THE CAMBRIDGE EXPERIENCE PORTUGAL 2018

BRAGA, PORTO, COIMBRA & LISBOA

COMING TOGETHER,
WORKING TOGETHER,
SUCCEEDING TOGETHER!

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THE CAMBRIDGE EXPERIENCE

Timetable

18:30 – 19:20 Collaboration in today's classroom: working together

19:20 – 19:30 Break

19:30 – 20:30 Collaboration in today's classroom: succeeding together

20:30 – 20:45 Questions and Raffle

Overview of the seminar

Skills for the 21st century?

Defining the skills

Integrating the skills into the English language classroom

Round-up and questions

What is 21st-century education?

One piece of information or idea in the video that:

- surprises you
- you agree with
- you'd like to question

Be prepared to justify your answers!

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Andreas Schleicher

OECD Director of Directorate of Education and Skills

Education today is much more about ways of thinking which involve **creative** and **critical** approaches to **problem-solving** and **decision-making**. It is also about ways of working, including **communication** and **collaboration**, as well as the tools they require, such as the capacity to recognise and exploit the potential of new technologies, or indeed, to avert their risks. And last but not least, education is about the **capacity** to live in a **multifaceted** world as an active and engaged citizen. These citizens influence what they want to learn and how they want to learn it, and it is this that shapes the role of educators.

(Shleicher, A (2015). The case for 21st-century learning http://www.oecd.org/general/thecasefor21st-centurylearning.htm)

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Problem-solving

Creativity and innovation

Learning to learn

Communication

Critical thinking

Collaboration

Decision-making

21st-century skills

Personal and social responsibility

Media literacy

Flexibility and adaptability

Citizenship – local and global

Information literacy

ICT literacy

Initiative and self-direction

ICT operations and concepts

Leadership and responsibility

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Arguments against teaching 21st-century skills

- Teachers have always taught cross-disciplinary skills so the term '21st-century skills' is inaccurate and misleading. There's no need to teach them explicitly.
- Content-based instruction is more important than skill-related instruction. Learners need a broad knowledge base first.
- Cross-disciplinary skills are very difficult to assess, so it's difficult to evaluate how well they are being taught.
- All 21st-century skills can be developed through extra-curricular activities or in the workplace.

Problem-solving

Creativity and innovation

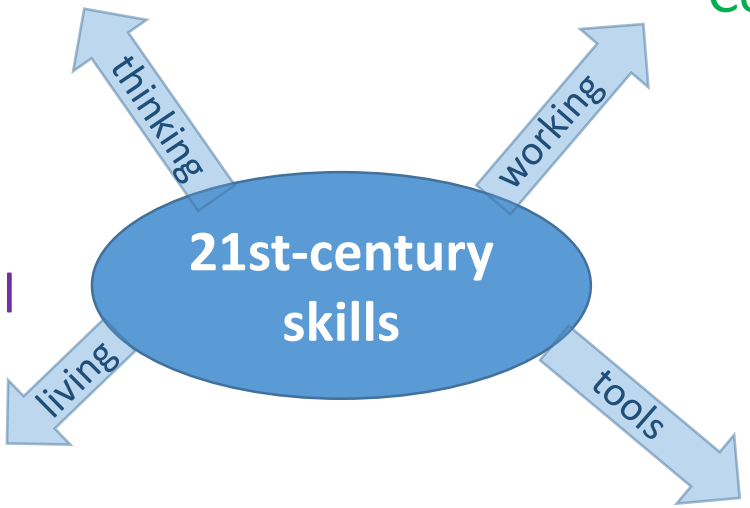
Learning to learn

Communication

Critical thinking

Collaboration

Decision-making



Personal and social responsibility

Media literacy

Flexibility and adaptability

ICT literacy

Citizenship – local and global

ICT operations and concepts

Information literacy

Initiative and self-direction

Leadership and responsibility

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Categorising the skills

Ways of thinking

- Creativity and innovation
- Critical thinking, problem-solving, decision-making
- Learning to learn/metacognition (knowledge about cognitive processes)

Ways of working

- Communication
- Collaboration

Tools for working

- Information literacy
- Information and communications technology (ICT) literacy

Ways of living in the world

- Citizenship – local and global
- Life and career
- Personal and social responsibility, including cultural awareness and competence

http://www.atc21s.org/

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Ways of thinking

- Creativity and innovation
- Critical thinking, problem-solving, decision-making
- Learning to learn

http://www.atc21s.org/

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Developing the iPod

Steve Jobs

The customer will want the unit to be smaller.

Engineers

We can't make it any smaller!

How did Steve Jobs test whether the engineers were correct?

He dropped the ipod into the boardroom fish tank!

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Not thinking critically

Thomas Gradgrind, Superintendent of the School Board in Charles Dickens' *Hard Times*:

'Now what I want is, facts. Teach these boys and girls nothing but facts. Facts alone are wanted in life.'

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A bat and a ball

Q: A bat and a ball cost $1.10 in total.

The bat costs $1.00 more than the ball.

How much does the ball cost?

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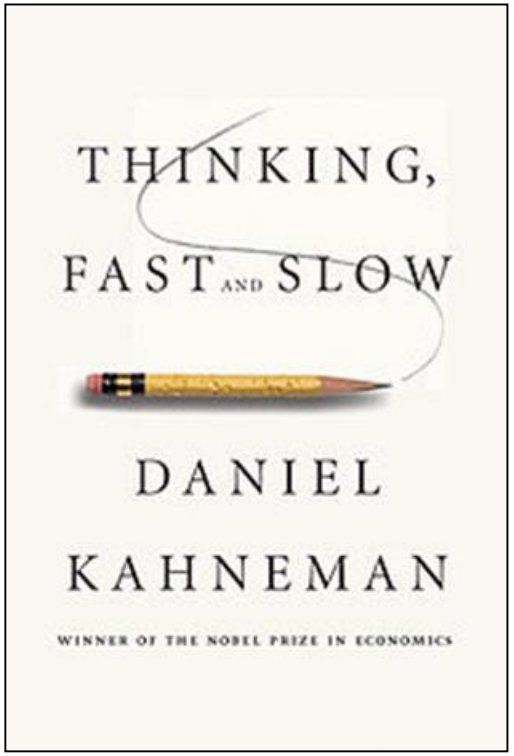
Answer: 5 cents

(The bat costs $1.05, the ball 5 cents)

How many of you said 10 cents?

Critical thinking is what we do when we ask whether reasons for our beliefs and decisions are any good.



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Ways of working and living in the world

Ways of working

- Communication
- Collaboration

Ways of living in the world

- Citizenship – local and global
- Life and career
- Personal and social responsibility, including cultural awareness and competence

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Presidential definitions…

Life and career skills include flexibility, initiative, productivity and leadership in order to allow students to cope with complex work and life environments.

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Ways of working and living in the world

Ways of working

- Communication
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Definitions

Communication is the successful process of target information being made common to both speaker and listener, or writer and reader.

Collaboration: a co-operative activity for a shared goal in which participants make different contributions.

Citizenship – local and global: participating at local and global levels, showing mutual understanding and respect across cultures, recognising implications of decisions.

Personal and social responsibility involves the ability to make appropriate choices regarding finance, the environment and health.

What have we done so far?

- listened to and evaluated others' ideas
- expressed our own opinions
- responded critically to any input we have received
- made use of other colleagues' skills and experience
- made decisions after collaborating with colleagues
- taken in viewpoints from a different professional context
- wondered about how our teaching experience is different to that of others

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Tools for working

- Information literacy
- Information and communications technology (ICT) literacy

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What are information and ICT literacy?

Information literacy

a) communicate information effectively

b) be able to evaluate information

d) know when and why you need information

f) be able to use information effectively

h) use information responsibly and ethically

i) know where to find information

ICT literacy

c) use digital resources to find information

e) be able to use digital tools and media work to build collective understanding

g) build and develop online social networks and communities

j) create, organise and upload information or knowledge to digital resources

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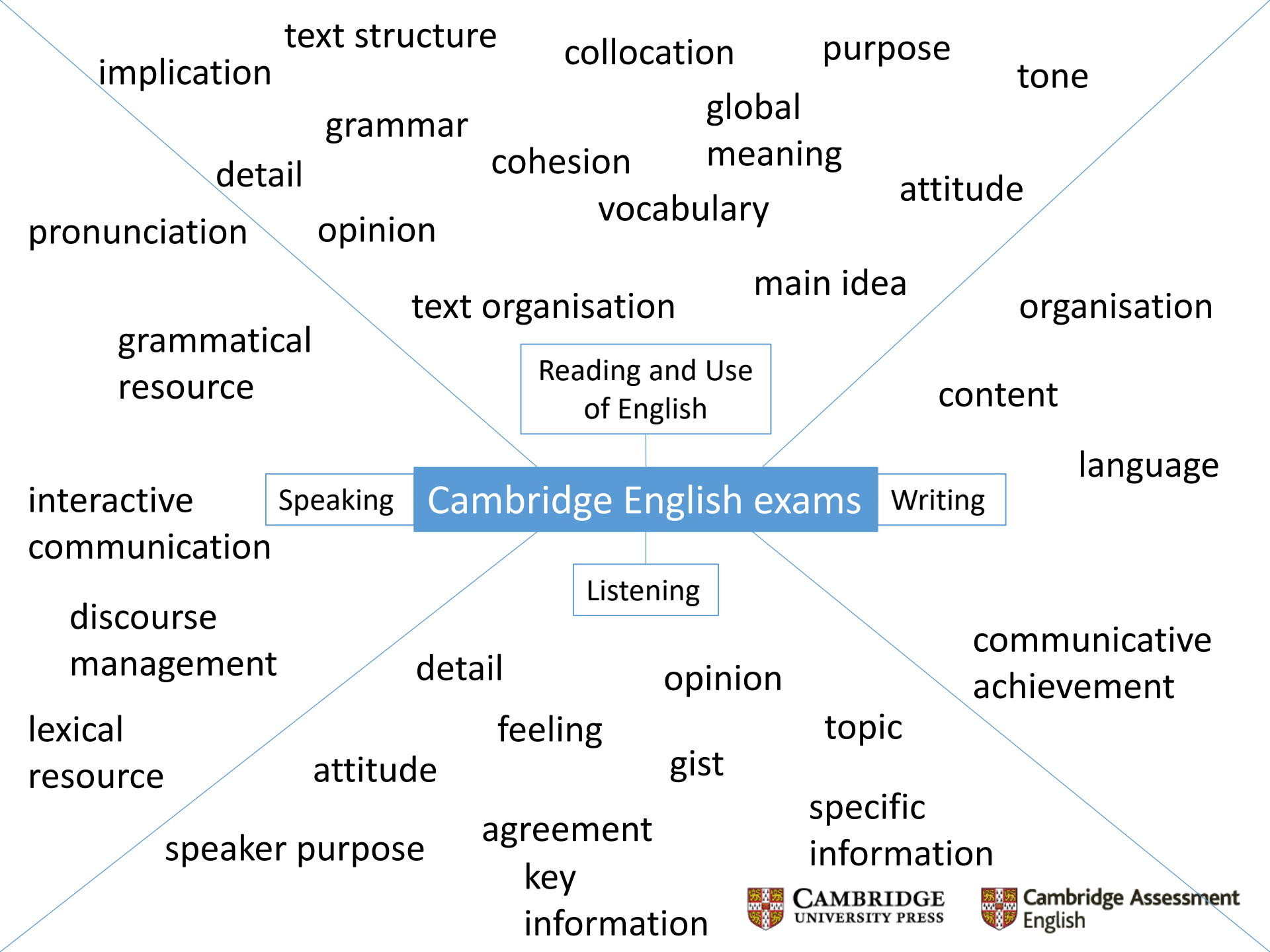

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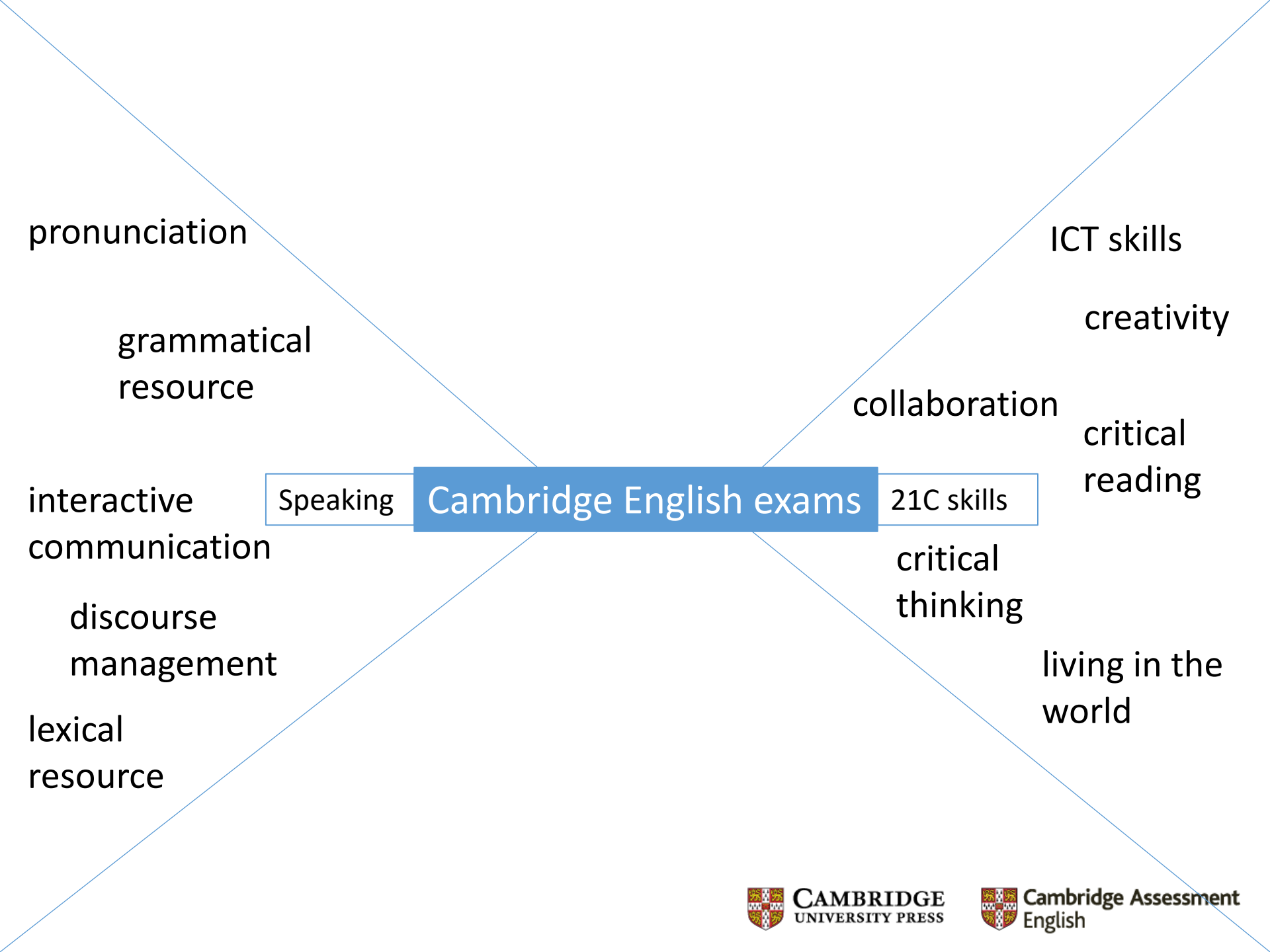

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Cambridge English: Preliminary Speaking Part 2

PART 2	
TASK TYPE AND FORMAT	Simulated situation. Candidates interact with each other. Visual stimulus is given to the candidates to aid the discussion task. The interlocutor sets up the activity using a standardised rubric.
FOCUS	Using functional language to make and respond to suggestions, discuss alternatives, make recommendations and negotiate agreement.
TIMING	2–3 minutes

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What?

So what?

Now what?

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Questions

1. What can you say about the teaching context that this lesson plan was written for? What kind of school could it be?
2. What resources does the teacher have available? How did you reach these conclusions?
3. Would you be able to use this lesson in your context? Are there any stages that would be more difficult for you to implement? Why? Explain your reasoning.
4. How could you make the lesson work better in your context?
5. Could the lesson be adapted to other levels?

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ESTUDIANTES

FAMILIAS

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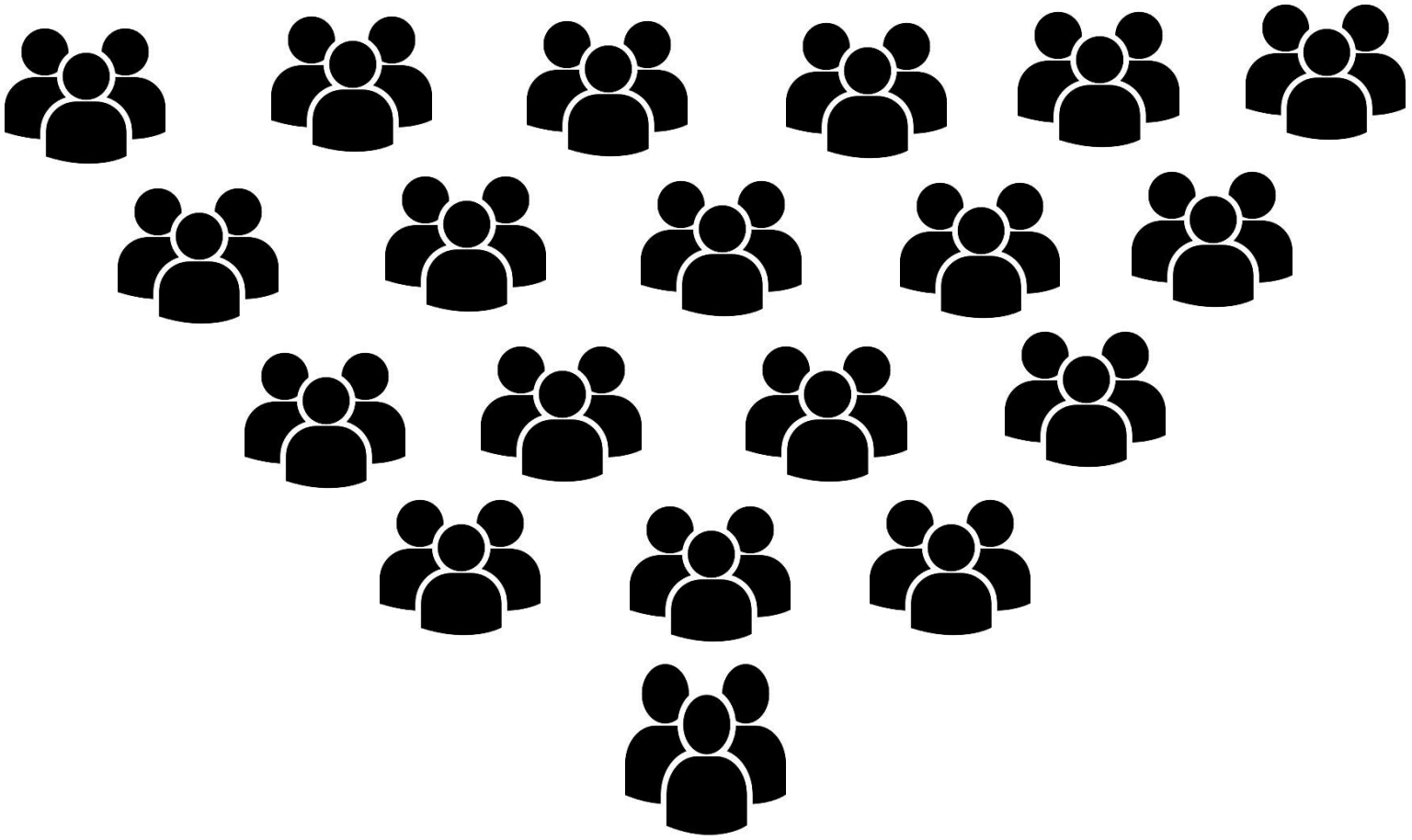
Collaboration in Today's Classroom
Succeeding Together

Session Overview

1. A group life cycle
2. Challenges and opportunities
3. Managing groups
4. Reflection

A large class is a class that …



Nature of a large class:

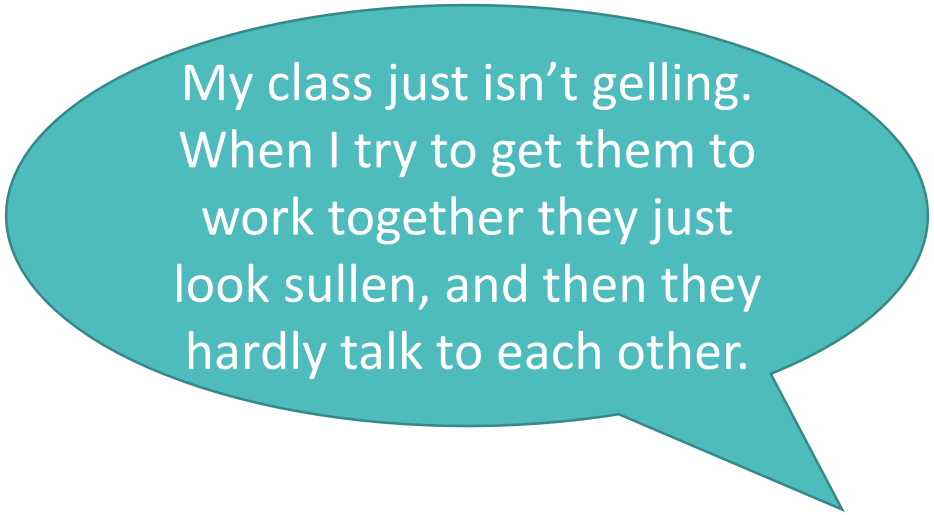
A large Class is a class that …

… is normal in my experience.

… has more than 12/30/50 learners.

… has too many learners!

Help a class become a group



Four stages of a group life-cycle

Forming

(C) People come together as a group. Individuals arrive with many **personal worries** about their own likely successes or contributions. They tentatively check out other members and start to find out how they **fit into the group**. Generally not seeking to get involved in conflict at the moment

Storming

(D) Once the immediate initial personal worries are calming down, the group can **start to work on the task(s)** they have. A lot of ideas and attitudes will fill the air. There may be a lot of energy, and perhaps **disagreements** and **uncertainties**, as **working relationships** are established. Leaderships and other roles will establish themselves, and there may be arguments about what to do and how to do it.

Norming

(A) Things begin to settle down. Arguments and disagreements subside. People **start to agree** what it is that they need to do and how to do it. They start **engaging** with their own responsibilities for the task at hand, **collaborating** and supporting others where necessary.

Performing

(B) This is the stage (which may last a long time) when a group is **functioning at its peak**, doing the task well, moving towards its goal. **Engagement** and **achievement** is high. Everyone is working to their best ability.

The four seasons

Winter

The ground may be frozen and the weather stormy.

Spring

New life starts to break through the Surface.

Summer

There is an abundance of growth, and the sun is high.

Autumn

The fruit is harvested and stored; the harvesters give thanks and go their way.

Session Overview

1. A group life cycle

2. Challenges and opportunities

3. Managing groups

4. Reflection

Challenges and Opportunities

How could Tasks 1–7 be challenging working with our classes?

1. maintaining control
2. monitoring learners' progress during the lesson
3. marking learners' work
4. making coursebook activities more interactive
5. managing the physical space and seating plan
6. dealing with individual student participation
7. building an effective relationship with all learners

Challenges and **Opportunities**

What opportunities can a large class present?

- There is nearly always someone willing to respond to our questions
- There are a range of abilities: stronger learners can help others.
- Learners have to develop their own strategies for helping themselves and helping others
- There is a variety of life experiences, ideas and opinions.
- There are opportunities for choral drilling

Session Overview

1. A group life cycle

2. Challenges and opportunities

3. Managing groups

4 . Reflection

Managing groups

For this task, you will be working in groups of three.

1. **A reader:** you will read out the questions

2. **A secretary:** you will write down the group's ideas and answers

3. **A timer:** you will ensure that only one minute is spent on each question

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Establishing routines

1. It can be a good idea to involve our learners in forming class rules because …

2. Some learners like to sit in the same place every lesson, and some are happy to change seats. However, in the first few weeks of a new school year, it might be useful to have a fixed seating plan. It can help us to ...

3. When our learners don't understand what to do with a task or activity, they quickly lose focus and motivation. Therefore, we need to be effective and consistent in the way we give instructions. Some effective ways to give instructions are …

4. Due to the large number of learners and/or a lack of physical space, we might not always be able to move around the class and see what's going on. It can therefore be a good idea to designate different roles within particular groups of learners. These roles could include …

Establishing routines

5. It is a good idea to find out a little personal information about our learners. This can feel like an overwhelming task in a large class, but it's important because …

6. One way to learn personal information about learners is …

7. If you want to get our learners to stop talking – either because the noise level is too great or it is time to stop a communicative speaking activity – an effective way to do this is …

Encouraging participation

A. We could explain to our students that their English will improve if they *communicate* with it in class, for example to get information, to negotiate, to disagree. We could tell them that writing silently in English won't prepare them for situations when they actually need to use it.

This is a teacher's suggested strategy for dealing with a problem in a colleague's classroom.

What do you think the problem is?

Encouraging participation

For this task, you will be working in groups of three:

1. A reader: you will read out the questions

2. A secretary: you will write down the group's ideas and answers

3. A timer: you will ensure that only one minute is spent on each question

Encouraging participation

B. We can get learners to agree on a minimum amount of English to use during an activity

Learners mainly use Portuguese when doing pair and group work

Encouraging participation

C. Assign written roles to group members and set a time limit for them to read and understand the roles

Sometimes it takes a long time to tell everyone what their role is going to be – and then there isn't enough time to do the actual task!

Encouraging participation

D. We can hand out coursebooks to just Group 1:

- **Group 1** give them ten minutes to read a text on a specific topic (e.g. job interviews).
- **Group 2** brainstorms vocabulary for job interviews;
- **Group 3** plans some questions for a job interview;
- **Group 4** discusses and writes down some interview 'Dos and Don'ts'. After ten minutes, the groups swap tasks.

How can we make reading texts more interactive.

Encouraging participation

E. Give an answer sheet to one person in each group – the 'checker'. The checker marks the group's work, noting down common problems or mistakes. Then the checker reports back to us after the task is finished and asks for clarification.

Sometimes a lot of learners put their hands up but there isn't time to deal with all of their questions.

Marking all the homework takes a lot of our time.

Encouraging participation

F. If we stand on the other side of the classroom, rather than right next to a student, they will have to speak more loudly. Then the whole class can hear.

Learners' responses are often spoken very quietly – especially if the teacher is standing next to them. Teachers then need to repeat the response to the whole class – which might seem like a correction!

Session Overview

1. The nature of a large class: a definition
2. Challenges and opportunities
3. Managing groups
4. Reflection

Effective Reflection

Reflect frequently

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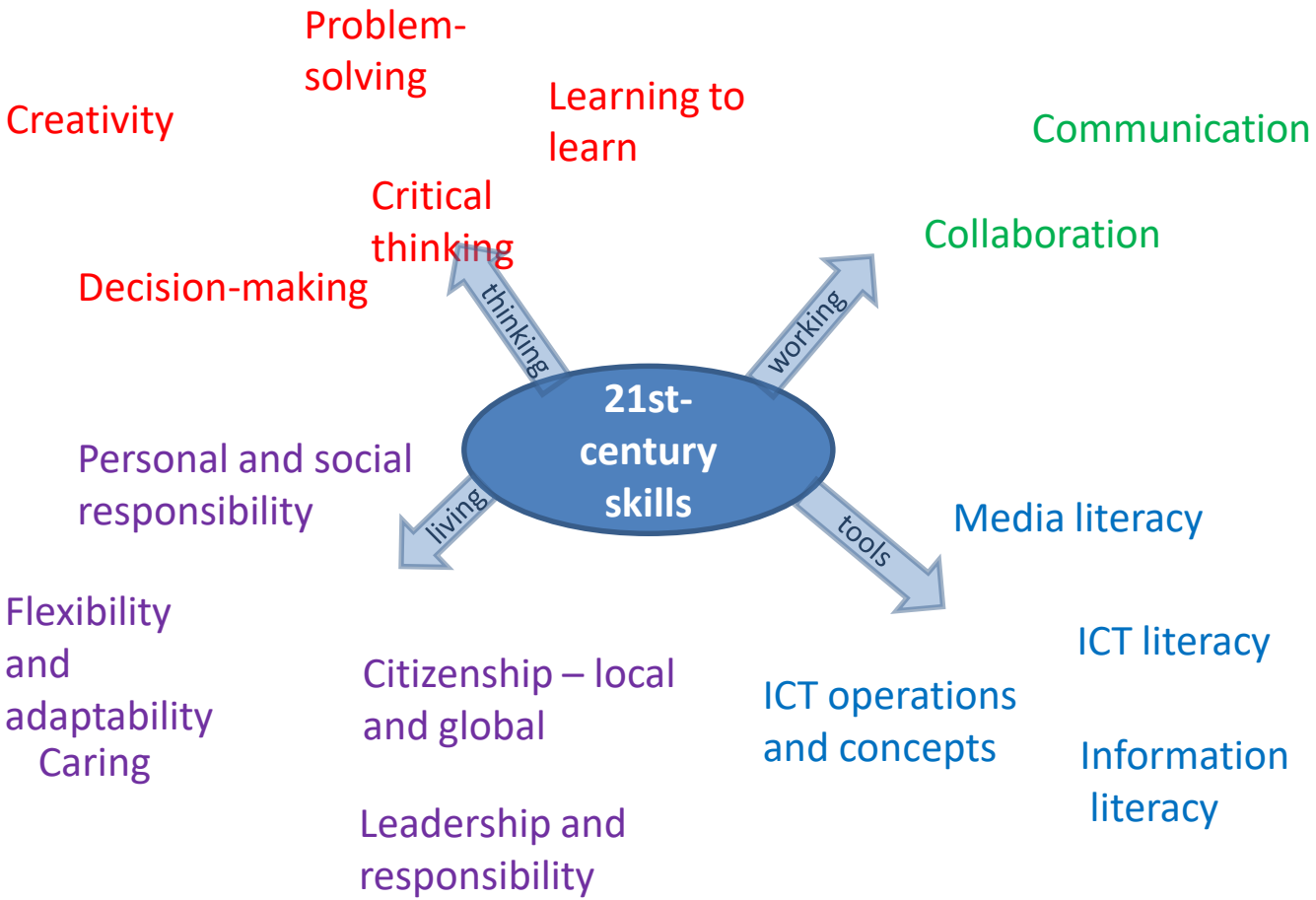
3 things we did in this **session**.

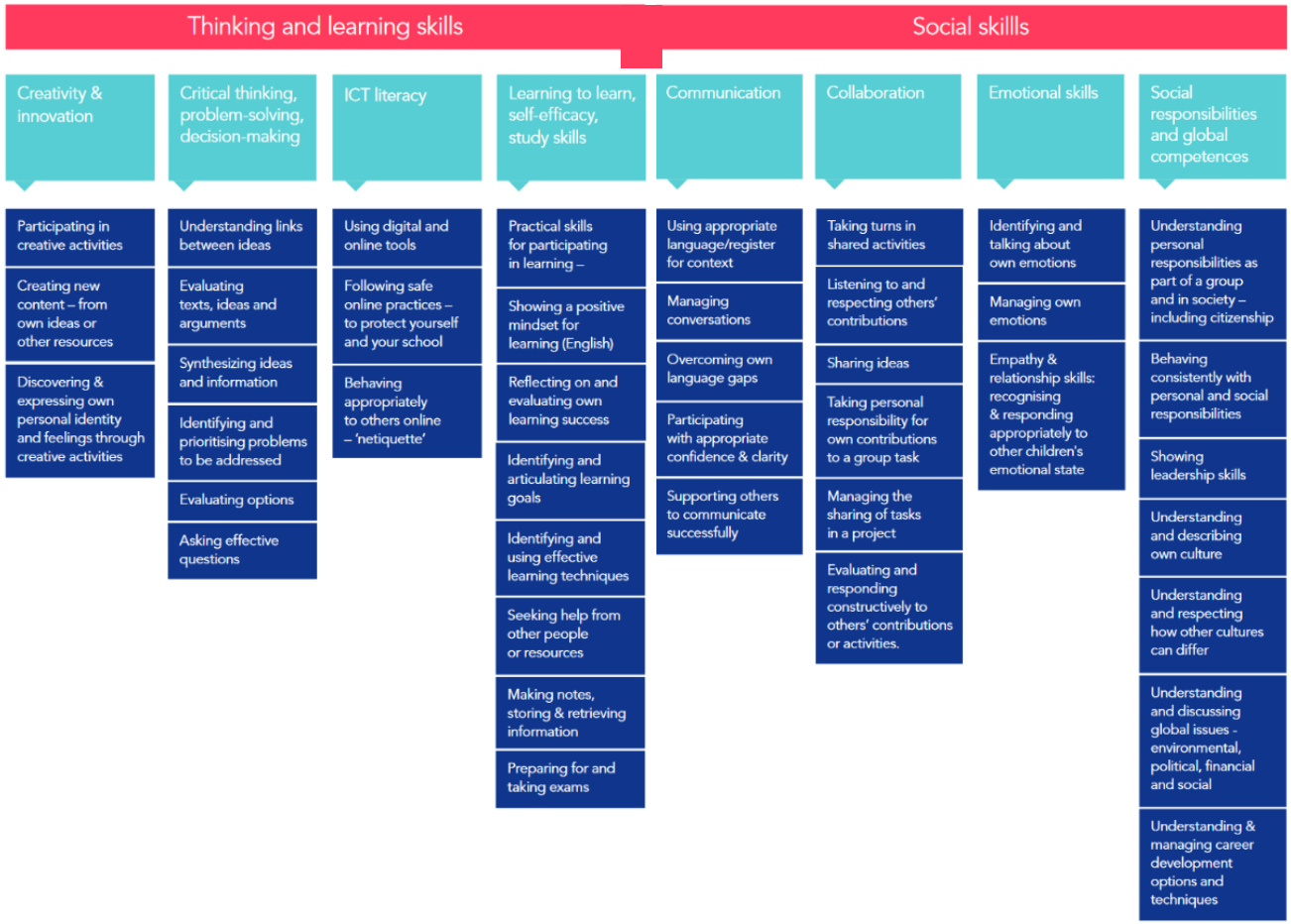
2 **take away** ideas from today's talks.

1 one way of adapting this **321** exercise with your students.

Top tips for a collaborative classroom

- Establish group agreements
- Teach students how to listen
- Teach students the art of asking good questions
- Teach students how to negotiate
- Model what we expect


Problem-solving
Creativity
Learning to learn
Communication
Critical thinking
Collaboration
Decision-making
thinking
working
21st-century skills
Personal and social responsibility
living
tools
Media literacy
Flexibility and adaptability
Caring
Citizenship – local and global
ICT literacy
ICT operations and concepts
Information literacy
Leadership and responsibility


Thinking and learning skills
Social skillls
Creativity & innovation
Critical thinking, problem-solving, decision-making
ICT literacy
Learning to learn, self-efficacy, study skills
Communication
Collaboration
Emotional skills
Social responsibilities and global competences
Participating in creative activities
Creating new content – from own ideas or other resources
Discovering & expressing own personal identity and feelings through creative activities
Understanding links between ideas
Evaluating texts, ideas and arguments
Synthesizing ideas and information
Identifying and prioritising problems to be addressed
Evaluating options
Asking effective questions
Using digital and online tools
Following safe online practices – to protect yourself and your school
Behaving appropriately to others online – 'netiquette'
Practical skills for participating in learning –
Showing a positive mindset for learning (English)
Reflecting on and evaluating own learning success
Identifying and articulating learning goals
Identifying and using effective learning techniques
Seeking help from other people or resources
Making notes, storing & retrieving information
Preparing for and taking exams
Using appropriate language/register for context
Managing conversations
Overcoming own language gaps
Participating with appropriate confidence & clarity
Supporting others to communicate successfully
Taking turns in shared activities
Listening to and respecting others' contributions
Sharing ideas
Taking personal responsibility for own contributions to a group task
Managing the sharing of tasks in a project
Evaluating and responding constructively to others' contributions or activities.
Identifying and talking about own emotions
Managing own emotions
Empathy & relationship skills: recognising & responding appropriately to other children's emotional state
Understanding personal responsibilities as part of a group and in society – including citizenship
Behaving consistently with personal and social responsibilities
Showing leadership skills
Understanding and describing own culture
Understanding and respecting how other cultures can differ
Understanding and discussing global issues - environmental, political, financial and social
Understanding & managing career development options and techniques

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