

THE TEACHER

AN INTENTIONAL PLANNER
AND LEARNING FACILITATOR



Points to consider in lesson planning



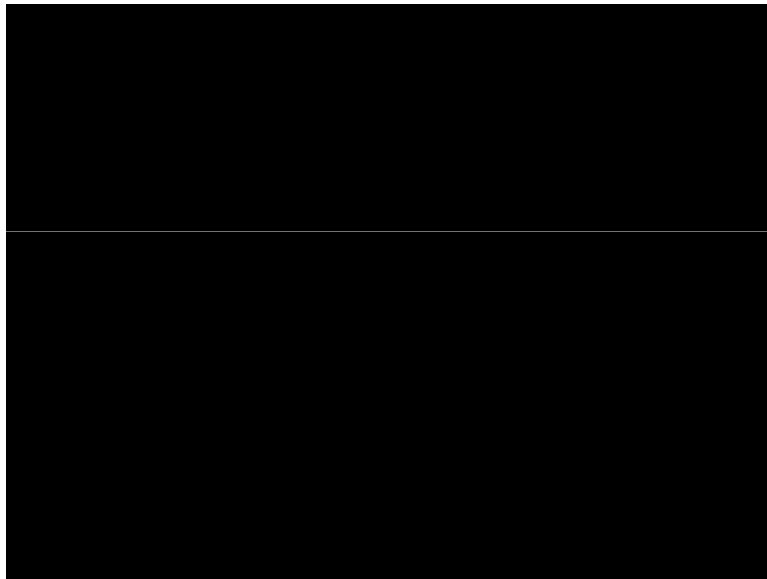
- Learning objectives
- Use of LML Language
- Teaching strategies

Why do we need learning objectives?



- Students need to know where the lesson is headed.
- Students and teachers need a measure against which they can assess their acquired knowledge/ skill by the end of the lesson/ topic.

Learning objectives



Watch the video clips of different teachers sharing objectives. In your group, list 3 adjectives that you think would describe a good objective.

Learning Objectives should be...

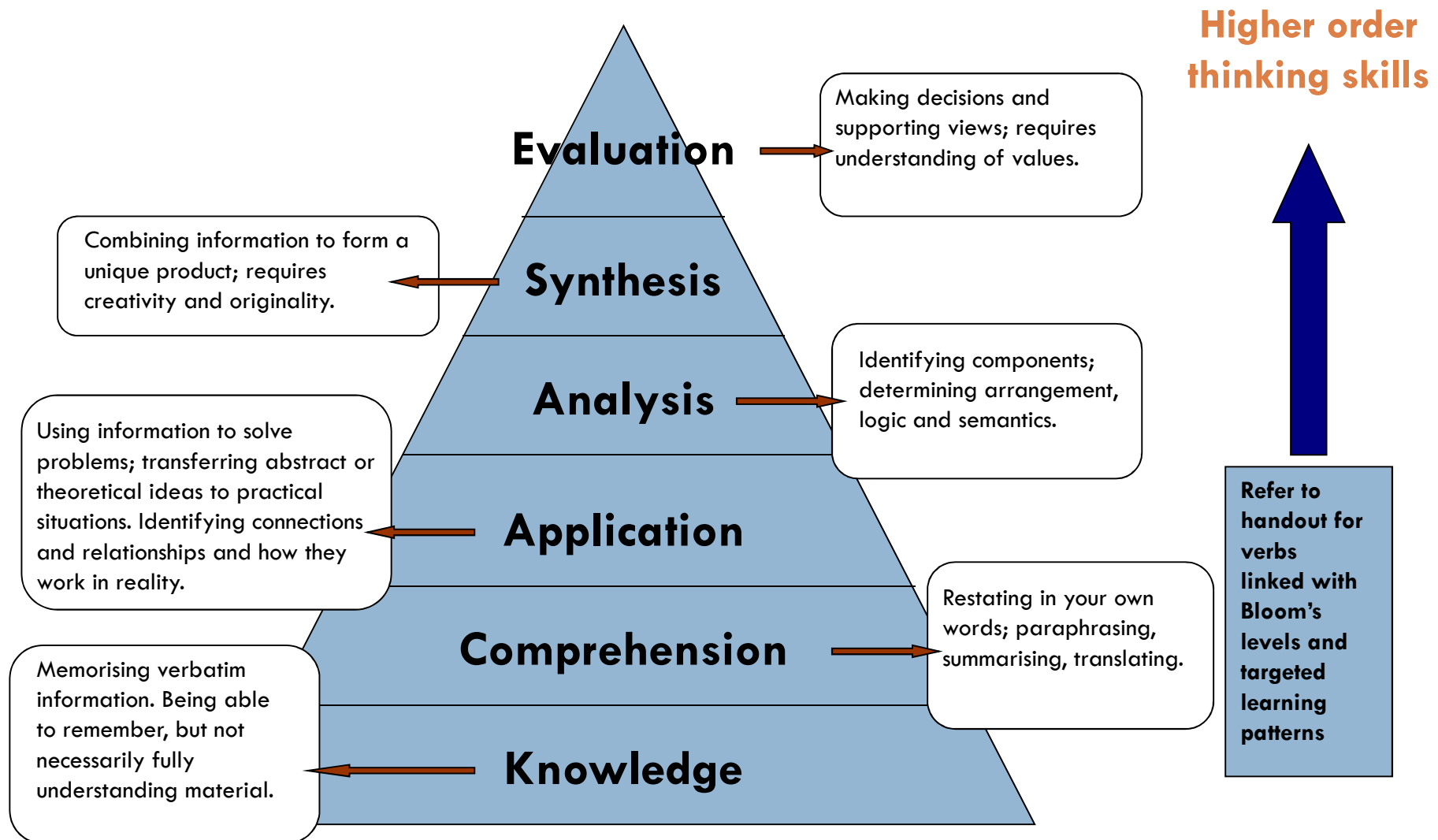


- specific
- measurable
- short-term
- observable student 'behaviours'

Avoid using abstract verbs like 'learn' and 'understand', but rather specify how the students will show you what they can do.

Example: the learner will be able to **identify** and **label** different parts of the human skeleton (Sequence and Precision)

Using Bloom's Taxonomy in the Construction of Learning Objectives



Learning Objectives



- the learner will be able to **identify** and **label** different parts of the human skeleton.
(Sequence/Precision)(knowledge)
- The learner will be able to **write** a detailed description of Lady Macbeth.
(Precision)(knowledge/comprehension)
- The learner will be able to **solve** given problems involving fractions. (Technical)
(application)

Discuss whether these statements are objectives or not



1. The learner will demonstrate, using a diagram, how refraction of light occurs. (objective) (Technical)
2. The learner will work in groups to discover the cause and effect for magnetic forces. (describing an activity)
3. The learner will describe the main character in the story. (objective)(Precision)
4. The learner will cut out symmetrical shapes to use during art activities later on. (describing an activity)

Discuss whether these statements are objectives or not

5. The learner will list three characteristics of invertebrates.
(objective)(Sequence and Precision)
6. The learner will dramatise a situation in which he/she shows what action to take regarding internet safety rules.
(objective) (Confluence)
7. The learner will arrange a set of numbers in increasing order.
(objective) (Sequence)
8. The learner will spell and write the following sight words 'I', 'the' and 'said'. (objective) (Precision)

After decoding your objectives...



- Look at your class profile.

“What modifications do I need to make in view of this profile?”

“Can I reach the same set of objectives by using different tasks?”

- Teaching Strategies

Teaching strategies

Ex 1: The learner will demonstrate, using a diagram, how refraction of light occurs. (Technical)

Class average: S – 29 P – 25 T – 15 C – 19

- Show step by step how the process of refraction occurs using a number of examples (S)
- Explain why refraction occurs, giving detailed information as to why and how it occurs (P)
- Show students how to draw and label the diagram (S + P)
- Allow some time for students to ask questions or discuss with the person next to them to check for understanding (S + P)

Teaching strategies

Ex 2: The learner will describe the main character in the story. (Precision)

Class average: S – 24 P – 18 T – 25 C – 32

- Give students a sample of what a character description should look like (point out adjectives used and other important information) (S)
- Show students how to highlight/cut out important information from a text which is needed to build the character description (P)
- Give students opportunities to dramatise the character, making sure they stay faithful to the character in the story (C)

Teaching strategies

Ex 3: The learner will dramatise a situation in which he/she shows what action to take regarding internet safety rules. (Confluence)

Class average: S – 25 P – 32 T – 33 C – 18

- Allow students to write up the dialogue rather than improvise (P)
- Allow students to elicit examples from their own real life experiences (T)
- Allow students to use realia in their dramatisation, rather than having to rely only on their imagination (T)
- Pair up students low in Confluence with someone with a higher score

Teaching strategies

Ex 4: The learner will compare volumes of 500 ml, 750 ml and 1 litre.

Class average: S – 24 P – 18 T – 33 C – 20

- Allow students to use real life objects to measure different quantities while comparing (T)
- Encourage students to be accurate in their measurements (P)
- Give examples of how to measure a liquid, omitting superfluous details(S)
- Give examples of real life situations where we need to measure volume (T)
- Allow students to come up with their own ideas about real life application (C)

Teaching strategies

Ex 5: The learner will write 3-letter words (CVC) ending in ‘-at’, ‘-it’ and ‘-in’

Class average: S – 17 P – 18 T – 33 C – 25

- Allow students to use alphabet wheels, flash cards, letter blocks etc. to ‘build’ their own words (T)
- Use a variety of activities/resources/games for reinforcement ex. miming the words, use of rhymes, songs... (C)
- Allow students to come up with their own words (C)
- Use tactile materials which allow students to touch and *feel* the letters (T)
- Look out for and encourage correct sequencing and correct letter formation (S and P)
- Encourage sounding of phonemes before actually writing them – (Relevance) speaking is natural, writing is not (T)

Grouping students as a teaching strategy

Why is it important to teach students how to work in a group?

PAIR AND SHARE

2 mins.



Product Development Engineer

A hands-on role in product design requiring a sound engineering background, good organisational skills, a disciplined approach and leadership skills. The chosen candidate will be responsible for all product design activities including communication with the customer and suppliers as well as the release and qualification of components through stringent lab testing.

Within the role, the engineer needs to ensure that s/he completes the design of the components through stringent lab testing. The job requires a good combination of engineering skills, time management.

Requirements:

- Bachelor's degree in engineering.
- Two years experience in the manufacturing industry.
- The chosen applicant has to be a natural leader and team player skills to secure a cohesive approach to customers.

This is an opportunity to work in a professional and technical environment that will enable the applicant to apply his academic studies and enjoy ongoing training and personal development.

The ideal candidate should:

- Have a good educational background and minimum "A" level passes or equivalent including Accountancy.
- Preference will be given to candidates who have obtained their Accounting Technician Certificate and commenced the initial ACCA modules.
- Be competent in the use of standard office tools and Windows related packages including Sage software.
- Be a team player but also willing to work on his/her own and be able to demonstrate initiative.

If you want to be part of our team, kindly forward a covering letter by not later than Friday, 26 August 2010 to careers@emcsinternational.com

Tax

we are presently seeking to recruit a

Mechanical / Electrical Maintenance Technician

The selected applicant will:

- preferably be qualified at HTD level in applied mechanical / electrical engineering
- be in possession of a Journeyman's certificate
- be skillful at diagnosing and carrying out in-house repair, maintenance and calibration of plant machinery and equipment
- service, repair and manage all electrical equipment and systems
- conduct in-house and onsite repair of customer owned equipment on a priority basis
- be familiar with micro-processor controllers as used domestically and industrially
- provide technical support using initiative and experience to identify solutions to technical issues which may arise
- be familiar with the use of Microsoft applications
- be a team player
- be able to work to high standards of customer care and satisfaction

Sales Executive Consumer Electronics & IT

We are seeking to recruit a dynamic and enthusiastic individual to join our sales team.

The appointed candidate will be responsible for the sale of quality Branded Electronics equipment.

To qualify for this role, the ideal candidate is required to have at least one year experience within a sales position in consumer electronics or IT related goods. The candidate has to have a passion for Electronics and is up to date in this field. It is important that individuals applying for this position enjoy working with people and are willing to work as part of a team.

considered a valuable asset. Previous experience considered advantageous, but fresh graduates are also encouraged to apply.

For this exciting job, this is the post for you! If you are interested, please send your CV, together with a detailed C.V., to:

PORTOMASO

Why?

“Literally hundreds of studies demonstrate cooperative learning boosts achievement more than traditional methods. Cooperative learning outperforms competitive and individualistic learning structures across all age levels, subject areas and almost all tasks.”



Dr. Spencer Kagan
Kagan Cooperative Learning

Why?



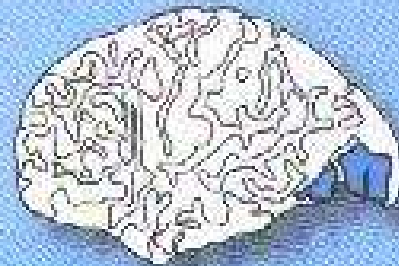
“We know the human brain likes to work collaboratively with other brains...much of the information learned in a group may be more effectively remembered.”

Laura Erlauer

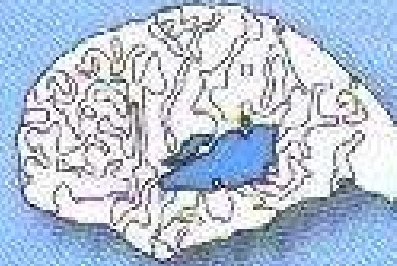
The Brain-Compatible Classroom

Social Interaction Activates the Brain

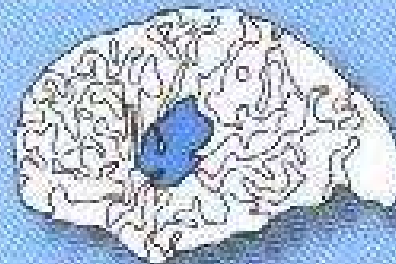
PET Scans reveal the brain is more engaged during social interaction over content than during solo learning activities.⁸



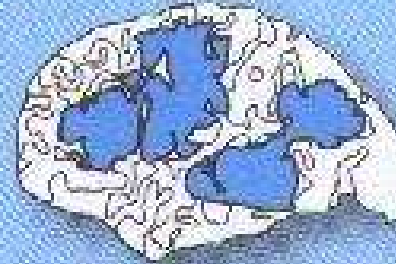
Reading:
Visual Cortex



Decoding Words:
Wernicke's Area



Encoding Words:
Broca's Area



Explaining to a Partner:
Widespread Activation

Choosing group size



Working in pairs

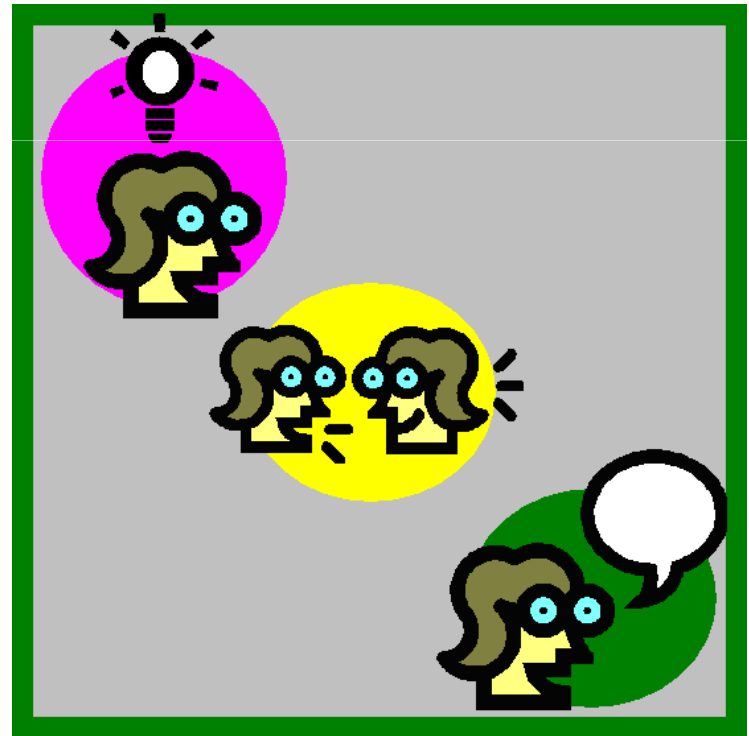
- Maximise participation
- Everyone is engaged – no one is left out
- More eye contact

Larger groups

- More resources to work with
- Various possibilities of grouping structures
- Ideally, not larger than four

Pair and Share

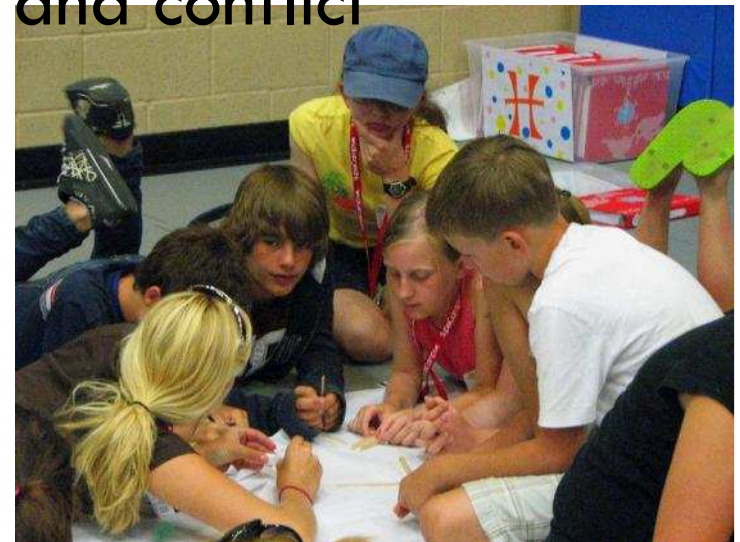
- ❑ To review prior knowledge
- ❑ To correct mistakes
- ❑ To voice an opinion
- ❑ To try out an answer
- ❑ To explain a process
- ❑ To provide lesson closure



Working in teams

Children need to be taught how to cooperate and to collaborate

Students must learn and use the necessary skills for effective teamwork: the skills of communication, manners, trust, decision-making, and conflict resolution.



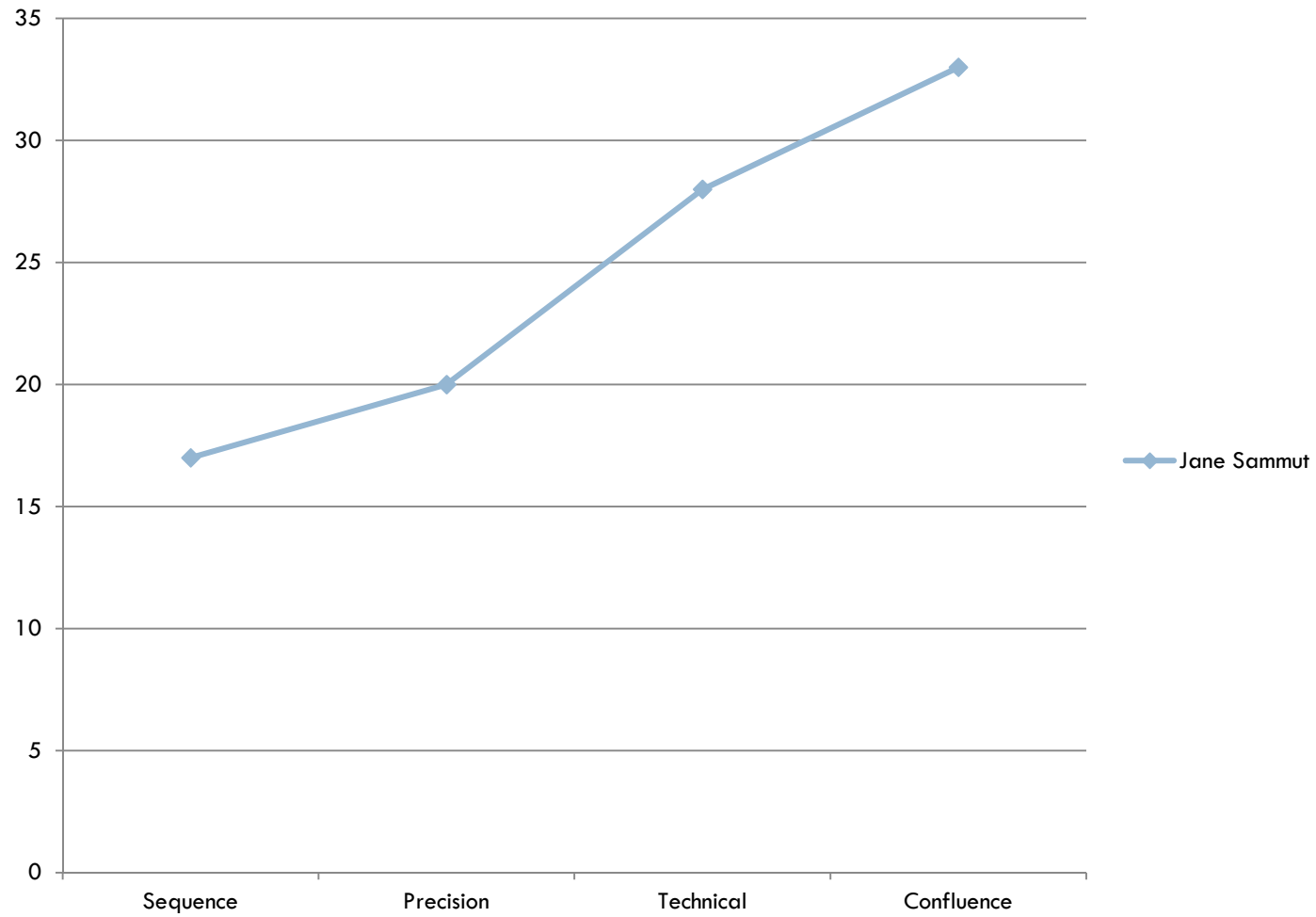
Grouping students using LML patterns

The focus is on **learning patterns** not on **ability**

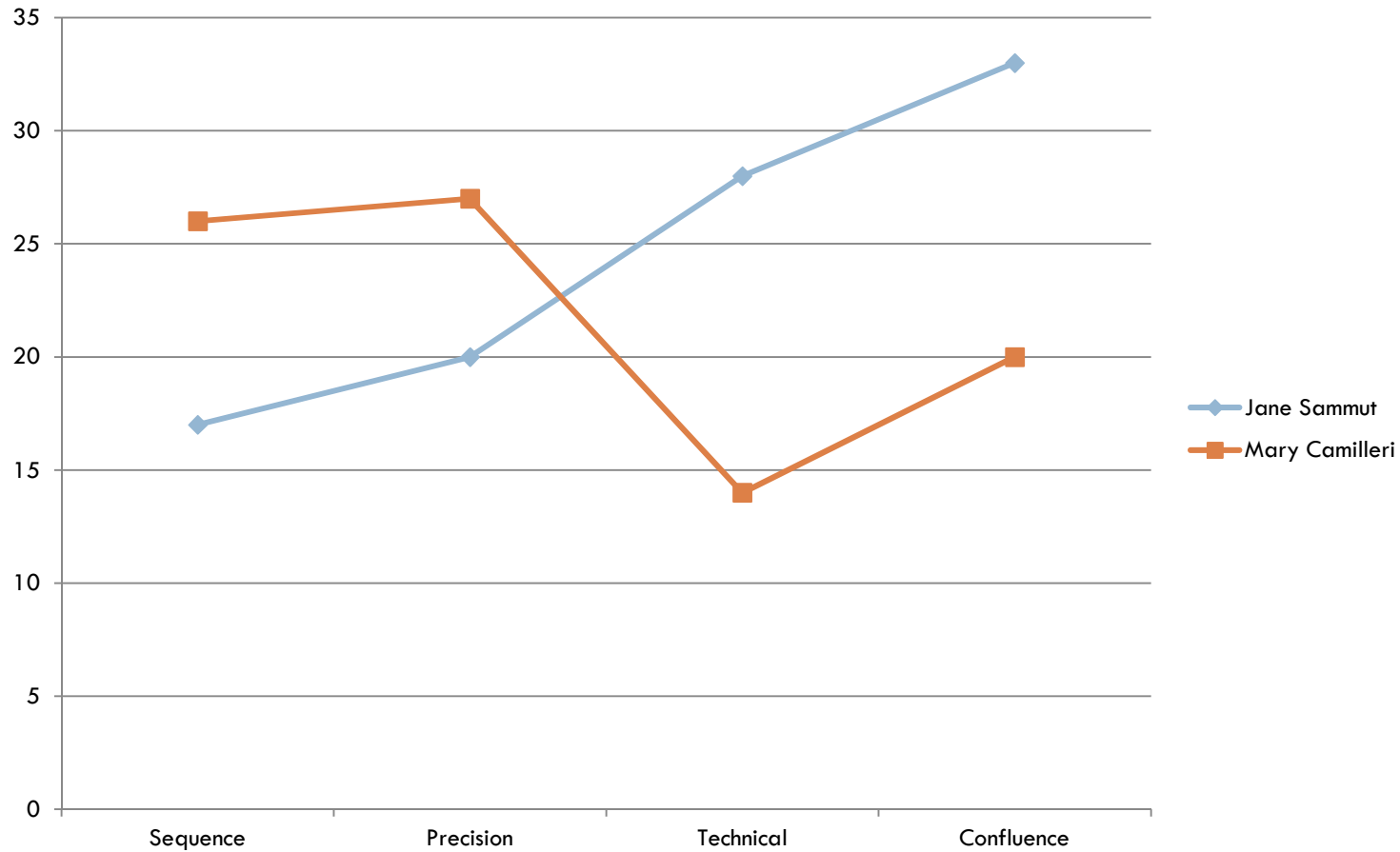
When grouping students, it is always desirable to have a diversity of learning patterns. The more diverse the group, the richer the learning experience will be.



Group 1

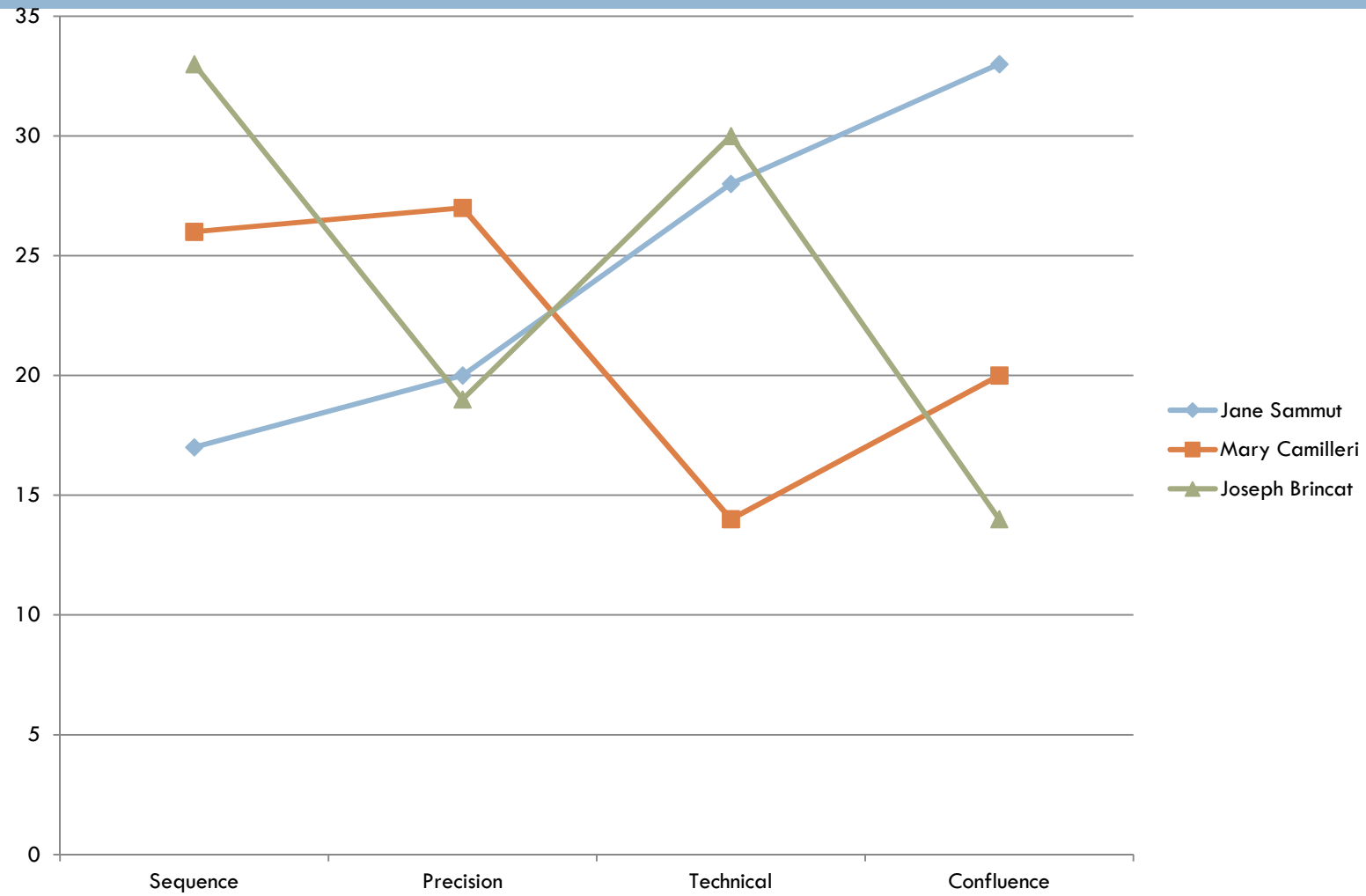


Group 1

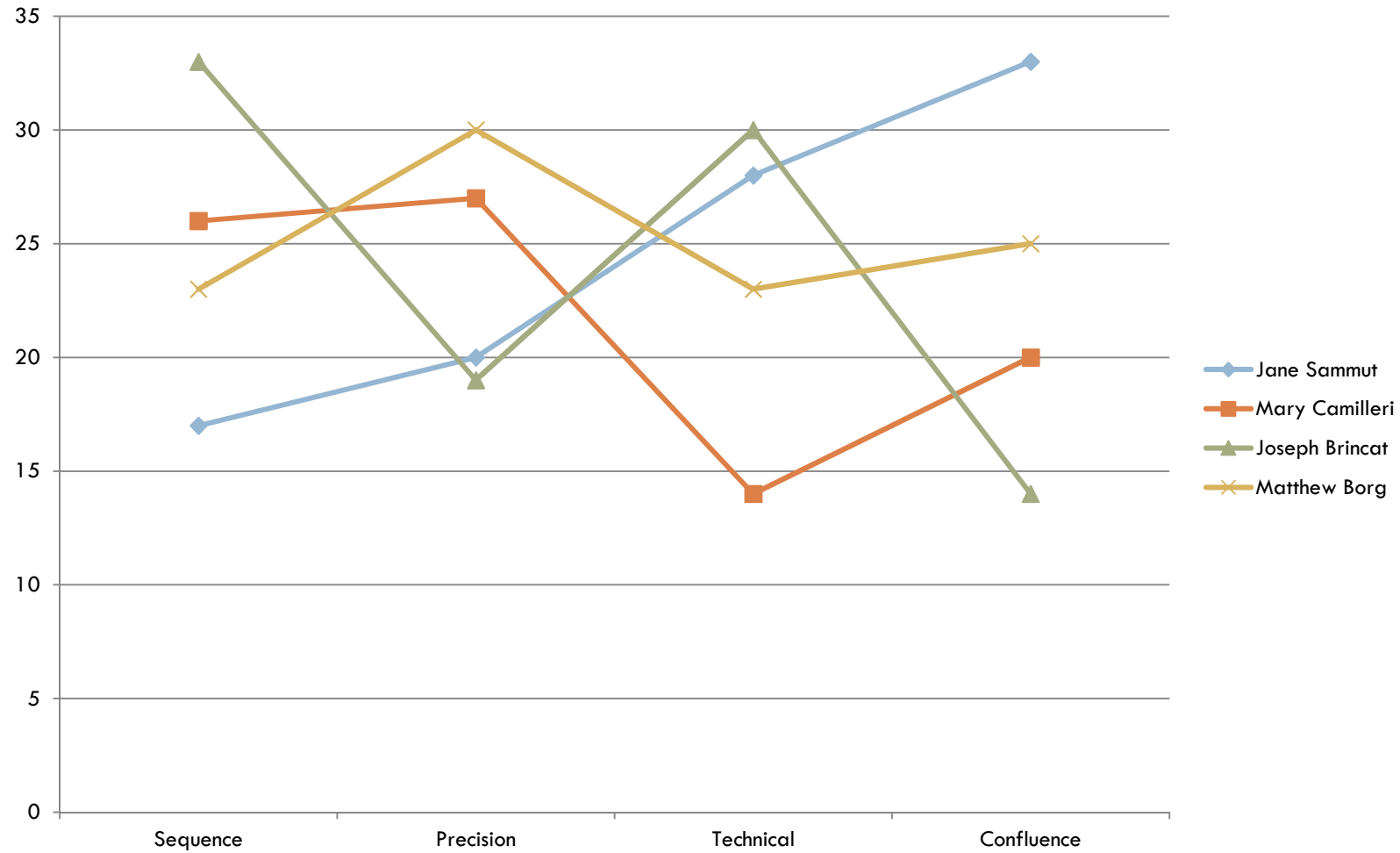


When grouping 2 people try to balance scores though it is best not to pair extreme scores together.

Group 1



Group 1



Using LML to group students



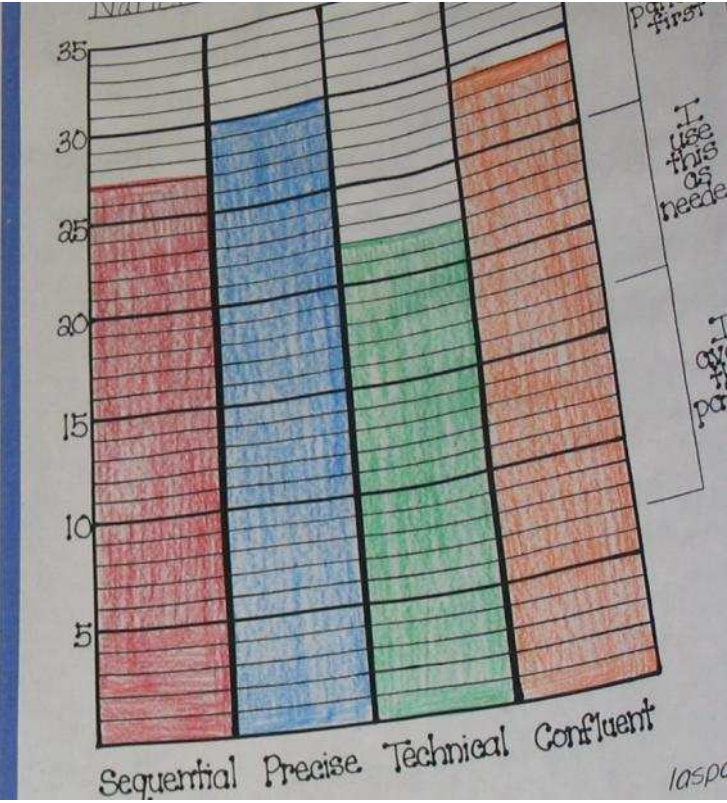
Watch these video clips of how teachers use LML to group students.

Building the Community

- Encourage students to be aware of the learning patterns of the other team members
- Encourage students to identify ways in which they can contribute to the group

Group 1	Sequence	Precision	Technical	Confluence
Jane Sammut	17	20	28	33
Mary Camilleri	26	27	14	20
Joseph Brincat	33	19	30	14
Matthew Borg	23	30	23	25

Being aware of our learning patterns



Group Processing



The interaction between students must be well-structured to ensure students work well together











Roles and Responsibilities should be set at the beginning so that work is shared equally among students.

See handout “Team project task form”

“Do I want my students to work in their comfort zone or do I want to challenge them?”

“Can I ask my students to rotate their roles and responsibilities?”

Role Cards may be given to students

<p><i>Presenter</i></p> <p><i>Present and explain the group's finished work to the class.</i></p> 	<p> <i>Timekeeper</i> </p> <p><i>Keep an eye on the time and make sure the activity is completed on time. Tell the group when time is halfway through and when time is nearly up.</i></p>	<p> <i>Recorder</i> </p> <p><i>Write the group's ideas down and a summary of the group work at the end. Remind every group member to also write it down.</i></p>
<p><i>Checker</i></p> <p><i>Make sure all group members know what to do and help the group members who are unsure.</i></p>  	<p> <i>Referee</i> </p> <p><i>Make sure everyone in the group is working nicely together and that everyone has a chance to participate. Ask group members what their ideas are.</i></p>	<p><i>Encourager</i></p> <p><i>Encourage everyone in the group to stay on task and complete the work together.</i></p> 

Group Processing

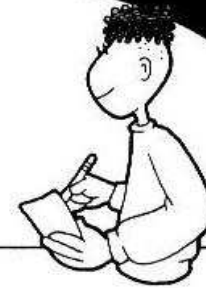
Encouraging self-evaluation

- How did I contribute to the group?
- How did we work together as a team?
- What could we do better next time?



See handout "Team processing form"

Team Project Processing Form



Instructions. Reflect on how well you and your teammates did as you worked on your team project. Circle the number corresponding to how you feel about each statement.

Student Name _____
Team Name _____ Date _____

① Strongly Disagree ② Disagree ③ Neither Agree nor Disagree ④ Agree ⑤ Strongly Agree

How Did I Do?

I performed my role.	1	2	3	4	5
I completed my task.	1	2	3	4	5
I contributed my ideas.	1	2	3	4	5
I was cooperative.	1	2	3	4	5
I respected my teammates' materials and roles.	1	2	3	4	5

How Did Our Team Do?

We worked together well.	1	2	3	4	5
We stayed focused on completing the project.	1	2	3	4	5
We used only our assigned materials.	1	2	3	4	5
Our project came out well.	1	2	3	4	5
Our presentation went well.	1	2	3	4	5

Reflection Questions

What would you do differently if you did this project again? _____

What did you learn from this project? _____

Activity



Use your own Class Profile/ Staff Profile to place the students/teachers into groups of 4 with varied learning patterns.

Teachers using Observation Sheets should still try to create diverse groups according to their observations and the information they have about the students.

Use of LML Language



Communicate the use of patterns to your students. You can use the Word Wall.

“Which pattern/s do we need to use for this activity?”

“Who has a high score in Sequence?”

“We need to be like ‘Fina’ in this exercise”

Using LML language with students

