



Frontline Classrooms

Currency of context for student engagement

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Innovation –

- Harness its power to work smarter not harder
- Be the change you want to see...
- Use only what we need for - blended learning
- **Share what works**



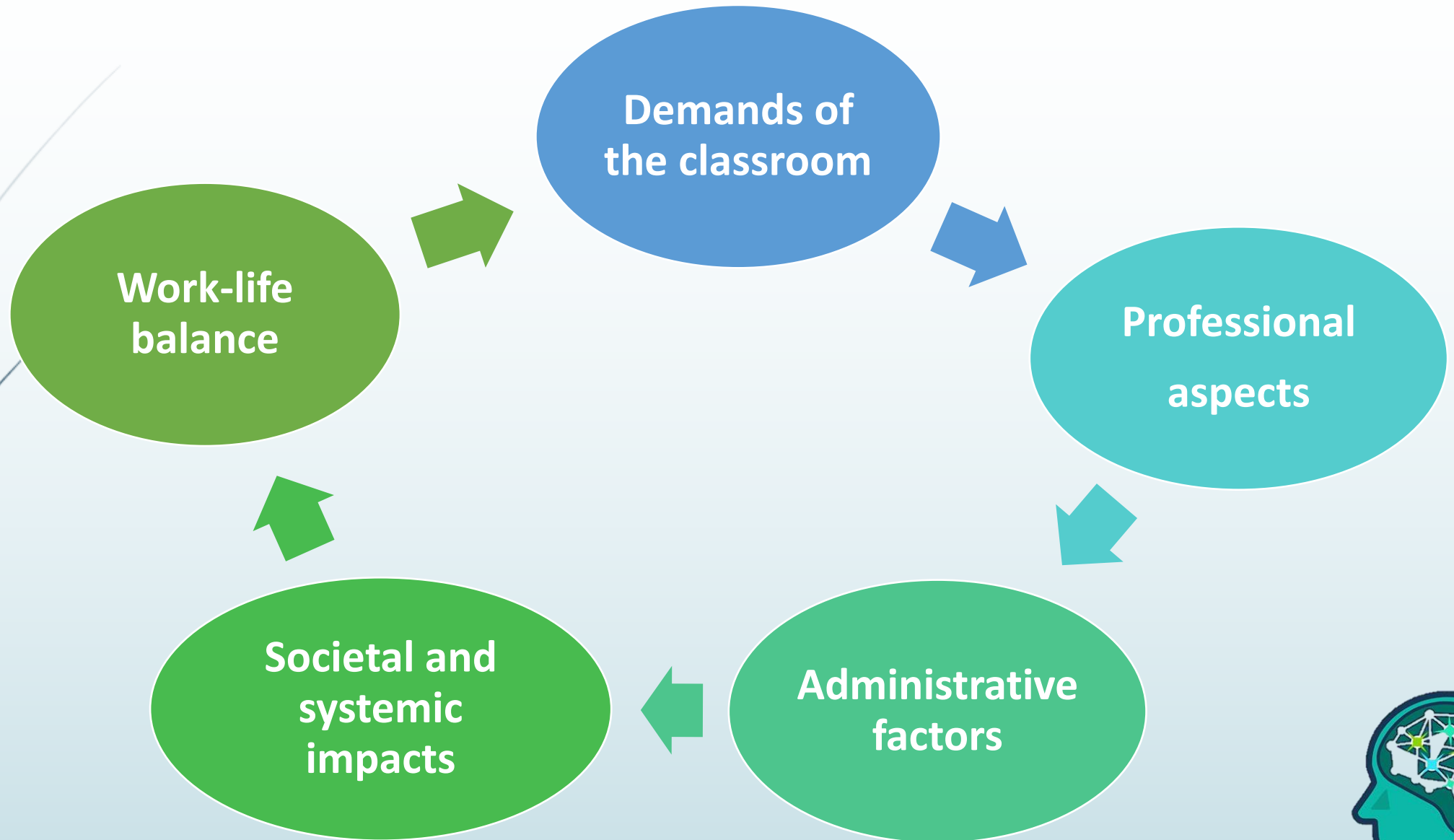


What we will cover today -

- The complexity of teachers' work
- Navigating currency of - **context**
- Where innovation is impactful - **blended learning**
- To meet needs - **collaborate**



The complexity of teachers' work:





The complexity of teachers' work:

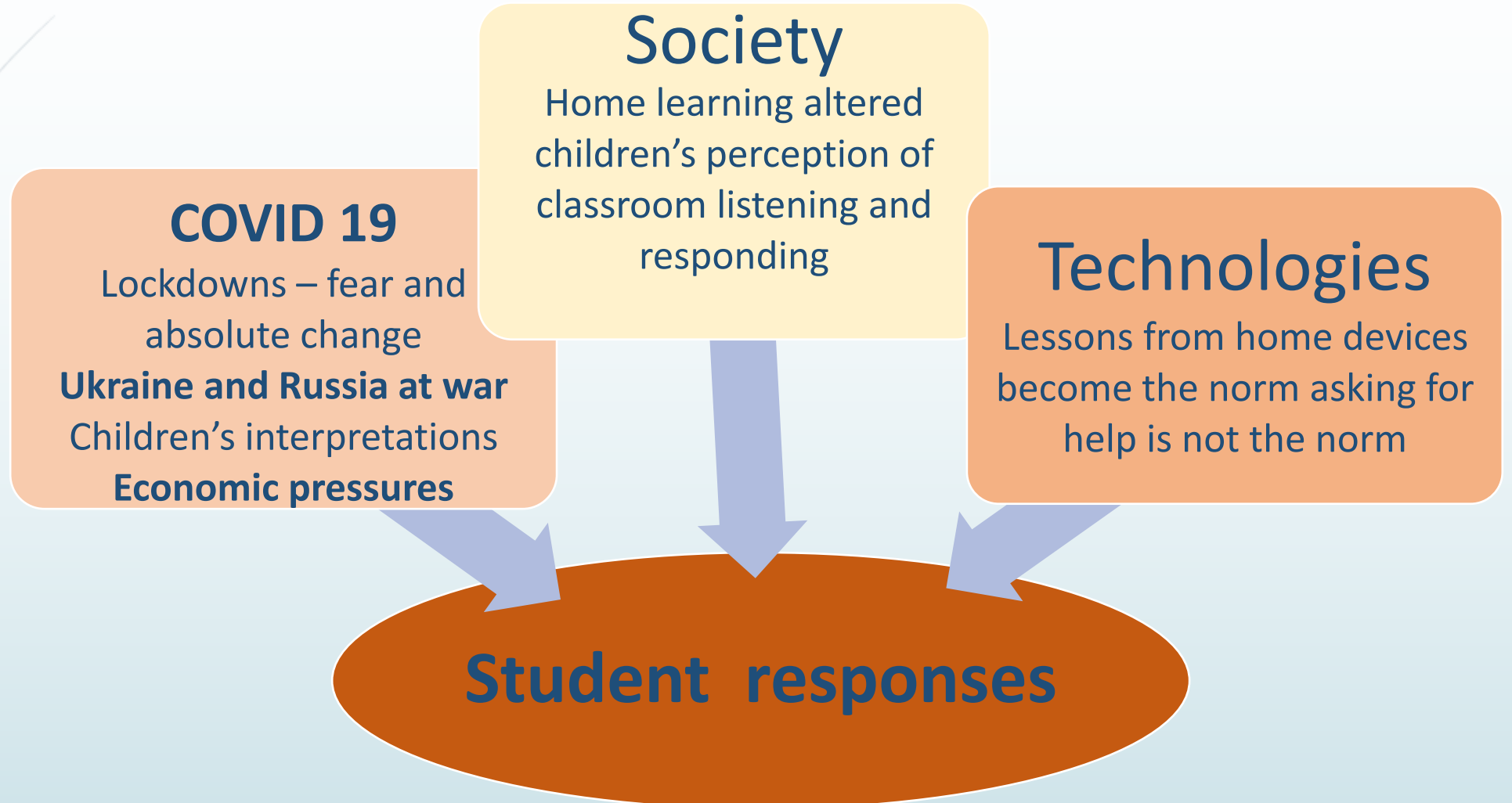
**Demands of
the classroom**



[illegible]



Recent macro effects and children's responses



How will you respond to resulting behaviours?



The complexity of teachers' work:

**Demands of
the classroom**

All learning is state dependent.

Arthur Overton 1960s 1970s research.
Jim Kwik recently popularised this principle.

Their intention :

Students' state of mind will dictate whether
they are in a state to enable learning.



The complexity of teachers' work:

**Demands of
the classroom**



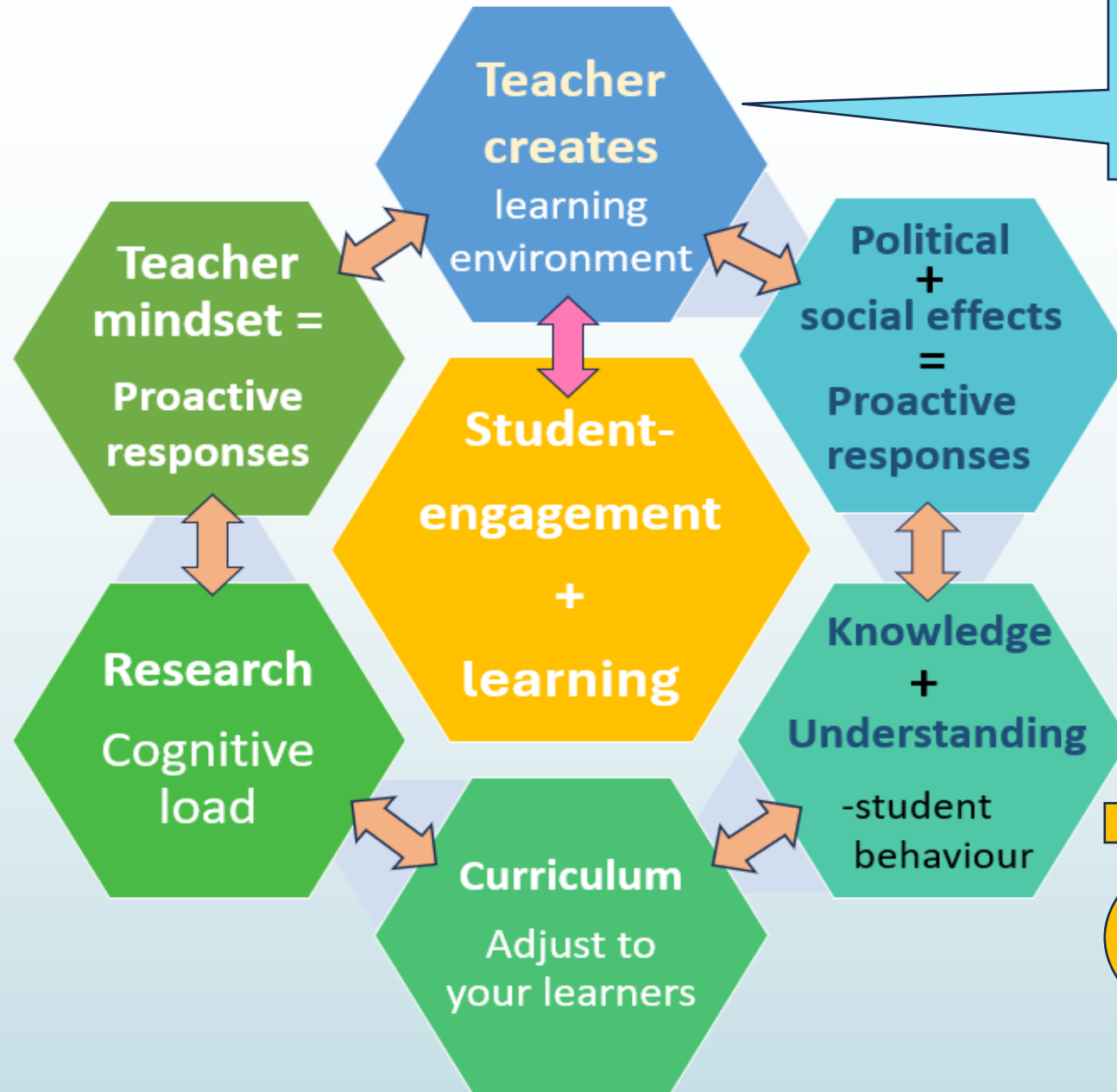
John Hattie's metadata in research concludes – in classrooms:

The mind-frames of teachers are

- the foremost agents of educational change
- drive the engagement of their students



Know your current context:



John Hattie –*Visible Learning*
Teacher Mind-frames as the
agents of change

Student behaviours
are also responses



Knowing currency of context → teacher responses:

- your students > empathise > **build rapport**
- environment > understand > **proactive work around**
- current curriculum > **declutter and design for impact**
- current research > **reasons for design choices**



What we need to know - to understand **how**

The science of learning is evidence-based:

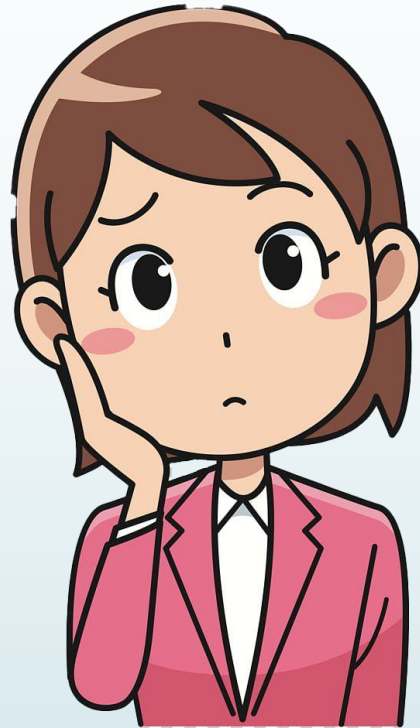
- Explicit instruction works best + comprehensible input (CI)
- Cognitive load theory > 1- 4 pieces of new information
- Memory > integral to learning > **to long term memory**





Setting students up for success:

- excellence and equity = differentiation
- comprehensible input = know your students



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Just because YOU think it's comprehensible – is it?



Now let's see ...

- examples of classroom activities
- **how** knowing and understanding **your current context** works
- engagement in blended learning:

Some examples are:



Limit the extraneous load : Kamishibai



かみしばい



kamishibai



Intrinsic cognitive load vs extraneous cognitive load

Limit the extraneous load:

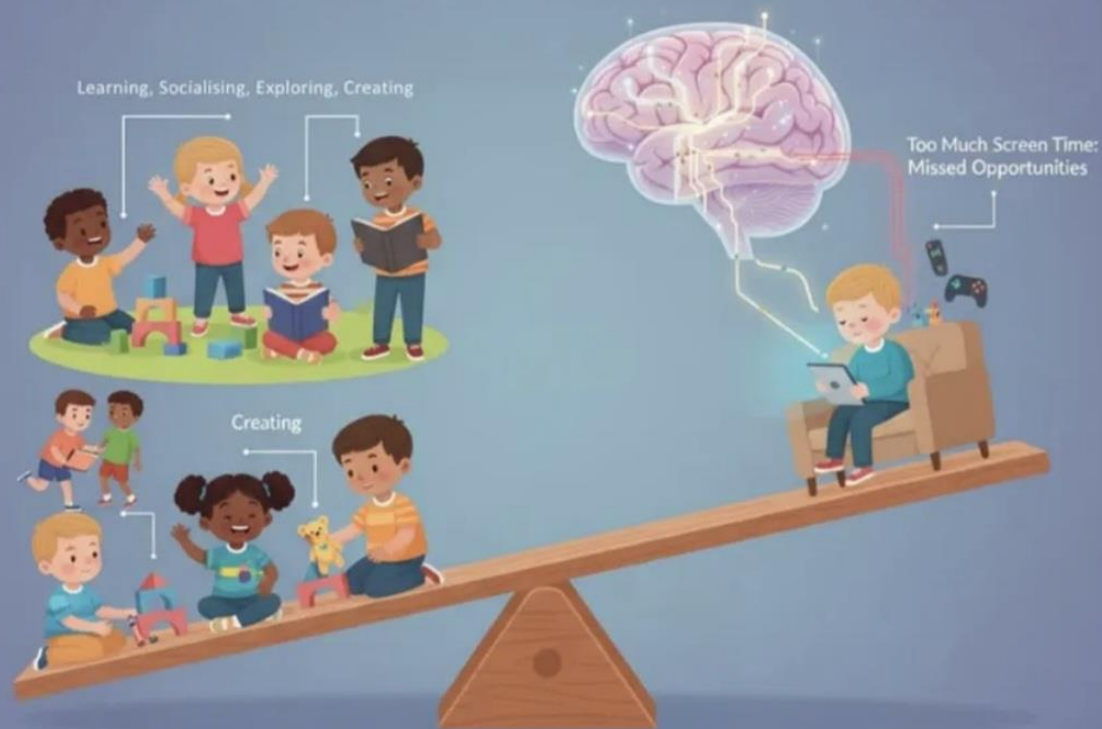




Less Screen, More Play

AGES 3-8: FINDING BALANCE

Expanding worlds, growing connections



BALANCED ACTIVITIES > PASSIVE SCREEN TIME

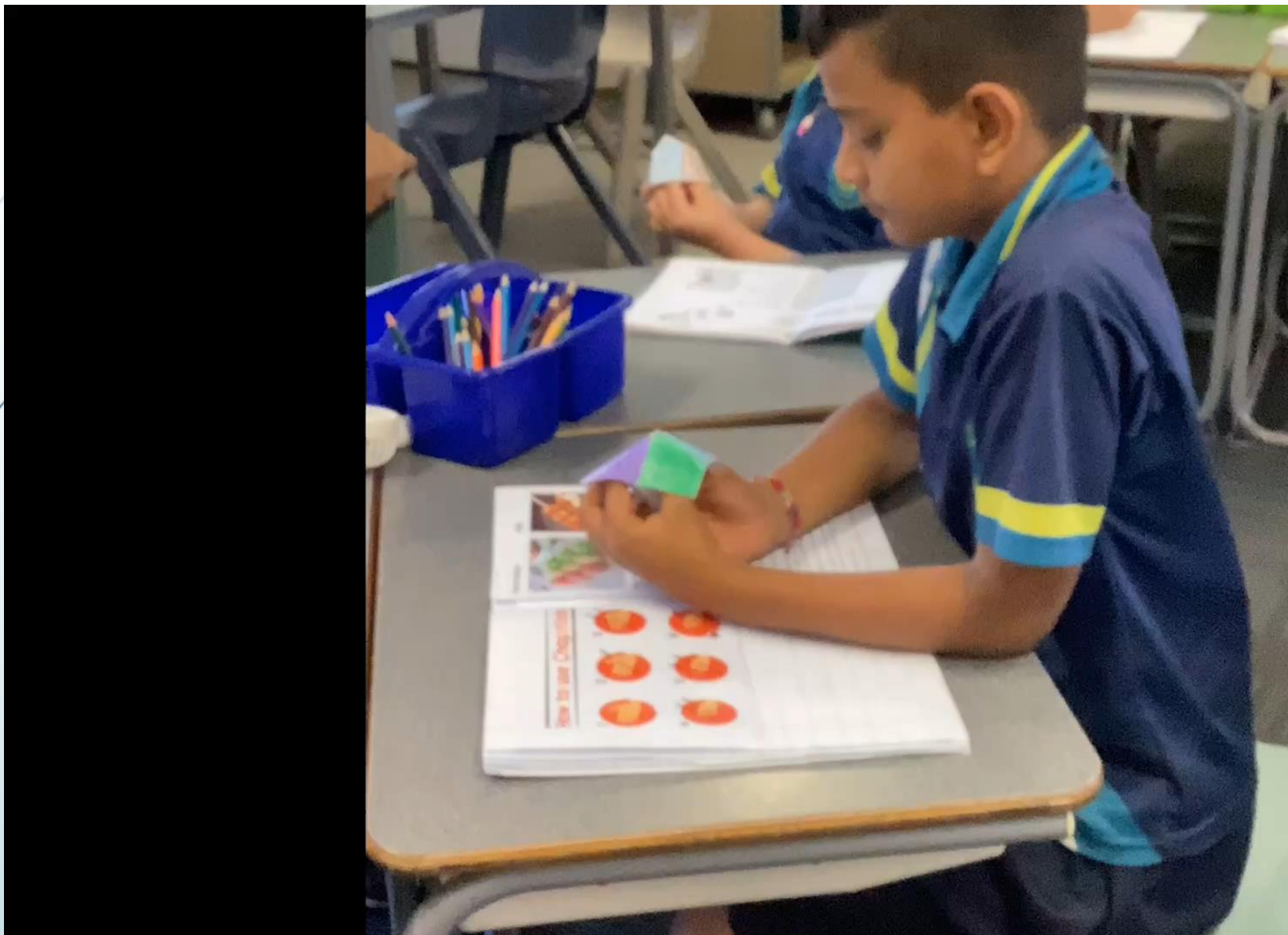
A proverb, for thought...



‘Don’t throw the baby out with the bathwater.’



Intrinsic cognitive load vs extraneous cognitive load + play





We want to engage students
and help them develop long term memories:



It isn't about finding
motivation. It's about creating
it through movement, choice
and action.



Adapt, challenge, engage.

Half-size tsu つ
doubles the next
consonant
Eg. kappa かつば
ka p pa

Combination Sounds

The spelling function of a half-sized (small)

や_(ya) ゆ_(yu) よ_(yo) combined with

another full-sized hiragana is to take away the
vowel sound of the hiragana before it.

Eg. しや is 'shiya' but しゃ is shya

Combined characters

rya	mya	pya	bya	hya	nya	cha	ja	sha	gya	kya
りや	みや	ぴや	びや	ひや	にや	ちや	じゃ	しゃ	ぎや	きや
ryu	myu	pyu	byu	hyu	nyu	chu	ju	shu	gyu	kyu
りゆ	みゆ	ぴゆ	びゆ	ひゆ	にゆ	ちゆ	じゆ	しゆ	ぎゆ	きゆ
ryo	myo	pyo	byo	hyo	nyo	cho	jo	sho	gyo	kyo
りよ	みよ	ぴよ	びよ	ひよ	によ	ちよ	じよ	しよ	ぎよ	きよ

Basic alphabet

n ん	wa わ	ra ら ri り ru る re れ ro ろ	ya や yu ゆ yo よ	ma ま mi み mu む me め mo も	ha は hi ひ fu ふ he へ ho ほ	na な ni に nu ぬ ne ね no の	ta た chi ち tsu つ te て to と	sa さ shi し su す se せ so そ	ka か ki き ku く ke け ko こ	a あ i い u う e え o お
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Modified characters



pa ぱ pi ぴ pu ぷ pe ぺ po ぽ	ba ば bi び bu ぶ be べ bo ぼ	da だ	za ざ ji じ zu ず ze ぜ zo ぞ	ga が gi ぎ gu ぐ ge げ go ご
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Adapt, challenge, engage. The science of gamification...





Use AI as a teacher assistant to maximise results of your pedagogy design.

Character name and appearance

name ^{nama e wa daisuke desu} なまえ は 太すけ です • My name is Daisuke.

^{daisuke} だいすけ
^{kenji} けんじ
^{atomu} アトム
^{hoi} ほい



^{ou to do a ga aru} オウトドア ガール
^{hana ko} はなこ
^{michiko} みちこ



hair ^{kaminoko} かみのけ **[colour +い かみのけ]**

eg. ^{kuro i} くろい ^{kaminoko} かみのけ ^{wo shite i masu} を しています。
He/She has black hair.



^{kuro} くろ



^{cha i ro} ちゃいろ



^{kin passu} きんぱす + ^{na} な ^{kaminoko} かみのけ ^{wo shite i masu} を しています。
He/She has blond hair.

eyes ^{me} め or ^{me} 目 **colour** ^{no} の



^{me} 目は ^{cha i ro} ちゃいろ です。



^{me} 目は ^{ao i} あおい です。



^{me} 目は ^{mi do ri i ro} みどり いろ です。

glasses ^{me ga ne} めがね

^{kuro i me ga ne wo kakemasu} くろい めがね を かけます。
He/She wears black glasses.



clothes

^{se i fuku} せいふく **uniform**

^{yo u fuku} ようふく **Western clothes**

^{wa fuku} わふく **Oriental clothes**

^{ki mo no} きもの **kimono**

^{kak ko i i se i fuku wo kimasu} かっこいい せいふく を きます。
He/She wears a cool uniform.





iPad + pedagogy
= pedagogy



App Selection Criteria



These App Selection Criteria are based on an excellent [five part article in Edutopia](https://www.edutopia.org/article/5-part-article-edutopia-diane-darrow) by Diane Darrow



Blooms Educational AI App Selection Rubric

To understand how the above criteria help you select Apps for Educational Use - Here is a short 7 min introduction to the concept from the Pedagogy Wheel workshop. Have a look at it on YouTube <https://youtu.be/287Zwm8aRog>.

Download the Edu AI App Rubric

Then scan the QR Code and download the Edu App Section Rubric. It is in six parts with measurement criteria for each of the Blooms Cognitive Domains.



AI App Selection Rubric

Helps assess the usefulness of an AI Tool or App. The Rubric helps score the following criteria for an app:

- ✓ Purpose Alignment
- ✓ User-Friendliness
- ✓ Product and Functionality
- ✓ Engagement and Information
- ✓ Accessibility and Security
- ✓ Support and Maintenance
- ✓ Cost-Effectiveness
- ✓ System Integration
- ✓ Scalability and Flexibility



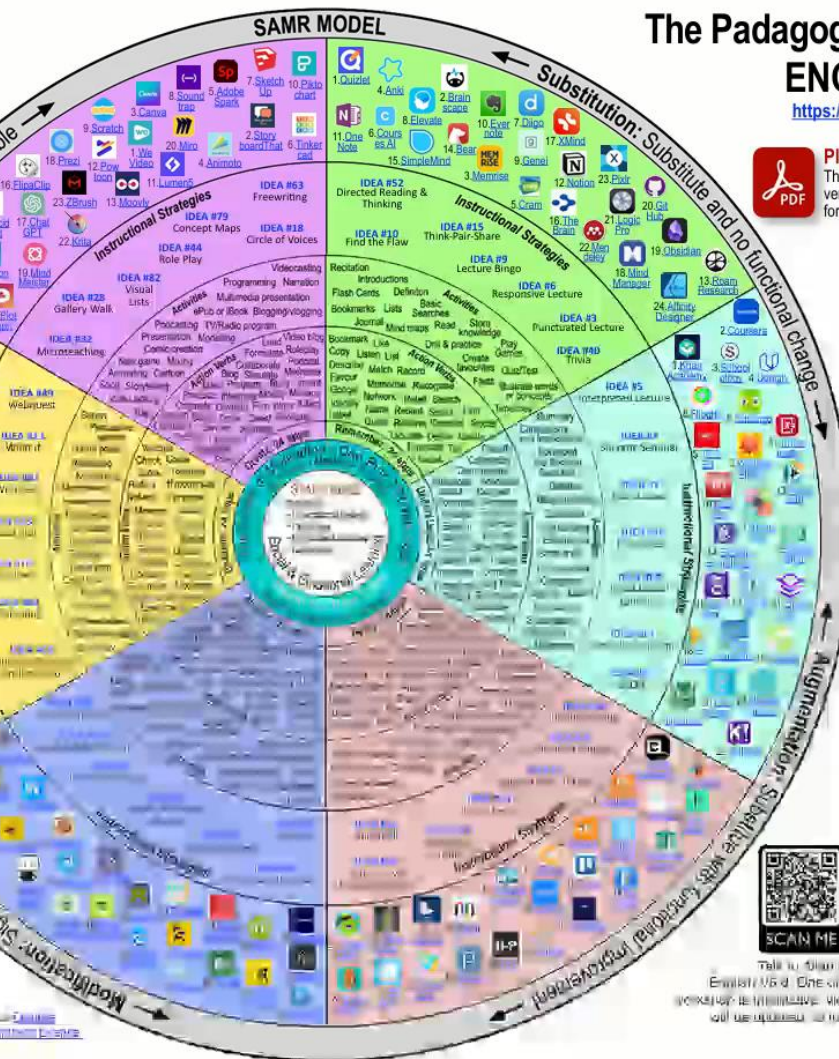
Would you like the Pedagogy Wheel in your Language?

To have a PW in your language it needs to be translated. We are happy to translate it for you. Please email info@pedagogywheel.com or contact us on WhatsApp <https://www.whatsapp.com/channel/00291a11111111111111>.



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The Pedagogy Wheel

ENG AI V7.0

<https://bit.ly/PWENG7>



Please use only Adobe Acrobat

There are 188+ pop up comments on this version. Other PDF readers mess up the formatting of the comments.

Getting the best use out of the Pedagogy Wheel

Use this series of prompts or sub-prompts to check your teaching from planning to implementation.

Teaching for Learning

1. What is the learning goal?

2. What are the learning outcomes?

3. What are the learning activities?

4. What are the learning resources?

5. What are the learning assessments?

6. What are the learning supports?

7. What are the learning challenges?

8. What are the learning reflections?



Pedagogy Wheel One Day Workshop Trailer in English

Talk to Allen Carrington about the Pedagogy Wheel in English V7.0. One of Two Day Workshop curriculum. The workshop is interactive, video based and locally facilitated. This will be published as a book in 2024. The Pedagogy Wheel V7.0 Published July 2024



Blended Learning – with care, design and student-centred.

The screenshot displays the Seesaw 'My Library' page. On the left is a sidebar with navigation options: Home, Seesaw AI (marked 'New'), Explore Libraries, My Library (selected), and Messages. Below these are 'My Classes' listed as 1J, 3/4B JAPANESE, 3J, 3/4B JAPANESE, and 3J, 34C Japanese. At the bottom of the sidebar are 'Scan' and 'Help' icons. The main area is titled 'My Library' and features a grid of activity cards, each with an 'Assign' button. The cards include:

- Year 6 Manga - まんが** Comic (with a Japanese text overlay: '日本語を かきましょう Let's write Japanese with our iPads!')
- Year 4 - Character Profile and Assessment task** (with a 'Once Upon a Time The End' graphic).
- Year 5 Prepositions- My Favourite place.** (with a 'The place I like' graphic and the word 'Preposition').
- Year 6 Comic Vocabulary , grammar particles and...** (with a 'Comic resources and vocabulary' graphic).
- Year 5 - My Favourite Place - Vocabulary resource** (with a list of locations: The Park, The Bedroom, The Beach, The Farm, The Countryside and a list of reasons: fun, happy, my paradise).
- Year 4 - Folk Tales - Momotarou Story and...** (with a 'ももろう PEACH BOY' graphic).
- Y2 LOTE - Review- Song and Number** (with a classroom scene graphic).
- Y5 LOTE T3 - Listening and Speaking -Activity 1** (with a 'Where's Ninja?' graphic).

At the bottom of the screen is a Windows taskbar with icons for the Start menu, Chrome, OneNote, Seesaw, Outlook, File Explorer, and PowerPoint. The system tray on the right shows the date and time as 12/5/1.

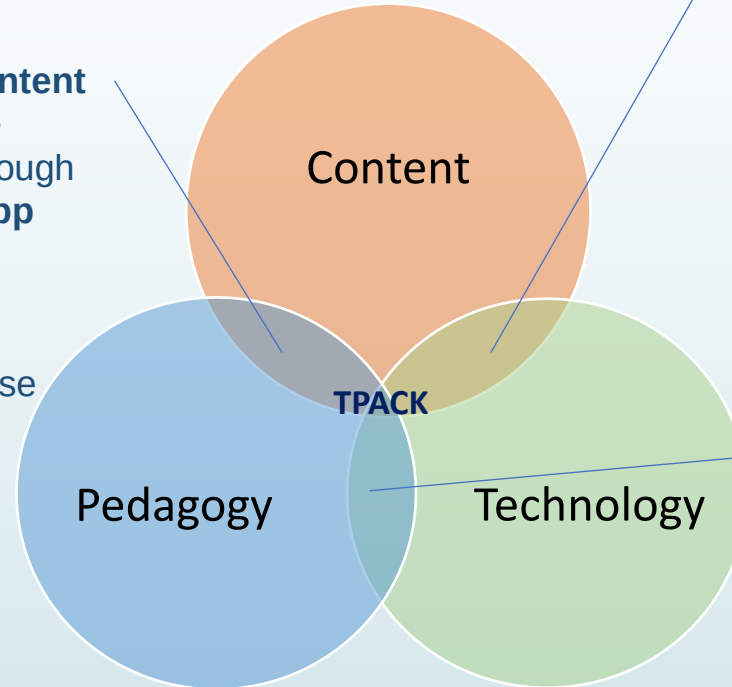


TPACK model

- drives your planning thinking
- and so, your choices in technology use

pedagogy and content

- Will learning be championed through **strategy and app** choice?
- Suitable for phase of learning
- **initial phase** or **mastery?**



content and technology

- **Which app** is efficient to improve the learning or competence?
- **Consider** vocabulary, narrative creation, communication, presentation, information, etc.

pedagogy and technology

- CI, CLT, TPR, AIMS, TPRS, AAP or an eclectic mix
- Does app choice and task flow:
- reflect pedagogical style?
- **enhance learning?**

Who is my audience? What is my purpose?





Innovation – Be the change you want to see...

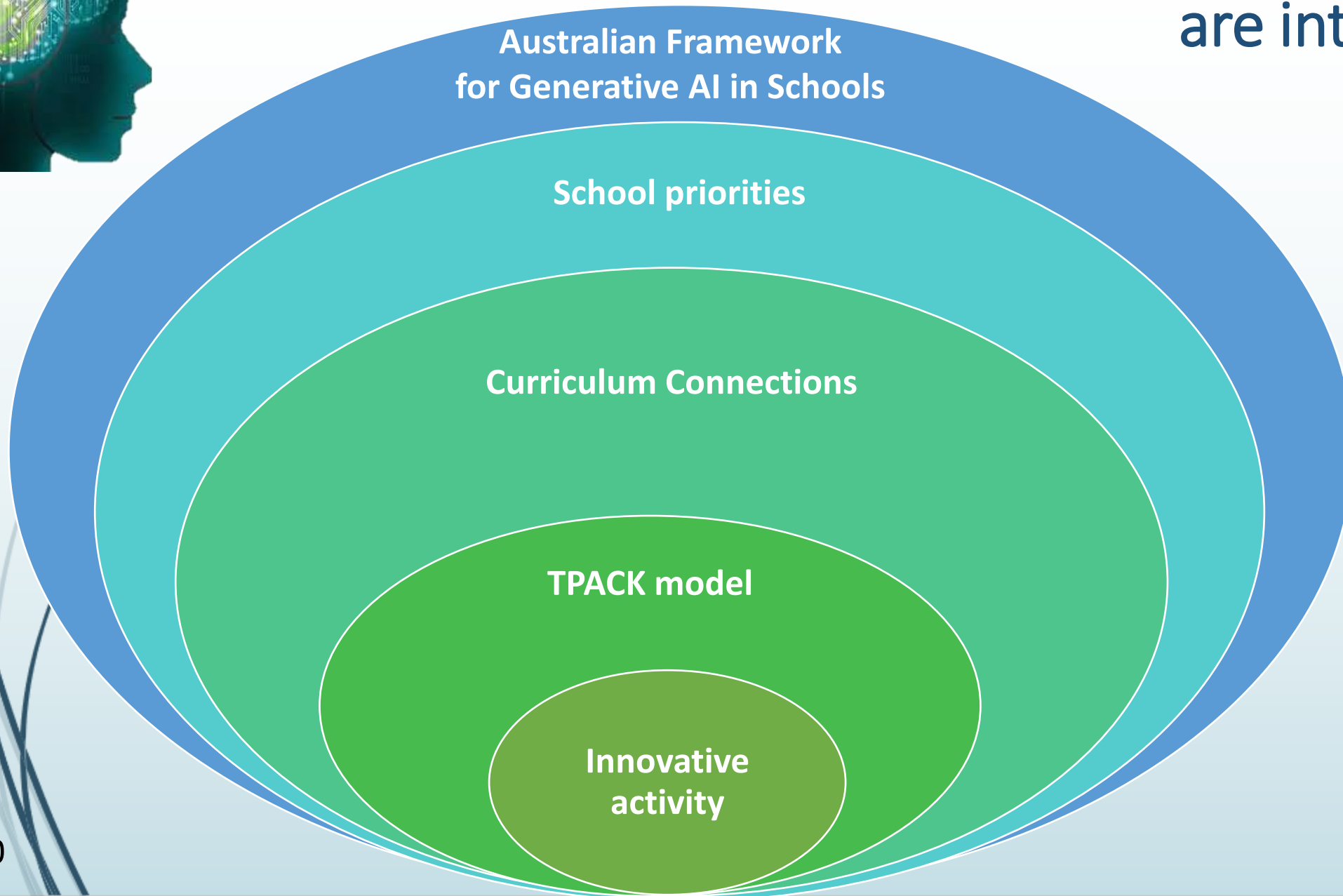
“ We but mirror the world. All the tendencies present in the outer world are to be found in the world of our body. If we could change ourselves, the tendencies in the world would also change. As a man changes his own nature, so does the attitude of the world change towards him. This is the divine mystery supreme. A wonderful thing it is and the source of our happiness. We need not wait to see what others do.”

– Mahatma Gandhi

Joseph Ranseth

Speaker, Author, Transformationist

Considerations and compliance are interrelated





With collaborative work for understanding...

- More teachers and students develop positive mindsets
- Students benefit and become future proofed
- We create well-being for our students and ourselves
- Education ➤ confidence ➤ society prospers





References

- [1].Carrington. A. 2024. *Padagogy Wheel Version 7.0*
https://designingoutcomes.com/assets/PadWheelV7/PW_ENG_AI_V7.0.pdf
- [2] Hattie, J. (2012). *Visible learning for teachers: Maximising impact on learning*. Routledge. Oxon, NewYork and Canada
- [3] Muir and Spencer (2024). *New teacher mindset: Practical and innovative strategies to be different from day one*. John Wiley and Sons. ISBN: 9781394210091
- [4] Queensland Government Australian Curriculum and Assessment Authority. *Australian Curriculum Version 9.0 in Queensland*. (August 2025). (accessed 1 September, 2025)
<https://www.qcaa.qld.edu.au/p-10/aciq/version-9>
- [5] Swain, N. (2024). *Harnessing the science of learning: Success stories to help kickstart your school improvement*. (1st ed.) Routledge. <https://doi.org/10.4324/9781003404965>