



DOVER COURT
INTERNATIONAL SCHOOL
SINGAPORE

A NORD ANGLIA EDUCATION SCHOOL

Department of Supportive Education: being ambitious for all our students



Sharing updates and developments

Overview

- Introduction to Staff
- Outline of the DSE
- Updates and future developments
- Rationale for Change
- Staged Intervention
- The Referral Process
- Q&A



Department of Supportive Education staff



Alison Ford
DSE Leader



Simon Townsend
DSE Deputy &
SENCO Y5-12



Raj Singh
SENCO N-Y4 &
Learning Support



Vivienne Scott
Educational
Psychologist



Fatima Ionescu
Speech Therapist



**Nikoletta
Mappouridou**
Speech Therapist



Sanjay Kumar
Occupational
Therapist



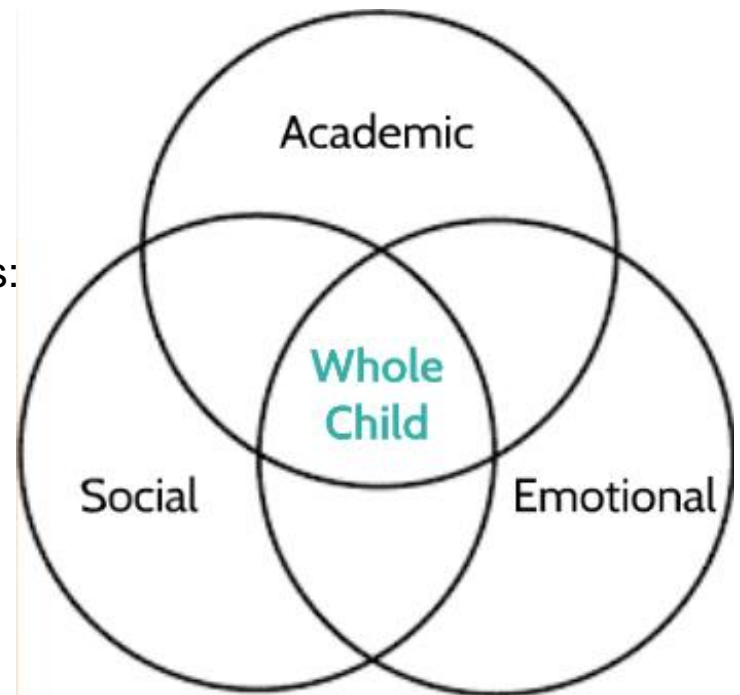
Andre De Souza
Physiotherapist

What is the DSE?

Student and Family Support

- Helping children with a wide range of academic, behavioural, social and emotional learning needs.
- **Staged Intervention (Level 1 – 4):**
 - L1 & 2: Mainstream Therapy and Learning Support
 - L3 & 4: Department of Supportive Education classes:
 - Classes can be very diverse
 - Small class sizes of 8-10 students
 - Higher ratio of adults
 - Individualised curriculum (ILP)

(more information can be found in the handbook)



Department of Supportive Education

Updates

- Staged Intervention: flexible approach to an individualised curriculum
- [Equals](#) Curriculum: differentiated for children with more specific learning needs
- More inclusive Extra Curricular Activities. Now liaising with external providers
- Investment in resources: Communicate in Print, [Osmo](#) Interactive iPad resource
- Individual Learning Plan (ILP): more streamlined, collaborative online process
- Integration: more flexible, closely monitored and reviewed by Educational Psychologist
- Social: '[Circle of Friends](#)'
- MAPA Training for Staff
- Secondary: Y12
- Curriculum: iGCSE / Functional Skills / [ASDAN](#) (Access Arrangements)
- Post-Dover Options

Future Developments

- Consultant visit aimed for Term 3 (May/June)
- Building capacity with Learning Support and Therapies



Current Position & Rationale for Change

No.1 predictor of student achievement is...

...connectedness to others, i.e. relationships.

What research tells us:

- “Education is not an affair of 'telling' and being told, but an active and constructive process.” (John Dewey)
- “Tell me and I will forget. Show me and I will remember. Involve me and I will understand. Step back and I will act.” (Chinese proverb)
- “By giving our students practice in talking with others, we give them frames for thinking on their own.” (Lev Vygostky)
- “The true direction of the development of thinking is not from the individual to the social, but from the social to the individual.” (Lev Vygostky)
- “Human capital is not summarized by exposure to data or experience: Embodied in individuals is information about what to notice and what to neglect.” (Hanna, Mullainathan & Schwartzstein, 2014)

What research tells us

Outcomes of peer learning:

- Self-directed learning skills;
 - Critical thinking and problem-solving skills;
 - Communication, interpersonal and teamwork skills;
 - Learning through self, peer assessment and critical reflection;
 - Motivation and engagement in learning. (*Gwee, 2003*)
-
- Peer teachers reinforce their own learning by instructing others;
 - Students feel more comfortable and open when interacting with a peer;
 - Peers and students share a similar discourse, allowing for greater understanding. (*Briggs, 2013*)

Staged intervention and support

Alternative curriculum and individualised support

Stage 4:
individualised
program

Differentiated curriculum and individual / group therapy

Stage 3: specialist
class

Additional individual support or group programs / interventions

Stage 2: individual specialist
support

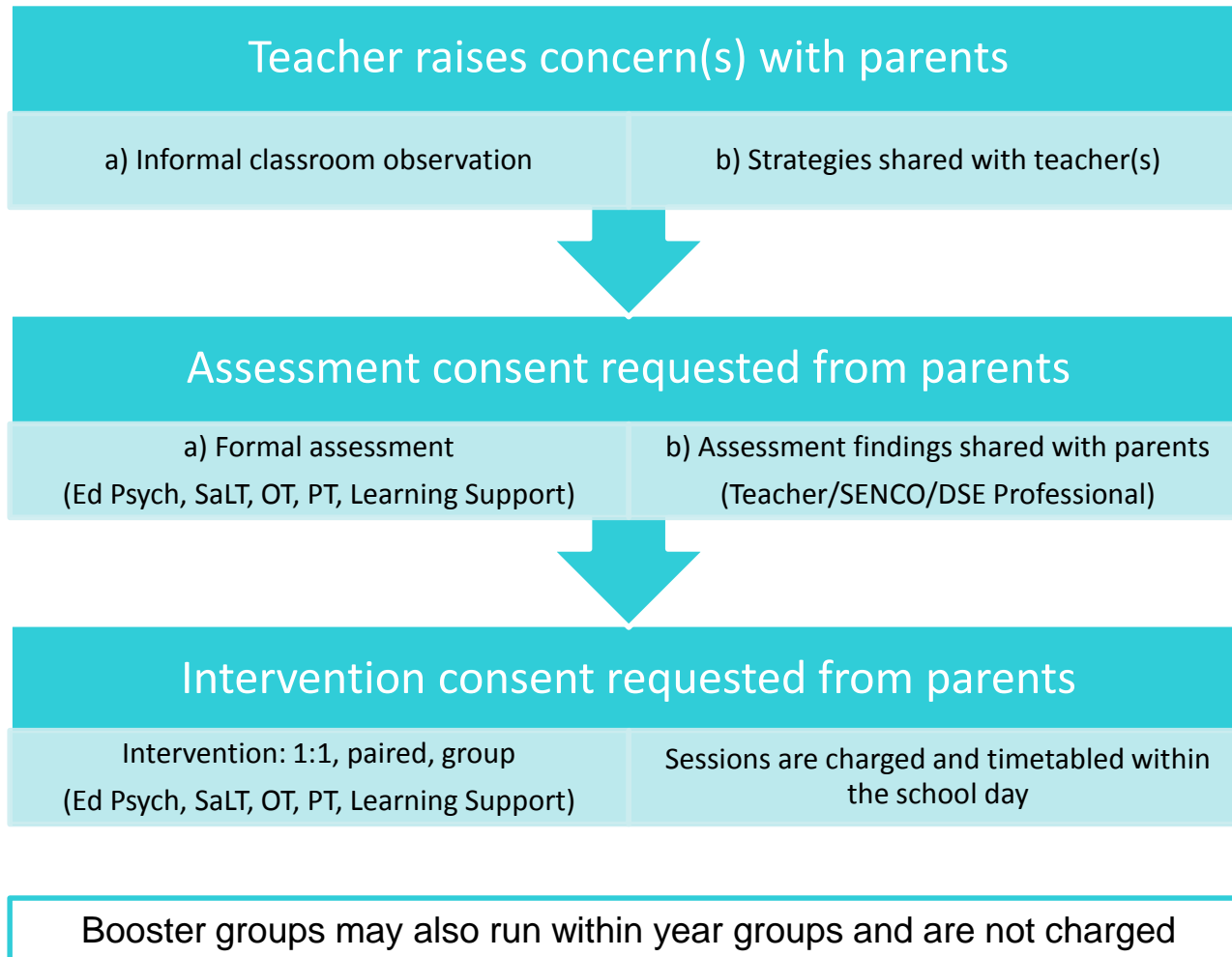
Informal advice, consultation and observation

Stage 1: classroom support



The Referral Process

The Referral Process



The DSE Team is available to support EVERYONE at DCIS

Parent Support

- Ongoing support and training this year:
 - Communication
 - Behaviour Management
 - Learning difficulties and Autism
 - DCA Parent Rep – Jill Rodavich
- More information can be found in the parent handbook:
 - Staged Intervention
 - Twinning and Integration
 - Referral Process
- Please come and speak to us if you have any questions.





Thank you.