



Universidad
Francisco de Vitoria
UFV Madrid
Postgrado y Consultoría



Organization and features of Spanish bilingual schools

Foundations of bilingualism and bilingual education



1. FIRST SESSION:
Spanish bilingual schools

2. SECOND SESSION:
Foreign language assistants

3. THIRD SESSION:
Organization of Spanish bilingual
schools

4. FOURTH SESSION:
Dealing with SEN students

SUBJECT PLANNING

ASSESSMENT CRITERIA

Test: 40 %

Project: 50 %

Participation: 10%

Test: 40 %

Written test with questions about the four lessons.

To be completed once the lessons have finished.

Project: 50 %

Create a PowerPoint presentation about **ONE** of the following topics (20-50 slides):

1. How would you introduce to all the teachers in a school what a Bilingual Programme is and how to organise it (create the PPT that you would use with them).
2. How would you help new English teachers who haven't been teaching in Bilingual Programme schools? (create the PPT that you would use with them).
3. Create some resources for students who are struggling with the Bilingual Programme (create the PPT that you would use with those students).

Deadline: Wednesday 14th February

Upload it to the platform



Participation: 10%

Forum or online sessions

Answer the questions from the teacher.

Participate in an active way.

Reflect and write your thoughts down.

INTRODUCING EACH OTHER



Age groups you
teach

Any experience
teaching in
bilingual schools?

What do you most
urgently want to
know about
**BILINGUAL
PROGRAMME
SCHOOLS?**

LET'S START WITH A LITTLE
REFLECTION ABOUT TEACHING...

See-Think-Wonder

What do
you see?

What are
you
thinking?

What are
you
wonderin
g about?





OBSERVE THE PICTURES





HOSPITALS



See-Think-Wonder

What do you
see?

What are you
thinking?

What are you
wondering
about?

SCHOOLS



See-Think-Wonder

What do you
see?

What are you
thinking?

What are you
wondering
about?

CHANGING WORLD

We want to walk into classrooms where students are engaged, collaborating with one another, using their critical and creative thinking skills, and in our case communicating in the target language.

We need to prepare students for the future and equipped them with the necessary tools that match with what is expected of them in the real world.





CHALLENGES WE FACE



What is the greatest challenge you face as a teacher today?



BRAINSTORMING

CHALLENGES WE FACE

Student Apathy, Motivation, and Behaviour/Discipline

Lack of Time

Lack of Parental Involvement or Support

Multiple and Conflicting Pressures Including Technology

Leadership, Administration, Politics...

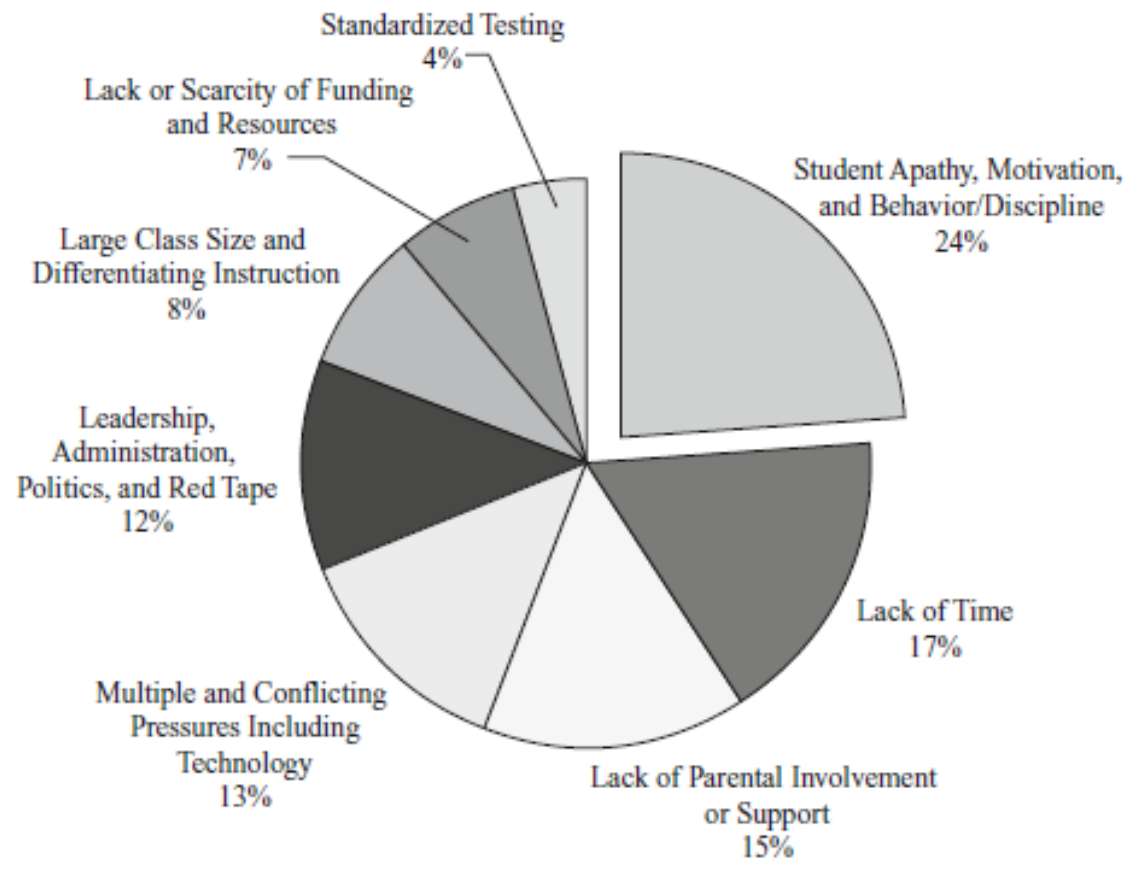
Large Class Size and Differentiating Instruction

Lack of Scarcity of Funding and Resources

External Testing

Taylor, L. M., Fratto, J. M. (2012). *Transforming Learning through 21st Century Skills. The Who Took My Chalk? Model for Engaging You and Your Students.* Boston: Pearson Education, Inc.

FIGURE 1.1 *Survey Results—“What is the Greatest Challenge You Face as a Teacher Today?”*





BILINGUAL SCHOOLS LAWS

WEBSITE

<http://comunidadbilingue.educa2.madrid.org/inicio>

The screenshot shows the website for the Comunidad Bilingüe in Madrid. The header includes the logo of the Comunidad de Madrid and the text 'Programa Bilingüe Comunidad Virtual'. A search bar is located in the top right corner. Below the header is a navigation menu with links for 'Novedades', 'Legislación', 'Centros', 'Profesorado', 'Auxiliares', 'Activid / Proyectos', 'Recursos', 'FAQ', and 'Créditos'. The main content area is divided into two columns. The left column features sections for 'Colegios Bilingües' (with a 'Formulario de captura de datos' link), 'Institutos Bilingües' (with a 'Ficha de captura de datos' link), and 'aux Madrid' (with a link to the 'Directorio Subdirección General de Programas de Innovación'). Below these are two maps of Madrid: 'Madrid, Comunidad Bilingüe' and 'Los Centros Bilingües en la Comunidad de Madrid'. The right column features a large image of a classroom and a section titled 'Novedades para el Profesorado' containing two articles: 'Plan de Formación en Lenguas Extranjeras 2016' and 'Cursos en línea de la University of Oregon (UO) American English Institute (AEI)'. The footer of the website includes the text 'Enlace al calendario escolar del curso 2015/2016'.

Contents

1. General Introduction

2. Overall Objectives

3. Methodology

3.1. Introduction

3.2. How to develop listening skills

3.3. How to encourage speaking skills

3.4. How to teach to read and promote reading skills

3.5. How to build up writing skills

4. Language and skills in the classroom

4.1. Introduction

4.2. First Cycle: General skills, tasks and language

4.3. Second Cycle: General skills, tasks and language

4.4. Third Cycle: General skills, tasks and language

5. Assessment

5.1. Introduction

5.2. First Cycle: testing through listening, reading, writing and speaking

5.3. Second Cycle: testing through listening, reading, writing and speaking

5.4. Third Cycle: testing through listening, reading, writing and speaking

5.5. Checklist for assessment at the end of Primary Education

6. Resources

**ORDEN
5958/2010, de 7
de diciembre, por
la que se regulan
los colegios
públicos
bilingües de la
Comunidad de
Madrid.**

4.2. First Cycle: General skills, tasks and language

Listening and Speaking	Reading	Writing	Language children are exposed to
<p>Understand familiar and key words and phrases about everyday habits and routines, actions, position of objects, the classroom, short instructions, songs and rhymes, simple questions, and spelling.</p> <p>Say <i>hello</i> and <i>goodbye</i>, and give simple personal information (e.g. <i>name, address</i>), likes and dislikes, family members.</p> <p>Ask and answer very simple questions about name, age, family, who people are, someone's name, address, telephone number, nationality, where someone lives, how someone is, what people like and what they are doing, everyday life, hobbies, habits and routines.</p> <p>Make oneself understood: use gestures, say '<i>Pardon?</i>', '<i>Sorry?</i>', '<i>I don't know</i>' to get information'.</p> <p>Describe people, animals, objects and places, indicate position, situations, characters, tell a story with pictures, state simple facts; recite simple rhymes, chants and poems.</p> <p>Interact with the teacher in conversations about people and places, current activities, quantities and amounts, things which can/cannot be counted; personal possessions, appearances and feelings; states and events in the past, when something happened; how often something happens, how you do something; what others are doing, explain agents or instruments of actions (<i>with, by</i>).</p> <p>Use simple structures to offer, suggest, request, indicate preference, compare, express (in)ability, contrast, give reasons, express obligation, and ask for permission.</p> <p>Give simple directions and locations.</p>	<p>Recognize words by common spelling patterns (including long vowel phonemes), rhyming words and final phonemes.</p> <p>Read and spell words with digraphs and three-letter blends.</p> <p>Read and spell high frequency words, including common irregular words, names, labels and familiar classroom captions.</p> <p>Read and understand a short dialogue, a simple postcard, the names of some objects, short sentences (including questions).</p> <p>Read rhymes, chants and poems.</p> <p>Read short simple and familiar stories with picture prompts.</p> <p>Read and follow simple instructions and labels, read and use captions.</p> <p>Read and follow simple instructions.</p> <p>Understand the general idea of simple informational texts, short simple descriptions and definitions.</p>	<p>Copy and write single words, phrases and sentences (with teacher support).</p> <p>Write words, labels (objects and pictures), phrases and captions.</p> <p>Write personal information (e.g. <i>name, address</i>), spelling, and numbers 1 - 20.</p> <p>Write a short, simple text, no more than 20 words long following a model. (e.g. <i>making lists, invitations, writing notes, completing texts, making simple story books</i>).</p> <p>Use capital letters and full stops, question marks and inverted commas.</p>	<p>Grammar Nouns: Common nouns in singular and plural (regular and irregular), possessives; adjectives (size, shape, colour), pronouns; demonstrative, determiners: possessive adjectives, uncountable, common nouns for quantities and amounts. Adjectives: (comparatives and superlatives). Verb forms: (positive, negative, questions): <i>to be</i>, imperatives, present simple, present continuous; past simple (regular and irregular), <i>wh</i>-question words, modals (ability), permission, (in)ability, obligation, offers, suggestions, preferences), sentence patterns (verb + infinitive, verb + ing form, go + ing, like/enjoy + ing), relative clauses (that). Adverbs: time, frequency, manner, degree. Prepositions: movement, time, place.</p> <p>Vocabulary/themes The alphabet, ourselves, family, friends and neighbours, age, appearance, clothes, feelings, possessions, colours, materials and objects, location and position; size, the senses, food and drink (healthy eating), actions, activities, abilities, sport and leisure; weather, holidays, countries, jobs and working, homes and houses (household objects and rooms), school and classroom, places and the local area (home, park, zoo, farm, theme park, sports centre, school, hospital, fire station, town hall, factories, countryside, seaside, cities, villages), means of transport, health (importance of physical exercise), the human body and how it works, animals (pets, domestic and wildlife), plants, the air and water, nature, in the country, landscapes, the earth, sun, and sky, inventions and discoveries, communications, days, dates, months, times, numbers 1-50, ordinal numbers 1st - 31st.</p> <p>Pronunciation Use correct pronunciation of common words relevant to the vocabulary areas above (with diagraphs - <i>bl, br, cl, cr, dr, fl, fr, gl, gr, nd, pl, pr, sl, sm, sn, sp, st</i>), and three-letter blends - <i>shr, spl, spr, squ, str</i>), consonant-vowel-consonant words, and the combination of vowels to make long vowel sounds, use contractions (e.g. <i>I've, I'm</i>), use of basic stress and intonation patterns for words, short sentences and simple questions.</p> <p>Discourse Join simple sentences with <i>and, or, then, but, and because</i>.</p>
<p>Socio-cultural awareness: Use polite forms: please, thank you, greetings, farewells, introductions, sorry, be aware of different greeting customs (e.g. <i>kissing, hand-shaking</i>), ask how people are, use some gestures, festivals and special days (choose the most appropriate ones for this age level, e.g.: <i>Christmas, Easter, Tree Day, Halloween, Book Day</i>), use appropriate politeness conventions for thanking, apologizing, making requests, accepting and declining, being aware of visiting conventions (e.g. <i>punctuality, giving presents, what to wear, meal times</i>).</p> <p>Values: People and different groups (family, school, nationalities), respecting similarities and differences between people, caring for self, the family and others (staying healthy in different seasons), helping at home (health and safety at home), in the classroom, sharing and playing together, taking care of nature and the environment, respecting and treating animals with care.</p>			

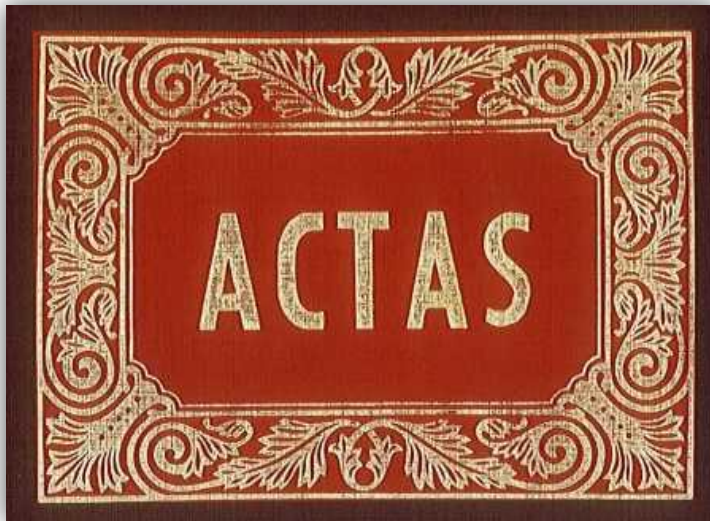
4.3. Second Cycle: General skills, tasks and language

Listening and speaking	Reading	Writing	Language children are exposed to
<p>Understand key words/phrases/information in recorded dialogues, monologues, face-to-face conversations between friends, relatives/the public, in an informal or neutral style.</p> <p>Join conversation, ask for repetition or clarification, restate what was said, check meaning/intention, ask for/give spelling/meaning of words, ask for confirmation (e.g. <i>It's red, isn't it?</i>).</p> <p>Ask and answer questions about oneself, others, objects, situations, everyday life, activities (routines, habits), (in)ability, dates, times, processes, make arrangements, explain/give reasons, express opinions, needs and wants, talk about (im)probability and (im)possibility, express degrees of certainty/doubt, express/respond to thanks, make/grant/refuse simple requests, make/respond to suggestions, invitations, make/respond to apologies/excuses, give advice, warnings, state prohibitions, agree, disagree, contradict, pay compliments, sympathize.</p> <p>Ask for a description of someone/thing, reasons for doing something, degree of something (<i>how tall, how long</i>), identify/describe people (personal appearances, qualities), objects (shape, size, weight, colour, purpose, use), express degrees of difference, purpose and cause.</p> <p>Ask for and give simple directions/locations, travel information, simple information about places, order and buy food/drink, talk about quantities/cost.</p> <p>Describe present/past events, experiences/recently completed actions, interrupted past states, future plans/intentions, predictions and probability, describe experiences/events, give reasons/explanations for opinions/plans, make simple comparisons, talk about likes/dislikes, describe manner/frequency, use dates, months and seasons.</p> <p>Give a short, rehearsed, basic presentation on a familiar topic or subject.</p> <p>Understand and tell simple stories (with pictures).</p>	<p>Understand high frequency and key vocabulary.</p> <p>Understand and match words to definitions.</p> <p>Use contextual, graphic, grammatical and phonological knowledge to understand the meaning of some new words in context.</p> <p>Understand short statements, texts, poems and written dialogues.</p> <p>Understand forms requesting personal information.</p> <p>Understand the main idea and key information in simple signs and notices (e.g. <i>those found in schools, railway stations, airports, shops, restaurants</i>), newspaper and magazine articles, emails, adverts, tourist brochures, instructions, recipes, diary entries, simplified encyclopaedia entries.</p> <p>Understand the main idea and some details in a story.</p> <p>Understand non-fiction texts and locate information using an index, content page, page numbers, headings and sub-headings.</p>	<p>Write words in gaps.</p> <p>Write headings, captions and glossaries.</p> <p>Write simple sentences with correct punctuation.</p> <p>Use apostrophes to spell contracted forms (e.g. <i>can't, it's</i>).</p> <p>Complete forms giving personal information and write numbers 1 - 100.</p> <p>Write key words in a short letter, a note, email message or diary entry.</p> <p>Write a short message to a friend (e.g. invitations, arrangements for meeting people, apologies for missing a class, notes, or a postcard about 30 words long).</p> <p>Use models to write descriptions of characters, and short stories with a beginning, middle and end, dialogues and simple plays.</p> <p>Write with reasonable phonetic accuracy (but not fully standard spelling) short common words.</p>	<p>Grammar</p> <p>Pronouns: impersonal <i>you</i>, indefinite pronouns (<i>any/everyone</i> etc.).</p> <p>Nouns/noun phrases: past time (e.g. <i>yesterday, last night</i>), abstract and compound nouns, double genitive (<i>a friend of theirs</i>).</p> <p>Adjectives: material, shape, size, evaluative, opposites (<i>happy/unhappy</i>), for quantity and measuring (<i>a few, a piece of, enough, half, many, much</i>), frequency (<i>every day, once a week</i>), comparatives and superlatives, quality, order of adjectives, participles as adjectives.</p> <p>Verb forms: present simple for systems and processes, with future meaning, present continuous, simple past (regular and irregular), past continuous, present perfect for recent/unfinished past, future (<i>be going to, will</i>), present and past simple passive, infinitives and gerunds after verbs and adjectives, prepositions, as subjects and objects, modals: <i>can</i> and <i>can't</i> for ability, <i>let's/shall we/could/should</i> for suggestions, <i>may</i> (possibility), <i>need</i> (necessity), <i>needn't</i> (lack of necessity), interrogatives: <i>What (time), What is (John) like? What does x taste, sound, feel, look like?</i>, tag questions, subordinate clauses after <i>sure, certain</i>, following <i>know, think, believe, hope, say, tell, when, where, because</i>.</p> <p>Adverbs: degree (<i>enough, too</i>), time (<i>sometimes, never, always</i>), place (<i>any/every/somewhere</i>), manner and frequency (regular and irregular forms), sequencers (<i>first, next, etc.</i>), different position of adverbs.</p> <p>Prepositions: movement, time, place, phrases - <i>at the end of, by car, for sale, on holiday, etc.</i></p> <p>Vocabulary/themes</p> <p>personal hygiene (the body), the senses, patterns, materials, communication (computers, phones, letters, cards), free time, hobbies, sports, holidays, weather and seasonal activities, places in local area (library, restaurant, shopping centre), directions, school subjects, safety tips (for school, cooking, science experiments, arts, crafts, home, roads), food (growing and producing), living things (animals in danger), jobs and the world of work, shopping, cost/amounts, folklore/fantasy, numbers 1-1000, times, dates.</p> <p>Pronunciation</p> <p>Pronounce sounds, words and phrases clearly, use contrastive stress for contradictions, use weak forms and intonation in connected speech.</p> <p>Discourse</p> <p>Join simple sentences with <i>but, and, because</i> use conjunctions <i>so, if, when</i>, link groups of words with <i>and</i> and <i>then</i>.</p>
<p>Socio-cultural awareness: Festivals and special days (choose the most appropriate ones for this age level, e.g.: <i>Valentine's Day, Environment Day, Guy Fawkes' Day, Advent, Carnival, Shrove Tuesday, St Patrick's Day, World Book Day</i>), greetings in different countries, rules and ways of behaving in public places (queuing, shopping exchanges, introducing people, more formally, addressing somebody e.g. <i>Mr, Ms</i> etc.), folklore, fantasy.</p> <p>Values: Being aware of others around you, being tidy, taking care of personal belongings, respecting nature (recycle, reduce, reuse, not dropping litter), helping elderly and people with disabilities, working in teams and groups, protecting animals in danger.</p>			



4.4. Third Cycle: General skills, tasks and language

Listening and speaking	Reading	Writing	Language children are exposed to
<p>Understand key words, phrases, points and certain detail in face-to-face and recorded short factual statements, instructions, directions, explanations, presentations and public announcements. Understand the sense of a conversation and the attitude and intentions of speakers.</p> <p>Ask for and respond to requests for clarification. Understand and respond to requests for more information, facts or details.</p> <p>Restate what has been said and report what people say.</p> <p>Express and request opinions and impressions, express intention, purpose, obligation and necessity. Give warnings and prohibitions, express obligation and lack of obligation. Make comparisons and express degrees of difference. Give reasons for making particular statements, and express physical and emotional feelings.</p> <p>Hold simple conversations referring to events in the present, past or future (get the message across although with certain mistakes).</p> <p>Draw simple conclusions and make recommendations.</p> <p>Describe simple processes including, when necessary, basic technical information.</p> <p>Give presentations with a certain degree of complexity on familiar topics, and respond to questions.</p> <p>Participate in informal group discussion to make plans, research, predict, explain, evaluate, select, sort and report back.</p> <p>Improvise dialogues, scripts and drama activities.</p> <p>Use simple connectors such as <i>and, but, because, after, before, that, ...</i></p>	<p>Understand general information in diaries, biographies, letters, emails, newspapers and magazine articles, leaflets, brochures and advertisements.</p> <p>Understand fiction, poetry, stories from different cultures, graded readers of the classics, myths, legends, traditional stories and play scripts.</p> <p>Identify the purpose of different types of texts (e.g. to persuade, to instruct or to entertain) and the writer's attitude, opinion and purpose.</p> <p>Understand the main idea in short signs and messages, notes, postcards, emails, and website information.</p> <p>Understand gist, specific information, detail and inference in descriptions and narratives.</p> <p>Understand key information on labels (packaging), and in factual texts e.g. information about goods and services, visiting museums, buying books.</p> <p>Read and perform play scripts and be aware of differences in works by the same author.</p>	<p>Write diary entries.</p> <p>Write short letters giving personal and general information, and describe everyday activities and school routine, describe reactions to situations, express hopes and regrets.</p> <p>Describe people, character, objects and places.</p> <p>Write short communicative messages, stories and informal letters (about 40 words).</p> <p>Write different types of texts with a specific audience and purpose in mind (e.g. notes, lists, recounts of experiences, news reports, stories, poems, letters, cartoons, dialogues, explanations, instructions and procedures such as experiments or recipes).</p> <p>Write dialogues, simple play scripts and short book reviews.</p> <p>Write numbers 1 – 1000.</p> <p>Write sentences using simple connectors such as <i>and, but, because, after, before, that...</i> in pieces of writing that start moving from guided to free writing.</p>	<p>Grammar Nouns: complex noun phrases (e.g. ...), expressions of past and future time (e.g. <i>two days ago, in the future, the day after tomorrow, in ... year's time</i>). Pronouns: reflexive and emphatic pronouns (e.g. <i>myself</i>, relatives (<i>whose, whom</i>)). Adjectives and adverbs of quantity (e.g. <i>a lot of, not very much, many</i>), compounds, comparatives and superlatives (<i>not as ... as, not ... enough</i>). Verb forms: present simple for future, present continuous for future plans and activities, present perfect tense (including <i>for, since, ever, never, just</i>), past habits (<i>used to + infinitive</i>), past perfect simple, simple reported speech, zero, first and second conditionals, <i>will</i> referring to the future for informing and predicting, verb + object + infinitive + direct/indirect object (e.g. <i>give/take/send/bring/show</i>), causative (<i>have/get</i>), <i>so/nor</i> with auxiliaries, reported speech (present and past statements), modals <i>could, might</i> (possibility), <i>must, need to, might, don't have to, ought to</i> (obligation) expressions of preference, infinitives of purpose. Prepositional phrases (e.g. <i>at the beginning of, afraid of, laugh at, ask for</i>) Vocabulary Activities with common phrasal verbs, special occasions, celebrations, festivals (e.g. <i>Birth day, Thanksgiving</i>), entertainment (e.g. <i>music, cinema, TV, theme parks, clubs</i>), fashion, health and fitness, school context and learning a foreign language, Internet (<i>uses and dangers</i>), services, packaging information, the environment (forests and jungles around the world), travel, currencies, means of transport around the world, rules and regulations in other countries, ancient and recent civilizations, outer space, music and drama around the world. Pronunciation Pronounce weak forms and contractions (e.g. <i>I've been to</i>), use sentence stress to clarify meaning, use basic intonation and features of connected speech at sentence level, use intonation questions for more complex question forms. Discourse Connect clauses using <i>if, when, either ... or, until, before, after, as soon as, since, as, for, too, either, so that, in order to, so, ...that, such ... that, unless</i>.</p>
<p>Socio-cultural awareness: Festivals, celebrations and competitions (choose the most appropriate ones for this age level, e.g.: Thanksgiving, Chinese New Year, May Day, The Olympics, Martin Luther King Day, Independence Day, food festivals), major holidays, working hours, rules and regulations.</p> <p>Values: Respecting people from other countries and cultures, understanding and reflecting on the similarities and differences between their own and other cultures. Sensitivity to the values of other cultures.</p>			



BILINGUAL TEAM MEETINGS

The Purpose of Meetings

- Develop ideas
- Plan
- Solve problems
- Make decisions
- Create and develop understanding
- Encourage enthusiasm and initiative
- Provide a sense of direction
- Create a common purpose
- Inform
- Consult
- Solve problems
- Make decisions...





Planning for a Meeting

Ask and resolve these questions:

1. What is the purpose of the meeting?

2. Is a meeting appropriate?

3. How should the meeting be planned?

4. Who should attend the meeting?

5. What preparation is required for the meeting?



Planning for a Meeting

- Give the time and place of the meeting.
- List the topics to be covered, indicating who will introduce them.
- Have any relevant papers attached.
- Use a timer to finish on time!





MANAGEMENT TEAM MEETINGS: HEAD TEACHER & DEPUTY HEAD TEACHER MEETINGS

Collaborate with the management team

- Timetables,
- Schemes of work (yearly planning),
- Organisation of English events/festivities,
- Creating a common purpose within the bilingual programme,
- Curriculum Project,
- Annual General Programming,
- End of year Memory Plan...



Great idea: LESSON OBSERVATIONS

TEACHERS
OBSERVING
ONE ANOTHER

- Help them learn new strategies, classroom management techniques...

COORDINATOR
OBSERVING
THE TEACHERS

- Give feedback with helpful information on how to improve their teaching practice.

COORDINATOR
OBSERVING
THE
ASSISTANTS

- Give feedback to guide them .





BILINGUAL COORDINATOR FUNCTIONS ACCORDING TO OUR LAW

- a) Provide at least all the weekly hours in the foreign language and those areas for which it is enabled, in one of the school units where the program is developed.
- b) Collaborate with the management team in the review and completion of Curriculum Project, the Annual General Memory Programming and end of year.
- c) Coordinate the development of programming areas taught in English with the other teachers involved in the program.

BILINGUAL COORDINATOR FUNCTIONS

- d) Establish contact with the language assistants assigned to school, facilitate the reception in the center and guide them in their adaptation to the environment.

- e) Organise, together with the Deputy Head teacher, the allocation of language assistants to the respective teachers and groups, and to ensure optimal use of this resource.

- f) Check the appropriate coordination that must exist between teachers and language assistants.

- g) To convene a weekly meeting of coordination, when teachers must stay in the center.
- h) Maintaining contact with twin school and exchange work, experiences...
- i) Encourage reflection on teaching practice and promote initiatives of pedagogical and methodological innovation.
- j) Select the resources and materials for the Programme, in collaboration with the teaching staff, ensuring their proper use and maintenance.

BILINGUAL COORDINATOR FUNCTIONS

- k) Organise in the center, together with the management team, the management of external assessment tests (dates, registration, protocols) following the instructions established by the Ministry of Education.
- l) To promote the participation of staff members in seminars and training courses that result in the improvement of teaching practice.
- m) Maintain promptly informed the Head teacher of all aspects of the programme. The Head teacher, as head of the bilingual programme, will take the appropriate decisions in each case.



HOW CAN WE LEAD BILINGUAL PROGRAMMES?

Areas Encompassing our Responsibility

- **Curricular Decisions**
- **Planning & Overall Timeline for Yearly Work**
- **ASSISTANTS Decisions**
- **STAFF Practices**
- **Research/Reflection**
- **Teaching ...**



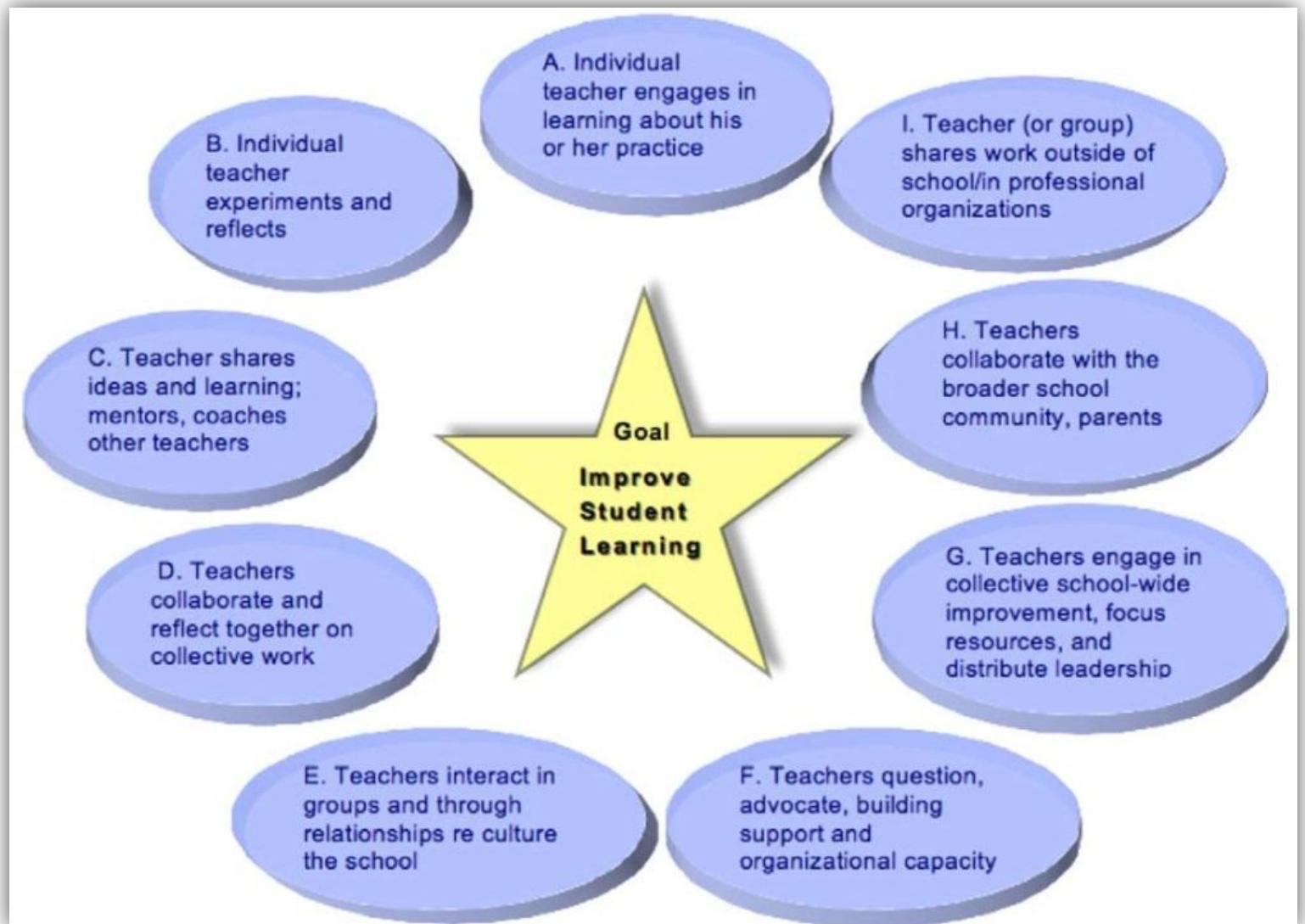
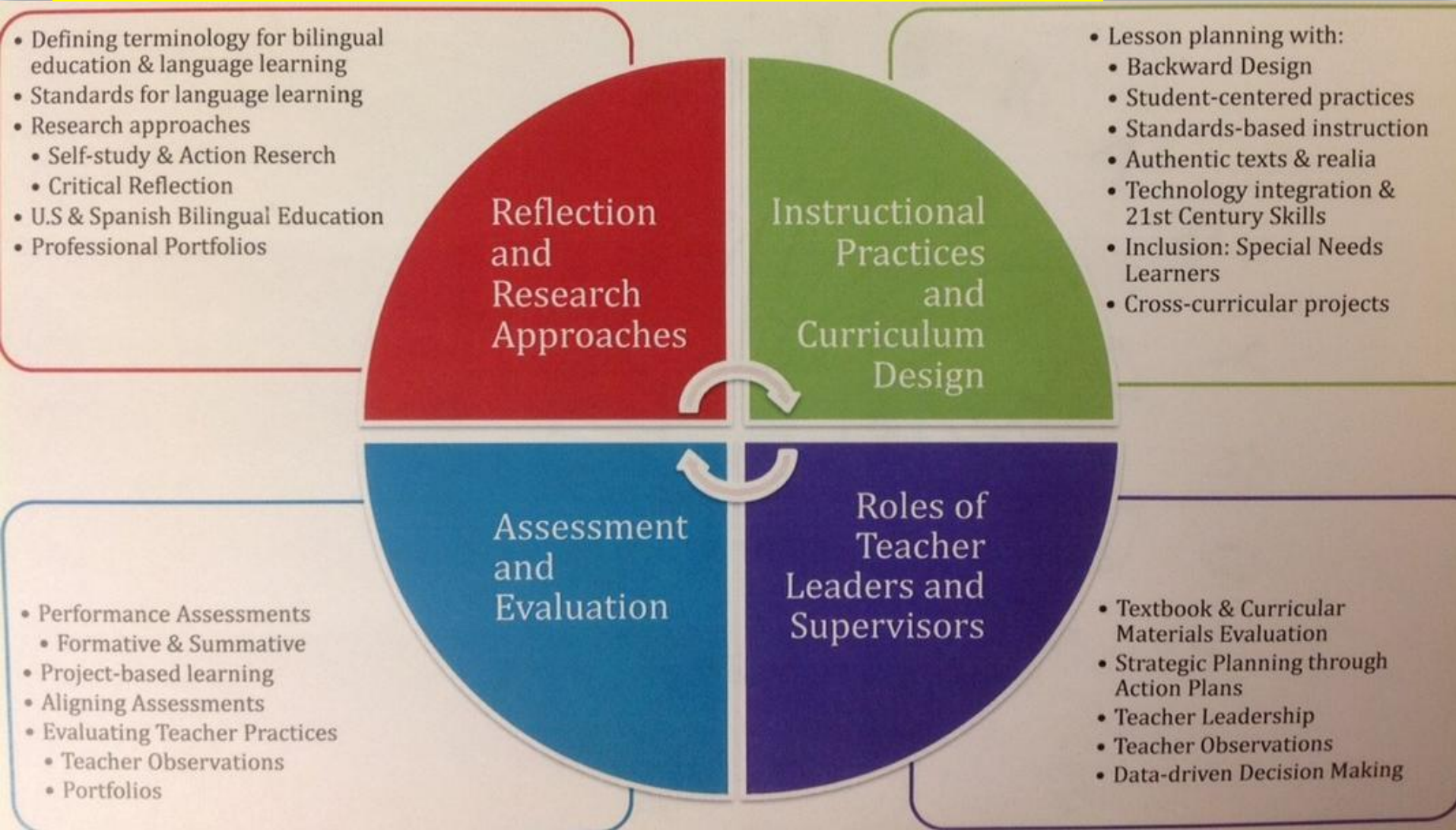


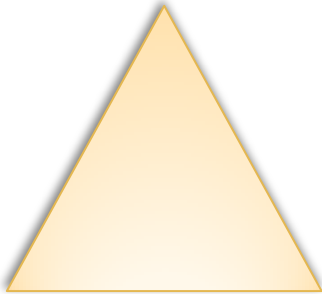
Figure 1. Spheres of Teacher Leadership Action for Learning.
Source: Fairman and Mackenzie (2010)





REFLECTIONS AND “AHA” MOMENTS

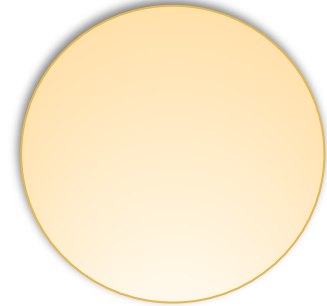
Triangle-Square-Circle



Write down three important points from the presentation.



Write down anything that “squares” (agree with) with your thinking.



Write down anything that is still “circling” in your head or questions that you might have.





www.ufv.es

