Organisational Strategies

- Purpose of lesson clearly stated on whiteboard – same place each lesson
- Display area- weekly worklist, term calender, time table, bell times, Rules & Consequences
- Daily/Lesson schedule displayed with visual prompts
- Clear routines developed- entering & leaving room, changing lessons, gaining teacher or student attention moving between rooms, distributing books, equipment etc
- Promote use of journal/diary for recording homework, assignments, “to-do” lists
- Arrange for a duplicate set of notes to be sent home
- Spare sets of everyday supplies
- Develop home/school communication
- Training in time management
- Training in study skills
- Training in how to take tests
- Training in roles of group skills and roles of each member
- Table of Contents in student book
- Keep copies of all worksheets given out with dates stamped - use for “Missed Work”

Support Services

These will vary from school to school

- In class LAST support
- Peer Tutoring in Literacy +/- or Maths
- Study-Buddy
- Work with SLSO
- Trained community volunteers
- Meet with staff during available times
- Homework Centres
- Modify or change student’s schedule to fit optimal learning times
- Teach student to monitor own behaviour
- Implement behaviour contract/reward
- Communication skill training
- Conflict resolution strategies
- Short term withdrawal programs
  - Reading Accuracy and Fluency
  - Vocabulary extension
  - Comprehension strategies
  - Maths skills

References: One in Eleven: Mandy Brent (Available from ACER)
Working Together: Mandy Brent & C Millgate-Smith (ACER)
Removing Dyslexia as a barrier to Achievement: Neil MacKay (SPELD)
Differentiation for real Classrooms: Kathleen Kryza (Hawker Brownlow)
Teaching and Learning Difficulties: Peter Westwood (ACER)
Supporting Student's Learning in your Classroom

Classroom management
- Have simple, clear displayed rules
- Positively reward effort
- Meet and welcome students at the door
- Seat near teacher
- Seat near positive peer model
- Use rows instead of group seating
- Use a timer to promote roll check that is as fast as possible
- Stand near student when giving instructions
- Arrange classroom for safe visibility, accessibility and movement where applicable
- Give clear lesson targets on the blackboard and tick them off when achieved
- Always write the homework in the same place on the blackboard
- Call on targeted student(s) often
- Explicitly teach listening behaviour and use visual reminders
- Use OHTs that are at least 18 point font and no more than 12 lines long
- Use Serif font to avoid letter confusion
- Add an image to link to text on worksheets, OHTs and IWBs
- Visual timetables -relevant, up-to-date
- Desktop prompts available at all times

Presentation of Lesson
- Reduce workload to key concepts only
- Reduce assignment or give alternative assignment
- Pre-teach key vocabulary - create class glossary- PaSH p 119-129
- Check comprehension of key vocabulary throughout unit
- Support comprehension with visual material eg. photos, maps, diagrams etc.
- Use mind maps for planning e.g. Newmans
- Use mind maps with key concepts as the focus
- Generate classroom discussions focussing on key concepts
- Distribute 'model' study outlines and send copy home
- Show/Display many examples of quality "A" grade work as models for students

Presentation of Lesson
- Sequencing the lesson into smaller steps
- Plan for additional demonstration, practice of key concepts or skills
- Use high-impact, visually stimulating material
- Use technology to write, scan text, read text, communicate or record information
- Use highlighters for key concepts and vocabulary

Alternative Testing/Evaluation Procedure
- Use short, frequent quizzes
- Permit breaks during testing
- Permit un-timed testing
- Permit open book tests
- Practice taking similar test questions
- Arrange for oral testing/verbal response
- Provide a reader/writer if needed
- Permit student to type or use word processors if needed
- Use a variety of testing styles e.g. oral presentations, model making, visual formats and electronic presentations
- Plan for hands-on learning incl. games, sequencing activities and cut & paste

Record Keeping Strategies
- Construct a Table of Contents in student note book - keep adding to this when new notes are taken
- Use OHT/IWB to allow clear, neat print to be read by students
- Use OHTs/IWB that are at least 18 point font and no more than 12 lines long
- Use clear font to avoid letter confusion
- Provide hard copies for those who need them. e.g. visual needs, poor handwriting or tracking skills
- Identify the minimum amount of text which MUST be recorded – key concepts - for slower writers
- Provide a visual back up for any oral notes given

Adapted from a range of references and sources including Brent Jones, APLA, Lyndall Deans and Stephanie Brennan, Maitland HS,
Role of the Assistant Principal Learning and Support

The Assistant Principal Learning and Support will support schools to provide direct and timely assistance to students with additional learning and support needs and their teachers. Many of these students come from diverse cultural, linguistic and socio-economic backgrounds.

The Disability Standards for Education 2005 provides the context for the role and activities of the Learning and Support Teacher.

Emphasis in the role of the Assistant Principal Learning and Support will reflect school priorities and regional priorities and programs that support students with additional learning and support needs in schools.

The role will be underpinned by a collaborative and consultative approach so that the student and/or their parent or carer are actively involved in the student’s education.

The Assistant Principal Learning and Support will:

- provide professional support to learning and support teachers
- provide professional specialist advice and assistance to schools and the region to support students with additional learning and support needs
- facilitate access for learning and support teachers and communities of schools to professional learning, skills training, current research and educational technology
- promote and support the development of learning and support teams within schools
- support learning and support teachers in schools in the development and implementation of adjusted educational programs for students with additional learning and support needs
- liaise with regional specialist personnel to ensure coordinated delivery of support for students with additional learning and support needs
- participate in and support identified regional programs
- participate in ongoing professional learning and dialogue relating to learning and support and contribute to the professional learning of others, including learning and support teachers
- provide specialist consultancy support to support classes in regular schools and Schools for Specific Purposes
Assistant Principals – Learning and Support (APs – LAS)

Hunter Central Coast Regional process for accessing consultancy support

Schools have access to Learning and Support teachers to assist in the planning and management of students with additional learning and support needs. From time to time schools may need to seek additional assistance for students with more complex support needs.

The Assistant Principals - Learning and Support (APs – LAS) have been placed in teams of three and located across the region to provide equitable access to schools. The role statement for these officers includes their provision of professional specialist advice and assistance to schools and the region to support students with additional learning and support needs.

The regional Every Student, Every School project team have developed both a hierarchy of levels and a process for schools to seek this consultancy support. There are three different levels that have been designed to support the varying degrees of complexity presented by students with additional learning and support needs:

- Universal – support and professional learning for school teams or individual LASTs
- Targeted – support and professional learning for SEGs and LMGs, more extensive support for LASTs, systems and policy review as well as the provision of On Line Learning Courses for individual or groups of staff
- Extensive – more specialised support or that which extends over a longer time-frame.

For universal and targeted support of students, it is expected that the LAST will have direct involvement with the student and be available during at time of consultancy.

School Education Directors, on receipt of a request for Targeted or Extensive support, will be asked to prioritise and then forward to the Coordinator, Learning and Support for delegation to the appropriate APs – LAS. Where referrals cannot be accommodated in the form they are requested, the region will endeavour to suggest an alternate support mechanism to assist schools.

Over time it is anticipated that the involvement of the APs – LAS will enhance the capacity of school learning and support teams.

The team have designed the associated documents to assist school executive with their request for AP – LAS consultancy and support.

Accessing AP-Learning and Support (AP LAS) in HCC

Accessing AP-Learning and Support – School/LMG/SEG Request

Note! Save this document locally before filing in the form.
AP-LAS levels of Support

A core role of the AP-LAS, within the objectives of the ESES initiative, is to build the capacity within all schools with a clear focus on supporting the Learning and Support Teachers within the Hunter Central Coast Region and to provide clarity in relation to legislative requirements.

Extensive
- Access and Participation
- Extended whole school professional learning eg: a term or more

Intensive
- Online professional learning
- School Development Days
- SEG professional learning
- LMG professional learning
- School request for additional support of students with disabilities and or additional learning needs in conjunction with the LAST
- Support Learning & Support Teachers
  - Individual
  - Group/network professional learning
- Systems, process or policy review and or improvement

Universal
- Point of contact for schools in relation to support for LAST staff
- Direct support within school/LMG (1-2 contacts) eg: Development of risk assessment

METHOD OF ACCESS

Universal Support
Request from the School Principal direct to the AP-LAS. Confirmation via itinerary approval.

Intensive and Extensive Support
School Principal request via the SED using the Consultancy Request form.
Role of the Learning and Support Teacher

The Learning and Support Teacher will, through the school’s learning and support team, provide direct and timely specialist assistance to students in regular classes with additional learning and support needs and their teachers. Many of these students come from diverse cultural, linguistic and socio-economic backgrounds.

The Disability Standards for Education 2005 provides the context for the role and activities of the Learning and Support Teacher.

Emphasis in the role will reflect the needs of individual students and school priorities and programs that support students with additional learning and support needs.

The role will be underpinned by a collaborative and consultative approach so that the student and/or their parent or carer are actively involved in the student’s education.

The Learning and Support Teacher will:

- work collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs
- plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
- plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer
- model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs
- provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.
- provide professional specialist advice, support and mentoring to classroom teachers on:
  - how best to cater for the diverse learning needs in their classrooms, and
  - how to effectively work in partnership with families to maximise learning opportunities for students at school and at home
- provide professional specialist advice and assistance about students with additional learning needs to the school’s learning and support team
- assist with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.

In undertaking their work the Learning and Support Teacher will not be used to provide relief for teachers/executive or to establish a separate class.