



School Inclusion –  
From Theory to Practice  
By Loren Swancutt

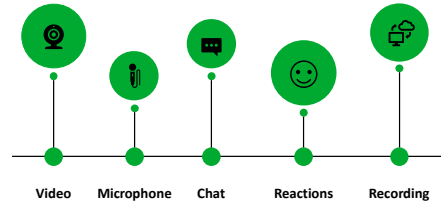
Welcome  
Inclusive Education Cafe



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Webinar Protocols



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Loren Swancutt

Creator of School Inclusion – From Theory to Practice ([www.school-inclusion.com](http://www.school-inclusion.com))

National Convenor of the School Inclusion Network for Educators (SINE)

Head of Inclusive Schooling at a State High School in North Queensland

Doctoral candidate at the Queensland University of Technology

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Purpose:

- Succinct
- Practical
- Contextual
- Collaborative



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Today's café focus

**INCLUSIVE CURRICULUM PROVISION:  
Age-equivalent Curriculum Clarity**

Developing clarity of the curriculum intent for the regular, age-equivalent curriculum.



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On a scale of 0 to 10, where do you place yourself in relation to your knowledge and practice of inclusive curriculum provision?



Knowledge of how to utilise the flexibility of standards-based curriculum to ensure equitable access to age-equivalent curriculum for all students:



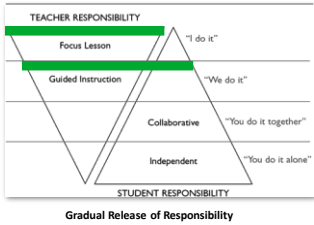
Confidence and capability with implementing practices that result in equitable access to age-equivalent curriculum for all students:



Why have you placed yourself where you have?  
Why not higher? Why not lower?  
What do you need to move one rung further?

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**Webinar Focus**



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**Session Overview**

- 1 Connect**  
Stimulated reflection to connect with content and with each other
- 2 Explore**  
Modelling of the curriculum clarity process for age-equivalent curriculum
- 3 Practice**  
Guided practice of the curriculum clarity process
- 4 Reflect**  
Stimulated reflection and question time

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**Connect**

Connect with your breakout members. Introduce yourselves and engage with today's icebreaker activity.

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**Breakout Rooms**

I will assign you to breakout rooms with a smaller number of participants



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**How is curriculum planning undertaken in your school? What is your involvement in the process?**

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**1 Connect**

Knowledge of how to utilise the flexibility of standards-based curriculum to ensure equitable access to age-equivalent curriculum for all students



Professional Knowledge/Professional Practice



Confidence and capability with implementing practices that result in equitable access to age-equivalent curriculum for all students

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**1 Connect**

- Australian Curriculum = Achievement Standards
- NSW Curriculum = Stage Statements
- Victorian Curriculum = Level Descriptions

- Australian Curriculum = Content Descriptions
- NSW Curriculum = Outcomes
- Victorian Curriculum = Level Content Descriptions

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## 2 Explore

### Implementation guide


1.	Access the Achievement Standard
2.	View the Year Level Description
3.	Engage with the Content Descriptions
4.	Use the Content Description Elaborations
5.	Acknowledge the associated General Capabilities
6.	Consolidate 1-5 into a Know/Do/Think Table
7.	Identify the key concepts and content
8.	Identify (QDTP), supplementary, substantial, and extensive curriculum adjustments
9.	Amend the Know/Do/Think table to reflect the curriculum adjustments
10.	Apply curriculum adjustments to the assessment item and marking guide

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## 2 Explore


### Modelling with Year 7 Science



Look



Think



Do

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## 2 Explore

**Year 7 Science**

**1) Biological Processes**


- Effect of human and environmental changes
- Environmental influences on organisms

**2) How it all fits together**

- Food chains represent flow of energy
- Food webs

**3) Food Relationships**

- Interacting chains (omnivores?)
- Effects of human activities



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## 2 Explore

**Using Food Chains to show feeding relationships in a habitat**

**Learning:**

- Comparing food chains through learning, reading and viewing
- Mapping food and energy flow
- Interpret and analyse learning area texts
- Comparing food design learning, writing and reading
- Computer system, written, visual and multimedia learning area both
- Research and learning area vocabulary



**Content Description Elaborations:**

- Use chains to show flow of energy
- Mapping and illustrating food webs
- Drawing food chains and food webs
- Role of food sources
- Effect of human activities
- Annotate relationships of various sources
- General capabilities:
- Literacy: comprehend, read, analyse texts and knowledge
- Ethical and Creative Thinking: represent

**• include Aboriginal and Torres Strait Islander Peoples perspectives**


**• Sustainability**

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## 2 Explore

Know	Do	Think
Interactions between organisms can be represented through food chains and food webs	Interpret food webs to identify feeding relationships Construct food webs to demonstrate feeding relationships	How is a food web structured? What does it show? Who eats what? Who are the producers? Who are the consumers?



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### Breakout Rooms

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### Practice

Access the prompt sheet provided with the session link on SINE.  
Have a go at completing another row of the Know/Do/Think table.



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### 3 Practice


Know	Do	Think
Interactions between organisms can be represented through food chains and food webs.	Interpret food webs to identify feeding relationships Construct food webs to demonstrate feeding relationships	How is a food web structured? What does it show? What do the arrows represent? Who eats what? Who are the producers? Who are the consumers?

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### 2 Explore


#### Modelling with Year 4 English



Look



Think



Do

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### 2 Explore

**Visual Knowledge**

Visual knowledge is the ability to understand and interpret visual information. It is a key skill for many jobs and is also important for learning. Visual knowledge is used to understand and interpret visual information such as maps, diagrams, and charts. It is also used to understand and interpret visual information such as facial expressions and body language.

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### 2 Explore

Know	Do	Think
That images are chosen and used in certain ways to appeal to and persuade a target audience	Identify what image framing, placement of elements and salience of composition has been used. Explain how the chosen images and the effects used persuade the targeted audience.	What images have been used? How have they been framed, placed and enhanced? What impact do these effects have on the target audience?

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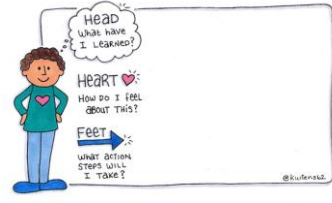
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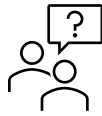
4 Reflect



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Questions?



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That's a wrap!

Thank you for joining.  
Keep an eye out for future café sessions.



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