



Khalsa College, GNST - Teacher Training Day- 30th August 2008

Programme Structure

1. Introduction – Mr Dhillon
2. Aims of training session –
3. SMART targets/QUIZ
4. Examples of SMART targets
5. Developing SMART targets for all levels
6. Termly curriculum SMART targets
7. Teaching and learning strategies for speaking and listening
8. Curriculum planning -scheme of Work
9. Assessment of Speaking and listening skills – Term 1
10. Example of speaking and listening exams

Aims of training session

1. Review training provided/ progress made by teachers
2. Implement feedback from parents (July 2008)
3. Develop termly SMART targets for pupils
4. Explore strategies for teaching speaking and listening skills
5. Begin the process of planning the curriculum for term 1

Does anybody have any major points that they would like to discuss in today's training session?

Overarching aims of the provision

1. To provide outstanding teaching of the Panjabi language to every pupil at the college
2. Raise the standards of teaching, learning and assessment in line with mainstream primary education

Review of training sessions so far....

- 1) August 2007 – Generic strategies in teaching and learning, Maslow's hierarchy of needs, student centred teaching, learning pyramid.
- 2) December 2007 – Approaches to language teaching – PPP 'v' TBL, application of approaches into the Panjabi language classroom, development of vocabulary sheets for pupils

Task 1- Teacher Development Enquiry – Please can you now review what changes you have made to your own teaching a result of the training provided so far. Are you more student centred? Are you using different materials or using the same materials differently? How creative and innovative have you been in your teaching of the Panjabi language? Have your pupils noticed any changes in your teaching?

Feedback from Parents (July 2008) – Summary of Points

1. More individualised teaching of the Panjabi Language to students
2. Setting and monitoring of targets for pupils
3. Specific training on speaking and listening for pupils at different levels
4. Assessment feedback on performance of speaking and listening skills

SMART Target Quiz – What does SMART mean from an educational point of view?

Task 2 – Take a few minutes to decide on the words that make up the acronym SMART

S -

M -

A -

R -

T -

Now you understand the meaning of SMART in educational terms, what does this mean to you as a teacher? How can you apply this understanding into your role as a Panjabi language tutor? How do goals differ from targets and how significant are the differences?

SMART Targets – Awareness Raising Exercise

Please can you now tick the statements below which could present SMART targets for your pupils.

- | | |
|--|--------------------------|
| 1. Improving your spelling | <input type="checkbox"/> |
| 2. Developing your reading comprehension skills | <input type="checkbox"/> |
| 3. To be able to write 2 short sentences about yourself | <input type="checkbox"/> |
| 4. Improving your confidence in speaking | <input type="checkbox"/> |
| 5. Part part in a basic exchange/conversation about your summer holidays for 3 minutes | <input type="checkbox"/> |
| 6. To be able to introduce yourself to a family member in about 30 seconds | <input type="checkbox"/> |
| 7. To be able to write at length | <input type="checkbox"/> |
| 8. To write an essay about contemporary Panjabi language poetry in 500 words | <input type="checkbox"/> |

9. Improve your grammar and vocabulary	<input type="checkbox"/>
10. Use future time correctly when making a request about the next summer trip	<input type="checkbox"/>
11. Read a book	<input type="checkbox"/>
12. Comprehend the main gist from a chapter from a book	<input type="checkbox"/>
13. Listen effectively and accurately	<input type="checkbox"/>
14. Listen and understand the main points from a TV programme or radio broadcast	<input type="checkbox"/>
15. Write down some words	<input type="checkbox"/>
16. Write down five fruits which you like to eat regularly	<input type="checkbox"/>

SMART Targets- Initial Application

Can you now write down 4 SMART targets for each of the skills that apply to the curriculum level that you teach for eg. Beginners, AS level, etc.

1. Speaking SMART target -
2. Listening SMART target -
3. Reading SMART target -
4. Writing SMART target -

From SMART targets to Termly planning

Small Group Task – Please can you get into appropriate groups depending on the levels that you teach i.e. Beginner teachers' group, GCSE teachers' group, etc. Now can you start to 'quick think' four SMART targets that you want your learners to achieve by December 2008. If you prefer, your targets can be differentiated by skill (as in above task) or theme, topic of another category of your choice i.e. Grammar, vocabulary, pronunciation

Termly targets

- 1.
- 2.
- 3,
- 4.

Should curriculum targets be presented to parents at the start of each term? What would be the benefit of this?

Strategies for Developing Speaking and Listening Skills

Work through Discussion Task 21 (Developing Oral Fluency) and Discussion Task 17 (Developing Listening Skills) from 'Task for Language Teachers' by Martin Parrott (CUP)..

Task- Having worked through the discussion tasks, what are you going to do differently with your pupils when trying to develop their oral and aural skills in the Panjabi language?

Curriculum Planning for Term 1

Now that you have set your SMART targets for term1, you need to start thinking about the curriculum plan you need to establish to help your pupils to meet and exceed these SMART targets.

Examine the handouts titled 'Community ESOL Scheme of Work 2002'

Key Issues to discuss

1. Planning a scheme of work by extracting key themes of an existing syllabus and pupil SMART targets
2. Grammar or vocabulary sheets – developing helpful lists of key language points to facilitate
3. Scheme of work proforma – would this format work for your classes?

In terms of curriculum planning, any ideas or thoughts for your Panjabi language classes from this ESOL example?

Scheme of Work – Term 1

Now can you choose a topic which is informed by your syllabus and SMART for pupils and start to map out the main components which will emerge into a new Scheme of work. You need to complete a grid and be prepared to discuss for 5-10 minutes in the next training session meeting (mid September 2008). However, begin to jot down some ideas in the grid below for one topic. Please can you also ensure that in the 'Homework section' that you include some suggestions for parents to work in partnership with children at home to improve their Panjabi language skills.

Level_____

	TOPIC	SPEAKING	LISTENING	READING	WRITING	GRAMMAR	H/WORK
1							

Level_____

[illegible]

Assessment of Speaking and Listening Skills

Assessment Plan for 2008-2009 for Panjabi Language Provision

December 2008 – Speaking and Listening Assessment

March 2009 – Reading Assessment

June 2009 – Writing Assessment

Ideally, the assessment of speaking and listening skills for example should be based on the curriculum targets set for pupils and those presented to parents at the start of each term.

Do you have any initial ideas or thought on how you might go about developing some kind of summative assessment task in speaking and listening for your pupils for December 2008?

Task- Developing Assessment Tasks

Small Group Activity (in your level groups). Can you now carefully look at an example of an ESOL Exam paper which assesses Speaking and Listening skills. Comment on

- 1) Format and layout of the paper
- 2) Design of the questions
- 3) Choice of topic/theme
- 2) Assessment criteria
- 3) Marking scheme

To what extent could this model be used in developing a bespoke assessment tool to assess the competency in speaking and listening skills of Panjabi language pupils?

Start to now think about the following in planning an assessment activity in speaking and listening for December 2008

WHY – are you assessing their skills in speaking and listening?

WHAT – are you going to assess them on?

WHEN – will you assess them?

WHICH – topics or questions will you incorporate into your assessment tool?

HOW – are you going to develop the task and the procedures for successful implementation?

Example of Speaking and Listening Tasks/SMART Targets for Assessment Purposes

Short Tasks/Targets (Monologues)

1. **To be able to name at least 4-5 related items in a sentence** e.g.. *I like eating apples, oranges, bananas and grapes every week or My favourite TV programmes include Eastenders, BBC News and Songs of Praise.*
2. **To be able to make simple requests** e.g. *Can I have some milk please ? or Can you help me with my homework?*
3. **To be to provide reasons for making a preference** e.g. *I like learning Panjabi because it helps me to communicate effectively with my parents, family, relatives and the wider community in my mother tongue language.*
4. **To be able to state the positive and negative aspects of a book, article, TV programme, radio broadcast, etc.** For e.g *I liked this book because it had a very interesting plot to the story, the characters were well thought out and connected well to the story and the ending to the story was brilliant. However, the book is very long and took a lot of time to read so it could have been shorter. Furthermore, the book contained a lot of old fashioned words which are no longer in use in today's society so I had difficulty understanding certain aspects of the story. Overall, I enjoyed the story and would recommend it to others.*

Long Tasks/Targets (Dialogues)

1. **Conversation/Role Play 1 – To be able take part in simple conversation about themselves and their family** e.g what is your name, where do you live, how old are you, which school do attend, what are your hobbies and interests, what does your mum and dad do, etc
2. **Conversation/Role Play 2- To be able to welcome a guest into your home** e.g. Basic greetings, asking about themselves, asking about their family, asking them to sit down, asking them if they would like a cold or hot drink, telling them about their schooling, favourite subjects, etc.
3. **Conversation/Role Play 3 – To to able to talk about some of the differences between countries with overseas relatives** for e.g. What is the education system like to India/UK? What is the weather like in India/UK? Can you describe the culture in the UK/India? What do you like the most about your country? What don't you like about your country? Can you describe your town or village?
4. **Discussion/Debate 1 – To be able to discuss the advantages and disadvantages of state education over private education.**
5. **Discussion/Debate 2 – To be able to critically evaluate the effectiveness of mother tongue language provision in the UK for ethnic minority groups.**
6. **Discussion/Debate 3 – To be able to discuss alternative endings to a famous book and why they would be more effective.**

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Speaking and Listening Assessment Task – Feedback Sheet
(GNST Panjabi Classes)

Name of Pupil_____ Class/Level_____

Date of Assessment_____

SMART Target(s) for Speaking and Listening:

Marking Scheme (3 – Good, 2- Satisfactory, 3. Good try but needs further work)

Listening and Responding (1-3)	
Accuracy and Grammar (1-3)	
Range of vocabulary (1-3)	
Pronunciation and Presentation (1-3)	
Total (12)	

Overall Mark (%) _____

Comments on Performance in the Task

Suggestions for Pupils and Parents

Tutor Name_____ Tutor Signature_____ Date_____

