Artefact [g]: Resource adjustments for Students with a Disability or Learning difficulty

Wednesday, 24 August 2022 11:59 AM

Teaching context specific to this artefact

Date range of evidence	School(s)	My Role(s)	Year Level(s)/Learning area(s)/Subject(s)
2020	Applicant's State High School	Project coordinator/ Geography teacher	Year 8 Geography

Annotation to support this evidence set

1.6

I worked with the HOSES and learning support to access aides and case managers to support the incursion for participation of SWD **(G: Making awareness)**. Following CP conclusion, I worked with case managers and special education teachers to access knowledge on how best to develop the program for accessibility of students with a disability, leading to a resource creation event **(H: Minutes & created resources).** With support of the HOSES who provided access to specialist knowledge on relevant policy and legislation around SWD **(I: 11th October email from HOD)** I was able to lead an analysis of said policies with the Yr.8 team to review the program with a focus on wider participation of students with a disability in 2022 **(I: 18TH October minutes).**

Assessor note - This artefact has been included as an evidence sample for descriptor 1.6. However, the applicant has also annotated it for the other descriptors on this page.

2.2

The CP is an entirely new program I built to connect our school with the community **(K: BCC Letter)**. Originally, the assessment was the responsibility of individual teachers; instead, I used the backing of research and data **(B: All)** to deliver an innovative learning and teaching program that supported staff **(E, staff satisfaction surveys)**. It was lauded in professional networks as a program that was innovative in the Humanities field **(J: Teachers requesting the program resources)**.
As project organsier, I constantly improved and adapted the content to remain relevant to the school. I evaluated the project with teachers **(F and G)** and adjusted the program for students with a range of abilities (**H: Disability adjustments and L Creek extension excursion).** My organisation of a project that is focused on contextually relevant learning **(D photos, group work, timetable)** garnered recognition from my Principal through its inclusion in the school's strategic plan **(N: Email and Strategic plan)** due to the focus on sustainability within local and global communities.

4.1

When organising the project I led correspondence with parents **(O: Excursion letter),** built community involvement **(Artefact I),** constructed the CARAs **(Artefact C)** and supported colleagues with resourcing **(D: Teacher Meeting, PowerPoint and Work booklet)** to ensure all students had the opportunity to attend the incursion **(Artefact D)** and Creek excursion **(Artefact L).** I further supported colleagues in adopting policies and procedures for SWD **(G: 12th October minutes)** and collaborated with SEU department to identify and create adjusted assessment **(G: 12th October minutes, photo and assessment**) to ensure support for all students in accessing the project.

4.4

As program coordinator I initiated and took responsibility for safety of students and staff through the creation of CARA document, following school guidelines around risk mitigation and ensuring adequate supervision for SWD and teachers' roles and responsibilities **(Artefact C).** Additionally, I took control of the risk assessments for equipment hire **(C: Water Sampling & Cross-sections).** To ensure staff and student safety, I outlined non-negotiables around safety and responsibilities with the teacher booklet **(D: Work booklet),** with reiterations of these details in the lead up **(D: Email about upcoming meeting).** I ensured these processes were repeated again in the 2021 excursion to Creek **(Artefact L).**

7.1

As organizer of the CP incursion and the Creek excursion, I maintained high ethical standards within a school context through interactions with staff through collaborating on project resourcing **(F and G),** leading the project and supporting staff to interpret code of ethics and exercise sound judgement in the school context **(D: 6th September minutes, email 'morning of' and Teacher Guidebook).**
In the community I maintained high ethical standards by taking responsibility for leading the excursion, organizing the CARA, permission letters and leading students safely. **(All in Artefact L)**. Furthermore, I supported staff by updating them on relevant standards for the excursion to review **(O: Email to teachers),** led the review of the CARA, made expectations of students/staff clear and ensured a shared understanding of the roles, responsibilities and expectations for the excursion **(O: Minutes)**

7.2

When updating the CP, I organised a meeting to review the legislative requirements for Students with a disability. As chair, I helped staff interpret the document, leading to teacher identification of changes they and the project needed to align to in 2022 **(G: 18th October minutes highlighting).** Before the 2022 Creek excursion, I supported colleagues in interpreting the approved CARA, to ensure a consistency amongst staff in accordance with administrative requirements **(O: Minutes).** To

ensure the day ran smoothly, I emailed staff the day before and met with them the morning of the excursion to give a rundown of the organisation of the day **(D: email tomorrows project).** To further support this alignment, I had provided those colleagues with the Queensland Adventure Activity standards to review their policy regarding 'trail etiquette' before the excursion **(O: Email to staff).**

Evidence

Making awareness around the project

Resource adjustme...

Applicant

From: [redacted]
Sent: Thursday, 17 September 2020 9:07 PM
To: [redacted]
Subject: [redacted] Creek Project Request

Hi Ladies,

I was hoping to ask for your help with my project that is happening session 2 and 3 of our first day back (6th October). Our Year 8 Geography students will be moving down during their lessons to the Year 7 area to engage in some activities that relate to their Geography Research Report. Please have a look at the attached document I showed to teachers on Monday this week.

Basically I wanted to make you aware of this alteration to the learning and ask if you have any concerns or could help me in supporting our students who might require some extra help or supervision. Teachers will be there on the day and the activities will be run by extra teachers, so I was hoping we could allow everyone to be involved.

Please let me know your thoughts.

Sincerely,
[redacted] Applicant
School

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From: [redacted]
To: [redacted] Applicant
Subject: Re: [redacted] Creek Project Request
Date: Friday, 18 September 2020 6:21:58 AM

Wow, that sounds like a great day [redacted] !
Applicant

I will allocate all teacher aides who are normally on Year 8 classes to assist. Is there an activity that you would prefer them at or just spread across, or stick with a class?

Regards

[redacted]
Learning Support Teacher

[redacted]

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From: [redacted]
To: [redacted] Applicant and others
Cc: [redacted]

Subject: FW: [redacted] Creek Project Request
Date: Friday, 18 September 2020 11:09:13 AM
Attachments: The [redacted] Creek Project.docx

Dear [redacted], Applicant

Thank you for passing this on & working collaboratively with us re SWD.

I have shared with SEP staff who can pre-warn Yr 8 Geog students about the learning activity change and also so that staff who support in these lessons are aware for the start of next term.

Kind regards,

[redacted]
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[redacted] | Head of Special Education Services
[redacted] State High School
[redacted]

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