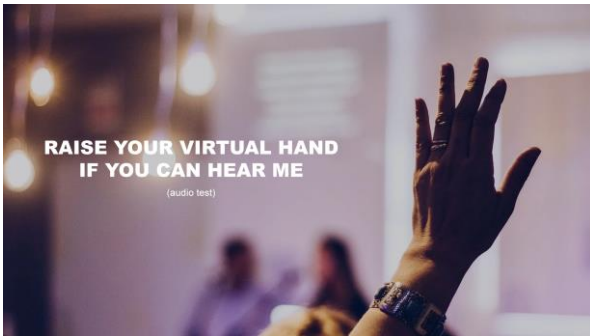


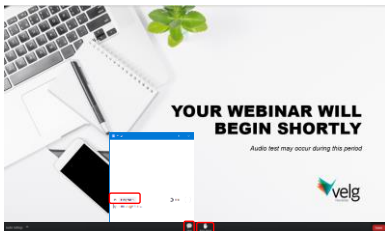


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NAVIGATING ZOOM



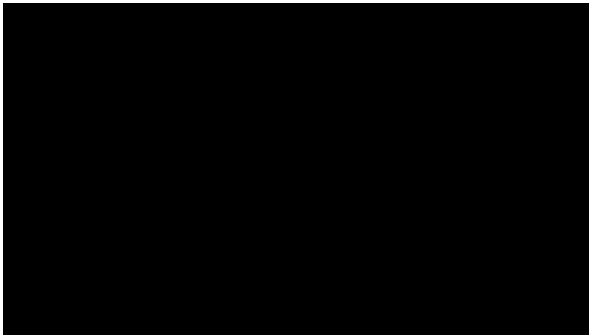
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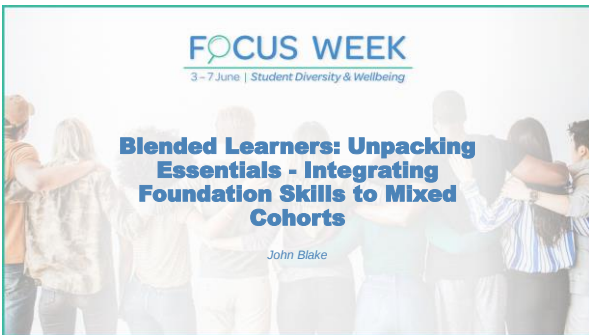
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5



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ABOUT: John Blake

Spanning more than 20 years in various capacities of education, John has taught in 20 countries to a broad spectrum of learners ranging from children, teenagers, prisoners, hospitality and English students to more recently teachers, trainers and educators in schools, universities, TAFEs and corporate enterprise.

John is passionate about the daily opportunity he has to inspire teachers and trainers to make meaning and make a difference in industry.

Phone: 0412 458 255
Email: jbatq3@gmail.com
Website: www.g3.tv
LinkedIn: [John Blake](#)



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Today we will be exploring.....



01

Embedding foundation skills for students with differing abilities

02

Recommendations to assist adult learners

03

Blended cohort implications

04

Diverse learners' needs

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By looking at.....



01

The why

02

21st Century learners

03

Plan curiosity

04

What works?

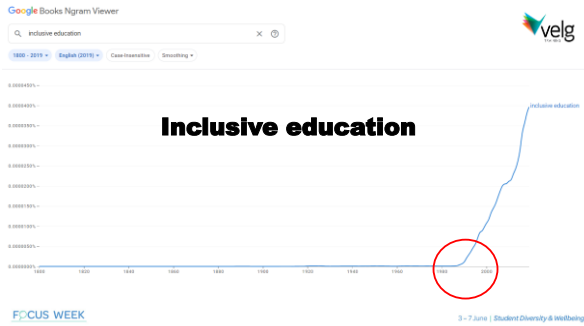
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Universal Design for Learning strategies

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“Let’s start with Why” (Sinek, S. 2009)

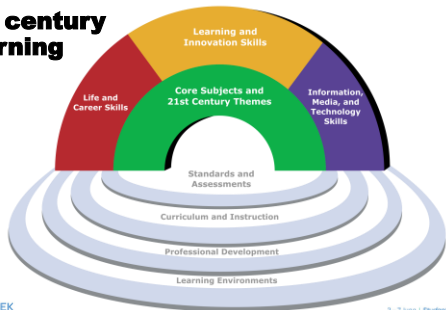
- Most successful organisation’s are able to articulate their “why” (purpose, cause, or belief)
- 18+% of Australians have a prevalence of disability, many unseen (AIHW, 2019)
- Millions of adult Australians struggle with basic literacy skills (Pogoduan, M. EducatorOnline, 17th April 2023)
- Up to 10% of Australian people have a learning disability (HealthDirect, 2023)
- 27.6 per cent of the population were born overseas (ABS, 2023)
- 42% of Australians aged 15-74 years have participated in learning over the past 12 months (7.8 million people) (ABS, 2023)



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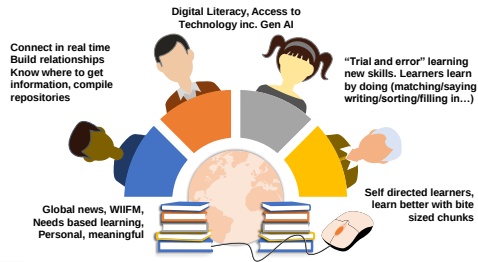
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21st century Learning



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21st Century Learners



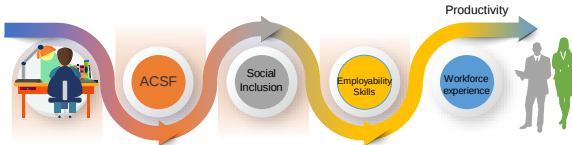
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Foundation Skills

Learning how to learn to learn how to work...



1. **English language, literacy, numeracy and digital (LLND):** listening, speaking, reading, writing, numeracy (the use of mathematical ideas) and digital literacy
2. **Employability Skills:** Learning skills, problem solving skills, initiative & enterprise skills, teamwork skills, planning & organising skills, self-management skills
3. **Aust. Govt. DoE:** Personal & Social Capability, Ethical & Intercultural understanding



ASQA's Standards 10.6 and The National Foundation Skills Framework 2022 to 2032

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Determine success, not create barriers



John Hattie – Visible Learning

- **Collective teacher efficacy:** The shared belief by a group of teachers in a particular educational environment that they have the skills to positively impact student outcomes (1.36)
- **Teacher estimates of student achievement** (1.29)
- **Piagetian strategies** (1.28)
- **Jigsaw method of learning** (1.20)
- **Micro-teaching** (chunking) (1.01)
- **Feedback** (1.01)



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Piagetian strategies:

- **Sensorimotor:** Use routines, semiotics, tactile, kinaesthetic, & real-world objects.
- **Preoperational:** Language & meta-language, WIFM, short instructions, roleplays, ask questions, contextualise, use videos & examples, learn by doing, use of props.
- **Concrete operational:** (Recounting) Procedures & steps, timelines, analogies, familiar experiences, empathy, questions.
- **Formal operational:** Graphic organisers & visual aids, grouping of information, theorise prior knowledge or local issues (what if...)



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FOCUS WEEK

16

Plan curiosity

You can teach a learner everyday;
but if you can teach them to learn by
creating curiosity, they will continue
the learning process forever

Clay P. Bedford - Industrialist



The curiosity engine: a small robot that can learn from its environment.

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FOCUS WEEK

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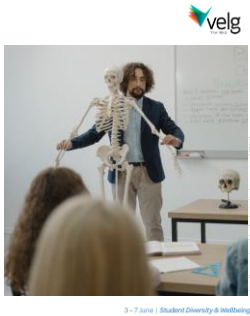
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Plan curiosity

- Dare to be different
- Puzzles
 - Tactile learning
 - (Educator's) Intonation
 - Scandalise (Newspaper headlines)
 - Language nerd (e.g., etymology)
 - A.S.K. (e.g., translation) 问问题 Wèn wèntí
 - A.S.K. (do not ASSuMe)



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Fun decoding = meta-cognition

A	B	C	D	E	F	G
26	25	24	23	22	21	20
H	I	J	K	L	M	N
19	18	17	16	15	14	13
O	P	Q	R	S	T	U
12	11	10	9	8	7	6
V	W	X	Y	Z		
5	4	3	2	1		

11-6-1-1-15-22-8

19-22-15-11

7-19-22

25-9-26-18-13

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Avoid awkward:

- Not all Indians are Hindus
- Not all deaf people can lip read
- Not everyone from Egypt is Muslim
- Not all Chinese speak/read Mandarin
- Not everyone appreciates red marker pens
- Not everyone on the Autism spectrum knows it
- Not all educational buildings accommodate wheelchairs

Homogeneity: A misnomer

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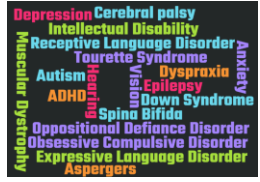
A. A. A.

If you've met one person with [Autism, ABI, ADHD, Anxiety or an additional language], you've met one person.

The three A's of [Autism, ASD, ABI, ADHD, Anxiety, Anorexia, or an additional language]

- Awareness
- Acceptance
- Appreciation.

(Dr Stephen Shore)



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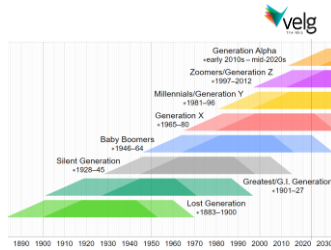
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- Autonomy
- Avoid stereotypes
- Stimulate dialogue
- Emphasize learning
- Interactive learning
- Personal integration
- Ditch the chalk-n-talk
- Appropriate activities
- Integrate tech (gently)
- Design developmentally
- Self-paced opportunities
- Link & connect learning to the bigger picture

https://upload.wikimedia.org/wikipedia/commons/2/2a/Generation_timeline.jpg
<https://www.teachinglearning.com.au/generations-5-steps-to-connect-with-generation-z-in-the-classroom/>

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What works?

Paulo Freire: Pedagogy of the Oppressed (1972)

"Almost never do students realise that they already 'know things'"

"Education is suffering from narration sickness" (teacher (narrator) to students – mechanical receptacles - a.k.a. 'chalk & talk')

Codification: Decoding, re-totalization (sic)

- Codification channels (**Visual**: pictorial, graphic, **Tactile, Auditive**)
- Compound**: Simultaneity of channels
- Cultural circle** (discussion) i.e. EVERYONE is a learner "...explain the pictures first – it'll take less time and not give us a headache"
- Suggestions: Photos, slides, film, posters, magazines, news, books



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Teaching and learning strategies

(LearningwithASD)

- Repetition
- Use visual aids
- Focus attention
- Allow frequent breaks
- Model, rehearse or roleplay
- Maintain structure and routine
- Give short concrete instructions
- Allow additional processing time
- Personalised and multi-modal learning

<https://www.teachinglearning.com.au/resources/teaching-strategies-for-students-with-disabilities/>



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Teaching and learning strategies
(noFASD)

- Routines
- (Use their phone)
- (Print keyring cards)
- Listen to the student
- One-on-One support is crucial
- Visuals – personalise & be consistent
- (Aim for) LESS than FOUR instructions
- Visual planner (class timetable) and individualise
- Pro-active – Walk the talk – if you hear advice, action it



Just copy/paste or scan the QR code

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Engagement: Delivery Ideas

- Involve learners
- Intrinsic rewards
- Class discussions
- Cultural relevance
- Create own podcasts
- Repetition and patterns
- Minimal shocks/surprises
- Exploration & self-reflection
- Variety of sensory stimulation
- Learners to set their own goals
- Explain subcomponents & timing
- Autonomy with colours, layout, etc.
- Charts, schedules, calendars, visible timers



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Engagement: Delivery Ideas

- Puzzles
- Role-plays
- Mind-mapping
- Story-boarding
- Working models
- Group & pair assignments
- Vary pace of chunks/sessions
- Personal and/or contextualized
- 'Ques-cussion' (think Jeopardy)
- Collaboration e.g., 'speed-dating'
- www.miro.com www.anchor.fm
- www.mural.co www.theteacherscorner.net



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Representation: Delivery Ideas



- Semiotics
- www.otter.ai
- Scaffolding
- Video captions
- Colour association
- www.visuwords.com
- Highlighted keywords
- Podcasts of content topics
- Voice to Text class notes (transcripts)
- Photographs or diagrams underpinning text
- Graphic organisers ("What are we doing today?")



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Representation: Delivery Ideas



- Text choice
- Simulations
- Font choice
- Mnemonics
- Sound effects
- Meta-language
- Contrast of colours
- Images (i.e. visual glossary)
- Text + Graphs (and/or tables)
- Translations (inc. meta-language)
- Voice intonation, pace & emphasis



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Action & Expression: Delivery Ideas



- Practice
- Mentors
- Sculpture
- Role-play
- Calculators
- Theory + action
- Video + answers
- Grammar checkers
- Comics or cartoons
- Discussion of findings
- Differentiated examples
- 'Scaffolded' demos and instructions



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Action & Expression: Delivery Ideas

- Music
- Questions
- Gamification
- Explanations
- Wikis & Forums
- Research activities
- Metacognitive tools
- Physical alternatives
- 3D Cut-away models
- Multi-modal learning platforms
- Learning with multimodal platforms
- Reverse engineering or problem solving



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Aristotle



ἔστι τι τὸ ὅλον παρὰ τὰ μέρη
(some kind of whole, beyond its parts)

“The whole is greater than the sum of the parts”

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question...

What say you?
What tips can you offer into the lives
of fellow educators here, seeking to
make a difference?

Please type your response in the chat window



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What this webinar has covered



01

Embedding
foundation skills for
students with
differing abilities

02

Recommendations to
assist adult learners

03

Blended cohort
implications

04

Diverse learners'
needs

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We've looked at...



01

The why

02

21st Century
learners

03

Plan curiosity

04

What works?

05

Universal
Design for
Learning
strategies

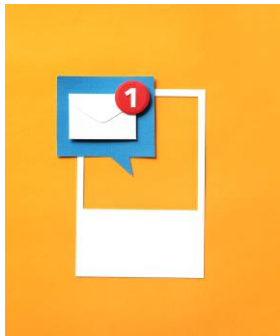
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WHAT HAPPENS NOW?

• **WITHIN 48 HOURS, YOU WILL RECEIVE AN EMAIL INCLUDING:**

- A Statement of Attendance
- A link to event feedback survey
- Access to the WMV recording of the webinar
- PDF copy of the PowerPoint
- PDF transcript of Chat Q&A
- Additional supporting resources

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THANK YOU FOR YOUR COMPANY

We really hope you enjoyed engaging with John for your webinar today.

If you have any queries or feedback relating to today's topic, or any general questions regarding your role within the VET sector, do not hesitate to contact the team at Velg Training.



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