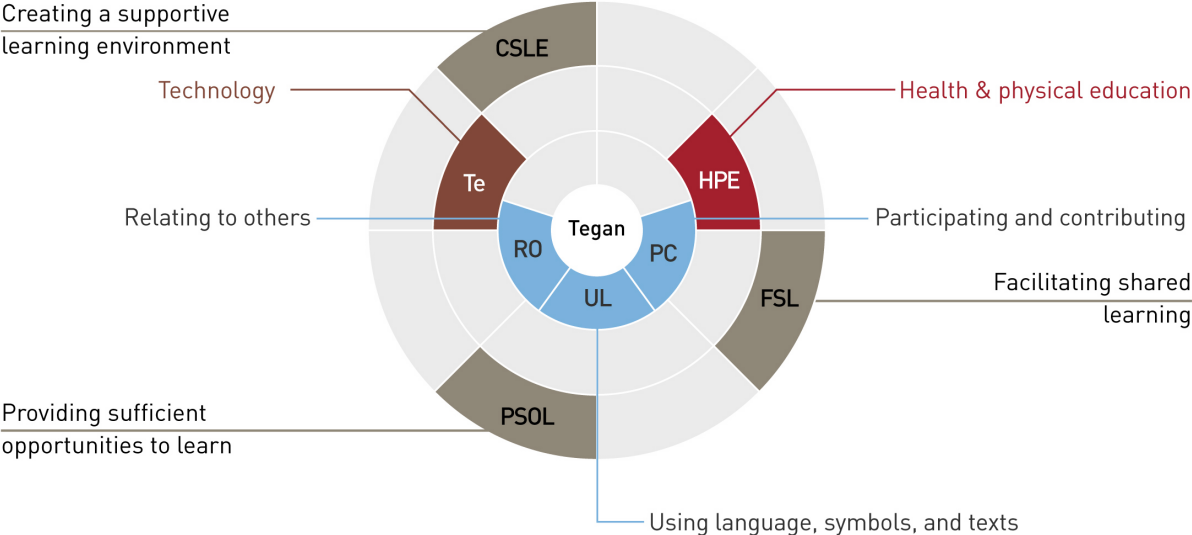


# Tegan is part of the team

## Links to the curriculum



## Student background

<b>Name</b>	Tegan
<b>Year</b>	9
<b>School</b>	Secondary

In 2008 Tegan made the transition to her local co-educational high school. All areas of Tegan’s academic work are made more challenging by a considerable level of dyspraxia, which affects her speech, motor planning, and cognition.

The school received ongoing and reviewable resourcing schemes (ORRS) funding to provide a specialist teacher and teacher aide support for numeracy and literacy only. At Tegan’s request, health, which is a theory-based class, has been replaced by an extra practical physical education class. Tegan attends all other classes, such as cooking, information technology, music, and art without teacher aide support. A meeting was held near the start of the year to explain to those teaching Tegan how best to create an inclusive learning environment for her. Flexibility, adaptability, and good communication among the special education needs co-ordinator (SENCO), subject teachers, Tegan, and Tegan’s family are seen as keys to her successful inclusion.

## Two learning stories

- 1. I really like PE** 18 March 2008
- 2. Chicken stir fry** 6 June 2008

This string of learning stories shows Tegan participating fully in her classes as she settles into secondary school life. Connections with peers provide valuable support and enhance Tegan’s learning.

## I really like PE

<b>Student</b>	Tegan	<b>Date</b>	18 March 2008
<b>Topic</b>	Physical education and health	<b>Observer</b>	Anne-Marie (specialist teacher, ORRS)

### Tegan's achievement

When Tegan was at intermediate school, she had full teacher aide support for physical education. Now she successfully and independently participates in all physical education classes. This practical physical education class is an extra for Tegan and she is in this year 9 class for one period a week all year. The class follows a fitness circuit where students work with a buddy to test each other's fitness. Today, at the start of the lesson, another student approaches Tegan and asks to be her partner. They work well together for the duration of the lesson. The teacher supports all students as they move around the circuit. This story demonstrates a supportive, inclusive environment as a key component in Tegan's learning.



Tegan is balancing on a bench.  
She is verbally encouraged by her partner.



Tegan is supported by her partner. The teacher models the exercise and encourages them to achieve high standards.



The role is reversed with Tegan supporting her partner. Tegan is fully engaged throughout.



Tegan tests her partner to see how many press ups can be completed in the required time. Tegan has already completed this activity. Her partner spent time showing Tegan how to use the stopwatch.



Tegan is practising throwing a ball at a target. The teacher checks they understand the requirements for this activity and offers tips to increase accuracy. Tegan follows this advice and is encouraged by her partner as she strives for accuracy.



Near the end of the period, both Tegan and her partner remain highly focused on the activity. They support each other as they practise shooting baskets. Tegan plays netball for the school.

### **Analysis – what learning is happening here?**

Tegan was totally focused on her learning and on participation in this regular physical education class. The students were working in pairs on a timed fitness circuit. Skill teaching and assistance were given within the class structure. The teacher circulated throughout the period providing feedback, encouragement, and techniques to further develop skills as required. Tegan and her partner were mutually supportive. The school's flexibility has enabled Tegan to access an extra lesson in a subject she enjoys. She also interacts with a different group of students from her form class and this supports social goals established in the individual education programme (IEP). Goals include taking active steps to involve Tegan in a range of activities with as many year 9 students as possible.

#### **Tegan's voice**

"I like PE, I just do." Tegan's physical education partner is not in Tegan's regular class. I suggest they could meet for lunch. Tegan said, "Yes I could text her – we could go to the library."

#### **Physical education teacher voice**

"Tegan is a great worker. The whole class is working really well." Tegan is an equal and valued member of this physical education class.

## Parent voice

“It’s great Tegan’s doing extra PE – she really likes it and she’s good at it.”

## Learning areas

### Level 1 health and physical education: Movement Concepts and Motor Skills

– Develop a wide range of movement skills, using a variety of equipment and play environments.

This is related to one of Tegan’s IEP goals.

## Where to next?

Next steps for Tegan will include considering other opportunities for mutually supportive social interactions with this partner, who actively sought to be with Tegan; for example, buddy reading.

We will share the success with staff to further support ongoing inclusive practice.

We will give Tegan more opportunities to express her opinions on the make up of her timetable. We will reinforce the value of a flexible timetable in terms of going with a student’s interests and strengths.

Tegan enjoyed playing badminton at primary school. She could be given the opportunity to play this again socially at high school.

### Future individual education programme goal

New IEP goals for Tegan will include being actively involved in assessment of her physical education skills and for Tegan to have ongoing, meaningful input into subject choice. She could be supported to record meaningful goals before the IEP meeting and these could be presented and used for planning purposes.

To support independent learning, we can help Tegan identify when she needs help and how to ask for assistance.

## Chicken stir fry

<b>Student</b>	Tegan	<b>Date</b>	6 June 2008
<b>Topic</b>	Technology – Cooking	<b>Observer</b>	Anne-Marie (specialist teacher, ORRS)

### Celebrations of progress

During Tegan’s two years at intermediate, she had teacher aide support for all cooking lessons in regular classes. Cooking is identified by Tegan as a subject she enjoys and wishes to continue. This year Tegan has no teacher aide support within the regular cooking class. She works with a group of girls – the same group she sits with during mathematics lessons. She is a valued member of the group. They frequently ask Tegan the next step, making use of her good memory to recall important details. She is developing independent and interdependent skills. Tegan does not like being near hot things. Group members open the oven and remove hot food for her without being asked. Tegan always knows where everything is and collects items for the group as needed.



The teacher talks through the recipe and demonstrates the skills to the class at the start of the lesson. The students return to the group tables and work in pairs to follow the recipe. Tegan is actively involved, and she discusses with her partner who will do which task. Tegan measures the cooking oil as her partner watches.



Tegan and her partner work together to make a marinade. The task has been previously demonstrated by the cooking teacher. While Tegan measures soy sauce, her partner measures honey. Tegan is pleased and says measuring honey is too hard for her. Tegan does not like mess.



Tegan remembers the next step. She collects a peeler from the drawer for herself and one for another member of the group. Tegan is thoughtful of others.



Tegan peels the carrot and puts the scraps in the bin. Tegan says she does not like the knife. Her partner offers to cut the carrot, sensing Tegan's hesitation perhaps.



The teacher hears Tegan say she does not like the knife and demonstrates again for her. She leaves the last piece of carrot for Tegan to cut. Tegan hesitates and says that she needs a drink of water. Her partner reads the situation and quietly completes the task without Tegan having to ask her.

## Analysis – what learning is happening here?

### Links to individual education programme

Tegan's IEP goals are to develop increased independence and competence when using a vegetable peeler, grater, and knife, and for her to learn to identify when she needs help and be able to ask for it. This is to be achieved while supporting Tegan's access to technology subjects with maximum levels of independence.

## Learning areas

### Level 1 technology

Tegan shows she is capable of working independently and productively in the kitchen. The teacher facilitates independence through initial modelling to the class, then supporting individuals as required. Tegan remembers what is demonstrated. One of Tegan's strengths is following rules, so following recipes is something she does well. She demonstrates the ability to negotiate and to share tasks, things she has found particularly difficult in the past. She will check information with the teacher if unsure. While she does not always ask peers directly, they are sensitive to her needs and often help automatically.

### Tegan's voice

In response to my question asking what she thinks of cooking this year, Tegan says "Cooking is fun I just like it", "I need the recipes", and "I make wedges at home."

### Parent voice

I asked Tegan's mother what cooking Tegan does at home. She replied, "Tegan loves cooking. She can make chocolate chippy biscuits and muffins – with a bit of help... she cooked herself tea last Friday – carrot and chicken wrapped in lettuce and dipped in tomato sauce! ...great she can do it on her own now".

## Where to next?

We will consider obtaining copies of the recipes before cooking class. Tegan is easily stressed by anything new and stress levels are significantly reduced if she is prepared for what is ahead. It may be worth adding visuals to the recipe, as this will make it easier for Tegan to repeat the recipe at home. This will help to consolidate her learning.

As cooking is highly motivating for Tegan, it may be useful to focus on recipes for instructional reading.

We will consider incorporating practical measuring tasks into mathematics lessons, focusing on measuring half and quarter using cups and spoons, liquids, and dry ingredients. We can increase complexity by looking at measuring devices and comparing and contrasting volume.

Tegan can practise the recipes she has learned at school and make food for her family at home.

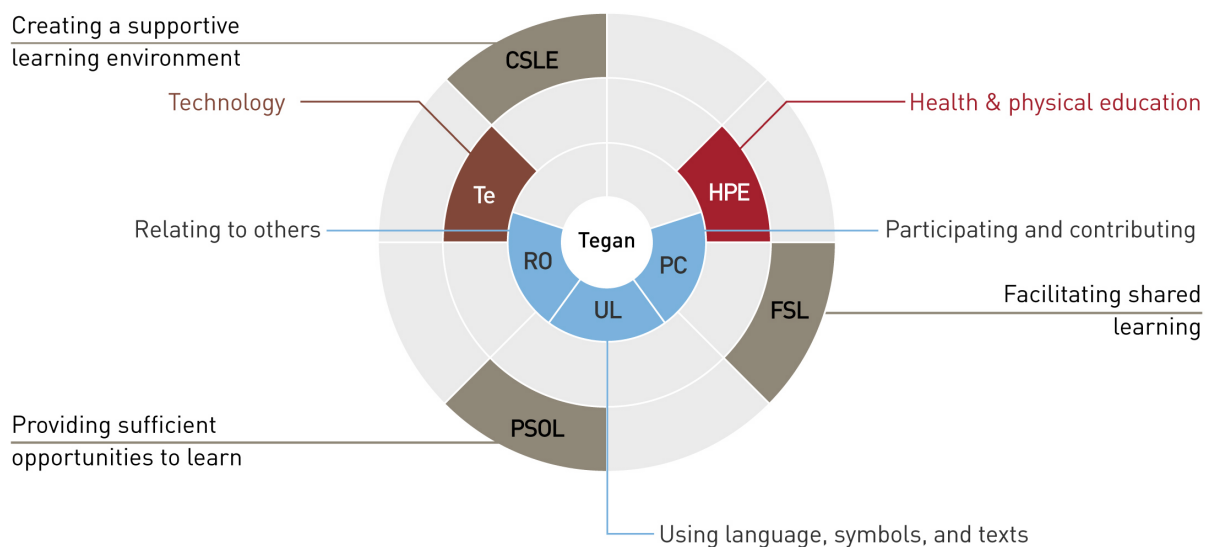
### Future individual education programme goal

A future IEP goal will be to develop Tegan's skills and independence when using a sharp knife.

Tegan can select a knife she is confident to use. We can scaffold learning through success in cutting items, such as bread or cheese, before progressing to more difficult items, such as carrots.

## Reflection – what these stories exemplify

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### Key competencies

Tegan demonstrates successful interactions with her peers, both within a group setting and with a partner. Relationships are mutually supportive and interdependence supports learning for all students (relating to others).

These stories demonstrate Tegan's active involvement as part of a regular class. She is a valued class member, is aware of the needs of others, and is helpful and happy to share (participating and contributing).

Tegan demonstrates the ability to use a variety of language symbols. She is reading a stopwatch at physical education and reading and following a recipe in technology. These skills supported her to successfully access more complex aspects of the curriculum. Tegan is becoming an increasingly competent user of language – written, aural, and oral – and this is enhanced by the fact that she is such a motivated communicator (using language, symbols, and texts).

#### How might these stories strengthen Tegan's identity as a learner?

Tegan is actively involved in her learning, is keen to take ownership of tasks, and to participate fully with her peers. Learning outcomes are enhanced by meaningful process (e.g. measuring ingredients, after observing how the teacher does it) and Tegan's need to know the next step in her learning helps to retain focus and direction (agency).

Tegan's ability to participate, contribute, and relate to others has increased significantly during the first half of this year, as she has had more opportunity to interact with peers in structured learning situations without teacher aide support (breadth).

The increased levels of interaction and independence are demonstrated across subjects, with different teachers and with a range of expectations around task difficulty (continuity and depth).

For more information on the four dimensions of agency, breadth, continuity, and depth (ABCDs), refer to *Narrative assessment: a guide for teachers*.

## Learning areas

### Level 1 health and physical education

#### Level 1 technology

In the first learning story, Tegan's fitness learning is in physical education, in the movement concepts and motor skills strand. Tegan is developing a range of movement skills using a variety of equipment on a circuit. In the second learning story, Tegan demonstrates her understanding and application of knowledge using a range of technological practices (e.g. using a plan of action and performing set tasks) in the development of her products (i.e. making chicken stir fry) (technology).

## Effective pedagogy

### What does this tell us about teaching and learning in this setting?

These stories provide useful insights into effective teaching in relation to Tegan's learning.

A supportive learning environment provides opportunities for Tegan to develop positive social relationships with peers. A school culture is fostered where all students are valued, diversity is celebrated, and individual strengths and needs are respected.

By reducing teacher aide support, and focusing teaching on meeting Tegan's goals, Tegan is becoming increasingly independent and successful in her classes. The teachers in Tegan's classes are creating opportunities for shared learning by organising students to work in pairs or small groups.

Tegan's voice is highly valued in the teaching process. Teachers ask questions of her to check her understanding. They attend to her experiences and preferences and build these into their planning. The school's flexibility in relation to timetabling allows Tegan to focus, to an extent, on her strengths and interests. Supporting Tegan's goals around subject access and social interaction remain a focus for teaching. The flexibility helps ensure there are sufficient opportunities to learn.

### Reflective questions for the reader

"How do you demonstrate you truly value student voice in the process of planning?"

"How do you encourage positive peer interactions?"

"How do you support the transition from primary to secondary school for the child, the school, and the family?"

### Useful resources

Smith, A. B., Taylor, N. J., & Gollop, M. M. (2000). *Children's voices: research, policy and practice*. Auckland, NZ: Longman.