Tips for Teachers in Setting Strategies for Teaching & Implementation of Curriculum: Years 1-8

September 4, 2008
Dilek Tokay, SU, CIAD
PART I  A Touch of General Methodology

PART II  Highlights of Feedback on the Syllabi

PART III  PD Workshops within the semester

Geared towards the Primary & Secondary Curriculum

i.  Reading
ii.  Writing
iii.  Portfolios
iv.  Listening & Speaking & Presentation Skills
v.  Topic Work & Vocabulary
vi.  Tips on Grammar
vii.  Assessment Strategies
viii.  Pros & Cons of Contests
Teaching is a managerial process with humanistic, imaginative, and scientific methodology.
The process of management builds on the aims to

FORECAST
PLAN
ORGANIZE
INSTRUCT
FACILITATE
COORDINATE
FOLLOW-UP
ENCOURAGE
EVALUATE

(Rees 1 modified)
As teachers, you do the following:

**PRE – CLASS PHASE**

- FORECAST
- PLAN
- ORGANIZE

- Design

**IN – CLASS PHASE**

- INSTRUCT
- FACILITATE
- COORDINATE
- ENCOURAGE

- Exploit

**POST- CLASS PHASE**

- FOLLOW-UP
- ENCOURAGE
- EVALUATE

- Assess

Which of these are the most challenging?
1. KNOW THYSELF!
   Identify Your Role as a Guide and Facilitator.

2. KNOW YOUR STUDENTS.
   Identify the Group – Age/ Gender/ Level/ Threshold/ Size.

3. KNOW YOUR SUBJECT
   Define Your Long-term and Short-term Objectives.

4. REVIEW YOUR CONTENT MATERIALS - Syllabus/ Books/ Manuals

5. REVIEW YOUR PROCESS MATERIALS - Exploitation Techniques

6. IDENTIFY YOUR TOOLS - Board/ Video/ CDs/ Charts/ Posters/ Photos

7. MAKE A LESSON PLAN - Critical path analysis of activities/ tasks

8. REVIEW YOUR TIME MANAGEMENT STRATEGIES.
1. KNOW THYSELF!
IDENTIFY YOUR ROLE AS A GUIDE AND FACILITATOR.

**CHECKLIST:** What are your most outstanding characteristics?
How much do these contribute to your communication skills?

<table>
<thead>
<tr>
<th>Physical make-up:</th>
<th>Gender/ Age</th>
<th>Appearance/ Posture</th>
<th>Body language/ Use of voice</th>
<th>Personality/ Attitudes affecting how you react in different circumstances shaping your concept of satisfaction and fulfilment</th>
</tr>
</thead>
</table>

**Personality type**

- Democratic
- Individualistic
- Conformist
- Gentle
- Cooperative
- Achieving
- Dominant
- Extrovert
- Anxious
- Sensitive
- Tactful
- Understanding
- Authoritarian
- Affiliative
- Nonconformist
- Aggressive
- Competitive
- Non-achieving
- Submissive
- Introvert
- Poised
- Insensitive
- Tactless
- Tough
Consider

• BACKGROUND FACTORS - KNOWLEDGE
  Role geared towards transmission
  Role geared towards interpretation
  Linguistic competence
  Communicative competence
  Ability to transfer information/ to present material or solve problems using the theory or the techniques with which the students are familiar

• ORGANIZATIONAL FACTORS - IDENTIFYING PRIORITIES
  Goal - oriented - Open-ended activities
  Task - oriented - Closed-ended activities

• TIME MANAGEMENT
  Strictly organized/ prompt
  Punctual and organized leaving space for interaction.
**KNOW THYSELF!**

**IDENTIFY YOUR ROLE AS A GUIDE AND FACILITATOR.**

*Evaluation of ROLES*

**AWARENESS EXERCISE:** Represent the position you feel you have in each collective group with an X. Where do you fit?

<table>
<thead>
<tr>
<th>FAMILY</th>
<th>SCHOOL</th>
<th>CLASS</th>
</tr>
</thead>
</table>

*How do your students see you?*

*How do your colleagues see you?*

*How do your administrators see you?*

*How do you see yourself?*
2. KNOW YOUR STUDENTS.

IDENTIFY THE GROUP AND THE SIZE.

What do you think about YI student profile?

How do students meet at the lowest common denominator?

Background survey of Students from Student Resources!

Consider • PERSONAL FACTORS

Physical make-up: Gender / Age
Appearance/ Body language/ Use of voice

Personality/ Attitudes: Introvert - Extrovert
Conformist - Nonconformist
Cooperative - Dominant

• BACKGROUND FACTORS – UPBRINGING & KNOWLEDGE

Linguistic competence
Communicative competence
Thresholds - Readiness to absorb course content

• INVOLVEMENT

Attendance
Interest/ motivation/ Preparation
Implicit versus Explicit learner contributions
Goal-oriented versus Task-oriented learner contributions
Serial versus Holistic learner types
Convergent versus Divergent learner types
### 2. KNOW YOUR STUDENTS.
IDENTIFY THE GROUP AND THE SIZE

**CHECKLIST:** How do students describe good teachers?
Choose 3 descriptions from the 2 columns and rank the items.

A good teacher is...

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>able to empathize</td>
<td>clear</td>
<td>knowledgeable</td>
</tr>
<tr>
<td>intelligent</td>
<td>fair</td>
<td></td>
</tr>
<tr>
<td>flexible</td>
<td>creative</td>
<td></td>
</tr>
<tr>
<td>dedicated</td>
<td>enthusiastic</td>
<td></td>
</tr>
<tr>
<td>approachable</td>
<td>patient</td>
<td></td>
</tr>
<tr>
<td>self-confident</td>
<td>loving</td>
<td></td>
</tr>
<tr>
<td>helpful</td>
<td>humorous</td>
<td></td>
</tr>
<tr>
<td>tolerant</td>
<td>sympathetic</td>
<td></td>
</tr>
<tr>
<td>mentally sound</td>
<td>assertive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>clear</td>
<td></td>
</tr>
<tr>
<td></td>
<td>efficient</td>
<td></td>
</tr>
<tr>
<td></td>
<td>organized</td>
<td></td>
</tr>
<tr>
<td></td>
<td>competent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>resourceful</td>
<td></td>
</tr>
<tr>
<td></td>
<td>skillful</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a learner herself/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a listener</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a motivator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a facilitator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>aware of learners’ needs</td>
<td></td>
</tr>
</tbody>
</table>

From a brainstorming session with teacher trainers SELP National Seminar, Machakos 2002
3. KNOW YOUR SUBJECT
DEFINE YOUR LONG-TERM AND SHORT-TERM OBJECTIVES.

QUESTION SHOOTING: How do your goals differ from your objectives? Compare & contrast giving samples.

Locate G & O
4. REVIEW YOUR CONTENT MATERIALS

**QUESTION SHOOTING:** What are your Content Materials? How does your lesson relate to them?

- Curriculum
- Syllabus
- Course Book/ Teacher’s Book
- Chapter
- Module/ Unit
- Articles/ Texts/ Picture Packs
- Research
- Statistics
- Maps/ Diagrams/ Charts/ Graphs
- Albums
- Almanacs
- Dictionaries

Protecting our Environment

Lesson
5. REVIEW YOUR PROCESS MATERIALS
EXPLOITATION TECHNIQUES/STYLE OF YOUR LESSON

SAMPLE: Match the activities with the stages.
Which of these exploitation stages, do you think, are the most challenging? Why?

<table>
<thead>
<tr>
<th>Start</th>
<th>I. OPENING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pause</td>
<td></td>
</tr>
<tr>
<td>Repeat</td>
<td></td>
</tr>
<tr>
<td>Reformulate / Rephrase</td>
<td>II. BODY</td>
</tr>
<tr>
<td>Exemplify</td>
<td></td>
</tr>
<tr>
<td>Summarise</td>
<td></td>
</tr>
<tr>
<td>Close</td>
<td></td>
</tr>
<tr>
<td>Shift</td>
<td></td>
</tr>
</tbody>
</table>

III. CLOSURE
5. REVIEW YOUR PROCESS MATERIALS
EXPLOITATION TECHNIQUES / STYLE OF YOUR LECTURE

If you have 18 students, that means, you have
36 EYES watching you,
and
36 EARS trying to listen to you to respond actively.

*Your students will try to identify*
- purpose & scope of the lesson and topic development
- relationships among generalizations, hypotheses, and examples
- your choice of discourse markers in signalling the structure of a lesson.
5. REVIEW YOUR PROCESS MATERIALS
EXPLOITATION TECHNIQUES/ STYLE OF YOUR INSTRUCTION

Your students will focus on your use of

- **MICROMARKERS:**
  Lower order markers of segmentation & connections

<table>
<thead>
<tr>
<th>Segmentation</th>
<th>Temporal</th>
<th>Causal</th>
<th>Contrast</th>
<th>Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well,..</td>
<td>For the moment,</td>
<td>..so..</td>
<td>..but..</td>
<td>Obviously..</td>
</tr>
<tr>
<td>Okay?</td>
<td>After this,</td>
<td>..then..</td>
<td>..however..</td>
<td>In fact..</td>
</tr>
<tr>
<td>Right?</td>
<td>Next,</td>
<td>..because..</td>
<td>..on the other hand..</td>
<td>You can see..</td>
</tr>
</tbody>
</table>

- **MACRO MARKERS:**
  Higher order discourse markers signalling major transitions and emphasis

  Now, we’ll see what happens when..
  The problem here is that..
  The next important point is that..

5. REVIEW YOUR PROCESS MATERIALS
EXPLOITATION TECHNIQUES / STYLE OF YOUR INSTRUCTION

Your students will try to

- infer RELATIONSHIPS [comparison/ cause-effect relationship]
- recognize KEY LEXICAL ITEMS related to the subject
- deduce meaning of NEW WORDS FROM CONTEXT
- recognize the function of INTONATION.

TO SIGNAL INFORMATION

Watch your
PITCH PATTERN/ VOLUME/ PACE/ STRESS

- detect your attitude toward subject matter, that is

your enjoying or not enjoying what you do.

😊
6. IDENTIFY YOUR TOOLS

CHECKLIST: Which of these teaching tools, do you think, are the most useful and practical?
Indicate priorities. What determines their utility value?

HARDWARE/ SOFTWARE/ HUMANWARE

[] Board,
[] Magnet board
[] Flash cards
[] Charts/ maps/ diagrams/ Grids on Transparency/ screen/ Hard copy
[] Realia/ Objects / Apparatus
[] Tape Recorder and Audiocassettes
[] Video Player and Video Cassettes
[] Computer & Projector
[] Over Head Projector [OHP]
[] PowerPoint Slides on Discs/ memory stick,
[] DVDs
[] Pictures/ Flow charts/ Graphs/ Diagrams TO BE DRAWN/ ON THE BOARD [If photocopying helps, then try that]*
6. IDENTIFY YOUR TOOLS - WHITE / GREEN BOARDS

**QUESTION SHOOTING**: How would you use the green/white board in your classroom to answer the needs in the most efficient way? Locate on the frame.

<table>
<thead>
<tr>
<th>Date</th>
<th>Highlight points</th>
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<tbody>
<tr>
<td></td>
<td>Highlight points</td>
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<td>Highlight points</td>
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<td>Highlight points</td>
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<table>
<thead>
<tr>
<th>Sentences</th>
<th>Assignments</th>
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</tbody>
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<table>
<thead>
<tr>
<th>Drawings</th>
<th>Answers to questions</th>
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<table>
<thead>
<tr>
<th>Structure patterns &amp; samples</th>
<th></th>
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<table>
<thead>
<tr>
<th>Context- based new vocabulary</th>
<th></th>
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7. MAKE A LESSON PLAN

A CRITICAL PATH ANALYSIS OF ACTIVITIES/ TASKS

within

TIME SLOTS

QUESTION SHOOTING: What would be the sub headings under the given categories?

<table>
<thead>
<tr>
<th>LESSON PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year/ Semester:</td>
</tr>
<tr>
<td>Objective:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>P L A N N I N G</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVITIES</td>
</tr>
<tr>
<td>WARM-UP</td>
</tr>
<tr>
<td>PRESENTATION</td>
</tr>
<tr>
<td>INTERACTION</td>
</tr>
<tr>
<td>ROUND-UP</td>
</tr>
<tr>
<td>QUIZ / HOMEWORK</td>
</tr>
</tbody>
</table>
8. REVIEW YOUR TIME MANAGEMENT STRATEGIES/ PROCEDURES

Watch your
OWNERSHIP OF TIME.

Owning your time involves respecting your
PERSONAL STYLE
with care for improvement and efficiency.

• Think about your most creative processes:
  Are you a night person versus day person?
  Do you work in a lot of little spurts versus a few long sessions?
  Do you get DISTRACTED very easily?
  Are you a perfectionist who gets lost with DETAILS?
  Do you take tasks as BIG CHUNKS?
  Do you set UNATTAINABLE GOALS?
  Can you differentiate between PRIORITY & URGENCY
  Do you perform better when you ORGANIZE & WRITE DOWN?

• Analyze/ Develop/ improve your personal style.
  Figure out what your style is and ACCEPT it,
  RESPECT it, WORK with it, and IMPROVE it.

Ref: http://ub-counseling.buffalo.edu/timemanage.shtml
8. REVIEW YOUR TIME MANAGEMENT STRATEGIES/ PROCEDURES
for all activities in the classroom

CHECKLIST: Evaluate the lesson plan indicating
STRENGTHS and ISSUES TO WORK ON

<table>
<thead>
<tr>
<th>LESSON PLAN</th>
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</thead>
<tbody>
<tr>
<td>Academic Year / Semester:</td>
</tr>
<tr>
<td>Objective:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>P L A N N I N G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>WARM-UP</td>
</tr>
<tr>
<td>PRESENTATION</td>
</tr>
<tr>
<td>INTERACTION</td>
</tr>
<tr>
<td>ROUND-UP</td>
</tr>
<tr>
<td>QUIZ / HOMEWORK</td>
</tr>
</tbody>
</table>

Objective:

Date:

Time Allotted:

STRENGTHS

ISSUES TO WORK ON
9. BUILD CONFIDENCE

*CHECKLIST:* Show priority for the activities that may help you the best to strengthen your confidence.

- Be SURE about your content.
- Review syllabus. Be sure that you know what is REQUIRED for the lesson.
- Always review content for the day with highlight PROBLEMATIC issues.
- Define OBJECTIVES & goals.
- Make a LESSON PLAN, and indicate app. time slots for each activity.
- Have an image/SCENARIO of your planned recitation in your mind.
- Prepare yourself for a CHALLENGING QUESTION.
- Choose an ICE-BREAKER for the day. Don’t forget delicate humor goes hand in hand with intelligence.
- Know your students with their NAMES from the first day and with their STRENGTHS from the first month.
- Make ties with the PREVIOUS LESSONS.
- Meet your students outside class for FEEDBACK and FOLLOW UP.
- Always discuss issues with your colleagues. Remember, senior teachers can be good mentors to share their experiences with you.
- Believe that what makes you lovable is your RESPECT for your job as well as your knowledge and managerial skills.
- Believe in what you are doing. You are NEEDED in this school.
AVOID PERFORMANCE ANXIETY

How much do you care for the following? Indicate priority.
Which of these items are absurd?

[ ] Look for improvement rather than perfectionism which demands exceptional results.
[ ] Prevent perfectionism. This may destroy self-esteem if nothing is good enough for you.
[ ] Set achievable goals within the realm of your possibilities.
[ ] Moderate your expectations.
[ ] Shake off procrastination.
[ ] Don't forget, procrastination and disorganization are integrally linked.
[ ] Plan, organize, and schedule.
[ ] Don't confuse urgency & priority.
[ ] Don't sacrifice priority for urgency/convenience.
[ ] Avoid forgetfulness by notes on a card/lesson plan on one sheet.
[ ] Break a task into manageable chunks.
[ ] Set some motivational grabbers for your lesson.
[ ] Don't forget the role of ice breakers.
[ ] Devise open-ended questions making your students feel important.
[ ] Set strategies for handling dysfunctional group behaviour.
10. AVOID PERFORMANCE ANXIETY

How much do you care for the following?
Indicate priority by putting numbers.

[ ] Do your planning heartily like writing a scenario for a play.
[ ] Hold your head erect/ carry your body with assurance.
[ ] Look at your posture in the mirror.
[ ] See how your body looks with mimics and gestures.
[ ] Listen to your own voice. Practice with your vocal cords to produce an assertive tone with the right pitch patterns for questions and confirmation.
[ ] Think positively and reflect it with a smile.
[ ] Suppose you are an actor on stage and you are there for a good purpose.
[ ] Have caring eye contact with your students. Touch them when needed.
[ ] Establish good rapport with your students believing in the importance of what you are doing.
[ ] See your strengths.
[ ] Never discourage yourself for not succeeding in one particular area, look for different strategies.
[ ] Love yourself, love your job, and love your students!
IN – CLASS PHASE

[WORKSHOP II]

1. CARE FOR PROMPTNESS.
   Always be in your classroom 3-5 minutes before the session starts.

2. MAKE AN IMPRESSION.
   In your first session introduce yourself and let your students introduce themselves.
   Don’t forget,
   **First Impression** has a lot of impact on students’ **Interest**.
   Make every student feel that his/her presence **MAKES A DIFFERENCE IN THE GROUP**.
3. Shortly define WHAT you are going to do and WHY.
   [Works much better in classes after Year 3]

4. Explain EXPECTATIONS briefly, implement them, and stick to them.
   Be consistent!

5. Don’t have double standards for different students.

6. Don’t show any favourism for any student.

7. If you want to praise merits, have variety in different areas, not only students’ hard work.
   Eg: Punctuality/ reliability/ honesty/ helpfulness/ cleanliness/ effort/ Leadership/ partnership/ conscientiousness/ awareness/ curiosity
8. MONITOR AND GIVE GUIDANCE AS YOU PRESENT AND INTERACT.

Are the following phases clearly observed in your session?

Start - Pause - Repeat - Reformulate - Exemplify - Close

Which phase is more dominant?

Is there a particular reason for this phase being repeated?

Which phase includes writing on the board? Why?
9. EXPECT INVOLVEMENT

**Asking Questions**
- Ask intelligent questions.
- Add humour to questions.
- Make questions precise.
- Divide a question into parts.
- Differentiate your tone in the questions.
- Pause after asking questions.
- Ask WH questions rather than Yes/No questions after a stage.

**Responding to Questions & Answers:**
- Never leave a question unanswered.
- Create a possibility even for the impossible questions.
- Give the option of the “next lesson” for a challenging question, but don’t repeat this very often.
- Avoid answering a question only to one or two students.
- If an answer is wrong, state this in a mild tone, indicate why it is wrong; don’t intimidate with a sharp “NO!”
10. CALCULATE THE IMPACT OF TOOLS/TECHNOLOGY.


- Board, Magnet board, Flash cards, Role cards
- Charts, Posters, Pictures
- Maps, Diagrams
- Realia
- Tape recorder and audiocassettes
- Video player and Video cassettes,
- Computer & Projector,
- Over Head Projector,
- PowerPoint slides on disks,
- Flow charts, Graphs, Diagrams ON THE BOARD
- DVDs

*Whatever the tool, care for practicality, utility, and location.*
11. COMMUNICATE - GET TO KNOW EACH STUDENT IN YOUR CLASS.

- Observe know-how, and individual skills of individuals.
- Care for past and present experiences in that environment.
- Listen to individual student’s future goals, anticipations or problems outside class.
- Be aware of individual student’s special interests and give assignments accordingly.

*When /Where/ How do you achieve all these points?*

12. MAKE A ROLE SET ANALYSIS WITH CLASS GOALS, GROUP GOALS AND INDIVIDUAL GOALS IN MIND.

Consider

- PERSONAL FACTORS
- BACKGROUND FACTORS
- ORGANIZATIONAL FACTORS

*Which process materials in class or outside, help you establish good rapport?*
13. OBSERVE AND INITIATE MOTIVATION.

• Calculate WORK PERFORMANCE.

• Make careful diagnosis of REASONS for both outstanding performance and poor performance.

• Match each student’s STYLE to situations.

• Don’t forget “SELF AND WORK ACTUALIZATION” depends on the “NEED TO ACHIEVE”.

• Be a GOOD MODEL yourself, showing your motivation and energy to keep the group going for progress.

• Make a list of DISSATISFIERS.

• Watch for INTERPERSONAL RELATIONS in the group.

• Clarify WORK CONTENT and TASK PROCEDURES.

• Explain EXPECTANCY clearly.

• Focus on the ratio between LEVEL OF SKILL and KNOWLEDGE REQUIREMENTS.
14. DESIGN QUALITY CIRCLES /GROUPS/ TEAMS WITH LEADERS/ MODERATORS.

Locate your groups!
How many?
Where?
Why?
15. Establish effective working relationships between teams/task groups.

Observe group members’ skills, competence, leadership, task fulfilment, and decision making.
16. ESTABLISH SAPIENTIAL AUTHORITY

Leadership by virtue of particular expertise = Specialist knowledge + knowledge of organizational procedures and processes.

Make a presence with CAREFUL DIAGNOSIS and PATIENT NAVIGATION.

Have a temperament which maximises AGREEMENT and MUTUAL BELIEF.

Make your class feel your authority as a FACILITATOR, NOT AS A DICTATOR.

ESTABLISH HARMONY instead of POLARIZATION.
### WHAT KIND OF A MODEL ARE YOU?

<table>
<thead>
<tr>
<th>Model</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heroic leader model</strong></td>
<td>knew all and could do everything and solve all problems.</td>
</tr>
<tr>
<td><strong>Post-heroic leader model</strong></td>
<td>asks how issues can be solved developing others’ capacity to handle and take part in decision-making.</td>
</tr>
</tbody>
</table>

Even young students can help us learn at any level as we teach them to learn!

*Outside class, share your classroom experiences with your colleagues.*

*Brainstorm on some issues and try to find the reasons:*

- How often do you meet and interact?
- Who have you naturally chosen a mentor?
- Can you make your voice heard?
- How much does your coordinator help you?
- How much are your parents helpful?
- How much does your HoD support you?
- Can you reach the administrators?
17. **BE ASSERTIVE AND APPRECIATE THE ASSERTIVENESS OF YOUR STUDENTS**

Assertive behaviour involves **BEHAVING OPENLY IN LINE WITH WHAT YOU SAY.**

Non-verbal assertiveness involves:

- a steady and firm voice neither over-loud nor quiet
- an open facial expression
- eye-contact which is firm but not a stare-down
- an upright and relaxed posture

Assertive behaviour aims at **INCREASED EFFECTIVENESS IN INTERACTION**

The crucial question is: **“What is the OUTPUT?”**

**SUBJECTIVE GOALS for POPULARITY and APPRECIATION**

*go parallel with*

**JOB RESPONSIBILITIES AND TASK GOALS.**

- Neither one should be sacrificed in need of the other.
- Neither one should be an end in itself.
Allocate proportionate time for the following:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up</td>
<td></td>
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<tr>
<td><strong>Presentation</strong></td>
<td></td>
</tr>
<tr>
<td>Use of the Board</td>
<td></td>
</tr>
<tr>
<td>Other Aids/Activities</td>
<td></td>
</tr>
<tr>
<td><strong>Practice:</strong></td>
<td></td>
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<tr>
<td>Use of the Board</td>
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<tr>
<td>Other Aids/Activities</td>
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<tr>
<td><strong>Problem Solving:</strong></td>
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<tr>
<td>Instructions for activities</td>
<td></td>
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<tr>
<td>Harmony in class</td>
<td></td>
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<tr>
<td><strong>Round-up:</strong></td>
<td></td>
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<tr>
<td>Spare 5 minutes for unexpected issues</td>
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</tbody>
</table>
19. ADOPT A SYSTEM OF “QUALITY MANAGEMENT” OF YOUR OWN.

- Calculate WORK PERFORMANCE.
- Ensure everyone’s COMMITMENT for continuous development.
- Pursue everyone’s needs ensuring A STANDARD OF QUALITY.
- Decrease the gap between ASPIRATION and ACHIEVEMENT.
- Ensure “EMPOWERMENT” as well as “DELEGATION” through QM - SWOT: Strengths, Weaknesses, Opportunities, Threats.
- Ensure ongoing feedback through gestures, mimics, questions, answers, and remarks.

What is your SWOT Analysis?

<table>
<thead>
<tr>
<th>Recitation :</th>
<th>Date:</th>
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20. GIVE ENCOURAGEMENT FOR IMPROVEMENT.

CARE FOR PROGRESS WITH GROUP SPIRIT.

Establish A SENSE OF BELONGING, enriched with UNDERSTANDING, SUPPORT, AND MOTIVATION.

This will show itself in LOYALTY TO THE GROUP.
(Dunkin and Biddle’s model modified)
1. GET FEEDBACK THROUGH ORGANIZED ACTIVITIES:

Do you have “Established Feedback Sessions”?
Do YOU design the meetings with your students?

- Monthly group conferences with your students
  Teacher or a student chairing the meeting on rotation?
- One-to-one conferences with students
- Monthly/ bi-weekly whole-group meetings with your colleagues
  Coordinator chairing the meeting or a rotating chair?

The following tips may be helpful for the evaluation of interaction for sound feedback

- Alternate chair/discussion leaders based on group decision for evaluation conferences.
- Prepare and distribute Evaluation Sheets for self-improvement.
- Give a resume of points discussed in feedback meetings with your class secretary.
2. EVALUATE YOURSELF/ YOUR EXPLOITATION STRATEGIES

BASE EVALUATION /ASSESSMENT ON STRENGTHS.
Indicate WEAKNESSES as “ISSUES TO WORK ON”.
Refer to your weekly SWOT Analysis

• Set “Terms of Reference” to clarify the nature and limits of a task.
• Work on a simple CHECKLIST:

<table>
<thead>
<tr>
<th>YEAR/ LEVEL:</th>
<th>DATE:</th>
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<tbody>
<tr>
<td>OBJECTIVE IN THE LESSON:</td>
<td></td>
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<tr>
<td>What was the AIM of the LESSON?</td>
<td></td>
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<tr>
<td>How much did the participants and I contribute?</td>
<td></td>
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<tr>
<td>CONTENT:</td>
<td>WHAT topic was dealt with?</td>
</tr>
<tr>
<td>METHODOLOGY:</td>
<td>HOW was the topic dealt with?</td>
</tr>
<tr>
<td>TECHNOLOGY/ AIDS:</td>
<td>What AIDS were used/ WHY?</td>
</tr>
</tbody>
</table>

STRENGTHS:

ISSUES TO WORK ON:
3. USE YOUR INSTITUTIONAL EVALUATION QUESTIONNAIRES TO REVIEW PERFORMANCE

[if you have any]

"YOU" AS THE TEACHER/ FACILITATOR
- Planning Strategies
- Presentation Strategies
- Explanation/ Exploitation Strategies
- Problem Solving
- Asking Questions
- Answering Questions
- Round-up/ Summarizing Strategies
- Evaluating/ Grading Papers/ Assignments/ Quizzes

"STUDENTS " IN YOUR CLASS
- Motivation/ Involvement
- Active Participation
- Academic Thresholds
- Group Dynamics/ Discipline

OVERALL LEARNING ACTIVITY IN THE RECITATION
- Efficiency of Interaction
- Level of Satisfaction
4. SET COUNSELLING OPPORTUNITIES.

Consult your COLLEAGUES for difficulties.
Get suggestions/ guidelines to deal with problematic cases.

Get guidelines for knowledge-based issues from your moderator/ colleagues and do research if needed.

If you realize that there are learning obstacles due to readiness establish bridges to get to know students’ needs and direct those students with special learning or skills formation problems to SPECIALISTS’ EXPERTISE.

Get support from INDIVIDUAL COUNSELORS.

Establish all links as a NATURAL CONSEQUENCE of feedback, evaluation, and follow-up.
5. ESTABLISH A CODE OF BEHAVIOUR BY MUTUAL UNDERSTANDING.

Tips for cases of inappropriate behaviour:

Before any form of action start with CAREFUL DIAGNOSIS.
Check all the facts and listen to the reasons.

Your aim should always be a DESIRED CHANGE OF BEHAVIOUR, NOT PUNISHMENT.

DON’T ANTAGONIZE / HUMILIATE students by using pressure on them IN PUBLIC.

Before taking any formal measures use the INFORMAL ORAL WARNING in a FACE-TO-FACE SESSION.

Don’t forget, “DISCIPLINARY PROBLEMS” are a symptom of organizational problems such as LACK OF EFFECTIVE SUPERVISION AND MANAGEMENT during upbringing.
5. ESTABLISH LINKS & CARE FOR FEEDBACK

Establish links as a NATURAL reason for feedback, evaluation, and follow-up.

Use your mid-semester or semester-end evaluation as a “Needs Analysis” frame for the following semester.

Review the semester syllabus to see the relevance of content organization.

Review the choice and availability of course materials.

Review the availability and adequacy of supplementary materials.

If need may be, make adjustments, modifications, and revisions in the overall planning or choice of materials.

Be Instrumental in Change for Improvement

Change strategies, or devise/design new strategies in your group, following the guidelines of your course designers/coordinator/HoD with harmony & consensus!
Think about your ROLES in the institution as you share your CLASSROOM EXPERIENCES, KNOWLEDGE, SKILLS, EXPERTISE with your colleagues, coordinators, and the HoD.

Volunteer for team leadership/ membership as tester/ curriculum developer/ materials producer mentor assistant to coordinator and Professional Development Facilitator!

GOOD LUCK!


All Charts/ Grids/ EVA Forms are Dilek Tokay’s, tailored for Teacher Training& Methodology workshops and can be used by the permission of the author.