



Ready to Learn: Baltara Social-emotional Curriculum Toolkit

Bortoli A¹, Sidoti N

¹Learning Visually, ²Baltara School

As specialist schools are being steered to work more closely with mainstream settings, Baltara School has evaluated the need to provide a curriculum that not only aligns with the Victorian Curriculum, but one that is sensitive to the learner profile of Baltara. Baltara School provides a short-term intervention program that applies therapeutic and crisis prevention strategies. The students are of primary age and come to Baltara having a range of needs and varied backgrounds. Operating a range of intake and outreach programs, Baltara's role within the community is to prepare and support the student for positive re-engagement with their mainstream school.

Students receiving services from Baltara, come with varied personal experiences that determine the level of support. The supports may range from universal, targeted, intensive or specialist therapeutic interventions. Therefore, the Baltara curriculum reflects the learning and social needs for students whose behaviours may be influenced by trauma or from out of home experiences. As a result, the students' experiences have influenced the curriculum direction adopted by Baltara, and so, a Social and Emotional Learning Curriculum Toolkit has been developed.

According to DET, schools can personalise the Victorian Curriculum according to the learning profile of their school. Baltara has achieved this by developing a Curriculum model that encompasses Essential Core Skills for students with social-emotional needs and the Personal and Social Capability from the Victorian Curriculum. The Essential Core Curriculum focuses on the pre-requisite or ready to learn skills essential to social-emotional learning and which also provide a direction in What to teach. Three core elements guide program development into learning how to interact with Others, with my immediate Environment and with the Self. Having identified and addressed these ready to learn skills, the next level of What to teach has involved the personalising of the Personal and Social Capabilities Curriculum by using the DET Elaborations Resource. The Elaborations was converted into Long Term Goals, Annual Goals and Sub-goals, providing a further extension in What to teach. The How of the curriculum has been further personalised by working within the SWPBS framework. This section includes strategies that are sensitive to the needs of the student who is referred to the Baltara program. While every learner is an individual, the strategies also need to reflect the diversity of students referred to Baltara. The strategies have been organised to reflect the 3 Tiers of learners based on the SWPBS framework.