

Letting the Students Choose

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Outline

- **Background**
- **Motivating teenagers – self identity**
- **The Flexible Timetable**
- **Moving forward.....**

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Jack 'Boss' Meyer 1935



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Philosophy

"...to nurture talent by providing the very best facilities in teaching and coaching and to provide opportunities in which young people can exercise and explore their abilities....."

"Everyone is an individual....each boy & girl must be treated individually, we must hear their voice."

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Process Syllabus

- Learning is a process, not a product. However, because this process takes place in the mind, we can only infer that it has occurred from students' products or performances.
- Learning is not something done to students, but rather something, students themselves do. It is the direct result of how students interpret and respond to their experiences— conscious, unconscious, past, and present.

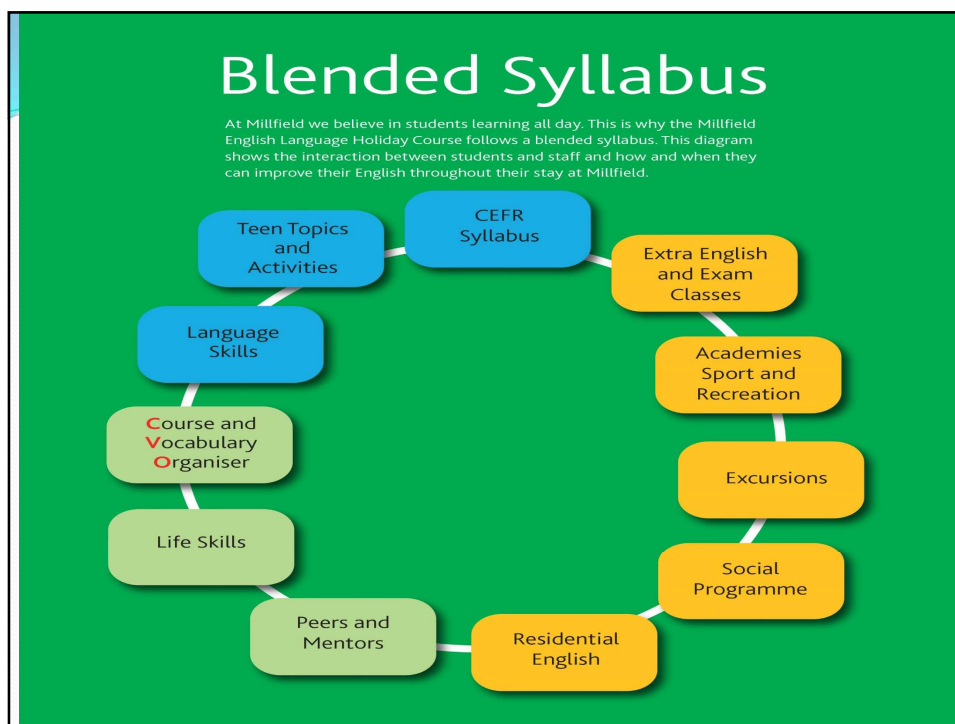
How Learning Works, Ambrose, S. A. et al 2010, Jossey-Bass

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Traditional Model



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Motivating teenage learners

In adolescence, the teenage brain is developing:

- Metacognition
- Moral values
- Language Awareness
- Higher order thinking
- Self Identity

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Self Identity – who am I?

Florentina Taylor (2013) Self and identity in adolescent foreign language learning.

- Being an adolescent is like learning a new identity.
- Quadripolar model of self identity :

<u>Self Dimension</u>	<u>Internal</u>	<u>External</u>
Possible:	Ideal	Imposed
Actual:	Private	Public

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Self Identity – who am I?

<u>Self Dimension</u>	<u>Internal</u>	<u>External</u>
Possible:	Ideal	Imposed
Actual:	Private	Public

- Imbalance causes rebellion, submission or duplicity.
- Seeing language learning as a component of their future ideal self = believing in ability to learn.
- Encouraging cooperation in classrooms strengthens private self and helps positive peer interaction.
- Harmonious: Public = Private and Ideal = Imposed

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Flexible Timetable



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Why Flexible?

- To enhance the level of student engagement and commitment to education by giving freedom of choice and flexibility.
- To link English learning with 'Ideal' Future Self identity.

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The Marketplace



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Initial Model

- 2 Marketplaces per week
- High English e.g. pronunciation, seminars
- Considerable English e.g. drama, debating
- Some English e.g. sports, art
- Minimum 15 hours High/Considerable English per week.

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Initial Model

- Students loved freedom to choose their programme.
- *'I really enjoyed how we could choose when we wanted to do our lessons and what lessons we wanted to do. It made all lessons enjoyable as you could choose what you wanted to learn about'.*

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Initial Model

- More teacher creativity able to teach things that interest them.
- *"Teachers are freer too; to broaden the syllabus and incorporate and develop both their own and students' personal interests. This makes for happy, creative and fulfilling teaching and learning".*

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Initial Model

- No pre-booking of activities.
- Increased teamwork among staff.
- *“Courses are designed to meet the needs of the students”* British Council, 2018

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Initial Model

- Some students found choosing difficult.
“It was quite time consuming having to have so many students choose their workshops”.

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Initial Model



- Variable student numbers.
“You couldn’t always do the activity you wanted to do”.
“Teaching a class straight after the marketplace, made planning more difficult”.

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Initial Model



- Increased need for differentiation.
- Lack of continuity in learning.
- High v Considerable English confusion.

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Revised Model - 2019

English Focused and Activity Focused Sessions

English-Focused Session

Lessons, Seminars, Lectures, Academic Sessions, Workshops, Debates and Tutorials: Creative Writing, Current Affairs, Debating, General English, IELTS Exam Preparation, Journalism, Literature, Performing Arts, Poetry, Pre-University English, Presentation Skills (Pres. Skills), Pronunciation

Delivered by trained Teachers

Activity-Focused Sessions

Activities and Languages: Art, Classical Music, Cooking, DJ'ing, Mandarin*, Photography, Riding, Rock, Spanish*, Sports & Recreation, Tennis, Volleyball, Young Adventurers

Delivered by Coaches and Activity Staff

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Revised Model - 2019

- **One Market Place per week**
- **Tutor Guidance with choices.**
- **English Sessions at 2 levels.**
- **'Blocks' of learning.**
- **End of week reflection.**
- **Emphasis on independent learning skills.**


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 **Student B:**
"I want to write my own blog so I chose suitable classes, including my passion — photography!"

 **Student B**

	Session 1: 09.00 - 10.00	Session 2: 10.10 - 11.10	Session 3: 11.30 - 12.30	Lunch 12.30 - 13.30	Session 4: 13.30 - 14.30	Session 5: 15.00 - 16.00	Clubs: 16.30 - 18.00
Monday	Tutor Group*	Marketplace*	Social Media		Photography	Art	
Tuesday	Photography	Social Media	Volleyball		Current Affairs	Creative Writing	
Wednesday	Creative Writing	Current Affairs	Photography		Poetry	Young Adv's.	
Thursday	Full Day Excursion						
Friday	DJ'ing	Creative Writing	Current Affairs		Journalism	Photography	
Saturday	Tutor Group*	Lesson*	Lesson*		Half Day Excursion		

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 **Student C:**
"I really want to become a writer so I chose journalism, social media and literature for my classes, but I absolutely love classical music and tennis so I created the perfect timetable to match my interests and ambitions. I even got to try learning a new language!"

 **Student C**

	Session 1: 09.00 - 10.00	Session 2: 10.10 - 11.10	Session 3: 11.30 - 12.30	Lunch 12.30 - 13.30	Session 4: 13.30 - 14.30	Session 5: 15.00 - 16.00	Clubs: 16.30 - 18.00
Monday	Tutor Group*	Marketplace*	Journalism		Classical Music	Photography	
Tuesday	Social Media	Journalism	Literature		Spanish	Classical Music	
Wednesday	Tennis	Tennis	Social Media		Literature	Creative Writing	
Thursday	Full Day Excursion						
Friday	Tennis	Literature	Creative Writing		Social Media	Sports & Rec.	
Saturday	Tutor Group*	Lesson*	Lesson*		Half Day Excursion		

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Moving Forward

- Consider a Purpose built app for the Marketplace.
- Developing the 'blocks of learning' – joining English and Activity focussed sessions together.
- Action research with teachers – looking at student and teacher experience.
- Incorporating the model into a traditional setting.....

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Any Questions?

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