

There is no Funding so
there is no support!
Debunking the myth.



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Outline

- Common Phrases you may have heard.
- School based resourcing.
- What support and resources are available?
- Next steps and supports.
- Questions



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Common Phrases you may have heard.

- 'No resourcing as he is not eligible.'
- 'Supporting students with learning difficulties is part of how the teacher teaches anyway.'
- 'Nothing special is needed he just needs to practice more.'
- 'Read more to your child.'
- 'He just needs more time.'
- 'I will put her next to a child who already has resourcing.'
- 'He has the ability he just needs to concentrate more.'



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School based resourcing

- Schools have different resourcing available that can be combined to support students e.g.
- Resourcing is available for students who have not met benchmarks, e.g., NAPLAN.
- R-2 resourcing is available to students with low growth in literacy and numeracy.
- Resourcing to assist students who have difficulties with reading, limited vocab for their age, significant difficulties in the development of verbal concepts, reasoning and problem-solving using words.

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- There is resourcing to support students.
- Usage within individual school setting is determined at the discretion of the principal (with departmental parameters)



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Possible usage of Resourcing .

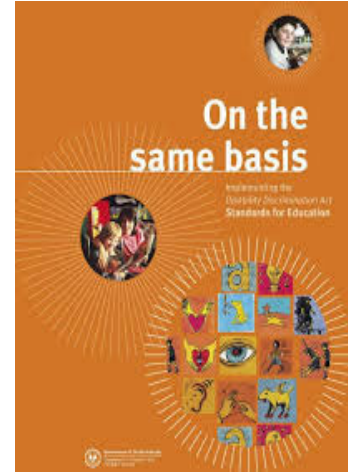
Resourcing is used to support students in multiple ways, such as :

- Small group interventions
- Specific intervention programs
- Additional staffing
- Training for teachers

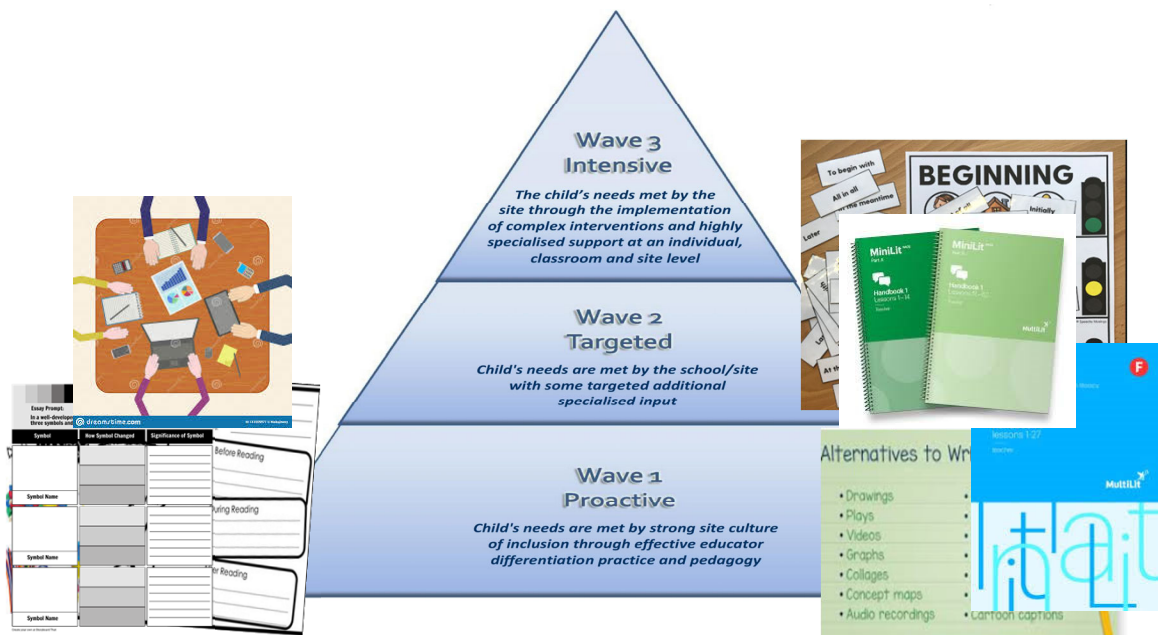
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Departmental *expectations* are that schools are to provide reasonable adjustments and/or interventions to support children to access the curriculum . It can be seen as:

- Differentiation
- Assistive technology
- Small group interventions



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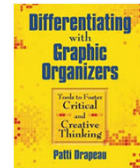
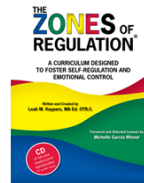
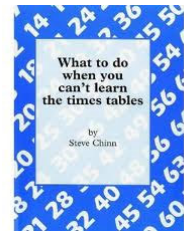
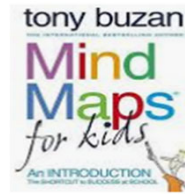


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Differentiation

Differentiation in a classroom is:
Adjusting the curriculum and instruction

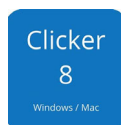
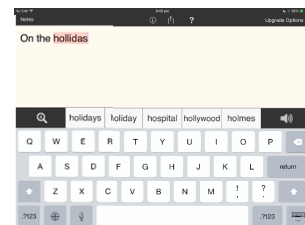
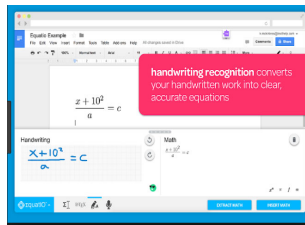
- To support a child's readiness
 - *Scaffolding, Modelling, Reteaching, Reviewing, Small group work, Explicit instruction*
- To support engagement
 - *Interest based, personalised*
- To support accessibility
 - *Providing many ways to represent, interact and show understanding.*




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Assistive technology

- Accessibility features
- Audio/digital books
- Literacy support software



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Small group Interventions


- Short term support in the area of literacy and numeracy
- Support with organization
- Emotional regulation
- Social skills programs

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I'm unsure of what support my child is receiving..

- If you are unsure of what the classroom teacher is doing to support your child, ask the school . Be specific with your questioning . What interventions are you doing to support my child with x skill ?

- A part of a teacher's role is planning adjustments for a variety of students current needs.. If unsure ask for a meeting to discuss your child .



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Support MAY be seen as:

- **Literacy**
 - Targeted differentiation such as scaffolds, small groups explicit teaching , assistive technology , c pens ,
 - MultLit, Macqlit ,MiniLit, PreLit, InitiaLit
- **Numeracy**
 - Targeted differentiation such as small group explicit teaching
 - Quicksmart Numeracy
 - Extending Mathematical Understanding (EMU)
- **Organization**
 - Colour coding, lists, prompts, explicit teaching within classroom and small groups, visual cues , setting up routines planning
- **Concentration and/or regulation**
 - Interest based and strength-based differentiation.
 - Calming mindfulness strategies, brain breaks, 5-point scale,
- **Speech and language**
 - Differentiation such as pre teaching of vocab, visuals, explicit teaching.
 - Cueing strategies, assistive technologies,
 - Social skills programs
- **Social skills**
 - What’s the buzz, Traffic light charting, explicit teaching of social thinking, social language, circle time, team building
 - Social scripts, social stories, restorative chats



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Is there anything I can do ?

Continue	Support	Volunteer	Work
Continue to be your child's advocate	Support the school to bridge the gap with understanding your child. Remember your child may respond differently in a school environment to home environment.	Volunteer. This will look different for everyone . Parent participation to show a positive connection, promote effective communication e.g., between external providers , practice new skills learnt at school at home	Work together

“Parental engagement recognises the important role that both parents and teachers play in developing positive attitudes towards learning and education for children, building their motivation and confidence as learners, and fostering their enjoyment of learning.” *ACT gov.au (2017) Progressing Parental Engagement School fact sheet.*

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Language to support your conversations.

- **Sample questions**
- What **skill** does my child need to develop so he she will be successful in school?
- What kind of **adjustments / interventions** will be available for my child? What does that support look like?
- How can we stay in touch so that I can support the work you are doing in the classroom? What is the best way to contact you?
- What are some ways I can help my child at home? How can I reinforce strategies my child is learning and using in class?
- What kind of things can we do at home to support learning?

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Any Questions?



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