# Construct Your Skills

## Context:

Construction learners are a diverse group, often characterised by strong practical and visual learning preferences, with many also presenting additional learning needs such as dyslexia, ADHD, autism, or reduced confidence in theory-based activities.

PEDI Postcards provide an effective support tool by offering concise, visually engaging, and easy-to-follow guidance that aligns well with the needs of hands-on learners who benefit from clear, bite-sized information.

Because construction sessions frequently involve complex processes—such as health and safety procedures, correct tool usage, and sequential task planning—the structured clarity of PEDI Postcards helps reduce errors, improve recall, and promote independent working. Their design is supported by research on cognitive load, which highlights the benefits of simplified and well-organised information, as well as evidence showing that dual coding can significantly enhance memory, particularly for dyslexic learners. Additionally, structured teaching resources are known to improve outcomes for SEND learners while reducing teacher workload, a benefit reflected in the high engagement and repeated use of these tools by staff, as demonstrated through Padlet analytics.

## The Technique/Method:

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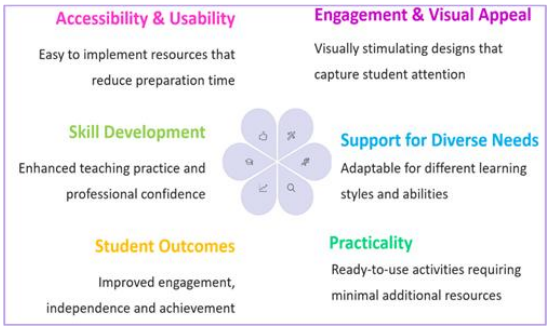
|---|---|
| **Post Card Padlet** | 1 - Open the Postcard Padlet and review the five postcard types:<br>retrieval, new knowledge, application, reflection/revision, and practical no-resource tasks.<br>2 - Check the layout of each postcard. Under each one, you'll find a completed example and a blank template<br>ready to use.<br>3 - Choose the best postcard to match your lesson needs to the Diversity in your lesson |
| **Use the Pedi Postcard AI Agent** | Enter your learner level, any neurodiversity, and your topic.<br>It will generate four tailored postcard options and create worksheets or PowerPoints if needed. |

## See the Technique/Method in Action:

Pedi Postcards - Achievement for All

## Top Tips:




### For Teachers

- Increased confidence in supporting neurodivergent learners
- Improved classroom management
- Reduced planning time with ready-made resources
- Strengthened professional development and peer collaboration

### For Students

- Increased confidence in supporting neurodivergent learners
- Improved classroom management
- Reduced planning time with ready-made resources
- Strengthened professional development and peer collaboration

> "The postcards have transformed my teaching approach. I now have tools that actually work for my neurodivergent students, and all learners are benefiting."
>
> - Vocational lecturer, Derby College Group

## Dig Deeper:

1. Understanding Autism - National Autistic Society (2020) Understanding autism: Support and resources. Available at: https://www.autism.org.uk/ (Accessed: 25/1/25)

2. Dyslexia Defined - Carroll, J., Dixon, M., Holden, C., and Snowling, M. (2025). Dyslexia defined: what teachers and schools can do. Tes Magazine. Available at: https://www.tes.com/magazine/teaching-learning/general/dyslexia-defintion-how-teachers-and-schools-can-help

3. Assistive tech and tools - Microsoft (n.d.) Assistive technology and accessibility tools for education. Available at: https://www.microsoft.com/en-us/accessibility

## Monitoring Progress and Impact:

The impact of the technique can be monitored through a range of qualitative and quantitative measures.
**Peer observations** allow colleagues to focus specifically on how effectively the technique is embedded, highlighting strengths in student engagement, clarity and independence.
**A short reflective journal** after each use enables the teacher to track what worked well, identify patterns over time and refine the technique accordingly.
**Student feedback**, gathered through exit tickets, surveys or quick in-class discussions, provides direct insight into how helpful and accessible learners find the approach.
**Confidence scales** and self-assessment checklists can show increasing student assurance when tackling tasks linked to the technique.
**Assessment data** also provides clear evidence of progress; comparing written work, practical outputs or quiz scores before and after implementing the technique can demonstrate improvements in accuracy, structure or depth of understanding.
**Routine work scrutiny** helps identify whether students apply the technique consistently and with increasing sophistication.
**Observing learning behaviours** such as participation, independence and problem-solving—adds further evidence of impact.
Finally, brief **learner-voice** conversations help capture how the technique supports understanding and motivation, providing powerful qualitative data to inform next steps.