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Preuve et attestation de développement professionnel

Colloque Competency 2 : the REAL DEAL



Description:

Don’t miss out on the first annual conference dedicated entirely to helping teachers demystify the C2 competency in English: The Real Deal is a unique workshop experience geared towards helping English teachers solidify, practice and teach reinvestment tasks in classrooms everywhere.
Dynamic interactions pertaining to planning, differentiation and evaluation in friendly workshop settings, are on the menu. Come along and take part in activities that best suit your needs; we offer hands-on workshops for elementary cycle 3, as well as cycles 1 and 2 at the high school level.

Évaluation en temps de la participation: 6h

Badge attribué à : Miss D
https://www.cadre21.org/membres/13346593aaea018bc2934b2b

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1 - Integrate three pedagogical practices related to reinvestment tasks as soon as I come back to school. Identify your actions and explain your choices.

I want to modify my evaluations in order to evaluate C2 with another competency as often as possible. I have a C1 Evaluation where students discuss their opinion on a subject like hobbies. If I change my subject to something like imposing a uniform at school and find two or three texts which present the subject. Student can work together to build meaning, and use the information found to have the discussion in a sort of debate. Then, I want to modify my writing a story evaluation with my intensive class and add, prior to the writing, watching a series of videos which presents the steps to write an imaginary narrative. The students will watch the videos and take notes of the steps, follow those steps and produce an imaginary story. Finally, I want to build a personal project evaluation where the students will choose what they do, what topic and what competencies they want me to evaluate. I will impose a research of some kind for each students where they will use the knowledge the acquired in the research to produce their personal project. For example, for students who enjoy basketball, creating a dream team using research on players, coaches, arenas, cities to justify their choices.

2 - Experiment two new concepts learned in the workshops in the next school year. Identify the new concepts (one for each workshop) and name the changes required to make these changes.

I would love to try a gradeless class in my lower levels as well as using books in my intensive class in grade 6. The gradeless class will require some convincing with my director. I think if I started by including class observation evaluations which rely solely on my observations, I would get the director on board. I would not eleminate the "paper" evaluations all together right away because it would destabillize the parents too much I think, but a few observation evalaution added here and there one step a time would transition nicely. As for using books in the classroom, there would be a lot of adaptation required from what was presented in the workshop, but it would definitely be worth it. Reading is so important to help learn a language. The homeroom teachers in grade in our school use books to teach everything. Every notion taught starts with a book. I definitely think the concept can be transfered to ESL with some adaptations.

3 - Develop a better understanding of one element that was discussed during the day. Name the element.

I was overwhelmed by all the technology, apps and internet tools which were used and presented during the colloque. I really want to develop my techno savvy. So many things are available and make life as a teacher easier. I must give my self time to learn how to use all these tools. I am quite certain some of my younger colleagues would love giving me a hand. So I want to develop a better understanding of technology in education.