



Inclusive practice

Focus 6 – Inclusive practice

Australian Professional Standards for Teachers
Professional Knowledge 1.3 1.4 1.5 1.6 2.2 2.4
Professional Practice 3.6 3.7 4.1 5.3
Professional Engagement 7.3

Inclusive education ensures a student has a sense of belonging to their school community, with appropriate instruction and opportunity to learn in order to reach their highest potential. This involves differentiation in the form of adjustment to the three components of the curriculum: content, process and product.

1. In your professional learning community, what would be some of the key points in an elevator pitch or the one-minute overview of how you approach teaching students with disability and additional learning needs?

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The range of abilities

Every day, teachers confront a huge range of student achievement levels in their classrooms. In any given year level, there is a five to six year difference between the most advanced and the least advanced 10 per cent of students.

(Masters 2013; Goss & Hunter, 2015)

2. How do you differentiate a curriculum topic to suit all learners in your classroom?

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Zone of Proximal Development

The zone of proximal development has been defined as ... the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers.

(Vygotsky, 1978)

3. How do you ensure you are in the zone of proximal development for each of those students with disability and additional learning needs?

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4. Classroom Observation is a powerful tool for Professional Learning. (AISTL, 2016).

It is the only real way to initiate professional learning. Do you agree? Why/why not?

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Observation of practice - has this been part of your change practice recently? What 'safety' aspects need to be in place for you or for colleagues to feel comfortable about commencing and undertaking observation?

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How has classroom observation enhanced your ability to differentiate learning for all students?

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5. How do the social aspects of teaching and learning work with the curriculum and teaching expectations? What do the standards say about the social and relational aspect of teaching?

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Why are these important for students with disability and additional learning needs?

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6. Use this table based on the Australian Professional Standards for Teachers and locate where you are positioned in your current level of addressing the teaching and learning of students with disability and additional learning needs.

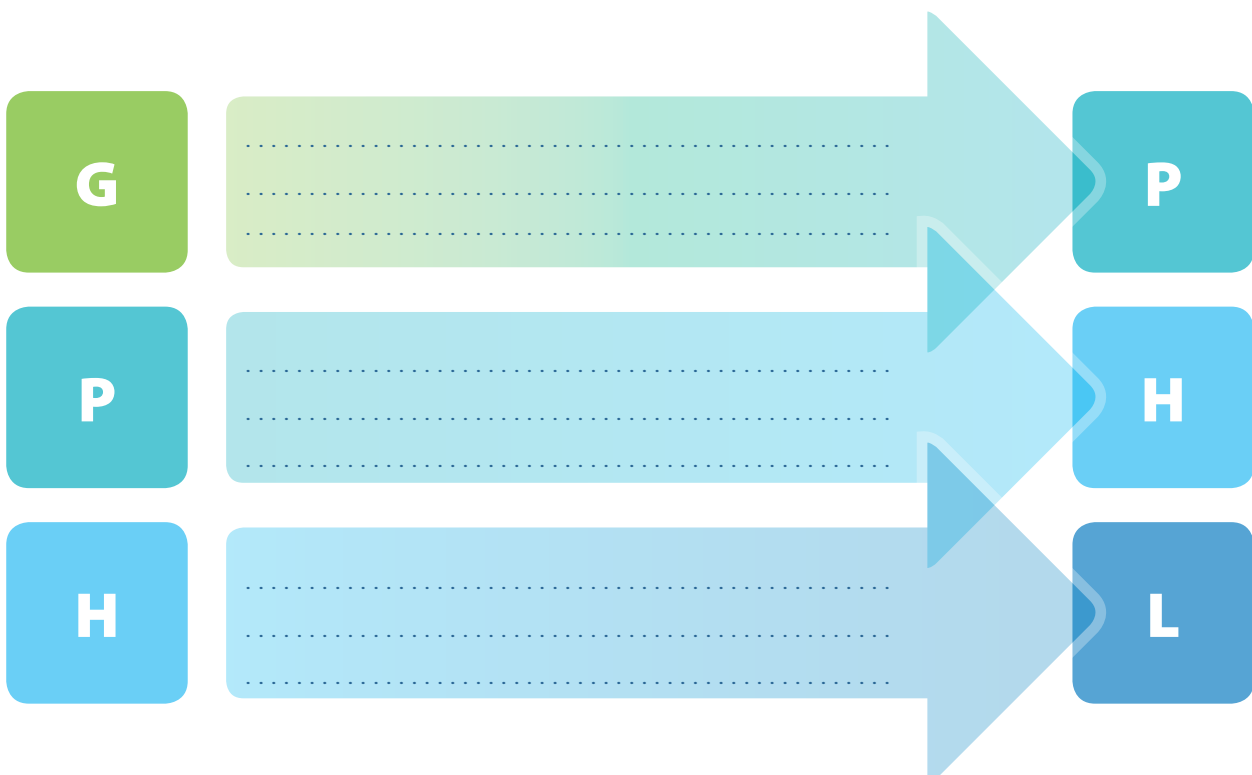
Graduate	Proficient	Highly Accomplished	Lead
Demonstrate broader knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with a disability. (Graduate teacher level)	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative frameworks. (Proficient teacher level)	Work with colleagues to access specialist knowledge and relevant policy and legislation, to develop teaching programs that support participation and learning of students with a disability. (Highly accomplished teacher)	Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies. (Lead teacher)

Use the table below based on Australian Professional Standards for Teachers to record some of the personal strategies you might use to move from where you are now to the next level of where you want to be over time?

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Differentiating teaching and learning:

7. Which types of differentiation do you use? Complete the table to record your different types of differentiation.

My Practice	Differentiation When and Why	Differentiation Why and How

There is a difference of opinion regarding learners with disability and additional learning needs requiring distinctive teaching strategies. For example, some learners especially those with high or very high needs, do require significantly different teaching strategies. However, these strategies are also useful for all student abilities.

8. What do you think? Why?

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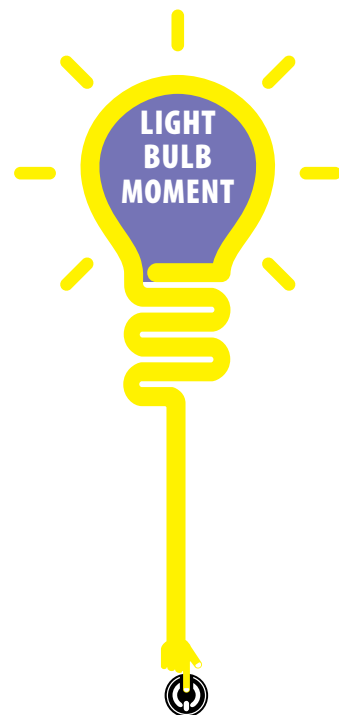
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Question 8 can be used in your Professional Learning Community.

9. How do you work with resistant learners?

Share some effective ideas you use for motivating students.

Best motivators	Work for whom?	Work when?
Using physical activity	All primary and early years children	Just before breaks and end of the day

So how do you work with students who find learning difficult?

Type of student learning difficulty	Break through idea
Completion of long written tasks	Check small sections at a time so student feels some success

Have you had a student whose learning challenged you? How did you decide where to start? On reflection, what else may have worked?

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10. Passion in teaching for education appears to be important for motivation in the long term and the ability to make changes.

How do you maintain your passion for teaching?

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Talk to colleagues and find out how others maintain their passion? What ideas would work for you?

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