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Preuve et attestation de développement professionnel

Colloque Competency 3 : The Write Stuff



Description:

Don’t miss out on the second conference for English as a second language teachers. This day will be entirely devoted to demystify the third competency in English. The C3: The Write Stuff is a workshop experience geared towards helping English teachers solidify, practice and teach C3 in classrooms. How can we engage students in the production of texts? What activities can be used to make their learning more authentic and significant?
Dynamic interactions pertaining to planning, differentiation and evaluation in friendly workshop settings, are on the menu. Throughout the day, we will have the opportunity to share our best practices and get inspired by those of other ESL teachers...

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1 - Integrate three pedagogical practices related to C3 as soon as I come back to school. Identify your actions and explain your choices.

- Giving choices = I think I can easily integrate this practice with my next writing activity in my grade 6 regular group, be giving them four options in how they present their travel plans.
- Using AI in the classroom - I want to use ChatGPT to create text with mistakes and show students how to correct themselves and their peer.
- Conferencing and Correction codes - I want to use these tools from the workshop Crafting Clarity after March Break. I would do it myself and not start peer review this year. But I think using codes when correcting grammar and doing a conference to go over content problems will help students to understand faster what is require of them.

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.

- The workshop Crafty Clarity relating to peer review is a concept I want to integrate next year. I want my students to take responsibility for their work and it seems this would be a good way to do it. I think I will combine it with the concept of choices presented in the Empowering Voices workshop. It might be interesting to see what students can learn from each other, not only from a writing point of view (grammar and content), but from the way the students decide to present their text. I would do it next because it will require going through what I'm already doing and which projects or writing task can be adapted to choices and peer review. I need to consider my students are in grade 6 and are only 11 or 12 years old.

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

I want to look into creating a portfolio with my intensive class. It was decided they would be evaluated with the same criteria as the regular group for their report cards. It makes it difficult for the students to see the real progress they make since they have very high marks on their first semester report card. I think a portfolio would allow for a better assessment of the actual learning being done by my students.

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