

ANDRE

PROFILE

Andre is 20 years old and is studying a Certificate II in Baking. Andre is studying full-time and hopes to secure an apprenticeship after he completes the course. Andre is Deaf and wears a cochlear implant in his right ear and has some peripheral vision loss. Andre lives with his hearing parents and a younger sibling. When there is limited background noise, Andre has some hearing. He lipreads and communicates via speech and via an Auslan interpreter. Andre has a good NDIS plan and gets support for interpreting and support assistants. Andre finds it difficult to advocate for himself and states that all the support he has can be “embarrassing”. Andre is keen to complete the baking course and starts with enthusiasm. The early mornings and the bakery environment do not appear to be a challenge. Andre has an Auslan interpreter and notetaker in every class and the lecturers and Student Support are supporting Andre with any challenges in the bakery.

IMPACT ON ANDRE

- Social withdrawal
- Difficulties interacting with others
- Not confident to interact with others
- Self-conscious
- Needs some support to communicate in a learning environment
- Fatigues quickly
- Struggles to focus

IMPLICATIONS FOR LEARNING

- Fear of interacting with others
- Avoidance of group tasks
- Exclusion by other learners
- Misses classes and has prolonged absences
- Feels tired and isolates himself
- General sense of being unwell
- Falling behind with assessment tasks

- Increasingly isolated
- Learner may appear withdrawn and disinterested
- Learner may appear unconnected to prac and group activities
- Difficulty concentrating in a noisy environment
- Struggles to understand verbal instructions if teacher's face not visible
- Struggles to interpret teacher's instructions in a workshop environment

EVENT

Although Andre began the course enthusiastically, he begins to lose interest and starts missing classes, coming late to class and not submitting assessments. Andre becomes withdrawn, starts to leave class early or asks lecturers if he can move to the library to study away from the rest of the class. When in practical baking classes Andre begins to attend without his baking gear so he must sit aside and watch. What can the teacher do to support Andre's learning?

Discuss with your table and nominate 5 important priority strategies.

| Inclusive Educator Strategies |
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| Have patience with student's decision-making process; reframe or redirect the topic |
| Set realistic achievable tasks and outcomes |
| Provide extra time to complete learning activities where appropriate |
| Help with study and organisational skills and learning to learn strategies |
| Ensure opportunities to revise what was covered in the previous class |
| Provide different types of learning activities in a session that show early success |
| Allow for frequent rest breaks – if needed |
| Minimise distractions in learning setting |
| Prepare a quiet space for students to work if necessary |
| Simplify task instructions - one task at a time- smaller steps |
| Help with identifying key information; class discussion and scaffolding the |

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| learning |
| Empathise where a student is experiencing difficulties and challenges |
| Use a consistent teaching approach and keep variations to a minimum |
| Make clear to all students upfront that you are available for any issues and concerns |
| Provide opportunities for interaction in pairs or small groups rather than just the whole class |
| Give oral feedback in a positive manner supported by written feedback on assignments/assessments |
| Acknowledge and understand that behaviour is often related to our well-being and mental health |
| Always be ready to encourage students to participate even where it may be challenging |
| Work to include all students in all activities |
| Acknowledge frustration and try to understand/empathise with the cause |
| Be calm, patient and empathise with how the student is feeling 'I can see that you are upset. Is there something I can do?' |
| Be ready and flexible to accommodate a student needing a break, coffee or a walk to calm down |
| Acknowledge student diversity and perspectives |
| Show genuine interest in the student's well-being: seek common interest to connect with the student |
| Understand that disinterest in classroom activities is not necessarily a criticism of your teaching |
| Ensure the student has a reliable and effective system to communicate with you and if necessary, set aside a time each week to meet |
| Have a structured daily or weekly timetable and prepare students adequately for changes to schedules |
| Plan for consistent strategies to deal with inappropriate behaviour, accepting that behaviour may relate to a communication need |

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| Focus on positive behaviour and the student's strengths |
| Use and support a study mate system in class |
| Negotiate with student an option to take work home if needed |
| Identify and discuss alternative formats with the student prior to assessment: e.g. oral or practical demonstrations of competency |
| Set realistic achievable goals and outcomes. Provide extra time to complete learning activities and reduce the number of activities if appropriate |
| Contact Student/Equity services immediately If concerned about a student's general wellbeing |
| Explore supported pathways (internal and external) for a student to build language skills |
| Facilitate ongoing enrolments with the capacity for students to re-enrol next semester if work not completed |
| Make expectations clear about all aspects of training including standards of work and assessment requirements |
| Provide lesson notes prior to training delivery (electronic and/or hard copy) to help student prepare |
| Provide opportunity for the student to withdraw from the group when necessary |
| Model positive behaviour, self-talk and problem solving |
| Make sure a student is not put on the spot by being targeted to do things they feel uncomfortable doing |
| Review progress, goals and student expectations periodically |
| Minimise any unnecessary requirements regarding oral presentations if the student feels uncomfortable |
| Arrange to show students around the campus/facilities if they missed induction |
| Respect a student's need to work on their own |
| Understand that some may need to negotiate to arrive late so they can |

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| come in when everyone is settled and quietly settle themselves |
| Demonstrate flexibility and show respect if a student needs to leave early (planned and unexpected) |
| Direct safe questions to group and don't single out individuals |
| Reduce anxiety by giving prompt feedback |
| Maintain contact with students and be observant of any unexpected withdrawal from participation |
| Provide seating near the door and freedom to leave if a student is feeling panicky |
| Design assessment tasks where possible to allow students to have choice about how they will present their learning |
| Other strategies: |