

Principles in action - Answer sheet

| Conditions | Aims for the classroom | Examples of classroom tasks |
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| Cognition | <p>Learning is whole when we use:</p> <ul style="list-style-type: none"> multiple areas of learning the child's real life experience with a manageable bridge between old and new the children's own level of articulation achievement and evaluation | <ul style="list-style-type: none"> <i>Use pictures to elicit parts of the body from students and categorise them into hard or soft, later introduce lexis: limb and organ</i> <i>Involve learners to agree on the evaluation criteria for the next task</i> |
| Culture | <p>We can create a sense of community by:</p> <ul style="list-style-type: none"> getting children to collaborate on activities and share experiences encouraging cooperation, help and respect within the group rewarding risks identifying their roles inside and outside the classroom | <ul style="list-style-type: none"> <i>Jigsaw reading tasks require cooperation and sharing of information between groups to complete a task</i> <i>Teaching classroom language such as "May I borrow your ...?" before starting an art and crafts task</i> |
| Content | <p>Content needs to:</p> <ul style="list-style-type: none"> be natural, real or understandable relate to the child's previous experiences be engaging and allow for learning to be active encourage language use as a vehicle to do things (role plays/tasks etc.) | <ul style="list-style-type: none"> <i>Learners are asked to find three false facts in a reading text about the Roman Empire.</i> <i>Mathematical problems are presented in everyday contexts (with pictures if possible)</i> |
| Communication | <p>We can encourage communication by:</p> <ul style="list-style-type: none"> setting the classroom up (seating, posters, resources) to support communication scaffolding tasks which reduces stress and makes explorative tasks more manageable providing learning opportunities that don't always have a right or wrong answer offering choices about how to do things Reducing teacher talking time (TTT) and increasing student talking time (STT) | <ul style="list-style-type: none"> <i>Learners negotiate to get the supplies they need to make a book on their town's history</i> <i>Learners analyse a model text to identify the audience and purposes of paragraphs before writing their own</i> <i>Teacher provides useful language before an activity.</i> |