

**LEAP Action Learning Report 2012**

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| Topic area  (The What) | Support programs and strategies in student welfare. |
| Context  (The Where and When) | Durham District School Board  Scott Central School – an elementary school in North Durham is considered a “country school”, enrolment is approximately 350 students (Preschool – Yr 8)  – the model of support program delivery depends on geographic location and proximity to other elementary schools |
| Research methods  (The How) | Observation of practices, enquirer’s immersion in a “resource room”, evidence based practice ,Motion Leadership – Fullan, 2010, gathering and reading existing policy statements, interviews and discussions. |
| Initial findings | The underlying principle is that Special Education Resource Teachers (SERTS) are the lead learners in special education. Their primary role is to participate as a member *of a cohesive group*, and guide the school’s teachers, parents and students towards a common goal – to attain positive learning outcomes for students with emotional, cognitive and physical challenges. Fullan, 2010 pg 36 supports this model by saying, “Within- school (or intraschool) collaboration, when it is focused, produces powerful results on an on-going basis.”  The area team meet on a regular basis and is comprised of a speech and language expert, the Principal, the Vice Principal, psych services, a social worker and the instructional facilitator for special education. One of the their roles is to track the progress of the 50 - 60 identified students at Scott Central School.  It is mandated by the Ministry of Education that identified students have an Individual Education Plan (IEP). The IEP is a legal document. The teachers, in consultation with parents create the ILP. It outlines the plan for special education programs for each student and shows a record of particular accommodations needed to guide the student to achieve his or her learning expectations. This document is reviewed on an ongoing basis. The school receives monetary funding to assist support programs. This funding originates from the Ministry.  Teachers, the SERT and the other members of the area team work cohesively for the benefit of the students in their care. |
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