



Tutor Training Workshop: Belonging, Effective Learning & Supporting Students with a Disability

20th February 2019 1:30-4:30pm Room DP2-11A City West

Session 1: Capability and Belonging (1:30-2:30pm)

Presenter – Sarah Hattam (Diploma Program Director & Lecturer Critical Thinking & Global Issues and Identities)

In this session, we will work as a group to explore problematic notions of student's capability and the impact this can have on the student's confidence and sense of belonging. Often our students enter the College questioning their own capabilities to study at a Tertiary level. As educators, it is also common for us to hold our own assumptions about a student's capability as well. To quote a recent study on perceptions of student capability: 'teachers' expectations about students dispositions to learning, time management and willingness to work hard can lead to the misrecognition of a student lacking capability' (Burke et al 2018: 7).

Drawing on visual resources produced by the *Centre of Excellence for Equity in Higher Education* at the University of Newcastle, we will engage with two short films that represent the misrecognition process that can occur for the student and educator and develop some of our strategies for managing this disconnection.

****We have set some pre-reading tasks for this session so you are familiar with the discussions linked to capability and belonging. See the attached pdf document titled 'Capability and Belonging' and read these sections of the report:

- Emotion, Belonging and Capability (pp. 40-47)
- Pedagogical spaces and practices (pp. 48-61)

Session 2: Understanding to be understood: teaching and learning nexus in class (2:30-3:30pm)

Presenter – Min Pham (Lecturer Foundations of Education & English Language Studies)

To teach, to many extents, is to understand how humans learn and whether learning occurs effectively. Therefore, this session exemplifies a case study in the light of key learning theories and investigates some techniques to develop concept checking questions for teachers to understand how students construct their knowledge and whether they learn what is taught in class. It also gives an opportunity to trial these techniques on a specific course concept of choice as a group activity.

Session 3: Supporting College students with disabilities, mental health concerns and negotiating challenging student conversations and behaviours (3:30-4:30pm)

Presenter - Jayne Ayliffe (Access and Inclusion Adviser, SEU)

Jayne has played a primary support role of the College students since 2011 and assisted the academic team implement the supportive mechanisms needed by students on Access Plans who have a range of disabilities. While students on Access Plans make up a small percentage of the student cohort overall, ensuring that each student in the learning space has their specific needs met is important to the overall success of the Program.

Jayne's session will offer guidance about how to offer the students with disabilities in your tutorial group targeted support. This includes suggestions for how to approach discussions with students who present an Access Plan, as well as conversation starters with students who raise concerns in relation to a mental health issue or learning disability that may be impacting on their study.

Refreshments available throughout the sessions and please join us following the workshop for a drink and nibbles.

*****This is paid workshop, please claim the time under 'Other academic activity' on your current contract. If you do not have a current contract, contact Sarah Hattam.