**Transcription – Making Curriculum Adjustments 11 June 2020**

Loren Swancutt:

Thanks, everyone for coming along in the afternoon. I know we're hitting the very busy time of the school term for lots of people, particularly in Queensland. We're a little bit of head and we're heading into assessment and things. So I appreciate you making the time to joining in this session. Was also pleasing to see lots of Townsville and North Queensland folk add comments in the chat as well. So knowing that there's lots of people close by in their homes or at schools, joining in and listening, as well. So welcome specifically to you guys, too.

So the focus of this webinar is on unpacking the processes that ensure all students can engage with their age equivalent curriculum with inside the general education classroom under that banner of inclusive education. This also means including those students who have complex learning profiles, which is a more current term of what is often referred in the literature around significant or severe disabilities, and ultimately students who have multiple disability impacts that are considered to be quite complex in the educational environment.

So this session is the why and how of the curriculum planning process, and in alignment with Simon Sinek's Golden Circle, starting with the why and how results in better application of the what. So we often want to jump to the what of the practices, but doing that can sometimes result in those practices not being successful, or applied appropriately. Often that comes to a fall down in people not understanding the why and how that sits behind it.

I know that when people have joined in with me on the actual what of the practice, they then have so many questions and broken understanding about why I'm doing certain things. So we have designed this one, and the follow-up session to act in partnership. So this is the why and how first and then we will provide opportunity into the what, but you will be really supported coming into the what through engagement with this particular session.

So we will look at why it is important for all students to have access to their age equivalent curriculum content, and then at how the components of the Australian curriculum can be used in practice to make this a reality across the three levels of curriculum adjustments being supplementary, substantial and extensive. Given our tight time constraints, this isn't a deep dive, it's something that I would normally do across much longer and even in whole day sessions.

So this version is a bit more of a general exploration of what is possible within the Australian curriculum for students accessing those tiers of curriculum adjustment. We also can't cover every aspect. So you will have questions and I will try and respond to those, but as I mentioned, there will be a follow-up webinar around more of that practical exploration explicitly on the what and what the practice actually looks like through the thinking and doing of a teacher lens in relation to applying those curriculum adjustments to a unit of study.

So today's session is more general with that broad exploration to build your background professional knowledge, which then follows on with applying professional practice in the subsequent webinar. With that said, though, you will still see some contextual examples of the adjustments. So I'll still demonstrate to you how the flexibility of the Australian curriculum can be applied.

We just don't go deep into that. That's in the follow-up session. So you'll see the application of the components of the Australian curriculum being applied to units of study in years four, six and 10 across subjects including English, math, and science. So the session will be broken into four main parts and that is an opportunity to explore the background knowledge and a chance to digest and connect with other participants and to ask a few questions when we're kind of midway through the content, before then moving on to looking at applying the process to practice and finishing up with another round of questioning and reflection at the end.

As Letitia mentioned, please feel free to add questions in at the chat. I won't have much opportunity to look over at that whilst I'm actually delivering the presentation, but when you go into breakouts, and when we go into the question time, I can absolutely pull that up and scroll back through and respond to some of that as well. So feel free to add them in there at any time. Then of course, I will prompt you again at the specific times and you can restate things if you like if we start to get too much of a feed happening for me to go back through and have a look.

So to kick off our exploration, we're looking at some of the common myths that are out there in relation to why students with complex learning profiles probably shouldn't be accessing or cannot accessing their age equivalent curriculum. So these are things like assumed competence relating to students intelligence, limitations with their literacy skills and communication difficulties or differences, perceived curriculum gaps. So that's a big one that I always hear that, how is a student in year 10 who is accessing curriculum at say, year one, how is that even possible that the gap is far too great in relation to content.

Also, we often hear some things around teacher capacity restrictions and workload implications and those sorts of things. So at this point, I'd like you to utilize your reactions buttons that Letitia introduced you to earlier, your thumbs up in relation to whether or not you've encountered these sorts of myths or similar myths. When you have been working in schools, you may have held the myths yourselves at one point, which is absolutely okay.

Might be something that you've experienced in the past or it's potentially some sorts of myths that you're still experiencing now. So if you can just give a little thumbs up, if these are things that you have come across in your time and they're very common. We can see some people indicating that. Excellent, absolutely, and they are certainly still things that I experience on a regular basis, working with schools as well.

So where do these myths come from, and why is it important to bust them? So we'll have a little bit of an exploration through that now to prime our background ready for why it is important for us to actually bother and go through the process of providing age equivalent curriculum for all of our kids. So the myths are said to be linked to the binary of what's called the productive and non productive citizen, which is well entrenched within our societies and has evolved across history.

So it refers to the bias and prejudice that has been built upon across, a really long time period in relation to those who ... To rewind slightly, just to let you know that Catia Malaquias has provided or has written a blog recently via her Starting with Julius page called History of Disability Segregation, A Shackle on Inclusive Education. So it is a really great exploration of how the binary has been built upon across time, and what the significant influential factors have been to contribute to the binary throughout the decades.

So if you're interested in understanding how we've come to the biases that we hold today in relation to people with disability, I absolutely recommend you access that because it covers off on those really key and big important historical events that we may not be aware of, but that have had significant contribution to the way that we view people with disability in today's society.

So the binary culminates into the concept of ableism, which might be something that you were starting to become familiar with, the term. It's starting to use quite popular now in social media and in general mass media as well. So the academic Jean Greco who you might all be familiar with does those fantastic little cartoons based around the principles of inclusive education, little funny takes on those, which are all backed by his research, has recently summarized ableism in his most recent article as being the implicit bias, or the pity charity, mentalities, the low expectations, the misguided benevolence, the double standards, and the unduly restrictive protectivism that exists around students with disability in our education systems.

So we still often unconsciously think of students with disability as students that require us to protect them from something, to treat them differently. Some sort of old poor child with disability, we need to help them with these things. All of that stuff, as I said, has come through decades and decades and decades worth of binary and we often aren't even really aware that we are responding in such a matter. So in that same article, he suggests that ableism is the most and biggest threat to the current progress of students with disabilities, and their outcomes within our general education institutions and also society more broadly.

So when we talk completely in a different topic in relation to building inclusive school culture, these are all really important aspects for you to have some knowledge and awareness around so that you can understand where we've come from and what we're actually up against when we're trying to alter these cultures and these mindsets in our school. So the myths continue that we looked at the beginning. They continue in our education system as we did the thumbs up and as I mentioned, I still encounter them quite frequently. They exist even outside of the individual human beings. They exist in things like our organizational structures, our physical and environmental design, of our buildings, the way we do our human resourcing models, and is also in the maintenance of our parallel school systems. So there is also a long standing structure too of that mainstream concept where education was developed for a particular type of student and ultimately, we really haven't changed since that was established a long time ago, yet now we have much broader diversity now schools.

So that acts in combination with the discourse in our profession, which has resulted in a belief that some teachers have the knowledge and skill to teach students with disability and that some don't, and that divide plays out in special education versus the so called mainstream education. That continues to keep the false premise of there being special students who need special places, special staff and special curriculum alive.

It also impacts on teacher attitudes and perceptions, often without us really realizing it towards students with disability. So we're set up to think of and have a mentality around a notion that considers most plus some students. What we're really wanting in inclusive education is that we get rid of the most plus some and we move toward the mindset of just everyone, and having an education system that is responsive to everyone in one go without having a main and some bolt on options provided for other students.

So why is it important that we continue to work toward busting those myths and trying to recalibrate that binary that's existed for so long, is ultimately about all the opposite reasons to what we've just covered. So the fact that we know that people with disability are actually competent and capable people, that it's about upholding human rights and valuing the contribution of all of our people. It's about giving students commensurate opportunity alongside their peers, so that they can actually be present and relevant in our societies and have the opportunity to live a life that they choose, not one that is already carved out for them and predetermined by other people.

We also know that the risk of limiting students based on unjustified myths is far too great, and that their post school outcomes are not as successful or significant as those who have been provided an inclusive experience where all opportunities have been made available to them. Also because we know that all teachers can actually develop the competence and capability to teach your students. There's lots and lots of research around that, and we know that when teachers feel confident and capable in their practice, that it correlates to a direct and positive impact on their personal beliefs and actions.

So we're changing that unconscious bias in them through building their capability and confidence as inclusive educators at the same time. So that's a win-win scenario for us. It's important that we bust the myths and assumptions about limiting opportunity based on perceived potential. So too often decisions about the opportunities that are provided to students with disability, and what they get to access and participate in are made based off other people's misguided and incorrect assumptions and those myths that we saw at the beginning.

It's ultimately about what they think the student is capable of, or what they think the students should be doing. Therefore, what we're actually doing is limiting their potential and not in relation to their disability or anything about the student themselves, but purely based on the limitations of our own understanding and the impact of our own decisions which are separate to the student.

So we've seen similar responses across time with female students being limited to subjects relating to home economics and home duties and those sorts of things and students from low socio economic backgrounds who are automatically railroaded into limited pathways relating to factory and industrial career pathways as opposed to professions that require university degrees, doctors, lawyers, et cetera. So we've come through history through those same sorts of things and those different demographics now having freedom of choice and opportunity, yet we still have some of that hanging around for students with disability where those things aren't necessarily freely available to them still.

So we need to flip that, we need to flip our thinking and come from an inclusive lens, which pops opportunity on the other side. So we need to look at opening up opportunity for everyone so that then the student is the one that has the autonomy and holds the power in determining what they're potential is. So Jorgensen who is an academic in the field of disability studies talks about this through the least dangerous assumption lens, and there are five aspects that underpin that principle.

That is that we know that human intelligence is multifaceted, that measuring intelligence is flawed, that communication and high quality instruction are needed before we can even come close to determining capability of an individual and that's that concept around avoiding instructional casualties, that presuming competence can actually be harmful, and that the fact that even if we are wrong about a student's capacity to engage in an opportunity alongside their peers, the consequence is nowhere near as harmful as the alternative being that they never actually get the opportunity to try. We'll really know what their potential within that opportunity was.

So we need to open up students' true potential by flipping that mindset and making sure that we are providing all opportunities to students with disability with the supports and adjustments needed for those opportunities to be equitable for them, and to give them the choice and autonomy in that process. So how can we do that specifically relating to the component of curriculum?

So adjustments happen in schools for a wide variety of reasons. So the focus here of this webinar is just on the very small component being around curriculum access. So before we continue our exploration around that, although I will be referring to the design of the Australian curriculum being our national curriculum, and the curriculum that we use here in Queensland across a number of other states, I am aware that there are some states that don't take it on in its full sense.

So these concepts still apply though. There's just some terminology differences and that's what you're seeing on the screen there. So the curriculums in New South Wales and Victoria are still standards based curriculums, which is what the Australian curriculum is. So the way they're designed and the principles that underpin them are still the same.

They still utilize the same or similar aspects, but what they're called, and where you find this content is obviously different. So, they include stage statements and level descriptions in place of achievement standards in the Australian curriculum, and outcomes and level content descriptions in place of content descriptions from the Australian curriculum. So if you're coming from New South Wales or Victoria, just keep a check of that difference in terminology and I will also be showing and talking about aspects of the Australian curriculum and where it can be found on that website that you may need to just think about or jot down where to follow up to get the particular aspects that align to your curriculums.

So for equitable access to age equivalent curriculum to be realized for every student without exception including those who we consider to have complex learning profiles, we first need to understand the design of the Australian curriculum, and how its entirety can be used to provide differentiated access as well as the provision of those supplementary substantial and extensive adjustment tiers.

So when we think of curriculum, we often default to thinking about learning areas or traditional subjects like English, math and science. However, the universal intent of the Australian curriculum, being a single responsive curriculum for all students in Australia is actually supported through its three dimensional design that goes beyond the learning areas and includes things like the general capabilities, the cross curricular priorities, and the more recent edition of the learning progressions for literacy and numeracy.

So for some of us, we may not have explored those deeply. For some of us that might be some new terminology and aspect of the curriculum that we haven't explored, but they are really important aspects when we're talking about inclusive curriculum provision, and that the Australian curriculum can be the single one and only curriculum for all of our students.

So it is through the sequence of achievement, the sequence of content descriptions, the learning continuance, and the progression maps associated with this three dimensional design that the true potential and intent of the high quality curriculum for all Australians is realized. That came out of the Melbourne Declaration around providing a high quality responsive curriculum for every Australian student.

So without acknowledging these aspects and how they can be applied, we're actually missing a really deliberate and quite extensive flexibility component that exists within the curriculum. When we wipe out that three dimensional design, the curriculum isn't so flexible and does have issues with it. So the reason that those things are there is very purposeful, and that is so that it can be applied with great flexibility to respond to every student.

So when considering the use of the general capabilities, the cross curricular priorities, and the learning progressions, we need to note that they are not an alternate curriculum. They don't exist in isolation. So they're not separate from. They are supposed to be delivered in context through the learning area content of the subjects like English, math, science, et cetera and they're there to be used to support access progression and personalization.

So when referring to curriculum adjustments, I'm referring to the terminology and the tiers of the nationally consistent collection of data process. So this process identifies and acknowledges the progression of support from differentiation right through to extensive adjustments, and the provision of such support and adjustment occurs across a range of educational contexts and experiences, including things like physical access to buildings, healthcare needs, engagement, well being communication, et cetera.

In this instance for this webinar, we're just looking at that small component of curriculum as I mentioned previously. So through this lens, supplementary adjustments refer to individualized adjustments that do not alter the complexity of the curriculum content at the students grade level. Substantial adjustments refer to the curriculum complexity being changed to an alternate access point, or accessing curriculum and a complexity from a lower or higher grade level.

Extensive adjustments referred to individual learning goals that are derived prior to the prep or foundation achievement standards levels. So you will note that this, the progress of the adjustments changes in frequency and intensity of their responses, and that some of the tiers are actually cumulative, and that they build upon one another. So a student accessing substantial adjustments would also be accessing those adjustments at a supplementary level.

So it's not an either or scenario. We start to build on and provide intensity and frequency of those curriculum adjustments. All adjustment tiers are also embedded in quality differentiated teaching practice, not instead of or separate to. So every student should always be accessing quality differentiated teaching practice all of the time. Then as required responsibly, we can start to apply the different layers of supplementary substantial and extensive adjustment as evidenced throughout interactions with the student and the curriculum.

So to give you an opportunity to digest the information that we've covered so far, we're now going to move into small breakout rooms for the connect phase of the session. So this will give you the opportunity to say good day to some other participants that are on here at the moment and also to reflect on a couple of prompts and consider any questions that you may wish to ask at this point. When we come back together as a group, we'll have some time to pause here and give some response to some of those.

So if you want to take this opportunity to also jot those down and get prepared to enter those into the chat for later on, that would be fantastic as well. So in a moment, Letitia will transition you into those breakout groups. For those that haven't done that before, she simply clicks a button, and you will get a thing on your screen asking you whether you want to join. So if you just click that, you will then go into a space that looks exactly like this, except you will only have a couple of other people and there'll be no PowerPoint slide, you'll just be there.

So you can turn on your videos and your microphones and have a chat with a much smaller group of people. So you won't have the same levels of interference and talking over people and that sort of thing. So whilst you're in there to stimulate some of your conversation, of course, you can just say good day to one another, introduce yourselves, but you also might want to talk about the reflection questions that are on the PowerPoint at the moment as well.

So that is what experiences you have had providing inclusive curriculum access to those with complex learning profiles specifically, and what challenges of practice you have encountered in doing this across your career, across your experiences, and maybe whether those things have changed across time for you as well. So I'll hand you over to Letitia to do all the magic stuff with the buttons now.

So hope you had a nice opportunity to say hello to serve fellow participants and also to have a bit of time and to consolidate some of the learning that we've gone through at the beginning part of the webinar. So whilst you're in there doing that, I did a bit of a scroll back through the chat window, and pulled out a few of the questions that were on there that I can respond, but also whilst I'm doing that, please feel free to add some more in. We can stop here for a few minutes to answer some of those questions.

So there was one on there in relation to the slide that I shared about the NCCD and the tears of adjustment and what that looks like for curriculum and to the left of quality differentiated teaching practice, I had a point there around universal practices. The person was asking, is this relation to Universal Design for Learning?

So it absolutely aligns with Universal Design for Learning, but in that particular slide, and that particular conceptualization, looking more broadly around our school systems and processes and responses and how are we altering the way that we operate our school and the way that we engage in different activities, our choice of pedagogical approaches, how are we changing all of that to be responsive to our students from the outset.

So lots of schools are adopting assistive technology as a broad response in classrooms. Some schools are adopting trauma informed practices as broad general responses that are occurring. They're employing positive behavior for learning. So all of those things are universal systems and structures that schools can put in place, that quality teaching and adjustments then embed from.

So they're not exactly UDL, as UDL is the focus on the teaching and learning experiences, but the same principles apply. So we're looking at what is the need of our homeschool context or our year level cohorts and what whole school systems and responses can we put in place so that we're not having to go after the fact so many times. If there's a particular thing that is common, like the trauma informed practices, let's just embed those as good quality systems and processes across our school at the universal level first.

There was one on there in relation to senior schooling, the senior school phase. So that jumps into beyond year 10 into a kind of different space. It's completely ruled differently by individual curriculum authorities in different states and there's all different rules and regulations and pathways around that. The question was in relation to sitting down with parents in what we refer to as the set planning phase here in high school, which happens in year 10, where students are looking toward year 11 and 12 in their pathway and subject options.

The particular question in relation to some parents wanting students to engage in quite rigorous and challenging pathways, when their student may still actually be back toward the prep foundation or even prior to prep foundation level, and being able to communicate to them respectfully, and help guide them around making more appropriate and respectful choices without cutting off or limiting that opportunity that we spoke about as well. So one process that I really like, and that we do in the year 10 phase for our students entering senior is what's called the PATH planning process, and I've just jotted down what the acronym stands for.

So planning for alternative tomorrow's with hope. It's a really good process to step through what the current reality is, what the vision is, what the different pathways we can take to get to that long term ultimate vision that we have. So in relation to this question I mentioned the student engaging in a certificate IV for plumbing. So if that is the big vision, and the student wants to engage in employment around plumbing, what is actually appropriate and achievable in school?

What are the steps we can take through senior phase now, and then perhaps what are the steps that they keep working on at the end, and how are all the different ways that we could actually get that student to engage in experience with plumbing, with a certificate IV without that demand? In Queensland, we have an alternate senior pathway certificate being the Queensland Certificate of Individual Achievement, where the student could actually still participate in the subject in the course around the certificate IV in plumbing, still do all of the activities and engage alongside peers and get all of those great experiences.

That demand of meeting that rigor of the cert IV accreditation is actually removed and they work on some individualized goals in relation to that content instead. So there's some different ways about going about that. I had another one here in relation to parents who might think that it's more appropriate for their student to work on their individualized goals or their content at different year levels, kind of separately, and in isolation as opposed to doing it in the regular classroom.

So again, I think it's really important to have parents engagement around that from the very beginning of that process and that are actually a part of the collaborative team that's in that decision making and in that review of the evidence around that, and also really skilling them and making them knowledgeable in how inclusive curriculum is actually designed, and that their student will absolutely still get every opportunity to engage in the skill development at their level, but through the age appropriate context.

So parents, of course, aren't teachers, necessarily. Some of them are, of course. They're not skilled in understanding some of those systems and processes and how we go about doing that. So they might just not be aware of what that looks like, but there's absolutely no reason why we can't open that up to them. They can join in with some co planning opportunities, they can see what that actually looks like in the classroom, and then they can start to imagine more and see the benefits of what their student can actually get out of, still being alongside age peers, and accessing age equivalent content.

Another important one, there is the student voice as well and about their autonomy and preferences in that too. I haven't yet come across a kid who wants to sit in a corner and do something completely separate. Usually, that's when inclusion isn't being facilitated very well, but when they've had the opportunity to engage in inclusion with fidelity, that is definitely the pathway that they want to stick with. So giving them some voice and autonomy in that process as well.

I'll just jump back to the chat and have another little bit because I saw some people were adding some things in there. Lots of people talking about the PATH process, which is fantastic. It is a great one and it's something that you can be trained in doing and there's different providers from lots of different places around that. So if you do a bit of a Google search in that sort of thing, you'll find out lots of info about that. There's lots of YouTube clips on it too, which are really helpful. They just give a really good overview of the process and what can be achieved.

So I've got someone there talking about life skills. Now that is a New South Wales curriculum based process. I don't have deep knowledge of senior schooling in New South Wales, but I have had a lot of interaction with parents in particular around it. From the knowledge that I have, which I am putting the disclaimer around, as I said is not deep, is not great, is that it is similar to our Queensland Certificate of Individual Achievement that we have in the senior phase of learning. I am aware that life skills is something in New South Wales, though that can actually come back down into the junior grade levels.

It's not just kept for year 11 and 12, but in terms of the senior aspect of it, it seems to be very similar to our Queensland Certificate of Individual Achievement. So where students can still engage in senior schooling subjects and certificates, but do so at a different complexity level. So that's the alignment there. So I know it's similar, but it's also different as well. All right, that seems to be [inaudible 00:32:58]. I'm sorry if I have missed one. Please hang on to it and you have opportunity to do it again and there's also opportunity for me to scroll back through post session as well and reach out and find ways to get any information to you that we may have missed.

We will keep moving along. So we're now moving into the practice phase of actually looking at what is this universal three dimensional design capacity of the Australian curriculum, and how it can actually be used in providing equitable access to age equivalent content, including following through with the provisions of adjustments at those supplementary, substantial and extensive levels. So in this process, the first point of call in relation to curriculum planning is always to start with the regular grade level curriculum learning area content and the expectations of that.

So this is the teaching and learning focus for the class and for the same age peers and it's the age appropriate experience. Therefore, it is that opportunity that we were talking about at the beginning. So it's always starting with that opportunity and looking for ways to make it equitable and open it up so that all students have the option to engage with that.

So to do that, to start with, and before we make any decisions around adjustments, we need to be clear on the curriculum intent of that actual grade level curriculum. So we need to have a clear understanding of what students need to know and be able to do and think about ultimately to be successful at the actual grade level, before we can then go on and think about the application of any adjustment levels. We get that information from the Australian curriculum directly from the achievement standard.

So it is the single fixed point reference of what is deemed satisfactory learning across a 12 month period for a learning area. So we need to be really clear on what it is actually demanding and removing any of the ambiguity or the fluff or the misunderstanding and the misconceptions, or the incidental expectations that might slip in sometimes without us really being conscious of it. So if we're not clear on the true curriculum intent, we can quite often impose additional or unnecessary barriers and challenges on students that we then think needs adjustments for in response.

So sometimes we're applying adjustments and making adjustments when we don't actually really need to, and that comes through the curriculum clarity process. So making sure that we are really clear on that intent, what it is, nothing more, nothing less. Then we can consider our student diversity, and what impacts and barriers are commonly experienced by our students and work to remove those through the application of universal design for learning principles.

So similar to my response to the question from the person about whole school systems and structures. So, if we know there are a lot of students in our class who find it difficult to self regulate coming back off a break, then we would universally apply some sort of strategy or approach at the beginning of our lesson to address that. It's the same with curriculum. So if we know that we've got a number of students in our class that have significant literacy barriers, then we just automatically provide universal design around those literacy barriers as good quality first teaching.

So in this instance, we need to pay particular attention to the barriers associated with literacy and communication, and how we go about reducing and removing those, because quite often, a student's true potential in relation to the curriculum content is masked by challenges with literacy and communication. Just because a student has difficult reading questions or writing out their responses doesn't mean that they can't do the knowing, the doing and the thinking.

So for example, a student may look at a math exam, they might be overwhelmed by the complex sentence structures in the vocabulary, and they barely write a response or they write their name and they screw it up, throw it away, get quite cranky. This could quite easily give us the impression that they couldn't do the math, when really it was the literacy that they couldn't do.

In math, nowhere in the achievement standard does it say that we are assessing their ability to read and write, yet that is exactly what was being assessed for that particular example that I just gave. So we need to be mindful about all of that and how we universally respond to that from the outset. So once we've universally removed known barriers, and those extra skills that sit around the actual content that's being assessed, we can then proceed with responsive differentiation, or using our formative data to monitor how students are progressing and adapting our instructional responses in light of that data.

So this is responsive in the fact that we are reflecting upon the role that our instructional quality plays and what impact it is having on students and catching the known issues before they become permanent at the point of somebody's assessment. So the whole point of responsive differentiation is to be continuously checking in in how students are progressing. If we can see a barrier or something that they're not learning appropriately or not doing appropriately, then that gives us an opportunity to change the way that we're teaching it the following lesson, and to try and address it as we move forward so that it's not right at the end, when it's too late in the summative assessment that we find out that there was a barrier there.

From there, we can look at providing appropriate levels of adjustment. So that's in addition to the high quality universal design and differentiated teaching practice that we've already got going on. So as I said, we need to have clear understanding of that curriculum first and be doing that high quality universal differentiated approach before we can then authentically apply appropriate curriculum adjustments. The important aspect underpinning all of that process is consultation with the student and their parent.

So it's not only an obligation for us by the DSC and the Nationally Consistent Collection of Data, but it's also just good practice and results in more authentic identification of the barriers, and the ways that we can respond to those. So in high school, I know, particularly, that the social aspect of adjustments is quite cringe worthy for a lot of our kids. They don't want something different, different adjustments because of the social impact that it then can have for them.

So we can automatically make assumptions about providing adjustment and we don't think that that adjustment is having an impact, when really it's just an adjustment that the student doesn't want to utilize. So actually giving them a voice in that process and working out what does work for them, what's worked for them in the past, what things they are willing to have a go, because too often I hear, oh, we've tried that adjustment and they wouldn't do it or it didn't work, but have you actually got down into why that's the case and I know in the high school setting, that lots of comes back to the social implications for students.

So let's now have a look at how we pull some of that together, and that clarity of the age equivalent curriculum with the provision of supplementary substantial and extensive adjustments. So the first example we're going to look at is one from year four English and at the level of making supplementary adjustments. So our first one, of course, as we mentioned it, just on the previous slide, is that we always start with curriculum clarity, through the development of the know, do, think process.

So this is just one way of going about developing curriculum clarity. Your school may utilize other processes for this but this is a table and it's created to kind of pull out that understanding of exactly what students need to know, do and think. So it's very clear right there at the commencement of the unit. So how we actually go about creating this table is one of the exclusive practices that's going to be explored in the follow-up webinar. So I'm going to kind of brush over that now, but that other webinar is the detail of how we go about actually pulling together this clarity through the know, do, think process.

So in this instance, we're assuming that the practice of clarity has already been completed by the teacher, and you can see here that I've highlighted the components of the achievement standards that are being covered. So directly from the Australian Curriculum there and I've shown for you one row of the know, do, think table. So I've only shown one row for the point of it being a simple explanation and the time constraints that we have.

However, in reality, there would be more rows in the completed know, do, think, which as I said, you get more information about in the follow-up webinar. So you can see here that the students need to know how to create literary texts, that they have to draft and publish an imaginative new chapter based on a familiar novel, and that they need to be able to think about what new ideas can be explored and what settings and characters to include in that new chapter and why. So given this clarity, the teacher can then make appropriate adjustments at the supplementary level.

So supplementary adjustments could include accessing the literacy general capability to vary the conceptual difficulty of the literacy skills or accessing the learning progressions to further personalize the literacy focus for students as well. They could vary the required text length and the complexity as this is not dictated by the achievement standard. So that's a condition or a context that schools make decisions about.

So we can actually have the flexibility in changing text lengths that students are accessing without it impacting on the intent of the curriculum. They could provide some graphic organizers and planning prompts and they could clarify the oral and instructional language by providing student friendly glossaries, visuals to support key terms. They could break instructions down further for the student, more like a task analysis of do this, now do this, now do this. In addition, we know that for lots of kids, as I mentioned, that spelling, literacy skills, punctuation, are a significant barrier, particularly in English.

Obviously, we're using lots of spelling and punctuation and grammar, vocabulary. However, as an example, if a student is left to just hand write, and they are a student that does have barriers with spelling and punctuation, it's going to be a bit like the math scenario, where you're probably not going to get a lot of output out of the students, because the labor intensity for them in relation to that spelling, punctuation, vocabulary, et cetera, is too demanding. So in this instance, to support the student at the supplementary level, we could actually separate those skills.

So we know in English that we do have to assess spelling and punctuation. There's no way around that we're not necessarily assessing it every time, but we will be assessing it frequently and multiple times across a 12 month period. So therefore, in times like this, we still want the student to be able to demonstrate their knowledge and skill around writing this imaginative chapter. They could have some really great ideas, they could verbalize some really great ideas, but if I tell them to sit there and hand write it out that spelling and punctuation gets in the way.

So we could actually separate that out and assess that separately. You might get them to just write the first few sentences. We could give them a separate spelling test and then we could get them to use a speech to text device to actually allow them to truly articulate what they know, in relation to creating that imaginative text without the spelling and the handwriting getting in the way. Then we could bring the two pieces of evidence together to use with the marking guide.

So all of these things can also be applied to all kids. So there's no reason why we can't give scaffolds and graphic organizers and all of that stuff for everybody. So they are things that can be bumped into differentiation in the universal level, but the reason that we would count them as supplementary is that we are specifically doing them for this student in particular, and then we're just providing it to everyone through great practice.

They also might be a student who require these things on an ongoing basis, which gives us that intensity and frequency marker that's needed for counting them in the NCCD at the supplementary level. In the next example, we're looking at making substantial adjustments to year six map. So in this instance, the age appropriate content is in relation to data. So students need to know that data can be represented in different ways, that data can be used to support or refute statements.

They need to read and interpret information from data displays, and analyze data to make reasoned decisions. So they need to think about what the different types of data displays are, how to read them, how to analyze them, figure out what the data is saying and determine if the data then supports or refutes a statement that they've been provided. So at the substantial level, a student is accessing an alternate points on the prep to year 10 sequence of achievement and content.

So a different year level of curriculum ultimately. So it's important to note that this isn't a life decision. So it must involve a rigorous evidence informed process that ensures differentiation and supplementary adjustments have occurred with frequency and fidelity, and that's to minimize that risk of instructional casualty that we spoke briefly about toward the beginning. So it must also determine that the barrier is not relating to their literacy or communication capabilities.

So we can actually provide access and instructional adjustments to respond to those impacts and barriers without having to change the complexity of the curriculum and we saw some brief examples of that at the supplementary level. So therefore, what we're talking about at a substantial level is quite a significant adjustment. Therefore, it's really important that this decision is multidisciplinary, so that we don't miss any of that other important aspect.

It isn't something that we have to rush into, we can take the time to work with the teacher around building their capability to provide some of the other differentiation and supplementary supports that may respond before we make the decision about curriculum for these students. So ultimately, we're saying that a student cannot engage with any of the rigor of the knowing, thinking and doing even when we provide high quality differentiation, high quality supports and supplementary adjustments.

So that's a big call, and they certainly ask your students that, of course require that level of adjustment, just making the point that we need to be really clear about that. So if the student genuinely does need a different level of curriculum, we can then access the sequence of achievement to identify the data concept at the alternate access point. So in this instance, we're looking at the example of year one.

So in year one, students need to describe data displays, draw simple data displays and make simple inferences. So the content is still data, just at a different complexity level. We can use this information from the sequence of achievement to alter our know, do, think table to reflect that different complexity. So you can see here underneath the year six level, using the information provided to us through the achievement standard, the content descriptions, and the information from the year one level of curriculum that we know now that the student accessing year one in relation to data needs to work with that in relation to objects and drawings, and that they need to understand that one object represents one data value.

So that one to one correspondence, as opposed to some of the other scales that the students in year six would be using. They need to be able to make simple inferences from data displays, use the data to determine if a statement is true or false, and we want them to be thinking about what is the total number shown? Is the statement about that number correct, true or false? How do I know? So still absolutely operating with data. Same content, different complexity level.

When adjusting the summative assessment item for the same unit, we can again start with the age equivalent instruments as our starting point. So our age equivalent curriculum, our age equivalent assessment, and then we can work through the questions and tasks and make the changes to reflect the different complexity identified when we went through the adjustment process with the know, do, think table, again, a process that stepped out in more detail in their follow up webinar.

So in this instance, we would need to change the graph because we know now through our clarity process that the student accessing year one needs to do objects and drawings and not columns and bars and line graphs. So when we change the bars to objects, we would use individual numbers on the scale remembering it's that one to one correspondence. So we would change the axis there and we know that they are after simple inferences.

So it would simplify the questions to reflect that different comprehension of the data that's displayed. In this question, for example, we would change the pie graph again to a graph that's objects and drawings, and adjust the complexity of the questions to reflect something that might look like most popular, true or false statements. What is the data representing, so more of that direct application of what the data is actually showing to ensure that we've got simple inferences occurring there.

We continue the reflection of the know, do, think adjustments that we make then into the marking guide for the students. So again, we can start with the age equivalents, the general grade level units marking guide and alter it to reflect the complexity dictated by the year one complexity, which is outlined in the year one achievement standard and curriculum information. So this would result in pictographs, and simple inferences being reflected in there.

So being able to interpret a pictograph, to describe data displays, use a pictograph to identify the most common mode of transport, whereas the students at year six are interpreting more complex graphs to pull that information out. Over on the other poll, the students in year six are doing some analysis of those more complex representations of the data and having to use the data to disagree or refute a statement and interpret the meaning of the statement. So bringing that down to the simple inference aspect for the year one curriculum around they're just analyzing simple information in pictographs and responding to some true false questions, for example.

We then need to continue on and change the full A to E poll. So we know that the achievement standard is the sea level fixed point. So we can reflect that at the sea and then we can alter the complexity through the A to E there as well. So a student who accesses a different level curriculum can still be graded at A to E at that level of curriculum that they're accessing. In our example, that's year one for these students.

So they will engage with their adjusted assessment tasks and then we can grade them against the adjusted marking guide and give them the ABCDE, whatever the curriculum output reflects. Looking now at making extensive adjustments, so in relation to a student accessing curriculum adjustments at this level, their curriculum is made up of individual learning goals like we discussed a few slides back. So these goals are derived from the level one of the literacy numeracy and personal and social capabilities and level one is positioned prior to prep or foundation, depending what you call it where you are.

Therefore, this allows students with the most significant cognitive and developmental impacts to still engage with the one high quality rigorous curriculum. So we still don't need anything separate for these students. So the general capabilities have been extended into level one, so that we do have rigorous curriculum to engage these students in.

So, there are sub levels within level one. So there is like level 1A, B, C et cetera, and therefore, the student will have a particular sub level within level one that they are working toward, across the three different capability areas of literacy, numeracy and personal and social capability. So they might be level 1C in one and then level 1A in another, et cetera. So this information will be pre determined a bit like students accessing a different new level of curriculum would have gone through a process to determine what sub level is appropriate for the student.

As mentioned at the beginning, learning through the general capabilities doesn't occur in isolation. So it is delivered through the context of the learning areas with that age equivalent content being the vehicle through which they will learn these literacy, numeracy and personal and social capabilities. Students accessing this level of curriculum will also require extensive support with communication and they may not be communicating verbally.

So again, that's another area of adjustment that can occur for a student through communication. So we would still need to be aware of all the adjustments that we need to provide in relation to communication alongside the adjustment at the curriculum aspect that we're looking at on this webinar. Again, just like with accessing a different new level of curriculum, it's obviously a very significant decision making process. So this one needs to be just as rigorous as those who are accessing substantial adjustments.

So just because a student may not be communicating verbally does not mean that they are not communicating at a level commensurate with their peers. So we need to be mindful of that. Just because a student may experience impacts with communication and literacy does not necessarily mean that they are experiencing impacts relating to the cognition of curriculum content. So we have to make sure that communication isn't the barrier for them actually demonstrating what they truly know and understand and are capable of, because that's quite an easy assumption for us to make.

That if they can't get that out to us in a way that we can see it and understand it, we can quickly make the assumption that therefore that inside they're not actually knowing and doing and thinking those things, where we could be really wrong about that, which is why this does need to be a very rigorous process and that we're bringing in multidisciplinary teams and specialized advice around the decision making for students at the extensive level.

So let's now have a look at extensive adjustments to the year four English units that we're already a little bit familiar with, the year six math unit that we're a bit familiar with and then I'll demonstrate it to you also at the year 10 level with science. So year four English remembering that they're doing rewriting an imaginative chapter for a book that they're familiar with, we would go to the level one appropriate sub level of the literacy, numeracy and personal social capability for these students.

You will find in that space that there are [dot 00:56:49] points of the skills that this student is working toward for their curriculum. We deliver those skills in this instance through English and then we would deliver them through math, through science, et cetera, so that they're getting all of that different context and that age appropriate content through their individual goals. So in relation to the year four English and the literary text aspect, this particular student and their sub level, it's indicating to us that they will be working on knowing that this is a book that they're able to attend consistently to the familiar texts that are being explored in the classroom, that they can refuse or reject texts when being asked to select and engage with them, that they can demonstrate anticipation of the events that are occurring in those predictable texts that we're engaging with them regularly so that they can start to understand and predict the events that are happening.

So we want them to think about is this a book or is it not a book, do I like this book, what is going to happen next. Again, the communication of all of this may not be verbal, and that's okay. They may be doing that through alternative means, through pointing, through keywords [inaudible 00:57:59] et cetera. So again, it doesn't have to be verbal communication.

For the year six maths unit in relation to data. So obviously numeracy, general capability aligns itself beautifully here, but so does the questioning stuff from the literacy one as well. So again, we would go through and find the goals within this sub levels of level 1A of those capabilities and think about what can be authentically applied to the context of maths in this example. So in this case we're looking at, it says in the level one of the numeracy that they're looking at data being represented with real objects and photographs.

So again, we've gone from pie graphs and column graphs at year six to the student at year one using drawn objects in a graph form to the student accessing individual goals, where we're actually getting the physical objects and the photographs. Looking at counting those objects, those real life objects and the objects in the photographs, being able to display that simple information using those objects in the photographs, responding to questions.

Again, not necessarily verbally. Simple questions about the data that's displayed in the objects in front of them, and then thinking about what is this that I'm looking at? What is this object? What is this picture? How many of them are there? So that's some ways that we can bring in the data component, the age equivalent content for someone that's accessing extensive curriculum adjustments in maths.

Then we've got the year 10 science example for you. So quite complex. Chemistry, we're looking at students at year 10 who are looking at this content need to know that there are different types of chemical reactions, that those reactions produce different products and that they occur at different rates. They then need to investigate how the chemistry can be used to produce different substances, predict the products that will be produced through the reactions, investigate the effects of a range of factors on those chemical reactions.

So quite some complex stuff going on that I think that I might even actually struggle with. Therefore, they're looking at how a different substance is produced, what chemical reactions contribute to the production, what might occur when chemicals interact with one another and why does that interaction occur, and how does temperature specifically act upon those reaction rates. So for this same student who's accessing extensive adjustments if they're in year 10, for example, in this year 10 science class doing this chemistry process, looking at that level one of literacy numeracy in general capability, finding the characteristics, the goals within that, that could be applied authentically to science.

Remember, we don't have to cover all of them in every unit because the student is working on those across all of their learning areas for an extended amount of time. So we don't have to tick everything off at once. They might look at when we mix chemicals, different things happen. So knowing that when we put two things together, something happens. They might be looking at sorting or matching pictures. So taking photographs of the reactions that are occurring in the classroom, or ones that we've drawn from somewhere else, being able to group all the ones that are letting off gas, or all the ones that are overflowing, all the ones that have turned blue, whatever the photographs are displaying, and whatever is being experienced in that process.

They might then have to sequence the photos of steps that were taken in a chemistry process that's occurred in the classroom and respond to simple questions about what's happening in that sequence or what happened in that process. So we're wanting to begin to think about what same and what's different, what did I hear, see, feel, what happened. The student can also have the socially valuable role alongside their peers by being given visual checklists, for example, and supporting their peers to collect the equipment that's needed.

They might support in passing things, in pouring things. Provides a really great opportunity to engage in peer tutoring as well. Then the students will go back and students at year 10 will be balancing equations and doing graphs of different reaction rates and all of that sort of thing. The student accessing the individual goals, we're going back with the photographs that they've taken through the process, sequencing it, responding to some simple questions about the chemical reactions that they've just experienced as well.

Assessment for a student at this level is quite flexible, doesn't have to be as formal as what we might consider in relation to typical summative assessment. So we instead might use a portfolio format where we are constantly gathering some evidence as we see something occur. Don't necessarily have to wait to certain time markers like we generally do with [inaudible 01:03:01] assessments. So that can be things like annotated photographs of the students doing something, engaging in something, videos of them jotting some observations of what you saw them do in the class, some of their work samples that they are producing, and that we're meeting on a regular basis with that multidisciplinary team to review that data, and looking at progressing the students when they demonstrate that they need to be progressed with that goal of getting them to eventually enter onto that foundational prep to 10 scope and sequence of the achievement standards.

Now the opportunity for some question time. So just give me a moment to be able to sort of scroll back through some of the questions there and have a bit of a look, and then I'll stop responding to some of that. So one there about providing an alternative task to where I spoke about assessing the spelling and the grammar separately, still absolutely inclusive. So inclusive isn't about everyone getting the same. It's actually ensuring that everyone can equitably access and participate in the learning.

So if that means some students need to do some alternate tasks, absolutely and if we're actually applying Universal Design for Learning, we would actually provide a range of ways that a student can demonstrate their learning, and that everyone in the class has access to those various ranges, and that they actually have the choice in that process. So it absolutely is inclusive. Inclusion is not about exactly the same for everyone. It's the opposite of that.

Yep, so application of visuals, again, a communication adjustment. As I said, there's still going to be lots of other adjustments in relation to literacy, communication, and engagement, well being, all of that stuff. The specific purpose of this one was just on that smaller detail of actual curriculum. So of course, the way that we actually instruct the curriculum, our oral and instructional language, all of that stuff can be supported with all of that other broader range of adjustments that we have, and that we know that we need to implement as well.

So this isn't in isolation, it isn't without all of that other stuff. We absolutely need all of that other stuff to actually bring the adjusted curriculum to life in our classrooms. So there's some discussion there on ICPs. And for those who aren't in Queensland state school system, that's individual curriculum plan, which is the process of a student accessing curriculum at a different grade level. It's the name of the recorded plan that we have to use when that decision has been made.

So there's some discussion there around how people actually go about collecting that evidence. So again, that is the school decision making process. It's contextual, but kind of in a nutshell, the way that we go through it is that a student might present as having challenge in the curriculum, the teacher identifies that our first instance is to work alongside and wrap support around the teacher in relation to their planning, their application of differentiation, the provision of supplementary adjustments, making sure that we then build up a nice rigorous collection of evidence that those things have been taking place.

Then from there, we would go into actually looking at the curriculum output of this unit and the barriers that are being experienced there. So extensive, yes, for student accessing highly individualized curriculum is what it's called in Queensland and the extended general capabilities and substantial other students who are accessing ICPs from prep to year 10 level.

ABLES is a separate curriculum. So again, it's a completely different process, but we've demonstrated today is you don't actually necessarily need separate curriculum provisions like ABLES, but again, that's a school based decision around that. Again, we're just talking about curriculum so we may have a student that doesn't access individual goals for curriculum, but that does access extensive adjustments in other areas like health care, communication, mobility.

So, again, this was just about curriculum. So you can absolutely count THE students in the extensive category on the NCCD, even if they aren't accessing individual goals, but if they do have extensive adjustments around all of that other broader stuff. So remember that the focus of today was just about the curriculum aspect. So people are sharing that the jargon that we have and all these different acronyms for things. So ICPs being a specific Queensland state schools process.

Yeah, it needs to be a very collaborative process, obviously, supporting the students. That's a quick run through of doing this curriculum clarity process, and attach on how we then look at aligning the different curriculum in. It's the follow-up webinar where I actually explicitly go through my thinking and my actions of how we actually do that. So none of what you saw on the screen is made up, I actually draw that information from somewhere.

It's there for you and the follow-up webinar shows you how to draw that all together to align the curriculum from, say the year four or the year six down to the year one level. So that's a separate webinar that's happening next week and the week after. This the workload implication question which also comes up. So this process from [inaudible 01:08:39] for myself, who I know I've been doing it for quite a long time. So now it's quite a subconscious process for me, takes about an hour for me to align the regular age level curriculum and then to align it into a different grade level.

So it doesn't need to be a lengthy process. Again, you will become faster at it and better at it, the more you do it, but also, the way we do it is in collaboration. So I'm this year teaching year seven science. So for every year seven science unit of work. We actually did it yesterday for the unit that's coming up next term is we get together as a team, and we do that curriculum clarity process of the know, do, think table at the grade seven science level all together as a team.

Then we look at what students in the seven cohort are accessing, and different levels of curriculum for science. We all stay together and we align for those different levels. So I might take the year one level, and my other colleagues might do the year three level, whatever it is, but we all sit there and do it. We divvy out that role, and then we share back as we're doing it, and if I'm a bit stuck on a process, then I can go, what does that actually look like at year one?

If we're a bit uncertain, we can jump into the Australian curriculum website and we can look at the information there and the work sample portfolios and all of that stuff and [inaudible 01:09:55] problem solve that together. So it actually does become quite a quick process the more that you do it, and the more that you do it in collaboration, and share this workload. That also builds the capability of everyone in the team.

So I'm not the only one who has to go through and do the adjustments for students accessing different level curriculum, that I have built the capability in all of my year seven cohort team of teachers to be able to do that. So it's a really good, sustainable and scalable way of managing that process. Then some questions about the recording. So yeah, the recording will be made available on the website. There will just be a bit of delay in getting that up, but I will definitely advertise that on sign when that's occurred.

Reporting on modified curriculum. So in Queensland, again, it'll be up to your state department or your curriculum authority maybe in how that reporting occurs, but as I said, we grade the students at the year one level in our example across the A to E, and then on their report card, it has a comment that says something similar to this grade is awarded at a year one level provided in an age appropriate context. So it actually has a bit of that disclaimer there for other people who are reading this report card.

How do we record some of that supplementary adjustments? So substantial and extensive adjustments are quite obvious to people, I suppose. They're actually getting an adjusted task, which looks different and you can see all that stuff. For someone accessing supplementary adjustments, it's probably more in the instruction giving and some other additional things that aren't quite as obvious to someone else looking at that evidence. So a way that we collect that is we actually have pulled out some of the most common supplementary adjustments and differentiation level supports that occur in assessments.

That is on the back of the task sheet and the teacher can then go through and tick off the ones that were provided and that stays with the students' curriculum output as evidence of what was provided. Again, a student accessing substantial adjustments in the assessment would still also be accessing some of that additional prompting, some of that breaking down of questions, someone reading for them or scribing for them, perhaps.

So they are still taking things off at that supplementary and differentiated level as well. So that's actually provided on there for all students. So the teacher can record the supports they're giving to any child. We know that we have to have the evidence and collect it for the kids with disabilities specifically, but it's also a practice that we can give to any kid that needs that level of support, regardless of what their demographic information is.

What multi disciplinary people? So I always say that [speechees 01:12:41] are a teacher's best friend. Absolutely really appreciate having speech language pathologists sit at the co planning table, and we're fortunate to school purchase some additional speech language time at our school. So our [speechee 01:12:57] sits at the year seven table with us, helps us pull out our vocabulary. She helps us reword our instructions on our assessment item. She talks to us about how to support the explicit teaching of our vocabulary, how to deliver our instructions in the classroom, et cetera.

So my go to multidisciplinary person is definitely [speechees 01:13:18] but of course also occupational therapists, physiotherapists, different advisory teachers. The range can be quite diverse through to psychologists. It really depends on the adjustments that the students needs, or that a broad group of students need in your class or your school.

Getting toward the end now, thanks for being patient while I'm just sitting here scrolling in front of you. Good to see lots of response to one another, through questions that are being posed and collaborating with one another through the discussions. It's fantastic to see. Yes, so someone's asked about the adjustment checklist. They've sent that through to me.

So on my website, I have provided a matrix of adjustments across all of the categories, so including curriculum, but also across communication, behavior, wellbeing, et cetera and what some common adjustments might look like at the differentiated supplementary, substantial and extensive levels. So I've taken that. There's one there that's a broad one and then there's one that's more contextual to what it might look like in a school with more specific practices under the Queensland context.

Then we take bits and pieces of that for different purposes. So for the assessment level on that matrix, we take that assessment stuff out, and that's what gets put on the back of the task sheet. So the different strategies from differentiation through to extensive that the teacher can then tick off. We take it in relation to collecting our evidence for actually providing different levels of curriculum.

So we would take some of the planning stuff, some of the literacy support stuff and that then gives the teacher the ideas of the sorts of things that should be in place, the sorts of things that we should be trying before we bump up into that substantial curriculum level of offering or extensive of offering different level curriculum or individual goals. The task sheet is individual, so that's on the back of every task sheet.

So if a student doesn't need adjustments, the teacher just doesn't fill it in. If the student does need adjustments, they do the tick and flick either during the process or after the fact when they're marking it. Again, as I said, they can even tick it off even for students that aren't students with disability. If that evidence of support is needed for some other purpose, or you're starting to build some evidence around students that may actually, you might starting to impute that a student has a disability and you're starting to think in that process and collecting some evidence around that.

Brilliant. So I think that's brought us to the end. We've gone a little bit over time, sorry, but I wanted to go through those questions, and didn't have to race off to collect children this afternoon, but I have heard they're home, which you probably saw me do the, don't come in, don't come in before. I think we're at the end now. So I'll hand back over to Letitia to finish off for you.

Letitia Rose:

Thank you very much, Loren and thanks for giving us a little bit of extra time. I've seen this webinar a couple of times but I always learn something new. And there's always interesting discussions among participants. So thank you for stimulating those and thanks for answering everybody's questions. Loren will say goodbye to you now and those that can stay on, I'll be able to provide more information about the recordings and also about those follow up sessions. So you have two more opportunities to engage with Loren with those follow up sessions. All right, thanks, Loren. I'll be in touch with you.

Loren Swancutt:

Thank you. See you, everyone.