

# Liberating Education: Visible Differentiation in a Special Education Classroom



**St Gabriel's School**  
EXCELLENCE IN SPECIAL EDUCATION K-12



**VIEW NOW**



**St Edmund's College**  
EXCELLENCE IN SPECIAL EDUCATION

# Who are we?

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# Who are you?

- Go to [www.menti.com](http://www.menti.com) on your device



- <http://www.mentimeter.com/login>





# Who are we?



<https://youtu.be/MP5LgC5CF0c>





# Learning Intentions for today

- Understand the Liberate model and how it looks a special education classroom
- Identify the steps used to design individualised learning programs for special education students
- Apply steps to design an individualised online learning program that can be accessed independently by special education and other at-risk students using an LMS





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# What is Liberate?

Liberate is quality teaching using differentiated and blended learning in an inclusive and supportive environment.



# Liberate Philosophy

- Quality Teaching is a pedagogy clearly focused on learning goals. It is research-based with a focus on best practice and high and explicit expectations of both staff and students.
- Differentiation aims to achieve student growth and success, based on data and individual goals. Instruction is tailored to meet individual needs, where content, processes, access to the curriculum and the learning environment are adjusted.
- Blended Learning is a combination of direct and small group instruction and online learning. It is supported by a Learning Management System (LMS) that allows students to work at their own pace and for task individualisation.
- An Inclusive Environment is an accepting and welcoming educational community where unique gifts are celebrated. All students are working towards fulfilling their potential and achieving independence for life.
- A Supportive Environment places strong interpersonal relationships and wellbeing at the heart of learning. Students are accepted for who they are, viewed holistically and are not defined by disability.



# Liberate in Action

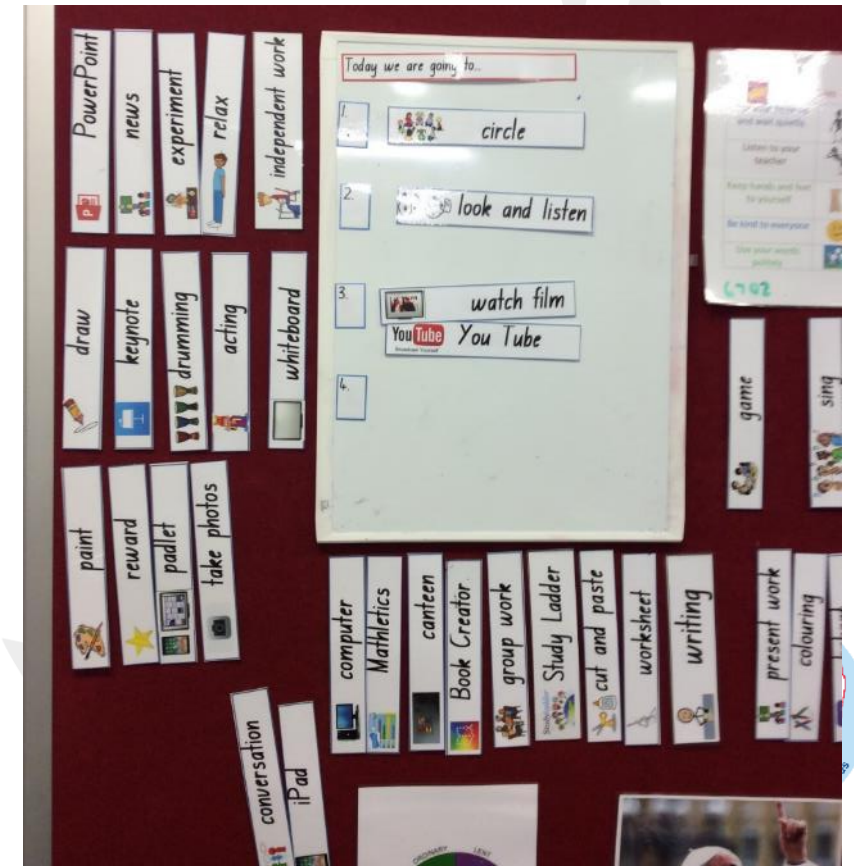
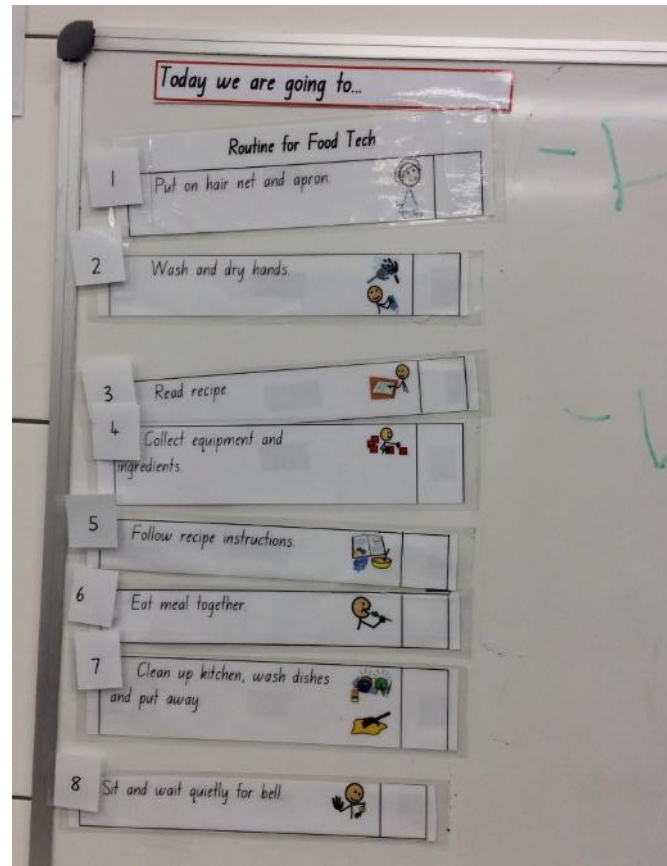
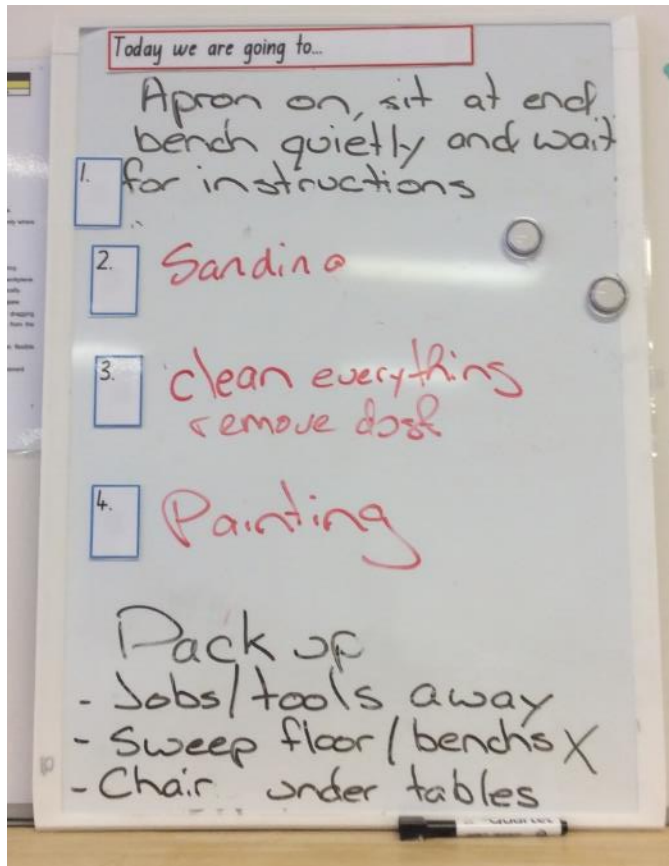
1. Learning Intentions clearly displayed and explicitly talked about
2. T&L Programs are mapped against Blooms to ensure students are experiencing all thinking levels
3. Differentiation explicit in T&L programs and lessons
4. 1:1 iPads & LMS allow for individual learning
5. PD/PL on contemporary practice







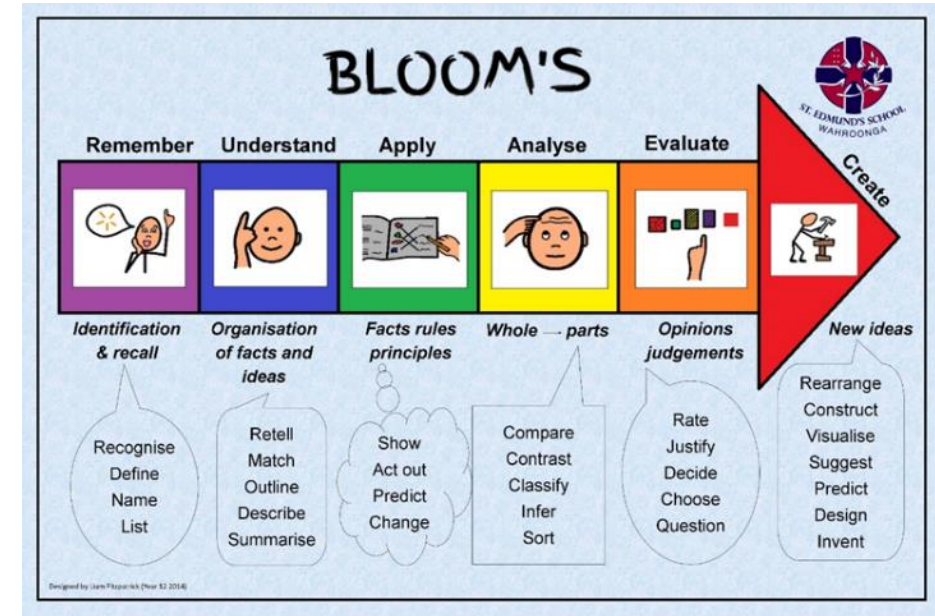
# Learning Intentions



# Blooms Revised Taxonomy

## Option 1

- Assign Blooms level to outcomes
- Design activities to meet outcomes
- Differentiate activities – 3 groups
- Add lesson activities in Blooms order to LMS and use a mix of direct instruction and individual pace





Outcome and Content	Teaching and Learning
<p><b>MALS-6NA Reads and represents numbers</b></p> <p>Students:</p> <ul style="list-style-type: none"><li>▪ read and record the numbers 0 to 9</li><li>▪ read and record two-digit numbers</li><li>▪ read and record three-digit numbers</li><li>▪ recognise odd and even numbers</li></ul> <p><b>MALS-4NA Recognises language used to represent number</b></p> <p>Students:</p> <ul style="list-style-type: none"><li>▪ recognise language related to number, eg none, few, many,</li></ul>	<p><b><u>Blooms 1 – Remembering</u></b></p> <p>Students:</p> <ul style="list-style-type: none"><li>▪ Photograph 6 numbers around the school</li><li>▪ Recognise the pattern in counting to 100 whilst viewing <u>KhanAcademy</u> video</li><li>▪ Complete counting activities to 10, 20 or 100</li><li>▪ Play a 'Connect the Dots' activity</li><li>▪ Recognise missing numbers on a 100s chart</li><li>▪ Video themselves counting backwards from 10 or 20</li><li>▪ Participate in skip counting games on the iPad by 1, 2 5 or 10s</li></ul>

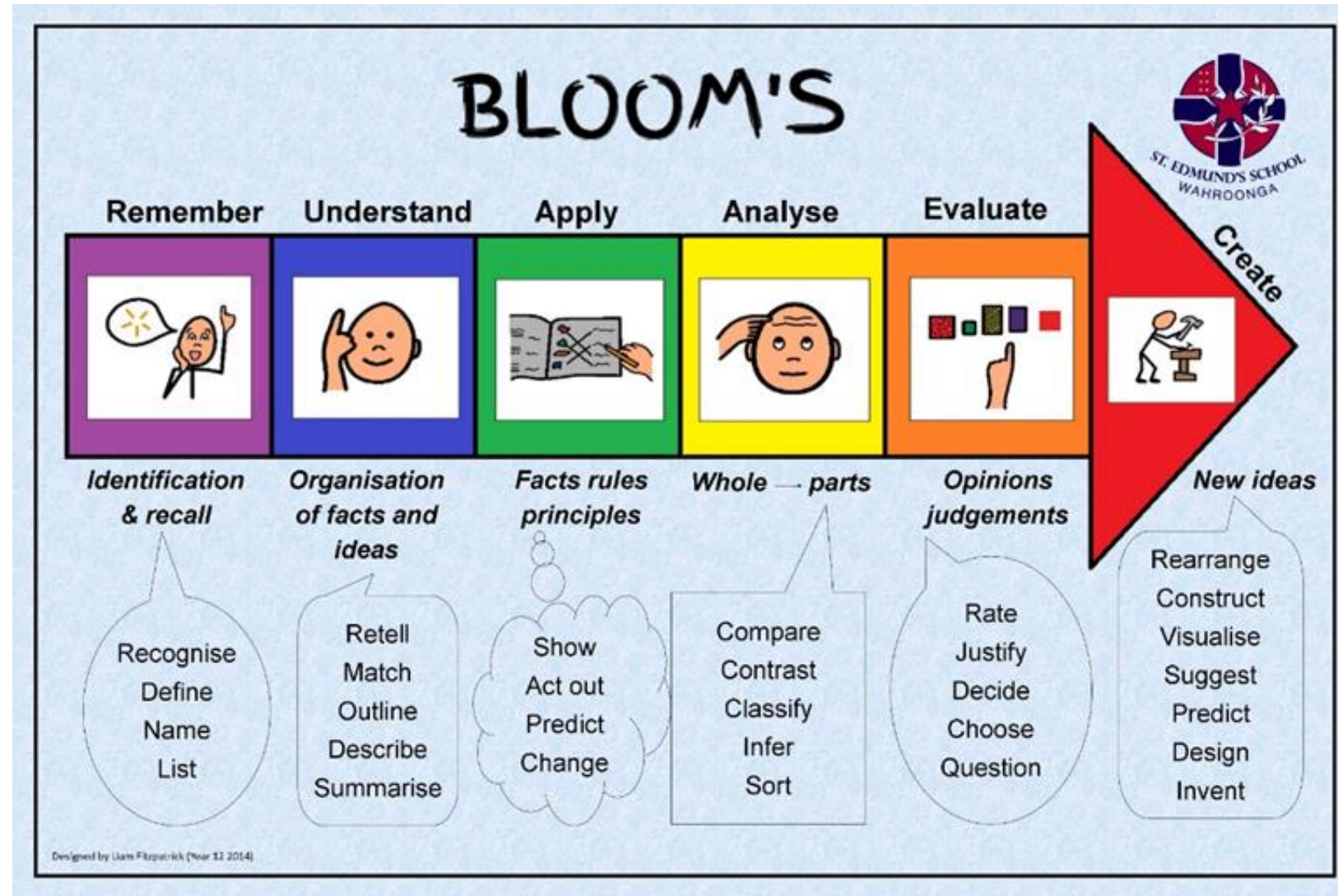
Example 1:  
Maths program where activities are ordered according to Blooms levels. First students complete Remembering, then Understanding, Applying, Analysing, Evaluating, and Creating.





## Option 2

- Differentiate activities - 3 groups
- Assign Blooms level to activities
- Map Blooms levels to ensure a range of thinking levels are experienced by students





Content	Teaching, learning activities & Resources (suggested activities, tick and date if used)	Assessment (suggested strategies – tick if used)	REGISTER (Outcome delivered? Assessed at this time?)
<p><b>SCLS 18LW</b></p> <p><b>Intro: Structure and Function</b></p> <p><i>Living things have structures that carry out specialised functions.</i></p> <ul style="list-style-type: none"><li>identify factors that are important in maintaining a healthy body, eg exercise and diet</li><li>identify some major organs of the body, eg the organs of the skeletal/muscular, circulatory, digestive, respiratory, excretory systems</li></ul> <p><b>SCLS-9WS - Communicating</b></p> <ul style="list-style-type: none"><li>Uses a variety of strategies to communicate information about an investigation including verbal discussion</li><li>Presents data from investigations in a variety of ways including written words, tables, diagrams and digital technologies(iPads, Computers etc)</li></ul>	<p><b>Activity:</b> Use the <b>internet</b> to find <b>pictures</b> of the following items: heart, blood, lungs, intestines, veins, stomach, <u>liver</u>. <b>Paste</b> them onto a <b>Word doc</b>, then and save and <b>print</b> the <b>pictures</b>. [R]</p> <p><b>WkSh</b> : Title page: Blood and Guts: Cut and paste organ pictures from printout onto title page [R]</p> <p><b>Discussion</b> : What things keep us healthy? <u>Make us unhealthy?</u> [U] [R]</p> <p><b>Activity</b>: Classifying activity - Healthy/U nhealthy/ don't effect health (Use cards in small groups) [U] [APP]</p> <p><b>WkSh</b> : How do we keep our bodies healthy? (cut &amp; paste) [U] [APP]</p> <p><b>Jigsaw Puzzle Activity</b>: Parts of our bodies (external) – small groups [R] [APP]</p> <p><b>Torso Model: Demo</b> : Parts of our bodies (internal) - small groups – Indicate Food Digestive and breathing organs studied in this unit [R]</p>		<p><b>Example 2:</b></p> <p>Science program where activities are ordered according outcomes/context and then labelled according to Blooms levels (R = remember, U = understanding etc.)</p>





## Topic 6: Blood and Guts: Delivery Mapping by Blooms and Science Outcomes

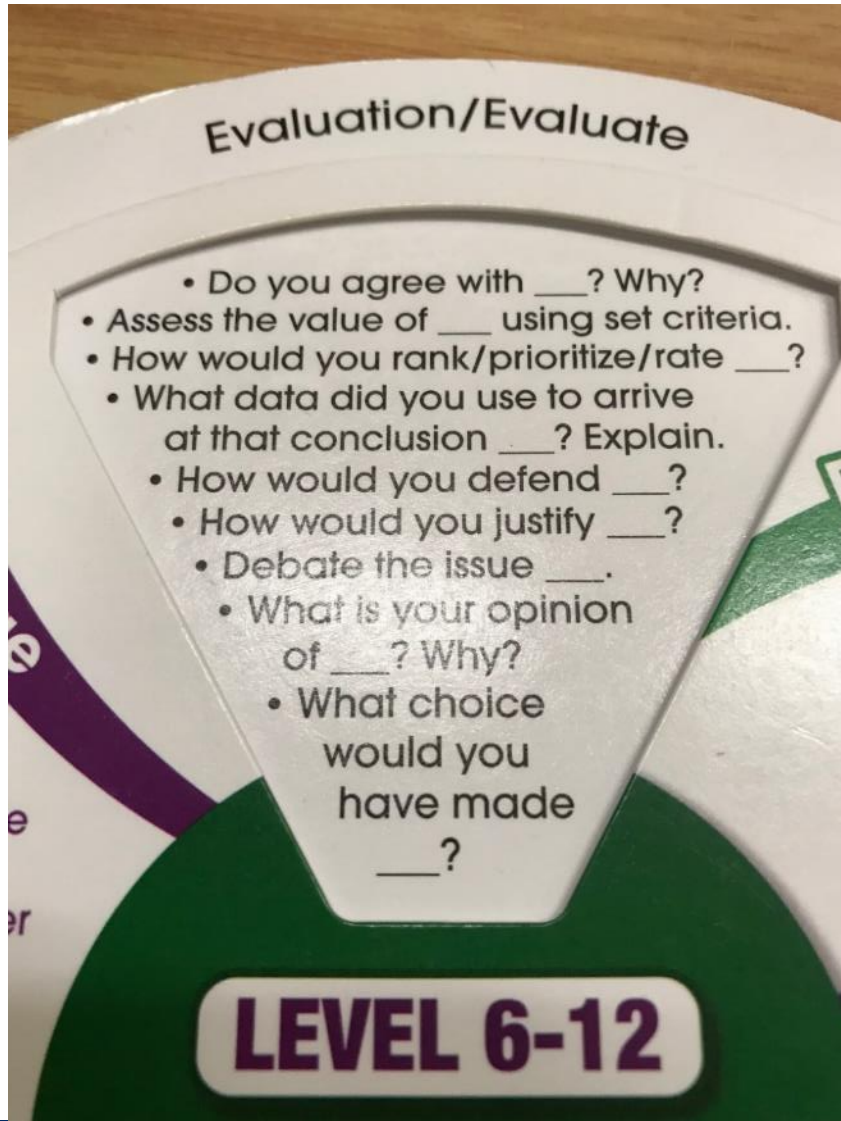
**Note:** The ticks below indicate all possible suggested learning activities in this topic (i.e. Teachers choose the most appropriate making sure the higher order activities - Analyzing, evaluating and creating are included at least once in the topic and that

Science Life skills outcomes	SCLS-5WS participates in planning to investigate questions or problems	SCLS-6WS participates in an investigation	SCLS-7WS collects, records and interprets data and information	SCLS-9WS uses a variety of strategies to communicate information about an investigation	SCLS-17LW recognises features of living and non-living things	SCLS-18LW identifies structures of living things and their functions
Blooms Taxonomy						
Remembering (R)	✓✓✓			✓	✓✓✓✓	✓✓✓
Understanding (U)	✓✓✓	✓✓✓	✓✓✓		✓✓✓✓	✓✓✓
Applying (App)	✓✓✓	✓✓✓	✓✓✓		✓✓✓✓	
Analysing (Analy)		✓✓✓	✓✓✓	✓✓✓✓	✓✓✓✓	
Evaluating (Eval)		✓	✓			
Creating (C)				✓✓	✓	✓

## Example 2:

Programs may also include levels of Blooms in outcome maps – ensuring teachers planning are made conscious of levels of activities.





For more resources visit  
[www.mentoringminds.com](http://www.mentoringminds.com)





# Differentiation @ Eddies

- Task is differentiated for student
- Task is broken down into steps
- Student is allowed to complete task in his own time





Outcome and Content	Teaching and Learning Strategies Blue group: meeting Red group: exceeding	Resources	Assessment Blue group: meeting Red group: exceeding	Register
<p><b><u>Blooms 1: Remember</u></b></p> <p><b>5.1 identifies key transitional stages in life</b></p> <ul style="list-style-type: none"> <li>identify stages of life span               <ul style="list-style-type: none"> <li>– infancy</li> <li>– childhood</li> <li>– adolescence</li> <li>– adulthood</li> <li>– the aged</li> </ul> </li> <li>demonstrate an understanding of the sequence of stages of life span</li> </ul>	<p><b><u>Blooms 1: Remember</u></b></p> <p><b><u>Haiku</u></b></p> <p>a) Students watch Adobe Voice (made by teacher) to learn about needs at each stage of the lifespan. Then <b>students complete lifespan ages and stages worksheet</b> and <b>red include needs at each stage.</b></p> <p>b) Blue group - Using the magazines provided cut out pictures of people from any stage of the lifespan <u>eg. picture of a baby</u>. Then <b>sequence the picture on the classroom wall under the correct lifespan heading eg. picture of baby is 1. Infancy.</b></p> <p><b>Red Group - Given a stage of the lifespan eg. childhood. Using the links on Haiku and notes from your teacher, find out what needs and wants relate to that particular stage. Write them down and place on the classroom wall under the correct stage.</b></p>	<p>Adobe Voice Lifespan stages presentation <a href="https://voice.adobe.com/a/yXXPM/">https://voice.adobe.com/a/yXXPM/</a> p 99 Nelson notes photocopied for Red Group</p> <p>Infancy <a href="http://www.youtube.com/watch?v=5Ao3hTS6I">http://www.youtube.com/watch?v=5Ao3hTS6I</a> Childhood <a href="http://www.youtube.com/watch?v=w5DW">http://www.youtube.com/watch?v=w5DW</a> Adolescence <a href="https://www.youtub">https://www.youtub</a></p>	<p> </p> <p><b>Transition to Adulthood Task 2: Sequencing Stages of the Lifespan</b></p> <p>Sequencing task for stages worksheet red and <b>blue complete lifespan ages and stages worksheet</b> and <b>red include needs at each stage.</b></p>	





## Outcomes

**MALS-3WM Uses reasoning to recognize mathematical relationships**

**MALS-8NA Compares fractions in everyday contexts**

Students:

- compare fractions, eg half of the pizza is more than a quarter of the pizza

**MALS-9NA represents and operates with fractions, decimals or percentages in everyday contexts**

- recognise the fraction equivalent for commonly used percentages, eg

$$50\% = \frac{1}{2}, \quad 25\% = \frac{1}{4}, \quad 10\% = \frac{1}{10}$$

- interpret the use of percentages in everyday contexts

**MALS-10NA selects strategies for addition and subtraction**

## Blooms 4 – Analysing

Students:

- **Compare** the number of ingredients in two similar recipes from Taste.com
- Examine the seating plan for the Capitol Theatre and discuss the reason for the number patterns
- Identify the importance of knowing personal numbers; Phone, house, age, date of birth.
- Practise writing down these numbers and identify problems that could arise in different contexts if they are not known
- **Compare** fractions  $\frac{1}{2}$  and  $\frac{1}{3}$  by using the pizza pieces and photographing the answer
- Open the link to the current Coles brochure and screen shot examples of  $\frac{1}{2}$  price savings
- **Compare** the old and new price and so decide which fraction is larger

[www.taste.com.au](http://www.taste.com.au)

Capitol Theatre seating plan

iPad

Worksheets on problem solving

Coles brochures

Pizza pieces

Tasks increase in difficulty

Rubric on Analysing

Knowledge of important numbers on Pages

Worksheets on problem solving





Class Analysis document available for all students. Document is revised twice a year and available for all staff to use. Is the basis for differentiation in the classroom.

DISABILITY DESCRIPTION	LANGUAGE	READING	WRITING	ADJUSTMENTS	INTERESTS	BEHAVIOUR/ SOCIAL SKILLS	DATA
Autism; Cognition-Mod.	Communicates verbally, difficulty with expressive and receptive language, some echolalia	Emergent	Can write one sentence.	carries drawing books, for calming	drawing, dad, bollywood, dancing, swimming	poor social skills, prefers to be alone to draw. Anxiety and routine based. Loves to draw this is desensitizing tool. Obsessions with some things. Really clear strict boundaries work well. Use of youtube in the afternoon as a reward. must use manners.	Nelson Level 2 - 80% Reading age: 2'03/2017 YARC: SWRT 6.11 yrs, Accuracy: 7.03yrs, Reading Rate: 7.03yrs, Comprehension: 5 yrs or less Test date: 2'03/2017
Cognition-Mod. Down syndrome	Communicates verbally, is able to follow simple instructions and express needs/wants, some difficulty with articulation so uses Proloquo2go or Proloquo4text on iPad to repair	Functional	Can copy words and write first and second name.	iPad used when there is a communication breakdown, wears glasses for class work	iPad, singing, dancing, soccer	excellent social skills, many friends. Writes lists of students. Sit away from Watch and especially at TAFE. Very strict hands-off rule for whole class - especially	Nelson Level 2, 44% Reading age: YARC Reading Test: Letter sound knowledge (core): <5:01, Early word recognition: 6:04, Sound isolation: 5:11, Sound deletion: 5:03 Test date: 2'03/2017
Cognition-Mod. Rubenstein-Taybi syndrome	Communicates verbally, is able to follow simple instructions and express needs/wants	functional	can write first and second name, can copy a few words.	Have a schedule for interacting with staff, obsesses over so that doesn't overdo it.	All sports, Manly RL team, Singing anthems to teams or the national	Poor social skills, prefers company of adults, obsesses with Adults. Strict boundaries work well. Remind to go to the toilet before trips and often - has wipes to help clean himself -	Nelson - Level 2, 29% Reading age: YARC Reading Test: Letter sound knowledge (core): 5:09, Early word recognition:



## Year 7 Geography

### Book Creator Task

#### Landforms

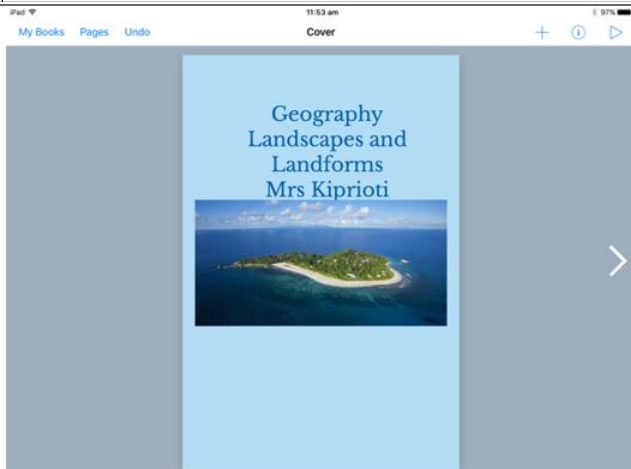
1. Log onto  
your iPad



2. Open Book  
Creator



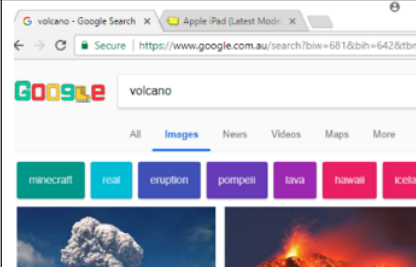
3. Open your  
Geography  
eBook



4. Use your  
colour  
worksheet  
s to copy  
the name  
of a  
landscape



5. Search for  
that  
landscape  
in Google  
images



6. Save the  
image

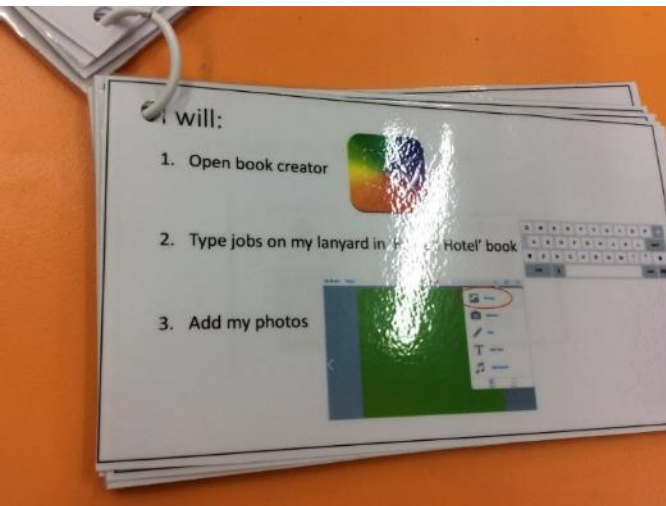
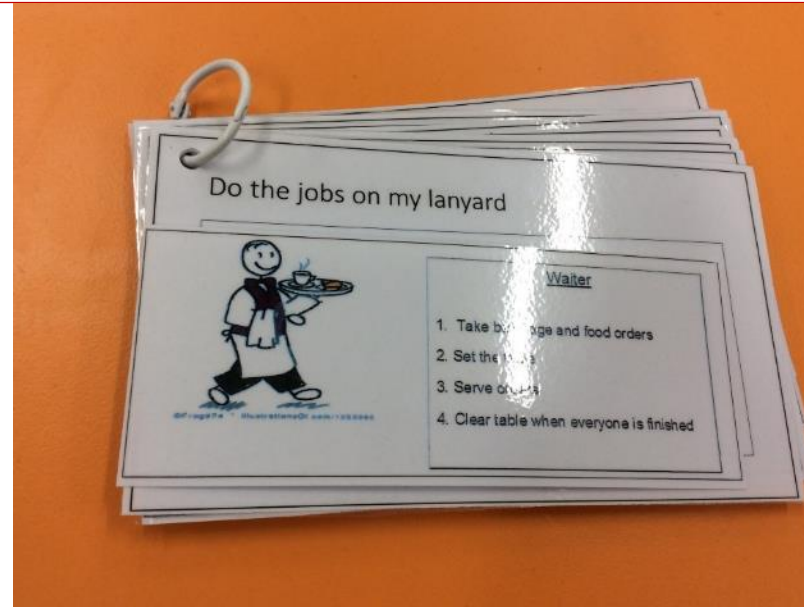
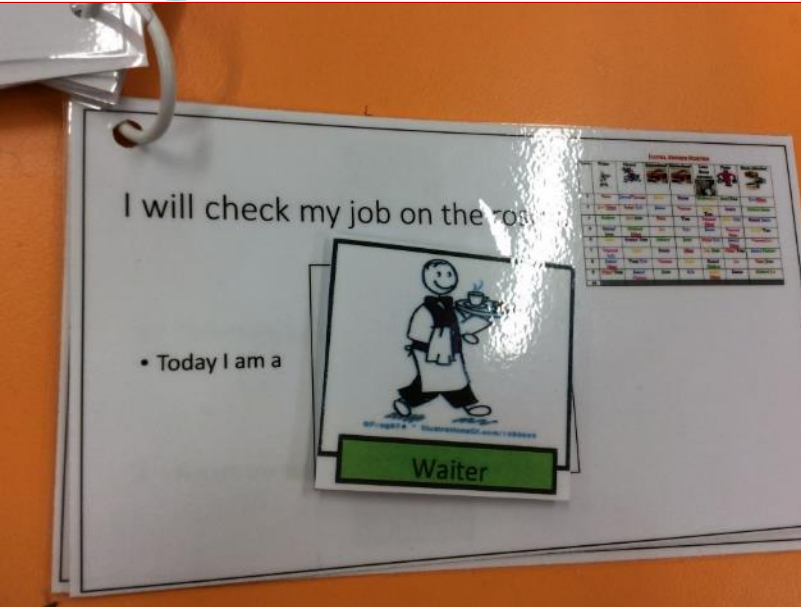


7. Paste into  
Book  
creator  
with the  
name of  
the  
landscape



Scaffolds are  
used to break  
tasks into  
simple steps  
and help  
promote  
independence  
in class.





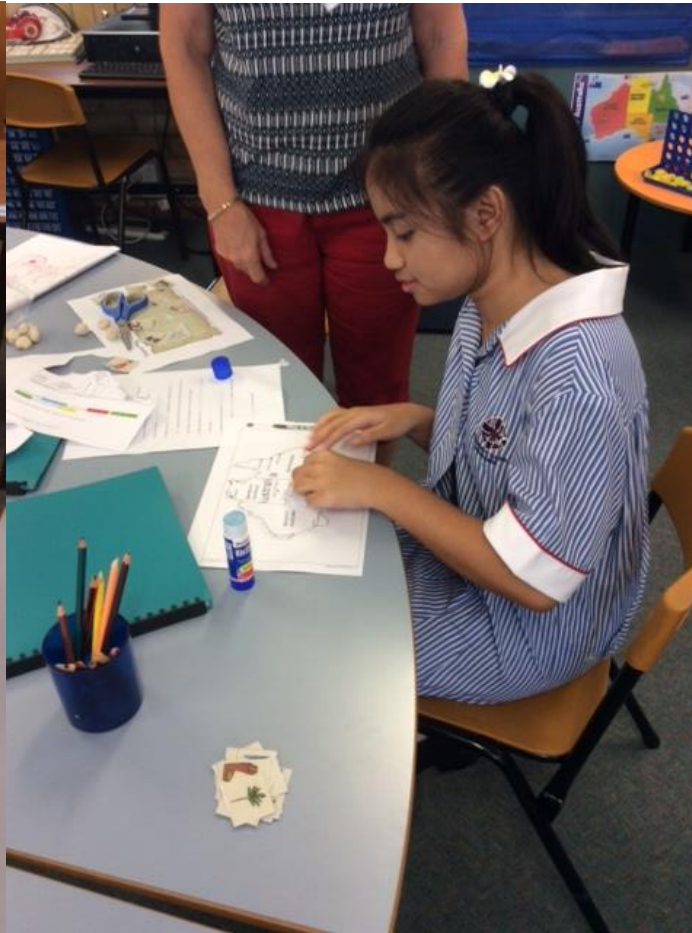
Breaking down steps  
to promote  
independence with  
tasks.







1. Scaffold with puzzle.



2. Scaffold cut and paste.



3. No scaffold. Verbal instructions to colour QLD blue.





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# Differentiation @ Gabes

- Tasks are differentiated for student
- Tasks are broken down into steps
- Students are allowed to complete task in their own time
- Programs are developed using UDL principles





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*We must respect the land and value the heritage of the Darug people. By doing so we are respecting the Darug people and their culture. It is important.*

*We must respect the land and value the heritage of the Darug People. By doing so we are respecting the Darug People and their culture. It is important.*

*We must respect the land and value the heritage of the Darug people. We must respect the land and value the heritage of the Darug people.*

*Ira*  
*Ira*  
*Ira*

Is this a pan? 	Is this a pen? 
<input checked="" type="radio"/> Yes    No	Yes <input checked="" type="radio"/> No
Are these paperclips? 	Are these books? 
<input checked="" type="radio"/> Yes    No	Yes <input checked="" type="radio"/> No

*Ira Teacher read sentences. Ira answered correctly and I circled answers. 22/7/19. Great job Ira, you are AMAZING*



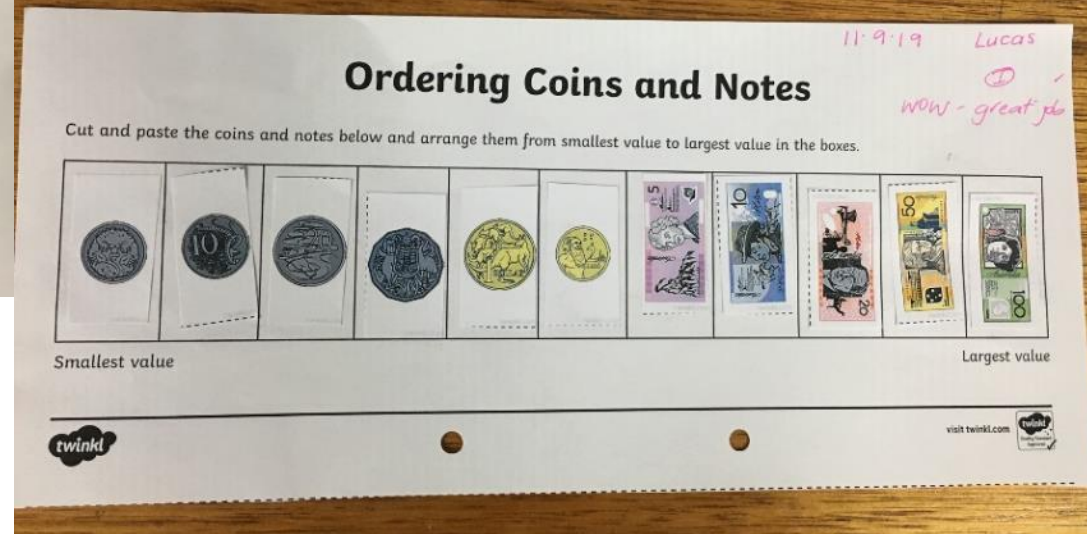
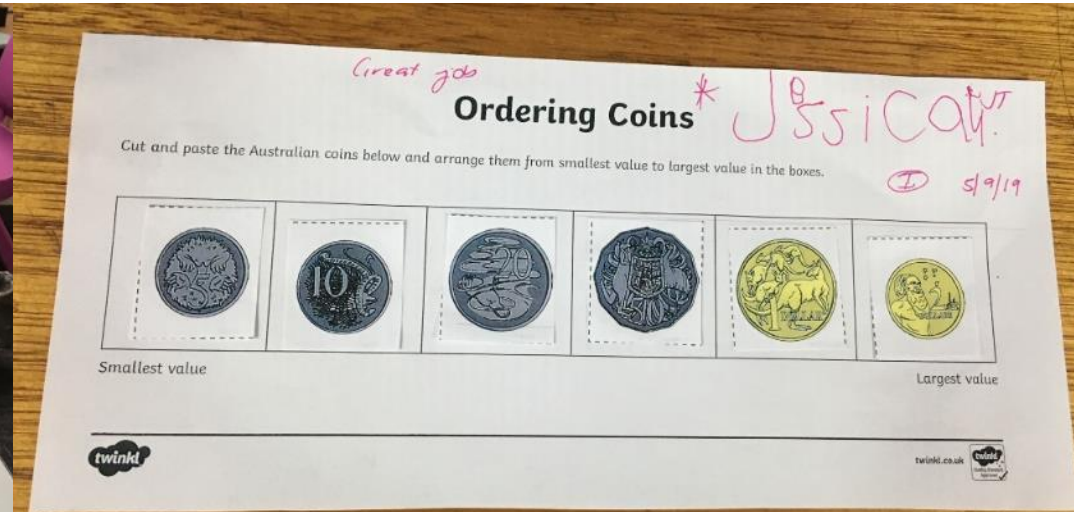




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# 1:1 iPads @ Eddies







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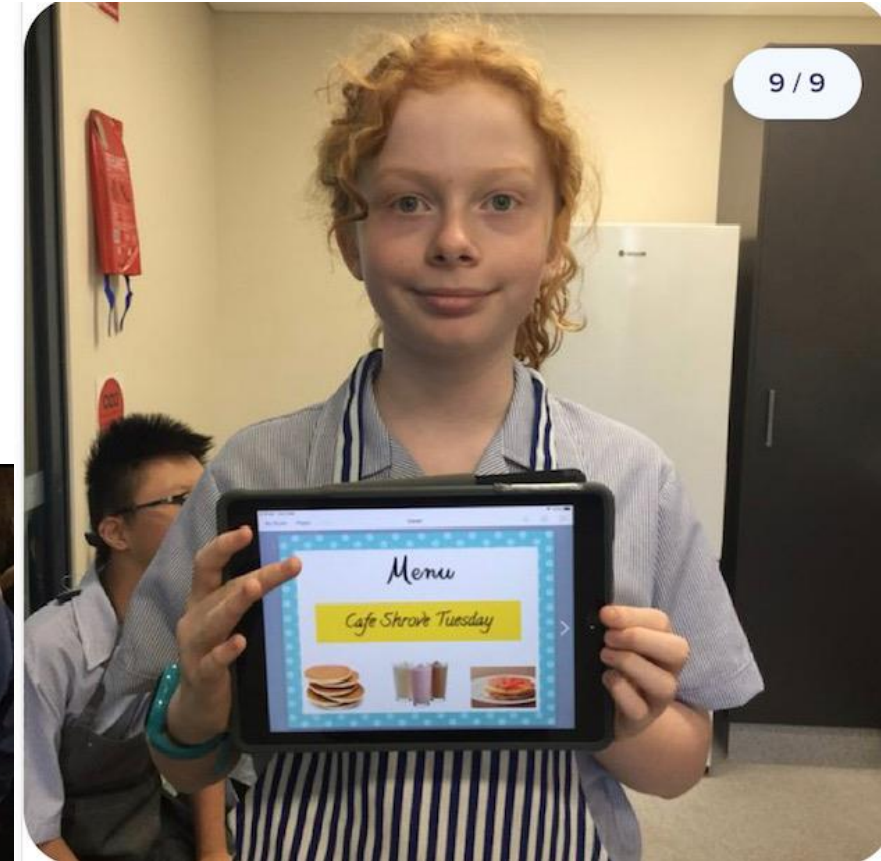


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# 1:1 iPads @ Gabes



## ClassDojo





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# 1:1 iPads Apps

Book Creator

Padlet

PicCollage

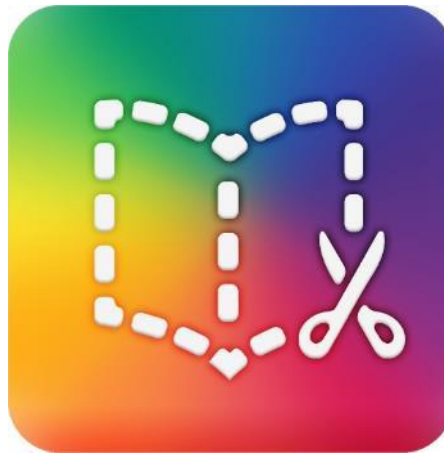
Toca Boca games

Kahoot

QR codes

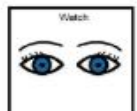
Dragon Dictate

Accessibility features of iPads



## Maths Year 11 2018

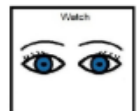
### Recognising our coins- Remembering



Watch the video and see if you can recognise each coin. Ask your teacher for a set of coins and put them in the correct order. Ask your teacher to check your answer.



### Recognising Notes- Remembering

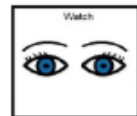


Open the file below and see how many of the notes you can recognise.  
Did you know that our notes are plastic, not paper? The paper notes were replaced with plastic in 1988 for our Bicentennial.

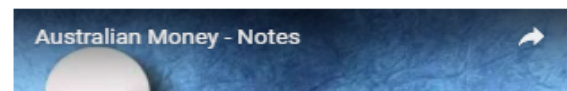
They have 2 security features, a transparent window with an image of Captain James Cook and Microprinting. We were the first in the world to have such features. Therefore, they would be very difficult to copy.

Notes.pdf

### Recognising our Notes- Remembering



Watch the video and see if you can recognise each note. Ask your teacher for the notes and put them in order from the smallest value to the largest value. Ask your teacher to check your answer.



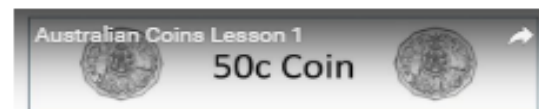
### How Many Make \$1?- Remembering



Watch the video a few times so that you can remember the answers to these questions.

1. How many 5c coins make \$1?
2. How many 10c coins make \$1?
3. How many 20c coins make \$1?
4. How many 50c coins make \$1?
5. How many \$1 coins make \$1?
6. How many \$1 coins make \$2?

Copy/paste the questions to Pages and type/speak your answers. Email it to your teacher.



### Dollar More- Remembering



(Computer access required)

Listen to Dolly Moore explaining the Dollar More Program by opening the link below. Ask your teacher to show you examples on the whiteboard if you cannot remember the Dollar More program.

[www.voki.com/pickup.php?scid=10350808&height=267&width=200](http://www.voki.com/pickup.php?scid=10350808&height=267&width=200)





**Year 9 Geography Changing Places**

Pages Calendar Messages Activities Grades

+ Add Page

## 2. Understanding

### Urban, Suburban and Rural

**Community**  
A community is a place where people live, work, and have fun together.  
Examples of different communities.

We have learnt about Urban and Rural, but what does **Suburban** mean? Watch the clip and discuss the differences in each community. Work in three groups to complete the worksheets on what you see in urban, suburban and rural communities.

Urban suburban rural.docx

Urban, Suburban, & Rural

Which Community is it?

**B** Play the "Which Community is it?" game. Your teacher will give you colour pictures of different communities and you will need to identify if the picture is rural, urban or suburban. Blue group work in teams. Red group work individually. Record your answers on the answer sheet.

Is this rural, suburban or urban?

Is this rural, suburban or urban?

### Lets Get Sorted

Using the pictures your teacher has given you, sort them under the correct heading Rural, Urban or Suburban and place on the classroom wall. Complete the K-W-L worksheet to explore what you already KNOW, what you WANT to learn about these communities.

### From the Sky

Pretend you are flying in an airplane over Australia. This is what you can see from your window. Can you draw a circle around the urban, suburban and rural areas? How can you tell the difference? Investigate the location of urban areas throughout Australia, record on your worksheet. Create these areas with lego.





# Blooms in LMS: Apply



12 CAFS 2018

## Rights and Responsibilities of an Adult



Every Australian citizen has certain rights and responsibilities.

The following rights have been established through various laws:

- the right to food, shelter and clothing
- the right to feel safe
- the right to vote once you are 18
- the right to privacy
- the right to demonstrate
- the right to choose a religion
- freedom from unreasonable arrest
- the right to be treated equally and not be discriminated against on the basis of race, religion, or sex

With rights come responsibilities. These include:

- voting when you reach 18
- obeying the laws
- observing other people's rights
- sharing and caring for each other

In your small groups, discuss the above rights and responsibilities to understand them better. Report back to the class on **WHO** protects our rights and **HOW** our rights are protected at school.

## Voting



### Voting

Your teacher will give you a book to read about voting so you can understand what the process means and why it is your right to vote when you are an adult.

Read or listen to the book and answer the questions on your worksheet.

- ☐ People Have thier Say Worksheet Red.docx
- ☐ Vote for Me Worksheet Blue.docx
- ☐ Voting Worksheet Blue.docx

## What is voting?



Tell us how you would describe the voting process.

**What do adults need to think about when they are voting?**

Click on the discussion link below and type your answer.

[Discuss: What is voting?](#)

## History of Voting



- First watch the **BTN** History of voting link below and then complete the following:
  - Using a laptop, click on the link below. Use the menu to click on the year that your teacher has allocated for you to find out about.
- Find and match the main points from that year that relate to voting (your teacher will have the main points printed for you to match)
- Add your points to our class display on the History of Voting in Australia.
- **Watch the whole clip again and do the quiz for fun!**

- [History of Voting In Australia](#)
- [BTN History of Voting - watch first!](#)



# Blooms in LMS: Analyse



## 10 PDH Term 2 Community and Sport

### Physical Activities in my Community



What physical activities do you and your friends already enjoy?

Complete the **survey** on Page 3 of your workbook.

Once you have surveyed everyone in your class, including your teachers, **categorise** the physical activities you have listed under three headings: those you do already, those you don't want to do; and those you would like to try (Page 4 of your workbook).

[My Physical Activity Survey.docx](#)

[Physical Activity Results Analysis.docx](#)

### My Preferred Physical Activity



Choose a physical activity you have never tried before but would like to. It can be one from your list that someone else in your class is doing, or it could be something else you have always wanted to try.

**Investigate** where you can enjoy this physical activity and list up to 6 different places in Sydney where you can do it.

Record these on Page 5 in your workbook "Places I Can Enjoy My Activity"

[Places I Can Enjoy My Activity BLUE.docx](#)

[Places I Can Enjoy My Activity RED.docx](#)



# Blooms in LMS: Evaluate



Year 9 & 10 Science

Effective changes



iPad.png



1) In your pages document write the heading "Some lifestyle changes that would use less energy".

2) Write down at least 4 lifestyle changes that would reduce out energy use.

Effective change



1) In your pages document, write the heading "Which of the lifestyle changes that you listed in 'A' do you think would be the most effective and why?"

2) Now write your answer to the question above

Survey



Use the 'Survey Monkey' website (or use paper) to design your own survey asking people which change to lifestyle listed in 'A' they think would be the most effective.

Survey results



In your pages document answer this question: Why do you think you got these survey results?







# Blooms in LMS: Create



English Year 8 2018

Creating - Designing your own sign or video



Create your own poster or video

- **Poster:** Use your iPad or pen/ paper to create a **Road** or **Internet** or **Personal Safety** poster with a message.

or

- **Video:** Use your iPad to create a Safety video with a message.



- Email it to your teacher when you are finished.

Check the rubric to see what is expected. You will be given marks for your creation based on the rubric.

Watch

[Click here](#) to watch a YouTube video for some ideas, or to get inspired.



Or [Here](#) or look at the Safety Poster Ideas file below.

Creating - Ideas for a Movie



View in popup





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# Authentic Learning @ Eddies



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Eddies & Gabes  
Fresh Food tills –  
sponsored by  
Woolworths &  
Fujitsu.



Money handling  
skills and  
financial literacy  
practised across  
KLAs.







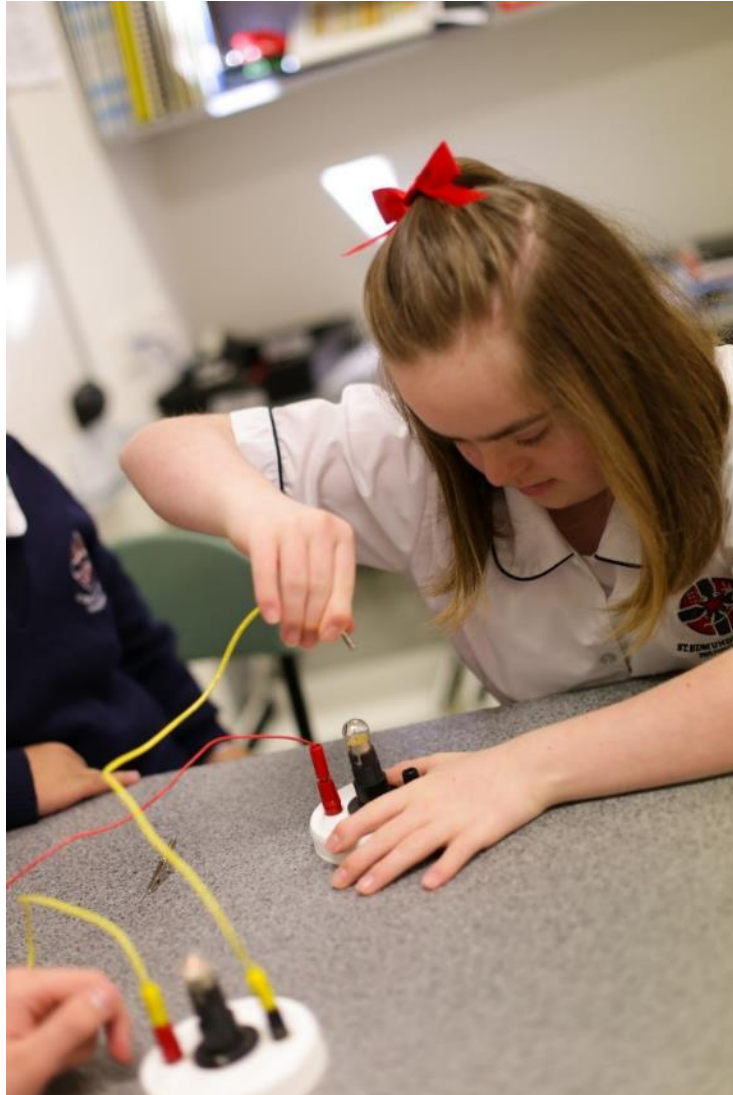
Explicit teaching of Life Skills across KLAs to promote independence.







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Skills based  
learning in KLAs  
ensures students  
are not being  
limited by  
teachers  
expectations.



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Role play and inquiry based learning used to help students access harder concepts and content.



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Technology used  
to support  
students  
achieving  
outcomes.



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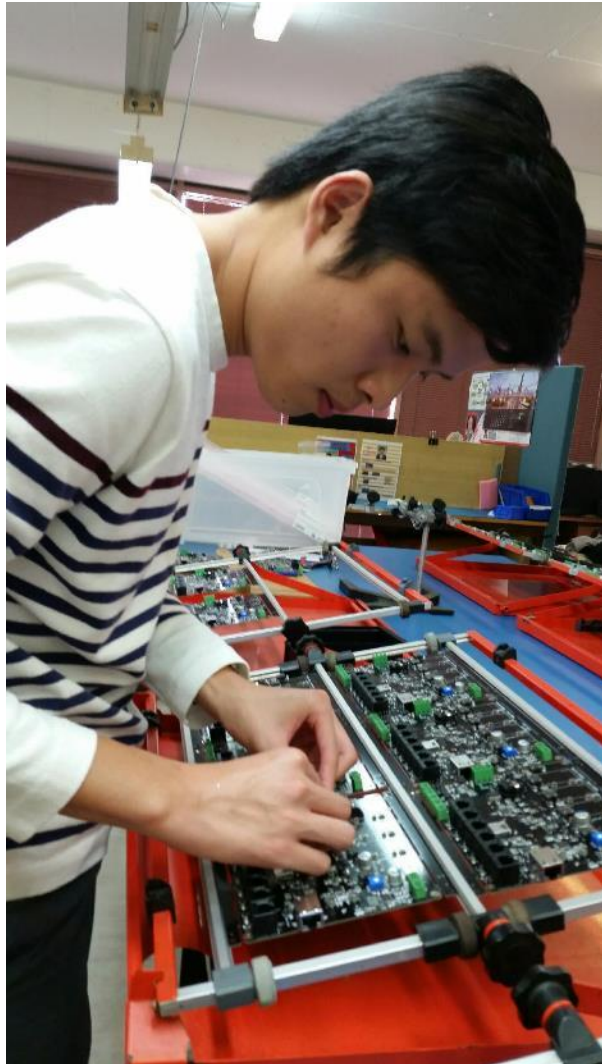


VET courses  
allow senior  
students to gain  
Statement of  
Attainment for  
entry to jobs or  
further  
education.





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Work experience  
½ day per week  
during Year 12  
allows students to  
try out a  
workplace,  
practise social  
and travel skills.



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# Authentic Learning @ Gabes



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## Functional numeracy, History & Geography





# Questions?

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