



ASEAQ Position Paper

To ensure that the needs of ALL students with disabilities have been taken into consideration in the development of materials by Queensland Studies Authority (QSA) and Teaching and Learning Branch of Education Queensland (EQ)

The following is a statement of position by the Association of Special Education Administrators in Queensland (ASEAQ) and as such has been endorsed by the Management Committee of ASEQ (September 2011).

The following information is presented to clarify various understandings about what materials and support ASEQ believes needs to be produced by the Queensland Studies Authority (QSA) and the Teaching and Learning Branch of Education Queensland (EQ) to ensure that the needs of all students with disabilities have been taken into consideration; and to ensure that teachers of students with disabilities are not spending additional time in developing the 'what' and can concentrate on the 'how' of teaching and assessing students with disabilities.

ASEAQ Management believes there are 4 (four) 'groups' of students who need materials and supports included in EQ produced materials to ensure a curriculum for all.

Group 1:

- students with Hearing Impairment, Vision Impairment, Physical Impairment, Speech-Language Impairment or Autism Spectrum Disorder (eg Aspergers) who do not have any Intellectual Impairment or any learning difficulties, who:
 - are enrolled in primary or secondary schools
 - are doing the same curriculum/learning outcomes as their age peers
 - are being assessed on the same learning outcomes with their age peers
 - have specific Conditions ¹planned for them in the teaching/ learning/ assessment processes
- QSA and EQ need to provide to teachers and schools information about planning for Conditions required so these students can access the curriculum
- This needs to be included within all the Curriculum to the Classroom (C2C) documentation

¹ Please also see the ASEQ Position Paper titled: *Planning for Conditions and Criteria*



Group 2:

- students with mild or moderate Intellectual Impairment or the above disabilities with mild or moderate Intellectual Impairment or learning difficulties, who:
 - are enrolled in primary or secondary schools
 - will have specific Conditions planned for them in the teaching / learning / assessment processes
 - may have Criteria/Characteristics ²planned for them in the teaching / learning / assessment processes to lessen the cognitive demand of the learning outcomes from that of their age peers:
 - through planning for outcomes at levels prior to their chronological age level; or
 - by reducing the quantity of learning outcomes expected to be learnt and assessed
 - which means that the students are not assessed or reported against their neuro-typical age peers
- QSA and EQ needs to provide information to teachers and schools about planning for Conditions as per Group 1; AND
- QSA and EQ needs to provide all teachers with the same level/ amount / type of information for these learning outcomes as QSA and EQ have provided for the Foundation to Year 10 learning outcomes and in their C2C support materials
- QSA and EQ needs to provide information to teachers and schools about planning for multiple levels of Criteria / Characteristics in the teaching, learning and assessment process
- This needs to be included within all the C2C documentation

Group 3:

- students with severe Intellectual / Multiple Impairment (who may have other disabilities but for whom Intellectual Impairment is the major impairment area that impacts on their learning needs) who:
 - may be enrolled in primary and secondary schools and supported by their special education programs (unless living in an area where there are no special schools or parental choice is for their child not to be enrolled in a special school)
 - may be enrolled in special schools
 - are learning at levels prior to their chronological age level
 - have Criteria/Characteristics planned for them in the teaching/ learning/ assessment processes to lessen the cognitive demand of the learning outcomes from that of their neuro-typical age peers:
 - through planning for outcomes at levels that meet students' needs; or

² Please also see the ASEAQ Position Paper titled: *Planning for Conditions and Criteria*



- by reducing the quantity of learning outcomes expected to be learnt and assessed
 - which means that the students are not assessed or reported against their neuro-typical age peers.
- The Australian Curriculum Assessment and Reporting Authority (ACARA) needs to provide levels of curriculum prior to Foundation Level to ensure there is no discrimination for these students and meet ACARA's commitment to provide a curriculum for all Australian students. This curriculum needs to be developed and presented in the same format as all the Foundation to Year 10 levels.
 - QSA and EQ need to provide information to teachers and schools about planning for Conditions as per Group 1; AND
 - QSA and EQ need to provide all the same level / amount / type of information for these learning outcomes as they have for the Foundation to Year 10 learning outcomes in their support materials, especially the C2C materials. These support materials should reflect an understanding that many students will not progress through all levels prior to Foundation. There should be sufficient material to support 13 years of meaningful engagement in education.
 - QSA and EQ need to provide support materials and information to teachers and schools about planning for multiple levels of Criteria / Characteristics in the teaching, learning and assessment process
 - All the above support materials needs to be included within all the C2C documentation

Group 4:

- students who have profound Intellectual Impairment and/or profound Multiple Impairment. These students
 - are often referred to as 'pre-intentional' students
 - will be enrolled in special schools (unless living in an area where they are no special schools or parental choice is for their child not to be enrolled in a special school)
 - will have Criteria/Characteristics planned for them in the teaching/ learning/ assessment processes to lessen the cognitive demand of the learning outcomes from that of their neuro-typical age peers:
 - through planning for learnings at levels that meet students' needs
 - which means that the students are not assessed or reported against their neuro-typical age peers.
- ACARA needs to provide levels of curriculum prior to Foundation level to ensure there is no discrimination for these students and to ensure ACARA's enacts its commitment to provide a curriculum for all Australian students.
 - These levels of curriculum will need to be in addition to the four levels prior to Foundation – as current information indicates that these four levels will not meet the needs of these students

President Chesleigh Hargreaves
Base: Mitchelton Special School
Phone: 0417 013 676
E-Mail: charg6@eq.edu.au
Post: ASEAQ PO Box 3149 Newmarket 4051

Secretary Trish Thiedeman
Claremont Special School
Phone: 3813 5333 Fax: 3813 5300
E-Mail: pthie2@eq.edu.au
Post: ASEAQ PO Box 3149 Newmarket 4051



- These levels of curriculum need to be developed and presented in the same format as all the other levels.
- QSA and EQ need to provide information to teachers and schools about planning for Conditions as per Group 1; AND
- QSA and EQ need to provide all the same level / amount / type of information for these learning outcomes as they have for the Foundation to Year 10 learning outcomes in their support materials, especially the C2C materials. These support materials should reflect an understanding that many students will not progress through all levels prior to Foundation. There should be sufficient material to support 13 years of meaningful engagement in education.
- QSA and EQ need to provide information to teachers and schools about planning for multiple levels of Criteria / Characteristics in the teaching, learning and assessment process
- All the above support materials needs to be included within all the C2C documentation

President Chesleigh Hargreaves
Base: Mitchelton Special School
Phone: 0417 013 676
E-Mail: charg6@eq.edu.au
Post: ASEAQ PO Box 3149 Newmarket 4051

Secretary Trish Thiedeman
Claremont Special School
Phone: 3813 5333 Fax: 3813 5300
E-Mail: pthie2@eq.edu.au
Post: ASEAQ PO Box 3149 Newmarket 4051