Alexandria Park Community School
Diverse Teaching Styles – For Reflection
2011-2013

Classroom checklist for teachers:

- Program for outcomes – those from the syllabus as well as affective outcomes and those in line with the school’s belief statements and exit outcomes.
- Discuss outcomes of topic with students at the start of every new topic
- Provide opportunities for students to have a copy of these outcomes in their books
- Use techniques such as mind maps and brainstorming to discover prior experiences and/or areas of weakness & interest
- Provide a variety of experiences in the classroom to cater for all students’ needs
- Promote excellence and striving for one’s best
- Use groupwork, contract and class instruction to assist in learning
- Allow students to reflect on learning e.g. quizzes, questioning, posing problems
- Use formative and summative assessment
- Use authentic assessment
- Record assessment – formal and informal
- Program to inform practice
- Modify programs as necessary to ensure outcomes are being achieved.
- Keep up to date and accurate records of student learning experiences
- Provide opportunity for self-assessment and/or peer assessment
- Include mandatory focus areas in their curriculum such as literacy, technology, Aboriginal Education and Environmental Education
- Work with others in their team to ensure coherence and common goals for students.
- Play an important role in developing emotional intelligence in students – through discussion, role modelling and specific focus programs.
- Identify students with specific needs and alert the appropriate personnel
The Thinking-Learning Classroom

Are you a mountain or a river?

Mountains stand tall & still
People look up to Presenter

Rivers move around
flows to the back
people look to each other facilitator

Teaching is about moving with the flow – changing course as the situation demands. Mountains just get eroded away!

Catering for diversity means varying lesson delivery to meet the needs of the different learners in the classroom. It means that as teachers, we may have to step outside of our comfort zone as well. The acrostic below may help with ideas:

VAKPOINT

Visual – colours, spatial, observations, drawing, doodling, use words like imagine, use analogies
Audio – story, rhythm, speech, song, to listen, use of DVDs, audio etc.
Kinaesthetic – hands – tactile, body – doing, heart- feeling and feet – movement
Print Oriented – write with diverse styles, read with diverse strategies
Interactive – dialogue, empathy, co-operative learning

And finally… for you to think about:

- Teachers need to keep returning to the concept.

Geographical Anchoring

- Use of space to identify with certain concepts/statements e.g. discussing a particular idea in a particular part of the room. Always return to this location when referring to the idea. “Teacher speech” e.g. be quiet, I’m waiting) don’t make these statements from the same space you teach e.g. move to the side of the room.
Brain Analogy

“Your brain is like a box of crayons” – need to tap into as many as possible. Prefer some colours to others. We want students to be “multicrayon people”. Crayons are talents.

Emotional and Psychological Factors

- Research says students do optimal learning at mid morning. This has implications for literacy and numeracy timetabling
- Classroom environment can influence learning e.g. sound light temperature design

In today’s society teachers may have to intervene as not all children have been given social cues. We must have empathy - don’t have to agree but need to understand and have compassion

“Intelligence is how you behave when you do not know the answers”