



Preliminary Humanities

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 Humanities must be read in conjunction with the Preliminary Humanities 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.

Preliminary Humanities is specifically designed for learners who require flexible and individualised programs. It uses an interdisciplinary approach through which learners develop an understanding of themselves, other individuals, groups and services within their local community. It is expected that a range of learning activities will be delivered in familiar contexts providing learners with practical hands-on experiences that meet their individual needs. The course document explains the level of support required at each stage; this should be referred to when designing tasks. The focus is on progressing learners from a pre-intentional to intentional state and to develop their independence through the gradual reduction of coactive support. The level and type of support will vary according to learner needs.

SEQUENCE OF CONTENT

Preliminary Humanities is organised into **three (3)** compulsory strands of study. Learners complete the content of the strands through an integrated approach.

Learners can enter the course at any of the four stages depending upon their level of readiness or ability. Teachers will determine the entry point for learners.

A learner will undertake a minimum of 50 hours study in this course, through to a maximum of 150 hours dependent on learner needs.

Strand I – Humanities and Social Sciences Knowledge and Understanding

The Humanities and Social Sciences Knowledge and Understanding strand identifies key concepts which are introduced at appropriate phases of schooling and used to build learners' understanding of the content delivered.

At the Preliminary to Level I stage of the Humanities and Social Sciences curriculum, the key concepts explored in History are: chronology, evidence, continuity and change, and significance. The History content concentrates on learners' personal histories and the histories of their community.

At the Preliminary to Level I stage of the Humanities and Social Sciences curriculum the key concepts explored in Geography are: place, space and interconnection. The Geography content concentrates on local places and our connections to them.

Strand 2 – Humanities and Social Sciences Skills

The Humanities and Social Sciences skills can be represented broadly as: questioning and researching, analysing, evaluating, communicating and reflecting. Learners apply these to their everyday learning activities and as part of an inquiry approach to investigate historical and contemporary events, developments, issues and/or phenomena. Inquiry is not necessarily implemented in a linear fashion and not all investigations will involve all skills. It is important that the Humanities and Social Sciences skills are taught explicitly and that learners be provided opportunities to explore content via skill development.

At the Preliminary to Level 1 stage of the Humanities and Social Sciences curriculum, the focus of inquiry is centred on exploration, experiencing, selecting and co-constructing information and evidence. It is expected that learners operating at the Preliminary to Level 1 stage will require additional support, modelling and scaffolding in the development of inquiry skills.

The emphasis on History and Geography as processes of inquiry is important, as it signals to teachers that learners need to actively investigate the content, not just 'learn' it. Learners are encouraged to pose questions, locate information and evidence, interpret and explain different views and develop and support their own interpretations based on evidence.

The inquiry approach brings the body of content, the key concepts and skills together.

Strand 3 – Personal and Social Capabilities

The Personal and Social Capabilities focus on the recognition and expression of emotions, the development of resilience, and the appreciation of diversity. Learners explore the importance of a range of social relationships, including within families, peer groups and the community. They are also enabled to identify and manage emotional responses in a range of contexts.

Personal and Social Capabilities can be divided into two areas: Self-Awareness and Management, and Social Awareness and Management.

Self-Awareness and Management involves learners in identifying and describing the factors that influence their own emotional responses. They develop the knowledge and skills to regulate, manage and monitor their emotions. Learners also develop a sense of their personal strengths, achievements and self-confidence. Working independently, showing initiative, conscientious behaviour and perseverance are important skills and dispositions which learners develop through a range of strategies and learning opportunities.

Social Awareness and Management involves learners in recognising others' feelings and knowing how and when to assist others. They learn how to show respect and understanding, to participate in positive, safe and respectful relationships, and to define and accept individual and group roles and responsibilities. Learners are taught the skills required for negotiation, collaboration, making decisions, leadership, resolving conflict and managing positive relationships.

It is expected that the Personal and Social Capabilities strand will be taught as an integrated approach with the other strands and not taught in isolation. Learners operating at the Preliminary to Level 1 stage may require multiple opportunities to practise the Personal and Social Capabilities in a range of contexts.

Course Delivery

It is expected that in the delivery of this course:

- Strand 3 (Personal and Social Capability) will be taught concurrently with Strand 1 and/or Strand 2; ie throughout the course from beginning to end
- Learning activities will provide authentic real-world experiences.

- Learning activities and the sequence of learning will be matched to learner needs as identified in their Learning Plans (LP).
- Opportunities exist for an inter-disciplinary approach whereby Preliminary Humanities is taught alongside other courses, such as Preliminary English.

TEACHING AND LEARNING

Stage I – History

At Stage I, the History focus is on the present and the study of personal and family histories. Learners are provided with a significant amount of support to complete single step, concrete tasks in highly familiar contexts. The aim of learning activities is to provide learners with opportunities to explore the world around them and ways in which the past is different from the present. They are learning that artefacts can be used to tell a story.

EXAMPLES OF LEARNING ACTIVITIES

With co-active assistance, learners:

- Explore and react to images of self, including their own reflection in a mirror (smiling, watching their movements, reaching towards it); they identify an image of self from other images.
- Use images and objects to identify significant adults, family members and events they share; with assistance they arrange these beside family names.
- Experience and react to retellings of significant family and personal events through multisensory experiences and texts.
- Complete regular daily routine events with adult assistance, such as unpacking a bag, getting a lunch box out as required.
- Identify the first step of a familiar regular routine or classroom visual schedule by pointing to an image.

Stage I – Geography

At Stage I, the focus is on the exploration of places that are local and familiar to learners; these are places they visit and experience daily. Learning activities support learners to use their senses to explore spaces at school; home and in the immediate local community. Learners are beginning to appreciate that places have specific purposes and features.

EXAMPLES OF LEARNING ACTIVITIES

With co-active assistance, learners:

- Complete regular daily routine events with adult assistance, such as unpacking a bag, getting a lunch box out as required.
- Participate in visits to local parks and shops; photographs of activities are taken for future reference.
- Participate in photography of different weather experiences; react to images.

Stage 1 – Personal and Social Capability

At Stage 1, learners are beginning to develop an understanding of themselves and their personal needs. They show emotions when reacting to experiences and other people. Activities provide learners with opportunities to interact with others and to develop emotional bonds.

EXAMPLES OF LEARNING ACTIVITIES

With co-active assistance, learners:

- Communicate basic needs through emotional displays when engaging in individual and group tasks. Emotional displays may take the form of crying, sounds, physical movement and/or facial expression.
- Engage in group activities and react to the attention of others, watch and respond to others in the group and accept assistance from a familiar person.

Stage 2 – History

At Stage 2, the focus is on the present and recent history of the learner and their family. They are discovering the differences between present and past. For many activities, learners will work alongside an expert or mentor; this might be another learner or a teacher / teacher assistant.

EXAMPLES OF LEARNING ACTIVITIES

With co-active assistance, learners:

- Explore a range of new and old artefacts, noting differences and similarities. With support these are put into a basic chronological order of past and present.
- Explore and react to a range of objects of their past and present (eg toys, clothing, books, photos, drawings, pets, homes). Museums Victoria have activities based on a storybook *My Grandmother's Toy Box* which could be used for this activity. This can be accessed on Scootle at <https://museums victoria.com.au/learning/learning-lab/little-history/>.
- **Use** images and name labels to sort family groups; use correct family terms such as 'mother', 'father', 'brother', 'sister'.
- Engage in listening to a range of stories about different families and their celebrations.
- Assist in the composition of simple written text to accompany images of family members and/or familiar people.

Stage 2 – Geography

At Stage 2, Geography focuses on places that are personally significant to learners and that are visited on a regular basis. Through exploration, learners develop a connection with places and further develop their understanding of the key features and purposes of places.

EXAMPLES OF LEARNING ACTIVITIES

With co-active assistance, learners:

- Select and sort a range of images based on whether they are located 'inside' or 'outside'.
- Select and match images of places with images of corresponding activities and features.
- Select and match images of school spaces with images of items usually found there.
- Visit local places experiencing transport, specific events and weather.

Stage 2 – Personal and Social Capability

At Stage 2, the emphasis is on providing learners with opportunities to participate in a variety of social situations. Through these, learners develop an awareness of the emotions of themselves and others. They are supported to interact in ways that are socially acceptable.

EXAMPLES OF LEARNING ACTIVITIES

With co-active assistance, learners:

- Respond to teacher directions regarding social rules when working in groups; these may be depicted as visual prompts.
- Follow routine tasks as instructed by a teacher; these may be included on a picture chart.

Stage 3 – History

At Stage 3, History focuses on the present and recent past history of students and their family. They are developing their understanding that the present is different to the past. They investigate key milestones in their family's history. They experience terms such as: today, tomorrow, yesterday, past, present, next, then, first, now.

EXAMPLES OF LEARNING ACTIVITIES

With co-active assistance, learners:

- My History – unit of work found on Scootle at <http://www.scootle.edu.au/ec/viewing/R11484/index.html> includes a template for 'the story of me', 'my treasures' and a storyboard. This set of resources could support learners to understand and tell their own history and that of their family.
- Sequence a series of images of a recent event (day at school, or an excursion) to show beginning, middle, end.
- Watch episodes from the My Story series to investigate how life has changed; this could be an aspect of life at home or school.
- Show the passage of time by sequencing photos that depict a daily routine; create an activity strip.
- Assist in creating a text about a family celebration.

Stage 3 – Geography

At Stage 3, Geography focuses on personally significant indoor and outdoor spaces in the local area. Activities are undertaken in a range of places and learners record and reflect on their experiences. Learners develop their own sense of place, building a connection with places and developing a sense of identity.

EXAMPLES OF LEARNING ACTIVITIES

With co-active assistance, learners:

- Identify significant places passed during a journey (for example on their way to school, from school to a local place, or from place to place within the school grounds); these are represented on a simple map, in drawings or in a multimedia text.
- What is weather? by Bureau of Meteorology found on Scootle at http://www.bom.gov.au/lam/Students_Teachers/Worksheet19.shtml provides a short worksheet with guiding questions.

- Participate in a structured discussion about places visited, their features and purposes.

Stage 3 – Personal and Social Capability

At Stage 3, the focus is on providing learning opportunities that enable learners to be socially active. Activities will progress from the familiar to the less familiar and the emphasis is on developing learners' social skills, especially those required for group work.

EXAMPLES OF LEARNING ACTIVITIES

With co-active assistance, learners:

- Use a visual prompt board to identify safe and unsafe behaviours prior to participating in an excursion.
- Participate in a small group activity during an excursion.
- Identify problems or challenges that might arise during an excursion and participate in a structured discussion to establish possible solutions.

Stage 4 – History

At Stage 4, the focus is on the present and past history. Learners begin to draw comparisons between the present and past. Learning activities relate to personal, family and community people, relationships and events. Activities are structured in a way to support learners in collaborative small groups.

EXAMPLES OF LEARNING ACTIVITIES

With co-active assistance, learners:

- Are introduced to the idea of the 'family tree'. Using a collection of photos and labels they construct their own family tree showing the relationship of family members.
- Create a family passport, showing factual information (name, address, physical description) and images/photos. Information such as likes and dislikes could also be included.
- Use Book Creator, Prezi or PowerPoint to construct a narrative about their family members/community, key events and celebrations.
- Investigate their family history and use images and simple text to tell their family's story. Using collaboratively developed questions, they share their family history to identify similarities and differences between families in their class. Details and resources for this activity can be found on Scootle at <https://www.qcaa.qld.edu.au/p-10/aci/sample-assessments/p-10-history/prep>.
- Compare celebratory events from today and in the past. A resource titled Personal and family histories: birthday celebrations can be found on Scootle at <https://www.ictineverydaylearning.edu.au/pedagogies/ph1/ph1-la-1.html>.

Stage 4 – Geography

At Stage 4, the emphasis is on places regularly visited by learners and those places which will become increasingly important to them in the future. Learners are beginning to engage in less familiar activities in a wider range of environments.

EXAMPLES OF LEARNING ACTIVITIES

With co-active assistance, learners:

- Gather and record data about the weather by their own observations and collecting temperatures, rainfall etc from the weather segment on the television news – this could be an ongoing activity throughout the year.
- Use boxes and blocks to create a model of their home, school and/or community.
- Gather data in the form of photos, maps, the number of items that reflect the features and uses of places visited.
- Participate in structured discussion about changes to the local environment as a result of both natural and human factors.

Stage 4 – Personal and Social Capability

At Stage 4, students are learning to guide their own behaviour across a range of familiar situations. They are building greater independence and are provided with opportunities to plan and co-lead activities.

EXAMPLES OF LEARNING ACTIVITIES

With co-active assistance, learners:

- Role-play possible scenarios for interacting with others in the community (eg shopping, eating out, seeking assistance).
- Assist in organising a celebration of a community event such as NAIDOC week.
- Identify aspects of a task they found challenging and participate in a problem-solving activity to find solutions and self-help strategies.

SUPPORTING STUDENT RESPONSES AND ELABORATIONS

Knowing your students – 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 students.

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 students 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 students are up to in their learning with respect to the curriculum.

Getting to know students with disability

Sometimes getting to know students 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 students with disability are heterogeneous, and expressions of any disability are likely to be different in any two students. Some students will not have an identified name for their disability other than 'global' or 'developmental' delay. Some students 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 students 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 students feel overwhelmed.

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

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

Carefully designed pre-assessment can ascertain students' 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 students 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 students 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 students 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 students 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 students; 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 students better?
- How can I make time and create opportunities to get to know my students?
- Which specialists may have relevant background information about my students?
- In what ways can I communicate positively and effectively with each student's family?
- What are my students' 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 students 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 students require significant personalisation of their learning programs to be fully engaged and challenged.

Some students 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 students. They may be minor or significant. In some instances, such as students 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 students' different phases of learning from novice to capable to proficient rather than merely providing different activities to different (groups of students)." (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 students 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 students experiencing difficulty, and that increase the degree of challenge and complexity for those students who need extension.

Effective process differentiation strategies for all students 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 students 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 students 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 students 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 students to use these
- Providing clear routines for smooth transitions and structured and predictable learning experiences
- Explicitly teaching positive behaviours and encouraging students 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 students 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 students 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 students 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 students 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 students who are most advanced and scaffold the task for students 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 students 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 students 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 students 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 students 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 students 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 students 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 students 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 students](#)
- [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 students 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 students have equitable access to curriculum and are able to demonstrate success.
- Knowing your students 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>

RESOURCES

Recommended books

Taylor, T et al 2018, *Place and Time: teaching History, Geography and Social Sciences 2nd Edition*, Pearson: Melbourne

Jeannie Baker books:

- *Window* – a picture book that shows a neighbourhood changing across time
- *Belonging* – a picture book that explores community

Websites

All URLs (website addresses) cited were accessed and checked for accuracy and appropriateness of content on 27 Nov 2018. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be guaranteed.

AC History units – developed by the History Teachers' Association of Australia <https://achistoryunits.edu.au/>

Anzac day – there are many online resources to use with learners studying Anzac Day
<http://anzacwebsites.com/activities/classroom.htm>

The Anzac Portal is produced and collated by the Department of Veterans' Affairs
<https://anzacportal.dva.gov.au/education/resources>

Australia Day <https://www.australiaday.org.au/education/>

Being Safe Online resources available on the Office of the e-Safety Commissioner
<https://esafety.gov.au/education-resources>

GeogSpace – units of work for K-10 classes; developed by Australian Geography Teachers' Association
<https://www.geogspace.edu.au/>

GeogSpace Support Units – provides illustrations of practice to support teachers' professional learning and provide guidance, information and resources in eight areas of geographical education
<https://www.geogspace.edu.au/support-units/overview/supporting-overview.html>

Harmony Day – suite of resources that include both classroom and community-based activities for understanding cultural diversity <https://www.harmony.gov.au/>

Kitchen garden resources if one available Stephanie Alexander Kitchen Garden Foundation
<https://www.kitchengardenfoundation.org.au/>

Learning the Law resources, whilst this originates from Victoria's Legal Aid it does contain useful ideas for classroom activities which are designed specifically for students with special needs
<https://www.legalaid.vic.gov.au/find-legal-answers/free-publications-and-resources/learning-law>

Legal Aid Tasmania – What's the Law Education Kit covers driving, police, renting, Centrelink, buying a car etc
<https://www.legalaid.tas.gov.au/whats-the-law/>

Little J and Big Cuz – stories from an Aboriginal perspective; short cartoon/films and interactive activities
<https://www.littlejandbigcuz.com.au/>

Metro Tasmania has a useful 'how to catch a metro bus' section which could be used in classroom activities prior to a field excursion <https://www.metrotas.com.au/travel-tips/howto/>

My Place – Nadia Wheatley - Teaching activities, clips from TV series, photo galleries, maps, student activities etc for both History and Geography. Although designed for Years 3-6 there may be some useful resources that

could be adapted for the Preliminary level

http://www.ryebuck.com.au/staging/actf_myplace_2011/Launch_Program.html

NAIDOC week <https://www.naidoc.org.au/resources/teaching-guides>

National Museum of Australia – a range of resources aligned with the ACF www.nma.gov.au

Royal Botanic Gardens Victoria has a useful integrated learning program to use with Jeannie Baker's picture book *Belonging* https://www.rbg.vic.gov.au/documents/RBGV_Jeannie_Baker_-_Belonging_Education_Kit.pdf

Resilience, Rights and Respectful Relationships – range of activities to promote resilience in students, emotional literacy, coping, calming, problem-solving and help-seeking strategies. These link to the Personal and Social Capability Strand of this course <http://fusecontent.education.vic.gov.au/893b7ed8-1f0a-4b6b-a2d0-c4a037ea0216/RRRR%20Foundation.pdf>

The Orb – an interactive experience of Tasmanian Aboriginal history and culture

<https://www.theorb.tas.gov.au/>

Thematic Studies <https://www.forteachersforstudents.com.au/site/>

Travel Education Framework – resources to support students in gaining knowledge, skills and confidence in accessing transport. Whilst this resource relates to public transport in Victoria the resources could also be applied to the learner's local community

<https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/traveleducationframework.aspx>



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