Toolbox of Strategies for Success
Overview of Research at Polytechnic West (PWA)

Purpose
Background to the research
Methodology and findings
Research outcomes
Research Method

Disability Training Coordinator (researcher) collected data from 14 lecturers in 12 study areas across four Polytechnic West campuses by interviewing, collecting, analysing and recording the information.

Action based model
Disability Identified for Study

- Deaf / Hearing impaired
- Dyslexia
- Dyspraxia
- Dysgraphia
- Dyscalculia
- ADHD
- Mental health issues
- Short Stature
- Tremors
- Autism Spectrum Disorder
- Acquired Brain Injury
Types of Assessment Identified

% Representation of Assess methods.

- KBT
- Assign
- Diary
- Obs
- Rec Interview (Assessment)
- Portfolio
- Work Evi
- Verbal
- Case Study
Assessments with Reasonable Adjustments

- Students completing Knowledge Based Tests (KBT) verbally
- Offering extra time
- KBT completed with open book
- Printing documents in larger font for readability
- Assessing using observation
<table>
<thead>
<tr>
<th>Intervention</th>
<th>% areas used</th>
<th>Rating% poor</th>
<th>Rating% neutral</th>
<th>Rating% good</th>
</tr>
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<tbody>
<tr>
<td>CAVSS</td>
<td>87.5</td>
<td>25</td>
<td>50</td>
<td>25</td>
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<tr>
<td>Extra 1 on 1 time</td>
<td>67</td>
<td>0</td>
<td>0</td>
<td>100</td>
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<tr>
<td>Specific intervention / tutor</td>
<td>33</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Extra time / activities</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>100</td>
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<td>Workplace assistance (Edge etc)</td>
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<td>0</td>
<td>0</td>
<td>100</td>
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<tr>
<td>Modification to workplace</td>
<td>58</td>
<td>29</td>
<td>0</td>
<td>71</td>
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<tr>
<td>Remedial groups</td>
<td>58</td>
<td>0</td>
<td>0</td>
<td>100</td>
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Socialisation

Inbuilt social responsibility

• Lecturers identified that students with barriers could be accepted into learning environments and incidentally assisted by peers. This inbuilt social responsibility was dependant on class dynamics, with an indication this is more prevalent in study areas with a customer service focus.

Management plans

• Delivery staff had diversity management plans in place, this included: Code of Conduct, preambles and behaviour management plans.
Considerations

Disability be considered in terms of Diversity Management to:

• accommodate 6% (1487) of student population at PWA with disability
• accommodate 336 students requesting support in 2010.
• respond to organisations e.g. Chamber of Commerce and Industry that Australia needs to engage and increase participation of the population with disability to prevent further labour shortages.
Rationale

A tool box of Strategies will assist:

• RTOs to make Reasonable Adjustments for students with disability as an AQTF requirement,
• lecturers to provide holistic and dynamic assessments for students .
• contemporary delivery methods that embrace initiatives and technologies such as Smart Boards, e-Learning, Transforming Trade Training, innovative support, technologies
Considerations for Reasonable Adjustments

- Training packages and UOCs need to be interpreted before making reasonable adjustments (Range statements and Critical Aspects).
- Assessments need to be developed in conjunction with the AQF level.
- Reasonable Adjustment is based on developing Knowledge, Skills and Attitudes in order for Competency to be achieved.
- The integrity of training and assessment must be maintained; Reasonable Adjustments are not about making it easier...
Suggestions

Contemporary / innovative training & assessment is a requirement of remaining relevant to the world

• Literacies are evolving, teachers are noticing a diminishing conventional literacy/numeracy and replacement/substitution with technology/electronic formats.

• Literacies are generational specific

• Students homes/life are filled with technology, the same technology is expected in education (not to replace but enhance teaching)

• Technologies like Point of View glasses, Smart pens-boards, Moodle will enhance learning and assessment
Suggestions for Teaching/Lecturing paradigm

• Teaching is a dynamic profession, requiring constant Professional Development
• There has been a shift from Teacher stand and deliver to learner centred competency – outcome approaches
• Conventional chalk and talk will always have a position in teaching, however it will be reduced...
• Teaching should build on positives and what the student can perform and move away from identifying & filling in gaps (consider negotiable training plans)
• Future assessment will focus on being able to create and form judgements providing learning / assessing skills beyond formal training.
Outcomes of the DTC Research

- Multi-Mode delivery manual for lecturers
- Toolbox of strategies (reasonable adjustments)
- Resources on Disability Services intranet
- Resources presented at Professional Development
How does it measure up?
Resources

http://signet/Organisational_Services/Strategic_Partner_Priorities/Disability_Services/landing_template.asp