

that the student can clearly display on their desk, and by removing objects or classroom materials that distract the student (Lindsay et al., 2014).

In regard to a student with a mild-hearing impairment, I would need to adjust my planning process and differentiate the curriculum to ensure learning difficulties are not overlooked by providing teaching strategies that support inclusive student participation (AITSL, 2017a). **To ensure they gain access to the content being taught, I would pre-teach specific concepts of an upcoming English class in a pre-class tutorial to ensure the student has grasped the new knowledge (National Deaf Children's Society, 2015).** To enhance speech recognition and increase engagement in “active listening behaviours” and “interaction skills” of the English curriculum (ACARA, 2018), I would differentiate the way the student processes the lesson through the use of specialised amplification equipment such as a FM system in class. When incorporating these devices, I need to be mindful that these systems are not cures to hearing loss. Therefore, I need to reduce excessive noise within the classroom and modify my teaching techniques to use visual cues and a clear tone of voice in the direction of the student (Winiger et al., 2016).

To ensure the student is able to demonstrate their understanding of language skills in the English curriculum I would identify any possible barriers to the student's success by implementing the strategy of dynamic assessment, a model based on Vygotsky's zone of proximal development. I would pre-test the student's knowledge on phonics and word knowledge, intervene and interact with the student using a series of graduated prompts, and then post-test to see how the knowledge has changed (Deutsch & Reynolds, 2000). Finally, to ensure the environmental conditions are optimal for the student's learning I would sit them within close proximity to the teaching space, use an app to reduce background noise levels, and plan activities that require minimal movement whilst I am giving instructions or teaching (Winiger et al., 2016). Students with mild-hearing impairment generally exert more cognitive energy due to the level of processing required when learning,