

A circular watercolor splash in shades of brown and tan, with a rough, organic edge. The word 'EDULATTE' is centered within the splash in a dark brown, serif font. Below it, the tagline 'MAKING AN IMPRESSION IN EDUCATION' is written in a smaller, dark brown, sans-serif font. At the bottom of the splash, the word 'Dine-in' is written in a black, cursive script font. The background of the splash is a light, pinkish-tan wash.

EDULATTE

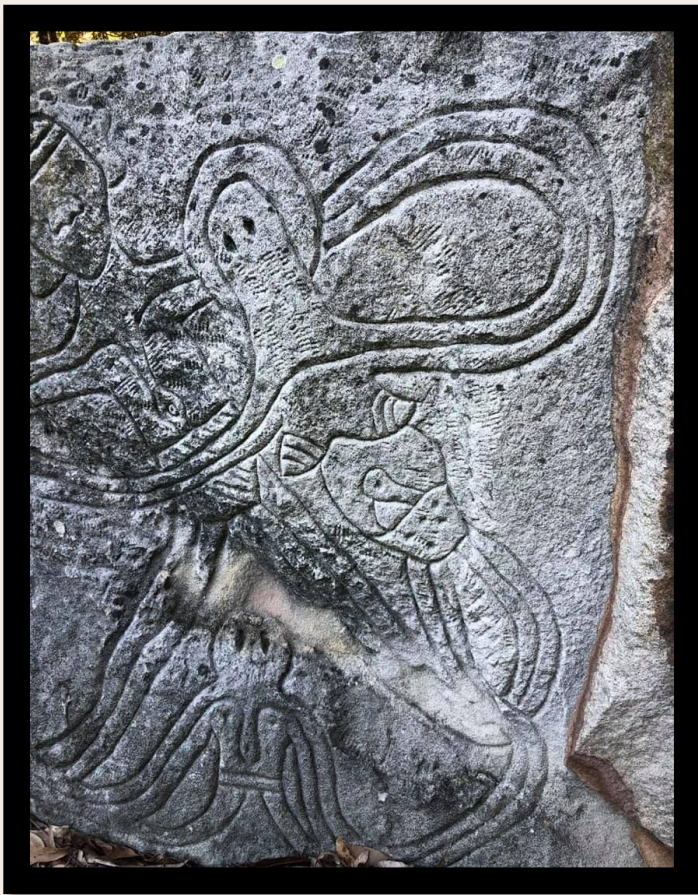
MAKING AN IMPRESSION IN
EDUCATION

Dine-in

PEOPLE | PEDAGOGY | PRACTICE | PASSION

Using pedagogy to engage the reluctant learner

With Dr Sandy Nicoll



Photograph: University of Newcastle,
Callaghan Campus

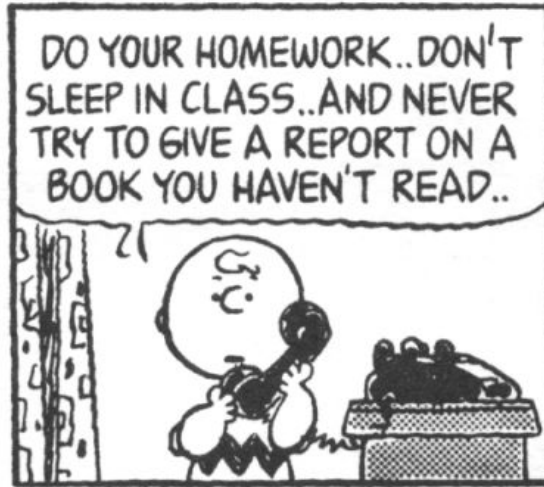
We acknowledge Aboriginal and Torres
Strait Islander Peoples as the traditional
owners of Australia.

Tonight, we acknowledge their
continuing connection to land and water
and pay our respects to elders, past,
present and emerging.

Tonight, Dr Sandy is in **Darkinjung**
Country

The reluctant learner

PEANUTS®



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Comic credit: Peanuts
United Feature Syndicate (1992)



Let me introduce

Dr Sandy Nicoll

Let's talk about this in the practical sense... over to Dr Sandy



Pedagogy:

**The art and science of teaching
(Gore & Ladwig, 2003, p. 6)**

Engagement:

“student interests, background knowledge and cultural understanding through negotiation of learning tasks” enables active participation”

(Department of Education and Training, 2003, p. 29).

INCLUSION:

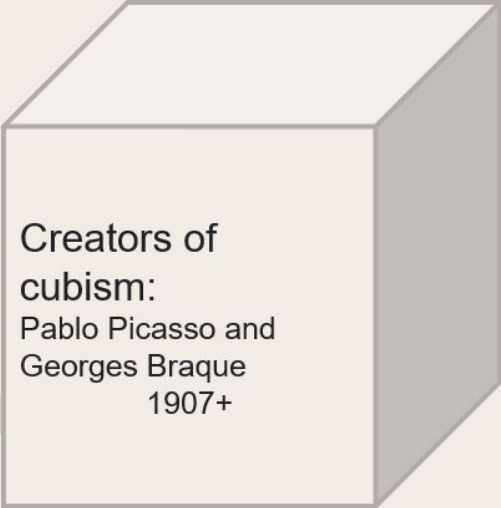
Gaier (2015) notes surprisingly, causes with failure or success may be **subject to bias**.

Klehm (2014) found teachers with more **positive attitudes** towards inclusive education used more evidence-based practices compared to less positive colleagues.

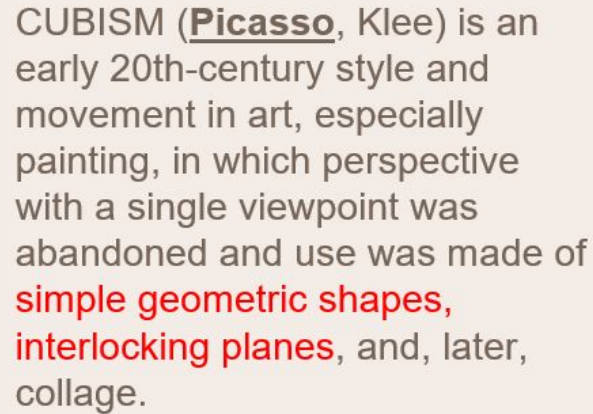
Students with **Specific Learning Disabilities (SLD)** form one of the largest groups of students in any classroom (Maciver, Hunter, Adamson, Grayson, Forsyth, & McLeod, 2018)

Boyle, Topping and Jindal-Snape (2013) note new graduate teacher attitudes **declined** in inclusive education after teaching for just one year.

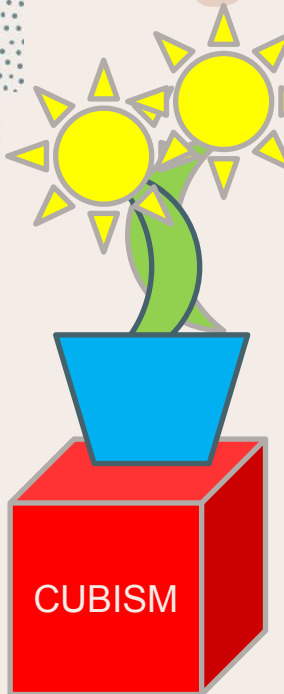
Helpful artistic terminology:



Creators of
cubism:
Pablo Picasso and
Georges Braque
1907+



CUBISM (Picasso, Klee) is an early 20th-century style and movement in art, especially painting, in which perspective with a single viewpoint was abandoned and use was made of **simple geometric shapes, interlocking planes**, and, later, collage.



HOOKS

MART with Dr Nicoll

M: 2-D DIMENSIONAL SPACE

ART: CUBISM

Kandinsky, Klee and Picasso

PAPER

PENCILS

Please sketch as I guide





INSPIRED
PORTRAIT

PICASSO SAID, "LEARN THE
RULES LIKE A PROFESSIONAL
SO YOU CAN BREAK THEM LIKE
AN ARTIST"



CUBISM

WASSILY KADINSKY TOLD US



Circles in a Circle

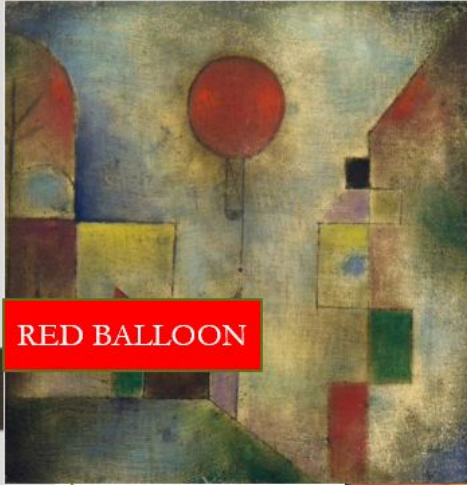
“Everything starts from a dot...”



Black and Velvet



CUBISM



RED BALLOON



Paul Klee said, "A line is a dot which went for a walk."



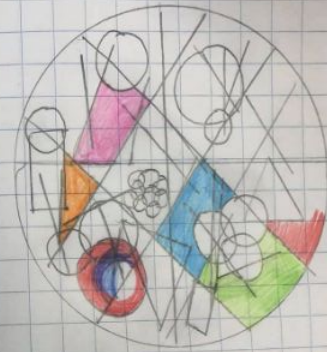
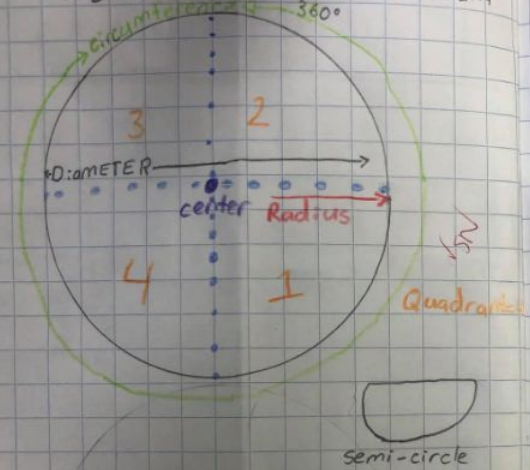
CUBISM

EXPLICIT

LET'S AGREE ON A FEW RULES LIKE A PROFESSIONAL

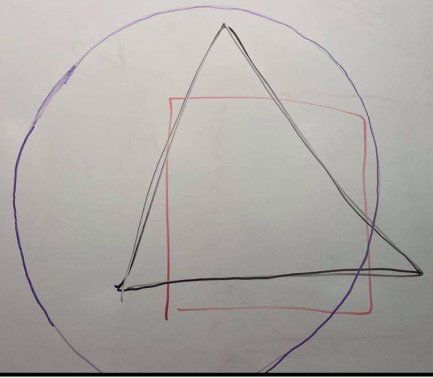
SHAPE	NUMBER OF SIDE	NUMBER OF CORNERS	DRAW THE SHAPE
CIRCLE	1	0	
TRIANGLES	3	3	
SQUARE	4	4	
PENTAGON	5	5	
HEXAGON	6	6	
OCTAGON	8	8	

MART -2-D and surrealism 15/8/2019



**HOOKS THROUGHOUT:
OUR ARMS ARE LIKE
COMPASSES**

PRACTICE 1
Pretend you're a Compass!



Triangles

Rules: Σ

3 Sides

3 Angles

3 Angles equal

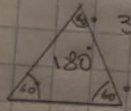
180° angle



① Equilateral Triangle

3 sides are equal

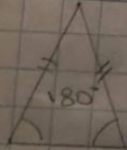
3 angles are equal
 $= 180^\circ$



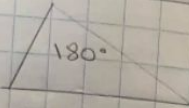
② Isosceles Triangle

2 sides are equal

2 angles are equal



③ Scalene Triangle



no equal sides

no equal angles

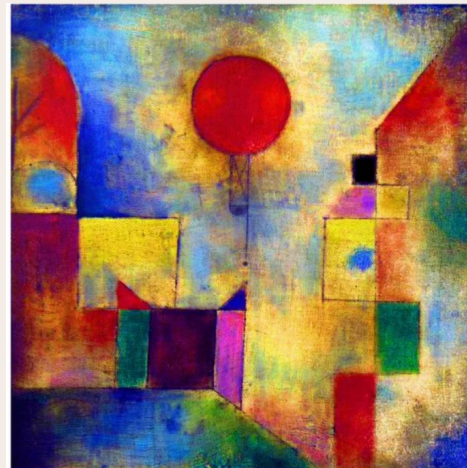
WORK SAMPLE:
EXPLICIT TEACHING

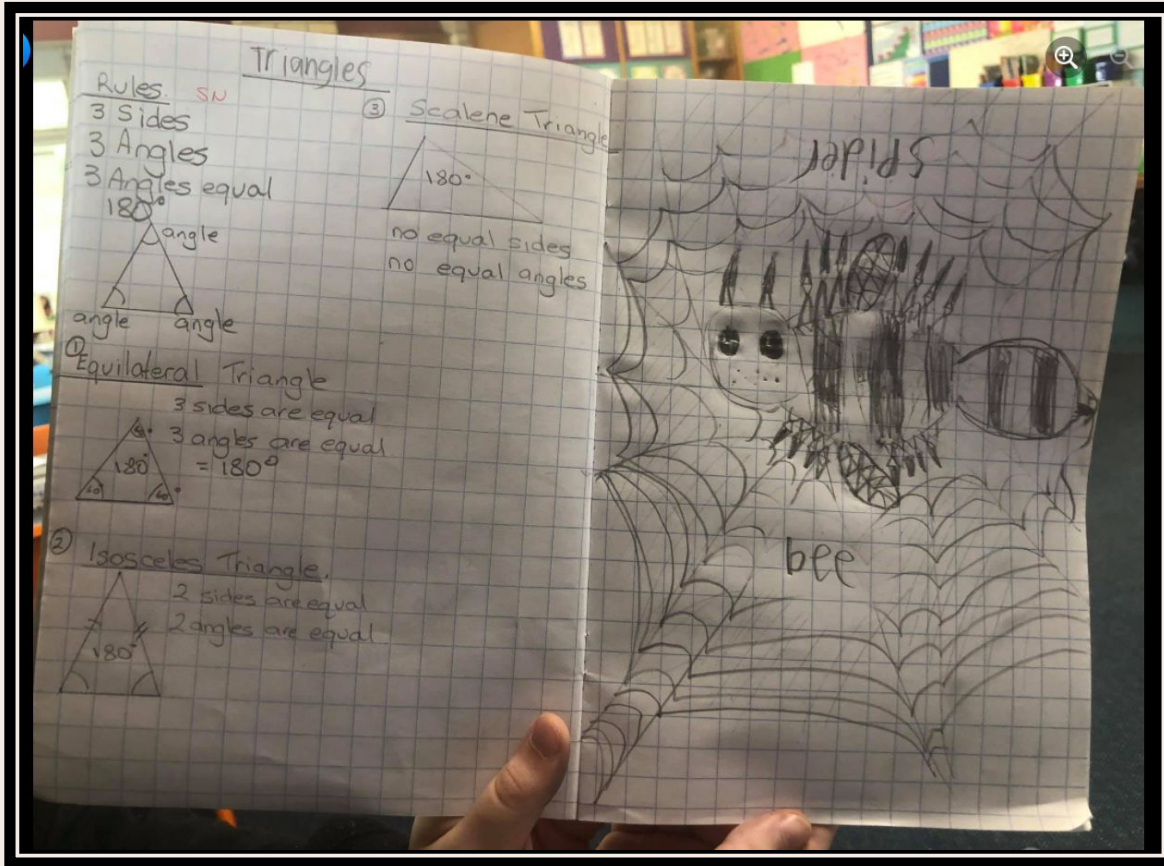
EXPLORATION

Design your own artwork following rules:

- Like Kandinsky draw 1 large circle to cover the outside of your page
(HOOK TIME!)
- Like Picasso draw 3 triangles
- Like Klee draw 4 squares
- Now draw 5 pentagons
- Now draw 6 hexagons
- Now draw 8 octagons

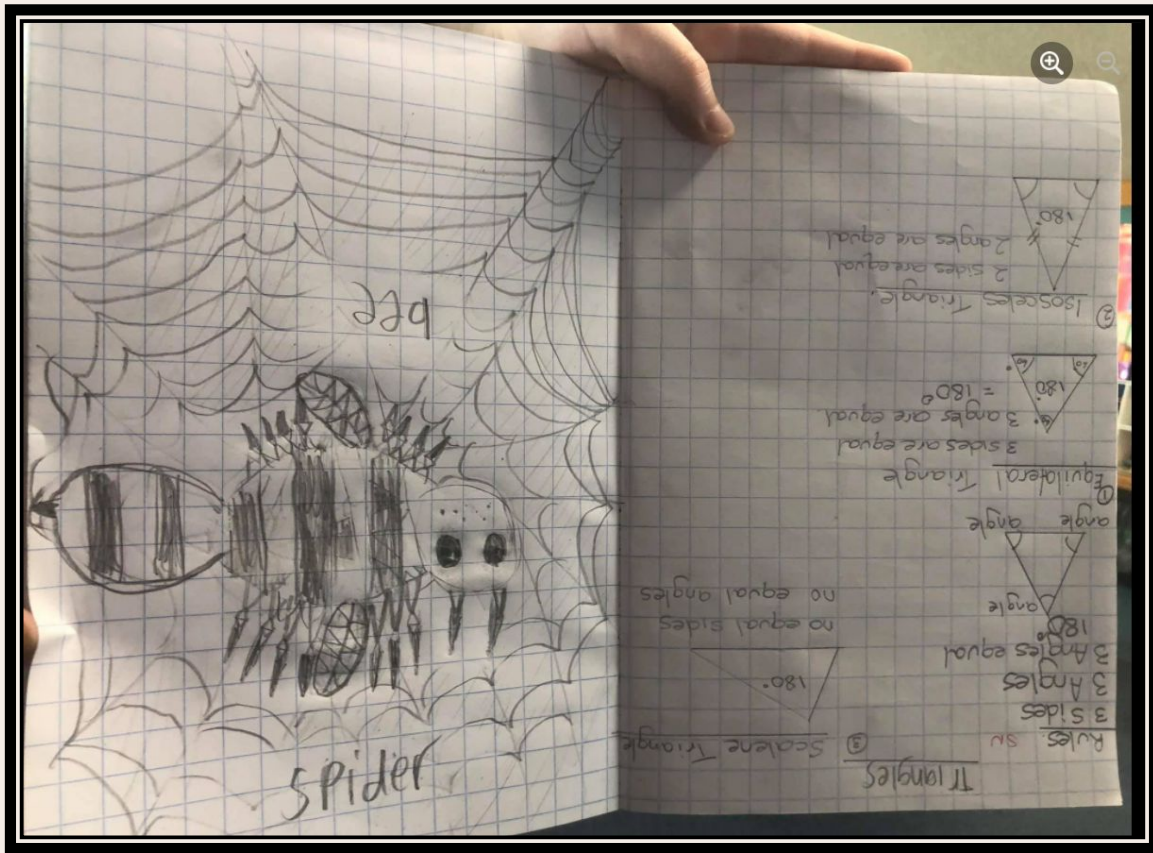
**Like Picasso told us:
We are artists AND we can break ONE
rule!**





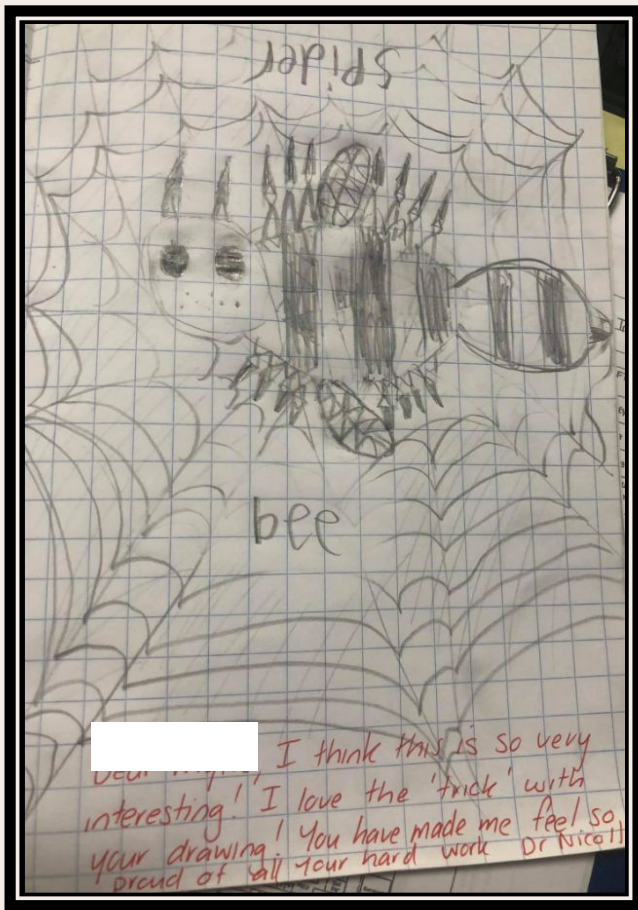
MATHS BOOKS

- LEFT PAGE:
"NOTES"
- RIGHT PAGE:
INQUIRY/CHOICE
EG:
ART



CHOOSE YOUR 'BATTLES'

THE BOY WANTED TO
BREAK ALL THE
RULES. I LOOKED AT
HIM AND SMILED AND
SAID,
"GO FOR IT!"



WHEN HE FLIPPED THE BOOK, MY EYES POPPED.

HE COULD NOT WAIT TO SHOW ME AND THE SLSO SAID SHE HAD NEVER SEEN HIM THIS ENGAGED ALL YEAR!

What does this look like in *My* practise?

- I am constantly working on my own **effective practice** (Nicoll, 2019)- reflection, research and teacher networks
- NSW QTM (Gore & Ladwig, 2003) offers me a framework
- I embrace opportunities for explicit instruction and **hooks throughout**
- I embrace opportunities for my students to have opportunities to inquiry, play and have voice/agency

(the power to act as we choose is a KEY)

Let's put it into context...



Small

- NOT TO SMALL
- Do not have low expectations
 - Do not be the gate keeper
 - Do not be overly strict which can limit student growth



Medium

**JUST RIGHT:
WHEN QUALITY TEACHING IS
OUR PRIORITY, MANY
THINGS FALL IN TO PLACE
LIKE BEHAVIOUR
MANAGEMENT**

**NSWQTM (Gore & Ladwig, 2003)
UDL (Katz, 2013)
Nicoll (2019) effective practice**



Large

- NOT TO LARGE
- “Avoid playing tennis”
 - “Relationships matter”
 - “Say go for it”
 - Encourage inductive thinking rather than deductive

Opportunities to work on my own effective practice (Nicoll, 2019)

1.) N.S.W. QTM (Gore & Ladwig, 2003)

Each of the three dimensions of the NSW model of pedagogy is comprised of a number of elements. These elements are presented in Table 1.

	Intellectual quality	Quality learning environment	Significance
Elements	Deep knowledge	Explicit quality criteria	Background knowledge
	Deep understanding	Engagement	Cultural knowledge
	Problematic knowledge	High expectations	Knowledge integration
	Higher-order thinking	Social support	Inclusivity
	Metalanguage	Students' self-regulation	Connectedness
	Substantive communication	Student direction	Narrative

Table 1: The dimensions and elements of the NSW model of pedagogy

The discussion paper and other support materials related to *Quality teaching in NSW public schools* can be found on the web site:
<http://www.curriculumsupport.nsw.edu.au/qualityteaching/>



Any
Questions?

What lesson might we tackle next?

My slides had hints



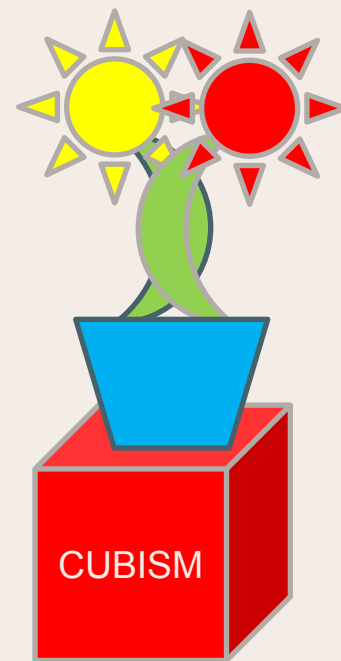
E.G.:

3-D SPACE and 2-D SPACE

PATTERNS (FRACTALS)

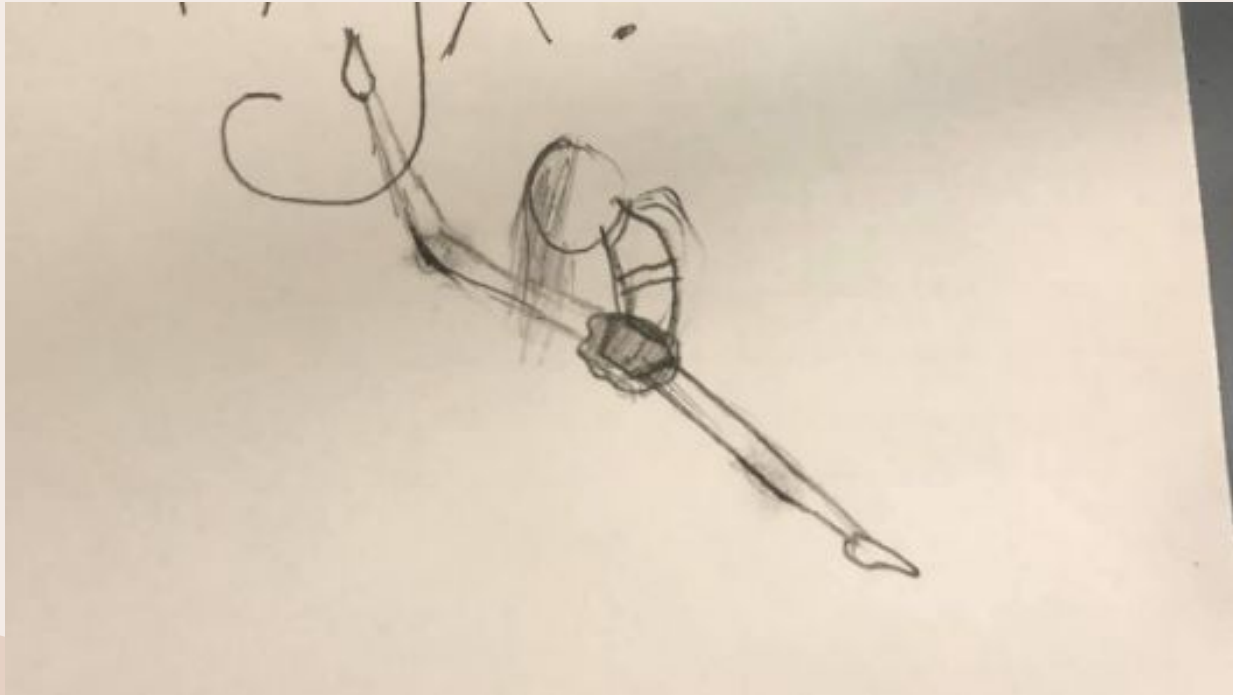
MLART

Maths(Numeracy)-Literacy-Art

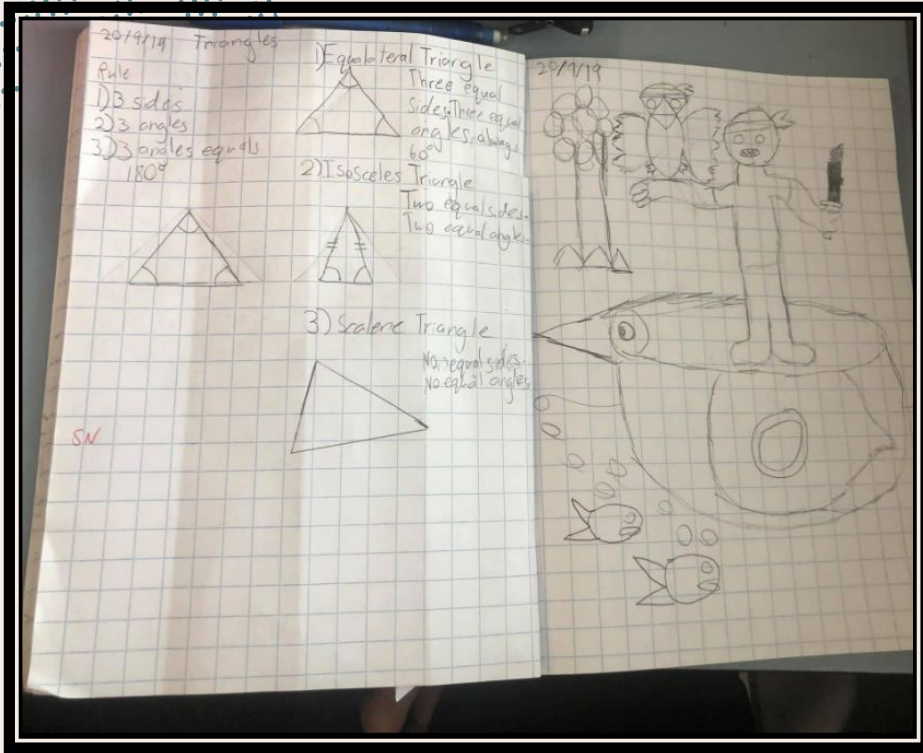


“If we let our students choose to act, they will outshine us!”

Dr Sandy 2/6/2021



OTHER EXAMPLES



Want to connect?



Dr Sandy

Dr Sandy is an experienced and generous educator who has worked in many contexts. Sandy's current role sees her supporting pre-service teachers with the University of Newcastle.



@Sandnicoll | @PSTchat
TIK TOK: Sandy Nicoll



Beck Keough

Beck Keough is the founder of Edulatte and InCURiATE. She is a passionate and curious Primary Educator on the South Coast of NSW. She loves learning from and sharing with others.



@BeckKeough1 | @edulatte1 | @incuriate

Thank you

Do you have any questions?
edulatte1@gmail.com



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- | PEDAGOGY | PRACTICE | PASSION

ADDITIONAL NOTES

N.S.W. QTM (Gore & Ladwig, 2003)

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PAGE 28: Element: ENGAGEMENT

Description of Engagement:

High engagement is identified by on-task behaviours that signal a serious investment in class work. These behaviours include sustained interest and attentiveness, individual focus on work, showing enthusiasm for the work, and taking the work seriously. High engagement may also be evident when students take the initiative to raise questions, contribute to group tasks and help peers.

Low engagement or disengagement is identified by off-task behaviours that signal boredom, a lack of effort by students or effort directed into non-class activities. These behaviours include disrupting the class, talking to peers about non-class matters or daydreaming. It is assumed these behaviours indicate that students are not taking seriously the substantive work of the lesson.

Notes on Engagement: **Page 29**

1. Student engagement is central to learning, and in this sense is fundamental to the work of teachers. Beyond students simply being on-task, the question becomes one of trying to gauge just how much serious investment students have in the work of a lesson.
2. Overt expressions of enthusiasm, or clear demonstrations of trying hard, provide some insight for teachers. Serious engagement, however, often lacks demonstrable forms. It is worth keeping in mind that the coding scale is designed to be based only on what is visible within the coding period.

Notes on Engagement from Page 29

3. Teachers who are familiar with the behaviour of individual students may be the best judges of student engagement. For instance, behaviour which may typically be considered evidence of low engagement (e.g., a student gazing out the window or a student doodling on a page) may be known by the teacher as that student's behaviour when engaged

Suggestions on Engagement:

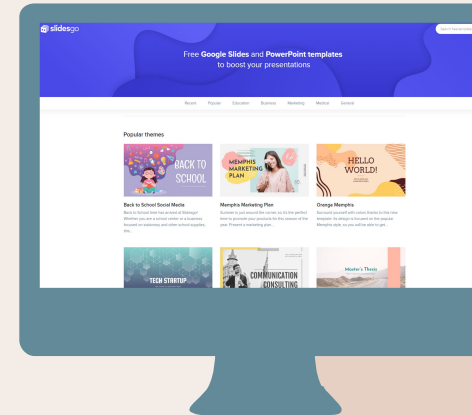
- Promote student ownership and include student interests, background knowledge and cultural understanding through negotiation of learning tasks. Negotiations can be open-ended or can allow the students choice or control regarding aspects such as the mode of presentation, topic, sequencing and pacing of the lesson, possible sources of information and assessment criteria.
- The University of Newcastle offers extra PD

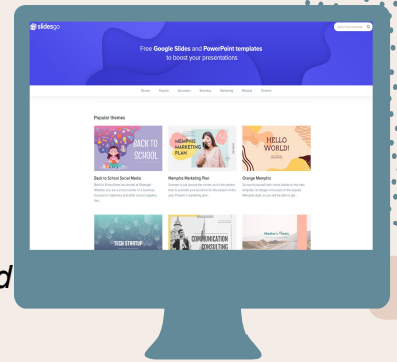
Suggestions on Engagement:

- Challenge students and build success by appropriately structuring learning, e.g., scaffolding for students who need more support and designing open-ended tasks that enable a range of responses or a variety of pathways.
- Connect learning to what is meaningful and interesting to particular students, e.g., relate the significant ideas to, and include, people with expertise in the field, community events, issues or trends in popular or youth culture.
- Negotiate varied roles within groups to enhance inclusion and support for all students and joint ownership of tasks, such as in WebQuests

Where can you find out more?

- Gaier, S. (2015). Understanding why students do what they do: Using attribution theory to help Students succeed academically, *Research and Teaching Education Development*, 31(2), 6-19
- Gore, J. (2019). *Transforming quality teaching to improve student outcomes*.
- Haesler, D. (2006). *School is for me: Pathways to student engagement. Fair Go Project*. Sydney: NSW Department of Education & Training.
- Hancock, K. & Zubrick, S. (2015). *Children and young people at risk of disengagement from school. Commissioner for Children and Young People Western Australia*. Retrieved from <https://www.cryp.wa.gov.au/media/1422/report-education-children-at-risk-of-disengaging-from-school-literature-review.pdf>
- Hayes, D., Mills, M., Christie, P., & Lingard, B. (2006). *Teaching & schooling making a difference. Productive pedagogies, assessment, and performance*. Crow's Nest: Allen & Unwin.
- Katz, J. & Sugden, R. (2013). The three-block model of Universal Design for Learning implementation in a high school. *Canadian Journal of Educational Administration and Policy*, 141(May), 1-28.
- Khlem, M.(2014). The effects of teachers beliefs on teaching practices and achievement for students with disabilities. *Teacher Education & Special Education Journal*, 37(3), 216-240





Leach, L. (2016). Enhancing student engagement in one institution. *Journal of Further and Education*, 40(1), 23-47. <https://doi.org/10.1080/0309877x.2013.869565>

Maciver, D., Hunter, C., Adamson, A., Grayson, C., Forsyth, K., & McLeod, I. (2018). Supporting successful inclusive practices for learners with disabilities in high schools: a multisite, mixed method collective case study, *Disability and Rehabilitation*, 40:14, 1708-1717, DOI: 10.1080/09638288.2017.1306586

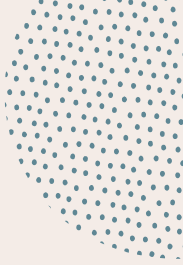
Nicoll, S. (2021). Articles on Engagement can be found on: <https://nicolleducationtoconnect.com.au/>

Nicoll, S. (2019). *Learning to engage students in learning during professional experience*. PhD Thesis.

Retrieved from <https://www.researchonline.mq.edu.au/vital/access/manager/Repository/mq:70990>

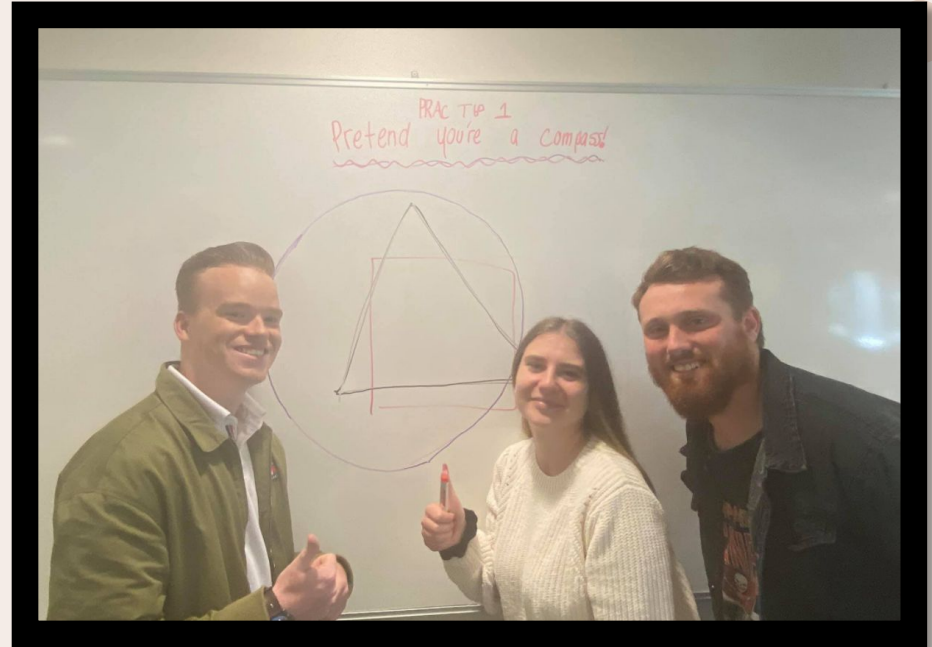
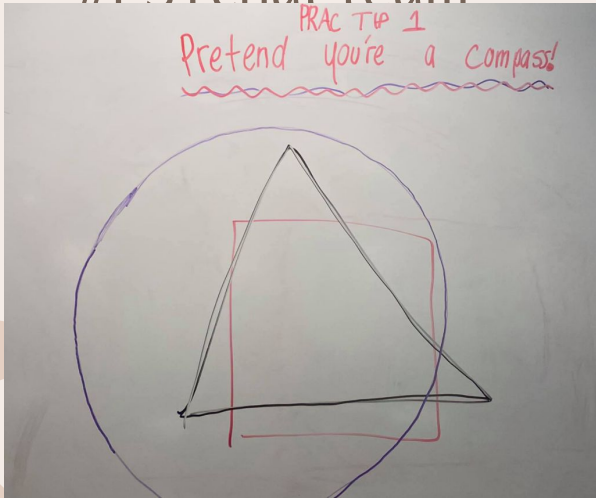
N.S.W. Department of Education and Training. (2003). *Quality teaching in NSW public schools: A classroom practice guide*.

TIKTOK: SANDY NICOLL



- FOR MORE PRAC TIPS

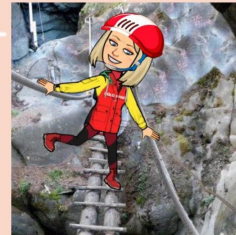
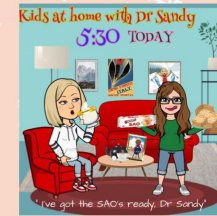
#PSTchat team



INSTAGRAM: [Nicoll Education to Connect](#)
WEBSITE: [Nicoll Education to Connect](#)

FB: KIDS AT HOME WITH DR SANDY HAS OTHER RECORDED LESSONS and RESOURCES FOR FREE

**Just acknowledge the source:
Dr Sandy Nicoll**



OTHER BOOKS OR VIDEOS YOU COULD USE



STAGE 3- I suggest Sydney Nolan or books like Art Gallery



CARTOON:

<https://www.youtube.com/watch?v=eqHJ9gDLkL8>

HANDY G RATED LINK: https://kids.kiddle.co/Paul_Klee



*Mistakes are the
gateway to
discoveries*

*Dr Sandy
21/4/2021*