A CURRICULUM THAT IS COMPETENCY BASED

TEACHING/LEARNING METHODS

TEACHING/LEARNING MATERIALS
RECAP WHAT WAS SAID ABOUT ........

Implications for curriculum
- Specify terminal competencies

Implications for lesson plans
- Activities for new learning

New resources to make
- Posters, Big Books
  - Number houses

New teacher training
- How to conduct small group problem solving
- How to do dialogic reading

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WHAT IS A COMPETENCY BASED CURRICULUM?

Competency base means that activities are geared to instill expected competencies.

Who decides what competencies are appropriate for that age/grade?
How can competencies be assessed?

Theme base means that activities are geared to elaborate on specific themes, e.g. me, my family, domestic animals.

Who decides what themes are appropriate for that age/grade?
Is there repetition?
How can math skills be cumulative if all domestic animals have 4 legs?
How to organize the day’s activities if not by theme?
SHOULD THERE BE A FULLY PLAY-BASED PROGRAM IN PRE-PRIMARY?

Implies that each child is free to plan and engage in any activity offered by the pre-primary.

Is it feasible?

Is it desirable?

Are teachers being trained for this?
BANGLADESH LIST OF TERMINAL COMPETENCIES (2004)

Tell own name, name of parents, address of family and date of birth
Follow social practices – say greetings, respect elders, giving thanks
Recite children’s rhymes, sing children’s songs, and tell stories
Draw and name circle, triangle, rectangle, and 3D shapes
Tell names and function of different parts of the body
Recognize and tell the names and function of natural objects around them e.g., flower, fruit, fish, bird, animal, sun, moon, tree, transport,
Show creativity by making objects, toys/ play materials by self choice
Count, recognize, read and write numerical numbers from 0 – 50
Do simple addition and subtraction (total number for addition not more than 10 and for subtraction not more than 9)
Recognize, read and write Bangla letters
Read and write words composed of 2-3 Bangla letters
Have an expressive vocabulary of words presented in Class 1 reader
(on average 6 yr olds have a productive vocab of 14,000 words)
ONTARIO LANGUAGE CURRICULUM

1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts

9. demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts

10. demonstrate literacy behaviours that enable beginning writers to communicate with others

11. demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators
ONTARIO MATH CURRICULUM

16. measure, using non-standard units of the same size, and compare objects, materials, and spaces in terms of their length, mass, capacity, area, and temperature,

17. describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation and play-based learning,

18. recognize, explore, describe, and compare patterns, and extend, translate, and create them, using the core of a pattern and predicting what comes next

How are these competencies promoted through activities? What kinds of materials are required?

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LEARNING SHAPES –

At what age do teachers use this art activity to help children learn shapes?

Answer: 3 yrs

Why is it poor for 5yr olds?

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At what age do teachers use this art activity to teach shapes?

Answer: 5-6 yrs
WHAT AGE GROUP SHOULD DO THIS ACTIVITY?
WHAT IS A TRIANGLE? FInd all the triangles?

What other shapes can you find?

How can you measure which sail is bigger?

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WHAT SHAPES CAN YOU FIND IN FLAGS?
FREE PLAY WITH SHAPES – WHAT DO CHILDREN LEARN?

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LIMITING YOUR RESOURCES TO THOSE BEST FOR LEARNING

1. Too many posters & pictures are confusing
2. Children stop noticing what is not used
3. Visuals should help organize information

Select the ones that will be used to teach/learn

- one or two with letter, word, picture
- one or two with numbers
- one or two with 2D and 3D shapes

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WHICH MATERIALS ARE GOOD?
AS A LITERACY POSTER, WHICH IS BETTER? WHAT IS MISSING?

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WHICH IS BETTER?
SOME BOOKS ARE READ BY ADULTS TO CHILDREN. OTHERS ARE 'READ' BY CHILDREN

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HOW TO USE EDUCATOR-READ BOOKS FOR LEARNING

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HOW TO USE CHILD-VIEWED BOOKS FOR LEARNING

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HOW BLOCK PLAY CHANGES WITH AGE – WHAT KINDS OF BLOCKS ARE REQUIRED

0 – 1 yr: bang the block on the floor

1 – 2 yrs: build a tower or train of 3 blocks
  • knock them down, and build again

2 – 3 yrs: build a tower or train of 8 blocks

3 – 4 yrs: combine different shapes and sizes
  • include people and animals

4 – 6 yrs: experiment with bridges, heights, shapes, balance
WHICH BLOCKS LEAD TO CREATIVITY & MATH SKILLS?
SELECT MATH MATERIALS
AND HOW TO PRESENT THEM

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HOW TO SELECT LITERACY MATERIALS FOR INSTRUCTION AND PLAY

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Life size materials are too large.

Real-looking materials eliminate the use of imagination, creativity

The girl has nothing to do but wait for a customer.
HOW CHILDREN’S IMAGINATIVE PLAY CHANGES WITH AGE

during 0 – 1 yr, object is used for (sensori-motor) play
  • a toy boat is repetitively pounded on the floor or dropped
after 1 yr, object is used for its usual purpose
  • a toy boat is made to float on the floor
after 2 yrs, the boat fulfills any function that is needed then
  • the boat may fill the role of a boat, truck & plane, if objects are transported over water and then over land, and then in the air
after 3 yrs, two or more peers play roles
  • social coordination and longer connected sequences of action
after 4 yrs, roles & objects are combined, function is discussed
  • becomes more representative of reality, may continue over days

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HOW IS PLAY ENHANCED?
IF PLAY IS ENHANCED, SO IS LEARNING.

✓ by materials?
   • new materials require a new action
   • multiple, varied materials allow new combinations

✓ by friends?
   • they solve problems better together than alone
   • they facilitate language

✓ by non-instructional teacher talk?
   • encourages mature questions
   • challenges child to think and solve a more difficult task
WHERE TO MAKE CHANGES?

1. Curriculum & expected competencies?

2. Activities & lesson plans?

3. Materials for teaching/learning?