APPInep e-Newsletter no. 14 — Spring/Summer 2019

From the editor's desk

WELCOME everyone to the last issue of the APPInep e-Newsletter 2018/19.

Now that the school year is coming to its end, it's time not only to look back to assess our work, but also to start planning ahead and think about the new school year.

In this issue, we have more articles by Andrew Wright and Susana Oliveira. We are also very happy to include an article by Mark Ormerod. Those who were able to attend his sessions at APPI Conference last May will surely remember some of his fantastic ideas and activities.

Lola Garay Abad shares with us her reflections on Project-Based Learning in the language classroom. And don't forget to check our accredited courses for the first term of the new school year.

We hope you find this Spring/Summer issue to your liking. See you next school year and happy holidays!

Ana Nunes

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An example of how PBL enhances linguistic and cognitive skills in the EFL and CLIL classroom

A second/foreign language and content are best acquired when students use them in real-life situations. As such, how can we make the learning of a second/foreign language and content more project-oriented to make learning more meaningful?

Working with the project-based approach brings reality into the classroom. In the present learning and teaching context, there is still a slight misconception of the idea of a project. For instance, a presentation delivered by students that shows understanding of a topic would still be considered a project (e.g. a poster presentation about the functions of the organs of the digestive system, among others).

What is a project (or PBL, Project-based learning)?

A project has three main elements: an anchor, a driving question and an artefact. A project is based on **a real-life situation (an anchor)** which serves as the motivation behind the creation of a project, **the setting of an objective (driving question)**, and **the creation of an artefact (final product)** that meets the need of the anchor.

For example, students are presented with an anchor: **Do you think everything has been invented? There are many problems in our school, neighbourhood, classroom, etc. Think about a problem in your school, neighbourhood, at home, etc. that needs a solution**. Then, they are presented with a driving question: **How can we create something to solve a real-world problem?** For the elaboration

of the artefact, students choose a real life day-to-day problem (an anchor) and create an invention to solve the problem. The latter represents how, by working through projects, "reality" is brought into the classroom, and therefore, the use of resources (linguistic and content-based) become more meaningful.

Apart from the main three elements that constitute a project, there are others that should be considered and that are as equally important.

Elements of PBL

Process of investigation | Scaffolding | Students' voice and choice | Collaborative teamwork

anchor | driving question | artefact

Collaborative teamwork: Students practice negotiation skills, decision-making, turn-taking, among others; it helps to make learning more authentic, and develop social skills.

- **Process of investigation:** Students generate additional questions focused more specifically on project tasks and find information in many sources to complete the creation of the artefact. These can be set as homework or can be part of a classroom activity.

- **Students' voice and choice:** Having brief discussions on the new topic with learners, and letting them vote/decide on the theme of the project and the rest of the stages. Asking questions and using visuals to find out what

the learners already know about the topic. E.g. creating a mind map eliciting ideas related to the new topic.

- **Scaffolding:** It is everything that helps students towards building the final artefact (project), and can be within (e.g. teacher resources, instructions, games, web quests, textbook units, vocabulary exercises, etc.) or out with the classroom (e.g. family, community, etc.)

- **Assessment:** Reflecting on the results/ outcome (content and or language) and evaluating the experience.

How does second language acquisition relate to working with projects?

Attention is given to the function of structures as students must be able to use certain grammatical structures and the related lexis to be able to publish, and/or present their artefact to an audience. Another basic feature of project-based learning (PBL) is the fact that the students' artefact goes beyond the classroom walls, which makes its creation even more real.

Working with communicative projects entails designing units that cater to all the students' needs in the classroom, be it at a linguistic level as well as at a cognitive level (ability and capacity of the students to intake content and language). In the current teaching context, we have large sized classes (25 to 32 students per class), therefore, we as teachers feel like we should be able to find ways to manage the constraints of limited time, classroom management, syllabus design, the writing and adapting of materials, among others. Also, there is the misconception that working with

projects would change all the techniques we employ in our day-to-day teaching. In fact, PBL, being a holistic approach, does not change our techniques, but unifies them and allows us teachers, and therefore students, to "see" the bigger picture of why we are learning specific language and/or specific content.

A PBL unit outline

The following is an outline of a PBL cross-curricular unit (Science and EFL) for which students create an invention to solve a real-world problem. The artefact is a Power Point screencast presentation of their invention.

Unit name: Inventions, Inventors, and you!

Time scale: 1 term/ approx. 24 hours – twice a week (2 hours a week of class)

Elements	Stage
1. Anchor	Do you think everything has been invented? There are many problems in our school, neighbourhood, class-room, etc. Think about a problem in your school, neighbourhood, at home, etc. that needs a solution. Don't tell your classmates.
2. Driving question	Learners create the question: How can we build/create/make an invention to solve a real-world problem in our _____?
3. Scaffolding	**Audio-visual, written texts, and online input materials:** • Chindogu (Japanese crazy inventions): https://www.youtube.com/watch?v=smPxlkUeo4A

An example of how PBL enhances linguistic and cognitive skills in the EFL and CLIL classroom (cont.)

Elements	Stage
	• Children's inventions : https://www.youtube.com/watch?v=rSvMbK0x6cA • Vocabulary flashcards: https://quizlet.com/29140842/inventors-inventions-dates-quiz-flash-cards/ • Now & Ben: The Modern Inventions of Benjamin Franklin by Gene Barretta (2008) • Worksheets • Graphic organizers
3. Scaffolding	**Functional language:** • Giving instructions: imperatives and ordinal numbers • Structures used to describe products and materials: It's used for…, it is made of …; and people (biography): he was born____, etc. • Comparatives and superlatives (consolidation) **Vocabulary related to inventions and inventors:** • Adjectives to describe materials and products • Products and materials • Verbs related to giving instructions. e.g. switch off, plug in, etc. **Games and other communicative activities:** • Placemat • Top trumps • Shouting dictations • Snap dragon • Back to back criss-cross guessing game

Elements	Stage
4. Artefact	In groups, learners create an invention to solve a real-world problem. They use graphic organizers to outline their ideas and create a power point presentation. To present their project, learners record their voice and create a tutorial about their invention. Link to an example of one of the artefacts: https://drive.google.com/open?id=1nLOdQhT3m5otjdBtQou9XPE0tFPe-w5b
5. feedback/assessment	Learners play the video (screencast) to other classes, and answer questions. The audience votes for the project that was: • The most environmentally friendly • The easiest to build • The cheapest to make • The most useful

Eight Steps to Successful PBL

1. Get learners involved and present an anchor to set the stage of the project.

2. Involve learners in the creation of the driving question to set the objective of the project.

3. Break down the topic (inventions) into specific tasks and use different ways to present related content. E.g. videos, songs, graphic organizers, communicative games, stories, etc.

4. Divide your class into project groups.

5. Set roles and tasks for each of the members of the groups.

6. Facilitate scaffolding and monitor the creation of the artefact.

7. Help learners choose effective ways to present their artefact.

8. Facilitate different ways in which learners can reflect on the project.

Classroom Management Techniques

During the time I have delivered teacher training workshops on PBL in Spain, teachers have expressed concerns about the three main skills practiced in PBL: critical thinking, communication and collaboration. Some of the questions asked by teachers (and by myself as a teacher) include questions like: "How can my 10-year-old students with a very low level of English express critical thinking?", "When my 25 students are working on a project, the communication is mainly in their native language. How can this help in the acquisition of the foreign language?", "During the creation of a project, students have to work collaboratively. The latter creates a very "active classroom" and this leads to behaviour issues. How can I finish a project if I have to concentrate on classroom management?", among other questions.

Here are some techniques that may facilitate the implementation of PBL units across the curriculum:

- **Formatively assess on a regular basis:** In order to make sure learners are getting the content and skills they need, they need to be assessed on a regular basis. Use online quizzes, communicative games (trivia), wall readings, running dictations, etc.

- **Use team performance and behaviour contracts:** students are more likely to follow the norms of the classroom when they set them themselves, especially in their groups. Use templates, give samples and other resources to have students create effective contracts to manage themselves.

- **Differentiate instruction through grouping:** When doing PBL projects that demand a lot of reading and writing, it is recommended to create teams with varying reading and writing ability, for example. However, students appreciate you taking into account their preferences when forming a group, and it helps negotiation. Create activities in which students can choose their own members of the group, too.

- **Jigsaw expert groups:** Give each student different information, so that they can complement each other and become an expert in their topic within the group.

- Provide the students with **functional language frames** on the board and on pieces of paper, so that they have them available when trying to communicate.

- **Have learners actively reflect** on the different steps of their project: ideas, organization, and implementation, among others.

- **Make a timetable of the project with the learners**, so that they are aware of deadlines and time frames.

Instructional procedures involved in PBL

Project-based learning uses a wide variety of instructional procedures that involve individual work, group work, and involvement of the community. Some of the instructional procedures

An example of how PBL enhances linguistic and cognitive skills in the EFL and CLIL classroom (cont.)

involve the following:

- Lab demonstrations, and experiments.

- Conceptual mind mapping, and brainstorming methods.

- Journaling or recording the students' construction of knowledge through the process to create the project. E.g. wall displays (see image), diaries, portfolios.

- Student-driven presentations.

- Instructional videos

- Manipulating content

- Online resources
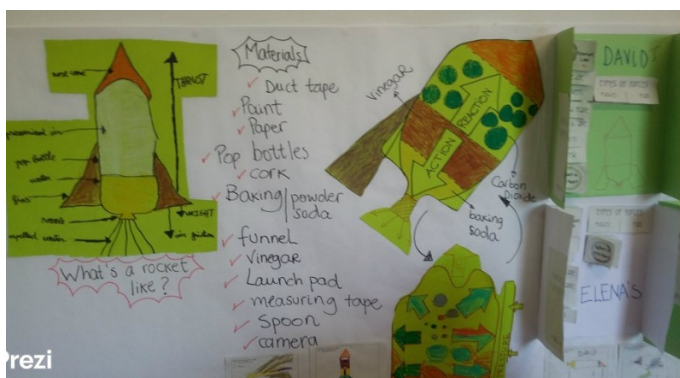
Project based learning is relevant to our students' needs and therefore motivating. It not only helps students acquire a language more effectively and enables to consolidate specific content, but also encourages students to be aware of the way they learn (metacognitive awareness). It encourages an inclusive way of learning, in which social and cognitive skills are practiced. The benefits of PBL go beyond the classroom walls and puts the students on a path to lifelong learning.

LOLA GARAY ABAD | ELI SEVILLE | SEVILLE - SPAIN

A very important feature of Project-based learning is **peer** and **self-assessment**. Besides, **reflection** is also a crucial element, not only throughout the project, but very importantly as a final reflection at the end. PBL also involves **critique** and **revision**. All these aspects are crucial to hand the students the **ownership** of the process, so that they feel engaged and motivated at a deeper level. However, this can be challenging in a YL classroom.

In this video from Edutopia we can see an example of a quick and simple method for peer feedback. It is also a good strategy to teach our YL to give and receive good feedback while developing their critical thinking skills.

Link to the video: https://www.edutopia.org/video/60-second-strategy-tag-feedback

Storytelling corner

Making a book

Why make a book?

Although making a book takes time it is hugely motivational. The students are not doing something for you to correct! You are helping them to publish their own work in English! Such a fundamental difference!

Books are wonderful because you can exhibit them in the school AND you can go to the school director, show him or her the books and then ask for money to attend APPI conferences.

You can also publish or perform student stories through: books, posters, websites, plays, videos, audio recordings.

All levels

Elementary students have the delight of seeing their very limited English actually making something special. Advanced students are as challenged in their writing as any other author!

The examples I have chosen range from very young children who made a story but couldn't write through to very competent teenagers.

Different contributions from different language proficiency levels:

1 The children: beginners and young. They make a story with me, orally. I write up their story and put it into a book. The children add the illustrations.

2 Ditto 1 above but the children add some of their own texts.

3 Older students who can write. Having made the story as a class, work in groups or as individuals and write and illustrate the whole book by themselves.

The source of the story

The story might come from their imagination, i.e. as a result of the Class Oral Storymaking. Or it might be a re-telling of an existing story.

How much time do you need?

Estimate at least two lessons for making a book. But take into account that many students will work on their book in their own private time.

An example of a detailed procedure

If they have made a story with the Class Oral Storymaking technique, you might very reasonably say, 'Gosh! That's a super story! We can't just lose it! We must make it into a book.

'Let's make different books in groups. Get together in 3's or 4's or 5's. Here is the zigzag book you are going to have. It's got a cover and 7 pages (can be more). You can work on it together…and decide if you each do two pages or whether one person writes and the others draw.

'To help you lets divide the story into seven parts and then you will know what to write and draw on each page.'

The class then brainstorm what they think the seven parts might be. You act as their secretary and write on the board for them to copy. If they are elementary, you might even write the sentences for them to copy. If they are higher level, you can write key words to help them with the story and the language they will need.
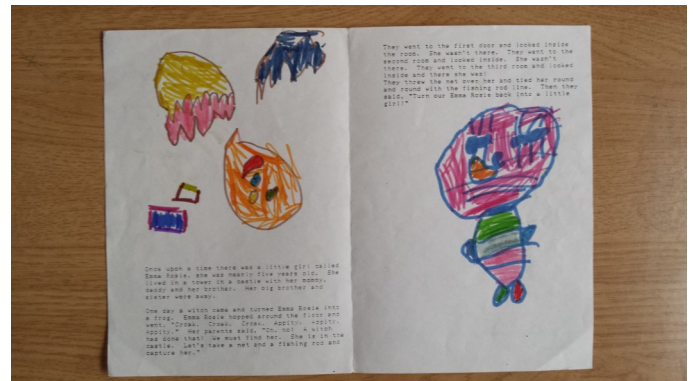
Making a book (cont.)

Alex who has autism wrote this 8 page zigzag book when she was about seven. You can see that we worked on it together. Sometimes I typed her sentences and sometimes she wrote her own sentences. For Alex English is her second language.
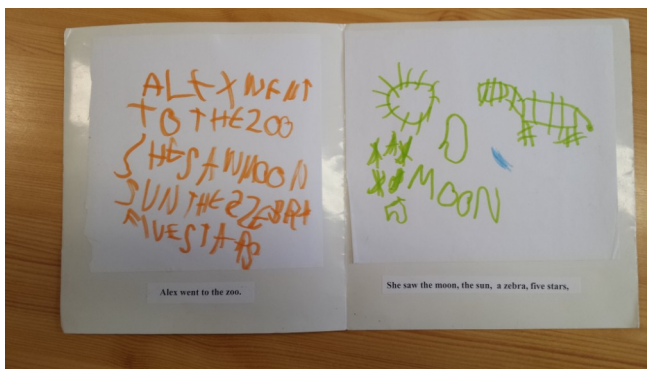

book. They illustrated it…matching their illustration with what they believed to be the text on that page.
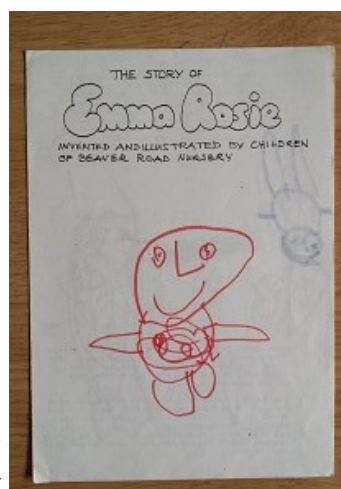

Here is my typing of their text and the illustrations of one of the children.

This is an inside double page spread in Alex's book, showing her writing and mine.

This book by Tim was done entirely by him for me. He was seven and a native speaker of English. Of course it was easier for him because he was writing in his mother tongue. BUT the point is that he chose to make this book in his own time and chose to give it to me! What a treasure!
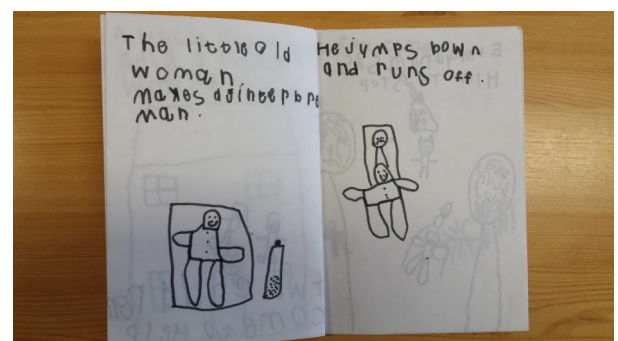

A class of children aged four made this 4 page story about Emma Rosie in their mother tongue. I went home, typed up their story as you see above and below, photocopied enough copies for each member of the class and explained to them that it was their story and their

Making a book (cont.)

This is a ten page zigzag book. Each white sheet is A5 and was stuck into the book when the text and illustration were ready. It was made by a group of Austrian teenagers following a class oral story making. Each teenager wrote and illustrated two or three pages. Most of the work was done in their private time and they did it because they loved doing it.

One mother in the town told me that her son was setting his alarm clock early so he could go to school and work with his group on their book before school started!

Because they work on separate sheets of A5, it is easy for the whole group to be working at the same time and easy for you to check the language before it is pasted in to the book…if that is what you want to do.

I worked in Chubu Gakuin University in Japan with some students. These were some of the zigzag books they made. Once more they went 'far beyond the call of duty' and spent a lot of private time on them.

Book making is relevant to all ages and abilities and your role is to help, support, encourage and unobtrusively, guide. NOT correct and mark! They are publishing in English!

Do you remember the first example above? It was a book made by Alex who has autism. Her mother tongue is Hungarian. English is her second language. She has continued to write stories and she is now 21 years old. Her books are much longer and she has taught herself German. Here is a book of 330 pages written in German! Every page illustrated. Nobody tells her to write stories. Nobody gives her marks or gold stars. She makes books because it matters to her…it matters to human beings to make something useful and interesting. Enable your students to do the same!

Making a book (cont.)

Here is one of her many 'big' books! She now writes in Hungarian, in English or in German.

The first page and one of the last pages. Note: she has observed that on double page spreads this is a page number on each page. She has adopted this idea but puts two numbers on one page. So really this page on the right is (about) 300!

Biggest tip of all!

Be joyful if your cup is half full that means it is not half empty!

Enjoy it! We only live once!

Share your joy with them!

Hop about and shout Yippee!...or however you express such things.

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Further reading

David Heathfield (2014) Storytelling *with our Students*. London. Delta.

A book for developing as a classroom storyteller. It features over 40 folk tales from around the world, each one of them illustrating a different technique or activity.

Andrew Wright (Sec Ed 2004) *Storytelling with Children*. Oxford University Press.

This book contains 32 stories and lesson plans and 92 different activities you can do with any story. Children and teenagers.

Andrew Wright (1997) *Creating Stories with Children*. Oxford University Press.

Lots of ways of helping children to make stories and story books. Children and teenagers.

Andrew Wright and David A. Hill. (2008) *Writing Stories.* Helbling Languages.

More suitable for teenagers.

## Digital storytelling tools in the YL classroom - Part II

Here is the second part of my article with some more references you can use to start or continue making your own digital stories or to start making them with your students! I hope you have already tried out some of my previous suggestions, here are a few more! If you haven`t had time to read part I of this article, in the Winter issue, I advise you to do so, before reading this one!

MyStorybook – My Storybook[1] is a platform for making and printing children's storybooks. We can start a new book right away without signing up, and then add custom characters, images, text, and drawings. We can log in to each computer or tablet with a single email address and make as many stories as we'd like and all your students' stories will show up in our library under "My Books", meaning we don`t need an individual login for every student, they can all work with ours. We can then publish it or just share the story through the link or directly on social networks.
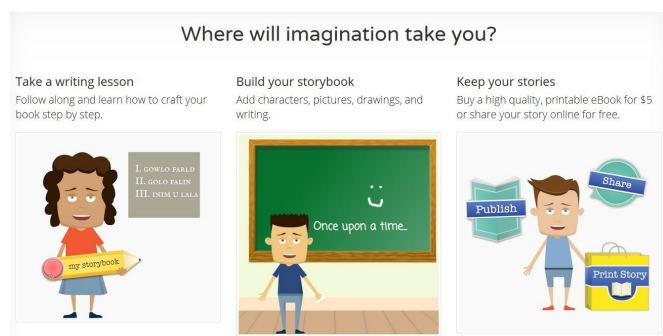
Picturebookmaker - Picture Book Maker[2] is a great tool to work with younger students in elementary school, since it is simple and immediate to work with. It is more limited in terms of the materials available for us to use but it is a great site that lets us use animal characters, backgrounds, and some props to create a story that can be printed or shared via email. We also get a book number to access our work again later, in case we need to. We can direct the activities with our students to the specific animals and props it includes, which can be a way to start helping them to become more familiarized with such tools on their own, even younger students.
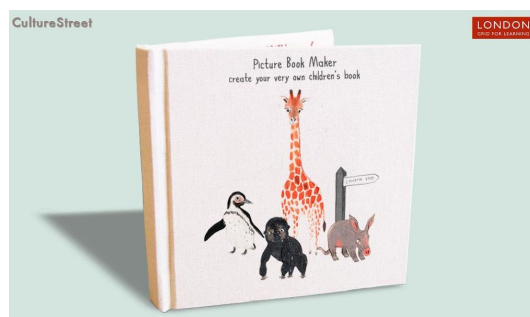
Storybird - Storybird[3] is more than just a website for creating our own digital books. It works as an online social platform (and Chrome app) for storytelling. It is based on the use of the artwork provided by the site. It can be more complicated for our YL to handle on their own, but it can be a wonderful tool, for instance, for writing poems with our students. We can compose text, but we cannot upload our own art; we must use Storybird's curated collection in our picture books and illustrated poems, we can read published stories or create our own. We can also repost favorite stories to our own Storybird account feeds, "heart" stories we like, and comment on them. We can explore what our students have written in the class library or click on the read tab to browse stories using a variety of filters. There are three types of publications we can create: picture book, long form

Storytelling corner

Digital storytelling tools in the YL classroom - Part II (cont.)

(a chapter book), and poetry. We can choose to keep our stories private in our account or publish them, and if we do the later, we will be able to download it as pdf. We also have access to other materials made by other users.
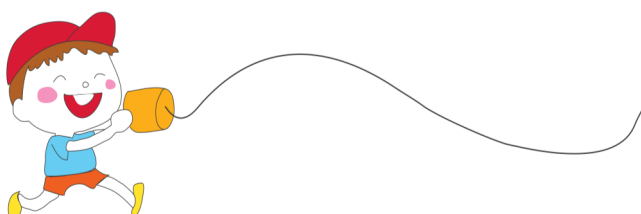

Don't forget, technology is here to stay and it is up to us teachers to start bringing it into the YL English classroom little by little! What better way to start than by using digital stories!

NOTES

1- https://www.mystorybook.com

2- https://www.culturestreet.org.uk/activities/picturebookmaker/index.php?id=3

3- https://storybird.com/

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Review time...

GET CREATIVE

- an ELT blog -

Kasia has been involved in English language teaching for over 18 years, having worked in several countries, including Ireland, the UK, China, Poland and Portugal. She holds various international teaching qualifications, including an Irish RELSA, IH CYLT, Module 2 of the Cambridge Delta and a BA in Linguistics. Over the last few years, she has become increasingly interested in the use of technology in teaching. Kasia shares her lesson ideas and beliefs about teaching at:

https://getcreativecom.wordpress.com/

KASIA PIOTROWSKA | APPI MEMBER NO. B 6912 | BRITISH ISLES | ALVERCA
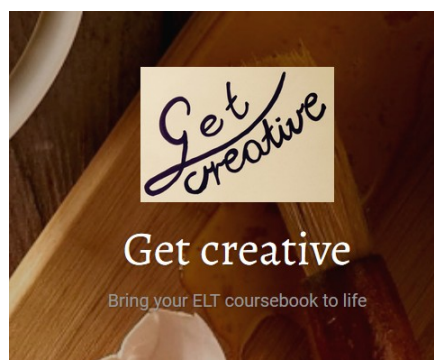
Your opinion matters...

We are looking forward to your feedback, ideas and suggestions. Visit our *Padlet* and post your message or "like" some of the posts.

The first English lessons of the new school year

At the beginning of any school year, we usually have pupils we don't know. Many of the pupils don't know each other either. Some pupils will be completely new to the school.

In such circumstances, we want a safe, inclusive topic for our first English lessons, a topic that everyone can relate to and talk about without embarrassment. One such topic is… BIRTHDAYS. Everyone's got one! Finding out the date of each pupil's birthday isn't going to embarrass anyone. What's more the language is extremely useful.

ACTIVITY 1: Play Before or after?

Divide the class down the middle. The two teams will take turns to guess your birthday. The game goes like this:

Team A: Is your birthday in July?
Teacher: No, it isn't. It's before July.
Team B: Is your birthday in April?
Teacher: No, it isn't. It's after April.
Team A: Is your birthday in May?
Teacher: Yes, it is.
Team B: Is your birthday on (the) 15th (of) May?
Teacher: No, it isn't. It's before (the) 15th (of) May.
Team A: Is your birthday on (the) 10th (of) May?

The dialogue continues until one team guesses the exact date of your birthday.

Look at and highlight the language on the board. Then get the pupils to guess each other's birthdays in pairs or small groups. Insist that they use fully grammatical sentences.

ACTIVITY 2: Create a birthday bar graph

Ask the class which month they think has most birthdays. Then tell them they're going to find out if they're right

Give each pupil a Post-It. On the Post-It they write their name and birthday. They then come to the wall or board and stick their Post-It above the month their birthday is in. The result is an instant bar graph.

Keep and use the information in the graph so that you wish every child a happy birthday throughout the school year.
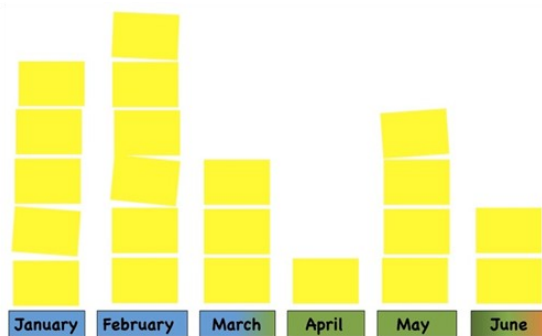
ACTIVITY 3: A sweet dialogue

In Spain, many children bring a bag of sweets to school on their birthday to share with their classmates. So, I like to give them the language they need to offer someone a sweet in English. This is how I do it:

Take a bag of fruity sugar-free sweets into class. Ask a pupil if they like sweets. (90% of children will say Yes.) Ask if they'd like one and what flavour they'd like. Give them a sweet. Repeat the dialogue with two or three pupils.

Teacher: *Do you like sweets?*
Pupil: *Yes, I do.*
Teacher: *Do you want one?*

The first English lessons (cont.)

Pupil: *Yes, please.*

Teacher: *What flavor do you want? Orange, lemon or strawberry?*

Pupil: *Orange, please.*

Teacher: *Orange. Here you are.*

Pupil: *Thank you.*

Following the above first stage, ask the pupils if they can help you write the dialogue on the board. Ask: *What was my first question? How many words are in the question? What was (Laura)'s answer? What was my next question?* Etc. If the pupils can't recreate the dialogue, tell them to listen again carefully as you repeat the dialogue with a pupil who has not yet had a sweet. Then return to the board and write it up together.

Once the dialogue is complete on the board, get the children to practice reading it and acting it out. Do this in as many different ways as possible. Half the class and half the class, then in pairs. You can get them to do it with funny voices; get them to read it slowly, quietly or like a monster, etc.; get them to change roles and change partners. As the children get more familiar with the dialogue, rub out some of the words as they read it to increase the challenge.

Tip!

If you don't feel comfortable offering your pupils sweets, try stickers.

Encourage the children to use this language whenever they offer someone sweets, stickers or crayons, etc. at school.

Mark Ormerod

Author of *New Tiger* & *Heroes*, both published by Macmillan Education

Projects corner

Going around Santo André on the bike route

Our school was one of the pilot schools that participated in the AFC (autonomy and curricular flexibility) in the first year of the project (2017/18). For the teachers working in the 2.º *CEB* this was an opportunity to work collaboratively and to implement interdisciplinary projects that could involve every school subject. The main idea is to choose a topic that can be developed in all curricular areas, thus promoting the interconnection of skills and knowledge from different areas and subjects.

The context

This year, the topic for the 6th grade was "Getting to know our parish council". Vila Nova de Santo André is a recent town built in the 1970s and with a population from very different backgrounds and origins, but it is located in a region with a long history in terms of human settlement and very rich from a cultural and sociological point of view. Besides, its location is also privileged, with a very relevant natural reserve nearby. One of our main goals was to help our students discover the place where they live, thus promoting a sense of belonging.

Going around Santo André on the bike route (cont.)

In the English class we decided to design a mini-project (two weeks – 6 lessons) using the PBL (Project-Based Learning) methodology. The idea was to use all the learning and knowledge, as well as the skills that the students had been developing in the different curricular areas, as a start point to our English project. This was an important aspect when we wanted to decide what could be the "question/problem" that would set the basis for the project.

Methodology

The first step was to form the groups. The students were used to sit in groups that changed every now and then according to the different tasks and needs of the group at a particular moment. For this project, they could choose who they would like to work with and this was done very quickly, as this was a common procedure in the classroom. Next, they brainstormed in their groups which problems they could identify in our city. This activity was very important, though a bit time-consuming, for the students were given the opportunity to give their opinion and share their ideas, so they were able to bring their own interests and particular points of view to the discussion. They begin to feel the project as their own, and not something that the teacher imposed on them, with obvious benefits in terms of motivation and engagement.
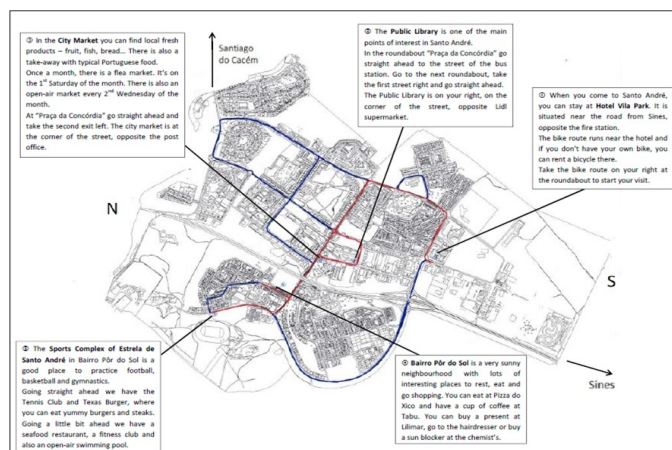
After the brainstorm activity, all the groups shared their conclusions with the class and after some discussion we agreed on the problem we would like to work on. Santo André has got one of the longest urban bike routes in Portugal; however, this is not a well-known fact. The bike route could be an opportunity to promote Santo André, namely amongst those who visit this region. So, our question was: How can we promote our city using the bike route?

Next step was to decide what we could do in order to answer this question. This should be our final product. Again, we brainstormed, this time in the big group and we decided to have a map of our city where we could highlight some "stops" along the bike route. Each group would choose one or two points of interest in the particular section of the bike route they had chosen. This part of the project required some negotiation and support from the teacher. Some groups chose the same section of the bike route or the same facility, for example. We also had to decide where we would start our "tour" and which group would describe that place.

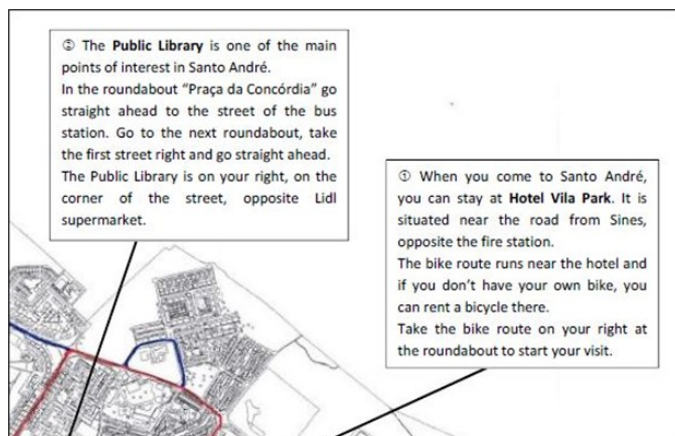Eventually, every group had agreed on their particular task and started working. They had to describe the place, and give the directions; then, they would write their texts on Word and add them to the city map. Their texts were often too long, so they had to cut them and make the necessary changes.

When all the texts were ready, a small introduction was written and the map was printed in A3 format, and folded into a square.

Going around Santo André on the bike route (cont.)

> ⑤ The **Public Library** is one of the main points of interest in Santo André.
> In the roundabout "Praça da Concórdia" go straight ahead to the street of the bus station. Go to the next roundabout, take the first street right and go straight ahead.
> The Public Library is on your right, on the corner of the street, opposite Lidl supermarket.

> ① When you come to Santo André, you can stay at **Hotel Vila Park**. It is situated near the road from Sines, opposite the fire station.
> The bike route runs near the hotel and if you don't have your own bike, you can rent a bicycle there.
> Take the bike route on your right at the roundabout to start your visit.

of transport) and had a connection to the real world. Again, as this was a mini-project integrated on a larger one, they could mobilize knowledge and skills and integrate them into the project. They used their computer skills in context and they also developed their critical thinking and communication skills, as well as their creativity. All these factors contributed to a very positive feedback from the students.

The maps were distributed at school and displayed in the school library. Some maps were also offered to the parish council to be displayed there and eventually distributed on some future occasion.
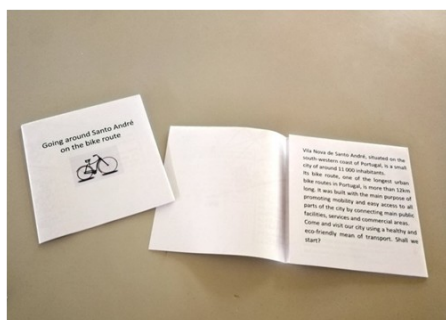
ANA NUNES | APPI MEMBER NO. B 6885 | AGRUP. DE ESCOLAS DE SANTO ANDRÉ, SANTIAGO DO CACÉM

Conclusions

One of the positive aspects of this project is that the students strongly felt this final product as their own. They brainstormed the ideas for the project, they chose the topic, and they considered a problem that addressed some of their global concerns (promoting a healthy way of life and an environmentally-friendly means

I went on a job shadowing experience and you can too

As we approach the end of the school year, I look back at all the things that happened. In hindsight, one of the experiences that will always stay with me is job shadowing in Wales. My school cluster applied to the Erasmus+ grant and sent two groups of pre-school and primary teachers to visit Ysgol Nantgwyn, a school in Tonypandy, Wales. Each group stayed there for a week, the first in November and the second in February. My school is in the Bilingual Schools Programme, which means part of the curricula of Estudo do Meio and Arts is taught in English by an English teacher and a primary teacher and as some of the teachers who went job shadowing are or will be involved in the Bilingual Schools Programme, this was a great opportunity to develop linguistic skills and to experience the methodology used in this Welsh school. During our stay we were able to observe the work of British teachers, in loco, and they shared teaching materials and strategies for different subjects. I would say the main takeaways from the visit to this school were:

- The organisation is thought in terms of efficacy and excellency, defining a mission and guiding principles shared by all.

- Workspaces are open, often without direct vigilance, and books are freely accessible to students in different spaces.

- In terms of behaviour management, there are three rules only – to be ready, to be respectful, to be responsible. These encompass all others and are always present in every space.

- There's a team of specialists ready to work in preventing unwanted behaviour and positive attitude towards school is encouraged by all staff, as well as displays around the school. There's also a concern in developing emotional competencies within a growth mindset.

- Indiscipline is dealt with immediately, in an assertive but calm and discreet way, through diverse strategies.

- Active and innovative methodology is preferred, activities are planned by groups of teachers and tasks are structured in steps, promoting student autonomy.

- Classroom layout leads to active learning dynamics as there are different learning areas in the classroom, either permanent or temporary, according to the topic being studied.

- Students are frequently asked to give presentations and perform tasks to develop their oracy skills.

- Clear and simple learning objectives and expected outcomes are shared with students in each lesson and they are constantly assessing their own learning process, in relation to the learning objectives. Feedback given to students is positive and constructive.

- Technology is naturally integrated in the learning process. iPads, educational apps, QR codes, interactive screens are used to develop skills and autonomy.

- Teachers share the same model of documents and procedures and there are weekly professional development meetings to share experience, define common strategies and plan activities.

I went on a job shadowing experience and you can too (cont.)

- Local institutions and individuals are frequently invited to visit the school to share and develop activities with the students.

This was a great experience, as everyone in the school was very welcoming and proud to show us their work. We also had the opportunity to experience the region's cultural heritage, including visits to parks and castles. This contact with another school and social reality facilitates team building as well as the development of teaching, linguistic and social competences. Maybe next year you'll try it too?

HELENA ISABEL SOARES | APPI MEMBER NO. B 6446 | ESPAMOL | LAGOA

Training corner

appi*forma*

APPIforma Primary accredited courses

Dear colleagues,

APPIforma Continuous Professional Development programme for the first term of the next school year will be available soon on both APPI and APPInep webpages. In the meanwhile we can share some of the training that will come up.

Note that these are some of the courses that we intend to run until the end of December but APPIforma CPD programme will be updated every now and then so, please check our websites for more information: www.appi.pt; http://appinep.appi.pt/ or contact appiforma@appi.pt.

Sónia Ferreirinha

21st century skills: preparing for the future today (b-learning) **25h**	Vanessa Esteves	Professores do Ensino Básico	Início: 12 de out. Fim: 16 de nov.	Plataforma Moodle APPI + VILA NOVA DE GAIA
Teching English to Young Learners **25h**	Elisabeth Costa	Professores de Inglês dos grupos 120 e 220	4, 5, 11 e 12 de outubro	Agrup. de Escolas Portela de Sacavém PORTELA DE SACAVÉM
**Seminário Regional APPI	Alentejo** (inscrições em ficha própria para o evento) **12h**	Vários	Professores de Inglês dos grupos 120, 220 e 330	18 e 19 de outubro	Escola Secundária Padre António Macedo VILA NOVA DE SANTO ANDRÉ
Creative Writing and Storytelling Seminar (inscrições em ficha própria para o evento) **12h**	Vários	Professores de Inglês dos grupos 120, 220 e 330	15 e 16 de novembro	LISBOA
Storytelling with Young Children **25h**	Vanessa Esteves	Professores de Inglês dos grupos 120 e 220	A definir (1.º Período)	Agrupamento de Escolas de Gouveia GOUVEIA

Keep your APPI membership fee updated so that you receive all publications and have access to all teacher training sessions and webinars. Thank you.

APPInep Committee: *Ana Nunes; Daniella Costa; Dila Gaspar: Helena Soares; Sónia Ferreirinha*
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