

## **ATRIUM**

Responsive teaching for  
inclusive education

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Vision and values

**Inclusion**

**Innovation**

**Integrity**

At Whyalla Secondary  
College our motto is  
**'Inspiring Possibilities'**.

We encourage different  
ideas, different cultures,  
different paths and  
different experiences

We believe that  
limitations are built in  
our minds, but together  
we can build a different  
mind

We strive to empower  
our students to seize the  
day and turn their  
potential into the  
possible

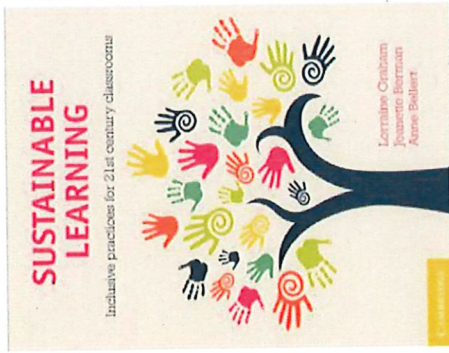
<b>A</b> Active	<b>T</b> Thinking creatively	<b>R</b> Relating to others	<b>iU</b> Language, Symbols and ICT	<b>M</b> Managing Self
Curiosity Growth Mindset Risk Taking Engagement Creativity Motivation Interest	Sensory Reception Motivation Perception Problem Solving Reasoning Memory Planning Attention	Taking turn talking Leadership skills Social skills Cooperative Collaborative Seeking help Group skills	Oral language Sign language Listening Receptive language ICT skills Expressive language Writing Reading	Self-regulation Confidence Metacognition Self concept Persistence



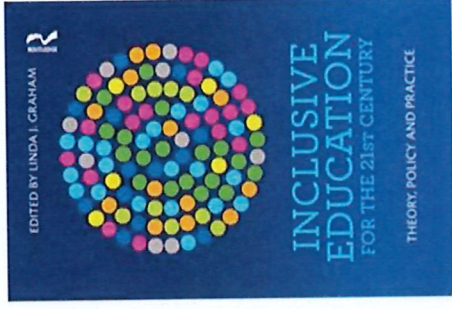
## Responsive Teaching Framework



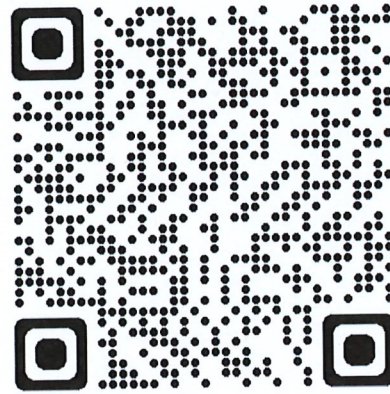
The Responsive Teaching Framework (Graham, Berman and Bellert 2015), describes a teaching cycle that can scaffold teacher practice, through a set of questions that inclusive teachers ask themselves as they make decisions about how best to teach their students.



Sustainable Learning



Inclusive Education



Booktopia



Learning Intervention



# Inclusive Education Strategy

## Overview

*'Every chance for every Child' DfE*

The UN Convention on the Rights of Persons with Disabilities states "Inclusive education is central to achieving high quality education for all learners, including those with disabilities, and for the development of inclusive, peaceful and fair societies." (United Nations 2016). Kate de Bruin expands on this to say "...an inclusive education is a vital tool for reducing discrimination and creating a more harmonious and inclusive society." (De Bruin, 2020, p69)

## Vision

Inclusive education means students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. At Whyalla Secondary College, our vision is to see inclusion embedded in all aspects of school life supported by culture, policies, and everyday practices.

Our commitment to inclusive education means children and young people at Whyalla Secondary College from all social, cultural, community and family backgrounds of all identities and abilities are able to:

- **attend** our school and be welcomed
- **access and participate** in a high-quality education
- **learn** in a safe and supportive environment free from bullying, discrimination and harassment
- **achieve** academically and socially with reasonable adjustments and supports tailored to meet their learning needs.

## Outcomes

At WSC, we aim to deliver an inclusive, innovative, and engaging teaching and learning program using high quality curriculum in an environment designed for successful learning. Strong partnerships with families and the wider community will support student development.

## Result Measures

In designing our teaching and learning program we will:

- base term plans on the Department for Education's sequential units of work.
- Extend and support learning through Universal Design for Learning (UDL) in which tasks are designed to suit the needs of all students by providing student agency in learning that reflect their strengths, needs and interests.
- Regularly assess and conduct checks for understanding with students to determine prior knowledge/skills to help identify where students are operating developmentally and monitor their development.
- Provide a Multi-Tiered System of Support (MTSS) for all students intervention across the whole school on a three-tier model, whereby Tier 1 supports are provided in all learning spaces, Tier 2 in designated areas either within general learning spaces or in other areas. In 2022, Tier 3 interventions, which are more intensive and personalised providing 1:1 support for students, based on learning needs.
- Plan, document and teach personalised learning experiences that allow individual students to build upon existing capabilities, interests and understanding supporting the achievement of co-constructed student goals as described in One Plans.
- Monitor student learning through WSC Learner Review Intervention data

To deliver a high-quality curriculum and a successful learning environment we will:

- Provide staff with ongoing professional development training opportunities.
- Utilise the full range of learning spaces and resources available to support students' learning
- Incorporate flexible, inclusive teaching practices that include multiple means of engagement, representation, action and expression.

- Access resources and support agencies to deliver evidence-based intervention programs for students as described in the Literacy and Numeracy Intervention Policy.
- Collaboratively and purposefully plan, monitor and report students' needs and outcomes.
- Consult with families and support services to create and implement a One Plan where necessary.

To create a strong partnership with students, families and the wider community we will:

- Communicate about student learning on a regular basis. For families of students with One Plans, this will include meetings and communication as per the Case Management key process statement (appendices)
- Respect and support families to engage with their child's learning including review of student goals and reflection on future directions.

### Definitions

UDL – Universal Design for Learning

WSC – Whyalla Secondary College

### Supporting Information

Literacy and Numeracy Intervention Policy

WSC Case Management Key Process

WSC Learner Review Key Process

[Research Report](#)

### References

UN Convention on the Rights of Persons with Disabilities (2016) *General comment No. 4 (2016) Article 24: Right to inclusive education*. United Nations.

Kate de Bruin (2020) *Does Inclusion Work?* In Graham, Linda (Ed.) *Inclusive Education for the 21st Century: Theory, Policy and Practice*. Allen & Unwin, Australia.



## Inclusive Learning

- Inclusive education is about learning for all. It depends on teaching that is appropriate for each student who presents at the classroom door and aims to contribute to the growth and development of every learner.





# Flexible Learning at Whyalla Secondary College



*"same learning done differently"*

## Values:

Inclusion  
Innovation  
Integrity



## Vision:

All young people will have a successful pathway to further education or a career



## Mission:

If students are engaged in supported, flexible and learner driven programs, young people will gain the skills and knowledge required to successfully transition into their next stage of learning or work

## How:

We target learning specific to individual needs focusing on the essential skills of literacy, numeracy and transferable capabilities



# Group Activity

How could ATRIUM enhance what you are already doing at your site and where would you start?

