

English as a Second Language Program Diversified Basic Education

Presentation and Workshop

January-February 2016

January – February 2016

Meet Your Presenters



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Overview of Workshop

Morning (9:00-12:00)

- Renewal Status Report (1)
- Ice Breaker
- The Crossroads of Education
- Renewal Status Report (2)
- The Heart of the Program: Learning Situations
- Questions for Thought
- C2 Evaluation

Afternoon (1:00-3:30)

- Action-Reflection (you become students)
- Miracle Worker
- Evaluation of Two Students
- Reflection on LS
- Workshop Feedback

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Renewal Status Report

Stable and Available for All Courses:

Programs

DEDs

Ministry exams for all Secondary 4 courses



← In the Last Stages of Implementation:

Ministry exams for all Secondary 5 courses



➡ Please note: Exams for Secondary 3 courses
are prepared locally or by BIM

Free graphics by Italo Barbiero

Éducation,
Enseignement
supérieur
et Recherche

Québec



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What do I already understand?

What are my concerns?

What are my needs?

What are my expectations for today?

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The Crossroads of Education

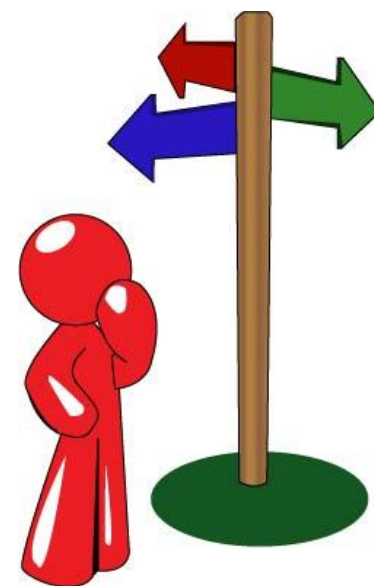
Changing Education Paradigms

By Sir Ken Robinson

<https://www.youtube.com/watch?v=zDZFcDGpL4U>

Food for Thought:

1. Am I greasing the wheels of educational change?
2. What would I like my students to say about my classes?



Aims of the Diversified Basic Education (DBE) Programs of Study

- **Constructing a world-view**
- **Constructing an identity**
- **Empowerment**



The Diversified Core Education programs of the Adult General Education Sector are an adaptation of the Youth Sector programs of study.

Structure of the Competency-Based Curriculum

Paradigm Shift

The objective-based approach which focuses on teaching has been replaced by a competency-based approach which focuses on **learning**.



The renewal in adult education is based on a new paradigm that emphasizes **the active role of learners in their own learning**.

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CCBE

DBE

Classes of Situations	Families of Situations
Theme announced by course title	Informing-Expressing-Persuading
Categories of Actions	Subject-Specific Competencies
Interacting orally Making use of written language	Interacts orally in English Reinvests understanding of texts Writes and produces texts
Strategies	Strategies
Speaking and listening strategies Reading and writing strategies	Communication strategies Learning strategies
Essential Knowledge	Knowledge (separated into 3 types)
Language functions Vocabulary Grammar Strategies	Functional (conventions, etc.) Linguistic (grammar, etc.) Textual (punctuation, etc.)
Operational Competencies	Cross Curricular Competencies
Acts methodically Communicates	Intellectual Methodological Social Communication-related
Complementary Resources	Educational Resources
Social Material	-Personal -Material -Conceptual -Institutional -Informational -Human
4 Teaching-Learning Processes	4 Language Processes
1- Planning learning 2- Actual learning 3- Integrating and reinvesting learning 4- Self-evaluation	1-Oral communication 2-Response (comprehension) 3-Writing 4-Production Each has 3 phases: A-Planning B-Mobilizing resources C-Reflecting



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The Heart of the Program: Learning Situations



<http://www2.carrefourfga.com/alexandrie/nouveau/canevas.php>

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Questions for thought...




- i ❖ What are the elements of a good Learning Situation? (p.11)**


- i ❖ What is a Family of Learning Situations? Which Families of Learning Situations are used in our program? (p. 11-14)**

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Questions for thought...(continued)




-  ❖ **What is a Competency? What are Subject-Specific Competencies? (p. 17-20)**


-  ❖ **What does Subject-Specific Content mean? (p. 41-56)**

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Questions for thought...(continued)



-  ❖ **What are Processes and Strategies?**
(p. 36-37)

-  ❖ **What are Cross-Curricular Competencies? (General Introduction p. 23-34)**

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Questions for thought...(continued)



 ❖ **What are Broad Areas of Learning?**
(General Introduction p. 11-21)

❖ **What does Pedagogical Intention mean?**

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Essential Elements for C2 Evaluation

1. **Engaging Situation:** Meaningful, complex, open-ended (needs to buy a Smart phone)
2. **Basic Components:** Equally realistic, appealing alternatives related to profiles (two equally interesting phones)
3. **Compelling Elements:** Activate response process, spur mobilization of resources to justify decisions (needs, preferences, budget)
4. **Integrate Complexity:** Learner locks-in scenario by intentional choices that provoke the need to also defend and rationalize (choice of role or situation)



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The C2 Evaluation Paradigm Shift

Concretely Guide the End-Product Message

1. **Engaging Situation**
2. **Basic Components**
3. **Compelling Elements**
4. **Integrate Complexity: Oblige learner to lock in his own scenario by making intentional choices that provoke justification**



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Action-Reflection



The tables are turned, it's your turn to be students and experience the LS presented this morning. ✨

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**Now to help us ease back into our
teacher roles:**

Miracle Worker

By Taylor Mali



<https://www.youtube.com/watch?v=o53i0kL6-Jw>



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January 27th 2016

How would you evaluate these two students?



- ❖ You will hear two student responses to the learning situation you just completed.
- ❖ Using the grid, evaluate the interaction.
- ❖ The results will be compared as a group.

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Reflection on LS

- What would you do after this LS to help students to reinvest the knowledge and strategies they have learned in other real-life situations?
- As a teacher, how can I reinvest what I have learned?



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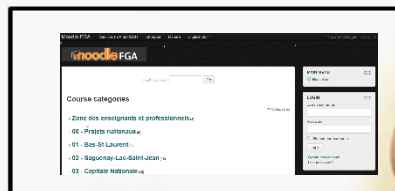


Workshop Feedback

➤ **What did I get out of this workshop? (see handout)**

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Handy Resources:



Make your
own LS!

Image from: www.presentationmagazine.com

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