

ATRiUM

Responsive teaching
for inclusive education

Tricia Richman, Principal
Whyalla Secondary College

Peter Usher, Assistant
Principal Whyalla Secondary
College



KAURNA COUNTRY

We would like to acknowledge that we are meeting today on the traditional Country of the Kurna people and we pay respect to Elders past and present.

We recognise and respect their cultural heritage, beliefs and relationship with the land. We acknowledge that they are of continuing importance to the Kurna people living today.

And we also extend that respect to other Aboriginal Language Groups and other First Nations.



Tricia Richman
Principal



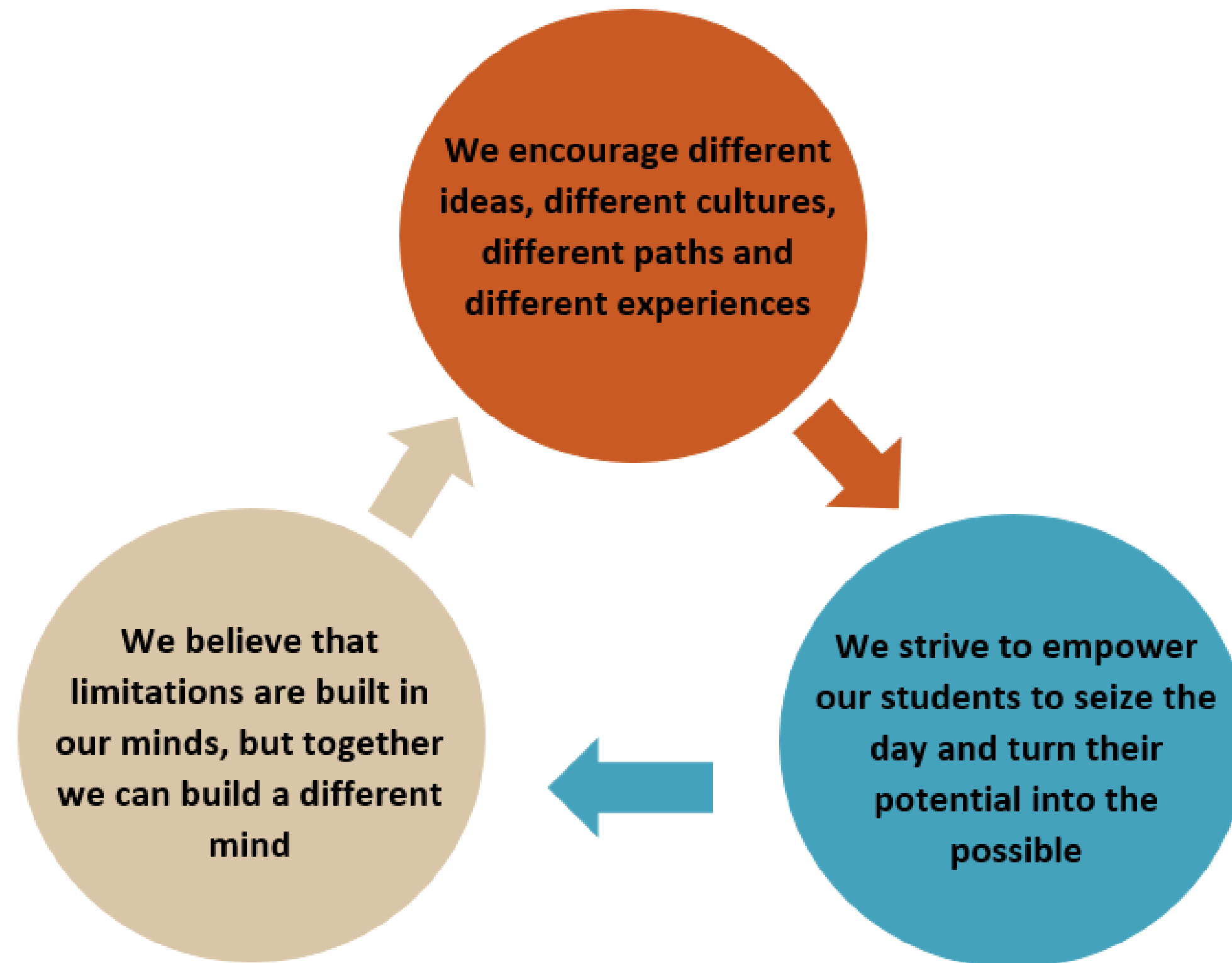
Pete Usher
Assistant Principal
Year 7 and 8 Community



Purpose of the Session:

To inform how Whyalla Secondary College implements ATRiUM pedagogy in all aspects of our curriculum and extra curricula activities.





Vision and values

Inclusion

Innovation

Integrity

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

A

Active

T

Thinking creatively

R

Relating to others

iU

Language, Symbols and
ICT

M

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

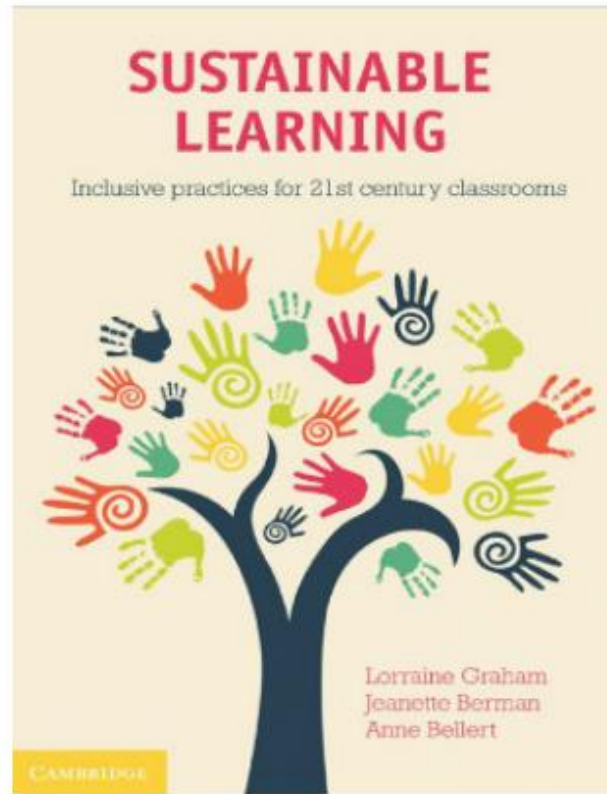
Self concept

Persistence

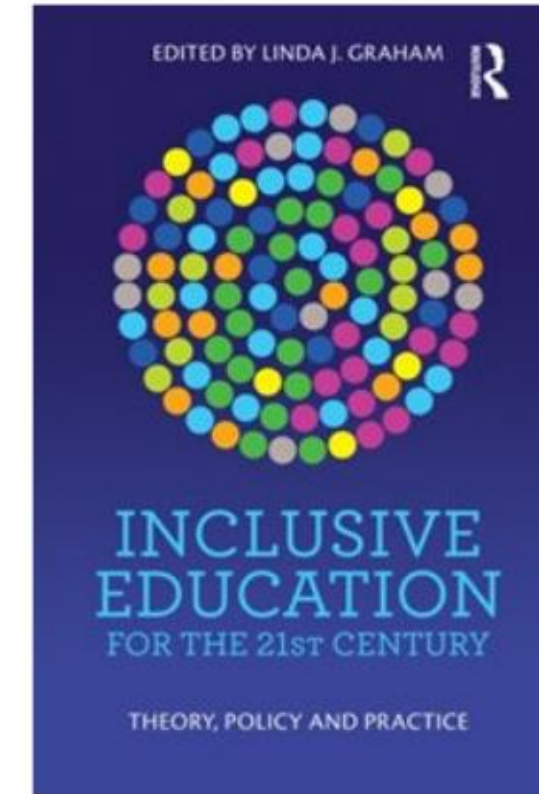
Responsive Teaching Framework



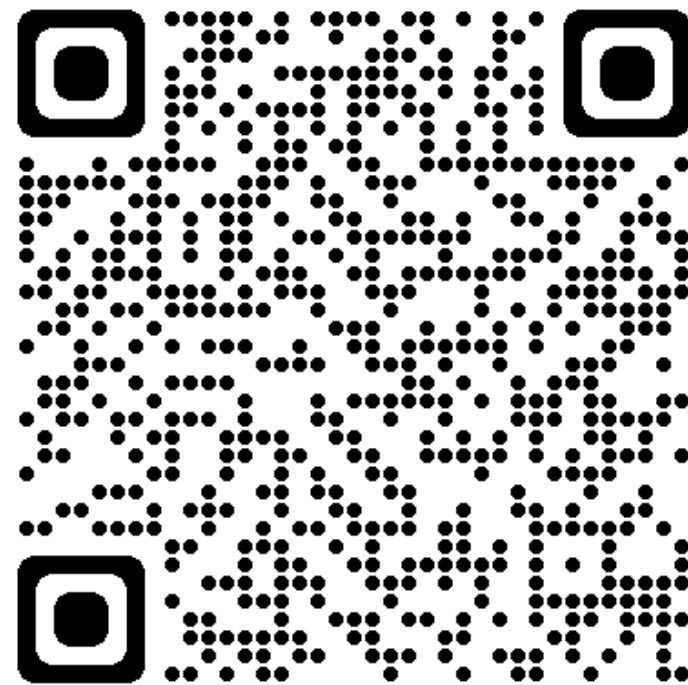
The Responsive Teaching Framework (Graham, Berman and Bellert 2015), describes a teaching cycle that can scaffold teacher practice, through a set of questions that inclusive teachers ask themselves as they make decisions about how best to teach their students.



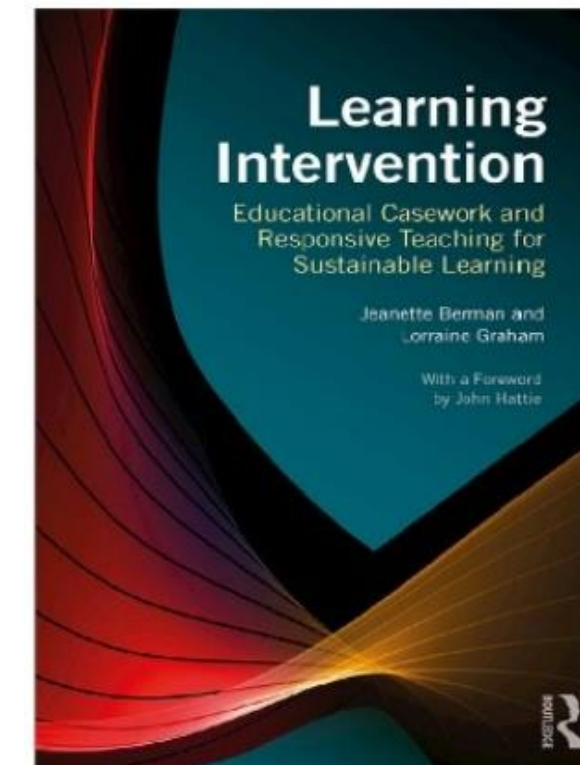
Sustainable Learning



Inclusive Education



Booktopia



Learning Intervention

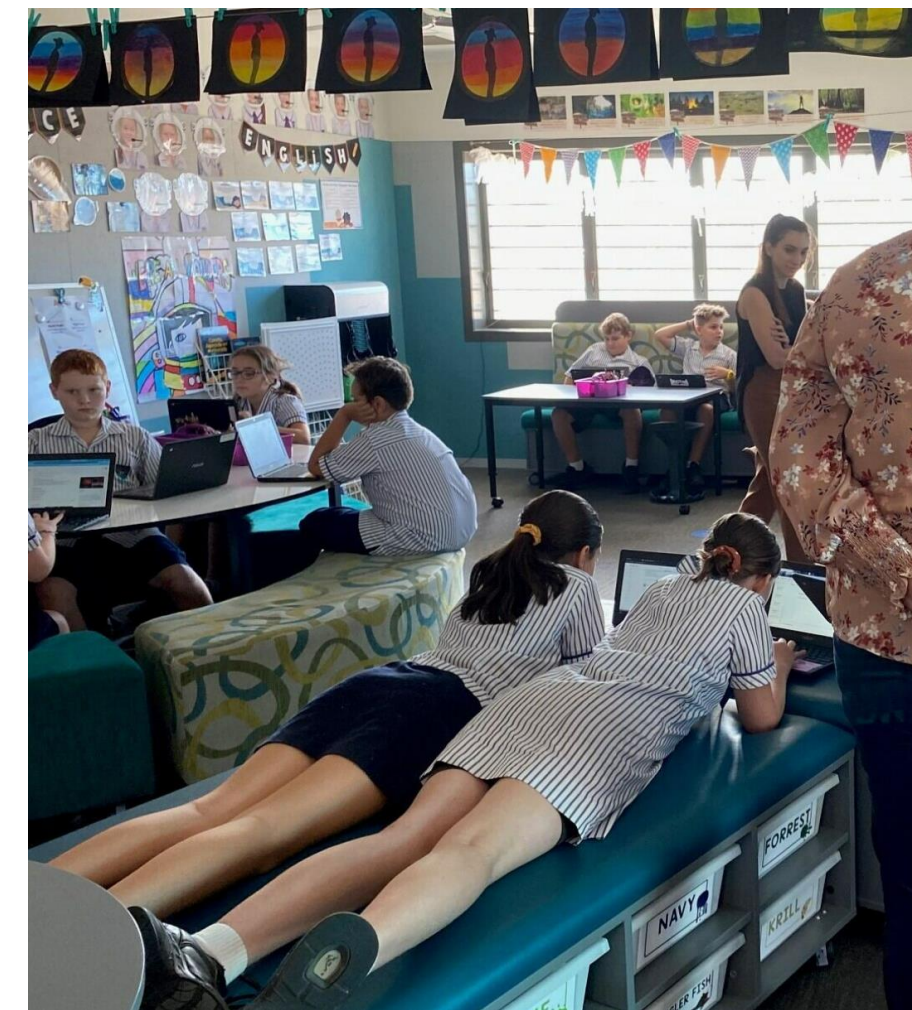
Purple Orange facilitated a field trip for SA school leaders to visit a series of QLD schools that are successfully implementing a range of inclusive education practices.

The learning intentions of the field trip:

- To observe inclusive education policy and practice in action including the systems, frameworks, and processes that create and sustain an inclusive school.
- To develop the capacity to plan and implement inclusive education practices on a whole-school and classroom level (such as data-informed practice/data tracking, co-teaching, MTSS, staff structures).



Purple Orange





ST BENEDICT'S
CATHOLIC SCHOOL
God in All of Life



Inclusive Education Strategy



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.





Centacare

Catholic Family Services



General Capabilities

- ▶ **Essential tools for learning**

- Literacy
- Numeracy
- ICT competence
- Critical and Creative Thinking

- ▶ **Learning to live with others**

- Ethical behaviour
- Personal and Social Competence
- Intercultural Understanding



Knowledge

Skills

Behaviours

Dispositions

SACE Flexibilities



LEARN in and outside the classroom

COMBINE SACE subjects, community learning, VET, university and TAFE studies

FLEXIBILITY to study, work part time, complete a traineeship or apprenticeship

COMPLETE the SACE with job-ready skills

Kevin Nguyen

SACE Learner Profile



Collective Engagement

Well developed

Collaborative individual who is aware of strengths of group members and seeks to build on them.

Principled Action

Established

Pro-actively engages with others to build inclusive relationships. Draws on the values and strengths of others, and anticipates challenges

Self-Motivated Learning

Well developed

Engages with new opportunities to learn, and adapts their learning routines for growth

Quality Thinking

Developing

Identifies relevant information and draws on existing knowledge to describe concepts and ideas

Personal Enterprise

Emerging

Responds to presented opportunity to produce an outcome, using relevant knowledge and available resources

Mathematics

Stage 1

General Mathematics
A

Stage 1

General Mathematics
B+

Humanities & Social Sciences

Stage 2

Psychology
B

Arts

Stage 1

Research Project
A

Stage 2

Personal Learning Plan
B

Stage 2

Drama
C

Stage 2

Creative Arts
A

English

Stage 1

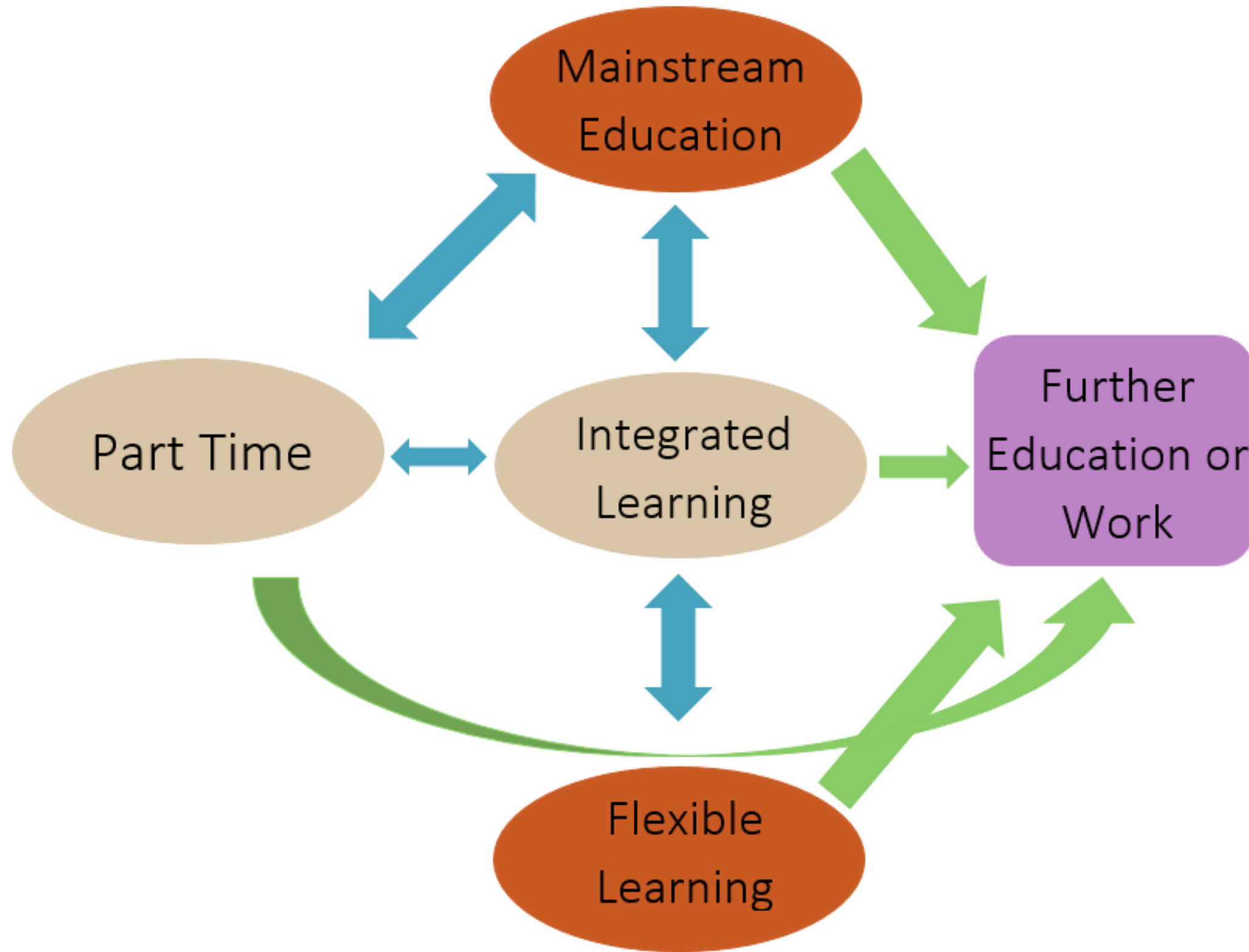
English
B

Stage 2

English
A+



Flexible Learning Flow Chart



Student A – Current Year 8 Student

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School		7:00am Clontarf Training		7:00am Clontarf Training	
9:30-10:40	Body and Mind (HPE)			Gym Session	Body and Mind (HPE)
	Food Technologies			Social Skills Support Session	Food Technologies
11:10-12:50	Flexible Learning	Flexible Learning	Flexible Learning	Horticulture/Aquaculture	Flexible Learning
	Flexible Learning	Flexible Learning	Gym Session	Horticulture/Aquaculture	Flexible Learning
1:20- 3:00pm			Body and Mind (HPE)	Food Technologies	
			Body and Mind (HPE)	Food Technologies	



Student B – Current Year 11 Student

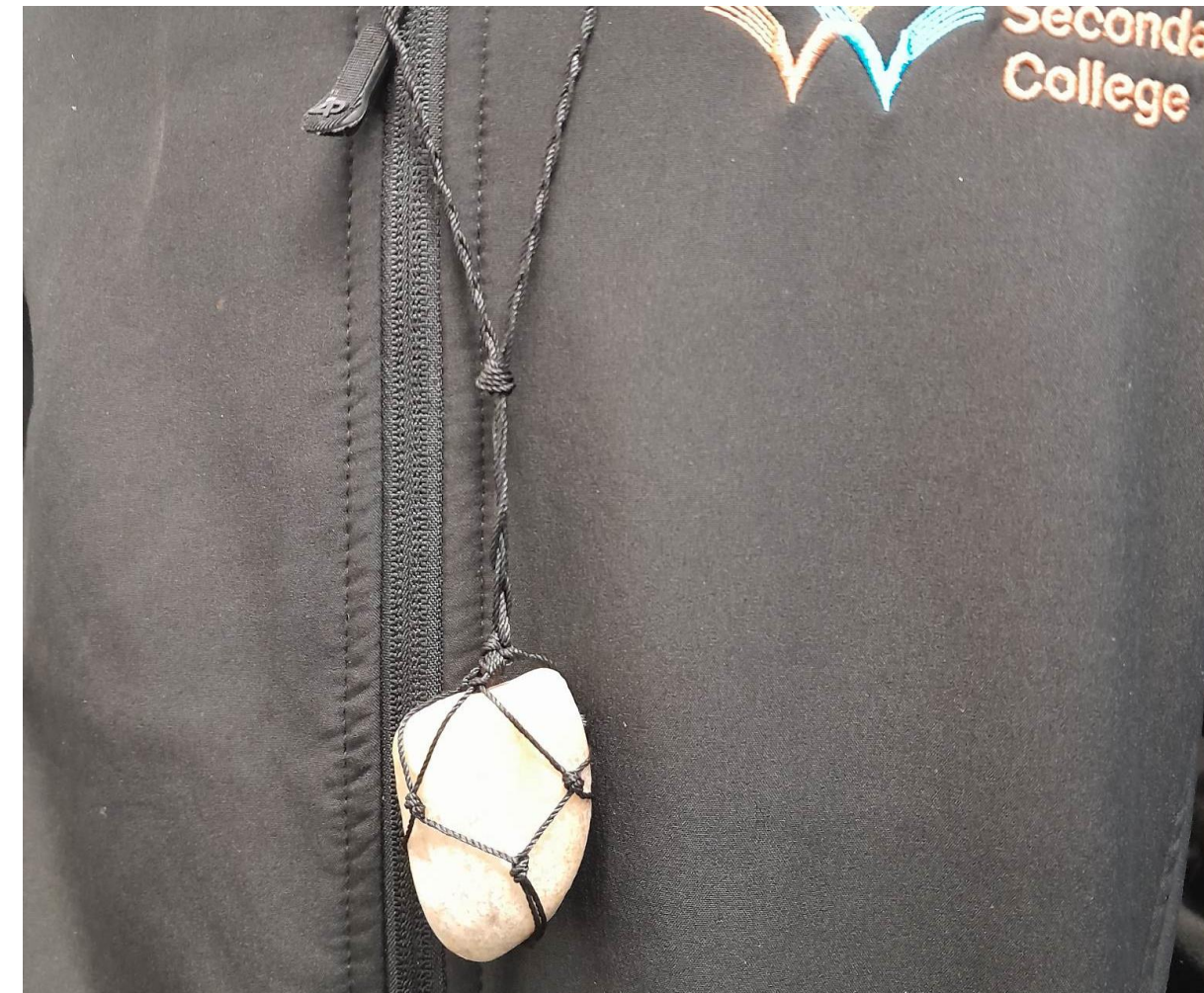
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Before School				
9:00-9:30	Care Group /Independent Study	9:00-10:20 Extended Care Group (7-10) 9:30 House groups (11-12)	Care Group / Independent Study	Care Group / Independent Study	Care Group/ Independent Study
9:30-10:20	Specialist Physical Education		Recreational Physical Education	Spencer Gulf: Research Project	Specialist Physical Education
10:20-11:10	Outdoor Education	Spencer Gulf: Universal Reasoning (Maths and Science)	Recreational Physical Education	Spencer Gulf: Research Project	Outdoor Education
11:10-11:40	Recess		Recess		
11:40-12:30	Spencer Gulf: Universal Reasoning (Maths and Science)	Essential English	Mentoring	Spencer Gulf: Universal Reasoning (Maths and Science)	Essential English
12:30-1:20	Recreational Physical Education	Essential English	Mentoring	Spencer Gulf: Universal Reasoning (Maths and Science)	Mentoring
1:20-1:50	Lunch		Lunch		
1:50-2:40	Essential English	Spencer Gulf: Research Project	Specialist Physical Education	Outdoor Education	Recreational Physical Education
2:40-3:30	Mentoring	2:40 After School Meetings	Specialist Physical Education	Outdoor Education	Spencer Gulf: Research Project
3:30	After School		After School		



Stage 2 Biology

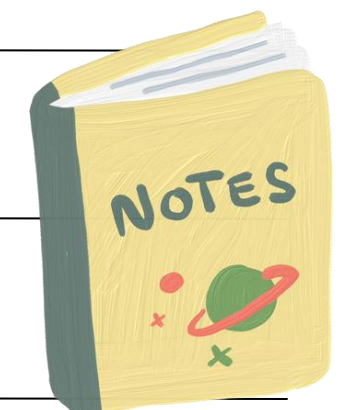
Students used lollies to create models of concepts they have learnt in the topic Cells as the Basis of Life. Students were able to show their knowledge and understanding of a range of biological concepts in fun and creative ways.

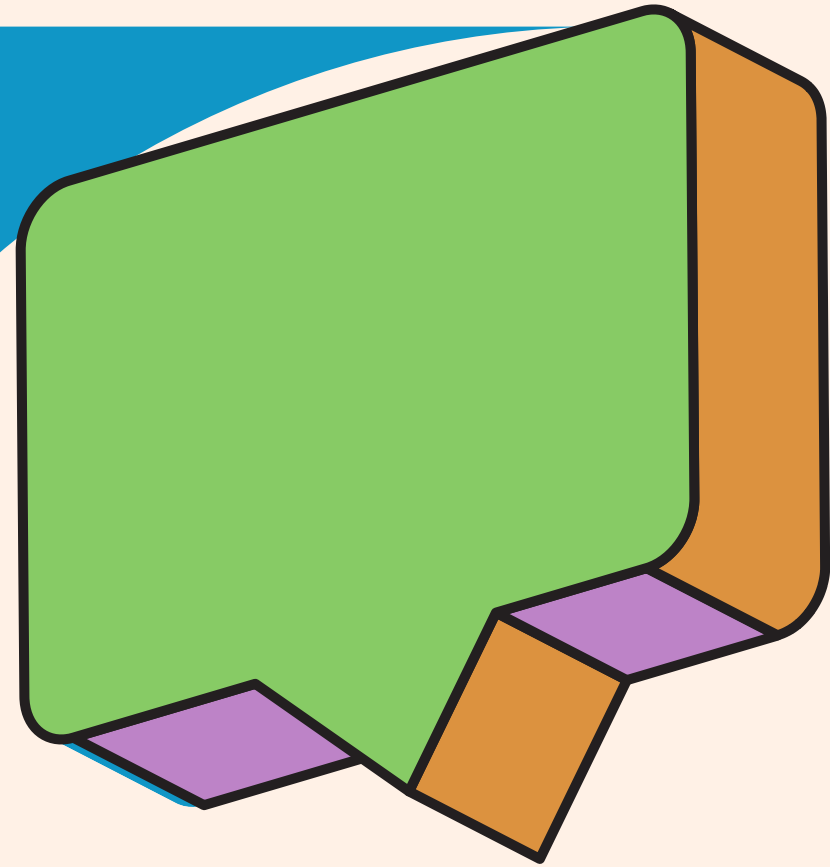
Teaching the **ATRiUM** Way



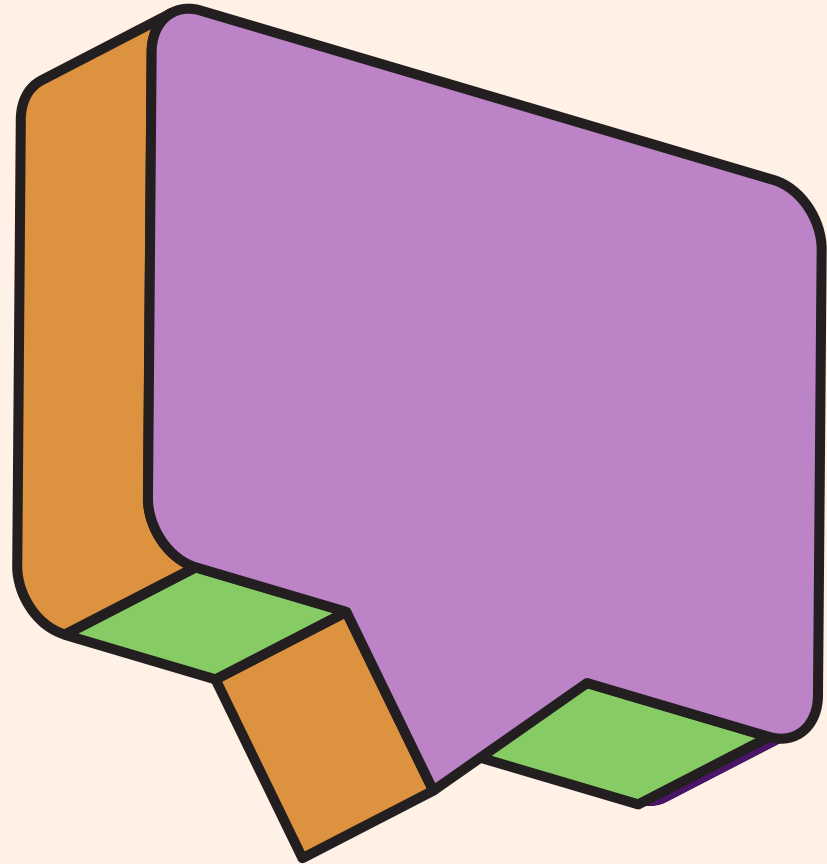
Group Activity

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





Questions and feedback





Government of South Australia
Department for Education



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Principal

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Government of South Australia
Department for Education



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