

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

**Unit 8:
Bridging to English**

**Module 3: Managing a
student-centred classroom**

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.....(insert name)

Assessor: Date:

Module 3 - Managing a student-centred classroom

Module introduction

Welcome to *Module 3: Managing a student-centred classroom*.

Make sure you have completed the *self-assessment* in the *Unit Introduction* before you start this module. We also recommend that you complete Module 2 before starting this one.

This module begins by providing information about group work as being an important element of classroom management. This may enable you to effectively and successfully implement group work in your classroom teaching.

The module also provides some information about timetabling, which will assist you in your work of planning a weekly timetable (using an integrated approach) or supervising those who do, in your capacity as a teacher, a senior teacher, head teacher or inspector. Then the module provides some information about assessment in the bridging classes. This may assist you when you are assessing and evaluating as a teacher, a senior teacher, a head teacher or an inspector while supervising.

To complete this module you need access to the seven lower primary syllabuses and the seven lower primary teacher guides as well as documents relating to gender equality. These are shown on pages 4-7 of the *Unit Introduction*. All activities in this module are based on these documents. If you do not have access to them, you will not be able to do this module. For copies of these documents contact your head teacher, inspector, provincial reform curriculum coordinator, provincial inservice coordinator or the provincial materials supply officer.

If you are seeking academic credit, it will be useful to keep a running record of sections, parts and pages of the module where you can show evidence for particular unit outcomes. You may wish to record such information in your *Learning Contract*.

This module is primarily oriented towards the needs of teachers who will implement the curriculum in the bridging years from grades 3-5.

Module learning outcomes

When you have completed working through this module, you, the learners can (are able to):

1. describe ways of assessing student's language and literacy learning in lower primary classes
2. describe various instruments to record assessment data
3. discuss the advantages of the use of small groups in teaching and learning situations
4. describe various recommended assessment tasks and apply them in your classroom teaching
5. plan and analyse the contents of a week's program/timetable
6. state the features of appropriate assessment methods in a bridging context
7. demonstrate management of a student-centred classroom
8. review and modify the use of small groups in your teaching
9. employ a variety of strategies in group work to cater for different learning needs
10. encourage new methods of assessment among lower primary teachers

Section 1: Using small groups



Read the information below.

Group work (also known as ‘learning teams’) is an important element of classroom management. This section provides information to assist you when organising as well as using group work in your teaching. This is a particularly useful strategy in the bridging years to facilitate learning. Gender issues should be important considerations in forming and using groups as a strategy.

1.1: Why use small groups?

There are many reasons for using group work in small groups as a learning and teaching strategy. Some are listed here.

- In the average classroom, students’ abilities can range over five years of schooling.
- If you have one or more students with significant learning difficulties or a highly able student in your class, the range of ability may be even greater.
- In any class you will certainly have some students who learn more slowly than the rest of the class and others who learn rapidly and produce highly original work.
- Of course, not only do students in any class have a range of abilities, but they also have a range of talents, strengths, knowledge, skills, values, beliefs, motivations, experiences, backgrounds, interests and needs.
- One method of coping with these mixed abilities in a classroom is small group teaching and learning.
- Many students learn better in small groups.
- Peer teaching and learning are likely to occur during small group work.
- Grouping enables the teacher to oversee the activities of all the students and to get time for paying individual attention to those students who need it.
- There are various ways of forming groups for different purposes.
- It is possible to form girls only and boys only groups in some situations.

1.2: What type of groups can be formed?

a) Same ability groups:

- Here, students are grouped in groups of approximately the same ability.
- One advantage of this grouping is that students are able to study at their own pace because of the similar level of ability.
- To form these groups you need to find out the ability of each student in the relevant subject areas or at least their literacy and numeracy levels
- This system is effective for subjects like Mathematics, Language, Physical Education and Music.

b) Mixed ability groups:

- This kind of grouping enables students to share their ideas, knowledge and skills, regardless of ability.

- Students who have difficulty learning are still valued members of a class.
- In mixed ability groups less able students can often learn from their more able peers.
- To form these groups you need to first find out the ability of the students in the relevant subject area, then mix those ability groups up so some from each level are together in a mixed ability group.
- This type of grouping is especially suitable for subjects such as Community Living and Environmental Studies.

c) Social groups:

- This form of grouping depends on the compatibility of students.
- Students who have close bonds of friendship are grouped together.
- This can promote a harmonious feeling among students and reduce the negative effect of keen competition within a group.
- Students can share their enthusiasm for a particular topic with each other when doing activities in Art, Craft, Physical Education, Music, etc.

d) Random groups:

- These groups are formed by assigning numbers or letters to students, or simply by asking students to form groups.
- This will result in students with diverse abilities, interests, and needs, working together on a task.
- This type of grouping is suitable for small group discussions, Art and Craft, and Physical Education activities.
- When students are allowed to form their own groups, they usually form these random groups.



Recall a recent lesson you taught which required group work and use the following questions to discuss your lesson with a colleague.

- What type of groups did you use?
- How did you form these groups?
- Did you take into account individual strengths and differences before forming these groups?
- Did you plan different activities for each group or did they all work on one activity?

HINT: Your responses to the four questions above are personal as they are grounded in your current teaching practices.



Use the same questions above to do a mini research on three other lower primary teachers.

- Use the information to write a six-sentence paragraph about the common types of groups used, if groups are formed on the basis of different learning needs of students.

HINT: You've found out about the teaching practices, relating to groupings, of your three other colleagues. What are their current practices relating to group formation, organization, etc.?



Share your findings (paragraph) with your colleague. Write down some notes here.



Think about the changes you need to make to your current practice with regard to the use of small groups and list them in note form.

1.3: Stages of group work



Read the following information about group work and discuss the stages with a colleague.

Successfully using group work in your classroom depends on a number of factors. These factors can be divided into five stages as described below.

1. Preparation stage:

Make decisions about how the groups will be formed, how the activities will run and prepare materials for each group.

Before you begin group work you must plan how the students will work in groups. First, you must decide what type of grouping formation you are going to use. Will the students be in ability groups, mixed ability groups, social groups, or are you going to randomly formed groups?

If you are going to use ability or mixed ability groups, you need to work out the ability level of each student for the subject area. You can do this through diagnostic testing, through observation of students' work in class, or through analysis of samples of students' work.

For example, here is one way of working out the reading ability of students. Once you know the reading ability of students, you can form ability groups or mixed ability groups for Language, Community Living, Environmental Studies, or any activity where the students have to read. To test students' reading ability, you may wish to take the following steps:

- a. Select a section of text that you think is of the standard required for your grade level. Make certain it is not a text read by the students previously. You can use a list of words, if necessary.
- b. Make time during the day when you can ask each student to read the text to you individually. As the student is reading keep a tally of the number of errors made. If a student corrects himself /herself successfully when reading, count that as correct reading.
- c. When the student has finished reading the text, count up the number of errors made. A student should not make more than one mistake in every 10 - 20 words when reading material is at the correct level.
- d. Group the students according to the number of errors made. An easy way to do this is to form three groups. Students who made no errors at all form Group 1, those who made some errors form group 2 and those who made lots of errors form group 3. You now have three ability groups: above average, average, experiencing difficulty. These three groups can then be divided again according to the number of errors. For example, you will probably find the average group is very large; if this is the case, check again the number of errors made by each member of the group and group those students who had similar results.

2. Briefing session:

Give the students their instructions, roles and materials. The secret to successful group work is the briefing session. You need to make absolutely certain that every member of the class knows exactly what they are going to do during the activity. You need to teach students how to work in groups and then remind them of these skills during the briefing session. Steps to take during the briefing session include:

- explain each task and what each group has to do, making it clear what the outcomes will be
- assign a task to each group
- make sure each student knows which group they are in
- allocate roles for each group member
- establish time limits for completion of tasks
- remind students of the need to monitor noise levels
- remind students of the group skills they have learned and how to use them while working
- Explain the reasons for girls only or boys only grouping, if you have done this

- allow students time to ask questions about the tasks in the briefing session
- establish rules for asking questions to the teacher during the activity.

3. The activity:

The students work on their task together, and you monitor, offer support, or work with one particular group.

If you have five groups working in your classroom and you are working with one of those groups, the other four groups need to know exactly what they are doing so they do not interrupt your teaching. One of the methods used to organise this, is by using self-instructional cards or worksheets. All the instructions for completing the activity are written on the card or worksheet and all materials and resources needed are provided so the group can complete the task with no assistance from the teacher.

Self-instructional materials are complex tools which need to be carefully constructed. They can be grouped into two types:

- activity or practice cards that focus on what the students have already learned. The students practise what they already know in an independent way, reinforcing what has taken place in the classroom
- task cards that make use of skills already developed by students to participate in new learning. The purpose of these cards is to have students think and apply what they know in new and different situations.

WARNING: Self-instructional materials must not contain any new concepts, skills or knowledge. They must be based on what students have already learned.

Self-instructional materials may range from ‘Things to Do’ task sheets, worksheets, self-checking work cards to games or reading materials. ‘Things to Do’ task sheets may ask students to write, draw, construct, or do a specific task. You should collect the completed work for evaluation and possible display in the classroom.

REMEMBER: Your written instructions must be understood by the students. Avoid using language they do not know. Try to use diagrams or pictures to illustrate what they have to do. Keep instructions simple.

Here is an example of five groups working on different tasks on the same topic. The subject is Language so each activity is a language activity. The topic is Plants.

- a. One group is reading a story about gardening. They are good readers and can read the story by themselves without assistance. They read silently first and then take turns reading aloud.
- b. Another group is reading the same story but with the assistance of the teacher. They have difficulty with some of the words and phrases used in the story so need the teacher’s help in decoding the words and understanding the story.
- c. A third group is writing instructions for the class on how to plant seeds. The teacher has provided a model of written instructions, and they have written instructions before. They have a task card which explains

what they have to do, what materials to use, how long they can take to complete the task, what to do when they have finished.

- d. The fourth group has already read the gardening story. They are retelling the story using pictures. They have to draw a picture for each part of the story and write a caption underneath it. They have a task card which explains what they have to do, what materials to use, how long they can take to complete that task, what to do when they have finished.
- e. The last group is using the vocabulary from the gardening story. The instructions and vocabulary for the word building activity are written on the blackboard for this group. Although they are in a group, these students must complete the activity individually and their work will be collected and marked by the teacher.

4. Sharing of outcomes:

Each group shares the outcomes of their tasks: an answer, a plan, a story, etc. with the rest of the class. Students need to feel that the work they complete in groups on their own is just as important as that completed with the assistance of the teacher. Student also need to know that each activity they do has a purpose and should result in an outcome. The outcome could be concrete such as written work, artwork, a construction, or abstract such as a decision about an issue, a solution to a problem, a plan for a project, or an oral report on what the group has done.

Remember to include the outcome(s) on self-instructional materials. A good way to do this is to write an outcome at the top of the card or worksheet or chalkboard, for example. By the end of this activity your group has written a set of instructions on how to plant seeds.

You need to build in time in your classroom activities for sharing of outcomes. There are many different ways to do this:

- display finished art work around the classroom
- staple finished stories or writing together to make a book
- one member of each group reports back to the whole class telling them what the group did
- collect work sheets for individual marking and evaluation
- whole group presents their outcome to rest of class
- if the groups are working on a long term project ask them to give the class progress reports at the end of each working session.

5. Reflection:

You and the class discuss what went well and what needs more work. This last stage involves discussing what happened in each group during the session in terms of the ways in which students worked together. You could focus on:

- what went well
- problems that arose
- areas where a group needs to improve.

There are many ways to do this. Sometimes you might do it with each separate group or at other times reflect in a whole class discussion. Here are six possible strategies to encourage reflection.

- a. Use discussion with open-ended questions about group behaviour and attitude. For example, what happened in your group that helped you complete your task? What got in the way of you completing your task?
- b. Use brainstorming about specific problems with specific group working skills. For example, make up a group's name. This group has trouble completing tasks because two of the members disagree with each other and put down each other. Brainstorm all the ways you can think of to solve this problem.
- c. Use specific questions about specific learning aspects of the task. For example, how did your group come up with the answer to that sum? What was the method you used to practise your times tables?
- d. Use a self-evaluation strategy that students can use to rate how well they worked together. For example, smiley faces.
- e. Give positive, constructive feedback based on what you observed as the students were working. Draw attention to those students doing the right thing. For example, it was good to see Momovi helping others in her group to agree on one answer.
- f. Ask students to keep a reflective journal on how they work in groups. This could be done as a group or individually. In the journal, students should write about the group skills they are improving in, and those skills they still need to work on.



Do one of the following:

- Prepare a roster outlining roles of group members,
or
- Prepare a set of task cards for a group.



Read the following information with a colleague

A teacher has to organise the classroom so that the room:

- has enough space for students to sit in groups
- can be used for many different activities such as library, environmental studies projects, music, woodwork, drawing and painting.

The physical appearance of the room sets the tone for your class. That is why it is essential to have a well planned classroom if you are to be successful in operating student-centred activities.

The placement of students, activity corners within the room, storage of materials are all important.

Below is a list of ideas to use in rearranging your classroom to assist student-centred learning and teaching.



Still working with your colleague

- decide if these ideas are suitable for your own classroom
- consider how you could adapt the ideas for your own classroom
- list other ideas for the placement of students, activity corners within the room, and the storage of materials.



Ideas for arranging your classroom

- Display students' work. A classroom can be brightened up by the display of students' art and craft work, as well as their group project outcomes, writing activities, etc.
- Some display ideas:
 - attach students' work to walls of room using sticky tape or blu tac
 - use rope and clothes pegs to string displays across the room
 - use cloth pegs to attach work to bars of open windows
 - display screens or racks can be made from bamboo or coconut timber.
- Select corners for various subjects. Collect a grass mat, a couple of rocks with a board across them, a few newspapers, magazines, and copies of students' writing, and you have created a reading corner for your class.
- Display and share students' own writing. Many teachers have found that little books made by the students themselves are the most popular reading material in the classroom!
 - The teacher's table should be placed in a suitable position which gives him/ her a clear view of the whole classroom.
 - Make small chalkboards on easels for using with small groups.
 - Make sure students can move around the room without bumping into tables or knocking over displays!



Now draw a sketch of what your classroom will look like if you adapt these ideas.
(use the space below to do your sketch).

- Share these ideas and your sketch with some of your colleagues.



List five ideas that are appropriate for your classroom and explain how applying these ideas can change the way you do things?

HINT: Think about your management of groups, your weaknesses and strengths, and possible changes in the way you organise classroom activities.

Additional information (you may read during your own time)

There are a number of advantages when implementing group work.

Advantages for teachers include:

- Classroom climate
 - promotes open communication
 - fosters cooperative attitudes
 - involves more student/student interest
 - makes teacher/pupil interaction more personal
 - provides an avenue for community involvement.
- Classroom organisation
 - develops student independence
 - gives students greater access to resources
 - spreads teacher time
 - widens participation, lessening need for teacher input
 - allows time for teacher to observe and assess individual students.
- Provides teaching and learning at varying levels:
 - intellectual
 - social
 - interest
 - experience.

Advantages for the students include:

- Academic success: students
 - are better able to work at their own pace
 - have greater access to tutors
 - develop enhanced speaking and listening skills through greater opportunity for interaction.
- Attitudes to work: students
 - develop increased self esteem due to increased academic success
 - develop increased responsibility and independence
 - recognise sources of knowledge other than teacher
 - develop enhanced planning ability
 - become active learners.
- Emotional skills: students
 - understand others' needs
 - develop a sense of belonging
 - work more confidently
 - express themselves better.

Section 2: Timetabling



Read the information below.

2.1 Time: Attention span

- Many educators now realise that young students have short attention spans
- They can only concentrate on one thing for a very short time.
- As students grow they are able to concentrate for longer periods of time. Students who have attended elementary schools are used to active participation in lessons.
- They are not used to sitting and listening to a teacher for extended periods.



Discuss with your colleague your own knowledge and experience of young students' attention spans, in and out of school.

- Consider the time (no. of minutes) you expect students from different grade levels (grades 3-5) to do each of the activities indicated below. Write the time for each grade under the appropriate column.

Activity	Grade 3	Grade 4	Grade 5
Sit still listening to the teacher			
Be engaged in a reading activity			
Be engaged in a writing activity			
Be engaged in a craft activity			
Be engaged in solving mathematics problems			
Play a ball game			

- Are the times you have indicated for each activity different for each grade? Why?

HINT: Be very realistic in estimating the attention span for each grade. This may also depend on your school situation and the level of skills that students in lower primary classes may have.



What are the implications for planning a classroom timetable for your class/ lower primary classes?

HINT: What do you have to consider when you are doing your weekly program/timetable?



Share the information about students' attention span with other lower primary teachers within your school and summarise the range of views here.

2.2: Time: Time allocation to subject areas



Read the information below.

It is important to note that, even though you integrate language learning and teaching with other subject areas, the content-skills, attitudes and knowledge of those subject areas still need to be explicitly taught within the time allocations (refer to table below).

Lower primary (minutes per week)				Upper primary (minutes per week)	
Subjects	Grade 3	Grade 4	Grade 5	Subjects	Grades 6, 7, 8
Assembly/Home room	75	75	75	Local Course	90
Language	570	450	405	Language	180
Mathematics	210	210	210	Mathematics	180
Environmental Studies	180	210	210	Science	180
Community Living	150	150	210	Social Science	180
Arts	150	180	150	Arts	180
Health	90	90	90	Personal Development	240
Physical Education	105	135	150	Making a Living	360
Religious Instruction	60	60	60	Religious Instruction	60
Block Time	60	90	90		
Total	1650	1650	1650		1650



Discuss the following with other lower primary teachers and record your answers in a phrase or sentence:

- Are the time allocations for each subject reasonable?

HINT: Link the times recommended to classroom situations; consider how realistic the allocated times are for your school situation.

- Give at least 2 to 3 reasons for different time allocations for different subjects.

HINT: Your reasons may be linked to the teaching of each subject content. Why do you think some subjects have more time allocated than others?

- How can integrated work assist teachers in meeting the time allocations for different subjects?

HINT: You may revisit Section 6 of Module 2 in order to respond to this question.

2.3 Time: Planning a weekly program



Read Section 7, Module 2 – Planning integrated units of work – again, and - Process for developing units of work – from one of the lower primary teacher guides again.



List the steps you would take to develop an integrated unit of work.

Hint: Have a look at the tasks you completed in Section 7 of Module 2. You will see that you have already completed many of the steps.

Activity sequencing

Activity sequencing refers to what activities you will provide to students in the first session in a subject area (for instance in Community Living, Arts etc.), what activities will follow on in each subject area during the second session, etc. for the number of weeks that the unit will be covered.

Activity sequencing is the focus of Step 7 in planning a unit of work.

Step 7: Think about the knowledge, skills and attitudes the students will need to do the assessment tasks you have constructed - design a sequence of activities to teach these.



Study the sample weekly program on pages 36-37 of the *Health Teacher Guide, Lower Primary*.

- Do you see any evidence of sequencing? If yes, list examples below.



Study the sample weekly program on page 43 of the *Environmental Studies Teacher Guide, Lower Primary*.

- Do you see any evidence of sequencing? If yes, list examples below.



Now plan a draft timetable for a week for the integrated unit of work – Traditional myths and legends – that you developed in Module 2, by first focusing on Step 7 – activity sequencing.

Use the format outlined on page 54 of the *Language Teacher Guide, Lower Primary* and fill in the details of activities you planned for Community Living and Arts.

HINT: You may like to look at sample weekly programs in other lower primary teacher guides to help you complete this task.

Make sure you know what language will be used for each step of each activity, including the teacher's language of instruction. Teacher's instruction can be in vernacular at the start of grade 3, but students must gradually learn through English instructions.



Discuss your sequenced activities for each subject with your colleague. Look for obvious evidence of sequencing and consider the number of minutes for these segmented activities.

- Are they reasonable for the grade level?

Step 8: Check that subject time allocations are approximately balanced.



Read the following information.

Teachers often find that when using integrated units of work, students seem to have more time for better learning. This is because with integration, often you are covering several curriculum areas at once, thereby using your time more effectively.

However, it is important to work out approximately how much time is needed for each integrated activity. Compare with subject allocations, and adjust if necessary, but don't worry about counting every minute. (Refer to table on page 15).



Do a time analysis of the sample program on page 48 of the *Environmental Studies Teacher Guide, Lower Primary* using the proforma below.

An example has been done for you.

- Check with the table on page 15 and comment on whether time requirements have been met.

Subject	Break-up	Total minutes	Comment
Language			
Mathematics			
Environmental Studies			
Community Living			
Arts	1x30, 1x30,	60	90 minutes short
Physical Education			
Health Education			
Religious Education			
Assembly			
Total			



Now working with your colleague, do the following;

- Using the time allocations table (page 15) as your checklist, do a time analysis sheet for the sequence of activities you have planned for the integrated unit of work – Traditional myths and legends. Remember you may have on-going or fixed-time activities which will determine the specific times for certain subjects. Also consider the attention span of your students.
- Use the blank proforma below to complete your time analysis for the sequencing activities in your grade 3 integrated unit of work.

Subject	Break-up	No. of Minutes
Language (including silent reading)		
Mathematics		
Environmental Studies		
Community Living		
Arts		
Physical Education		
Health Education		
Religious Education		
Assembly		
Total		

HINT: Use the information you have read about time analysis, with the examples provided to assist you in completing this task. Your time analysis should be appropriate for your school situation, and the grade you are teaching.



Share your time analysis sheet with your colleague and discuss it. The following questions may assist you in your discussion:

- What problems or issues will be raised in your school when you try to use these time allocations? List 5 below, if raised.

- If your school has some fixed weekly activities like church mass, sports, assemblies - how long do these activities take?

- Where is the time taken from to cater for these activities? If subject times are taken, which subjects and why? How/when do you make up for the time lost?

HINT: Your response to the three (3) questions will depend very much on your school situation.

Step 9: Create a timetable for teaching the unit.



Work with your colleague to complete the activity below:

- Go back to the draft timetable you completed for Step 7 – sequencing activities and refine it. You will need to consider:
 - the attention spans of students in grade 3
 - the time allocation for different subject areas
 - the time it takes for students to complete different types of activities
 - outside factors

- specialist lessons (do you have Religious Education at a set time each week?)
- climate (is it so hot in your classroom after lunch that students cannot concentrate?)
- other classes (do classes at your school have sport on one particular afternoon?)

Note that many teachers decide to have large blocks of time set for some subjects like Language. This is OK, but the block of time **MUST** be broken up so that students are doing a variety of activities in that time.

Make sure you include reading, writing, speaking and listening in each block of time. Make sure students are Talking, Reading, Doing, or Doing, Writing, Talking, or Talking, Doing, Writing.

- Your completed weekly program should look like the following example. All sequenced activities have been programmed. Note that
 - the vernacular and English activities are identified
 - students are working in small groups and as a whole class
 - students are speaking, reading and writing in the same session
 - the time for each activity is approximate; it depends on students' interests and abilities.

Sample Grade 3 Weekly Program: Unit of work: The River

Week 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15	Assembly				
-8:15 - 10:00	<p>Language: V (30 min) KWL on river</p> <p>Excursion to river: (75 min) Environmental Studies (45 min) (Language (30 min)</p>	<p>Language: (70 min) Retelling legends:V (20 min) Read BB:V (20 min) Group work (30 min) - Vocab: river words - E - Read and retell BB - V - Write local legend - V - Procedure -catch fish-E</p> <p>Mathematics: (35 min) Estimate water in containers</p>	<p>Mathematics: Constructing graphs (20 min) Measuring water (30 min)</p> <p>Language: Rotate groups from Tuesday (30 min) Read BB - Food from river - E (25 min)</p>	<p>Language: Interview questions - changes to river - V (30 min) Rotate groups from Tuesday (30 min)</p> <p>Mathematics: Measure litres (15 min)</p> <p>Block time: Continue measure litres (30 min)</p>	<p>Language: Rotate groups from Tuesday (15 min) Report on groups work - V/E (30 min) Results from interviews - V (30 min) Read BB again - V (30 min)</p>
10:00 -10:30	Recess				
10:30 - 12:00	<p>Language: V (30 min) Vocab list from visit, brainstorm, list, illustrate, display</p> <p>Mathematics: Read map of walk to river (30 min) Measuring length (30 min)</p>	<p>Health: V (30 min) List food from river; how do we eat it?</p> <p>Community Living: V (30 min) Survey – how we use the river – develop questions</p> <p>Mathematics: (30 min) Reading graphs</p>	<p>Community Living: V Survey other class - how we use river (30 min) Collect and collate data from survey (30 min)</p> <p>Language: E Oral recount: going to river (15 min) River food – Vocab(15 Min)</p>	<p>Health: V/E (60 min) Make river food books</p> <p>Community Living: V (30 min) Begin to graph results of survey: how we use river</p>	<p>Environmental Studies: V (30 min) Begin listing changes to river - before/after</p> <p>Mathematics: (30 min) Continue measure using litres Community Living: (30 min) Continue graphing - how we use river</p>
12:00 -1:00	Lunch				
1:00 -1:15	Silent reading – 15 min per day – students select own books and read silently				
1:15 - 3:00	<p>Language: V (30 min) Tell river legends</p> <p>Arts River clay painting (60 min) Music – River songs (15 min)</p>	<p>Religious Education: (30 min)</p> <p>Env. Studies: V Fishermen guests (40 min) Draw pictures of changes to river from guest talks (35 min)</p>	<p>Arts (30 min) Music - River songs</p> <p>Env. Studies: V (30 min) Picture talk of yesterday's drawings</p> <p>PE: (45 min) Water survival skills</p>	<p>Religious Education: (30 min)</p> <p>Arts: (45 min) River clay painting</p> <p>Language: V (30 min) Interview locals about changes to river</p>	<p>Language: E/V (15 min) Report on books read in week's silent reading</p> <p>Block time: 30 min</p> <p>PE: (60 min) Sport</p>



Now use the proforma following to complete steps 7 and 9 to create a timetable for one week for your class for the integrated unit of work you have been developing throughout this module.

HINT: You have already sequenced your activities for the subject outcomes and tasks. Transfer that information here. You have also done your time analysis, which you can use here. You need to follow the procedures involved in planning a weekly timetable to complete this task. Examples are also provided to guide your planning.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
	Assembly				
	Recess				
	Lunch				



Share the timetable you have constructed with a colleague, explaining how you decided the content of the timetable and discuss it. Note down any significant comments.

HINT: Think about the steps and processes involved in planning your program/timetable.



What three things have you learnt from this activity? List them below.

HINT: Your response here is personal.

- What changes will you make to your planning and programming practices?

HINT: Think about your current practices regarding planning and programming at your school and within your classroom. What does this new way of planning and programming mean for you, your colleagues, your supervisors and the school as a whole?

Step 10: Decide what learning resources you will need for teaching the unit of work.

What will you need to prepare before starting the unit of work, and what resources will be produced during the unit activities? You might have thought about this at an earlier stage, but it is time now to have them ready. Prepare, borrow or buy resources, if necessary and available.

Don't write the texts yourself if it is possible for the students to write them with you during the activities.



Make a list of the resources required to teach the week's program.

You may have to follow these steps quite strictly if you are doing integrated planning for the first time. As you gain more experience in planning and programming this way, the process will become easier and quicker. You may be able to combine some of the steps or omit some.

Step 11: Teach your plan.



List any significant changes which may be required to improve the plan.

If you want to learn more about planning and programming from the primary syllabuses refer to *In-service Unit 5: Outcomes-based Planning and Programming*.

Section 3: Assessment in the bridging context

3.1: Assessment in the primary curriculum

The focus for this section is to explore a framework for thinking about assessment and evaluation and the links between beliefs about learning, teaching practices and evaluation practices especially in a bilingual situation.

You need to have a good understanding of what the syllabus documents emphasise in regard to assessment.



Read the information about assessment on the pages of the lower primary syllabuses listed below.

- Arts: pages 32-35
- Community Living: pages 21-23
- Environmental Studies: pages 18-20
- Health: pages 21-23
- Language: pages 38-40
- Mathematics: pages 28-31
- Physical Education: pages 17-19



Discuss with two other colleagues what each document says about assessment.

- What is the same about each of the documents?

HINT: Information from the indicated pages of the seven documents may be used to respond to this question.



Write a six- sentence paragraph, summarising the main points about assessment mentioned in the above documents.

HINT: What are the important points about assessment these documents are relaying?



Now read the following information about assessment.

So what is assessment?

- Assessment means you identify, collect, record, analyse and interpret information about student learning.

When does assessment take place?

- Assessment is an ongoing process. It can occur before, during and after the learning process.

Why assess?

- to improve student learning
- to improve the quality of teaching
- to provide information to the students, school, Department of Education and parents about student learning.

Do *testing* and *assessment* mean the same thing?

- NO! Tests and examinations are only one type of assessment.
- There are many things that cannot be assessed through a test or examination
- There is a range of ways students' learning can be assessed.



Complete the following activity to help clarify your own assessment beliefs and practices.

- For one week, keep a checklist or log of all that you do in relation to assessing student learning. From this, develop a list of the formal and informal assessment processes occurring in your classroom. Use this list to help identify the range of your assessment activities.

HINT: Formally means according to your school assessment policy, the sort of tasks are you supposed to set for your students, weekly/each term and how many. How do you judge achievement? Informally means during learning which is taking place inside/outside of the classroom or non-classroom situations. What are some things that your students do that help you to judge achievement?



The following questions can be explored with a colleague or by individual reflection. Write your responses in the space provided.

- Are you involved in more or less assessment activity than you thought?

- Can you see patterns in your practice? If so, are these patterns similar from day to day, or do they change?

- Is there any evidence of assessment biases on your part? Do you advantage boys or girls in the way you assess?
- Why do you do the things that you do? What beliefs and purposes are driving your practice?
- What is working well? What could you dispense with? What could be improved or refined?
- Have you ever been surprised when a student demonstrated a greater level of knowledge or skill than you thought possible?
- What implication might this have for your assessment practice?
- What further learning in this area would help? What do you need to learn next?

HINT: Your personal beliefs and practices in relation to assessment, your other colleagues' perceptions about assessments, your current school assessment policies will determine your response to the above questions. Mention the changes you feel should occur, including your personal professional development in relation to assessment.



Swap your results of the above task with your colleague and discuss any similarities or differences in the practices that you both use.

You may also wish to share the results with a group of colleagues.

- Record your thoughts about the above discussion in two paragraphs.



Here review or look back at the checklist or log that you kept for one week and look for evidence of your own beliefs, purposes and practices in relation to teaching and learning.

Use the questions below to help you in your writing.

- What beliefs and purposes shape your assessment practices?

- Reflect on your daily practice of assessment. Consider your own current understandings and practices in terms of the following issues:
 - What range of assessment practices do you work with?
 - Is there a good match between your teaching goals and these practices?
 - What gaps or inconsistencies do you notice?
 - How well are your practices working? How do you feel they help or detract from student learning? How do you know?
 - Develop any key questions you have, specifying what more you would like to know or be able to do.

HINT: Use the above questions as a guide to writing your paragraphs, do not answer them directly. Try to link what is currently happening in your classroom to the information you gained about assessment practices.

3.1.1 So what do we do instead of (or as well as) testing or how do we collect assessment data?

There are many different **assessment strategies** and tasks that you can use.



Read the section - *Assessment and reporting* – in each of the seven lower primary teacher guides and list the different types of strategies you and your colleagues can use in many subject areas.

- Arts Teacher Guide: pages 13-19
- Community Living Teacher Guide: pages 13-19
- Environmental Studies Teacher Guide: pages 18-25
- Health Teacher Guide: pages 16-22
- Language Teacher Guide: pages 36-45
- Mathematics Teacher Guide: pages 18-29
- Physical Education Teacher Guide: pages 11-19

- How different is the assessment and reporting information in the teacher guides from that in the syllabuses?

3.1.2: Effective assessment practice



Read the following information.

Teachers need to use a wide range of assessment strategies to ensure that individual learning needs are catered for. Students need different opportunities to demonstrate their achievements. Therefore, the assessment strategies used need to be relevant and relate to the appropriate syllabus outcomes. If the strategies used are not relevant, the assessment evidence collected may lack validity, that is, it may not accurately measure the learning outcomes it was intended to measure.

Students learn in many different ways and have many different skills. When students have to show how much they have learned, or what their skills are, they should be allowed to do this in different ways. The types of assessment tasks that you use should be closely related to the topic and lesson objectives, and the skills and knowledge you have been trying to teach. Examples of how a teacher may attempt to assess a learning outcome and how the assessment may be made more effective, are illustrated below.

Example: Physical Education

Outcome: Students can apply skills, rules and game plans to a range of games and modified sports

Unit title: Basketball

Strategies: Write down the rules, draw a basketball court, play games of basketball

Assessment: Multiple choice test.

What is a better way to assess the same outcome?

Break down the outcome into knowledge and skills (what do you want them to know and be able to do by the end of the unit).

Do a check list and observe students, eg. ball handling, understanding of positions on court, application of rules, attitude on court.

Test - rules of game; skills of game

A variety of assessment strategies should be used and students should be given opportunities, in varying contexts, to demonstrate in a genuine manner what they know, understand and can do.

Judgements about achievements should not be based on one piece of evidence or performance in only one context. Consider the nature and the structure of the assessment task so that:

- the requirements of the task are as clear as possible
- instructions are unambiguous
- the language is appropriate
- items are not too difficult or too easy
- it does not contain gender, cultural or any other bias
- questions or activities are relevant to the outcomes and allow students to demonstrate learning
- the likely range of student responses are anticipated
- there is a balanced selection of knowledge and skills outcomes being assessed
- materials and equipment are available to students
- adequate time is allowed for completion of tasks
- achievement is measured in terms of more than one outcome
- marks or grades reflect the relative importance of each part of the task
- the marking scheme (criteria) is applied consistently.



Choose a unit of work recently completed by your class or grade and list assessment strategies used during the unit.



Work with your colleague to analyse student work samples.

Analyse one student work sample from each of two or three students and discuss how a quality teaching and learning program can be developed to support these particular students' needs. The work sample could be a story, an art work, a reading running record, etc. Consider from the evidence:

1. What do the students know?
2. What can they do?
3. What do they need to learn next?

HINT: Your analysis of student work samples will determine your response here. After you have done your analysis of student work samples, what do you see as particular areas of student learning needs? Indicate how you can address these areas of need.



Read the *sample of assessment tasks* on pages 43-44 of the *Language Teacher Guide, Lower Primary*.

- What is the task and how many outcomes is it assessing?
- Read the section on *Information Reports* (pages 22-23), also in the Language Teacher Guide and then read the marking criteria for the assessment task on page 43 again. Are the assessment criteria related to the language requirements of a written 'report'?



Read the assessment task again: *Write a one-page report on the theme World Environment Day*. This time you are marking the report as an Environmental Studies assessment task, not a language task.

- Write a new set of assessment criteria appropriate for an Environmental Studies report on World Environment Day.

Assessment criteria	Score/mark	Comments
Total		

HINT: In this example your criteria would focus more on the content of the report rather than the language features of a report.



Study pages 27-28 of the *Community Living Teacher Guide* which lists teaching and learning activities and assessment tasks for a sample unit of work.

- Choose one of the three assessment tasks described on pages 27-28 and draw up a list of assessment criteria to help you assess the task. Use the following proforma.

Unit title: Using goods and services in my province		
Grade 5		
Learning outcome/s:		
Assessment task:		
Assessment criteria	Score/mark	Comments
Total		



Are there things you would like to try in your classroom after you have read the information above?

HINT: Your personal response is required here, Think about your competency in assessing student learning.

3.1.3 How do we record achievement information?

Three effective methods of recording student achievement are:

- checklists
- portfolios
- anecdotal records.



Working with a colleague, look at the samples of each method below and discuss.

1. Checklists

Use **checklists** to show when students have acquired a particular skill or completed a particular task.

Example 1: A Sample of a writing checklist

Names	Explanation	Narrative	Poem	Recount	Use Proper Nouns	Used Paragraphs	Use correct punctuation
Margaret							
Richard							
Emma							
Robert							
Paul							

Example 2: Topic/Theme: People and places

NAMES	Describing places			Map work			Graph work - Climate graph			Report Writing - People of Nepal		
	P	S	VG	P	S	VG	P	S	VG	P	S	VG
EK												
RD												
MM												
SP												
EJ												
PN												
MK												
JP												
GM												

P = Poor; S = Satisfactory; VG = Very good

2. Portfolios

A portfolio can be made from a manila folder or from scrap cardboard. Staple the sides together and write the student's name on front (or the students can decorate their own). Select examples of students' work that show growth in learning to keep in the portfolio. Use it when talking to parents.

Example 1: Topic - Drawing skills: The human figure

Students draw a figure as the very first activity for the topic, another figure half way through the unit and another figure as their final assessment task.

Example 2: Topic - Sentence construction - adjectives and adverbs

At different stages in the topic ask students to write a sentence using adjectives and adverbs....

SP wrote:	RD wrote:
The kitten was dirty	The river was cold
The ginger kitten was very wet and covered in mud	The river was very cold
The tiny ginger kitten was crying because it was muddy, wet and cold.	The river was flooding



What do the examples of work collected tell you about how well SP and RD are able to use adjectives and adverbs?

3. Anecdotal records

You can use an old exercise book to keep observation records. Write the name of each student in your class on each page of the book. When you observe the student doing something new or interesting or difficult, make a note in the book. Make sure to date your notes.

Or you can use one large sheet of paper (at least A3 size). Divide the paper into equal squares and write each student's name in a square. You can leave this paper on your desk all the time so you can quickly write down notes on students during the day.

Or you could make a little notebook from scrap paper to carry around the class while you are working with students. You can make notes on the paper and later transfer them to an exercise book.

Here is a sample of an anecdotal record.

Rosie (Grade 5)	
15/2	Observed during retelling activity. R's predictions were good, her actual retelling well-sequenced with some good vocab. No punct!!!
22/2	Observed while working on an activity involving information for 'Types of work' task - skim-read for information. First time I knew she knew how to do it.
25/2	Had brief reading conference with R. Reading Paradise magazine. Non-fiction. Says she enjoyed the illustrations, says she chose it because she's been to one of the places.
15/3	Conferenced about a poem she's working on (Bubu). Very slow to get going this year. Knows how to correct rhyme but hasn't done this fully. Must keep helping re: attitude/output.
26/3	Observed during silent reading. Was deeply engaged with school journal.
2/4	Observed during silent reading. R is fully engaged when reading and is covering fiction/non-fiction/poetry. Her comprehension so far has been very sound.
12/4	Today R shared a fiction book she'd read. Comprehension was very sound.
18/4	Talked with her during activity time about a letter she was working on. Was a very well structured letter, with a good account of some of her experiences in the village.
29/4	Has finished a story. White Pig. Excellent story in two chapters. Included glossary!! Says she picked up glossary idea from some non-fiction she's been reading.



Select one of these methods which you feel comfortable with and trial it in your classroom for a week/term.

- Write two sentences to explain the difference the strategy has made to your assessment.

3.1.4: Assessing learning in your teaching



Working with a colleague, choose two grade 3 learning outcomes from the lower primary Mathematics syllabus and two from the Health syllabus and brainstorm possible methods of assessing these outcomes. List them below.

Subject	Learning outcomes	Possible assessment tasks
Mathematics	1.	
	2.	
Health	1.	
	2.	



Consider the table below. Listed in the first column are some effective assessment practices.

- Think of activities that students would be engaged in for each practice in your classrooms. Write at least 2 in the second column.
- In the last column, list at least 2 aspects of students' performance that you would assess.

Assessment Practice	What activities would students be engaged in?	What aspects of students' performance would you be assessing?
Read through dated samples of students' best pieces of written work.		

Observe a proof-reading session among pairs of students and use a checklist to determine the degree at which students use editing skills.		
Use a profile to record, at regular intervals, the progress of students in the language they use to compose and comprehend.		
Ask students to write in their journals one paragraph indicating whether the last text they wrote was better than the one before and why it was better.		
Read students' reading logs and discuss with each the summaries they had written about the books read.		

HINT: In the second column, indicate the specific activities that your students will have to do in order for you to use the assessment task. In column three, identify the criteria with which you will assess the specific task.

All of the data provided by these strategies build up into a very rich data bank on the student. Each strategy provides both new information and perspectives, and detailed evidence of the student's control of language.



Discuss with your colleagues the tables you have completed and record anything that impressed you here.

3.1.5: What do we do with these assessment records?

Assessment records help you:

- work out the progress of individual students
- report to parents, using report cards and/or interviews
- decide if your teaching program is appropriate and effective
- work out what students still need to learn
- compare the progress of your students with students from other classes in your school or in other schools.



Consider the assessment practices in your classroom and your grade as a whole, then respond to the following questions and record your answers below in a sentence each.

- What seems to be the focus of assessment in your classrooms?

HINT: A personal response is required here.

- How does assessment guide your teaching and learning programs?

HINT: You have already read a lot of information about how assessment can guide classroom teaching. Use this information to respond to this question.

- How does assessment encourage students to improve in their work?

HINT: Again use information you have acquired earlier to help you respond to this question.

- What opportunities do students have to participate in the setting of their individual learning goals and in the assessment of a learning activity?

HINT: Indicate whether you provide opportunities for your students to participate in decision making in relation to teaching and learning processes.

REMEMBER

- When planning a unit of work decide what you want students to know and be able to do (outcomes)
- Then decide how you are going to find out what the students know and can do as a result of completing unit of work (assessment)
- Decide how you are going to teach the unit of work (teaching strategies and learning activities, content – knowledge, skills and attitudes)
- Once the unit of work is completed and assessed, work out how effectively the outcomes were achieved (evaluation).



To what extent do you need to change your current assessment practices to determine if your students are achieving the learning outcomes?

HINT: A personal response is required here.

Module summary

In this module you have covered aspects of managing a student-centred classroom in the context of the bridging years.

In the course of the module, you examined the use of small groups as a strategy, the key to planning an integrated unit of work, especially timetabling and assessment, and reporting methods.

In doing so you have worked your way through parts of the seven lower primary syllabuses and teacher guides and done many tasks and activities specially designed to make it easy for you to learn and apply your learning.

You should by now have developed certain knowledge, understandings, insights and skills to help you to perform well in your work. Now that you have completed the module, let us review your learning. Check whether you feel you have achieved the outcomes of the module.

Can you:	Yes/No/ Not sure
1. describe ways of assessing students' language and literacy learning in lower primary classes?	
2. describe various instruments to record assessment data?	
3. discuss the advantages of the use of small groups in teaching and learning situations?	
4. describe various recommended assessment tasks and apply them in your classroom teaching?	
5. plan and analyse the contents of a week's program/ timetable?	
6. state the features of appropriate assessment methods in a bridging context?	
7. demonstrate management of a student-centred classroom?	
8. review and modify the use of small groups in your teaching?	
9. employ a variety of strategies in group work to cater for different learning needs?	
10. encourage new methods of assessment among lower primary teachers?	

Remember these module outcomes help you to achieve the outcomes of the unit. Refer back to the outcomes of the unit (listed in the *Unit Introduction*) and reflect on where you are in relation to those outcomes.

If you are seeking academic credit, you were advised to keep a running record of any evidence you may have for particular unit outcomes. If you have not been doing this, go back over the module and jot down, in your *Learning Contract*, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.

Additional space for your notes

Additional space for your notes