

Class Profile

The unit plan has been implemented in a Year Four class. The school is a single sex boy's school situated in middle to high socio-economic area in Brisbane. The Year Four boys are of mixed abilities and diverse backgrounds but are all eager and involved learners. The class has one case of Autism, one case of Dyslexia, two ESL learners, and a boy with behavioural problems that need consistent support. The unit plan provides multiple opportunities for the class to have an equal attempt to achieve their learning goals. The following table provides an insight into the characteristics of each diverse learner in the class, and the strategies adopted to overcome any learning difficulties faced by these students.

Learner	Learner Characteristics	Recognition Strengths / Weaknesses	Strategy Strengths /Weaknesses	Affect Strengths / Weaknesses
Callum	Callum exhibited traits of slow processing disorder. He finds it difficult to motivate himself to attempt any work during class time and rarely completed tasks. This lead to a loss of confidence in his ability to achieve learning goals set and was negative towards attending school.	<ul style="list-style-type: none"> • Creative thinking process • High achiever in mathematics when applies himself. 	<ul style="list-style-type: none"> • Requires prompts from teacher and peers to remember strategies in reading and writing. • Applies strategies to remember concepts in mathematics (physical objects). 	<ul style="list-style-type: none"> • Negative attitude towards learning new concepts. • Requires scaffolding and explicit instructions to complete work.
William	William has Autism. He is on the lower end of the spectrum but still found it difficult to comprehend emotions felt by his friends and the teacher. He likes to complete his work independently and avoids communicating with his peers during class time to avoid distractions. He is very creative and enjoys writing and art activities.	<ul style="list-style-type: none"> • Creative thinking process • Perfectionist in neatness of work • High standard of writing • Artistic- regularly receives awards in art 	<ul style="list-style-type: none"> • Special aide teacher scribes initial thoughts during writing tasks. • Strategies adopted to assist him in demonstrating to his peers the emotions he is feeling. • Draws images to support his ideas. 	<ul style="list-style-type: none"> • Takes pride in completing work independently. • Gains deeper understanding when learning through images and physical objects.
Conor	Conor is dyslexic. This meant he needed ongoing support during activities that involved reading and writing. He found it hard to write extensive amounts and this resulted in a loss of confidence in most English lessons.	<ul style="list-style-type: none"> • Difficulties in reading and writing • Struggles to complete sentences 	<ul style="list-style-type: none"> • Strategies to remind Conor of letter formation, phonics and sounds (images on his desk). • Support in reading and writing from teacher aide 	<ul style="list-style-type: none"> • Positive impact on his ability to write independently. • Requires reminders to continue to look at images.
Aidan	Aidan in an ESL (English as a Second Language) learner. Aidan moved from Hong Kong at the beginning of Year Two and is slowly adapting to the language and Australian lifestyle. He has regular lessons in English, although there are still times where Aidan does not understand tasks given to him.	<ul style="list-style-type: none"> • Difficulties in interpreting questions and understanding tasks. • Skills in mathematics, completing activities in advanced maths. 	<ul style="list-style-type: none"> • One on one support to learn English. • Encouragement to participate in class discussions to check for understanding. • Physical materials used to assist in grasping mathematical concepts 	<ul style="list-style-type: none"> • When prompted by teacher, Aidan has the ability to produce complex answers. • Struggles to communicate answers to others.
Nicholas	Nicholas is an ESL learner. He moved from Spain at the beginning of the year. Nicholas has difficulties interpreting sentences and different words,	<ul style="list-style-type: none"> • Difficulties in interpreting questions and understanding tasks. 	<ul style="list-style-type: none"> • Strategies to remember phonics and sounds through songs and rhymes. • Uses concept maps to 	<ul style="list-style-type: none"> • Assists Nicholas in building the confidence to achieve learning goals. • Concept and mind map

	and needs consistent support to complete a task.	<ul style="list-style-type: none"> Struggles to write vast amounts in English. 	communicate thoughts when writing	allows him to make recognise relationships between ideas.
Sam A.	Sam is an active learner. He has attended the school since foundation years and enjoys hands on activities.	<ul style="list-style-type: none"> Motivated learner Rich vocabulary Creative thinking process 	<ul style="list-style-type: none"> Rewarded reading log to encourage him to extend on his knowledge and challenge his abilities 	<ul style="list-style-type: none"> Continues to attempt to challenge himself and strives for higher achievements.
Liam	Liam is from an Asian decent. He moved to Australia at the age of 5 and has attended Churchie since Year One.	<ul style="list-style-type: none"> Deep understanding of scientific concepts High order thinking 	<ul style="list-style-type: none"> Prompts to create relevant questions placed on desk to assist high order thinking. 	<ul style="list-style-type: none"> Assists Liam in acquiring a deeper understanding of concepts.
Nathan	Nathan is from an Asian decent. He has lived in Australia from the age of Two and has attended Churchie since foundation year.	<ul style="list-style-type: none"> Skills in mathematics Completes all work neatly and efficiently 	<ul style="list-style-type: none"> Positive reinforcement to remind Nathan to continue neat and efficient work. 	<ul style="list-style-type: none"> Encourages him to continue to produce efficient work.
Josh C.	Josh focuses a substantial amount of his free time in sporting activities. He enjoys active learning and hands on learning experiences.	<ul style="list-style-type: none"> Creative and descriptive writer Responds well to physical concepts when learning 	<ul style="list-style-type: none"> Pictures and videos are used to support learning. Provide objects to guide learning. 	<ul style="list-style-type: none"> Gains understanding from looking at images and physically manipulating objects.
Zach	Zach has a twin brother in the class. He relies on attention seeking strategies to compete with other peers.	<ul style="list-style-type: none"> Rich vocabulary Contributes to class discussions and questions regularly to establish understanding 	<ul style="list-style-type: none"> Strategies to avoid attention seeking tactics including recognizing efficient work completed in an appropriate manner. 	<ul style="list-style-type: none"> Prevents Zach from seeking attention by behaving negatively, instead getting attention for positive behaviour.
Lachlan	Lachlan has a twin brother in the class. He tends to act submissive towards his brother and relies on Zac's outgoing personality to assist him in socializing.	<ul style="list-style-type: none"> Followings instructions Prompts other students to behave appropriately Rich vocabulary 	<ul style="list-style-type: none"> Encourage Lachlan to participate in group discussions by praising good ideas. 	<ul style="list-style-type: none"> Promotes active learning within the class.
Jordan	Jordan is athletic and spends a lot of time training for ongoing sports he participates in throughout the year. This puts him behind in some learning experiences and he is constantly catching up on missed work.	<ul style="list-style-type: none"> Struggles to understand concepts in English and mathematics Creative and artistic 	<ul style="list-style-type: none"> Provide extra one on one time with teacher to complete activities. Encourage a balance between sport and academics. Positive reinforcement 	<ul style="list-style-type: none"> Build confidence in academic work and encourages balance between both sport and education.
Sam H.	Sam is intelligent and has acquired high quality skills in reading and writing. He tends to seek attention during class activities.	<ul style="list-style-type: none"> Rich vocabulary, skillful writer and reader Eager to learn new concepts. Good at spelling and punctuation 	<ul style="list-style-type: none"> Adopt strategies to avoid gloating about achievements by silently congratulating for good work. 	<ul style="list-style-type: none"> Prevents Sam from negative relationships in the class Commends achievements and encourages great work
Charlie	Charlie enjoys activities relating to mathematics. He is creative and completes all work at a high standard.	<ul style="list-style-type: none"> High achiever in mathematics, completes high standard extension activities 	<ul style="list-style-type: none"> Strategies to motivate quality work in writing through story images. 	<ul style="list-style-type: none"> Allows Charlie to improve skills in descriptive writing.
Sam N.	Sam is an only child, raised by his grandparents. He finds it hard to socialize with his peers and seeks attention from the teacher.	<ul style="list-style-type: none"> Struggles to make connections between prior knowledge and new concepts in maths Poor vocabulary 	<ul style="list-style-type: none"> Demonstrate relationships in mathematics concepts by using physical objects. 	<ul style="list-style-type: none"> Assists in forming ideas by manipulating objects to create understanding.
Josh S.	Josh is motivated and eager to complete all work. He	<ul style="list-style-type: none"> Listens to detail and follows instructions. Motivates other 	<ul style="list-style-type: none"> Encourage Josh to create concept and mind maps to gain 	<ul style="list-style-type: none"> A useful tool to explore all aspects of the question.

	occasionally has difficulties in understanding the task, but puts in 100% at all times.	<p>students to complete work.</p> <ul style="list-style-type: none"> Moderate skills in reading and writing 	understanding of a task.	<ul style="list-style-type: none"> Covers various information
Loch P.	Loch moved to Churchie from a country town west of Brisbane. He is living with his grandparents until he will commence boarding in Year 5.	<ul style="list-style-type: none"> Obtains high quality skills in mathematics Deep understanding of concepts High order thinking 	<ul style="list-style-type: none"> Group work assists Loch in collaborating information rather than independent work 	<ul style="list-style-type: none"> Gain skills in cooperation and accepting other opinions.
Adi	Adi is from an Indian decent. He learnt English from a young age and has adapted to the Australian lifestyle.	<ul style="list-style-type: none"> Creative thinking process Complex, descriptive writing 	<ul style="list-style-type: none"> Descriptive writing tools such as story images. 	<ul style="list-style-type: none"> Assist Adi in building on his skills in writing sentences.
Billy	Billy is from a high- socio economic background and is raised by a nanny from an Asian decent. Billy finds it difficult to motivate him to complete any tasks unless supported by a teacher. He lacks traits of resilience and tends to decline all responsibilities.	<ul style="list-style-type: none"> Ability to piece information together and make relationships between mathematic concepts. Descriptive writer. 	<ul style="list-style-type: none"> Story pictures prompt Billy to write descriptively. Strategies to keep on task and motivate his learning. 	<ul style="list-style-type: none"> Requires constant reminders to stay on task. Lacks motivation unless it is in his best interest to complete work.

