ASSIGNMENT 2 Feedback

1.1. Discussion

Perhaps the most helpful way to start thinking about processes of participation and group interaction is to view the total class as a group. In their efforts to provide discussion and group experiences for learners, teachers frequently overlook the opportunity to make the total class sessions more interactive in nature. Teachers should not find it difficult to move from a lecture- or teacher-dominated type of classroom to one involving various discussion approaches.

1.2. Experiential techniques

Over the years, many researchers have attempted to make what goes on in the classroom more consonant with the reality of the work outside the classroom. They urge us to give greater recognition to the various skills needed to function in society as human beings and to develop a more sophisticated awareness of the use of knowledge.

These researchers also urge us to accept the principle that learning is an active process. According to them, education encompasses not only the acquisition of knowledge but also the guidance of the individual to his or her fullest potential. The latter involves the development of a multitude of skills, such as, skills of critical thinking of independent inquiry or group participatory behaviour

1.3. Lectures

In the lecture method, the teacher tries to give to the learner by word of mouth knowledge he or she possesses but the learner does not. Skilful teachers use the lecture method to

- arouse learner interest,
- set learners to think and wonder,
- open up new vistas,
- tie together loose facts and ideas,
- summarise and synthesise quickly, and
- review. Role of the subject teacher

1.4 Exploration

Behind this method is the assumption that learners should actively seek out knowledge, rather than having it handed to them by some such expository teaching procedure like a lecture, demonstration, or textbook reading and reciting. The prominent advantages of the exploration and discovery method are that they give learners the opportunity to learn and practice their intellectual skills, to learn to think rationally, to see relationships and the disciplinary structure, to understand the intellectual processes, and to learn how to learn

Marks 4 x 2 =8

QUESTION 2

The basic model for conducting discovery learning consists of the following steps:

- Select the generalisation or generalisations.
- Set up a problem situation.
- Set up experiences that will bring out the essential elements, such as problem solving, questions and demonstrations.
- Set up experiences that will bring out contrasting elements.
- Draw a generalisation or concept.
- Apply the generalisation or concept.

Marks 6 x 2 =12

QUESTION 3

Effective teaching and learning are critically important for all students. Meaningful inclusion implies that all students are taught in stimulating and supportive classroom environments where they are respected and valued.

Subject teachers have first-line responsibility for the education of all students in their classes. They should ensure that they plan their lessons carefully to address the diverse needs within the classroom. They may need to adapt their teaching approaches for some students whose application, motivation, communication, behaviour and interaction with peers are causes of concern. This may require targeted interventions to develop relevant adaptive skills related to these needs. Students should be provided with opportunities to be active participants in their own learning through lessons that are carefully planned to include independent and collaborative tasks and the reinforcement of skills' development.

All subject teachers should implement teaching approaches and methodologies that facilitate the meaningful inclusion of all students. These include

- co-operative teaching and learning within mainstream classrooms

- collaborative problem-solving activities
- heterogeneous group work
- differentiation
- interventions to promote social and emotional competence
- embedding of information and communications technology (ICT) in teaching, learning and assessment

Students' levels of interest, attention, concentration and persistence should be gradually developed, extended and consolidated, using appropriate teaching strategies. To cater for the range of learning needs in any class, subject teachers will regularly need to differentiate their lessons. This can be achieved by

- varying the level, structure, mode of instruction and pace of lessons to meet individual needs
- adapting lessons for students' interests
- matching tasks and processes to students' abilities and needs
- adapting and utilising resources, including use of technology
- aspiring towards suitably challenging learning outcomes and assessing accordingly

Teachers can make lessons accessible to a broad range of students through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scaffolded instruction. This may also require appropriate environmental adaptations to promote curricular access. Every student should be taught a curriculum that is appropriate to his/her developmental level. In matching programmes to students' needs, school leaders are encouraged to examine the range of curriculum options available.

Or these 10 roles

Ten Roles of the Teacher

The ways teachers can lead are as varied as teachers themselves.

Teacher leaders assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers. So what are some of the leadership options available to teachers? The following 10 roles are a sampling of the many ways teachers can contribute to their schools' success.

1. Resource Provider

Teachers help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools. Tinisha becomes a resource provider when she offers to help Carissa, a new staff member in her second career, set up her classroom. Tinisha gives Carissa extra copies of a number line for her students to use, signs to post on the wall that explain to students how to get help when the teacher is busy, and the grade-level language arts pacing guide.

2. Instructional Specialist

An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based classroom strategies (Marzano, Pickering, & Pollock, 2001); explore which instructional methodologies are appropriate for the school; and share findings with colleagues. When his fellow science teachers share their frustration with students' poorly written lab reports, Jamal suggests that they invite several English teachers to recommend strategies for writing instruction. With two English teachers serving as instructional specialists, the science teachers examine a number of lab reports together and identify strengths and weaknesses. The English teachers share strategies they use in their classes to improve students' writing.

3. Curriculum Specialist

Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments. Tracy, the world studies team leader, works with the five language arts and five social studies teachers in her school. Using standards in English and social studies as their guides, the team members agree to increase the consistency in their classroom curriculums and administer common assessments. Tracy suggests that the team develop a common understanding of the standards and agrees to facilitate the development and analysis of common quarterly assessments.

4. Classroom Supporter

Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, coteaching, or observing and giving feedback. Blase and Blase (2006) found that consultation with peers enhanced teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action (improvement through collaboration) on the part of teachers. (p. 22) Marcia asks Yolanda for classroom support in implementing non-linguistic representation strategies, such as graphic organizers, manipulatives, and kinesthetic activities (Marzano et al., 2001). Yolanda agrees to plan and teach a lesson with Marcia that integrates several relevant strategies. They ask the principal for two half-days of professional release time, one for learning more about the strategy and planning a lesson together, and the other for coteaching the lesson to Marcia's students and discussing it afterward.

5. Learning Facilitator

Facilitating professional learning opportunities among staff members is another role for teacher leaders. When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more

relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning. Such communities of learning can break the norms of isolation present in many schools.

Frank facilitates the school's professional development committee and serves as the committee's language arts representative. Together, teachers plan the year's professional development program using a back mapping model (Killion, 2001). This model begins with identifying student learning needs, teachers' current level of knowledge and skills in the target areas, and types of learning opportunities that different groups of teachers need. The committee can then develop and implement a professional development plan on the basis of their findings.

6. Mentor

Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional

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Ming is a successful teacher in her own 1st grade classroom, but she has not assumed a leadership role in the school. The principal asks her to mentor her new teammate, a brand-new teacher and a recent immigrant from the Philippines. Ming prepares by participating in the district's three-day training on mentoring. Her role as a mentor will not only include helping her teammate negotiate the district, school, and classroom, but will also include acclimating her colleague to the community. Ming feels proud as she watches her teammate develop into an accomplished teacher.

7. School Leader

Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of

the school and district, and shares responsibility for the success of the school as a whole.

Joshua, staff sponsor of the student council, offers to help the principal engage students in the school improvement planning process. The school improvement team plans to revise its nearly 10-year-old vision and wants to ensure that students' voices are included in the process. Joshua arranges a daylong meeting for 10 staff members and 10 students who represent various views of the school experience, from non-attenders to grade-level presidents. Joshua works with the school improvement team facilitator to ensure that the activities planned for the meeting are appropriate for students so that students will actively participate.

8. Data Coach

Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analysing and using this information to strengthen instruction.
Carol, the 10th grade language arts team leader, facilitates a team of her colleagues as they look at the results of the most recent writing sample, a teacher-designed assessment given to all incoming 10th grade students. Carol guides teachers as they discuss strengths and weaknesses of students' writing performance as a group, as individuals, by classrooms, and in disaggregated clusters by race, gender, and previous school. They then plan instruction on the basis of this data.

9. Catalyst for Change

Teachers can also be catalysts for change, visionaries who are “never content with the status quo but rather always looking for a better way” (Larner, 2004, p. 32). Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning

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In a faculty meeting, Larry expresses a concern that teachers may be treating some students differently from others. Students who come to him for extra assistance have shared their perspectives, and Larry wants teachers to know what students are saying. As his colleagues discuss reasons for low student achievement, Larry challenges them to explore data about the relationship between race and discipline referrals in the school. When teachers begin to point fingers at students, he encourages them to examine how they can change their instructional practices to improve student engagement and achievement.

10. Learner

Among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

Marks 10-x1 =10

QUESTION 4

Use of this template is recommended

TOPIC:			
TIME:	GRADE:	DATE:	NO OF LEARNERS:
OBJECTIVES OF LESSON:			
PREVIOUS KNOWLEDGE OF LEARNERS:			
METHOD:			
RESOURCES:			
LESSON OUTLINE:			

LEARNER/TEACHER ACTIVITIES:	
ASSESSMENT:	
SUMMARY OF LESSON:	TEACHER REFLECTION:

Marks = 20