BSS Whole School Approach to Differentiation and Support

Intensive Teaching: for a small number of students

Specific and targeted data informed decision making using Formative and Summative data, Learner Variability Profile, Case Management Action data, Differentiation Strategy Data and the recommendations of the Learning Review Team.

Intensive Teaching will suit the need of the learner.

It may or may not involve withdrawal, small group or individual work and individual tailored supports will affect QDTP and focused teaching.

Focused Teaching:

Provide focused teaching, while continuing to differentiate teaching, to support or extend student' understandings and/or skills of yearlevel curriculum content.

Supporting School Documents: **BSS Brilliance Guide**

Quality Differentiated Teaching Practice (QDTP)

Supporting School Documents: Whole School Approach to Pedagogy **BSS Unit Planning Process BSS Brilliance Guide**

benefited for Case Management suggestions with HOD/C for a Learning Review Team referral. 1 - Contraction of the contracti Increasingly individualised Draft for supports recorded 4 Partmership Consultation in a PLP. and in the welling of the state Solution of the second P_mainaining the wellbeing of students', staff, parents it Engagement occurring within the Classroom for ALL students Contraction of the cost of the **Reasonable Adjustments and Tailored** Engagement occurring within the class supports become more individualised, access your colleagues record in PLP. These may become part of NCCD. Purposely plan engaging reteach episodes, for support or extension in a different way, consider a pedagogical change E.G. Small group teaching, Teacher Aide Support, Different technologies, Visual Cues Review and complete the Variability of Learners Profile Access for ALL students is provided to Focused Teaching, not occurring during HBL& Trauma Informed Practice 2.ma Patroship no bom for ALL students 11000 String Reasonable adjustments, Tailored Supports and pedagogical choices which are good for all are recorded within the unit plan Purposely plan to Check for Understanding – Formative Assessment and Summative Assessment Ensure an Active "Third Teacher" construction in your room – Learning Walls, Bump it up walls etc. Unpack and deconstruct Learning Intentions; Co-construct student Success Criteria, Give Feedback Create 'Big Ideas' that build real-life relevance and provide higher-order thinking opportunities Use the **BSS unit planning process**, including access for ALL student in the pedagogy design, that is engaging and • supported by the BSS Brilliance Guide that extends and supports student learners Access appropriate data sets to determine the Variability of Learners in the classroom. Identify known barriers using BSS **Brilliance Guide** Engagement occurring within the Classroom for ALL Guided by Australian Curriculum, PBL & Trauma Informed Practice

Aitsl Teacher Standards in Use: 1-1.1, 1.2, 1.3, 1.4, 1.5, 1.6 2 – 2.1, 2.2, 2.3, 2.4, 2.5 3 – 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4 – 4.1, 4.2 5 – 5.1, 5.2 5.3, 5.4

Inclusion is a way of thinking about people, diversity, learning and teaching.

Raise students as needed who have either been to Case Management or

Supporting School Processes: Learning Review Team School Staff Support: Teachers Support Teachers HOD/C, HOSS DP, HOB, SLP G.O and Social Worker

Raise students as needed at Case Management to support and knowledge.

Supporting School Processes: Case Management

Co-Teaching Mentoring & Modelling

School Staff Support: Teachers Support Teachers Teacher Aides HOD/C, DP, HOSS

Ind community members

Supporting School

Processes: Professional Learning Teams Planning Day Co-Teaching Mentoring & Modelling

School Staff Support: Teachers, Support Teachers Knowledgeable Others OD/C, DP, HOSS