Detailed Report
Community Consultations on
the Everyone, Everyday Curriculum Resource

Everyone Everyday
101 ways to include people with disability

Business Leaders Innovative Thoughts and Solutions
ACT Government

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Version 3

ACT business leaders innovative thoughts and solutions

ACT Government

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Draft Report of Community Consultations on the Everyone, Everyday Curriculum Resource

1   Overview

This report outlines community views from people with disability, their families, students, teachers, advocacy, community, oversight and government agencies in the ACT about what should be in a teacher's resource to equip students with the knowledge, skills and confidence to enhance the inclusion of people with disability in everyday life.

The teacher's curriculum resource is part of the Everyone, Everyday program. Everyone, Everyday seeks to promote awareness among ACT schools students about people with disability, their capabilities and contributions and foster respect for their rights and dignity. This reflects our Government's obligations under Article 8 of UN Convention on the Rights of Persons with Disability, which includes an obligation to foster at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities.

It is our aim that the program will positively influence attitudes and behaviours within the community by raising awareness amongst the next generation of decision-makers – ACT school students - who will be our future employers, service providers, business owners, advocates, policy makers, teachers, colleagues, neighbours and friends.

Everyone, Everyday is being developed by the BLITS Advisory Board (Business Leaders Innovative Thoughts and Solutions) with the support of the ACT Government, through the Community Services Directorate (Disability ACT) and Education and Training Directorate (Disability Education). Everyone, Everyday program is a significant ACT Government commitment under *Future Directions: Towards Challenge 2014* which is the ACT's key policy to improve outcomes and opportunities for people with disability.

A summary report accompanies this detailed report and can be downloaded from www.blits.org.au. The summary report includes information about how BLITS and the ACT Government will develop and support the delivery of the resource in response to those community views.

Everyone, Everyday is also supported many local organisations and individual Canberrans who are committed to the inclusion of people with disability in our community.

Who	Their role
Michael Milton, paralympian	Ambassador Everyone Everyday Program
Alasdair Roy, ACT Children and Young People Commissioner	Program Champions
Natalie Howson, Director-General, Community Services Directorate	
Jayne Johnson, Executive Director, Tertiary Education and Performance, Education and Training Directorate	
Dr Chris Kilham, Canberra University	Critical friend, forum facilitator, project evaluator
Dr Rhonda Faraghar, Australian Catholic University Mr Tim Moore, Australian Catholic University Ms Jill Burgess, Australian Catholic University	Critical friend, forum facilitator
Namadgi School, Gowrie Primary, Garran Primary, Turner School and Blue Gum School	Pilot schools for trial resource
People with disability, their families, students, teachers, university staff, advocacy, community, oversight and government agencies in the ACT	Provided input on resource through community consultations
Business sponsors listed at www.blits.org.au	Prize sponsors for the Everyone, Everyday competition

1.1   Consultation process

A discussion paper on the curriculum resource was released in February 2012 for consultation until mid April 2012.   This paper set out background research on educating young people about disability, including an overview of programs operating in other jurisdictions and proposed a framework for the Everyone, Everyday curriculum resource together with questions on how we can best support its development and implementation. This paper can be downloaded from www.blits.org.au.

Community consultation on the paper took the form of five open and targeted consultation forums and written submissions. Community consultation opportunities were widely promoted through information sessions at relevant forums, written invitations to all ACT school principals and disability service providers and advocates, social media, BLITS and Disability ACT newsletters and community group emails, including CD-net.

Two open community forums were facilitated by Dr Chris Kilham, Canberra University and attended by teachers, education staff, people with disability and family members, disability service providers and advocacy agencies. Three targeted forums were facilitated by Australian Catholic University staff – Dr Rhonda Faraghar, Mr Tim Moore and Jill Burgess – with young people including young people with disability and young carers at Mary McKillop Junior Campus, Kaleen High and Carers ACT.

Eleven written submissions were received from peak bodies representing people with disability, parents, disability and community services; parents, business

agencies, government agencies, schools and universities. Meetings were also held with disability advocacy agencies and the disability services forum.

2   Key general issues

Generally participants were supportive of the curriculum resource on the basis that if developed thoughtfully and implemented properly, the resource could potentially:
- address discrimination and acceptance of people with disability and help to create valued social roles for people with disability;
- over time, lead to greater understandings and reflections by students about what they can do to assist people with disability;
- develop student's understandings of the issues facing people with disability, particularly for those students who wouldn't otherwise be exposed to people with disability;
- lead to more inclusive classrooms, friendships, job opportunities and participation in community life;
- improve education opportunities for all students; and
- remove the 'them' and 'us' mentality between people with and without disability through creating a greater awareness that we all face challenges.

Submissions and participants highlighted that successful development and implementation of the resource and achieving effective positive attitudinal change in schools will be dependent on addressing particular challenges including:
- ensuring sensitive development and implementation of the resource so that people with disability are not viewed negatively, differently or further marginalised from the community and that individual students with disability are not singled out or stigmatised;
- getting buy in and ownership from influential staff in the education sector (curriculum development staff, the directorate and school principals) throughout the development and implementation of the resource;
- competing with an already crowded curriculum, especially in light of new Australian Curriculum being progressively rolled out in ACT schools;
- adequate resourcing for schools to be trained and supported to deliver the resource in a manner that is sensitive to students with a disability in their classes;
- ensuring schools are adequately supported beyond the resource in delivering inclusive teaching practice to all students;
- providing ongoing opportunities for people with disability (including students) and family members to be involved in the development, training and delivery of the resource;
- ensuring the resource is further developed in consultation with teachers, disability support networks and service providers, people who are culturally sensitive to the wide range of difference that exists in our society.
- investing time in raising awareness about disability among adults in the community, so that the learning students adopt at school is reinforced at home and broader community;
- ensuring that the resource aligns with other curriculum and policy frameworks including the *My Time Our Place* and *Early Years Learning*

Framework as well as the *ACT Disability Education Plan for the Catholic and Independents school sectors*.

It was suggested that the resource be developed for children of pre-school age.

3   Feedback on the seven proposed learning outcomes

The literature review for the background paper set out seven proposed learning outcomes to clearly set out what children and young people should be taught, in a way that is measureable. The background paper can be accessed from www.blits.org.au.

Generally the majority of stakeholders agreed with the focus of the proposed learning areas, with learning outcome 1 receiving the most diverse opinions (see below discussion).

Several participants considered the outcomes were too specific to people with disability and should be made more general to respect for all people, regardless of whether they have a disability. Discussion about disability should happen in the context of inclusiveness and tolerance of all difference and the learning outcomes should emphasise similarities among all people in the context of our shared diversity. There was concern that the learning outcomes as written however could polarise and further marginalise people with disability from the context in which it exists.

The subject of more inclusive language is discussed in more detail under each learning outcome.

It was suggested that learning outcomes might be reframed as themes under which activities can be grouped. Concern was expressed that teachers would be held accountable for achieving an unrealistic number of learning outcomes.

The following tables summarise comments on each learning outcome and suggestions for relevant lessons, activities and resources.

3.1 Learning outcome 1: The student can describe different disabilities and the effects of disability on everyday living, using language that is positive and respectful of people with disability.

The intention of this learning outcome is for students to have an understanding of what disability is, the diversity of disability and can use appropriate, positive language to describe disability. The literature review for the background paper identified that children often perceive disability to be synonymous with physical disability.

Comments and suggestions made about the learning outcome	Suggestions for lessons, activities and resources
<u>Describing Disability and Its Effects</u> This aspect of the outcome attracted considerable diverse opinion and debate. Those in favour of the outcome noted: • Students should have a basic understanding of what disability is and the different range of disabilities there are. • It is important to have information about disabilities that aren't visibly obvious (such as Autism) and people's needs associated with that disability to increase understanding and empathy. • Students should have more information about specific needs which their classmates with disabilities might experience. Concerns raised with this learning outcome included: • It infers a medical model rather than a social model by highlighting a diagnosis or a person's limitations thus detracting from a person's strengths, talents and abilities. • It could lead to stereotyping and a false belief of homogeneity in groups defined by disability, when in reality no two people with disability are the same. • It is unhelpful to focus on static categories of disability. • It is important not to highlight students differences.	Exercises and assignments on the lived experience of people with disability with different types of disability, for example physical, sensory, intellectual. Understanding the causes of disability, including social, physical and environmental Activities that explore the ways we are all different or the same and emphasise the value of diversity and a diverse culture that includes people with disability. Case studies exploring the experience of disability should also bring in other aspects of diversity – age, gender and culture for example. Activities that explore what exclusion feels like, for example Jane Elliott's Blue eyes, Brown eyes exercise Kathy Hoopmann's, All Cats Have Asperger Syndrome; Carol Gray's, 'Sixth Sense' - A lesson plan about autism spectrum disorders to explain behaviors that might otherwise be misinterpreted as frightening, odd, or rude Intricate Minds on Austism (I, II or III). [i] Bubble day resource on Autism

Suggestions made: • Focus on disability as one aspect of human diversity. • Focus on understanding the social construct of disability. • The definition of disability should align to the definition of disability in the Commonwealth *Disability Discrimination Act 1992* and the UN Convention on the Rights of Persons with Disability. This encompasses people with physical, intellectual, psychiatric, sensory neurological, learning disabilities, physical disfigurement and presence in the body of disease causing organisms. • Include a focus on different cultural understandings of disability. Disability is perceived and responded to differently across various cultures.	
<u>Using positive language</u> Participants agreed with this aspect of the learning outcome noting that students need to learn to use language that is positive and respectful.	Include a glossary of appropriate people first language when describing disability and also terms that shouldn't be used. The resource should talk about how negative language can affect people. Schools could pair someone with disability from another school or maybe overseas. Activities should be developed in consultation with Aboriginal and Torres Strait Islander people with disabilities and representative organisations, culturally and linguistically diverse people with disabilities, their families and advocacy organisations.

3.2 Learning outcome 2: The student can identify stereotypes and myths about people with disability and recognises that not all people with disability are the same	
The intention of this learning outcome is to have greater awareness of negative stereotypes which emphasise the limitations of people with disability and to have an understanding that no two people with disability are the same.	
Comments and suggestions made about the learning outcome	**Suggestions for lessons, activities and resources**
Generally participants and submissions agreed with the focus of this learning outcome Concern was expressed that this outcome emphasises the limitations of people with disability. All of us have limitations in one way or another. This learning outcome should reflect general stereotypes and myths for everyone, not just people with disability.	Lessons should have a broader focus about the harmful effect of stereotypes in general for example racial, cultural and gender stereotypes. Lessons should emphasise its not that different to be a young person with a disability: "students without disability are often scared of disability because they don't know how to act or what to say."

3.3 Learning outcome 3: The student can explain how language and images are used to portray people with disability in the media and film, positively or negatively.

The intention of this outcome is for the student to have an awareness of how the media has a powerful and subtle influence on shaping our attitudes towards people with disability.

Comments and suggestions made about the learning outcome	Suggestions for lessons, activities and resources
Generally participants and submissions agreed with the focus of this learning outcome, noting that: • media studies could assist students to identify broader negative attitudes in the community, including at home. • it is important that students are taught to take a critical approach to understanding the media – some of which might mock people with disability and if not critically examined may leave students with the impression that it is acceptable behaviour.	Popular people with disability such as comedian's: Adam Hills, Francesca Martinez, or Steddy Eddie as well as popular shows that include or portray people with disability such as Glee and Summer Heights High might be examined as part of these activities. Have a list of age appropriate films and tv shows that explore disability issues - such as Finding Nemo - as well as films that where people with disability play are actors (such as the recent short film festival). Include TV shows and films where people with disability play leading and support characters, including Glee, Big Bang Theory, Be My Brother, Stuck on You and I am Sam. Show students DVDs about disability and encouraged to have a class conversation about the issues. DVDs should be about what the experience of disability – what it feels like (for example that you might hear things differently to others). Activities should explore disability myths in children's literature. In the media, people with disability are often portrayed as being marginalised. Media examples that promote a deeper understanding of a more inclusive and tolerant society should be included in the resource.

3.4 Learning Outcome 4: The student participates in activities that celebrate the capabilities and contributions of people with disability.	
The intention of this outcome is to be more aware of and be part of community based initiatives that promote a more inclusive society by focusing on what people with disability can do, rather than what they can't.	
Comments and suggestions made about the learning outcome	**Suggestions for lessons, activities and resources**
Participants generally supported this learning outcome with some modifications. Suggestions included • Emphasise "acknowledgement" and "recognition" rather than celebrate. • Focus on the contributions and capabilities of everyone – on the same basis - not just people with disability. • Recognise and celebrate skills not just at an elite level but across all levels of ability. There should be recognition not just of physical skills and abilities but also intellectual and creative skills and abilities. • Recognise everyday people, not just celebrities	• Recognise global issues (such as Paralympics) and local issues (such as individuals achievements in their own school or community). • Ensure involvement in celebratory activities is more than tokenistic – for example cultural awareness is more than just eating with chopsticks on multicultural days. • Incorporate activities in sport carnivals, fund raisers, general celebrations and events such as Harmony Day that have a wider meaning. • Include a focus on celebrating Australian innovations and inventions that assist people with disabilities. • Design a tee shirt saying positive things about people with disability. • Run school carnival races where all students race along-side students with disability. • Case studies should focus on what people can do, not what they can't do

3.5 Learning Outcome 5: The student can demonstrate the different ways people with disability may communicate, including through braille, sign language, non-verbally and communication aids.

The intention of this outcome is for students to be more aware of the diverse communication needs of people with disability as well as practical ways of communicating more effectively with people with disability.

Comments and suggestions made about the learning outcome	Suggestions for lessons, activities and resources
Participants generally agreed this should be a learning outcome with some modifications. Concerns was expressed that "demonstrate" a certain behaviour is problematic. This learning outcome should be rephrased to show an understanding, awareness or empathy of different communication styles. It was suggested this outcome should focus on communication generally, not just the ways people with disability communicate. It should focus on developing different skills to communicate in ways that are understood.	• What students can do themselves to facilitate better communication – for example looking directly at someone if they are deaf, or have patience if someone's language is slow. • Understanding communication styles for the particular disabilities that students in the school or classroom might experience, so that students are taught to communicate with each other. For example it was considered not relevant to teach braille if no students have vision impairment. It is important however that no children with disability or young carers are singled out in this learning. • In one consultation forum it was suggested that schools might consider adopting sign language or braille as a language for all students. Others disagreed with this suggestion. • How games can be modified through communication so that all children with disability can participate. • Being aware of emerging assistive communication technologies like the eye gaze technology. • Students should have an understanding that disruptive behaviour can be one of the ways people with disabilities may communicate. Students should be informed of this so they do not form a negative view of people with disabilities because they think they are being disruptive. • Evaluate concerns and limitations with some forms of assisted communication.

3.6 Learning Outcome 6: The student can identify access barriers in their local environment and suggest, invent or create solutions for easier access. This might include barriers at school, school events, playground, the home or in sports, recreation and arts activities.
The intention of this outcome is for students to be more aware of access barriers experienced by people with disability and practical ways they can assist easier access.

Comments /suggestions made about the learning outcome	Suggestions for lessons, activities and resources
Participants generally agreed that this should be a learning outcome. It was considered an important skill for students to identify barriers in their environment and how they might take personal responsibility to help each other when access problems arise. Suggestions included: • Barriers are not only physical –sensory, psychosocial or psychological barriers should also be recognised. • Barriers should be expanded beyond the school environment to consider barriers in out of school activities (for example the need for support/carers and transport). • Activities involving investigation of barriers need to be age appropriate, for example activities for younger students might focus on the school environment and activities for older students might focus on the broader community. • Focus on universal design for all people, not just people with disability. • A concern was expressed that if students identify	Generally: • Consider changes that students can make in their own environment (home, school, friendship groups etc). • Activities for students to understand a day in the life of students with disability – for example the difficulties involved in playing certain sports. • Excursions to better understand how everyone can help people with disability –M-powerdome fun accessible activities. • Activities to encourage students to think of access solutions in different classes. Maths: • Coming up with a design for better access and inventions. • Problem solving ramp angles, measuring basket ball courts, how fast could you evacuate everyone in an emergency, measurement of different levels of vision. • Learning the maths needed to be build an electric wheelchair. • Building codes , specifications to meet accessibility standards eg ramp slopes, height of work benches, understanding of decibels, other units of measurements, reading of an audiogram. English: • Write poetry for "harmony , design posters to promote events or activities for inclusion. Physical Education and Health studies:

access barriers in the school environment, that the school may not have the financial capacity to respond which would send a negative unintended message about the schools otherwise positive approach to including students with disability. It was suggested the resource should therefore relate to access solutions that can be implemented by students themselves.	• What to do if someone is having a seizure. • First aid classes at school. St Johns Ambulance runs these. • Adaptations to games for specific needs (change of rules or equipment) adjustments to school carnivals to include all needs. Design and Technology: • A study of specific hardware or software for inclusive practices. • Developing a computer game – what would you do if you saw a person with disability in trouble. • design a student desk to meet specific purposes Science: • Sound waves and restrictions by hearing loss, research Australian inventions such as artificial skin, cochlear implants. Social Studies • How are towns and cities designed? For example - design a sports stadium that has easy access for all members of the community to attend and be a spectator. Food and Hospitality • Changes to school canteen to meet identified needs, aids to assist with food preparation, understanding of dietary adjustments. Drama, Art and Music: • Celebrate foot and mouth painters, equipment to include students with physical disabilities in art, art as therapy; • performances / acting out disability issues (including students with disability as actors) and the actors have to find solutions; • Adjustments to musical instruments for equity. Legal studies • For older students there should include age appropriate education on ACT discrimination and human rights laws, human rights principles under the *Disability Services Act 1991* and the UN Convention on the Rights of Persons with disabilities.

3.7 Learning Outcome 7: The student can identify scenarios where someone with disability is being treated unkindly or unfairly and suggest ways to rectify this.
The research evidence suggests that children and young people with disability are at greater risk of bullying than children and young people without disability. The intention of this learning outcome was to assist all students to respond appropriately to bullying of students with disability. It is important to be clear that bullying may occur in mainstream schools, special education settings and community settings beyond the school gate. Young people with disability may themselves be engaging in bullying behaviour towards others.

Comments and suggestions made about the learning outcome	**Suggestions for lessons, activities and resources**
Participants generally agreed that this is an important learning outcome as students, particularly those with hidden disability, are often the target of teasing. Young people consulted as part of this project indicated that bullying of students with disability was an issue of great concern to them and more needed to be done by schools to prevent it and respond to bullying incidents. Further discussion of student's experience of bullying as well as suggestions to address bullying beyond the curriculum resource is at <u>section 6 (page x).</u> Some participants considered that this learning outcome should be about knowing what to do in response to bullying for anyone, not just people with disability. People with disability should not be treated differently. It was suggested that this outcome be removed as it has the potential to portray people with disabilities as victims, thus creating difference and further marginalising them.	• Scenarios to consider steps a student could take in response to bullying, including scenarios in the playground. • Classes developing their own code of respect or standards of behaviour that students expect from each other. A draft code of respect could be included in the resource as a starting point. • Activities that focus on difference and diversity and having empathy for others. • Scenarios that include responding to cyberbullying. • Activities that explore concepts of fairness and that fair doesn't mean treating everybody equally. This was suggested in response to concerns that sometimes students with disability are teased because they receive special or additional attention from teachers. • Activities that put students in the shoes of students being bullied. One young student spoke of formerly bullying other kids but had since stopped once he understood how it was affecting others. • Activities that encourage students without disability understand that people with disability aren't that different to them – they need to see the person and not the disability.

	• Activities that inform students how to make a complaint in response to bullying • Activities need to be targeted at appropriate developmental levels and targeted towards teacher's levels of understanding. All people have different levels of awareness about disability and have different levels of compassion. • Activities involving groups of people on stage acting out what happens for people with disability. • Opportunities for students to tell others about their own personal experience. One student spoke to the whole school assembly about her disability and afterwards other students came up to her and apologised for things they had said. • Opportunities for students with disability to talk with others who are teasing [like peer mediation]. • Students with disability should be able to talk to other students about their experience of disability and how they are treated by others and what it feels like. • Resources to support teachers in the playground – for example ideas for age appropriate games that can include others.

3.8   Additional learning outcome : Building friendships with people with disability

Comments and suggestions made about the learning outcome	Suggestions for lessons, activities and resources
Building friendships with people who have a disability –was a common suggestion among adult and young participants as an additional outcome	- Activities to achieve friendship and identify benefits the friendship could have for students with and without disability. - Identifying different ways students with a disability can be involved in games at school with a focus to include these students in games that take place in the playground during recess and lunch. - Opportunities for students to volunteer to be buddies with students with disability. - One student noted sometimes its hard making friends if you have a foreign accent. This student went onto to discuss his ideas for helping with communication, including - having a friend that knows about your needs and others should know the difference between an accent and a communication disability. - Students should get the chance to meet other students with disability including in other schools. - Have secret helpers (other students) in classes that can help students with disability. - One on one sessions between students with and without disability where there is time to get to know each others personalities. - A reading or sport program where new students can spend time with students with disability. - Buddy programs to help students with and without disability to make friends with each other. Gold Creek has a good buddy program with many students signed up to it. - Some students with disability might not want to buddy up with someone face to face. Maybe they could write letters to each other first so they can get to know the person behind the disability, not the disability. - There could be partnerships with special schools for excursions, exchange work experience programs, joint projects. For example one student spoke of a student with disability from a special school who did work experience in their library and loved it. Black mountain school has a good work experience program where students without disability get to know students with disability.

4   Supporting Schools to Implement the Curriculum Resource

The consultations considered ways in which school staff could be best supported to implement the curriculum resource.   This included an examination of:
- Access to training and professional development opportunities;
- Access to other types of ongoing support; and
- Strategies to embed the curriculum resource in current practice, including whether implementation of the resource should be mandatory or voluntary.

Access to training and professional development opportunities supporting the delivery of the curriculum resource was seen as essential by many participants to successfully achieve the objectives and to ensure that improper implementation does not cause unintentional harm to students with disability: through stigmatisation.

Several participants expressed concern that teaching staff may have not had any contact with people with disability, or experience or training in supporting students with disability. Concern was expressed that teachers degrees do not provide a lot of information about disabilities, their effects on people's lives, the characteristics of and why certain behaviours occur or how to deal with students with disabilities in mainstream classes and in the school environment.

Numerous participants considered training should be made available to teaching staff delivering the resource, school principals and other staff such as counsellors. Several expressed concern however that school staff would not have enough time to devote to disability awareness due to their already overloaded schedules. The resource would require support from the appropriate levels from the Directorate and school principals to ensure it was not lost in an already complex curriculum.

4.1 Training and Professional Development Suggestions for Schools Delivering the Curriculum Resource

Suggestions for training scope and coverage	Training delivery modes	Training delivery methods
- Appropriate ways to deliver the resource, as well as how to facilitate discussion and address students' questions - Issues facing all people with disability, including general disability awareness and issues relevant to specific disability types - Relevant and useful contacts for further information. - Inclusive practices beyond the resource on matters including: - Programs that empower teachers and pre-service teachers to teach diversely and teach diversity. - An awareness of the Disability Discrimination Act (DDA) and its implications - Creating inclusive school environments - Inclusive educational strategies for students with disability. - Specific training for schools principals on effective implementation of the resource making their schools inclusive and welcoming.	- Placements for pre-service teachers in a learning support unit or special school. - Existing principals and teachers within the 5 required professional development days all teachers in the government system undergo each school year. - A short (eg. 2 hour) awareness raising workshop that all staff participate in before students with a disability commence classes - A short course run by the education and training directorate - As part of induction training for all new government employees, including teachers - A specific course run by the local teacher training facility or university which has articulation with further qualifications and professional teaching standard[ii]s. - Incorporation of disability awareness issues across vocational / adult education qualifications, not just teachers.	- Involve interaction with people with a variety of disabilities and life experiences. - People with disabilities should be engaged on a paid basis to deliver disability awareness training to teachers and school principals. - People with disability should themselves be supported with training on representing people with disability and being confident speakers. - Include parent's perspective. - Opportunities for teachers to share their ideas and experiences of supporting students with disability. Teachers should be able to talk and express feelings and misunderstandings about disability. It was noted that teachers without experience of disability or inclusive practice may feel overwhelmed with the responsibility of implementing the curriculum resource.

4.2 Supporting schools to implement the resource and embed the resource in current practice

Ongoing support suggestions to assist schools	Suggestions to embed the resource in practice, including incentives and obligations
• A school based guest speaker program involving adults and children with disability and family members. Speaking opportunities for students with disability should be facilitated and supported where that is the students wishes, but they should not be pushed. Their privacy and dignity should be well safeguarded. • A register of people with disability who can be guest speakers. • Online and best practice resources to support the delivery of the resource and inclusive practice. • A designated contact person that teachers can turn to for support – this person could be located in the Education & Training Directorate or teachers could be upskilled in schools – perhaps the disability coordinator within each school. • Consider how this might be supported by community agencies external to schools – for example the Constable Kenny program run by ACT Police might have insights on how school based programs could be sustained through external support. • An ACT school wide survey of teachers to ascertain how they would like to be supported in implementing the resource. • Provide time off for teachers to make resources, visits or work experience at another school with good inclusive mainstream practices.	• Promotion - an active role by the Principals Association in promoting the resource and a promotional booklet aimed at teachers to make clear how it will benefit them to do a better job. • Embed activities across the curriculum so they are more readily absorbed in what is an already a crowded and expanding curriculum, including through: the Australian and ACT curriculum, health and wellbeing programs– for example the kids matters program or bounce back program. The resource should be presented as fresh lesson ideas to delivering Civics and Citizenship, Social Studies, Health, Humanities and History lessons with the message of inclusivity. • Develop resources that can be used in existing curriculum support materials across subject areas and whole of schools approaches to social and cultural acceptance of diversity, do not have a stand alone resource. • Encourage schools to demonstrate that they are meeting the new professional standards of inclusive education for teachers by implementing the curriculum resource. • Integrative human rights principles into the curriculum – including for example the charter on the rights of people with disabilities, the rights of the child, rights of Indigenous people. • Develop the program within the ACT Human Rights Framework. Incentives and obligations: • Introduce an Inclusive Award for schools who demonstrate raising

- Establish an accessibility week where schools promote inclusive practices and enter competitions with a focus on access.
- Provide lists of excursion venues, organisations and camp facilities that accessible to students with a range of disabilities. These could be rated.
- Provide example risk assessment forms for school activities, including camps and excursions, for accessibility considerations. Activities should be evaluated post event to improve future accessibility.
- Identify and encourage school focused competitions to adopt disability related challenges – for example Tournament of Minds, Engineering challenges.

Other suggestions to support schools focused on enabling inclusive school environments for students with disability:
- Adult communities within schools, including both teaching and non teaching staff, who model inclusive practice, language and behaviour throughout the school.
- Accessibility audits for all schools.
- Financial support for adjustments.
- Access to therapists to evaluate changes for classrooms facilities to meet current standards.
- Access to information about inclusive teaching strategies such as Universal Design for Learning and resources such as Strategies for Creating Inclusive Programmes of Study (SCIPS)[iii].

awareness, evidence of changes/improvements made through using the resource. The award be a separate awards program, included in an education awards program or through greater promotion of the Chief Ministers Awards Program to schools.
- Recognise the work of teachers, principals and schools through events during the International Day of People with Disabilities and also through raising the media profile of schools supporting the curriculum resource.
- There were diverse views about whether implementation of the resource should be mandatory or voluntary.
- Those in favour of making the resource compulsory expressed concern that unless it was part of the school curriculum, busy schools would not use it at all and its adoption will depend on the understanding and willingness of individual teachers. Others in favour of a voluntary resource indicated forced content with no relevance to curriculum may not achieve desired results. It was also noted that with the move to school autonomy, it is a school based decision as to whether the resource would be used or not.

5   Measuring the impact of the resource

The following suggestions were made about aspects that should be evaluated to assess the impact of the resource:

Indicators for students with disability
- The health and well-being of students with disability.
- Instances of bullying towards students with disability.
- Whether students with disability consider their school experience improves after the resource is implemented.
- Participation of students with disabilities in school activities.

Indicators of student attitudes generally
- Student tolerance and understanding of diversity.
- Students should have an opportunity to reflect on their own values and attitudes towards disability and how these change over time.
- For pilot schools, classes could complete a basic, short questionnaire administered pre and post the resource trial to gauge their thoughts and ideas of how they define disability, see people with a disability, what it might be like to have a disability, what it is to be inclusive, and how their thoughts and opinions may have changed post resource.

Indicators of friendship and participation – students with and without disability
- How many friends/ play dates/ birthday party invitations students with and without disability have, how 'included' or 'isolated' they feel in the playground.
- Many schools run a program in Term 4 involving a form called a sociogram of who students name as friends, to help next year class placements. The ratio of how often the students with disability are named as desired friends compared with peers would be a strong indicator of 'inclusion' success.

Other suggestions
- Measurement of the degree to which the curriculum can be seen to promote an inclusive environment in class rooms and playgrounds in the schools in which it is used.
- It was considered that teachers' perspectives should be included in measuring the effectiveness of the resource – its strengths, weaknesses and their suggestions for improvement. Teachers from different schools should have the opportunity to discuss and share outcomes from their experience of delivering the program.
- The learning outcomes for the curriculum should be reformulated to make them more measureable.

6 Experiences and responses to bullying of students with disability

While the consultations did not set out to specifically consider issues of bullying of students with disability, this emerged as a key concern among young people consulted.

It is important to note that bullying can be experienced in mainstream and special education settings as well as the broader community. Bullying can be experienced by students with disability or they may engage in bullying behaviour towards others with or without disability:

In each of the three focus groups with young people, participants were asked to identify positive and negative language that they had heard at school used to describe people with disability. Positive descriptions included : Courageous, smart (like Einstein), never let anything get in their way (like Winston Churchill), strong, have empathy for others with disability, keep pushing on, polite, proud, awesome, fun, cheerful, funny, the bomb, curious, technologically wise and eager to learn. Negative descriptions included : Retarded, freak, dysfunctional, ugly, special (as a put down), loser, prickly and cold, creep, weirdo, misunderstood, stupid (even when they are intelligent), psycho, different and demented.

Young people identified the damaging effects of negative language that they had heard about others with disability or had experienced themselves. The main forms of bullying behaviour by young people reported in consultations was teasing and social exclusion from friendship groups. Several young participants indicated bullying incidents occurred more often in the playground than the classroom when teachers weren't looking.

School responses to bullying

A number of suggestions were put forward about how schools might better prevent or respond to incidents of bullying, in the context of the everyone everyday curriculum resource . These are outlined at section 3.7 (outcome 7) page 14. Suggestions were also put forward by young participants, beyond the curriculum resource, for schools to more effectively prevent and respond to incidents of bullying. These included:

- Opportunities for students who are doing the bullying to do community service or give an apology to students who are being bullied.
- Adequate training and resources for teachers to support students with disability. Young people talked positively about particular teachers who assisted students with disability in class and outside of class to do homework.
- Teachers taking action when students with disability are teased.
- More information for teachers about the needs of students with disability who they teach.
- Teachers should help students with disability if they see they are struggling. Many students won't ask for help, but need help sometimes.

- Finding ways of including students with disability in games and sport at school. Students with disability often want to try but are sometimes told they can't join in.
- Some students who are bullies get detention or are sent home but this doesn't change their behaviour. Schools should be following up bullying situations.
- Teachers need to find a balance in letting students with disability be independent and helping them.
- There should be more teachers in the playground without invading their space. They should know how to de-escalate situations when students with disability are being upset by others.
- Learning support teachers should continue to help students with disability in class.

i www.coultervideo.com/video/117/intricate-minds-ii-understanding-elementary-school-classmates-asperger-syndrome-dvd

ii For example the Graduate Certificate in Inclusive Education at Charles Sturt University

iii http://www.scips.worc.ac.uk/ SCIPS