



Preliminary Access to Work

TEACHING & LEARNING SUPPLEMENT



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Teaching and Learning Supplement

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ADVICE TO TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes.

It suggests appropriate learning activities to enable students to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills, and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

COURSE SPECIFIC ADVICE

This Teaching and Learning Supplement for *Preliminary Access to Work* must be read in conjunction with the *Preliminary Access to Work* course document. It contains advice to assist teachers delivering the course and can be modified as required. This Teaching and Learning Supplement is designed to support teachers new to, or returning to, teaching this course.

The learning environment

One of the key ideas in this course is that learners have multiple work exposure opportunities. Work exposure includes simulated work environments. Many of the programs through which this course may be delivered lend themselves to being set up as simulated work environments. For example:

- Garden program
- Kitchen program
- Workshop program

The simulated work environment could include relevant signage, workplace health and safety posters, use of sign-in/ sign out sheets, inclusion of a digital/analogue clock, etc.

SEQUENCE OF CONTENT

Preliminary to Level I content can be sequenced to suit the local environment and available resources. In general, the content of Strand I would be revisited at least once and preferably twice per term, following work exposure experiences. This encourages learners to update their skills and experience and review their aspirations, based on their new experiences. At all times, the work exposure experiences provide contexts within which learners can develop work-related skills in an applied setting.

Course Delivery

This course has natural synergies with other *Preliminary to Level I* courses and the content can be delivered through integrated programs such as a garden program or kitchen program, where the learning environment acts as a simulated workplace.

INTEGRATING THE STRANDS

Teaching and learning programs will typically integrate content from each strand.

TEACHING AND LEARNING

Strand I: Navigating the world of work

EXAMPLES OF LEARNING ACTIVITIES

- Learners gain a conceptual understanding of what it is to work, to be an active member of a community and how this relates to their personal preferences, interests and aspirations.

With co-active assistance, learners at Stage 1:

- » Experience informative print and non-print texts about future learning options including education, training and leisure, for example:
 - posters
 - selected videos
 - listening to guest speakers.
- » Respond to images, models or videos of familiar adults in different work and life roles.

With co-active assistance, learners at Stage 2:

- » Respond to informative print and non-print texts about future learning options including education, training and leisure:
 - respond to the meaning of work in relation to their own experiences, for example:
 - doing chores at home
 - planning an event
 - undertaking a weekend job
 - volunteering.

With co-active assistance, learners at Stage 3:

- » Engage with information about future learning options including education, training and leisure, to identify matches with personal interests and capabilities.
- » Identify some reasons why people work, for example:
 - to gain a source of income (in paid employment)
 - to be independent
 - to improve skills
 - for personal achievement.

With co-active assistance, learners at Stage 4:

- » Explore future learning, work and life options through a mix of strategies including relevant websites or online tools, for example, a mix of in-person, event-based, print, online and other audio/visual sources, for example:
 - identify course outlines, fees, available support, transport to and from
 - explore types of work options (full time, part time, other).
- » Explore the benefits of work, for example:
 - financial independence
 - can tie in with interests and hobbies
 - gives a sense of self-identity and social connectedness.

- Learners reflect on the employability skills they already have and how they can develop additional skills. Participation in work exposure experiences helps learners develop a sense of identity by identifying their interests, skills and talents.

With co-active assistance, learners at Stage 1:

- » Communicate personal skills or interests about learning, work and leisure.
- » React to suggestions for developing skills and interests.

With co-active assistance, learners at Stage 2:

- » Indicate a personal interest or work skill they possess, for example, by choosing from lists or responding to suggestions.
- » Follow a simple strategy to reflect on skills, for example, using a short checklist.

With co-active assistance, learners at Stage 3:

- » Identify personal work-related strengths and skills.
- » Use feedback on personal skills and interests (eg to assist to build a very simple resume, or to set goals).
For example:
 - a good listener
 - work well in teams
 - reliable
 - awards/achievements.

With co-active assistance, learners at Stage 4:

- » Identify strengths and interests and how these would transfer to the workplace, for example:
 - ability to follow a task consisting of one or more steps
 - skills in working with technology.
 - » Identify personal work-related challenges and strategies for support, for example:
 - build confidence through role play
 - identify need to develop particular skills, eg literacy.
- Learners build their knowledge and understanding of the choices and challenges life after school can offer and develop the skills and support networks to assist them with this transition.

Teaching and learning example: a program of guest speaker presentations is organised, spaced over time, from services, employers, training and leisure activity providers/groups. Learners have appropriate preparation prior to the event – reminding them of the format, appropriate behaviour, involving them in greeting and thanking the guest. During the event, learners can contribute by undertaking roles, for example, welcoming visitors and showing them to their seats. After the event there are appropriate differentiated learning tasks to assist the learners to process the information and react or respond to it according to their stage of learning and personal learning plan. Periodically, their transition plan can be co-actively updated.

With co-active assistance, learners at Stage 1:

- » Experience a program of guest speaker presentations spaced over the year, from services, employers, training and leisure providers.
- » Experience a transition plan being developed with them.

With co-active assistance, learners at Stage 2:

- » Respond to a program of guest speaker presentations spaced over the year, from services, employers, training and leisure providers.
- » Respond to the process of developing a transition plan.

With co-active assistance, learners at Stage 3:

- » Participate in a program of guest speaker presentations spaced over the year, from services, employers, training and leisure providers.
- » Participate in the process of developing a transition plan.

With co-active assistance, learners at Stage 4:

- » Communicate their learning from participation in a program of guest speaker presentations spaced over the year, from services, employers, training and leisure providers.
- » Explore options in the process of developing a transition plan.

Strand 2: Getting the work done

Learners undertake a variety of applied learning and work exposure experiences that provide work-related contexts for them to apply and further develop their literacy and numeracy skills. Within these work-related contexts, they will begin to develop skills to work in a digital world, plan and organise, make decisions, identify and solve problems.

EXAMPLES OF LEARNING ACTIVITIES

- Dog Biscuit Enterprise (Applied Learning project) – make, package, market and sell dog biscuits.

With co-active assistance, learners at Stage 1:

- » Respond to images, words and sounds regarding safety, in the kitchen and in the packaging area.
- » Participate in tasks that enable them to apply literacy and numeracy skills, for example:
 - experience and respond to the number symbols, names and quantities of ingredients in the recipe, which might be provided in a format accessible to them. For example, a digital display of the recipe could, with assistance, be followed on screen using highlighter
 - experience the counting out of a given number of biscuits in each package.
- » Become familiar with the places, materials, tools or equipment used in the Dog Biscuit Enterprise, for example:
 - in the kitchen for the making of the biscuits
 - in the packaging area, for packaging up the biscuits ready for sale.
- » Respond to the use of digital systems to store information, for example, the documents relevant to the Dog Biscuit Enterprise:
 - the recipe(s)
 - photographs relating to the enterprise
 - template documents for labelling, packaging.

With co-active assistance, learners at Stage 2:

- » Attend and respond to safety demonstrations in the kitchen and packaging area.
- » Participate in routine tasks individually or with others, that enable them to apply literacy and numeracy skills, for example:

- follow visual or verbal prompts to complete tasks assigned to them in the enterprise processes
 - explore and use some number names by 'repeating' the number name, for example, we need two eggs for this recipe – how many eggs do we need?
 - participate in 'exchange goods for cash' simulations as learners learn and rehearse the process of selling the packets of dog biscuits.
- » Assist to plan and organise workplace tasks, for example, by gathering ingredients and equipment for making the dog biscuits.
 - » Assist in the use of digital systems to access information to facilitate learning or work activities, for example, assist to log onto the computer system to access the documents needed for the Dog Biscuit Enterprise.

With co-active assistance, learners at Stage 3:

- » Attend to safety demonstrations in the kitchen and in the packaging area, and practise the actions demonstrated.
- » Participate in familiar workplace tasks individually and with others, that enable them to apply literacy and numeracy skills, for example:
 - match words with images relevant to tasks in the Dog Biscuit Enterprise
 - recognise quantities and count forward, for example, when packaging the dog biscuits
 - match coins with templates in 'exchange goods for cash' simulations as learners learn and rehearse the process of selling the packets of dog biscuits.
- » Complete familiar tasks, locating places, materials, tools or equipment used.
- » Use digital systems to record or store information, for example:
 - photos of steps in the process of making the dog biscuits
 - photos of the completed packages, for use in marketing.

With co-active assistance, learners at Stage 4:

- » Attend to safety demonstrations in the kitchen and in the packaging area, and practise the actions demonstrated.
- » Participate in a range of familiar and new workplace tasks individually and with others, that enable them to apply basic literacy and numeracy skills, for example:
 - use appropriate language and names for the places, materials, tools and equipment used in the Dog Biscuit Enterprise
 - accurately count up to a given number (up to 10), using correct names for numbers. For example, they might assist in checking that packaged dog biscuits have the correct number
 - use money in 'exchange goods for cash' simulations as learners learn and rehearse the process of selling the packets of dog biscuits.
- » Identify their role in a team and select places, materials, tools or equipment needed to complete their designated tasks.
- » Use digital systems to locate, access and store information from digital sources, for example:
 - copy, paste and save text and images into a template document for marketing purposes
 - use icons-based menus to print pages.

Strand 3: Interact with others

Through the preparation, undertaking and follow up of a range of work exposure experiences, learners have opportunities to develop their workplace communication and interpersonal skills. They also develop understanding that work-related contexts may require particular ways of communicating and interacting that are different to everyday social communication and interaction.

EXAMPLES OF LEARNING ACTIVITIES

- **Example 1** - Learners are provided with a simulated workplace experience through a kitchen garden program which is also used as a key means of delivery Preliminary Science and Preliminary Technologies.

With co-active assistance, learners at Stage 1:

- » recognise significant people in the kitchen garden by gesturing, vocalising or orienting to them
- » experience others using language and non-verbal behaviours appropriate in the kitchen garden context
- » encounter others working together in the kitchen garden.

With co-active assistance, learners at Stage 2:

- » demonstrate some simple workplace-appropriate social skills by responding to people or events in the kitchen garden, for example:
 - acknowledge familiar others
 - respond to a greeting from a familiar other
- » participate in kitchen garden activities alongside familiar others
- » identify others who are working with them.

With co-active assistance, learners at Stage 3:

- » Communicate in the kitchen garden setting to share ideas, information or needs, for example:
 - greet people
 - make a request
 - ask for help.
- » Participate in routine kitchen garden activities and interact with others in some of these activities.
- » Recognise how communication changes according to the context and the people, for example:
 - peers, teachers
 - kitchen garden setting/classroom.

With co-active assistance, learners at Stage 4:

- » Communicate in the kitchen garden setting to share ideas, information or needs, for example:
 - respond to questions
 - give and receive instructions.
- » Participate in routine kitchen garden activities and interact with others in a range of these activities showing cooperative behaviour.
- » Begin to use the professional etiquette of workplace communication, for example:
 - personal space
 - topic of conversation
 - use of mobile phones.

Work Exposure Ideas

Definition from course document glossary: “*Work exposure means opportunities or activities designed to introduce learners to the world of work*” Examples are provided in the document

Table 1: Additional examples provided by current Tasmania schools.

Work exposure example	Stages of Learning			
	Stage 1	Stage 2	Stage 3	Stage 4
Volunteering <ul style="list-style-type: none"> in workplaces within the school, for example, canteen, library, front office BUT ensure meaningful skill-based focus community gardens 	No	No	Possibly	Yes
Learning through Enterprise (see expanded section below)	Yes	Yes	Yes	Yes
Guest speaker program in the class (related to future life and work roles) <ul style="list-style-type: none"> spread over an intensive or spaced period of time individuals and organisations brief speakers about learner needs prepare learners 	Yes	Yes	Yes	Yes
Liaise with other programs to identify suitable excursions for individuals or small groups to attend, for example, visits to workplaces	Generally no	Generally no	Yes	Yes
Farm visit <ul style="list-style-type: none"> observing different work roles on the farm observing noxious weed removal 	Generally no	Generally no	Yes	Yes
Vineyard <ul style="list-style-type: none"> harvesting propagating cuttings back at school for selling later 	Generally no	Generally no	Yes	Yes
Volunteering - Landcare <ul style="list-style-type: none"> some schools have registered Landcare groups provides great opportunity to develop work-related skills (signing in/out, safety vests, allocated tasks, ongoing maintenance of designated area) 	Generally no	Generally no	Possibly	Yes
Work experience Laundries, Cafes, Retailers, Nurseries, Mechanics, Builders, Vinnies	Generally no	Generally no	Yes	Yes
TasTAFE visits	Generally no	Generally no	Yes	Yes
Volunteering	No	No	Yes	Yes

Work exposure example	Stages of Learning			
	Stage 1	Stage 2	Stage 3	Stage 4
<ul style="list-style-type: none"> Red Cross blood donation volunteer roles within the school filter for local opportunities at https://www.volunteer.com.au or https://govolunteer.com.au/ (includes filter for suitable for people with a disability) 				
Work Skills Room <ul style="list-style-type: none"> space dedicated to developing work skills environment set up and run with workplace features used for Enterprise activities 	Yes	Yes	Yes	Yes

Applied learning – Learning through enterprise

Enterprise projects are one type of simulated workplace experience. They provide an authentic way for learners to develop work-related skills. In the one Enterprise project, learners at all Stages can co-actively participate at their own level.

- Selling products made and/or packaged by learners
 - » Learner make and/or package, market and sell products, for example:
 - dog biscuits
 - pop up markets (at school) to sell excess garden produce.
 - » Learners take on specific roles for designated periods of time.
- Recycling program across school
- Indoor plant watering service
- Clean up Australia participation
- Cleaning service - Regular or on request.
 - » Learners develop skills by processing requests, following instructions, undertaking the work and receiving feedback. For example:
 - school bus
 - mountain bikes
 - laundry (tea towels etc from kitchen)
 - towels, tea towels, hand towels from local businesses.
- Packaging service
 - » Filling transition bags for students transitioning into the school.
- Ordering and delivery service
 - » Staff canteen/café orders.

SUPPORTING STUDENT RESPONSES AND ELABORATIONS

Knowing your learners – Key messages

Learning is a social collaborative undertaking that happens in a classroom community.

Developing positive and respectful relationships forms the basis for building strong classroom communities. An integral part of building those relationships lies in getting to know the backgrounds, talents, needs and aspirations of your learners.

This can include an undertaking to:

- Find out their strengths, what they are passionate about and their goals.
- Know about their cultural and language background.
- Know about social disadvantage or trauma that may be part of their background.
- Understand their needs; including medical, personal, physical, communication, sensory and learning needs.
- Create opportunities for learners to get to know one another and appreciate the diverse qualities they bring to the classroom.
- Model and teach about wellbeing, mutual support and respectful interactions.
- Find out where learners are up to in their learning with respect to the curriculum.

Getting to know learners with disability

Sometimes getting to know learners with disability or complex health needs may seem a little daunting; however, getting to know the student as an individual, as well as their health and care needs, is key to personalising their learning programs. Start with the student and seek information from them in terms of their aspirations, support needs and details on what has worked well for them in the past. If the student is unable to convey this information, then the student's family are a key point of contact.

Note too that information such as existing Individual Education Plans, professional reports and anecdotal summaries may be stored in the Student Support System, providing a good outline of strengths, interests and needs. Check with the support staff in your school to help develop an up-to-date and complete picture of the student that can readily inform their teaching and learning programs.

Keep in mind that learners with disability are heterogeneous, and expressions of any disability are likely to be different in any two learners. Some learners will not have an identified name for their disability other than 'global' or 'developmental' delay. Some learners will have multiple disabilities.

What are the best sources of information?

If the student is not able to convey their needs, strengths and interests, the student's family will have a wealth of knowledge about their child and the disability. They can often direct you to good sources of information. Some schools use parents and their contacts to inform staff, and in some situations the student body about the disability.

Pre-assessment

As well as knowing who their learners are as learners, it is important that teachers know where they are up to in their learning. This allows learning experiences to be planned so that they are challenging, without being so difficult that learners feel overwhelmed.

Pre-assessment is formative assessment done with learners before any teaching occurs. It is used to inform planning and to differentiate according to learners' current level of understanding.

Thus, pre-assessment strategies and techniques allow teachers to gain insight into the background knowledge and skills that learners already have relating to a topic before they teach it.

Carefully designed pre-assessment can ascertain learners' current level of achievement and identify any gaps in essential knowledge or misunderstanding that they might hold.

This information is used by the teacher to inform decisions about:

- where to begin the teaching and learning
- who needs revision and how much
- who needs scaffolding or teaching for missing essential skills
- the pace of learning
- who has already achieved significant aspects of the topic and requires extension/enrichment
- how groupings of learners might be formed for the topic

The first step in planning for learning is to have an understanding of the curriculum scope and sequence for the learning area and the expected learning outcomes.

Identifying goals for learning

To support learners to achieve greater learning independence, we need to communicate to them:

- what they are going to learn - learning intentions
- why they should learn it in the first place - reasons for learning
- how they will recognise when they have succeeded - success criteria

Pre-assessment techniques

There is an enormous range of both formal and informal pre-assessment techniques and tools available for teachers to use. The pre-assessment technique or tool a teacher selects will vary depending on:

- the nature of the content to be taught
- whether they need individual, small group or whole group information
- the time available and relative efficiency of different techniques

Making adjustments to teaching

Using the information collected from pre-assessment tasks will include looking for common, powerful differences in student responses with respect to their current knowledge and skills, interests or preferred way of learning.

This information can be used as the basis for flexible groupings of learners and to inform the design of the tasks that different groups engage with.

Formative assessment

When designing a program of work it is important that teachers find out what learners already know, understand and can do, as well as uncovering any misconceptions they have developed. This will involve using the formative assessment strategies and tools.

Knowing your learners: questions for reflection

- What information can I source from the student data that informs my understanding of my learners; e.g. existing learning plans, curriculum assessment reports, attendance data, specialist reports, communication with parents and wellbeing data?
- What are some creative ways I can use existing school processes to know my learners better?
- How can I make time and create opportunities to get to know my learners?
- Which specialists may have relevant background information about my learners?
- In what ways can I communicate positively and effectively with each student's family?
- What are my learners' current interests and how can I tap into them?
- What are the priority individual's and group's needs?
- What are the dominant attitudes and dispositions that significantly impact on each student's engagement or attention? How might these be improved?
- In what activities do the learners achieve success?
- What information can we gather from listening to student questions and watching their actions in class?

DIFFERENTIATION STRATEGIES FOR PERSONALISING LEARNING

Overview

Differentiated classroom learning recognises that some learners require significant personalisation of their learning programs to be fully engaged and challenged.

Some learners will require adjustments that extend and enrich their learning. Some will require considerable support and others may require targeted support or systematic teaching to overcome barriers such as learning English as an Additional Language or Dialect (EAL/D) to enable their engagement, learning and achievement.

Adjustments include any measure or action to promote access, engagement and optimise student learning outcomes. Adjustments and/or extensions vary according to the needs of the learners. They may be minor or significant. In some instances, such as learners with disability, they may be designed and developed as part of a collaborative planning meeting.

Adjustments can be made to:

- **content** (what is to be taught)
- **process** (how learning will occur)
- **product** (evidence of student learning).

Content differentiation – Key messages

Content can be differentiated through:

- Making adjustments to the content described in course documents.
- Choosing learning resources and stimulus materials that meet a student's preferred mode of learning and stage of development.
- Using technology to locate and provide content at a range of levels and in modes that engage and support learning.

Process differentiation – Key messages

"Note that differentiation relates more to addressing learners' different phases of learning from novice to capable to proficient rather than merely providing different activities to different (groups of learners)." (Hattie 2009)

TEACHING STRATEGIES

Teachers who differentiate select the most appropriate strategy for a task to facilitate each student's engagement and learning. This might happen when planning a lesson, or even in response to a student's needs during a lesson.

Differentiated teaching is often referred to as 'responsive' teaching, reflecting the way in which a teacher moves from using one mode to another as required.

TASK DESIGN

Teachers also design authentic and relevant tasks for learners so they can actively engage with the concepts, information and skills identified in the curriculum.

Tasks that have a number of entry points and directions lend themselves well to differentiation.

Tasks can be differentiated by pre-planning prompts, questions and supports that will enable and support learning for those learners experiencing difficulty, and that increase the degree of challenge and complexity for those learners who need extension.

Effective process differentiation strategies for all learners include:

PEOPLE

- Developing solid partnerships that support the student.
- Taking account of and valuing learner differences.
- Drawing on prior learning and extending background knowledge. For some learners it may be important to supply them with background knowledge they are missing.
- Varying learning activities to promote and support different learning styles and preferences.
- Building opportunities for learners to work in teams, sharing roles and building on from their individual strengths.
- Having fun with learning.

SCAFFOLDS

- Developing language and new vocabulary.
- Supporting learning with the provision of scaffolds.
- Clearly displaying learning intentions and key concepts/skills.
- Removing unnecessary distractions.
- Providing organisational support.
- Allowing time for learners to process information and ask questions.
- Providing opportunities to practise the new skill or knowledge.
- Incorporating student interests and allowing them choice in some aspects of the learning or assessment.

ENVIRONMENTAL SUPPORTS

- Including visual cues in the environment and teaching all learners to use these.
- Providing clear routines for smooth transitions and structured and predictable learning experiences.
- Explicitly teaching positive behaviours and encouraging learners to apply the skills they learn.
- Providing multisensory inputs, actions and expressions.
- Providing models of problem solving, verbalise the thought processes and support with guided practice
- Using concrete models and examples of what success looks like.
- Using human resources effectively at the planning and delivery stages - thinking about peers, teacher assistants, specialist staff, and other classroom teachers.
- Engaging technology to improve access to information, processing information and demonstrations of student understandings and skills.

ONGOING ASSESSMENT

- Encouraging learners to plan, monitor and evaluate their own learning by checking and testing for understanding.
- Giving feedback that is timely, specific, clear and related to the learning intentions (What worked? What's needed? What next?).
- Allowing learners opportunities to put the feedback into action.
- Providing opportunities to celebrate student success, and share work and learning.

Principles and strategies of task design

Designing group tasks ensures that every student can access and learn from a rich and varied curriculum, and has to think about and apply essential ideas and skills. Some tasks may need to accommodate opportunities for some learners to work on their personal goals as described in their Personalised Learning Plans.

There are some general principles and strategies that can be applied to task design that include:

- know where learners are up to in their learning
- prerequisite knowledge and skills
- what they understand and misunderstand
- the degree they have mastered or surpassed expectations
- which teaching strategies work well for them
- whether they can connect key ideas to their lives and experiences
- identify appropriate expectations (KUD) informed by the course content and assessment criteria
- plan to stretch learners who are most advanced and scaffold the task for learners requiring additional support to work with the key ideas and skills as identified learning goals (Tiered task design)
- address diverse levels of thinking and abilities through the use of tasks that have more than one right answer or way to solve a problem
- draw on a variety of media - ensure that written content is accessible to everyone.

Product differentiation – Key messages

A key principle of differentiation is that it removes barriers and limitations to learning.

This must also apply when it comes to enabling learners to demonstrate what they really know, understand and can do, through the products they create.

A lack of skill with a tool or genre, such as a hand written essay, can mask the true level of understanding a student has developed.

For formative assessment purposes, alternatives may need to be considered to gain accurate insight into their learning progress.

Tasks that are differentiated to take account of each student's needs, strengths and interests may result in a range of different artefacts being produced.

When designing tasks and their associated products teachers can consider:

- A common learning task may be differentiated just in the products created through the learning.
- A student's level of skill with tools used to communicate their learning needs to be taken into account.
- Technology tools can be powerful enablers for differentiating the products that result from learning tasks.

- Providing choice and flexibility in the tool used to create products of learning allows learners a voice in their learning.

The learning environment can also contribute to differentiation in significant ways.

Adjustments may be made to one of these aspects of learning, or to any combination that makes sense in the context.

Not every aspect of every lesson will be differentiated. Ideally it is targeted to have the most significant impact on a student's learning.

A teacher's skill in differentiating develops with:

- experience in applying a broad repertoire of teaching strategies in flexible ways.
- access to a range of resources for learning.
- capacity to manage a classroom with diverse learning activities happening simultaneously.

Assistive Technologies – An Explanation

WHAT IS MAINSTREAM TECHNOLOGY?

Mainstream technology is described as products used widely in the mainstream such as laptops running Windows or Mac operating systems, iPads and Smart phones.

WHAT IS EDUCATIONAL TECHNOLOGY?

Educational technology aims to support the attainment of student learning goals. Technology tools can be powerful enablers for learners in terms of processing information and showing their understanding or skill. Some examples of educational technology include: Interactive White Boards, **digital storytelling**, **mind mapping** and web based learning programs.

WHAT IS ASSISTIVE TECHNOLOGY?

Assistive technology is a term that covers a range of technology aimed at helping learners with disability participate, communicate and achieve in teaching and learning programs. Despite the word 'technology' not all assistive technology is high tech. Assistive technology ranges from simple adaptive tools, such as calculators and pencil grips, to high tech tools like speech to text software.

Assistive technology is adapted to suit the needs of the student and includes tools such as:

- e-books with audio files that can read text or put text from a computer screen into speech
- timers - help learners develop a sense of time for tasks and prepare for activity to activity transitions
- seat cushions to help with sensory processing and attention issues
- calculators
- writing supports such as a pencil grip or a computer for typing
- graphic organisers to help learners plan their writing or capture and sort the main ideas from a reading or information presentation.

High Assistive Technologies include:

[Language Acquisition through Motor Planning \(LAMP\) device. and switch- activated toys](#)

The starting point for planning assistive technology supports for learners is a conversation with the Physical Impairment Coordinator in your Learning Services.

Complete an ICT Information Technology Assessment Profile

Once you have had a conversation with the Physical Impairment Coordinator in your Learning Services you may need to apply for technology supports.

The [SETT Framework](#) is another tool used to identify the most effective assistive technology decisions. This framework takes you through several steps that help clarify the student's strengths and needs, the environment/s, tasks required for active participation and the system of tools needed.

Teaching Strategies

- [Getting to know your learners](#)
- [Integrate to differentiate](#)
- [Evidence based teaching strategies:](#)
 - » Clear lesson goals
 - » Show and tell
 - » Questioning to check for understanding
 - » Summarise new learning in a graphic way
 - » Practise
 - » Feedback
 - » Be flexible about how long it takes to learn
 - » Collaborate
 - » Strategies not just content
 - » Nurture metacognition
- Explicit teaching is an instructional strategy used by teachers to meet the needs of their learners and engage them in unambiguous, clearly articulated teaching. Teachers plan for explicit teaching to make clear connections to curriculum content, through a concise focus on the gradual and progressive steps that lead to a student's development and independent application of knowledge, understanding and skills of the course content.
- Information on [explicit teaching](#) is found at <https://www.teachingacenglish.edu.au/explicit-teaching/overview/explicit-overview.html>
- Differentiating teaching and learning requires knowledge of each student's background and experiences, interests, readiness and learning needs. Teachers use this knowledge to plan and implement curriculum, teaching strategies, learning experiences and assessments that provide multiple pathways for learning for every student. This ensures all learners have equitable access to curriculum and are able to demonstrate success.
- Knowing your learners is the key to differentiating teaching and learning – what they know and can do, what they need to learn next and how best to teach them and monitor their progress. Information on [differentiation](#) is found at <https://www.teachingacenglish.edu.au/differentiation/overview/differentiation.html> and through the [Good Teaching Resources: Differentiated Classroom Practice Learning for All](#) at <https://www.teachingacenglish.edu.au/differentiation/overview/differentiation.html>

Work Requirements

There are no specific work requirements for this course.

RESOURCES

Websites

All URLs (website addresses) cited were accessed and checked for accuracy and appropriateness of content on 14 December 2018. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be guaranteed.

My Education - <https://my.education.tas.gov.au/Pages/default.aspx>

My Education is the Department of Education, Tasmania's supportive and inclusive approach to career education, designed to inspire and guide all students from Kindergarten to Year 12. It supports students to identify their personal interests, values, strengths and aspirations, and teaches them how to use this knowledge to make decisions about their future learning, work and life opportunities. This website has a wealth of resources for students, teachers, parents and community members.

The My Education Framework integrates four reflective inquiry questions in each learning sequence:

- Who am I? (Knowing Yourself)
- What are my opportunities? (Exploring Opportunities)
- Who do I want to become? (Making Decisions and Setting Goals)
- What is my plan for achieving my goals? (Achieving Goals and Making Transitions)

Learners in Years 11 and 12 are expected to

- Review the Interests and the Skills Assessment and
- Complete the Work Values Assessment.

It is also recommended that all Department of Education students in Years 7–12 develop an e-Portfolio, for example, in ME Online or Canvas

My Future - <https://myfuture.edu.au/>

Learners and teachers can register on the My Future website, to access career planning resources.

A Guide to Volunteering for people living with a disability

<http://volunteeringvictoria.org.au/wp-content/uploads/2018/04/A-guide-to-volunteering-for-people-living-with-disability.pdf>

This resource is a useful reference for teachers, families and carers of Preliminary to Level 1 learners. As learners approach Stage 4, they may be able to consider formal volunteering roles. The guidelines are written in the 'Dual Read' format. They are separated into two sections – 'Unsupported Reading' and 'Supported Reading'. The purpose of this format is to allow people who need help reading to read alongside another person through the 'Supported Reading' pages, or every even page.

Employment Transition for People with Disability – A Pathway to Employment Framework, Assisting school leavers with disability to transition into meaningful work

https://www.nds.org.au/images/resources/resource-files/The_Pathway_to_Employment_Framework_FINAL_2.pdf

Enterprising Education - <http://www.enterprisingeducation.com/>

This website has been arranged for Paul Kearney and other experts to share ideas and resources. Paul Kearney is a Hobart-based analyst and author, who has worked in Enterprise in Education since 1987. This website is dedicated to promoting an enterprising approach to education - that nurtures entrepreneurship and enterprising citizens in all walks of life. The material is also relevant to those wishing to develop employability skills. There are free ideas and resources on the site as well as books available for purchase. For example:

- Collaborative Assessment Forms - <http://www.enterprisingeducation.com/collaborative-assessment-forms>

The first of the two examples shown, could be used for supported peer assessment of collaboration or team work in Stage 4.

Employability before Disability – Case Studies

https://www.nds.org.au/images/resources/resource-files/Employability_before_Disability_Case_Studies_1.pdf

This four page PDF document features four case studies from Western Australia, describing the individual's job and their pathway from school to work.

Grow Careers - <https://www.growcareers.com.au/>

This community website contains resources to support the entire school community.

Go Volunteer website - <https://govolunteer.com.au/>

This website lists volunteering opportunities. By selecting "more options" under the search box, filters can be applied, for example, location, time of day, type of work. One of the filters is "suitable for" and the choices include wheelchair access, people with disability.

Transition to Employment – Tools for School Leavers

<https://www.nds.org.au/resources/transition-to-employment-tools-for-school-leavers>

A video (2:07) from NDS WA with an upbeat simple message encouraging students to think about getting a job, with NDS support.



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