

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- Learner may appear withdrawn and disinterested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 Andre becomes withdrawn, starts to leave class early or asks lecturers if he can move to the library to study away from the rest of the class.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
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

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

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

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: