

A3 Portfolio; PD Strategy and Interview – S326012 Alan Hubbard

PD Strategy Target Setting/ Introductory Statement:

I want to develop a framework, with the use of networked tools, to engage with autistic students and families before beginning at a mainstream school, particularly through the transition from primary to secondary, and between middle and senior secondary, for the NT.

As a Secondary school teacher, specialising in Digital Technologies and Health and Physical Education, I am focusing my professional development to developing ICT tools and mental and physical health.

This would include the incorporation of previous student education and behaviour plans that have been previously developed, but primarily be used to engage with the student and/or families to gain an understanding of their specific needs, history and experiences.

Whilst my initial goals for Professional Development are focussed on Autism, I want the framework to be broad enough to be useful for other learning, social and behavioural needs.

Lofty Goal/ Mission Statement/ Value-Add:

I want to ensure autistic students and families are well supported to join mainstream schooling and throughout their learning journey. This will be particularly enhanced with ICT devices and programs or applications.

I want to develop ICT devices and programs or applications will broadly used to engage students directly, consolidate efforts and goals with families and other invested parties, and for teachers to better assess and engage student performance and outcomes.

Three main A2 learning goals/ recommendations.

1. Develop a personal skills and tools to engage with new autistic students and families joining mainstream secondary setting.
2. Identify and develop ICT tools to enable and engage ASD student and family integration into secondary education.
3. Generatively and reflexively develop a framework or process to engage with new autistic students and families before commencing in the secondary mainstream setting, at the school induction point of entry.

Research basis	<p>Parents often feel isolated from schools and staff (Harrington, 2014). Programs that provide universal support are scarce and not provided through mainstream education.</p> <p>The voice of the student must also be considered when designing alternative curriculum approaches to enable better student outcomes (Saggers et al., 2011).</p> <p>Digital technologies can be an enabling addition to engage with autistic students, if managed properly (Hedges et al., 2017)</p>
Rationale - My professional learning needs	<p>Develop better application development skills, so I can build applications or programs that will enable easy tracking of student performance within a classroom.</p> <p>Find school-based positions that will enable me to action these engagement opportunities.</p> <p>Build further understanding of autistic experiences and perspectives within the school setting. At the present time, my experiences are with my son, our psychologist and through professional reading.</p> <p>This research project has focussed on students in and coming into mainstream secondary education. However, neglects the transition to tertiary education. During, future iterations, I plan to explore this area. Beginning with the following resource (ADCET, n.d.).</p>
Scope - Contextual Features	<p>Located in Darwin, with a higher portion of Indigenous students than the National average.</p> <p>Limited support for students with special needs in the NT. Generally, schools have limited internal expertise to manage students with additional needs, therefore do not feel confident to incorporate their learning in mainstream classrooms.</p> <p>I have experienced limited funding and allocation of resources, including PD, toward inclusive teaching. This may be because there tends to be less students with additional needs in mainstream schools. I believe that with better engagement to encourage enrolment and proactive PD with peers, will increase these numbers.</p> <p>Through these issues, I will need to consider the specific school I begin my teaching career at, such as other staff and student cohort. Through analysis of their needs and abilities, I will reconsider my teaching practices and adaption of any changes to meet the expectations of school culture (Ryan and Bourke, 2013).</p>

Activities - Classroom-school-
colleagues – community level

Ensure students understand behavioural and social expectations, i.e. to respect all students' individuality.

- Use of posters within classrooms. Depending on the subject, I may be able to create a unit of work around disabilities, which could create greater awareness by students. (Autism Association of Western Australia, n.d.).
- AITSL Standard 1.6, 4.1

Engage with peers and school leadership to advocate for students with diverse needs, so they can access the curriculum.

- Identify roles and opportunities within the school setting that allow for greater exposure to students with additional and diverse learning/social needs.
- Engage with mentors and school leaders to develop plans and opportunities for personal development and engagement with peers.
- AITSL Standard 6.1, 6.2, 6.3, 6.4

Engage with families to gain greater understanding of individual needs of each student.

- Identify how to direct families, within the onboarding process, to engage with school specialists to enable advocacy from within the school.
- AITSL Standard 7.1, 7.3

Engage with focussed organisations that will enhance my knowledge of autism and digital technologies.

- Approaching specific organisations that specialise in these areas will broaden my understanding and capacity to adapt lessons learnt to new situations.
- AITSL Standard 6.4, 7.4

Develop personal/individual skills that engage with autistic students at the personal level. This will be done through specific engagement with professionals, such as SET, psychologist, and through engagement with the student and families to understand their individual needs.

- AITSL Standard 6.1, 6.2, 6.3

	<p>With other staff and community organisations, develop an application to accurately record and distribute student performance during classes.</p> <ul style="list-style-type: none"> • AITSL Standard 6.1, 6.2, 6.3 <p>(Australian Institute for Teaching and School Leadership, 2017)</p>
Networks / Professional Associations	<p>School-based educational psychologists, Special Education Teachers, Counsellors, School Leadership, Other teachers with specialist knowledge such as psychology teachers or those with personal experience. These key positions will be able to engage with individual students, families, school staff and deliver specialist knowledge. I will also engage with these positions directly to gain a varied and holistic opinion of each student.</p> <p>Aspect Schools provide a unique service to engage with autistic students at their home school setting, which allows for specific classes that develop the student's individual learning outcomes (<i>About Aspect</i>, 2019).</p> <p>Autism Awareness provides broad information that has been simplified for general consumption. Whilst some information may be incorrect or misleading, this will provide a suitable resource for families with recent autism diagnosis and for classroom practice. The resource page also provides some useful links and resources that could enhance anyone's understanding of autism (Autism Awareness Australia, 2016).</p> <p>Autism CRC also holds a resource page with reports, publications and resources to assist educators (AutismCRC, 2019).</p> <p>Autism.org provides resources such as posters for awareness about autism and teaching aids to monitor teaching autistic students (Autism Association of Western Australia, n.d.).</p> <p>Australian Information Security Association (AISA) provides a professional network focussed on information security, however most or all members have experience in programming and ICT use (AISA, n.d.).</p> <p>Australian Council for Health, Physical Education and Recreation is the professional organisation that provides advice and professional networks for HPE teachers (ACHPER, n.d.).</p>

Policy, Codes of Ethics/ Conduct, Professional Standards basis	<p>TRB Code of Ethics:</p> <p>“Demonstrate dignity in relationships with others” – This includes families and broader community.</p> <p>“Respect the uniqueness and diversity of our community”. (Teacher Registration Board, 2020)</p> <p>AITSL Standards:</p> <p>4.1 Support student participation</p> <p>4.2 Manage challenging behaviour.</p> <p>4.5 Use ICT safely, responsibly and ethically.</p> <p>6.4 Apply professional learning and improve student learning.</p> <p>7.3 Engage with the parents/carers.</p> <p>7.4 Engage with professional teaching networks and broader communities. (Australian Institute for Teaching and School Leadership, 2017)</p>
Supportive data triangulation	<p>There are now 205 200 people with autism in Australia. A rise of 25.1% between 2015 and 2018. (<i>Autism in Australia Today</i>, 2020) (Australian Institute of Health and Welfare, 2017)</p> <p>8.1% of autistic people have bachelor or higher degrees, compared with 28% of people without.</p> <p>Children between 10 – 14 have the highest rates of occurrence and rates of self-identification decline beyond that. Most likely due to changes in DSM-5 (American Psychiatric Association, 2013).</p> <p>The rise in autism diagnosis is more likely a representation of the change in diagnostic assessment tool than change in population. However, the recognition of disabilities can be brought to the forefront, with the support of statistical evidence. Further, there will be higher representation of students with disabilities or additional learning needs present in mainstream classrooms.</p> <p>High diagnosis rates of disorders such as autism are likely highlighting deficiency rather than difference. I want like my professional development to lead me and others toward identifying difference rather than deficiency, to better enable student success at school and beyond the classroom.</p>

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