

Teacher Strategies



When learners are faced with a problematic learning situation, they need to embark on a triple action process:

- 1. IDENTIFY WHAT'S CAUSING THE LEARNING DIFFICULTY.**
- 2. DECODE THE PATTERNS BEING REQUIRED BY THE TASK AT HAND.**
- 3. STRATEGISE IN ORDER TO FORGE, INTENSIFY OR TETHER ONE'S PATTERNS TO BE ABLE TO COPE.**

FITing patterns to task



- **Forge** requires learners to increase the use of the patterns they 'Avoid'.
- **Intensify** requires learners to apply their 'Use As Needed' patterns more forcefully.
- **Tether** requires learners to restrain their 'Use First' patterns that may dominate over their efforts to tackle the task at hand.

2 Types of STRATEGIES



- **TEACHER STRATEGIES**

Strategies employed by the teacher which can be incorporated in the lesson or communicated to the learner in order to help him/her out

- **LEARNER STRATEGIES**

Strategies which the learner himself/herself comes up with in order to tackle the learning difficulty being posed by the given task

THE TEACHER (The Intentional Planner)

1. Clear Learning Objectives
2. Task Analysis: What Patterns are needed to perform these tasks?
3. What pattern profile do my learners have?
4. Can tasks be differentiated and still attain my learning Objective?

YES

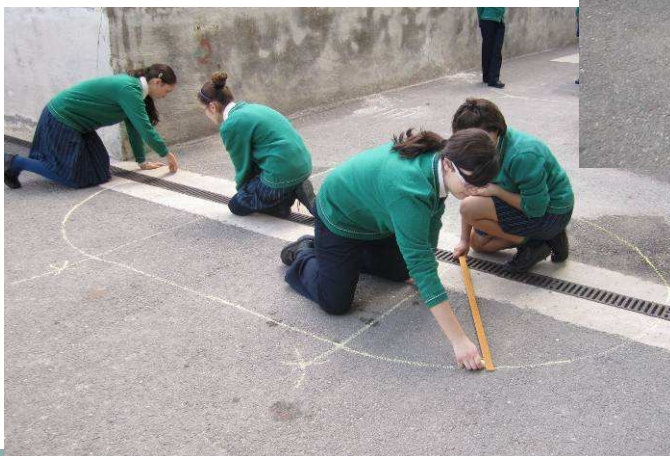
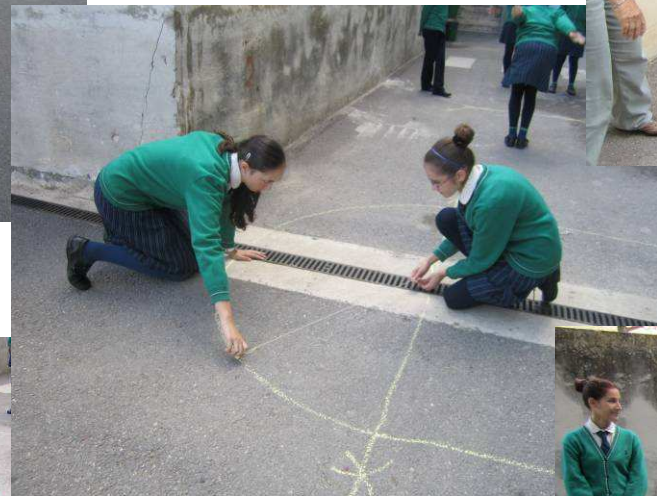
- Which tasks fit this profile?
- What modifications do I need to make to the tasks to fit these profiles?

NO

- Which pattern does the learner need to modify, forge, intensify or tether?
- What prior steps do I need to take?

CHART 1:
The Teacher's Level

LML Maths Lesson on Loci



Constructing a Model



Sequence 32
Precision 26
Technical 16
Confluence 17

Help! Do I have to handle tools and paint?

What type of model am I being asked to construct?

Give me an idea!

Are there instructions?

What now? WHAT CAN I DO?

Teacher strategies

to help Paul (S 32 P26 T16 C17)

- Show examples of similar models (S)
- Sketch what the final model may look like (S)
- Provide hints where to search for information (P)
- Remind Paul the steps gone through in constructing prior models that proved to be a success (S)
- Allow to work in pairs with someone having a higher score in Technical Reasoning (T)
- If done alone praise for efforts and highlight only one area for improvement.



Science Report



- **Sequence 14**
- **Precision 20**
- **Technical 27**
- **Confluence 26**

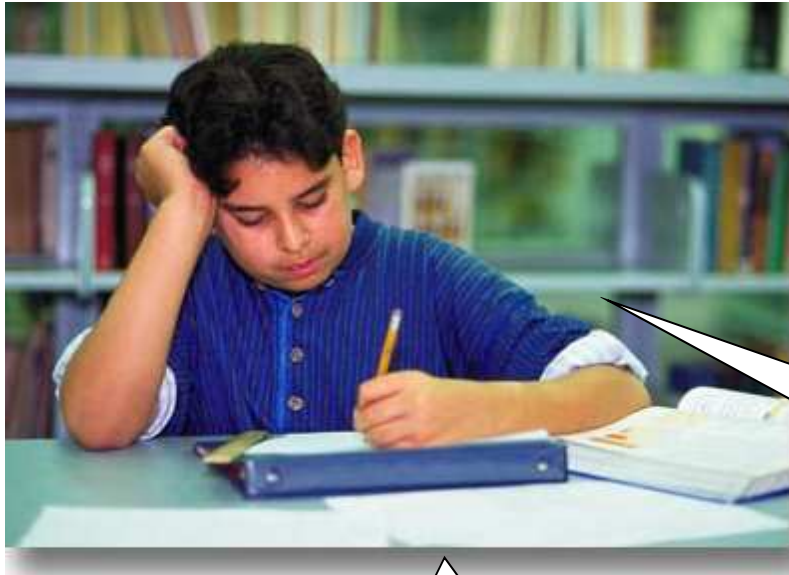
Oh no!
How am I going to write
out this report?

Teacher strategies

to help Claire (S16 P 20 T 27 C 26)

- Give the student the opportunity to carry out the experiment herself and to jot down notes (T P)
- Let her try out an example while you are explaining. (T C)
- Provide a word bank that may be used while writing the report (P)
- Provide guidelines or questions to help stretch Precision and Sequence (P S)
- Allow her to work in pairs with someone with a higher score in Precision and Sequence (P S)
- When correcting report praise student for effort and highlight only one area at a time for improvement.

Creative Writing task



Sequence 15
Precision 28
Technical 18
Confluence 25

**I have exceeded the word limit.
How can I make my story shorter?**

**Help! I have so many ideas.
Which one shall I choose?**

Teacher strategies

to help Stephen (S14 P28 T18 C25)



- Ask him to brainstorm all his ideas and write them down on paper. (C P)
- Ask him to circle the main points.
- Encourage him to jot down his ideas on a timeline or to number his ideas so as to sort them out. (S)
- Allow him to work in pairs with someone with a higher score in Sequence (S)
- Show him how to highlight the most important points and remove unnecessary information (P)
- Praise his efforts!

An Original Project



Sequence 30
Precision 24
Technical 16
Confluence 17

Help! I need an idea to get me started!
What is the teacher expecting of me?
Can I see an example?

Teacher strategies

to help Sandra (S30 P24 T19 C17)



- Give her clear instructions of what you are expecting (S)
- Give her examples / show a sample (S)
- Suggest that she researches to get ideas from books or the internet and then make some changes to make it original (P C)
- Allow her to work in pairs with someone with a higher score in Confluence (C)
- Praise her efforts!

Activity



Match the suitable teaching strategy
with the related student learning
difficulty.

Situation 1



- 1. Learner feels frustrated because s/he does not know for sure what s/he is expected to do.
- Go over the given instructions together with the learner in a slower pace, supplying further detail and/or examples where necessary.

Situation 2



- 2. Learner feels frustrated because s/he does not have the information required to complete given task.
- Provide the learner with references and/or access to media and resources from where s/he can obtain the necessary information.

Situation 3



- 3. Learner needs to figure out real and challenging tasks in order to excel.
- Help the learner to see the relevance of the given task and together discuss its possible applications in everyday life experiences.

Situation 4



- 4. Learner spends too much time studying as s/he revises over and over again the too detailed notes s/he takes.
- Show the learner how to take notes by highlighting keywords, listing only main ideas and/or drawing labelled diagrams.

Situation 5



- 5. Learner hands in creative write-up that are cluttered with too many ideas, randomly organised.
- Show the learner how to web out his/her initial ideas, select the best, expand on these and then organise final ideas by numbering or colour-coding them.

Situation 6



- 6. Learner supplies only concise answers, even when s/he is asked to write in length.
- Help the learner to expand on his/her original answers by refining your questioning and prompting technique. Explore different writing techniques.

Situation 7



- 7. Learner is highly imaginative, loves to debate and empathises easily with both real-life and fictitious characters.
- Insert fun and creative activities within your teaching methodology that allow the student to explore and exploit his/her full potential.

Situation 8



- 8. Learner feels secure when s/he can double-check work for its correctness but, time is always a liability.
- Tell the learner to put a star near those answers s/he is really doubtful of and then check only them, rather than everything. Learning some simple editing skills can also come handy.

Situation 9



- 9. Learner refrains from doing assignments that make him/her feel trapped in preset ideas.
- Explore instances where the teacher's ideas can merge with those of the learner. Allow for opportunities where the learner can be imaginative. Do remind the learner though, that it is not always possible to do things his/her own way.

Situation 10



- 10 Learner never seems to finish off task at hand as s/he tries to do too many things at one go.
- Ask learner to write down a list of the things s/he needs to do. Then ask her/him to focus on one task at a time and complete each task from beginning to end.

What Strategies are you going to use with your students?



- Look at your class profile and think of possible strategies you can use with the children in your class.