

Learning Design

Personalised Local
Curriculum

Why did we need to do something different ?

- Both schools had very different IEP systems
 - Our knowledge about effective practice has developed
 - Our collective experience and feedback from families told us that maybe we could do better
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- Accountability
 - Resource seeking
 - Placement decisions

(Mitchell, Morton, Hornby 2010)

Why IEPs?

- Accountability
- Resource seeking
- Placement decisions

(Mitchell, Morton, Hornby 2010)

We asked ourselves

Is there consistency in IEPs across the school

If we felt there was a clear and articulated link between IEPs and the New Zealand Curriculum

If we were confident that the IEP was a document that truly guided teaching and learning

A review of the literature on Individual Education Plans found three major issues

Report to New Zealand Ministry of Education ,
Mitchell, Morton, Hornby 2010)

- The undue influence of behavioural psychology on IEPs
- The over - emphasis on the individual
- The unproven efficacy of IEPs

What the
research says

Dempsey (2010)
Australian Journal of Special Education

Finding

Finding research support for IEPs in promoting student's progress is most difficult

Having

Having an IEP is not guarantee of quality individualised instruction

So why do
people still
strongly
advocate for
the use of
IEPs?

- Accountability, accountability , accountability - systems, parents, schools
- Legislation - real and perceived
- Special Education is different to other education



Discuss

- Why do you think we have IEPs – What do you think are the gains and issues with IEPs as you have know them ?

How valuable was the existing IEP process – 3.6/5

What is the best part of the process ?

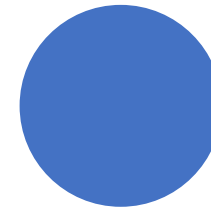
77% all responses notes hearing about progress and meeting the team

Least helpful...

Quality of the goals

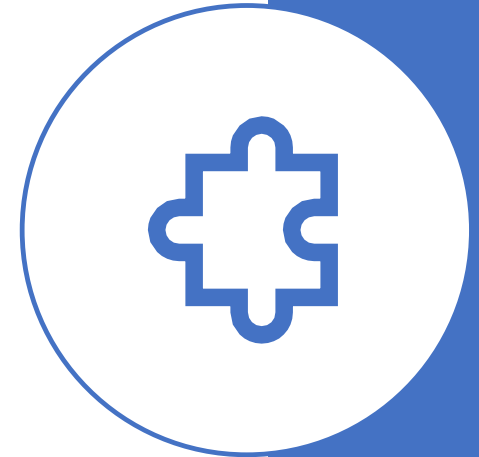
Lack of follow up

Parent Survey



From one parent ...

- *“Having to go first and say what the goals are. It would be more helpful if the teacher and therapists already know what the next steps are”*



Our Guiding Inquiry

- If we had a blank slate and could design a system from scratch – what do we think would great the greatest leverage for students learning ?

What we've been doing?



Developing our vision, values and beliefs



Developed a model for how therapy will be delivered at CASS



The Leavers Profile - 6 aspirations for students at CASS



Visited a number of schools with alternative curriculums



Worked with Mary Chamberlain (one of the designers of the New Zealand Curriculum) on local curriculum design

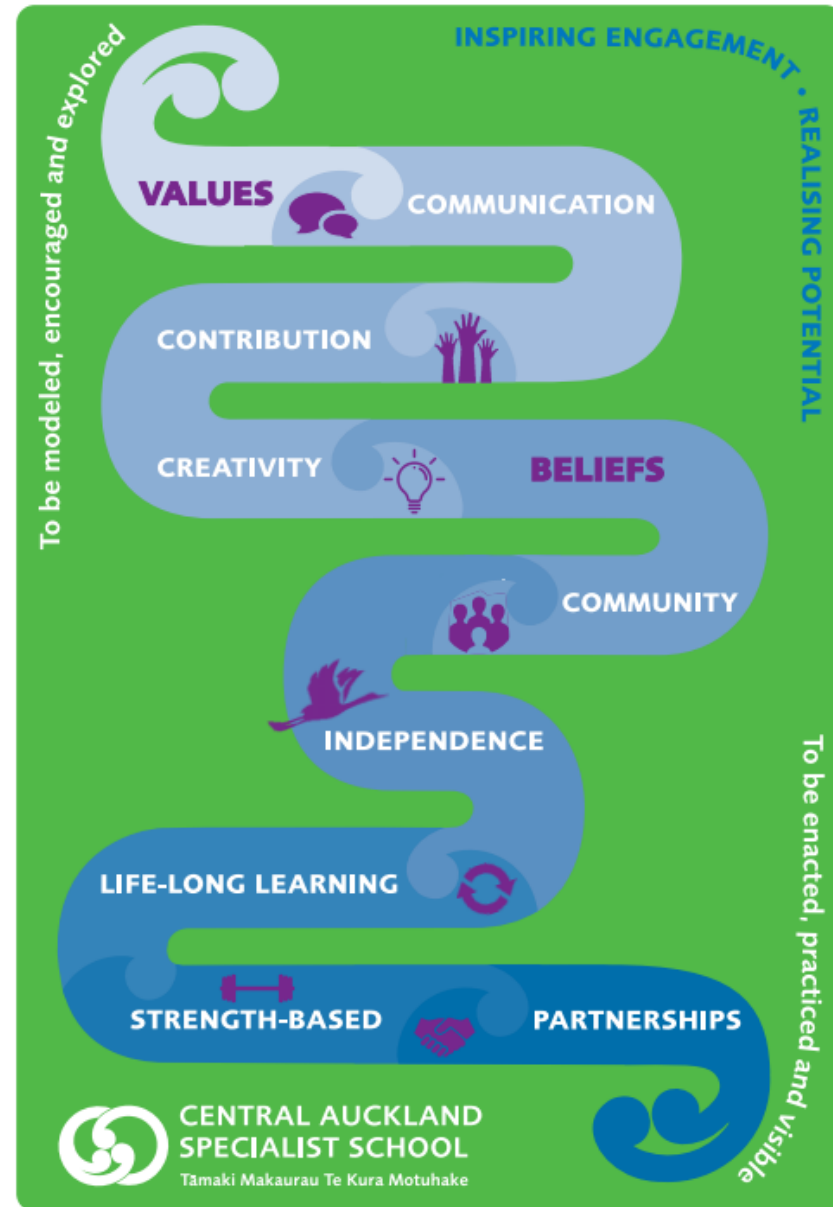


Identified the key components of the CASS curriculum



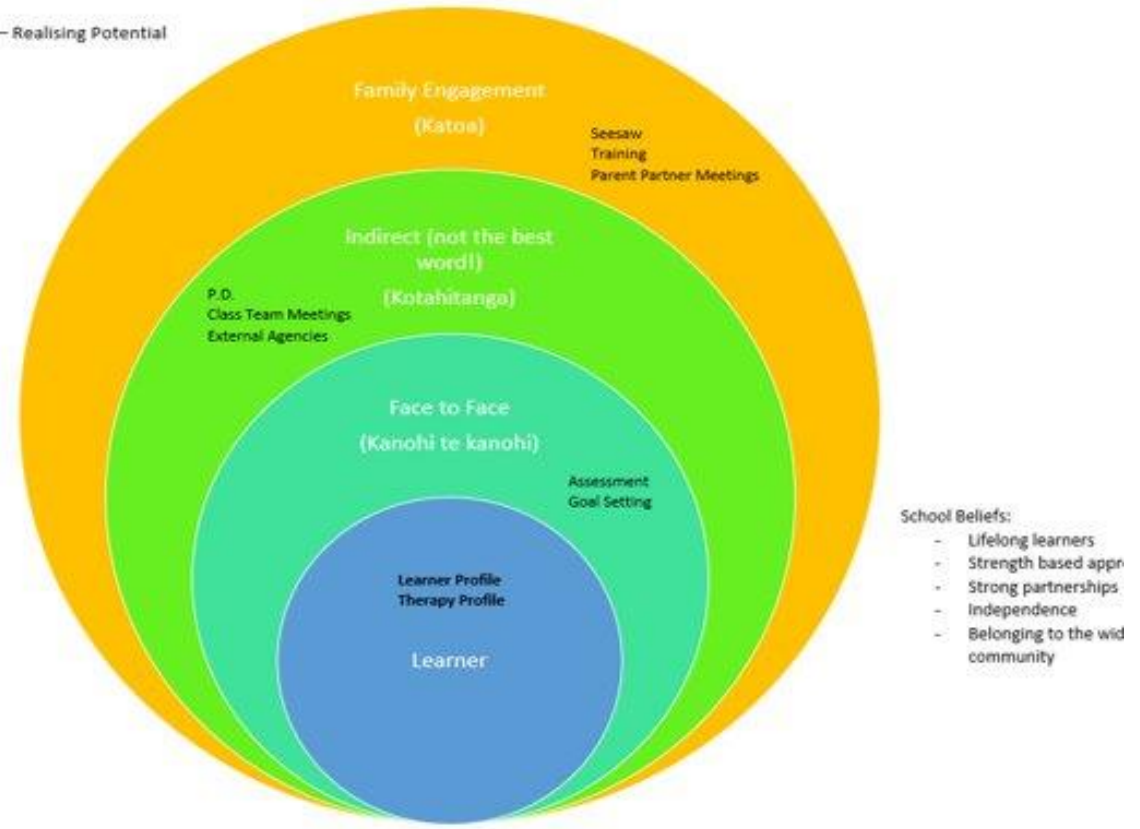
Designing the systems that make up that model

Vision, Values and Beliefs

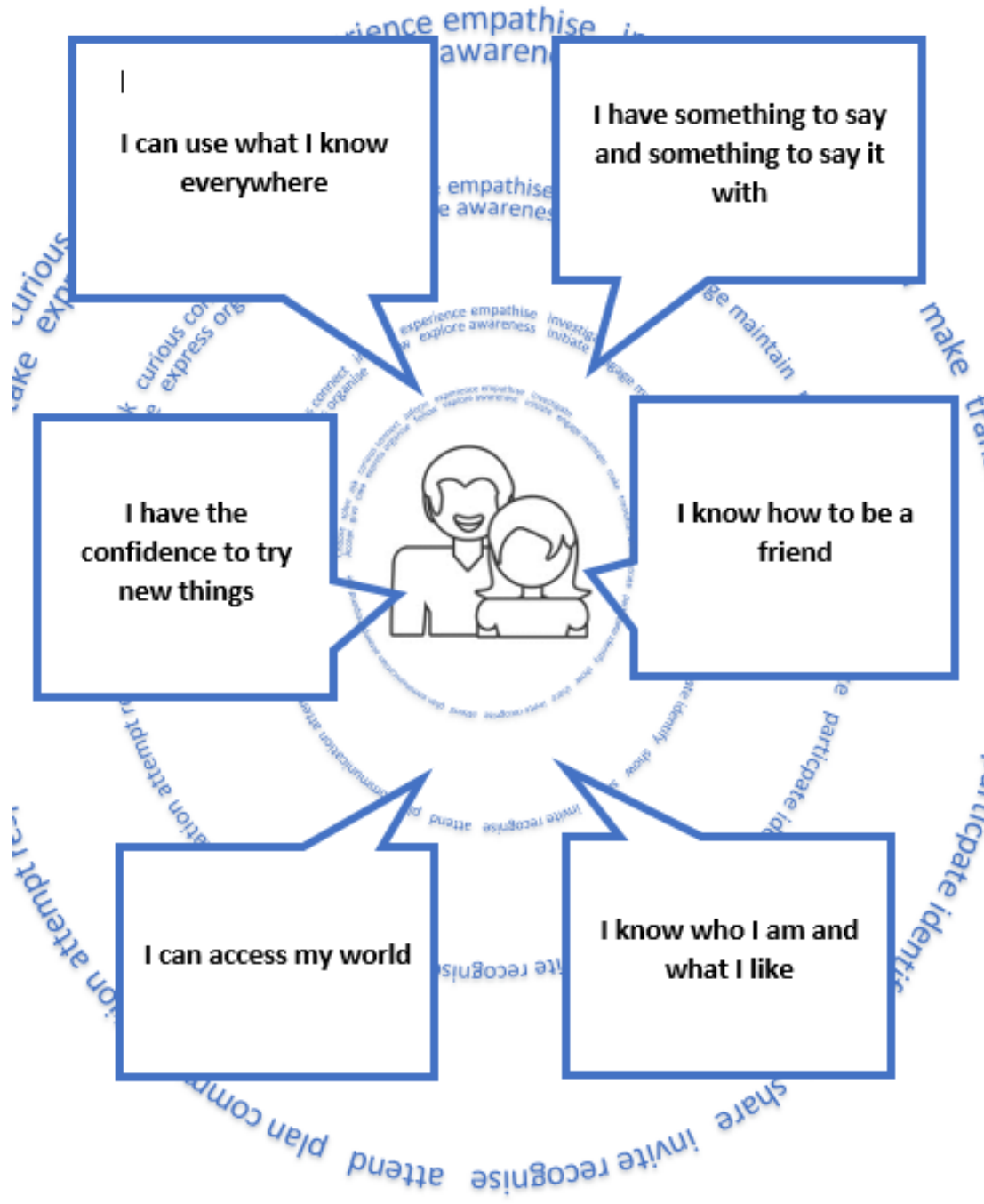


Therapy Model

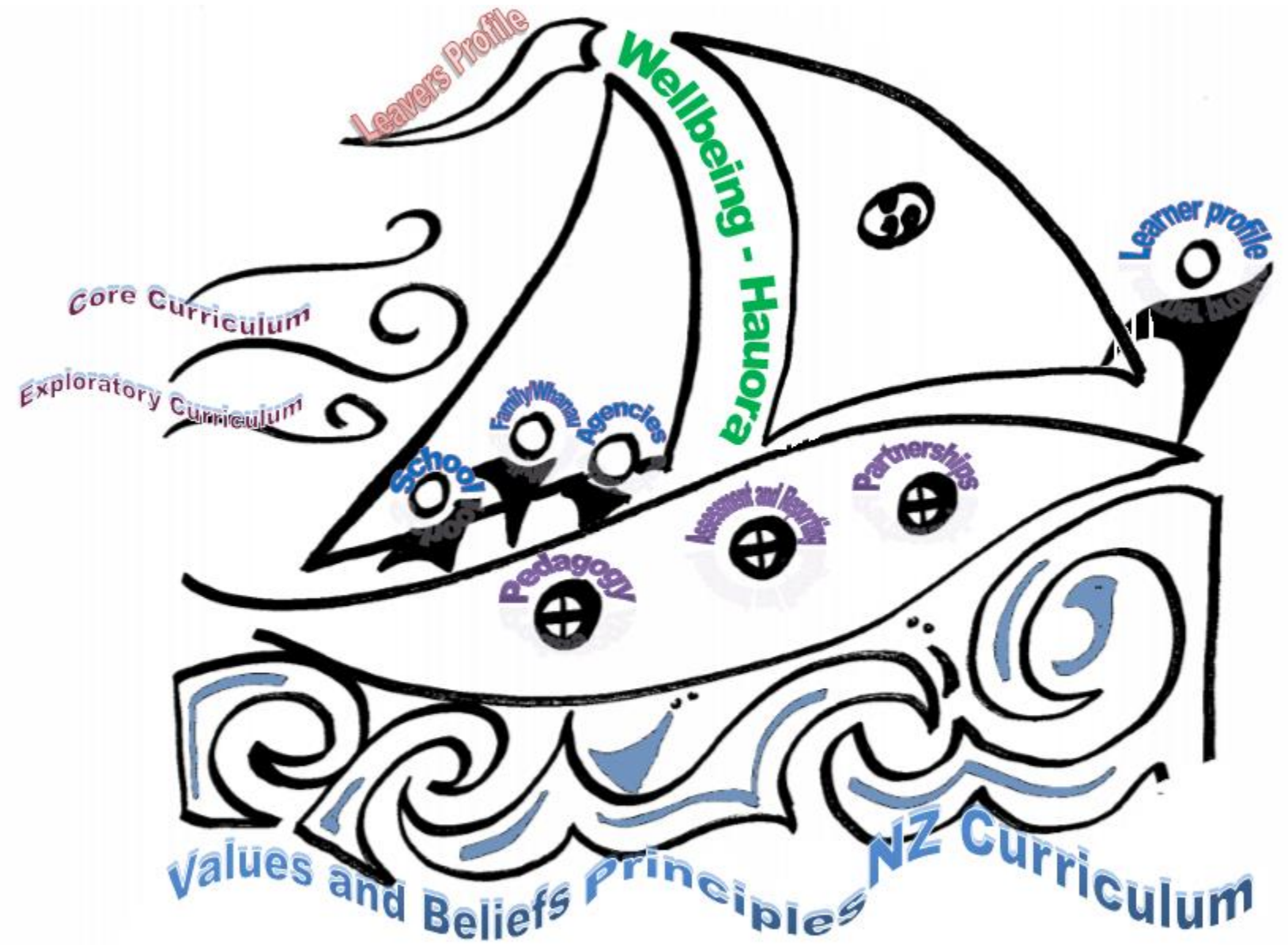
Inspiring Engagement – Realising Potential

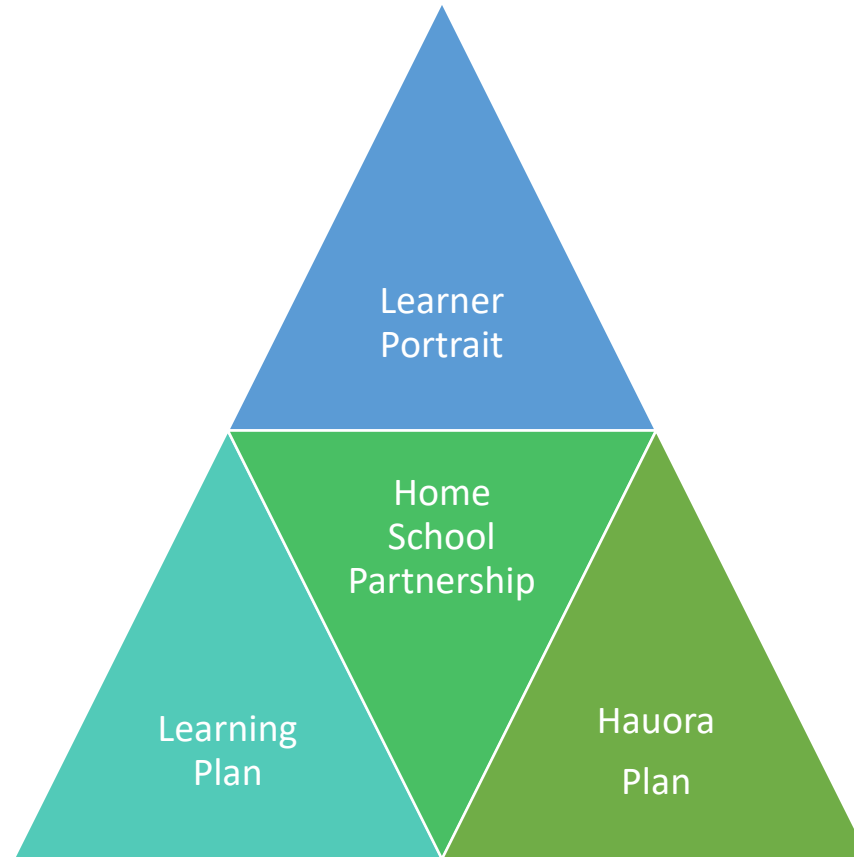


The Leavers Profile - 6 aspirations for students at CASS



CASS
curriculum
model





So what does this mean for families

Learner Portrait

I learn best when

- There are clear expectations
- When there are written instructions for the task
- When I have my communication device easily available
- When I am in a social group

The Important people in my world

- My Mum – Ann
- My Dad – Brett
- My Nana – Oma
- My Cousins – Huey, Quey and Leui
- My Brother Tama

My Strengths

- I have a good sense of humour, I love a joke
- I am great at sharing and learning with my peers
- I am a great drummer
- I can read 20 sight words
- I can recognise numbers to 100

I enjoy learning

- About transport – cars are my favourite
- Drawing
- Music – I am really interesting in drumming and Rhythm
- Swimming

Learner Profile

"Who I am and How I learn"



Student Name

I find it difficult when

- When there are too many people around
- When there is a sudden change
- When I am not given enough time to get ready for learning
- When there are too many distractions
- When I am hungry

My family can help me by

- Encouraging me to use my core board at the dinner table
- Listening to me read every night
-

I like to learn with

- My Peers , I like to watch them do things first
- My teacher – I like to get positive feedback
- My brother , I will do anything my brother does

Other things its good for you to know

- I really like predictable routings
- I have glasses and need to wear them everyday



CENTRAL AUCKLAND SPECIALIST SCHOOL

Tinaki Makaurau Te Kura Mātauranga

Hauora plan

"Getting ready for learning"

Hauora Plan

Safety at School <ul style="list-style-type: none"> • What safety issues do my staff need to know about? • What do I need to keep safe at school in the playground? In the class? • Is there a plan for keeping me safe? • Is there a plan for when emergencies occur 	Medical and health needs <ul style="list-style-type: none"> • Do I have a medication and health plan? • Do I have a seizure plan • Where is this plan kept? • What do I need to keep me safe? • What health emergencies might occur
Mobility and Transfers <ul style="list-style-type: none"> • How do I move about my environment? • What do I need to keep me safe? • What should others be aware of? • What can I do myself? • How can others help me? • My equipment for mobility includes what? • Do I have a plan? 	Assistive equipment <ul style="list-style-type: none"> • What assistive equipment do I have • What is it for • When should I use it • What do my staff need to know • What can I do for myself • How can you help me
Mealtimes <ul style="list-style-type: none"> • How do I eat and drink? • What can't I eat and drink? • What do I need to keep me safe? • What should others be aware of? • What can I do for myself? • How can you help me? • What equipment do I need? • Do I have a mealtime plan? 	Behaviour <ul style="list-style-type: none"> • Do I have a Behaviour Plan • What can trigger an outburst, make me anxious • What strategies work well to settle me when I am upset • What do staff need to know
Toileting <ul style="list-style-type: none"> • How do I go to the toilet? • What do I need to keep safe • What equipment do I need? 	Sensory Needs <ul style="list-style-type: none"> • What are my sensory needs • What do my staff need to know • What equipment or resources do I need

Curriculum plan

- A way to share what is planned for the class that captures ALL of the learning
 - In all learning areas
 - For the class and for each student
- Recognises that learning doesn't happen one thing at a time
- Reflects direct instruction vs experiences and contexts
- Might be different for different ages in the school

An example Learning Plan



Discussion – Partnership meetings

- How often would you like to meet with you childs team ?
- What would you like to see shared via Seesaw ?
- What involvement should our students have in this process?
- Are there considerations about the timings, meeting protocols, locations that you would like us to be aware of ?