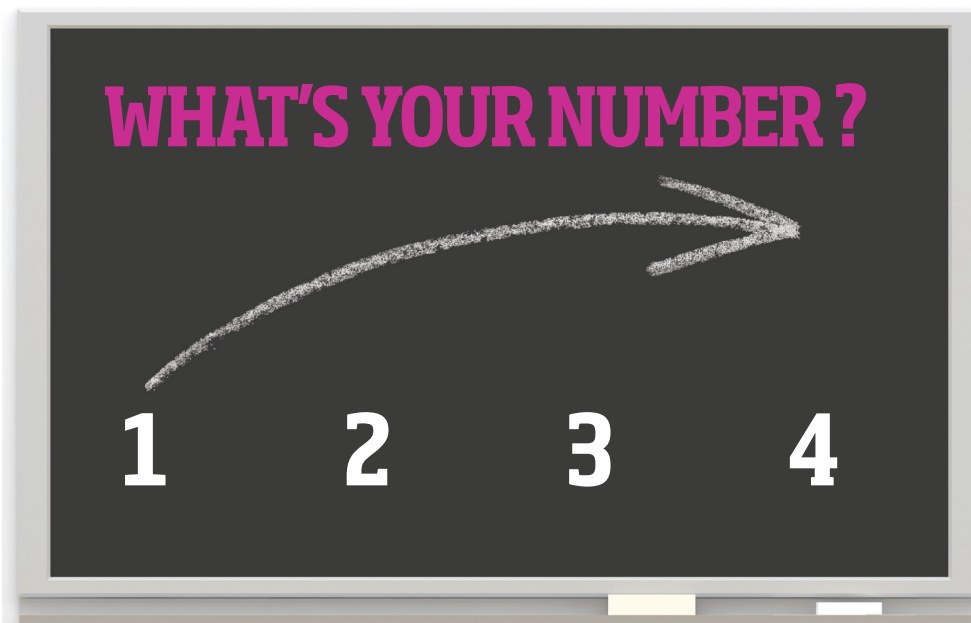


# Accessibility Awareness Continuum: Advocacy for Change



**1: PLANNING**

**2: MINDS ON**

**3: ACTION**

**4: CONSOLIDATION**

There will always be scope to improve

**Indicator:** Students play a valuable role in advocating for change in their classrooms, their schools and their community.

Our School Environment	Our Classrooms	Our Students
<p>How do we ensure that there are opportunities for students with a range of abilities to express their beliefs and their desire for change?</p> <p>How do we ensure that there are ways for students to learn and practice the communication and assertive skills necessary to advocate for change in support of accessibility?</p> <p>How do we ensure that there are supported opportunities for all students to challenge barriers to accessibility in the school, school and/or community (especially attitudinal barriers) and advocate for change?</p>	<p>How do we provide learning experiences that offer opportunities to develop skills in collaboration, role-playing, and problem solving within a safe, supportive environment?</p> <p>How are we modelling and reinforcing appropriate character development that values accessibility and supports advocacy for change?</p> <p>How are we engaging students of all abilities in making decisions about educational opportunities, programs, policies and resources that support accessibility?</p> <p>How are we engaging students in challenging barriers to learning in the classroom?</p>	<p>How do our students demonstrate their knowledge of their own strengths and needs, and the strengths and needs of others?</p> <p>How effectively do our students communicate their learning needs and preferences to each other?</p> <p>How do students show that they respect and value the range of learning needs in the classroom?</p> <p>How do students demonstrate the desire and ability to advocate for the learning and accessibility needs of others?</p>