

ART AND SCIENCE OF TEACHING

LEVEL 4 LESSON 4 -22/04/2020

TOPIC 2: MANAGING THE LEARNING ENVIRONMENT

Why do we need to manage learning environments?

- To keep order in the classroom, even if learners are working as a group or individuals
- To ensure that learners occurs effectively- earners learn easily in a well- managed classroom
- To teach learners necessary principles, values, behaviours and procedures that they'll need in everyday life and work situation
- To influence learners' learning, education and attitudes – teachers classroom management has influence in learners' behaviour, thoughts and feelings

The teacher in order to be able to manage his/her classroom properly, has got FOUR most important MANAGEMENT TASKS that s/he need to execute:

- **Planning:** planning for a project or task (what needs to be done, how, when and by who)
- **Organising:** Arranging of work in the most effective way possible (gathering of resources, activities to be done, having responsible people to carry out the task and also indicating how will these tasks be carried out
- **Leadership:** The teacher is a leader – must therefore give direction ensuring that the task is carried out in an effective way and must also give support
Leadership tasks in the classroom therefore refers to being able to:
 - (i) Cope with changing circumstances
 - (ii) Create a vision for the future
 - (iii) Communicate the vision to his/her learners
 - (iv) Motivate and inspire learners to achieve this vision despite challenges along the way
- **Control:** Is the last function of the effective management cycle (tasks of management) –to check whether outcomes have been achieved, so as to make necessary changes when required

Three stages of control:

- (i) Before an activity takes place – make sure that learning progresses in a successful way
- (ii) During the activity –full control needs to be applied because this is the stage determines the success or failure of the task/activity
- (iii) After activity –stage of assessment

Art And Science Of Teaching And Learning

Robert J. Marzano



Art And Science Of Teaching And Learning:

The Art and Science of Teaching Robert J. Marzano, 2007-07-15 Though classroom instructional strategies should clearly be based on sound science and research knowing when to use them and with whom is more of an art In *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction* author Robert J Marzano presents a model for ensuring quality teaching that balances the necessity of research based data with the equally vital need to understand the strengths and weaknesses of individual students He articulates his framework in the form of 10 questions that represent a logical planning sequence for successful instructional design 1 What will I do to establish and communicate learning goals track student progress and celebrate success 2 What will I do to help students effectively interact with new knowledge 3 What will I do to help students practice and deepen their understanding of new knowledge 4 What will I do to help students generate and test hypotheses about new knowledge 5 What will I do to engage students 6 What will I do to establish or maintain classroom rules and procedures 7 What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures 8 What will I do to establish and maintain effective relationships with students 9 What will I do to communicate high expectations for all students 10 What will I do to develop effective lessons organized into a cohesive unit For classroom lessons to be truly effective educators must examine every component of the teaching process with equal resolve Filled with charts rubrics and organizers this methodical user friendly guide will help teachers examine and develop their knowledge and skills so they can achieve that dynamic fusion of art and science that results in exceptional teaching and outstanding student achievement

The New Art and Science of Teaching Robert J. Marzano, *The new art and science of teaching* by Robert J Marzano is more than a revision of *The art and science of teaching* It is a greatly expanded volume offering a framework for substantive change based on Marzano s fifty years of education research and observation In *The new art and science of teaching* Marzano identifies ten design areas within three categories of teaching 1 feedback 2 content and 3 context that form a road map for K 12 teachers lesson and unit planning Back cover

A Handbook for the Art and Science of Teaching Robert J. Marzano, John L. Brown, 2009-06-10 In *A Handbook for the Art and Science of Teaching* Robert J Marzano and John L Brown help you explore and refine your instructional strategies always with the goal of enhancing student achievement As a companion volume to Marzano s *The Art and Science of Teaching* the handbook is intended to be a guide for individual teachers study groups and professional developers working together to improve their teaching It is organized into 25 modules each related to one of the 10 design questions introduced in the earlier book Each module begins with a series of reflection questions and concludes with a set of self assessment questions that allow the reader to determine areas that might need further work At the heart of each module are specific strategies for addressing the key components of effective teaching Dozens of examples illustrate the strategies in action in elementary and secondary classrooms in all subject areas The strategies provide a thorough grounding in the science of teaching How a teacher

chooses to implement them constitutes the art of teaching Both elements are necessary for improving student achievement and creating successful schools For anyone committed to developing a wide range of teaching skills this handbook is a welcome road map to best practices

The Art and Science of Teaching Primary Reading Christopher Such,2021-07-07 The essential guide to the science behind reading and its practical implications for classroom teaching in primary schools Teaching children to read is one of the most important tasks in primary education and classroom practice needs to be underpinned by a secure foundation of knowledge Teachers need to know what reading entails how children learn to read and how it can be taught effectively This book is an essential guide for primary teachers that explores the key technical and practical aspects of how children read with strong links to theory and how to translate this into the classroom Bite size chapters offer accessible research informed ideas across all major key topics including phonics comprehension teaching children with reading difficulties and strategies for the classroom Key features include Discussions of implications for the classroom Questions for further professional discussions Retrieval quizzes Further reading suggestions Glossary of key terms Christopher Such is a primary school teacher and the author of the education blog Primary Colour He can be found on Twitter via Suchmo83

The Art of Teaching Science Grady Jane Venville,Vaile Dawson,Vaile Maree Dawson,2004 A thorough introduction of the theory and practice and science teaching in secondary schools Both authors at Edith Cowan University WA

The Art of Teaching Science Jack Hassard,Michael Dias,2013-07-04 The Art of Teaching Science emphasizes a humanistic experiential and constructivist approach to teaching and learning and integrates a wide variety of pedagogical learning tools These tools involve inquiry and experimentation reflection through writing and discussion as well as experiences with students science curriculum and pedagogy Becoming a science teacher is a creative process and this innovative textbook encourages students to construct ideas about science teaching through their interactions with peers professionals and instructors and through hands on minds on activities designed to foster a collaborative thoughtful learning environment

How to Explain Absolutely Anything to Absolutely Anyone Andy Tharby,2018-11-13 In How to Explain Absolutely Anything to Absolutely Anyone The art and science of teacher explanation Andy Tharby talks teachers through a set of remarkably simple techniques that will help revolutionise the precision and clarity of their message Explanation is an art form albeit a slightly mysterious one We know a great explanation when we see or hear one yet nevertheless we struggle to pin down the intricacies of the craft Just how exactly is it done In How to Explain Absolutely Anything to Absolutely Anyone Andy Tharby eloquently explores the art and science of this undervalued skill and illustrates how improving the quality of explanation can improve the quality of learning Delving into the wonder of metaphor the brilliance of repetition and the timeless benefits of storytelling Andy sets out an evidence informed approach that will enable teachers to explain tricky concepts so well that their students will not only understand them perfectly but remember them forever too By bringing together evidence and ideas from a wide range of sources including cognitive science educational research and the study of

linguistics the book examines how the most effective writers and speakers manage to transform even the most messy complicated idea into a thing of wondrous crystalline clarity Then by provoking greater thought and contemplation around language choices in the classroom Andy spells out how the practical tools and techniques discussed can be put into practice Andy also puts the important role of learner autonomy in context recognising that there is a time for teachers to talk and a time for pupils to lead their own learning and contends that in most cases teachers should first lay out the premise before opening the space for interrogation Ultimately How to Explain Absolutely Anything to Absolutely Anyone argues that good teaching is not about talking more or less but about talking better Brimming with sensible advice applicable to a range of settings and subjects this book is suitable for teachers and educators of learners aged 7 to 16 *A Handbook for The Art and Science of Teaching* Robert J. Marzano,2011 *The Art & Science of Learning Design* Marcelo Maina,Brock Craft,Yishay Mor,2015 We live in an era defined by a wealth of open and readily available information and the accelerated evolution of social mobile and creative technologies The provision of knowledge once a primary role of educators is now devolved to an immense web of free and readily accessible sources Consequently educators need to redefine their role not just from sage on the stage to guide on the side but as more and more voices insist as designers for learning The call for such a repositioning of educators is heard from leaders in the field of technology enhanced learning TEL and resonates well with the growing culture of design based research in Education However it is still struggling to find a foothold in educational practice We contend that the root causes of this discrepancy are the lack of articulation of design practices and methods along with a shortage of tools and representations to support such practices a lack of a culture of teacher as designer among practitioners and insufficient theoretical development The Art and Science of Learning Design ASDL explores the frameworks methods and tools available for teachers technologists and researchers interested in designing for learning Learning Design theories arising from findings of research are explored drawing upon research and practitioner experiences It then surveys current trends in the practices methods and methodologies of Learning Design Highlighting the translation of theory into practice this book showcases some of the latest tools that support the learning design process itself *The Edutainer* Brad Johnson,Tammy Maxson McElroy,2010-04-16 The teacher s role must be redefined to meet the needs and demands of today s culture and the edutainer is the paradigm shift needed for education to be relevant applicable and effective in the 21st Century The Edutainer describes an educational approach that provides teachers with core operational and interpersonal skills to be an effective educator in the twenty first century These skills include communication organization management planning and building authentic relationships based upon respect and personal responsibility The Edutainer is unique in its perspective that the educator should be fluid and adapting to our current culture while employing sound academic principles The edutainer concept is derived from the principles that we believe make for an effective educator and entertainer First edutainers are visionaries who understand that a change in culture requires a change in

methods and presentation These edutainers make their material relevant to present culture Preparation is also vital to these performers They organize and plan their material long before they get on stage or their performance would fail Finally the effective educator and entertainer have to deliver a stellar performance that is relatable to the audience The Edutainer offers strategies and ideas to build and nurture authentic relationships with students parents and colleagues to build a dynamic educational community Suggestions for developing the 3R s of education which include respect responsibility and authentic relationships Explanations of present day cultural influences upon formal education and learning Strategies for teacher empowerment and leadership abilities Methodologies for classroom management and organization Ideas for connecting education to the real world with relevant and engaging lessons

Enhancing the Art and Science of Teaching with

Technology Sonny Magaña,Robert J. Marzano,2014

The Art of Teaching Science Vaille Dawson,Jennifer

Donovan,2020-07-16 The Art of Teaching Science has proven itself to be one of the most popular introductory texts for Australian pre service and in service teachers providing guidance on engaging students and helping develop scientifically literate citizens Beginning with an examination of the nature of science constructivist and socio cultural views of teaching and learning and contemporary science curricula in Australian schools the expert authors go on to explore effective teaching and learning strategies approaches to assessment and provide advice on the use of ICT in the classroom Fully revised and updated this edition also reflects the introduction of the AITSL professional standards for teachers and integrates them throughout the text New chapters explore a range of teaching strategies including explicit instruction active learning and problem based learning the effective integration of STEM in schools approaches to differentiation in science education and contemporary uses of ICT to improve student learning Those new to this text will find it is deliberately written in user friendly language Each chapter stands alone but collectively they form a coherent picture of the art in the sense of creative craft and science as in possessing the knowledge understanding and skills required to effectively teach secondary school science Helping each new generation of school science teachers as they begin their careers is crucial to education This is the updated third edition of this valuable textbook It contains a wonderful range of inspirational chapters All science teachers not only those at the start of the profession would benefit from it in Australia and beyond Michael J Reiss Professor of Science Education University College London

The Science of Learning & the Art of Teaching Jerome A. Feldman,Doug McPhee,2008 The Science of Learning the Art of Teaching and its companion field guide provide important information for both new and experienced instructors The need for new instructors and professors at post secondary institutions is increasing with growing enrollment numbers This text and its field guide with CD ROM offer insight for the current instructor to make more powerful connections with students and enable the untrained educator to make a successful transition into the classroom It provides templates for planning a course syllabus designing lessons and preparing activities The user will also find sections on what the best teachers do that makes a difference as well as the characteristics of

successful students This material is designed to be utilized as a guide for professional development and individual instructors will find it valuable for their instructional practice The Art of the Science Teacher Science Teacher Education Project, John Trevor Haysom, Clive Remer Sutton, 1974 **The New Art and Science of Teaching Writing** Kathy Tuchman Glass, Robert J. Marzano, 2019 Disciplinary aesthetics: The role of taste and affect for teaching and learning specific school subjects Per-Olof Wickman, Per Anderhag, Cecilia Caiman, Steph Ainsworth, 2024-04-04 *The Art of Teaching Science* Grady Venville, Vaille Dawson, 2012 A fully revised edition of this thorough introduction to the theory and practice of science teaching in middle and secondary schools Science teaching is an art that requires a unique combination of knowledge and skills to engage students and foster their understanding This book is a thorough introduction and embraces the full spectrum of contemporary reforms in education It presents science teaching as a dynamic collaborative activity and highlights recent developments in research into excellence in science teaching Emphasizing pedagogy curriculum and assessment this book is designed for educators preparing to teach science at middle and high school levels Fully revised and updated this second edition includes new chapters which address the use of ICT in the science classroom and suggest innovative ways of developing an engaging thinking science classroom Throughout the book the authors reflect a student centered approach to science teaching as advocated in reform curriculum documents throughout the world Written by leading science educators and incorporating classroom examples and activities this book outlines the main issues science teachers face today

Lectures on the Science and Art of Education Joseph Payne, 1883 **Resources in Education**, 2001 The New Art and Science of Classroom Assessment Robert J. Marzano, Jennifer S. Norford, Mike Ruyle, 2018 Part of The New Art and Science of Teaching series Shift to a new paradigm of classroom assessment that is more accurate meaningful and authentic The New Art and Science of Classroom Assessment explores the inadequacies of traditional assessment methods and details how to use classroom assessment to its full potential Step by step the authors outline a clear path for transitioning to more holistic assessment methods that truly reflect course curriculum and student progress Learn how you can develop authentic assessment for learning in the classroom Explore a new perspective on effective assessment for learning including classroom interim and year end assessments from formative assessment to summative assessment Learn how to create a curriculum that provides clear guidance as to what should be assessed Acquire strategies for assessing four general types of skills 1 cognitive skills 2 knowledge application skills 3 metacognitive skills and 4 general behavior skills Develop expertise with classroom assessment tools such as the types of declarative content selected response items and short constructed response questions Download free reproducible tables and checklists to assist in implementing new methods of assessment design A joint publication of ASCD and Solution Tree Contents Introduction Chapter 1 The Assessment Friendly Curriculum Chapter 2 Proficiency Scales Chapter 3 Parallel Assessments Chapter 4 The Measurement Process and Different Types of Assessment Chapter 5 Summative Scores Chapter 6 Non Subject Specific Skills Chapter 7 Record Keeping and Reporting Epilogue

Appendix A Types of Declarative Content Appendix B Types of Test Response Items References and Resources Books in The New Art and Science of Teaching series The New Art and Science of Teaching The Handbook for the New Art and Science of Teaching The New Art and Science of Teaching Reading The New Art and Science of Teaching Writing The New Art and Science of Classroom Assessment

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