



Diversity & Inclusion Dance Incursions



inclusionfoundation.org.au

Our teachers with lived experience

Our teachers with lived experience add a fresh, skillful, and inspiring perspective. They are instrumental in the co-design of the program curriculum and play a critical role in empowering their students by role modelling their independence and leadership skills.



Emily Woodward

Emily has 3 years experience teaching dance classes. In addition to teaching at emotion21, Emily runs classes at Greenbrook Community House, and several other community groups. Dancing with emotion21 since 2010, Emily's performance highlights include World Down Syndrome Congress in South Africa and India and collaborating with The Australian Ballet School, Melbourne Symphony Orchestra and Circa.



Jamie Halliday

Jamie is a passionate dancer and dedicated to developing his skills as a choreographer. He wants to create dance that makes both the dancer and the audience feel and think. Jamie is choreographer and has co-created shows for the Melbourne Fringe Festival.



Daniel Palmer

Daniel has had a lifelong passion for dance, as it makes him stronger and relaxes him. He has previously worked as an assistant dance teacher for secondary school students and is currently an Assistant Dance Teacher for classes at his local emotion21 Rowville class.



Catherine Annable

Catherine started her love affair with dance when she was only four years-old. After joining emotion21 in her late teens, Catherine has represented Australia at the World Down Syndrome Congress in India, performed with the Australian Ballet, and the Melbourne Symphony Orchestra. She now teaches at emotion21 in Cranbourne.

Alignment with Curriculum

Curriculum Aspect	Level	Specific Objective	How The Program Meets It
Health & Physical Education	<i>Levels 7-8</i>	Motor Skill Development	Dance activities in the program promote development and refinement of motor skills.
		Physical Activity Engagement	Dance activities encourage active participation, particularly dance may engage students who are less interested in other offerings, such as sport.
		Positive Outlook & Behaviour Expectation	Establishes positive behavioural expectations in diverse situations through inclusive dance.
	<i>Levels 9-10</i>	Emotional Responses & Identities	Helps students explore emotional responses and understand their identities in different contexts.
		Personal & Social Skills in Group Activities	Promotes the refinement of personal and social skills through collaboration among peers and also with people with different-abilities, such as Down syndrome.
Personal & Social Capability	<i>Levels 7-8</i>	Self-Awareness & Management	Encourages self-expression, boosting confidence, and helping students identify their personal strengths and biases through a unique and stimulating experience.
		Emotional Management	Facilitates understanding and management of emotions through interaction with instructors with Down syndrome.
	<i>Levels 9-10</i>	Appreciating Diverse Perspectives	Students gain a first-hand experience of diversity and learn to appreciate different perspectives.
		Informed Decisions	The Q&A sessions and interactive collaboration help students make more informed social decisions.

Humanities - Civics & Citizenship	<i>Levels 7-8</i>	Understanding Multiculturalism	Fosters understanding and appreciation of diversity and inclusion.
		Justice, Rights & Responsibilities	The interactive components of the program educate students about justice, rights, and responsibilities by highlighting the life experiences of a person with a disability and the differences and similarities to their own life.
	<i>Levels 9-10</i>	Active & Responsible Citizenship	The interactive collaboration and Q&A components promote active learning about disability, inclusion, and diversity, cultivating responsible citizenship.
Ethical Capability	<i>Levels 7-10</i>	Understanding Ethical Concepts	Provides a practical understanding of complex ethical concepts like inclusion, diversity, and human rights.
		Reasoning in Decision-Making	Collaborating with instructors with Down syndrome may foster better decision-making skills through understanding and respecting different perspectives and identities.

VCE Curriculum Aspect	Specific Objective	How The Program Meets It
Physical Education	Applying Movement Concepts and Strategies	Provides a unique, practical context for understanding and applying movement concepts and strategies.
Sociology	Understanding Social Inequality and Social Justice	By working with instructors with Down syndrome, students may gain unique insights into social inequality and the importance of social justice.
Drama	Development of Expressive Skills	The expressive nature of dance in the program enhances students' development of expressive skills, crucial for drama studies.
Dance	Practical Approach to Choreography and Performance	Participation in the dance program, students can enhance their practical understanding of choreography and performance.
Theatre Studies	Collaborative Creation of Theatre	Components of the program can provide a practical platform for understanding the collaborative creation of theatre.

Get involved

emotion21 has several opportunities for community engagement.



Book a special workshop for your school or community group



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