

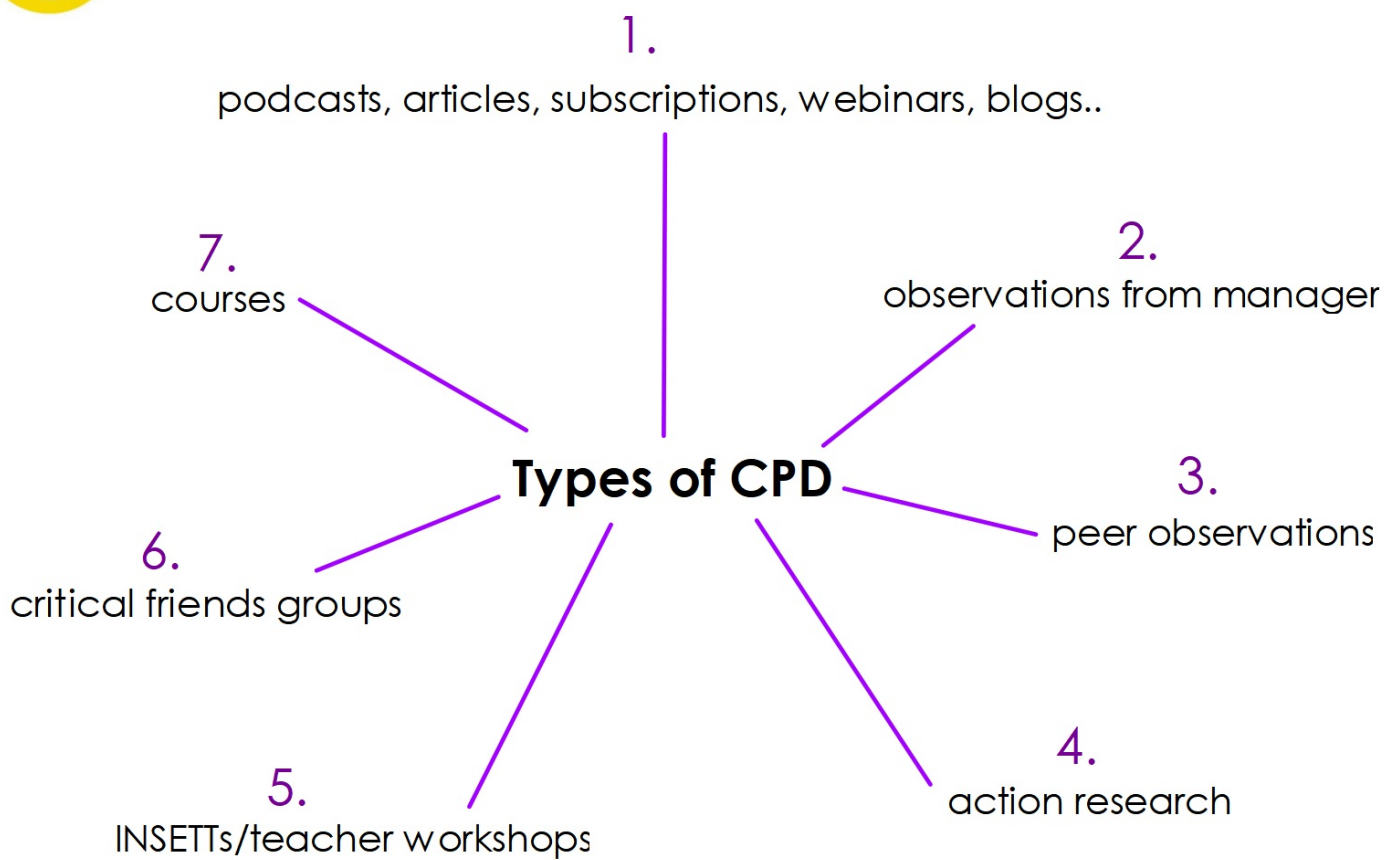


CREATIVE IDEAS FOR YOUR CPD

Today we will:

- ② understand the differences between taking immediate action & **TOP SECRET** in our classrooms
- ② learn how to implement creative classroom practice **TOP SECRET**
- ② look at ways to **TOP SECRET** creatively.







Meet Jo

They have noticed that their students don't like writing in class. Their question is *how do I get my students to like writing?*



Meet Petra

She has noticed that some students are challenged in class and some aren't. Her question is *how can I make sure all my students are challenged?*

Which CPD model would you suggest they follow to address the problem?

- 1 observations from manager
- 2 peer observations
- 3 courses
- 4 critical friends groups
- 5 podcasts, articles, subscriptions, webinars, blogs...
- 6 INSETTs/teacher workshops
- 7 action research



Jo

How do I get my students to like writing?



Petra

How can I make sure all my students are challenged?

- They've made too many assumptions
- They are trying to find a quick fix rushing to a CPD model
- They might not be asking the right questions



What if we changed the **how** to **why**.....?



Jo

Why don't my students want to engage with writing?



Petra

Why is there differentiation in my class?



How do we develop creative thinkers?



encourage teachers & students to observe/explore



apply certain constraints when solving problems



foster a sense of wonder & encourage curiosity

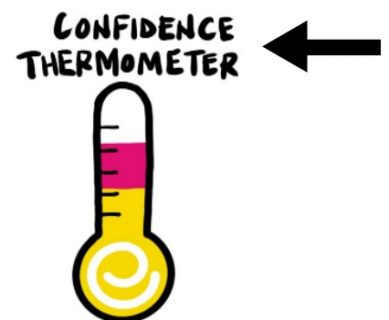




CREATIVE IDEAS FOR YOUR CPD

Today we will:

- understand the differences between taking immediate action & exploring in our classrooms
- learn how to implement creative classroom practice 
- look at ways to  creatively.





Creative exploratory practice



encourage teachers & students to observe/explore



apply certain constraints when solving problems



foster a sense of wonder & encourage curiosity



Step 1: Encourage teacher to observe/ explore

- Write a description of your last class/last week's classes from your students' perspectives - what would be their highlights/things they didn't enjoy?
- Look at the materials you've used in class recently. Which ones would you put in your 'outbox' (never again!) and which in your 'inbox' (this is a keeper!)?
- Look back at your lesson procedure. Take some colour pencils. What colours come to mind for each stage of the lesson? Why? What do you associate each colour with?
- If your classes were a ice-skating performance, which stages of the lessons would be beautiful to watch, and which stages would the ice-skaters slip?
- Imagine a genie appears to you and grants you 3 wishes. What would they be for your classroom?
- Record a lesson/series of lessons. Look at the students. What do they find interesting/boring/challenging/easy?



Jo

If my classes were an ice-skating performance, the beautiful bits to watch would be my visuals and how they engage the students, the classroom dynamic being fun and safe and my students doing well in speaking tasks when they plan what to write. The bits when the ice-skater slips is when the students start writing because they do not engage.

Area of focus: student engagement in writing lessons



Petra

1. I wish that all my students could feel equally challenged even though they have different strengths.
2. I wish that my students all get a sense of progression when they walk out of the classroom.
3. I wish I could reach every student and their needs in classes.

Area of focus: dealing with level of challenge





Creative exploratory practice



encourage teacher & students to observe/explore



apply certain constraints



foster a sense of wonder & encourage curiosity



Step 2: Foster a sense of wonder & encourage curiosity

Smith & Rebolledo say that there are 3 ways to create exploratory questions.

Exploring my perceptions

- What do I mean by...?
- What do I think/feel about...?
- Why do I think...happens?
- What do I want to see happening instead of...?

Exploring others' perceptions

- What do my students think/feel about...?
- What do my colleagues think of...?

Exploring behaviour

- When/How often does...happen?
- What do I do/say when...occurs?
- What do my students do/say when...occurs?



Exploring my perceptions

Exploring your own perceptions is important for identifying why a situation is important to you, what you understand about it and what you expect, particularly if you are unhappy with it.

Exploring others' perceptions

Exploring others' perceptions is also an important focus, since you need to know what your learners (or sometimes parents, or your colleagues) think and/or feel in a particular situation in order to fully understand it.

Exploring behaviour

By exploring your students' and also your own behaviour, you will get a clear picture of what actually happens in the classroom; what you do and what your students do.

It's important to have a particular question or questions that you can later - with evidence - try and answer.



Jo

Area of focus: student engagement in writing lessons

Exploring my perceptions

What do I think is a successful and engaging writing lesson?

Exploring others' perceptions

What do my students think of writing lessons?

Exploring behaviour

At what stage of the lesson do my students lose interest?



Petra

Area of focus: dealing with level of challenge

Exploring my perceptions

What makes me think my students are not challenged?

Exploring others' perceptions

What are the reasons for my students not being challenged, or too challenged?

Exploring behaviour

What do my students do when they are/aren't challenged enough?



Creative ways to foster a sense of wonder and reflect on lessons using student voices

Material map



- Students lay out the materials used from the lesson from beginning to end in order (whole class around one table)
 - Students take green, yellow & pink sticky notes and place them next to the materials
- | | |
|--------------------------------|-----------------------------|
| Green = I enjoyed it | Green = Just right |
| Yellow = It was OK | Yellow = Too easy |
| Pink = I didn't like it | Pink = Too difficult |
- Teacher asks students follow up questions about certain materials e.g. the ones that received mostly one colour



Creative ways to foster a sense of wonder and reflect on lessons using student voices

Teacher/Student Voiceover

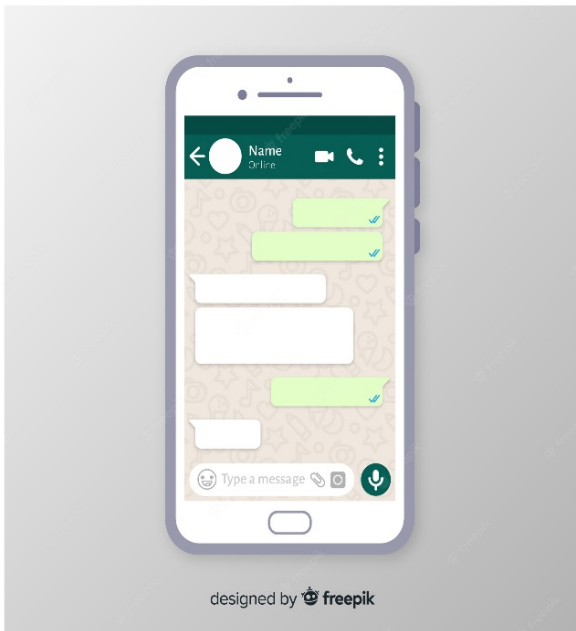


- Elicit the different stages or activities from the lesson from the students and write these up on the board/show them
- Sit in the middle of the classroom, point to each stage/activity, and the students come up with a teacher voiceover i.e., what they believe you were thinking. You can then confirm or correct and use this to stimulate discussion!
- Equally, the students give their own voiceovers from their perspectives (about themselves/peers)



Creative ways to foster a sense of wonder and reflect on lessons using student voices

Text-messaging



- Ask students to write a short text message to an absent student describing what happened in the lesson and how they felt about it and why
- The absent student can also ask questions like 'why do you think the teacher said/did this?'

Or they can draw a picture of their favourite part of the lesson on the front of a postcard...
...and write a short description on the back.





Creative ways to foster a sense of wonder and reflect on lessons using student voices

Why did you...?



- At the end of the lesson, give students 5 minutes to think about the lesson and provide them with the sentence stem '**why did you.....?**'
- Give them time to come up with questions about your lesson that you can answer
- Now, do the same for the students and ask them e.g. why did you all start talking during the writing stage?
- It is important to highlight that there is no judgement here and that you are exploring



Creative ways to foster a sense of wonder and reflect on lessons using student voices

Video recording



CREATED BY VECTORPORTAL.COM

- Video record the lesson with the students' (and/or parent/guardian) consent
- Watch the video alone and isolate parts that you, as a teacher, have questions about
- Replay those parts to students and invite them to comment on the segment



Jo's student, Ali

Why did you start talking in the writing stage?

I started talking in the writing stage because I was asking my friend for some ideas and help. I like it when we work together in class, but writing is always done alone. Sometimes I don't know what we're writing for, and who I'm writing to.



Petra's student, Maria



Name _____ Date _____

pea		cow	
car		goat	
rain		key	
bear		plane	
lip		clock	
bike		run	
ball		cake	
juice		tree	

Copyright © 2011 www.kidsfirst.com All Rights Reserved

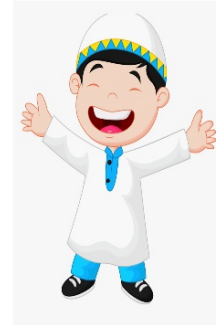
We always do matching. It helps me understand the words but I can't use them when I speak.



Jo

What do I think is a successful and engaging writing lesson?

I think it's when my learners like the topic so much that their heads are down and they can't stop writing.



Jo's student, Ali

Why did you start talking in the writing stage?

I started talking in the writing stage because I was asking my friend for some ideas and help. I like it when we work together in class, but writing is always done alone. Sometimes I don't know what we're writing for and who I'm writing to.



Planned and delivered a writing lesson on a topic the children chose.



Creative exploratory practice



encourage teacher & students to observe/explore



apply certain constraints



foster a sense of wonder & encourage curiosity





Step 3: Now we're ready to act!



Jo



In the next writing class, Jo shares the writing objectives with the students and invites them to add any more. After they write, they use this as a check-list to self-reflect.

They didn't...

- change everything about their practice
- assume that every group of learners that they teach needed the same intervention
- act on just their own perceptions
- go into 'panic mode' and do courses on how to teach writing and/or watch 4 webinars on writing
- assume that this was the correct and only intervention that would solve the problem (Jo tries it in the next writing class as opposed to all of them)

...so they applied constraints

Change one thing at a time

The action should be specific to the group of learners you've explored with



Step 3: Applying constraints

The action you implement should address the students' perspectives and needs (you don't have complete freedom to act only on your own perspective)

Refrain from accessing every CPD initiative possible

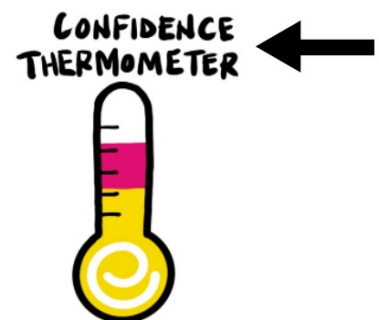


CREATIVE IDEAS FOR YOUR CPD

Today we will:

- understood the differences between taking immediate action & exploring our classrooms
- learn how to implement creative exploratory classroom practice
- look at ways to reflect creatively.

TOP SECRET





How to creatively reflect

Jo doesn't assume that the action/change will address the issue. They try it in the next writing class but the exploring doesn't end there. The students and the teacher now need to reflect on the success of the action/change before Jo applies it to other lessons and students.

We can creatively reflect as teachers and encourage our students to reflect using some of the same tools. Let's take a look.....





Step 4: Encourage teacher and students to creatively reflect on the action/change

Encourage students to.....

1. Write a description of their class - what would be their highlights/things they didn't enjoy?
2. Reflect on the materials they used. Which ones would they put in their 'outbox' (never again!) and which in their 'inbox' (this is a keeper!)?
3. Look back at the lesson procedure. Take some colour pencils. What colours come to mind for each stage of the lesson? Why? What do they associate each colour with?
4. If their class was an ice-skating performance, which stages of the lessons would be beautiful to watch, and which stages would the ice-skaters slip?
5. Imagine a genie appears to them and grants them 3 wishes. What would they be for that lesson?



Creative exploratory classroom practice



**Step 1: Encourage teacher to observe/
explore**



**Step 2: Foster a sense of wonder &
encourage curiosity**



**Step 3: to act within certain
constraints**



**Step 4: Encourage teacher and
students to reflect on the action**

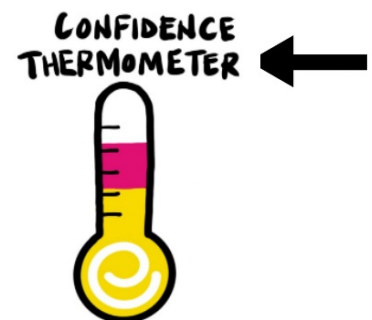


CREATIVE IDEAS FOR YOUR CPD

Today we:

- understood the differences between taking immediate action & exploring our classrooms
- learn how to implement creative exploratory classroom practice
- look at ways to reflect creatively.

TOP SECRET





References

Smith. R & Rebolledo. P (2008) *A Handbook for Exploratory Action Research*
British Council

<https://www.teachingenglish.org.uk/article/handbook-exploratory-action-research>



Thank you very much for attending our webinar!

Join our next **eltonix bites short course** (6 hours, 3 x 2-hour sessions)
on CPD: Exploratory Action Research/Practice

Saturdays 9 - 11 (UK time)

15th, 22nd, 29th October

Sarah.Smith@eltonix.com

Visit our **website** if you'd like us to support you in your
exploratory classroom practice

www.eltonix.com