

# The Foundation Project

The Curriculum Framework  
establishes outcomes for all  
students,

*regardless of who they are!*

# The Curriculum Framework

- It is still mandatory!

- Since the introduction of the Curriculum Frameworks there has been no formal provision of reporting or assessment for students with disabilities.

# The Outcomes and Standards Framework

- Until 26<sup>th</sup> February 09 the above framework established eight progressions of outcomes in the eight curriculum areas.

# The outcomes and standards framework

- It will no longer be used for assessment after the end of this year

# Students with disabilities

- 3% of the population
- At the present day the best means of reporting is the IEP
- IEPs only target some behaviors and learning targets.

# The IEP

- It is of very little value in assessing how a school has performed in terms of achieving identified targets in the School Development Plan.
- It has no QA across the State

- Students integrated in the local school are served by the visiting teacher service.

- The disadvantage is that local school teachers often lack the training and experience to cater for the needs of a student with a disability.

## The reason for the Project

- Irrespective of where a student with a disability is educated, he may stay in “E” for many years if he is formally assessed, in the same manner as his peers.

# The Foundation Project

- Teaching gains in “E” are slow but they are measurable which is why “E” needs to be broken into progressions.

# In “E” there is a need for fine grained progressions

- In “E” some students with disabilities make miniscule progress. Some may remain in “E” for many years.

# This is unfair!

- The teacher gains no job satisfaction from being unable to show progress – which has been achieved.

# This is unfair!

- The student gets no satisfaction from a report that always shows his achievement as “E” no matter how hard he has tried.

# This is unfair!

- The parents never see any evidence of progress on the student's report.

# Aims of the Foundation Project

- To develop eight progressions within “E” that are clearly stated and can be used as
  - A teaching tool
  - An assessment tool
  - Provide QA

## P Scales

- P1 to P3 are generic across all curriculum areas

## Overseas Experience

- In England for some years now P scales have been introduced for students who have not yet reached the base assessment level of the National Curriculum

## The P Scales

- The P scales area provides guidance to support the effective use of P scales in order to improve outcomes for pupils with special educational needs (SEN) who are working below level 1 of the National Curriculum.

# P Scales

- Reporting P scales has been mandatory in the United Kingdom from September 2007 which means that all schools must now use P scales to provide data for pupils with SEN who are working below level 1 of the National Curriculum

# Development of the Foundation Project

- Ann Fergusson will visit WA in May and assist me to establish a pilot project which deals with English (Speaking and Listening strands) Number, Communication, Socialisation and Independence.

# The implementation of the Project

- The Pilot Project will have two working parties in Perth, one in Port Hedland and one in Albany.

# Key stakeholders

- School Administrators
- Teachers
- Parents
- K-12 Curriculum Assessment and Reporting Team

- Early Childhood Education
- West Australian Education Support Principals and Administrators Association (WAESPAA)
- The Centre for Inclusive Schooling

# Foundation Project Outcomes

- That the assessment mechanism should be easy to use in all educational settings servicing students with disabilities
- That it should be developed specifically for Western Australia

# Foundation Project Outcomes

- That it should link in with new curriculum initiatives in Western Australia
- That it should link in with the proposed National Curriculum

## P Scales

- Levels P<sub>1</sub> P<sub>2</sub> and P<sub>3</sub> are generic across all curriculum areas.

# Actual P Scales Communication and Socialisation

- P1(1) Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example startling at sudden noises or movements. Any participation is fully prompted.

# P Scales Communication

- P<sub>1</sub>(ii) Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, objects or parts of objects, for example turning briefly towards another person.

## Continued

- They may give intermittent reactions, for example beginning to tolerate some activities but switch off if the activity becomes too intense.

## Communication and Socialisation

- P<sub>2</sub>(1) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example withdrawing from a person who is new to them.

## P2(i) Communication and socialisation

- They begin to show interest in people, events and objects, for example watching as they bring their own hands together. They accept and engage in coactive exploration,

## Continued

- for example sharing a hand massage with an adult.

## Number – P Scales

- P4 Pupils show an awareness of number activities and counting, for example copying some actions during number rhymes, songs and number games: following a sequence of pictures or numbers as indicated by a known person during number rhymes and songs.

## P Scales - Number

- P5 Pupils respond to and join in with familiar number rhymes, stories, songs and games, for example, using a series of actions during the singing of a familiar song

## P Scales Number continued

- Or by joining in by saying, signing or indicating at least one of the numbers in a familiar number rhyme.

## P Scales Number

- P5 Pupils can indicate one or two numbers. For example by using eyepointing, blinks, gestures or any other means to indicate one or two , as required. The demonstrate that they are aware of contrasting quantities, for example one and lots by making groups of one or lots of food items on plates.

## P Scales English Listening – Receptive Communication

- P<sub>3</sub> (1) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. The request events or activities (for example pointing to key objects or people.) They participate in shared activities with less support. The sustain concentration for short periods.

# English listening

- P4 Pupils demonstrate an understanding of at least 50 words, including the names of familiar objects. Pupils respond appropriately to simple requests which contain one key word , sign or symbol in familiar situations.

# English Listening

- P8 Pupils take part in role play with confidence. Pupils listen attentively. They respond appropriately to questions about why or how. (for example: Why does a bird make a nest? How do we copy this picture?)