

Access Plans for Educators - Session Guidelines

ACCESS PLANS FOR EDUCATORS - SESSION GUIDELINES	
FACILITATOR/S	It is recommended that facilitators have a key role in their organisation in providing equity support services to students with disability or teaching and learning specialisation in inclusive education. It is important to have a strong understanding of the content and the issues experienced by students and staff, as well as a commitment to improving student experiences.
RECOMMENDED DURATION	Two (2) hours
PURPOSE & AIMS OF WORKSHOP	<p>The aim of this session is to ensure educational staff understand their role and responsibilities when they receive an access plan for a student with disability.</p> <p>At the conclusion of the session it is expected the educational staff will understand:</p> <ul style="list-style-type: none"> ● What is the purpose of an Access Plan? ● Roles and Responsibilities of Educators ● Inherent Requirements & Reasonable Adjustments ● Conversations with Students ● Determining and Documenting Reasonable Adjustments ● Available Supports
WORKSHOP METHODOLOGY	This Workshop will be facilitated as a face to face presentation in person or online.

FACILITATION RESOURCES	Whiteboard markers, Butcher's paper, textas/highlighters, Presentation:
REFERENCE RESOURCES	<ul style="list-style-type: none"> • Copy of Presentation Slides • Copy of Organisational Materials about Supports for Students with Disability, Access Plans and any guiding material for educational staff • Access Plans for Educators - Quick Reference Guide • Access Plans for Educators - Glossary • Case Studies

TIMINGS (APPROX)	CONTENT AND ACTIVITIES	RESOURCES
10 minutes	<ul style="list-style-type: none"> • Welcome/Acknowledgement of Country • Housekeeping • Introduction • Note on Language • Some starting Points • Workshop Outline 	Slide 2-6
10 minutes	<p>Activity - Reflection Task</p> <p>Think about a student with a disability whose learning outcomes surprised you. What contributed to a positive result, what hindered their outcomes and what surprised you about your own approach??</p> <p>Feedback to the wider group.</p>	Slide 7

<p>10 minutes</p>	<p>Access Plans</p> <ul style="list-style-type: none"> ● What is an Access Plan? ● Who are they for? ● The purpose ● What's not in an Access Plan ● Legal Framework 	<p>Slides 8-12</p>
<p>10 minutes</p>	<p>Activity - Reflection Task: Equality vs Equity.</p> <p>Ask pairs/small groups to consider:</p> <ul style="list-style-type: none"> ● The meaning of the terms ● What makes them different ● Consider examples <p>Group feedback/discussion/sharing.</p> <p>Discuss the image on slide 13 and the fact that providing equal experiences doesn't necessarily lead to people getting the supports they need to participate or access their learning on the same basis as others.</p>	<p>Slides 13 -14</p>
<p>10 minutes</p>	<p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> ● Equity Services ● Educators ● Students 	<p>Slides 15-17</p>
<p>10 minutes</p>	<p>Choices</p> <ul style="list-style-type: none"> ● Student Choices ● To have a plan or not ● Limited supporting evidence 	<p>Slides 18-20</p>

<p>20 minutes</p>	<p>Reasonable Adjustments & Inherent Requirements:</p> <ul style="list-style-type: none"> ● Reasonable Adjustments ● Inherent Requirements ● What's Unreasonable ● Determining Inherent requirements and Reasonable Adjustments <p>Activity - Exploring what's possible</p> <ul style="list-style-type: none"> ● Explore examples of Units of Competency to identify inherent requirements and what reasonable adjustments might be possible? ● Group Discussion/Feedback 	<p>Slides 21-26</p> <p>Unit of Competency Examples</p> <p>Activity Templates</p>
<p>5 minutes</p>	<p>Confidentiality and Disclosure</p> <ul style="list-style-type: none"> ● Confidentiality and Disclosure ● Non-Disclosure 	<p>Slides 27-28</p>
<p>10 minutes</p>	<p>Access Plans in Practice</p> <ul style="list-style-type: none"> ● Access Plans in Practice ● Implementing Access Plans <p>Activity - Case Studies</p> <ul style="list-style-type: none"> ● Explore Case Studies ● Group Discussion/Feedback 	<p>Slides 29 -31</p> <p>Case Studies</p>

5 minutes	<p>Conversations and Follow Up:</p> <ul style="list-style-type: none"> ● Conversation Good Practice ● Other Conversations ● Documenting Discussions and Decisions ● Reviewing Access Plans 	Slides 32-35
5 minutes	<p>Other Considerations</p> <ul style="list-style-type: none"> ● Mental Health & Wellbeing ● Vocational / Work Placement 	Slides 36-37
5 minutes	<p>Positive Outcomes</p> <ul style="list-style-type: none"> ● The Power of Positivity <p>Activity - Reflection</p> <ul style="list-style-type: none"> ● What's one thing you can do differently when responding to students with disability? 	Slide 38
10 minutes	<p>Summary, Questions and Closing</p> <ul style="list-style-type: none"> ● Things to Remember ● Resources ● Questions 	Slides 39-42