

Cambridge Experience Madrid Primary 2019

Online Resources:

- Richard Byrne: (freetech4teachers.com) <https://twitter.com/rmbyrne?lang=en>
- Sir Ken Robinson: <https://twitter.com/SirKenRobinson?lang=en>
- Jennifer Gonzalez: (cultofpedagogy.com) <https://twitter.com/cultofpedagogy?lang=en>
- Ross McGill: ([teachertoolkit](http://teachertoolkit.com)) <https://twitter.com/TeacherToolkit?lang=en>
- Maddison Cooper: <https://www.linkedin.com/in/maddison-cooper-3a3656144/>
- Eric Scheninger: https://twitter.com/E_Sheninger?lang=en
- George Couros: <https://twitter.com/gcouros?lang=en>
(*The Innovators Mindset*)
- Laura Ruiz: <https://www.instagram.com/unrinconespecial/>

Free course on dyslexia and Foreign Language Teaching

<https://www.futurelearn.com/courses/dyslexia/5>

Useful Reading

UNESCO Guidelines for Inclusion: Ensuring Access to Education for All

http://www.ibe.unesco.org/sites/default/files/Guidelines_for_Inclusion_UNESCO_2006.pdf

TASK

According to the text below, which of the following statements 1-4 about influence are NOT true?

3. Having an impact on behaviour is a characteristic of influence.
4. We must put the learners' needs before ours.



A. Work in small groups. Use the words in the box to complete the eight gaps (a-h) in the text. Write your answers in the table below. There is one example for you. Then complete the Task above.

1 behaviour	2 goals	3 effect	4 aware
5 empowering	6 helping	7 power	8 needs

TEXT

- Influence is the capacity to have an (a).... on the character, development or (b) ... of something.
- Influence is (c)... others to achieve their (d)..., bringing out the best in people, putting their (e)... ahead of your own and (f)... them develop.
- As teachers we should be more (g)... of how we are influenced by and influence others.
- It is an essential leadership skill, not to be confused with (h)... or control.

ANSWERS

a ... 3	e ...
b ...	f ...
c ...	g ...
d ...	h ...

TASK

According to the text below, which of the following statements 1-4 about influence are NOT true?

1. Influence is the same as power.
2. Influence is telling people how to succeed.
3. Having an impact on behaviour is a characteristic of influence.
4. We must put the learners' needs before ours.



B. Work with ONE partner. Match the sentence halves to make one complete paragraph. Then put the four sentences into the correct order. Write your answers below. Then complete the **Task** above.

TEXT

1 Influence is empowering others to achieve their goals, bringing out the best in people ...

2 As teachers we should be more aware of ...

3 It is an essential leadership skill,...

4 Influence is the capacity to have an effect on...

a ... the character, development or behaviour of something.

b ... putting their needs ahead of your own and helping them develop.

c ... how we are influenced by and influence others.

D... not to be confused with power or control.

ANSWERS

First sentence: ...

Second sentence:

Third sentence:

Fourth sentence:

TASK

According to the text below, which of the following statements 1-4 about influence are NOT true?

1. Influence is the same as power.
2. Influence is telling people how to succeed.
3. Having an impact on behaviour is a characteristic of influence.
4. We must put the learners' needs before ours.



C. Work on your own. Think of an appropriate word to complete each of the eight gaps (a-h) in the four sentences (1- 4). Then put them into an appropriate order at the bottom of the page. Write your answers in the table below. Then complete the **Task** above.

TEXT

1. As teachers we should be more (a)... of how we are influenced by and influence others.
2. Influence is (b)... others to achieve their goals, bringing out the best in people, putting their (c)... ahead of your own and helping them (d)... .
3. It is an essential (e)... skill, not to be confused with (f)... or control.
4. Influence is the capacity to have an effect on the (g)... , development or (h)... of something.

ANSWERS

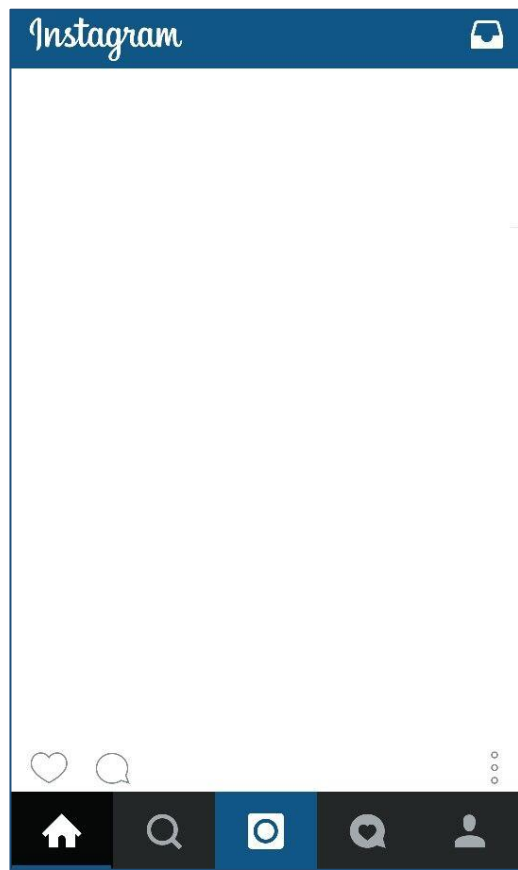
a _____	e _____
b _____	f _____
c _____	g _____
d _____	h _____

First sentence
Second sentence
Third sentence
Fourth sentence

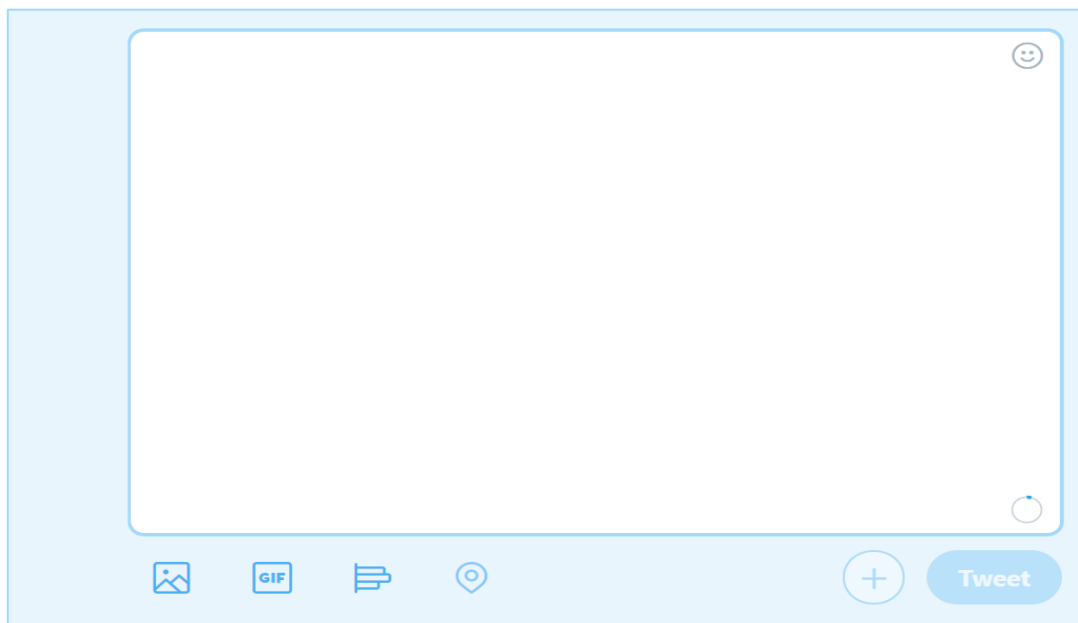


What does influence look like in the classroom?

Create a visual to represent what influence means to you:



Write a short tweet outlining why influence matters to you:



Create 6 hashtags with keywords/phrases on influence:

#

#

People often have breakfast at around seven o'clock in China because children usually go to school before eight o'clock. People often buy breakfast from a street stall and they eat it as they travel to work or school. China is a very large country and the breakfasts are different in different cities. The most popular breakfast is soya milk with youtiao. Youtiao are like long fried donuts. People dip them into the soya milk. Other people prefer rice noodles or buns with meat.

Some suggestions

Draw your breakfast

Take out the punctuation and test your partner

Write a paragraph about breakfast in your country

Make true / false statements

Carry out a class survey

Talk about your favourite place for breakfast

Create a menu

Write a title for the text

Give *at least* two reasons why breakfast is important

Draw the breakfast from the text

Jumble up sentences to reorder

People often have breakfast at around seven o'clock in China because children usually go to school before eight o'clock. People often buy breakfast from a street stall and they eat it as they travel to work or school. China is a very large country and the breakfasts are different in different cities. The most popular breakfast is soya milk with youtiao. Youtiao are like long fried donuts. People dip them into the soya milk. Other people prefer rice noodles or buns with meat.

Student voice	Wait time	Collaboration and Grouping
<ul style="list-style-type: none"> Active learning, rather than passive. Peer teaching can lead to develop positive classroom atmosphere. More opportunities to speak improves fluency. 	<ul style="list-style-type: none"> Students need time to process information. Students are more likely to volunteer answers. Practice at patience in decision-making. 	<ul style="list-style-type: none"> Students learn well when levels and skills are mixed. Assign ability-specific tasks to same-skills groups. Chance to listen to one another and share information.

Colour & Symbols	Progress not performance	Roles
<ul style="list-style-type: none"> Aids concentration. Improves memory retention. Positively affects feelings. Symbols to help SEN learners.. as it also helps dyspraxic learners, dyslexic and autistic learners. <p>#oneineveryclassroom</p>	<ul style="list-style-type: none"> Every student has a different entry point. Every student has different end goals. Ensures achievement for all. 	<ul style="list-style-type: none"> Sense of group responsibility. Encourages individual accountability. Strengthens communicative skills.

Individual space	Differentiated tasks	Choice
<ul style="list-style-type: none"> Space to concentrate. Varies use of classroom space. Personalised learning. 	<ul style="list-style-type: none"> Avoids a "one size fits all" approach. Allows for different interaction patterns. 	<ul style="list-style-type: none"> Promotes autonomy. Promotes competence. Promotes connectedness. Increases engagement.