



School Inclusion – From Theory to Practice

By Loren Swancutt

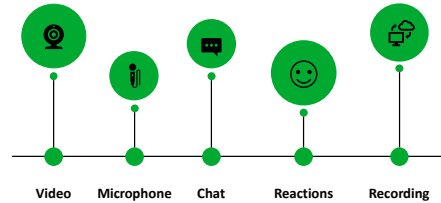
Welcome Inclusive Education Cafe



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Webinar Protocols



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Loren Swancutt

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

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

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Today's café focus

INCLUSIVE CURRICULUM PROVISION: QDTP and Supplementary Adjustments

Universally designing summative assessment and applying quality differentiation and supplementary adjustments.



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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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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:




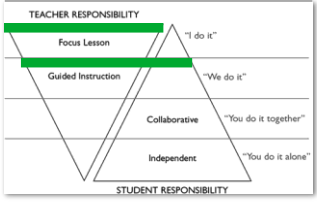
Confidence and capability with implementing practices that result in equitable access to age-equivalent curriculum for all students:



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 QDTP and supplementary Adjustments
- 3 Practice**
Guided practice around QDTP and Supplementary Adjustments
- 4 Reflect**
Stimulated reflection and question time

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

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

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Does your school have a framework/process for applying differentiation?




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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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1 Connect

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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1 Connect

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1 Connect

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?	

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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2 Explore

Implementation guide

1.	Access the Achievement Standard
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6.	Consolidate 1-5 into a Know/Do/Think Table
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2 Explore

Curriculum Adjustments:

Universal Practice	Quality Differentiated	Supplementary	Substantial	Extensive
Proactive response to diversity from the outset	Responsive adaptations that are infrequent and occasional, or frequent with low-level action	Adjustments made to particular activities at specific times, or frequently with mid-level action	Adjustments that occur at most times on most days with high-level action	Adjustments that occur all of the time with high-level of action
Frequency Intensity Cumulative In addition to, not instead of QDTP		Variations to context, mode, language, literacy, conditions, level of scaffolding etc	Alternate Access Point	Individual Learning Goals

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2 Explore

Modelling with Year 7 Science

Look

Think

Do

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2 Explore

Year 7 Science

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?
Effects of natural and human impacts on organisms and their interrelationships in a food web	Predict the effect of human and environmental changes on feeding relationships.	What happens when a food source is changed or removed? What impact does it have on feeding relationships?

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2 Explore

Year 7 Science

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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Complex content - make predictions - food chains/food webs - interactions between organisms - effects of human activity - effects of invasive species

Read and interpret - Construct - feeding relationships - classifications

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Concepts of QDTP & Supplementary Adjustments

Students

- Diversity**
Who are my students?
What do they bring?
- Variability**
How do my students' access, engage and learn?
- Predictability**
What are the impacts and barriers of this variability?
- Universal Responses**
What are the commonalities?
How can I respond universally?

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2 Explore

Year 7 Science

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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Student with Disability Information:
2 with Intellectual Disability (one with ADHD, one with dysgraphia)
1 with Autism
1 with a Hearing Impairment (and dysgraphia)
2 with ADHD

Other Demographics:
3 who are EALD (African nations - 1 year in Australia)
40% Aboriginal and/or Torres Strait Islander
Range of language and literacy competencies (including IEALD)

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2 Explore

Year 7 Science

Interactions between organisms can be represented through food chains and food webs

Effects of natural and human impacts on organisms and their interrelationships in a food web

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Concepts of QDTP & Supplementary Adjustments

Inclusive Pedagogy

- Literacy Demands**
Oral and written instructional language. Content input and out.
- Choice & Flexibility**
Incorporating interest. Allowing for autonomy and voice. Self-regulated learning.
- Access & Participation**
How can I scaffold access to and progression through the learning process?
- Multiple Means**
Engage with content in a variety of ways. Demonstrate learning in a variety of ways.
- Active/Cooperative**
Get students moving and interacting. Concrete, hands on.

Universal Design for Learning

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Breakout Rooms

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

Practice

Access the QDTP and Supplementary Prompts.
What other differentiated/universal decisions can be made?
What might be some supplementary considerations?

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3 Practice

Year 7 Science

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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3 Practice

Year 7 Science

**Choice
Interests
Multimodal
Literacy supports**

Know	Do	Think	QDTP	Supplementary
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?	Modelling, thinking aloud using known/familiar organisms Deconstructing the parts and what they represent Pairing with explicit vocab instruction Progressing from least to most complex webs Using familiar organisms and feeding structures Concrete representations Strong and weak examples using known/familiar organisms Cards/pictures provided as an option to create a web	Simple feeding relationships using known/familiar organisms Repetition of identifying producers and consumers Personalised visual prompt of what a producer is and what a consumer is Task analysis instructions Reduced number of organisms to be arranged Simple feeding relationships using known/familiar organisms

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3 Practice

Year 4 English

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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Breakout Rooms

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Practice

What are some task ideas?
What differentiation/universal elements might we incorporate?
What might be some supplementary adjustments?

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3 Practice

Year 4 English

Know	Do	Think	QDTP	Supplementary
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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4 Reflect

Australian Curriculum:

Universal Design...

- Learning Areas
- General Capabilities
- Cross Curricula Priorities
- Learning Progressions

Sequence of Achievement
 Sequence of Content Descriptions
 Learning Continuums
 Progression maps

Supplementary

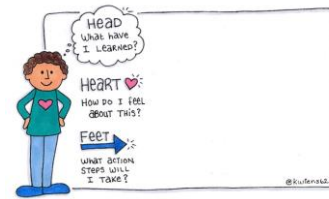
Substantial

Extensive

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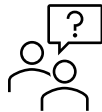
4 Reflect



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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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