



MOUNT BARKER  
WALDORF SCHOOL

## Professional Learning Teams



# Professional Learning Teams

## What the teacher's said

### Anxiety

- Fear of unknown
- Over thinking things
- Imbalanced
- Sleep difficulties
- Panic
- Stomach aches
- Phobias
- Fearful
- OCD
- Head aches
- PSTD
- Super sensitive
- Fidgety
- Nervous restlessness
- Breathing
- Worried
- Stress related
- Withdrawn

### What will I differentiate Oppositional Defiance Disorder ODD?

As a result of this lesson/unit students will... Understand (big ideas, principles, generalizations, rules, the "point" of the discipline or topic within the discipline)

As a result of this lesson/unit students will... Know (facts, vocabulary, how-to's, information that is memorable)

As a result of this lesson/unit students will... Do (Skills) (thinking skills, skills of the discipline—skills you will assess)

What will I differentiate?	
<b>Content</b>	Concept based learning – complexity of concepts, curriculum compacting, integrated learning, varied texts and resources, content tiered, learning contracts, mini lessons, varied support systems.
<b>Process</b>	Multiple intelligences, interest groups, graphic organizers, complex instruction, concept attainment, independent study, maps, questioning strategies, higher order thinking, problem-based or inquiry-based learning methods, open-ended learning tasks, De Bono's 6 Thinking Hats, SCAMPER, RAFT, Concept Maps, meta-cognitive strategies.
<b>Product</b>	Negotiated criteria, tiered or scaffold assessments, learning contracts, RAFTS, self-assessment, rubrics, real world criteria, peer Assessment, real audience assessment, choice of assessment products
<b>How will I differentiate?</b>	
<b>Readiness</b>	Small group instruction, homework options, tiered or scaffold assessments, compacting, mentorships, negotiated curriculum, graphic organizers
<b>Interest</b>	Sidebar studies, interest centers/groups, real life applications, orbitals, design-a-day, I-searches, mentorships, group investigations, jigsaw, webquests, negotiated criteria
<b>Learning profile</b>	Multiple intelligences, learning style preferences, varying teacher presentation, 4-MAT, complex instruction, graphic organizers



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*What the teacher's said*

*Oppositional Defiance Disorder ODD*

**No**

## What will I differentiate for Anxiety?

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### What the teacher's said

#### Autistic ASD

- Child and the world
- Restless about them
- Often a level of anxiety
- Intellectually lop-sided
- Obsessive – compulsive
- Build relationships
- One on one slowly
- May not have fine motor skills e.g. fingers
- Can only take in
- One instruction at a time
- Socially awkward

Senses may be underdeveloped or over sensitive

### What will I differentiate... Dyslexia?

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### What the teacher's said

#### Dyslexia

- Letter reversal
- Poor spelling
- Inconsistent spelling
- Poor organisational skills
- Good days and bad days
- Poor phonetic awareness
- Poor handwriting
- Slow transcription skills
- Inconsistent spatial awareness

## What will I differentiate Autistic ASD?

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# Professional Learning Teams

## What the teacher's said

### Gifted and Talented

- Positive and negative behaviours
- Advanced social skills
- Enjoy the company of adults and older peers
- Can be bored and disruptive
- Feel different
- Feel special
- Deeply unhappy
- Alienated
- Drive
- Frustrated
- Obsessed / compulsion
- Aloof
- Lonely / solitary
- Suppression of ability
- Keep head down (don't excel)
- Futility
- Academic under-achieve

## What will I differentiate Auditory Processing Disorder APD?

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### *What the teacher's said*

#### Auditory Processing Disorder APD

Processing mix up

Short term memory and ordering

Knowing what is important in an auditory situation

- Instructions

Listed instructions get muddled

Routine and written support material

Time needed to process what has been and said / heard

Deciphering

## *What will I differentiate Gifted and Talented?*

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## What the teacher's said

### Boys

- Visual learners
  - Practical and hands on
  - Need / want movement
  - Can be over the top
  - Don't know their boundaries
  - Need limits
  - Academic – write at least
  - Often need more prompting for imagination
  - Initiative needs to be initiated
  - What you see is what you get
  - You know what you can work with
  - Live in the moment
  - Don't bare grudges
- Better to do constructive criticism one on one

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