

## Planning, preparation, differentiation and planning for individual students, including individual curriculum plans

The Department of Education and Training (DET) and the Queensland Teachers' Union (QTU) are committed to promoting the delivery of high quality programs tailored to meet the individual needs of students.

### Planning and preparation

A fundamental prerequisite for the delivery of a high quality program to students is thorough planning around curriculum delivery. This planning may include teachers differentiating the instruction and resources to accommodate for the various learning needs of students in their classroom.

DET and the QTU agree that the delivery of high quality programs requires thorough preparation, however the following qualifications apply.

- Perusal of longer-term teacher planning documents (e.g. semester overviews and unit plans) should be for planning purposes. These may be developed individually or collaboratively and at times be the subject of professional discussion of planning and/or co-operative planning.
- A common approach to the format of these long-term planning documents may be agreed at the school level (this should be done through the local consultative committee (LCC).
- Other shorter term preparation (e.g. lesson plans, teaching notes) is individualised teacher preparation and need not be made available to others except during an agreed mentoring or professional development program.

Both DET and the QTU acknowledge that schools will develop appropriate planning to meet the needs of their individual school communities. This could include a combination of whole school planning, team/year level planning and individual planning.

DET and the QTU agree that it is fair and reasonable for school leaders to ask a teacher to provide a planning overview. This could be a yearly plan, term or unit plan, depending on the needs of the school.

It is viewed as unreasonable to expect a teacher to provide their direct supervisor with a lesson plan for every lesson. Nor is it fair and reasonable for a teacher to be expected to develop individual plans for every student in their class, (with an exception in special needs settings or Individual Curriculum Plans (ICPs).

### Planning Expectations

DET and the QTU agree that professional teachers will plan learning experiences cognisant of the needs of the students within their classroom. Onerous documentation identifying which classroom experience applies to which learner, erodes the professional judgement of teachers and does not reflect an understanding of the continually evolving learning journey of students.

Additionally the storage of personal lesson planning is a teacher's professional discretion. The storage of plans that have been collaboratively developed by a group of teachers should be the subject of consultation with teaching staff. The consultation process must involve consideration by the LCC in schools required to establish one.

DET and the QTU recognise that for schools to be successful, they should operate in a culture of professional trust and mutual respect. Consequently DET and the QTU agree that teachers should use their professional judgment about planning and the form that it will take.

DET and the QTU acknowledge that teachers are best placed to determine the needs of the learners within their classroom and should be given sufficient professional autonomy to adjust their instruction to accommodate for these needs. Decisions regarding the individual needs of students, should be made based on evidence from student work.

It is reasonable for Principals and school leadership teams to work with teachers to develop a teaching and learning or pedagogical framework that reflects the needs of the community within which they teach. In accordance with department policy, a school's pedagogical framework should be developed collaboratively with the school community. Teaching staff should be consulted with regard to the nature of the pedagogical framework that the school chooses. The consultation process includes consideration by the LCC, in schools required to establish an LCC, of factors relating to the teaching and learning or pedagogical framework may impact on teachers.

### Differentiation, planning for individual students

DET and the QTU agree that it is unreasonable to require teachers to develop an individual student plan for each student. It is important to note that the department, in the P-12 Curriculum Framework policy, does not require detailed planning and individual student plans to be developed (with the exception of ICPs).

The concept of differentiation is based on the need for teachers to make adjustments to meet the needs of the range of learners in their classroom. In Queensland state schools this may include students who require additional support. For differentiation to be successful, teachers need to understand the learning needs, learning styles and learning preferences of their students. Differentiation occurs when a teacher tailors instruction to meet the needs of the students in their classroom.

Differentiation requires a professional understanding by the teacher of the response of students to various modes of instruction and the levels of learning within their classroom. Most students' educational needs will be met through differentiation processes. Teachers are not expected to outline differentiation strategies highlighted in their unit overviews into their daily or weekly plans.

Schools undertake individual student planning and document support provisions and adjustments where students:

- are provided a lower or higher year-level curriculum than their age cohort — for a whole learning area or for all learning areas (Individual Curriculum Plan)
- display behaviours that are deemed complex and challenging (statement of expectations for a disciplined school environment)
- are in out-of-home care (Education Support Plans are developed for students who meet the criteria specified in the Supporting Students in Out-of-Home Care Implementation Guidelines)
- are in schools requiring particular support such as learning plans focusing on high attendance and achievement (see Individual Curriculum Plan).

- have identified health requirements including those requiring specialised health procedures (an Individual Health Plan and/or Emergency Health Plan).

DET and the QTU acknowledge that differentiation occurs in a number of ways and as such the development of individual student plans is not required as evidence of differentiation within a classroom.

### **EAP (Education Adjustment Programs)**

In Queensland state schools, the Education Adjustment Program (EAP) is a process for identifying and responding to the needs of students with a disability who require significant educational adjustments. These students also meet the six EAP categories - intellectual disability; visual impairment; hearing impairment; physical impairment; speech language impairment; autistic spectrum disorder.

Through the EAP process a number of "plans" may be generated which could include a communication plan, a behaviour plan and possibly an ICP for Australian Curriculum learning areas. These plans should be developed in conjunction with specialist teachers, classroom teacher and parents. Students who have an EAP may also require an Individual Curriculum Plan (see next section).

### **Individual Curriculum Plans (ICPs)**

Individual curriculum plans (ICPs) previously known in departmental policy as Individual Learning Plans (ILPs) are plans that are developed by teachers to cater for the diverse learning needs of students who perform well below the year level expectations in the whole of a learning area or across the whole curriculum. ICPs are also developed for those students who are performing well above the expectations for their year level or who are undertaking an accelerated program. In both cases, the ICP must be approved by the parents. The student is then taught at the year level identified in the ICP and assessed and reported against the achievement standard for that year level. Students who obtain a 'D' or 'E' achievement level are not deemed to automatically require an ICP. Similarly, a student who obtains an 'A' level of achievement does not require an ICP to access curriculum content that is a year above their year level. Consideration to place a student on an ICP is made based on evidence of students' achievement, and following a process of employing a range of strategies to support the individual student. This may have included the provision of additional focused and/or intensive teaching to address student learning needs.

ICPs are to be developed in collaboration with the relevant school officers (e.g. principal, teacher, ST(LaN), guidance officer, HOC, HOD, HOSES or deputy principal) and be approved by the student's parents.



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