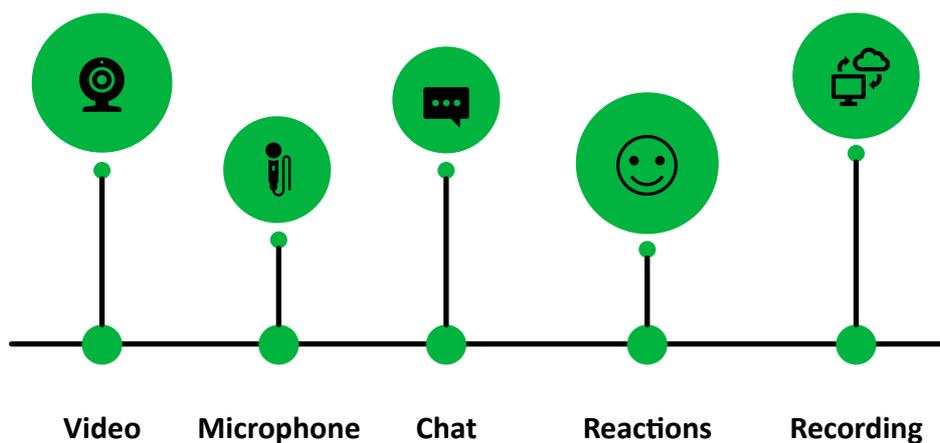


# Curriculum Adjustments: A practical guide to implementation

Presented by:  
Loren Swancutt



## Webinar Protocols



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## Acknowledgements

*We are hosting this event from Adelaide so we would like to acknowledge this is the traditional lands of the Kurna people and that we respect their spiritual relationship with their country. We also acknowledge the Kurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kurna people today.*

*We have people joining us from all over Australia, so would also like to acknowledge the traditional owners of the regions where you are, including the Wulgurukaba and Bindal people where Loren is located in Townsville.*

*We also acknowledge people living with disability and the disability community in whose interests we meet today. We acknowledge the right to inclusive education under Article 24 of the United Nations [Convention on the Rights of Persons with Disabilities](#) and [General Comment No. 4](#) (Right to Inclusive Education).*



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*Working to improve the life chances of people living with disability*



## About the Project

- initial 2-year project funded by an Information, Linkages and Capacity Building grant from the NDIS to build capacity of SA schools for inclusive culture, policies and practices
- guided by a steering group of local and national stakeholders, including the SA Department for Education
- developed a team of six young people as Inclusive School Mentors who bring a broad range of disability, personal and professional experiences to this project and our work with schools
- started with five schools back in December 2018 – now 15 schools across government, catholic and independent sectors and around 25 school delegates
- Community-of-Practice of SA schools meets regularly to discuss inclusive education policy and practice, deepen knowledge and understanding around inclusion, problem-solve, share ideas and resources
- representatives from ten schools attended a field trip to QLD last October and observed inclusive policy and practice in action at three different schools
- Inclusive School Communities website houses good information and resources including the Inclusive School Practices Toolkit



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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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## Webinar Focus

How can students with complex learning profiles be included in age-equivalent curriculum?

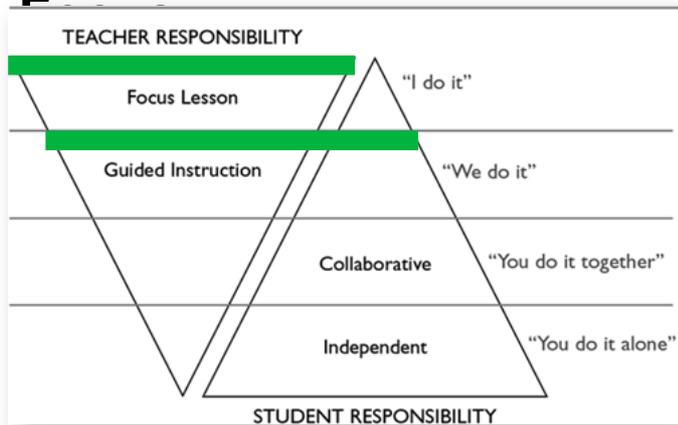
What is the curriculum alignment process, and how does it work when making substantial and extensive curriculum adjustments?



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# Webinar



## Gradual Release of Responsibility

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## Session Overview

1

### Connect

Stimulated reflection to connect with content from the preceding webinar

2

### Explore

Modelling of the curriculum alignment process and how to make substantial and extensive curriculum adjustments

3

### Practice

Guided practice of the curriculum alignment process – making substantial and extensive curriculum adjustments

4

### Reflect

Stimulated reflection and question time

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## 1 Connect

### Making Supplementary, Substantial and Extensive Curriculum Adjustments



Professional Knowledge/Professional Practice



Curriculum Adjustments: A practical guide to implementation

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## 1 Connect

### Making Supplementary, Substantial and Extensive Curriculum Adjustments:

- Myths and mindset
- Flipping our position from '*potential = opportunity*' to '*opportunity = potential*'
- Components of the Australian Curriculum and how they can be utilised in the provision of inclusive curriculum
- What supplementary, substantial and extensive curriculum adjustments are
- An overview of how to make curriculum adjustments

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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

**Australian Curriculum:**

Universal Design...

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

**Important:**  
- Not an alternate curriculum  
- Support access to and progress through learning areas

Sequence of Achievement  
Sequence of Content Descriptions  
Learning Continuums  
Progression maps

**Supplementary**

**Substantial**

**Extensive**

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## 1 Connect

### Where to start:

Age-equivalent learning area content and expectations

1. Clarity of what students need to KNOW, be able to DO and THINK to be successful
2. Universally reduce/remove barriers from the outset
3. Provide responsive differentiation
4. Provide appropriate levels of adjustment (supplementary, substantial, extensive)

Achievement Standard

Particularly communication and literacy  
Utilise General Capabilities

Student and Parent Consultation

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## 2 Explore

Curriculum Adjustments: A guide to implementation

1. Implementation guide
2. Where to find what you need
3. Modelling with Year 10 Mathematics (Trigonometry)

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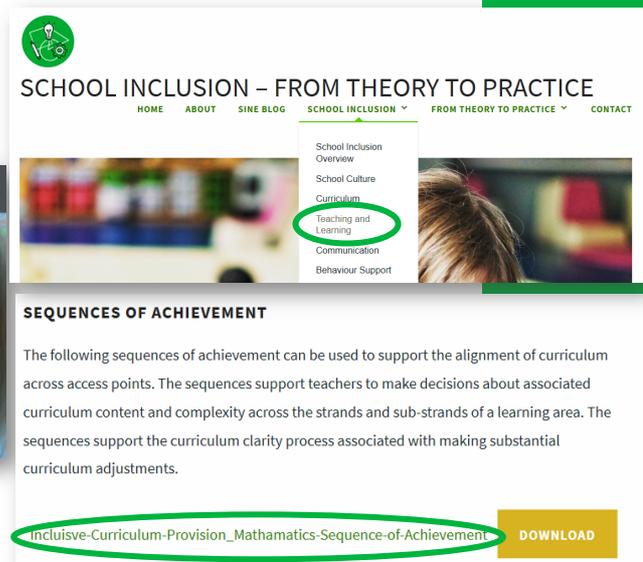
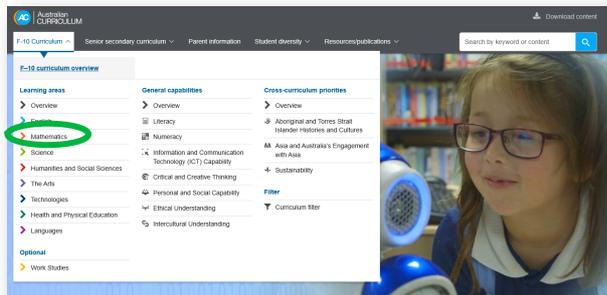
## 2 Explore

### 1. 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 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

## 2 Explore

### 2. Where to find what you need



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## 2 Explore

### 3. Modelling with Year 10 Mathematics (Trigonometry)



Look



Think



Do

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Year 10 Unit of Study - Trigonometry

- Trigonometry (ratios + formulas)  
AS Calculate unknown angles (right-angled triangles)
- Find unknown lengths and angles by applying trigonometry
- Solve right-angled triangle problems
  - involving direction
  - involving angles of elevation + depression
- Apply trigonometry to problems in surveying and design  
CDE's
- Numeracy - spatial reasoning - visualise 2D/3D shapes/objects  
GC's Critical + Creative - Organise and process info, transfer knowledge, seek solutions, put ideas into action

Know	Do	Think
Trigonometry Ratios - sine, cosine, tangent Angle of elevation and depression Good and adjacent diagrams (triangles) - hypotenuse - opposite - adjacent	Find unknown angles using Trigonometry ratios Calculate angle of elevation and depression Calculate unknown lengths	What trigonometry ratios do I need to apply? Which angle is showing elevation, which is showing depression? What part of the triangle is the hypotenuse, opposite and adjacent sides?

Concepts/Content [Year 5 Alignment] amend to show substantial adjustment  
 (10) Adjust assessment

- Length [length, perimeter and area]
- Angles (right-angle) [measure and construct angles]
- Triangles [2D + 3D representations]
- Solving numerical problems [simple problems, all 4 operations, range of strategies]
- Finding an unknown amount [identify and explain strategies for finding unknown quantities in a number sentence or representation]

Year 5  
 Measurement + Numbers  
 - Fractions reasoning  
 - Shape  
 - Using units of measure

Year 5  
 Number + Algebra  
 - Patterns and algebra  
 - Number and place value

## 2 Explore

Use trigonometry to calculate unknown angles in right-angled triangles

#### Year 10 Achievement Standards

##### Achievement Standard

By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

#### Year 10

##### Year 10 Level Description

The proficiency strands **understanding**, **fluency**, **problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies identify the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- understanding** includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments
- fluency** includes factoring and expanding algebraic expressions, using a range of strategies to solve equations and using calculators to investigate the shape of data sets
- problem-solving** includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events
- reasoning** includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

#### Pythagoras and trigonometry

Solve right-angled triangle problems including those involving direction and angles of elevation and depression (ACMMG245 - Scoutle 2)

Year 10 Unit of Study - Trigonometry

- Trigonometry (ratios + formulas)  
AS Calculate unknown angles (right-angled triangles)
- Find unknown lengths and angles by applying trigonometry
- Solve right-angled triangle problems
  - involving direction
  - involving angles of elevation + depression

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# Explore

- applying Pythagoras' Theorem and trigonometry to problems in surveying and design



### Numeracy

- Using spatial reasoning
- Visualise 2D shapes and 3D objects



### Critical and Creative Thinking

- Inquiring – identifying, exploring and organising information and ideas
- Organise and process information
- Reflecting on thinking and processes
- Transfer knowledge into new contexts
- Generating ideas, possibilities and actions
- Seek solutions and put ideas into action

④ Apply trigonometry to problems in surveying and design  
 COE's  
 ⑤ Numeracy - spatial reasoning - visualise 2D/3D shapes/objects  
 GC's Critical + Creative - Organise and process info, transfer knowledge, seek solutions, put ideas into action

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2

# Explore

Year 10 Unit of Study - Trigonometry

① Trigonometry (ratios + formulas)  
 AS Calculate unknown angles (right-angled triangles)

② Find unknown lengths and angles by applying trigonometry

③ Solve right-angled triangle problems  
 - involving direction  
 - involving angles of elevation + depression  
 CB

④ Apply trigonometry to problems in surveying and design  
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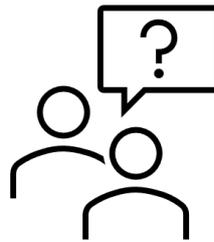
Know	Do	Think
Trigonometry Ratios - Sine, Cosine, Tangent Angle of elevation and depression Read and interpret diagrams (triangles) - Hypotenuse - Opposite - Adjacent	Find unknown angles using trigonometry ratios Calculate angle of elevation and depression Calculate unknown lengths	What trigonometry ratios do I need to apply? Which angle is showing elevation, which is showing depression? What part of the triangle is the hypotenuse? involving angles of elevation + depression

Know	Do	Think
Trigonometry Ratios – Sine, Cosine, Tangent	Find unknown angles using trigonometry ratios	What trigonometry ratio do I need to apply?
Angles of elevation and depression	Calculate angle of elevation and depression	Which angle is showing elevation? Which is show depression?
Read and interpret diagrams (triangles) - Hypotenuse - Opposite	Calculate unknown lengths	What part of the triangle is the hypotenuse, opposite and adjacent side? What length is unknown?

④ Apply trigonometry to problems in surveying and design  
 COE's  
 ⑤ Numeracy - spatial reasoning - visualise 2D/3D shapes/objects  
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# Questions?



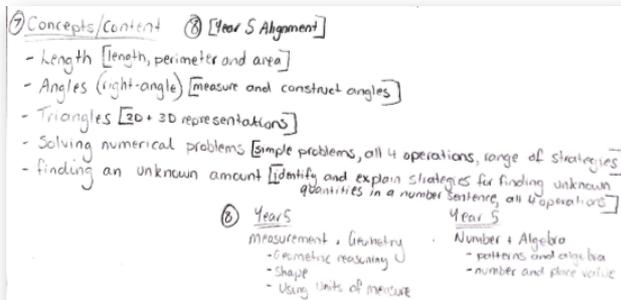
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## 2

# Explore

## Making Substantial Adjustments

### Year 5



- What concepts and content are being covered in Year 10?
- What part(s) of the Year 5 achievement standard align?

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## 2 Explore

Strands	Sub-strand	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Measurement	Area	Compare objects using area, length and capacity. Explain order and division of events.	Order objects based on length and capacity using informal units. Tell time to the half-hour. Explain time duration.	Order shapes and objects using informal units. Tell time to the quarter hour. Use a calendar to identify days.	Use metric units for length, mass and capacity. Tell time to the nearest minute. Solve problems involving time duration.	Use scaled instruments to measure length, mass, volume, capacity and time. Solve problems involving time duration.	Use appropriate units of measurement for length, mass, volume, capacity and time. Convert between units and SI.	Convert decimal representations to the metric system and choose appropriate units of measurement to perform a calculation.	Use formulas for the area and perimeter of rectangles and calculate volume of rectangular prisms. Convert between units of measurement for area and volume.	Make sense of time duration in real situations. Convert between units of measurement for area and volume.	Calculate area of shapes and the volume and surface area of right prisms and cylinders.	Solve surface area and volume problems relating to composite solids.
	Area and Perimeter	Interpretation for associated context (A1)	Answer simple questions to collect information. Make simple measurements.	Collect data by asking questions. Draw simple data displays.	Collect data to make simple inferences. Classify and represent.	Collect simple data. Investigate for categorical variables.	Construct data displays from given or collected data. Pose questions.	Interpret and compare a variety of data displays, including those displays.	Identify issues relating to the collection of data.	Explain issues related to the collection of data.	Complete techniques for collecting data from primary and secondary sources.	Calculate quartiles and interpret simple graphs.

⑦ Concepts/Content    ⑧ [Year 5 Alignment]    ⑨ amend to show substantial adjustment

- Length [length, perimeter and area]
- Angles (right-angle) [measure and construct angles]
- Triangles [2D + 3D representations]
- Solving numerical problems [simple problems, all 4 operations, range of strategies]
- finding an unknown amount [identify and explain strategies for finding unknown quantities in a number sentence, all 4 operations]

⑩ Adjust assessment

⑥ Year 5  
Measurement + Geometry  
- Geometric reasoning  
- Shape  
- Using units of measure

Year 5  
Number + Algebra  
- patterns and algebra  
- number and place value

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## 2 Explore



Know	Do	Think
Trigonometry Ratios – Sine, Cosine, Tangent	Find unknown angles using trigonometry ratios	What trigonometry ratio do I need to apply?
Solve simple problems using all four operations	Find unknown angles using all four operations  Explain strategies for finding the unknown angle	What is the total? What is known? What operations could I use to find what is missing?

⑨ amend to show substantial adjustment

⑩ Adjust assessment

⑦ Concepts/Content    ⑧ [Year 5 Alignment]    ⑨ amend to show substantial adjustment

- Length [length, perimeter and area]
- Angles (right-angle) [measure and construct angles]
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- Geometric reasoning  
- Shape  
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Year 5  
Number + Algebra  
- patterns and algebra  
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2

Explore

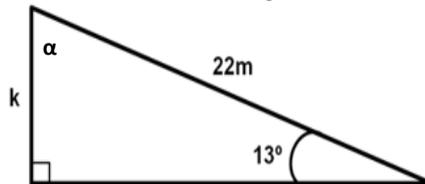
Year 10

Year 5

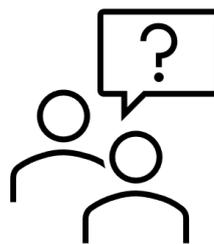
Know	Do	Think
Trigonometry Ratios – Sine, Cosine, Tangent	Find unknown angles using trigonometry ratios	What trigonometry ratio do I need to apply?
Solve simple problems using all four operations	Find unknown angles using all four operations  Explain strategies for finding the unknown angle	What is the total? What is known? What operations could I use to find what is missing?

(9) amend to show substantial adjustment  
  
(10) Adjust assessment

If interior angles of a triangle add to  $180^\circ$ .  
What is the value of angle a?



Questions?



3

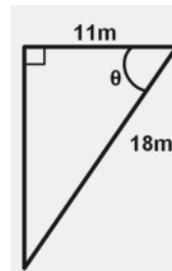
# Practice

## Breakout Rooms:

Have a go at adjusting the next row of the table as indicated. Apply the adjustments that you make to the assessment question. Use the stimulus page emailed with the link to access the information needed.

Know	Do	Think
Trigonometry Ratios – Sine, Cosine, Tangent	Find unknown angles using trigonometry ratios	What trigonometry ratio do I need to apply?
Angles of elevation and depression	Calculate angles of elevation and depression	Which angle is showing elevation? Which is show depression?
Read and interpret diagrams (triangles) - Hypotenuse - Opposite - Adjacent	Calculate unknown lengths	What part of the triangle is the hypotenuse, opposite and adjacent side? What length is unknown?

Find the angle of depression,  $\theta$ .



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3

# Practice

## Making Extensive Adjustments

### Literacy 1d, Numeracy 1a

use conventional behaviours and/or abstract symbols consistently in different contexts and with different people to communicate intentionally and consistently in different contexts and with different people to:

- create texts with familiar structures such as speech, simple print texts, keyboard texts, illustrations, pictographs
- comment on people, events and objects in the past, present and future and to ask questions.
- convey knowledge about learning area topics

use conventional behaviours and/or abstract symbols consistently in different contexts and with different people to:

- work out the meaning of texts with familiar structures, such as illustrated books, printed words, Braille texts and pictographs, using knowledge of context and vocabulary
- respond to questions, sequence events and identify information from texts with familiar structures
- use information in texts to explore a topic

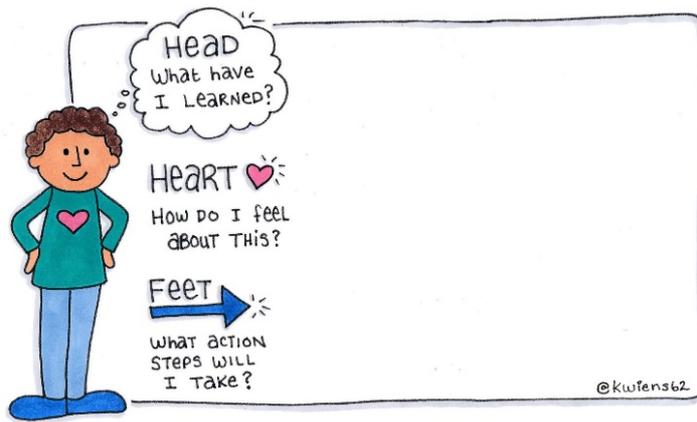
<b>Understand and use numbers in context</b>	demonstrate concepts of counting using every day experiences
<b>Visualise 2D shapes and 3D objects</b>	sort or match objects according to their features
<b>Estimate and measure with metric units</b>	use informal language and/or actions to describe characteristics of length, temperature, mass, volume, capacity and area in familiar environments

How might these adjustments occur in relation to the content?

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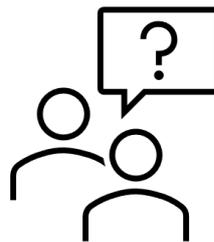
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# Reflect



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# Questions?



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## Webinar Focus

How can students with complex learning profiles be included in age-equivalent curriculum?

What is the curriculum alignment process, and how does it work when making substantial and extensive curriculum adjustments?



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## Find out more:



Chapter 9



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School Inclusion Network for Educators

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Visit our website with videos, articles, links, and access to the Inclusive School Practices Toolkit  
<https://inclusiveschoolcommunities.org.au/>

*Leave us feedback about our website and resources!*



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*Working to improve the life chances of people living with disability*



**Australian Coalition for Inclusive Education**

An initiative bringing together organisations that share a commitment to advance Inclusive Education in Australia and across State and Territory education systems including government and non-government schools. Co-convened by CYDA and All Means All. <https://acie.org.au/>

**Illume Learning**

Dynamic training, engaging resources and customised consultancy services to both educators and parents. Webinars presented by Dr Paula Kluth in May and June on inclusive practices, co-teaching and universal design. <http://www.illumelarning.com.au/onlinelearning/>

**Inclusive Schools Australia**

Work with schools to design inclusive learning programs and assessment processes and provide advocacy for parents and young people with disability. <https://inclusiveschools.com.au/>



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*Working to improve the life chances of people living with disability*



Funded by the National Disability Insurance Agency

This event was funded as part of the Inclusive School Communities Project by an Information, Linkages and Capacity Building grant from the National Disability Insurance Scheme.



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Please help us by completing the Purple Orange feedback survey

<https://www.surveymonkey.com/r/poevent>

*If you want a certificate of attendance, please email [letitiar@purpleorange.org.au](mailto:letitiar@purpleorange.org.au).*



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