**Posture and positioning for literacy engagement**

The physical set up and environment of a student’s learning space can maximise their opportunity to attend and engage.

**Helping students engage in literacy and learning**

**Environmental factors**

Student position

Walk around the classroom and view the board from different angles, check for places where it would be hard for a student to see you and anything blocking a student’s line of sight to the board.

Squat down to the students eye level, is there glare from the lights or windows? Is there part of the classroom that is ‘busy’ to look at?

Glare and environment

Consider the difference in noise levels inside and outside the classroom - during transition times? On one side of a room compared to another?

Noise

How can students engage and express in multiple ways? For example, where ever possible information could be presented on the board and on the desk.

Universal design for learning

**Physical set up**

Desk and chair

When using a desk and chair, ensure the chair height is appropriate, feet flat on the floor, elbows/forearms resting on desk, shoulders relaxed.

Alternative

positioning

Consider alternatives for learning activities for example: standing, working from vertical surfaces (whiteboard, easel etc.), sitting or lying on the floor.

Are students needing to constantly turn their heads or bodies, and/or look up/down from the board? Consider how this can be minimised.

Student position

**Pain and fatigue**

Movement

Time of tasks

Offer regular changes of positions or movement opportunities. This could be a whole class movement break or asking student to collect/hand out materials.

Consider the length of time students will be engaged in a task, what is realistic and appropriate? Monitor for signs of discomfort and/or fatigue.

**References**

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