School Inclusion –
From Theory to Practice
By Loren Swancutt

Welcome
Inclusive Education Cafe

SINE

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Webinar Protocols

Video | Microphone | Chat | Reactions | Recording

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Loren Swancutt

Creator of School Inclusion – From Theory to Practice (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:
Substantial and Extensive Adjustments

Making substantial and extensive adjustments to age-equivalent curriculum.

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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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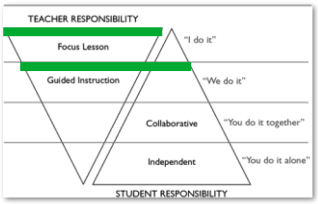
Webinar Focus



Gradual Release of Responsibility

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Session Overview

1 Connect
Stimulated reflection to connect with content and with each other

2 Explore
Modelling of substantial and extensive curriculum adjustments

3 Practice
Guided practice around substantial and extensive curriculum 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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Are you confident in including students with complex learning profiles in age-equivalent curriculum?

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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

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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1 Connect

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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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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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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1 Connect

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 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 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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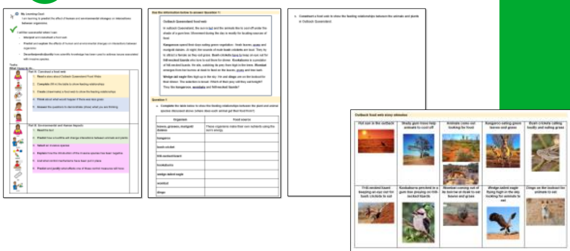
1 Connect



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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

Australian Curriculum = Level Descriptions/Achievement Standards

NSW Curriculum = Stage Statements

Victorian Curriculum = Level Descriptions/Achievement Standards

Australian Curriculum = Content Descriptions & Elaborations

NSW Curriculum = Outcomes

Victorian Curriculum = Level Content Descriptions & Elaborations

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2 Explore

Australian Curriculum:

Universal Design…

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

Sequence of Achievement
Sequence of Content Descriptions
Learning Continuums
Progression maps

QDTP **Supplementary** **Substantial** **Extensive**

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2 Explore

- **High expectations**
- **Importance of access to academic curriculum and age-equivalent content**
- **Equitable opportunity to support potential**
- **Quality teaching, universal design**
- **Provision of differentiation and supplementary adjustments**
- **Rigorous process around the necessity for substantial and extensive curriculum adjustments**

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2 Explore

Curriculum = Age-equivalent content and experience

Cognition = Alternate access point cognitive demand

Context = Based on content descriptions

Complexity = Quality of performance

Conditions = Universal design principles

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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
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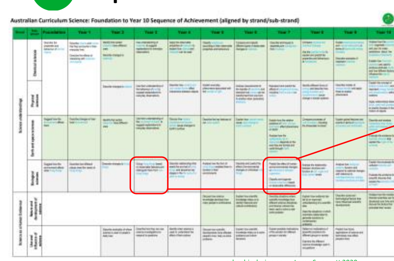
2 Explore



Predict the effect of human and environmental changes on interactions between organisms

Group living things based on observable features and distinguish them from non-living things

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2 Explore

Year 7	Year 3
Predicting	Grouping
Read and interpret food web - Interactions - Relationships - Microorganisms	Recognise characteristics Explore differences Living, once living and products
Construct food webs	Group interactions between organisms based on observable features
Effects of human activity	Sensitivity of living things
Effects of invasive species	Sensitivity of living things

Predict the effect of human and environmental changes on interactions between organisms

Group living things based on observable features and distinguish them from non-living things

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2 Explore

Group living things based on observable features and distinguish them from non-living things

Know	Do	Think	Substantial Adjustment
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?	Organisms can be grouped based on observable features Group animals from food webs based on differences and characteristics
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?	Distinguish between natural and human impacts Recognise animal sensitivities toward natural and human impacts

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2 Explore

Assessment

Curriculum = Age-equivalent content and experience

Cognition = Alternate access point cognitive demand

Context = Based on content descriptions

Complexity = Range/quality of performance

Conditions = Universal design principles

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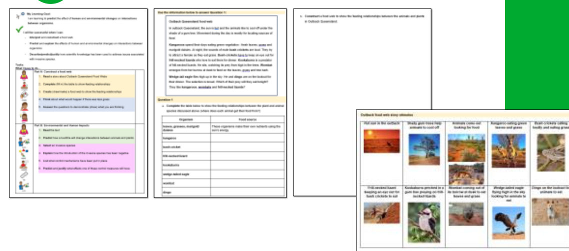
2 Explore



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2 Explore

Marking Guides

'C' Standard

Group living things based on observable features and distinguish them from non-living things

Curriculum = Age-equivalent content and experience

Cognition = Alternate access point cognitive demand

Context = Based on content descriptions

Complexity = Range/quality of performance

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2 Explore

A **Groups animals from food webs based on a selection and combination of features and interactions**

B **Groups animals from food webs based on a selection and combination of features**

C **Groups animals from food webs based on observable features**

D **Groups animals from a food web based on a feature**

E **Groups animals from a food web**

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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

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2 Explore

Making Extensive Adjustments:

Individual Learning Goals

1. Access Level 1 of the General Capabilities continuums – Literacy, Numeracy, Personal and Social Capability
2. Determine which sub-levels (1a - 1d) the student is working toward
3. Use age-equivalent learning area content and context to deliver learning

Support students who do not rely on speech to communicate to engage with augmentative and alternate communication strategies to access and participate in the curriculum

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2 Explore

Literacy Level 1c

use conventional behaviours and/or concrete symbols consistently in an increasing range of environments and with familiar and unfamiliar people to:
- respond to a sequence of gestures, objects, photographs and/or pictographs, for example follow a visual schedule to complete a task
- respond to texts with familiar structures, for example by responding to a question
- respond to requests

use conventional behaviours and/ or concrete symbols to intentionally communicate more than one idea at a time consistently across an increasing range of environments with familiar and unfamiliar people, such as to:
- refuse or reject
- request items, people or events present at the time
- create texts, for example to comment on a recent event, story or shared experience

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2 Explore

Know	Do	Think	Extensive Adjustments
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?	Respond to images in an advertisement Comment on an advertisements Pick which advertisement they like

$\}$ Additional context based on student strengths and specific goals and ways of communicating

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2 Explore

Making Extensive Adjustments:

Assessment

Use a portfolio of evidence to capture demonstration of learning across time

For example:
- Annotated photographs
- Video recordings
- Recorded observations
- Work samples

Regular reflection upon progress with multidisciplinary team – progress learning goals

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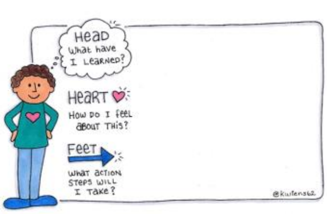
4 Reflect



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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:

0 1 2 3 4 5 6 7 8 9 10

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

0 1 2 3 4 5 6 7 8 9 10

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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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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