

This is only a selection of the content in order to give you a short view of the book, its main ideas and some other details that you may find helpful. It neither summarizes nor substitutes the content. It is always advisable to read any book of choice from the beginning to the end for comprehension, benefit, and unbiased review.

## **Beginning Teaching Beginning Learning in Primary Education Janet Moyles**

The book starts with the early beginnings, that of the first stage Foundation Stage – from birth to age 5. Education does not start in schools. On the contrary, it starts from birth to age 3 as research states. The origin of the word is Latin “educate” means to lead out. Thus, teachers enable learners to use the talents they have and help them move on accordingly in a process for learning.

Babies are born with great eagerness to explore and learn from every person or item around them. They:

- make sense through their senses
- can explore and experiment as they become more physically able
- engage in proto-conversations (taking turns at making noises) and later in conversations using the language they learned from their surroundings
- observe behavior, mimicking modelling by others, joining others in becoming “mind readers”
- need for unconditional love
- need to observe and interact with other children
- are impaired by severe deprivation, exposure to violence, extreme lack of stimulation, too little opportunity to engage with people

Babies have immense curiosity and joy to explore the world around them. However, according to OECD, 2011, family life and nursery experience vary from a country to another.

### **Assisting Early Learning**

The Birth to Three Framework (DfES 2003: 5) states:

- Learning is a shared process and children learn most effectively with a trusted, caring adult, not just resources and equipment
- Schedules and routines must flow from the child’s needs
- Children learn most when given opportunity to be responsible and even make errors

*From “Beginning Teaching Beginning Learning in Primary Education” Edited by Janet Moyles*

- Children are respected as autonomous, competent learners
- Children learn by doing rather than being told
- They are vulnerable. They learn to be independent by having someone they can depend on.

Assisting means interaction through dialogue or action: [teachable moment]

- Giving a cuddle and letting go when the child is attracted by something or someone else
- Looking into a child's eye and showing full attention and acceptance
- Watching them try something and smiling when they look for approval
- Providing a piece of equipment that will move the chosen activity on
- Being willing to listen and be directed by the child or group of children

### **Foundation Stage – Expectations and Vision**

This EYFS is very critical; yet can best be handled when educators learn much from the parents about the children's: interests, activities they enjoy, challenges, parents' expectations, and the important events in the children's lives. Building a good relationship with parents is very important.

### **Developing EYFS Curriculum**

At this stage, curriculum is, as defined by Katz 1998, made up of knowledge, skills, dispositions, and feelings. The curriculum planned should reflect this and the children's development.

Regarding academic components, teaching children how to decode is not enough (Moyles 2006). Educators need to provide opportunities for them to read books, to want to read, and to talk about their reading. In planning curriculum, we need to think about what the children want to *learn*, not what we want them to *do*. We need to think how to help them become communicators and thinkers. We as educators must research and learn about up-to-date findings to use in our preparation for our sessions with the children.

### **Multidisciplinary Working**

The book mainly portrays the British government practices and explains how centres in the UK provide good quality integrated services to children under 5 years and their families. These services include: Early Years EY staff, health visitors, midwives, family support service, speech and language therapists, childminders and childminder network coordinators and job center, and staff.

### **The First Days at School**

**Developing a classroom culture:** This is a very critical stage because these children will learn to mark a transition to school and build their pre-school experience. Although it is important that the child is ready for the school, we must make sure the school and the classroom are ready for the child. (Broström 2002)

**Preparing the learning environment** to provide child of confidence and security. It should also promote self-reliance and decision-making skills.

**Arrival on the first day:** It is better to advise new children's parents to start the year at least one week before the designated first day for the others so that they have a quieter start. On the first official day for all, have prepared name labels of yourself and the children. Put signs around the place. Plan well for showing them bag and lunchbox places, the welcome, and the parents' farewell. Everything should not be hurried.

**Helping children and parents say goodbye:** Thoughts children have regarding parent separation anxiety: unsure about being left, shy about large groups or strange people, or anxious that parents might not return (Fabian 2002). This type of anxiety shows itself in different ways –

by sitting passively on their own, wanting an extra kiss or hug, going straight in and not looking back, or bursting onto tears as they realize the mom is about to leave.

How to act as a teacher?

- Stay calm and reassure the child that the parent is coming back.
- Distract the child and get him involved in an activity.
- If the separation is teary, encourage parents to call later and check.

Note that if parents are encouraged to leave quickly and let you take responsibility, they not only indicate that they trust you, but also help their child to develop that trust. (Dalli 1996) Seeing parents and teachers together promotes a sense of well-being for children (Margetts 2002)

**Developing belongings and friendship:** A sense of belonging to the school community contributes to how well children and families adjust (Dockett and Perry 2005) especially when there are different backgrounds and educational experiences. The environment and the routines also need to be well-prepared because some children get confused socially. It is important that children are taught social competence and problem-solving skills which give them sense of control over their lives and enable them to maximize their potential learning power (Fabian and Dunlop 2002) "Buddying" is an excellent strategy to assist in this sense of belongings. Those older children can show caring and belonging to the pre-schoolers.

Signs that show anxiety times:

- Tantrums
- Changes of behavior at home
- Unwillingness to leave their parents and come into the classroom
- Frequent illness
- Wetting
- Bullying or being bullied

**Curriculum Continuity:** There are curriculum materials always designed in the UK for this stage. However, evidence shows that teaching approaches, daily programs and learning environments, continue to be very different for pre-school and school-aged children. (Dunlop and Fabian 2006) Records from pre-school stage can be passed on so that ample time is spent later to study the records more than once and have one-to-one time with the children. This way the correct preparation is done for each child.

Effective transitions are a function of communication of all participations and of shared working-called "co-construction" (Griebel and Niesel 2002)

**Structuring of the Day:** For children to flourish in school, more attention needs to be paid to the classroom environment (Dunlop 2004), to playful learning and choice, to style of interaction and to building on forms of independence already achieved. It is advisable to share the day's program visually so that everyone will be able to know what is happening next. Make sure programs are not very long so that children do not feel tired or bored. Include active and hands-on learning. School will be evaluated according to such kind of play at this stage.

**Evaluating your transitive programme:** After the school settles, it is fundamental that you evaluate the entire process to know what practices were effective and which were not. Select one or two areas as your focus areas because it is not easy to handle all areas at once. Start working on these two areas to ensure that all the children's needs are met.

## **Partnerships with Parents and Carers**

**Achieving QTS Standards:** In the QTS (Qualified Teaching Status) Standards for Classroom Teachers (TDA 2006), the first section states that teachers with QTS should be able to do the following:

- Understand and respect the contribution that parents and carers can make to the level of earners' attainment and well-being
- Communicate effectively with all children, young people, parents and carers

It is also important not just to achieve standards, but also to go beyond set requirements. Perry (1997) notes that teachers should not say, "I've got to do this.." on teaching practice. Rather, try to consider what the school can offer you.

### **Why is Partnership with Parents/Carers important?**

Partnership is not part of the QTS (Qualified Teaching Status) Standards, but it is often applied to practice relating to working with parents/carers.

Pollard (2005) maintains that there are three patterns of involvement with parents/carers:

1. Consumer (recipient of a service)
2. Resource (parents useful in the classroom activities and PTA)
3. Partners (part of the children's development) Hurley (2005) puts this as "co-communicators" , "co-learners", "co-decision makers".

### **Barriers to Working with Parents and other Professionals**

1. Ideological: Teachers are the experts
2. Psychological: Teachers worrying about their being monitored by others
3. Political: Lack of resources to support the partnership
4. Professional: Teachers' lack of training in handling partnership
5. Practical: such as time and timelines

## **Inside the Learning Mind: Primary Children and Their Learning Processes**

**Attention, Perception, and Memory:** According to "constructivism", learners actively construct knowledge. Research states that although we can go through a complex set of events around us, we can only concentrate at one thing at a time. So many times, our brains are very "piecemeal" and we rely on our past experiences to fill in the gaps because our eyes jump from one spot to another. Perception is not a passive taking-in or our surroundings, but a highly active process in which the information supplied by our brains is at least as important as the information received by our senses. Similarly, remembering something does not mean retrieving information. It is also partly a constructive process. We can remember when we relate to certain contexts.

**The Brain and Learning:** There are lots of breakthroughs in this subject – Neuroscience. The difference between "left brain" and "right brain" learning, the notion of modality preferences, etc... This links to psychology, and in this area, researches are always increasing.

**Getting Ready to Learn:** Learning involves much more than the presentation of information.

**Active Learning:** Children need to be actively involved, not just passive recipients and writers, for example, waving cards in the air. They also should be cognitively involved. For example, decision-making, comparing, etc. Two conditions are that they should always be recognized and given time to reflect independently.

**Paying Attention:** Never interpret lack of attention as a problem “within a child”.

**Attention and Failure:** Children who expect themselves to fail may “switch off” when confronted by a difficult task so that they do not fail. Encourage children to try; provide with attention-grabbing materials. Resilience (Greeff 2005) and high self-esteem (Lawrence 2006) are crucial in successful learning.

**Attention Span:** Variety and change are keys. Giving examples of different tasks from the same content.

**Attention Grabbers:** They are two categories:

1. automatic, such as loud noises
2. learned through our experiences, expectations and interests.

**Teacher’s Attention:** monitoring the whole class and groups rather than focusing on one group.

**Seeing is Believing:** When children’s experiences do not match those of the teacher’s, they will literally perceive things differently. Teachers should try to see from the child’s point of view.

**Understanding and Remembering:** Do your best to show things in a simple way so that children can remember them easier.

**Learning in Communities:** Mathew Lipman (1980) speaks about “communities of enquiry” related to works of Lave and Wenger (1991) “communities of practice”. Induction in a community is important for both child and teacher, especially new teachers.

**Art:** Teachers need to build as many opportunities and much flexibility so that all children participate in art and complete the tasks. Some points to consider:

1. Allocating time for art, not just focusing on other matters. Include a short session of art daily.
2. Combining art with other subjects (cross-curricular links)
3. Building process into the program (first-hand, investigating)
4. Knowing that art is personal (images children draw represent themselves and their beliefs)
5. Celebrating the process (encourage every little effort they make)
6. Knowing that art is very important, not because of the skills learned, but because of the creativity and divergence in thinking, which children should learn as they grow.

**ICT:** Pedagogy of ICT:

1. Ensuring that children learn to use ICT functions to analyze information and interpret it (building knowledge gradually: provisionality)
2. Sharing children’s work on the internet, such as website, e-mail to parents, etc...
3. Using internet for research projects (virtual museums, or art galleries)
4. Modelling the real-world through simulation
5. Knowing that modern hardware and software have no inherent intelligence of their own
6. Planning for ICT properly (objectives, organization, etc..)
7. Assessing teaching and learning with ICT

**Multi-modality:** This means many forms or ways. Kress states that meaning-making develops through children’s active engagement with a lot of things or “stuff”. Exploration and communication includes gestures, talk, piles of things, dens they build, role play, cutting out, junk models and drawings.

## **Some Texts and Tables from the Book**

### **Play and learning**

Play has been advocated as the best vehicle for children's learning for many years but prescribed goals or outcomes can make it difficult to give children time and space to learn through play. Play is unpredictable and fluid. To be true play, an activity must be directed by the players. The advantages of capitalizing on play are that it involves:

- children's intrinsic motivation and curiosity to engage;
- self-imposed 'questions' about the play activity which are meaningful and relevant to the child (or children) involved;
- many possibilities, rather than a 'right answer' to be sought, so play is non-threatening, although it is often challenging;
- 'ownership' and control of the situation by the learners which strengthens both motivation and learning;
- the 'what if' quality of play which encourages creativity; rules can be invented and broken;
- social aspects, encouraging interpersonal skills, although it can be solitary;
- different forms of play that exercise the body and the mind ... play is 'an integrating mechanism' (Bruce 2005: 60);
- pleasure!

(David and Nurse 1999: 173-4)

One of the difficulties in developing relationships with parents as a trainee teacher is lack of time – relationships often take time to develop. Perry (1997) offers some useful advice in this area:

- *Look at the ways in which your supervisory teacher and other classroom staff interact with parents.* Obviously it is important to observe teachers and support staff interacting with children in both teaching sessions and less formal sessions, such as playground duties, but it is also important to observe their relationships with parents. Tanya states, 'I watched the reception class teacher and the nursery nurses in their dealings with parents. One of the nursery nurses in particular was brilliant – she always seemed to put people at their ease and showed a personal interest in every parent's child. I learnt loads from watching her.'
- *Introduce yourself* – this is easier with younger children as you are likely to see parents at home time and may be able to strike up a social conversation with them. Tanya recalls, 'I was really nervous doing this to start with, but I just went out into the reception playground with the reception teacher at home time, smiled, and found that a couple of parents asked me who I was and said their child had talked about working with me. One of them actually said it was nice to have students coming in with new ideas – I had been worried that the parents wouldn't see me as a "proper" teacher, but they were fine about it.'
- *Be available at the beginning and end of day to talk to parents* – a good 'opener' is talking about something their child has enjoyed doing at school. Tanya found this easier than Fatima, owing to working with a younger age group, saying, 'I chatted to parents at the end of sessions and tried to make a point of saying something about what their child had been interested in during the day. On one occasion, I was talking about a fantastic painting of a rainbow a child had done and their dad said they had seen a rainbow at the weekend. He said that the child



had been drawing rainbows all weekend and seemed pleased that I had noticed his child's interest. I tried to find books on rainbows and sang a rainbow song at story time the next day. I made notes about this in the child's records and used this as evidence of working with parents too.'

- *Join in sessions in the school aimed at family participation*, such as curriculum workshops held in the evening maybe. In addition, trainee teachers may get an opportunity to join in INSET sessions with the school staff in the area of working with parents. Tanya was lucky enough to be able to do this. 'During my training in the reception class, I was able to do a day's training on working with families who have English as an additional language – particularly families new to this country. I was able to use this as evidence for the standards.'
- *Develop a relationship with any parent helpers* – initially this might be through informal conversation, but later in the practice this may involve organizing work with them, such as working with a group on an activity you have planned. Tanya notes, 'I would always have a chat with parent helpers – tidy up time was a good opportunity, cleaning up a messy task together! I tried to find out the types of activities they liked to be involved in. One parent said she really liked doing creative activities, so I asked her to work with a couple of children, who I had observed as enjoying collage work but wanted to extend their skills further. I talked informally with the parent at the end of the session to see how the activity had gone.'
- *Invite contributions from parents* – Fatima was surprised to find that when doing an art topic on the artist Van Gogh, when she sent home a newsletter about this explaining to parents what she was doing and why, a child came in the next day with a book on the subject. 'I was surprised and really pleased – even the class teacher was surprised! I think it made me challenge my perceptions of the parents as a group because I had not expected any of the parents to have a personal interest in this artist – I'll try not to make negative assumptions about parents again.'
- *Create a newsletter* – this might be in the form of letting parents know what has been happening in the classroom over a week or fortnight. Fatima found this especially useful as she did not have regular contact with the Year 5/6 parents in her school. 'I tried to avoid using jargon in the newsletter so it was accessible. I sent one home every fortnight during my practice and kept copies as evidence for my teaching practice file.'
- *If you are able, attend any parents' meetings* – Fatima and Tanya were unable to do this, but did find it useful to talk to their supervisory teachers when these had taken place.
- *Always thank parents for any help or support they give* – this may seem obvious, but parents are more likely to want to help you again if they feel their efforts have been valued. Tanya wrote a thank you card to the three regular parent helpers in the reception class she was training in – 'I wanted to say thank you for their support. I definitely want to try and develop good relationships with parents when I get my own class as I've really seen the benefit on this practice.'



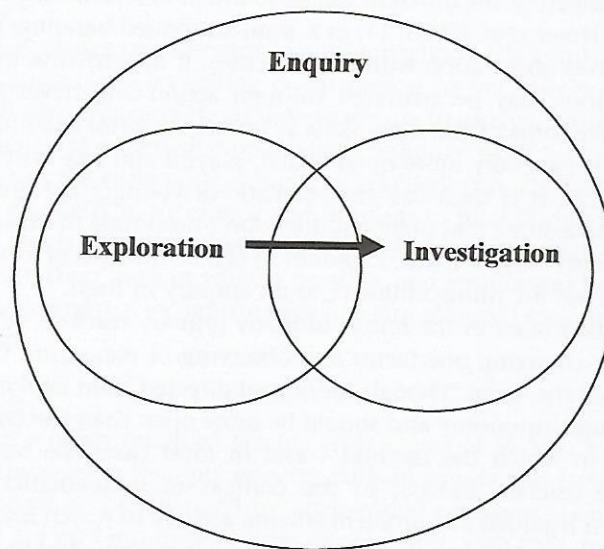
### **Learning strategies**

Although it is very difficult to find out exactly what strategies children might be using, this has been a popular topic for psychologists to study. However, teachers expected to 'deliver' the curriculum tend understandably to concentrate on content – on what is to be learned rather than exactly how children should learn it. Even when we do try, we may still not give enough help. A popular and effective spelling technique, 'look, cover, write, check', for example, does seem to provide children with an overall strategy for learning spellings, but many young children still are not sure what exactly to do when we ask them to 'look at' something in order to learn it. Very simple strategies, which adults take for granted, can be surprisingly effective. For example:

- shut your eyes and try to picture the word in your head;
- repeat the letters several times over;
- actually practise writing it out a few times;
- see if the word reminds you of any others which you can spell;
- compare your version with the correct one and, if yours is wrong, concentrate on the bit you got wrong;
- if you haven't got access to the correct spelling, write your version down and see if it looks right;
- if the word is familiar but spelled in an unusual way (for example, with a silent letter) try deliberately mispronouncing it in accordance with the way it is spelled.

- fair testing;
- pattern seeking; observing and recording to find patterns in data, or carrying out a survey;
- classifying and identifying: arranging a range of objects into manageable sets and allocating names;
- exploring: making careful observations using all senses;
- making things or developing systems: problem-solving activities to design, test or adapt artefacts;
- investigating models: trying out explanations to see if they make sense (also called 'illustrative' activities).

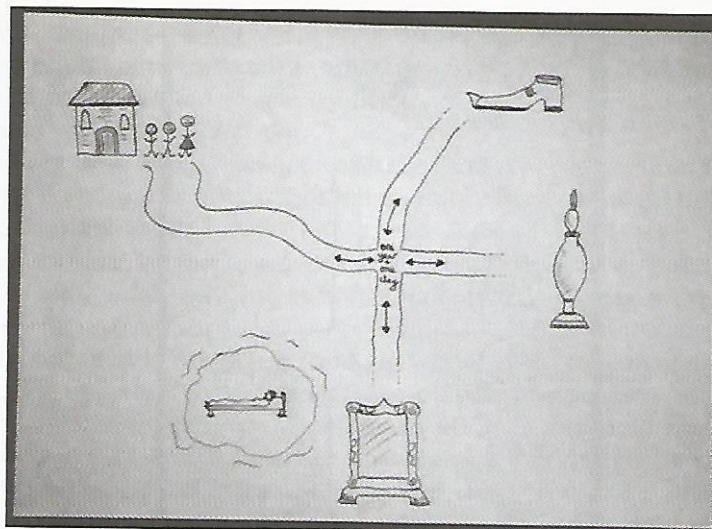
From the above list it appears that we could regard both exploration and investigation as subsets within the broader heading of enquiry (see Figure 7.1).



**Figure 7.1** Model of the relationship between enquiry, exploration and investigation

**Table 7.1** Teacher's recording format: assessment for learning of enquiry skills

Group of children	Development needs to be addressed in future teaching
Most of class	Use of headings in tables to show units of measurement used How to phrase a generalization Develop phrases and vocabulary for describing patterns in graphs
Higher attainers Kate, Paul, Lucy, Tom, Steve B	Improve accuracy of plotting points Provide opportunity for more independence in drawing and interpreting graphs
Lower attainers Jim, Hannah, Mike, Suzy	Provide a ready-made table as a model Develop use of comparative vocabulary to describe similarities and differences (heavier/stretchier)

**Figure 8.1** Teacher's story map

*There was once an old man. He had three sons. (You can change this to any combination of sons/daughters!) One day he gathered his children around him and said: 'The time has come for you to go out into the world'. So they packed their bags and in them they put: rice/chowl, water/pane and lentils/dal (children can give their contributions in other languages) and off they went down the road. They walked and they walked ... for a very long time until they came to a cross-roads ...*

## ART

Fortunately there are ways to overcome this problem:

- 1 Use a sketchbook in which to experiment and explore. At times this might be used prior to the main activity. This places the emphasis on the process rather than on the end product and provides a particular challenge and an unthreatening exploration space where it is acceptable to 'make mistakes' and try things out, as we see later in the chapter.
- 2 Explore a range of tools and materials, for example, pencil, charcoal, chalk pastel, oil pastel, paint, collage materials and clay.
- 3 Challenge children to respond to natural and made stimuli.
- 4 Offer sensory and tactile challenges that provide opportunities to make things in three dimensions using tactile and observational response to stimuli.
- 5 Isolate small areas of things to look at by means of small view finders cut out of card or use magnifying glasses to emphasize and focus on specific detail.
- 6 Introduce children to examples of drawing by artists using a range of media from different cultures.
- 7 Use unusual tools. For example, make your own brushes or use sharpened sticks dipped in ink (Morgan 1993).

Consider the following assessment opportunities:

- consulting with children about selecting work for a record folder in art;
- talking to individual children while they are working and after they have finished about what they have done, why they did it that way and what they might do next;
- sketchbooks in order to be able to observe and discuss the process and to identify the thinking skills that have been used;
- discussing outcomes with the class at the end of an activity to draw out teaching points and lesson objectives;
- displaying work and celebrating achievement.

## ICT

The lesson should normally be in three parts:

- 1 A starter, usually consisting of a very short 'warm-up' activity to engage the children and to capture their interest and attention, and the main input for the lesson. This will be directly linked to the objectives for the lesson and these will be signalled to the children. This may be presented as WALT (We Are Learning To . . .), WILF (What I'm Looking For . . .) and TIB (This Is Because . . .). This might also include revision of work covered in the previous lesson in the sequence.
- 2 The work phase, where the children complete their tasks related to the objectives for the lesson.
- 3 The plenary, where learning in the lesson is summarized and related back to the objectives for the lesson; the children also share their work with the teacher and the other members of the class and also provide a link to the next lesson in the sequence.

## **Pre-planning for physical activity: reflecting on children's perspectives**

### *Drawing*

Children trace around each other making life size body outlines which can be used to discuss how much space they occupy, body parts, surfaces, proportions, shapes and actions. Drawing can be grouped into partnerships, friendships, or project teams to increase social awareness and interaction.

### *Play-maps*

Play-maps graphically present children's perspectives on play (what and where they play and who with) and information about what they see as important in the home/community.

### *Talking*

Children interview each other with three key questions about health and physical activity, e.g. what they think: (1) about their body; (2) they *should* eat and *do* eat; and (3) how they look or want to look.

### *Writing*

Children choose magazine or home photographs of physically fit and healthy adults they aspire to be like and write about why they admire them (e.g. family members, sports and dance personalities).

### *Journals*

Individual journals are kept for a week including everything children eat, what physical activities they do each day (including jobs undertaken) and how they relax. They then share their thoughts in groups to develop individual and class goals.

### *Construction*

Children use clay, play dough or pipe cleaners to sculpt and construct figures in action emphasizing body parts and body awareness.

### **Indicators of a quality physical activity programme**

- Children are motivated participants in a wide range of physical activities.
- Programmes are built on the physical competencies of the children so that as they progress through the school they become confident, skilful motivated movers.
- Well-planned movement programmes are implemented on a daily basis as part of a balanced curriculum.
- Current theory and research informs programmes, taking account of inclusive practices for all children with differing abilities and culturally diverse backgrounds.
- All teachers motivate children enhancing enjoyment of functional and expressive movement.
- Parents work with class teachers to support and offer expertise, thereby enhancing their own participation as role models for their children.
- Children's physical interests, abilities and special talents are recognized by teachers and enhanced through well-planned programming.
- Children's experience of physical activity is developed beyond the pre-school or school by participating in opportunities provided by the wider community.
- Children's understanding of their personal responsibility for regular participation in physical activity develops progressively as part of an ongoing healthy lifestyle.

## Key content areas for physical activity in the curriculum

Gallahue and Ozmun (2006) specify three key content areas for physical activity in the school curriculum. Beginner teachers need to draw upon basic movement experiences to support children's development of skills and concepts in each of the key content areas:

- *Games* are used to enhance movement abilities and are often classified into sub-categories that proceed from the simple to the complex (e.g. low level games which are simple or modified games and provide a basis for specialized activities and sport).
- *Dance* is an important part of the movement programme and involves co-ordinated movements, is rhythmical and involves temporal sequencing of events and synchronizing of actions.
- *Gymnastics* represents a wide variety of activities in which individuals work on their own and can improve their performances through individual effort. Generally gymnastics includes fitness activities (muscular strength/endurance and joint flexibility), stunts and tumbling (which include individual and partner activities), mat activities and apparatus activities (hand apparatus and large equipment).

Each area includes *fundamental movement skills*, such as *stability*, *manipulation* and *locomotion* as well as *movement concepts*, commonly described as *action* (what the body does), *effort* (how the body moves), *space* (where the body moves) and *relationships* (with whom or what the body moves) (Sanders 2002).

To develop movement skill themes and concepts, each lesson should include a warm-up to help children to stretch and exercise muscles which will be used in the movement experience; opportunities for skill and concept development (explore, discover, refine, practise) and cool down to relax and stretch muscles and settle children before returning to class or the next activity. Therefore, planned movement experiences/lessons should be timetabled for three to five times per week to allow games, dance and gymnastics to be included in the PE curriculum. The main content of each lesson should contain three segments which provide opportunities for:

- 1 *free movement play* to allow free exploration of equipment, particular movements or skills by children;
- 2 *skill development* where the teacher concentrates on demonstrating new skills or further developing and refining children's existing skills using indirect and direct teaching styles; and
- 3 *'leading from behind'* encourages children to learn something about a skill for themselves. The teacher guides children by structuring the environment and through selection of equipment, but allows children to discover skills individually or in pairs.

## Teaching styles for physical activity

Gallahue and Cleland-Donnelly (2003) divide teaching/learning into various styles useful for conceptualizing physical activity (Table 11.1).

**Table 11.1** Conceptualizing physical education

<i>Indirect teaching</i>	<i>Direct teaching</i>
<p><b>Indirect Style</b> focuses on the <i>learner</i> rather than the <i>method</i>, allows for individual differences but is difficult for teachers to control or provide challenging movement problems</p> <p><b>Exploratory Style</b> sets movement problems (questions, challenges) <u>without</u> requiring a specific solution. The teacher does <u>not</u> demonstrate or give verbal descriptions. This style focuses on <u>process</u> not <u>product</u> – form and precision are not emphasized</p> <p><b>Guided Discovery Style</b> permits plenty of expression, creativity and experimentation <i>but</i> restricts how the learner may respond by setting movement problems for children to solve</p> <p><b>Indirect Combination Style</b> is a <i>transitional</i> category combining movement exploration and guided discovery</p> <p><b>Combining Direct and Indirect Styles</b> – The teacher continually structures and restructures using movement questions. This is useful for refining movement patterns or learning new game skills</p>	<p><b>Direct Style</b> is teacher-centred, efficient, focused, contributes to good class control <i>but</i> individual differences, inventiveness or creativity may be less evident</p> <p><b>Command Style</b> involves teacher's short explanation and demonstration of the skills which children will perform. The teacher controls what is to be practised, how and when</p> <p><b>Task Style</b> facilitates individualization, with the teacher controlling what is to be practised and how, and structuring the environment so children can practise at their own pace</p>



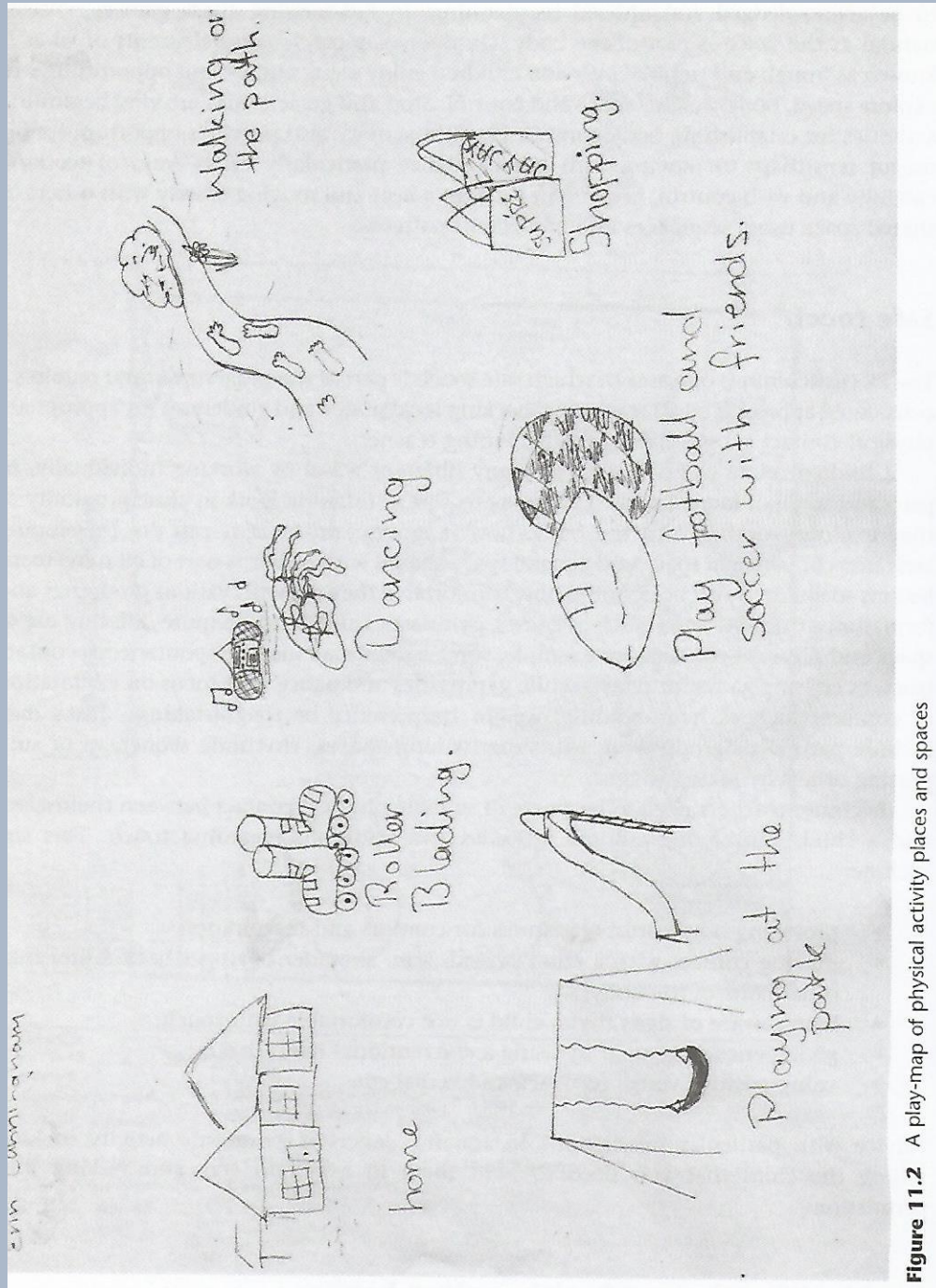


Figure 11.2 A play-map of physical activity places and spaces

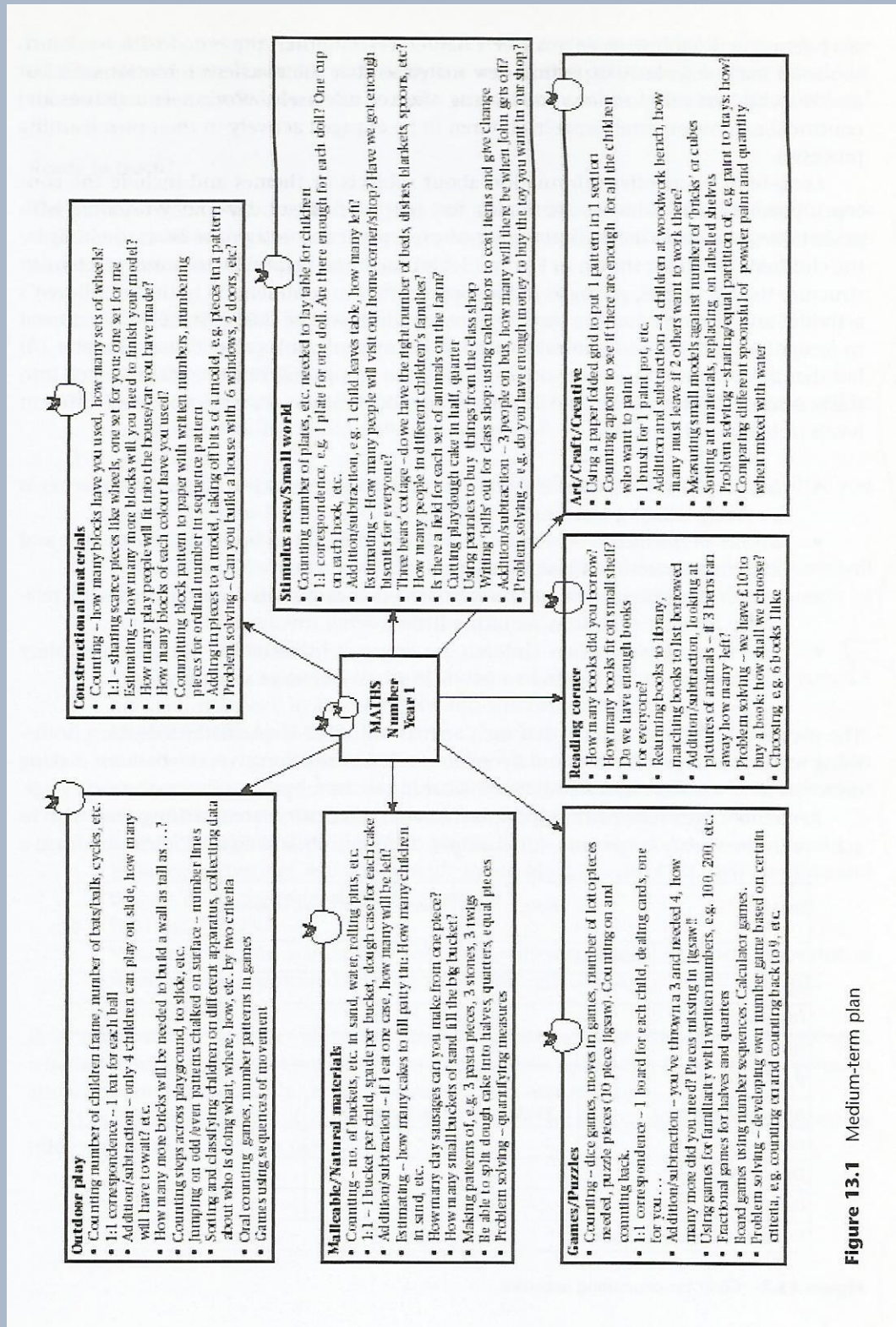


Figure 13.1 Medium-term plan

**Ready to teach?**

The final level of planning is how you and the children are actually going to work together in the learning context. There are several phases in this interaction, summed up under the following headings and questions:

- 1 ENTERING STRATEGY  
What will be your starting point(s)? Introduction?
- 2 EXPLORATION MODE  
What exploration will the children undertake? What materials/resources will be available? How/by whom will they be set up?
- 3 CONTENT  
This will be as in your planning, but how will you tell the children what you intend them to learn as well as to do?
- 4 OWNERSHIP AND RESPONSIBILITY  
What level of ownership will the children have? What responsibilities? How will the children know what they are supposed to learn? How will these aspects be conveyed?
- 5 TEACHER STRATEGIES  
What will your role be? What will the role of TAs be? How will you and your TA interact/intervene in the activities and sustain/extend them?
- 6 EVALUATION AND ANALYSIS  
How/when/who will you observe to see what children were learning in relation to concepts covered and the objectives set? Will other adults be involved in observation and recording? Who? When during the activities?
- 7 REFLECTION/REVIEW/PLENARY MODE  
What opportunities will you provide for children to reflect on their learning and be part of its review/evaluation/analysis?
- 8 JUSTIFICATION  
What quality and standard of outcomes will you expect? How will the value of these be communicated to others (e.g. through display, website, records)?

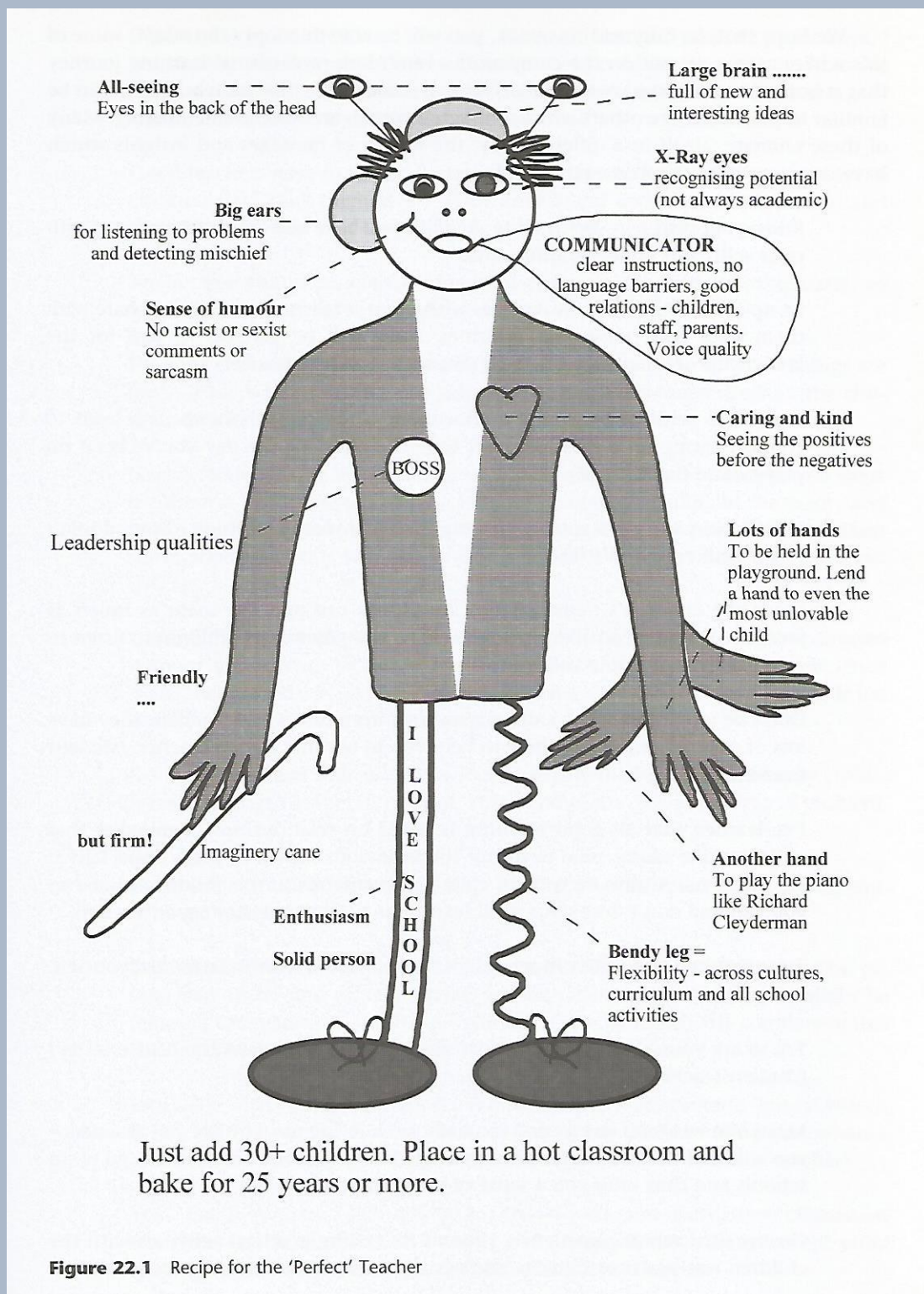
**Other ways in which children can demonstrate learning**

As well as oral and written language outcomes, children could be expected to show different aspects of their learning in several other ways:

- drawings;
- poems (and other different forms of writing, e.g. acrostics);
- diagrams and charts;
- mind maps (Buzan 2003);
- composing lists;
- digital photographs, with or without children's captions;
- making booklets about different activities – 'This is what we learned when we worked with the sand ...'; 'This is what we found out about Ancient Egypt';
- explaining to other children what to do;
- developing web-based communications;
- digital camera/video/audio recordings of activities;
- undertaking drama/role play;
- doing demonstrations for others.

**Table 14.1** Checklist of Independent Learning Development 3-5

Statement	Exemplar event	Description
Can speak about others behaviour and consequences	Warning about paper clips	<b>Emotional elements of independent learning</b> Three children are playing in the workshop area. A girl that appears to be leading the game is explaining to the rest of the group how dangerous paper clips can be, modelling the correct way of using them
Tackles new tasks confidently	Counting to a 100 Making big sums Counting backwards Counting forever Fixing a bike	A sequence of events representing a clear progression in the way children spontaneously set up and solve increasingly more challenging mathematical tasks after being provided with enough cognitive structuring by the teacher
Can control attention and resist distraction	Building a bike	A child has entered the workshop area and has decided that he is going to fix the bike that has been placed as part of the setting. The child remains on task for an extended period of time using different tools and checking the outcomes of his actions.
Monitors progress and seeks help appropriately	Building a bridge	A group of children have decided to build a bridge to get to a castle but the bridge keeps falling down. The 'builders' actively seek the advice of other children that stop in front of the construction to see what is happening
Persists in the face of difficulties	Finding the screwdriver	A girl has entered Santa's workshop area. She is looking for the screwdriver to make some toys. She actively looks for it and asks for the other children's help. After 15 minutes where she appears to have been engaged in other activities, she finally finds it. 'I found the screwdriver!'
Negotiates when and how to carry out tasks	Planning the game Playing in small group	<b>Prosocial elements of independent learning</b> A group of children have been encouraged to create a game using a hoop and a ball. The children actively discuss who is going to hold the hoop and who is going to throw the ball. They all agree they have to take turns. 'Otherwise it wouldn't be fair', says one of the children. They try out the game before teaching it to the rest of the class
Can resolve social problems with peers	Negotiating number of children	Too many children are in the workshop area. A child becomes aware of the situation and acts as a negotiator trying to determine who can stay and who has to leave. He uses different questions to solve the problem: 'Who doesn't want to be here?', 'Who's been here the longest?'
Is aware of feelings of others; helps and comforts	Making cards	A girl helps a boy make a card. She doesn't 'do' it for him but has been asked to show him what to do. During the sequence she is very helpful and 'keeps an eye on him'. She does not take over, yet seems to take pride in the helping process
Engages in independent co-operative activities with peers	Three Little Pigs crisis	Children are playing Three Little Pigs in the role play area. A 'crisis' has been introduced. The Big Bad Wolf has stopped the electricity getting to the house. The children are exploring using torches and working out what to do



This is only a selection of the content in order to give you a short view of the book, its main ideas and some other details that you may find helpful. It neither summarizes nor substitutes the content. It is always advisable to read any book of choice from the beginning to the end for comprehension, benefit, and unbiased review.