Professional Development Strand

Unit 6: Teaching Skills and Competencies

Unit Guide

Lecturer Support Material

Acknowledgements

PASTEP

Unit outline

Unit	#	Modules
Unit 6 **Teaching Skills and Competencies**	**6.1**	Pre- Instructional Skills
	6.2	Instructional Skills

Icons

	Read	or	research
	Write	or	summarise
	Activity	or	discussion
	Suggested comments for lecturers.		

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Unit 6: Teaching Skills and Competencies

The Professional Development strand aims, like all strands, to contribute to the production of responsible, reflective and competent beginning teachers who can serve the current and future needs of pupils from Grade 3 to Grade 8 within the primary system of Papua New Guinea.

The particular aim of the Professional Development strand is to provide students with sound knowledge of the Papua New Guinea education system, and educational theories and practices, in order to be competent and effective in the work they will do as primary teachers in this country.

The aim of Unit 6 is for beginning teachers to:

- *plan and implement lessons* using a wide range of teaching skills appropriate for different subjects, ages and abilities.

National Curriculum Guidelines. P.20

Overview of unit topics

	6.1 Pre- Instructional Skills	*6.2 Instructional Skills*
Unit 6: *Teaching Skills and Competencies*	*Teaching Practice: Getting Started* • *Being a reflective teacher*	*Managing a Lesson* • *Motivation* • *Introducing a lesson* • *Body / Presentation* • *Sequencing* • *Pacing* • *Concluding*
	The Planning Process • *Lesson Planning* • *Learning Objectives* • *The Reform Curriculum and outcomes based curriculum*	*Communication* *Explaining* *Demonstrating* *Questioning*
	Lesson Plan formats *Alternate Lesson Plan formats*	*Promoting Pupil – Teacher Interaction*
	Chalkboard Skills	

Rationale

The unit is written as a three-credit point unit for a twelve-week semester, however colleges will teach the unit in accordance to their program and credit point requirements.

It will be necessary to develop a semester course overview for this unit, selecting content according to the time available and credit points allocated.

The unit comprises two modules:

Module 6.1 Pre-Instructional Skills

This module focuses upon pre-instructional skills required by student teachers as they prepare for their first teaching experiences in schools. Preparation for experiences in the classroom include and introduction to planning, and in particular, lesson planning. Preparation of teaching aids and organisation of resources are also covered in this module.

Chalkboard skills are 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 found at the end of the module. Colleges organise the teaching of this subject according to available time and staff.

Module 6.2 Instructional Skills

The purpose of this module is to give beginning teachers a firm understanding of the instructional skills required and displayed by creative, reflective and competent teachers. It also expects to provide, develop and sustain the skills of managing a lesson, developing specific skills and facilitating maximum teacher/pupil interaction.

The materials

The support materials for this unit include:

- Unit overview and support materials (unit)
- Lecturer Support Materials (module)
- Student Support Materials (module)

The unit overview provides an overall picture of the two modules that comprise this unit. It is necessary to view the unit in its entirety to plan a course overview and assessment tasks. The unit overview also contains statements relating to gender, inclusive education, language and multigrade considerations. These should be seen as important concepts, which should be discussed and reinforced at appropriate times during the teaching of the unit. Strategies to improve the delivery of the unit are also included.

The Lecturer Support Material contains additional ideas and suggestions for teaching the content, in addition to raising awareness of inclusive education where relevant.

The Student Support Material is the same as the Lecturer material, without the additional information in the text boxes.

Objectives

Objectives for each of the modules may be found in the relevant Lecturer and Student Support material.

Practicum and School Experience considerations

This unit 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.

National Policy Framework for Practicum

The reform curriculum, with its emphasis on relevant education for all, and a student centred focus, has shifted the emphasis of teacher as 'transmitter of knowledge' to that of 'facilitator of learning'. The new curriculum allows teachers a more flexible approach to planning learning experiences relevant to the needs of individuals and groups in their class. Beginning teachers need to develop the skills and competencies to teach the new curriculum, and practicum is the part of the course where this occurs.

Mapping selected competencies to the unit of work.

The draft National Policy Framework for the Conduct of the Practicum (PASTEP 2001) states that college practicum programs should be concerned first and foremost with **learners** and **learning,** i.e.
- with learning programs and learning outcomes for the children in Papua New Guinea Primary classrooms and
- with the learning programs and learning outcomes for primary student teachers.

The draft Framework advocates a competency based approach to assessment of professional practice. Colleges can use such competencies to assist in the assessment of student teachers and to monitor their development of skills over the six semesters.

It is important that competencies and skills required for assessment are taught to students during the course. This unit provides the opportunity to teach and practice a number of competencies related to the development of single lesson plans, instructional skills and reflective journal writing.

The following competencies can be identified as being addressed during this unit. The indicators of effective practice assist in identifying examples of competency.

COMPETENCIES	INDICATORS OF EFFECTIVE PRACTICE
Identify phases of a lesson	• Student teacher can identify introduction, body and closure of a lesson • Student teacher can identify strategies used to move from one phase of a lesson to the next

Identify management techniques used by the class teacher	• Student teacher can list the different management strategies used by the class teacher
	    o to start an close lessons
	    o to keep children on task
	    o to move from one part of the lesson to the next
	    o to move children from desks to floor etc
	    o to deal with children who are disruptive
	    o to manage classroom learning resources

Identify effects of different questioning techniques used by the class teacher	• Student teacher can list the different types of questions used by the class teacher • Student teacher can describe how children answer different types of questions • Student teacher identify children who do not respond to questions asked by the class teacher

Write clear, detailed plans for single lessons	• Student teacher writes lesson plans that clearly answer the following questions
	    o What do I want the children to know / be able to do? (objectives)
	    o What am I going to do? (teaching strategies / class management)
	    o What are the children going to do? (teaching strategies)
	    o How am I going to find out what each child has learned? (assessment and evaluation)

Use lesson introduction, body and closure in single lessons	• Student teacher uses the lesson introduction to
	    o link the lesson to previous lessons/ prior learning or experiences
	    o tell the children what they are going to learn and why
	    o tell children how they are going to learn
	    o tell children how they will know they have learned the knowledge or skill
	• Student teacher uses the body of the lesson to
	    o model knowledge or skills to the children
	    o guide children in practicing the knowledge or skill
	    o give children the opportunity to apply the knowledge or skill
	    o reteach the knowledge or skill as necessary
	• Student uses the closure of the lesson to
	    o revise key learning of the lesson
	    o revise/ reteach knowledge or skills as necessary
	    o link to the next lesson

Make written analyses of classroom observations	• Student teacher uses the following headings to analyse classroom observations
	    o What did I see / hear?
	    o What was the issue/incident about?
	    o Why did I record this issue/incident?
	    o What do I think and feel about this issue?
	    o What do I know/believe about this issue/ incident ?
	    o What will I do if this issue/incident occurs when I am teaching?

Write accounts of own teaching and learning	• Student teacher writes in a Learning Journal about critical incidents in his/her teaching practice
	    o What was planned
	    o What was actually achieved
	    o Learning opportunities taken and lost or missed
	• Student teacher records feedback received from class

Lecturers can use this list of competencies in a number of ways. Mapping the competencies to topics within the unit ensures the particular skill is taught. We cannot expect to assess a student teacher on particular competencies if they have not be taught and practiced by the students. Given to student teachers, it makes clear the specific competencies that are being developed in this unit and informs them of what is expected.

An example of how selected competencies for this unit can be highlighted is included in the Lecturer Support material for the two modules.
For further reading on teaching competencies, see the Practicum Program Handbook (PASTEP 2001)

Teaching Strategies and Activities

Within the student resource materials for modules 6.1 and 6.2, there are suggested activities for each topic. These activities are focused upon student centred tasks, and where possible, involve group work and practical application.

By providing examples of student centred and student led activity and learning, beginning teachers will develop skills and strategies which in turn will be taken into their classrooms.

Activities should focus upon maximising student involvement and interaction between peers and the lecturer.

The following strategies may be incorporated into lectures, and some may provide ideas for assessment strategies.

Brainstorming – gathering, organising and appraising all the facts known by the group to generate ideas and stimulate thinking.

Displays - Students can display information on charts which can then be displayed around the room. Information can be presented in a variety of ways, not always as a written assignment.

Diagrams - Diagrams can provide an alternate way to present information. Students can be actively involved in the creation and portrayal of information through the use of diagrams.

Discussions - provide opportunities for students to express ideas and feelings and listen to others.

Flow Charts - visual text that provides a symbolic method of explaining and recording a sequence. These may be useful in developing successful sequencing in lesson planning.

Group Work - provides students with the opportunity to participate in achieving a shared goal, and allows students to value each member's contribution.

Guest speaker or visitor – A visit from an experienced teacher, inspector, etc allows a sharing of knowledge and skills.

Jigsaw groups – this task involves breaking up a topic into discrete tasks or activities. These tasks form the pieces of the jigsaw. Each expert group then presents their 'piece' to form a complete picture of the topic.

Matrix – a table which classifies information (numbers, words or symbols) into a grid layout to facilitate analysis and prediction.

Mind Maps – are a way of recording information. A mind map is often associated with brainstorming and is useful for drawing connections between ideas and concepts.

Presentations – can be spoken, written or multimedia. It gives students the opportunity to organise, plan and present information and material to a particular audience. Presentations provide students with the chance to demonstrate some of the specific skills taught during this unit.

Role Play – involves taking on and acting out roles in varied, non-threatening situations. This is a good strategy to allow students to try out ideas on their peers before taking them into the classroom. Many of the pre-instructional and instructional skills covered in this unit can be practiced in a role-play situation.

Assessment

For students, assessment and evaluation can serve such purposes as:
- Enhancing learning, especially when tasks are set that encourage the use of learning strategies, understanding, or real life applications
- Provide feedback about progress and thereby help guide future learning
- Helping to stimulate motivation, especially through confirming learning and goal setting
- Building confidence and self-esteem
- Developing skills in evaluation through self and peer assessment

For teachers / lecturers, assessment and evaluation can serve such purposes as:
- Providing information about the whole group and individual students. In turn, this information can be used in a variety of ways to enhance and report on the learning program
- Providing background information about student abilities, needs and interests
- Helping diagnose strengths and weaknesses of students to ascertain a starting (or follow up) point for planning and teaching
- Helping compare the performance of class members
- Identifying strengths and shortcomings in teaching
- Enhancing curriculum programming and planning
- Reporting to students and college administrators information about a student's progress and the learning program

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

It is the role of the lecturer/strand to determine assessment tasks relevant to the materials taught. The assessment tasks should provide information on the quality of student learning and the ability of the student to apply the theoretical concepts introduced in a relevant context. Where possible, each task should measure more than one objective. The number of assessment tasks will be determined by the credit point loading given for the unit.

Some suggested assessment activities are listed below. These are provided as samples only, and are not a prescriptive list. They do not cover all topics, are not presented in any particular order, nor are they weighted.

- Keep a reflective journal for the period of this unit. Following the suggested questions, write about your learning both in class, and in the classroom. Select four entries for submission.
- Submit a required number of lesson plans that have been planned, taught, evaluated by the classroom teacher, and reflected upon by you.
- Design, make, use and evaluate a teaching aid that will support a lesson you are teaching during school experience.
- Choose a particular instructional skill (eg, questioning, explaining, demonstrating,) and present an interactive role-play using the skill.

Inclusive Education considerations

Inclusive education is educational systems, activities and materials that accept, celebrate and respond to the many differences that occur in students. Inclusive education is ensuring that no person is discriminated against on the basis of gender, ability, ethnicity, race, religion or social grouping. Rather, inclusive education systems recognise the particular or special needs that individuals or groups may have, and develop approaches, techniques and resources to address such need. Inclusive education aims to ensure that all students are given the opportunity to attain optimal educational outcomes. Naturally, the provisions required by particular individuals or groups will differ according to their particular needs.

In this unit, students could note inclusive considerations when managing a lesson, communicating, explaining, demonstrating, questioning and developing a positive learning environment. Does everyone in the class have a chance to participate equally in the lesson? Can everyone see? Are all students involved in demonstrations? Do all students have an opportunity for 'hands on' experience? Does the teacher distribute questions fairly and respond equally to class members? These are some of the considerations teachers must make in ensuring equity in teaching and learning. Look for opportunities to raise inclusive education awareness throughout the module.

Gender equity

A gender inclusive curriculum is defined as a curriculum which by its content, language and methods gives value and validity to girls and women, their knowledge and experience, equally with boys' and men's knowledge and experience. Gender inclusive curriculum content reflects the reality that women play an active role in all realms of human endeavour.

Teachers need to provide learning experiences that will ensure the inclusion of women and girls in the curriculum does not reinforce stereotypes. Women and girls should be depicted in a whole spectrum of roles: making decisions, initiating ideas and actions, being adventurous and brave as well as sensitive and caring, being physically active, occupying positions of responsibility and taking risks. The educational experiences of all students needs to adequately explore and reflect the changing roles of men and women in a rapidly changing technological society.

Whilst teaching this unit, raise awareness of equitable teaching situations for both boys and girls. During school experience visits, ask students to complete a gender analysis of selected instructional skills, for example, the number and types of questions asked, participation in demonstrations, length of and types of explanations given. Examine these and other skills to determine the level of gender equity in the classroom.

Language considerations

The use of vernacular language and Tok Pisin in both bridging and primary classes should be discussed when exploring communication. Vernacular explanations can assist greatly with new and difficult concepts. Discuss the role of explanations, discussions and demonstrations the bilingual classroom.

Multigrade considerations

This unit introduces the basic instructional skills that are at the core of effective teaching. Students in this early stage of their course are focusing on planning and teaching a lesson effectively to small groups and the whole class. The planning and management for multiple groups and individuals is developed further in later units. Awareness of multigrade teaching and the difference in lesson planning could be introduced where appropriate.

Unit Evaluation and Reflection

An evaluation of the unit should be carried out each time it is taught. This provides important feedback on the effectiveness of the program presented.

When reflecting on our teaching the areas we should consider are:
- The content of the unit
- The methodologies used in delivering the unit
- The assessment activities
- The co-ordination of the unit.

Focus questions for lecturer reflection

Content of the unit
- Did the content support the objectives of the unit?
- Were the activities sequenced logically?
- Was the content relevant? Did the content help the students to become competent primary school teachers?
- What recommendations can you make?

Methodology
- How did you deliver the content to the students? Were these strategies effective?
- Were the students aware of the strategies you were modelling and how they could use these strategies in their own teaching?

Assessment of the Unit
- How clear were the assessment tasks?
- How many tasks were given to students? Was this sufficient/ too few or too many?
- Did you give students enough time to complete each assessment task?
- Do the students' assessment results display what you expected of the course?

Unit Co-ordination
- How well did you co-ordinate this unit?
- Did you produce any materials for students? Were these appropriate?
- Did you communicate well with the other lecturers who were teaching the same unit?

After considering these questions, recommendations may be suggested to further enhance the effectiveness of the unit.

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