

Name of the school :

St. Paul's Public School

Lead the Learner program

**A Collaborative Workshop by
KVS- REEDAC to enhance teaching and
learning process ,10 August '24**



Workshop Overview

Children are naturally curious and possess an innate desire to explore and learn. As teachers in the early years, it is crucial to tap into this curiosity and cultivate a love for learning while fostering different levels of thinking skills. In this engaging workshop, participants will embark on a journey of discovery, gain practical tools and insights to effectively integrate and align teaching, learning objectives and outcomes, assessments into their teaching practices.

During the workshop, participants will delve into the process of planning the lesson of the day, acquiring valuable strategies for designing various elements of teaching and implementing or aligning the same in their existing pedagogy. They will learn how to apply innovative approaches to foster a more learning-driven classroom environment.

Participants will discover how simple activities and demonstrations can be a powerful tool to facilitate learning and invite children to engage with concepts and topics from the curriculum.

By the end of this transformative workshop, participants will be equipped with the ability to identify a child's learning styles and to design diverse and stimulating plan for taking classes.

Work shop design for planning of a lesson and the assessment

Requirements:

- I. Participants are expected to come with their teaching materials, resources and text books
- II. Workshop leaders should have the module, relevant activity sheets, materials, PowerPoints and resources

Focus Areas	Concept Description of possible strategies	Intended purpose	Time Duration can be varied according to the needs of the module
Ice breakers	<p><u>Knowing the participants and their expectations</u></p> <p>Offer opportunities for participants to present their practices on course plan, unit plan, lesson plan, planning of the lesson for a class, assessment etc.</p> <p>Make use of relevant questions as a provocation.</p> <p>Actively listen to participants wonderings, stories, theories and ideas</p> <p>Ask the participants their expectations from the workshop. Let them write it</p>	<p>For deepening resource person's understanding of the current practices of the teacher</p> <p>Aligning the workshop module and designs with the school practices thus leaving scope for value addition and enhancement for creating a conducive and positive vibe for the workshop</p> <p>Become more of a facilitator</p>	15- 20 minutes

Activity on Glossary building	<p>First Elicit and then list out important terminologies and glossaries, the workshop leader is going to use in the discussions</p> <p>Bring out the meaning of the same</p>	<p>Assessing the prior knowledge of the participant</p> <p>Building teaching professional communication</p>	<p>30 - 40 minutes</p>
Activity Connecting the dots	<p>Participants will then arrange and rearrange to prepare a mind map or Algorithm to understand the deep connect of all the terminologies and glossaries</p> <p>Moderation and validation by the workshop leader using one sample of the participant</p> <p>All the participants must incorporate the correctness of the connections made</p>	<p>Participant shall be able to use, construct and represent meaning</p>	

Demonstration by the workshop leader	<p>Before the start, give a clear Instruction to the participants regarding the Demo</p> <p><u>Follow the steps for preparing the Demo</u></p> <p><u>First step (a kind of role play)</u></p> <p>Identify the standard lesson plan and may be a copy can be given or it can be displayed.</p> <p>Take a small concept (separate for primary and middle level) and incorporate into the plan</p> <p>Choose an appropriate methodology based on learning skills</p> <p>Identify the activity, LOs, questions with proper action word and FA/SA criteria</p> <p>Animate / demonstrate the plan</p> <p>Ask the participants to note different elements of the lesson plan (as displayed or the copy) used while demonstration.</p> <p>Exemplars' like – Bring a flower to the class and do a concept</p> <p>A pair of scissors and do a concept</p> <p>A solution of salt and do a concept</p>	<p>To Facilitate understanding of how the lesson plan has to be put into time bound action keeping all the elements required to achieve the LOs.</p> <p>Participant reflects on their existing practices and make changes to enhance teaching learning</p> <p>Participant understands What, Why and How of teaching and assessment.</p> <p>Participant understands What, Why and How of differentiated teaching and assessment.</p> <p>Participant gets an idea of usage of professional communicative language.</p> <p>Participant understands different thinking skills for assessment</p>	<p>30 minutes</p>
	<p><u>Second step</u></p> <p>Let the participants identify all the elements of lesson plan as per the mind map</p> <p>Open collaborative discussion within participants themselves – A kind of Buddy learning</p> <p>Now give them an activity to reflect by projecting the</p>		<p>30 minutes</p>

	<p>Workshop leader's lesson plan and the connections between the elements established.</p> <p>Give an option to correct their existing Lesson Plan and give feedback</p> <p>Ask the participants to reflect on what they were doing already and now what they should do better and new.</p>	<p>school will strengthen collaborative culture</p> <p>To determine the effectiveness of the session taken</p> <p>Reflection and self-evaluation</p>	
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Developing a complete plan for a lesson and evolving

<p>Preparation of a plan keeping all the changes</p> <p>Reflective activity</p>	<p>Participants will choose a lesson and write a plan for one teaching class using the revised plan as discussed in the above stages</p> <p>One or two samples can be presented</p> <p>Workshop leader will validate the lesson plans by just taking one or two samples</p>	<p>Confidence Building and self-assessment</p> <p>Appreciate new learning and incorporate the changes for a new beginning</p>	60 minutes
Closure	Participants will reflect on their expectations from the workshop	Evaluate their expectation	15 minutes

Workshop leader shall provide the participants the resources, links and any other material for further references

All the content delivered in the workshop must have references and source citation



Work shop module

Assessment and Evaluation:

Why, When, What, How ?

Name of the school
Date 10 August'24

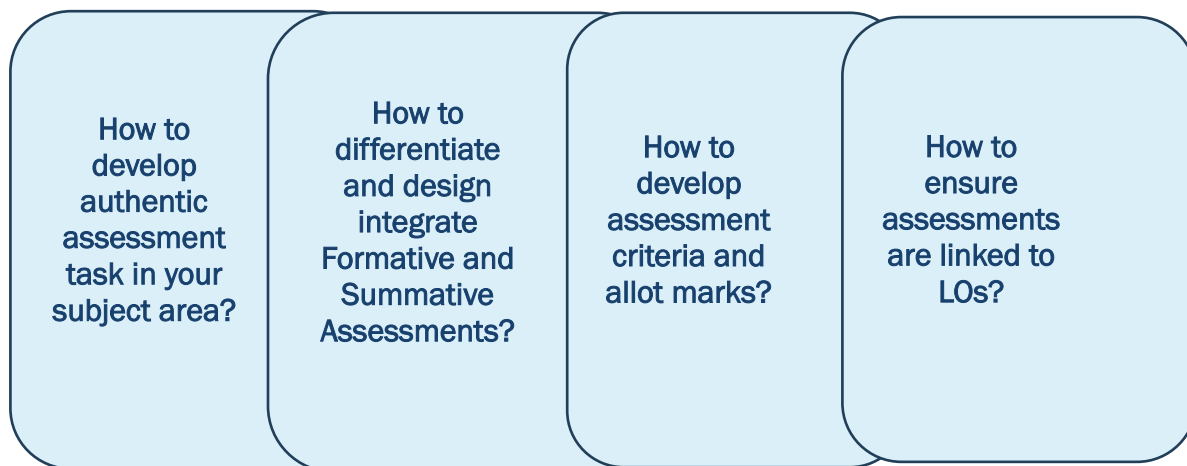
Over view of the workshop:

Assessment should not be considered as separate to teaching and learning. However, it is well understood that what is included in the assessment will have an impact on what is taught. The design of assessments should encourage the most desirable learning outcomes for students. The impact on student learning remains an essential consideration in the design of our assessments.

This workshop has been designed to support teachers to make the important assessment decisions for students. This will enable teachers to understand the difference between Formative and Summative Assessments and develop engaging and authentic assessment tasks.

Teachers will also understand the key principles of assessment and how they are connected and develop strategies to improve the quality of assessment practices in the classroom teaching and learning.

The key areas of focus will be:



Workshop Design

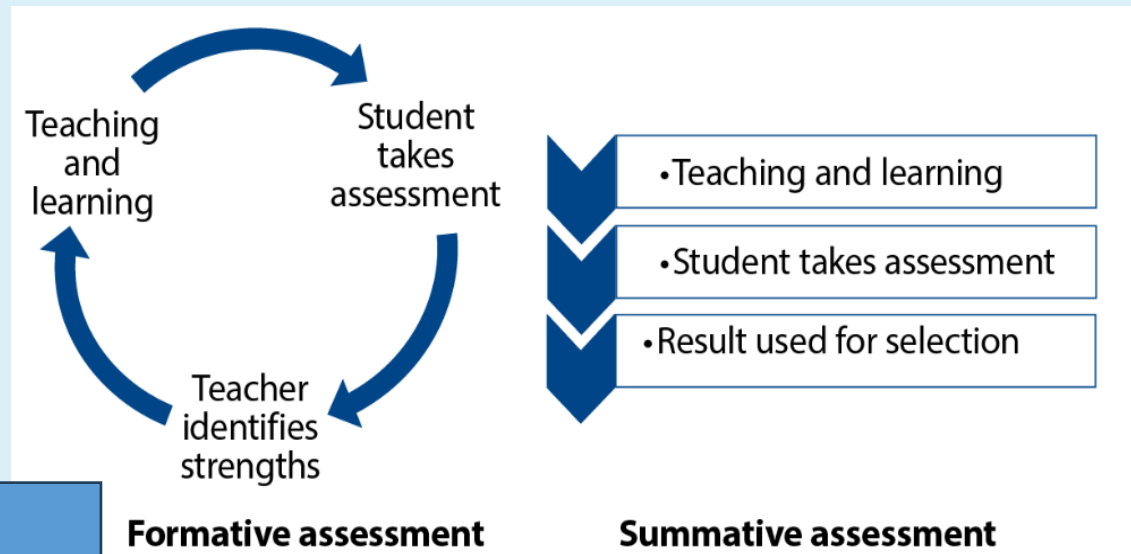
Requirements:

- I. Participants are expected to come with their teaching materials, resources and text books
- II. Workshop leaders should have the module, relevant activity sheets, materials, PowerPoints and resources

Area of focus	Concept description and strategies	Intended Purpose	Time duration as per the module
A Brain storming Activity What is assessment all about?	Different ways in which student achievement can be gathered and evaluated at the end of the lesson or lessons. Put this question on display and elicit responses Then Evaluate the responses	To know Participants, have a first-hand understanding of assessments	10 minutes

Formative, summative and assessment as learning – the difference in the approach

The question in focus must be why are we doing assessment?



Reference constructivist learning theory, (Murphy, 1999) For more research relating to this concept see Black (1999); Shepard (1992); Wood (1998); and Lambert and Lines (2000).

Area of Focus	Concept description and strategies	Intended Purpose	Time duration as per the module
Interactive discussions to establish the difference between FA and SA	<p>Formative assessment has the most direct link to the way students learn and can be taken up any time during the course of teaching</p> <p>Summative assessment is not just an activity conducted after learning has taken place, but should be well designed to evaluate learning</p> <p>Then ask the participants to give</p>	<p>Participants get an idea about what, when and why of the assessments?</p> <p>Good Assessments should encourage good teaching</p>	20 minutes

	some examples of different types of assessment they generally do and slot them under FA/SA		
<p>Defining standards of Formative Assessments</p> <p>And design an activity for the participants</p>	<p>Workshop leader shall identify the standards and present with an example to highlight</p> <ol style="list-style-type: none"> 1. For formative assessment, marking numerical score is not a must but instead be descriptive. 2. Feedback is a must 3. Can be done during the teaching or immediately after the teaching is done 4. No need for blue print but some criteria or a descriptor 5. Can have range of tasks and activities and opportunities for the identified LO 6. Need not always be on cognitive abilities 	<p>Participants must realize that FAs are stepping stones for HOTs and end Examinations.</p> <p>FAs enhances good teaching</p> <p>Must ideate for better and interesting types of FAs</p>	<p>30 minutes</p>
<p>Defining standards of Summative Assessments</p> <p>And design an activity for the participants</p> <p>Make relevant improvements in the existing blue prints</p>	<p>Workshop leader shall identify the standards and present with an example to highlight it.</p> <p>To be conducted at the end of units'/topics/ syllabus completion</p>	<p>Participants must get a fair understanding of how a course should be planned integrating all the aspects of FAs and SAs</p>	<p>45 minutes</p>

<p>A good Summative Assessment must be</p> <ul style="list-style-type: none"> ✓ Fair ✓ Authentic ✓ Competencies ✓ Honest ✓ Inclusive ✓ Clear ✓ Outcome achievable ✓ Balanced ✓ Academic language of the subject 	<p>Test only the curriculum as set out in the subject.</p> <p>Mark distribution for the SA is weighted on topics /units. Numbers of hours allotted, Marks allotted for the topic, LOs, thinking skills (Blooms and Andersons Taxonomy)</p> <p>Constructing a good question using right Action Words / Command Terms (Command terms broadly follow established taxonomies such as Bloom's taxonomy of educational objectives (Bloom et al 1956).</p> <p>Should provide opportunities for students to demonstrate what they can do, not identify what they cannot do.</p> <p>Scope for all levels of questions – Easy, Moderate and difficult</p> <p>Participants prepares a blue print or refines the existing ones</p>	<p>Participants will appreciate the importance of professional approach to assessment and evaluation</p>	
<p>Workshop leader shall provide the participants the resources, links and any other material for further references All the content delivered in the workshop must have references and source citation</p>			

Note – Taking :