



GOOD NEWS
LUTHERAN COLLEGE

GNLC MYP Inclusion Policy

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1. College Mission

We endeavor to live Christ's mission, empower inquiring minds and prepare global citizens by providing a Christ-centred holistic education for all.

2. Rationale

For our students to experience our College mission, adjustments and modifications must be made at times to enrich the learning experiences of MYP students. This policy aims to outline how we support those with learning enrichment needs. This is defined by the IB as students who may:

- "display difficulties or live with conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education."
- "display a higher than average aptitude in one or more subjects that requires adaptation and extension of the curriculum."

This policy aligns with various local, national and international legal obligations with respect to the treatment of students with a disability. It should be read in conjunction with the GNLC Learning Enrichment Handbook.

3. Inclusion

GNLC is committed to ensuring that all students can fully participate in learning, supported by accommodations, adjustments, teaching strategies and approaches that meet their individualised needs. All students in years 6 – 9 participate in the MYP.

Working individually, in teaching teams and with the Learning Enrichment Team, MYP teachers make reasonable adjustments so that students who require support accessing teaching and learning, or reaching their full potential, can access assessment and have an effective educational experience. These adjustments may be documented in Personalised Learning Plans (PLPs) which are developed in consultation with teachers, students and parents/caregivers. They are otherwise documented as strategies for differentiation in the unit planner.

In complying with local and national legislation around inclusion, GNLC seeks to "eliminate, as far as possible, discrimination against students with disability." GNLC does not discriminate on the basis of disability in the areas of:

- Enrolment
- Participation
- Curriculum development, accreditation and delivery
- Student support services
- Harassment and victimisation

With the provision of ramps and elevators, the College grounds are inclusive and physically accessible to all.

4. Definitions

Adjustments: An adjustment or accommodation changes how a student learns the subject material. For example:

- A student with dyslexia might listen to an audio version of a book that the class is reading.
- A student who has trouble focusing might get seated closer to the teacher, but is still expected to complete all the regular work.
- Typing instead of handwriting, having content 'chunked' into smaller parts.

Differentiation: Tailoring instruction or assessment structure to meet individual needs in order to respond to variance among learners in the classroom. For example:

- Allowing students to select a submission method that best suits their learning style.
- Allowing students to make choices about the content/ product submitted for a summative task.

Modified program: A modified program significantly changes what a student is taught or expected to learn. These changes could have implications for a student's educational future and are generally reserved for students that are far behind their peers. For example:

- A student working on content and skills that is different to their peers at a significantly higher or lower level.

Disability: Disability, with reference to the Disability Discrimination Act 1992 as it relates to a person means:

- total or partial loss of the person's bodily or mental functions; or
 - total or partial loss of a part of the body; or
 - the presence in the body of organisms causing disease or illness; or
 - the presence in the body of organisms capable of causing disease or illness; or
 - the malfunction, malformation or disfigurement of a part of the person's body; or
 - a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
 - a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; and includes a disability that:
 - presently exists; or
 - previously existed but no longer exists; or may exist in the future; or
 - is imputed to a person.

5. Procedures

a. Writing and reviewing Personal Learning Plans (PLPs)

- See 'Personalised Learning Plan Procedure' within the GNLC Learning Enrichment handbook for detailed steps on writing and reviewing PLPs.
- Time is dedicated in the meeting schedule for teachers to collaboratively update PLPs.

b. Unit planning and teacher instruction

I. Differentiation

- All subject teachers are responsible for reading and implementing strategies documented in PLPs that belong to their students and making adjustments/modifications to differentiate for the purposes of learning enrichment.
- MYP unit plans found on SEQTA should outline teaching strategies used to meet the needs of students in their classes. See page 9, *Evaluating MYP Unit Plans* (2016), for further guidance.
- In alignment with section 2.1.4 in *Access and Inclusion* (2018), "the purpose of inclusive access arrangements is to remove or reduce, as far as possible, any disadvantage that may occur due to the student's learning support requirements. Under no circumstances should it give the student an advantage." (p.8)
- As per the GNLC Language Policy, teachers are encouraged to design summative tasks where multiple modes of demonstration of knowledge and skills are available. This approach allows for greater inclusivity for students who require learning enrichment and/or have differing language profiles. Universal Design for Learning Principles are encouraged.

II. **Summative Assessment** (from 'Support and modified learning plans', *GNLC Assessment Policy*)

- On an individual basis and where required, teachers should implement strategies to support students so that they are best prepared to submit summative tasks on the due date. These strategies should be implemented well before the due date.

III. **Modified Learning Programs**

- No student should be placed on a modified program without consultation with the Learning Enrichment Coordinator, HOS, MYP coordinator, PC teacher/YLC and the students' family. Documented approval needs to be in place for all modified programs. Students will only be placed on modified programs after a period of at least 3 months in which identified accommodations and adjustments have not been successful.
- Where a student is placed on a modified learning programme, summative assessment tasks will be designed to enable the student to demonstrate assessed skills and knowledge to the best of their ability.
- Teachers should be transparent regarding the meaning of modified grades awarded relative to the general cohort. For instance, the meaning of a grade of 3 for criteria A for student X will be different to a grade of 3 for the general cohort. This information should be available to all relevant parties. This group may include some or all of:
 - Subject teacher/s
 - Parents/ caregivers

- Student
- Year level Coordinators (YLC)
- Heads of Years (HOY)
- Programme Coordinator/s (MYPC)
- Learning Area Coordinators (LAC)

c. Confidentiality

- All PLP documents are maintained on the learning management system, SEQTA. PLP documents are available for all staff to access through the Student Information Panel (SIP).
- Pastoral care notes documenting further adjustments and differentiation are documented through the SIP SEQTA.
- All allied health professional reports are kept in the SIP (preferably as locked documents). They are available in the Learning Enrichment Coordinator office in a locked cabinet and will only be made available to staff as required. Contents of these documents are not to be printed or disseminated.
- The Learning Enrichment Coordinator will manage all allied health reports provided to the school.
- The Learning Enrichment Coordinator is responsible for notifying parents, students and teachers of testing results from allied health professionals.
- The Learning Enrichment Coordinator, Learning Enrichment Teachers, Heads of Years, Deputy Principal and Principal all have access to confidential student files. Teaching staff should only have access as required.

d. Communication

- The school communicates with parents at least termly regarding progress against PLP goals. Parents are also able to contact staff as required throughout the year.

e. Transitions

i. Students leaving GNLC

Parents are required to give permission to new schools to receive any information from GNLC

ii. PYP to MYP

In order to facilitate the transition from PYP to MYP the following take place at the end of year 5:

- Students received a tour of the Middle Years building
- Year 6 students buddy with year 5s
- Pastoral care sessions are dedicated to discussing the next steps as students depart Junior Years and step into Middle Years

- Years 5 and 6 teachers meet to share student information, especially regarding those requiring pastoral or learning enrichment.

III. Within the MYP

In order to facilitate transitioning through the years of the MYP the following take place at the end of the year:

- Transition morning involving reflection with current Pastoral teacher and introduction to new class with new Pastoral teacher.
- Teachers complete student handover forms summarising student needs/ preferences. These forms are passed on to the Pastoral Care teachers and relevant information is then disseminated to subject teachers or included in PLPs.

At the beginning of the year the timetable is collapsed for the first day to ensure that relationship-building is prioritised prior to commencing teaching the curriculum.

6. Resources

a. School resources

- The Learning Enrichment Coordinator, along with Learning Enrichment teachers and officers, work alongside staff, students and parents/caregivers to create goals that will support or extend individual student's as they approach to the curriculum.
- Evidence-based English and Maths intervention programs are used across the school to support student inclusion. Aides work closely with teachers in the classroom to further support. A range of standardised tests are conducted by the Learning Enrichment Coordinator to identify areas of student support needs.

b. Allied Health professionals

GNLC has a visiting psychologist and speech and language pathologist that comes on a weekly basis to support students. These students are supported through Mental Health Care Plans, NDIS funding, State Speech Support Funding, as well as private funding. These professionals work closely with the Learning Enrichment Coordinator, and teaching staff as required, to ensure students' needs are being met and that strategies identified are being implemented.

c. Screening tools

GNLC has access to the following assessment tools:

- WIAT-III
- CTOPP2
- TOWRE2
- SPAT-R

Those with Masters Qualifications in Special Education are able to administer the tests above. For further information regarding these tools, consult the GNLC Learning Enrichment Handbook.

d. Professional Development

On a needs basis the Learning Enrichment Coordinator will facilitate professional development opportunities to ensure best practice in inclusive education.

7. Communicating the policy

- Initially, the GNLC Inclusion Policy will be made available, along with all other school policies, on our learning management system, SEQTA. The policy will be made available on the College website when possible.
- Everyone working directly with students need to be aware of this policy, including the Learning Enrichment Officers.
- The policy will be communicated to new staff through the induction process.

8. Process for review

The GNLC Inclusion policy is a working document which will be reviewed bi-annually by a team led by the MYP Coordinator, or more regularly if required. The review process will aim to:

- Ensure the procedures outlined in the policy meet the needs of the College.
- Ensure all legislation requirements are met and updated.
- Update responsibilities of staff as needed.

9. Bibliography

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