



POE Activity I



Scenario

Consider the following scenario:

The Head of Department at the school where you teach has asked you to prepare a newsletter for parents of learners in the Foundation Phase, detailing the progression of the teaching of measurement across the grades in the phase. The school is going to post the newsletter on its website for ease of reference for its parents.



Requirements

Your newsletter must include:

- An explanation of why measurement is taught using concrete apparatus and informal measure in the phase;
- A table showing the progression of measurement through the phase. This should not contain the entire CAPS document, but merely provide a guide as to what their children are learning in Grades 1, 2 and 3.
- A brief list of suggestions for ways in which parents can encourage the development of the required skills. Provide at least four examples.
- References.



Activity I Overview:



Prepare a newsletter



Progression of measurement across FP



Why measurement is taught using concrete apparatus and informal measure in the phase



Table showing the progression of measurement through the phase (CAPS)



Not the entire CAPS document, but merely provide a guide as to what their children (grades 1, 2 and 3)



Brief list of suggestions

parents can encourage (least four examples) the development of the required skills



References for each task

POE Activity I Rubric

Marks: 30



RUBRIC FOR POE ACTIVITY 1: Teaching Measurement in the Foundation Phase						(Marks: 20)
	Inadequate (0 - 2)	Developing (3 - 4)	Competent (5 - 6)	Good (7 - 8)	Excellent (9 - 10)	MARKS
	A poor attempt to explain the use of informal measure and concrete apparatus. There is very little knowledge of the importance of using concrete apparatus in the progression of measuring skills.	The student attempts to explain the use of informal measure and the importance of using concrete apparatus in the progression of measuring skills in the Foundation Phase.	The student shows knowledge of the use of informal, concrete apparatus to develop the skills of measurement in the Foundation Phase but lacks clarity in the explanation.	The student has a good understanding of the use of concrete, informal measure and can explain accurately the progression of measuring skills in the Foundation Phase.	The student provides a clear insightful explanation as to the use of concrete, informal apparatus in the progression of measuring skills in the Foundation Phase.	/10
	Inadequate (0 - 2)	Developing (3 - 4)	Competent (5 - 6)	Good (7 - 8)	Excellent (9 - 10)	
	There is no evidence of the progression in the skills of measurement in the Foundation Phase. Activities suggested will not adequately assist in the development of these skills.	An attempt is made to explain the progression in measuring skills in the Foundation Phase. More focus needs to be made in suggesting activities that will assist in developing these skills.	The progression in the development of measuring skills in the Foundation phase is explained adequately, and a good attempt is made to suggest activities that will develop these skills.	The student clearly explains the progression in the development of measuring skills and suggests relevant activities to develop these skills.	The student clearly explains the progression in the development of measuring skills in the Foundation phase, and creative and insightful ideas are suggested for activities that will develop these skills.	/10

Formats to inspire you

Fake school name



Pre School & Primary School Newsletter

June 2012

www.bis.k12.tr



Dear Parents,
This is the last newsletter of the year and there are lots of events to keep us busy until the end of term. We would like to take this opportunity to thank our teachers, our students, our families and our support personnel for making this school year an exciting, successful, and memorable one! We look forward to seeing many of you next year.

Years 1 & 2 Summer Performance

Years One and Two at our Zekeriyaköy Campus have been rehearsing for their seasonal performance. The dress rehearsal is scheduled for Monday 11th June and all Zekeriyaköy EYFS and Primary School students will be invited to watch.

The main performance is on Wednesday 13th June from 13:30hrs to approximately 14:30hrs at our Zekeriyaköy Campus.

EYFS Assemblies and Awards

These are taking place on the days listed above to celebrate the successes of the EYFS students at BISİ. The event at the City Campus will involve the EYFS1 (Pre School) students and will take place at 11:00hrs. The event at Zekeriyaköy Campus will involve the EYFS1 (Pre School) and EYFS2 (Reception) students. It will also take place at 11:00hrs.

Primary Awards Ceremonies

These are taking place this month on the days listed above to celebrate the success of the Primary students at BISİ. The Key Stage One Ceremonies will start at 09:30hrs and the Key Stage Two Ceremonies will start at 09:30hrs (Edler) and 10:30hrs (Zek). They are expected to last no more than one hour.

Date	Event
Thursday 7 th June	KS One Swimming Fun Day
Friday 8 th June	KS Two Swimming Gala
Saturday 9 th June	Fun Day 2012
Tuesday 12 th June	Year Six Transition (12 th - 13 th)
Wednesday 13 th June	Key Stage One Summer Performance (Zek Students)
Thursday 14 th June	EYFS Summer Assembly & Awards (City Students)
Friday 15 th June	EYFS Summer Assembly & Awards (Zek Students)
Tuesday 26 th June	City Campus Awards (Allert)
Wednesday 27 th June	City Campus Awards (Edler)
Thursday 28 th June	Zek Primary Awards Ceremony
Friday 29 th June	School closes at 12:00hrs

A complete listing of this year's events are available on the school website.

PTA News

Join us at the Zekeriyaköy Campus on Saturday 9th June from 11:00hrs to 15:00hrs for a great day filled with games, a bouncy castle, food, drinks, ice cream, music, swimming, a book stall, second hand gift stall, crafts and loads of raffle prizes. Adults are £7L, children are free. Tickets are available in advance or at the door. Please talk to any representative or your campus coordinator.

Primary Swimming

The Primary swimming curriculum is well on its way and the students (City and Zek) are enjoying using the facilities. There will soon be a Key Stage One Swimming Fun Day and a Key Stage Two Swimming Gala. Further details will follow shortly.

Primary Student Council

Congratulations to the Student Council members at the City and Zekeriyaköy Campuses. They have worked very hard to organise events and raise money for the school charities.

Newsletter Tumbarumba High School



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Issue 32
Next P&C Meeting: 15 December 2008, Library 7.30pm

24 November 2008

FROM THE PRINCIPAL

Interest Elective booklets have been issued to students and choices should be finalised so that a decision can be made as to whether all options will continue. Parents are reminded that financial assistance can be provided to help with the cost of these activities.

Year 10 students are completing their second Work Experience placement this week and some students have negotiated an additional week to maximise the benefits they can gain from their work placements. In past years we have found many students gain employment as a result of these placements.

On Tuesday our year 8 students will see the culmination of their term's work at the Boonlong Frog Expo to be held in the town Library. Hopefully they will be able to share their efforts and successes with local community members.

Next Wednesday 3 December we will finalise our year 6 orientation program with a morning session for students then an evening information session for parents, starting with a BBQ at 6.00pm. In conjunction with the evening session for parents the SRC is running a movie in the MPC to which year 6 students are invited. I look forward to meeting up with parents and students on that day.

S Ayliffe



HOSPITALITY

Two year 11 Hospitality students, Jamie-Lee Power and Shyanne Galvin perfecting their segmenting and precision cuts, while making a restaurant quality salad. These are skills that are sought after by the hospitality industry.

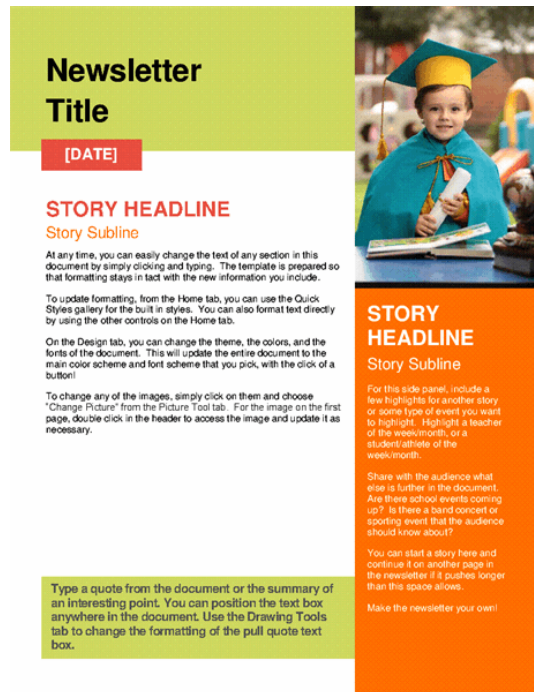
CHANGES TO SCHOOL EMAIL

Your school email will change on 27/28 November to a special version of Google's Gmail.

COMING EVENTS

24/11	Yr 10 Work Experience all week
25/11	Frog Expo Day
	ESSA - Yr 8
3/12	Yr 6 Orientation Day
	Yr 6 Parent BBQ & information evening
	Legal Studies - Wagga

Formats to inspire you





Teachers Pay Teachers

Formats to inspire you



Welcome to the 2017-18 school year!

Hello Southwood Families!

As I enter my second year, I am so proud of the students, families and staff members of Southwood Elementary School. The whole Panther family is committed to developing a learning community where all students:

- Feel physically and emotionally safe;
- Develop a sense of belonging in a caring learning community; and,
- Experience academic success, maximizing their learning potential.

I have been thoroughly impressed how Southwood staff continually goes above and beyond by devoting time during the summer to prepare for our kids. They are dedicated to the collaborative and reflective work of a professional learning community, continually refining their craft knowledge in order to maximize the learning of each student with whom we are entrusted. I am blessed to get to serve with a staff that truly loves each of their students and prioritizes their needs.

In the year ahead, the Southwood family will take further strides to develop a sense of safety and belonging as we unpack what it means to be **safe, respectful and responsible** in all settings. I encourage you to open up conversation with your children about what these three words mean to them. As we develop this common language and value set, we support each student in feeling safe and cared for, setting them up for academic and personal growth. Thank you for your part in this learning community. We have a wonderful year ahead of us!

Andy Means

Southwood PTA Fundraiser

Southwood Elementary PTA is sponsoring a fundraiser through Northwest Fundraising and we are asking for your help!

We will be raising money for science kits, assemblies, art supplies, library and classroom books, and other PTA sponsored programs.

Wednesday Sept. 27th students will be bringing home sales packets.
All orders and money will be due **Oct. 11th**.



Students will be eligible for great prizes!





POE Activity 2



Activity 2 Overview:

Part 1: Teaching Measurement and data handling

(Marks: 30)

In no more than 1000 words (excluding the reference list), discuss the extent to which the triarchy of knowledge in Data Handling and Measurement overlaps and the ways in which such overlaps will influence decisions in your teaching. You will be expected to conduct additional research on this topic, i.e. do not refer only to the prescribed readings for this module.

Structure your essay as follows:

- Analyse the triarchy of knowledge in measurement and the ways in which this knowledge informs your teaching of measurement;
- Analyse the triarchy of knowledge pertaining to data handling and the ways in which this knowledge informs your teaching of data handling;
- Discuss how the similarities and differences between the two triarchies and if they overlap in any way. Describe how this will influence your teaching of measurement and data handling.

Triarchy of Knowledge Data Handling & Measurement Overlap

- Analyse each on own

How will this influence your decisions when teaching

- Analyse each on own

Discuss how these triarchies have similarities & differences

- How will this influence your teaching

RUBRIC FOR POE ACTIVITY 2: Triarchy of Knowledge in Measurement and Data Handling

Part 1: Essay

(Marks: 30)

	Inadequate (0 - 2)	Developing (3 - 4)	Competent (5 - 6)	Good (7 - 8)	Excellent (9)	MA PKS
	The student shows very little understanding of the triarchy of knowledge in measurement and how it informs the teaching of measurement.	Although the student has some understanding of the triarchy of knowledge in measurement, there is a lack of understanding of how this informs the teaching of measurement.	The student shows understanding of triarchy of knowledge in measurement and attempts to describe the ways in which this knowledge informs the teaching of measurement.	The student critically analyses the triarchy of knowledge in measurement and shows insight into the ways in which this knowledge informs the teaching of measurement.	The student provides a clear understanding of the triarchy of knowledge in measurement and shows insight into the ways in which this knowledge informs the teaching of measurement.	/9
	Inadequate (0 - 2)	Developing (3 - 4)	Competent (5 - 6)	Good (7 - 8)	Excellent (9)	
	The student shows very little understanding of the triarchy of knowledge in data handling and how it informs the teaching of data handling.	Although the student has some understanding of the triarchy of knowledge in data handling, there is a lack of understanding of how this informs the teaching of data handling.	The student shows understanding of triarchy of knowledge in measurement and attempts to describe the ways in which this knowledge informs the teaching of data handling.	The student is able to critically analyse the triarchy of knowledge in data handling and shows insight into the ways in which this knowledge informs the teaching of measurement.	The student provides a clear understanding of the triarchy of knowledge in data handling and shows insight into the ways in which this knowledge informs the teaching of data handling.	/9
	Inadequate (0 - 1)	Developing (2-3)	Competent (4-5)	Good (5-6)	Excellent (7-8)	



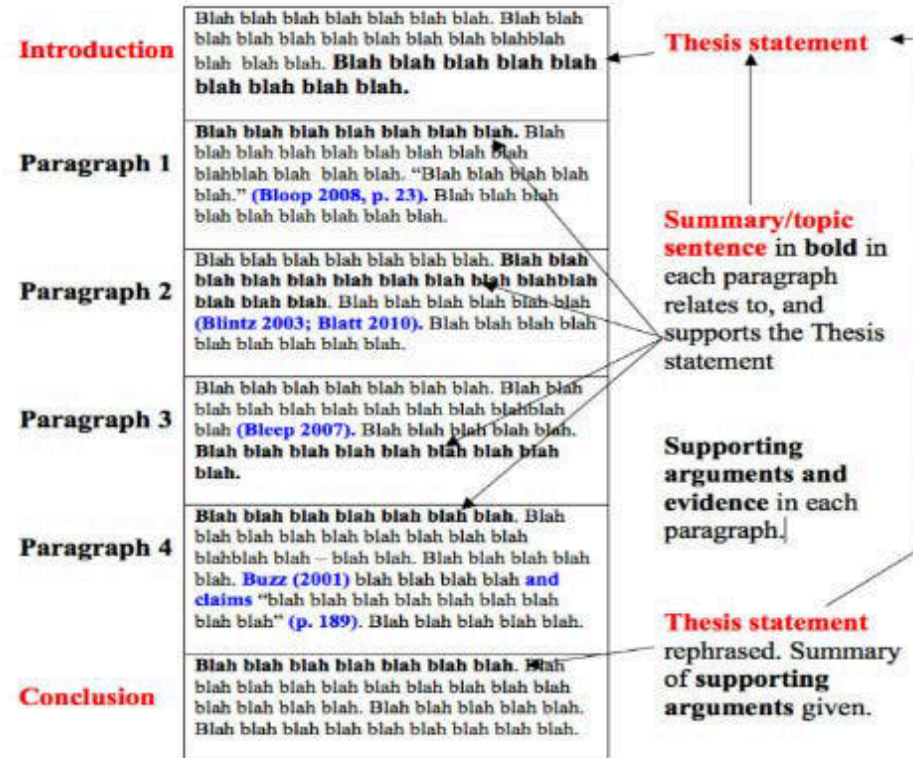
	Inadequate (0 - 1)	Developing (2-3)	Competent (4-5)	Good (5-6)	Excellent (7-8)	
	The student does not show understanding of the two triarchies of knowledge. Little or no attempt has been made to show how this will impact the teaching of measurement and data handling.	The student has attempted to describe the similarities and differences between the two triarchies of knowledge but is unable to describe how this will impact the teaching of measurement and data handling.	The student is able to identify the similarities and differences between the two triarchies of knowledge. An attempt has been made to describe how this will impact the teaching of measurement and data handling.	The student is able to identify the similarities and differences between the two triarchies of knowledge. The student has given a good description of how this will impact teaching of measurement and data handling.	The student's sound understanding of the two triarchies has enabled him/her to give a very clear description of how this will impact teaching of measurement and data handling.	/8
	<u>Academic writing:</u>	Inadequate 1	Developing 2	Adequate 3	Good 4	
		Certain elements of the essay are lacking. Thoughts are sometimes disjointed. Language usage can be improved. Care must be taken with spelling.	The essay has introductory, body and concluding elements. No colloquialisms have been used and language utilisation is of high quality. Care has been taken with spelling. Work has been referenced.	The essay is of a good standard. The essay is logical and well-structured with clear introductory, body and concluding elements. Language utilisation is good. There is evidence of research and work has been referenced.	The essay is of a high standard, showing depth of understanding. The essay is logical and well-structured with clear introductory, body and concluding elements. Language utilisation is of a high standard. A variety of sources have been consulted and work has been referenced.	/4



A typical structure for an academic essay

Academic essays in English may take several forms. One typical structure is demonstrated in the diagram below. This structure includes the main point of the essay in the **introduction**. The supporting points (sub points or arguments) that you are making appear in the **paragraphs**. The number of these body paragraphs may vary depending on the length of your essay. Here we show only four. The **conclusion** more or less repeats the main idea from the introduction.

A structure of an essay in English*



* There are other possible structures for essays. This is one possible one. In other languages and other academic cultures different structures may be more common. If English is your second or additional language, you might be used to writing using a different structure.

Develop a lesson plan demonstrating the stages in the development of the skills of representing and analysing data. You need to provide opportunities for learners to progress through each stage in the lesson.

NB: You do not need to complete the entire lesson plan

The lesson plan must include:

- The CAPS Specific Focus Grade 3 Term 3.
- The lesson objectives.
- An introductory activity for the whole class. This must be a fun interactive activity that builds on prior knowledge and prepares the learners for the activities to follow.



- The Teaching and Learning Phase must include three different activities that you have designed to enable the learners to **collect, analyse and display the data**. The emphasis is not on differentiation but rather on introducing the concepts to all the learners. Hence, your activities should be structured so that the learners can engage practically with the concepts. Provide opportunity for the development of social knowledge. Describe the materials that will be used for each activity. The learners will rotate through each activity so that they will all have completed every activity by the end of the lesson. Provide good clear instructions for the learners to follow. Be original and creative in developing these activities. Describe what the teacher will be doing.
- The conclusion must provide opportunity for the learners to report back on their findings. Encourage the use of correct terminology. Instructions must be given on how they will proceed to the next lesson.
- Prepare a written exercise (worksheet) that all the learners will be expected to complete, consolidating the activity. This activity must be your own. You may not download/present a readymade worksheet.



Data Handling

Grade 3 Term 3

Intro:

- Whole class
- Interactive
- Prior knowledge
- Instructions for 3 activities in T&L phase

T&L:

- Collect, analyse & display
- Focus not on differentiation, but on intro to
- Social knowledge
- Resources
- Rotation with clear instructions in your lesson plan
- Original ideas
- Teacher's role

Conclusion:

- Learners report back
- Correct terms
- Transition

Worksheet:

- Original
- Consolidate lesson

Part 2: Lesson Plan

60/2 = (30marks)

SECTION A: LESSON PLANNING						
	Not yet coping (0 - 2)	Emerging teaching competence (3 - 4)	Developing skilled teaching competence (5 - 6)	Capably skilled teaching competence (7 - 8)	Thoughtful, insightful teaching competence (9 - 10)	MARKS
	Vaguely written or generic write up of factors to consider when planning a lesson.	CAPS has been consulted. CAPS specific focus has been recorded and referenced. Objectives are not clear or written from the perspective of the learner.	CAP has been adequately consulted. CAPS specific focus has been recorded and referenced. Objectives are clearly written and contain a measurable verb. They are written from the perspective of the learner.	A skilled entry of all factors to consider in lesson planning with good reference to CAPS, good clear objectives and other considerations.	Artful writing up of all elements with precise reference to CAPS. Meaningful lesson objectives and a sincere understanding of the requirements of lesson planning.	/10
	Not yet coping (0 - 2)	Emerging teaching competence (3 - 4)	Developing skilled teaching competence (5 - 6)	Capably skilled teaching competence (7 - 8)	Thoughtful, insightful teaching competence (9 - 10)	
Introductory Phase	The activity will not actively involve all the learners. Prior knowledge is not established. Follow up activities are not clearly explained.	The student attempts to engage the whole class in an activity but does not involve all the learners actively. Instructions for follow up activities are vague.	A whole class activity that that establishes prior knowledge and prepares the learners for the activities to follow.	A fun and engaging whole-class activity that establishes prior knowledge and prepares the learners well for the activities that follow.	The student shows skill in developing a fun and engaging whole-class activity that establishes prior knowledge and prepares the learners for the activities that follow.	/10

Use lesson planning guide to see what is expected of you



	Not yet coping (0 - 4)	Emerging teaching competence (5-9)	Developing skilled teaching competence (10-12)	Capably skilled teaching competence (13-16)	Thoughtful, insightful teaching competence (17-20)	
Teaching and Learning Phase	The activities developed will not provide adequate opportunity to develop the skills of collecting, analysing and displaying the data. Instructions are not clear.	The three activities are generic. The learner might have difficulty engaging in the skills of collecting, analysing and displaying. Instructions need to be clear.	The student has included three different activities, with clear instructions that enable the learners to collect, analyse and display the data. Each activity allows for hands-on engagement. Materials have been listed. Opportunity has been provided for the students to rotate through all three activities by the end of the lesson.	The student has included three original and creative activities with clear instructions that enable the learners to collect, analyse and display the data. Each activity allows for hands-on engagement and the development of social knowledge. Materials have been listed. Provision has been made for the learners to rotate through all three activities by the end of the lesson.	The student has shown skill in the development of the activities. They are exciting, original and creative and enable the learners to collect, analyse and display the data. Instructions are clear. Each activity allows for hands-on engagement and the development of social knowledge. Materials have been listed. Provision has been made for the learners to rotate through all three activities by the end of the lesson.	/20
	Not yet coping (0 - 2)	Emerging teaching competence (3 - 4)	Developing skilled teaching competence (5 - 6)	Capably skilled teaching competence (7 - 8)	Thoughtful, insightful teaching competence (9 - 10)	
Closure Phase	The conclusion does not meet with the requirements.	An attempt has been made to provide for consolidation. Instructions for conclusion and follow up procedures are vague.	Opportunity has been provided for consolidation. Instructions for conclusion and follow up procedures are clear.	There are good concluding elements allowing for consolidation of concepts and vocabulary. Follow up procedures are clear.	The conclusion allows each group to consolidate their learning. There is a clear description of expectations for each group. Follow up procedures are clear.	/10
Written Activity	Inadequate (0 - 2)	Developing (3 - 4)	Satisfactory (5 - 6)	Skilled (7 - 8)	Thoughtful and insightful (9 - 10)	
	Written activity does not meet with the requirements for good consolidation of concepts.	Written activity may exclude some important aspects for consolidation of concepts. Worksheet generic.	A comprehensive written activity consolidating the concepts learnt.	A fun and creative written activity consolidating concepts learnt.	A well-planned, fun and creative written activity that consolidates all elements of the concepts learnt in a fun and exciting way.	/10

Link to





POE Activity 3

POE Activity 3

Activity 3 Overview:

POE Activity 3 — Assessment in Data Handling

(Marks: 20)

Design an assessment for data handling Grade 3 Term 3. Refer to Section 4: Assessment in the CAPS Foundation Phase Mathematics Grade R – 3 documents to determine the expectations regarding data handling at this level.

Create a classroom scenario around your assessment. **Remember this is Grade 3 Term 3.**

- Explain the purpose of your assessment.
- Decide on why and what to assess.
- Describe who, how and when the assessment will take place.
- Create a checklist of what you will observe as the learner proceeds with the data handling task. Include the cognitive levels for each item you will be assessing.

Refer to your textbook in your reasoning

Refer to CAPS & textbook

Refer to your textbook

See example and apply

RUBRIC FOR POE ACTIVITY 3: Assessment in Data Handling

Assessment in Data Handling						(20 marks)
	Poor (0 - 2)	Developing (3 - 4)	Competent (5 - 6)	Good (7 - 8)	Excellent (9 - 10)	MARKS
	The student has not consulted the CAPS document to determine the expectations regarding data handling. There is no description of what the learners will be doing and what will be assessed. The purpose of the assessment has not been outlined or when it will take place.	The student has consulted the CAPS document to determine the expectations regarding data handling. An attempt has been made to design the assessment but not all aspects have been considered.	The student has consulted the CAPS document to determine the expectations regarding data handling. The student has satisfactorily completed all elements of the task to determine why, when, how and what the teacher will be assessing.	The student has a good understanding of the purpose of assessment regarding data handling at this level. The student has determined why, when, how and what the teacher will be assessing.	The student has presented an insightful response and shows good understanding of the purpose of assessment regarding data handling. There is a clear understanding of why, when, how and what the teacher will be assessing.	/10
	Inadequate (0 - 2)	Developing (3 - 4)	Competent (5 - 6)	Good (7 - 8)	Excellent (9 - 10)	
	Checklist not completed, or assessment is not valid. Cognitive levels are not accurately represented and will not accurately reflect the developmental level of the learner.	The student has attempted to prepare a checklist but not all elements are satisfactorily completed. The cognitive levels indicated will not accurately reflect the developmental level of the learner.	The student has prepared a checklist itemising what is to be assessed. There is evidence of the different cognitive levels. These will reflect the developmental level of the learner.	A well-prepared checklist itemising what is to be assessed and clearly indicating the different cognitive levels. These will accurately reflect the developmental level of the learner.	The student shows very good understanding of the requirements of a valid assessment. The checklist clearly reflects what is to be assessed. The cognitive levels will clearly indicate the developmental level of the learner.	/10

