

## The Core Curriculum

Specialist Teachers (Vision Impairment) refer to the 'core curriculum' (ie the 'knowledge and skills a student should have acquired by the completion of their high school education'). The Victorian Curriculum includes:

<b>STEM Subjects</b>	<b>Literacy</b>	<b>Digital coding</b>	<b>Learning about religions</b>
<b>Critical Thinking</b>	<b>Music</b>	<b>Financial Literacy</b>	<b>Health Education</b>
<b>Civic Participation</b>	<b>Ethics in the global world</b>		

Students with vision impairments – students who are blind or have low vision – must achieve mastery of an array of additional disability-specific skills in addition to the regular 'core curriculum'. This body of knowledge and skills is known as the 'Expanded Core Curriculum (ECC) for students with vision impairments'.

## The Expanded Core Curriculum for Students with Vision Impairments

The ECC is unique to each student with impaired vision and, depending on their specific needs, may include:

- **compensatory or functional academic skills, including communication modes**

Auditory	Exam technique	Maths equipment eg protractors
Braille & Perkins/other braille	Handwriting	Perceptual skills
Concept development eg behind, up	Keyboarding	Regular technology → enlarge
Etext with enlargement/voice	Large print	Solid shapes → diagrams (2D)

- **use of access technology**

iPad, laptop	Electronic Magnification Unit	Mountbatten
Braille devices eg BrailleNote	Text to speech software eg JAWS	Scanner software & hardware
Enlargement software eg Zoomtext		

- **visual efficiency skills**

Eccentric viewing	Optical aids:	Study skills
Electronic magnification	- monocular, magnifier	Understanding VI implications
Hats & sunglasses	Size, distance, lighting	- vision fatigue, glare

- **orientation and mobility**

Cane and other mobility aids	Locating essential items	Orientation to new campus/school
Landmarks, maps	- eg bin, power point, bathroom	Public transport
Locating & reading timetable	New play equipment - school yard	Who is in the room? friends?

- **social interaction skills**

Eye contact, body position	Group sports	Reading body language/voice
Friendship	Mannerisms, intonation	Responding appropriately

- **independent living skills**

Banking, shopping, money	Dressing, shoelaces	Peel orange, unwrap lunch
Choosing/matching clothes	Home address & phone number	Read watch; tell time
Cleanliness; tidy hair	Knife & fork use, kitchen skills	Use directory, phone as an aide

- **recreation and leisure skills**

Ball throwing, catching	Modification to games & sport	Reading dice
Cricket, swish, goalball	- eg long jump - paint lines	Turn taking - board games
Internet, social media	Playing cards - LP or braille	Using play equipment

- **career education**

Career awareness	Internet - courses, careers	Meet employed VI & mentors
Explore ideas early	Job skills - phone/email/interview	Visit universities & TAFEs
Independent travel	Meet careers teacher	Work experience & part time work

- **self determination**

Accepting & declining help	Receive and offer mentorship	Set own goals
Participate in IEP	Recognising & striving: potential	Understanding & explaining VI
Phone tech help independently	Self advocacy	Understanding limitations

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