

# Twice-Exceptionality and Inclusive Education



*What do we know?*

*What can we do?*

Gifted Groups

Diversity to differentiation



*Susan Prior, Prior Learning, March 17, 2023*

# EQUITY

*When we look at our schools-  
who is in, who is out, who decides and what are we going to do about it?*

Roger Slee for UNESCO 2018

The thinking and actions of inclusive educators are shaped by a series of direct questions:

What kind of world do we want our children and young people to live in?

What kind of schools and classrooms are required to achieve that world?

What do children need to know think and be able to achieve a more inclusive world?



# Equity-mindedness

FIGURE 7 | Equality vs. equity in the short and long term



In this first image, it is assumed that everyone benefits from the same support. They are being treated **equally**.



Individuals are given different support to make it possible for them to have equal access to the view. They are being treated **equitably**.



All three can see the view without any support because the cause of inequality was addressed. The systemic barrier has been **removed**.

Deloitte Insights | [deloitte.com/insights](https://deloitte.com/insights)

The outlook, perspective or mode of thinking exhibited by those who call attention to patterns of inequity and are willing to assume personal/institutional responsibility for the elimination of inequity. **This includes being “conscious,” noticing differences in experiences among cultural groups, and being willing to talk about race, gender, class, sexual orientation, ability, ethnicity as an aspect of equity.** Equity perspectives are evident in actions, language, problem-solving, & cultural practices.



# Inclusive education

*every learner matters  
and  
matters equally.*

Diversity is all about differences.  
Inclusion is our capacity to include these  
differences. (Gordon, 2010)





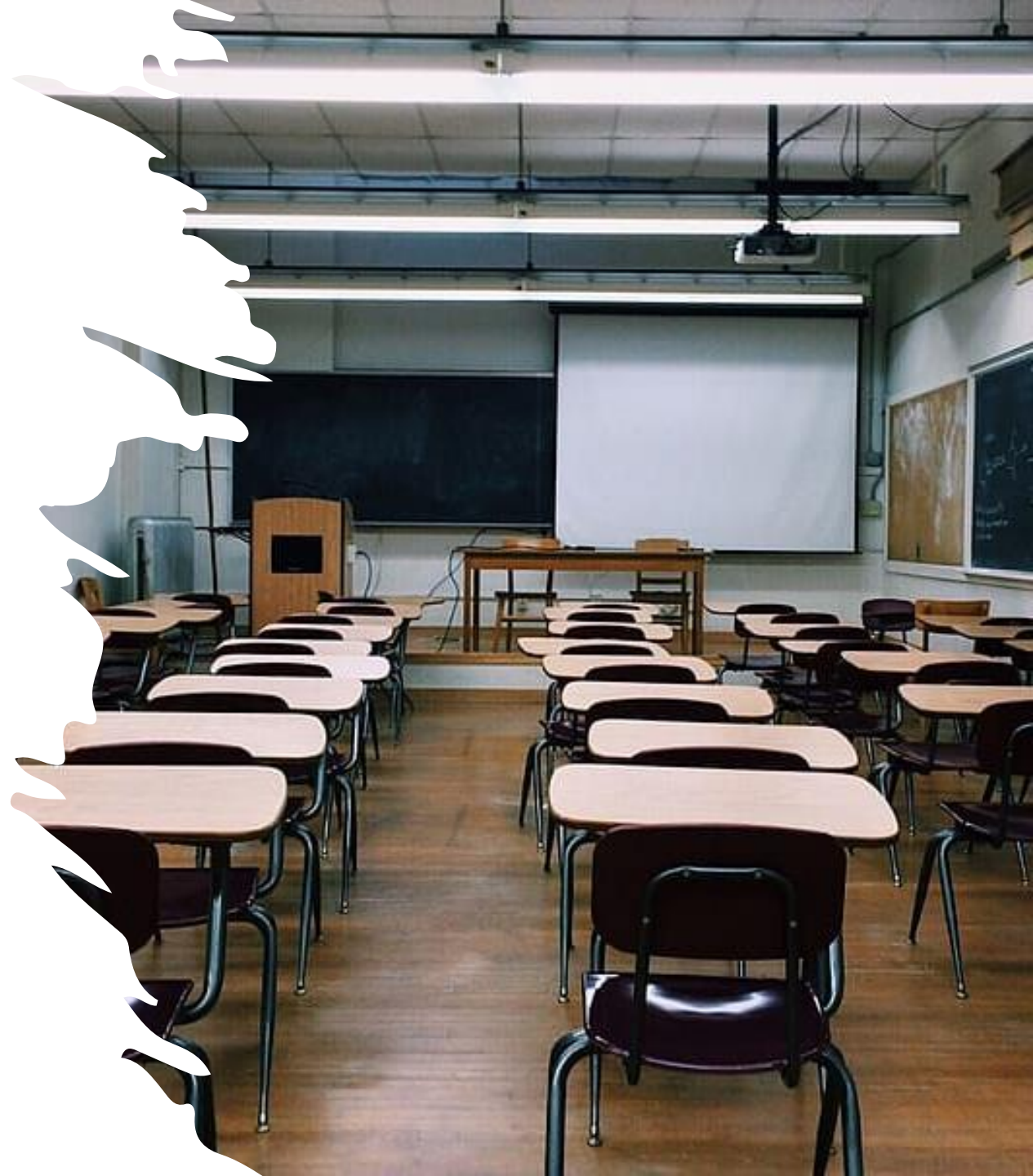
**Inclusion is also.....**

**A contested field of research  
without a universally  
accepted definition, theory,  
or model of practice.**

(Jarvis, et al., 2020)

The tendency is.....to adopt a narrow approach to inclusion that is concerned with *where* education takes place.

(DeBeco, 2022)





Most students who are gifted  
are in the  
inclusive, regular classroom


(Taylor, 2016)

- Place?
- Provision?

Including students who are gifted almost reverses concepts of inclusive education for students with disability

(Callaghan et al., 2020)





## Ethical Challenges in inclusive education

- .....especially critical for gifted students who face disability, poverty, low socioeconomics, poorly educated parents, and/or live in non-native-speaking homes
- ..... twice exceptional students, can be seen as the most at-risk population among the gifted, as they are often not even identified or recognized as gifted

(Tirri, K. & Lane, S., 2017).

## UNDERSTANDINGS OF INCLUSIVE EDUCATION

1. Placement of pupils with disabilities in mainstream classrooms

2. the social/academic needs of pupils with disabilities

3. the social/academic needs of all pupils

4. **Creation of communities.**

The worldwide trend toward inclusive education has focused on students with a wide range of disabilities.....but has ***so far overlooked those who have various gifts or talents in addition to their disabilities.***

Gierczyk, M., & Hornby, G. (2021). Twice-Exceptional Students: Review of Implications for Special and Inclusive Education. *Education Sciences*, 11(2), 85. MDPI AG.



# Inclusive education and diverse students who are gifted

Inclusion is about the removal of barriers to learning with a focus on those who are most at risk of marginalisation or exclusion in any system

(Ainscow et al., 2016; Forlin et al., 2013).

Gifted students may be among the most marginalised students in education, so we need more information on how to serve these students in inclusive education

(Ford, 1998; Gentry et al., 2002; Rogers, 2002).

The principle of inclusive education in the widest sense, means gifted students should have their educational needs met

(Hodges et al., 2018; Ninkov, 2020).

However, there is little research on inclusive gifted education and there is a gap between the policy and practice of inclusive education

(Carrington & Elkins, 2002; Ainscow & Sandhill, 2010; Graham & Spandagou, 2011; Haug, 2017; Kinsella, 2020).



Universal Declaration of Human Rights in 1948 (UNESCO)

1989

Global

Article 29

**Your education should help you use and develop your talents and abilities.**

It should also help you learn to live peacefully, protect the environment and respect other people.

# UN Convention on the Rights of the Child

## In Child Friendly Language



**"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.**

**Article 1**  
Everyone under 18 has these rights.

**Article 2**  
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 3**  
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

**Article 4**  
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

**Article 5**  
Your family has the responsibility to help you learn to exercise your rights, and to ensure that

**Article 15**  
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

**Article 16**  
You have the right to privacy.

**Article 17**  
You have the right to get information that is important to your well-being. This includes newspapers, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

**Article 18**  
You have the right to be raised by your parents if possible.

**Article 19**  
You have the right to be protected from being hurt and mistreated, in body or mind.

**Article 20**  
You have the right to special care and help if you cannot live with your parents.

**Article 22**  
You have the right to special care and help if you are a refugee.

**Article 23**  
You have the right to special care and help if you have a disability.

**Article 24**  
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

**Article 25**  
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

**Article 26**  
You have the right to practice your own culture, language and religion - in any way you choose. Minority and indigenous groups need special protection of this right.

**Article 27**  
You have the right to play and rest.

**Article 28**  
You have the right to protection from work that harms you, and to rest for your health and education. If you work, you have the right to be safe and paid fairly.

**Article 29**  
You have the right to protection from harmful

**Article 40**  
You have the right to legal help and to be treated in the justice system that respects your rights.

**Article 41**  
If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

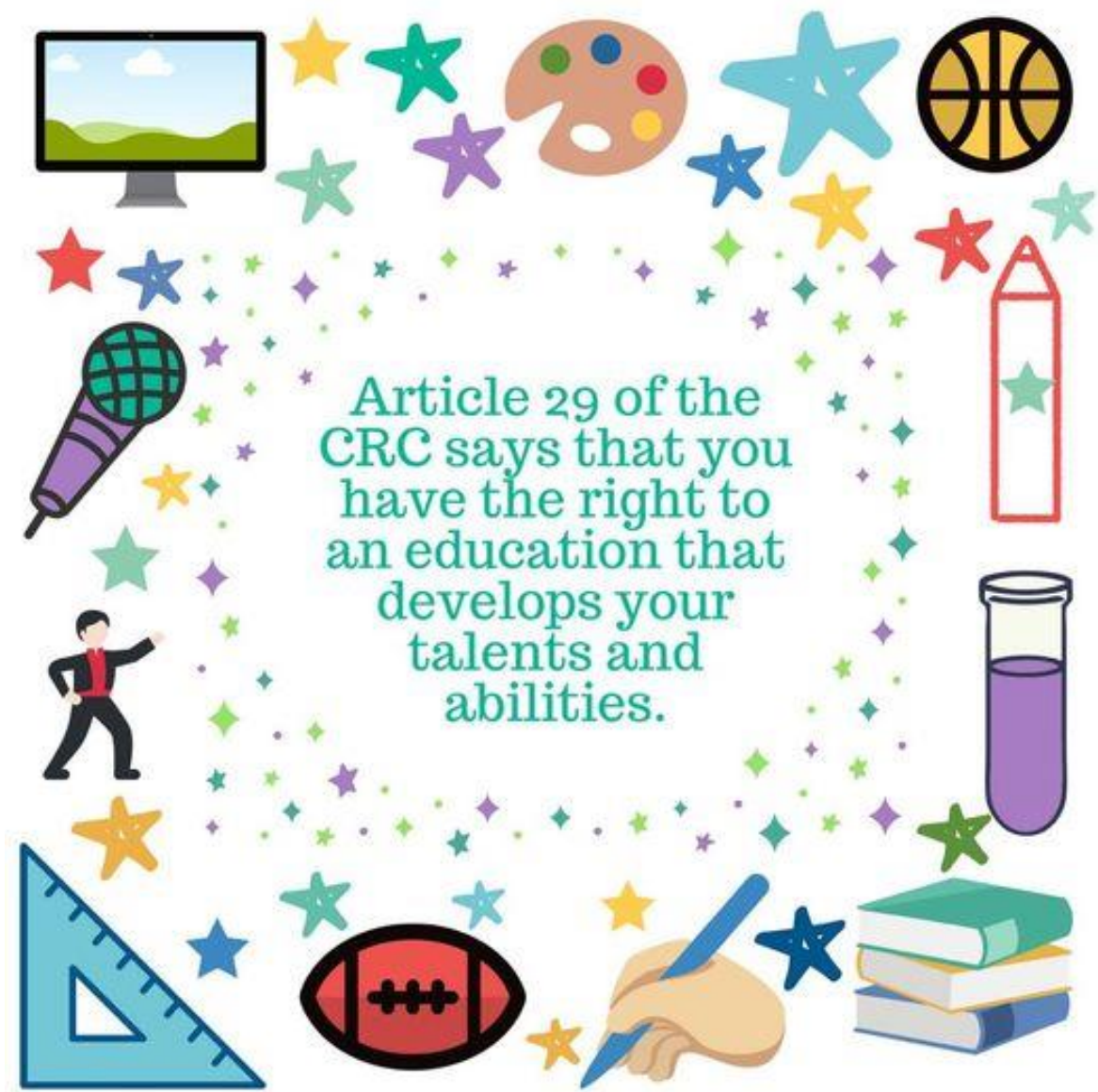
**Article 42**  
You have the right to know your rights. Adults should know about these rights and help you learn about them, too.

**Articles 43 to 54**  
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.



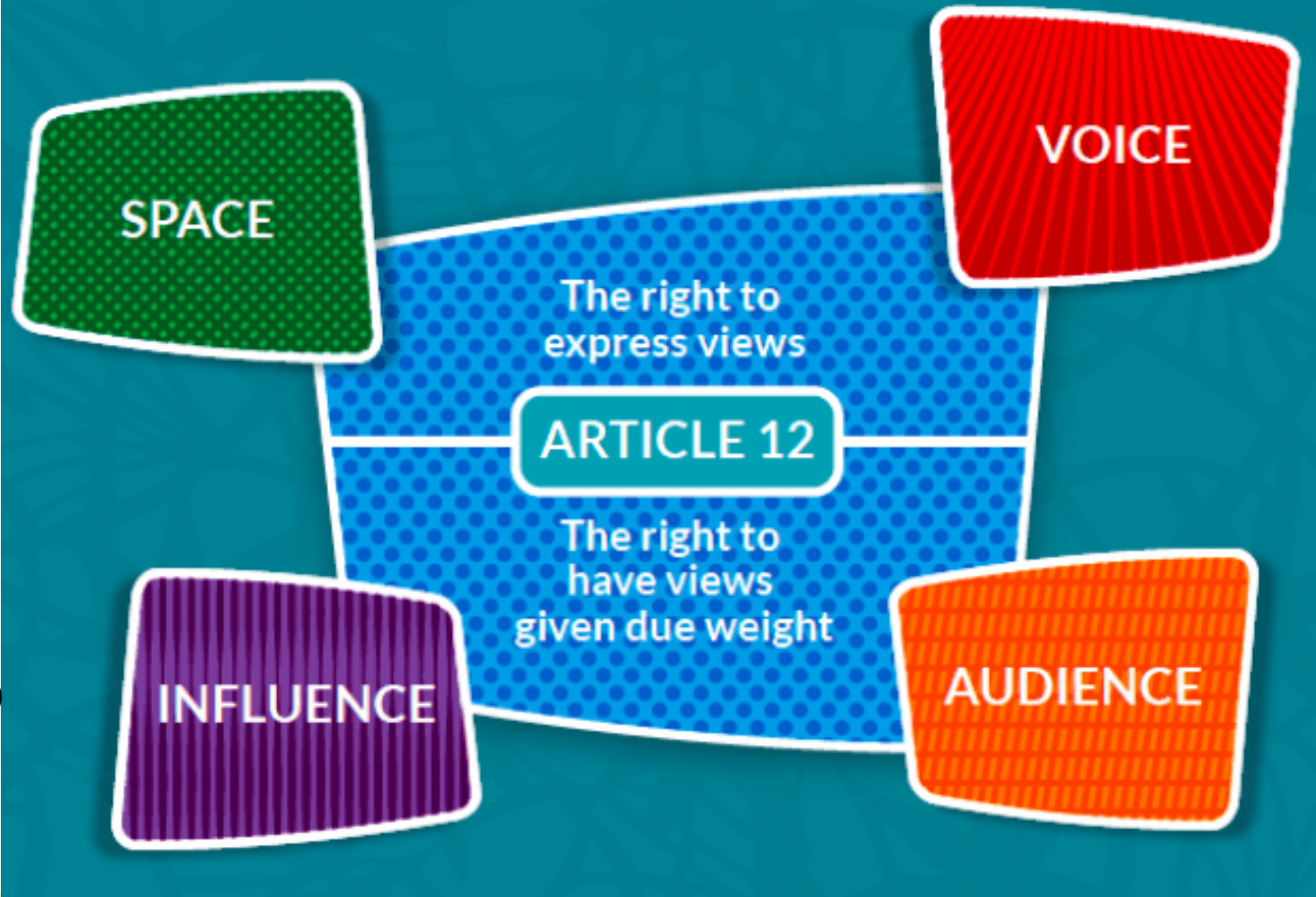



Canadian Patrimoine  
Multimediale



Article 29 of the  
CRC says that you  
have the right to  
an education that  
develops your  
talents and  
abilities.

# The Lundy Model 2007



**'hidden voices'** who, under certain conditions, can encourage the improvement of schools in ways that would be of benefit to all

(Attfield & Williams, 2003)

**Voice is not enough**



# Salamanca Statement 1994

UNESCO

- The guiding principle that informs this Framework is that schools should **accommodate all children** regardless of their physical, intellectual, social, emotional, linguistic or other conditions.
- This should include disabled **and gifted children**, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups. (UNESCO, 1994, p. 6)



UNESCO SD Goal 4: and considering students who are gifted

**UNESCO  
2016  
Sustainable Development  
GOAL 4:**

**ENSURE INCLUSIVE AND  
EQUITABLE QUALITY  
EDUCATION AND  
PROMOTE LIFELONG  
LEARNING  
OPPORTUNITIES FOR ALL**

Impacted by socioeconomic status of parents, the quality of educators, religious and cultural attitudes, and government policy, globally, the sustainable provision of quality education for gifted children is not uniform, with some countries and regions at significant risk of failing to achieve targets set by the 2030 Agenda for Sustainable Development (Parr & Stevens, p. 1, 2019)

# Committee on the Rights of Persons with Disabilities (CRPD)

(Intersectionality? Giftedness AND disability, etc etc...?)

Article 24 of the Convention on the Rights of Persons with Disabilities creates a right to 'inclusive education' which is directed towards 'the full development of human potential and sense of dignity and self-worth'

and 'effective participation in society'. In particular, article 24(2) states that persons with disabilities should not be excluded from the general education system, but rather should receive '[e]ffective individualized support. . . in environments that maximize academic and social

UN Committee on the Rights of Persons with Disabilities (CRPD), General comment No 4 (2016), Article 24: Right to inclusive education, 2 September

development, consistent with the goal of full inclusion'. (Walsh, 2020)

# Inclusion is.....

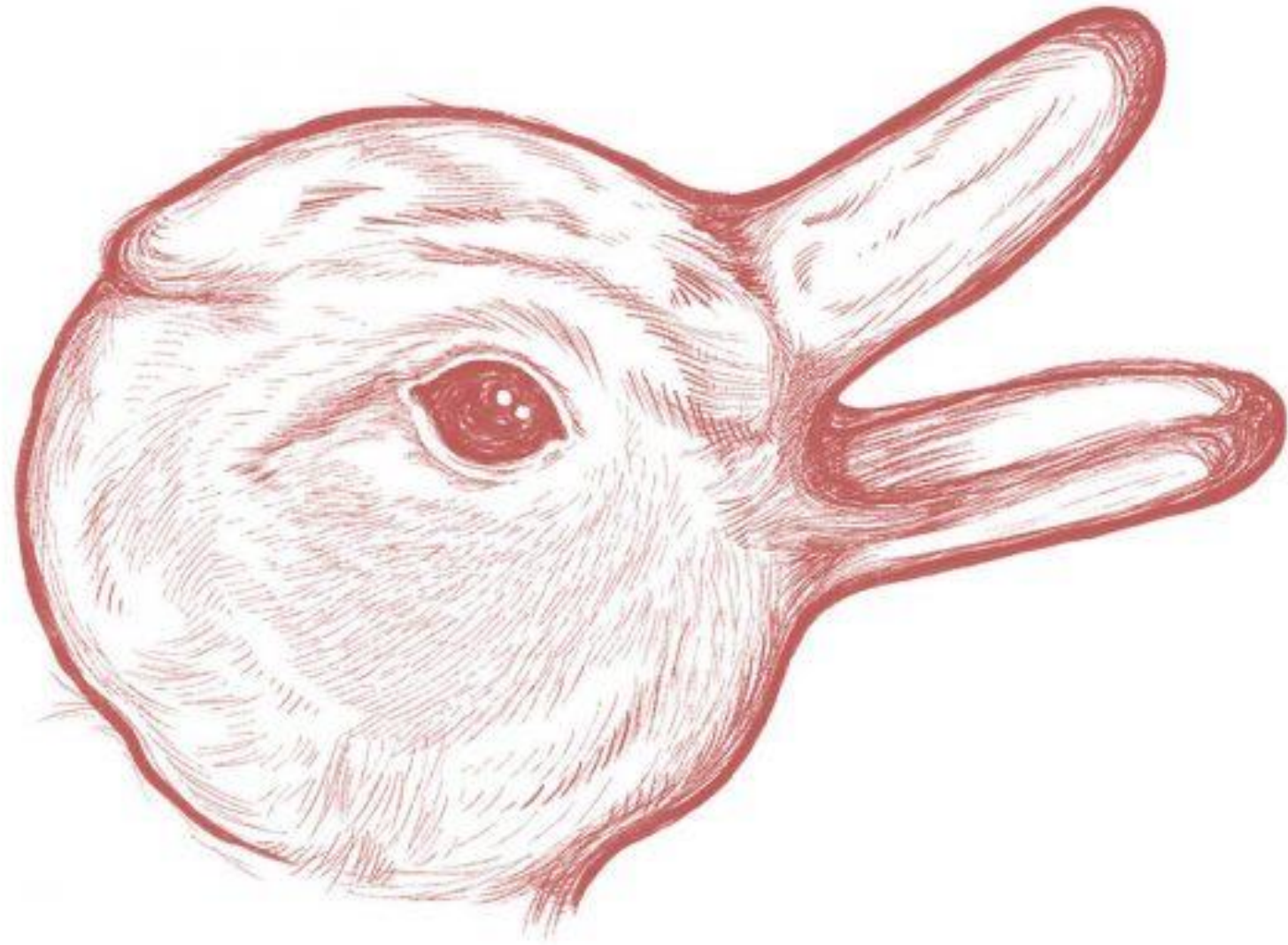
◦ a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to **provide all students** of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences (UN, 2016, para 11).



Article 24 CRPD

***Placing students with disabilities within mainstream classes without these adaptations does not constitute inclusion.***





# Intersectionality

UNESCO identified students who are gifted as one amongst several marginalised groups (UNESCO 1994)



Gifted children from **backgrounds of disadvantage** are particularly at risk of being invisible gifted students. (Merrotsy, 2013; Tirri & Lane, 2017)

The majority (80%) of studies focused on PD efforts that support teachers to address ***a single form of students' difference.***

It assumes that the development of one form of difference (e.g., ability) has developed independently from other forms of difference

"The complexity of inclusive classrooms can be overwhelming. It requires a broad conceptualisation of the role of teacher in relationship to **diverse student needs and goals.**"

(Kozleski & Waitoller, 2010, p. 658)

DIVERSITY




Unfortunately, disability/ability has been omitted as a critical form of difference in discussions of intersectionality in spite of the many contact points across these forms of difference.



(Artiles, 2003, 2010; Ervelles & Minear, 2010).





Organisation for Economic Co-operation and  
Development

O.E.C.D

*Promoting inclusive education for  
diverse societies: A conceptual framework.*

Analyse diversity, equity and inclusion in  
education.

OECD working paper no. 260

Cerna, L., Mezzanotte, C., Rutigliano, A., Brussino, O., Santiago,  
P., Borgonovi, F., & Guthrie, C. (2021).

- Countries with more equitable fair and inclusive systems produce better results (OECD 2016)
- Australia has one of the most segregated school systems in the OECD (4/36)

(Anderson & Boyle, 2016)

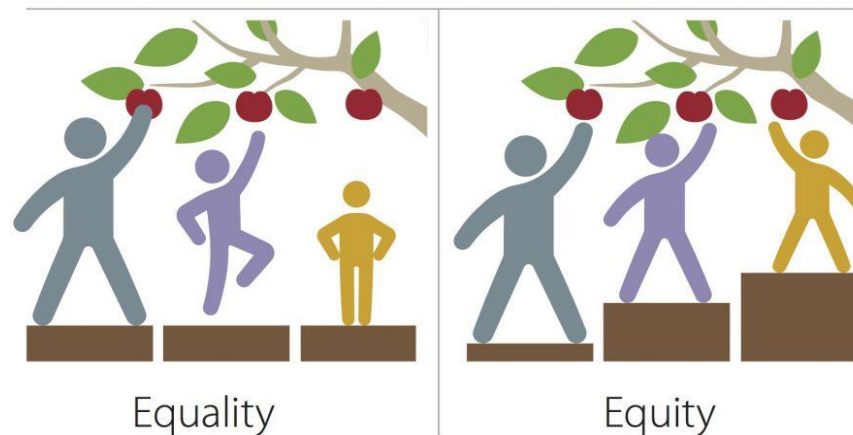
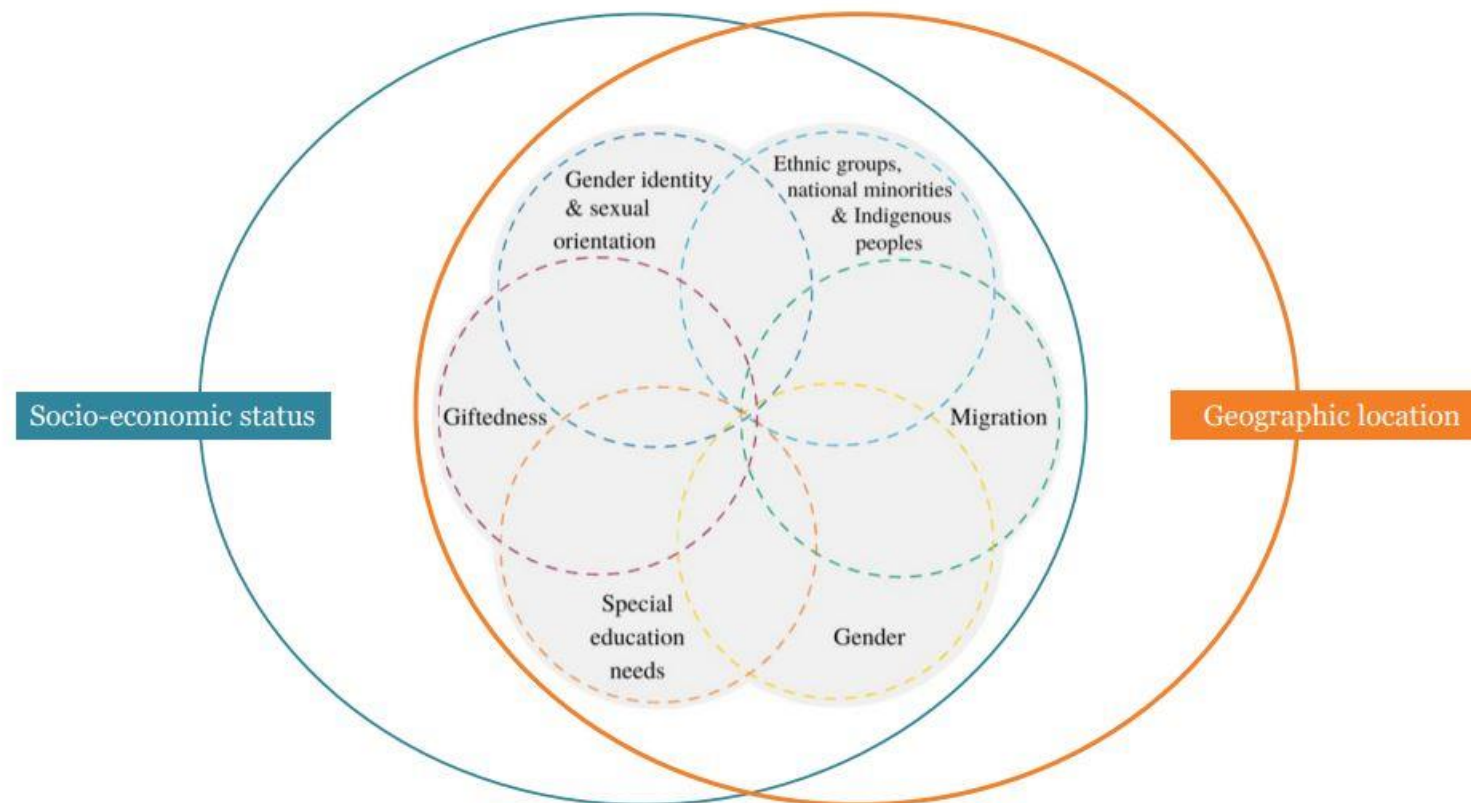


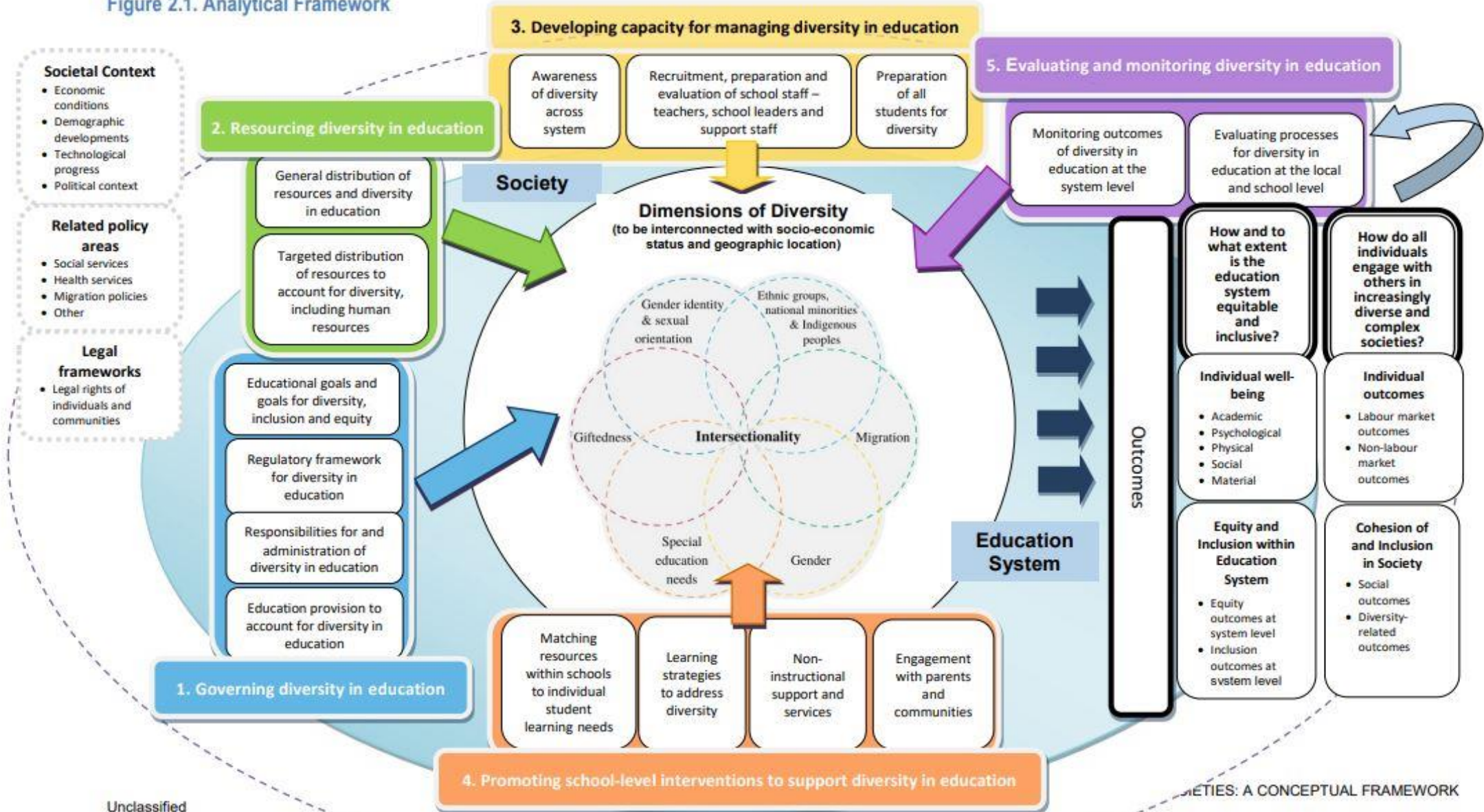
Figure 2.3. Intersectionality between dimensions of diversity and overarching factors



Note: The image synthesises the intersections that can occur in terms of personal characteristics of individuals that are specifically analysed by the Strength through Diversity project as dimensions of diversity, without prejudice to others that can be impactful on people's life experiences such as religion, age, etc. Socio-economic status and geographic locations are considered "overarching dimensions" that intersect with each other and have a general impact on all other characteristics.



Figure 2.1. Analytical Framework



Unclassified

...ETIES: A CONCEPTUAL FRAMEWORK

# Australia

- Inclusive education was adopted early on in Australia for the provision of education to students with a disability (**IYDP, 1981**).
- *The Melbourne Declaration on Educational Goals for Young Australians was published (2008)*
- **No reference was made to disability**; rather the identified goals were aimed at all school students.
- From this time, inclusive education in Australia became about the successful education of all students

• Anderson, J., & Boyle, C. (2015). Inclusive education in Australia: Rhetoric, reality and the road ahead. *Support for learning*, 30(1), 4-22.







# ACARA

G/T

## Gifted and talented

**2-5%** of gifted students have a learning disability

Gifted students do not always excel at school



Adjustments should comprise elements of any or all of the following:

 faster pace (acceleration, compacting)

 greater breadth (enrichment)

 more depth (extension)



Giftedness does not guarantee a student's future success

Many gifted and talented students are perfectionists and will work on a task until it is completed to their satisfaction



Giftedness may be physical, intellectual, creative, social or perceptual



Up to **10%** of students in a class are gifted and talented



The skills and abilities of gifted children may develop at different rates across the social and academic domains

- students who are gifted and talented may also have a disability, and/or English as an additional language or dialect
- research suggests that **14 per cent of children who are identified as being intellectually gifted may also have a learning disability**, whereas only about 4 per cent of children in the general population may also have a learning disability[\*]. In some instances, a student may require support in more than one element of diversity

\*Wormald, C. (2015, March 25). Intellectually gifted students often have learning disabilities. *The Conversation*.



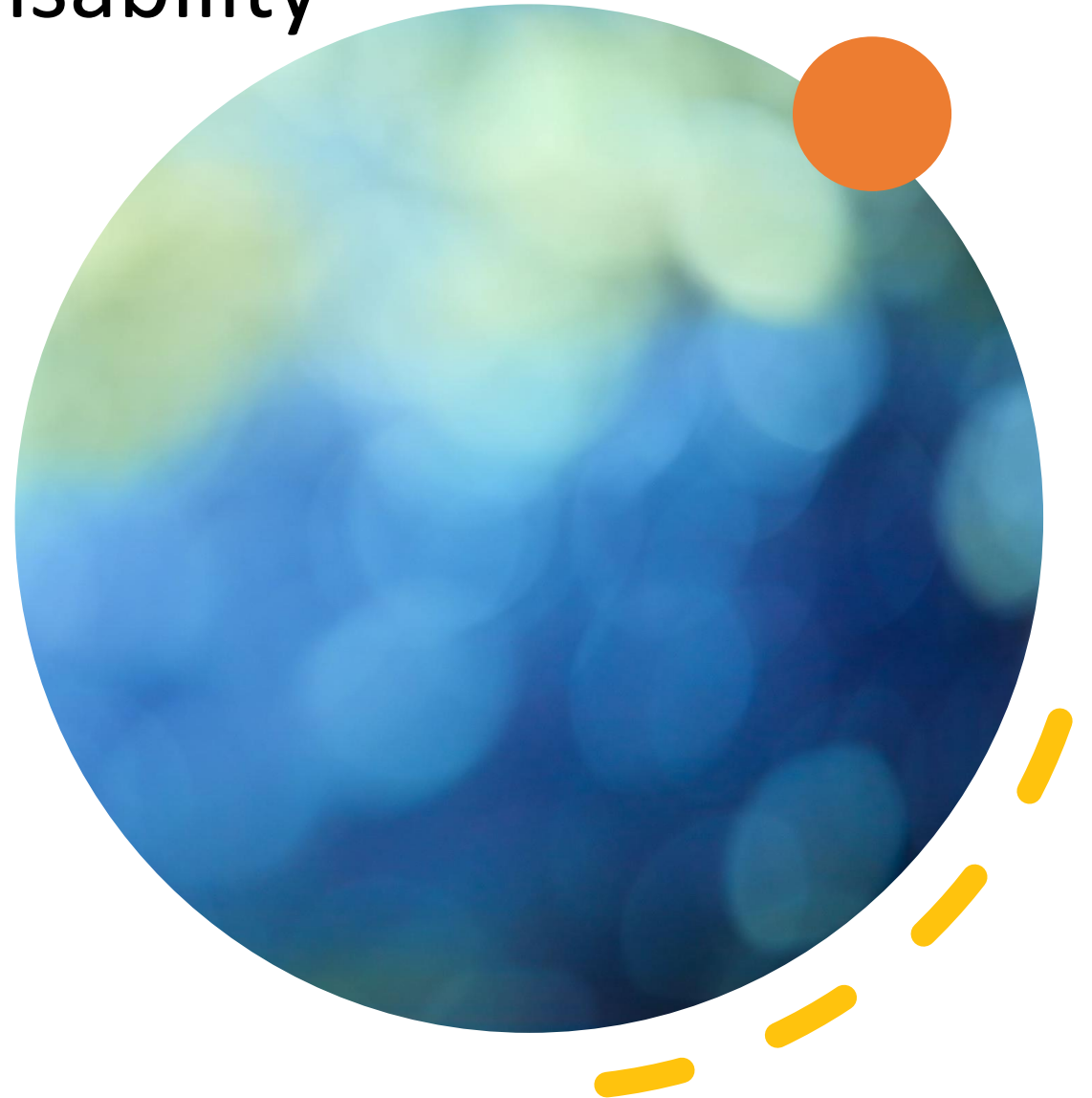
"students who are gifted and talented and who are **impacted** by disability."

(NCCD 2023)

# Impact of the disability

The defining characteristics of the twice-exceptional learner is evidence of high performance or potential in a gift, talent, or ability combined with a disability that **suppresses** the student's ability to achieve to his/her potential

(Brody and Mills, 1997; Assouline, Foley-Nicpon, & Fosenburg, 2013; Foley-Nicpon, Doobay, & Park, 2017).



# NCCD

- Evidence that the student has been provided with an adjustment(s) to address the **functional impact of a disability** for a minimum of 10 weeks of school education in the 12 months preceding Census Day.
- Physical, cognitive, social emotional, sensory
- Assessed needs, adjustments provided, consultation, ongoing monitoring and review





# Prevalence rates in Australia

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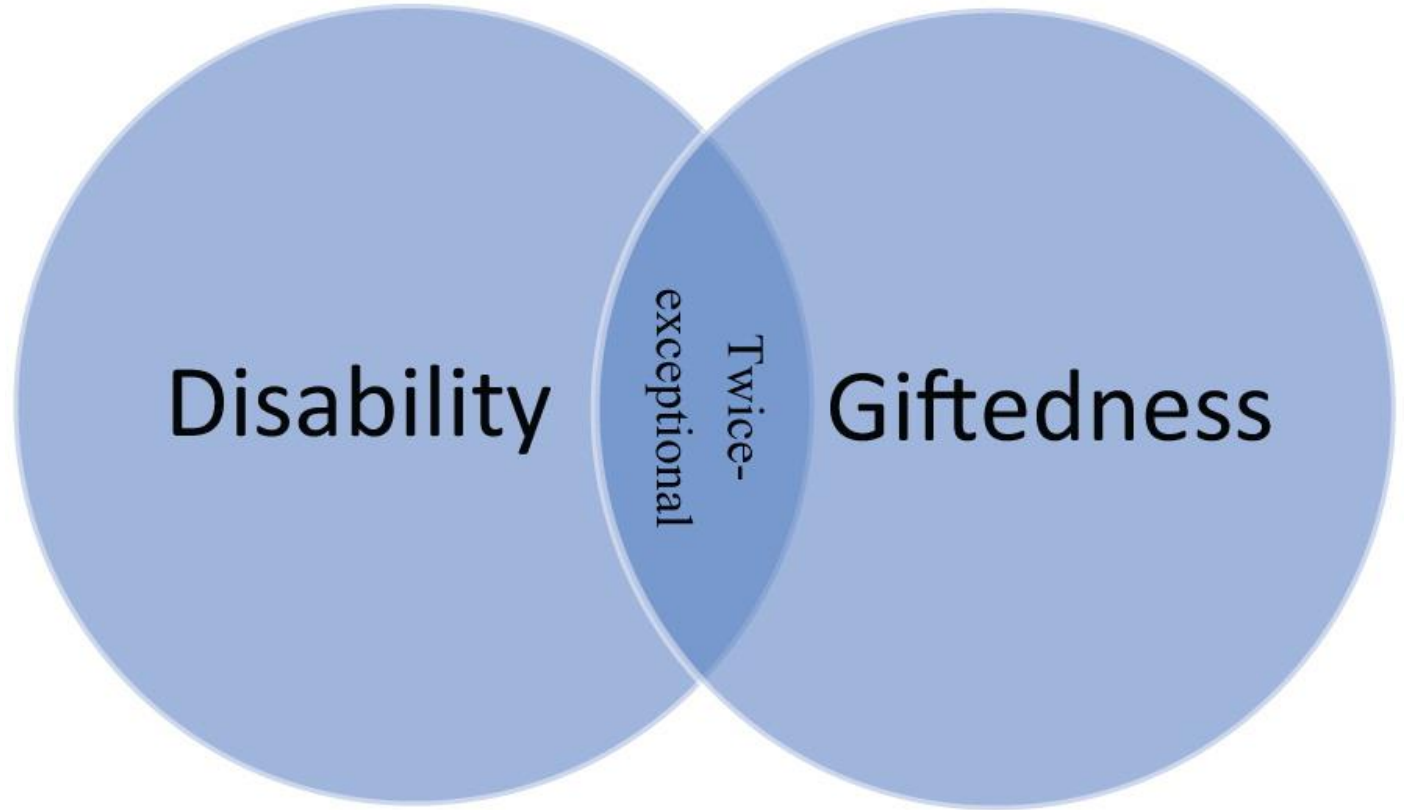




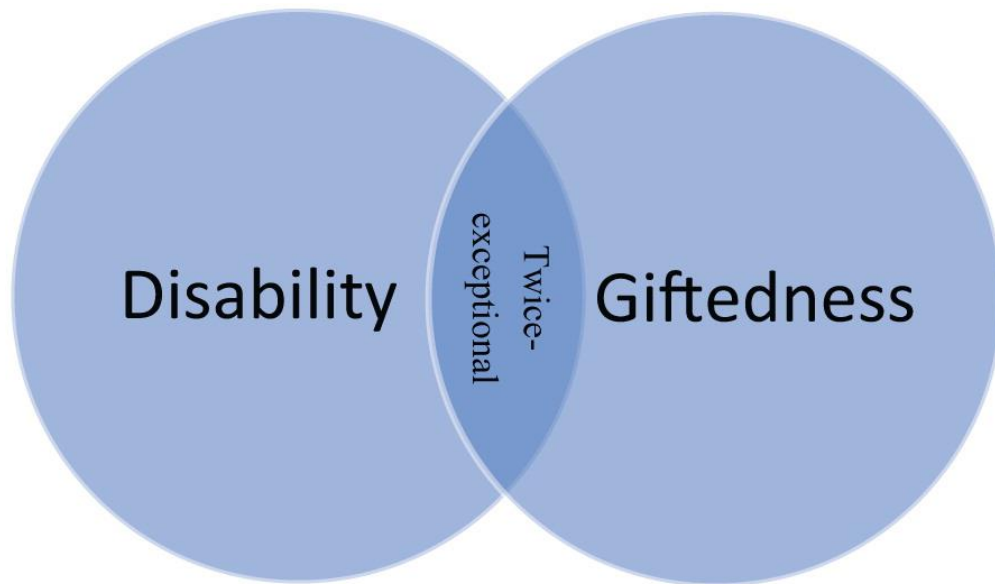
2-7%

Ronksley-Pavia, M. (2020). Twice-exceptionality in Australia: Prevalence estimates. *Australasian Journal of Gifted Education*, 29(2), 17–29.  
<https://search.informit.org/doi/10.3316/informit.433291132264635>

Disability in  
gifted  
populations?  
Giftedness in  
disability  
populations?



Ronksley-Pavia, M. (2015). A Model of Twice-Exceptionality: Explaining and Defining the Apparent Paradoxical Combination of Disability and Giftedness in Childhood. *Journal for the Education of the Gifted*, 38(3), 318–340.



- **6%** of students with disability are also gifted (NEA)

- Stöger, H., Ziegler, A. Nuñez, M., Gläser-Zikuda, M. (2022). Toward inclusive gifted education: Rethinking and redefining the terms heterogeneity, homogeneity, exclusion, and inclusion from the perspective of school pedagogy.
- A Inclusão Educativa nas Altas Capacidades: Argumentos e Perspetivas ANÉIS

- **9%** of students with disabilities “might be considered academically advanced or potentially gifted”

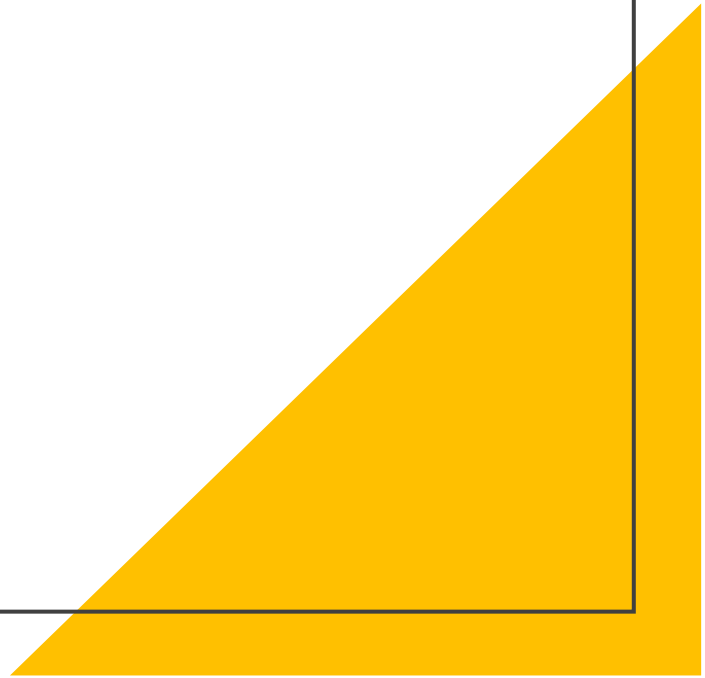
- Barnard-Brak, Johnsen, Pond Hannig, and Wei 's (2015) estimate (p. 77).
- <https://hechingerreport.org/twice-exceptional-doubly-disadvantaged-how-schools-struggle-to-serve-gifted-students-with-disabilities/>

[Queensland Education Department](#)

Independent Schools Queensland

[Brisbane Catholic Education](#)

[Catholic Education Commission](#)

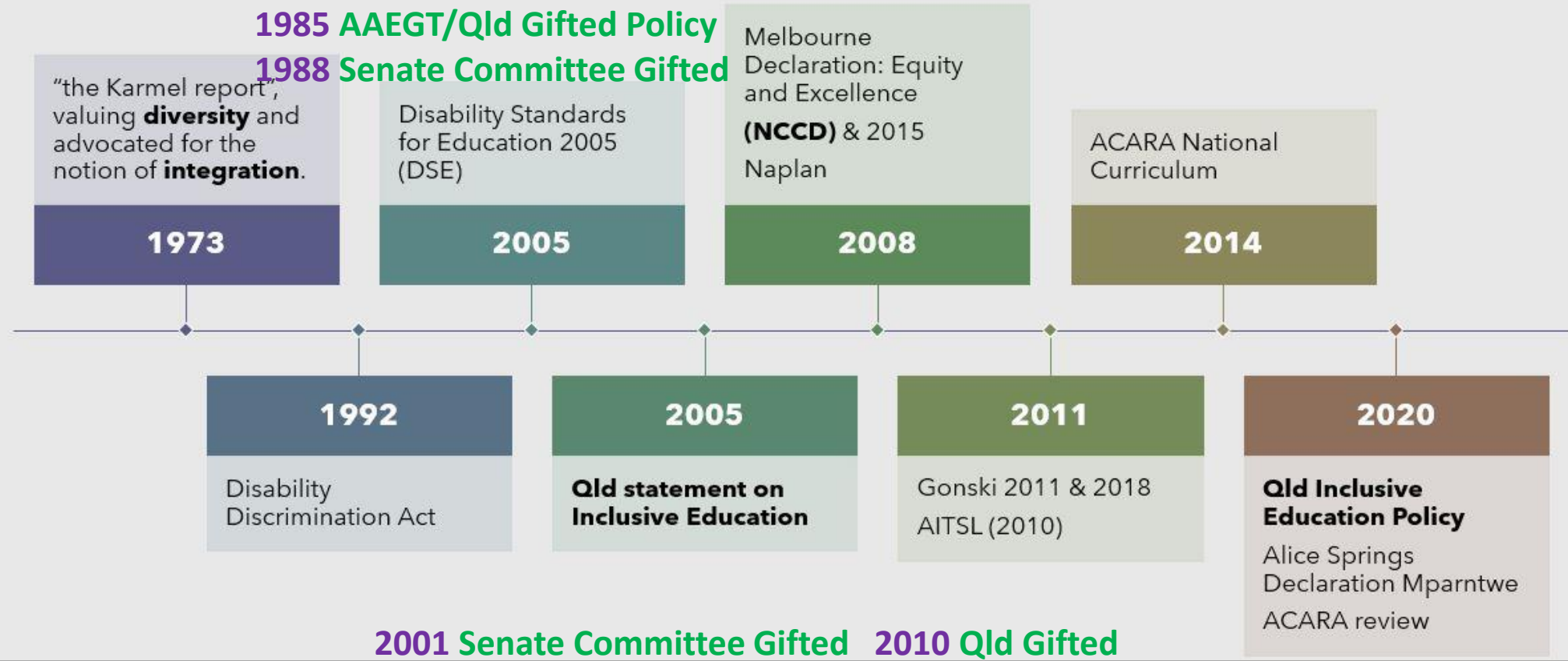




# QUT Centre for Inclusive Education

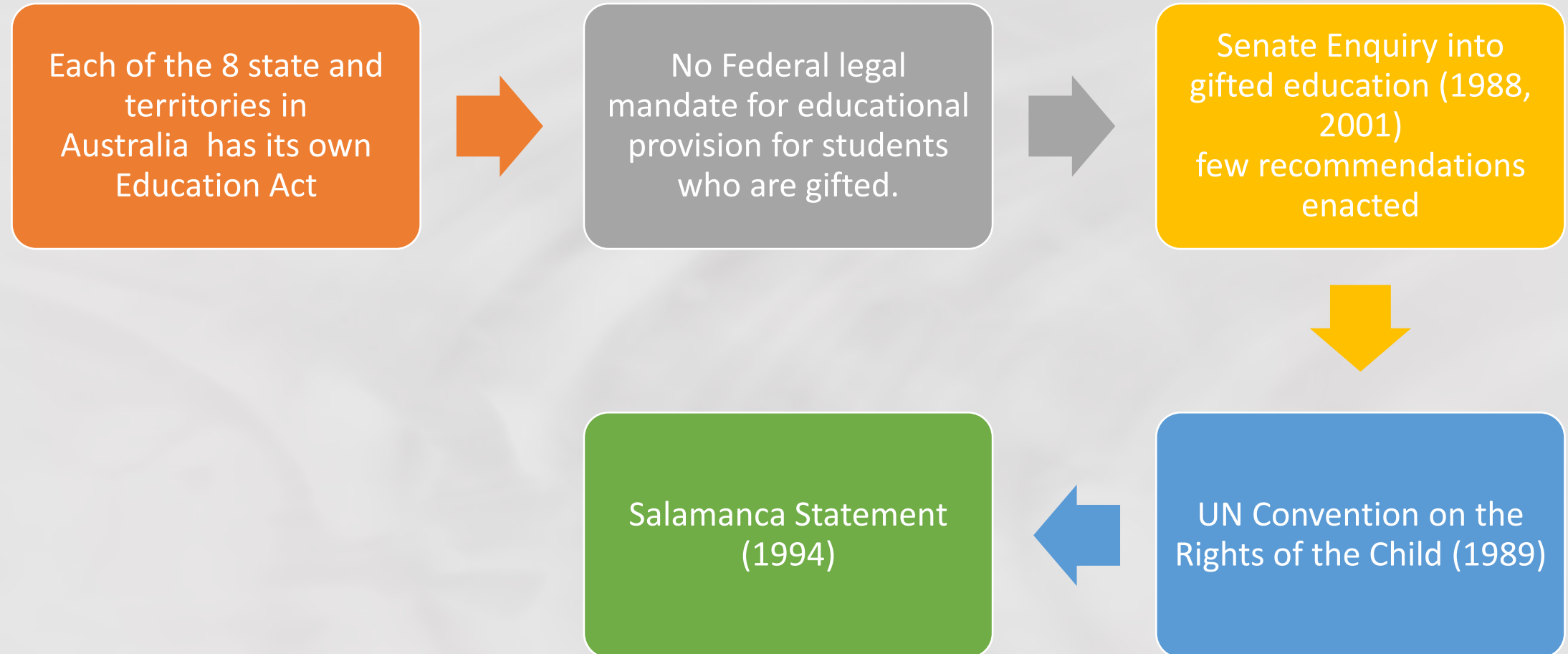


# How did we get here?



2021 Qld Gifted education Policy Removed

# Is gifted education in Australia stuck? (Walsh & Jolly, 2018)





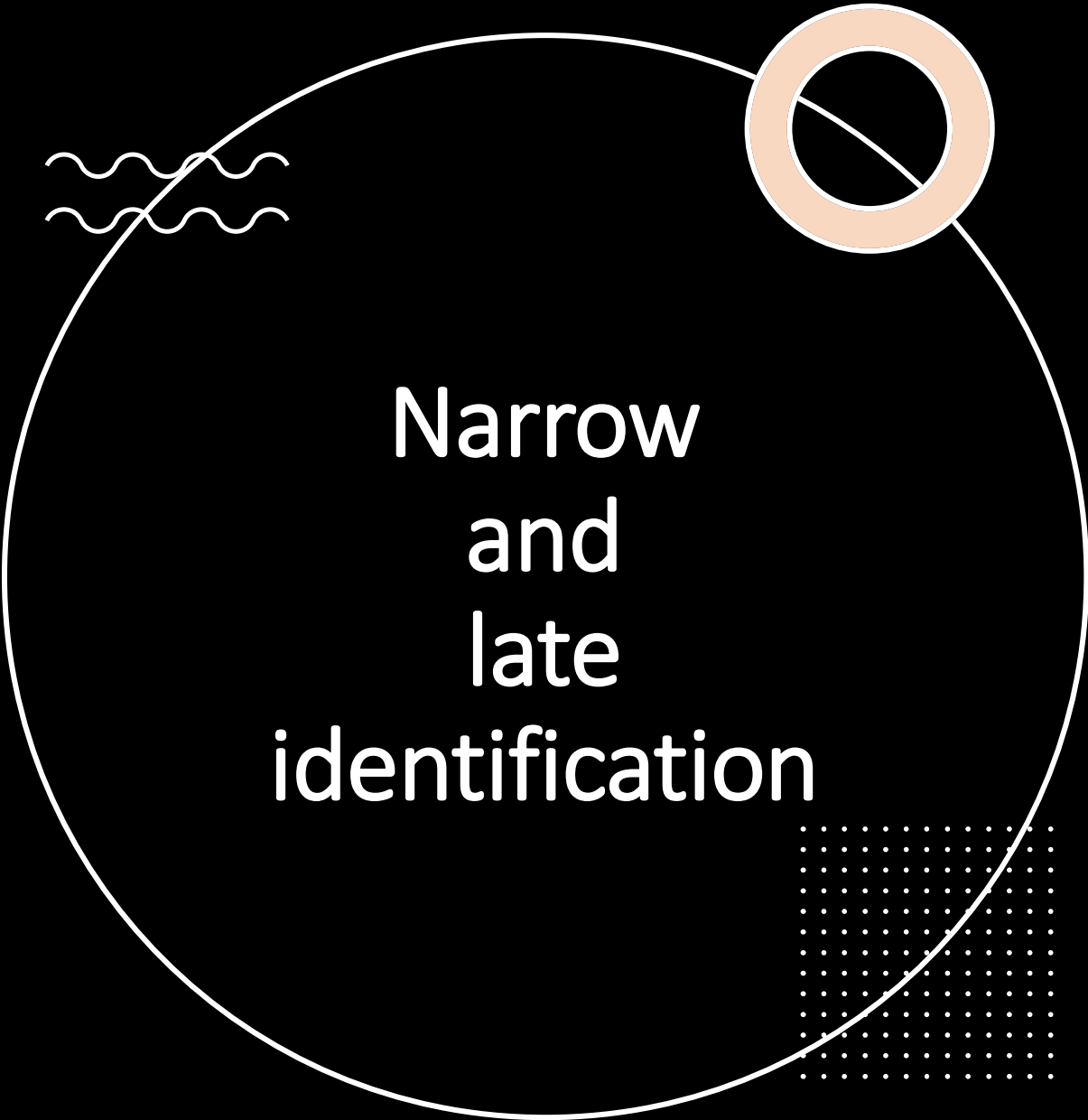
What do we know  
about twice  
exceptionality?



# Idiosyncratic

- The characteristics of each exceptionality
- The context in which behaviour is observed
- The effects of the coexistence (Reis et al, 2014)  
"liminal space"
- Extremely diverse group
- **Asynchrony** (precocious, complex ,intense)
- **No diagnosis "twice-exceptional"**





# Narrow and late identification

- 41% of gifted students with disabilities are not diagnosed until college (McEachern & Barnot 2001)
- Identification focuses on the narrow views and assessment of disability/ability with stereotypical expectations (Cline & Hegerman 2001)

# What do we know? What the 2e research says

Lack of racially, ethnically and socioeconomically diverse samples

Very small and often clinical samples only (Pfeiffer, 2013)

Definitions and approaches vary

Research needs to ground investigations in standard definitions

2e differences or similarities to special education populations are unknown

Investigate recommendations as for gifted children (eg like-minded peers)

More complex social and emotional presentation than gifted without a diagnosis



## Frustration



- Is the most common characteristic reported.
- The social environment may explain strong individual variability in non-cognitive factors for those experiencing 2e

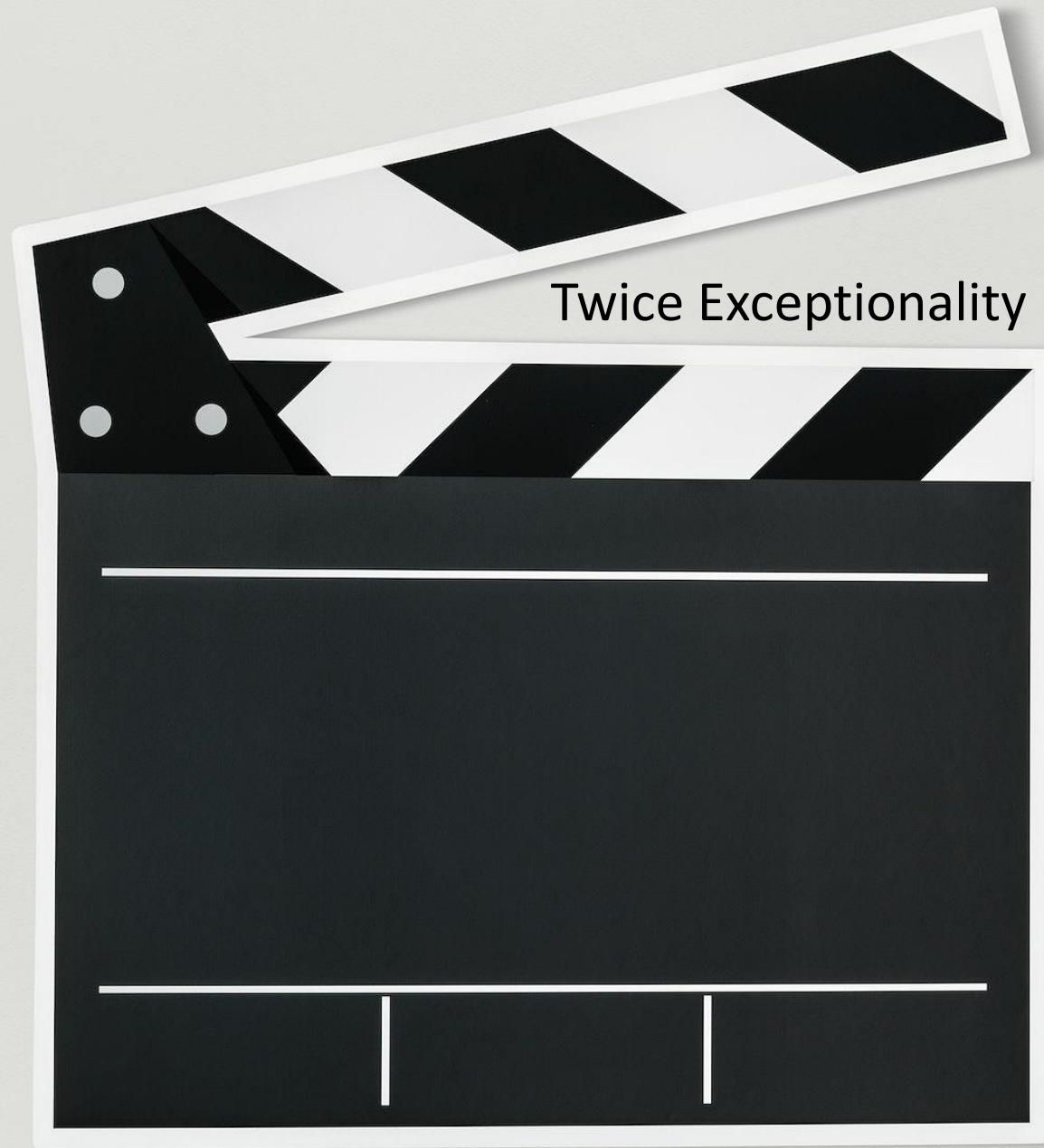
(Beckmann and Minnaert, 2018)

# What do we know?

Gierczyk, M.; Hornby, G. Twice-Exceptional Students: Review of Implications for Special and Inclusive Education. *Educ. Sci.* 2021, 11, 85. <https://doi.org/10.3390/educsci11020085>

- gifted students with emotional and behavioural disabilities have been **overlooked *in the twice-exceptional literature***”
- research on twice-exceptionality and how ***school counsellors*** can support twice-exceptional students is limited
- it is clear that twice-exceptional students can be taught effectively in various forms of ***inclusive education*** settings as long as they are able to access ***appropriate strategies and programs***
- Universal Design for Learning, Individual Education Programs, curriculum differentiation, and various other accommodations are required for twice-exceptional students.





# What can we do?



- Whole child profiling/comprehensive data collection
- Observations
- Consultations
- Collaboration
- *Dual Differentiation*
- Reflection
- Evaluation





| Name                    | Passions  | Family   | Activities                                 | Academics   | Food & Drink  | Physical   | Skills   | Other   |
|-------------------------|---|--|--|---|---|--|--|---|
| <b>Adams, Toby</b>      | STL Cardinals<br>Minecraft<br>Skylanders              | Lives w/ mom, dad, brothers Jordan (6) and Ben (4) and cat Mooshoo.          | Baseball<br>Chess<br>Drawing               | Loves Percy Jackson books<br><br>Hates cursive                | Peanut M&Ms<br><br>Raw oysters!!                          | Asthma<br><br>Broke arm last year                      | Knows a little coding                              | New to area - moved from Berkeley, CA<br><br>Scared of dogs |
| <b>Carter, Jaylen</b>   | Minecraft<br>Sharks<br>Martial Arts<br>Jackie Chan    | Lives with mom, sister Kayla (3) and dog Reggie.                             | Tae Kwon Do                                | Just started to like math last year                           | BBQ ++<br>Hates cantaloupe<br>Snickers ++                 | Left-handed  | Cooking omelets and brownies                       | Loves being outside and roller coasters                     |
| <b>Christopher, Tim</b> |   | Lives w/mom, at dad's every other wkend. ½ bro Kenny (2) at Dad & stepmom's. |  |   |   | Bee sting allergy                                      |  | Homeschooled last year                                      |
| <b>Fong, Jenny</b>      | Earrings (just pierced this summer)<br><br>Ross Lynch | Lives with mom, dad, Sister Lucy (15) and brother Michael (7)                | Soccer<br>Gymnastics<br>Sticker collection | Loves to read but doesn't want to be seen carrying big books. | Peaches, grapes, cherries<br><br>Sour cream & onion chips | Occasional eczema<br><br>Just started wearing contacts | Braiding hair<br><br>GREAT with special needs kids | Wants to be a pediatric oncologist when she grows up        |



## Planning for personalised learning and support: A national resource

Based on the Disability Standards for  
Education 2005

1. **Get to Know** the Student

2. **Consult**

3. **Plan and implement** personalised learning and individualised support measures

4. **Evaluate** the impact of personalised support measures provided to the student

[2020 Education Services Australia](#)

# Educational Dose

- Wai et al. (2010) developed the concept of educational dose.
- There is not one specific type of advanced learning experience that an intellectually talented student should receive.
- **Diverse, learning environments** for each child that structure the pace and depth so as to be responsive to their capacity for assimilating abstract/ complex/symbolic material.
- (Lubinski & Benbow, 2021)





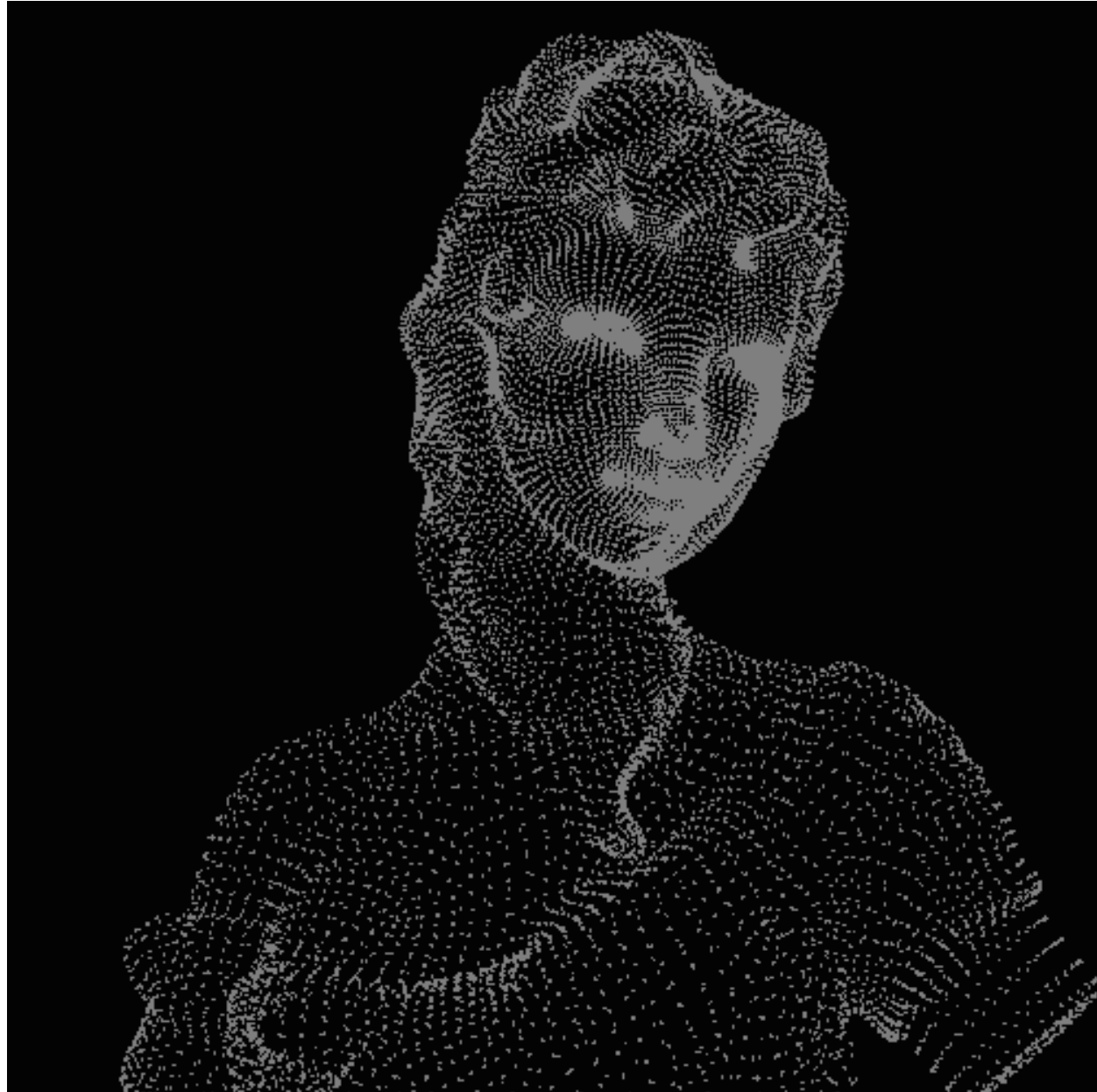
# See the potential or "possibility"

Coaching and mentoring help to show "potential"

Create *environments* that provide

- Positive structure
- Highly visible expectations
- Avenues for student investigation
- Opportunities to connect to strengths interests and choices that empower students





# What can we do?

teacher  
preparation,

the need for a  
continuum of  
interventions,

the need for  
collaboration with  
parents and  
specialists,

and teachers need  
to focus on  
developing  
strengths as much  
as adjusting and  
intervening for  
difficulties.

# Inclusive and Supportive

| Scaffolding for Difficulties  | Scaffolding for Challenge |
|---|---------------------------|
| <ul style="list-style-type: none"><li>•Adjust amount of work</li><li>•Change lesson pace</li><li>•Find their high interest topics</li><li>•Adjust content</li></ul> |                           |
| <ul style="list-style-type: none"><li>•Teach to learning preferences</li></ul>  |                           |
| <ul style="list-style-type: none"><li>•Adjust groupings/support</li></ul>   |                           |
| <ul style="list-style-type: none"><li>•Consult student/parents/<br/>previous teacher</li></ul>  |                           |



## Gifted

- in what ?
- to what degree?
- under what circumstances?

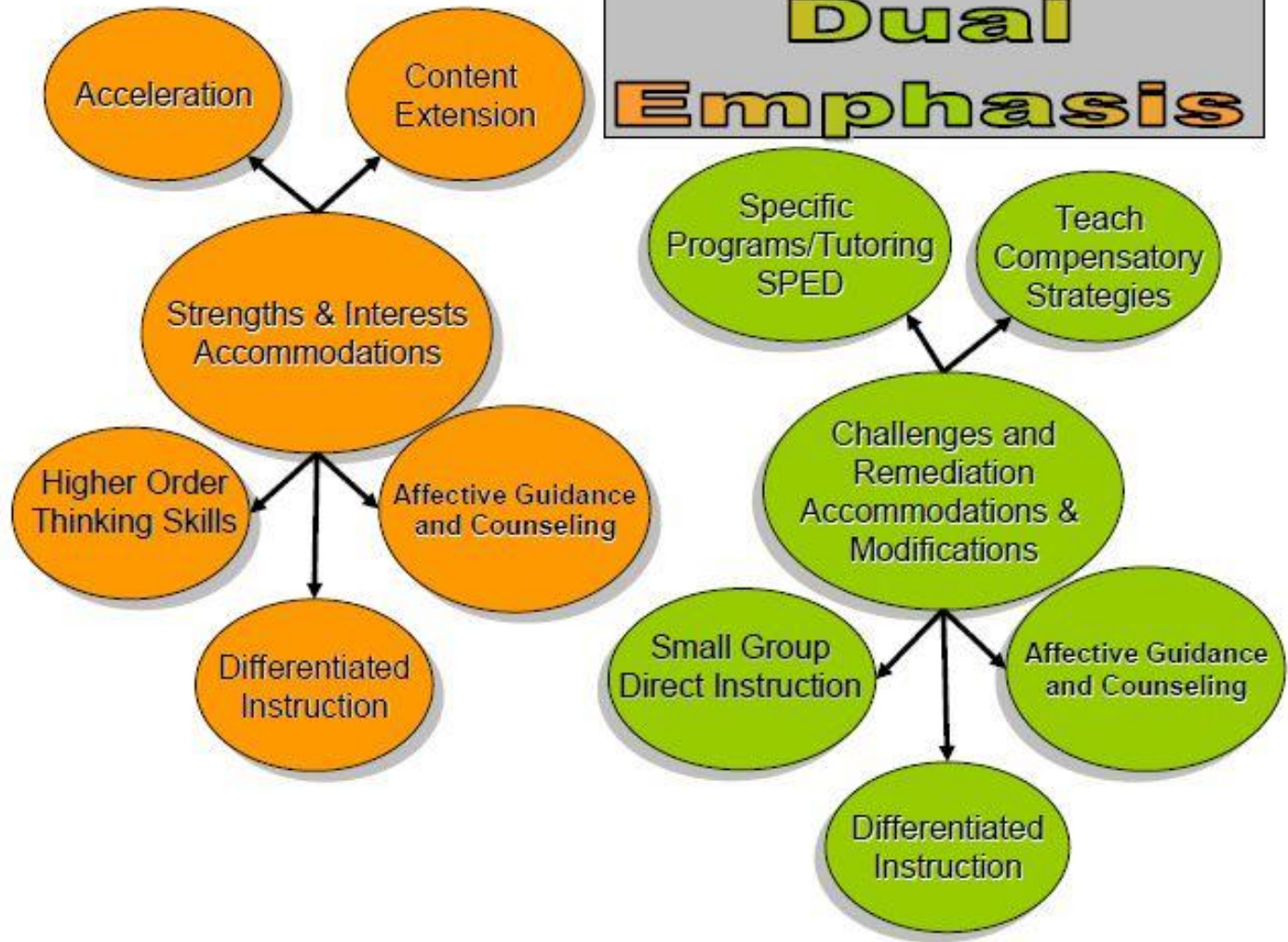
# Know The Learner



Adapted from Tomlinson & Maker (1982)



# Dual Emphasis



## **Learning Environment**

(the context in which learning occurs)

- Safe, challenging, and collaborative community
- Access to a resource-rich classroom
- Flexible movement and use of space
- Multiple settings and environments
- Flexible scheduling

# Some Barriers

Most gifted students are in the inclusive classroom, however there is a lack of frequency of differentiation strategies to challenge gifted students.

Western Australia: 90% of gifted students are in full time regular classes

(Taylor, 2016)

strategies to challenge are generally used less than once per week

( Taylor, 2016)

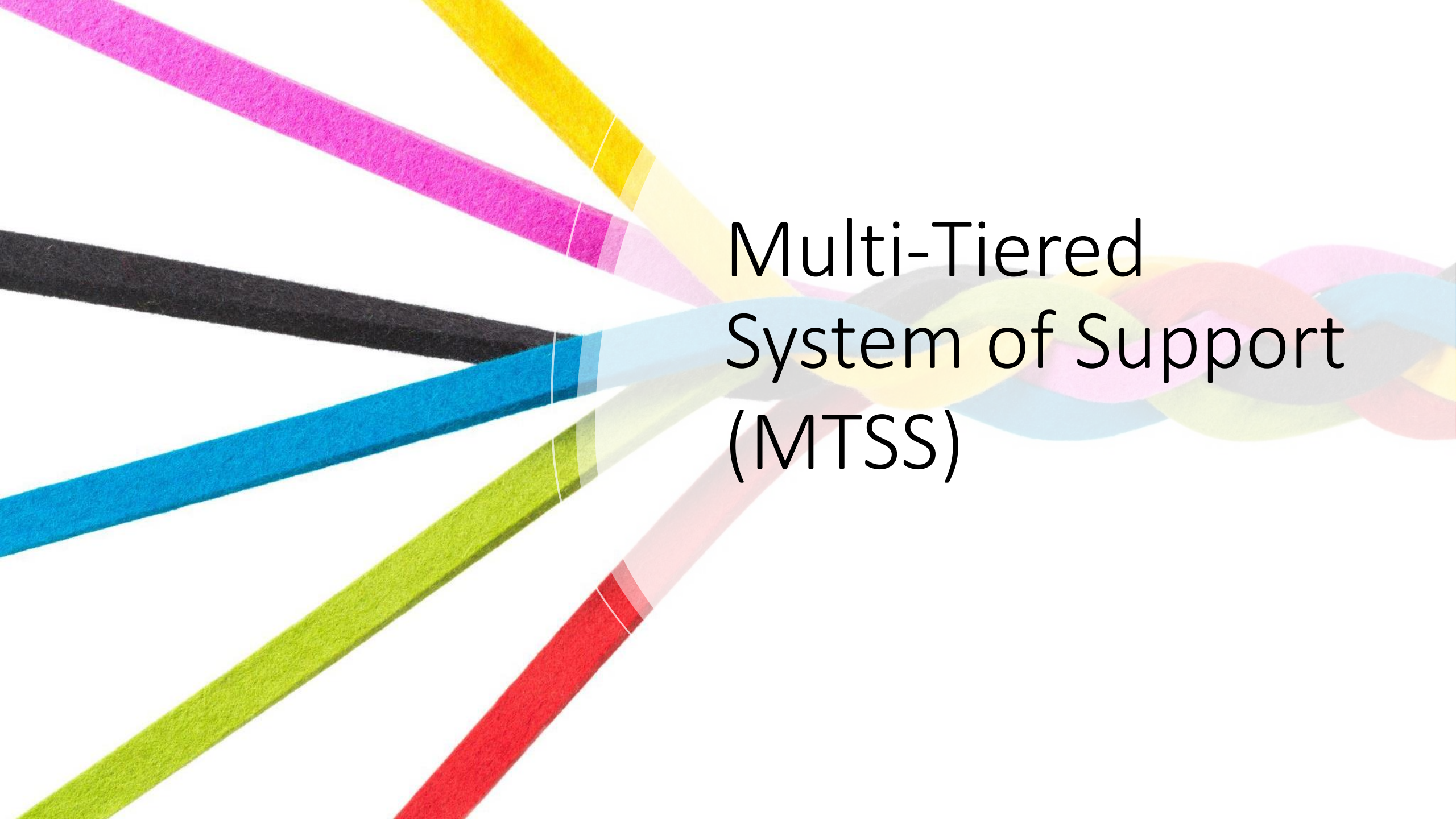
- (Tomlinson, 2004; Peters et al., 2014; Jarvis et al., 2020; Sailor et al., 2021; Westberg et al., 1993; Taylor, 2016; VanTassel-Baska et al., 2021)
- (Carrington & Elkins, 2002; Ainscow & Sandhill, 2010; Graham & Spandagou, 2011; Haug, 2017; Kinsella, 2020).

Inclusive  
gifted  
differentiation  
for students  
with twice-  
exceptionality

***Differentiation practices are underused***

- **Overall issue:** Lack of fidelity of implementation
- **Professional learning** must be **differentiated** for teachers
- **Classroom Observation Scale** (not teacher self-report surveys only)
- More focus, more practice and in dialogue with mentors, over time.
- VanTassel Baska et al., 2021)





# Multi-Tiered System of Support (MTSS)





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## MULTI TIERED SYSTEMS OF SUPPORT (MTSS) GREW OUT OF RTI

- Problem Solving Process
  - Leadership
  - Data
  - Evaluation
  - Capacity Building
  - Infrastructure
  - Communication & Collaboration
- MTSS is a framework to ensure successful education outcomes *for ALL students* by using a data-based problem-solving process to provide and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.
- **Response to Instruction (RTI)** came from Special Education. As schools began to combine both academic and behavior tiered models this evolved into **Multi-Tiered System of Support**



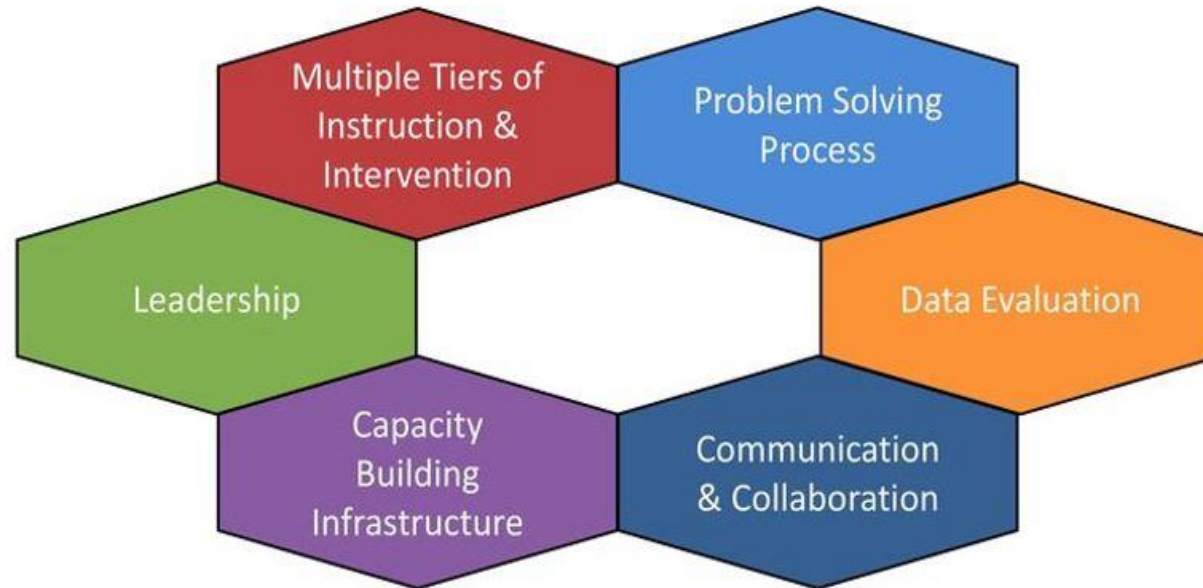
**PREVENTION**  
*for all Students*

**ENRICHMENT**  
*for all Students*

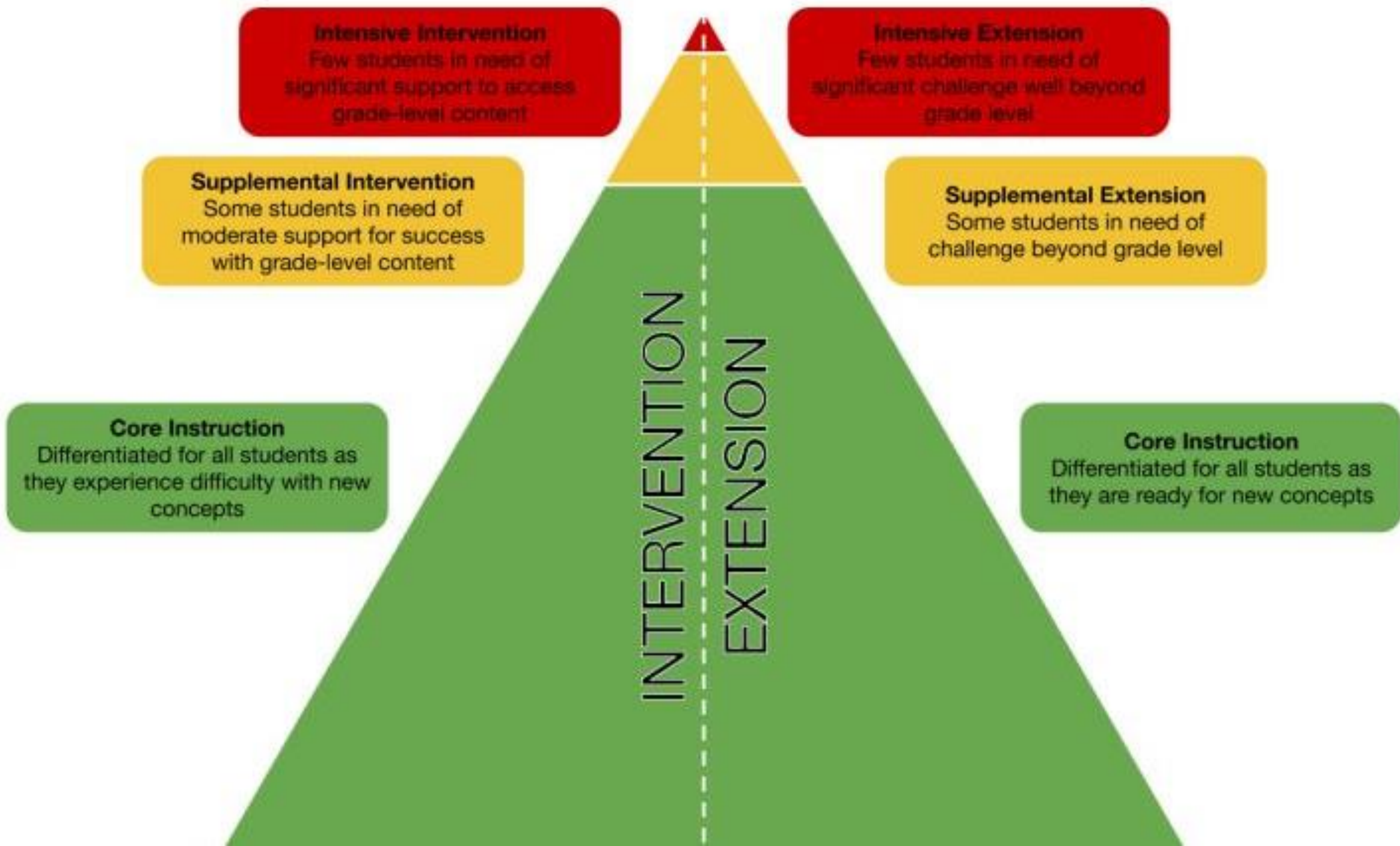
**INTERVENTION**  
*for all Students*



# Critical Components of MTSS



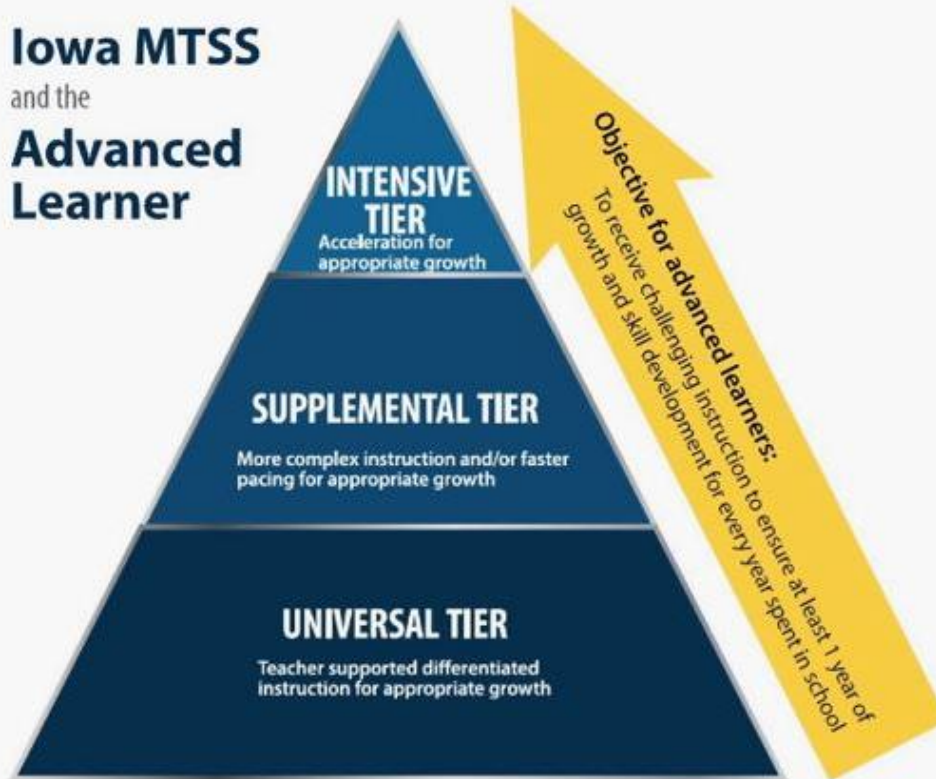
*MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.*



## ADVANCED LEARNERS IN A MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

IOWA MTSS AND ADVANCED LEARNERS

### Iowa MTSS and the Advanced Learner



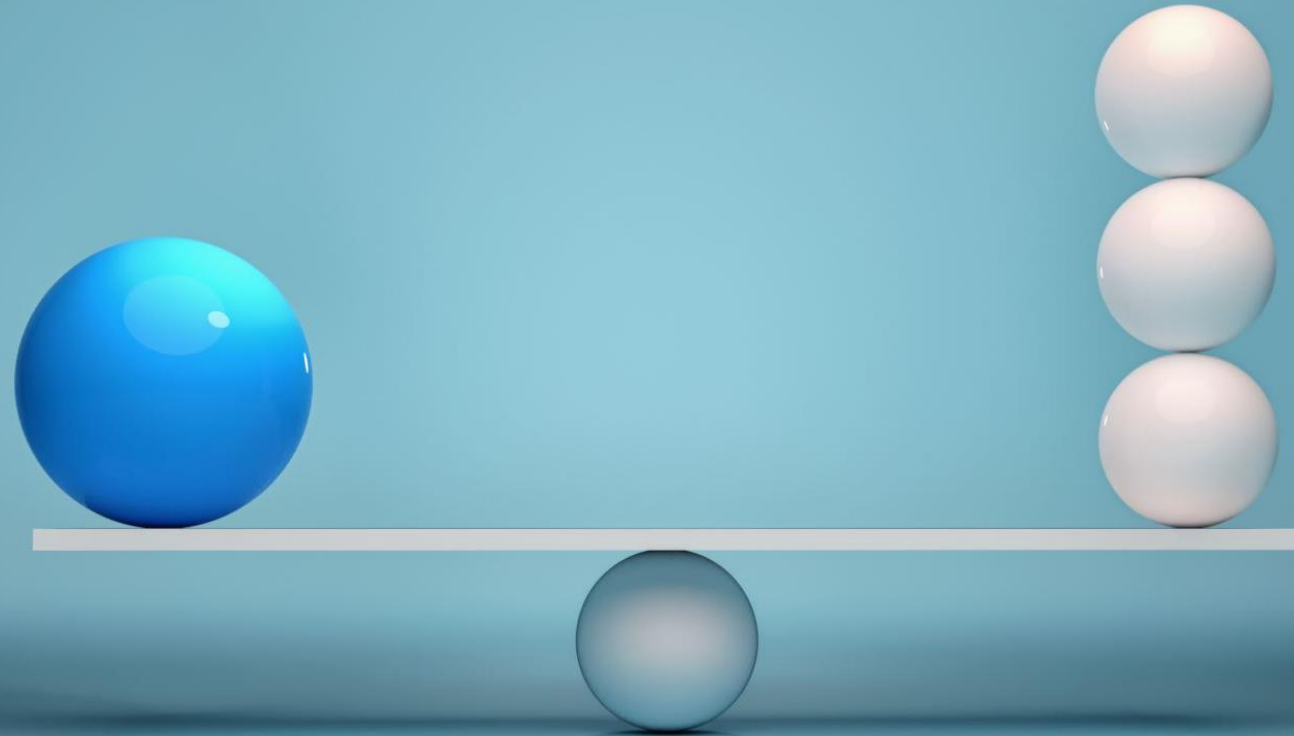
Adapted from *The New RtI: Response to Intelligence*, by Penny Choice, M.Ed., & Sally Walker, Ph.D., 2011. Reproduced by permission of Pieces of Learning, Inc., <https://piecesoflearning.com/>

## Advanced Learners MTSS Guide



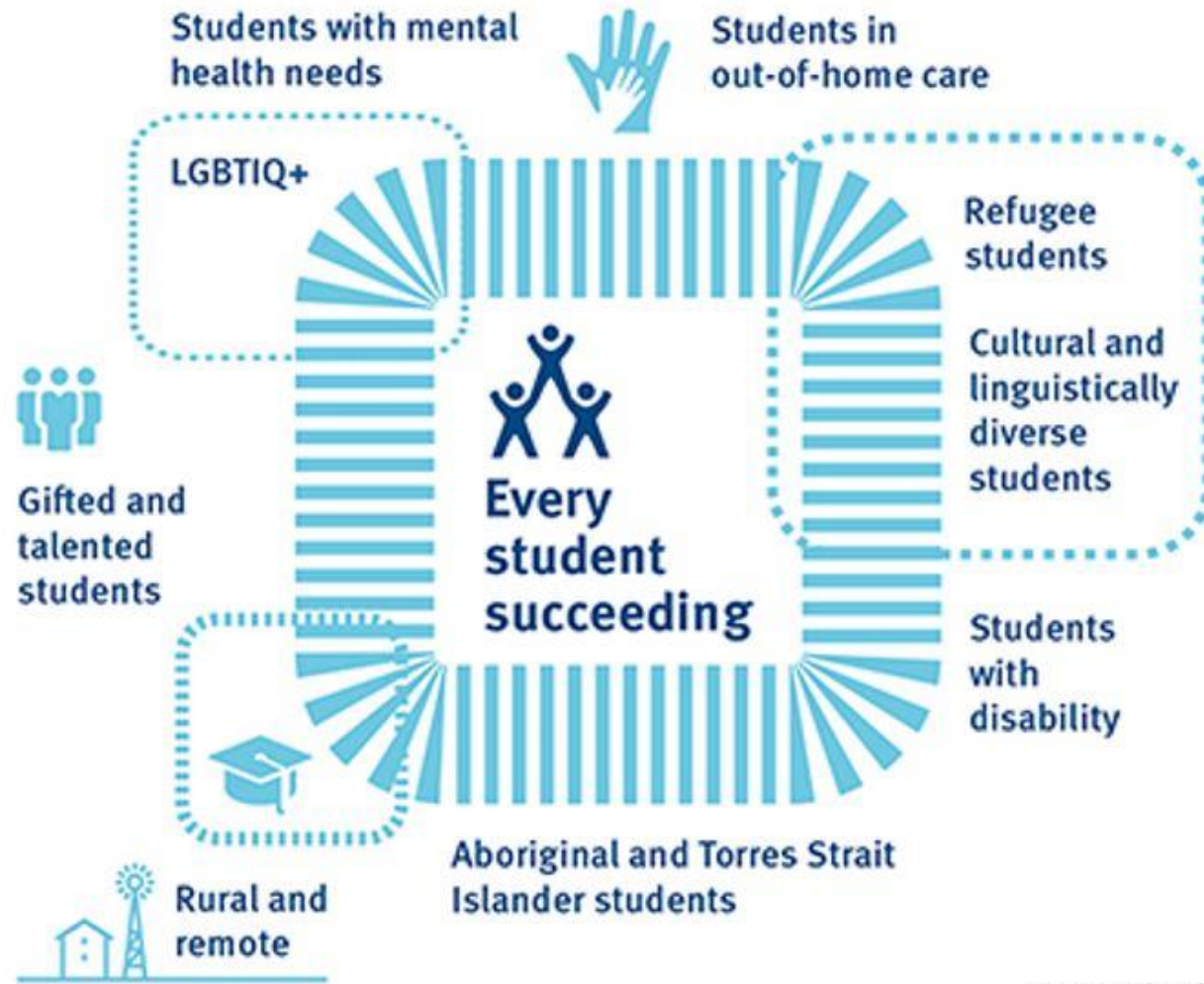
# Principles

- Flexibility
- Multi-dimensional
- Early intervention
- Dynamic assessment
- Student voice
- Strength based
- Self-advocacy
- Compensation strategies



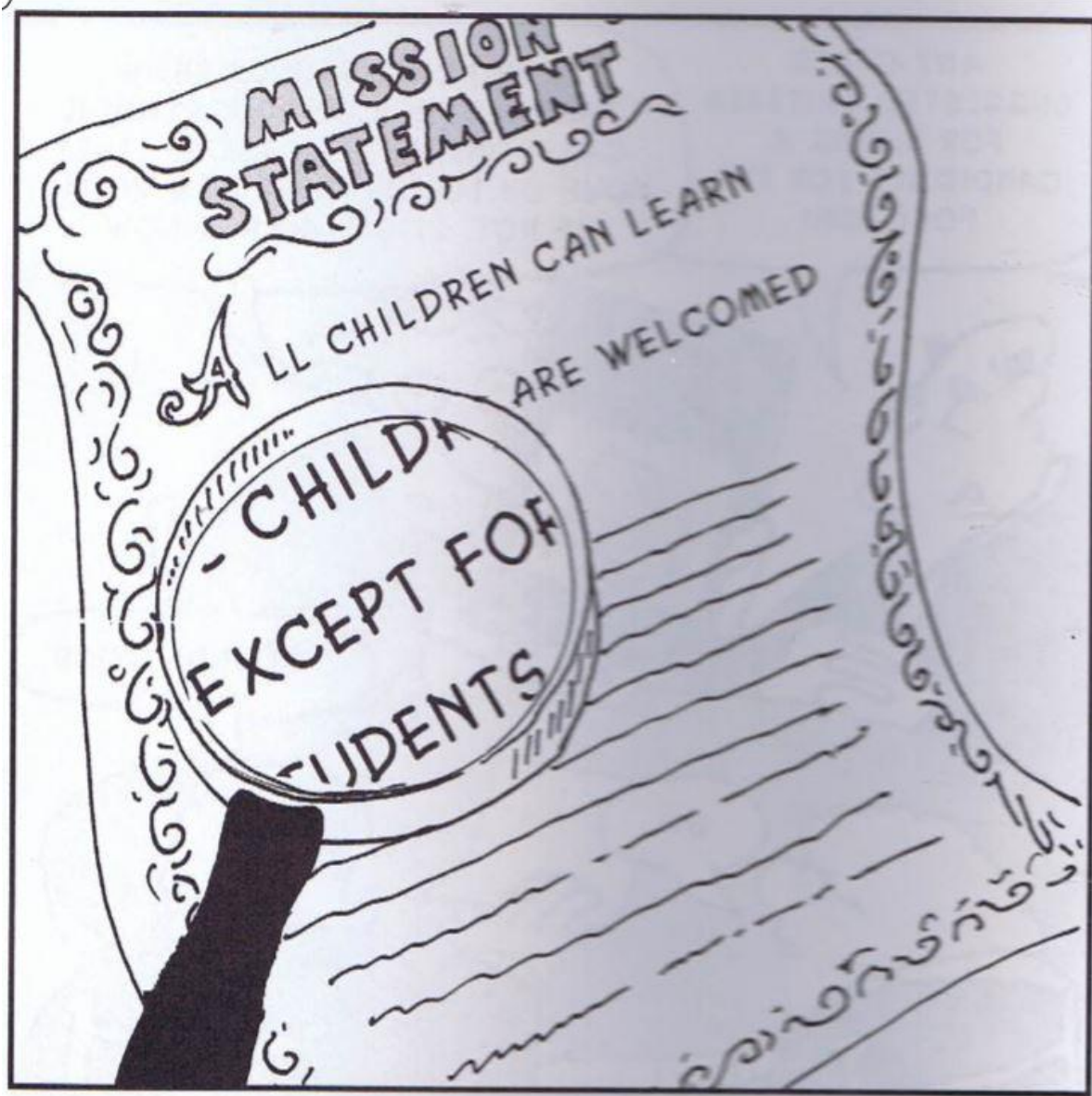


Do we know  
what we  
don't know?



(Queensland Department of Education, Inclusive Education Policy ESSA, 2020)





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FRED WAS SHOCKED WHEN HE  
READ THE SMALL PRINT.

# Inclusive Education in Queensland for students with twice-exceptionality

- the **Melbourne Declaration** on Education Goals for Young Australians (Goal 1)
- **Gonski 2.0 Review** (Recommendations 1, 6, and 10).
- Alice Springs (**Mparntwe**) Education Declaration in 2019, an educational framework for Australian students in the 21st century (Education Council, 2019).



Some state schools offer highly individualised programs for students with particular educational needs.



The department will continue to offer parents the choice of enrolling their child, who meets set criteria, in schools providing highly individualised programs including special schools and academies.



By moving towards a more inclusive education system we are seeking to strengthen the options parents and caregivers have to enrol their child at their local state school.



<https://education.qld.gov.au/student/inclusive-education/Documents/policy-statement-booklet.pdf>

- ...the **inclusive language of “all students”** in many of these documents, provides a rationale or point of entry for school sectors to offer appropriate programming and services. (Jolly, 2021)



A top-down view of several hands of various skin tones reaching towards the center, each holding a different colored puzzle piece (red, blue, yellow, green, purple, pink). The pieces are arranged in a circle, with some overlapping. The background is a solid, muted blue-grey color. The word "Consilience" is written in a large, white, sans-serif font across the center of the image, partially overlapping the puzzle pieces.

# Consilience



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