



## Example 3: English, Writing, Level 6 - Curriculum vitae

FROM THE ONLINE RESOURCE *INCLUSIVE PRACTICE AND THE SCHOOL CURRICULUM*

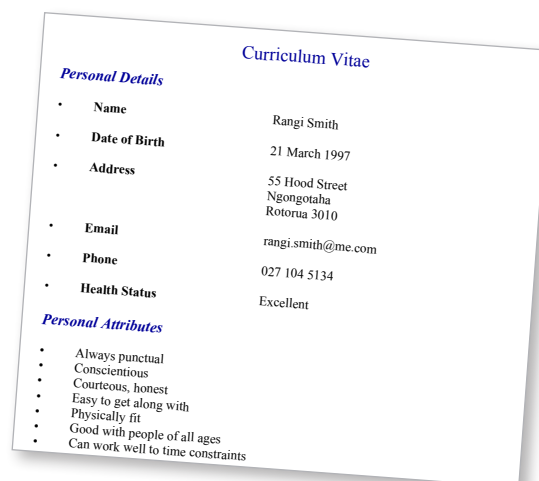
This example demonstrates how a teacher with a year 11 class differentiated and adapted an English task to support all his students to create a curriculum vitae. This task was appropriate for students working at level 6 of the curriculum. However, the teacher focused on strategies that enabled students working at early level 5 of the curriculum to successfully participate and learn.

### Task

Most of the students were working towards Unit Standard 504: Produce a CV (curriculum vitae), (NCEA Level 1, 2 credits). For this unit standard, students assemble documents to prepare and produce a CV with logical flow, headings, consistent layout, and correct spelling and grammar.

### New Zealand Curriculum achievement objectives

- Show a *developed understanding* of how to shape texts for different audiences and purposes (level 6).  
At level 5, students show an *understanding*.
- Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas:
  - creates a range of increasingly varied and complex texts by integrating sources of information and processing strategies (levels 5 and 6).



### Opportunities to use and develop key competencies

Students were *thinking* critically about the differences between skills and knowledge. They were imagining their curriculum vitae from the reader's perspective. Students *used language, symbols, and texts* to organise and communicate key information required for a curriculum vitae. They used a range of skills to convey main ideas in a formal document. In recognising their strengths and using this knowledge to articulate goals, they were *managing self*.

### Class description

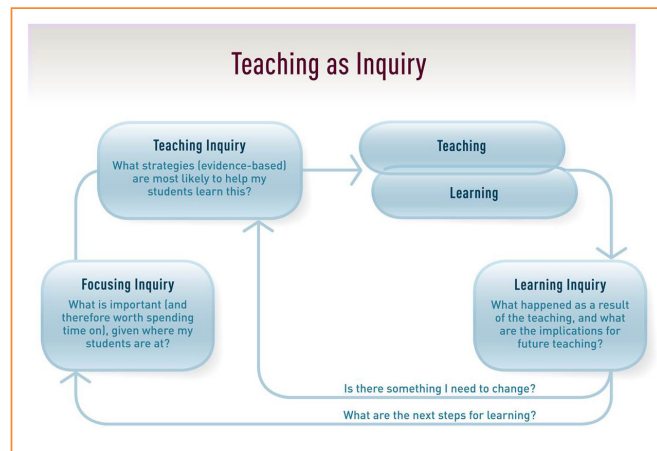
Mr Masters teaches a year 11 English class in a co-educational high school. There are 27 students in the class, 16 boys and 11 girls. Most of the class are expected to achieve Level 1 NCEA this year. A teacher's aide works in the class to provide additional support to students who need it.

- Three students, **Lewis, Natalie,** and **Abby,** have been identified as requiring additional support in English. Each week they attend an extra period of English with the learning support coordinator (LSC), Miss Chen, that provides additional opportunities to consolidate learning in the subject. The teacher and LSC communicate regularly to ensure that the extra period focuses on up-coming or current units of classroom work. The LSC also makes suggestions for appropriate strategies and differentiations to use in the classroom so that these students can successfully access the learning content.
- **Teika** has autism spectrum disorder (ASD). She had support from the Resource Teacher: Learning and Behaviour (RTLB) service for years 9 and 10, and data was gathered in year 10 to support her special assessment conditions for year 11. The LSC meets regularly with Teika to plan and set up supports for her learning. She finds group work difficult and environmental factors (such as noise) distracting. Taking short breaks during class helps her remain settled and focused. She likes clear instructions that are presented visually and to know what is expected of her. She has a learning plan for English that sets out her goals for the term and that was developed collaboratively with her, her mother, Mr Masters, and the LSC.

## Teaching as inquiry

Mr Masters used a range of evidence-based strategies to support all his students to participate in the curriculum vitae task. He clearly differentiated content so all students could engage at their level. Most students produced their work on a computer, which readily enabled a range of adaptations. Mr Masters provided several curriculum vitae as models and provided feedback that supported learning through the writing process.

This example covers a number of lessons as students inquired into their own strengths and skills and organised text in a way that clearly communicated personal information. The students began by working collaboratively to understand the difference between skills and knowledge. They thought about accessing documents such as education or training records, testimonials, references, first aid certificates, and their passport and driver's licence. Students collated and managed these documents and assembled information from them into a coherent whole. The next step involved formal writing in which they practised the skills of editing and proofreading, with a focus on spelling and grammar. Finally, they paid attention to headings, layout, and spacing.



## Focusing inquiry

*What was important (and therefore worth spending time on), given where Mr Masters' students were at?*

Earlier in the year, Mr Master's class had completed a unit of work where they produced a written narrative. In assessing this work, Mr Masters had noticed that his students would benefit from more practice writing for a specific audience, organising information from different sources, and structuring ideas. He was also aware that several students in the class were intending to look for casual work in the next holidays. He chose the curriculum vitae task as it provided a useful and functional context for engaging all the students, would help develop their writing strategies, and would be a good scaffold for a later more substantive writing task.

### Teaching inquiry

*What teaching strategies (evidence-based) helped Mr Masters' students learn?*

#### Adapting the supports to access the learning

- Mr Masters created his plan for the CV task using Google Docs and shared it with Miss Chen, the LSC. He used the comment function to add his observations about the support that Lewis, Natalie, and Abby might need to organise and structure ideas in a text.
- In the additional English period, Miss Chen carried out a mindmap sorting task with these students. They worked collaboratively on a Lucidchart Mindmap. Miss Chen had pre-prepared nodes on the mindmap that corresponded to the headings in a CV and a list of information about a young person. They sorted and connected each item on the list to one of the CV headings.
- After this lesson, Miss Chen commented in Mr Masters' CV unit plan about the task the students had completed, where they might still need some support, and included a link to the collaborative mindmap.
- To begin the CV unit, Mr Masters shared the unit standard with the class via Google Docs. They read it together and highlighted all the words that needed explanation. This resulted in an additional document that listed all the highlighted vocabulary and their explanations. This was also shared with all students and could be accessed at any time by those who needed it.
- Mr Masters talked to Mrs Goldie (the teacher's aide) about the unit standard and the students who might need some extra support. He told the class Mrs Goldie was available to support anyone who asked.

### Learning inquiry

*What happened as a result of the teaching, and what were the implications for future teaching?*

Lewis: *We did a CV mindmap with Miss (LSC) so I know what we need to do in Sir's class. At first I wasn't sure of the difference between skills and knowledge, but I've got it now. And I can look at the mindmap we did with Miss if I forget.*

Miss Chen: *Finding time to keep in touch with all the subject teachers can be hard, but sharing unit plans using Google Docs and giving each other updates over email about how the programme is working is a big timesaver.*

Abby: *Doing the word list with the class was really good. It just helped me get the key ideas. I'm going to keep checking it when writing the bits for my CV.*

Mrs Goldie: *I really value Mr Masters taking time to go through the content of the unit standard with me. It means I can help students and actually know what they're trying to achieve.*

The teacher and LSC used strategies that supported all the students to access the content.

Read more about how [shared planning](#) can support effective teaching and learning for students with additional learning needs.



## Teaching inquiry

*What teaching strategies (evidence-based) helped Mr Masters' students learn?*

- Teika had a small koosh ball on a keyring that she kept in her pocket. She liked the rubbery feel of the ball and rolling it between her hands helped her to stay calm and listen. Mr Masters has a small box of such objects at the back of the room that other students can use. He frequently holds a koosh ball himself and has told the class that, as for Teika, it helps him to concentrate and learn.
- Teika is better able to learn and engage with lesson content when she is able to take breaks. Mr Masters and Teika had negotiated that she could leave the class for a drink or a two-minute walk without asking his permission. She had a small laminated card that sat on Mr Masters' desk. Teika turned the card to read 'out' as she left the room, and turned it to 'in' when she returned to her work.

## Using technology to support learning

- Mr Masters supported students to design a template for their CV. A group including Lewis, Natalie, and Abby got together around a computer and jointly designed a template that worked for them. Mr Masters talked with them about key content in each part of the template and referred to the mind map the students had made with Miss Chen. He wrote little tips in the template to remind them what was needed. This also reinforced the vocabulary work they had done. Mr Masters then shared the template with the class, and students could choose whether or not they used it.
- Lewis and Natalie used WordQ predictive text software to support their writing. It was useful for spelling and when editing. When students typed a full stop, the computer read the previous sentence aloud, highlighting each word as it was spoken.

## Learning inquiry

*What happened as a result of the teaching, and what were the implications for future teaching?*

Mrs Goldie: *I notice lots of students seem to work better and concentrate more when they have these small items to hold. I know Teika is listening even when she is not looking at the teacher. She sort of rolls the koosh ball around in her hand but is sitting very still.*

Teika's mum in conversation with Miss Chen (LSC): *I really appreciate the school understanding that Teika works best when she can take breaks. She learnt how to manage that at intermediate and it helps her take responsibility for herself. I think it's great that you just emailed all her teachers and explained it to them, and told Teika you'd done it. Makes it much easier for her. I think most of her teachers are very happy for her to do this.*

Mr Masters: *I often find that when I put strategies in place for the students who I know need help, they are of benefit to lots of others as well. So now I tend to set up a group scenario in the class and offer extra support to anyone who thinks they might need it. It's more helpful not to target help to specific students sometimes.*

Abby: *I don't like getting help on my own, but it's good being part of a group. Sometimes other people ask the questions that I want to know, and then I don't always feel like the person who doesn't know stuff.*

Abby's mum in conversation at a parent interview: *Abby says it's great to have small-group work in her class. I know she needs lots of help sometimes, but she hates when it's aimed just at her. So thank you for that.*

Mr Masters: *WordQ software really helps Lewis's and Natalie's writing. I'm going to talk to Miss Chen about arranging access to this technology for other students in the class.*

## With your colleagues,



discuss:  
What strategies do you use to ensure that **all** students can successfully access the content of a lesson?

The teacher supported students to use technology to scaffold the task and complete it.

<b>Teaching inquiry</b> <i>What teaching strategies (evidence-based) helped Mr Masters' students learn?</i>	<b>Learning inquiry</b> <i>What happened as a result of the teaching, and what were the implications for future teaching?</i>
<ul style="list-style-type: none"> <li>• Teika is easily overloaded by content and expectations when completing tasks with a number of steps. Mr Masters checks with Teika that the amount of work expected is achievable. In this unit, he used a small whiteboard on which he listed the expectations for Teika's learning and the order of each lesson. He helped Teika to complete small chunks of work, and the teacher's aide was available to help her as needed.</li> <li>• Teika worked mostly on the computer for the curriculum vitae task. She used an adapted template that the LSC had created with clear distinctions between the sections of the CV to help her organise her ideas. Mr Masters highlighted in bold text her work for each lesson, which linked to the list on her mini whiteboard.</li> <li>• Natalie liked to wear headphones when working independently during the task. This meant she could block out other noise and focus on her work. Mr Masters recognised that other students might benefit from this strategy and allowed students to wear headphones during individual writing time.</li> </ul>	<p>Teika: <i>The teacher writes on my whiteboard what I have to do. I rub things off when they're done. Sometimes I finish my list before the bell goes. If my work is finished, I get to spend free time on the computer. Mr Masters doesn't mind if I don't get finished. He says it's fine to start at that place next class.</i></p> <p>Glynn (classmate): <i>Mr Masters lets us wear headphones in his class. It helps me motor through the work when I'm not distracted.</i></p>
<p><b>Assessing to support learning</b></p> <ul style="list-style-type: none"> <li>• Mr Masters suggested students could hand in parts of the task for feedback before the final assessment, providing multiple opportunities for them to learn the required skills and for him to understand how they were progressing. Students who were creating their CV in a Google Doc shared it with Mr Masters and he used the comment function to provide his feedback.</li> </ul>	<p>Lewis: <i>I like handing in bits of work to get it checked when I've had a go. That way I know if I'm on the right track and Mr Masters can help me if I need it. If I hand it all in at the end and it is not right, then it is too hard to fix it all up. I like to learn as I go from what I hand in.</i></p> <p>Mrs Goldie (teacher's aide): <i>I really notice in this class how the students like getting bits of work marked and written all over by the teacher as they go. It seems to make for better quality work, I think.</i></p> <p>Mr Masters: <i>It gives me a more well-rounded picture if I look at students' work as it develops. I'm going to try and achieve this much more often.</i></p>


Read more about [adapting supports](#) so that all students can access the task and experience success.

**With your colleagues,** discuss: How can you ensure that **all** students can effectively use technology to scaffold, support, and demonstrate their learning?

The teacher used assessment flexibly to understand and support his student's learning.

- Mr Masters had high expectations of Teika achieving the credits for this unit standard, but he was aware that she might not complete tasks in the same timeframe as most of the other students. He organised for Mrs Goldie to spend time with Teika in her study period to provide extra support on her curriculum vitae, and he provided regular feedback on Teika's progress with it.


Teika: *I don't like study. I only like class time. I like working in the library on my CV. I'm sorting my certificates so I can scan copies of them. Some bits of my CV are finished. I think I will get the credits for this. I want to pass Level 1.*




**With your colleagues,** discuss: How do you ensure that assessment supports ongoing learning for **all** your students?

## Next steps

Now that you have explored this example, work with colleagues to:

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- consider the challenges and opportunities in relation to inclusion for *your* students
  - decide on the next steps in your English teaching to ensure *all* your learners are participating, learning, and achieving
  - plan for a future meeting to review the impact of your next steps and what *now* needs to happen.

## Recommended resources



An assessment resource to support the unit standard in this example can be found on the [NZQA website](#).

[Resources to support a special assessment conditions application](#) can be found on the Ministry of Education's website.