**Transcript for the Henry Kendall HS adjustments Video**

**Graphic**

“Example of adjustment for student with disability”

Henry Kendall High School

**Louise Watkiss**

So my name's Louise Watkiss, and I'm the head of science at Henry Kendall High School.

"I've got on the board our learning intention that you've already got in your book."

So when I was planning the science lesson for today, while I have some students who struggle to stay focused for long periods of time because I have that, I made sure that the lesson was broken up into shorter activities. And while it benefits those students who struggle to concentrate for long periods of time, it also benefits the majority of students in the room, because as teenagers, they all struggle to focus for long periods of time.

So by having shorter activities that I could engage the students in. That meant that all the students participated, were more engaged with what we were doing than if I'd had one longer activity where they would lose focus

"OK your's is unattached. Unattached."

So another couple of adjustments that I made for today's lesson was making sure that the instructions that I gave verbally to the students were also written up on the PowerPoint so that those, some students who are better visual learners could see, read the instructions for themselves and others were happy to hear more instructions and work better with auditory cues.

"What I need you to do is to draw this up in your books."

I also had a copy of the table for students who would have been slow to get that done so some students could draw it up themselves, whereas other students benefit from having a physical copy of the table given to them.

And that way they don't get behind in the lesson and don't slow the pace of the lesson and feel like they can keep up. Which is good for their self-esteem and means the lesson flows a lot better.

"You can't roll your tongue?"

**Student 1**

"You just did it!"

**Louise Watkiss**

I can also break down literacy activities and give the students a scaffold to help sort of organise their plan before they do their writing. Today, I checked understanding of students who I was concerned about whether they were getting what was going on in the lessons.

So I ask them questions to make sure they understood the instructions and what they were required to do. And I also redirected students. So if I felt that the students were off task, I could ask them questions to get them back on task or to use a visual cue to get them refocused on completing their work.

"And I want you to go on your own list, as many features as you can about plants that you think are inherited."

I did sort of a think-pair-share thing where I get the students to think on their own and get their own thoughts collected in their heads and maybe write some of that down and then share that with somebody at the table, a partner, and then get sort of larger groups, them talking together and collaborating to either complete an activity or put their ideas together as a longer list to then share with the class.

When I'm making adjustments for students in the classroom and I'm working to build on their strengths, it quite often comes from discussions that I'm having with them. So by instead of having an open class discussion where I'm questioning, I would question them one on one, and I would get a feel for what background knowledge they already have. And sometimes in science, students have a background knowledge of something in particular. And once I pick up on that, then I can build their confidence by using the examples that they already know and then trying to make connections then with the new content that they're learning in class.

When students arrive in your classroom... They all have a right to access an education and access the learning material that you're presenting. And they all come with different backgrounds and different ability levels. So your lesson needs to cater for, you know, what happened at home last night or whether they're able to access the piece of writing that you're giving them and whether they're able to complete the activity. So it's important for teachers to make sure that you take all of that into consideration when you're planning your lesson and planning the activities so that all the kids can experience success and all of them can actually progress in their learning throughout the lesson.

**Student 2**

"Because sometimes they have like, uh, pollan..."

**Louise Watkiss**

In the classroom in those moments where you can... You know, that students are understanding what you want them to do and you feel that they're understanding the skills or the knowledge that you're trying to teach them.

It definitely gives you a lot of self-satisfaction and a lot of joy to see students actually enjoying learning and enjoying your subject content and actually being engaged with what it is that they're learning in the classroom.

**End frame**

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End of transcript