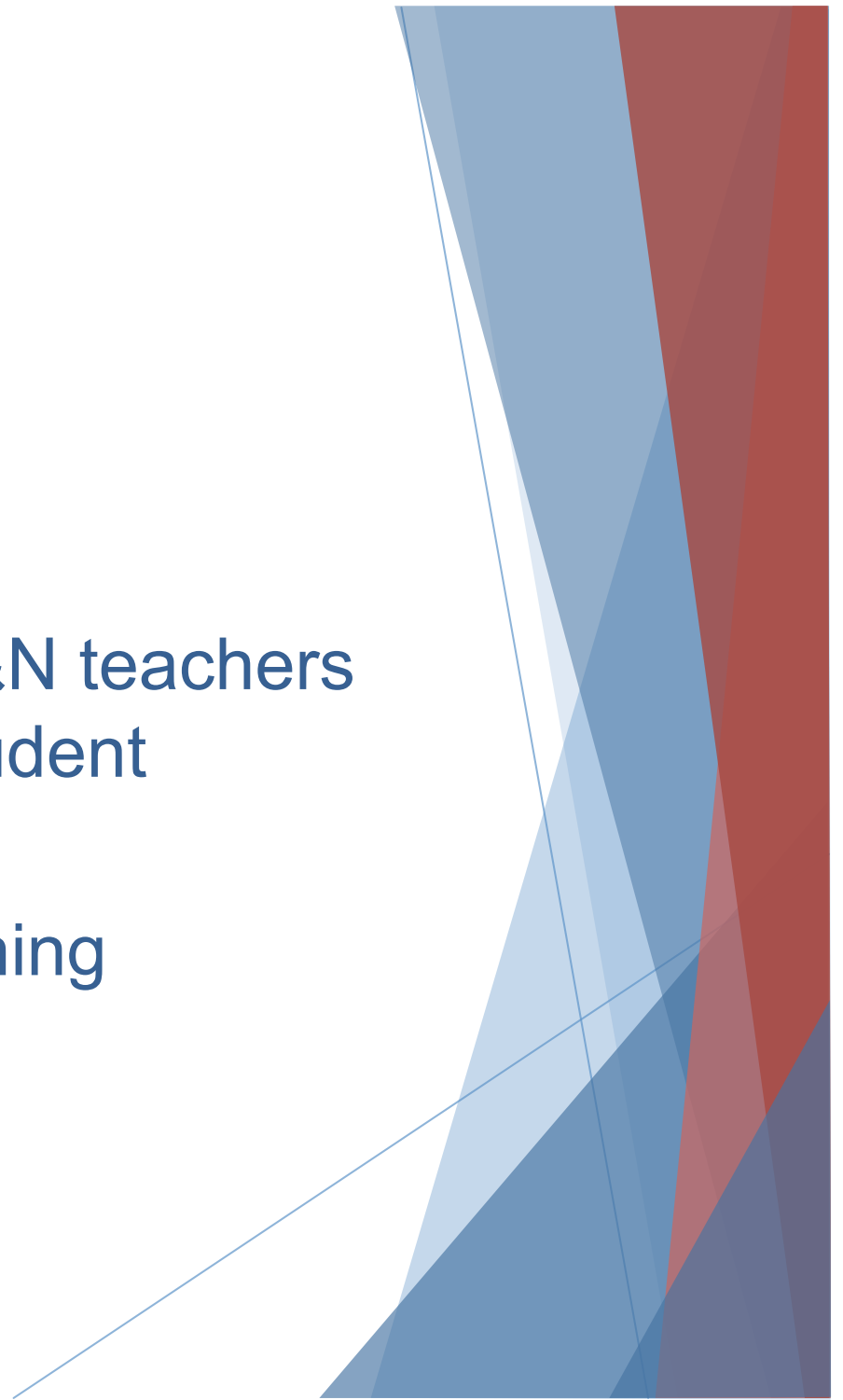
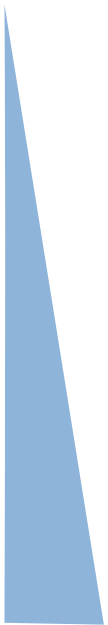


Plan your class with ease / EEEs

Rhonda Raisbeck
VALBEC 2017

Aim of workshop:

- ▶ Reflect on what adult LL&N teachers do in class to promote student learning.
- ▶ Evaluate the lesson planning process

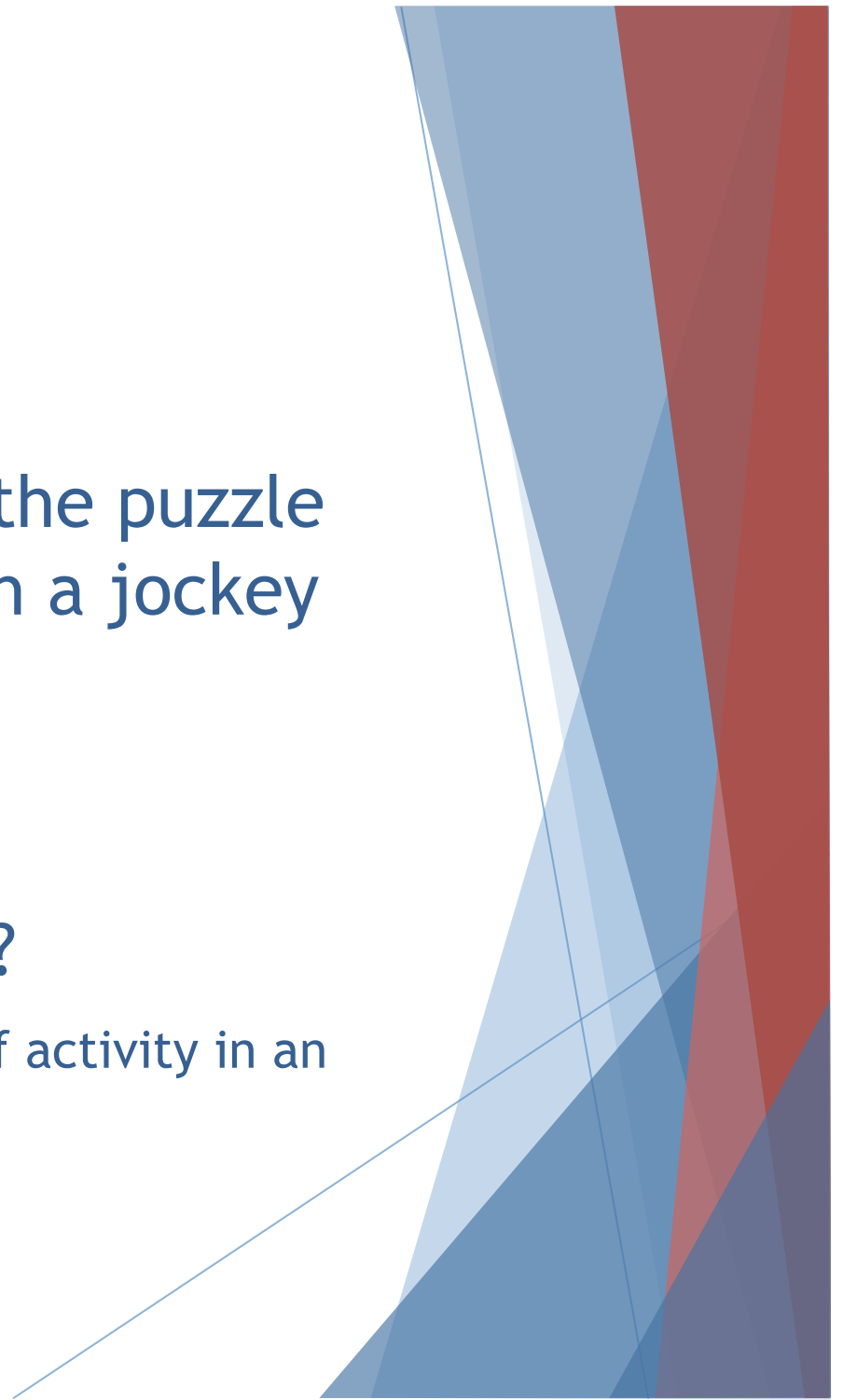
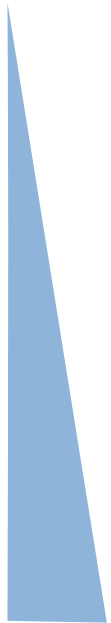


The story of my name ...

- ▶ In one sentence:
 - ▶ Tell the group something about ONE of your names:
 - ▶ First, middle, family / surname or nickname
- ▶ Why did I do this activity?
 - ▶ What is the value of this type of activity in an adult learning environment?

The Horse Puzzle!!

- ▶ Organise the 3 pieces of the puzzle so there are 2 horses with a jockey on each horse
- ▶ Why did I do this activity?
 - ▶ What is the value of this type of activity in an adult learning environment?

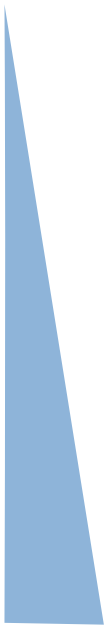


Adult Learning Principles

- ▶ Can you recall some adult learning principles?
- ▶ Write each adult learning principle on a post-it note
- ▶ Stick the post-it notes on the large papers
- ▶ Group like statements together
 - ▶ Discussion re adult learning principles

My lesson plans ...

- ▶ Discuss in your group:
- ▶ Stages in your LL&N lessons
- ▶ Types of activities in each stage
- ▶ How do the stages of the lesson and the activities show your understanding of adult learning principles?



E⁵ / 5 EEEs

- ▶ Rich descriptors of how teachers use what they know in the classroom.
- ▶ A framework for teachers to:
 - Reflect on their teaching practice
 - Use for planning lessons

E⁵ / 5 EEEs

What are they?

What order are they used in a lesson?

- Engage
- Explore
- Explain
- Elaborate
- Evaluate

Engage:

- ▶ Develops shared norms
- ▶ Determines readiness for learning
- ▶ Establishes learning goals
- ▶ Develops metacognitive capacity
 - How do you establish your presence in the classroom?
 - What behaviours should we model in the classroom?
 - How do we stimulate interest & curiosity in learning?

Explore:

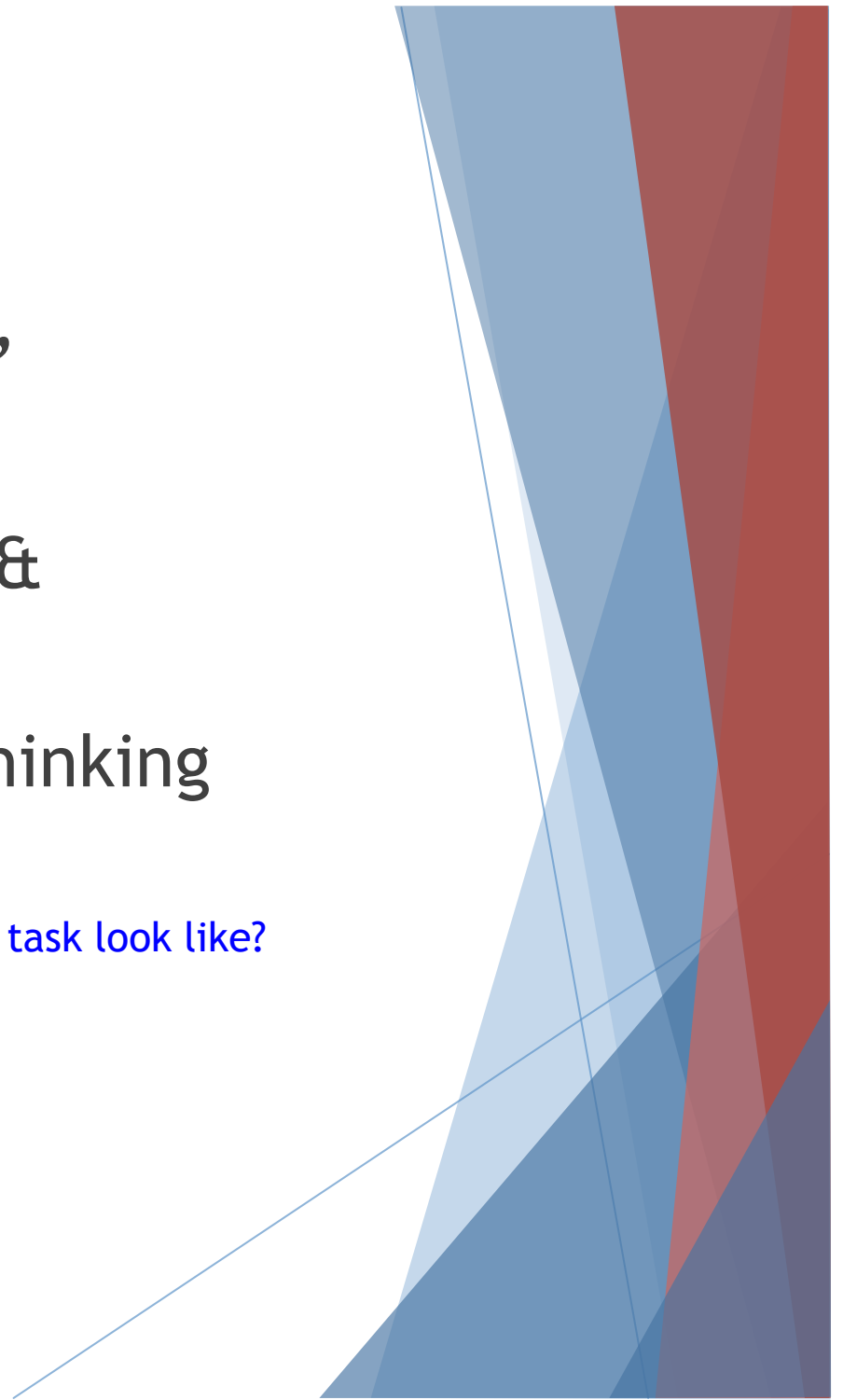
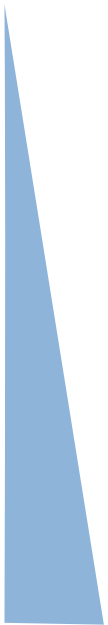
- ▶ Prompts enquiry
- ▶ Structures enquiry
- ▶ Maintains session momentum
 - What strategies do we use to support students' thinking?
 - What is a productive learning environment?
 - What are the real world applications?

Explain:

- Students demonstrate current level of understanding
 - Present new content - explicit teaching
 - Provides opportunities to practice new skills
-
- Do we do too much explaining?
 - How do we model the language of our discipline?
 - How can we present content in different ways?

Elaborate:

- Extend & refine students' understanding
- Builds ability to transfer & generalise
- Cultivates higher order thinking
 - What does an intellectually challenging task look like?
 - What is quality feedback?
 - What is transfer?
 - How do you modify instruction?



Evaluate:

- ▶ Assess performance against standards
- ▶ Assist students to evaluate their progress & achievements
- ▶ Assists students to reflect on the learning process & the impact of effort on achievement
 - How do I assist students to reflect on their learning?
 - How do I know that students have learned something in the lesson?

Design LL&N Activities:

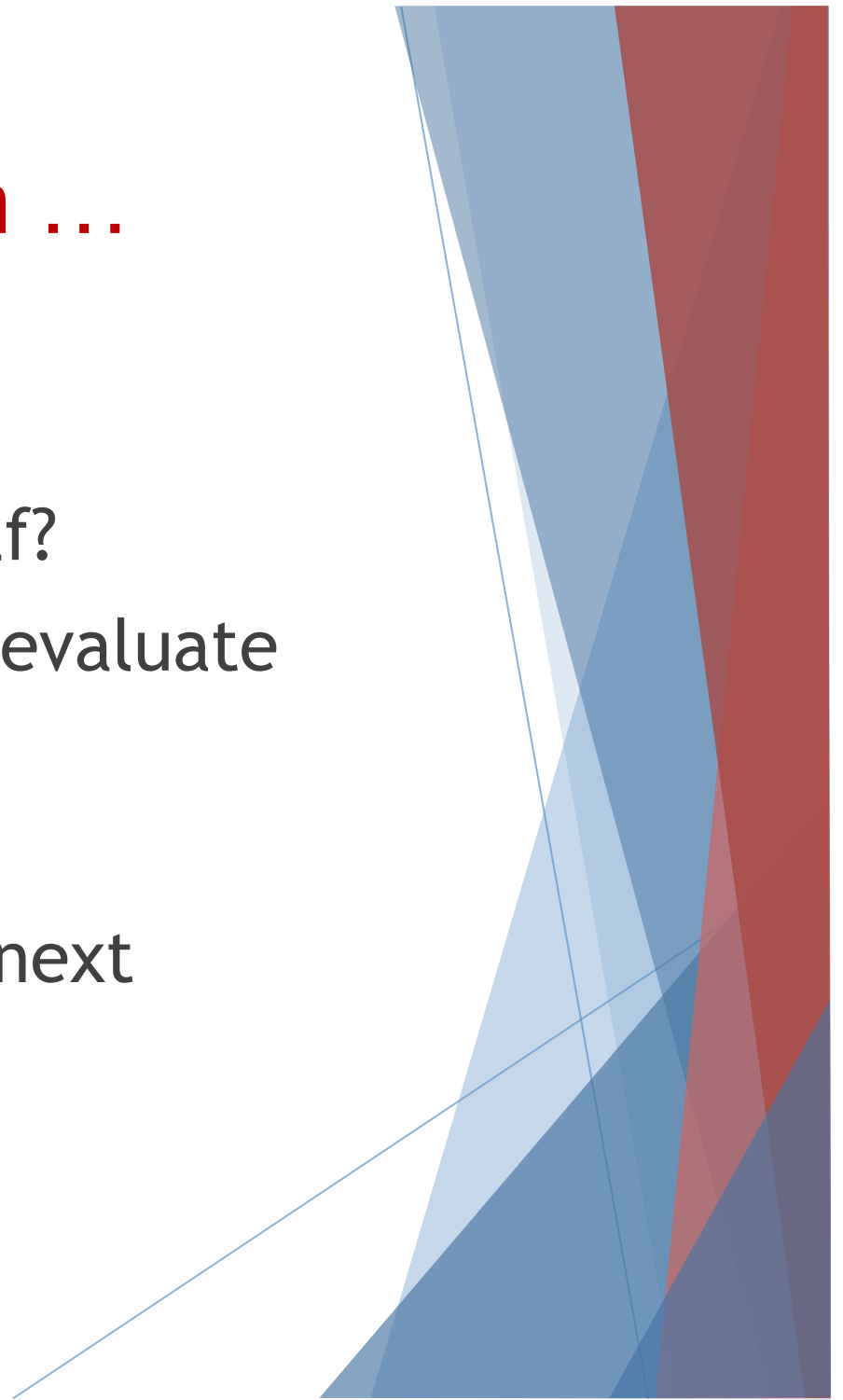
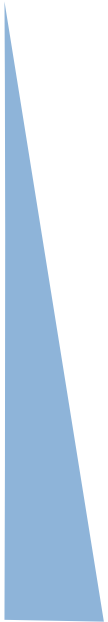
- ▶ Resource: Coles Supermarket Catalogue
- ▶ Quickly look through the catalogue (2 - 3 minutes)
- ▶ In pairs or groups use the info on adult learning principles and e5 / 5 EEEs to devise 1 or 2 LL&N activities using the Coles catalogue (10 minutes)
 - ▶ Can be language, literacy or numeracy activity/ies
 - ▶ Choose a level - CGEA, CSWE, EAL Certs
 - ▶ Identify e5/ 5EEs stages
 - ▶ Identify adult learning principles used
- ▶ Share one activity with the whole group

Evaluate this workshop:

- What is **one** thing you have learned today?
- What is **one** thing you will take away from today's session?
- What is **one** thing you will do differently because of this session?

After your next lesson ...

- ▶ What will you ask yourself?
- ▶ How will you reflect and evaluate the lesson?
- ▶ Where will you start the next lesson?



Main References:

- ▶ Adult Learning Principles, Adult learning Australia, <https://ala.asn.au/adult-learning/the-principles-of-adult-learning/> Accessed: 17/05/17
- ▶ E5 Instructional Model, DEECD, 2009
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- ▶ Developing Teacher Expertise, DEECD, 2012
- ▶ IBSA User Guide for the Graduate Diploma Qualifications in Adult Language, Literacy and Numeracy, www.ibsa.org.au Accessed: 25/04/17 (Adult Learning Principles)
- ▶ Teachers connecting with e5, DEECD, 2010