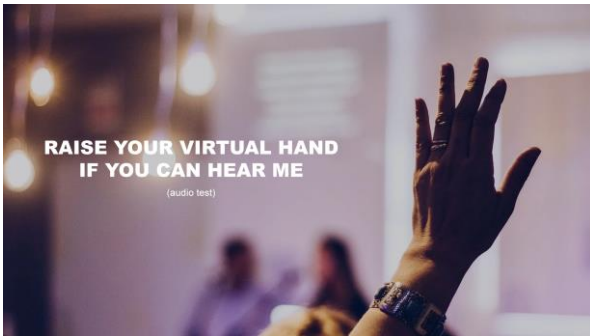


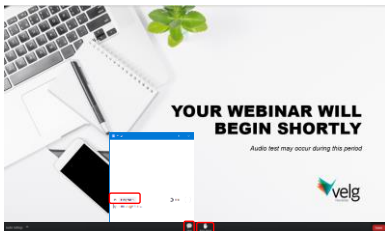


1



2

NAVIGATING ZOOM



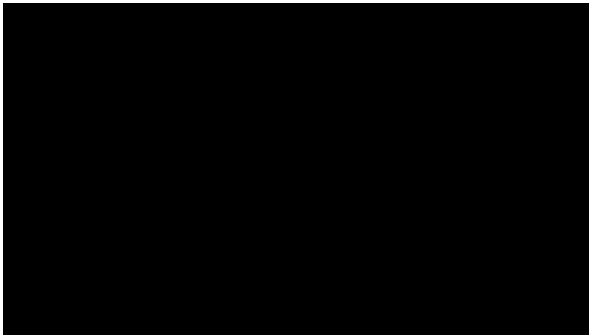
FOCUS WEEK

3-7 June | Student Diversity & Wellbeing

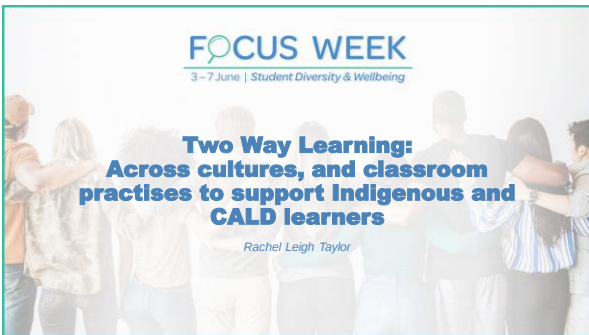
3



4



5



6



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.

Email: rachel_taylor@yahoo.com

Phone: 0467 580 686

LinkedIn: [Rachel Leigh Taylor](#)

FOCUS WEEK

3 - 7 June | Student Diversity & Wellbeing

7

WEBINAR OVERVIEW



FOCUS WEEK

3 - 7 June | Student Diversity & Wellbeing

8

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.*

* Phyllis, N., Morgan, G., & Bell, H. R. (2013). Two Way Teaching and Learning: Toward Culturally Reflective and Relevant Education. ACER Press. https://research.acer.edu.au/holgernews_education/38

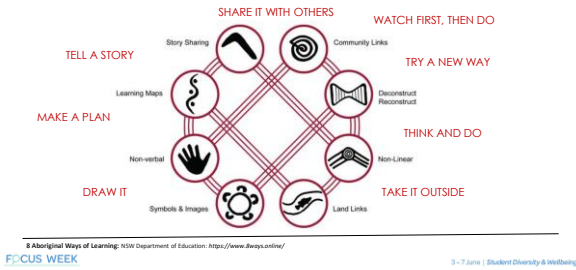
Government of Western Australia. Tracks to two-way learning. <https://myresources.education.wa.edu.au/programs/tracks-to-two-way-learning>

FOCUS WEEK

3 - 7 June | Student Diversity & Wellbeing

9

8 WAYS OF LEARNING



10

LEARNING ACROSS CULTURES THROUGH STORYTELLING AND SHARED EXPERIENCE

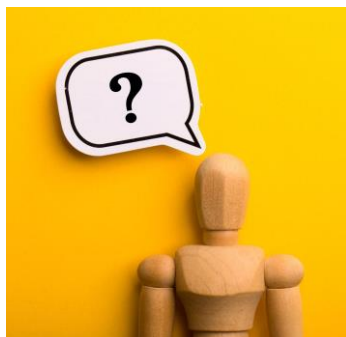
- Learning becomes a journey of discovery
- Student led topic initiations
- Self-expression of competencies – not pre-formulating the evidence requirements
- Valuing and utilising existing knowledge

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.

FOCUS WEEK

3 - 7 June | Student Diversity & Wellbeing

11



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

12

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))
S5 No, no=
S2 =he has // he (x) he has sore head.
S5 // ((Laughter))
T Ah. He has a sore head, a headache?
S4 Yes.
S3 No, //no headache.
S1 //No headache. // (...) I have headache but I ah h-
S2 At break we play ball=
S5 =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))
S5 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?
S5 Yes. //Yes.

FOCUS WEEK

3 - 7 June | Student Diversity & Wellbeing

13

STRATEGIES FOR ENHANCING LANGUAGE USE IN THE CLASSROOM

- Buddy reading
 - Jigsaw reading
 - Peer editing
 - Comprehension checks
 - Negotiation of meaning
 - 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

FOCUS WEEK

3 - 7 June | Student Diversity & Wellbeing

14

question...

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

Please type your response in the chat window



15

ROLES OF EDUCATORS IN EXPERIENTIAL LEARNING



Image adapted from: <https://www.educationtechnology.com/2020/08/experiential-learning.html>

FOCUS WEEK

3 - 7 June | Student Diversity & Wellbeing

16

BLOOMS TAXONOMY*

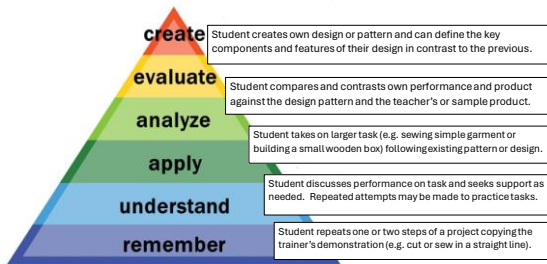
- Knowledge**
 - Involves the recall of specific information, methods and processes; remembering patterns, structures, or settings
- Comprehension**
 - Individual can understand and use the materials or idea but is unlikely to be able to relate this information or concept to other material
- Application**
 - 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://rich.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

FOCUS WEEK

3 - 7 June | Student Diversity & Wellbeing

17



FOCUS WEEK

3 - 7 June | Student Diversity & Wellbeing

18

[illegible]

Image taken from: <https://www.teachfought.com/learning/what-is-blooms-taxonomy/lange>

FOCUS WEEK

3 - 7 June | Student Diversity & Wellbeing

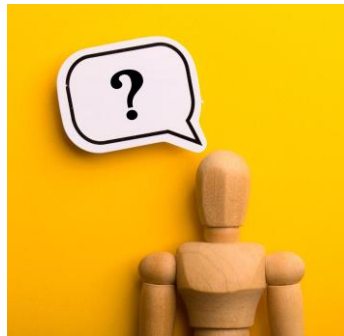
19

[illegible]

question...

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

Please type your response in the chat window



20

[illegible]

INTEGRATING VOCABULARY DEVELOPMENT INTO INDUSTRY SPECIFIC TRAINING



Image taken from: <https://www.safefoodshop.com/food-safety-posters/7-steps-to-food-safety/>



3 - 7 June | Student Diversity & Wellbeing

[illegible]

21

WHAT WE HAVE COVERED...



01 Two-way learning models	02 Learning across cultures	03 Learning through storytelling and shared experience	04 Classroom practices 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
-------------------------------------	--------------------------------------	---	--	---	---

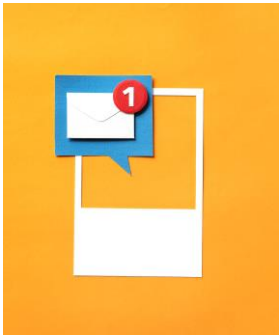
FOCUS WEEK

5 - 7 June | Student Diversity & Wellbeing

22



23



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

Educate • Inspire • Empower

24

FOCUS WEEK

3 - 7 June | Student Diversity & Wellbeing

On tomorrow:

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

John Blake

[Click Here](#)

25

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.



Email: rachel_taylor@yahoo.com

Phone: 0467 580 686

Extra Link: [Rachel Leigh Taylor](#)

velgtraining.com



26

Presentation template by



velg

TRAINING

velgtraining.com

Educate • Inspire • Empower

27
