CAPITALISE Education

Supporting personalized learning

Barriers to Inclusion and How to Practically Overcome Them

2023 AASE Conference

Dr Matt Capp

CAPITALISE Education

2023

Learning Intentions

Participants will:

- Explore the 3 major barriers to inclusive education within schools
- Explore practical ways to overcome these barriers to inclusive education within their school

Success Criteria

Participants will:

- Consider how the barriers to inclusive education might occur within their school
- Consider practical ways to support their colleagues to overcome the barriers to inclusion within their school

CAPITALISE Education

Supporting personalized learning

We are giving away 1 free full-day face-to-face Universal Design for Learning Masterclass (valued at over $5,000 depending on size of teacher group, travel, resources required etc.) to a participant at the workshop.

All you need to do to enter the draw is complete a raffle ticket with your name, school/university and contact details. The winner will be announced soon afterwards.

The workshop will take place during Term 4, 2023, or during 2024. The specific date for the workshop will be negotiated between Dr Matt Capp and the winning schools/university. The workshop can take the form of an entire day or multiple shorter sessions, based on the school/university context. CAPITALISE Education will cover all expenses associated with the workshop, except catering, if the school/university decides to provide this for its staff.

Why are we here?

1.5

Differentiate teaching to meet the specific learning needs of students across the full range of abilities

1.6

Strategies to support full participation of students with disability

AITSL STANDARDS

Differentiated teaching and learning

The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

NATIONAL SCHOOL IMPROVEMENT TOOL

3 Major Barriers to Inclusive Education in Classrooms

1) Incorrect usage of the approved curriculum

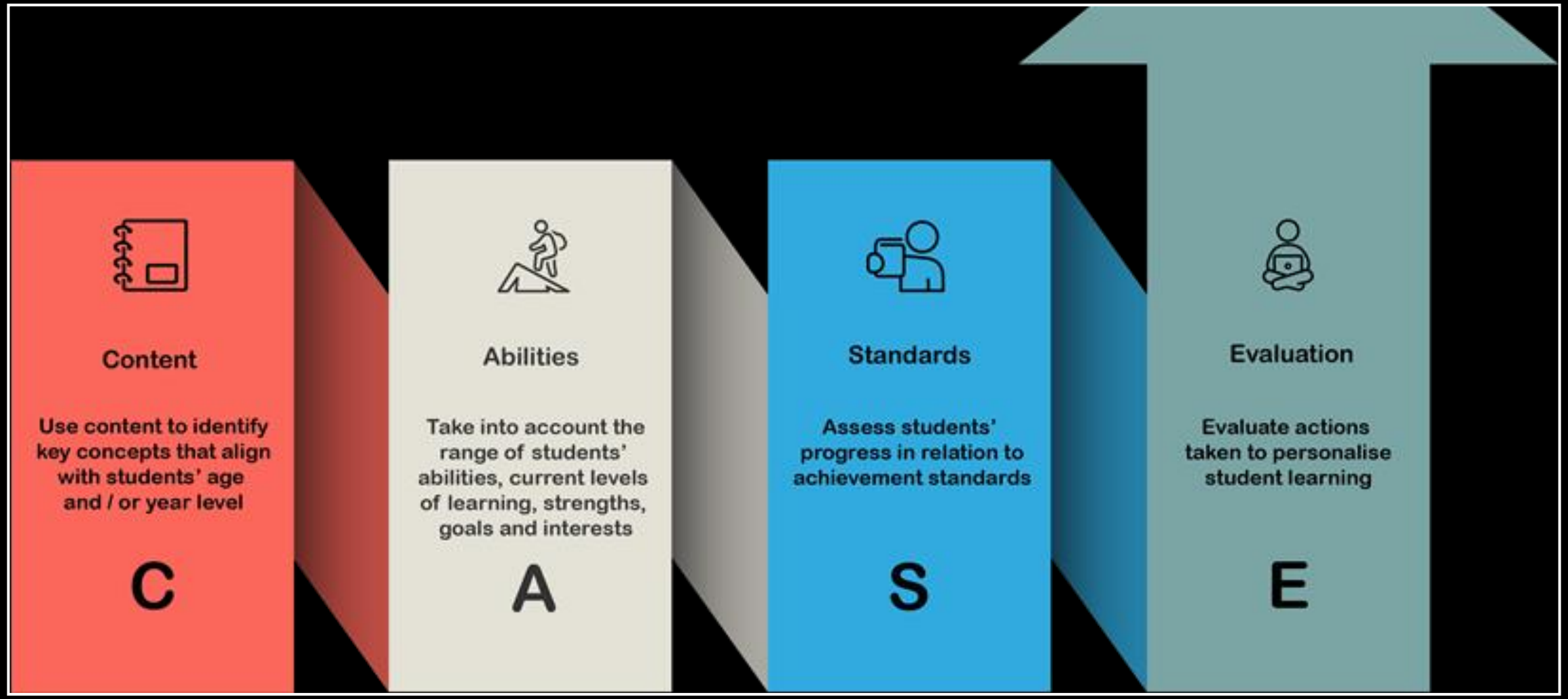
2) Not knowing students' strengths and functional impacts

3) A teacher believing, he/she is implementing inclusive practice but doing something else within the classroom

Barrier 1

Incorrect usage of the Approved Curriculum

A "successful" or "rigorous" curriculum is one that provides genuine learning opportunities for all. It is responsive and nimble enough to adjust to the needs and interests of all users, including students, teachers, and members of the wider educational system (Meyer et al., 2014).



ACARA's CASE Model of Personalised Learning

What teachers are required to teach

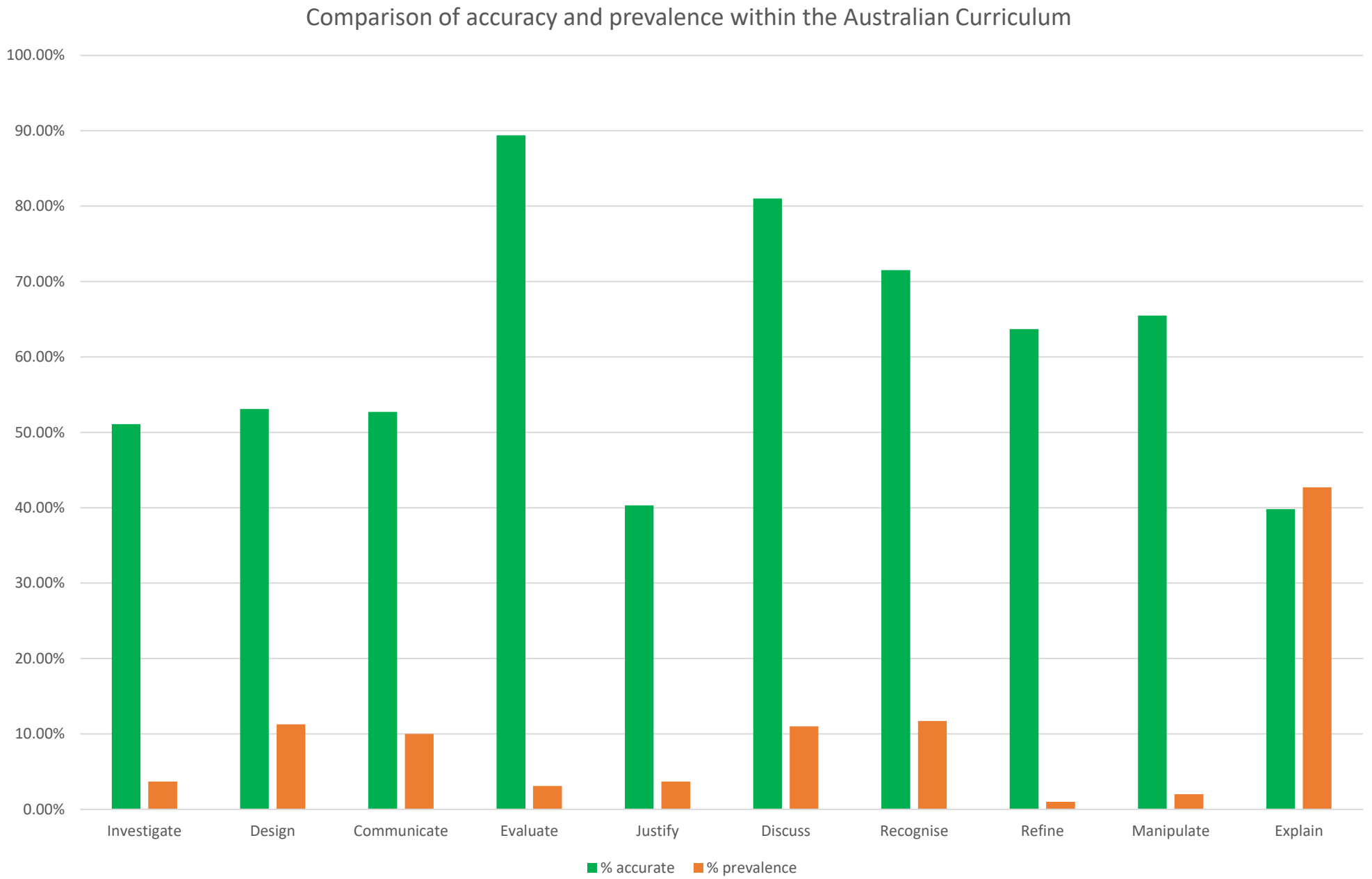
Knowledge	Skills

What students are required to demonstrate

What are the students required to demonstrate?	What are the students NOT required to demonstrate?

Consistency of understanding is vital!

Australian Curriculum Learning Area	Explain	Evaluate	Justify	Investigate	Design	Communicate	Discuss	Recognise	Refine	Manipulate
English (F-10)	21	3	2	0	0	2	14	2	0	3
Math (F-10)	8	3	0	0	0	0	0	10	0	0
Science (F-10)	19	4	2	3	5	8	3	0	0	0
HASS (F-6)	15	2	0	1	0	2	0	11	0	0
History (F-6)	3	0	0	0	0	0	0	1	0	0
Geography (F-6)	3	0	0	1	0	0	0	7	0	0
Civics and Citizenship (3 – 6)	2	1	0	0	0	0	0	1	0	0
Business and Economics (5 - 6)	1	1	0	0	0	0	0	3	0	0
History (7-10)	15	1	1	0	0	0	2	2	0	0
Geography (7-10)	12	6	0	0	0	0	0	0	0	0
Civics and Citizenship (7-10)	8	6	0	4	0	0	0	1	0	0
Economics and Business (7-10)	13	3	1	2	0	0	0	1	0	0
The Arts (F-6)	1	0	0	0	0	3	0	0	0	0
Dance (F-10)	1	2	0	0	0	6	0	0	0	0
Drama (F-10)	2	3	0	2	1	4	0	0	2	2
Visual Arts (F-10)	2	3	0	1	0	4	0	0	1	1
Music (F-10)	1	2	0	1	0	4	0	2	0	1
Media Arts (F-10)	2	3	0	2	2	3	0	0	0	2
Technologies (F-8)	20	10	1	1	64	6	0	1	0	2
HPE (F-10)	1	4	1	5	1	0	2	4	3	0
Languages – Arabic (F-10)	14	1	1	0	0	2	1	1	0	0
Languages – AUSLAN (F-10)	7	1	3	1	1	4	14	10	0	0
Languages – Chinese (F-10)	5	0	0	0	0	3	0	13	0	0
Languages – Aboriginal and Torres Strait Islander LANGUAGES (F-10)	15	0	0	0	2	1	0	6	0	0
Languages – Classical Languages (Greek and Latin) (7-10)	21	2	2	1	4	0	9	1	1	0
Languages – French (F-10)	7	1	1	0	0	1	5	1	0	0
Languages – German (F-10)	13	2	2	0	0	0	3	1	0	1
Languages – Hindi (F-10)	11	1	1	1	0	2	3	0	0	0
Languages – Indonesian (F-10)	2	2	0	0	0	2	4	0	0	0
Languages – Italian (F-10)	1	1	0	0	0	3	6	1	0	0
Languages – Japanese (F-10)	4	1	0	0	0	2	1	2	0	0
Languages – Korean (F-10)	10	2	0	0	0	1	1	0	0	0
Languages – Modern Greek (F-10)	10	1	1	0	0	2	4	1	0	1
Languages – Spanish (F-10)	10	2	1	0	0	1	2	0	0	0
Languages – Turkish (F-10)	11	1	2	0	0	3	2	0	0	0
Languages – Vietnamese (F-10)	12	1	3	0	0	2	2	0	0	1
Total	**303**	**76**	**22**	**26**	**80**	**71**	**78**	**83**	**7**	**14**


Comparison of accuracy and prevalence within the Australian Curriculum
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Investigate
Design
Communicate
Evaluate
Justify
Discuss
Recognise
Refine
Manipulate
Explain
% accurate
% prevalence

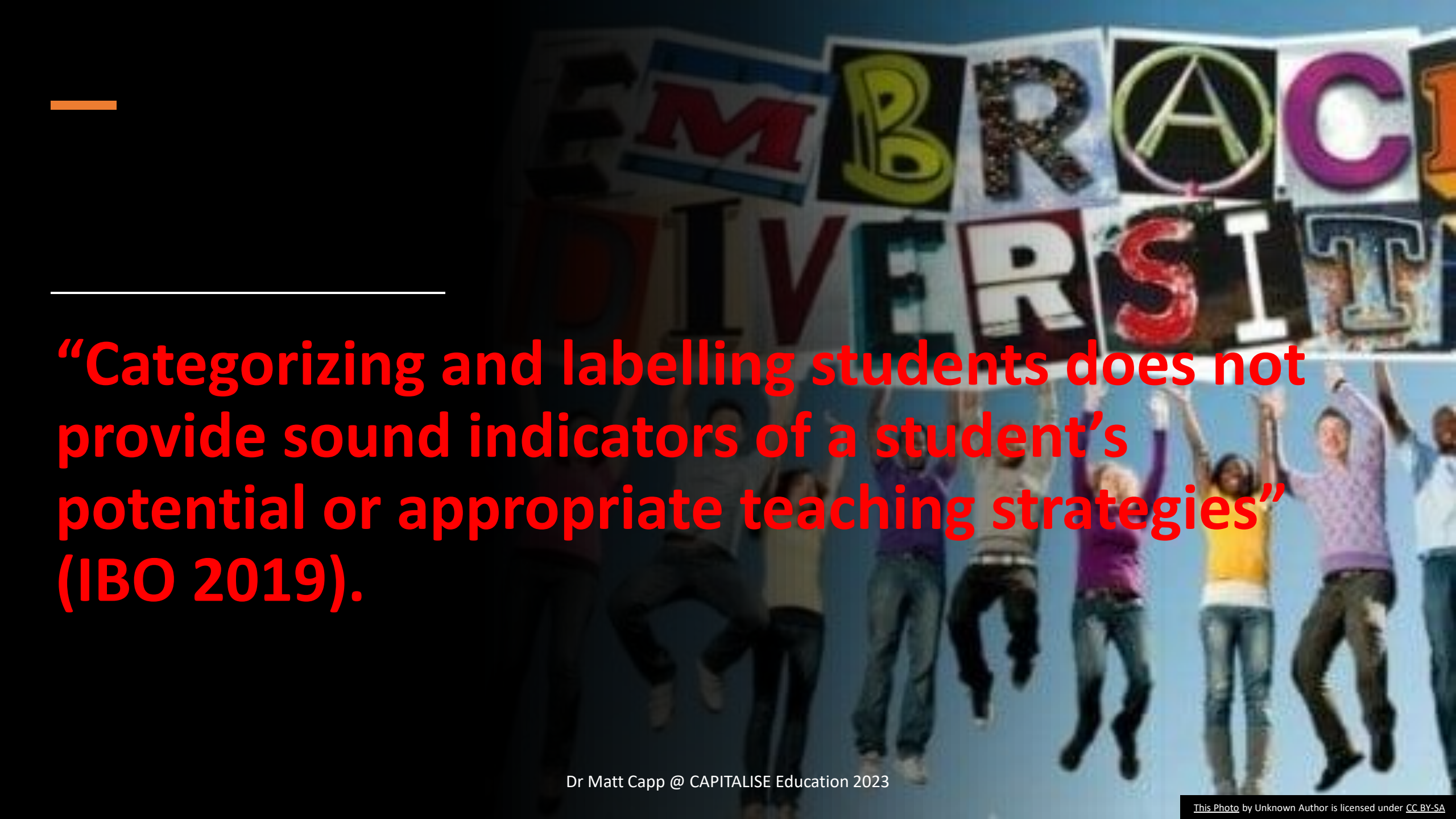
Fundamental Pillar

In Universal Design for Learning the learning goal taken from the approved curriculum is not tied to a specific way of demonstrating it, unless explicitly stated within the approved curriculum.

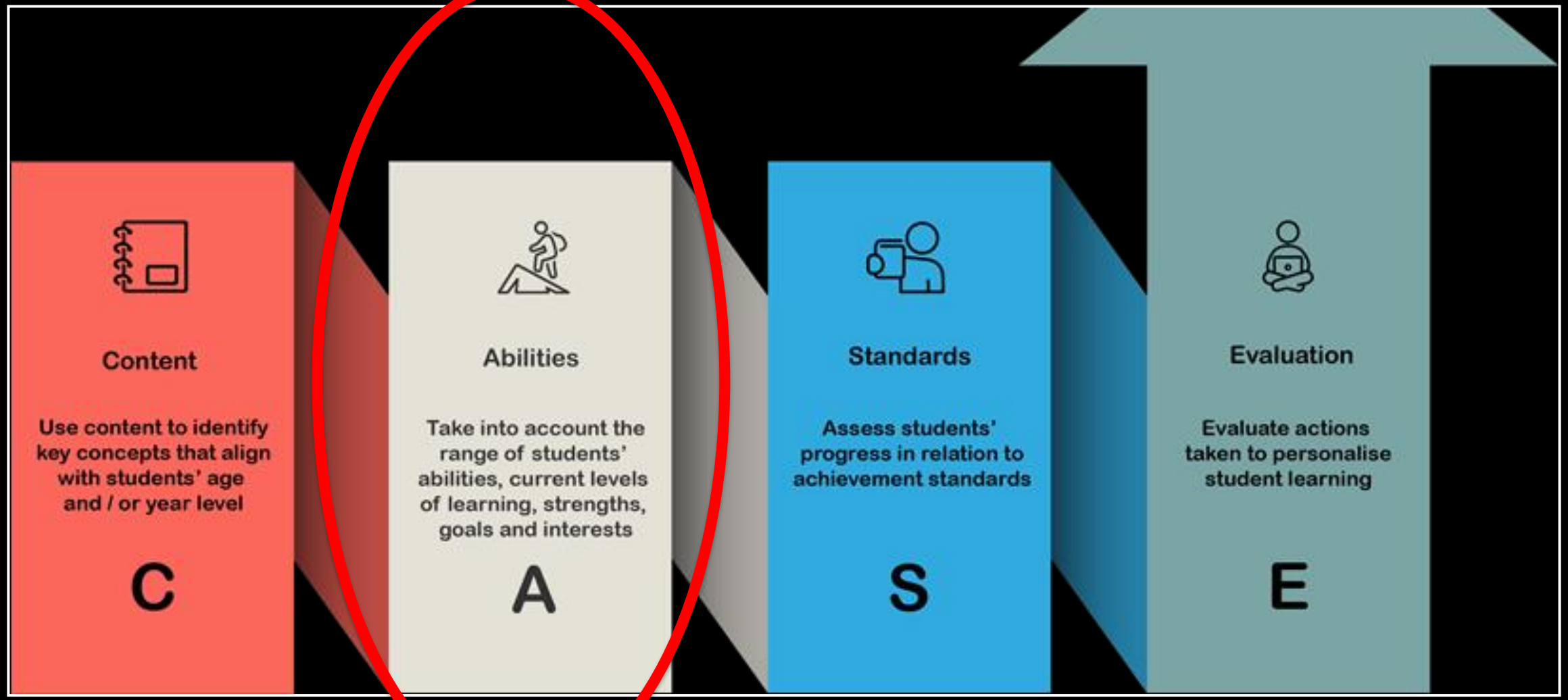
When individual teachers make these choices on their own, they often choose to teach different things and pitch lessons to different standards. This leads to huge variation – an A+ in one class may not be the same as an A+ in the class next door (Hunter et al., 2022). A whole-school approach to curriculum helps overcome this problem by ensuring teachers have a shared understanding of what they will teach, and how students will be assessed

Barrier 2

Not knowing students' strengths and functional impacts



“Categorizing and labelling students does not provide sound indicators of a student’s potential or appropriate teaching strategies” (IBO 2019).

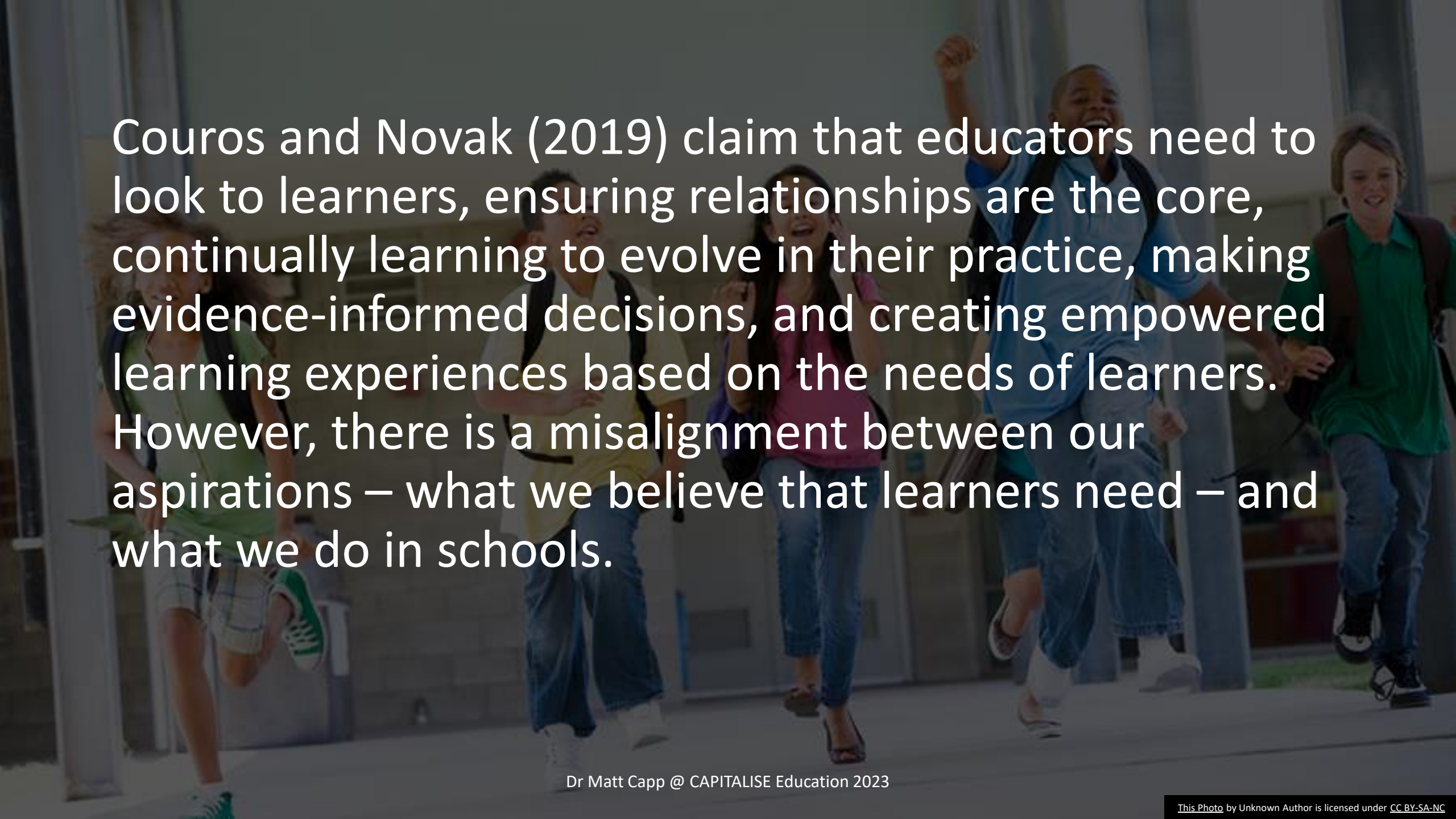


ACARA's CASE Model of Personalised Learning

Response to Intervention Model

Tier 1	Tier 2	Tier 3
Involves data analysis to identify student characteristics and functional impact (Gersten et al., 2017; Miciak et al., 2019; Salem, 2020a, 2020b)	Involves data analysis to identify student characteristics and functional impact (Gersten et al., 2017; Miciak et al., 2019; Salem, 2020a, 2020b)	Involves data analysis to identify student characteristics and functional impact (Gersten et al., 2017; Miciak et al., 2019; Salem, 2020a, 2020b)
Within classroom	Small group, within classroom or outside (1 adult to 3-7 students) (Bouton et al., 2018; Gersten et al., 2017; Savitz et al., NA)	Small group, within or outside classroom (1 adult to 1-3 students) (Bouton et al, 2018; Savitz et al., NA)
Independent work during Gradual Release of Responsibility looks different	20 to 40 minutes x 3 days per week (8-10 weeks) (Gersten et al., 2017)	45 to 60 minutes daily (20 weeks) (Grosche & Volpe, 2013)
Hybrid protocol using evidence-based intervention (Grosche & Volpe, 2013)	Standardised or problem-solving protocol using evidence-based intervention lined to functional impact (Salem, 2020)	Standardised or problem-solving protocol using evidence-based intervention linked to functional impact (Salem, 2020)
Classroom teacher and school officer	Classroom teacher, school officer, and specialist educators (GCC, ST:IE, PLL, SP:SB, Middle Leader) (Savitz et al., NA)	Classroom teacher and specialist educators (GCC, ST:IE, PLL, SP:SB, Middle Leader) (Savitz et al., NA)
	Should supplement what is happening in the classroom (Gersten et al., 2017)	Should supplement what is happening in the classroom (Gersten et al., 2017)
Before considering higher level of the RTI Model all good teaching must be in place first (Salem, 2020)		

Figure. Adjusted Rao (2021) learner variability model



Couros and Novak (2019) claim that educators need to look to learners, ensuring relationships are the core, continually learning to evolve in their practice, making evidence-informed decisions, and creating empowered learning experiences based on the needs of learners. However, there is a misalignment between our aspirations – what we believe that learners need – and what we do in schools.

To maximize the learning process according to students' strengths, challenges, and functional impacts, Thaariq et al. (2020) claim teachers need to design learning by carrying out an analysis of these characteristics. The key to learning success lies in the method or model used by the teacher that aligns with the students' strengths, challenges, and functional impacts.

Knowing our students is fundamental to differentiation. The better we know our students, the better we can craft personalized learning experiences (Anderson, 2018).

Ainscough et al. (2018) and Sandoval et al. (2020) describe inclusion as a process. However, often there is a disparity between the strengths, challenges, and functional impacts of learners and the processes put in place. Educators should be concerned about identifying the needs of students with greater consistency and in a systematic manner. These practices are foundational to begin planning and maintaining inclusive practices that are student centred.

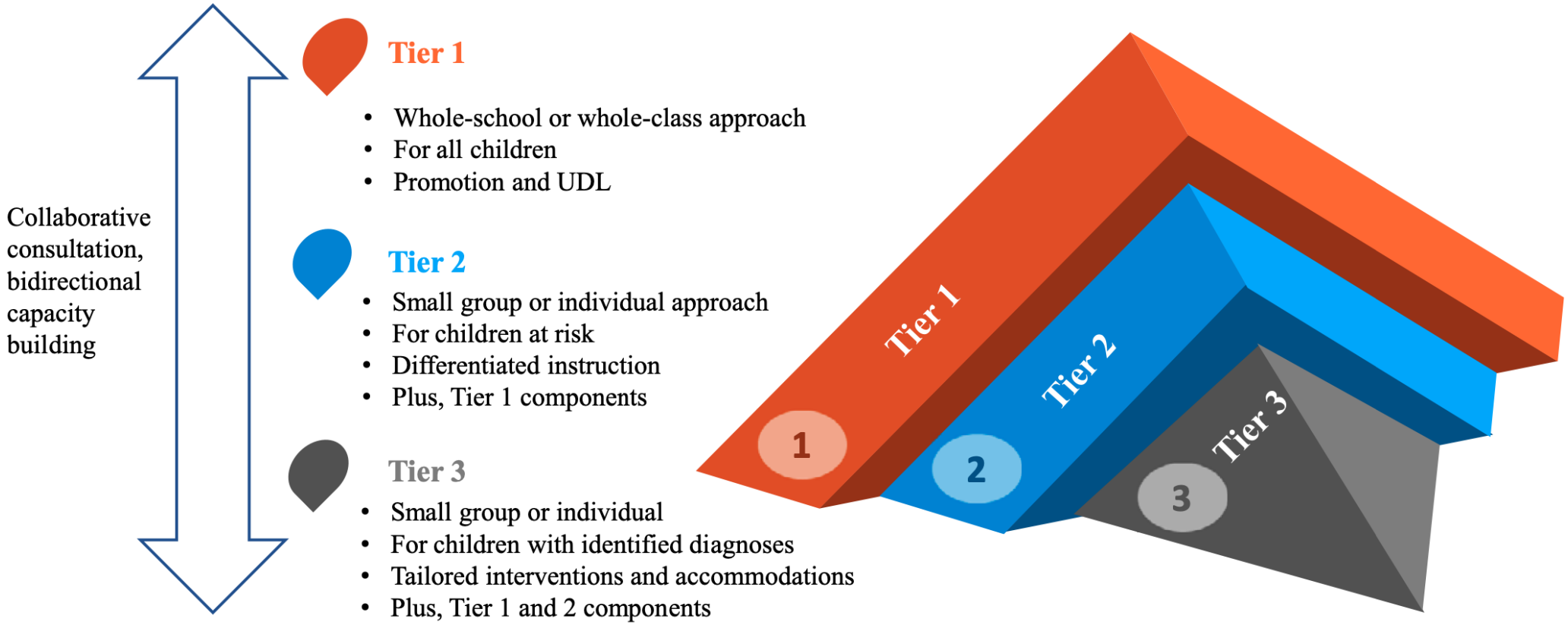
Common characteristics	Strengths	Functional impacts	UDL checkpoints	Strategies

Student characteristics	Student strengths	Student functional impacts (Barrier to learning)
Variable levels of literacy	• Good memory • Good verbal skills • Good visual literacy	• Poor vocabulary • Difficulties with reading (MC) • Difficulties with comprehension • Anxiety • Difficulties showing what I know
Variable levels of engagement	• Creativity • Problem solving skills	• Attendance is low • Behavioural problems • Miss instructions • Miss content • Anxiety

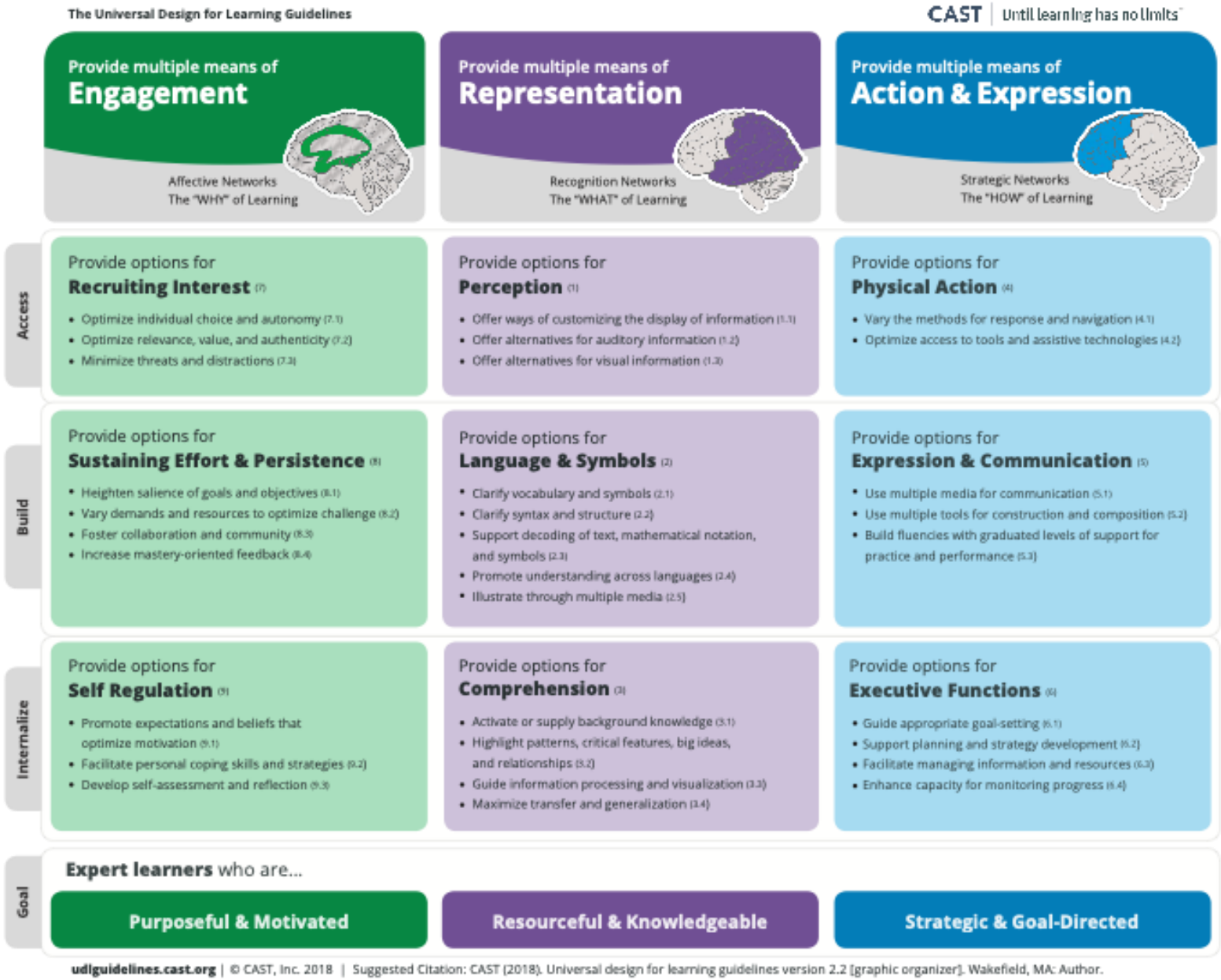
UDL provides us with a way of supporting our students when we overcome the first two barriers to inclusion

Term	Definition
Universal Design for Learning	An approach that considers the needs of all learners from the beginning. This results in flexible teaching that enables everyone to access education. For example, if a school ensures all the videos in its libraries have subtitles, this can assist all students, including those with hearing impairment.

Figure 1. Multitiered model.



Note. UDL = universal design for learning.


The Universal Design for Learning Guidelines
CAST | Until learning has no limits
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Provide multiple means of
Representation
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The "WHAT" of Learning
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Access
Provide options for
Recruiting Interest (7)
• Optimize individual choice and autonomy (7.1)
• Optimize relevance, value, and authenticity (7.2)
• Minimize threats and distractions (7.3)
Provide options for
Perception (1)
• Offer ways of customizing the display of information (1.1)
• Offer alternatives for auditory information (1.2)
• Offer alternatives for visual information (1.3)
Provide options for
Physical Action (4)
• Vary the methods for response and navigation (4.1)
• Optimize access to tools and assistive technologies (4.2)
Build
Provide options for
Sustaining Effort & Persistence (8)
• Heighten salience of goals and objectives (8.1)
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Provide options for
Language & Symbols (2)
• Clarify vocabulary and symbols (2.1)
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Goal
Expert learners who are...
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Resourceful & Knowledgeable
Strategic & Goal-Directed
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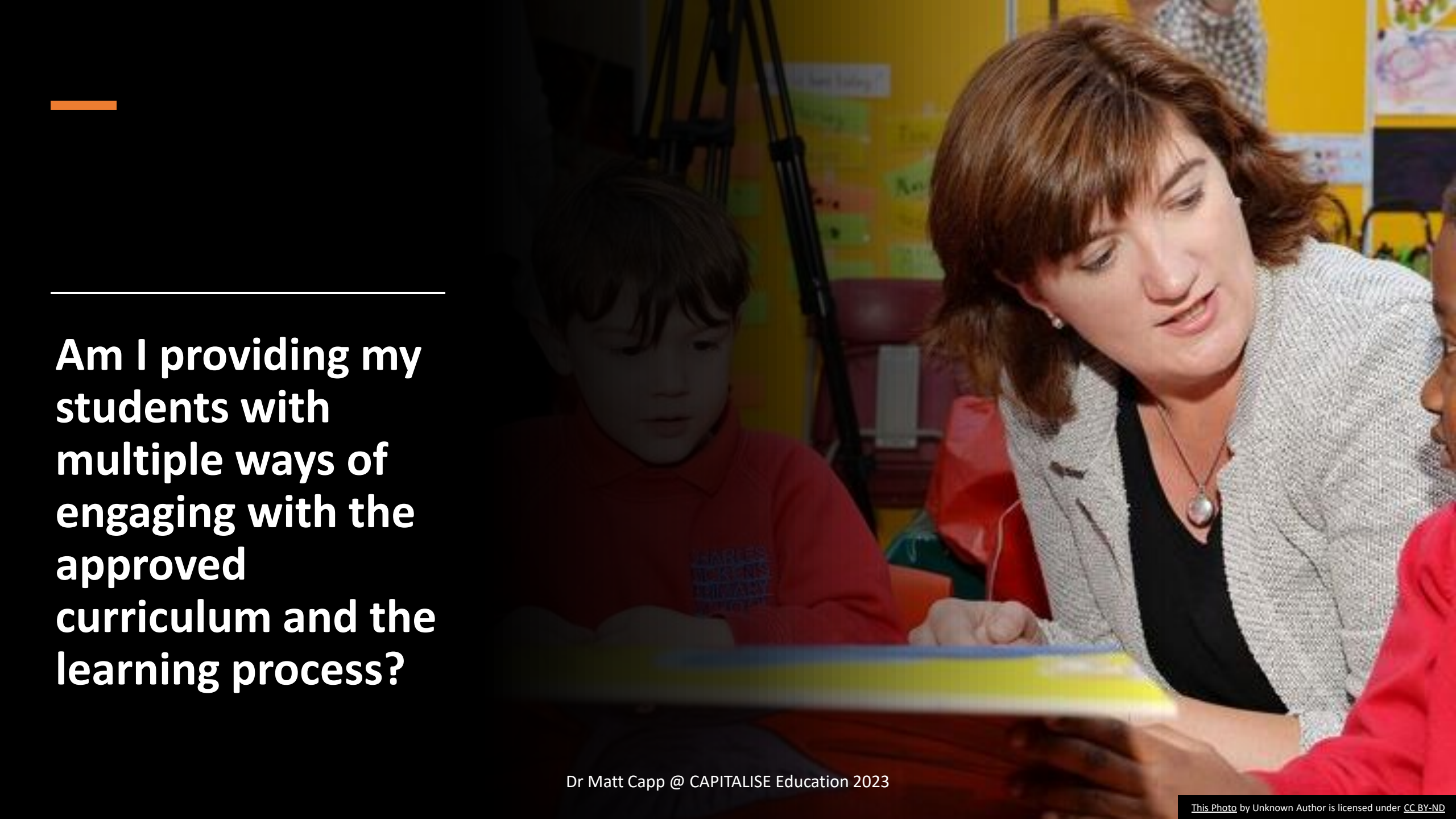
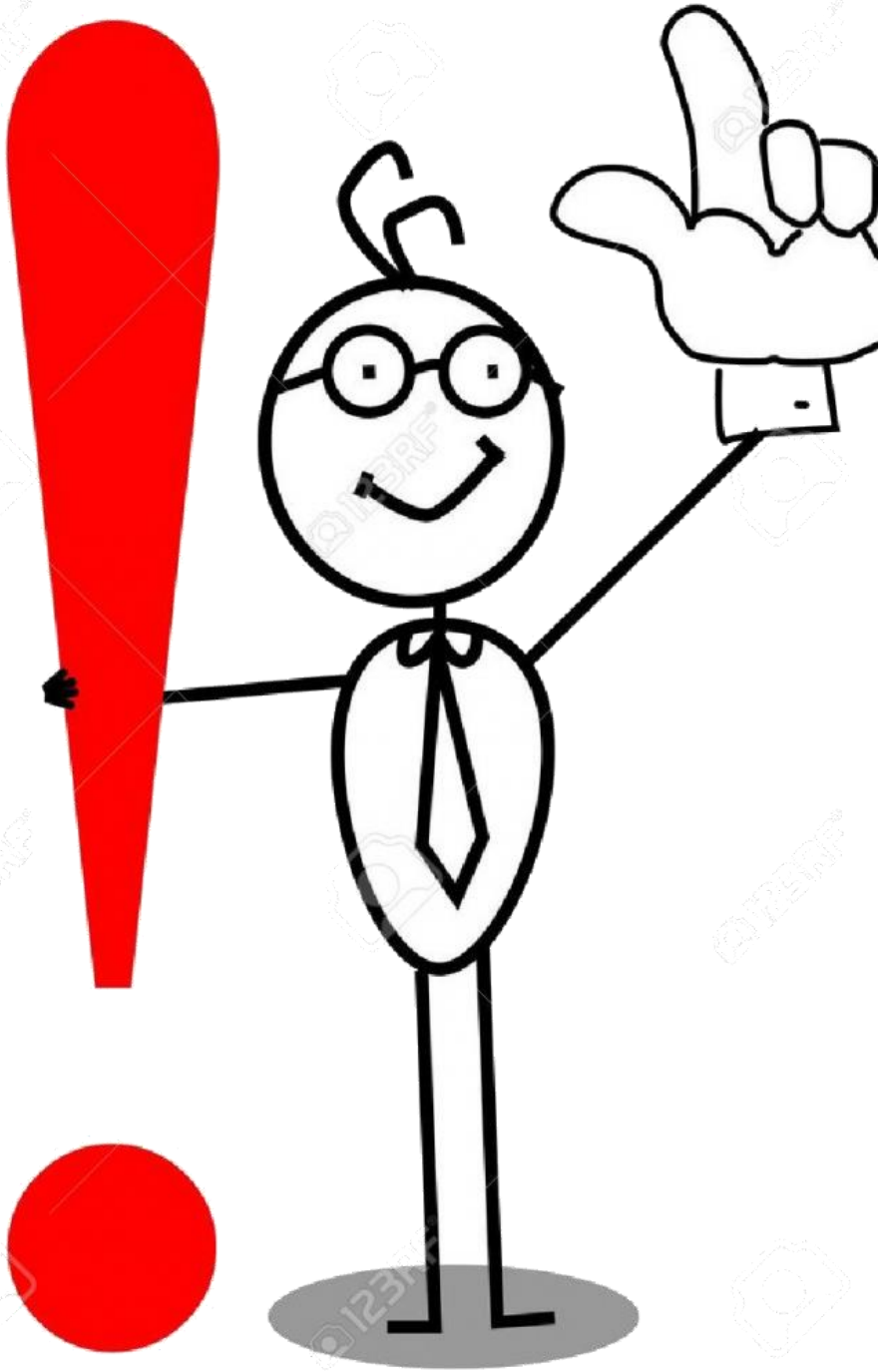
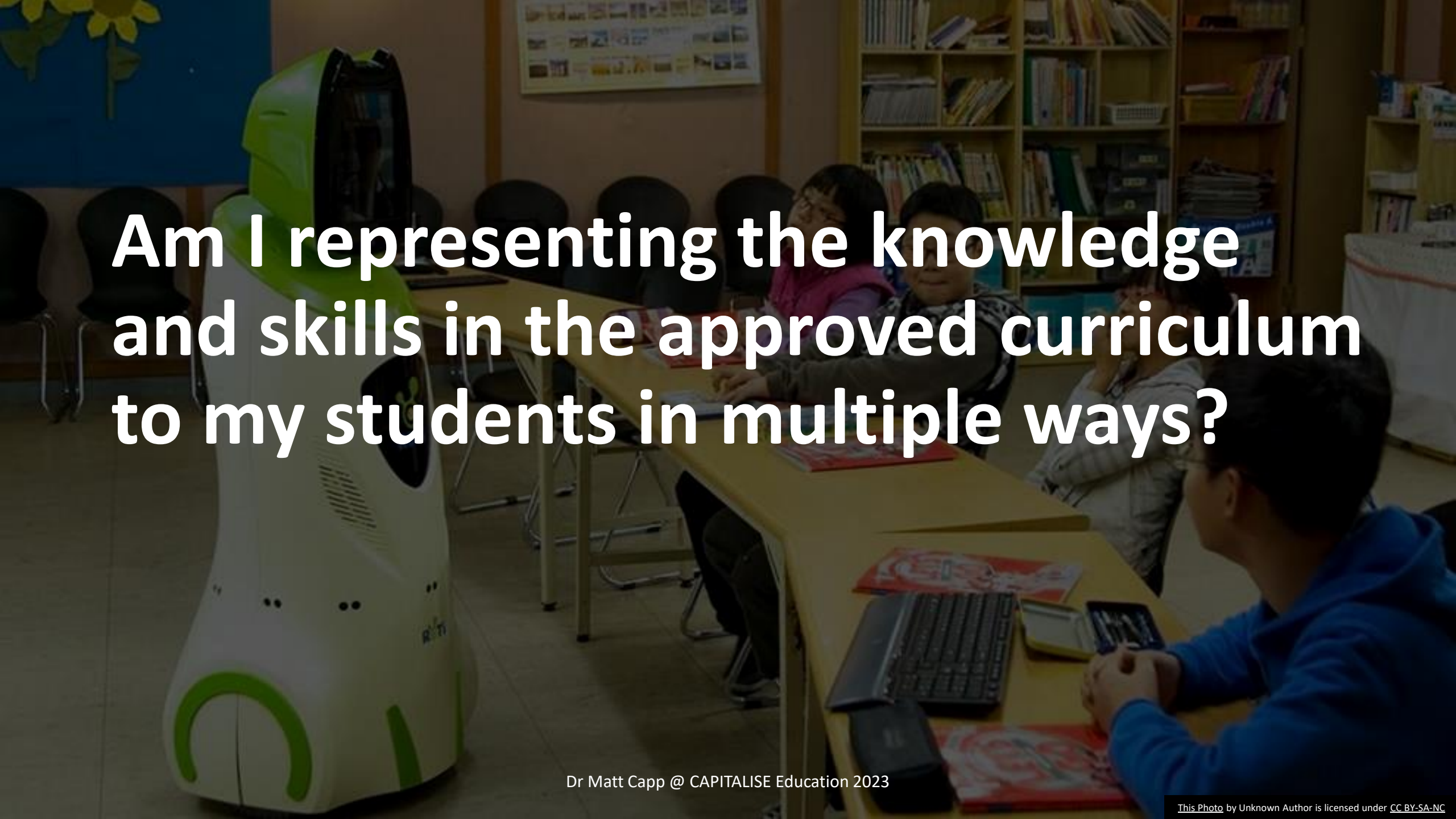
General questions asked during lesson planning

Am I providing my students with multiple ways of engaging with the approved curriculum and the learning process?





In any situation, it will be easier to pay attention to things that are meaningful to you, and harder to pay attention to things that seem meaningless. When you are trying to make yourself do something that lacks meaning, your attention will often slip and slide off it (Hari, 2023).



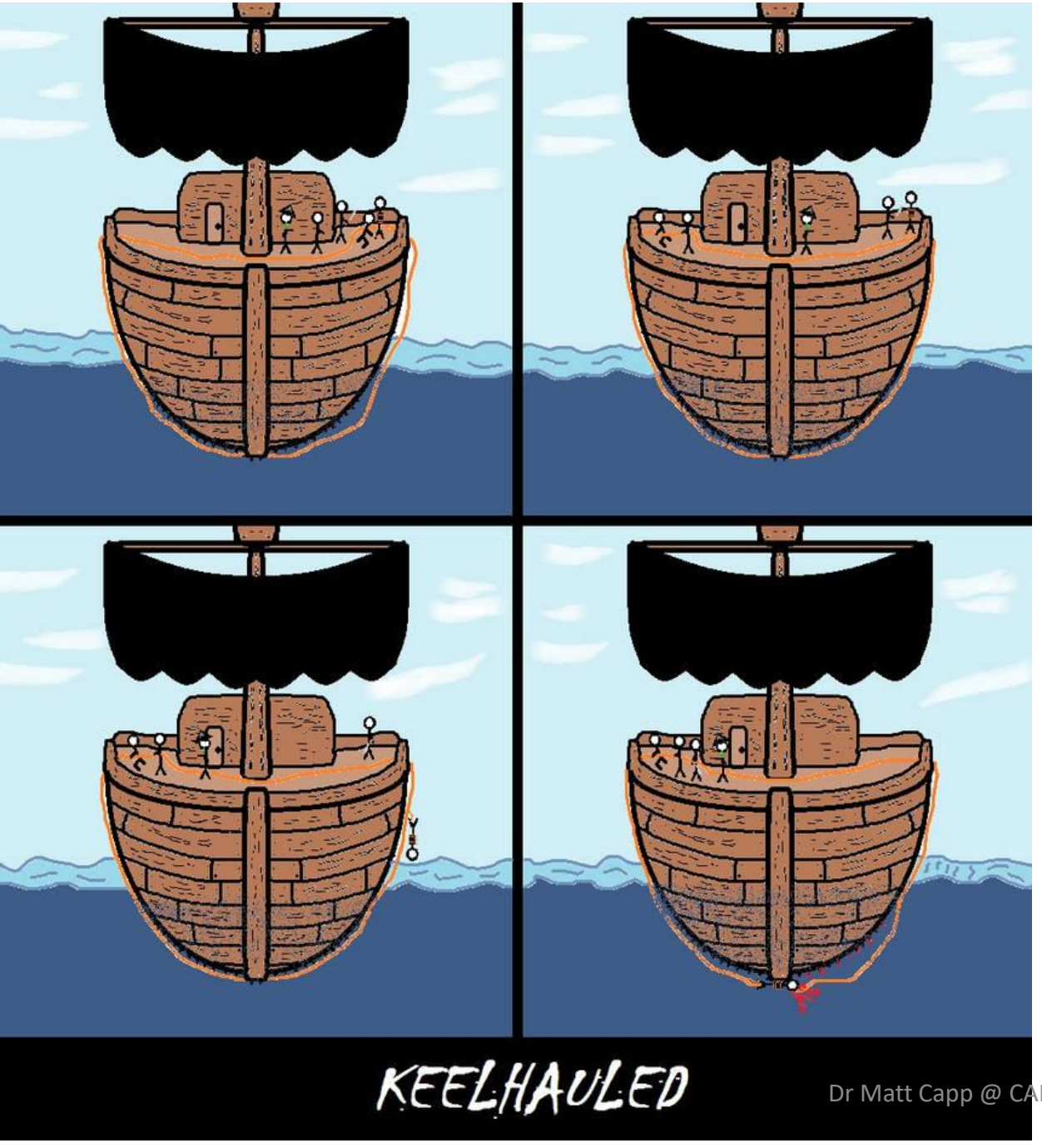
Am I representing the knowledge and skills in the approved curriculum to my students in multiple ways?

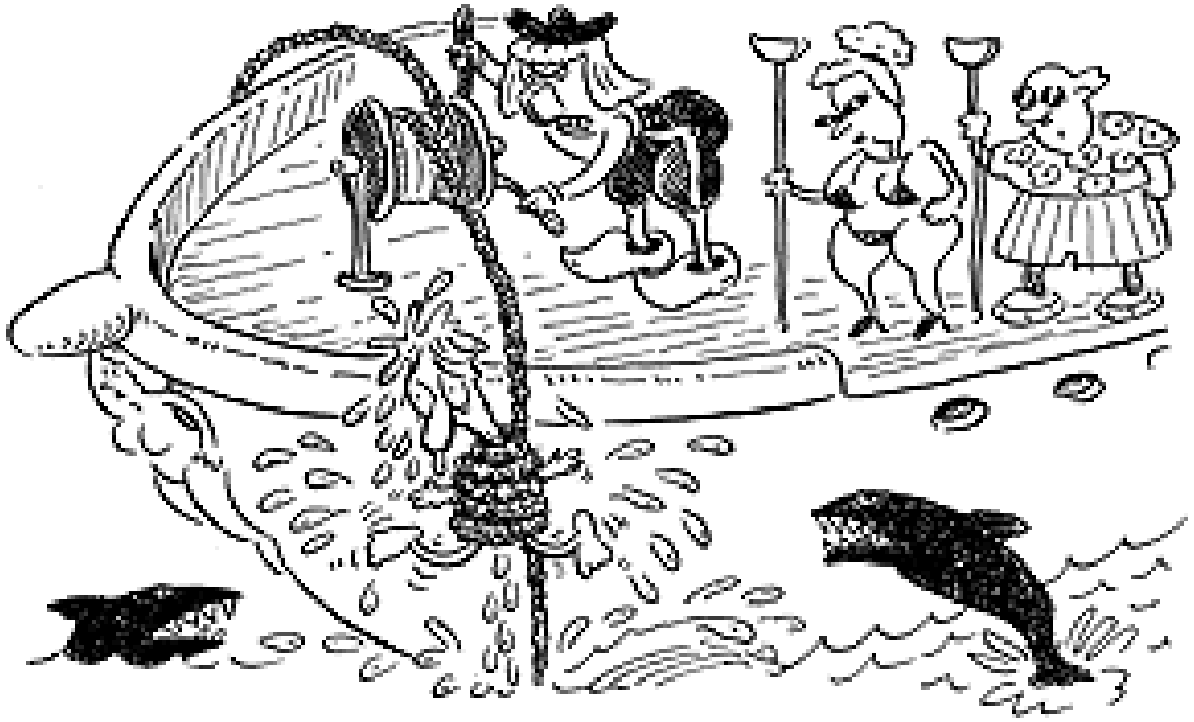
How well do you know the term ‘keelhaul’?

Left – I have no idea what the term means

Middle – I know what the term means but can’t explain it

Right – I know what the term means and can explain it to people


KEELHAULED




cbbc
new

How well do you now understand the term ‘keelhaul’?

Left – I still have no idea what the term means

Middle – I now know what the term means but can’t explain it

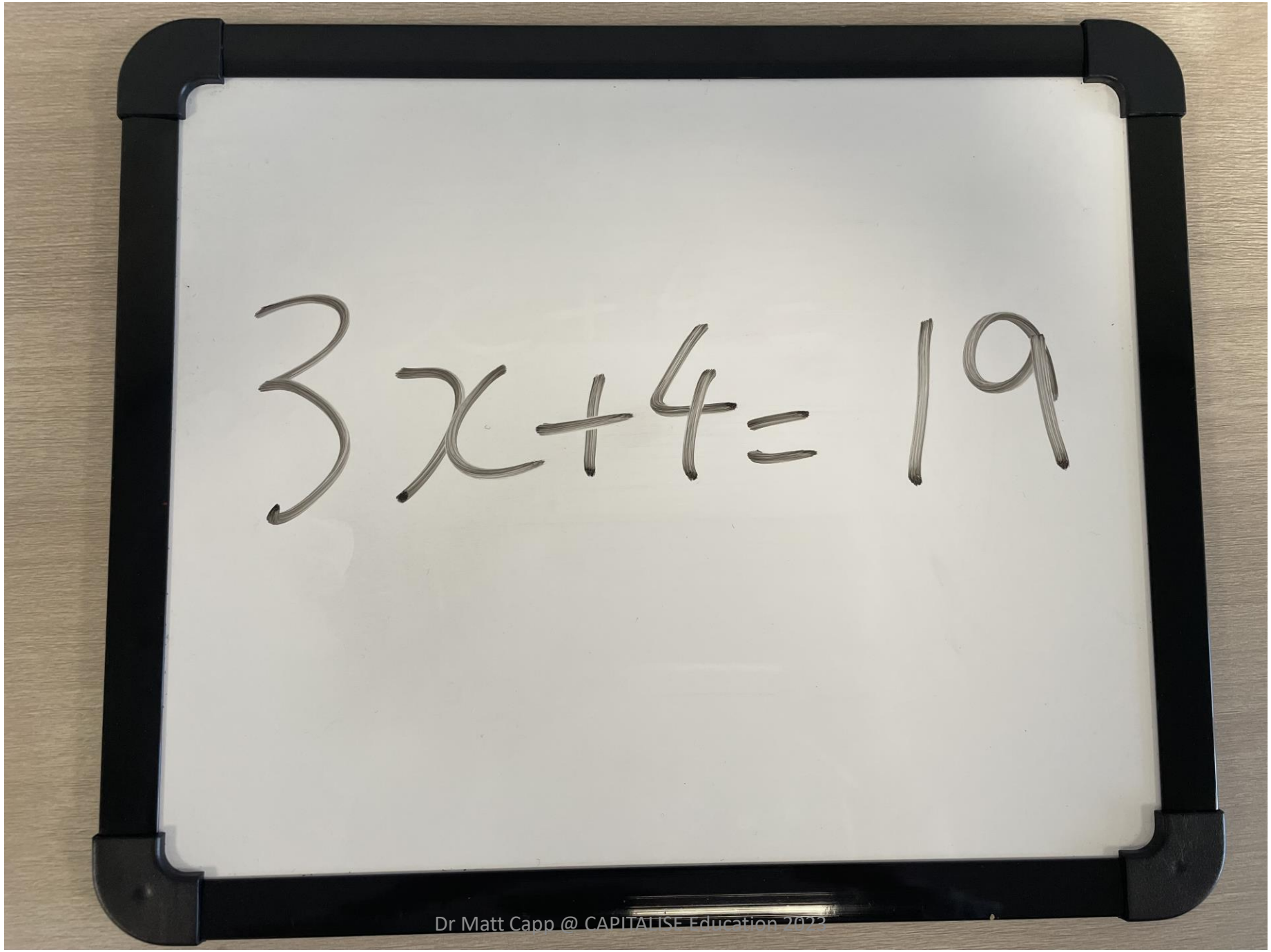
Right – I now know what the term means and can explain it to people

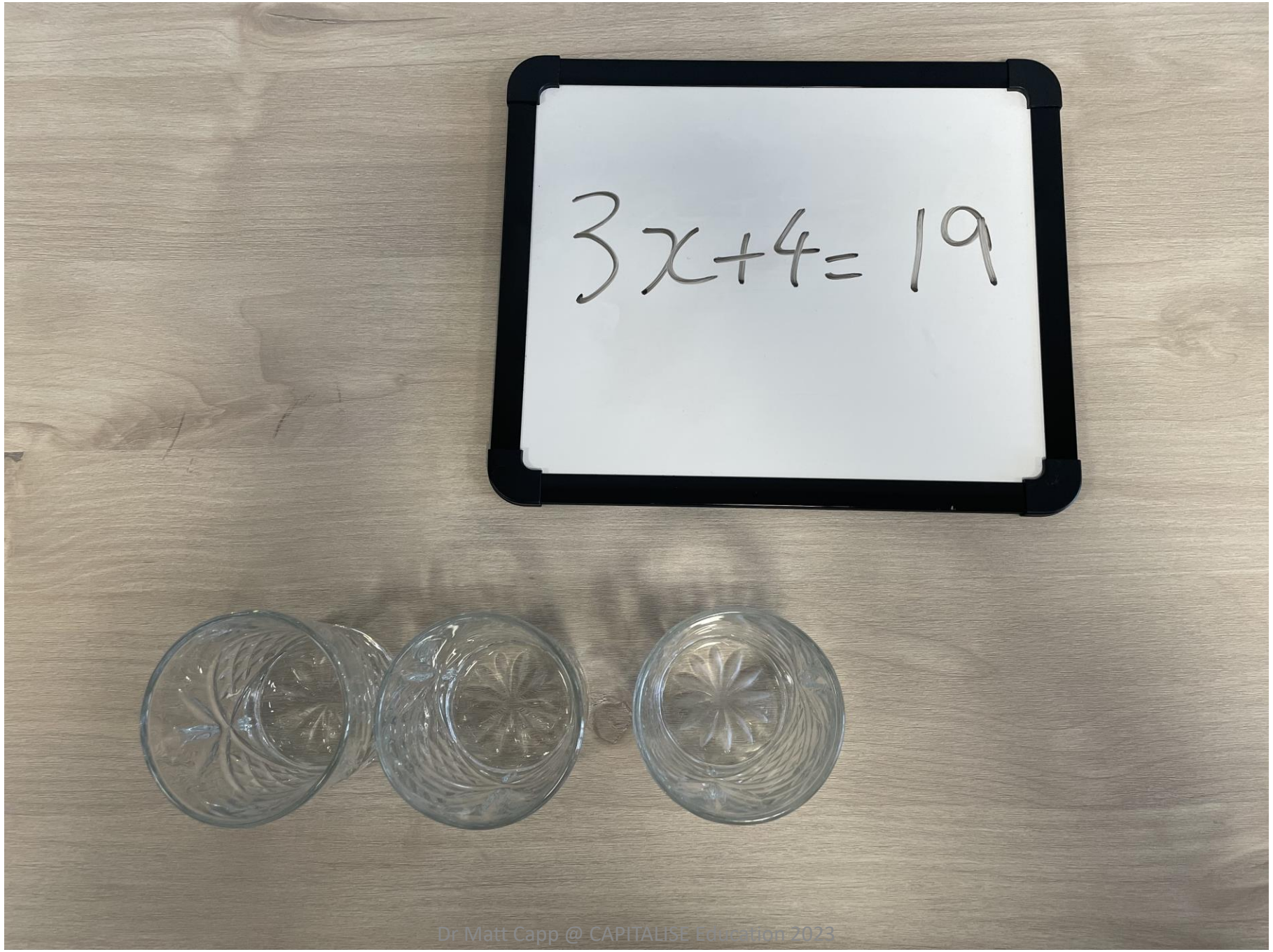
Content Descriptor

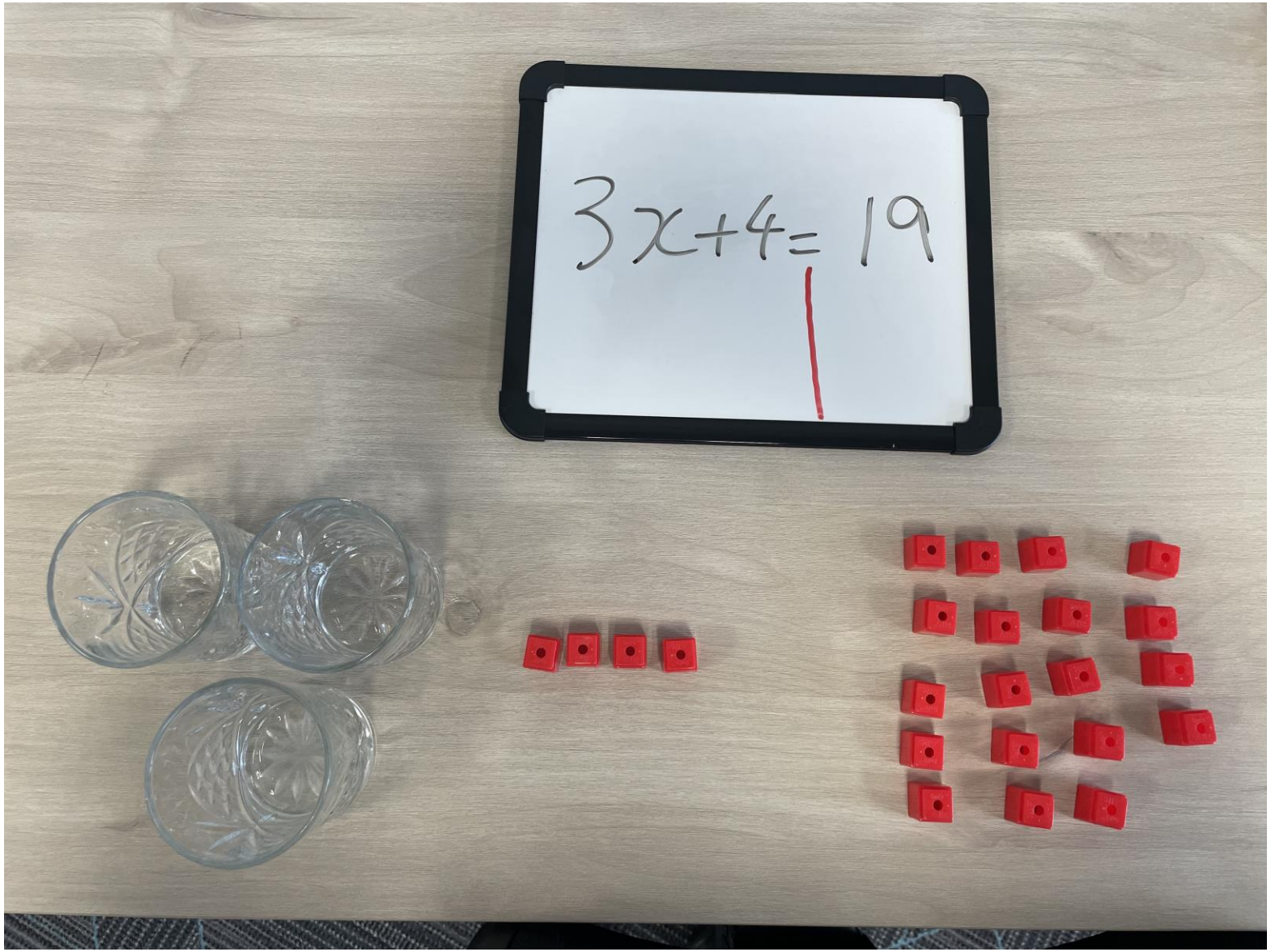
Solve one-variable linear equations with natural number solutions; verify the solution by substitution (AC9M7A03)

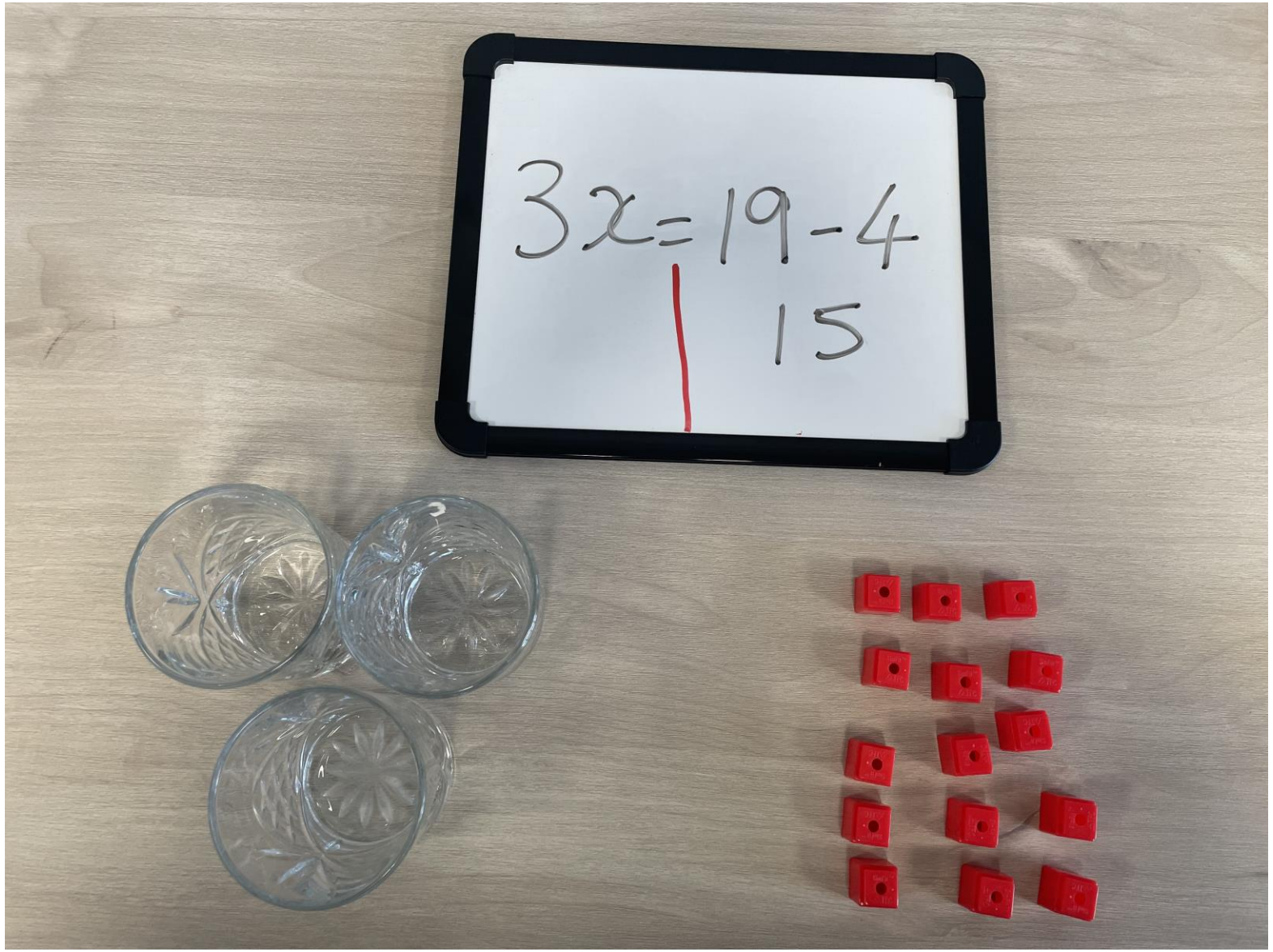
Elaboration (optional)

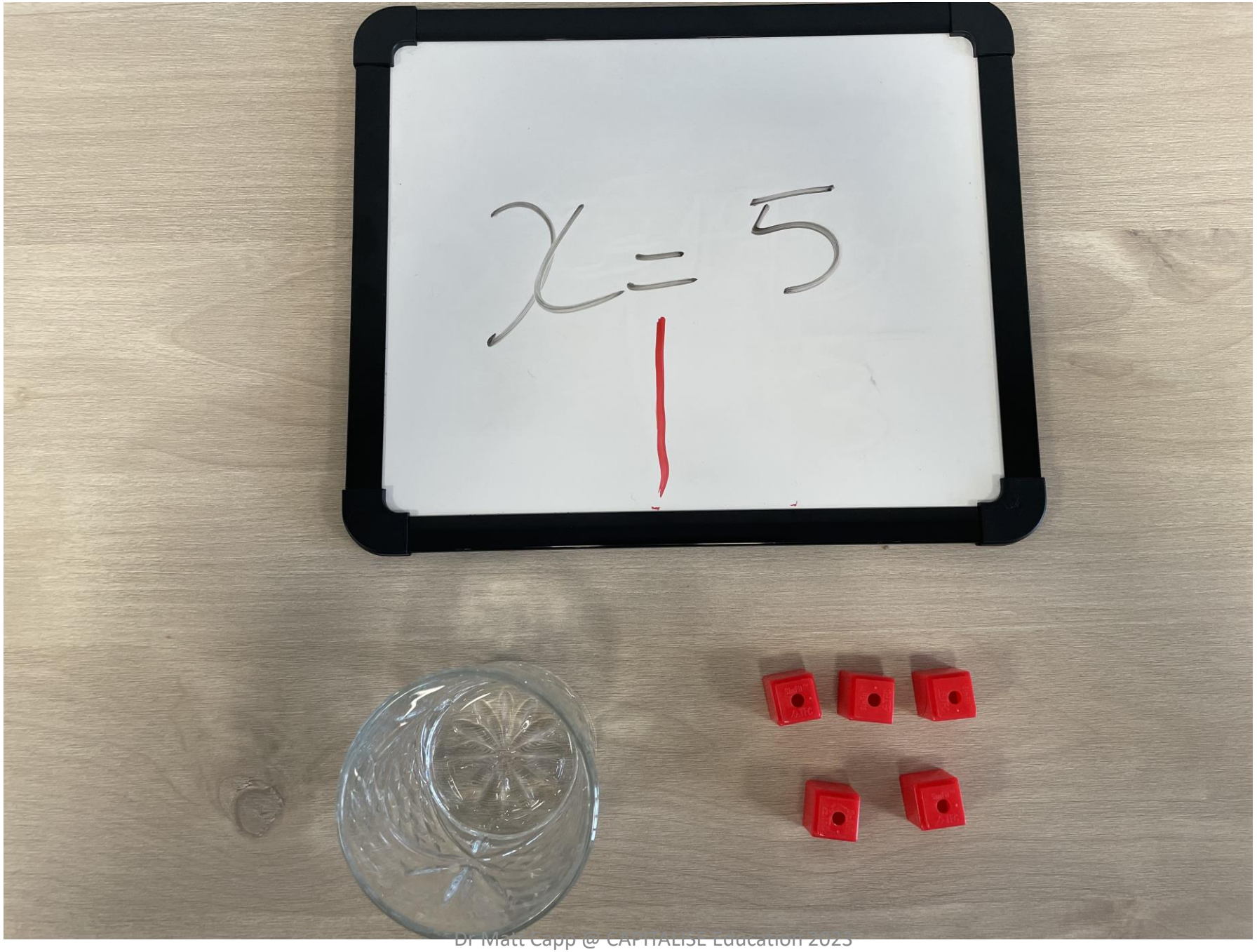
Solving equations using concrete materials, the balance model, and backtracking, explaining the process



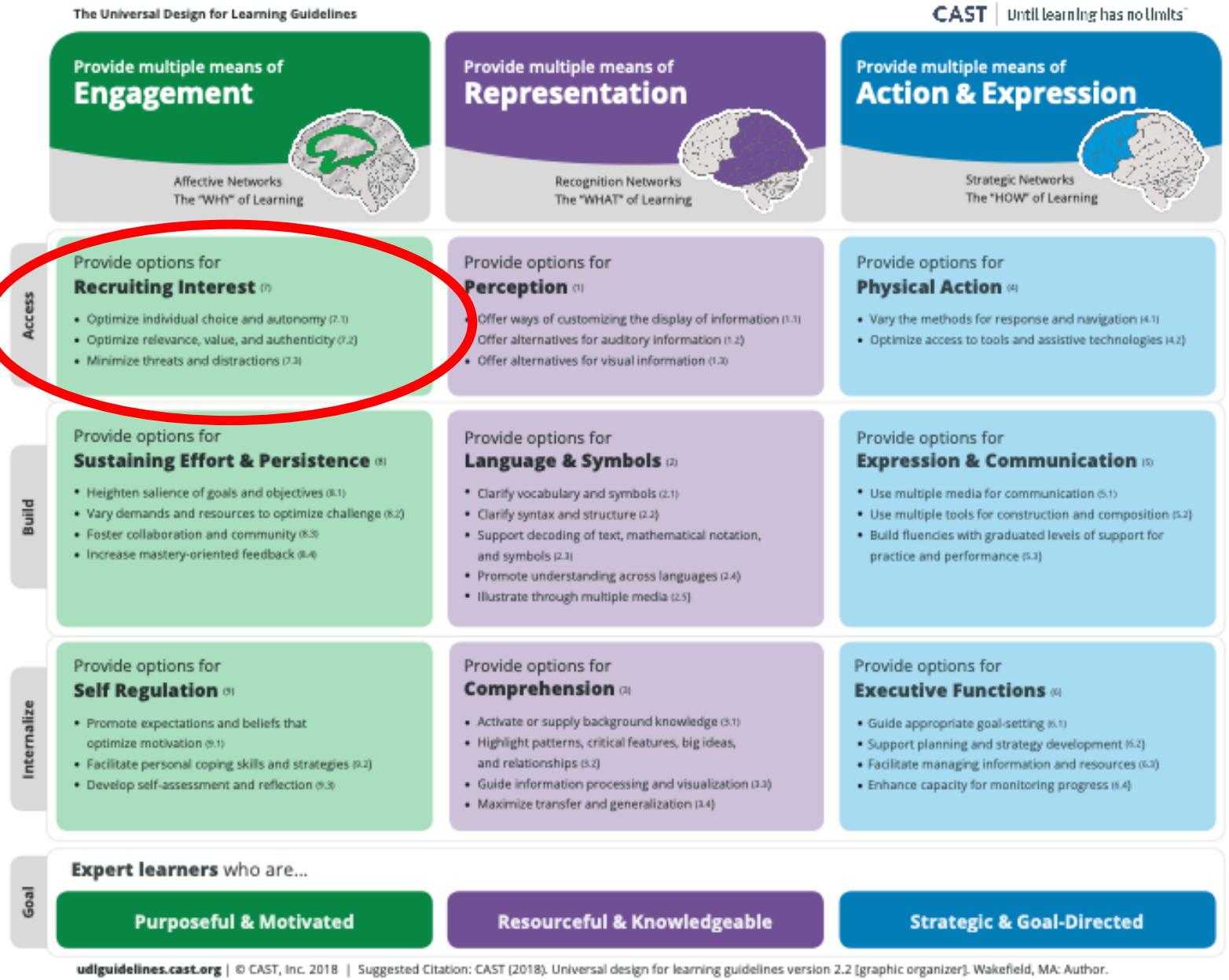



3x+4= 19


3x=19-4
15



Am I allowing my students to provide evidence of learning against the approved curriculum in multiple ways?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Relevant UDL Checkpoint

- Minimize threats and distractions (7.3)

Pedagogical Strategy to be Used

1) Structured task analysis

Definition of Structured Task Analysis

Task Analysis means analysing the sequential micro steps needed to complete an objective and breaking the objective down into those tiny steps. The student then gets taught the steps one by one until they have achieved the entire objective.

Australian Curriculum (Version 8.4) Mathematics

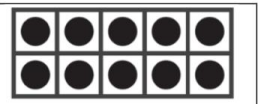
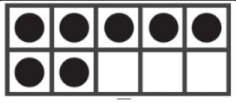
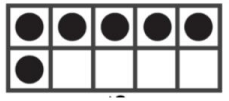
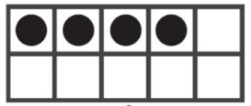
Year 8

Represent events in two-way tables and Venn diagrams and solve related problems (ACMSP292)

Represent =An expression of

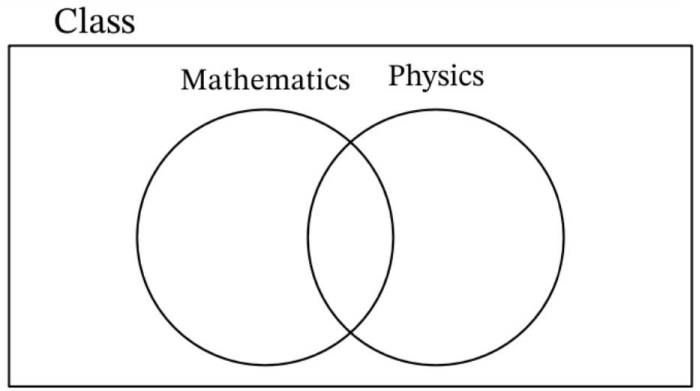
Solve = work out the answer or solution to

Question

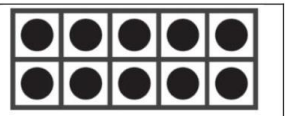
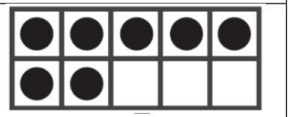
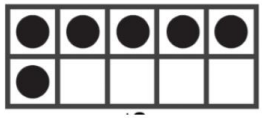
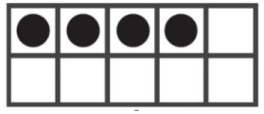
A class contains 10 students		
7 of them like mathematics		
6 like physics		
4 like both		
If a student is chosen at random, using a Venn diagram, find the probability that they like mathematics but not physics.		

Task analysis

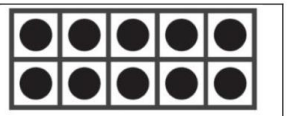
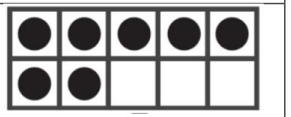
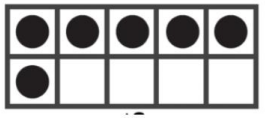
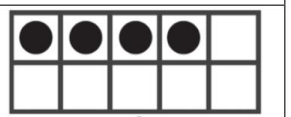
Step 1 - Draw an empty Venn diagram to represent the data



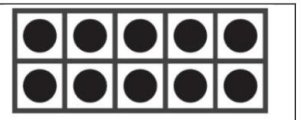
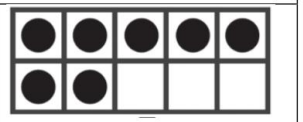
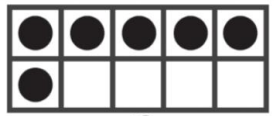
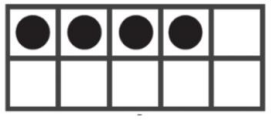
Step 2 - Re-read question, identify first important piece of information and circle with a red circle

A class contains 10 students		
7 of them like math		
6 like physics		
4 like both		
If a student is chosen at random, using a Venn diagram, find the probability that they like mathematics but not physics.		

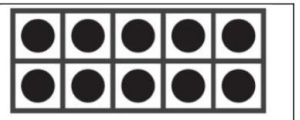
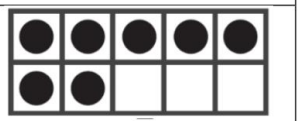
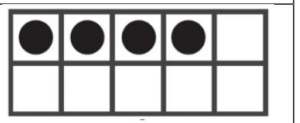
Step 3 - Re-read question, identify second important piece of information and circle with a green circle

A class contains 10 students		
7 of them like math		
6 like physics		
4 like both		
If a student is chosen at random, using a Venn diagram, find the probability that they like mathematics but not physics.		

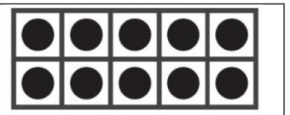
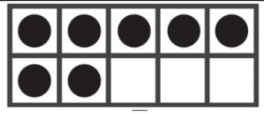
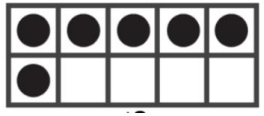
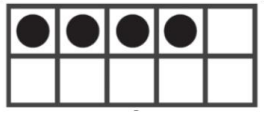
Step 4 - Re-read question, identify third important piece of information and circle with a blue circle

A class contains 10 students		
7 of them like math		
6 like physics		
4 like both		
If a student is chosen at random, using a Venn diagram, find the probability that they like mathematics but not physics.		

Step 5 - Re-read question, identify fourth important piece of information and circle with an orange circle

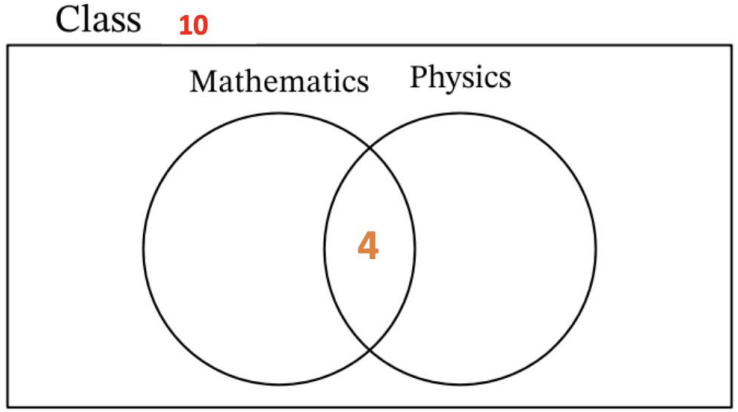
A class contains 10 students		
7 of them like math		
6 like physics		
4 like both		
If a student is chosen at random, using a Venn diagram, find the probability that they like mathematics but not physics.		

Step 6 – Identify important information that can be moved directly across to Venn diagram without any mathematical calculation

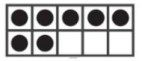
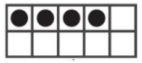
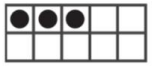
A class contains 10 students		
7 of them like math		
6 like physics		
4 like both		

Can be moved directly across

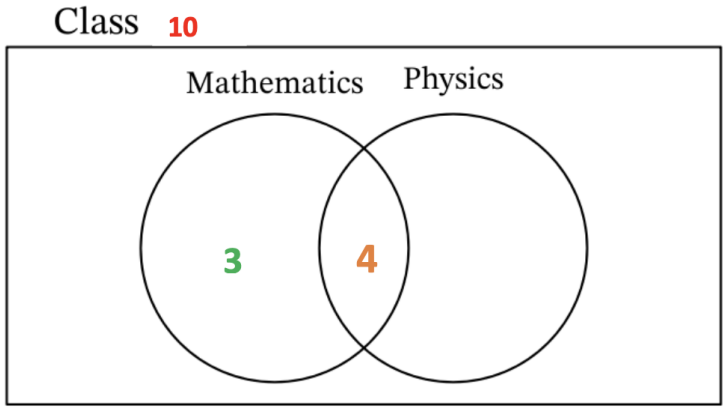
Step 7 – Move information directly across to Venn diagram



Step 8 – Calculate first piece of unknown information

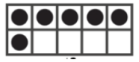
Number students who like only Math	=	Number of students who like Math	-	Number students who like both
Number students who like only Math	=	7	-	4
				
Number students who like only Math	=	3		
				

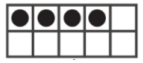
Step 9 – Add known information to Venn diagram



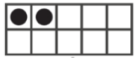
Step 10 – Calculate second piece of unknown information

Number students who like only Physics	=	Number of students who like Physics	-	Number students who like both
Number students who like only Physics	=	6	-	4

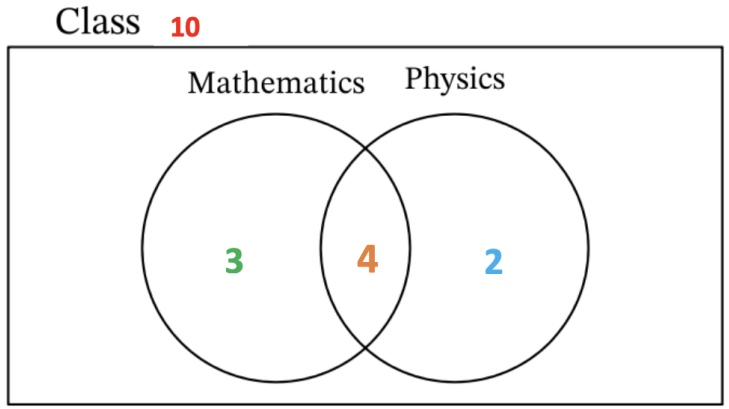




Number students who like only Physics	=	2



Step 11 – Add known information to Venn diagram

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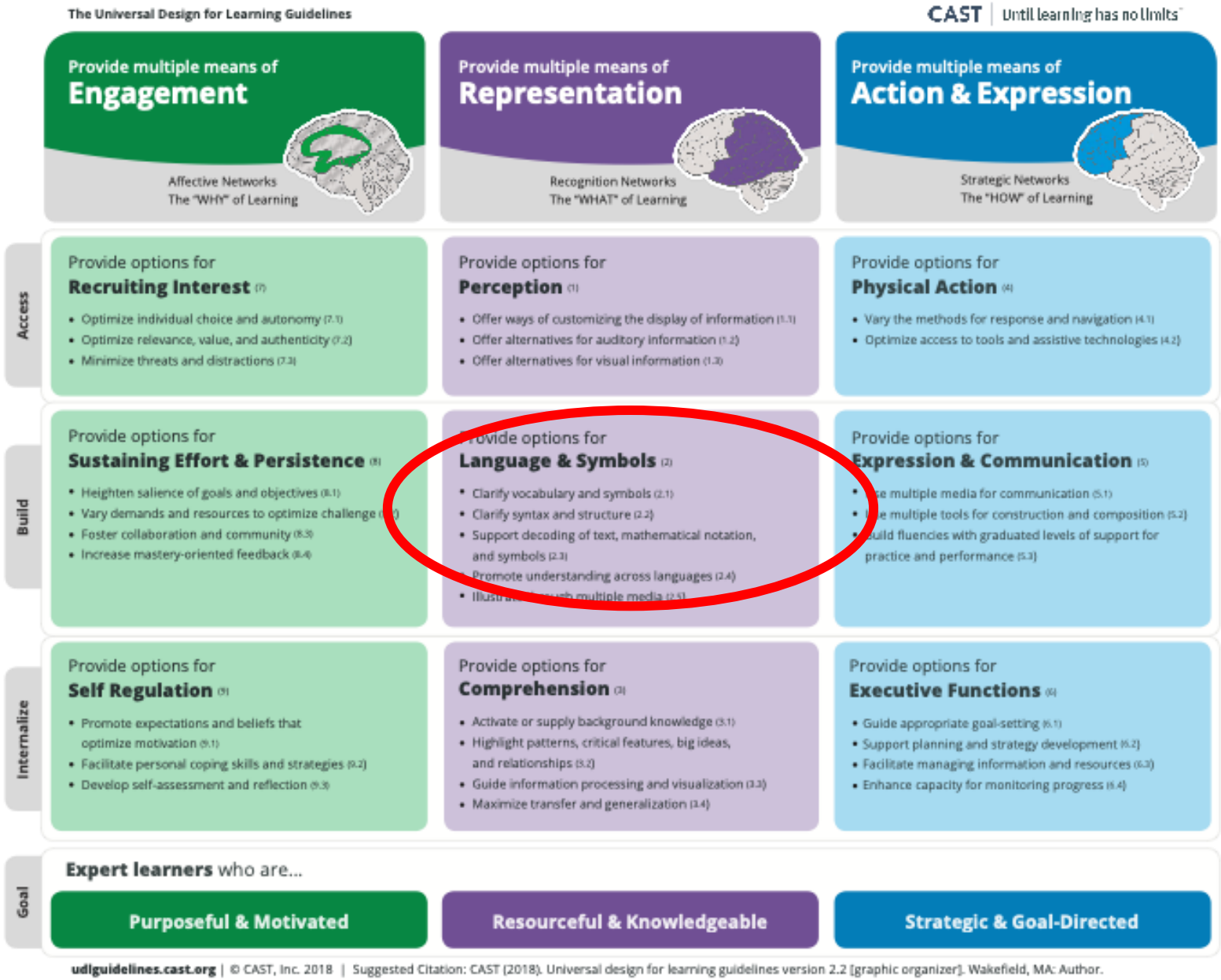
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O'Reilly et al. (2019) explored the relationship between background knowledge & comprehension skills. Students with limited topic relevant knowledge demonstrated low-level comprehension skills, compared with students who had it.

Andra et al. (2020) explored the impact of using physical gestures and visual images to support verbal instruction of vocabulary.

Compared with verbal instruction alone, the usage of both gestures and pictures enhanced children's learning over long timescales.

Relevant UDL Checkpoints

- Clarify vocabulary and symbols (2.1)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Illustrate through multiple media (2.5)

Pedagogical Strategies to be Used

1) Functional grammar
2) Highlight terminology not known
3) Frayer Models

Deforestation or **forest clearance** is the removal of a forest or stand of trees from land that is then converted to non-forest use. Deforestation can involve conversion of forest land to farms, ranches, or urban use. The most concentrated deforestation occurs in tropical rainforests.

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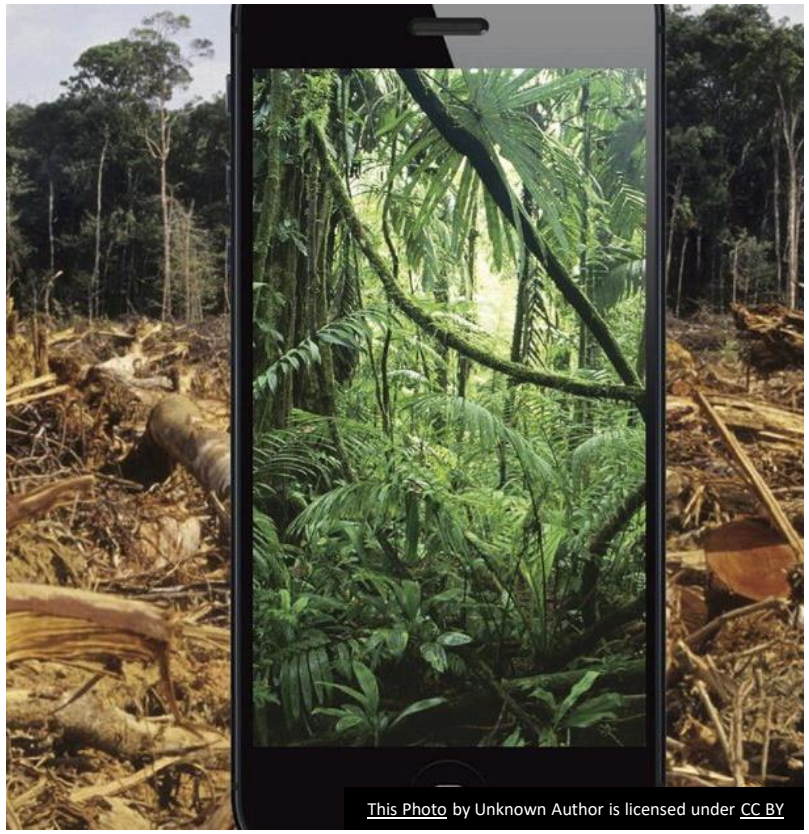

Deforestation

Definition

Characteristics

Word

Deforestation

Examples

Non-examples

Definition

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Deforestation is **the clearing, or cutting down, of forests**.

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Australian Curriculum (Version 8.4) Science

Year 9 and 10

Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies (ACSIS169 - Scootle). Critically analyse the validity of information in primary and secondary sources and evaluate the approaches used to solve problems (ACSIS206 - Scootle). Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data (ACSIS205 - Scootle)

Analyse = To *examine* and break down information into parts, make inferences and find evidence to support generalisations, to find meaning or relationships and *identify* patterns, similarities and differences.

Critically analyse = To *analyse* an issue, information or data to form a judgement. It can involve asking questions, identifying problems and solutions, applying knowledge, stating an argument and supporting it with evidence, or making comparisons and evaluating.

Validity = An extent to which tests measure what was intended; an extent to which *data*, inferences and actions produced from tests and other processes are accurate.

Evaluate = To *examine (determine the nature or condition of something)* and judge the merit, significance or value of something.

Identify = To *recognise (to be aware of and make connections)* or name someone or something.

Describe = To give an account of characteristics or features.

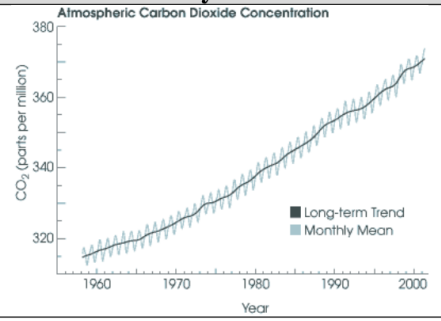
Step 1 Explore data from the three studies

Study 1 data

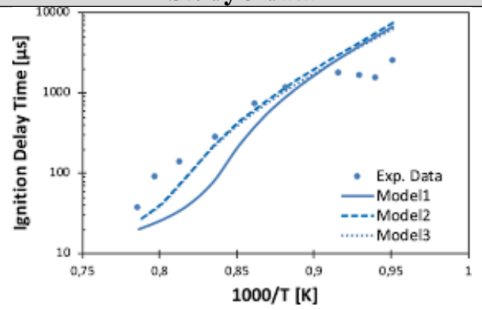
Table 1: Salt Concentration and Light Transmittance

Salt Concentration (%)	Transmittance (%T)				
	Trial #1	Trial #2	Trial #3	Trial #4	Trial #5
0	77.23	74.50	64.88	75.27	54.66
3	85.23	92.82	78.91	60.71	57.96
6	88.39	100.05	73.66	66.51	64.54
9	80.71	100.05	68.29	64.91	52.96
12	82.66	117.18	71.01	56.91	46.95
15	72.55	115.40	65.72	66.03	55.38

Study 2 data



Study 3 data



Step 2 Circle patterns and trends in the data (patterns in orange, trends in green)

Study 1 data	Study 2 data	Study 3 data

Table 1: Salt Concentration and Light Transmittance

Salt Concentration (%)	Transmittance (%T)				
	Trial #1	Trial #2	Trial #3	Trial #4	Trial #5
0	[illegible]	74.50	64.88	[illegible]	[illegible]
3	85.23	92.82	78.91	60.71	57.96
6	88.39	100.05	73.66	66.51	64.54
9	80.71	100.05	68.29	[illegible]	52.96
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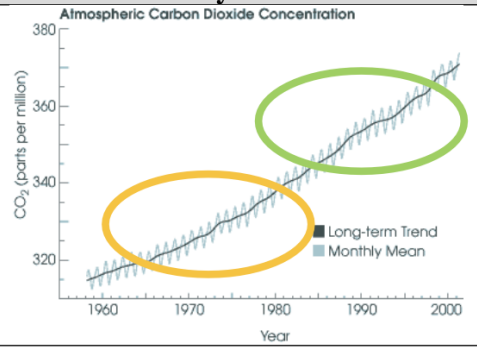
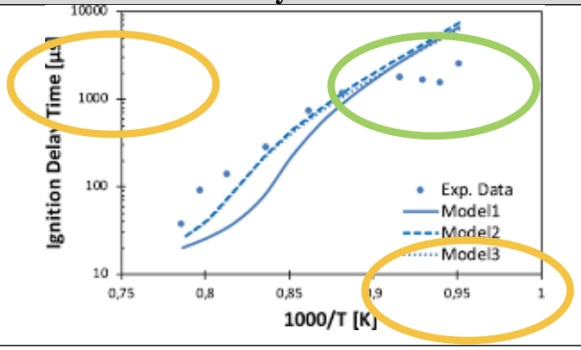
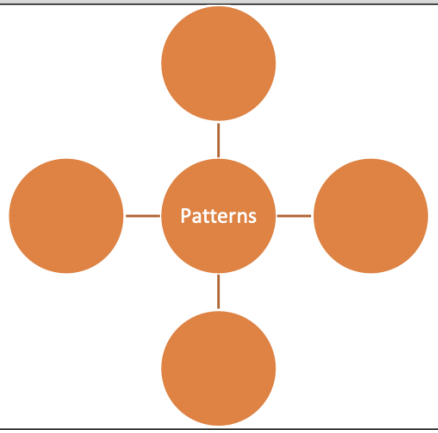
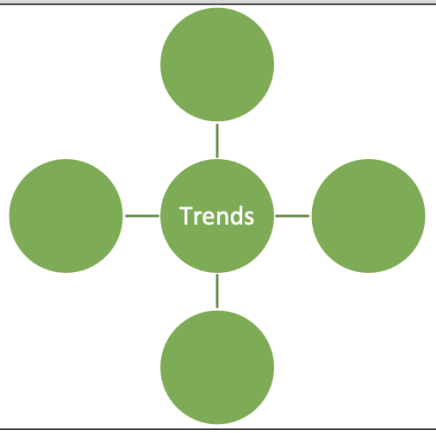




Step 3 Add patterns and trends from step 2 to relevant mind map

Patterns	Trends



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Wang et al. (2021) explored the effects of filled-in graphic organizers & interactive graphic organizers on middle school learning outcomes. Results showed that compared to the text-only group, both graphic organizer groups performed better on retention & comprehension tests; spent less time fixating on the text area & more time on the graphic organizers area; & reported more learning satisfaction & less perceived difficulty. The interactive graphic organizers encouraged them to engage in more integrative cognitive processes, achieve deeper learning outcomes, & have better learning experiences.

Relevant UDL Checkpoints

- Activate or supply background knowledge (Checkpoint 3.1)
- Highlight patterns, critical features, big ideas, and relationships (Checkpoint 3.2)
- Guide information processing and visualization (Checkpoint 3.3)

Pedagogical strategies to be used

1) Mind mapping
2) Venn Diagram

Australian Curriculum (Version 8.4) History Year 8

They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions.

Analyse = To *examine* and break down information into parts, make inferences and find evidence to support generalisations, to find meaning or relationships and *identify* patterns, similarities and differences.

Select = To choose in preference to another or others.

Organise = To form as or into a whole consisting of a sequence or interdependent parts.

Step 1 Break down inquiry question into key themes (these will constitute basis of analysis)

Inquiry question = How have crime and punishment changed and stayed the same since medieval times in Europe?

Medieval Europe crime

Contemporary crime

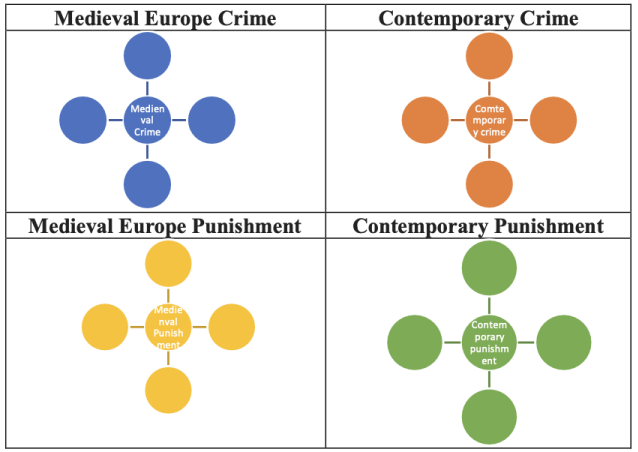
Medieval Europe punishment

Contemporary punishment

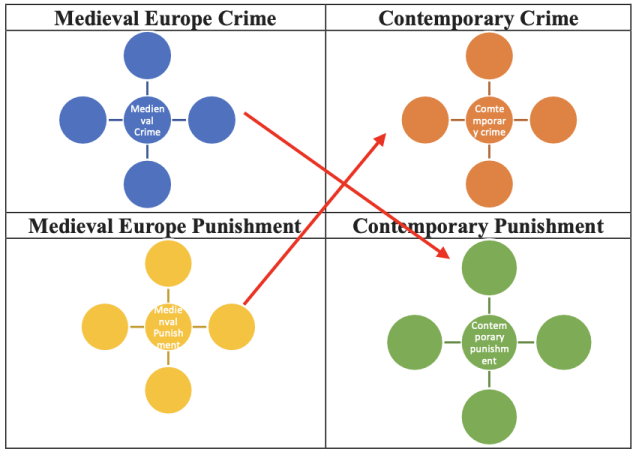
Step 2 Explore primary and secondary sources related to crime and punishment in Medieval Europe and contemporary society

Step 3 Circle elements of crime and punishment shown in primary and secondary sources

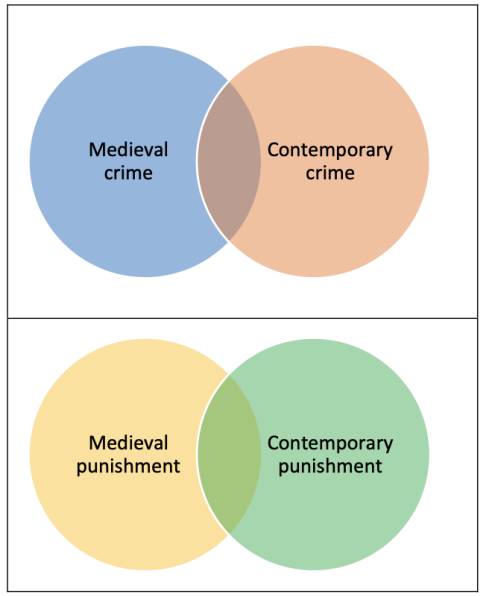
Step 4 Add the information from Step 3 to the relevant mind map



Step 5 Draw connections between ideas in mind map



Step 6 Add ideas to relevant Venn diagram



Step 7 Select relevant ideas from Venn Diagrams to answer inquiry question

Step 8 Organise ideas into framework to answer inquiry question

‘

Topic sentence (my answer to inquiry question)	
Key ideas in crime and punishment (connections identified in Step 5)	
Similarities between Medieval Europe and contemporary society (Step 6)	
Differences between Medieval Europe and contemporary society (Step 6)	
Summary of response	

Step 9 write up answer to inquiry question using planning from Step 8. This can be done through a scribe, handwriting, speech-to-text, typing (including spell check and grammar check).

Write = Plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses.

Topic sentence (my answer to inquiry question)	
Key ideas in crime and punishment (connections identified in Step 5)	
Similarities between Medieval Europe and contemporary society (Step 6)	
Differences between Medieval Europe and contemporary society (Step 6)	
Summary of response	

Australian Curriculum (Version 8.4) Design and Technology

Year 9

Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment (ACTDEK034)

Analyse = To *examine* and break down information into parts, make inferences and find evidence to support generalisations, to find meaning or relationships and *identify* patterns, similarities and differences.

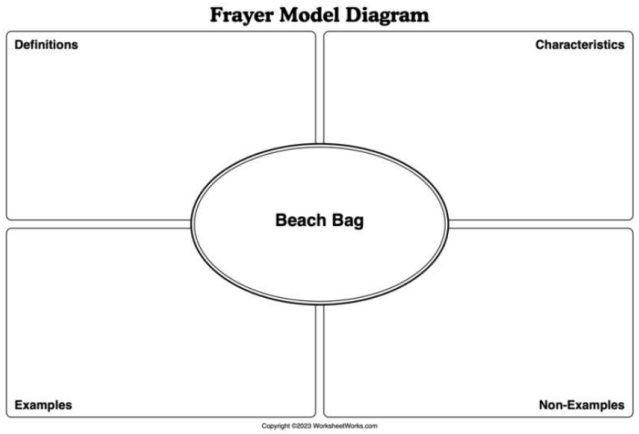
Select = To choose in preference to another or others.

Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions (ACTDEP037)

Select = To choose in preference to another or others

Justify = To show how an argument or conclusion is right or reasonable.

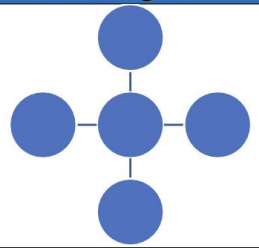
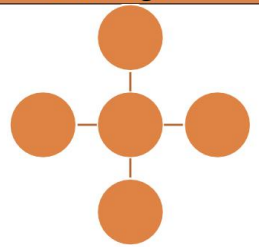
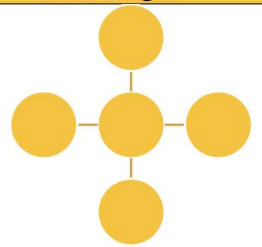
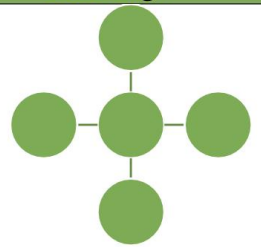
Step 1 Collaboratively develop a Frayer Model Diagram for a Beach Bag with students



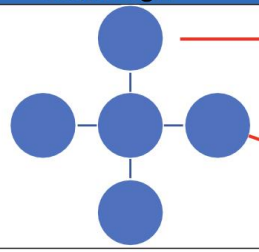
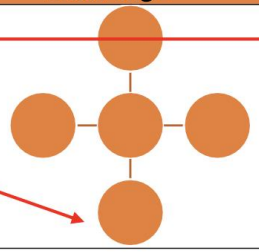
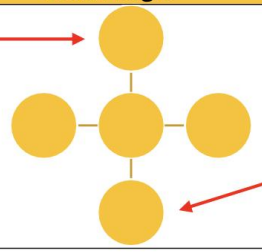
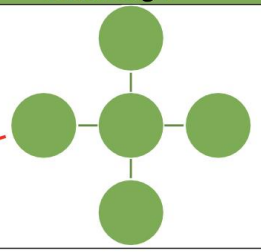
Step 2 Look at examples of beach bags

Beach Bag 1	Beach Bag 2	Beach Bag 3	Beach Bag 4
			

Step 3 Complete mind maps for characteristics, materials and components, tools and equipment of each Beach Bag seen in the images in Step 2

Beach Bag 1	Beach Bag 2	Beach Bag 3	Beach Bag 4
			

Step 4 Draw connections between characteristics, materials and components, tools and equipment in each mind map

Beach Bag 1	Beach Bag 2	Beach Bag 3	Beach Bag 4
			

Step 5 Develop Venn Diagrams of similarities and differences between four Beach Bags for characteristics, materials and components, tools, and equipment

Characteristics	Materials and components
	
Tools	**Equipment**
	

Step 6 Select the characteristics of my Beach Bag

My beach bag will have the following characteristics:

- _____
- _____
- _____
- _____
- _____

Step 7 Justify my choice of materials and components, tools and equipment

	The materials I will use in my beach bag	Why will they make an effective beach bag?
Materials and components		

	The tools and equipment I will use in creating my Beach Bag	Why will they make an effective beach bag?	How will they ensure that the Beach Bag is safely made?
Tools			
Equipment			

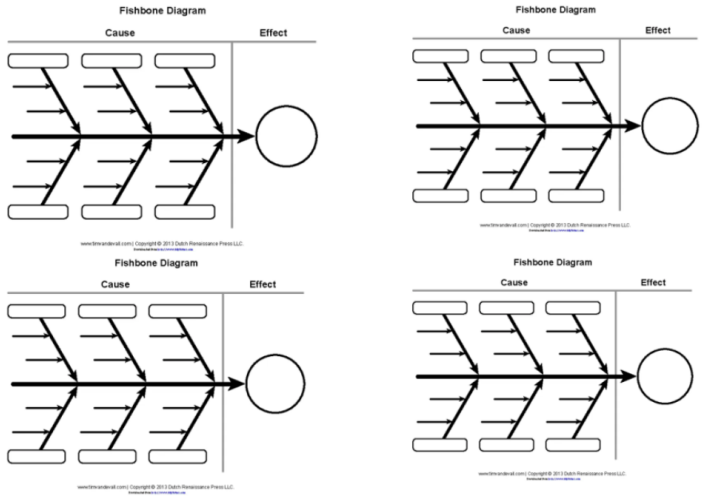
Australian Curriculum (Version 8.4) History Year 9

Students analyse the causes and effects of events and developments and make judgements about their importance

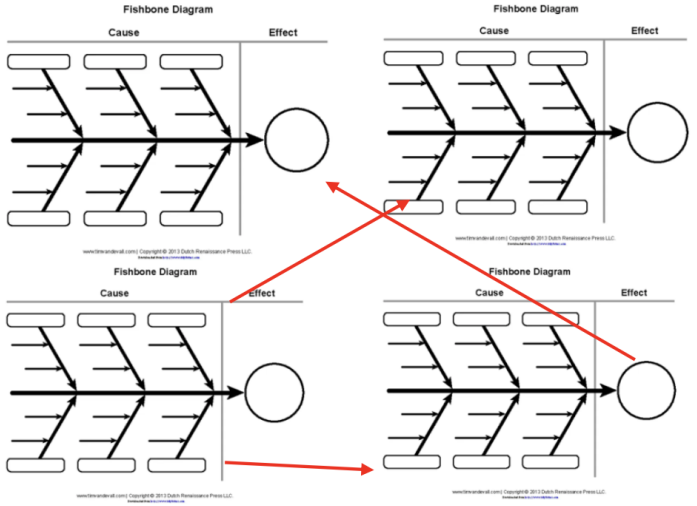
Analyse = To *examine* and break down information into parts, make inferences and find evidence to support generalisations, to find meaning or relationships and *identify* patterns, similarities and differences.

Judge = form an opinion or conclusion about

Step 1 – Break down information on causes and effects into parts (create Fishbone Diagrams)



Step 2 – Find relationships and patterns between causes and effects (Draw connections between information in Fishbone Diagrams with arrows)



Step 3 – Find similarities and differences (Create Venn Diagrams on causes and effect)

Step 4 – Make judgments about importance (complete tables)

Cause	How important was the cause in relation to the historical event?	Why?

Effect	How important was the effect of the historical event?	Why?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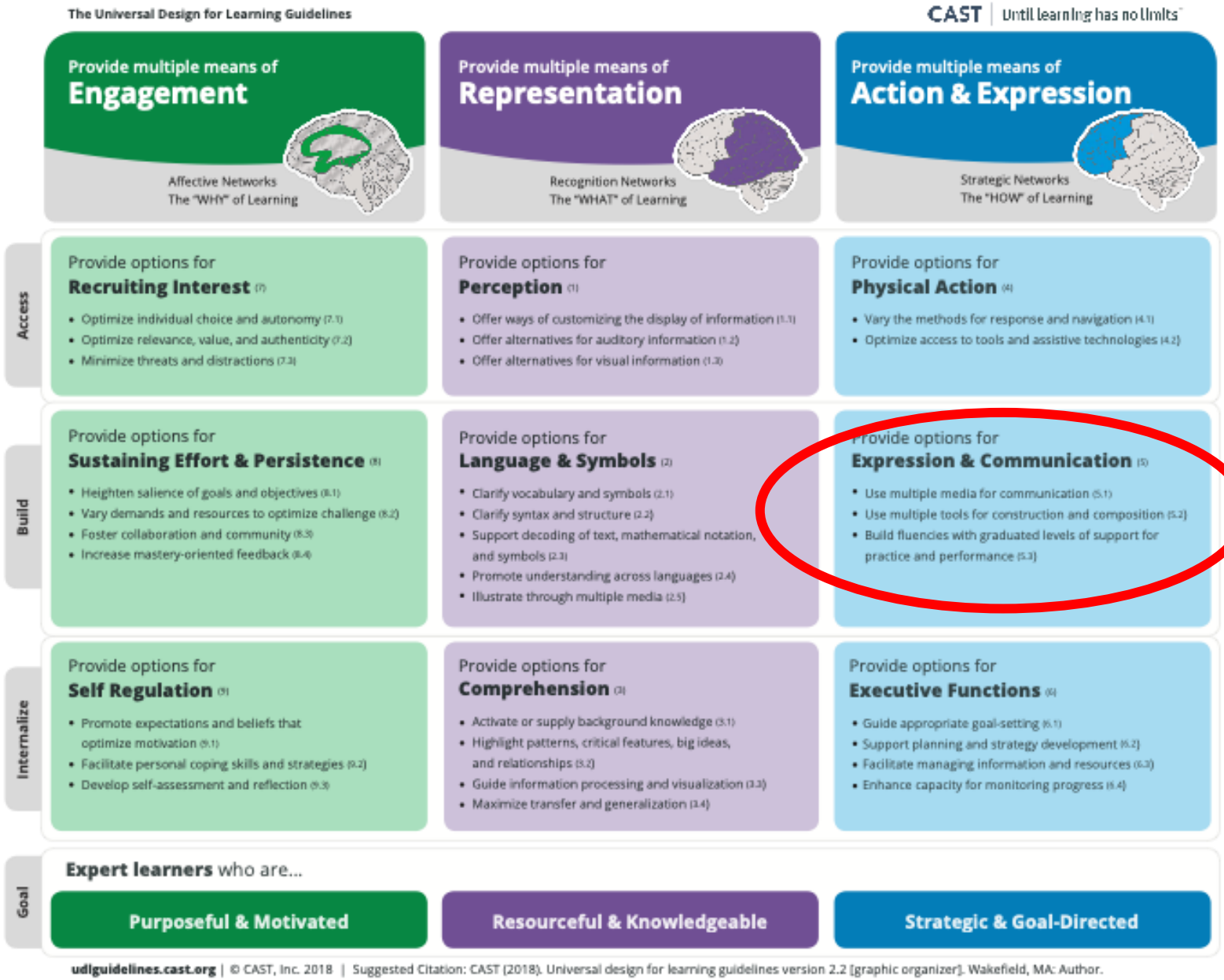
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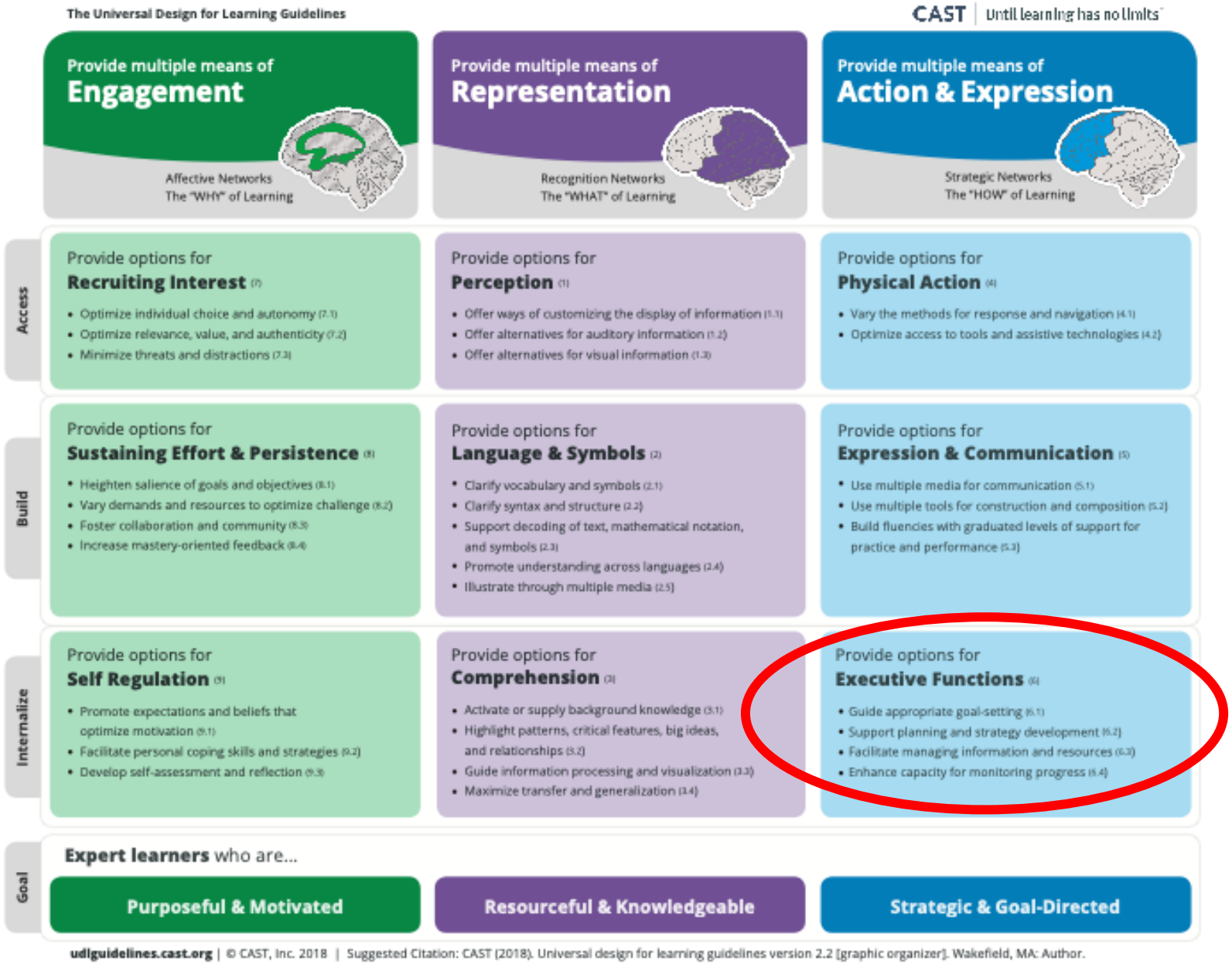
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Representation
Recognition Networks
The "WHAT" of Learning
Provide multiple means of
Action & Expression
Strategic Networks
The "HOW" of Learning
Access
Provide options for
Recruiting Interest (7)
• Optimize individual choice and autonomy (7.1)
• Optimize relevance, value, and authenticity (7.2)
• Minimize threats and distractions (7.3)
Provide options for
Perception (1)
• Offer ways of customizing the display of information (1.1)
• Offer alternatives for auditory information (1.2)
• Offer alternatives for visual information (1.3)
Provide options for
Physical Action (4)
• Vary the methods for response and navigation (4.1)
• Optimize access to tools and assistive technologies (4.2)
Build
Provide options for
Sustaining Effort & Persistence (8)
• Heighten salience of goals and objectives (8.1)
• Vary demands and resources to optimize challenge (8.2)
• Foster collaboration and community (8.3)
• Increase mastery-oriented feedback (8.4)
Provide options for
Language & Symbols (2)
• Clarify vocabulary and symbols (2.1)
• Clarify syntax and structure (2.2)
• Support decoding of text, mathematical notation, and symbols (2.3)
• Promote understanding across languages (2.4)
• Illustrate through multiple media (2.5)
Provide options for
Expression & Communication (5)
• Use multiple media for communication (5.1)
• Use multiple tools for construction and composition (5.2)
• Build fluencies with graduated levels of support for practice and performance (5.3)
Internalize
Provide options for
Self Regulation (9)
• Promote expectations and beliefs that optimize motivation (9.1)
• Facilitate personal coping skills and strategies (9.2)
• Develop self-assessment and reflection (9.3)
Provide options for
Comprehension (3)
• Activate or supply background knowledge (3.1)
• Highlight patterns, critical features, big ideas, and relationships (3.2)
• Guide information processing and visualization (3.3)
• Maximize transfer and generalization (3.4)
Provide options for
Executive Functions (6)
• Guide appropriate goal-setting (6.1)
• Support planning and strategy development (6.2)
• Facilitate managing information and resources (6.3)
• Enhance capacity for monitoring progress (6.4)
Goal
Expert learners who are...
Purposeful & Motivated
Resourceful & Knowledgeable
Strategic & Goal-Directed
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Year 10

Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources.

Topic sentence (my historical argument)	
Account of characteristics or features	
Additional information to demonstrate understanding, application or reasoning	
Historical evidence to support my argument	
Other possible alternative arguments and why they are not as feasible	

Success checklist

Must Include	
My point of view	
Historical knowledge	
Historical concepts	
Historical terms	
Combination of primary source evidence and secondary source evidence to support argument	
Other possible historical argument(s)	

How can I create my work?	
A scribe	
Handwriting	
Speech-to-text software	
Typing (using grammar and spell check)	

Does your text have a combination of the following language features, grammar, and punctuation?					
Language features		***Grammar***		***Punctuation***	
Taxonomies	✓✕	subordinate clauses embedded within noun groups/phrases	✓✕	Capital letters for names	✓✕
Cause and effect	✓✕	Modal verbs,	✓✕	Capital letters to start a sentence	✓✕
Extended metaphors	✓✕	Modal adverbs	✓✕	Full stops to conclude a sentence	✓✕
Overview	✓✕	Modal adjectives	✓✕	Question marks	✓✕
Initial paragraph	✓✕	Modal nouns	✓✕	Explanation marks	✓✕
concluding paragraph	✓✕	Abstract nouns	✓✕	Capital letters for proper nouns	✓✕
topic sentences	✓✕	Classification	✓✕	Commas for lists	✓✕
		Description	✓✕	Apostrophes for contractions in informal language	✓✕
		Generalisation	✓✕	Quotation marks for titles and direct speech	✓✕
				Apostrophes show possessiveness in proper and common nouns	✓✕
				Commas separate clauses	✓✕
				Punctuation in complex sentences with prepositional phrases and embedded clauses	✓✕

Common characteristics	Strengths	Functional impacts	UDL checkpoints	Strategies

Student characteristics	Student strengths	Student functional impacts (Barrier to learning)	UDL Checkpoints	Strategies
Variable levels of literacy	• Good memory • Good verbal skills • Good visual literacy	• Poor vocabulary • Difficulties with reading (MC) • Difficulties with comprehension • Anxiety • Difficulties showing what I know	• Use multiple modes of communication • Clarify vocabulary	• Immersive reader • Speech to text • Typic with predictive text and spell check • Scribe • Frayer models • Mind maps, Venn diagrams, T-Charts etc
Variable levels of engagement	• Creativity • Problem solving skills	• Attendance is low • Behavioural problems • Miss instructions • Miss content • Anxiety	• Relevance, value and authenticity • Minimise threats and distractions	• Structured task analysis • Film teacher model and send to students • Connect Content Descriptions and Achievement Standards to students' interests • Write instructions on whiteboard with visuals • Frayer models

Barrier 3

A teacher believing, he/she is implementing inclusive practice but doing something else within the classroom

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We are giving away 1 free full-day face-to-face Universal Design for Learning Masterclass (valued at over $5,000 depending on size of teacher group, travel, resources required etc.) to a participant at the workshop.

All you need to do to enter the draw is complete a raffle ticket with your name, school/university and contact details. The winner will be announced soon afterwards.

The workshop will take place during Term 4, 2023, or during 2024. The specific date for the workshop will be negotiated between Dr Matt Capp and the winning schools/university. The workshop can take the form of an entire day or multiple shorter sessions, based on the school/university context. CAPITALISE Education will cover all expenses associated with the workshop, except catering, if the school/university decides to provide this for its staff.

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