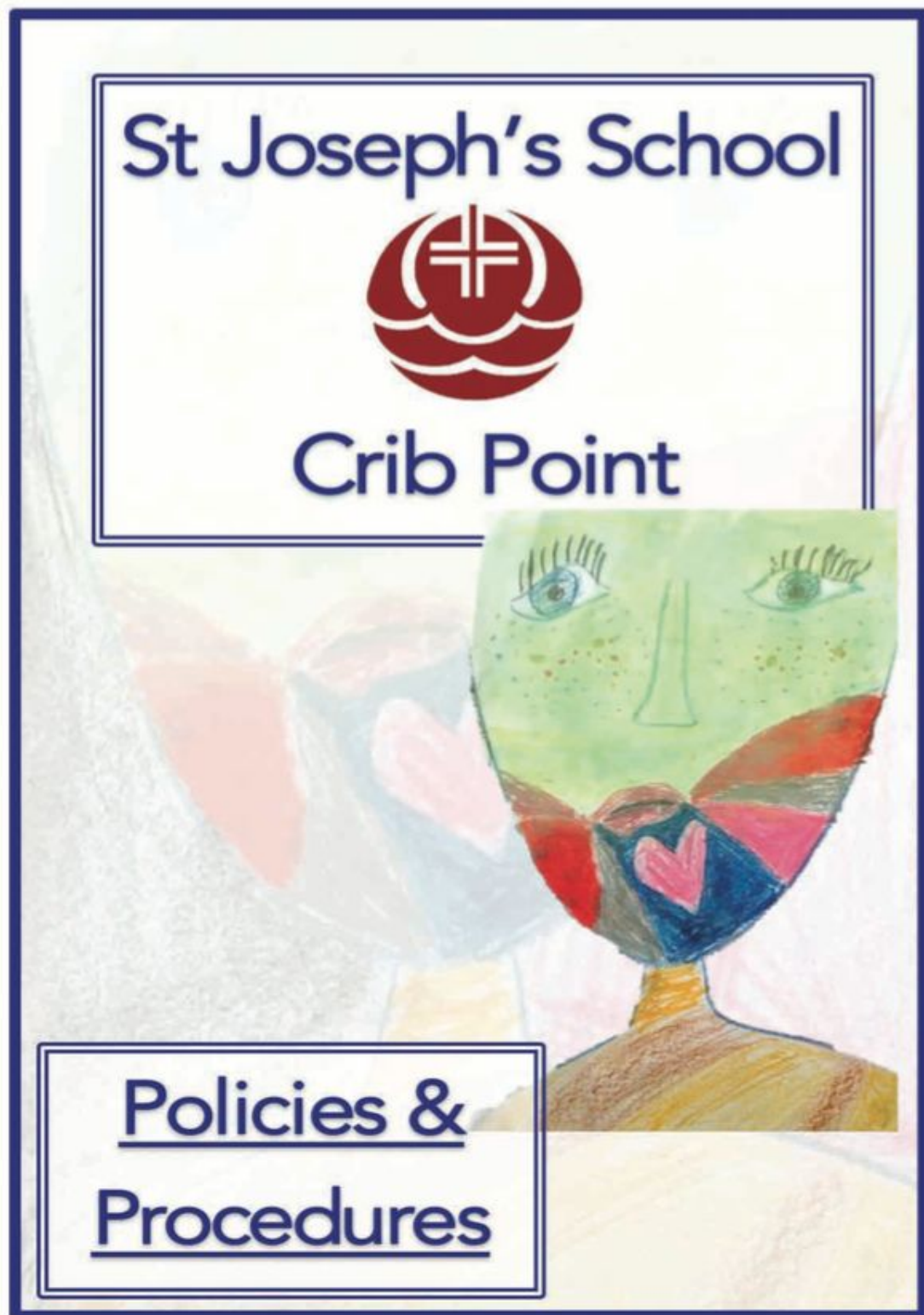


St Joseph's Crib Point  
Learning Diversity and Adjustment Policy



St Joseph's School



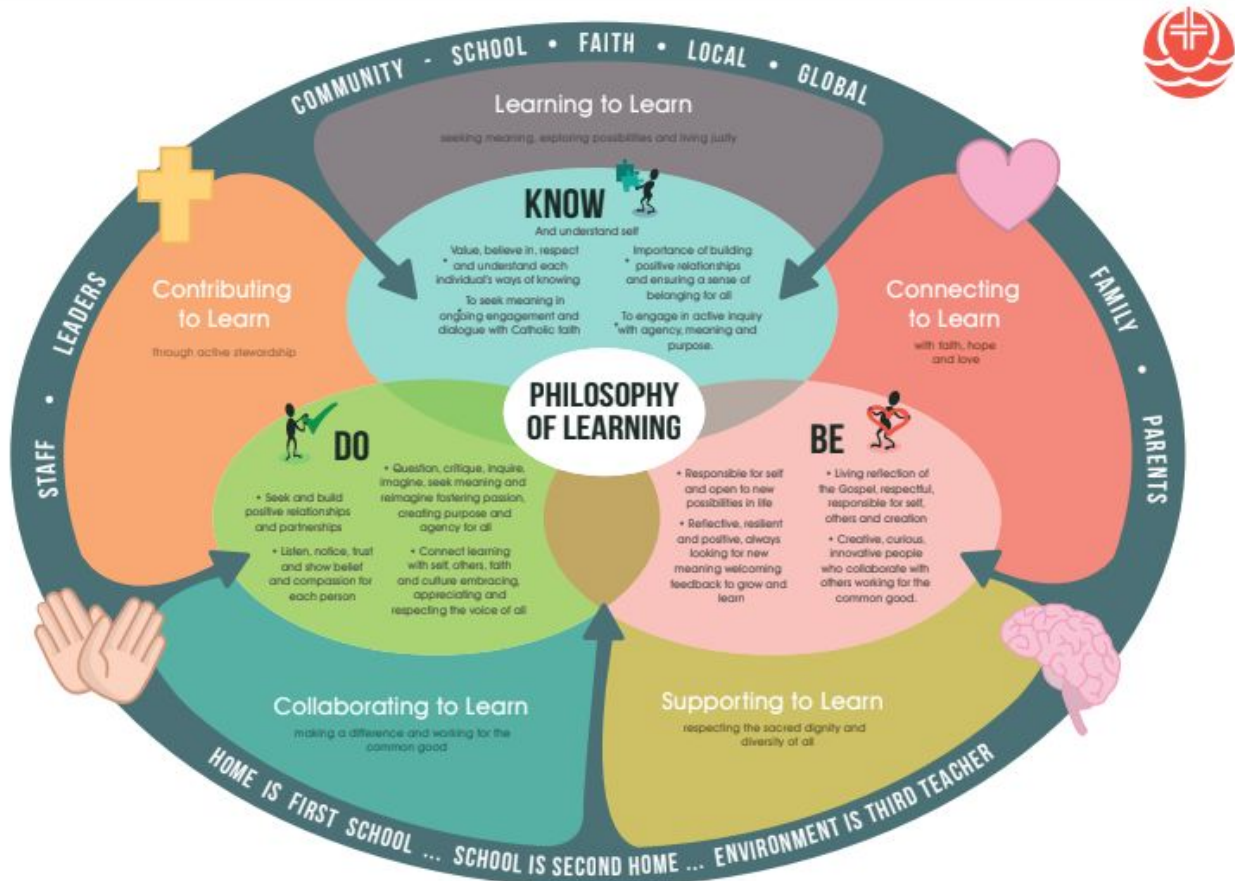
Crib Point

Policies &  
Procedures

# Intention of Learning

Each individual is at the centre of all that we do – developing a love of learning, a strong sense of self and the skills and attitudes to be successful in a changing world. We believe in ensuring the flourishing and growth of each individual. We believe that building an understanding of self and well being is as important as academic pursuits. We believe that building a positive culture of learning for everyone is imperative to success and that this is inclusive of all of our students and there is fair and equitable access for all.

We respect the dignity of every person in our community. We promote and value that each person is an individual, diverse and different in their own way. “Every individual has a personal narrative- experiences that colours what they question, the answers they seek, the possibilities they see, and the ways they come to know the truth.” (Horizons of Hope 2015)



We believe that every person at St. Joseph's is important and deserves the best opportunity to grow and learn by providing access and equity to all regardless of their needs. The Multiple Ways of Knowing framework Munro, J (2007) provides an effective framework to make sense of each students' experiences, identity, beliefs, thinking and acting within the context of the many cultures the student may operate within. The many ways being codes within our mind catching and connecting different information, networking and linking to previously stored knowledge building a more complex understanding. In particular, the Multiple Ways of Knowing framework (Munro, J 2007) offers a synergistic network giving us a depth of understanding of the many aspects of each students' knowledge bank and learning.

<b>Experiences</b>	<b>Emotions</b>	<b>Cultures</b>
<p>What have the student's experiences in the past been?          Can they create visual imagery?          Do they see things in specific situations and context in time and place?</p>	<p>What emotions do you see?  <a href="#">Range of Emotions</a>          What is the student's self-belief like? Do they believe they can be successful?          (Self-efficacy, self-confidence as a learner and thinker)</p>	<p>What is the home culture like?          What is the friendship culture like?          What is the community culture like?          How do they operate within these?          Can they follow the rules and procedures in the <u>different</u> cultures?</p>
<b>Abstract Concept</b>	<b><u>Students Way of Knowing and Being</u></b>	<b>Thinking and Learning</b>
<p>How do they think?          Do they use symbols/conventions?          Can they use abstract forms?          Can they make connections easily?          Can they organise the information abstractly?          Can they use literacy and numeracy symbolism linking this information in hierarchies, ideas?          Can they use personal intuition about a topic?</p>		<p>How do they like to learn?          How do they think?          What are their strengths/weaknesses in learning?          How do they use metacognition? Can they manage their cognitive functioning?          How do they KNOW?  <a href="#">Building Learning Power Surveys</a>          Can they generalise, summarise, clarify?</p>
<b>Actions, sequences, procedures</b>	<b>Attitudes and Dispositions</b>	<b>Self Identity and Social Identity</b>
<p>How do they learn through actions/procedures?          How do they DO?          Do they know how to do including self-taught and self-created action sequences?</p>	<p>What is their BE?          What do they value?  <a href="#">Values in Action Character Strengths</a>          What is their disposition? Temperament          What is my attitude or mind frames?          Visible Learning Mindframes          What is my attitude to St. Joseph's learning philosophy?  <a href="#">St. Joseph's Philosophy Statement</a></p>	<p>How do they see themselves as a learner?          How do they view themselves generally?          How do they view themselves as part of a team?          Can they see themselves connected to the topic?          Can they position themselves against other students in the class?</p>

We are committed to the highest of expectations based on data and evidence promoting growth and success for every person. We promote achievement of high academic standards through the connection of learning and life where students can make the necessary meaning from their learning. Teachers understand their role in facilitating and inciting in students this passion and commitment to their learning and the important role they play in ensuring every student is successful.

*This includes students who are vulnerable due to age, family circumstances, abilities, Indigenous, cultural, or linguistic background.* Some learners are exceptional learners because they have difficulty in one way or another with utilising this information. We must ultimately understand and then stimulate the many ways of knowing of exceptional learners by recognising each individual as unique and being committed to fully understanding the way they learn, feel, think and process new learning and store this in their bank of the different ways of knowing.

## At St Joseph's Powerful Teaching in Learning Diversity and Adjustments

### Is intentional by:

- enacting pedagogies which reflect a Catholic understanding of the human person
- understanding the child and their ways of knowing
- creating strong positive cultures and environments that have the highest of standards where we transform knowledge of positive behaviour explicitly teaching the necessary skills, dispositions and strategies required to self regulate, flourish and succeed
- having unconditional positive regard for every student ensuring consistency in the management of all students in a fair and equitable manner

### Forms relationships by:

- witnessing the love of God which is reflected in life-giving human relationships
- uncovering, believing in and valuing the narrative of every learner
- engaging in meaningful conversation with colleagues, experts and learners for the good of the student
- fostering connections between home and school to ensure consistency in our approach
- developing connectedness, belonging and empathy towards the student

### Inspires creativity through:

- fostering of thinking, reflection, analysis and application of positive behaviour strategies
- promoting social and ethical responsibility
- seeking and embracing opportunities for personal growth through explicit teaching of skills providing creative solutions and scaffolds to enhance positive being
- seeing the potential of faith-seeking understanding to contribute to the common good

### Builds collaboration by:

- developing authentic learning partnerships to enhance transformative learning experiences to enhance self awareness and self-management.
- creating communities that are fair and just, allowing everyone to learn in a safe and orderly environment

### Uses evidence to:

- support the growth of the whole person
- respond to the learner's needs by providing continuous forward-focused feedback.
- inform and support the design for future learning.

*Adapted from Horizons of Hope Learning Schema 2017 and 2015 CEM Response to Intervention Framework*

## At St. Joseph's Deep Learning in Learning Diversity and Adjustments

### Seeks truth through:

- searching, questioning, inquiring, imagining and reimagining to construct meaning of self and regulation
- being open to seeing new possibilities in living the Gospel through our actions

### Embraces difference by:

- seeking out a multiplicity of voices, ideas and practices in ensuring every child succeeds
- considering religious, social, cultural, linguistic, historical, political, economic and ethical influences on a child's ways of knowing and behaving

### Invites dialogue by:

- considering complex, moral and ethical questions that some complex needs may present
- enabling an appreciation and understanding of others
- engaging with other philosophies and ways of life against the backdrop of a Catholic worldview
- involving deep listening and trust

*Adapted from Horizons of Hope Learning Schema 2017 and 2015 CEM Response to Intervention Framework*

## At St. Joseph's Animated Learners in Positive Behaviour

### Flourish through:

- being open to learning about self and how to regulate oneself
- being problem finders and solvers who embrace challenges that lead to new discoveries of self.

- providing and acting on feedback as part of their learning building capabilities and resilience.

#### Demonstrate agency by:

- taking responsibility for themselves, others and all of creation
- being reflective and critical thinkers knowing they are in the driving seat.
- seeing knowledge as connected and contestable.

#### Make a difference by:

- promoting the rights and development of all people
- respecting diversity in language, culture and expressions of faith
- respecting, caring for and sharing the resources of the earth
- being inspired by the Gospel and lead by the Holy Spirit to act for justice and strive for the common good.

#### Know themselves by:

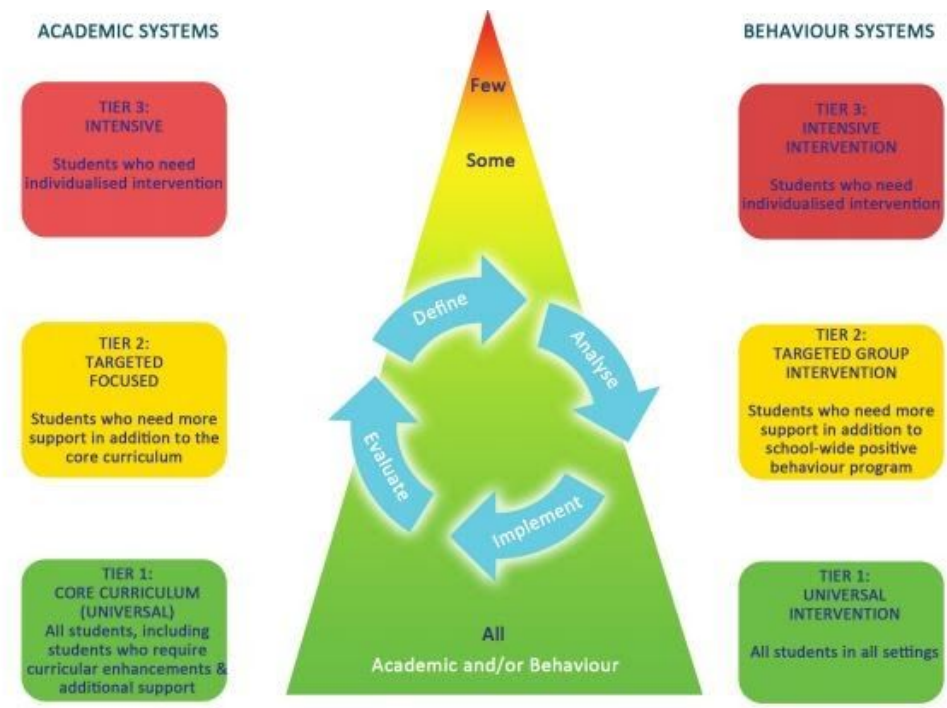
- reflecting on their own story and how this shapes who they are and how they act
- continuously critiquing and re-imagining themselves in dialogue with Catholic beliefs and practices
- taking responsibility for and articulating their own beliefs and actions.

*Adapted from Horizons of Hope Learning Schema 2017 and 2015 CEM Response to Intervention Framework*

Our Learning Adjustment policy follows the 2015 Catholic Education Response to Intervention framework. This framework is based on international research and is designed to ensure a fair and equitable distribution of support for all.

We understand and promote that effective classroom teaching is imperative and that practise needs to be based on research and designed by informed teacher judgment and sound pedagogical content knowledge. Students with diverse needs require expert professional judgement to recognise that adjustments are necessary for the success of a student's learning.

At St. Joseph's we believe in a preventative, positive solution focussed approach to teaching. There is a consistent curriculum and positive behaviour approach that all staff are expected to follow. All classrooms are equipped with preventative resources providing scaffolds and strategies to ensure all students are catered for.



We believe in a prevention, intervention, and postvention model. The classroom teacher ensures at a base level or tier 1 they provide an individualised, highly effective learning environment displaying exemplary practise using highly developed pedagogical practises for every student. Processes, procedures and infrastructure are in place in every classroom to adjust a student's program according to their needs. This is based on expert planning and design of learning opportunities along with sound assessment, monitoring and adapting to build a complete picture of each child's learning journey.

We recognise that some students will need further adjustments of their learning program which may include targeted focused support and intervention and a more purposeful individualised adjustment to their learning program. This may include academic, physical, emotional, social and behavioural adjustment. Tier 1 intervention would involve those in the care and contact of students. These are typically teachers and teaching support staff.

Tier 2 is where the Learning adjustment team becomes involved to design and implement the intervention that is required to enable every student to grow and flourish. This may include intervention at an individual or group in a planned strategic approach. Tier 2 interventions would be the domain of education support staff, special education teachers, targeted school based intervention, counsellors and therapists, with some involvement from school psychologists.

We also recognise that there may be a few students in the school that will need Tier 3 adjustments and external services or additional adjustments will be required for some students with very complex and specific needs requiring health professionals and other required services. Tier 3 would relate to the school specialists and School Psychologists with expertise and experience in dealing with complex problems (e.g., enuresis, truancy, eating disorders, specialised behaviour management).

### Identify student learning profiles

Learning is successful when learning demands designed by the teaching match the student's learning preferences. A student's [Learner Profile](#) can be utilised to plan a personalized differentiated learning program. By unpacking a student's ways of knowing we can build a comprehensive picture of the student and will then be able to pursue a strategic learning sequence considering the child's approach to knowing and learning, their attitudes, culture, skills and interests.

To begin with the classroom teacher needs to have an in depth understanding of the individual student. Teachers will be scaffolded to use the [Flow Chart for RTI](#) to guide their identification of learning difficulties. Teachers will use a range of Tier 1 assessments both summative and formative in design within this process to engage with the student and observe their responses. This may be across multiple domains such as literacy, numeracy and functional behaviour.



# RESPONSE TO INTERVENTION FLOWCHART

## IDENTIFICATION

### IDENTIFY

#### TIER 1 (CLASSROOM TEACHER)

##### Engage

**Observe** the child in the specified domain

Engage with the child in the domain, observe their responses to activities. Build understanding of **child's ways of knowing**.

##### Describe

Add information to the **student's learner profile**.

Check with other **teaching staff or parents** for input to further understanding the child's ways of knowing.

## ASSESSMENT

### ASSESS

**Classroom teacher** conducts assessments and screening processes in the specified domain.

**Gathers evidence** from classroom and forms conclusions as to whether further intervention is required to meet learning goals.

## ANALYSIS AND INTERPRETATION

### ANALYSE INTERPRET

Learning coach assists with analysis and mentors classroom teacher on Tier 1 intervention.

**Analyse** assessments, screening tools and evidence to **identify** the specific nature of the difficulty.

##### Explain

Attempt to **explain** your understanding of this difficulty and possible causes.

Meet with learning coach and team to **discuss** student.

##### Recommend

Classroom teacher and learning coach recommends Tier 1 classroom intervention. This may be a 1-1 or small group with classroom support staff.

Learning Coach may recommend further assessments, **data and evidence** to interpret whether Tier 1 intervention has been effective.

Recommendation of possible Tier 2 intervention and explanation as to why this student requires additional intervention outside of Tier 1. Learning coach to ratify this decision.

Classroom teacher puts in **google form** to learning adjustment team. This form includes classroom teacher and learning coach designing **goals, targets and possible program and assessments**.

## LEARNING AND TEACHING

### IMPLEMENT

#### TIER 2

Adjustment team **consider** google form that has been submitted.

Adjustment team **decide** on which intervention is required and **allocate** a 5-week adjustment allocation.

Learning coach meets with Tier 2 adjustment staff member and **discusses** the goals and the learning sequence for the 5-week case allocation.

**Classroom teacher informs** child and parent as to the planned 5-week caseload.

**5-week caseload is implemented.**

Classroom teacher must fill out a **co created goal setting sheet** with the child.

## EVALUATION

### EVALUATE

At the week 4 stage, the learning coach meets with the adjustment team member and **discusses the progress** of the intervention looking at evidence of growth.

Learning coach then takes this information back to the classroom teacher and the team and a **decision** is made as to whether another google form is lodged for further intervention or whether the child will go back to a Tier 1 intervention in the classroom.

Learning coach will **inform** adjustment team of the progress of the intervention at the **week 4 and week 9** adjustment team meetings and a decision will be made as to the **next step** for this child.

#### TIER 3

Adjustment team may decide further assessments are required by either qualifies staff in User B testing or that the child needs to be referred to the CEM or a health professional.

Adjustment leader will then meet with the learning diversity leader and arrange for further investigation and referral.

The classroom teacher needs to be like a detective gathering information from as many sources as possible including past teachers and parents to find correlations between sources and be able to really analyse the learning difficulty. Patterns in the evidence may lead to an understanding of the cause of the difficulty and subsequent intervention will be far more effective. This diagnostic profile determines implications for intervention.

When designing intervention regardless of whether this is at a Tier 1, 2 or 3 level one must consider the following:

1. What outcomes do you want the intervention to deliver? Academic, behavioural etc
2. How will you personalise the intervention?
3. How will the teaching be sequenced?
4. How will you structure the intervention? Individual, small groups etc
5. What learning culture is required? What support will the student need from staff, parents?
6. How will the intervention be monitored? How has the Ways of Knowing changed?

Most importantly the teaching must match the learning needs of the student (Munro, J 2018). The intervention needs to be designed based on the information collected in the learning profile and through the [Flow Chart for RTI](#) . Clear goals must be set and teaching sequences designed that match the learning needs. Developmental pathways demonstrating skills in the domain the intervention are required to assist in the placing of learning on the continuum ensuring intervention is targeted at the correct level of development.

Above all the intervention must start with what the student knows. The learning process as outlined below is pivotal in ensuring the learning is transferred from the short term memory to the many ways of knowing in the long term memory. Exceptional learners will require extensive scaffolding and support to learn.

# LEARNING PROCESS

## LEARNER DOES...

### STIMULATING RECALL

Learning starts with what the learner knows

### NEW LEARNING

The learner changes their knowledge

### CONSOLIDATING/APPLYING NEW LEARNING

The learner consolidates stores and applies new knowledge

The learner recalls, automatizes and uses the new ideas creatively

## TEACHER DOES...

### STIMULATING RECALL

Stimulates and validates what the learner knows

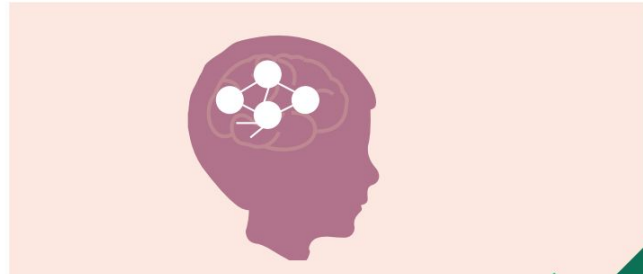
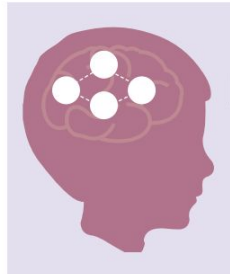
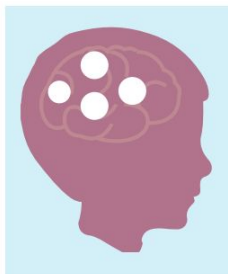
### NEW LEARNING

Guides/scaffold learner to make new links

### CONSOLIDATING/APPLYING NEW LEARNING

Scaffolds the learner to consolidate, store and apply new knowledge

Reorganise ideas into big ideas and promote the use of ideas creatively



(John Munro 2018)

The person conducting the intervention must have a deep understanding of the learner's ways of knowing. The task whether it be literacy, numeracy, behaviour or social emotional content needs to be broken down into sequences. *Specific training using an explicit task analysis process* will ensure intervention is specific and strategic for example [Task analysis- Morning routine](#). This scaffolding- building support during construction and then removing it later (Duchesne, McMaugh 2016) is strengthened by teachers using the various subsets to provide learning opportunities that are within a child's zone of proximal development.

Ultimately the student needs to be in the driving seat, fully understanding the goals being set. Goals must be co created with the student using the [Co created Goal Setting Sheet](#). Students need to be able to receive the information, actively respond and

comprehend, apply this by valuing the information and then internalise these values to ensure they control thinking and ultimately deepen their understanding (Krathwohl, 2010).

The ways of knowing can be used to plan a personalised intervention plan allowing the learner to move through the phases of learning and ultimately change their ways of knowing through this learning process. Monitoring of the intervention is most important. The use of continuums and other forms of tracking data and evidence is necessary to ensure the intervention is having a positive impact on the learning needs of the child.

A whole school approach to intervention is necessary to ensure equity and access to high quality adjustments for all students. A response to intervention approach is currently being utilised in the school to ensure all students access high quality programs differentiated to the needs of the student. Response to Intervention integrates assessment and intervention in a multi prevention system to maximize student achievement (Munro, J 2018).

## Tier 1

At a Tier 1 level the classroom teacher is responsible for ensuring the design of the intervention meets the needs of the student within the context of the classroom. This can be one on one intervention or small group intervention depending on the goals being set. This will involve Individualised learning intervention plans or a [Positive Behaviour Plan](#) and a [Co created Goal Setting Sheet](#).

## Tier 2 Individualised Learning Adjustment Plan

At times students do require intervention outside of the normal classroom environment to ensure the learning is in line with what the student knows and is targeted to the level of the student. For some exceptional learners this level of development can be very different to their peers and due to their specific exceptionality they may require Tier 2 intervention. A [Flow Chart for RTI](#) has been created to ensure a thorough process is in place for intervention across the school. If the coach and class teacher is in agreeance that Tier 2 intervention is recommended then the classroom teacher will complete a [Click here for Teacher Google Form](#)

Clearly stated goals, individual programs and resources will be then designed to meet the needs of the student and the Learning Adjustment team will ascertain which staff member will lead this adjustment.

This may include LSO staff, Intervention staff including Literacy, Numeracy, Wellbeing, Behaviour intervention and a member of the teaching intervention team will be assigned to the plan.

The school's adjustment team will consider the recommendations from the classroom teacher and the learning coach and ascertain what intervention will be implemented at a Tier 2 or Tier 3 level.

They will then allocate intervention in the area of need for a caseload allocation. This could be in the form of literacy, numeracy, social emotional or behavioural domains depending on the assessment outcomes from the classroom teacher.

The adjustment team will also analyse and participate in dialogue about the child to add any additional understanding for the classroom teacher.

Adjustment teachers touch base with the classroom teacher/learning coach to ensure they are informed on the student goals and plans and communicate any pertinent points that may be necessary.

The adjustments team will monitor any submitted forms each week and assign any hotspots to an adjustment teacher.

We value all of our staff as professionals who can contribute valued reflections and wonderings pertaining to our students. Support staff are asked to complete the support staff google form for any wonderings/observations/concerns regarding the students they are working with.

A positive support plan will be put in place for any students with behavioural/social emotional vulnerabilities

### [Positive Support Plan](#)

This includes weekly goal setting

### [Goal setting proforma](#)

### Targeted Assessment.

The Learning Adjustments team will meet in week 4 and information regarding the identified students requiring adjustments to their learning will presented, discussed and acted upon depending on the needs of the students. Additional assessments may be conducted by specialist staff using a range of User B testing tools

### Analysis & Interpretation.

The team then analyse the data, evidence and any further information or observations on the needs of the student and a discussion will be had to ascertain the necessary adjustments required.

A decision is then made as to whether further targeted assessment is required and this is put in place by the Learning Adjustments team which is inclusive of Principal, Leader of Diversity and Learning and Teaching Leader.

This will be inclusive of Tier 1, 2 and 3 assessment tools depending on the needs or exceptionality of the student. See individual exceptionality Guideline docs for specific screening, tracking and assessment tools.

In the week 5 visible coach meeting the adjustment team members will attend and goals will be shared

The team will make a decision as to whether further referrals are required. The learning diversity leader will then work with the classroom teacher to place a CEM referral.

### Evaluation.

Data will be collected and placed on the student's individual google sheet which will be accessible to all staff. This will ensure any work or adjustments made to this individual student will be recorded in the one document ensuring a consistent and thorough gathering of necessary data and evidence.

All staff add information to the individual student tracking folder to provide a complete picture of each student's adjustment needs.

This data will then be presented back to the Learning Adjustments Team who will conduct an evaluation of the progress and plan for any further adjustments that may be required.

Before the child exits the adjustment they will have a transitional period where they are observed closely in the classroom by the adjustment person or coordinator so they can see the learning in context.

### Assessment and data analysis provide information for

Program Support Groups (PSGs) to develop and document

Targeted Instruction (TI) and

Personalised Learning Plans (PLPs).

Specific Resources such as the Able program development or PTR behaviour resources will be used.

Data based decision making from a multi tiered prevention approach

## Roles

For the Response to Intervention approach to be effective in the school there needs to be clear [Role Clarity of RTI](#) . This includes the role the school leaders play in ensuring there is effective systems in place across the school. It also includes the pivotal role the classroom teacher plays in ensuring effective Tier 1 teaching occurs and knowing whether a lack of improvement in modified teacher warrants a referral to Tier 2 or more modification in the classroom. The learning coach will be pivotal in ensuring dialogue, analysis and recommendations are in fact warranted. This coach working across a professional learning team will ensure a collaborative approach to intervention across a learning community.

## Exceptionalities

For every exceptionality we are presented with we will endeavour to have general systems in place for screening, evaluating, monitoring and decision making based on data and evidence involving a multi levelled prevention system. We recognise that students can present with comorbid presentations ( Woolfolk & Margetts 2013) which must be recognised and individualised according to each student.

Please see the links below to be used as a possible guide and resource when designing the individualised learning plan for each unique individual in our school.

These are just a guide and are in no way a definitive process but rather a guide for staff to use to ensure a thorough understanding of the students ways of knowing and possible screening, tracking tools and resources to assist at a Tier 1, 2 and 3 level of intervention.

[Response to Intervention for students with Behavioural and emotional vulnerabilities](#)



[Response to Intervention for students suffering emotional trauma](#)

[St. Joseph's Adjustment program- Transition](#)

[Response to Intervention for student transitioning out of school](#)

[Response to intervention- students with anxiety](#)

[Response to intervention- gifted students with mental health vulnerabilities](#)

[Response to intervention- dealing with the illness or death of a parent](#)