



Using SchoolTalk to support:

Inclusive learning and student agency

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Overview

This SchoolTalk module aims to build on the work that teachers do to differentiate and create an inclusive learning environment.

This module includes tips and tricks on how to use the functionality of SchoolTalks **Calendar** and the **Design for Learning** space to promote agency and support learners who may find reading or following text instructions challenging.



Tip 1: Colour coding

Calendar

In the calendar view use colour coding to help students of all ages and abilities recognise what is happening during the day.

For example **literacy** across the school could be represented **blue**, **maths pink** etc.

Agreeing this at a school level (consistent through classrooms), can aid students as they move through the school.

We also recommend linking any colours used to wall displays for subjects.

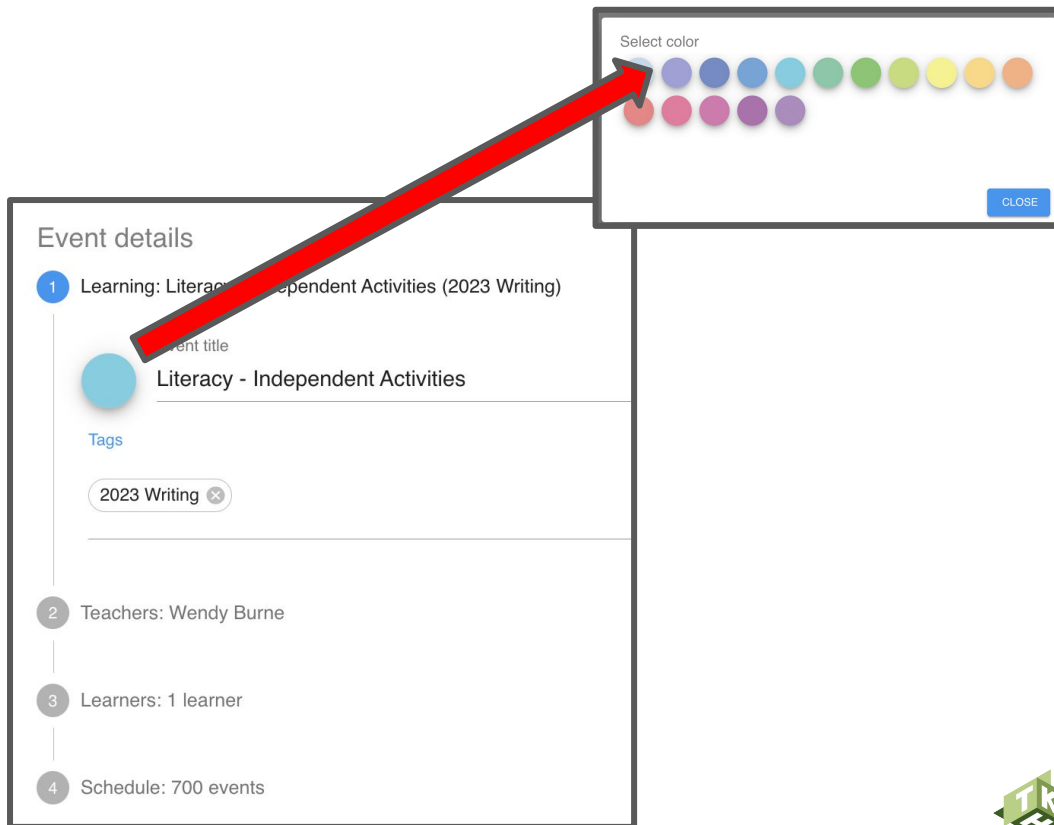


Tip 1: Colour coding

How to colour code an event

When creating an event from scratch

- click on the circle next to the event title
- A colour pallet will appear
- Select the agreed colour for that subject/ activity



The screenshot displays the 'Event details' form. A red arrow points from the blue circle next to the event title 'Literacy - Independent Activities' to a 'Select color' palette. The palette contains 14 colored circles in two rows: the top row has purple, blue, light blue, green, yellow, and orange; the bottom row has pink, purple, and light purple. A 'CLOSE' button is located in the bottom right corner of the palette. The event details form includes the following information:

- 1 Learning: Literacy - Independent Activities (2023 Writing)
- Event title: Literacy - Independent Activities
- Tags: 2023 Writing
- 2 Teachers: Wendy Burne
- 3 Learners: 1 learner
- 4 Schedule: 700 events

Tip 1: Colour coding

How to colour code an event

If an event has already been created and you wish to edit the colour.

- Select the three dot menu within the event
- Select edit event
- Change colour as on previous slide

	Mon 28 Aug	Tue 29 Aug
9am	Roll Literacy - Independent Activities WB Recount - sturcture Recount Workshop -	Roll Literacy - Independent Activities WB
10am	Literacy Reading WB Morning Tea WB	Whole Class Maths WB Morning Tea WB
11am	Whole Class Maths WB Maths Legends WB Maths Warriors	Whole Class Maths WB
12pm	Passion Project	Passion Project

Tip 2: Design for learning

Suggested format in DFL

Use a set format to the DFL space

e.g. before, during, after / independent, teacher, followup

(consider agreeing this at syndicate/ school level for consistency).

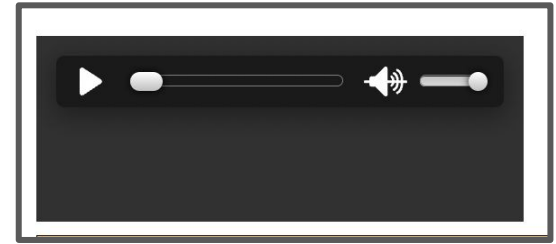
Repeat this in all events so it becomes familiar.

Break the tasks into steps, clear manageable chunks. This includes text, visual and audio prompts and instructions.

Tip 2 : Design for learning

Audio files

Use an audio file to explain the content of a workshop.



Explain verbally the text or instructions shared in the event and any expectations you have.

Read the linked progressions out loud so students understand the focus of the lesson.

Encourage students to replay audio instructions when viewing an event to aid understanding.

Tip 2 : Design for learning

How to create an audio files and share via mobile

Make a recording on your mobile using the voice recorder/memo (download from your device app store if need be).

Have google drive available on your mobile.

From within the audio recording select Share, Google Drive and a folder to save the audio file.

- See slide 11 for instructions for how to load to SchoolTalk



Tip 2 : Design for learning

How to create an audio files and share via computer

Make an audio recording on your teacher laptop

e.g. Macs quicktime player, choose an app from Google Workplace Market Place.

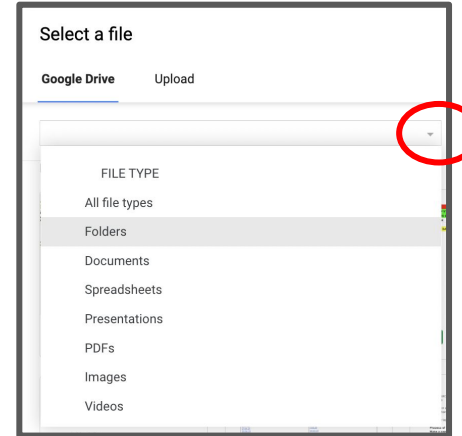
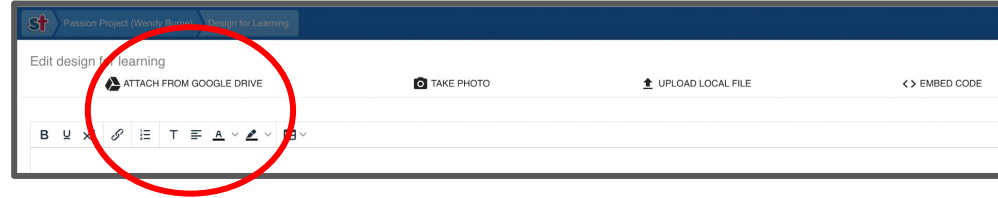
Save/ Share/Copy the audio file into Google Drive folder.



Tip 2 : Design for learning

Attaching an Audio file to SchoolTalk

- Select Attach from Google Drive
- Select your Google account if need be
- Locate the audio file to attach to SchoolTalk



Tip: If you can not see the file you may need to select the folder, use the drop down arrow to select folders

Tip 3 : Include software reminders

Text to speech

Aid learner access to text to speech software by including direct links to software where possible

or

Include an image/icons to remind learners who need to, to make use of the software.



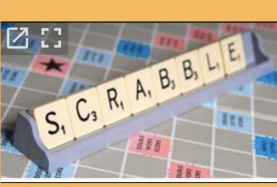
Tip 4: Images

Images as visual prompts

Create tables with images that represent activities.

Assign images to specific tasks.

Reuse for consistency and understanding.

1. Before		Log into Wordshark and complete todays activities
2. During		Today's text: The lake trip Focus: Today we are focusing on what is inferred in the text. We will read between the lines and use your prior knowledge and the information from the text to draw conclusions, make critical judgments, and form interpretations of the text.
3. After		Scrabble Station

Tip 5: Colour

Colours and background colours

Consider colours that support learners with Dyslexia.

Use dark coloured text on a light (not white) background.

Avoid green and red/pink, as these colours are difficult for those who have colour vision deficiencies (colour blindness).

Consider alternatives to white backgrounds. White can appear too dazzling.

Tip 6: Size of text

Size of text and heading size

Consider the size of text to support learners with Dyslexia.

Text headings should be at least 20% larger than normal text to help make them more distinctive.

Text Size

Click to add subtitle

Tip 7: Text and *Google Read and Write*

Text and Google Read and Write

Consider how you write text.

Favour language that avoids anagrams to support students who use Google Read and Write.

i.e. when students highlight

WALT

google read and write will read it as individual letters

W A L T

Rather than *We are learning to.*



Tip 8: Slide decks

Differentiating slide decks

Follow the same rules for text, colour and images with slide decks.

Use audio or video to support.

Differentiate by having different versions of slides and using different leveled questions
Code appropriately, so that students know to look and what slide applies to them.

i.e. look for an image or word representing their group or level rather than spending time clicking in different links.

Tip 9: Include an example of a completed task

Exemplars/ completed tasks

Include an example of a completed task, this is particularly helpful for students who struggle with slow processing.

Tip 10: Self Assessment

Goal setting/ Self assessment/ Progress update

Consider how students could use the goal setting function or the self assessment slider to indicate how they are progressing with work and if they need assistance.

Some examples could be:

Goals - If students are struggling with something you have set them, they can indicate this by setting something as a goal.

Self Assessing 25% - if it is a goal they are working on, they could self assess to 25%.

Use of codes - assign/ agree a code that students can use to indicate they are struggling. When choosing **Progress Update** a student could add a code. This could be a simple word that students type in the comment box or an image such as a face expression that students attach. The use of this code would indicate that the student is struggling. The code appears in the teachers log and prompts the teacher to have a conversation with the student.



Tip 11: Create a culture of peer support

Peer support/ Roles

Encourage peer support.

Add support systems like student experts whose role is to support students use SchoolTalk.



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