

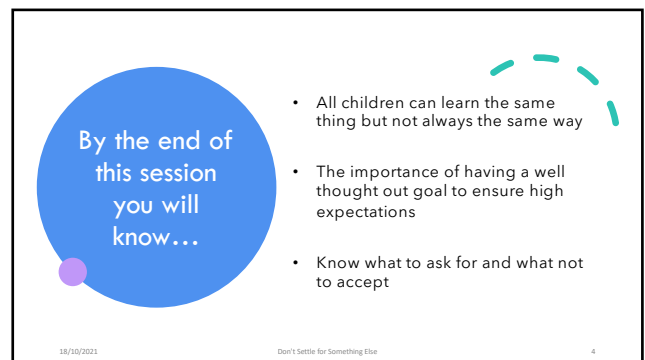
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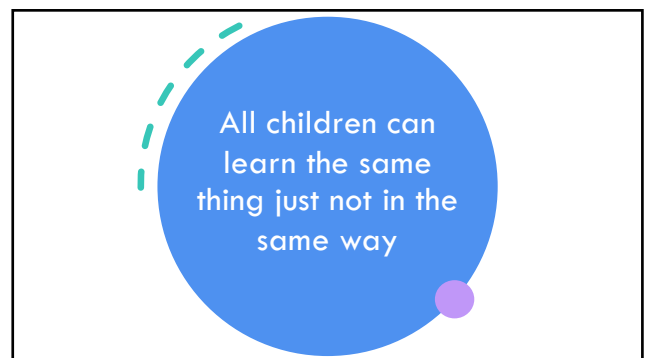
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**Your dinner party dessert – PAVLOVA (Jambord)**

Some preprepared examples to put on Jambord could include:

I would bring mini meringues cases with build your own toppings.

I don't like pavlova. I'll bring a fruit platter.

What's a pavlova?

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**Universal Design for Learning (UDL)**




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**SCIENCE**  
The importance of teaching the same content

Students get stuck learning about the life cycle of the butterfly...

...and may miss out on learning about their own body systems.




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**SCIENCE**  
The importance of teaching the same content

Students may never get to learn about electricity.




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**SCIENCE**  
The importance of teaching the same content

Students get stuck learning about the weather and seasons...

...and don't have their curiosity sparked about how the Earth works which could in turn influence decisions they make in life outside of school.



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**Least dangerous assumption**

**They can't...** We assumed they could NOT learn, so we did not give them the opportunity.

**Versus**

**They can...** We assumed they could learn, so we gave them every opportunity.

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### Poll

Has your child been given 'something else' from the rest of the class, e.g. different work to do or a different place to go?

- All the time
- Most of the time
- Sometimes
- Occasionally
- Never

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### Word Cloud

- Using one word, describe how that makes you feel

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It's all about mindset

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### Changing mindset – Year 4 ENGLISH

**Aakash can't write a speech about a story book. Let's give him something else to do.**

- Calendar activity
- Tracing his name
- Visiting the library to choose a book

**Versus**

**Aakash can give a presentation about a story book. Let's work out how.**

- prompt questions
- Peer or TA acts as scribe
- Uses PowerPoint to deliver 'speech' to class.

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### Changing mindset – Year 7 ENGLISH

**Sarah can't read the novel. Let's give her something else to do.**

- practice choice making
- software program on her iPad.

**Versus**

**Sarah can learn about the key messages in this novel. Let's work out how.**

- Identify main characters.
- Choose a description to match a character using iPad.

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### Check-in

How are you feeling  
Any questions

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**Individual learning goals are not**

- Curriculum goals
- An alternative curriculum
- Intended to last a life time

Segregation    Integration    Inclusion

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**Individual learning goals**

- Describe **WHAT** a child needs to learn
- Make it clear **HOW** progress will be observed and measured
- Will indicate **WHEN** progress is likely to be achieved
- Agreed on by all parties (child, parent, school, other professionals)

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**Poll**

How involved is your child in setting their own goals?

- Always
- Most of the time
- Sometimes
- Rarely
- Never

How well does your child understand the goals that have been set for them?

- Really well
- Some idea
- I don't know
- Vague idea
- No idea

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**The following goals are related to developing literacy skills?**

• On a scale of 1 to 5 how would you rate these goals?

**No good**

- Confusing
- Unrealistic
- Relates to individual curriculum goals

**Great**

- Clear
- Meaningful
- Achievable
- Supports access to the whole curriculum

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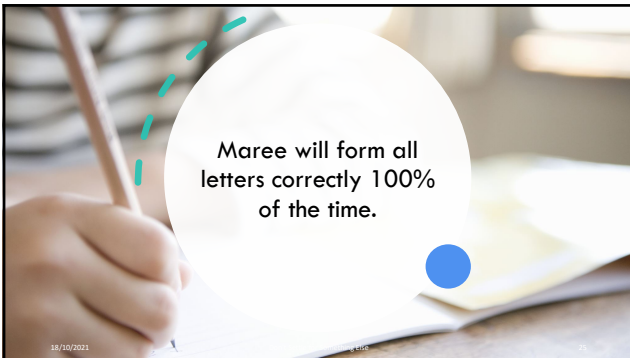
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**Frank elevates vagueness to an art form.**

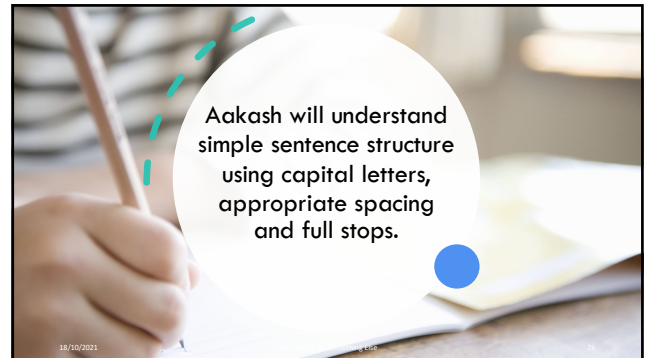
**Mark will improve communication skills**

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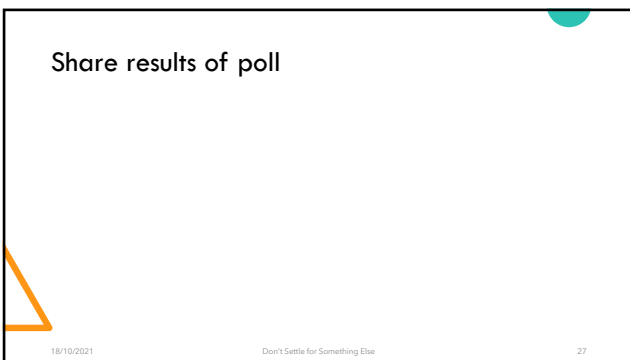
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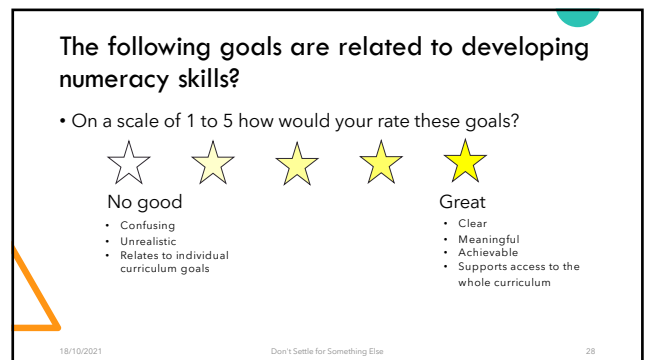
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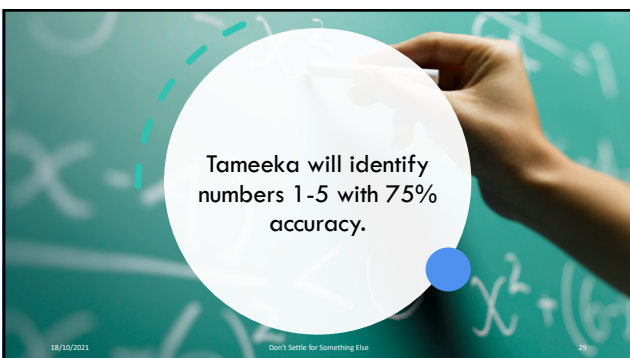
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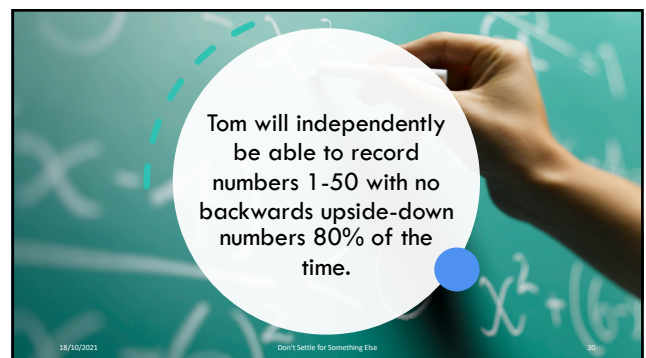
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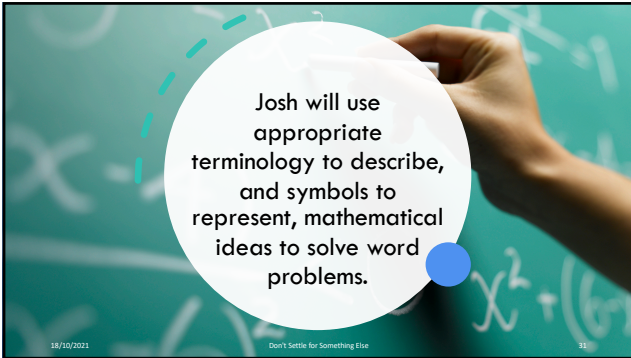
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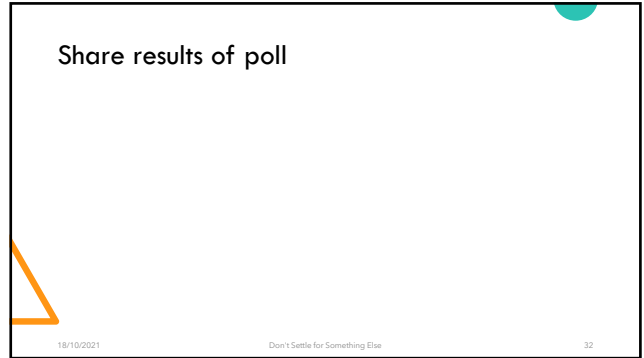
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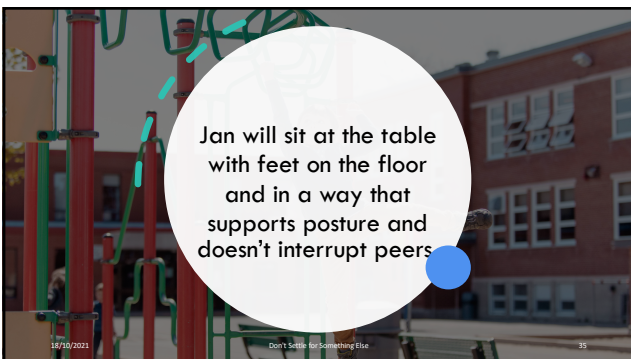
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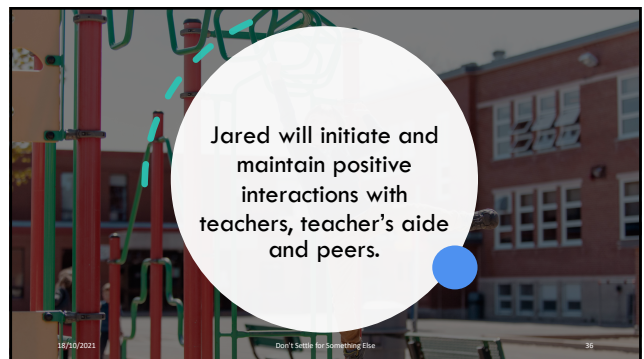
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Share results of poll

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If the what, how or when of an individual goal is not clear then keep asking questions.

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“Mark will improve communication skills”

<p><b>What</b></p> <ul style="list-style-type: none"> <li>• What does Mark need to learn?</li> <li>• What are the skills or strategies he needs to learn?</li> <li>• What other adjustments are needed to support his communication?</li> </ul>	<p><b>How &amp; Who</b></p> <ul style="list-style-type: none"> <li>• How will Mark be taught these skills or strategies?</li> <li>• How will we know if he's been successful at acquiring these skills?</li> <li>• How will we know if the adjustments are working to support his communication?</li> <li>• Who is responsible?</li> </ul>	<p><b>When</b></p> <ul style="list-style-type: none"> <li>• When do we expect Mark to achieved this goal?</li> <li>• When will we review the data on his progress?</li> <li>• When will we make a decision to continue with the same adjustments or to try something new?</li> </ul>
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“Mark will select up to 3 cells on his AAC device to compose a text independently.”

<p><b>What</b></p> <ul style="list-style-type: none"> <li>• Mark is learning to compose a response with increased detail.</li> <li>• Mark is learning to compose independently.</li> <li>• Mark is developing his scanning skills to operate his AAC device.</li> <li>• Texts presented to the class need to be made accessible to Mark (condensed, uploaded to his device)</li> </ul>	<p><b>How &amp; Who</b></p> <ul style="list-style-type: none"> <li>• Key vocabulary/concepts for each subject uploaded on Mark's iPad.</li> <li>• Teacher's ensure Mark has to the opportunity to response to questions/compose a response to questions in each lesson.</li> <li>• Print Mark's work each lesson and give a mark.</li> <li>• Keep data on amount of teacher prompting or TA support required.</li> </ul>	<p><b>When</b></p> <ul style="list-style-type: none"> <li>• By the end of the semester (2 terms to work on the goal).</li> <li>• Ongoing informal review of progress.</li> <li>• Formal review during IEP meeting at end Semester 2.</li> </ul>
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“I finally have the same freedom that everyone else has.”



<https://liberator.net.au/support/education/aac/aac-autism>

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Jambord

Heading: type in the lowest rating goal

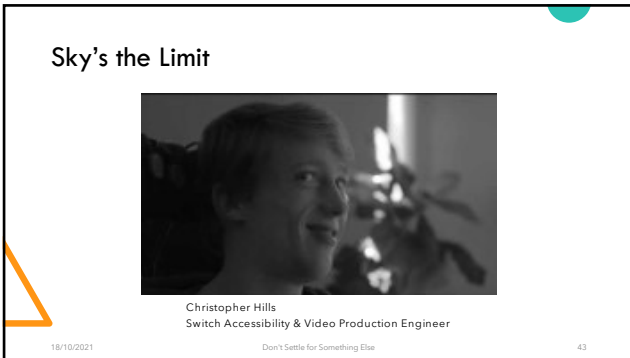
Page 1: WHAT questions

Page 2: HOW and WHO questions

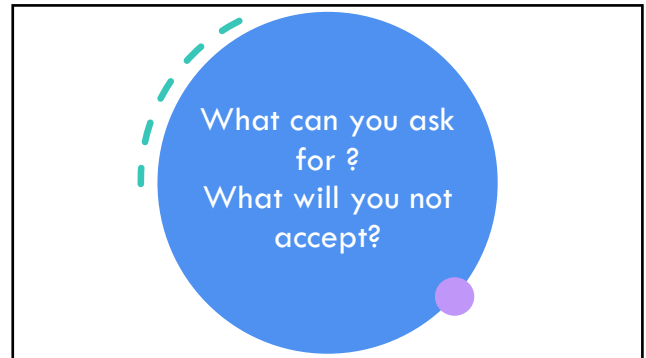
Page 3: WHEN question

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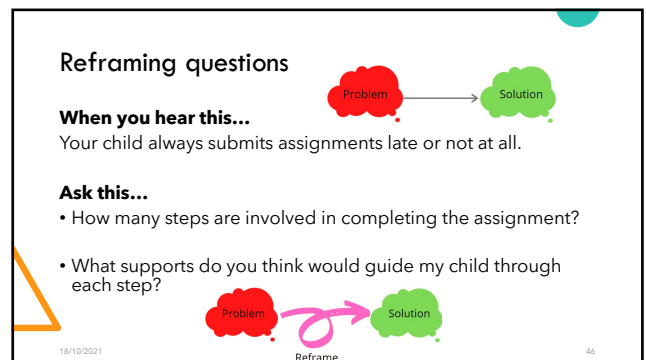
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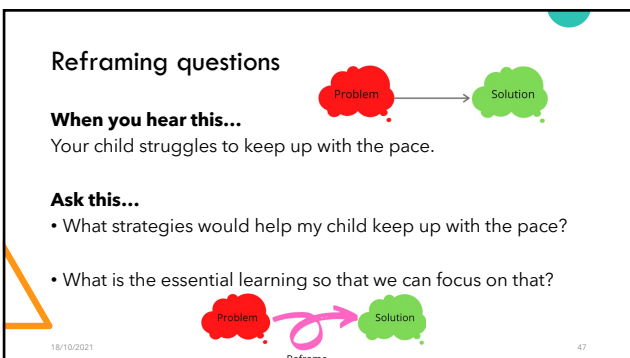
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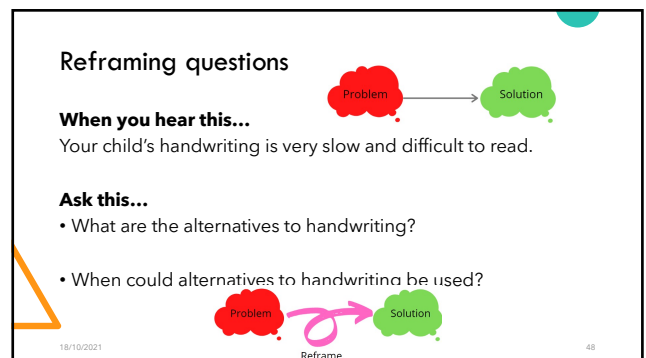
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A blue circle on the left contains the text "By the end of this session you will know...". To its right is a bulleted list. The slide is decorated with a purple circle, an orange line, and a dashed green line.

- All children can learn the same thing but not always the same way
- The importance of having a well thought out goal to ensure high expectations
- Know what to ask for and what not to accept

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A large blue circle in the center contains the text "Q&A". The slide is decorated with a purple circle, an orange line, and a dashed green line.

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A large blue circle on the left contains the text "Thank you". To its right is contact information. The slide is decorated with a purple circle, an orange line, and a dashed green line.

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