

Dancetrain Professional Learning Activity

Dancetrain Issue: **NovDec 2021 Teaching Inclusion p34 & 35**

Activity Name:	Teaching Inclusion	Activity Type:	Elective PD: <i>Professional Reading & Self-evaluation/observation</i>	
Accreditation Level:	Proficient, Highly Accomplished & Lead	Duration:	1 hr	
Teaching Standards:	1.3.2 Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.	1.5.2 Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.		
	1.6.2 Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.	4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities		
	4.4.2 Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.	7.1.2 Meet codes of ethics and conduct established by regulatory authorities, systems and schools		
How did this activity address the Standard Descriptor/s?	Teachers will initiate discussions with colleagues, review student data, including adjustment guides, Individual learning plans and wellbeing plans, and undertake lesson observations to ensure their current teaching practices are inclusive within their context and appropriate for their students.			

Task

1. Read the "Teaching Inclusion" article on p34 & 35 of NovDec 2021 issue of Dancetrain
2. Teacher initiate discussion around inclusive practices with trusted colleagues. This could be specific to creative arts or a specific cohort, raising some examples that are described in the article.
3. Teachers undertakes a lesson observation to review and gather feedback on the types of language used or tasks conducted that have the potential to be improved in relation to inclusion and accessibility for students with different cultures and disabilities. Ensure the colleague observing has read the article and is aware of the specific areas you want feedback on.
4. Teachers debrief on the lesson observation and identify goals to improve inclusivity/differentiation – this could include the language used, resources used, classroom environment, the grouping of students, how tasks are delivered or how students are asked to demonstrate their understanding.
5. Continue to review these adjustments with follow up observations and review of student data.