

Lessons learned

during our 7 week stay in Chichester
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Curriculum approach

- How to approach the curriculum
 - Forward approach
 - Backward approach
 - Central approach



Figure 2. The Forward Design Process

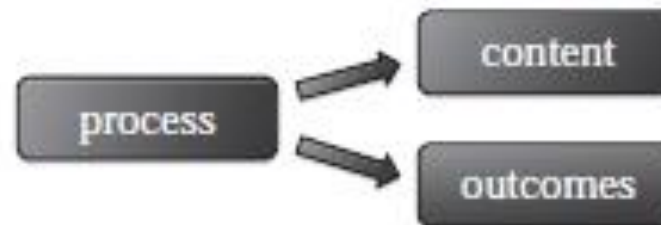


Figure 3. The Central Design Process



Figure 4. The Backward Design Process

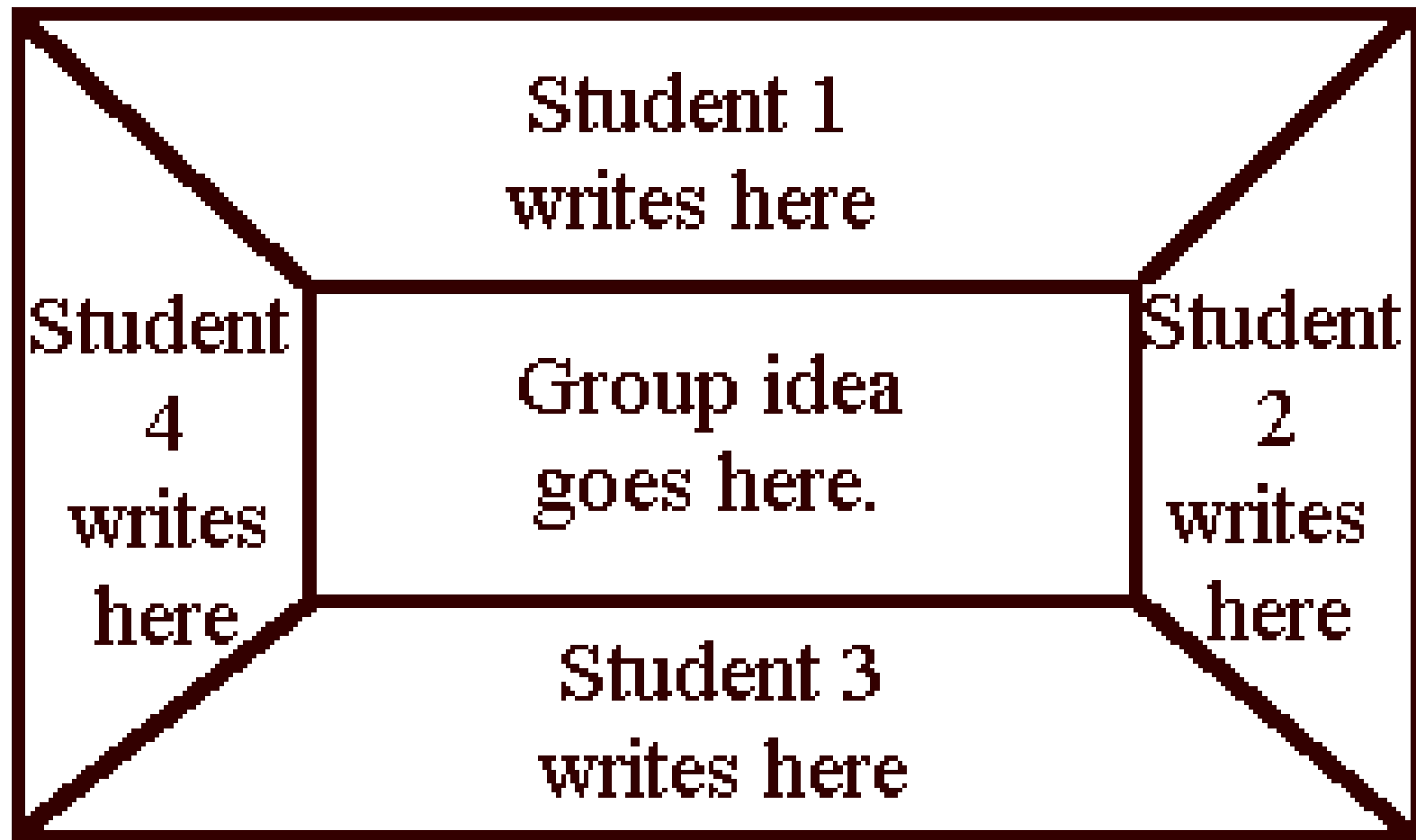
Needs analysis

KWL* APPROACH

- At the beginning of the session
 - What do you already **k**now?
 - What do you **w**ant to learn?
- At the end of the session
 - What did you **l**earn?

* Where the **K** stands for “what students know”, the **W** stands for “what students want to learn” and the **L** stands for “what the students learn as they read or research”.

Placemat



How does the placemat work?

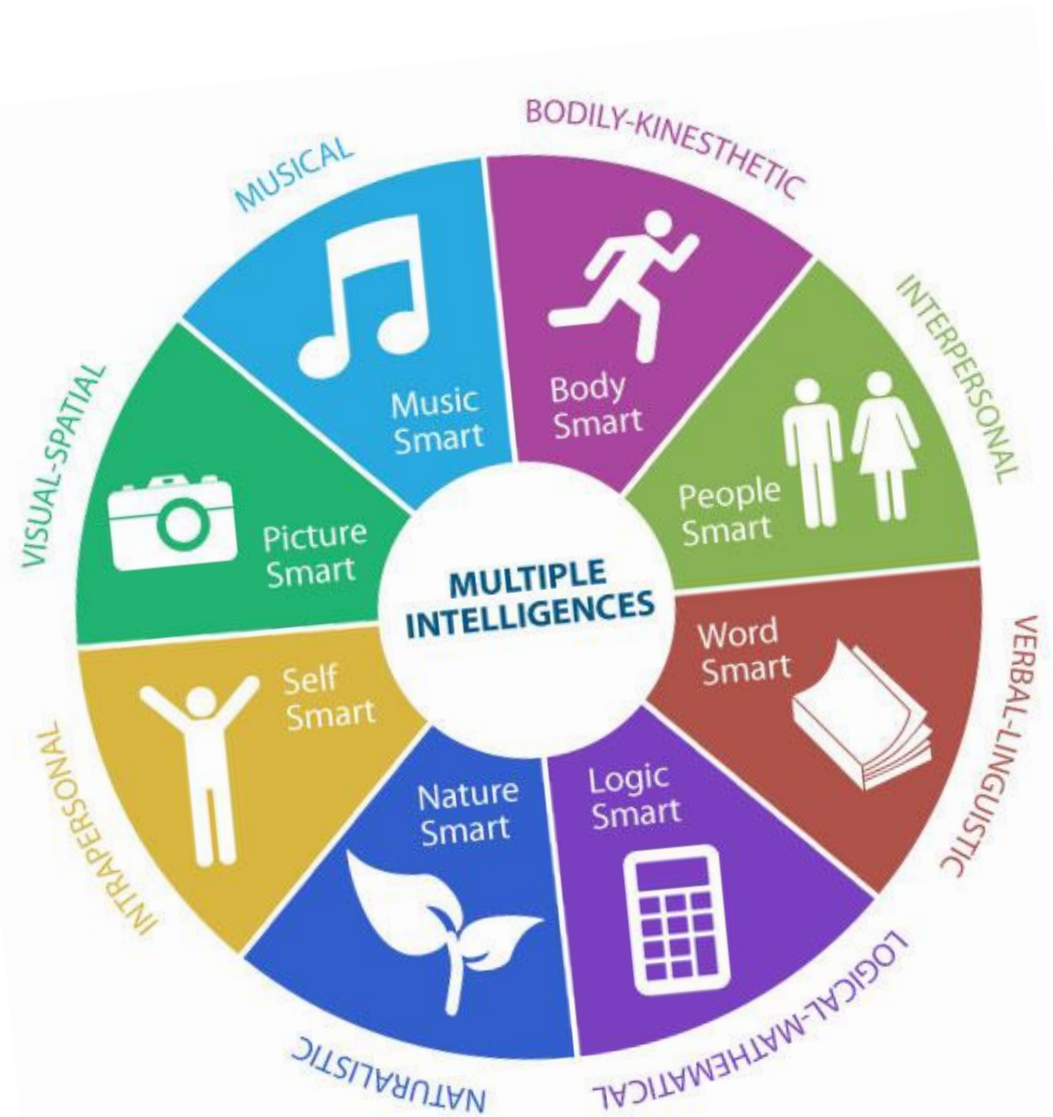
- Phase 1
 - Each group member uses one of the outer spaces to record their thoughts, ideas or responses
- Phase 2
 - Commonly agreed responses are then collated in the inner circle

The four Cs

- Cognition
- Communication
- Content
- Culture

Scaffolding

- Visual aids
- Motivation
- Multiple intelligences
- Collaborative learning



Types of Reading

Type	Description
Reading for gist (Skimming)	To get the general idea such as who is speaking to whom, why, and how successful they are in delivering the message.
Reading for specific information (Scanning)	To focus on a specific part of the listening. We do not need to understand everything. For example, reading flight time schedule.
Reading for detail	To focus on all parts of the text. For example. when we need to find errors or determine differences between one passage and another.
Inferential Reading	To infer or to know the speaker's attitude / feeling.

(Wilson, 2012)

Assessment for learning

- It is part of effective planning.
- It focuses on how students learn.
- It is constructive and should foster motivation.
- It promotes understanding of goals.
- It helps learners know how to improve.
- It develops the capacity for self-assessment.

Assessment for learning

- Student self-assessment.
- Peer assessment.
- Assessment given by the teacher in a constructive, organized, meaningful way.

The strategic use of questioning

This **students centered** methodology is another way of assess students as you check previous knowledge and you make them reflect and draw conclusion:

- So **students construct** the **content** and make it their own, not just something external taught by the teacher.
- It means **growing from inside** and learning together by doing.

Observing teaching

- It helps you as a teacher to reflect on your own teaching.
- It helps the observed teacher to know how things look from the other side.
- It promotes communication and support between teachers.

Metacognition

- Knowledge about when and how to use particular strategies for learning or for problem solving.

Awareness

- Consciously identify what you already know
- Define the learning goal
- Consider your personal resources (e.g. textbooks, access to the library, access to a computer work station or a quiet study area)
- Consider the task requirements (essay test, multiple choice, etc.)

Planning

Estimate the time required to complete the task

Plan study time into your schedule and set priorities

Make a checklist of what needs to happen when

Organize materials

Take the necessary steps to learn by using strategies like outlining, mnemonics, diagramming, etc.

Monitoring and reflection

- Reflect on the learning process, keeping track of what works and what doesn't work for you.
- Monitor your own learning by questioning and self-testing.
- Provide your own feedback Keep concentration and motivation high.

Who does the talking does the learning

- To talk is not to teach, and to teach is not to learn.
- If there is a video with the explanation, why should the teacher keep talking forever?
- Flipped classroom.

Who gives the answers does the learning

- The teacher as a guide rather than as an instructor.
- The power of thinking, reflecting and sharing.
- This is how our students learn significant, useful, relevant content.
- This is how the teacher learn from our students.

Promoting autonomous learning

- Teaching our students how to become autonomous learners.
- A matter of confidence. Trusting our students instead of patronising them.
- Believe me: they can do it by themselves!
- Autonomous learning requires specific skills that must be taught and practised.

What kind of teacher do you want to be?

- The pressure of Ofsted inspections.
- The economic effect of achieving (or failing to achieve) your programmed results.
- The uncertainties and risks in your professional position.
- The amount of paperwork and bureaucratic tasks
- The shortage of time and its impact on human relationships.
- The coldness, the distance, the importance given to external and formal elements.

What kind of teacher do you want to be?

- The importance of working in a safe, welcoming and reliable environment.
- The significance of building a well-structured professional identity.
- The essential role of time in order to think about your own performance, to share experiences and to improve your teaching.
- The centrality of care, proximity and warmth
- In education technical and formal aspects are useful; love and passion are essential.
- Effective teachers – Happy teachers.