



Manor Lakes College

Mission:

Manor Lakes College will create a vibrant and harmonious community of responsible learners who have a confident belief in their ability to learn, grow and succeed.

Policy : Supporting Learning and Teaching

written 10.01.2012

ratified 14.03.2012

We Act Safely

We Aim High

We Show Respect

We Value Our Community

Rationale

For the Manor Lakes College community to have a clear understanding of, and a consistent approach to supporting teaching and learning in order to demonstrate best practice in this area. This practice will support learners to have a confident belief in their ability to learn, grow and succeed.

Guidelines

At Manor Lakes College the following shared principles about supporting learning and teaching will guide the way we provide additional support to students as required.

As educators it is our shared responsibility to enable this by:

- Catering for and supporting all learning profiles
- Providing opportunities for success through ILPs and IEPs
- Differentiating learning
- Evidence based planning
- Relating experiences to the real world
- Being reflective of own practice
- Celebrating success

Recognising that students have physical, emotional, academic and social learning needs

Implementation

Classroom Teachers will:

- Always use person first language (e.g. student with a hearing impairment). Never refer to students by their diagnosis (e.g. he's ASD)
- Provide classroom support staff with printed/electronic copies of planners/weekly overviews at the commencement of the week
- Provide classroom support staff with access to ILPs/IEPs
- Differentiate all learning tasks by providing reasonable adjustments¹ for students as required and ensure that this is reflected formally in weekly planners
- Provide learning opportunities for all students that can be completed within the allocated amount of time and that allow all students to experience success
- Speak about individual student concerns with other staff in a private environment and not in front of students, parents etc
- Provide classroom support staff with access to all relevant information about students (e.g. allergies, medication requirements, additional needs)
- Support students in becoming independent by providing them with various opportunities to work independently, as a group, with peer support and with staff support when required

Classroom Support Staff will:

¹ "An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students." (*Disability Standards for Education Guidance Notes 2005*)

- Always use person first language (e.g. student with a hearing impairment). Never refer to students by their diagnosis (e.g. he's ASD)
- Practise confidentiality in all environments
- Be a positive, adult role model for appropriate personal interactions and communication
- Be aware of daily/weekly planners
- Be aware of ILPs/IEPs
- Communicate with teachers and parents about routine matters
- Communicate *progress or concerns* with parents after receiving instruction from the relevant teacher
- Follow the school discipline policy and referral process
- Address individual student concerns with the teacher in private and not in front of students, parents etc.
- Assist in the *implementation* of lessons as outlined in teacher planners
Support students across the class(es) by: roving, working with groups and supporting individuals as required

Evaluation

This policy will be reviewed as part of the school's three-year review cycle, or as required due to changes in relevant Acts, Laws or should situations arise that require earlier consideration.