**My weekly discussion board posts**

**Week 1**

**The real**

I previously worked in a senior school as an education assistant (EA), with a boy on the autism spectrum who needed extra support in understanding new concepts. I was able to collaborate with most teachers and was given time during class to assist my student with understanding the concepts taught.

One teacher didn't seem to acknowledge the differences in his class and did not allow time in class for me (or other EA's) to assess this students understanding and help to explain. This teacher did most of his teaching with instructions from the front of the class with some quiet time to work on questions in a book. If i tried to help this student in this class he would become agitated that he was falling behind in book work despite not understanding the class content.

**The ideal**

Ideally teachers at this school would be given some more instruction or training on how to work with EA's ensuring that they have time and space to assist students with complex learning needs. This teacher would also collaborate with EA's to create time during class that allows for differing learners, not just the most advanced.

**Reference**

Foreman, P., & Arthur-Kelly, M, (2017). Inclusion in Action (5th ed). Australia: Cengage Learning.

**Week 2**

**The real**

In a previous job working as an education assistant (EA) there was a girl who had recently come to Australia and had significant difficulty reading her maths questions although she was capable when they were read to her. Adjustments were made to allow her some assistance in class but the unit of work had a graded component that was an investigation which should be completed at home. I was aware that this girls parents had significant difficulty in reading english and realised that her poor comprehension skills would probably negatively affect her grade.

**The Ideal**

The Alice springs education declaration (2019) states that "It is critical for the education community to work in partnership with parents, carers and families to support a child’s progress through early learning and school." It also states that "These partnerships should aim to enhance learner engagement, progress and achievement."

I believe the teacher should have consulted with this girl and her family to assess that they had the means and understanding to complete the investigation otherwise giving the student a chance to complete the task at school with the help of an EA. Building a strong partnership with this family would help to ensure that this students background would not be a limiting factor in her academic achievement.

**References.**

Forman, P. & Arthur-Kelly, M. (2017) Inclusion in Action (5th Ed). Cengage.

Australian Education Ministers. (2019). Alice Springs (Mparntwe) Education Declaration.

**Week 3**

**The real**

A student i worked with very rarely spoke and was much more comfortable answering with body language. In Phys-ed the teacher would often engage students by asking them to repeat key learning phrases or verbally demonstrate their knowledge. This would often cause the student in question great embarrassment especially if it was done in front of the class.

**The Ideal**

Ideally this student would be asked later individually while other students were busy with a task. If possible the student would be given the chance to answer yes or no questions so he was able to use body language or signals.

**Week 4**

**The real**

In a previous role i worked with several students from trauma backgrounds, some of these students probably also had undiagnosed disabilities. Often students would rect in an extreme manner to a small incident or trigger causing them to become angry and even violent. Upon talking with these students when they had calmed down it became clear that they had come to school at a heightened state but did not feel that they could communicate this to their teacher or a member of staff.

**The ideal**

Ideally students would be given the chance at the start of the day to discretely indicate their state of mind or if they needed some extra help. This can be achieved in numerous ways such as having each student give a grade or number to how they are feeling. Making something like this a regular practice ensures that teachers and students know there will be a chance to communicate any issues and it allows for students with more complex needs to express their need in a healthy way.

**References**

Foreman, P., & Arthur-Kelly, M. (2017). Inclusion in action (5th ed.). Cengage Learning.

**Week 5**

**The real**

Working as an education assistant i saw several gifted students in physical education classes where some students were excelling at sports outside of school but often left unstimulated in a physical education class. The talent of these students was often either ignored or they were told not to show off or to be more inclusive of their peers.

**The Ideal**

Ideally these students would be given more advanced tasks or challenges to perform during lessons so they remain engaged too. While the class is given a task like passing a soccer ball more gifted students may be instructed to only use their weak foot or complete twice as many passes. In doing this the teacher may demonstrate that these students do not receive special treatment but are still being challenged to go beyond their current state and learn more.

**Week 6**

**The real**

In a previous role i worked with mainly at-risk students who had complex backgrounds, history of trauma and sometimes displayed extreme behaviours. These students often had specific triggers such as one student who would often become angry and violent if people asked about his parents. Some staff were aware of this and knew enough about his situation to discuss it sensitively and help him to de-escalate when he became heightened. Other staff members would often be unaware and would say something leading to his escalation or simply be unable to de-escalate him at this state.

**The ideal**

Ideally any student with complex needs should have an individual plan, like an IEP (individual education plan) including major triggers and de-escalation strategies. This kind of plan is best made in collaboration with the student and possibly their parents or carers as it enables them to have control and buy-in over their behaviour management and causes them to acknowledge that they have some complex behaviours in need of management

**References**

Foreman, P., & Arthur-Kelly, M. (2017). Inclusion in action (5th edition). Boston.