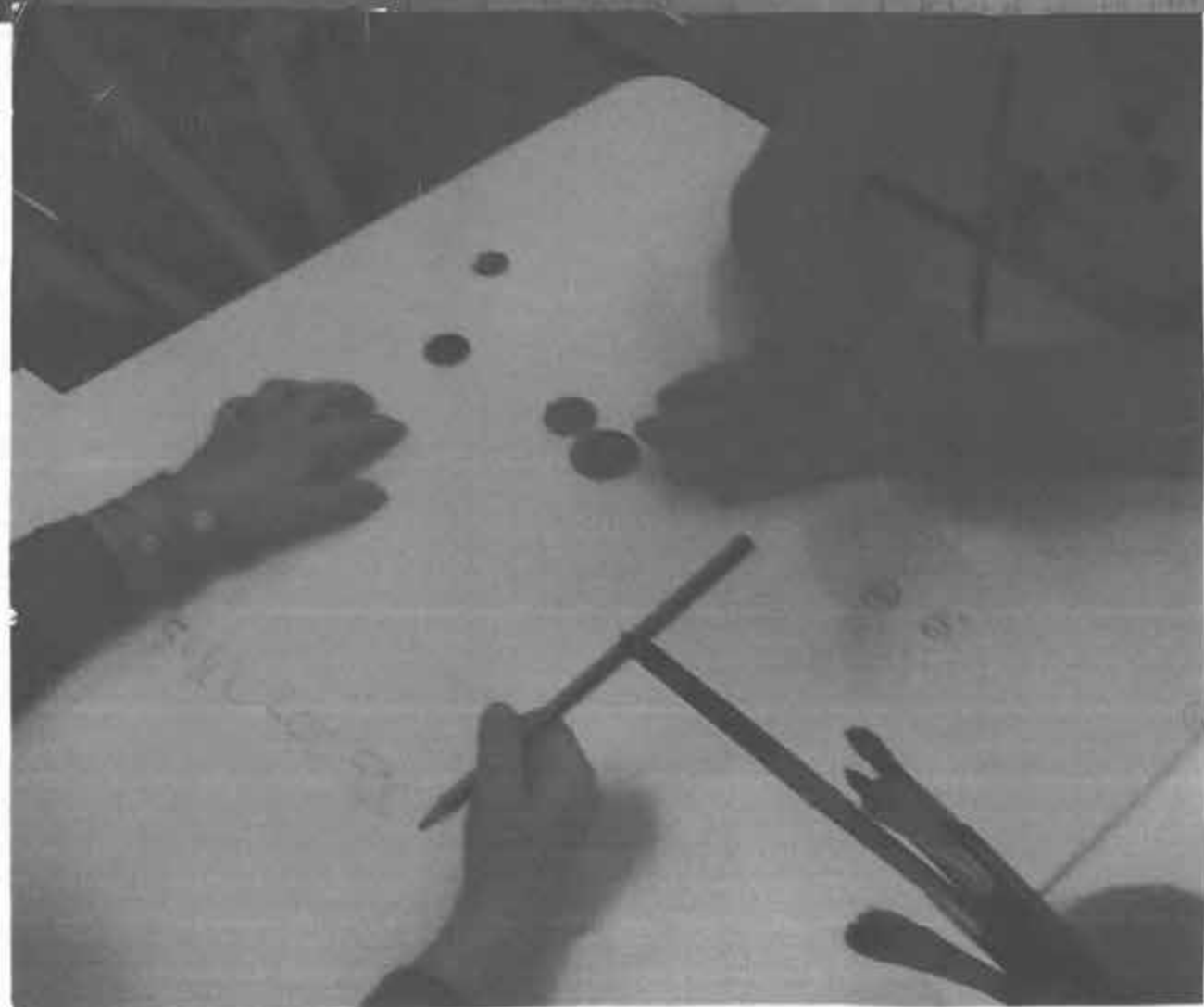
What cans do we have in the Australian dollar system?

$2   10°   20°   5° $1   50°

Smallest ←————————————————→ largest

How many ways can we make $3.00?

$1 + $2 = $3

20° + 50° + 10° + 10° + 10° + $2

Learning Intention:
- create a list or description about the materials needed to create your design.
- Draw and label the picture of your design

Learning Outcome: After the prototyping day, students recorded the materials needed to create the animal, so that any student who was available on the day could recreate what they had done.

Younger students used a word list to help them spell their ingredients/materials.

K was asked to write in sentences, however refused and only wrote a list. This is an area of revision and reinforcement for K.

The grade 5 student labelled exactly what each ingredient would be used for.

Implications for future practice: Taking into account my mentors feedback, perhaps K was unable to meet or address the learning goal effectively because I was unable to provide 1:1 support, given the dynamics of the room (i.e. having to monitor and guide the younger students). The implication for the project going forward is, perhaps, that I may need to recruit additional assistance when we are doing more practical and hands on tasks.

Caramel popcorn
yellow icing
Cheerios
Gunter icing

Marshmallows
orangeicing
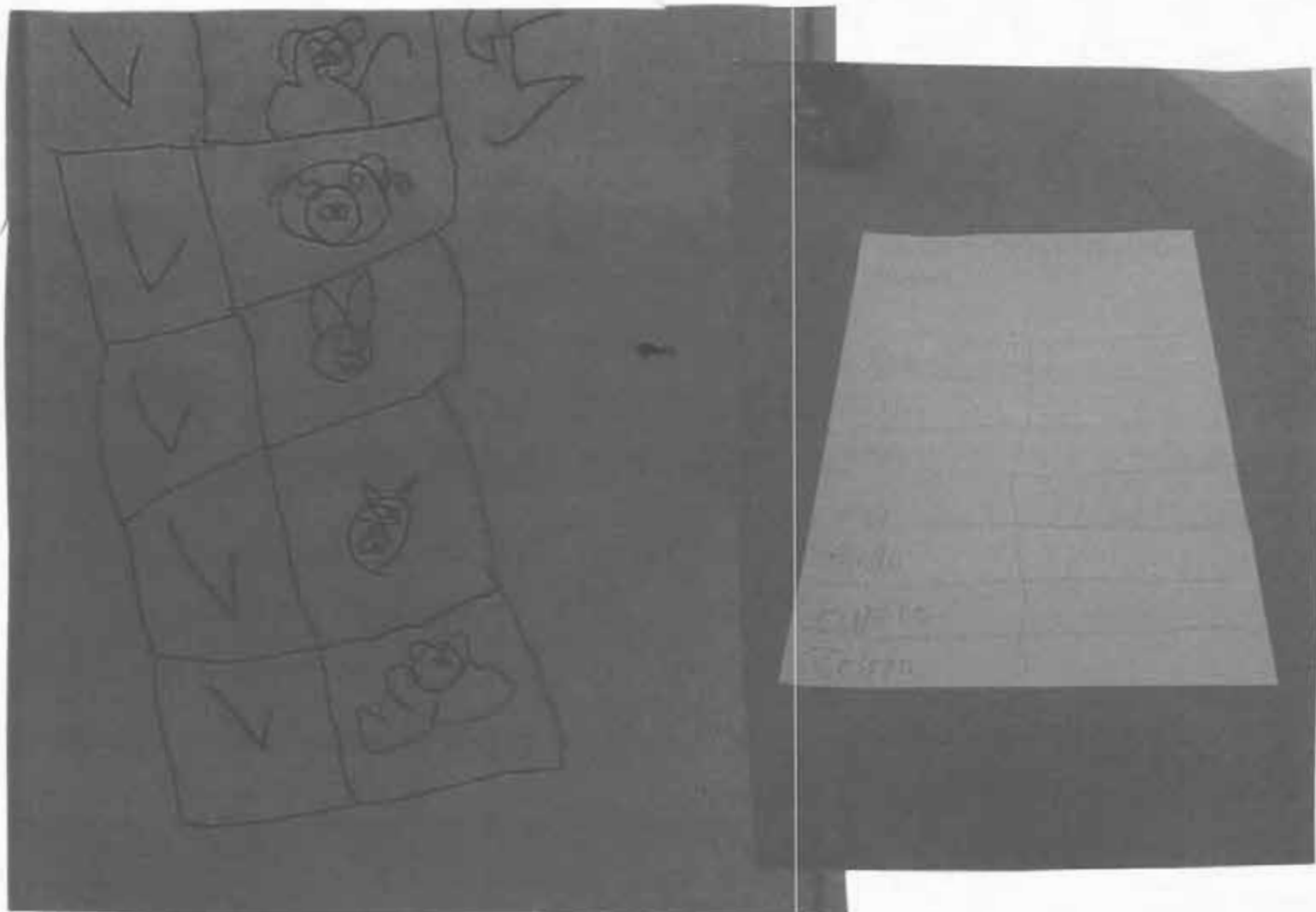
Learning Intention:
- Creating a survey and collecting data to help us identify the more popular animals and cupcake flavours
- Identify data sources and plan methods of data collection

Learning Outcome: K recorded the names of the animals for which she was going to survey and identified a tally chart with tick marks as a reasonable method for data collection

P (a prep student) used pictures and a 2-columed table to collect data, as she was able to write all the letters of the alphabet.

Learning Intention:
- Recount and reflect on the prototyping of the cupcakes
- Draw pictures, write words or sentences to explain your thinking
- Read/tell about what you've recorded on your sticky note

Learning Outcome: K's learning focus as to write at least 2 full sentences about what worked and what went well (1 sentence for each, minimum). She exceeded this goal by writing 2 full sentences about what went well and 1 sentence about what could be done better (in red marker).

Prep and grade 1 students in the class drew pictures and/or wrote words to explain their thinking then verbally explain what they had recorded before placing it on the board.

Implications for future practice: At this point in the project I'm gaining a great understanding for how authentic and engaging learning experiences are instrumental in both engaging students and addressing each students' individual learning needs. With regards to my inquiry question, the cupcake project, is having high levels of buy in, and allowing students to demonstrate their understandings at their individual levels, in accordance with their ILP's.

Learning Intention:
- Using the lollies and icing given, create cupcake designs which reflect that of the most popular animal choices.
- Work collaboratively to problem solve
- Build fine motor strength

Learning Outcome: Students all worked together, using critical thinking skills, problem solving skills and elements of design to create their tasty works of art.

For K, as well as the younger students in the classroom and another student with Cerebral Palsy, squeezing the piping bags and icing tubes, and placing the smarties and chocolate melts assisted with fine motor development. The pig was completed by a grade 5 student, while the fish was completed by K, and demonstrates how she took her time and was careful, while the dog was created by the other student with CP who's motor skills were in far more of a deficit than K's and this is demonstrated in his work. This showed an area for further improvement for him. For K, she built some resiliency in taking time to complete tasks with the satisfaction of seeing the result.

Implications for future practice: Provision of more interesting and interactive resources encourages students to achieve higher levels of motor refinement. Implications for my inquiry question include the necessity for project based learning, in my particular teaching setting, to be hands on in order to align with recommendations from multidisciplinary teams (occupational therapy), as well as engage students from varying abilities.
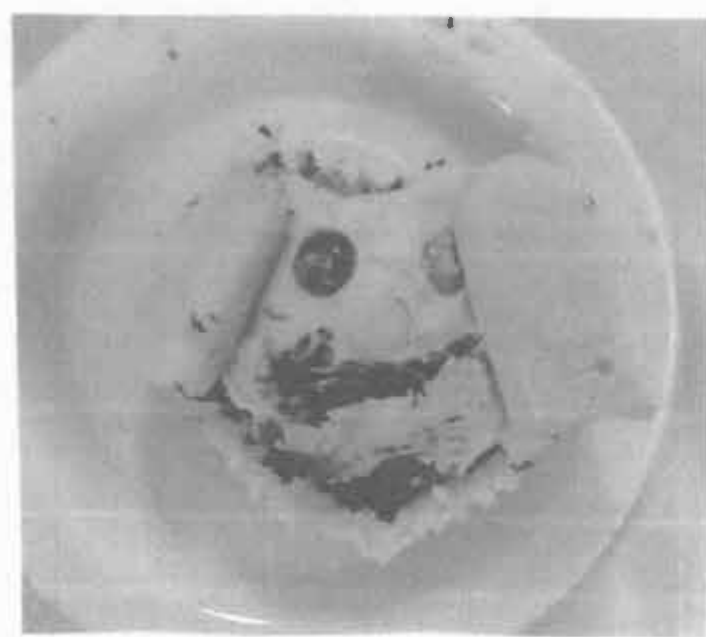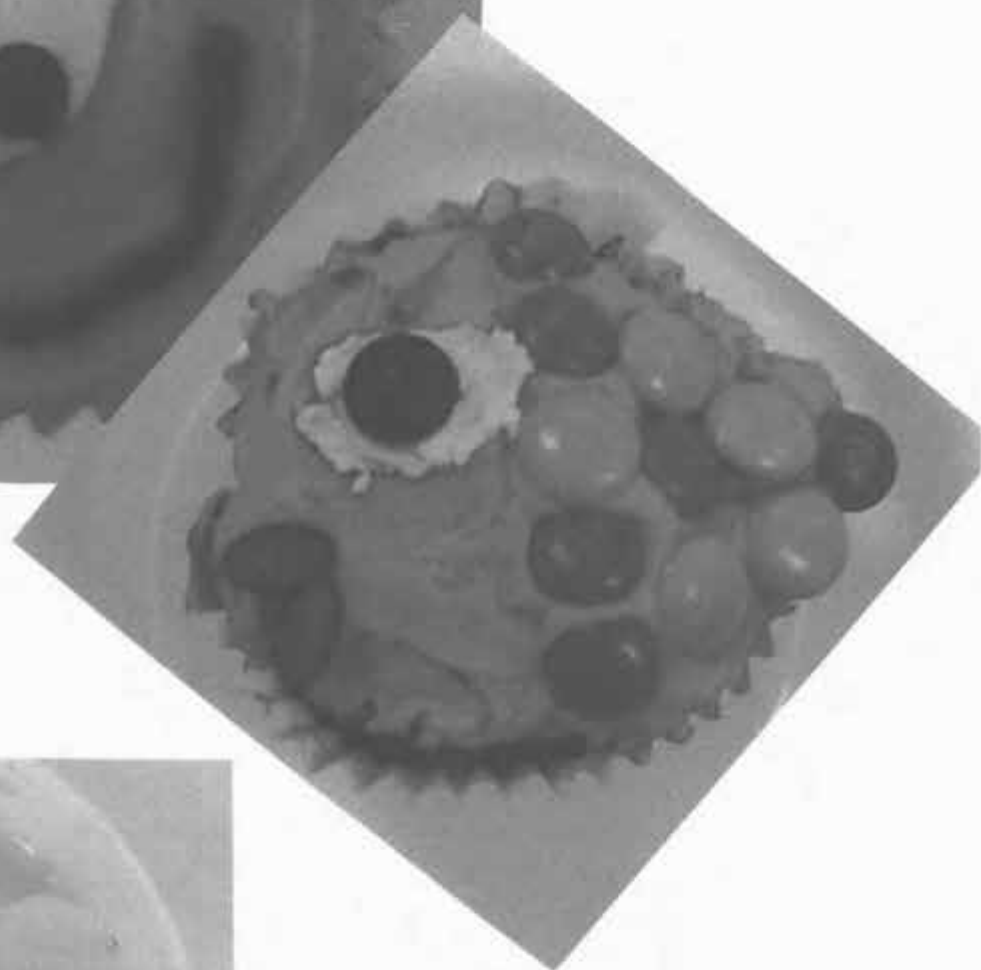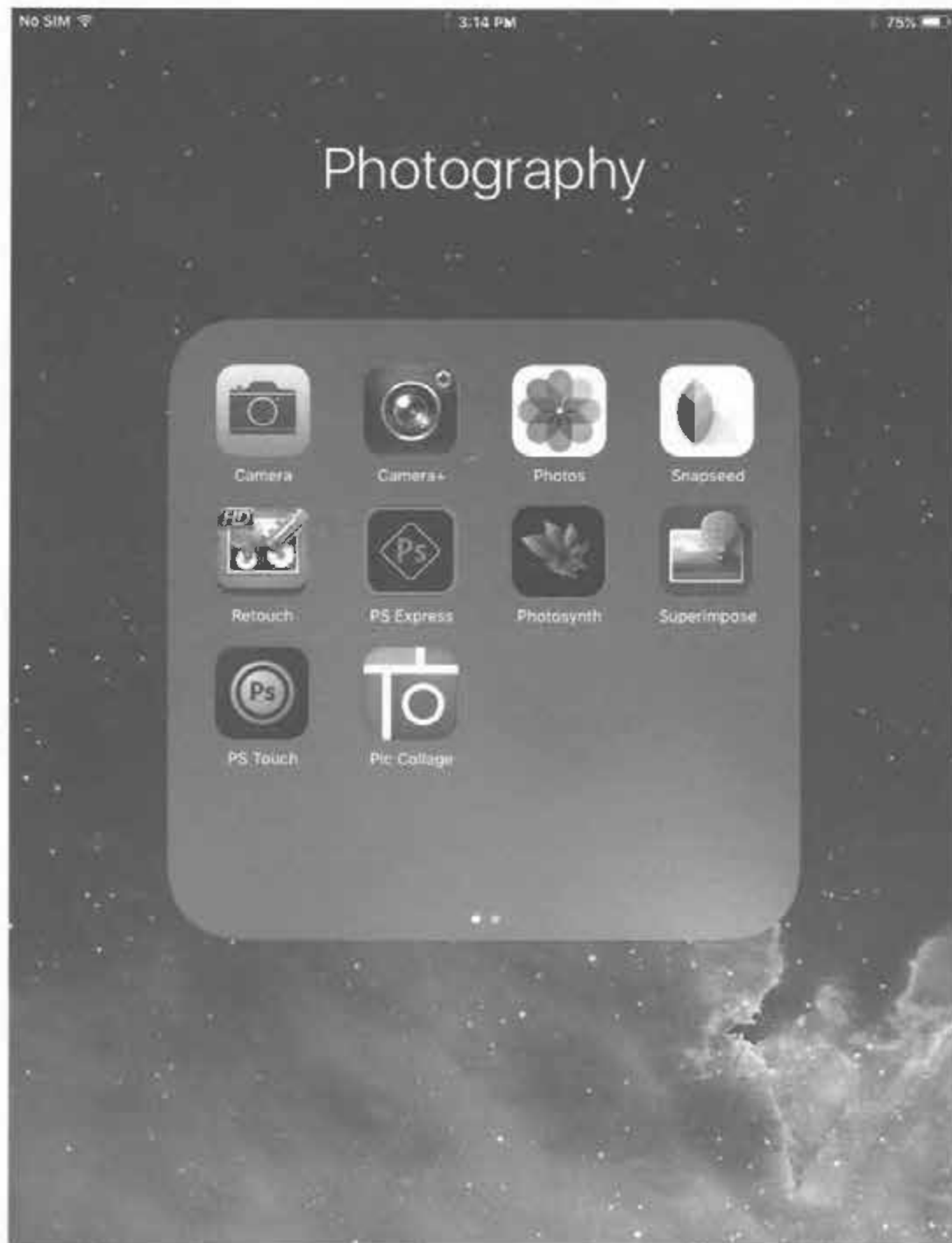
Students selected from the following apps in order photograph their prototypes and visual art creations and create the information pamphlets, as well as the advertisements (posters). Most students selected to use the Pic Collage app to create their posters and information pamphlets.

HUMPHEAD
MAORI WRASSE

Learning Intention:
- Build confidence as a reader
- Summarising text
- Writing interesting facts about your selected animal

Learning Outcome: K used the iPad to research facts about the Humphead Wrasse and summarised the text to develop 3 interesting facts about the animal. K initial wrote the facts down on paper then used the iPad to publish her work. This information was used in the pamphlets which were given to people who purchased the cupcakes at the sale as. K required a lot of prompting to write in full sentences and persevere through the task.

This task was differentiated for other students in the class accordingly. Younger students worked in a small group with the teacher, who was able to read the text to them and asked them to summarise an interesting fact verbally. Older students were asked to come up with 5-7 interesting facts, independently.

Implications for future practice: It was observed that I was spending a disproportionate amount of time with younger students. Reflecting upon this, I feel that in the future I could utilise the older students in the class as peer mentors for the younger students in the class, which also addresses one of the needs articulated in my inquiry question.

Humphead Maori Wrasse

- They mostly live in coral reefs in Africa, South east Asia and Australia

- Males can reach up to 2 metres long and females reach 1 metre

- Males live for approximately 45 years and females live for 50 years

Appendix H

Aus Curriculum Level 4	7 Jun 2016
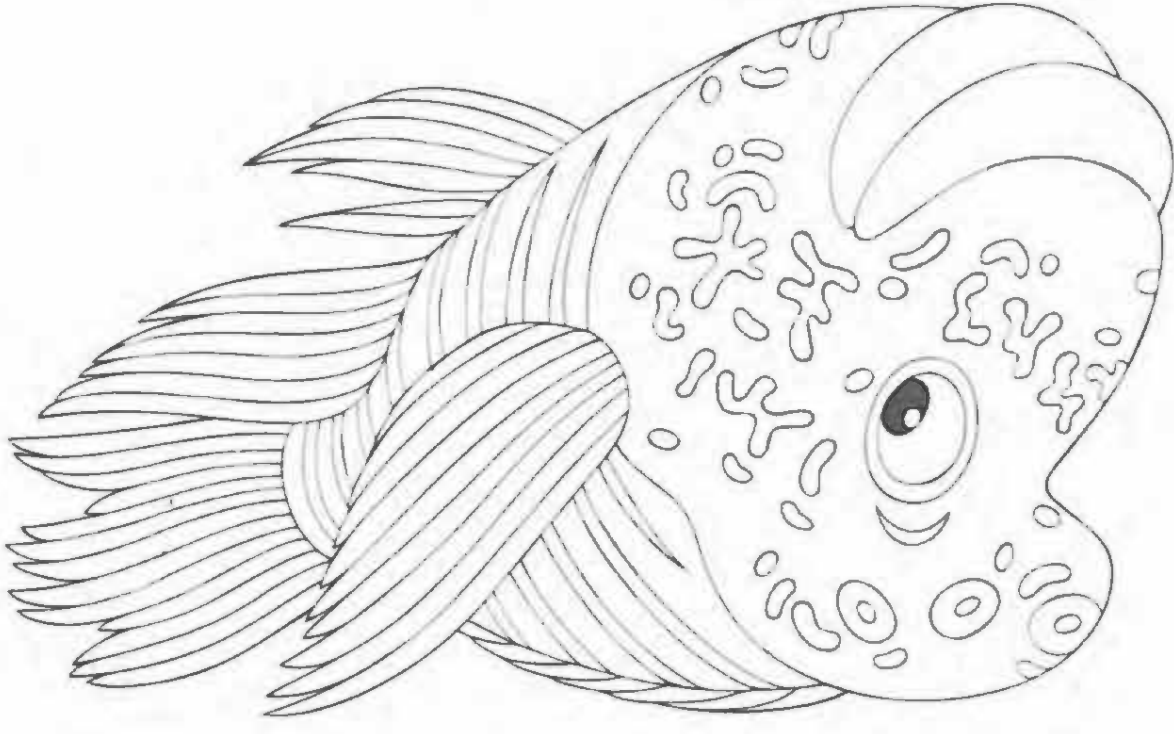
Observation:

███████████ uses research from digital resources to gather ideas, integrating information from a range of sources in order to create an information report on octopus and clown fish

███████████ is improving handwriting fluency with speed for a wide range of tasks.

███████████ revises written texts: editing for grammatical and spelling accuracy and clarity of the text, to improve the connection between ideas and the overall flow of the piece.
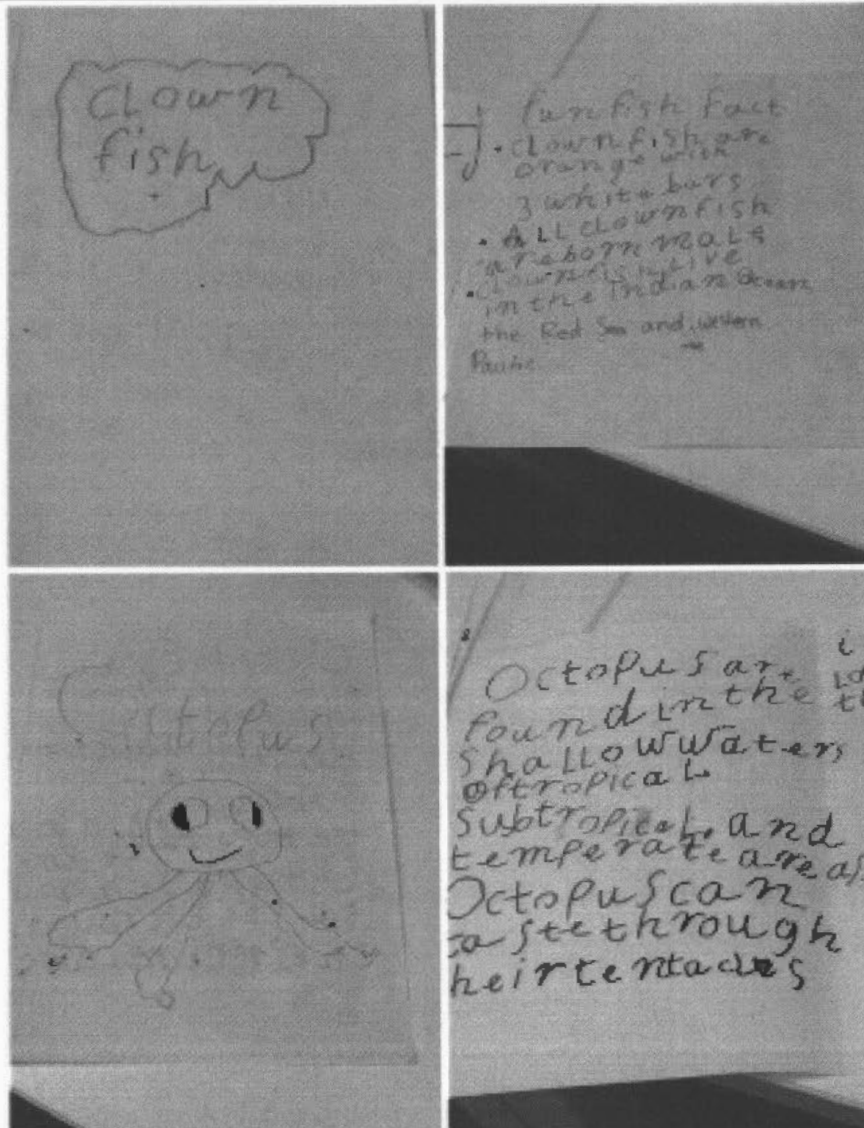
AusVELs English

- ACELY1694: Literacy (Creating texts) - Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features
- ACELY1695: Literacy (Creating texts) - Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure
- ACELY1696: Literacy (Creating texts) - Write using clearly-formed joined letters, and develop increased fluency and automaticity

Example of the KeptMe online e-portfolio's that we use for long term students/patients

E-portfolios are shared with parents/carers and the school.

Exit Cards

Write one thing you learned today	Discuss how today's lesson could be used in the real world.
I didn't understand...	Write one question you have about today's lesson.
I would like to learn more about...	Did you enjoy working in small groups today?
Rate your understanding of today's topic on a scale of 1-10. What can you do to improve your understanding?	Of the two strategies we learned today, which one did you find most useful? Why?
Please explain more about...	The thing that surprised me the most today was...
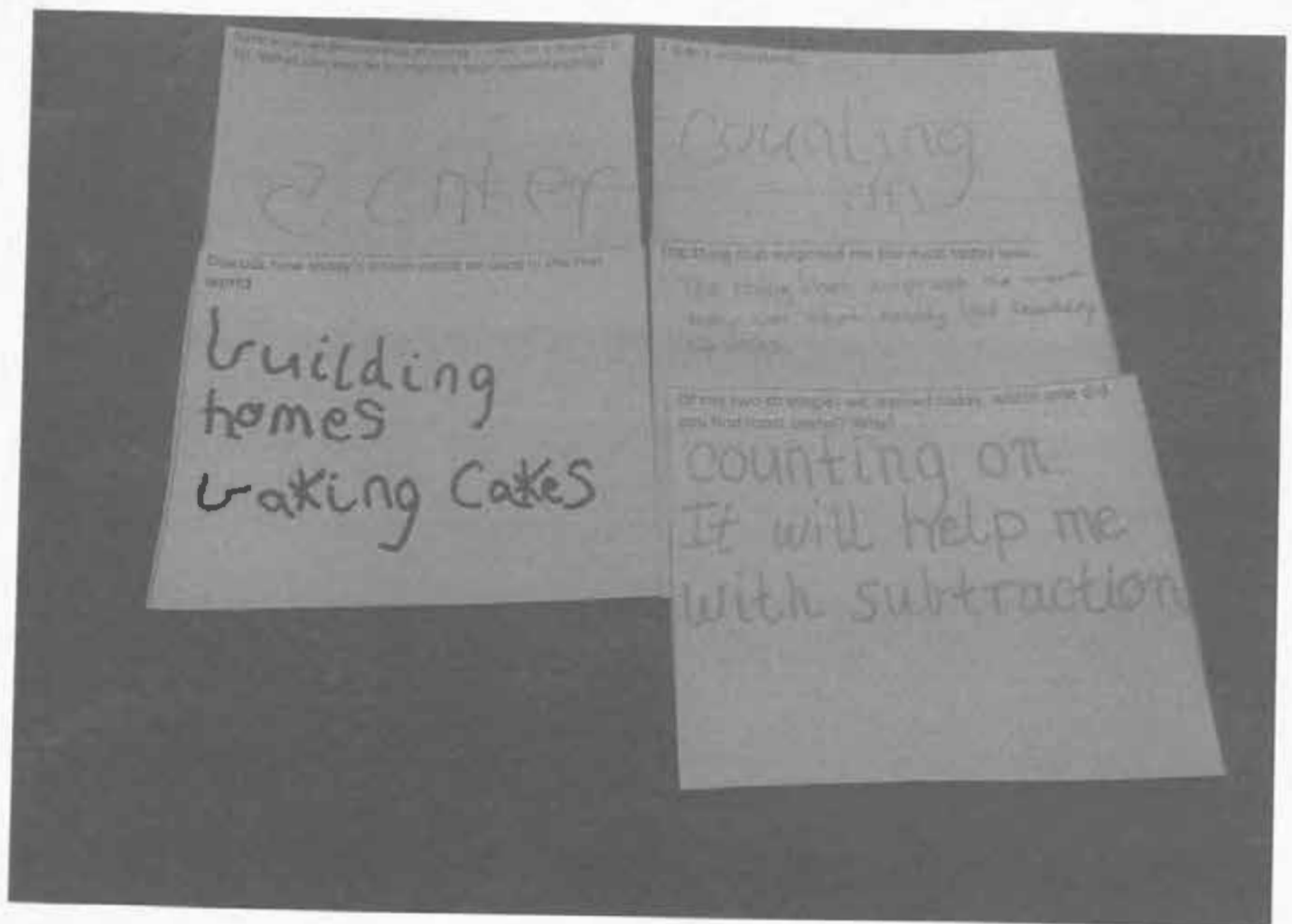
When I use exit cards in the classroom, I don't give every student the same card. Instead I allow the students to pick 1 from a range of 5 or 6 different cards. This eliminates students from saying thingso like 'but I understood everything', when asked what they didn't understand. Instead they might like to tell me something that surprised them today, or something they'd like to learn more about, or a particular strategy that they prefer.

Student _____

Teacher _____

Year _____

Date _____

School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Dogs can be more than pets. They can help people. Therapy dogs help people feel better, and service dogs help people do things. Read to find out about these two kinds of dogs and what they do.

Summary of Scores:	
Accuracy	_____
Self-Correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Start Time 5 min. 54 sec.	More Than a Pet Level J, RW: 266, E: 28	E	SC	E			SC		
					M	S	V	M	S	V
2	Do you know anyone who has a pet dog? Maybe you have a dog in your family. Dogs are good pets.									
3	Some dogs are more than pets. Two kinds of dogs do special jobs. Dogs that make people feel better are called **therapy dogs**. Dogs that work are called **service dogs**.	kidki sr ki		ll				↓		l
4	Therapy Dogs Sometimes, people cannot stay at home because they									
		Subtotal	2					l		l

Part One: Oral Reading *continued*

Sources of Information Used

age	Text	E	SC	E			SC		
				M	S	V	M	S	V
4 *ont.*	are not well. They must stay in a hospital or in ~Reject~ R a nursing home. They miss their homes and families. People feel better when they pat a dog.								
7	People like to pat dogs and feel their soft fur. Therapy dogs cheer people up when they are sad because they are not feeling well.								
8	May is a friendly and snuggly dog. She visits Sam in the hospital. She curls right up in bed, and Sam smiles.								
	Subtotal								

Part One: Oral Reading *continued*

Page	Text	E	SC	E M	E S	E V	SC M	SC S	SC V
9	*Teacher* Addie is a gentle pup. Her owner takes her to visit people in a nursing home. She stays very still when they pat her.	I							
10	Service Dogs Service dogs are more than pets. Service dogs live with the people they help. *need /sc* They work, play and go everywhere with their owners.				I			I	
11	Service dogs go to a special school where they are trained to help their owners.	I							
	Subtotal	1	3						

Sources of Information Used

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12	Royal is a service dog								
	who helps Lily, his owner.		lll						
	Lily needs help								
	because she can't see well.								
	Royal came to live with Lily								
	when he was a puppy.								
	He and Lily were trained together.								
	Now, Royal and Lily								
	are together all the time.								
	Lily holds on to Royal's harness								
	at the shop or on the train.								
	Royal makes sure it's safe								
	for Lily to walk.								
	Subtotal	5	3						
	Total	5	3						

End Time _____ min. _____ sec.

Have the student finish reading the book silently.

Accuracy Rate	**Errors**	28 or more	25–27	23–24	20–22	18–19	15–17	12–14	10–11	8–9	5–7	1–4	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Self-Correction Ratio

$(E + SC) \div SC = 1{:}\ 26$

Fluency Score   0   1   (2)   3

Fluency Scoring Key

0   Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1   Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2   Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3   Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate *(Optional)*

End Time	_____ min. _____ sec.
Start Time	_____ min. _____ sec.
Total Time	_____ min. _____ sec.
Total Seconds	_____

$(RW \times 60) \div$ Total Seconds = Words Per Minute (WPM)

$16{,}020 \div$ _____ = _____ WPM

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learnt in this book.

Comprehension Scoring Key

0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.

1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.

2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.

3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text There are two kinds of dogs that help people. Some dogs help people feel better and some dogs work. (May or may not use the terms *therapy* and *service*.) Dogs help people in many different ways. (Gives 2–3 examples such as: dogs cheer people up; they help their owners; they make sure the owner is safe; they get things for their owners.) *Note any additional understandings:*	What were the two kinds of dogs that you read about? service What did you learn about therapy dogs? ✓ What did you learn about service dogs? ✓ What else did you learn about the two kinds of dogs?	0 1 ·2⟩ 3
Beyond and About the Text Dogs must be smart because they can learn to help people in different ways (or people train them). Dogs are good pets and they can also do a lot more things to help people. In this picture, the woman is blind and the dog is helping her get on a train. The heading helped me know what kind of dog I would be reading about. *Note any additional understandings:*	Why do you think dogs can be so helpful? loyal Why do you think dogs are so important to people? — Look at the photograph on page 13. What information does it give you? ✓ Look at page 4. How does the heading "Therapy Dogs" (point to it) help you? ✓	0 1 ② 3

Guide to Total Score

6–7	**Excellent** Comprehension
5	**Satisfactory** Comprehension
4	**Limited** Comprehension
0–3	**Unsatisfactory** Comprehension

Subtotal Score: ____ /6

Add 1 for any additional understandings: ____ /1

Total Score: ____ /7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

0 Reflects **no** understanding of the text.

1 Reflects **very limited** understanding of the text.

2 Reflects **partial** understanding of the text.

3 Reflects **excellent** understanding of the text.

Write about three ways dogs help people. You can draw a picture to go with your writing.

Students use this scale to rate their perceived estimates of what they think they know about the topic prior to teaching and learning session and then after teaching and learning session.

Students can identify, with their finger, approximately how much they think they know. This is to help me identify how successful my teaching/differentiation was and if the students need more time to learn about the topic.

20 cents
10 cents
5 cents
$2 (2 dollars)
$1 (1 dollar)
50 cents

CREATING & MAKING

EXPLORING AND RESPONDING

MARKS	COMPOSING	PERFORMING	COMMUNICATING	EVALUATING
5-10	BASIC IDEA — ADVICE: DON'T FEAR MAKING MISTAKES	HESITATING UNSURE — ADVICE: TAKE TIME AND CARE BE CONFIDENT	SOMETIMES POSITIVE OFTEN RELUCTANT — ADVICE: BE PART OF THE TEAM - YOU WILL SUCCEED	DESCRIBED THE TASK — ADVICE: EXPLAIN YOUR THOUGHTS AND IDEAS
11-15	LOGICAL PATTERN — ADVICE: CLEARLY THERE STICK AT IT	SECURE SURE — ADVICE: IDENTIFY PROBLEMS-SOLVE THEM STEP BY STEP	INVOLVED THOUGHTFUL FOLLOWER — ADVICE: MAKE A DIFFERENCE - LOSE IDEAS MORE OFTEN	EXPLAINED OWN IDEAS & PROGRESS — ADVICE: EXPLAIN ALL OF THE PROBLEMS AND HOW YOU SOLVED THEM
16-20	LOGICAL DETAILED DEVELOPED — ADVICE: BE BOLD - EXPERIMENT MORE	COORDINATED CONFIDENT — ADVICE: AIM FOR FLUENCY-AIM HIGH	SHARES IDEAS SUPPORTS THE TEAM — ADVICE: DISCUSS YOUR IDEAS IN MORE DETAIL	ACCURATELY EXPLAINED HOW WORK IMPROVED — ADVICE: COMPARE YOUR WORK TO ANOTHER STUDENTS
21-25	ORIGINAL INVENTIVE EXPRESSIVE — ADVICE: ...	FLUENT TOTAL CONTROL — ADVICE: STAY AMBITIOUS	LEADER FAIR NEGOTIATOR — ADVICE: KEEP THE TEAM GUIDING	FULL DETAILED COMMENTS ACCURATELY USING ___ TERMINOLOGY

A SHORT GUIDE TO REFERENCING THE STANDARDS

A workplace panel determines whether your evidence demonstrates your practice in relation to the APST and their descriptors.

You should be able to demonstrate all 37 descriptors of the APST at the proficient level in your normal teaching practice. In some circumstances you may need to negotiate with leaders in your workplace to ensure there are opportunities to evidence all descriptors. Where there is a teaching context that means there are descriptors that cannot be evidenced at all, you must contact the Institute to discuss your exceptional circumstances before you finalise your evidence.

We suggest that you reference where you have provided evidence against the standards using the guide below. This will ensure that you have addressed all areas required and now have evidence to support you at the panel meeting.

Please note: this can be used as a record for the recommendation meeting, but is not the recommendation report.

STANDARD 1: KNOW LEARNERS AND HOW THEY LEARN

DESCRIPTORS EVIDENCED TEACHERS:	REFERENCED ON PAGE NO.
1.1: Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning.	1, 2, 3
1.2: Structure teaching programs using research and collegial advice about learning.	4, 5, 8, 9
1.3: Design and implement teaching strategies that are responsive to the learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.	6, D, 7
1.4: Design and implement teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander learners.	6, D, 7
1.5: Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities.	D, E, 7
1.6: Design and implement teaching strategies that support the participation and learning of learners with disability and address relevant policy and legislative requirements.	2, 3, C, D, E, 15 16

STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT

DESCRIPTORS EVIDENCED TEACHERS:	REFERENCED ON PAGE NO.
2.1: Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities.	9, 10, 11, D, G

2.2: Organise content into coherent, well-sequenced learning and teaching programs. D, E

2.3: Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements. G, H, F

2.4: Provide opportunities for learners to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. 6, 2, 3, D

2.5: Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement. 9, 10, 11 D, E, G

2.6: Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful. D, G

STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

DESCRIPTORS EVIDENCED TEACHERS:	REFERENCED ON PAGE NO.
3.1: Set explicit, challenging and achievable learning goals for all learners.	C, F
3.2: Plan and implement well-structured learning and teaching programs or sequences that engage learners and promote learning.	D, E
3.3: Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	9, 10, 11, 7 D, E
3.4: Select and/or create and use a range of resources, including ICT, to engage learners in learning.	D, G
3.5: Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.	15, 13, 14
3.6: Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning.	6, 17, 16 19
3.7: Plans for appropriate and contextually relevant opportunities for parent/carers to be involved in their children's learning.	15, H

STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

DESCRIPTORS EVIDENCED TEACHERS:	REFERENCED ON PAGE NO.
4.1: Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.	D, H
4.2: Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.	D, E
4.3: Manage challenging behaviour by establishing and negotiating clear expectations with learners and address issues promptly, fairly and respectfully.	A, 13, 14
4.4: Ensure the well-being and safety of learners within the learning environment by implementing curriculum and legislative requirements.	15, 16, 13
4.5: Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	4, 5, B

STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON LEARNING

DESCRIPTORS EVIDENCED TEACHERS:	REFERENCED ON PAGE NO.
5.1: Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning.	13, 14, 12 H
5.2: Provide timely, effective and appropriate feedback to learners about their achievements relative to their learning goals.	H, 13, 14
5.3: Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.	H
5.4: Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.	4, 5, 6, H, 17
5.5: Report clearly, accurately and respectfully to learners and parents/carers about achievement, making use of accurate and reliable records.	H

STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING

DESCRIPTORS EVIDENCED TEACHERS:	REFERENCED ON PAGE NO.
6.1: Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan for professional learning needs.	16, 8, 9
6.2: Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system.	16, 7, 8, 9 10, 11
6.3: Contribute to collegial discussions and apply constructive feedback from colleagues to improve knowledge and practice.	16, 8, 9
6.4: Undertake professional learning programs designed to address identified needs of learners.	16, 9, 10, 11

STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

DESCRIPTORS EVIDENCED TEACHERS:	REFERENCED ON PAGE NO.
7.1: Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.	15
7.2: Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.	15
7.3: Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.	15
7.4: Participate in professional and community networks and forums to broaden knowledge and improve practice.	15, 16