



SWANs Project

Briefing for Schools, May 2008



The Project Plan ...

- 2007 Setting up the process
 - Instrument development and calibration
 - Building the developmental continua
 - *Communication and literacy*
 - *Intra personal development*
 - *Inter personal processes*
 - 2008 – 2009 monitoring
 - Using and evaluating the instruments
 - Working with teachers
 - Professional Learning Teams
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- Involvement of 77 schools
 - 56 Specialist schools
 - 21 Mainstream schools
 - Approximately 700 Teachers contributed
 - Information on nearly 1700 students
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- The students:
 - Aged from 3 years to 18 years and over
 - 66% boys
 - With additional needs in:
 - communication and literacy (95%)
 - social and emotional development (88%)
 - cognitive capacity (86%)
 - mobility (25%)
 - 20% from mainstream schools
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2007/2008 Data Analysis

- Statistical analyses to evaluate each question on each instrument
 - Identifying developmental levels of communication and literacy, interpersonal processes and intrapersonal development
 - Resulting in
 - Reduced and refined forms of assessment materials
 - Parallel shorter forms of instruments (Forms A and B)
 - Developmental profiles
 - Ready reckoners for ease of use and interpretation
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- Establishing the assessment materials
 - 2008 Term 1
 - Baseline monitoring
 - 2008 Term 2
 - Subsequent monitoring
 - 2008 Term 4
 - 2009 Term 2
 - Throughout 2008/2009
 - Team meetings
 - Professional development
 - SWANS project team support
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Professional learning teams

1. Teams of at least three and a maximum of five teachers
 2. Participating teachers will each monitor up to three students and will assess them on three occasions across one year
 3. Each student assessment takes up to 30 minutes
 4. Each team needs to have a designated team leader
 5. Team leaders need to be given four days in a full year to meet with the research team
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Team Leaders

- What do team leaders do?
 - Attend workshops at the University, to support their understanding of how to use the assessment materials to the best advantage of students
 - Coordinate the project in the school and act as the contact person for the research team
 - Lead discussion with the team on how to aid student learning based on the use of developmental progressions
 - Maintain records of the team meetings
 - Brief the research team on the outcome of team meeting discussions
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Workshops for Team Leaders

- Distribute assessment materials
 - Provide information to help teachers
 - organise the school team meetings
 - generate discussion on how the assessment data could be used to inform teaching practice
 - generate discussion on how to aid student learning based on the use of developmental descriptions of student learning
 - Feedback reports on students results
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- When and where?
 - First round 2nd, 3rd or 5th June
 - Casual relief teaching for meeting
 - 10am – 3pm, University of Melbourne,
234 Queensberry Street, Carlton
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Choosing Students

- Represent a range of abilities within each school
 - Assessed over one school year from mid 2008 to mid 2009
 - Parent consent required
 - Proforma will be supplied as well as a Plain English Statement
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Forms and Procedures

- An information pack for school principals, with an introductory letter, plain language descriptions and consent forms
 - Signup sheet for team leader workshop
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