**Using the DPEd manuals for effective training: Resource 4 – Time management**

**How would we find TIME to make this session more learner-centred?**

One of the most challenging skills when teaching to a demanding curriculum is knowing what ***not*** to teach. It’s very unlikely that trainees will take away everything, so why not select the most important things and teach them really well? Note that being able to decide what is most important is a difficult skill and takes time to learn! Here’s what I would do with the session to find time for my own activities:

**Stage 1**

I’d introduce my success criteria, adapted to my own session.

**Stage 2**

I think I’d leave out activity 1. There are some problems with it. For example, quite often learners see the form of word before they know the meaning (if they’re reading a text), and also long-term learning strategies (called metacognitive strategies) don’t really fit into these stages. Instead of activity 1, I would do my first activity (discussion of 3 questions at the start of the session). Some important points about remembering vocabulary will become clear when I get feedback to this activity. Most importantly, the point will have come from the learners, so they’re more likely to understand and remember them. (c.15-20 mins)

**Stage 3**

I wouldn’t do Section A, Activity 2 either. I don’t get is necessary for them to discuss why understanding the meaning of the new words is important. It’s obvious. It’s important to show them that remembering the form of a word in English is difficult, so I would simply demonstrate this by asking them to write down a word that is difficult to spell (e.g. apostrophe), and then get them to reflect on what this tells them about vocabulary teaching. I would then show them a word that is difficult to pronounce (e.g. plough), and get them to try to guess the pronunciation. This would make my point clear. Some of the other points in activity 2 will have been discussed in my previous speaking activity. (5-10 mins)

**Stage 4**

I would then do my second activity (getting them to find words in English for Today 2 and then discuss how they would teach the meaning to their learners), and get feedback on some ideas. I would like them on the board. (20 mins)

**Stage 5**

I would then probably do one of the video demonstrations, but not both. (10 mins)

**Stage 6**

I would then do my third activity (practice introducing new language to each other). (20 mins)

**Stage 7**

I would then evaluate the success criteria, asking individuals for specific ideas by using the nomination sticks. I might include some of the questions under Assess your colleagues – section D. (5 mins)