

LEARNING BY DOING: Involving Teacher Trainees in Learning Plan Development



CLCC
语言文化

Bangor Chinese School

Jing Zhang, Director

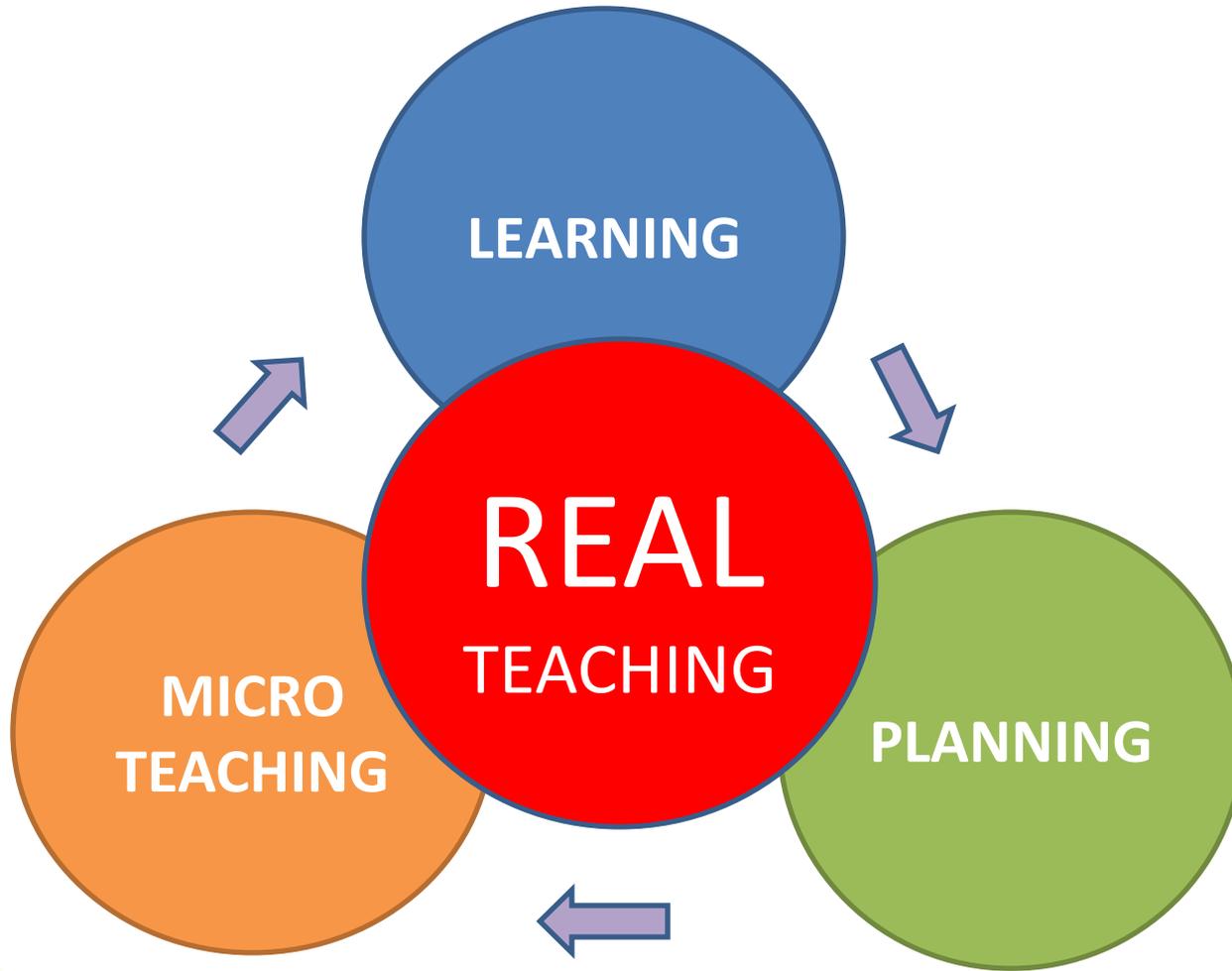
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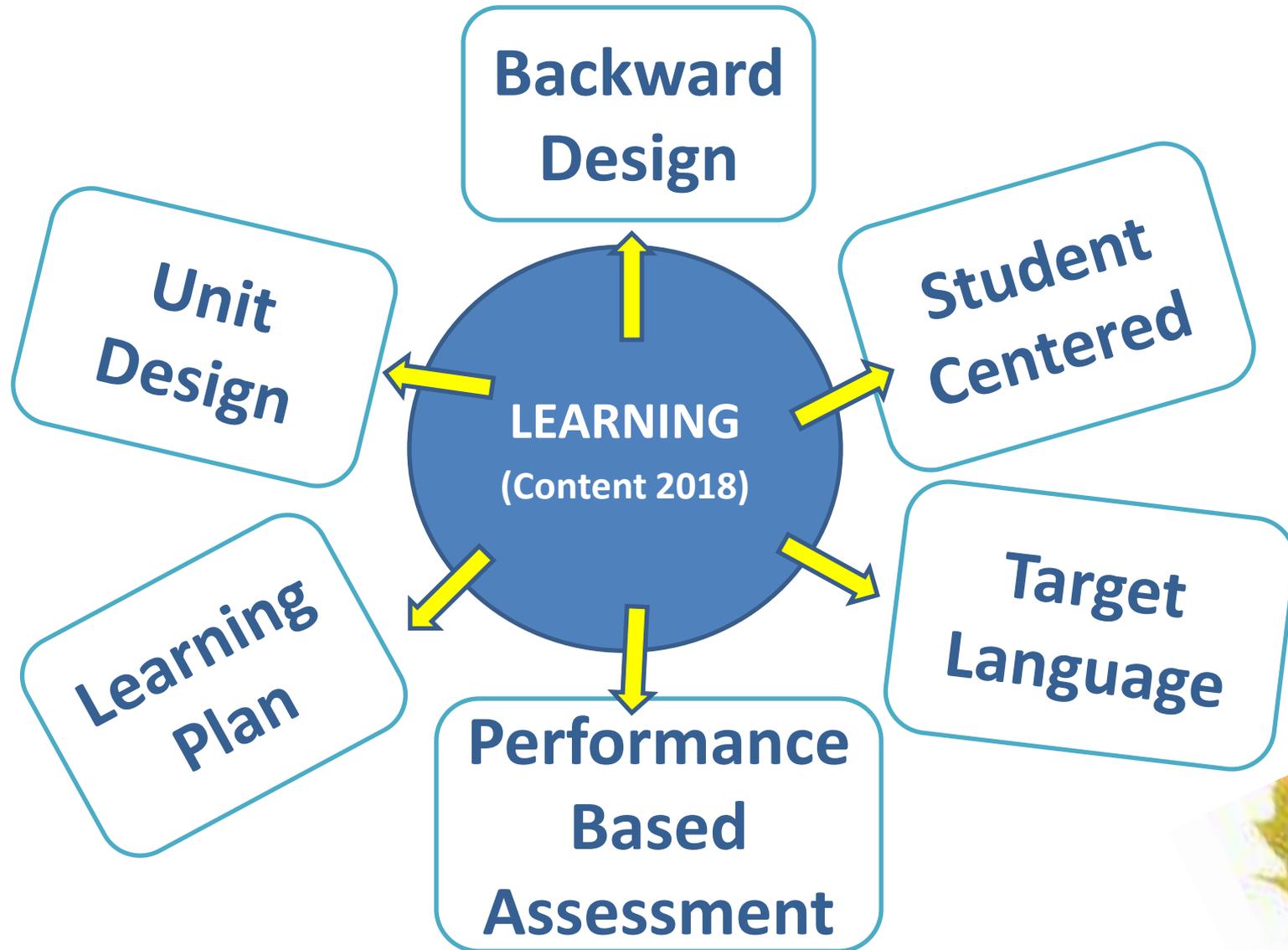
2018 Bangor Chinese School – Startalk Teacher Program



Driven by Real Teaching Each Day



STARTALK Principle-Centered Learning



Group Discussion



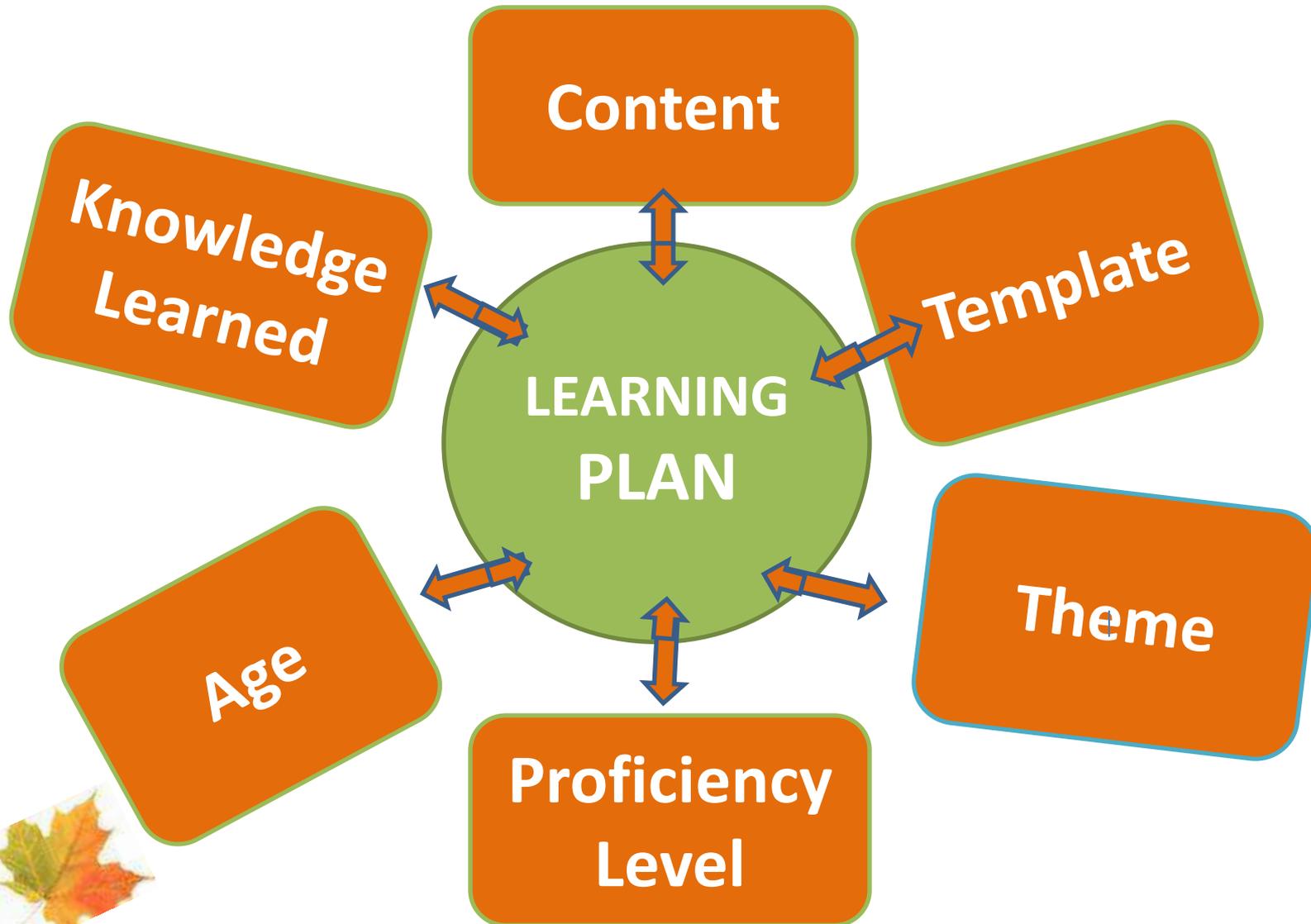
Learning: How & When



Peers Feedback



Learning: What



Learning Plan Cycle



Feedback-Coaching



Micro Teaching

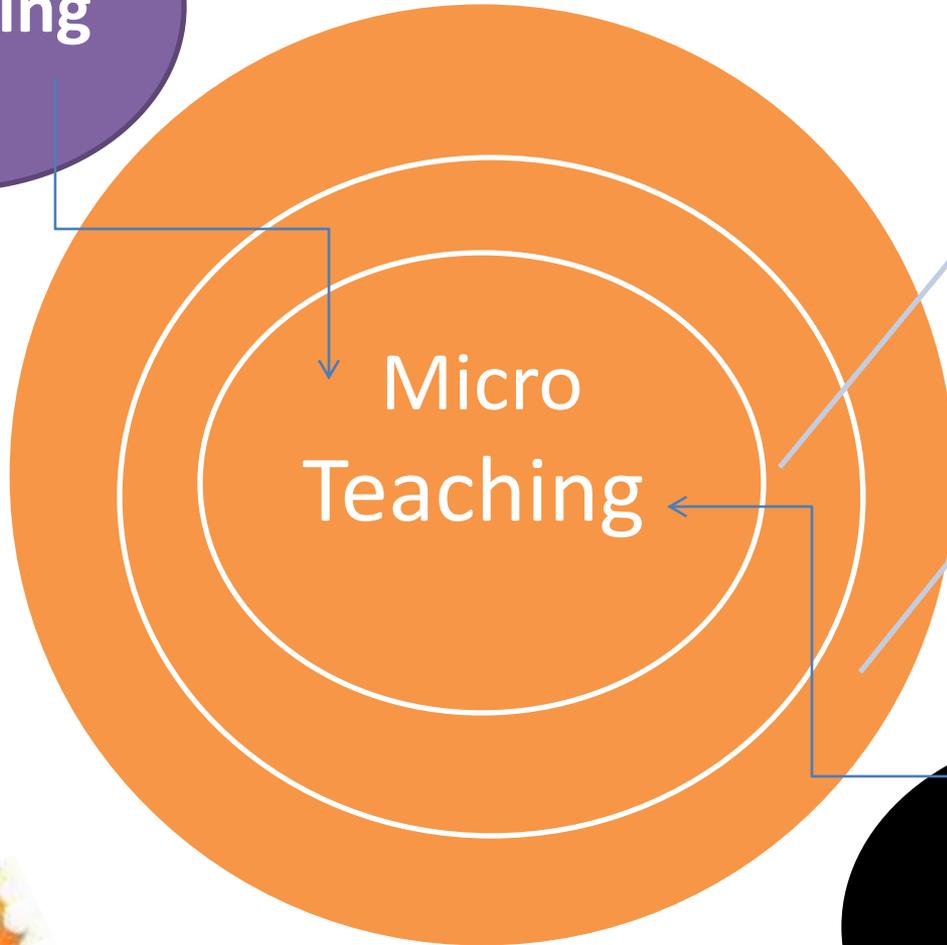
Coaching

Small
Group

Whole
Class

Micro
Teaching

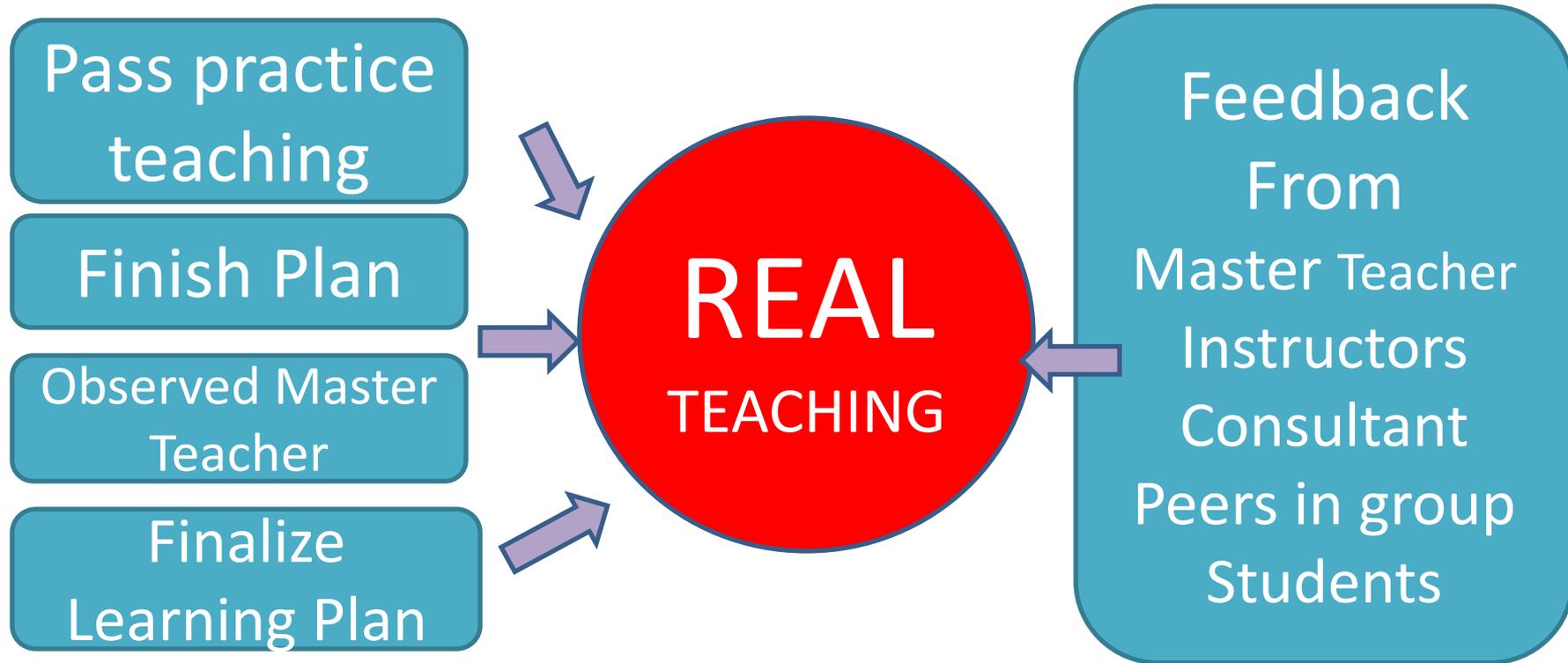
Feedback



Micro Teaching



Exciting Real Teaching



Real Teaching



Real Teaching



Real Teaching





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---By Bangor Chinese School



At the Bangor Chinese School Startalk Teacher Training Program, the curriculum design includes two weeks of training in the Startalk principles, backward design, the three modes, development of learning plan/tasks, and assessment. This is followed by mini teaching everyday and a week of hands-on teaching for at least two hours while observing in one of the classrooms of our Startalk Children's Program. This has been our model for ten years and has been a successful way for participants to learn teaching strategies we focused and then put them to work by practicing their new skills through practical teaching with peers before teaching in a real classroom with real students.

- Our teacher participants will:
- Be introduced to backward design and Startalk principles
- Participate in learning sessions with staff and consultants
- Join small group sessions with Master Teachers to learn about the curriculum for their class and to design learning objectives and tasks
- Keep a daily log of their progress each day and discuss new ideas which may be helpful to them in their teaching
- Learn from one another during group discussions, lunch together and engage in other face to face interaction
- Learn from Master Teachers as they meet with them to develop the plans for their class as well as when they spend time in their classrooms observing and interacting
- Practice their new skills during micro-teaching sessions each day during classroom sessions with immediate feedback
- Use their skills to teach a two-hour lesson in the student classroom, which is critiqued by the Master Teacher, staff, and peers
- The teacher trainees participate in a program designed as their programs will be designed for their students. This gives the teachers a chance to learn while being involved in the same environment in which their students will be learning. The teacher classroom uses target language, is student-centered, is differentiated, and uses backward design for planning. The teachers who have less experience are grouped with those who have been teachers or participated in the past. By experiencing the student-centered learning process, the teacher trainees learn how to design their classroom curriculum and strategies, so they can provide their students the same experience.



2018 Bangor Chinese School-STARTALK



Thank you!

谢谢!

-Bangor Chinese School

