

# PERSONALISED LEARNING AND SUPPORT

INCLUSIVE CLASSROOMS FOR  
STUDENTS WITH ADDITIONAL NEEDS



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**Writers:**

Professor Umesh Sharma, Head of Educational Psychology and Inclusive and Special Education Community, Monash University

Professor Emeritus Spencer Salend, Special Education, State University of New York, New Paltz

Prepared by Education Services Australia.

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# PURPOSE OF THIS DOCUMENT



Personalised learning and support acknowledges that every learner has unique characteristics and individual learning differences that influence their school performance. This document provides guidance for educators in schools on how to implement effective teaching strategies for creating inclusive environments for all students, including students with disabilities and those with diverse and changing needs. The guidelines provide useful processes that educators can use to develop personalised learning plans for their students. They should be used in conjunction with the additional Departmental resources identified in this document. The guidelines proposed are not prescriptive and can be tailored to suit different local contexts and school populations.

## WHAT IS PERSONALISED LEARNING AND SUPPORT?

Personalised learning and support is a process that acknowledges and celebrates the diversity of students in Victoria's classrooms. It is a dynamic, collaborative and student-centred process, designed to provide all students with high quality, inclusive education. Personalised learning and support seeks to accommodate the individual learning differences of all students. It should not be seen only as a way to effectively teach students who have significant learning differences, but rather as a key foundational practice in providing tailored teaching and learning strategies and a high quality education to all students.

These guidelines were developed using a strength-based approach, which recognises that all students differ from each other in terms of their learning.

### **LEARNING DIFFERENCES AND LEARNING DIFFICULTIES: SIMILARITIES AND DIFFERENCES**

Although the terms 'learning differences' and 'learning difficulties' are sometimes used interchangeably, their meanings are very different. Learning differences refer to the variation in the ways and rates in which all students learn, which are impacted by their unique learning strengths, needs, preferences, motivators, aspirations, interests and experiential and cultural backgrounds. Students with learning difficulties underachieve academically for a wide range of reasons. These include factors such as: sensory impairment; severe behavioural, psychological or emotional issues; English as a second language (ESL); high absenteeism; ineffective instruction; or inadequate curricula. The achievement, engagement, and wellbeing of students with learning differences and learning difficulties can be enhanced by personalised learning that incorporates evidence-based teaching strategies and appropriate levels of support.

The Victorian Government views all students as unique and capable learners who are deserving of high expectations and appropriate levels of support that are tailored to their individual needs.

It is important to acknowledge that school educators already undertake many activities that personalise learning experiences for students. Research has shown that when schools use a personalised learning and support approach the academic achievement of all students improves. These positive results could be attributed to the use of personalised teaching methods that are applicable to all students but are particularly important for students with disabilities and additional needs who may require supplementary, substantial or extensive support so they can fully participate in their education.

This guide acknowledges that collaboration is key in personalising learning. It provides information and advice for educators to guide them in collaborating with others to implement effective and positive personalised learning and support for their students. Educators, in consultation with students and their families/carers and other relevant professionals and individuals, are in the best position to make decisions about their students' learning and the support they require.

For information and resources on Education for All, the Department's policy for inclusive education for all students, see: [www.education.vic.gov.au/about/programs/Pages/Education-for-all.aspx](http://www.education.vic.gov.au/about/programs/Pages/Education-for-all.aspx)



# UNDERSTANDING THE TYPICAL DISTRIBUTION FOR PERSONALISED LEARNING AND SUPPORT

Currently, there are over 600,000 students in Victorian government schools. Of these students, 85 per cent require no adjustment or minimal adjustments to the curriculum and learning experiences that teachers typically deliver as part a quality teaching and learning program. It is estimated that 11 per cent of all Victorian students have additional needs that can be met by some form of adjustment, targeted intervention or support. Approximately 4 per cent of all Victorian students receive targeted funding under the Program for Students with Disability (PSD) and may require extensive adjustments to fully participate and benefit from schooling. Figure 1 shows the typical distribution of students in a school of 100 students in Victoria.

**Tier 3:** 4% of students require significant or extensive levels of adjustments

**Tier 2:** 11% of students require supplementary or substantial levels of adjustments

**Tier 1:** 85% of students require no or minimal levels of adjustments

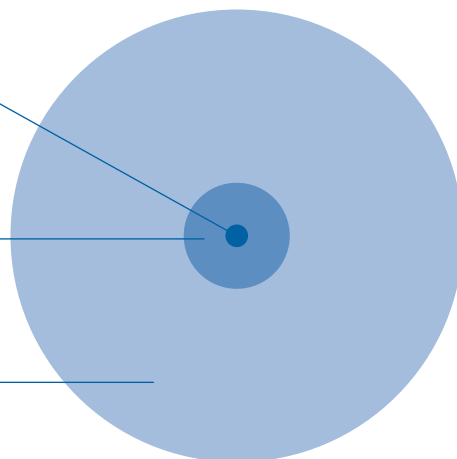


Figure 1: Distribution of student population based on level of adjustments needed in a typical school (Source: Department of Education and Training, 2015)



# RELEVANT POLICIES

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* provide that schools make reasonable adjustments to support students with disabilities so that they can fully participate in school. For more information, see: [www.education.vic.gov.au/school/teachers/learningneeds/Pages/legislation.aspx](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/legislation.aspx)

The personalised learning and support approach aligns with the educational vision, goals and initiatives of the Victorian Department of Education and Training's inclusive education policies, including:

- Education for All (2017)  
Students with a Disability (2017)  
SHARE Principles for Inclusive Education (2015)  
[www.education.vic.gov.au/school/principals/spag/participation/Pages/studentswithdisability.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/Pages/studentswithdisability.aspx)
- Program for Students with Disabilities: Guidelines for Schools (2016) [www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx)
- Framework for Improving Student Outcomes (FISO) Improvement Model (2015) [www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx](http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx)

Through the Nationally Consistent Collection of Data (NCCD), all Australian schools are required to provide verifiable data on the number of students with disabilities in schools and the adjustments they receive.

Based on the professional judgements of teachers, the NCCD is more than a data collection exercise. It is part of an ongoing cycle of describing the personalised support and planning schools undertake for all students, including those with disabilities. From 2018, NCCD data will be used to calculate the student with disability loading in recurrent funds provided to schools by the Australian Government. For more information, see: [www.schooldisabilitydata.gov.au](http://www.schooldisabilitydata.gov.au)



# THE PROCESS

Personalised learning and support exemplifies an inclusive and individualised approach to valuing student diversity and effectively educating all students, rather than separating students with disabilities and viewing them as significantly different from their classmates. It is an iterative process that supports the delivery of a continuum of differentiated teaching and learning strategies that address the unique learning differences of all students throughout their schooling. The need to provide extensive support and personalise learning and teaching activities increases as students' learning differences increase (see Figure 2). However, it is critical to note that all students benefit from personalisation of the learning and teaching activities.

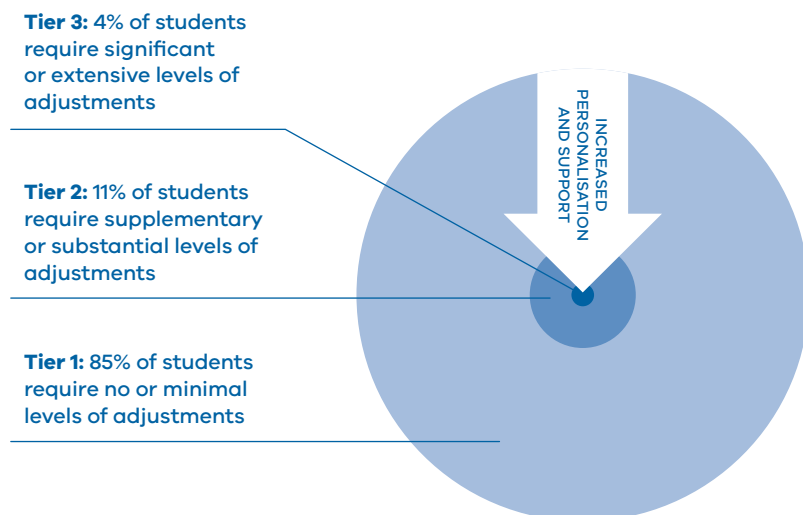


Figure 2: Personalised learning and support inclusive of all students



The four-stage process shown below serves as a guide for identifying students' learning strengths and needs, and designing, implementing and evaluating appropriate and effective tailored teaching strategies and adjustments that foster students' achievement, engagement and wellbeing. Each stage in the process is interconnected and informed by data gathered from the other stages. Throughout each stage, educators collaborate to better understand students', families/carers' and others' perspectives, and incorporate their expertise to select and implement strategies that work.

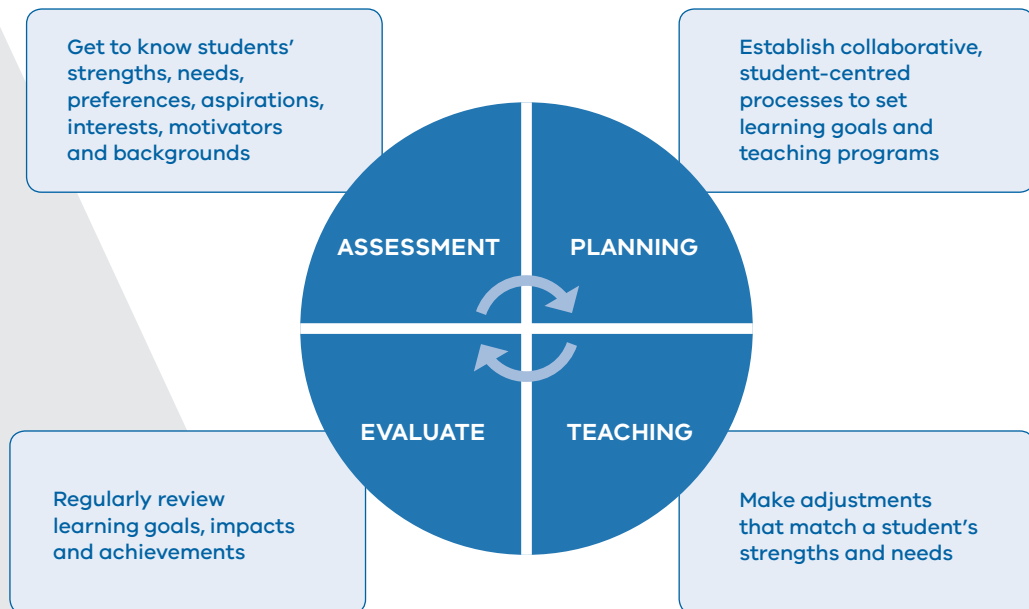


Figure 3: A process of personalising learning and support for all students

## STAGE 1: ASSESSMENT – GET TO KNOW THE STUDENT AND HOW THEY LEARN

Begin by learning about the student and their learning differences using a strength-based approach that focuses on positive aspects of a student's capabilities rather than what they cannot do. This approach consists of questioning strategies to identify what works for the student so that effective strategies can be developed to match the student's abilities. For more information, see:

*Strength-based approach: a guide to writing Transition Learning and Development Statements:* [www.education.vic.gov.au/documents/childhood/professionals/learning/strengthbappr.pdf](http://www.education.vic.gov.au/documents/childhood/professionals/learning/strengthbappr.pdf).

Below are steps that could guide the assessment stage.

### **Learn about the student's background:**

Review the student's school history, learning and behavioural history, and strategies that have worked well. Include access to educational opportunities, participation in school and community activities, and relevant medical, physical, psychological and behavioural considerations. It also is important to learn about the student's social, cultural and experiential backgrounds and how these factors may influence the student's learning and behaviour.

### **Use a variety of assessment tools and**

**strategies:** Collect information and evidence about the student's learning to date, including:

- formal and informal assessments of their progress toward the achievement standards of the Victorian Curriculum
- teacher observations
- reviews of work samples and other artefacts
- examination of the student's records, including diagnostic or specialist reports
- speaking with others who know and have worked with the student at school.

For advice to support the delivery of the Victorian Curriculum for a diversity of learners, see:

[victoriancurriculum.vcaa.vic.edu.au/overview/diversity-of-learners](http://victoriancurriculum.vcaa.vic.edu.au/overview/diversity-of-learners) and

[victoriancurriculum.vcaa.vic.edu.au/static/docs/VC%20Towards%20Foundation%20Levels%20A-D%20guidelines%202017.pdf](http://victoriancurriculum.vcaa.vic.edu.au/static/docs/VC%20Towards%20Foundation%20Levels%20A-D%20guidelines%202017.pdf)



**Consult with the student and their**

**family/carers:** Gather information about the student's strengths, needs, preferences, motivators, aspirations, interests, and relevant information related to their background, identity and learning history. It is equally important to obtain information about the learning environment, which can provide a new perspective about the variables that can affect the student's learning and behaviour. For a sample protocol for collecting information from students, see:

[www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/Transprmrytosec.pdf](http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/Transprmrytosec.pdf)

**Create a personalised learning profile:**

Collate all the information gathered about the student to assist in developing an individual learning profile of the student. The personalised learning profile summarises all the relevant information about the student's:

- strengths, needs, preferences, motivators, aspirations, interests
- experiential, cultural, linguistic and social background.

Creating the profile also provides opportunities to identify supports and strategies that can best help the student to participate, engage, socialise, and achieve. A template to assist in gathering and analysing information to develop a profile of the student is included within the Student Support Group Guidelines, see: [www.education.vic.gov.au/school/parents/needs/Pages/supportgroup.aspx](http://www.education.vic.gov.au/school/parents/needs/Pages/supportgroup.aspx)

**REFLECT ON YOUR PRACTICE**

- Do I know the student's strengths and specific needs?
- Am I aware of the student's learning preferences, motivators, aspirations and interests?
- What did I learn when I consulted the student and the family?
- Are there any experiential, familial, cultural, linguistic and social factors that I need to consider in working with the student?
- What types of adjustments and strategies will help the student achieve the best outcomes?
- What supports (e.g. departmental resources) are available to me to create a personalised learning profile of the student?
- Does the student's personalised learning profile provide a complete picture of the student?

## STAGE 2: PLANNING – USE COLLABORATIVE AND STUDENT-CENTRED PLANNING

This approach places the student at the centre of the collaborative planning process. Below are steps that could guide the planning stage.

### **Establish a collaborative learning team:**

Plan opportunities for input from the student, the parents/carers and relevant teaching and support professionals. The student's wants, preferences, motivators, goals, perspectives, background and needs should guide the identification of goals and the delivery of services and supports. It is also important to consider the wellbeing of teaching staff. Work with your school leadership to create a structure that provides positive and proactive support for the team.

A **Student Support Group (SSG)** is required for students in the Program for Students with Disabilities, and is strongly encouraged for any students with additional learning needs. Departmental policy requires that an SSG should be held once per term for every student in the Program.

Schools are encouraged to use a **Team Around the Learner** approach in assisting students and their families/carers by bringing together an appropriate team to provide targeted support.

For more information about student support groups, see: [www.education.vic.gov.au/school/parents/needs/Pages/supportgroup.aspx](http://www.education.vic.gov.au/school/parents/needs/Pages/supportgroup.aspx)

For more information about the Team Around the Learner program, see: [www.education.vic.gov.au/school/teachers/studentmanagement/Pages/specificsupport.aspx#link6](http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/specificsupport.aspx#link6)

**Consult with others, where relevant:** Where appropriate, seek the advice of others who know the student and who have expertise regarding the conditions and practices that impact student achievement, engagement and wellbeing (e.g. medical, physical, communication, sensory, learning, behavioural, cultural, linguistic and experiential factors). Nominate an experienced person in the school to coordinate this process. Consultation should include Student Support Services Officers and Visiting Teachers. Note that parent/guardian consent is required before consulting with people external to the Department of Education and Training.

### **Review the student's learning environment:**

Analyse the learning environment and identify factors that may have an impact on the student's achievement, engagement and wellbeing. Consider:

- school and classroom design (e.g. ease of movement and access to resources in and around the classroom, levels of ambient noise and light and furniture)
- school-wide and classroom social and behavioural expectations and motivators, including patterns of student interaction and the supports and programs that best assist students
- teaching strategies, curriculum planning and assessment practices
- classroom culture and management – these should support effective learning for all
- available technology, including assistive technology options
- communication strategies with families/carers and support personnel.



**Establish appropriate individual learning goals:**

Create individual goals that relate to student academic, behavioural and social achievement, engagement, wellbeing and other relevant areas. Goals should be specific, realistic and achievable. They should include observable actions, a reasonable time frame for accomplishing these and criteria that make it possible to measure the student's progress. It is critical to collaborate with colleagues as well as parents, carers, families and students to moderate and finalise the goals. The Student Support Guidelines provides information about setting teaching and learning goals. See: [www.education.vic.gov.au/school/parents/needs/Pages/supportgroup.aspx](http://www.education.vic.gov.au/school/parents/needs/Pages/supportgroup.aspx)

The Victorian Curriculum sets out achievement standards for all students. It is designed to enable teachers to make appropriate adjustments to the curriculum content, skills and capabilities to enable most students to engage with the curriculum in a meaningful way. However, for a small percentage of students with significant disabilities and extensive learning needs, the Towards Foundation Victorian Curriculum provides an appropriate learning pathway: [victoriancurriculum.vcaa.vic.edu.au/overview/diversity-of-learners](http://victoriancurriculum.vcaa.vic.edu.au/overview/diversity-of-learners)

**Identify barriers to student achievement, engagement, and wellbeing:**

Use the student's personalised learning profile and the review of the learning environment to identify classroom and school-related barriers that hinder the student's mastery of individualised learning goals. Consider the factors that impact the extent to which the student:

- understands information, instructions and learning activities presented
- responds and shows what he/she has learnt
- maintains attention and motivation.

Use this information to plan teaching strategies and adjustments that overcome the barriers to student achievement, engagement and wellbeing. (See Stage 3: Teaching)

**Plan opportunities to collect evidence of learning progress:**

Identify how and when data will be collected throughout the teaching cycle, including a range of formative and summative assessments. These will be used to determine if teaching strategies are having an impact on student learning. (See Stage 4: Evaluate)

The Abilities Based Learning and Education Support (ABLES) is an online curriculum, assessment and reporting tool that supports teachers to evaluate the readiness to learn of students with disabilities. It provides a suite of resources and tools to develop suitable learning goals and appropriate personalised activities. ABLES also provides a capacity to track student progress and report on achievement based on sound evidence. For information see: [www.education.vic.gov.au/school/teachers/learningneeds/Pages/ables.aspx](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/ables.aspx)



## REFLECT ON YOUR PRACTICE

- Who could assist me with the development of a high-quality education plan for the student?
- Have I sufficiently collaborated with the student and the student's parents/carers?
- How will I ensure there is ongoing opportunity to collaborate with the team to develop the most effective teaching and learning program?
- Have I identified the key school/classroom design, curricular/social/behavioural expectations that may impact the student's achievement, engagement and wellbeing?
- What are the most appropriate achievement, engagement, wellbeing, and teaching and learning goals for the student?
- Am I confident that the goals are student centred and follow the principles of effective goal setting?
- What classroom and school-related factors serve as barriers that interfere with the student's accomplishment of their goals?
- How would I address barriers to the achievement, engagement, and wellbeing of the student?
- What formative and summative assessment strategies will I employ to collect data throughout the teaching cycle?
- How will this data inform the reports to parents/carers and my colleagues?
- How could my colleagues and I best use existing resources in my school to support student achievement, engagement, and wellbeing?
- What professional learning needs have I identified to ensure I am developing a capacity to support learner diversity?



## STAGE 3: TEACHING – MAKE ADJUSTMENTS TO MEET THE STUDENT’S STRENGTHS AND NEEDS AND OVERCOME THE BARRIERS TO STUDENT LEARNING

During this stage, create responsive teaching and learning environments and implement research-based teaching strategies and adjustments that address the student’s personalised learning profile and learning goals. Tailor the personalisation and support to provide students with the levels of adjustments they need to be successful learners (See Figure 2). Below are steps that could guide the implementation of the teaching stage.

**Design flexible pathways to cater for diverse ways of learning:** Use the principles of Universal Design for Learning (UDL) to provide opportunities and classroom and school-related adjustments that accommodate different ways of learning and address the student’s personalised learning profile and learning goals. These include:

- multiple means of representation (varying the ways content is presented)
- multiple means of action and expression (varying the ways the student responds and demonstrates what he/she has learned)
- multiple means of engagement (varying the ways that the student is motivated and involved in the learning process).

**Universal Design for Learning** is an evidence-based set of principles that underpins the delivery of accessible learning experiences to provide support and challenge for all learners. For more information, visit: [udlguidelines.cast.org](http://udlguidelines.cast.org)

### **Embed personalised teaching strategies and adjustments:**

Make modifications to teaching strategies and adjustments that change the way the student engages with the learning intentions of the curriculum program. Modifications will differ in terms of their alignment to the Victorian Curriculum and the level of adjustments appropriate to the student. Based on assessments of student learning progress, review levels of adjustment so individual students receive the personalisation and support they need to achieve their learning goals and develop their independence. (See Table 3 for examples of tier-based teaching strategies and adjustments.)

For information about teaching materials and programs to help students of all abilities, see: [www.education.vic.gov.au/school/teachers/learningneeds/Pages/default.aspx](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/default.aspx)

For information about analysing and improving professional practice including Practice Principles, High Impact Teaching Strategies (HITS) and the e5 instructional model, see: [www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/principles.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/principles.aspx)

For information about resources, strategies and support for specific groups of students who have disabilities and additional needs, or who may face particular barriers to engaging with school, see: [www.education.vic.gov.au/school/principals/spag/participation/Pages/studentswithdisability.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/Pages/studentswithdisability.aspx)

For information on the Victorian Curriculum for students with substantial additional needs, see: [victoriancurriculum.vcaa.vic.edu.au/static/docs/VC%20Towards%20Foundation%20Levels%20A-D%20guidelines%202017.pdf](http://victoriancurriculum.vcaa.vic.edu.au/static/docs/VC%20Towards%20Foundation%20Levels%20A-D%20guidelines%202017.pdf)

## REFLECT ON YOUR PRACTICE

- What teaching strategies and adjustments can I use to vary the ways content is presented to my students?
- What teaching strategies and adjustments can I use to vary the ways in which my students respond and show their learning?
- What teaching strategies and adjustments can I use to vary the ways in which my students are motivated and involved in the learning process?
- What universal teaching strategies and adjustments can I provide to support most (or approximately 80%) of my students' learning?
- What supplementary teaching strategies and adjustments can I provide to support some (or approximately 15%) of my students' learning?
- What intensive teaching strategies and adjustments can I provide to support a few (or 5%) of my students' learning?
- Am I confident in using strategies and adjustments that would ensure the inclusion of all students or do I need to learn more about them?
- Do I know where to go when I need to develop my understanding and practice to support all of my students including those with disabilities and additional needs?
- How best can I use the online resources to support all of my students?





**Table 3: Examples of tier-based teaching strategies and adjustments**

<b>Tier 1: Universal teaching strategies and adjustments or Quality Differentiated Teaching Practices</b> (Good teaching is good teaching for all students.)	<b>Tier 2: Supplementary and substantial strategies and adjustments</b> (Some students need more support.)	<b>Tier 3: Intensive teaching strategies and extensive adjustments</b> (A few students need extensive support.)
<p>Universal teaching strategies and adjustments are provided to approximately 80%<sup>1</sup> of the students as part of everyday teaching practice. The NCCD Framework recognises this group may include students with disabilities for whom teachers make adjustments as part of their Quality Differentiated Teaching Practice (QDTP)<sup>2</sup>.</p> <p>These strategies and adjustments support individual student access to the Victorian Curriculum without affecting the essential elements and structure of the curriculum, the instructional processes and assessment strategies used, and the level of content mastery expected for students.</p> <p><b>Teaching strategies and adjustments include:</b></p> <ul style="list-style-type: none"> <li>• explicit and systematic instruction</li> <li>• stated learning objectives</li> <li>• clear instructions</li> <li>• use of think-alouds</li> <li>• use of hands-on, non-linguistic representations</li> <li>• use of groupings (e.g. cooperative learning and peer tutoring)</li> <li>• use of advance organisers such as graphic organisers</li> <li>• feedback</li> <li>• use of summarising and note-taking</li> <li>• use of intrinsic motivation techniques</li> <li>• use of technology and multimedia</li> <li>• use of friendship and community building activities</li> <li>• use of the Victorian Curriculum F–10.</li> </ul>	<p>Supplementary teaching strategies and adjustments are provided to approximately 15% of the students. Most of these students are likely to require Supplementary levels of adjustments within the NCCD framework.</p> <p>These strategies and adjustments have a minimal impact on the essential elements and structure of the Victorian Curriculum, the instructional processes and assessment strategies used, and the level of content mastery expected for students.</p> <p><b>Teaching strategies and adjustments include:</b></p> <ul style="list-style-type: none"> <li>• more explicit and systematic instruction</li> <li>• use of small group instruction</li> <li>• alternative representations of learning materials</li> <li>• use of more technologies and multimedia</li> <li>• peer assistance techniques</li> <li>• use of extrinsic motivation techniques</li> <li>• daily/weekly report card systems</li> <li>• self-monitoring</li> <li>• more frequent opportunities for re-teaching, guided practice and feedback</li> <li>• adjustments to curriculum and learning tasks</li> <li>• increased vocabulary instruction</li> <li>• testing accommodations</li> <li>• use of the Victorian Curriculum F–10.</li> </ul>	<p>Intensive teaching strategies and adjustments are provided to approximately 5% of the students. Students will receive Substantial or Extensive levels of adjustment within the NCCD framework.</p> <p>These strategies and adjustments may require significant changes in the instructional processes and assessment strategies used, and the level of content mastery expected for students.</p> <p><b>Teaching strategies and adjustments include:</b></p> <ul style="list-style-type: none"> <li>• more personalised explicit instruction within highly structured learning opportunities</li> <li>• increased opportunities for review and maintenance of knowledge and skills</li> <li>• highly personalised assessment processes</li> <li>• use of Functional Behaviour Assessment and Intervention</li> <li>• more frequent opportunities for guided practice and feedback</li> <li>• use of the ABLES</li> <li>• use of assistive technology</li> <li>• alternative equipment and furnishings</li> <li>• extensive collaboration with support personnel</li> <li>• co-teaching with teacher aides and para-professionals</li> <li>• offering of intensive instruction in social, self-help, transition and self-determination skills</li> <li>• use of the Towards Foundation Victorian Curriculum F–10 standards.</li> </ul>

<sup>1</sup> Percentages of students falling under different categories could vary from school to school.

<sup>2</sup> For more information on the levels of adjustments in the NCCD see: [www.schooldisabilitydataplt.edu.au/docs/default-source/default-document-library/guidance-on-adjustment-level-selection.pdf](http://www.schooldisabilitydataplt.edu.au/docs/default-source/default-document-library/guidance-on-adjustment-level-selection.pdf)

## STAGE 4: EVALUATE – ASSESS THE EFFECTIVENESS OF THE APPROACH

During this stage, educators collect and examine data to determine whether the teaching strategies and adjustments provided to students are effective and viewed as acceptable. This connects to Stage 2: Planning. This information also helps shape the next steps in planning and delivery. Below are steps that could guide the evaluate stage.

**Determine whether the teaching strategies and adjustments are effective and the student's goals have been achieved:**

Use evidence collected from the formative and summative assessments selected in Stage 2: Planning to determine the student's progress towards the learning goals and whether the teaching strategies used have been effective. The time frame needed to achieve goals will differ for individual students and will need to be decided in Stage 2 in collaboration with the individual student and his or her family members.

**Examine whether the teaching strategies and adjustments are appropriate:** Consult with the student, educators, families/carers and other relevant persons to determine whether the teaching strategies and adjustments are viewed as reasonable, fair, easy to use and have positive consequences for the student and classmates.

**Make educational decisions:** Analyse the data to determine whether and how:

- teaching and learning goals should be modified, taught in different ways or changed
- teaching strategies and adjustments should be continued, revised or replaced.

### REFLECT ON YOUR PRACTICE

- How will I determine if the teaching strategies and adjustments are working effectively and my student is achieving his/her goals?
- What assessment approaches work well and provide me with the data I need about this student's learning?
- How will I share what is working in collaborative ways to reinforce successes and promote learning?
- What can I do to improve the effectiveness of my teaching strategies and adjustments?
- What can I do to improve the ways I and others view my teaching strategies and adjustments?
- How acceptable are the adjustments to the student and his or her peers?
- Who should I consult to help shape future learning goals and select teaching strategies and adjustments for the student?
- How do I capture and highlight student and family voice in the planning steps?

# SUMMARY

Personalised learning and support is a process that recognises and addresses all students' individual strengths, needs, preferences, aspirations, interests, motivators and backgrounds and makes the learner central. It is a dynamic and iterative cycle driven by evidence-based teaching strategies and adjustments. The process recognises that learning is continuous and is delivered in collaboration with the student, their families and the school community.



# REFERENCES

Australian Curriculum, Assessment and Reporting Authority, *Student Diversity*. Available at: [www.australiancurriculum.edu.au/resources/student-diversity](http://www.australiancurriculum.edu.au/resources/student-diversity)

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# GLOSSARY

<b>Adjustment</b>	<p>This refers to the variations in the curriculum delivered to students, the instructional strategies used to support student learning, and the ways students demonstrate what they are learning.</p> <p>Under the <i>Disability Standards for Education 2005</i> all students with a disability are entitled to reasonable adjustments to enable them to participate in education on the same basis as other students.</p>
<b>Acceptability</b>	<p>The extent that educators, students, families/carers and other relevant persons view teaching strategies and adjustments as reasonable, fair, easy to implement, and having positive consequences for a student and his/her classmates.</p>
<b>Assistive technology (AT)</b>	<p>AT is any device or design that is used to enhance, maintain or improve the functional capability of a student with a disability. AT does not only benefit students with a disability, it could also be of benefit to other students; for example, the use of audiobooks to enhance learning.</p>
<b>Differentiation</b>	<p>This is a process whereby educators tailor what and how they teach, as well as the ways they measure student learning, to address their students' diverse learning differences.</p>
<b>Functional Behaviour Assessment (FBA) and Intervention</b>	<p>This is a systemic approach to determine factors that cause and maintain a behaviour. Information from an FBA assessment is used to design educational programs to address challenging behaviours in classrooms.</p>
<b>Learning goal</b>	<p>This is an observable, measurable and meaningful action or behaviour that a student is expected to show at the end of a specified time period.</p>
<b>Learning difference</b>	<p>Learning difference refers to the variation in the ways and rates in which all students learn, which is impacted by their unique learning strengths, needs, preferences, motivators and experiential and cultural backgrounds.</p>
<b>Strength-based approach</b>	<p>This approach views people with a disability as having potential as opposed to having deficits. The approach is based on the premise that people with a disability have strengths, resources and the ability to make meaningful contributions to their own education. Educators work with students and their families to determine how the strengths of each student could guide in developing educational experiences that not only benefit the student but the whole school community.</p>



