

Teaching Learners with SEN in the FE Context

About me

1. Decade of experience teaching Maths in FE
2. Dyslexia & Dyspraxia
3. Delivered multiple CPDs on teaching learners with SEN in this context
4. BSc (Hons) Mathematics with Education & PGCE

Expectations

Adaptive Learning Vs Differentiation

Battle of the buzzwords

Adapting lessons, whilst maintaining high expectations for all, so that all pupils **have the opportunity to** meet expectations

INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



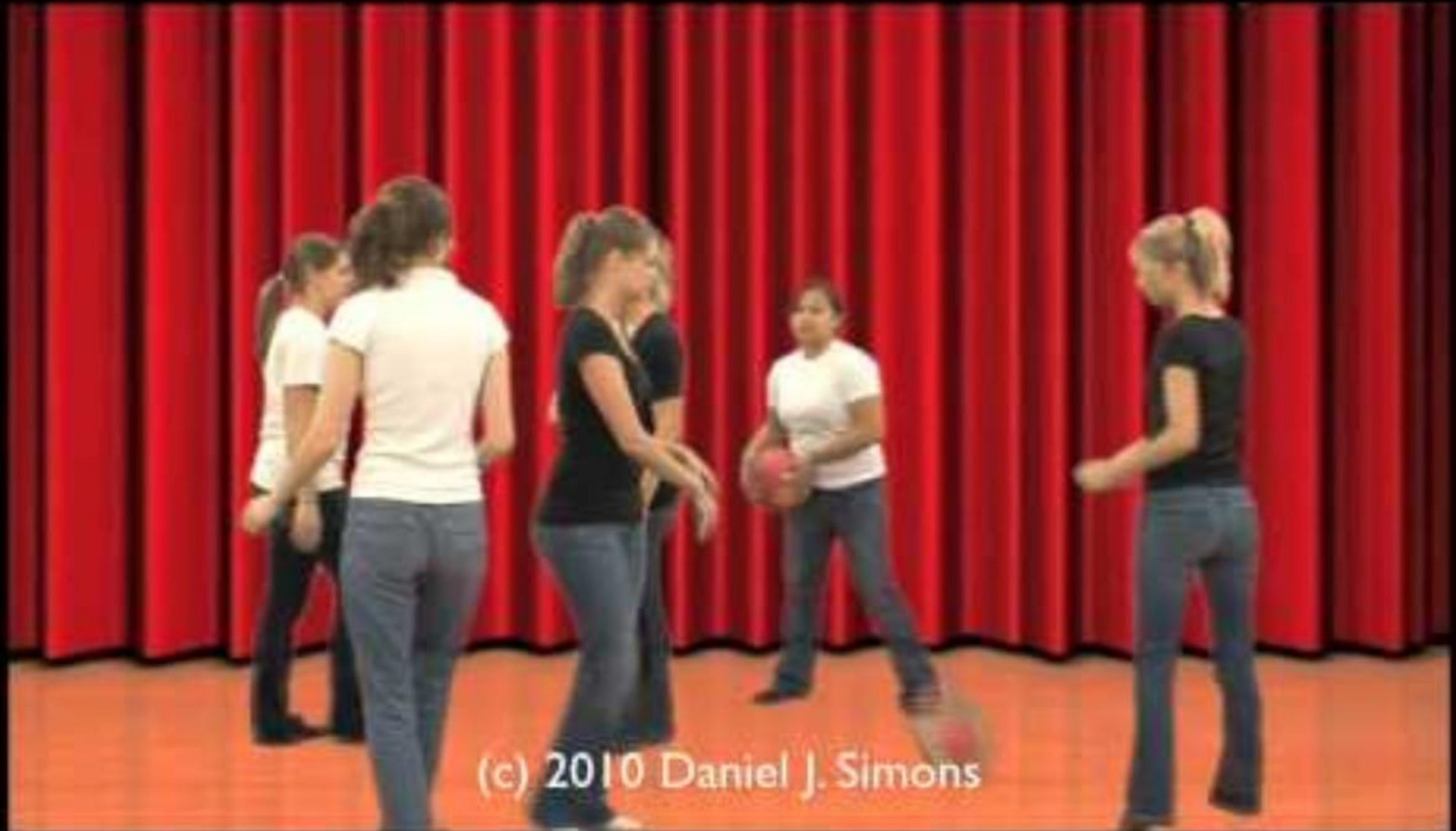
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Dyscalculia

“How am I supposed to learn 200 completely different methods and when to use them?”

Quick Wins (Dyscalculia)

1. Over-learning- explain in a different way
2. Mathematical conversations
3. Mastery
4. Avoid board copying



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Whiteboard / PowerPoint

Cognitive Load (Theory)

cognitive load

mcdreeamiemusings.com @mcdreeamie

intrinsic cognitive load

*complexity of new
information*

SIMPLIFY



extraneous cognitive load

*distracts working
memory from
processing new
information*

REDUCE



germane cognitive load

*deep processing of
new information by
integrating it with
previous learning*

MAXIMISE



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WHO AM I AND WHAT DO I KNOW?

- *I have a little over a decade of experience teaching Maths in FE*
 - *I have Dyslexia & Dyspraxia*
- *I have experience of delivering multiple CPDs related to teaching learners with SEN in the further education context*
- *BSc (Hons) Mathematics with Education & PGCE*

THANK YOU
THANK YOU
THANK YOU
THANK YOU

About me

1. Decade of experience teaching Maths in FE
2. Dyslexia & Dyspraxia
3. Delivered multiple CPDs on teaching learners with SEN in this context
4. BSc (Hons) Mathematics with Education & PGCE

Preview

None Multiple Appear Fade Fly In Float In Split Wipe

Animation

Animation Pane

Start: With Previous

Duration:

Delay: 00.00

Reorder Animation

Move Earlier

Move Later

Who am I and what do I know?

- Decade of experience teaching in FE
- Dyslexia & Dyspraxia
- Delivered multiple CPDs on teaching learners with SEN in this context

Add Animation

Appear Fade Fly In Float In Split

Wipe Shape Wheel Random Bars Grow & Turn

Zoom Swivel Bounce

Emphasis

Pulse Color Pulse Teeter Spin Grow/Shrink

Desaturate Darken Lighten Transparency Object Color

Complement Line Color Fill Color Brush Color Font Color

Underline Bold Flash Bold Reveal Wave

Exit

File Home Insert Draw Design Transitions **Animations** Slide Show Record Review View Help

Preview

Teeter Spin Grow/Shrink Desaturate Darken Lighten Transparency Object Color Effect Options

Animation

Advanced Animation

Animation Pane

Start: With Previous

Duration: Auto

Delay: 00.00

Reorder Animation

Move Earlier

Move Later

Timing

6 Dyscalculia

7 "How am I supposed to learn 200 different methods and when to use them?"

8 Cognitive load (Theory)

9 cognitive load

0 Who am I and what do I know?

1

Who am I and what do I know?

- 1 • Decade of experience teaching Maths in FE
- 2 • Dyslexia & Dyspraxia
- 3 • Delivered multiple CPDs on teaching

Animation Pa..

Play From

1 Decade of expe...

2 Dyslexia & Dysp...

3 Start On Click

Start With Previous

Effect Options...

Timing...

Hide Advanced Timeline

Remove

Cooperative Learning Ideas



1

Talking Chips:

During a discussion, learners place their chip in the centre each time they talk. They cannot talk again until all members have placed a chip.

2

Think-Pair-Share:

Learners think of their own response, then share in a pair, then share with the wider group/class.

3

Rally Robin:

In pairs, learners alternate generating oral responses.

4

Reciprocal Teaching:

Learners become the teacher in small groups. Learners take it in turns to assume the role of the teacher in their group.

5

Pairs Check:

Learners work in pairs to try and resolve a problem. The results of their problem solving will then be checked by another pair.



Cognitive load

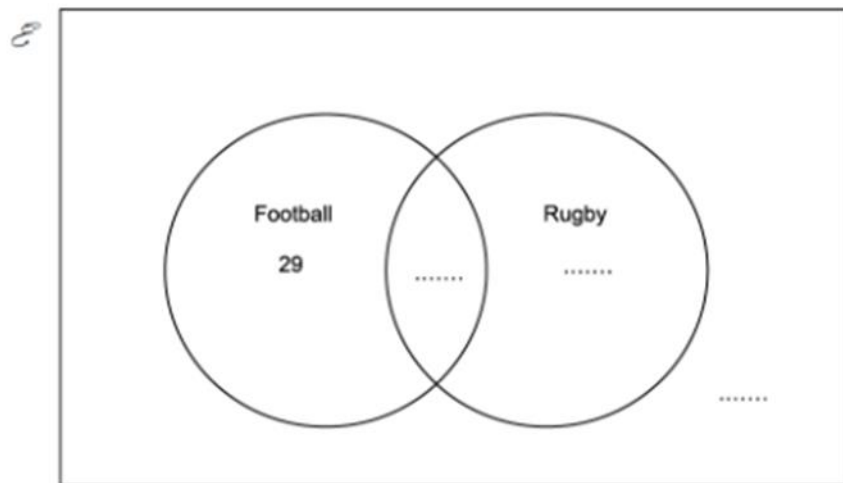
Wait time

Average wait between posing a question and answering....

Under a second

Quick Wins

Here is a Venn diagram.



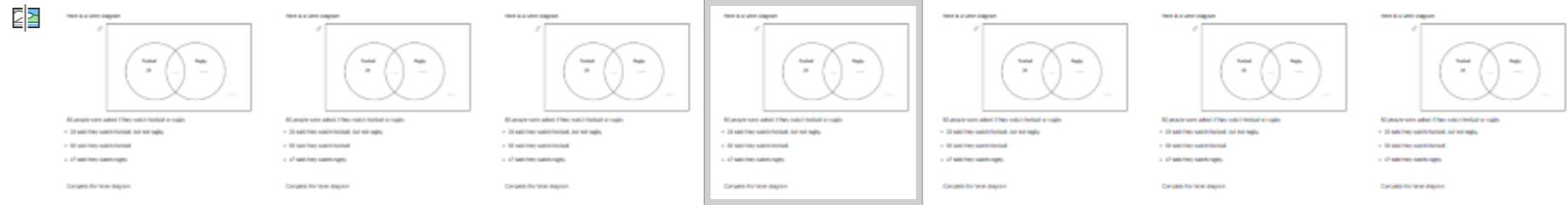
80 people were asked if they watch football or rugby.

- 29 said they watch football, but not rugby.
- 65 said they watch football.
- 47 said they watch rugby.

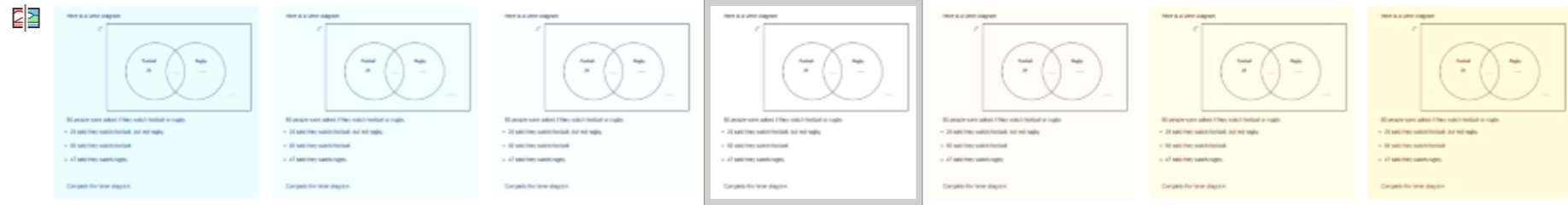
Complete the Venn diagram.

Remove Background Corrections

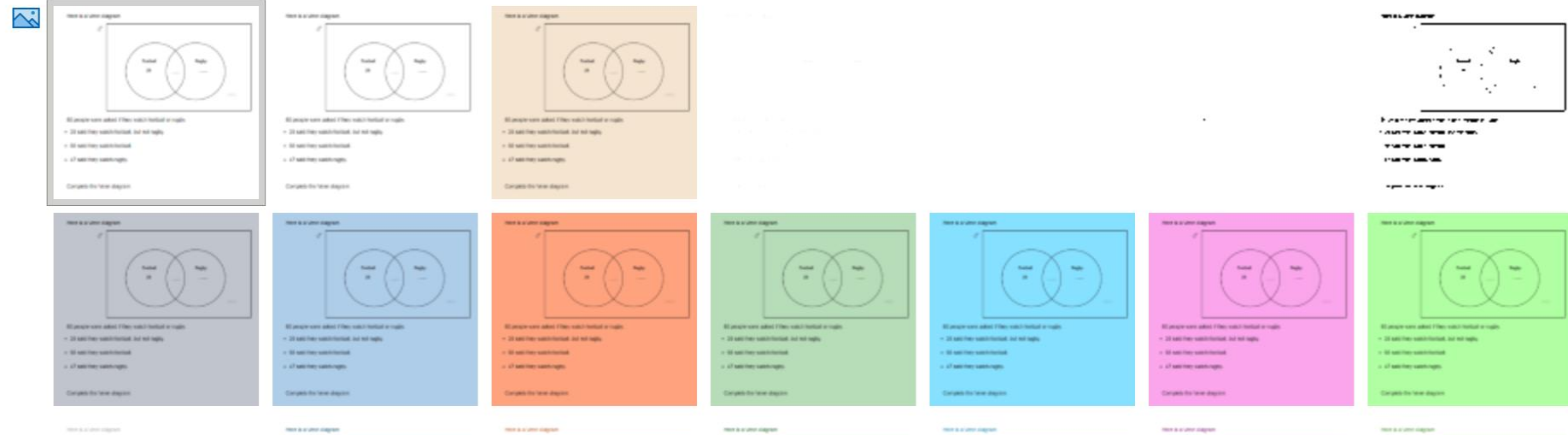
Color Saturation



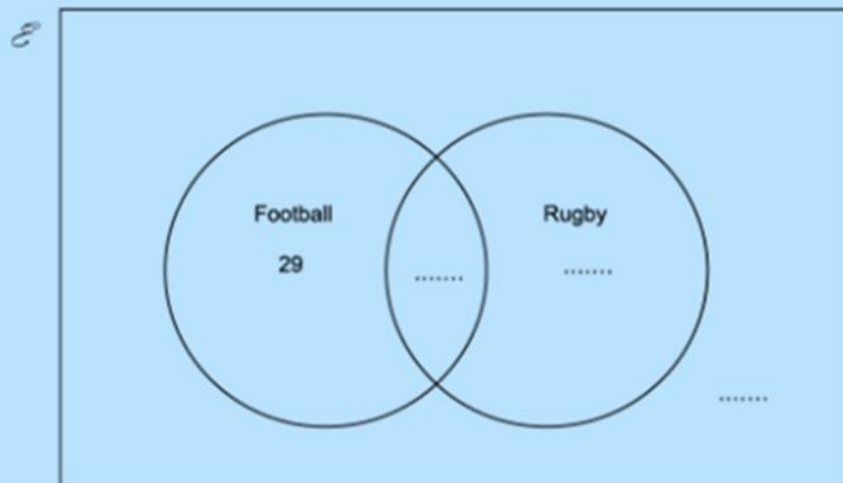
Color Tone



Recolor



Here is a Venn diagram.



80 people were asked if they watch football or rugby.

- 29 said they watch football, but not rugby.
- 65 said they watch football.
- 47 said they watch rugby.

Complete the Venn diagram.

Quick Wins (Resources)

1. Previous line fades
2. Colour images
3. Reduce visual load

Quick Wins (Delivery)

1. Over-learning- explain in a different way
2. Wait time (3 seconds)
3. Avoid board copying
4. Avoid split attention

Where to find more information:

1. [Dyscalculia Network](#)
2. [Dyslexia](#)
3. [ASD](#)
4. [Dyslexia Style Guide](#)