



FOCUS WEEK

3 – 7 June | *Student Diversity & Wellbeing*

YOUR WEBINAR WILL BEGIN SHORTLY

Audio test may occur during this period

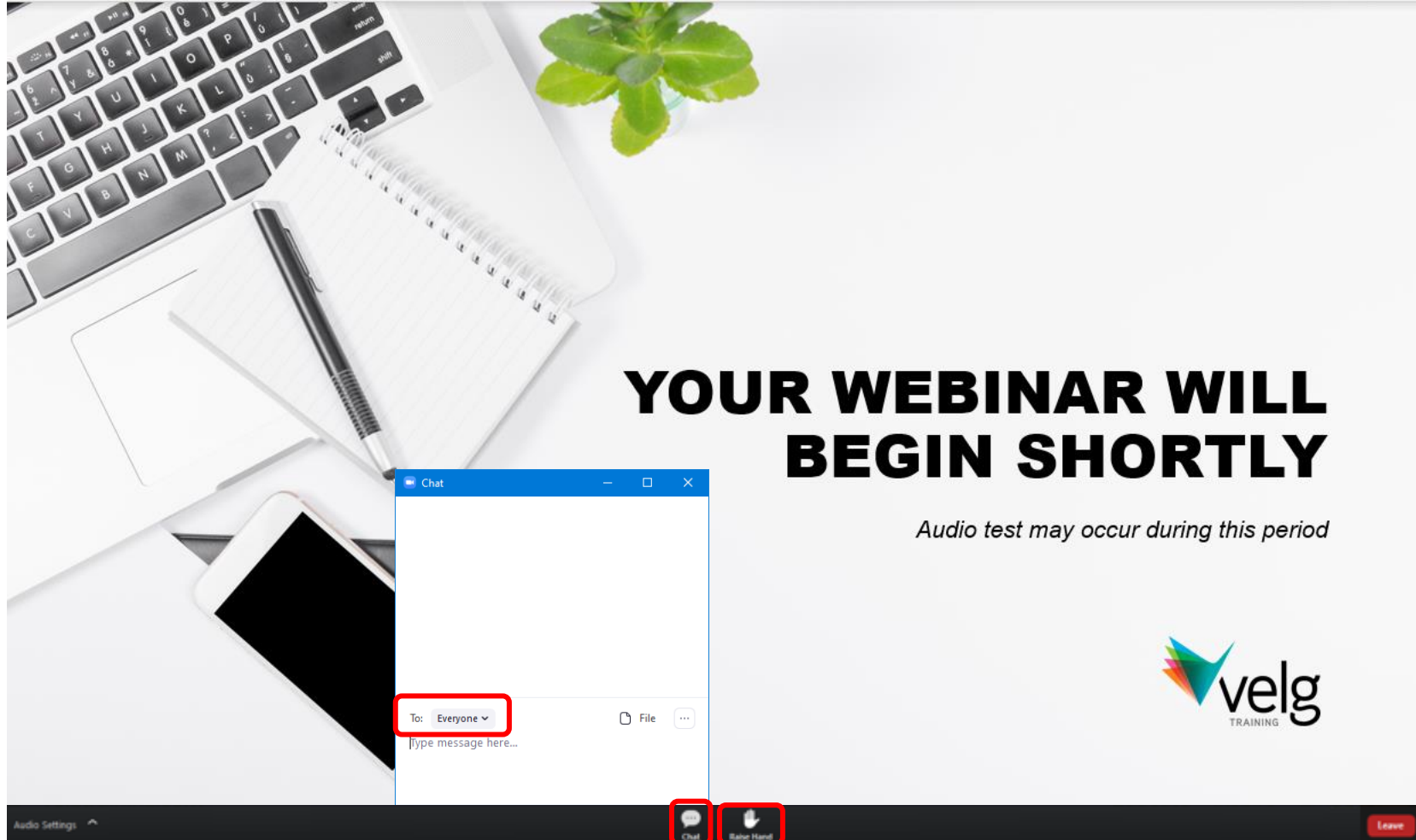


RAISE YOUR VIRTUAL HAND IF YOU CAN HEAR ME

(audio test)



NAVIGATING ZOOM



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Two Way Learning: Across cultures, and classroom practises to support Indigenous and CALD learners

Rachel Leigh Taylor

ABOUT: Rachel Leigh Taylor

Rachel has more than 25 years' experience teaching, designing, managing and quality auditing in the VET sector in Australia and abroad.

With a background in second language education, Rachel has a strong focus on supporting Language, Literacy and Numeracy skills development and promoting professional development for trainers in how to adapt their practises to enhance teaching and learning outcomes for students with diverse needs.

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WEBINAR OVERVIEW

01

Two-way
learning
models

02

Learning
across cultures

03

Learning
through
storytelling and
shared
experience

04

Classroom
practises to
support
Indigenous and
culturally and
linguistically
diverse
learners

05

Strategies for
enhancing
English use in
the classroom

06

Integrating
vocabulary
development
into industry
specific
training

TWO-WAY LEARNING MODELS

- ‘Two way’ teaching and learning involves the creation of a relationship between communities and cultures with a focus on learning from each other.*
- Recognising the existing skills and prior knowledge of learners will provide the opportunity to learn from and share with one another.#
- Educational outcomes will be enhanced when teaching and learning is seen as an integral and equal part in and genuine cultural exchange.*

• Purdie, N., Milgate, G., & Bell, H. R. (2011). Two Way Teaching and Learning: Toward Culturally Reflective and Relevant Education. ACER Press.
https://research.acer.edu.au/indigenous_education/38

Government of Western Australia. Tracks to two-way learning. <https://myresources.education.wa.edu.au/programs/tracks-to-two-way-learning>

8 WAYS OF LEARNING



8 Aboriginal Ways of Learning: NSW Department of Education: <https://www.8ways.online/>

LEARNING ACROSS CULTURES THROUGH STORYTELLING AND SHARED EXPERIENCE

- Learning becomes a journey of discovery
- Student led topic initiations
- Self-expression of competencies – not pre-formulating the evidence requirements
- Valuing and utilising existing knowledge

Educational outcomes are enhanced when social, cultural and interpersonal interaction and exchange between trainers and learners is valued as an integral and equal component in the teaching and learning process.



poll...

CHOOSE FROM THE ANSWERS
DISPLAYED IN THE ON-SCREEN
POLL...

If you can't see the poll please type your response in the chat window

T How is everyone today?

S2 =He no- (...) He is not fine. ((S2 points to S1))

T Why?

S1 I have (inaudible)

S2 He has head=

S2 //He has a head

T He has a head? ((T laughs)) I have a head too. ((T points to his head))

SS No, no=

S2 =he has // he (x) he has sore head.

SS // ((Laughter))

T Ah. He has a sore head, a headache?

S4 Yes.

S3 No, //no headache.

S1 /Yes headache. // (...) I have headache but I ah h-

S2 At break we play ball=

SS =volleyball. Volleyball.

S2 Yes and ah (...) we play volleyball and ah (...) ((S2 points to S1)) he got bit by ball.

T Bit by a ball? Really? Bit? ((T gnashes teeth to demonstrate action))

SS No, No. ((laughter))

T //No?

S3 //No.// He ah he the ball came ((S3 acts out the ball hitting S1 in the head)) and here his head,

T Ah. Oh. The ball hit him in the head?

SS Yes. //Yes.

STRATEGIES FOR ENHANCING LANGUAGE USE IN THE CLASSROOM

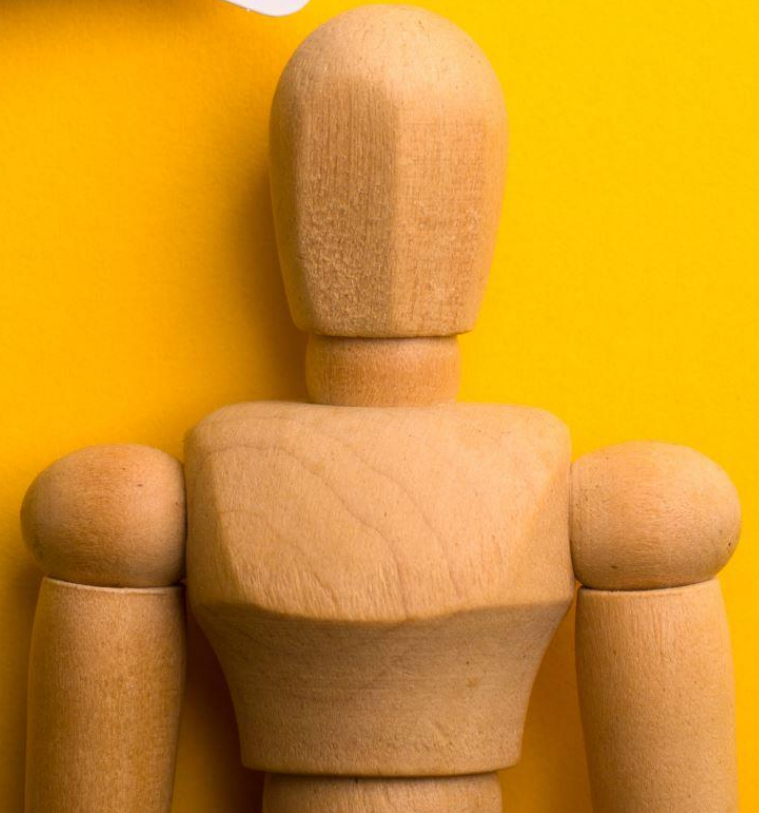
- Buddy reading
 - Jigsaw reading
 - Peer editing
 - Comprehension checks
 - Resource negotiations
 - Projects
 - Discussion and debate
 - Use of open-ended questioning
 - Focus on production rather than perfection
- Ellis (1999:166) believes that exploiting opportunities for learner control, including turn-taking, questioning and answering, negotiation of meaning and feedback is 'more crucial for creating the optimal conditions for learning ... than any planned decisions teachers make'.*

Ellis, R. (1999). Discourse-control and the acquisition-rich classroom. In W. Renandya and G. Jacobs (eds) *Learners and Language Learning*. Singapore: SEAMEO Regional Language

question...

What is Experiential Learning and what are the benefits of using this teaching methodology?

Please type your response in the chat window



ROLES OF EDUCATORS IN EXPERIENTIAL LEARNING

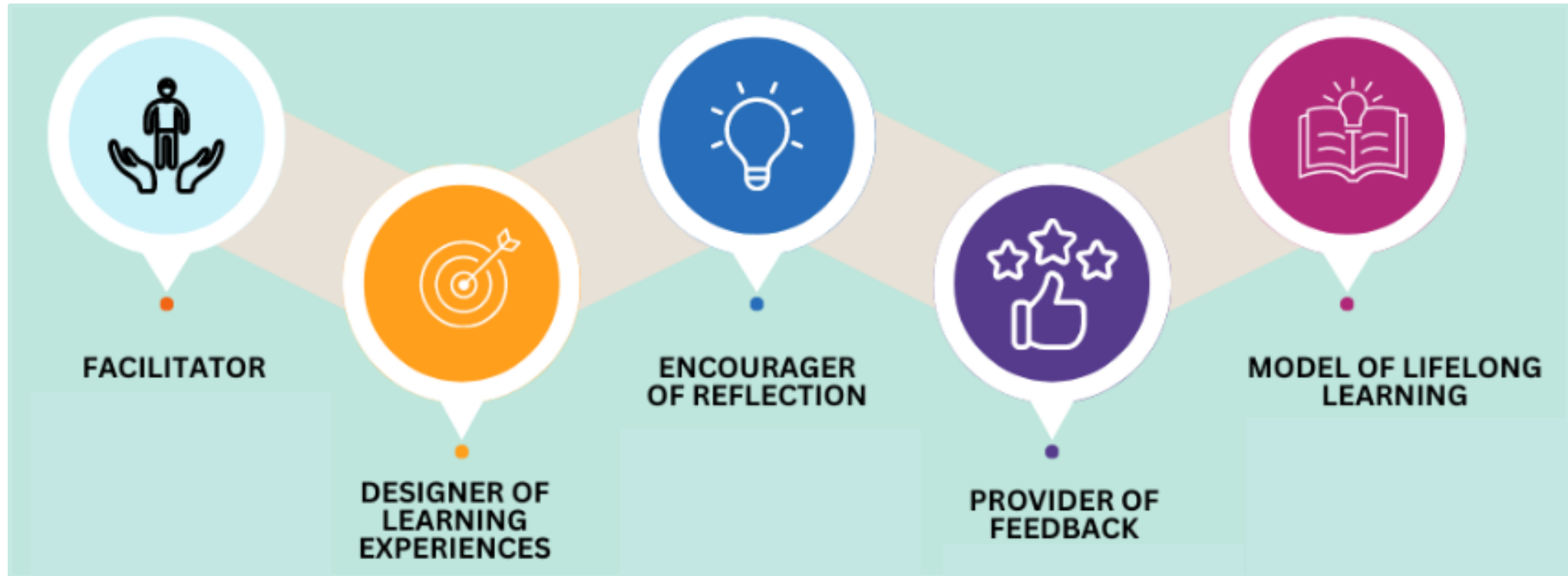


Image adapted from: <https://www.educatorstechnology.com/2023/08/experiential-learning.html>

BLOOMS TAXONOMY*

Knowledge

- Involves the recall of specific information, methods and processes; remembering patterns, structures, or settings

Comprehension

- Individual can understand and use the materials or idea but is unlikely to be able to relate this information or concept to other material

Application

- Using concrete or abstract concepts in routine and familiar situations

Analysis

- Ability to break down ideas and concepts; clarifying the relationship between ideas and to apply these ideas in new and varying contexts

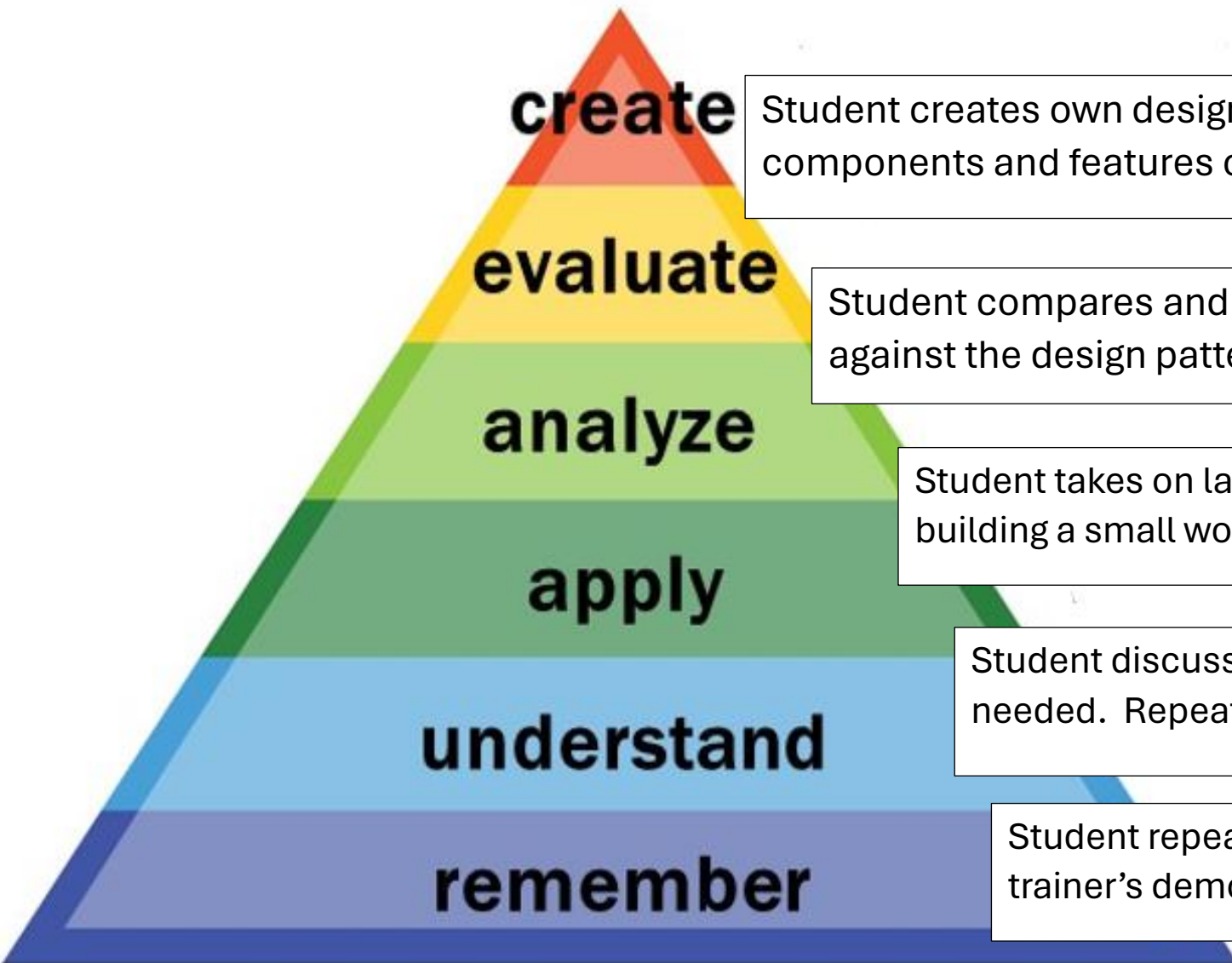
Synthesis

- Putting together and analysing information, elements and parts so as to form a whole

Evaluation

- Establishing the value of the information or idea

* <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>



Student creates own design or pattern and can define the key components and features of their design in contrast to the previous.

Student compares and contrasts own performance and product against the design pattern and the teacher's or sample product.

Student takes on larger task (e.g. sewing simple garment or building a small wooden box) following existing pattern or design.

Student discusses performance on task and seeks support as needed. Repeated attempts may be made to practice tasks.

Student repeats one or two steps of a project copying the trainer's demonstration (e.g. cut or sew in a straight line).

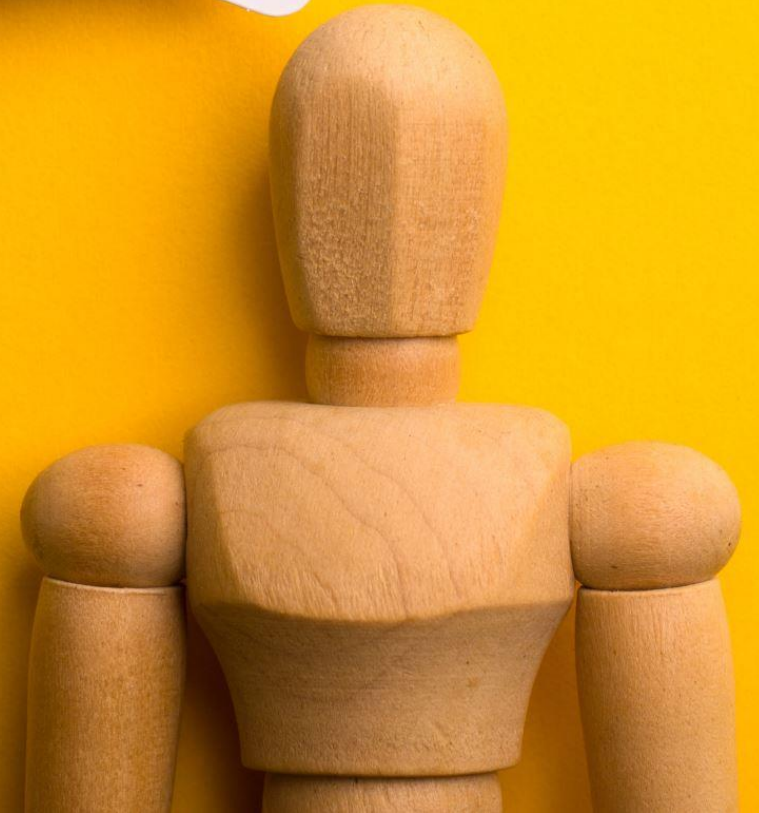
BLOOM'S TAXONOMY DIGITAL PLANNING VERBS					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
					
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading

Image taken from; <https://www.teachthought.com/learning/what-is-blooms-taxonomy/lamge>

question...

What are the challenges that you have in integrating vocabulary building into industry specific teaching?

Please type your response in the chat window



INTEGRATING VOCABULARY DEVELOPMENT INTO INDUSTRY SPECIFIC TRAINING



Image taken from: <https://www.safetypostershop.com/food-safety-posters/5-steps-to-food-safety/>



(Image taken from Easy Guides Catalogue – February 2012)

(Images from: Australian Safety Signs.net.au)

WHAT WE HAVE COVERED...

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into industry
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training

The background of the image is a solid black field. It is densely populated with numerous question marks and exclamation points. These symbols are rendered in a variety of colors, including shades of blue, green, yellow, and purple. The symbols have a hand-drawn, chalk-like texture, with some appearing slightly blurred or overlapping. They are scattered across the entire frame, creating a pattern that suggests a state of inquiry or confusion.

ANY QUESTIONS?



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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**On tomorrow:
Blended Learners: Unpacking
Essentials - Integrating Foundation
Skills to Mixed Cohorts**

John Blake

[Click Here](#)

THANK YOU FOR YOUR COMPANY

We really hope you enjoyed engaging with Rachel 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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Phone: 0467 580 686

Extra Link: [Rachel Leigh Taylor](#)



Presentation template by

