



**THE GLENLEIGHDEN  
SCHOOL**

# Curriculum Document

**CHI.L.D. Association**

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## Background

Since 1978, the Association for Childhood Language and Related Disorders (CHI.L.D. Association), through The Glenleighden School, has catered for children and adolescents with severe speech and language impairments which are *primary* in the sense of being the most significant impairment contributing to *activity limitations* and *participation restrictions* on the individual's current life and well-being, as defined in the World Health Organisation's Classification of Functioning, Disability and Health (2002).

CHI.L.D. Association's target group of children and young people are described as having speech and language impairments which are different from those directly attributable to physical impairments, sensory impairments, general intellectual impairments, emotional or behavioral disturbances, social disadvantage, or second language learning, such that the speech and/or language difficulties are considered to be the child's primary problem, even if other disabilities exist. Speech and language skills are disordered, not merely delayed, in linguistic knowledge and performance and can therefore present with differing patterns of linguistic performance. Historically, the target population was referred to as having *developmental dysphasia*. However, *specific language impairment* has been a more popular term in recent literature. There has been a change in terminology over many years from childhood aphasia to specific language disorder or specific language impairment due to lack of clear evidence of specific neurological structural or functional differences to define the disorder (Paul, 1995). Severe impairments of language are pervasive, affecting more than one level of linguistic organisation, and associated with selectively and potentially permanently compromised development of many areas of functioning beyond oral communication, including academic learning, cognitive and movement skills and social development (Bashir & Scavuzzo, 1992; Bishop, 1992; Bishop & Edmundson, 1987; Goodyer, 1999; Rutter et al, 1992; Snowling, 1999; Vargha-Khadem, 2000).

*Expressive Language Disorder* and *Mixed Receptive-Expressive Language Disorder* are also recognized in the DSM-IV-TR (American Psychiatric Association, 2000) with criteria involving scores obtained from standardized individually administered measures of language development which are substantially below those obtained from standardized measures of nonverbal intellectual capacity, with difficulties interfering with academic or occupational achievement or with social communication, and that language difficulties are in excess of any co-existing deficits, such as Mental Retardation, a speech-motor or sensory deficit, or environmental deprivation.

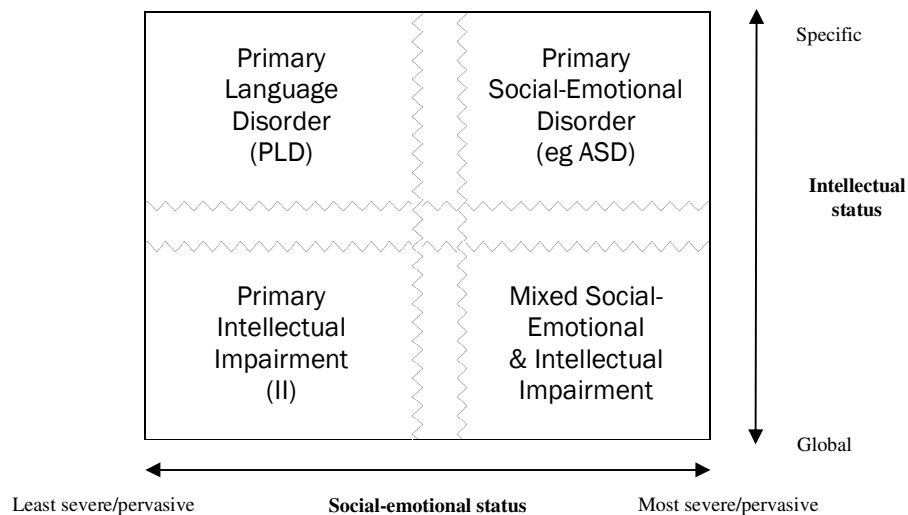
*Speech-language impairment* is a category of impairment defined by Education Queensland (2002) which involves neurological, cognitive and/or physical structures and functions specific to speech language processing, and relates to a student's capacity in speech language comprehension and/or speech language production that significantly impacts on the student's educational progress compared to their age cohort. There are specific criteria which must be reached in order to fulfill the speech-language impairment category, which include:

- i. evidence of ongoing history of poor performance in speech and/or language
- ii. descriptive evidence and analysis of the student's speech and language demonstrating a significant reduction in performance in learning, communication and/or interacting socially
- iii. scores obtained from individually administered measures of expressive and/or receptive language development are at least 2 standard deviations below the mean
- iv. the student's educational functioning cannot be accounted for by:
  - cognitive ability
  - social/emotional factors
  - socio-cultural factors
  - intellectual impairment
  - hearing impairment

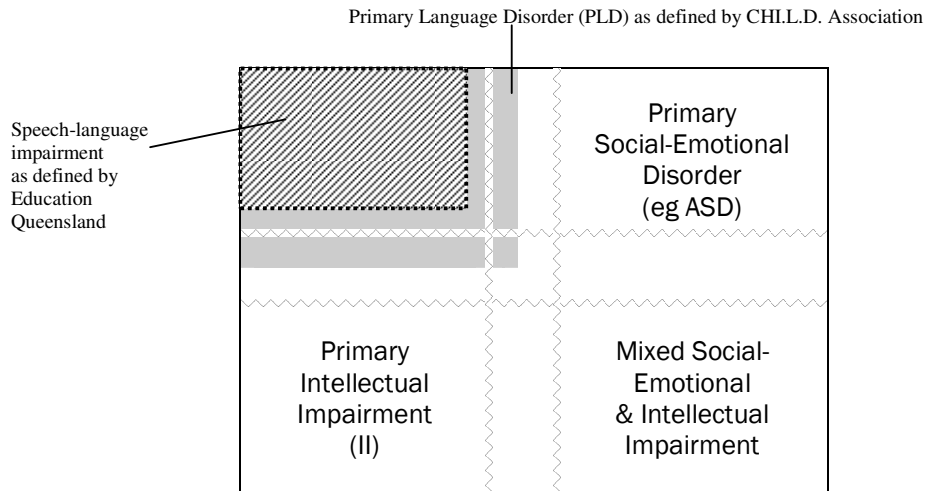
physical impairment  
autistic spectrum disorder  
vision impairment

Notably, the majority of students identified as eligible for support from CHI.L.D. Association also meet the criteria for the Education Queensland disability category of speech-language impairment with the highest levels of educational support needs. However, some students supported by CHI.L.D. Association may be more appropriately assigned to other Education Queensland disability categories, such as *autistic spectrum disorder* or *intellectual impairment*. This distinction arises due to slight differences in definition of the population (see Figure 2) as well as the exclusion of consideration for dual diagnosis by Education Queensland. While *speech-language impairment* (SLI) as a category of disability is defined as independent of other disabilities, such as *autistic spectrum disorders* and *intellectual impairment*, there is evidence of co-morbidity of specific language impairment with conditions such as Attention Deficit Hyperactivity Disorder (ADHD) and other psychiatric (Toppelberg & Shapiro, 2000) or behavioural disorders (Baker & Cantwell, 1987; Vargha-Khadem, 2000). There is also reason to challenge the assumptions about SLI being different from speech-language impairments which may occur in the context of below average nonverbal intellectual test performance (Camarata & Swisher, 1990; Cole et al, 1992; Ellis Robinson, 1987; Fey et al, 1994; Lahey, 1990; Paul, 2002). These are important considerations in identification and service provision.

What is irrefutable is that children and young people accessing services through CHI.L.D. Association will be diagnosed with a language disorder, or highly suspected of having a language disorder, which is primary to their *activity limitations* and *participation restrictions*, and that they will be diagnosable within an impairment category defined by Education Queensland with the highest levels of educational support needs. As primary language disorder is viewed by CHI.L.D. Association as existing on a continuum with ASD and intellectual impairment, a definitive diagnosis is often difficult, particularly with very young children. It has been recognised that social behaviours do not provide a reliable differentiation between children with autism and children with language disorders, and that some children may be truly intermediate between the two disability classifications (Barrett, 2004; Botting & Conti-Ramsden, 1999).



**Figure 1 CHI.L.D. Classification Model** (Ellis Robinson, 1987)



**Figure 2 Comparison of Primary Language Disorder & Speech-Language Impairment**

## ***Educational needs***

The nature and severity of the developmental and learning difficulties associated with specific language impairments are such that children with severe language disorders require multidisciplinary intervention and an alternative or substantially modified curriculum for at least part of their schooling.

## ***Learning difficulties***

There is extensive research demonstrating a strong relationship between reading disabilities and language impairments (Snowling, 1999; Stackhouse, 1996; Stackhouse, 1999). This includes research showing that students with serious specific reading disabilities have a range of language problems, as well as studies showing that speech and language impairments are predictors of later reading disabilities (Bird et al, 1995; Bishop & Adams, 1990; Catts, 1993; Catts et al, 1994; Menyuk et al, 1991). Severity of language impairment may also predict degree of reading immaturity (Scarborough, 1990).

Basic literacy and numeracy difficulties impose obvious constraints on academic attainment and, consequently, occupational and social access opportunities. However, the learning disabilities of students with serious primary language disorders are not restricted to literacy acquisition in reading, spelling and written language or handwriting (Dockrell & Lindsay, 1998). Longitudinal research has revealed associations between early language impairment and developmental difficulties in related areas of functioning. Due to their difficulties with communicative competence, children with primary language disorders are not only at risk of academic difficulties (Donlan, 1993; Donlan, 1998; George & Dockrell, 1999), but are also especially vulnerable to social difficulties (Clegg et al, 2005) that may lead to more serious socioemotional problems.

## ***Social-Emotional and Behavioural Functioning***

Investigations have also indicated that students with PLD not only present with impaired social skills, but are at risk of significant social difficulties in adulthood (Fujiki & Brinton, 1994; Haynes, 1992; Rutter et al, 1992). Students who have experienced longstanding difficulties in communication becomes increasingly out-of-step with their peers in terms of the complexity and sophistication of their social relationships. This appears to be related to both problems with social-emotional development inherent in the impairment and social interaction as well as other

social coping problems which derive from the impaired communication abilities. Indeed, there is growing evidence that not only are language disordered children at increased risk for emotional/behavioural problems, but that children with emotional/behavioural problems are at greater risk for language problems (Gallagher, 1999), possibly the first manifestation of identifying an underlying language difficulty. Social-emotional factors, in particular, appear to be important predictors of personal-social adjustment and achievement in adulthood.

The extent of intensive, specialised education and therapy during the preschool and school years is considered an important factor in determining the level of educational and social outcomes in adulthood (Haynes, 1992). Educational context as a social-therapeutic milieu as well as a learning environment is also significant in relation to social-emotional development and, ultimately, self-esteem. Evidence suggests that older children or adolescents with specific language impairment demonstrate a more negative self-perception than their language competent peers (Jerome et al, 2002; Marton et al, 2005). The risk of poor self-esteem intensifies as children grow older, particularly in light of the importance of social functioning in adolescence and increasing school demands that require verbal skills to accommodate more complex concepts and tasks. What must be acknowledged is the compounding nature of social and academic difficulties on each student's sense of self worth.

Evidence suggests that the persisting pervasiveness and selective impact of primary language disorders may reflect the bilateral nature of brain pathology implicated in some or all forms of this disorder (Vargha-Khadem, 2000). This has implications for the scope and extent of specialisation required in intervention. CHI.L.D. Association therefore employs teachers, speech language pathologists, occupational therapists, and physiotherapists, as well as a psychologist and a music therapist, to ensure that students' needs are appropriately and adequately catered for as part of their daily curriculum.

CHI.L.D. Association/The Glenleighden School seeks to address the full scope of the needs of the student with primary language disorder. The CHI.L.D. Association Outreach Program seeks to facilitate other schools' capacity to support students with speech-language impairment.

## **CHI.L.D. Association's Commitment to Quality Education**

### ***Student outcomes***

All students attending The Glenleighden School have an Individual Education Plan (IEP), which forms the basis of biannual reports on students' outcomes. IEP goals must be specific, measurable and pertain to language, social-emotional and academic achievements. IEP goals are the priority goals negotiated between the school team and the parents, and are areas of focus for all members of the team. The IEP goals are an exhaustive list of goals which may be addressed in the program, however.

There is a focus on realistic and relevant outcomes for students for the achievement of life goals. Emphasis has been directed towards skills such as communication competencies, ability to problem-solve, and functional literacy and numeracy skills. Thus, the school program is results-driven (Sparks & Hirsch, 1997). CHI.L.D. Association and The Glenleighden School have a commitment to developing and improving authentic assessment strategies, with the aim of utilising school effectiveness findings to facilitate change and improvement. Baseline assessments continue to be seen as important in differentiating between underlying primary processing difficulties and resultant functional academic, behavioural and social achievements (Mortimore, 1996).

### ***Management of learning, behaviour and resources***

The school is divided into four levels, rather than individual grades or years : Early Childhood incorporates preparatory aged students, as well as Year 1 students identified as requiring this level of support due to their language impairment; Junior School may include students from beginning to middle primary age; Middle School may include students from middle to upper primary age; Senior School includes all secondary aged students but may also include students who are preparing for transition to a supported or unsupported mainstream high school setting. Each of these levels comprises a coordinator of a multidisciplinary team including special education teaching staff, speech language pathology, occupational therapy, physiotherapy, and school assistants. Programs across the school are also supported by a psychologist and a music therapist. Some staff members are full-time while others are part-time or term-time. The organisation's main investment is in its human resources with the resulting focus of adaptive instruction, defined as that which is geared at the learning characteristics and needs of individuals (Creemers, 1994).

Social-emotional and/or behavioural issues are part and parcel of the profile of specific language impairment. As well as an overall behaviour education policy (under review in 2006-2007), individual behavioural needs are addressed through: the social-emotional curriculum; individual behaviour plans negotiated with families; level rules and expectations; and communication of individual student support required across the school to ensure consistency in all school contexts.

### ***Promoting desirable pedagogy and curriculum***

The attributes of the multidisciplinary nature of the school and the variety of experiences that staff bring as a collective does not diminish the unique role of every staff member. Leadership of the school have a role, not only as instructional leaders (Boyd, 1996), but also as facilitators to ensure that teaching and therapy excellence is shared amongst staff through different models of professional development (Darling-Hammond & McLaughlin, 1995; Lieberman, 1995; Sparks & Loucks-Horsley, 1989). Time is allocated for level curriculum planning to promote collaborative

and reflective practices (Creemers, 1994; Louis et al, 1996). There is a commitment to minimizing haphazard staff development while supporting and encouraging individual interests (Isaacson & Bamberg, 1992).

Time for school-based professional learning groups, in disciplines, levels or between like-minded staff members, allows for continuing professional development and support, with a greater acknowledgement of what individual and collective staff are already doing to sustain their own professional growth, as well as what individuals have to offer in terms of expertise and interests (Leithwood, 1994). Staff are encouraged to be involved in overall school improvement planning, and opportunities for staff to initiate and run professional development programs with others is aimed to assist in breaking down barriers and fostering ideas of continuing daily professional growth (French, 1997) while acknowledging existing skills and competencies of staff. Additionally, staff who take on roles outside their normal discipline are prioritized to receive appropriate training to ensure they are supported in additional responsibilities they have undertaken. Training in and development of ways in which group problem-solving can occur in a non-threatening environment, which still encourages diversity in thinking and expression of individual opinions, has been an imperative in recent years.

There is also strong advocacy for the development and communication of core values of the school through reflective interaction with staff, families and the community. The aim is to create a flourishing and creative teaching and learning environment for staff and students, through the achievement of a dynamic, adaptable and project-oriented organisation (described by Hargreaves (1994a) as the 'moving mosaic'),

## **A Model of Desirable Pedagogy**

The process of developing a model of desirable pedagogy in the period of 2002 to 2006 was timely for The Glenleighden School, given its history, its unique model of service delivery and the recent leadership changes which had occurred. During these times of mainstreaming and economic rationalism, the staff of the school felt the challenge of: reviewing the curriculum and therapy program content in light of contemporary curriculum frameworks; determining an agreeable framework which promoted inclusivity and appropriateness while reflecting best practice; maintaining the integrity of a specialised program as an alternative placement for students with PLD and their families; and using the framework effectively and efficiently for planning and reporting as well as integration with Individual Education Plans (IEPs). The ultimate goal for all students is to give them the opportunity to attend a mainstream education facility with their age peers. Therefore, a school curriculum which not only caters for individual needs, but which prepares students to benefit from learning opportunities and engage successfully in social interactions, is viewed as essential.

### ***Multidisciplinary intervention***

It is imperative to acknowledge the unique focus of the curriculum and programs provided by CHI.L.D. Association as one of an authentic multidisciplinary and transdisciplinary model of service delivery. Teaching, speech language therapy, physiotherapy, occupational therapy and psychology are necessary and integrated components of a program which facilitates maximum academic, social-emotional and personal outcomes for each individual.

Teachers and speech language pathologists provide an educational framework with specific and direct support recommended (Dodd, 1995; Lombardino et al, 1997; McKinnis & Thompson, 1999; Stackhouse & Wells, 1999; Strand, 1995) for the language, literacy and numeracy difficulties typical of this disability. Physiotherapists and occupational therapists also provide a specialised service as students with primary language disorders frequently present with associated neurodevelopmental dysfunction. Their expertise, training and in-depth knowledge in normal as well as abnormal motor control, motor learning, motor development, and sensory and visual perception can be applied to support diagnosis (Burns et al, 2004; Diamond, 2000; Fawcett et al, 1996; Viholainen et al, 2002), plan and implement programs which directly (Fawcett et al, 2001; Oliver, 1990; Reynolds et al, 2002) and indirectly (Case-Smith et al, 1998; Chiarenza, 1990; Humphries et al, 1993) support educational outcomes, and provide an accessible education environment. Psychological services are integral to diagnostics as well as providing information regarding individuals' cognitive profiles and learning strengths and weaknesses. The psychologist also provides support for the social-emotional curriculum (Fujiki & Brinton, 1994; Gallagher, 1999), including professional development and behaviour education for colleagues and individual therapy sessions if required. All members of this collaborative team are responsible for facilitating strategy development in order for students to execute and achieve functional outcomes. The students who attend TGS present with very real problems (Stacey, 1995) outside the realms of language and education competencies, which are often overlooked by the medical and educational community.

### ***Early intervention focus***

There are a multitude of advantages to an investment in young children who may be disadvantaged by socio-economic status, disability or other reasons, including greater success with schooling, raising the quality of the workforce, better health outcomes and reducing crime, teenage pregnancy and welfare dependency (Lynch, 2004). In fact, considering only earnings gains, returns on dollars invested in early intervention have been estimated as high as 15-17% (Rolnick & Grunewald, 2003). The Queensland Government (2003) has recognized the need to

better integrate recent investments in prevention and early intervention services, including services for children with disabilities and early education. The Australian Government (Department of Education, Science and Training, 2005) has also emphasized the importance of prior-to-school years in the development of, more specifically, pre-literacy and literacy skills. The high prevalence of linguistic, psychiatric and developmental disorders in children suggests the need for close monitoring of children who have been identified at an early age with communication impairments (Cantwell & Baker, 1997). Additionally, it is recognized that it is more important to identify a child's areas of need and to provide intervention than to wait for a definitive diagnosis to be made (Wray et al, 2005). It is for these reasons that CHI.L.D. Association will continue to support and strengthen early intervention services, through the Outreach program and through the provision of a preparatory year of schooling.

## ***Influence of theories of development and learning***

Teaching and therapy staff of The Glenleighden School do not rely on a single theory to guide curriculum. Overarching any curriculum issues are the specific politically and socially constructed beliefs and pressures about the value of a segregated educational setting for students with disabilities. It is an interesting conundrum for staff, who believe that the specialist input of education and therapy is of benefit to the students who attend, to be aiming to get as many students as possible back into mainstream education. This requires a great deal of reflection on not only our own goals and practices as educators, but also on the pressures from families, government and the education system when considering the best options for the individual student.

### ***Psychosocial theories***

Children at a very young age can be identified as having difficulties with their communication, social and/or behavioural development. Professionals from CHI.L.D. Association rely on psychosocial theories of development, such as Piaget, to determine variability from the 'norm' and/or whether the child is following a 'normal' pattern of development, thereby distinguishing between possible delay versus disorder. This is particularly relevant to the primary language disordered population, as often medical tests and diagnoses have been exhausted (e.g. audiological assessments, genetic testing, MRIs) prior to assessment and diagnosis by allied health and specialist education professionals. The assessment process is immersed in developmental theory, as a 'best fit' professional judgment is required about the likelihood that the child's particular difficulties are due to or related to a primary impairment in communication, as opposed to a primary impairment in social-emotional development (such as in the Autistic Spectrum Disorders) or in global development (such as in Intellectual Impairment). For example, while a child may be seen on the surface to have limited interaction with or understanding of the world (i.e. paucity of play skills, poor interaction and/or awareness of the environment or others), in-depth assessment and observation may reveal a scattered pattern of strengths and weaknesses in a variety of sensory, perceptual and motor areas, with indication that the child is inhibited from displaying their cognitive abilities due to a severe language impairment.

This assessment and diagnostic process is important to the implementation of the Early Childhood curriculum, as these students require a variety and intensity of sensory and motor experiences, with explicit overlay of conceptual language, to enable them to start making sense of their world and to start engaging in learning and problem-solving. The Early Childhood curriculum of our school, therefore, cannot and does not assume skills which may have developed in the child prior to their school experiences (as would normally be indicated in Piaget's Preoperational Period associated with the onset of speech and language development). Often these experiences are disorganized and, as a consequence, limited (e.g. restricted food 'likes', avoidance of 'messy' play experiences, separation anxiety) due to the accommodations parents may have made to the unusual behaviours and responses of their child. The Early Childhood curriculum of The Glenleighden School, while still incorporating a strong 'learning-

through-play' emphasis, also aims to teach children *how* to learn through play, by investing learning time into therapy based activities to strengthen sensory, motor and language skills, organize experiences and apply these experiences to problem-solving through explicit teaching, more reflective of a metacognitive approach to learning. This approach is continued into the formal schooling years of Junior Primary.

As the student population gets older, reflection on Piaget's stages of development would tend to indicate that senior primary and junior secondary aged students with language disorders may still be operating in a Concrete Operations stage, and indeed, for some, logical thinking can still be subservient to perception. The question is whether curriculum needs to continue to reflect a developmental progression for cognition and learning, subjecting emerging adults to a predominance of rote-learning and logical problem-solving which may have little relationship to the real world in terms of socialization, communication and workplace skills. It is difficult to argue that complex, abstract thinking does not at least in part rely on the acquisition and utilization of language. Additionally, the majority of the students will continue to be challenged by reading, spelling and writing tasks throughout their lifetime, questioning the purpose of continuing to focus learning on foundation skills for literacy (e.g. phonological awareness, visual processing) at the expense of students' experiences in utilizing literacy skills in real contexts (i.e. community and workplaces). An added complexity is that, while language comprehension and expression may continue to reflect concrete and literal interpretations of the world, these adolescents and young adults will be exposed to particular moral and ethical issues in their daily lives, some of which may affect them personally (e.g. being offered drugs) and some of which affect their community (e.g. environmental impact of local development), reflecting the need for 'enlightened conscience' (Kohlberg (1963). Should the curriculum continue to follow a developmental framework, these students may never be equipped with the thinking skills necessary to survive, let alone succeed, in their community. It is for this reason that older students in this specialized program are engaged in hands-on, multisensory, functionally meaningful activities (e.g. volunteer work placements, gardening, enterprise education) with the aim of increasing their adaptive skills repertoire and exposing them to moral and ethical challenges through an integrated curricular approach. Additionally, all students are offered opportunities to participate in roles, model decision-making and make value judgements which contribute to the successful functioning of the school (as recommended by Pascoe, 1996). This has been attainable to some degree due to the small school population and small numbers of staff, reducing the impact which may result from a move to curriculum integration (as discussed by Campbell, 2000 and Clark & Harrison, 1999).

While developmental theories of cognitive development can assist in the process of determining the nature of each child's strengths and challenges and how these might affect learning and thinking, it would be unwise to use these notions in isolation from other theories of learning or without consideration for the individual variables which also impact, such as age, personality, motivation and family context, as well as the models of learning success or failure that the students are exposed to daily, as encompassed in the concept of the 'hidden curriculum' (Lovat & Smith, 2003).

### ***Socialization theories***

Initially, a large proportion of students with PLD do not engage in a 'play' stage of development (part of 'symbolic interactionism' derived by Weber, 1947 and Mead, 1934), in which mimicking and role play is a natural precursor to developing language patterns, vocabulary and meaningful social interactions. On the other hand, some students engage more naturally in play and social interactions appropriate to their age. However, the responses they receive may be quite different due to their poor intelligibility, use of jargon and/or paucity of verbal communication. These responses impact significantly on the student's sense of self, particularly in the understanding of their own strengths and weaknesses, self-esteem and confidence.

For these reasons, the early years curriculum in The Glenleighden School is constructed to teach young children how to play, how to engage in the rituals (such as nursery rhymes, dance and other social patterned activities), and how to use rote-learned language, with symbolic representations of meaning and rules (such as in signing systems). These activities are aimed to assist the students in relating to others and ultimately in recognising their own ability to manipulate their communication partners and the environment to satisfy their own wants and needs. This is 'practice' of skills which are more usually acquired through less explicit construction of the curriculum, referred to as the 'hidden curriculum' (Lovat & Smith, 2003). However, for students with language impairment, the foundations for constructing a social reality need to be carefully laid at the same time as learning of pre-academic and academic skills based on more traditional curriculum frameworks.

This explicit teaching, for example through role play, is continued through the formal schooling years and into the secondary aged programs, to facilitate the development of social and community-based communicative interactions. As students get older, engagement in reflective discussions about societal issues which may impact on them requires explicit teaching and extension of emotional vocabulary to enable students a platform for engaging in these discourses.

This explicit teaching is also incorporated in the 'game' stage (Mead, 1934) where students are engaged in curriculum across all of the key learning areas which focuses on skills such as how to play as a part of a sporting team (eg what are the rules when playing a game of soccer, how do I call for the ball, how do I recognize when to pass to someone else, how do I deal with winning or losing) to interaction as part of a work team (eg community volunteering projects where peers have the power to 'hire' or 'fire' based on criteria such as willingness to participate, responsibility and social maturity). The way the curriculum is constructed and taught has both a bottom-up and top-down approach. While foundation skills are being laid for further development, metacognitive skills need to be explicitly modeled and taught to facilitate the students' engagement in their own learning.

It is somewhat difficult to give students with language impairment the same opportunities for constructing their own sense of self as their non-disabled peers without creating a biased reality based on the beliefs and attitudes of their teachers and therapists. Our students come from many and varied family structures and cultures, and are often very protected. In some cases, this has actually meant restricting the experiences that these students may normally have been exposed to had they not had a disability, when in actuality they need greater exposure to experiences to make the same impact. Therefore, the curriculum for the secondary aged students is based on increasing self-esteem and confidence through a 'can do' attitude developed through activity-based curriculum, such as community work experiences and camping, to give the students experiences in cooking, daily living skills, team work, problem solving and perseverance, with an overall aim to make learning meaningful and enjoyable with the influence of exemplary educators (Mills, 2000).

Additionally, ongoing respectful negotiation is required between the school and families to ensure that family and/or school expectations are commensurate with the student's abilities and interests. In contrast to the argument that students may be better equipped to succeed in an academic arena because of cultural inheritance (Doyle, 1992), it is felt that some students would actually be disadvantaged by placement in a mainstream setting which would highlight their specific difficulties in socialization with peers.

## ***Cognitive and learning theories***

Facts or 'truths', at the empirical-analytical level of knowledge (Lovat & Smith, 2003), which continue to at least provide some of the content of modern curricula, can present a huge hurdle to learning in the language disordered population. Conceptual and pre-linguistic understandings of the world can be severely compromised by disordered perception and organisation of sensory experiences. A language disorder can reflect these same characteristics, and therefore linguistic information in itself can't be utilized by the child or young person to assist in making sense of these experiences. These difficulties result in misperceptions and confusion about the world. For these reasons, the school curriculum must include explicit and direct instructional methods of teaching to give students more concrete foundations on which to build successful learning experiences. This usually includes specific and sequenced intensive teaching in conceptual development, working from non-verbal sorting to verbal labels. Explicit teaching is also required to learn relationships between words; sequence words accurately into a phrase or sentence; learn the sounds and sound relationships of the native language; visually recognize form and colour and other visual stimuli; hold the body in a balanced position to take the least amount of energy when concentrating in the classroom; and so the list goes on. From these foundation skills, rote-learned information as the most basic and automatic of factual information, can be taught. For students who also have any combination of related auditory memory, visual memory, sequential memory and/or short-term working memory difficulties, the acquisition of rote-learned skills also presents enormous hurdles.

The student must continue to be supported in their 'learning' experiences, and decisions are made with parents about what 'facts' are important to their child to learn. It is obvious that the explicit teaching of such technical information, which in many cases has been implicitly absorbed by students without learning difficulties, will not result in a young person who can independently problem-solve; is aware of antecedents and consequences; can forward plan or even be aware of emotions in self or others, let alone be able to reflect on them. The relationship between these facts again need to be explicitly taught and practiced in a variety of contexts and across curriculum areas in order to maximize generalization of learning. This 'historic-hermeneutic' level of knowledge (as referred to by Habermas in Lovat & Smith, 2003) can again be affected by the student's poor neurological organization as well as the acquisition of technical information. This is not to say, however, that students cannot learn the relationships between facts when the retention of the facts actually eludes them. It would appear that the strategy of relating factual information to previously learnt or experienced knowledge is successful in improving technical learning. An example of the success of such a strategy is the child with a language disorder who constantly struggles to understand the concept of multiplication, even though timetables have been rote-learned. Involvement in a student tuckshop sees this same student being able to convert a dollar coin into the right number of twenty cent pieces in order to calculate the change. Thus, constructivist approaches to improve the quality of teaching and learning also play an imperative role in improving outcomes for students with a language impairment.

Most importantly, do the strategies of explicit teaching and context-based learning assist the young person in developing 'self-reflective' knowledge? While many gaps remain in an individual's technical and historical-hermeneutic knowledge, is it possible to engage at a critical level of knowledge acquisition? Just as the ability to relate facts together can assist students with language disorders in acquiring 'truths' about the world, so can the explicit teaching of self-reflective, metacognitive behaviours and strategies assist a young person in relating and organizing information, as well as retaining facts, particularly if they are relevant to their daily lives. The use of visual mapping, where students are introduced to ways of organizing information in their brains, can extend across curricular areas to learn facts, concepts, ideas and relationships, and involves descriptive as well as dialogic reflection (Hatton & Smith, 1995). By instructing the students about why they are using visual maps, and asking them if they worked for them and how they can use the strategy to help their learning in other areas, the student has been required to engage in critical thinking. Again, for students with language disorder, this is

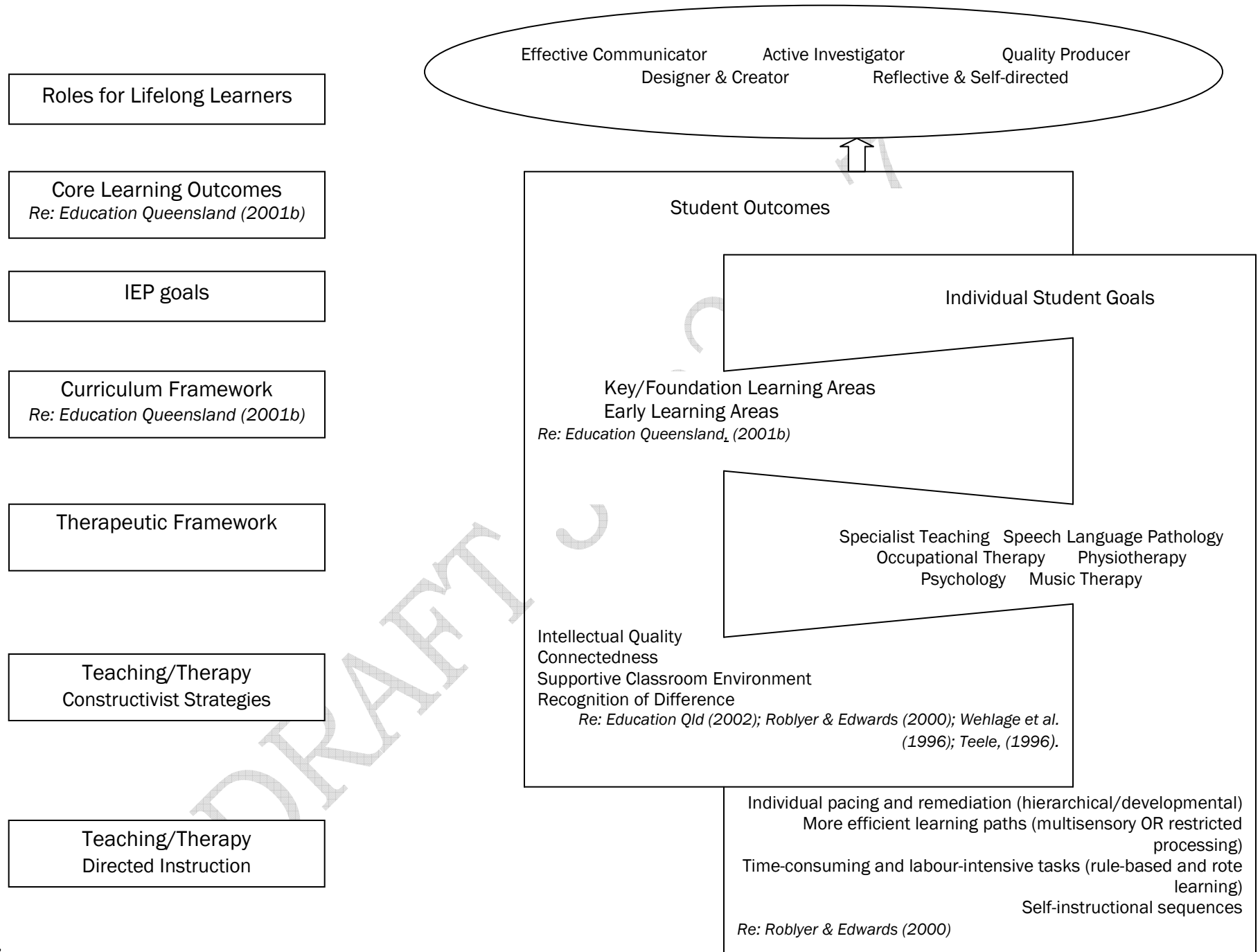
not likely to be initiated or even be a spontaneous element of their functioning, at least not immediately. It seems there is evidence to suggest that this is not always a natural process even for the 'normal' population (Downs & Hogan, 2000). However, the use of metacognition and self-reflection as teaching strategies is an imperative component of successful learning for these children and young people. Most importantly, it is not how much information these young people learn or what meaning they place on the information they know which are the most critical elements of their 'success' as individuals. Students who come to know the 'truths' about themselves (Lovat & Smith, 2003), particularly what they are capable of despite individual challenges, appear to be more independent, better able to take risks and better able to rise and adapt to the expectations placed on them in their educational, social, community and vocational experiences.

To create critical and self-reflective learners, the concepts must be modelled by teachers and therapists, using theory to inform action (Lovat, 1998). The challenge is to turn these reflections into action by, for example, implementing research projects which can provide evidence to support or deny claims that specific curriculum content and methodologies can significantly improve outcomes for the language disordered cohort. The facilitation of self-reflection in staff at different levels (such as those described by Hatton & Smith, 1995) as well as leadership (Cranston, 2000), in order to generate a greater understanding of current practices and to inform future curricula and methodologies, is a priority for the organisation.

## **Conclusion**

The model of desirable pedagogy is that of an integrated multidisciplinary approach to curriculum and strategies (see Diagram 1). The model reflects a joining of approaches, which are strong and inextricably supportive of each other, although the parts are definable. While directed instruction continues to raise debate (Roblyer & Edwards, 2000), it is necessary for students with disordered language and processing systems to engage in systematic and sequenced learning to acquire skills needed to be better able to engage in learning about real-life and practical problems. Links between learning and individual student experiences will enable students the opportunity to apply the rules, rather than just repeat them, an indication of authentic achievement (Wehlage et al, 1996). It is for this reason that whole school themes (Marks et al, 1996) or perhaps even focus questions relating to everyday issues and experiences (eg as discussed by Postman, 1996) is a strategy used by levels as well as the whole school. The nature of language disorders and related difficulties has led to teaching/therapy approaches which have included multisensory strategies and various modes of presentation, addressing students' dominant learning styles. However, further development is needed to ensure a variety of assessment activities are also available which will ensure more authentic ways of assessing students' outcomes (Bailey, 1995; Darling-Hammond, 1994; Teele, 1996; Wolf et al, 1992). For students with speech language impairment, both directed instruction and constructivist approaches are seen as crucial to providing a strong, synergistic learning environment, which would not have been able to be achieved if presented in separate contexts.

**Diagram 1. CHI.L.D. Association's Model of Desirable Pedagogy**





# The Glenleighden School Curriculum Framework

The Glenleighden School whole school priorities, which form a guide by which to link curriculum from preschool to secondary school, have been identified as:

1. Speech, language and literacy
2. Health & wellbeing
3. Investigating & understanding environments
4. Mathematical understandings
5. Social & emotional functioning

Overarching these priority areas are the metacognitive skills and strategies, or Active Learning Processes, necessary for meaningful and independent learning. The impact of students' emotional wellbeing, a safe learning environment, nutrition, sleep, movement, content relevance, time, brain enrichment, assessment, feedback, collaboration and leadership activities on learning outcomes (Erlauer, 2003) is considered across curriculum areas, programs, and age and ability groups.

Within the whole school priorities, the Early Childhood and early primary levels of the school utilise the Early Years Curriculum Guidelines as a framework for curriculum planning. Later primary classes utilise the Key Learning Areas of the QSA 1-10 Syllabuses, while the secondary school age program draws on a number of sources to develop and articulate learning goals and outcomes. These sources include:

- QSA 1-10 syllabuses
- NSW Board of Studies – Stage 6 Special Program of Study – Life Skills Courses
- QSA SAS Functional English
- QSA SAS Functional Mathematics
- QSA SAS Hospitality
- VET – Certificate I in Work Readiness

The secondary age programs are organised within the Certificate of Post-Compulsory School Education (CPCSE) Senior School curriculum organisers framework:

- Areas of Studying and Learning (ASL)
- Personal Living Dimensions (PLD)
- Communication and Technologies (CT)
- Vocational Transition Activities
- Communication, Citizenship and Environment (CCE)
- Leisure and Recreation (LR)



## Whole School Curriculum Framework

	Early Childhood	Junior School	Middle School	Senior School
<b>Curriculum Priorities</b>	<i>Early Learning Areas</i> (Early Years Curriculum Guidelines, 2006)		<i>Key Learning Areas</i> (QSA 1-10 Syllabuses)	<i>Curriculum Organisers</i> (CPCSE)
<b>Speech, Language and Literacy</b>	Language, Learning & Communication		English	Areas of Studying & Learning (Literacy) Communication & Technologies
<b>Health &amp; Wellbeing</b>	Health & Physical Learning		Health & Physical Education	Health & Physical Education Leisure & Recreation Vocational & Transitional Activities
<b>Investigating &amp; Understanding Environments</b>	Investigating the Natural World Investigating Technology Investigating Environments Imagining and Responding		Science Technology Study of Society & the Environment The Arts	Community, Citizenship & Environment Communication & Technologies Community, Citizenship & Environment Leisure & Recreation Vocational & Transitional Activities
<b>Mathematical understandings</b>	Early Mathematical Understandings		Numeracy	Areas of Studying & Learning (Numeracy)
<b>Social &amp; emotional functioning</b>	Social & Personal Learning		Health & Physical Education (Strand: Personal Development)	Personal Living Dimensions Leisure & Recreation Vocational & Transitional Activities
<b>Active Learning Processes</b>	Thinking		Problem-solving	Metacognitive Processes



Early Childhood		Junior School	Middle School		Senior School			
<b>Language , Learning &amp; Communication</b>	<p style="text-align: center;"><b>Oral Language</b></p> <p>Children expand their <i>oral language</i> by:</p> <ul style="list-style-type: none"> <li>Using spoken language (including home language, or signed or augmentative communication) for a range of purposes</li> <li>Exploring the patterns and conventions of spoken, signed or augmentative language</li> <li>Interacting with peers and familiar adults using, with support, the conventions associated with formal and informal group settings including attentive listening.</li> </ul>		<b>English</b>	<p style="text-align: center;"><b>Speaking &amp; Listening</b></p> <p>Students :</p> <ul style="list-style-type: none"> <li>interpret and construct spoken and multimodal texts for a range of personal, social, cultural and aesthetic purposes.</li> </ul> <p>Students speak and listen to :</p> <ul style="list-style-type: none"> <li>Participate in and negotiate daily life</li> <li>Establish and maintain relationships</li> <li>Seek and give enjoyment</li> <li>Seek/evaluate/use/report information</li> </ul>		<b>Areas of Studying &amp; Learning (Literacy)</b>	<p>Students develop:</p> <ul style="list-style-type: none"> <li>Knowledge about and skills in effective communication</li> <li>Knowledge about and appreciation of skills in spoken language</li> <li>Understanding and skills in listening to others</li> </ul>	
	<p style="text-align: center;"><b>Early Literacy</b></p> <p>Children become <i>readers and viewers</i> by:</p> <ul style="list-style-type: none"> <li>using emerging understandings to predict and make meanings from a variety of written, visual and multimodal texts.</li> </ul>			<p style="text-align: center;"><b>Reading &amp; Viewing</b></p> <p>Students :</p> <ul style="list-style-type: none"> <li>interpret written, visual and multi-modal texts that have been constructed for a range of personal, social, cultural and aesthetic purposes.</li> </ul>			<p>Students develop:</p> <ul style="list-style-type: none"> <li>Skills in reading, comprehending, interpreting and responding to a variety of texts</li> <li>Knowledge about skills in viewing and interpreting a range of materials</li> </ul>	
	<p>Children become <i>writers and shapers</i> by:</p> <ul style="list-style-type: none"> <li>experimenting with emerging understandings of written, visual and multimodal texts to communicate meanings.</li> </ul>			<p style="text-align: center;"><b>Writing &amp; Shaping</b></p> <p>Students :</p> <ul style="list-style-type: none"> <li>Construct written, visual and multi-modal texts to represent people, places, things, events and concepts for a variety of personal, social, cultural and aesthetic purposes.</li> </ul>		<b>Communication &amp; Technologies</b>	<p>Students :</p> <ul style="list-style-type: none"> <li>Develop knowledge about and skills in producing texts using a variety of media and technology</li> </ul>	



Early Childhood		Junior School	Middle School		Senior School	
<b>Health &amp; Physical Learning</b>	<p align="center"><b>Making Healthy Choices</b></p> <p>Children build a sense of wellbeing by: making choices about their own and others' health and safety with increasing independence.</p>		<b>Health &amp; Physical Education</b>	<p align="center"><b>Promoting the Health of Individuals &amp; Communities</b></p> <p>Students :</p> <ul style="list-style-type: none"> <li>• Understand that there are different dimensions of health</li> <li>• Demonstrate ways to promote health and safety of themselves and others</li> <li>• Have a basic understanding of health products and services.</li> <li>• Understand how caring for the environment can promote and protect their health</li> <li>• Consume a variety of healthy foods appropriately.</li> <li>• Demonstrate appropriate table manners and socialization with peers</li> </ul>		<b>Leisure &amp; Recreation Vocational &amp; Transitional Activities</b>
	<p align="center"><b>Gross Motor</b></p> <p>Children build a sense of wellbeing by: using and extending gross-motor skills when integrating movements and using equipment</p>			<p align="center"><b>Developing Concepts and Skills for Physical Activity</b></p> <p>Students :</p> <ul style="list-style-type: none"> <li>• Demonstrate a variety of basic locomotor and non-locomotor skills and varying body actions</li> <li>• Apply movement concepts and principles to the learning and development of motor skills</li> <li>• Demonstrate competency in many movement forms and proficiency in a few movement forms</li> </ul>		
	<p align="center"><b>Fine Motor</b></p> <p>Children build a sense of wellbeing by: using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects.</p>			<p>Students:</p> <ul style="list-style-type: none"> <li>• Develop knowledge, understanding and skills that facilitate participation in a range of leisure activities</li> <li>• Develop knowledge and skills to engage in a range of outdoor / indoor recreational pursuits</li> <li>• Engage in a range if activities towards the development of visual perceptual skills</li> <li>• Develop knowledge and understanding of the nature, patterns, concepts and variety of work</li> <li>• Develop individual knowledge, understanding, skills, values and attitudes that enhance effective participation in workplace and independent living contexts</li> <li>• Develop knowledge and skills that facilitate access to a range of activities in living, work and leisure environments</li> </ul>		



Early Childhood	Junior School	Middle School	Senior School
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Investigating the Natural World</b></p>	<p>Children think and enquire by:</p> <ul style="list-style-type: none"> <li>investigating their ideas about phenomena in the natural world and developing shared understandings about these phenomena.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Science</b></p> <p style="text-align: center;"><b>Science and Society</b></p> <p>Students explore:</p> <ul style="list-style-type: none"> <li>Influences on science &amp; society</li> <li>Impact of scientific knowledge</li> <li>Scientific knowledge and understandings</li> </ul> <p style="text-align: center;"><b>Earth and Beyond</b></p> <ul style="list-style-type: none"> <li>Earth, the solar system and universe</li> <li>Impact on living things and life</li> <li>Time and space interactions</li> </ul> <p style="text-align: center;"><b>Energy and Change</b></p> <ul style="list-style-type: none"> <li>Forces</li> <li>Energy</li> </ul> <p style="text-align: center;"><b>Life and Living</b></p> <ul style="list-style-type: none"> <li>Categorisation and classification</li> <li>Interaction of living and non-living components</li> <li>Relationships of organisms and functioning</li> </ul> <p style="text-align: center;"><b>Natural and Processed Materials</b></p> <ul style="list-style-type: none"> <li>Material's property and structure</li> <li>Material's property and use</li> <li>Interactions between materials</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Community, Citizenship &amp; Environment</b></p> <p>Students develop:</p> <ul style="list-style-type: none"> <li>Informed and responsible attitudes and values towards social, cultural and environmental features of Australian society</li> <li>Knowledge and understanding of the earth's natural environment</li> <li>Knowledge and understanding and skills in relation to the use of energy in daily living situations</li> <li>Knowledge and understanding through investigating living things (plants and animals) and their interaction with environments</li> <li>Knowledge and skills that facilitate access to a range of activities in living, work and leisure environments</li> </ul>

Early Childhood		Junior School		Middle School		Senior School	
<b>Investigating Technology</b>	Children think and enquire by:	<b>Technology</b>	Students:	<b>Communication &amp; Technologies</b>	Students develop:		
	<ul style="list-style-type: none"> <li>investigating technology and considering how it affects everyday life.</li> </ul>		<ul style="list-style-type: none"> <li>Investigate, create, produce and evaluate design and development of products</li> </ul>		<ul style="list-style-type: none"> <li>Knowledge about and skills in the use of technology for a variety of purposes across a range of environments</li> <li>Knowledge, understanding of and skills in the safe use and maintenance of a range of technologies and equipment for a variety of purposes</li> <li>Knowledge and skills that facilitate access to a range of activities in living, work and leisure environments</li> </ul>		
			<p style="text-align: center;"><b>Practice</b></p>				
			<ul style="list-style-type: none"> <li>Understand information sources, forms, purposes and techniques</li> </ul>				
			<p style="text-align: center;"><b>Information</b></p>				
			<ul style="list-style-type: none"> <li>Understand characteristics of materials and their manipulation and process</li> </ul>				
			<p style="text-align: center;"><b>Materials</b></p>				
			<ul style="list-style-type: none"> <li>Understand inputs, processes and outputs of systems and that they can be controlled and manipulated</li> </ul>				
			<p style="text-align: center;"><b>Systems</b></p>				

Early Childhood	Junior School	Middle School	Senior School
Investigating Environments	<p>Children think and enquire by:</p> <ul style="list-style-type: none"> <li>investigating features of, and ways to sustain environments</li> </ul>	<p style="text-align: center;"><b>Study of Society &amp; the Environment</b></p> <p><b>Time, Continuity &amp; Change</b></p> <p>Students understand:</p> <ul style="list-style-type: none"> <li>Changes in people’s lives and the environment</li> <li>Causes and effects of changes</li> <li>Similarities and differences that occur in society and the environment</li> </ul> <p><b>Place and Space</b></p> <ul style="list-style-type: none"> <li>Relationships between themselves and the environment</li> <li>Changes to environments and influences</li> <li>How to use and make maps</li> </ul> <p><b>Culture and Identity</b></p> <ul style="list-style-type: none"> <li>Diversity of families, cultures and gender roles</li> <li>Symbols of various cultures</li> </ul> <p><b>Systems, Resources and Power</b></p> <ul style="list-style-type: none"> <li>Environmental resources and conservation</li> <li>Production, management and consumption of resources</li> <li>Roles, rights and responsibilities and decision-making</li> </ul>	<p style="text-align: center;"><b>Community, Citizenship &amp; Environment</b></p> <p>Students develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>Significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage</li> <li>Earth’s natural environment</li> <li>Through investigating living things (plants and animals) and their interaction with environments</li> <li>Informed and responsible attitudes and values towards social, cultural and environmental features of Australian society</li> <li>Significance of current key people, events and issues in determining Australia’s identity and future in the world</li> <li>Rights, responsibilities and roles of individuals and groups who fulfill community roles</li> <li>Structures, roles, responsibilities, decision-making processes and fair and socially just principles of government</li> </ul>

Early Childhood	Junior School	Middle School	Senior School
<b>Imagining and Responding</b>	<p>Children generate, represent and respond to ideas, experiences and possibilities by:</p> <ul style="list-style-type: none"> <li>• experimenting with materials and processes in a variety of creative, imaginative and innovative ways</li> <li>• discussing and responding to the qualities of their own and others' representations, experiences and artistic works</li> </ul>	<p><b>The Arts</b></p> <p><b>Visual Art</b></p> <p>Students :</p> <ul style="list-style-type: none"> <li>• Explore and select media and concepts</li> <li>• Represent and explain experiences, feelings and ideas through images and objects</li> <li>• Describe elements and concepts</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Identify, analyse and respond to musical patterns</li> <li>• Perform individually and in groups</li> <li>• Express themselves through composition and arrangement</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>• Explore ideas, feelings and experiences through dramatic play, role play and improvisation</li> <li>• Rehearse, refine, share and perform to audiences</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• Engage in practical activities to create, construct and produce media texts</li> </ul>	<p><b>Leisure &amp; Recreation</b></p> <p>Students engage in making &amp; appreciating:</p> <ul style="list-style-type: none"> <li>• Artworks in two-dimensional forms (e.g. painting, drawing, photography)</li> <li>• Artworks made in three-dimensional forms (e.g. ceramics, textiles)</li> </ul> <p>Students engage in a range of :</p> <ul style="list-style-type: none"> <li>• Musical experiences in listening, responding, making and performing</li> <li>• Dance and movement experiences</li> <li>• Drama experiences in making, performing and appreciating</li> </ul> <p>Students engage in making &amp; appreciating:</p> <ul style="list-style-type: none"> <li>• Artworks made with electronic media (video, scanning etc)</li> </ul>

### Mathematical Understandings

Early Childhood	Junior School	Middle School	Senior School
<b>Early Mathematical Understandings</b>	<p>Children build early mathematical understandings in number, patterns and algebra, measurement, chance &amp; data, and space by:</p> <ul style="list-style-type: none"> <li>• Investigating and communicating about quantities and their representations and attributes of objects and collections</li> <li>• Investigating and communicating about position, movement and direction</li> <li>• Investigating and communicating about order, sequence and pattern</li> </ul>	<b>Numeracy</b>	<b>Areas of Studying &amp; Learning (Numeracy)</b>
<p><b>Number</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Apply thinking and reasoning in number concepts, addition, subtraction, multiplication and division, as well as to problem solving and life experiences</li> </ul> <p><b>Patterns &amp; Algebra</b></p> <ul style="list-style-type: none"> <li>• Understand consistent change and relationships</li> <li>• Understand balance and methods associated with solving equations</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Understand estimation and measurement of length, volume, mass and area</li> <li>• Understand conventions and units used to measure and record time</li> </ul> <p><b>Chance &amp; Data</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of likelihood, and approaches to estimate and determine numerical probability.</li> <li>• Collect, handle, explore and display data and identify and interpret variation</li> </ul> <p><b>Space</b></p> <ul style="list-style-type: none"> <li>• Understand geometric terms and properties to identify 2D and 3D shapes</li> <li>• Construct and interpret maps, plans and grids</li> <li>• Identify and describe locations, directions and movements</li> </ul>		<p>Students develop:</p> <ul style="list-style-type: none"> <li>• An awareness of mathematics as an essential part of everyday living</li> <li>• Knowledge, understanding and skills required to apply numeration and number operations in practical daily situations</li> <li>• Knowledge and understanding and skills that enhance handling and management of money</li> <li>• Skills in the practical application of measurement tools and units</li> <li>• Develop knowledge and understanding of the concept of time and the relationship to everyday activities and practical time management requirements</li> <li>• Develop knowledge and understanding of shape, direction and the position of objects in space</li> </ul>	



Early Childhood		Junior School		Middle School		Senior School			
<b>Social and Personal Learning</b>	<p>Children sustain relationships by:</p> <ul style="list-style-type: none"> <li>• Acknowledging and negotiating rights, roles and responsibilities in a range of contexts</li> <li>• Cooperating with others in social situations</li> </ul> <p>Children build early understandings about:</p> <ul style="list-style-type: none"> <li>• Investigating and communicating positively about the social and cultural practices of people in the community</li> </ul> <p>Children build a positive sense of self by:</p> <ul style="list-style-type: none"> <li>• Developing a sense of personal identity as a capable learner</li> <li>• Acting with increasing independence and responsibility towards learning and personal organisation</li> </ul>	<b>Health &amp; Physical Education</b>	<p><b>Personal Development</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Demonstrate appropriate personal and social behaviour, including appropriate expression of ideas, needs and feelings in different settings</li> <li>• Demonstrate understanding and respect for differences among people</li> <li>• Understand that changes occur with growth and development</li> </ul>		<b>Personal Living Dimensions</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Develop skills, and informed and responsible values and attitudes, that enhance the quality of interpersonal relationships</li> <li>• Develop knowledge, understanding and skills in the management of issues related to personal growth and development</li> <li>• Develop knowledge and understanding in order to make informed health and lifestyle decisions</li> <li>• Develop knowledge, understanding and skills relating to safe living practices</li> </ul>			
			<ul style="list-style-type: none"> <li>• Understand that physical activity provides opportunity for enjoyment, challenge, self-expression and social interaction</li> </ul>			<b>Leisure and Recreation</b>	<ul style="list-style-type: none"> <li>• Develop knowledge, understanding and skills that facilitate participation in a range of leisure activities</li> <li>• Develop knowledge and skills to engage in a range of outdoor / indoor recreational pursuits</li> </ul>		
							<b>Vocational and Transitional Activities</b>	<ul style="list-style-type: none"> <li>• Develop knowledge, skills and understanding to clarify issues, choices and options related to workplace learning</li> <li>• Learn about the nature of work through experience in workplace environments</li> <li>• Participate successfully in ongoing workplace and community-based learning and apply knowledge and skills in new situations</li> <li>• Learn about specific employment or community-based learning options through planned, progressive participation in a range of environments</li> </ul>	



### Active Learning Processes

Early Childhood		Junior School		Middle School		Senior School	
<b>Thinking</b>	Active Learning Processes promote children's understandings, capabilities and dispositions related to:	<b>Problem-Solving</b>	Active Learning Processes promote student's understandings, capabilities and dispositions related to:	<b>Metacognitive Processes</b>	Active Learning Processes promote student's understandings, capabilities and dispositions related to:		
	<ul style="list-style-type: none"> <li>• Generating and discussing ideas and plans and solving problems</li> </ul>		<ul style="list-style-type: none"> <li>• <i>Persistence</i> : seeing a task through to completion and remain focused</li> <li>• <i>Management of impulsivity</i> : thinking before acting; remaining calm, thoughtful and deliberate</li> <li>• <i>Thinking flexibly</i> : looking at a situation in another way; finding a way to change perspectives, generate alternatives and consider options</li> <li>• <i>Striving for accuracy</i> : nurturing a desire for exactness, fidelity and craftsmanship</li> <li>• <i>Questioning and posing problems</i>: developing a questioning attitude, considering what data is needed, and choosing strategies to produce the data</li> <li>• <i>Gathering data through all the senses</i>: using the natural pathways, and gathering data through all senses : gustatory, olfactory, tactile, kinaesthetic, auditory and visual</li> <li>• <i>Responding with wonderment and awe</i> : being intrigued by the world's phenomenon and beauty; finding what is awesome and mysterious</li> <li>• <i>Taking responsible risks</i> : venturing out; living on the edge of competence</li> </ul>		<ul style="list-style-type: none"> <li>• <i>Listening with understanding and empathy</i> : seeking to understand others; holding your own thoughts in abeyance to better perceive another's point of view or emotions</li> <li>• <i>Thinking about thinking</i> : Being aware of own thoughts, strategies, feelings and actions and how they affect others</li> <li>• <i>Applying past knowledge to new situations</i> : Using what you learned; transferring prior knowledge beyond the situation in which it is learned</li> <li>• <i>Thinking and communicating with clarity and precision</i>: being clear; striving for accuracy, and avoiding overgeneralizations, distortions and deletions</li> <li>• <i>Creating, imagining innovating</i> : trying different ways; generating novel ideas; seeking fluency and originality</li> <li>• <i>Finding humour</i> : laughing a little; looking for the whimsical, incongruous and unexpected; laughing at yourself.</li> <li>• <i>Thinking interdependently</i> : working together; truly working with and learning from others in reciprocal situations</li> <li>• <i>Remaining open to continuous learning</i> : learning from experiences; admitting you don't know; resisting complacency</li> </ul>		
			Ref: Costa & Kallick, 2000			Ref: Costa & Kallick, 2000	



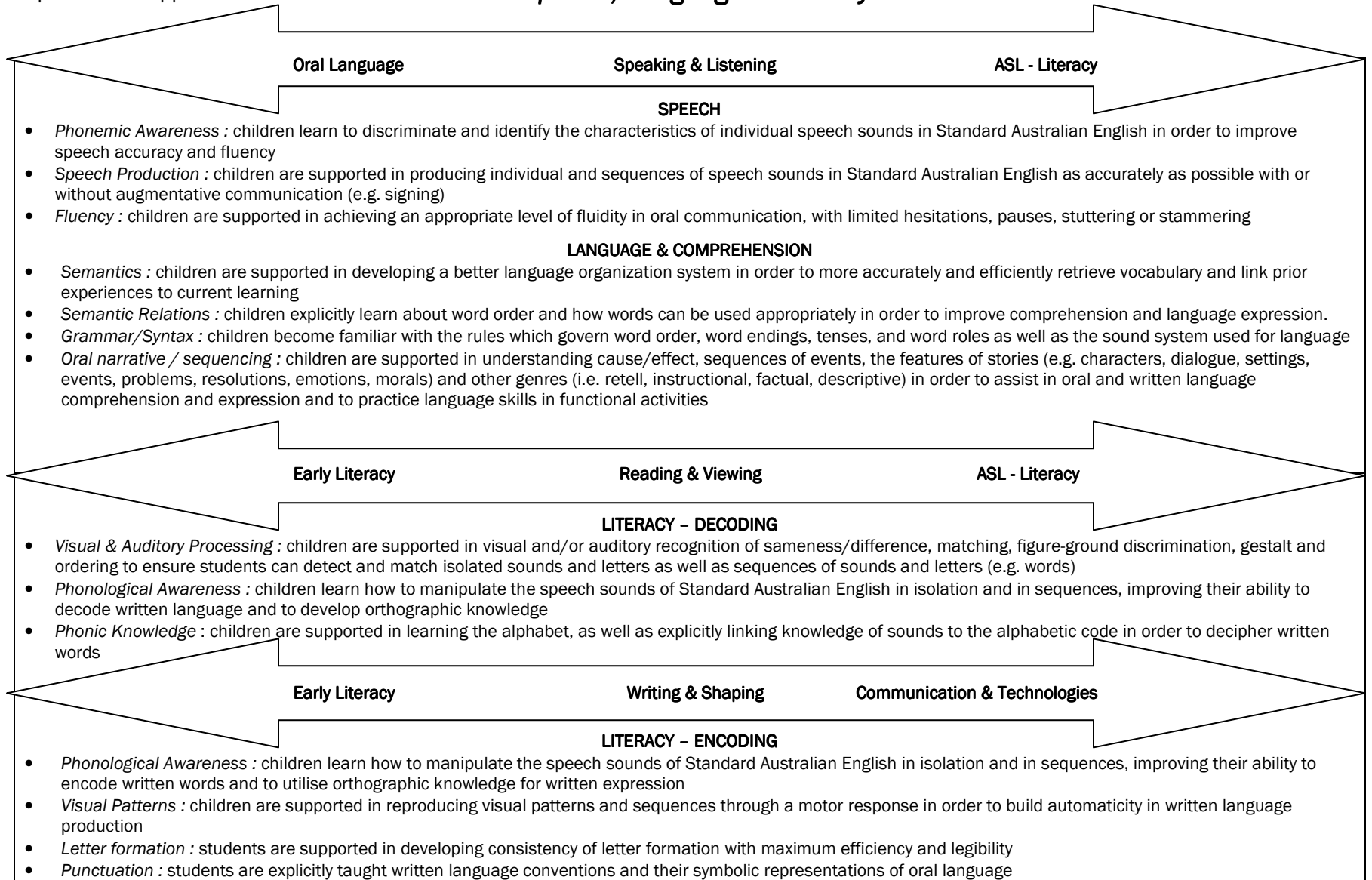
## Multidisciplinary Support for Whole School Curriculum Priorities

Curriculum Priorities	Underlying areas of difficulty for students with PLD		Teaching	Speech Language Pathology	Occupational Therapy	Physiotherapy	Psychology	Music Therapy
<b>Speech, Language and Literacy</b>	Speech	Phonemic Awareness Speech Production Fluency		X X X				X X
	Language & Comprehension	Semantics Semantic Relations Grammar/Syntax Oral narrative /sequencing		X X X X				X
	Literacy - Decoding	Visual Processing Auditory Processing Phonological Awareness Phonic Knowledge	X	X X	X			X
	Literacy - Encoding	Phonological Awareness Visual Patterns Letter Formation Punctuation	X	X	X X			X
<b>Health &amp; Wellbeing</b>	Sensory Systems	Balance Processing		X	X	X X	X	
	Personal Development	Eating Daily Living Skills		X X	X X	X X		
	Gross Motor	Planning & sequencing Strength & endurance Speed & efficiency				X X X		X
	Fine Motor	Planning & sequencing Strength & endurance Speed & efficiency			X X X	X X X		X
<b>Investigating &amp; Understanding Environments</b>	Conceptual Development + see other curriculum priorities							
<b>Mathematical Understandings</b>	Numeracy - Decoding	Visual Processing Number-Symbol Knowledge	X		X			
	Numeracy - Encoding	Visual Patterns Number Formation			X X			
	Comprehension & Application	Conceptual Development Problem-solving	X X	X	X	X	X	X
<b>Social &amp; Emotional Functioning</b>	Social Communicative Competence	Play Pragmatics Social Skills		X X X	X X	X X	X X	X X X
	Behaviour Regulation	Social & Emotional Understanding	X	X	X	X	X	X
<b>Active Learning Processes</b>	Non-verbal problem-solving	Conceptual Development Cognitive Operations	X	X	X X	X	X	X
	Verbal problem-solving	Discourse / Mathetics		X				
	Application	Metacognitive Processes	X	X	X	X	X	X
	Memory	Auditory Visual Working Memory		X		X	X X	X



Specialised support for

## Speech, Language & Literacy





Specialised support for

## Health & Wellbeing

Making Healthy Choices

Promoting the Health of Individuals & Communities

Leisure, Recreation, Vocation

### SENSORY SYSTEMS

- *Balance* : children are supported in developing and extending balance and appropriate postural reactions in order for them to feel more secure in a variety of learning environments, both physically and emotionally
- *Sensory Processing* : children are assisted in exploring and utilizing auditory, visual, proprioceptive, kinaesthetic, tactile, gustatory and olfactory sensory experiences to enhance and reinforce learning, and to live independently

### PERSONAL DEVELOPMENT

- *Eating* : students explore and engage in eating a range of foods, demonstrating awareness of the importance of eating to maintaining physical and mental health and alertness
- *Daily Living Skills* : children are assisted in developing age appropriate skills for engaging with and living in the world independently (e.g. dressing)

Gross/Fine Motor

Developing Concepts & Skills for Physical Activity

Leisure, Recreation, Vocation

### GROSS MOTOR

- *Planning & sequencing* : children are supported in developing strategies which enable them to respond to situations at hand, simultaneously or sequentially, at a gross motor level
- *Strength & endurance* : children are supported to develop gross motor skills through facilitation, experience, practice and consolidation, in order to develop confidence in performing movement at a level which is enjoyable, sustainable and self-generated
- *Speed & efficiency* : children are supported in improving the efficiency and automaticity of gross motor movements through the development of accuracy, rhythm, timing and speed

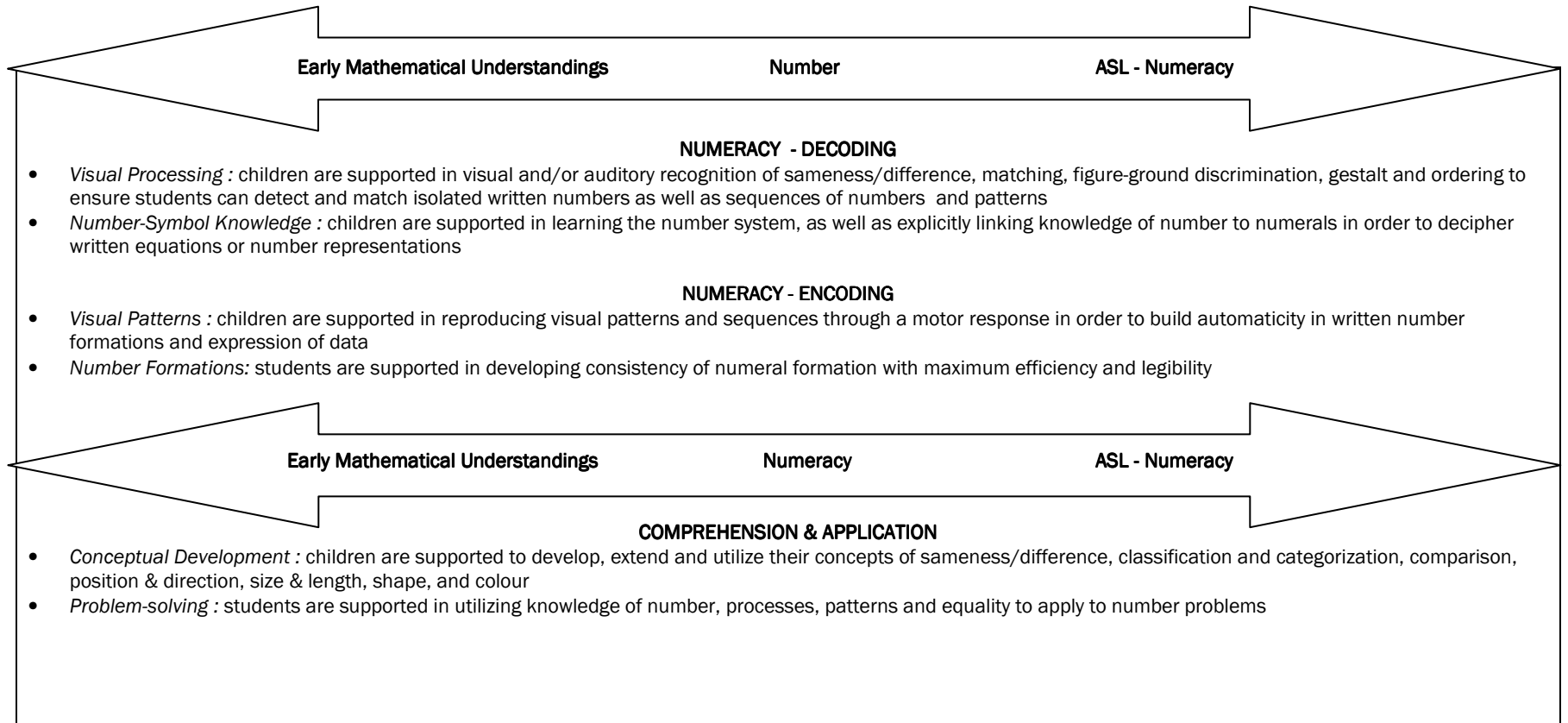
### FINE MOTOR

- *Planning & sequencing* : children are supported in developing strategies which enable them to respond to situations at hand, simultaneously or sequentially, at a fine motor level
- *Strength & endurance* : children are supported to develop fine motor skills through facilitation, experience, practice and consolidation, in order to develop confidence in performing movement at a level which is enjoyable, sustainable and self-generated
- *Speed & efficiency* : children are supported in improving the efficiency and automaticity of fine motor movements through the development of accuracy, rhythm, timing and speed



Specialised support for

## Mathematical Understandings

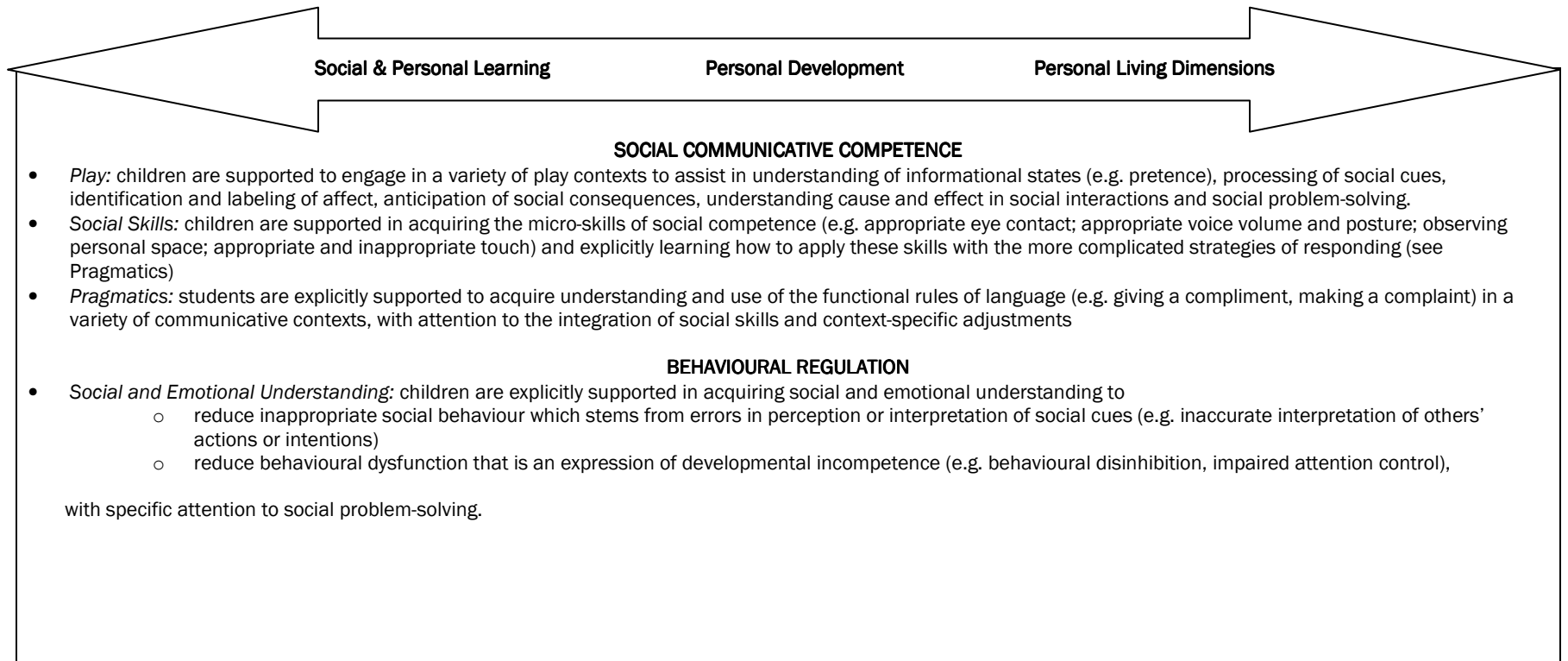


NB *Conceptual development* also provides foundation skills and knowledge of the world required for Investigating and Understanding Environments curricula.



Specialised support for

## ***Social & Emotional Functioning***



**Social & Personal Learning**

**Personal Development**

**Personal Living Dimensions**

### **SOCIAL COMMUNICATIVE COMPETENCE**

- *Play*: children are supported to engage in a variety of play contexts to assist in understanding of informational states (e.g. pretence), processing of social cues, identification and labeling of affect, anticipation of social consequences, understanding cause and effect in social interactions and social problem-solving.
- *Social Skills*: children are supported in acquiring the micro-skills of social competence (e.g. appropriate eye contact; appropriate voice volume and posture; observing personal space; appropriate and inappropriate touch) and explicitly learning how to apply these skills with the more complicated strategies of responding (see Pragmatics)
- *Pragmatics*: students are explicitly supported to acquire understanding and use of the functional rules of language (e.g. giving a compliment, making a complaint) in a variety of communicative contexts, with attention to the integration of social skills and context-specific adjustments

### **BEHAVIOURAL REGULATION**

- *Social and Emotional Understanding*: children are explicitly supported in acquiring social and emotional understanding to
  - reduce inappropriate social behaviour which stems from errors in perception or interpretation of social cues (e.g. inaccurate interpretation of others' actions or intentions)
  - reduce behavioural dysfunction that is an expression of developmental incompetence (e.g. behavioural disinhibition, impaired attention control),with specific attention to social problem-solving.



Specialised support for

## Active Learning Processes

