

Professional Development Strand

Unit 6: Teaching Skills and Competencies

## Module 6.1 Pre - Instructional Skills



**Lecturer Support Material**

## Acknowledgements

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## Unit outline

Unit	#	Modules
Unit 6	6.1	Pre-Instructional Skills (Core)
Teaching Skills and Competencies	6.2	Instructional Skills (Core)

## Icons



Read or Research



Write or Summarise



Activity or Discussion



Suggestion or comment for lecturer

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## Module 6.1 Pre – Instructional Skills

**i** This guide provides additional ideas for teaching and assessing **Module 6.1 Pre-Instructional Skills**.

Please take note of the following:

- It is important to read the module first, to decide what materials you will use, and what tasks and activities you will set for the students. It is also important to see how this module fits within the complete unit.
- It will be necessary to develop a course overview and determine topics to be presented which will take account of the time allocation given to this module.
- The material is written as a resource for the teaching of this module.
- Do not expect students to work through the total module alone. There may be too much material and they will need assistance in determining the tasks required.
- The activities: Many of the activities have a number of questions to discuss and tasks to do. They are included to provide some ideas and stimulus, not necessarily to complete every part of each activity.
- The activities provide a focus for learning, and some may be suitable for developing into assessment tasks, but they should not be used as the assessment program. Ideas for assessment tasks are provided in the unit guide support material.
- Suggested time allocations are provided to give some idea of how this module fits in with the others in this unit. Lecturers have the flexibility to select material and use it in a way that will fit within the lecture program.
- The Lecturer Support Material is based on the Student Support Material, with additional notes in text boxes containing ideas for further exploration of topics.
- Additional readings, where included as an appendix, are included as additional information for lecturers. These may be photocopied for students where appropriate.

### Rationale

This module is one of two in a three-credit point unit. The other module in this unit is:

- Module 6.2 Instructional Skills

In a twelve-week semester, 36 hours of instruction will be available for the two modules. The actual break-up of topics and time allocation is flexible, and to be decided upon by the individual lecturer.

This module focuses upon pre-instructional skills required by student teachers as they prepare for their first visits to schools. Preparation for experiences in the classroom include an

introduction to planning, and in particular, lesson planning. Preparation of teaching aids and organisation of resources are covered in this module.

Related units and modules:

Module 6.2	Instructional Skills
Module 4.3	Programming

**Chalkboard Skills** is taken throughout the semester in many Primary Teachers' Colleges. Skills are introduced early in the semester, and students often spend one period per week developing and practicing their skills. Resources for this topic are to be found at the end of this module. Colleges organise the teaching of this subject according to available time and staff

## Objectives

By the end of this module, students will be able to:

- Recognise the importance of planning
- Consider the use of reflective journals as tools for self development and self evaluation
- Examine a number of approaches to lesson planning
- Identify the main components of a lesson plan
- Be familiar with the different formats for lesson planning
- Develop and apply a framework to write a number of lesson plans
- Identify appropriate teaching aids and demonstrate their use during planning and teaching
- Demonstrate effective use of the chalkboard as a teaching aid

## How to use this material

This module is written as a series of topics, identified in the table of contents, and by their large subheadings. Each topic includes some readings and activities to complete.

It is the lecturer's responsibility to develop a course overview, according to the credit point loading and available time within the semester for each module. As this will vary between colleges running semester programs and those running trimester programs, lecturers will need to select topics which are most relevant to the needs of their students.

## School experience and practicum considerations

This module introduces beginning teachers to the processes of preparing and planning to teach in the primary classroom. Wherever possible, the school experience program should be used to link the theory and ideas being introduced during lectures. Peer teaching and microteaching are features of early school experience programs and these provide an excellent avenue for the investigation and practice of skills being introduced.

Students should be encouraged to observe and critically reflect upon their practice.

The Draft Policy Framework for Practicum is currently in circulation and outlines a competency based approach to assessment of students during practice teaching. The Framework contains information and resources which colleges can use when formulating practicum handbooks and policies. The Unit Guide identifies the following competencies relevant to this module. Cross references are made to these competencies at the beginning of each topic.

COMPETENCIES	INDICATORS OF EFFECTIVE PRACTICE
Identify phases of a lesson	<ul style="list-style-type: none"> <li>• Student teacher can identify introduction, body and closure of a lesson</li> <li>• Student teacher can identify strategies used to move from one phase of a lesson to the next</li> </ul>
Write clear, detailed plans for single lessons	<ul style="list-style-type: none"> <li>• Student teacher writes lesson plans that clearly answer the following questions               <ul style="list-style-type: none"> <li>○ What do I want the children to know / be able to do? (objectives)</li> <li>○ What am I going to do? (teaching strategies / class management)</li> <li>○ What are the children going to do? (teaching strategies)</li> </ul> </li> </ul> <p>How am I going to find out what each child has learned? (assessment and evaluation)</p>
Write accounts of own teaching and learning	<ul style="list-style-type: none"> <li>• Student teacher writes in a Learning Journal about critical incidents in his/her teaching practice               <ul style="list-style-type: none"> <li>○ What was planned</li> <li>○ What was actually achieved</li> <li>○ Learning opportunities taken and lost or missed</li> <li>○ Student teacher records feedback received from class</li> </ul> </li> </ul>

## Assessment

Assessment tasks should be developed at the unit level, recognising the development of knowledge, skills and attitudes across the three modules that make up this unit.

The number of assessment tasks will be determined by the credit point loading given to the unit. See the unit guide for suggestions.

## **References**

The student support materials contain all the readings necessary to complete the unit. These readings have been adapted from the following texts:

- Barry, K. and King, L. (1998). *Beginning Teaching and Beyond* (3<sup>rd</sup> Ed) Social Science Press, Wentworth Falls, NSW
- Farrant, S. (1980). *Principles and Practices of Education*. Longmans
- Gaulim Teachers' College (1981). *Chalkboard Skills*.
- Mc Burney-Fry, G. (1998). *Improving Your Practicum; A Guide to Better Teaching Practice*. Social Science Press: Australia
- Madang Teachers' College (1999). *A Handbook on Teaching Skills for Year One*. Professional Development Strand
- Marsh, C. (2000). *Handbook for Beginning Teachers*. Addison Wesley Longmans
- National Department of Education (1988). *National Curriculum Guidelines for Diploma in Teaching (Primary)*
- National Department of Education (2002). *National Curriculum Statement for Papua New Guinea 2003*.
- PASTEP (2001). *Draft National Practicum Policy Framework*.

**Search for any topics related to this module at <http://www.edna.edu.au>**

# Introduction to Teaching Practice

## *Teaching practice: getting started*

 When students visit schools for their first practical experience, whether it be on weekly school experience, or their first block teaching practice, they need to be able to do two things. They need to become aware of the 'big picture' of the school and the classroom, and they need to develop their skills of focused observation. Developing the ability to observe and critically reflect on what is seen takes time. Assist students to develop these skills by guiding, modelling, and providing opportunities to practice reflection and observation skills regularly

*Adapted from Barry K. and King, L. (1998). 'Beginning Teaching' Social Science Press. Australia. Chapter 2*

## Teaching practice



For most student teachers, teaching practice is the highlight of their teacher education program. Teaching practice provides the opportunity to apply the principles of teaching and learning that have been studied during course work, and, above all, to relate to students, teachers and parents. For many student teachers, it is also the time to reflect on whether teaching is the career for them.

The Diploma in Teaching (Primary) offered in teachers colleges in Papua New Guinea, has undergone a number of changes in recent times. Colleges have moved to a trimester program, where three semesters per year are completed for a period of two years. Most colleges have included one block teaching practicum in each of the two years of the program, varying from four to six weeks. School experience varies in length between the colleges, those with demonstration schools attached having convenient access for small groups of students.

During the course, different types of teaching practice are offered. Students usually have the opportunity to practice using peer teaching, microteaching, mini teaching and block teaching situations.

Peer teaching involves trying out your teaching skills on your fellow students, usually in groups. Microteaching involves small groups of children taken from a larger class. Mini teaching may involve half a class of students. Block teaching occurs when students from the college go out into schools for periods of a few weeks. During this time, they may try all the above-mentioned types of teaching, and may take responsibility for the whole class for extended periods.

During each teaching practice, the student teacher is expected to observe the teacher and students, teach a certain number of lessons, assist the teacher and learn as much as possible about the students, the work of the teacher, the school, and the wider community. In doing this, the student teacher is assisted by the classroom teacher, other teachers, and usually the college

supervisor. The classroom teacher models good teaching practices and helps the student teacher plan, teach and evaluate lessons. As the student teacher grows in experience and competence, the classroom teacher gradually increases workloads and responsibilities. It is also customary for the classroom teacher to play a role in evaluating the student teacher's performance. The college supervisor generally helps by giving feedback on teaching performance to the student teacher as well as playing a role in assessment.

Teaching practice is a time of great opportunity for the student teacher. While it is demanding, and may be difficult in some situations, generally, it is an exciting and rewarding experience. It is a time to observe and learn about students and teachers, to put theory into practice, to experiment secure in the knowledge that the teacher is there to assist, to get helpful feedback about teaching and to make decisions about teaching as a career. Teaching practice is also important because grades are awarded for performance and it is necessary to achieve satisfactory results during teaching practice to pass the course and graduate as a qualified teacher.

This module is designed to help you prepare for teaching practice but only you can make the transition from student teacher to teacher through hard work, a positive attitude and, above all, willingness to communicate with, and learn from, those around you.



## 6.1 Activity 1

*Write about why you chose teaching as a career. What kind of a teacher would you like to be? What do you hope to learn from your practical experiences in schools during your course? Discuss with your group.*

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## Being a reflective teacher

### Related competencies

- ? Write accounts of own teaching and learning
- ? Make written analysis of accounts of own teaching and learning

*Adapted from McBurney-Fry, G. (1998) **Improving Your Practicum** Social Science Press, Australia.*



Reflective practice was first identified by Dewey, who saw reflective action as an ‘**active, persistent and careful consideration of any belief or procedure...**’

When we reflect, we think about what we have been observing, or reading, or doing. We don't just describe what we see or what we are doing, but we think deeply and look for reasons behind the behaviour or practices we are looking at. We question what we see and analyse our findings asking why certain behaviours or events occurred as they did.

Reflective practice encourages us to consider our experiences and the context in which those experiences occur, rather than simply relying upon other people's opinions.

Reflective practice is also a valuable tool for questioning personal and professional beliefs, values and attitudes about teaching, students and society.

### The three levels of reflective practice

It has been suggested that the process of reflective practice involves three distinct levels. If we understand the differences between these levels, we are then able to identify at which level we operate.

- **Technical rationality** refers to the ability to apply knowledge in an efficient manner but without any real understanding of that knowledge. A teacher with technical rationality is capable, but has little, if any understanding in the ways of individual learning and individual difference. Teachers who operate at this level continue with successful teaching strategies, but throw out unsuccessful strategies without considering why they were failures.
- **Considerations of assumptions and principles.** This is the next stage of reflective practice. As well as being capable teachers, they realise the ideas and theories behind their actions, but they fail to progress any further than possessing a knowledge of these ideas.
- **Critical reflection** occurs when teachers are fully aware and understand the theory, as well as being able to consider the total context in which education is positioned. In other words, they reflect on their teaching: the why, how, etc in relation to the context in which they teach. This context includes more than the classroom often. The school, the curriculum, policies, and the community all add to the context of teaching.

Reflective thinking is not an easy process. It is not a case of merely thinking about a lesson you have taught and saying ‘ I enjoyed that lesson. It went well and the children liked it.’ As a process, it takes time to develop. It sometimes takes years to learn the art of reflective thinking.

One way to help the reflection process is to keep a journal. It is a personal way to allow the teacher to reflect upon their own teaching and learning experiences while developing an independent and personal philosophy. Journals allow teachers to define issues, strategies, and to explore personal feelings about classroom life and a teacher’s work.

Below are some guidelines to assist you in writing reflectively.

## Writing a critical reflective journal

Practice this type of thinking and writing every day during your Professional Practice program.

Keep your reflective writing in a sturdy book that you can use each day and that you can keep as a record of your learning and development as a reflective teacher

Use the following model to develop your reflective writing skills

### Step 1: Description

- Write a description of an incident or an issue that you encountered today in your school experience or Practicum program
  - What happened?
  - What was the issue all about?

### Step 2: Thinking and feeling

- Write a descriptive, reflective statement about the incident or issue.
  - How do I feel about the incident or issue?
  - What do I think about it?

### Step 3: Commenting

- Write a critical, reflective statement about the incident or issue
  - How does this issue fit into what I believe and know?
  - How does it fit into the social and educational beliefs of the school and of its community?
  - What do I know from my theory that supports or refutes the various aspects of the incident or issue?

### Step 4: Planning

- Write a planning or solution statement about the incident or issue
  - How am I going to resolve the incident or issue?
  - What do I know from my theory that will help me to do this?

Use this thinking and writing process to learn about yourself, your professional practice and ways to improve learning programs and outcomes for the children you teach.

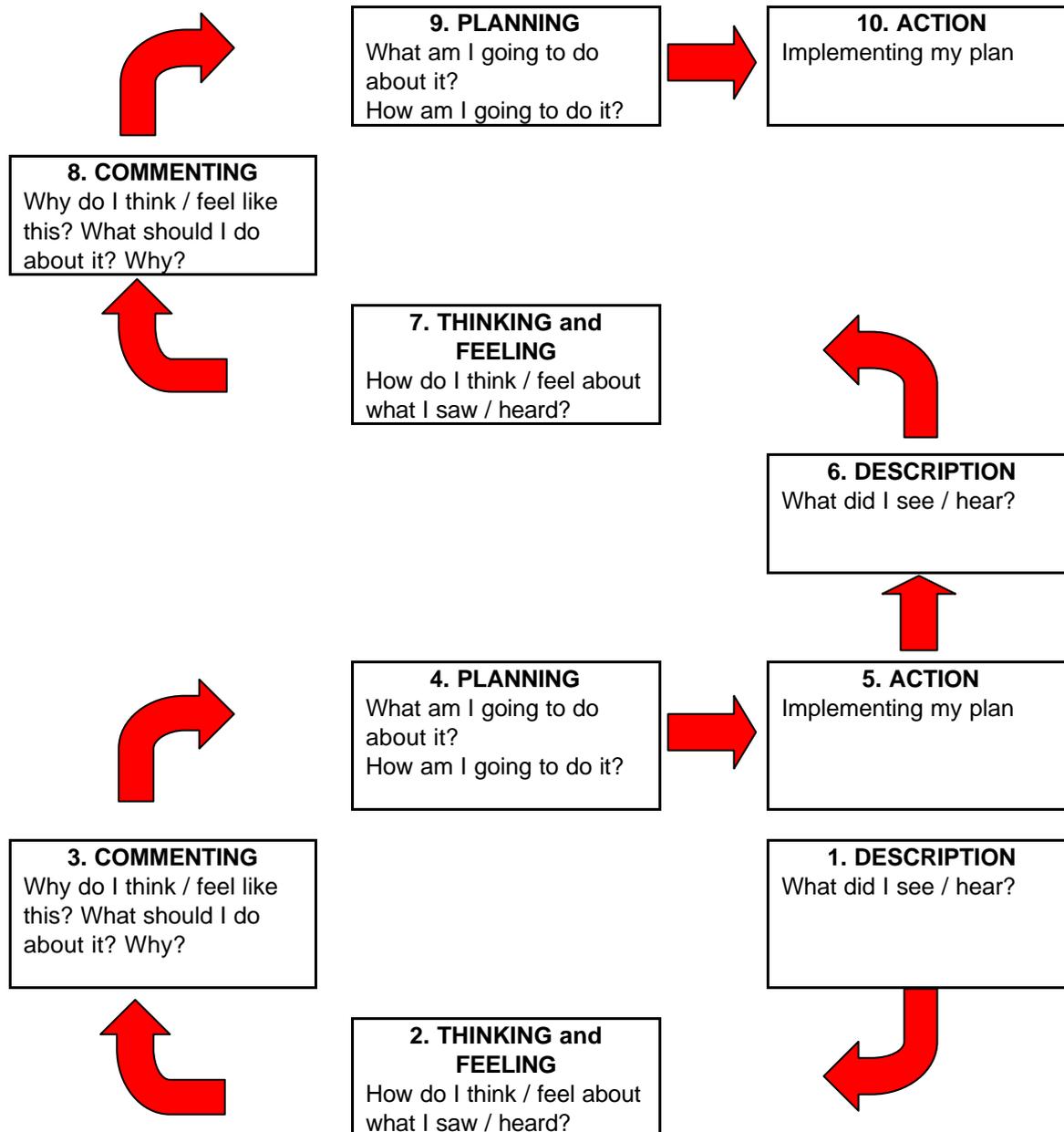
**i** Encourage students to critically reflect on what they are learning. Asking questions which require more than a straight factual answer will develop critical thinking skills. Ask more “why?” questions, and questions such as “ what made you agree or disagree with the statement?” “What were the reasons behind why the teacher’s actions?” Get the students thinking, questioning and justifying whenever possible.



**i** The following page contains a diagram describing the process of critical reflection. Each step of the process should be explained and discussed with students to assist their understanding. Explain that critical reflection is an ongoing process, and the results of planning and action should be critically reviewed during the next cycle of reflection.

## The critical reflection cycle

From PASTEP (2001) 'Practicum Program Handbook'.



## Problems with journal writing

One of the problems with journal writing is that writing tends to be descriptive rather than analytical. What is the difference?

**Descriptive writing simply describes** – what happened today, if the students liked or disliked the lesson you gave etc. It gives an account of the day but it doesn't give any insights into 'behind the scenes'

Below is an example of a descriptive piece of journal writing.

*Friday at last. I'm glad the week is over. The lessons I took today were ok. Most of the students enjoyed them.*

*We went outside in the schoolyard to collect materials for our art work. Some of the children just played around, kicked stones and sat and talked to each other. They weren't interested. I think they are lazy.*

*When we went back into the classroom to make our collage, some of the children just took things from others to use in their art work.*

*There was lots of pushing and fighting over the materials I put on the table. They didn't finish in time. I was annoyed at them. I won't teach another lesson like that with these children.*

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## 6.1: Activity 2

*Read the journal entry made by a student teacher. At what level of reflection is this student teacher operating? Rewrite this entry making it critically reflective.*

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Reflective teachers are those who give considerable amount of time and thought to analysing teaching and learning experiences in order to make better and more informed decisions about their teaching.

Many of the decisions teachers make are quite straightforward and almost automatic, however other decisions may be extremely difficult, such as meeting community needs and making school policy.

With beginning teachers, two areas of decision making that represent a particular challenge are motivating the students to learn and managing the classroom environment. In these two areas, careful thought has been given to understanding why particular events take place and what actions can be taken so that better learning and teaching can result. Keeping journals will not only help you become a better and more reflective teacher, but it will also provide an interesting record of your thoughts, feelings and impressions as you develop from a beginning teacher to an experienced professional and colleague.

Posner (1989, p.21) is correct when he states: *Experience + Reflection = Growth*. For this reason you should make frequent entries in your journal about experiences before, during and after teaching practice. These experiences will relate, among other things, to:

- The students
- Learning and teaching
- The School

- Parents and community
- Professional ethics and responsibilities
- Your developing belief system about teaching and learning

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### 6.1: Activity 3

*Write down in your journal what you expect to gain from practice teaching. What aspects are challenging and exciting? What aspects are perhaps frightening?*

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## ***What is expected of beginning teachers?***

 In 2001, a Draft National Practicum Policy Framework was developed. This document outlines the essential competencies beginning teachers should be developing and demonstrating during their course. The National Curriculum Guidelines also includes expectations of beginning teachers. This document is due for revision in 2002. Colleges will obtain final versions of these documents in due course, and lecturers should include updated information in this module.

There are a number of expectations, particular attributes and competencies that beginning teachers are required to develop during their course. These can be found in the document *National Curriculum Guidelines for Diploma of Teaching (Primary)* and the Draft National Practicum Policy Framework (2001). The attributes and attitudes section is copied below.

### **Beginning teacher attributes**

*(From 'National Curriculum Guidelines for Diploma in Teaching (Primary)'. PNG Ministry of Education. 1998)*

Beginning teachers should be:

- Confident in background knowledge, understanding, skills and attitudes for Grades 3 to 8 in all strands
- Competent to use a range of teaching strategies in each strand
- Independent life-long learners committed to own professional development
- Reflective and critical in their learning and teaching approaches
- Competent to use available resources, technology and equipment and to improvise in challenging circumstances

- Caring and compassionate towards the needs of each individual pupil
- Concerned about, care for and respect the environment
- Sensitive to cultural diversity and gender equity
- Competent and confident to apply knowledge for the benefit of the wider community

### *Beginning teacher attitudes*

Beginning teachers should:

- Be positive, professional, self-reliant, independent, articulate, resourceful, confident, enthusiastic, creative and inquiring in their approach to teaching in all strands
- Appreciate the need for a caring and concerned classroom environment for effective learning/teaching
- Foster a sense of inquiry, questioning and creativity that leads to problem solving
- Be open-minded and accepting of criticism and differing points of view
- Be co-operative, fair, respectful and empathetic towards peers, pupils and the community
- Accept, respect, assess and value traditional knowledge
- Be committed, responsible, loyal, honest, trustworthy, accountable and willing to accept responsibility
- Be willing to act as role models for others in teaching/learning programs, in health matters, and in community activity and development
- Recognise and promote the equal role of women and girls in all fields of study
- Appreciate the unique flora and fauna of PNG and promote care and concern for the protection of the environment for the benefit of future citizens
- Be flexible and accepting of change in learning/teaching and in life in general.

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## 6.1 Activity 4

*Discuss these attributes and attitudes with your group. Do you agree with these? Are there more you think should be included? Comment on how you think teachers would show some of these attributes in the classroom and in the school context.*

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## ***The importance of planning***

Read the following case study about a beginning teacher's first practical teaching experience.

### **Kini shows the way**



Kini began her teaching training with enthusiasm. She paid close attention to her lectures, particularly before her first teaching practice for she really wanted to make a good start to her teaching career.

Kini's first block teaching practice came in the second trimester of her course. She was placed in a town school with a young, caring teacher. For the first two days, Kini observed the teacher at work. She made notes in her journal about the students and their level of development and the organisation of the classroom. She collected samples of the student's work, noted class rules and routines, and copied the class timetable. She closely observed the teacher's planning, both weekly and daily in the teacher's planning folder, and copied down some of her teaching techniques for beginning and concluding lessons, and for controlling the students. She would use this information later when she was teaching. Kini was very interested in this. She worried about whether she could control the students. She knew that as a student herself she had played tricks on student teachers.

On the second day, the teacher gave Kini an art lesson to prepare. This was what Kini had been waiting for. She planned according to the way she had been taught and the lesson was most successful. Kini could not believe that teaching could be so easy - even if the teacher was keeping an eye on the students all the time. Kini's first prac went very well indeed. In the rest of her course, Kini continued to work hard. She was interested in planning for teaching, human development, learning theory, classroom management, teaching skills and evaluation but most of all Kini enjoyed the block teaching programs. The second block teaching was a little more demanding, with more lessons to be taught and problems to be solved, but overall Kini was able to handle her teaching most effectively. She was able to put theory into practice so well that she graduated with distinction.

### **The supervisor's comments on Kini's teaching**

Kini's college lecturer came to observe a social science lesson taken with twenty-eight Grade 7 (12 year old) students. The topic was conflict and co-operation in the school and was related to the theme of people in society.

Kini had called the class to attention, waited, observed all students to see that they were paying attention. She asked them to watch and praised Leonard for his quick response.

An observer's  
description of  
Kini's lesson

Kini then divided the class into groups of four. She told the students that they had been put in groups in order to have a discussion on the topic that concerned all of them. Each group would need to work through the topic then report their findings to the whole class. There would be 20 minutes for discussion. Each group would have two minutes to report their findings. Her expectations were clear to the class.

Kini started the lesson by describing an example of cooperation in the class. This involved working together to beautify the school grounds and to look after the school garden. She then described an example of conflict within the school. Groups of students from different provinces were ganging up on one another, called each other names and stealing from their enemies.

Kini then asked the students for examples of conflict and cooperation within the school (including the class). She built up the following list on the chalkboard:

*Examples of cooperation*

*Examples of conflict*

Participating in group activities

fighting

Ball games on the field

not co-operating

Cleaning up the school grounds.

picking on students

Kini then wrote some statements on the blackboard for each group to discuss. These were:

1. List four examples of cooperation in this school.
2. List four examples of conflict in this school.
3. List as many causes of conflict in the school as you can.
4. Take your most important example of conflict and consider as a group;
  - What is causing it?
  - How can it be dealt with?
  - What is the best way of dealing with it?
5. Draw up a strategy to reduce conflict and increase cooperation within the school.
6. Write a sentence stating why your strategy is a good one.

As the groups discussed these questions, Kini circulated among them, briefly pausing with each to check understanding. She joined in with Elizabeth's group because they were having difficulty in listing examples of cooperation within the school. Once they were underway, Kini praised them and moved on to other groups, encouraging, praising effort and provoking thought by asking questions like: "Can ganging up have more than one cause?" Kini also kept the class aware of time by marking off five minute intervals on the board. With five minutes to go, Kini quietly asked each group to prepare the presentation of their findings.

Kini gained attention by clapping her hands. She then asked each group to share their findings with the adjoining group. Students moved into groups of eight and carried out this instruction. Kini then asked each group of four to choose a reporter to describe to the class their answer to question four, (the most important example of conflict within the school).

In turn, group reporters shared their discussion findings with the class. Kini built up a chalkboard summary of each report that showed ganging up was the problem that concerned students most. Opinions on how it should be dealt with varied from discussion between the teacher and student, through to loss of privileges and finally to punishment.

Kini then summarised the discussion and focused on some ways in which teachers could help reduce ganging up. She suggested that the school class captains might meet with the Head teacher and other teachers to discuss the problem.

Kini then asked each group to hand in its findings so that she could read the strategy they suggested for reducing conflict and increasing cooperation within the school. She told the class that this information would be helpful in getting them started on the next lesson which would be "Our Strategy for a Happier School."

The bell rang and Kini quietly indicated to the class they could go to lunch.

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## 6.1: Activity 5

*Whilst Kini's lesson seems straightforward, in fact a lot of thought and skill went into it.*

*There were many teaching skills and strategies demonstrated by Kini during her lesson.*

*In your group, you are to analyse Kini's lesson according to the table below. Your lecturer will divide the task amongst the group, so your group may have two or three areas to consider.*

*First, read the following categories of Teaching Skills and Strategies.*

 Explain the teaching skills and strategies below. These points should raise awareness of the many factors that contribute to a successful lesson. Ensure students understand all the terms so they can successfully complete the activity that follows.

## **Teaching skills**

### **1. Lesson development and implementation**

Introduction including link with previous work; Motivation device(s); gaining and holding attention; Appropriateness of aids; Chalkboard writing and layout; Closure- checks understanding, reference to pupil performance.

### **2. Content management**

Knowledge of subject matter; Organisation; Appropriateness for class/ child; Extension activities

### **3. Questioning**

Pausing and clarity; distribution of questions; response to pupil answers; Prompting; re-phrasing; pausing; wait time; higher order questions

### **4. Reinforcement**

Verbal, non-verbal, Teacher response; warmth, enthusiasm; focus on effort, rather than ability.

**5. Explaining**

Instructional clarity; use of examples; use of aids

**6. Classroom management**

Management techniques; confidence and composure; rapport; organisation and routines; focus on effort; child centred

## ***Teaching strategies***

**1. Narration**

Structure and sequence, pace; appropriateness of length; gesture and movement; clarity and precision

**2. Demonstration**

Structuring of the situation; appropriateness examples; adequacy of teaching

**3. Discussion / conferencing**

Structuring of the situation; variety of interaction; appropriateness of content; quality of questioning; level of pupil response; organisation.

**4. Study**

Provision of resources; focus on skills; establishment and allocation of task; supervision and assistance.

**5. Observation**

Guidance and stimulation; organisation; recording.

**6. Experiment**

Organisation of material (s); structuring, motivation

**7. Creativity**

Permissive climate; open-ended activity; variety of materials; stimulation.

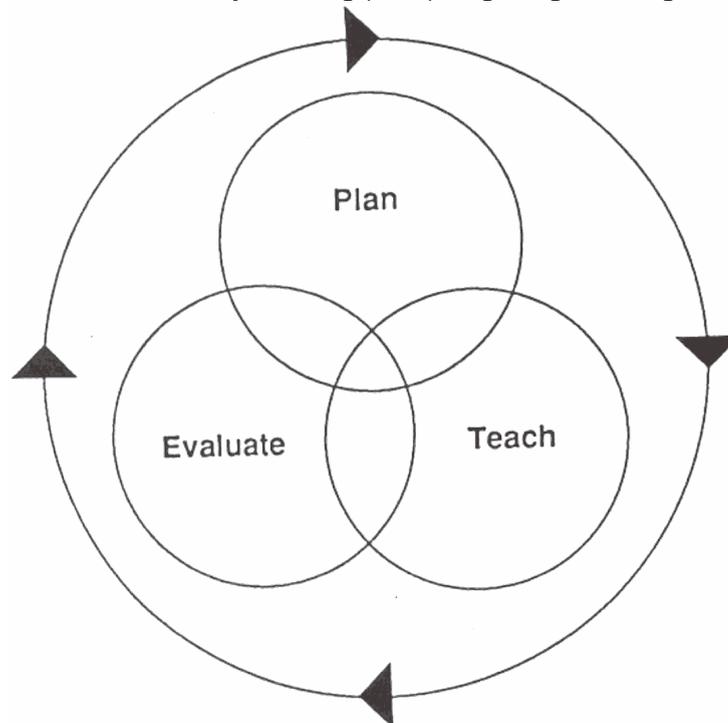
*Next, take the categories given to your group. Re-read the description of Kinl's lesson, and try to find evidence of the skills and strategies shown. As a group, record your findings on butchers paper to be shared with the group.*

# The Planning Process

## ***The three phase model: Plan-Teach-Evaluate***

Looking back over the lesson, we can see that Kini progressed through three steps: *planning*, *teaching* and *evaluating*. Each one of these steps was interrelated. Kini planned based on her evaluation of previous learning and incidents within the class. As she planned, she thought about how she would teach and evaluate the lesson. While teaching she followed the plan, although she modified the presentation of findings when time was running out. She also evaluated through questioning and observation. After the lesson, she used this information, as well as the students' reports, to plan her next lesson. Thus, the model which Kini used looked like this:

Figure 1: Curriculum Model from Barry and King (1998) 'Beginning Teaching and Beyond'.



## ***Lesson planning***

### *Related competencies*

- ? Identify phases of a lesson
- ? Write clear, detailed plans for single lessons
- ? Use lesson introduction, body and closure in single lessons.

 Lesson planning requirements will vary from college to college. Use appropriate examples from your college to show students what is required. Discuss other department's requirements for lesson plans. Mathematics or Social Science may present other lesson plan requirements. Provide plenty of modelling and joint construction of lesson plans to support students' learning. Only ask them to develop their own lesson plan after completing the process with support.

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*From Madang Teachers College (1999), A Handbook of Teaching Skills.*

Can you imagine a surgeon beginning an operation without having studied tests or x-rays? Can you imagine a pilot flying without consulting a weather report, charts and maps? Does a taxi driver go out on the road to transport passengers without first examining road maps and becoming familiar with the roads?

In each case, the result would be at least inefficient, and often disastrous.

The degree to which you plan not only depends on your personal needs but also on the school in which you teach. Most administrators require their teachers to submit teaching programs for the following reasons:

- In the case of absence, substitute teachers can carry on with the lessons and activities planned for that period
- It provides teachers with the opportunity to think carefully about what will be taught, why it is being taught and how to maximise the students' learning
- Teaching programs show the progression of teaching and learning, and provide a valuable link to assessment and evaluation tasks.

A plan is only a guide to action. From time to time, it is necessary to adapt or change the plan to meet the needs of the students, pursue interests and to take advantage of opportunities for spontaneous and incidental teaching. In many ways, a teaching plan is very much like planning a holiday. It helps you know where, when, how and why you are going and what you are going to do when you get there. Yet, often the best moments are when you depart from your plan to take advantage of an unforeseen event or opportunity. (Trojack, 1971)

## Parts of a lesson plan

When planning, whether it is short term or long term, you need to ask and answer **five** key questions:

1. What background factors need to be considered in planning this learning experience? (**The background**)
2. What should the students learn as a result of the learning experience (**The learning objectives**)
3. What knowledge, concepts, generalisations or skills have to be covered? In what order? (**The subject matter.**)

4. What experiences will help the students learn this subject matter? (**The learning experiences.**)
5. How will I know what, and how much, the students have learned? (**The evaluation**)

We will now look in more detail at each of these questions.

## The background

Before you begin formal planning you must find out as much as you can about the background to the learning area and the students, as well as checking available time, space and resources.

Once you have a topic, you should find out what students already know about it. This will help you build on previous knowledge and avoid repetition.

You must also plan to meet the age, abilities, achievements, needs and interests of the students. Your teaching should also consider the special needs of particular students eg, students with different language and cultural backgrounds, the gifted and less able student. These students should have work matched to their level of ability.

In addition to the learning area and student background, you also need to consider available time, class size, safety and equipment, and resources.

## Learning objectives

What will students learn as a result of this learning experience?

That is the key question in your teaching. In order to answer it, you must be familiar with the meanings of such terms as aims, goals, student outcomes and objectives in education.

Aims, goals, objectives and student outcome statements
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An education **aim** can be thought of as a long-term hope, intent or aspiration for learning. Aims are expressed at a very general level.

This is an example of an aim, taken from *The Primary Curriculum in Papua New Guinea (1999)*.

The aim of education in Papua New Guinea is to help all children become happy, healthy and useful members of society. ... The overall aims of formal education are to help the student develop the knowledge, skills and attitudes for effective communication, resource development, social development and spiritual development. (p9)

**Goals**, like aims, are statements of intent but they are medium-term rather than long term in orientation. According to Print (1988, p.93), goals "are more specific precisely worded statements of curriculum intent and are derived from aims".

A goal that could come from the previous example could be that students develop the ability to communicate through written and spoken language.

A **learning objective** is also a statement of intent but it is short-term in its orientation. An objective is "a statement of what learners should be able to **do** or **do better** as a result of having worked through a course (or lesson)" (Rowntree, in Barry & King, p.49) Learning objectives are derived from aims and goals.

An example of a learning objective derived from the aim and goal could be "demonstrate satisfactory skills in reading at an age appropriate level.

**Behavioural objectives** are a further refinement of learning objectives. They are very precise and written in terms of observable student behaviour. They require a statement of intended behaviour (often referred to as a performance), the conditions under which the behaviour occurs, and the acceptable standard of performance.

We can write behavioural objectives using the following criteria:

- What is the **behaviour** to be performed?
- What is the **condition** which will allow for that behaviour to be performed?
- What **standard** will we use to measure the achievement of this behaviour?

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## 6.1: Activity 6

*Look at the following behavioural objectives. Divide them into three parts, i.e. the behaviour, the condition and the standard.*

1. *Using an atlas and work sheets, students will be able to locate the five highlands provinces and work out correct distance using latitude and longitude information.*
2. *Given two batteries, two bulbs, two pieces of wire and a switch, students will be able to light up the two bulbs at the same time.*

*Now, write two behavioural objectives related to teaching a specific concept in Mathematics.*

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## Writing learning objectives

It is recommended that whilst you are learning to plan, you should concentrate on writing objectives which are clear and observable; the more precise, the better. The reason for this is that it is possible for student teachers to lose direction in a lesson because they have not been clear on what they were really trying to teach and have the students do as a result of the lesson.

When writing objectives, first ask yourself: What will the students be able to know/do/ or feel at the end of the lesson or unit that they did not know/do/or feel at the start? Then write this down as a learning objective. In order to emphasis this, learning objectives often begin with a **stem**:

"On completing this lesson each student should be able to ..."

To complete the statement using a stem, you will need to use a verb to express it in behavioural terms.

Here are some examples:

- On completing this lesson, the students will be able to list some examples of garden foods found in their villages.
- On completing this lesson, the students will be able to discuss in groups how water helps us.
- By the end of the lesson, the students will be able to sing a new song by heart together with its actions.

By using verbs, it makes the objectives easier to evaluate because you can see if the students can, or cannot perform the required behaviours. However, it is difficult to judge if students are able to 'appreciate' or 'understand', for these verbs are open to many interpretations. It is difficult to decide what behaviours constitute such learning outcomes as to know, enjoy, develop, remember and realise, etc.

Some verbs, which you might find helpful when writing objectives, are included below.

Cognitive verbs have been based on Bloom (1956), psychomotor verbs on Harrow (1972) and affective verbs on Krathwohl, Bloom and Masior (1964) The table is taken from Barry and King (1998) List of verbs useful for writing objectives

### *Cognitive*

#### **Knowledge:**

define	describe	list	state	identity
recall	name	show	write	match
tell	locate	relate	acquire	outline
label	underline	select	recite	measure

#### **Comprehension:**

explain	interpret	compare	contrast	read
illustrate	infer	estimate	specify	give an example of
distinguish	summarise	represent	indicate	

#### **Application:**

use	calculate	construct	apply	solve
mark	demonstrate	perform	predict	find
change	make	compute	order	manipulate

#### **Analysis:**

analyse	classify	categorise	detect	hypothesise
differentiate	breakdown	compare	contrast	separate
diagram	discriminate	relate	subdivide	select

#### **Synthesis:**

create	develop	propose	plan	design
combine	compose	produce	relate	conclude
categorise	compile	devise	explain	organise

#### **Evaluation:**

choose	decide	evaluate	compare	justify
discuss	judge	debate	consider	assess
criticise	support	determine	contrast	defend

### *Psychomotor*

#### **Reflex:**

Learning objectives are not usually written at this level.

#### **Fundamental movements:**

crawl	fun	jump	reach	change direction
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#### **Perceptual abilities:**

catch	write	balance	distinguish	manipulate
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#### **Physical abilities:**

stop	increase	change	react	move quickly
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#### **Skilled movements:**

play	hit	swim	dive	use
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#### **Non-discursive communication:**

express	create	mime	design	interpret
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### *Affective*

#### **Receiving:**

listen	accept	be aware	attend	receive
describe	follow	ask	show	locate

#### **Responding:**

answer	state	participate	obey	enjoy
assist	discuss	tell	present	write
Value				
accept	recognise	participate	develop	decide
appreciate	join	share	initiate	work

#### **Organisation:**

organise	relate	judge	formulate	associate
alter	arrange	combine	prepare	defend

#### **Characterisation:**

maintain	demonstrate	decide	use	change
act	question	practice	perform	display

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## 6.1: Activity 7

*Well-written objectives are clear and observable. In the following list of sample objectives, which are clear and observable?*

- *Follow directions*
- *Understand why we need rules*
- *Use a tape measure to accurately measure the perimeter of a book.*
- *Want to read library books*
- *Develop speed in handwriting*
- *Appreciate a poem*
- *Know the functions of the provincial government*
- *Classify animals into vertebrates or invertebrates*
- *Throw a softball accurately over a distance of 30 metres*
- *Name two stars or five planets*
- *Believe in the necessity of avoiding war.*
- *Realise the importance of road safety*

*Look back over your list. Take two of the statements you have not ticked. Rewrite them so they are clear and observable.*

**Remember!** *Statements like "complete a worksheet" or "watch a video" are activities, not learning objectives. Rather, they should be written in a way that specifically states behaviour or learning which results from completing the worksheet or watching the video.*

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## The subject matter

Once you have decided upon your objectives, you must select and sequence your subject matter. Subject matter refers to the knowledge, understandings, ideas, and skills of a learning area or discipline. Most teachers select their subject matter from syllabus documents and textbooks. Sometimes, subject matter will also be suggested by the students.

## Learning experiences

Now that you have considered background factors, chosen your objectives, selected, and sequenced your subject matter, you must decide on the learning experiences that will best help the students learn the subject matter. The term "learning experiences" is used broadly here to include teaching strategies and learning activities which are designed to help students achieve their learning objectives.

Learning activities may include:

Speaking, reading, writing, summarising, note taking, acting, interviewing, listening to audio material, viewing visual material, excursions, games, interest centres, mapping, reporting, group work, problem solving, brainstorming, making charts, collecting newspaper clippings, debating, drawing, painting, surveying, demonstrating and researching.

Make sure you have enough activities to keep *all* students fully involved in the lesson.

## Evaluation

How will you know the students have learned? This question relates to evaluation, which is concerned about making judgements about the quality, value or worth of something (Ebel & Frisbie, 1986, in Barry & King, 1998)

This section will provide some basic guidelines for consideration when developing your lesson plan.

Evaluation can take place before teaching (sometimes called diagnostic evaluation), during teaching (sometimes called formative evaluation) and/or after teaching (sometimes called summative evaluation).

Techniques which may be useful for diagnostic evaluation are:

- Use of a standardised test, or pre-test, to determine the level a student is at before beginning instruction
- Observing student performance over a period of time

Techniques which are especially useful for formative evaluation are:

- Observing student performance
- Questioning students about their understanding
- Student presentation and demonstration
- Student self-evaluation

Techniques which are useful for summative evaluation include:

- Marking work exercises, assignments and files
- Collecting samples of work
- Teacher made tests: short answer, multiple choice, true/false, matching, completion items, and essay questions
- Learning portfolios

When planning on how you are going to evaluate, you should use a variety of techniques that cover diagnostic, formative and summative evaluation.

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## 6 1: Activity 8

*Do you recall the five key questions you need to ask and answer when planning lessons? Go back to the beginning of this section and review the questions.*

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## ***The Reform Curriculum and outcomes based education***

**i** The Papua New Guinea curriculum is undergoing a number of changes. Before the reform, the curriculum was based on foreign western beliefs and ideas mainly to produce Papua New Guineans to administer the country and to achieve academic successes. The new curriculum aims to provide a relevant basic education for all young Papua New Guineans. As a result of the philosophical changes, the new curriculum will be more concerned with student centred learning and focused on outcomes (that is, what a student can do) rather than ranking students' achievements against one another. Teachers have considerable flexibility in programming to achieve particular outcomes. Lecturers should ensure they read all new material received from the Education Department and take part in in-service initiatives to support the new curriculum. The information provided is a brief introduction to outcomes based approaches.

The National Curriculum Statement for Papua New Guinea ( 2003) is in limited distribution at the time of writing.

The National Department of Education has adopted an outcomes based approach to describe the curriculum under the curriculum reform. The Upper Primary syllabus documents have been completed using outcomes based curriculum. The Elementary and Lower Primary Curriculum will be reviewed and developed during 2002- 2004.

The introduction and implementation of outcomes based education in Papua New Guinea schools will be carried out over a period of time and involve in-servicing of teachers around the country. It is quite a different approach to the objectives based curriculum documents currently in circulation.

Some of the general characteristics of outcomes based education include:

- A focus on outputs. The focus is on what students have learnt rather than what systems and schools have provided, and what teachers have taught.
- Accountability is in terms of student outcomes rather than in terms of what is provided by way of curriculum, hours of instruction, buildings and equipment.
- Curriculum is designed to enable students to achieve outcomes which are explicitly and publicly described.
- The outcomes are common across the country, but the learning experience and curriculum are not fixed. Outcomes are identified and the process (the way we deliver the curriculum) is differentiated according to the learner.
- Curriculum is designed back from where you want your students to end up. That is, start with the outcomes (the destination) and then determine the curriculum (the routes to get there)

The Papua New Guinea outcomes based curriculum identifies the knowledge, skills, attitudes and values that all students should achieve or demonstrate at a particular grade in a particular subject. Each subject syllabus identifies a set of outcomes that students are expected to

achieve at each grade. Each outcome is accompanied by a list of indicators that identify examples of the knowledge, skills, attitudes and values that students will need to demonstrate in order to achieve the learning outcomes. Teachers will use the outcomes and indicators to write learning objectives when planning a programme and lessons.

The National Curriculum Statement for Papua New Guinea states that outcomes based curriculum will:

- Give teachers, individually or collaboratively, the flexibility to devise programs and units of work that meet the differing needs of students at all levels of schooling in a broad range of settings in Papua New Guinea
- Include all aspects of Integral Human Development
- Help teachers assess and report students' achievements in relation to the learning outcomes statements
- Allow students' achievement of the outcomes to be described in consistent ways
- Help teachers to monitor student learning
- Help teachers plan their future teaching programs.

Some examples of outcomes from the Upper Primary syllabus documents

	<p><b>Communicate a range of ideas, information and opinions about significant local and national topics to a variety of audiences</b> (Grade 7 English)</p>
<p><b>Describe what duties and obligations members of the community have in upholding the society's laws</b> (Grade 8 Personal Development)</p>	
	<p><b>Estimate, measure and compare using metric units</b> (Grade 6, Mathematics)</p>

### ***Lesson plan formats***

There are three main types of lesson plans which you may use both as a student and when you commence teaching in a school.

- Full- detailed lesson plan
- Semi -detailed lesson plan
- Brief or Program type lesson plan

*The following information on lesson plan types is taken from Madang Teachers College and is provided as an example of the different types of lesson plans that may be used. Other colleges will have their own formats and requirements for lesson plan preparation. Your lecturer will supply the particular lesson plan format that you will be using during your school experience and practicum visits.*

First year students who are beginning to acquire and master lesson planning skills will be required to complete full detailed lesson plans. These lesson plans include descriptions of what the teacher will expect the students to do at each step, as well as the expected answers and anticipated behaviours to be demonstrated by the students.

The semi- detailed lesson plan may be used by second year students, after having gained some experiences in teaching in schools. It has similar parts to the full detailed plan, but is shorter, and only the teachers activity is indicated.

Brief or program type lesson plans are mainly used by teachers in the field. They are completed in a required format and these are usually in book form. These program books are issued to teachers by their respective Provincial Education offices in each province at the beginning of the school year. As the name suggests, it is a brief plan involving only major points to be indicated in each lesson.

## A sample lesson plan format

The following lesson plan formats are designed to be used with objectives based curriculum.

As mentioned earlier, all colleges have their own particular format for lesson plans, but they all agreed on the following important parts of a lesson plan.

- **OBJECTIVES**
- **PREPARATION**
  - Materials
  - Organization
  - Referencing
- **PROCEDURE** (sometimes referred to as teaching steps, lesson development, or conduct of the lesson) This section includes
  - Introduction
  - Body
  - Conclusion
- **METHODS/STRATEGIES/ TEACHING POINTS**
- **EVALUATION / SELF REFLECTION**

Below is a more detailed explanation of a suggested lesson plan format.

### *Heading*

- Learning area, topic, grade and time stated

### *Learning objectives*

- Begin with the stem: "On completing this lesson each student should be able to:"
- Each objective is a significant learning outcome.
- Each objective is linked with a verb- preferably one that is clear and observable.
- Objectives are clearly linked with procedure and evaluation.
- There is an appropriate number of objectives

### *Students' prior knowledge*

- Stated in terms of student-related knowledge, understanding, and thinking skills; psychomotor skills; and attitudes and interests

### *Preparation*

- Materials: (list what teaching aids you will use in the lesson);
- Organisation: (how the students and space will be organised for the lesson);
- References: (Lists what resources you used to derive your content)

### *Procedure*

- Logical numbered steps
- Time plan
- Introduction (how you will prepare the students to attend to the lesson, teaching strategies used)
- Presentation (lists the steps you will follow and teaching strategies you may use)
- If appropriate, key questions can be noted, explanations and demonstrations included, use of resources indicated, management techniques shown and student activities noted.

### *Conclusion*

Describes how you will bring the lesson to a meaningful ending.

### *Work Exercises*

If appropriate, copies of work exercises and answers should be included.

### *Evaluation*

Proposed formative and summative evaluation techniques can be noted. You will also evaluate the achievement of your objectives and your own teaching performance, to see if you have followed your steps in the lesson plan and to note carefully your strengths and weaknesses in the teaching of the lesson.

The following pages include some samples of blank and completed lesson plan formats. These may be useful references for you. Remember, your college will have its own requirements for lesson planning.



**i** *Additional sample lesson plans.* The following sample plans are extracted from the Practicum Handbook for the Diploma of Teaching (Primary). They are provided as resource material and may be photocopied for student use. The samples are not included in the Student resource materials.

## LESSON PLAN FORMAT

Grade: \_\_\_\_\_ Subject: \_\_\_\_\_ Date \_\_\_\_\_

**Learning Objective**

**Resources/ Aids**

**Lesson Introduction**

**Warm up activity / motivation**

**Revision**

**Presentation**

**Teaching points ( steps)**

**Pupil activities**

**Evaluation**

**LESSON PLAN FORMAT**

Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Subject: \_\_\_\_\_

Content: \_\_\_\_\_

Lesson objectives / intended outcomes	Assessment strategies ( linked to objectives/ outcomes)

**Introduction:****Body:****Conclusion:****Teaching Notes/ diagrams/ worked examples etc:****Evaluation:**

- Learning outcomes
- Lesson Structure
- Teacher Self Evaluation

## LESSON PLAN FORMAT

### **Time factors:**

Date:

Time:

Duration:

### **Learning Focus:**

Subject:

Rationale: ( Why teach this – its value and link with children’s learning and development)

Objectives / Outcomes ( The purpose of the lesson is for children to....)

Pre-requisites:

Assessment strategies: ( Link with objectives / outcomes)

### **Organisation:**

Grouping:

Equipment:

Teaching Targets ( Particularly teaching technique focus for this lesson (i.e. questioning, pace, clarity of instruction, group management etc)

Notes:

## LESSON PLAN FORMAT

Grade: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_ Lesson Topic: \_\_\_\_\_

Learning Objectives: \_\_\_\_\_

	TEACHING POINTS	TEACHING STEPS	PREPARATION
<b>INTRODUCTIO N</b>			
<b>BODY</b>			
<b>CONCLUSION</b>			

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## 6.1 Activity 9

*Your lecturer will demonstrate on the chalkboard the process of writing a lesson plan. The lecturer and the class will jointly construct the lesson plan together.*

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## 6.1 Activity 10

*Write a full detailed lesson plan for each of the following subjects;*

1. *Community Life : GRADE 3: UNIT: GROUPS. TOPIC; Rules and Regulations.*
  - *Objectives: know types of rules for different groups*
  - *Know some basic laws and regulations of the community and the local government*
  - *Know reasons for having rules/laws in the family, clan, community, government, etc.*
2. *Arts and Crafts: GRADE 5: DRAMA,*
  - *Objectives; demonstrate technical ability in drama: preparation, character, voice projection, group interaction. (suggested activities; act out some PNG situations, e.g. building a house, chasing rascals, market, village court etc)*

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## Alternative lesson plan formats

 At this early stage of the students' experience, single lesson plans only are introduced in detail. The development of lesson plans for groups and multigrade teaching are covered in the Multigrade unit and Unit 7, Teaching Methodologies. These lesson plans may be introduced at the discretion of the lecturer as extension activities.

In the early stages of your teaching practice, you will be required to plan fully for the class or a small group. At first you will not be required to write lesson plans for multiple groups or multigrade classes, but the following information may help you to become aware of the different types of lesson planning you will encounter during your teaching.

Lesson planning for multiple groups and multigrade will be covered in more detail during Unit 4, Module 4.3 Programming.

## Lesson plans

Adapted from Marsh (2000) *Handbook for Beginning Teacher*. Longmans. Barry & King (1998) *Beginning Teaching and Beyond*. Social Science Press



The writing up of lesson plans associated with daily teaching is very necessary for all teachers, but the format will vary enormously and the amount of detail included will range from several pages for pre service teachers to only a few sentences or paragraphs for a highly experienced teacher.

A further complication is that a number of classes operate at more than one level. For example, there may be several reading or maths groups in the one class. In these cases, the teacher will need to plan lessons for all sub-groups and plan his/her time so that some activities will be for the full group, while direct teaching and assigned work will be distributed at different times to the sub-groups.

### *Writing and format of a lesson plan for teaching groups*

During your teaching practice, it is likely that you will be placed in a class where the students have been organised at more than one level. This means that the class might be:

- Made up of two or more age levels - for example, a multigrade class of Grade 4/5, working in groups on differing tasks.
- Of the same age level but organised for some learning areas - such as Maths or English on an ability basis
- Of the same age level but with the groups formed on an occasional basis.

The major advantage of teaching at more than one level is that it allows the teacher to match more easily the learning task or tasks to the ability level or interests of the students. This makes for more efficient and effective learning. The major disadvantage in teaching groups is that, unless the teacher is very clear about the learning task for each group and has strong management skills, the lesson can be fraught with difficulties and very little learning will take place.

In planning for teaching groups, follow the same process as explained previously, however, pay particular attention to background factors, especially the grouping pattern established by the teacher. Some teachers use a rotation system, where each day a particular group will be identified as the 'teaching group'

For example, on Monday Group 1 would be taught directly by the teacher and Groups 2 and 3 would be working on independent tasks. On Tuesday, Group 2 would be working with the teacher, and Groups 1 and 3 could be working on assigned tasks. On Wednesday, Group 3 would be taught directly by the teacher and the other groups would work independently. This pattern might continue on a rotating basis. The teacher would need to indicate in the lesson plan what the tasks were for each group and the focus group for teaching.

A variation of this might be used in a multi-grade class, which combined students of different grades and different ages.

The teacher's lesson plan would show the whole class introduction and teaching points, then identify what the different groups would be doing during the activity session. These groups may have different tasks based on a common objective, or different objectives for each group. Extra columns or boxes, or dot points would be included on the teacher's plan.

You will see different methods of organising for group teaching during your visits to classrooms. Talk to the teacher, watch closely and try to identify strategies the teacher uses to make group work effective in the classroom

Your lecturer may provide you with some samples of group lesson plans, and you could collect some from teachers when you are visiting schools during school experience.

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 **6.1: Activity 11**

*Using one of your detailed lesson plans written in the last section, re-design the lesson plan to cater for two or more groups.*

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## Appendix 1: Chalkboard Skills

*This topic is taught as an ongoing activity throughout the duration of this module. Many colleges devote one lecture per week, or a block of time to introduce, then practice the skills.*

*Your lecturer will inform you of the chalkboard skills program your college will be teaching. The following is resource material which may be used by you and/ or your lecturer in teaching this topic.*

The blackboard is the most commonly used teaching aid and one of the most useful, but like all aids, its correct use has to be learned and practised constantly. Well prepared and clear use of the blackboard is not only effective as a teaching aid but is also an example to the children of the standard and quality of work and presentation that you expect from them.

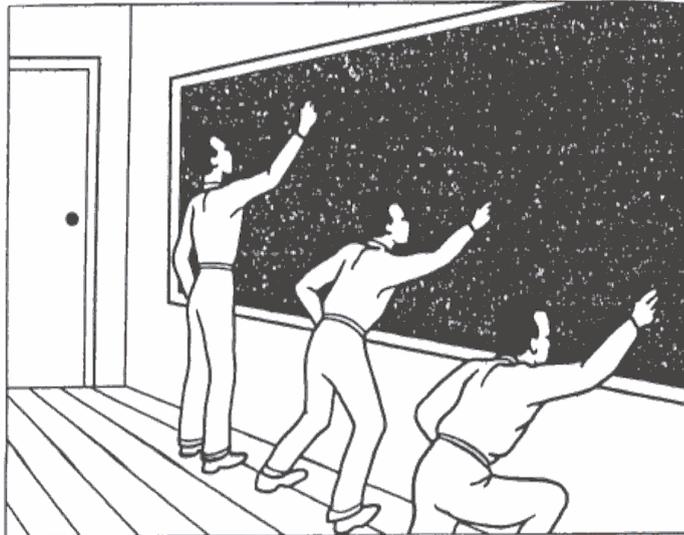
Clear legible chalkboard skills only come with practise. This module serves only as an introduction to get you started. After that, you will be expected to work at your own skills. Each college has its own arrangements for organising your practise time.

### ***When to use the chalkboard***

- To display instructions, rosters, timetables etc.
- To present copies of work exercises
- To demonstrate important teaching points
- To summarise key teaching points
- For reminders and homework assignments
- To model work standards
- By students as an alternative workplace

### ***Getting good results***

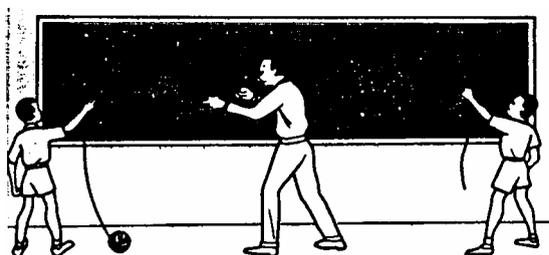
- Bad surfaces - a smooth surface is essential for good results. Chalkboard paint and renovator can be used to improve the surface of a board, but if the surface is too uneven, it can be recovered with plywood and repainted.
- Wash the board with a wet cloth at least once a week and keep the chalkboard duster clean.
- Poor writing may be caused by incorrect stance at the chalkboard. Best results are achieved by keeping the head at the height of the writing with the arm slightly bent.



- Hold the chalk across your fingers from the top of the forefinger to about the first joint of the little finger and with the tip of your thumb. Do not hold the chalk like a pen or pencil. Try to keep the finger and wrist joints stationary and use large movements of the whole forearm.
- Use guide lines on the board to keep your writing straight.

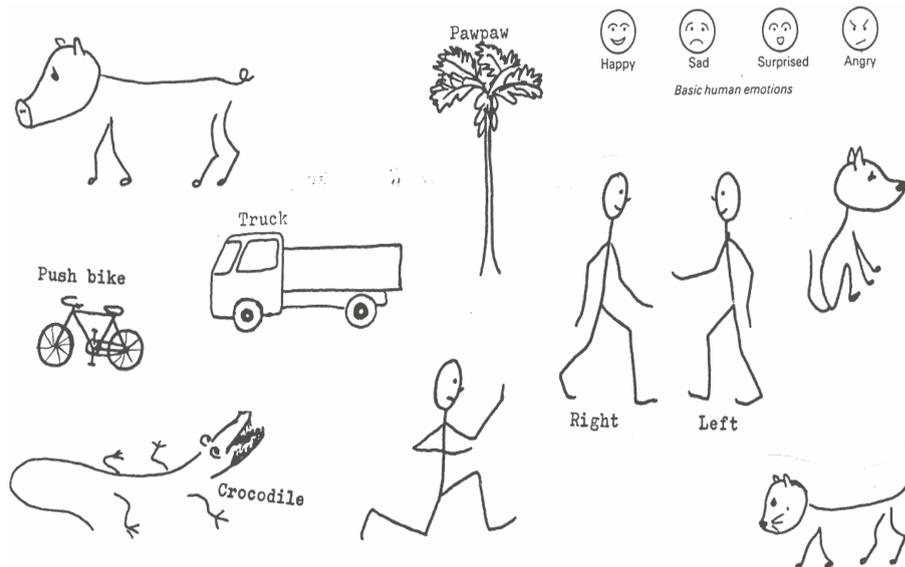
These can be:

1. scratched on with a nail (caution this will be permanent and can only be removed by smoothing and repainting the board - do not attempt on teaching practice)
2. drawn using chalk dipped in sugar solution. When dry they will not rub off easily but can be removed with a damp cloth.
3. temporarily drawn lightly using chalk
4. drawn on permanently using a pencil
5. use string covered in chalk dust - pin horizontally on the board and give a sharp flick. The chalk dust will be transferred to the board leaving a faint line.

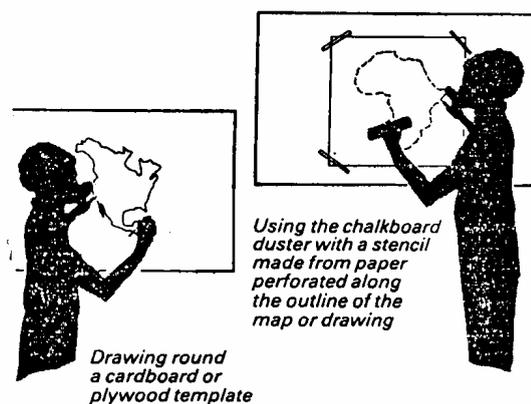


- Coloured chalk can be used effectively although some colours show up better than others. Check they can be seen from the back of the room. They are useful to highlight certain sections or words and can also be effective when used to underline important words

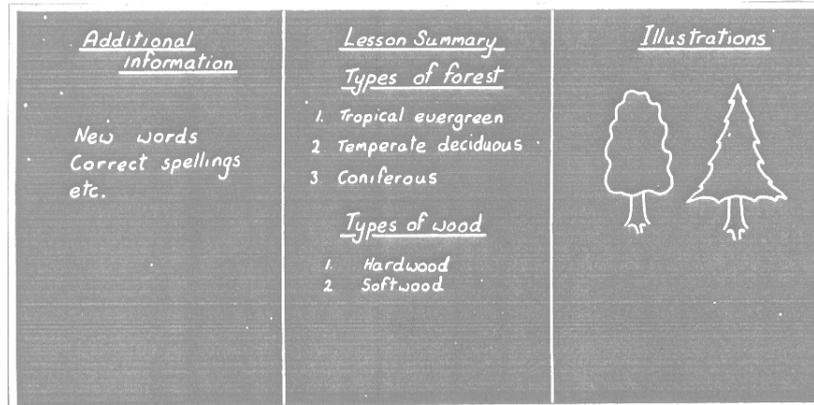
- When writing on the board it is essential to turn towards the class when talking to them as the board will absorb your voice and the children will not hear. It is not a good idea to spend time with your back to the class, as this will be the time when discipline problems occur.
- Illustrations are an important part of blackboard presentation. It is not necessary to be an artist to make chalkboard illustrations. The beginning teacher should build up a collection of pictograms (simplified line drawings) that can be reproduced effectively.



- Maps can be reproduced using wooden templates or stencils drawn on paper with holes punched around the outlines, so that dots can be left on the board to join up when the stencil is removed. An overhead projector can also be used effectively. Project the image required onto the board and transfer using chalk.



- Try to establish a more or less permanent organisation so that the children know where to find instructions.
- Avoid overloading the board as a crowded board can be confusing and frustrating.
- Letters should be uniform in size. A good guide to start is to rule four lines 4cm apart. The letters are written between the two middle lines with ascenders and descenders to the outside lines.



- Prepare the board well in advance. Some of the work can be covered until the relevant lesson. This helps to stimulate interest and to aid concentration on the present subject.

## Teaching aids

### *Related competencies*

? Use appropriate learning resources
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### What is a teaching aid?

Teaching aids are things that help the teacher to teach more effectively and which enable the pupils to learn more readily. Obviously, children will understand more easily if the teacher uses a working model or a picture of something that is outside their experience, rather than just describing it or telling the children about it. How does a teacher in the highlands of Papua New Guinea, where the children have never seen the sea, deal with a lesson on ocean transport? If the child has no prior experience or understanding of the sea, the teacher will need to provide other resources to help their understanding, for example, some pictures of the sea and different types of boats and canoes that travel on the sea. Teaching aids are the materials used by the teacher to help children learn.

Here in PNG in recent years many new and wonderful teaching aids have found their way into the classroom - for example, radio, film-strip/slide projectors, tape recorders, overhead projector, loop projectors. If these are properly used, they can make the teacher's task easier and more effective.

Not all teaching aids have to be expensive and complicated. Teachers can often make their own teaching materials. Pictures, a chart, a real object such as a plant or an animal, even the familiar blackboard are all teaching aids. In the area close to your school, many things can be used as teaching aids. By the river, on the beach, in the bush, there are stones, shells, insects, leaves, and flowers. There are many things that you can use to make your teaching more effective. ('Teaching Skills', Wagner 1996 Goroka Teachers College)

## Examples of teaching aids

- Textbooks
- Pamphlets, magazines, for example, Paradise from *Air Niugini*
- Globes
- Maps and charts
- Overhead projector
- Blackboard
- Whiteboard
- Posters
- Pictures, photographs and paintings
- Flip charts
- Easel and flip chart
- Puppets paper bag, glove, finger, shadow
- Masks
- Hats
- Models, dioramas
- Audio tapes
- Videos
- Radio programs
- Slide projector
- Real objects - artefacts
- People - specific occupations, singers, linguists, church representatives, local groups and organisations, retired people and ex pupils
- Computer
- Personal items eg toothbrush, hairbrush, clothing, photos
- Board games
- Specimens - living or dead eg insects, pets, plants and fruits
- Puzzles
- Flannel or felt boards
- Mobiles eg of a food chain or a life cycle
- Magic box - treasure box
- Feely box

Bush materials and many things from the school surroundings supply an inexpensive source for teaching aids. Often materials made by teachers are more suitable for their class than the teaching aids made commercially. Inspectors have commented that often the best teaching aids they have seen are those produced by teachers in isolated rural areas. These teachers have improvised by using the things around them in creative and unusual ways that are in many cases more suited to the children they teach.

## Why use teaching aids?

- They help to gain and maintain interest in a lesson
- They encourage mental involvement and the use of different senses i.e. the multi sensory approach
- They can make learning more meaningful by linking in with previous knowledge.
- By providing concrete items, the abstract concepts can be developed.
- Some children learn best through listening whilst others through seeing, touching, tasting or a combination of the four.
- Aids can help reinforce, integrate and extend classroom instructions.
- They can help children visualise and recall information.
- Aids can help make explanations of difficult concepts and skills clearer.
- They encourage independent learning and help develop an enquiring mind.

## Selecting and using instructional resources

### *Background factors*

- To maximise the impact of a resource give careful consideration to selecting a resource suitable to the situation. For example, if students live in the highlands, it may be difficult for them to study coastal topics, as they do not have access to the sea. The best alternative might be the viewing of some film or video if available, pictures illustrating the content, books with information and pictures about the sea etc. Of course, if the students happened to be in a school near the sea, then the real experience is well within their reach and an excursion would be the best resource to use.
- Ensure that your instructional resources are appropriate for the age, abilities, knowledge and interests of the students. If you are selecting print materials then the reading level should be matched to the ability of the students.
- Check the amount of time you have for the lesson and determine whether the resource you have in mind will be appropriate. For example, you may wish to show a 20-minute video in a 30-minute lesson. In such a case, you would not have time to introduce and discuss the video so an alternative decision would need to be made.
- Check the class size. The resources you use in a whole class setting may well differ to the kind of resources used in a small group setting. For example, the use of three-dimensional models will be easier in a small group situation than a whole class setting.

### *Learning experiences*

- Prepare thoroughly - make sure that you are familiar with the resource so that you use it with confidence and assurance. If equipment is involved, check that it is in working order, make sure that you know how to operate it and that it is available when required.
- Be very selective about the number of resources that you use in a lesson. The use of too many resources can overwhelm and confuse students.
- Use the resource at the right place and time in the lesson. The resource should fit in with the flow and sequence of the lesson. It should serve a definite teaching purpose and be but one part of the lesson.
- Should the resource be radio, film, video or television, introduce the programme by outlining the content. You might also set some questions to guide listening or viewing.
- Follow-up after using the instructional resource. Other ways of following up on resource use are through exposition, discussion, student demonstration and set activities.

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## Suggested activities

1. *Write down a topic you would be interested to teach. Now make a list of all the teaching aids you could use to help children learn more about this topic.*
  2. *Discuss one teaching aid that you remember because it helped you to learn better. Comment on how old you were at the time; the topic; why you think the teaching aid helped you to learn better.*
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### Skill: using teaching aids

#### **Appraisal sheet** (for use during observation lessons)

1. Did the teacher choose suitable teaching aids to help pupils understand the lesson?
2. Was a variety of teaching aids used?
3. Were the teaching aids of good quality eg clear and of sufficient size?
4. Did the teaching aids fit into the lesson and were they an important part of it?
5. Did the pupils understand the language used in connection with the teaching aids?
6. Was the lesson more effective because the teaching aids were used?

# Glossary

<b>Background</b>	The background factors which need to be considered when planning the learning experience
<b>Evaluation</b>	What the teacher has planned to measure what the students have learnt.
<b>Formative evaluation</b>	Ongoing evaluation carried out during the learning.
<b>Learning experiences</b>	What experiences will be provided by the teacher to help students learn the subject matter.
<b>Learning objective</b>	What the students should learn as a result of this learning experience.
<b>Learning outcomes</b>	Learning outcomes are statements of what is expected that a student will be able to do as a result of a learning activity.
<b>Micro teaching</b>	Teaching small groups of students during school experience or block teaching, eg a group of 6.
<b>Mini teaching</b>	Teaching larger groups of students during school experience or block teaching eg. Half the class
<b>Peer teaching</b>	A practice teaching situation where you try out your skills and strategies with other student teachers.
<b>Procedure</b>	What will happen during the lesson? Sometimes referred to as teaching steps, lesson development.
<b>Reflective practice</b>	Active, persistent and careful consideration of any belief or procedure.
<b>Subject matter</b>	What knowledge, concepts, generalisations or skills are covered?
<b>Summative evaluation</b>	Evaluation carried out at the end of a lesson or unit of work which includes information from the formative evaluations.
<b>Teaching aids</b>	Any item which helps the teacher to teach more effectively and the students to learn more readily (e.g. chalkboard, pictures, books, models, local materials).