

Session plan for Peer Learning communities on English Pedagogy course

Course Name:	Developing English Pedagogy
PLC session number:	3
Module name & components/LOs included	Module 3 - Integrating English Language Instructions in all Subjects LO1- Planning Assessments LO2- Unit Plan LO3- Period Plan LO4- Building Environment
Overall ETW: (@130wpm)	60 mins Introduction - 5 mins Recap of module- 30 mins Activity & Discussion - 20 mins Closing - 5 mins

Section @ (Topic):	Activities & Implementation procedure <Notes for Facilitators- You can also find them in the notes section in the accompanying ppt>	Storyboard for presentation
Introduction (5 mins)	<u>Activity 1</u> <We will take 2 minutes to calm ourselves. Everyone shall close their eyes, be comfortable and try to point out some sounds that they can hear of. It can be anything: birds, sound of a fan, traffic, or any other thing. Facilitator can invite a few responses from the participants for sounds they heard>	
Recap of the module (Module 3) (30 mins)	Today we will discuss Module 3-Integrating English Language Instructions in all subjects. <The facilitator will announce the objective of the day> Learning Objectives: 1. Teachers will be able to share their understanding of planning for Assessments, Unit Plan, Period Plan, and Building an Environment 2. Teachers will be able to create unit plans that support English Language Development 3. Teachers will be able to create lesson plans that support English Language Development 4. Teachers will be able to list down practices for creating a conducive environment that supports English Language Development 5. Teachers will be able to reflect on the challenges in applying the strategies in the classroom	Slide 3
	We will be discussing - What are assessments and its importance 1. Types of assessments and teachers role 2. Strategies for formative assessments and language learning	Slide 4

	<i><The facilitator will ask; What are Assessments? What are the types of Assessments? Provide examples></i> <i><Facilitator will take responses from teachers ></i> It is a comprehensive, reflective exercise aimed at improving learning, based on reasoned inference and evidence. It also involves various functions , such as motivating students and monitoring our processes. Behind every assessment we conduct, we have a defined objective Every objective is different from each other. Some of them may include the following factors - When is the assessment being conducted? What is the focus area? - On which group is the assessment being conducted? - Why is the assessment being conducted? - How is the grading being done? - Are there any decisions to be taken based on grading ?	Slide 5 Slide 6
	Different types of Assessments 1. Assessment of learning 2. Assessment for learning 3. Assessment as learning	Slide 7
	<u>Assessment "of" learning-</u> Assessment is being conducted of whatever has been learnt. When do we conduct such assessments? When we want to assess a student's learning of everything they have learnt by the end term or semester or year. We as teachers do it to rank or grade students' learnings on the subject. Eg: Summative Assessment <u>Assessment "for" learning-</u> Assessments act as an investigable tool to find out from students what they know, what they can do, what confusions, preconceptions or gaps they might have. Here, assessments act as a basis for providing descriptive feedback for students, deciding groups instructional strategies Eg: Formative Assessment <u>Assessment "as" learning-</u> Learning happens through assessments. In this, students act as their own assessors, Students monitor their own learning, ask questions, and use a range of strategies to decide what they can do, and how to "use" assessment for new learning. Eg: Formative assessments and various activities can also be considered as an example for AAL.	Slide 8 Slide 9 Slide 10

	<i><Facilitator will show the picture of Bloom's taxonomy. Ask teachers how can this be used in assessments></i> Strategies - 1. Creating Questions using Bloom's Taxonomy- Focus on the different levels of bloom's taxonomy for the questions. <i><Facilitator will explain 3-2-1 strategy by giving examples ></i> 2. 3-2-1 exit strategy - An Exit Ticket is a tool that can be used by a teacher as a post-assessment of how well the lesson went and what the students still don't understand. Ask students the following questions - a. List 3 things you remember from the lesson b. Give 2 examples of what you learned. c. Write on questions you have or something you are confused about. 3. Engage students with Formative assessment feedback - After giving students detailed feedback, ask students what is their learning and what they will focus on learning for the coming week. In this way, teachers need to ensure to make the students respond to the feedback received.	Slide 11
	<u>Module 3 Unit 2 : LO2-Unit Plan</u> <i><Facilitator will explain that module 3 will bring all components of module 2 >></i> Difference between Unit/Lesson Plan and Period Plan Lesson plan is a tool we use when we want to plan one entire chapter from a macro level. Period plan is a tool we use when we want to plan for a specific period. Period plan provides a micro lens for planning. Therefore one lesson plan will incorporate several period plans on one topic.	Slide 12
	You are familiar with the lesson plan template along with that you can see focussed sections on English language components that we learned in Module 2 of this course & LSRW skills, to be focused on during the entire unit.	
	Let us see how to incorporate English Teaching Competencies with the help of the example from the Chapter Secularism Assessments are designed to incorporate the various components of Module 2, and to measure the progress of students in their English language skills. For instance, to assess Learning Objective 1, which focuses on students' ability to articulate the importance of secularism in India through writing, a writing task has been designed. The writing activity prompts have been selected to challenge the students and to test their ability to think critically about the topic.	Slide 13
	<u>Module 3 Unit 3 : Period Plan</u> <i><Facilitator will ask what is differentiated teaching. Will ask teachers to share some of the strategies >></i> What is differentiated teaching? Differentiated teaching provides support based on individual learning needs. It tailors the learning experience to each student's strengths and challenges. It's important to communicate the goal of differentiated learning positively to students.	Slide 14

	writing skills along with improved vocabulary & critical thinking skills. 3. Subject-specific Activities: Group Discussions, Newspaper Reading, Book Reviews, etc can be part of the School Assembly Activities which integrate English Language learning. 4. Higher-grade students can be encouraged to organise events like Science Fairs, Cultural Fairs, etc in the school. They can be divided into groups based on their responsibility like Reception, Communication, Activity Team, Reporting, etc.	
	<u>C. Home:</u> <i><Facilitator will ask teachers to read some of the strategies listed>></i> The teachers can identify a few child-friendly sites for free videos, audiobooks, podcasts, e-books, websites like StoryWeaver which offer free e-books and share with parents & students! 1. Teachers can help students understand how to access the DIKSHA portal and can be encouraged to use it. 2. Basic internet skills can be taught in school and a few child-friendly sites like Encyclopedia Britannica, Newsdidi, etc can be given for reference. 3. Good English movies and documentaries can be suggested which they can watch during their free time at home.	Slide 18
iii) Sharing highlights, learnings and challenge in classroom application / Application of above strategies (20 minutes)	<i><4 groups - 1 task per group from each unit (10 mins) will be given.></i> Group A - Unit 1 - Critically analyse the role of teachers in implementing Assessment for Learning and Assessment as Learning strategies in a language classroom. Discuss the challenges they might face and propose strategies to overcome these challenges. Group B- Unit 2- With the help of any topic, list down activities that can be planned to ensure integration of English components, and skills in that topic. Group C- Unit 3 - With the help of any topic, explain how Differentiation within a Specific Learning Outcome can be ensured. Mention specific activities used for achieving the same. Group D - Unit 4 - List down 5-10 ideas/ routines that you will introduce in your school or classroom to support English Language Learning. <i><Facilitator will track time per group></i> Larger group discussion - <i><2 mins per group = total 10 mins> Facilitator will track time per group></i> One member from each group will present a summary of their task.	Slide 19
iv) Summarising & Next steps (5 mins minutes)	Closing activity : <i><The facilitator will ask the group the biggest takeaway / learning from the session. ></i> Q. What is your biggest learning of the session? <i><The facilitator will ask the teachers to fill the feedback form></i>	Slide 20