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Continuous Professional Development

Course Outline and Registration Form

2010 - 2011

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Classroom Management

Target audience	homeroom teachers, primary teachers, special needs teachers, newly qualified teachers, experienced teachers		
Language	Arabic	Duration	15 hours (over several consecutive days)
Course number	CM	Prerequisites	None

Good classroom management strategies increase student achievement and reduce both learning and behavioural problems, which are usually related.

Traditional wisdom about classroom management is that no one notices it unless it is missing. Good classroom management does not occur by coincidence; rather through good planning.

The objective of this course is to equip teachers with a repertoire of strategies which allows teachers to focus more of their energy on the instructional process rather than on routine management issues and individual behavioural challenges.

This course is designed to help teachers organise their classrooms as healthy environments for positive learning, deal with behavioural problems when they occur, work with different student groups, and encourage students to appreciate the value of their work.

Research confirms the impact of the school and classroom environment on students' learning and behaviour. Before focusing on learning, children must feel physically and emotionally safe. It is the duty of school management and teachers to ensure classrooms represent a positive learning environment.

Teachers will always encounter students who develop behavioural problems. They should be both mentally and physically prepared to face these incidents in their classrooms, and to address these occurrences quietly, promptly, effectively, and constructively.

Part 1 Organising the classroom and its resources based upon brain research about teaching and learning

- Four keys to good room arrangement
- Suggestions for arranging your classroom
- Room preparation plans (group work activity)

Part 2 Choosing rules and procedures

- Preliminary considerations
- Identifying school rules and procedures
- Planning your classroom rules
- Students' participation in rule setting
- Planning classroom procedures
- Case studies

Part 3 Managing students' work

- Clear communication of assignments
- Monitoring progress and completion of assignments
- Managing the paperwork
- Feedback to students
- Maintaining records of student work
- Case studies

Part 4 Getting off to a good start

- Teaching rules and procedures
- Planning for a good beginning
- Case studies

Part 5 Maintaining appropriate student behaviour

- Monitoring student behaviour
- Consistency
- Prompt management of inappropriate behaviour
- Building a positive environment
- Improving class environment through incentives and/or rewards
- Case studies

Part 6 Communication skills for teaching

- Constructive assertiveness
- Empathic responding
- Problem solving
- Case studies

Part 7 Managing behavioural challenges

- What are behavioural problems?
- Goals for managing behavioural problems
- Effective management strategies
- Special problems

Part 8 Managing special groups

- Assessing entering achievement
- Identifying special groups
- Strategies for individual differences
- Working with special needs students
- Teaching lower-achieving students
- Working with higher ability students
- Case studies

Lesson Planning

Target audience	homeroom teachers, primary teachers, special needs teachers, newly qualified teachers, experienced teachers		
Language	Arabic	Duration	15 hours (over several consecutive days)
Course number	LP	Prerequisites	None

Schools continuously pursue the quest for improving students' attainment and achievement levels. In order to improve the teaching/learning process, the most effective place to start is lesson planning. This entails a rigorous and thorough analysis of lesson design including lesson features, organising and delivering lessons, and evaluating lesson outcomes against the expected spectrum of skills and competencies described by the academic standards.

Although teachers can avail of pre-packaged designed lessons, they soon discover their shortcomings inside the classroom. In education, one size does not fit all. Teachers should acquire the ability to modify and adapt each lesson plan in accordance with the needs and pace of their students. In addition, teachers should possess basic skills to enable them to integrate the curriculum standards and desired learning outcomes when building their customised lesson plans.

Interactive Knowledge Centre has structured this course following Madeline Hunter's Lesson Design approach, from anticipatory set to application. The scaffolding approach lends itself well to teachers modifying their existing teaching style.

Following practice and reflection, teachers soon feel comfortable and qualified to try new approaches, thus continuously modify their own lesson plans to best suit their students needs.

Part 1 Planning and conducting instruction

- Definition of planning
- Planning instructional activities
 - Types of plans
 - Types of instructional activities
 - Arranging activities within a lesson
 - Planning for clear instruction
- What the teachers must do

Part 2 Behavioural objectives

- Reasons for writing behavioural objectives
- Components of a well-stated behavioural objective
- Examples
- Activities (trainees would write behavioural objectives)
- Identifying and using supporting and prerequisite objectives
- Using behavioural objectives to guide testing

Part 3 Elements of the lesson

- Anticipatory set
- Purpose
- Presentation (input, modelling, guided practice)
- Checking for understanding
- Independent practice
- Closure

Part 4 Time for designing lessons

- Designing lessons
- Assessing lessons based on students feedback
- Modifying lessons

Arabic Phonics

Target audience	homeroom teachers, primary teachers, special needs teachers, newly qualified teachers, experienced teachers		
Language	Arabic	Duration	2 days
Course number	DFP	Prerequisites	None

Session 1 Introduction to Phonics and Phonological Awareness

- Role of phonological awareness in language acquisition literacy development
- Arabic phonemes
- Articulation

Session 2 Elements of Phonology

- Arabic phonemes
- Sound articulation
- Rhyming
- Segmentation
- Sound blending

Session 3 Practical Application 1

- Auditory discrimination of phonemes
- Word awareness
- Segmentation

Session 4 Practical Application 2

- Rhyming
- Sound blending
- Sound Articulation

Emergent Literacy – a whole language approach

Target audience	homeroom teachers, primary teachers, special needs teachers, newly qualified teachers, experienced teachers		
Language	Arabic	Duration	2 days
Course number	DFRW	Prerequisites	None

This course is designed to equip teachers with a repertoire of practical literacy teaching strategies which could be easily employed in classroom settings.

Using examples from the *Discover the Fun of Reading* programme, the workshop explores strategies which could be used with other literacy resources.

1. Using books with emergent readers to support the development of their:
 - cognitive skills
 - pictorial and verbal literacy
 - listening, thinking and expressive skills
2. Examples from *Discover the Fun of Reading* literacy programme
 - Construct language structures and increase vocabulary
 - Analysis and deconstruction skills
 - Infer information from pictures
 - Link content to personal experiences
3. Communication skills
 - Listening
 - Speaking
 - Reading
 - Writing
4. Developing social skills
 - Self Concept
 - Self control
 - Approach to Learning
5. Listening Skills
 - Gaining meaning through listening
 - Phonemic awareness

6. Speaking Skills

- Speaking clearly and conveying ideas effectively
- Using expanded vocabulary and language for a variety of purposes
- Retelling events or relaying messages in more than short phrases, using appropriate volume, tone, speed, and enunciation
- Telling a story or message in an organised way including all relevant information
- Initiating conversations and asking questions in sentence form rather than with a few words or phrases
- Beginning to follow rules for conversations (taking turns and staying on topic)

7. Reading Skills

- Promoting interest in books and reading-related activities
- Understanding of concepts of print
- Letters, sounds, and their relationships
- Fiction and non-fiction text
- Holding print material in the correct position
- Locating the front cover, back cover, and title page of a book
- identifying story elements (characters, setting, events, beginning, middle, end)
- Following words from right to left, top to bottom, and return sweep on a printed page
- Distinguishing letters, words, and sentences
- Identifying letters of the alphabet in different positions within the word (first letter, middle, end, connected and/or separate)
- The role of authors and illustrators
- Matching voice with print through associating words and phrases with their written forms.
- identifying author's purpose
- Recognising characters' actions and feelings
- Looking at pictures and predicting what will happen next
- Retelling stories using beginning, middle, and end
- Restating information from an informative text
- Relating content to personal experiences

8. Writing Skills

- Represent stories through pictures, dictation, and play
- Understanding purpose of writing

Balanced Reading Programme

Target audience	homeroom teachers, primary teachers, special needs teachers, newly qualified teachers, experienced teachers		
Language	Arabic	Duration	16 hours (over several consecutive days)
Course number	BLIR	Prerequisites	None

Literacy acquisition is a continuous developmental process which evolves over time. Teachers strive to ensure their students continuously develop a repertoire of sophisticated reading and writing strategies, as well as expand their understanding of concepts and content.

School-based literacy programmes are based upon an understanding of how children develop oral language, as well as reading and writing skills.

The balanced literacy programme is an integrated programme for education and language learning. It focuses on the learner needs, and includes continuous assessment of his/her performance. This programme focuses on the reading element of a balanced literacy programme. The writing element is subject to a separate proposal.

Part 1 Introduction to the programme

- Definition
- Importance of the programme
- Elements of the programme
- Reading to children
 - What do we mean by reading to children?
 - Why do we read to children?
 - How do we choose the texts to be read to children?
 - How do we do it? (before, during, and after reading)
- Time for planning. Case Studies

Part 2 Reading with children

- What do we mean by reading with children?
- Why do we read with children?
- How do we choose the texts to be read with children?
- How do we do it?(before, during, and after reading)
- Time for planning. Case Studies

Part 3 Guided Reading

- What do we mean by guided reading?
- Why do we do it?
- How do we choose the texts?
- How do we do it?(before, during, and after reading)
- Time for planning. Case Studies

Part 4 Independent Reading

- What do we mean by Independent reading?
- Why do we do it?
- How do we choose the texts?
- How do we do it?(before, during, and after reading)
- Time for planning. Case Studies

Comprehension

Target audience	homeroom teachers, primary teachers, special needs teachers, newly qualified teachers, experienced teachers		
Language	Arabic	Duration	15 hours (over several consecutive days)
Course number	CRFU	Prerequisites	None

1. What is comprehension ?
2. Factors which impact comprehension
 - Fluency
 - Vocabulary
 - Culture
 - Information
 - Background
3. Reading strategies which enhance comprehension
 - Re-reading
 - Questioning
 - Context and picture cues
4. Teaching strategies which promote comprehension:
 - KWL: What I Know, What I want to know, What I have Learned, What I want to learn more
 - Mental pictures
 - Riddles
5. Teaching Vocabulary
6. Knowledge (Mental) maps
7. Thinking Skills: Prediction, inference, individual perspective, reality and fiction, conclusions

Teaching through inquiry using differentiation

Target audience	homeroom teachers, support teachers, special needs teachers, newly qualified teachers, experienced teachers		
Language	Arabic / English	Duration	15 hours (over several consecutive days)
Course number	INDI	Prerequisites	None

Part 1 Inquiry

Circle Discussion

- Example of an inquiry that was important to you and how you went about it
- Participants report out for group to find patterns

What is Inquiry?

- What the Experts Say
- Myths about Inquiry
- Create a Concept Map

Two types of Inquiry

- Inquiry into a process
- Inquiry into content

Science v Social Studies

Using Inquiry Boxes to Front Load: Process or Content?

Inquiry

- Look at artefact
- Generate questions
- Make a research plan

Debrief

- How were the inquiries same/different
- How do you have to organise them

Inquiry as Activity: Process or Content?

Balloon Inquiry

Debrief

- How were the inquiries the same/different
- How do you have to organize them

Compare and contrast

Debrief on factors and consequences v. cause and effect

Part 2 Differentiation

Circle Discussion

- Example of differentiation that was important to you and how you went about it
- Participants report out for group to find patterns

What is Differentiation?

- What the Experts Say
- Myths about Differentiation
- Create a Concept Map

Three types of differentiation

- Process
- Product
- Content

Differentiation in Action

Debrief

- How were the methods of differentiation same/different
- How do you have to organise for differentiation

Planning for differentiation

- What decisions do you need to make?
- How do you organise it?
- What are the benefits and burdens?

Differentiating in All Areas of the Curriculum

- Language Arts
- Mathematics
- Science
- Social Studies

Part 3 Putting them together

Questioning and Response Behaviour Jigsaw

Smart Arithmetic

Science and Social Studies

Language Arts: Reading, Writing, Listening, Speaking, Research

Learning Trios

What aspects of inquiry and differentiation are still lingering for you?

What are you going to do next?

- Team
- Personally

Write a note to yourself!!!

Gallery Walk

Continuous Assessment

Target audience	homeroom teachers, primary teachers, special needs teachers, newly qualified teachers, experienced teachers		
Language	Arabic	Duration	15 hours (over several consecutive days)
Course number	CA	Prerequisites	None

A transparent, rigorous, objective and continuous assessment process is crucial to the success of any educational initiative. It provides feedback necessary to the curriculum review and development process. It also provides statistical trends allowing each schools to compare the skills and competencies of its students, evaluate the performance of its teachers, and assess the use of its resources.

This course would explore a wide range of formative and summative assessment tools which teachers could use to monitor the progress of the teaching/learning process.

Assessing students' work

1. Assessment versus evaluation
2. Periodic and continuous assessment
3. Assessment tools: What do they mean, why and how do we use them ?
 - Anecdotal Notes
 - Observation Checklists
 - Running Records
 - Learning Logs and Journals
 - Self assessment
 - Reading Conferences
 - Projects
 - Portfolios
 - Continuums (reading, writing, math ...)
 - Performance Tasks
 - Tests
 - Rubrics (reading fluency, reading comprehension, Writing, models, acting, speaking ...)

Fees

The following fee structure applies for each of the courses listed in this document.

Each course requires a separate registration.

Individual	US \$ 740.00
Institutional	
1 – 4 persons attending same course	US \$ 640.00 each person
5 – 8 persons attending same course	US \$ 550.00 each person
9 – 12 persons attending same course	US \$ 505.00 each person
12 – 24 persons attending same course	US \$ 470.00 each person

Registration

I confirm my / the school's participation in the following course.

Course Code _____

School _____

Name _____

Position _____

Signature _____

Participants Names (if more than 12, please use an additional sheet)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Fees

Registration fee includes attendance to the course and training material.

Cancellations

If you are unable to attend the course that you have registered for, we recommend you send someone in your place. All substitutions must be sent to INTKC in writing 21 days prior to the course.