BRITISH
COUNCIL

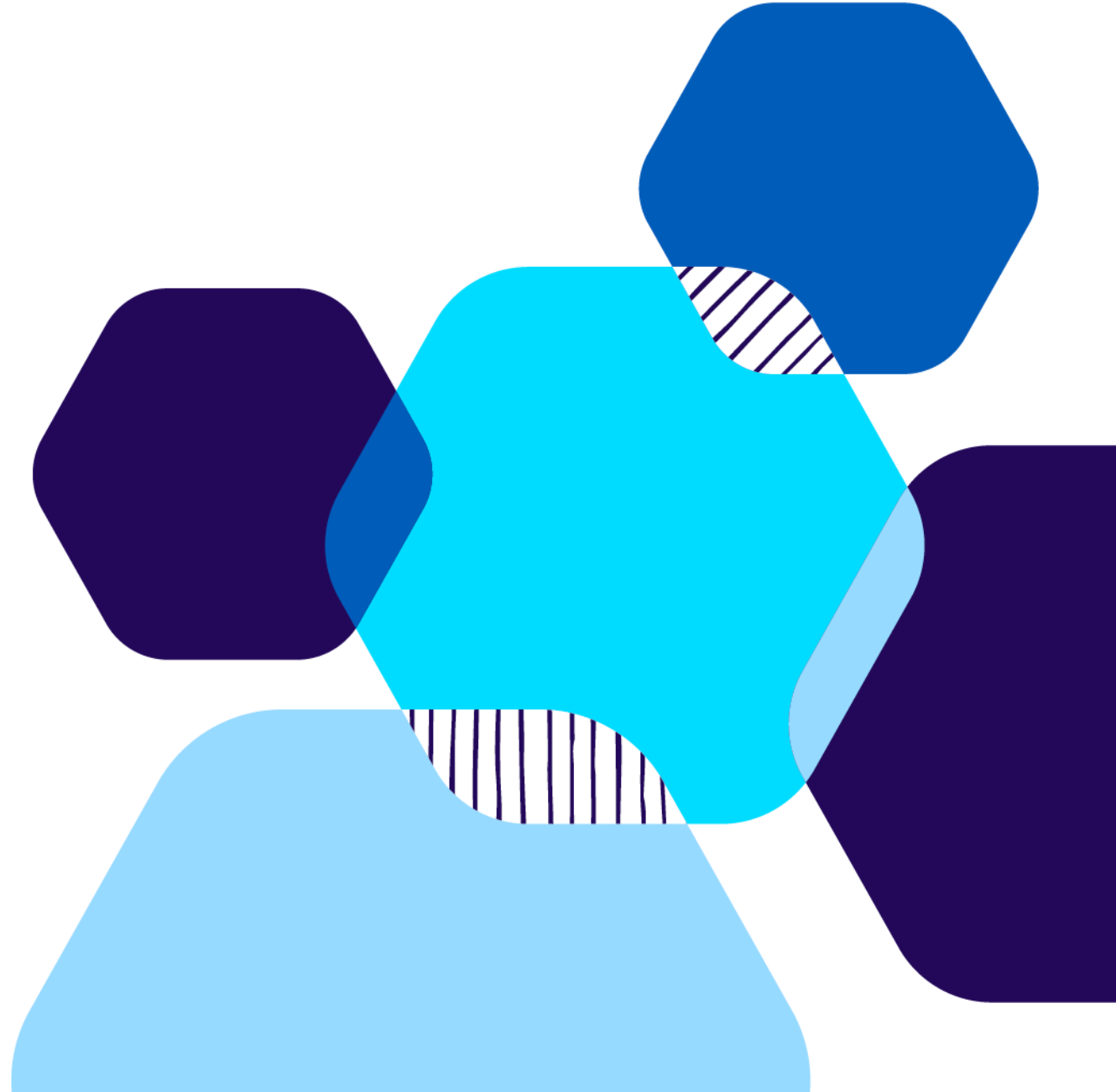# Community-oriented Theme-based Teaching

31 August 2023

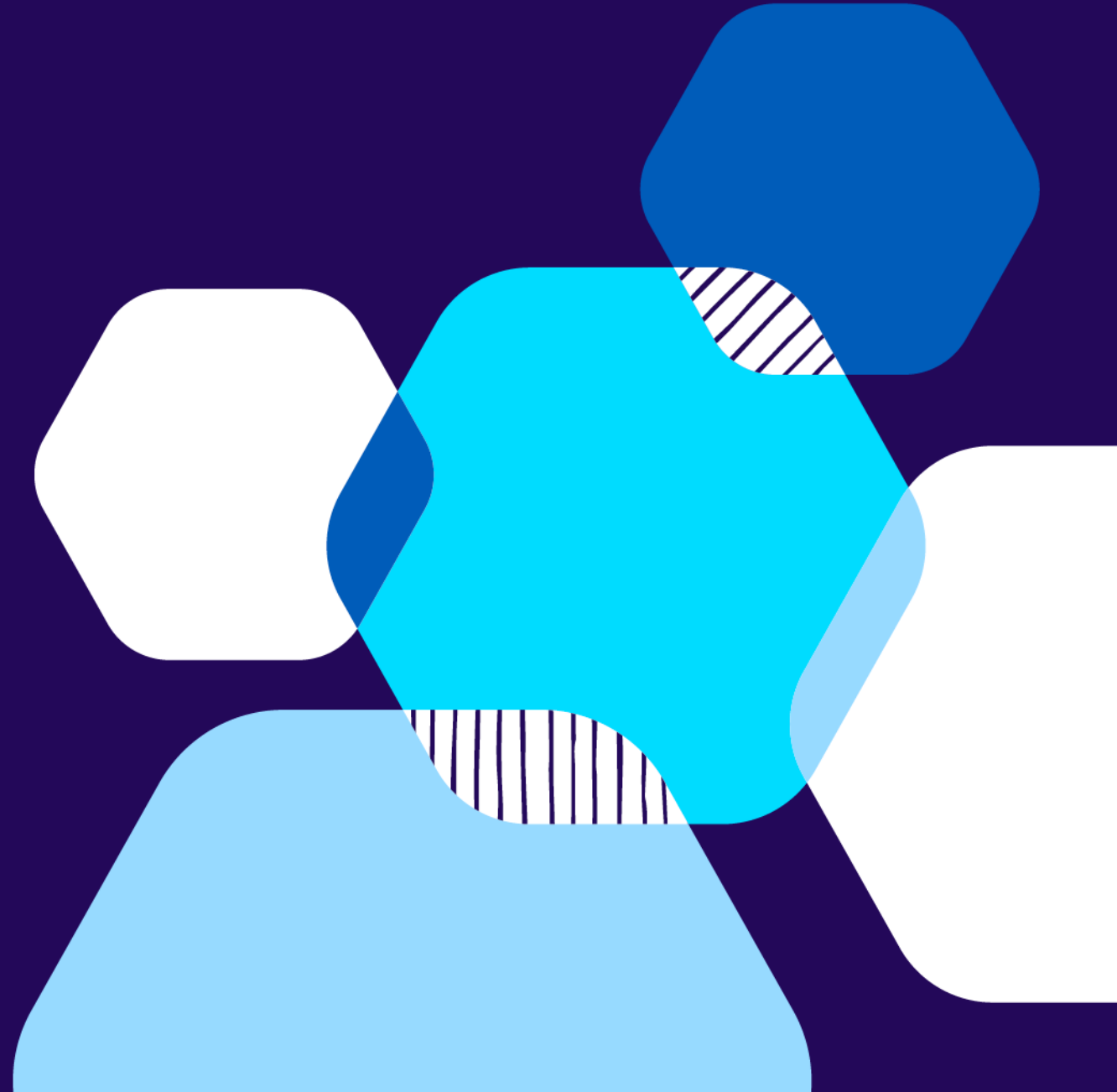# Low Resource DOES NOT mean No Resource.
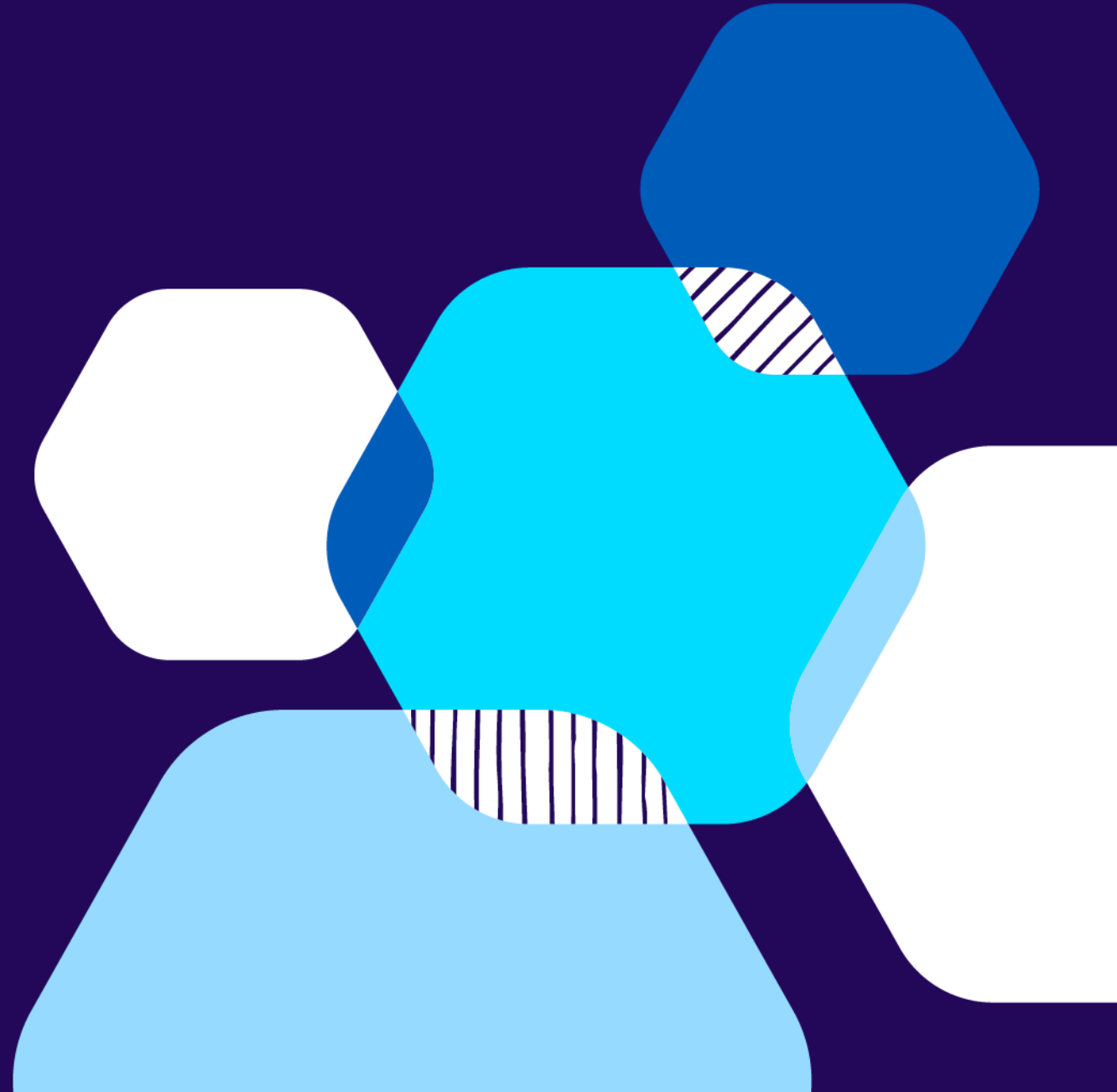
Resources:

- Human (no. of teachers,..)

- Physical Spaces

- Materials

- Technology

- Access to information

- Support System (community, parents,..)

- Curriculum
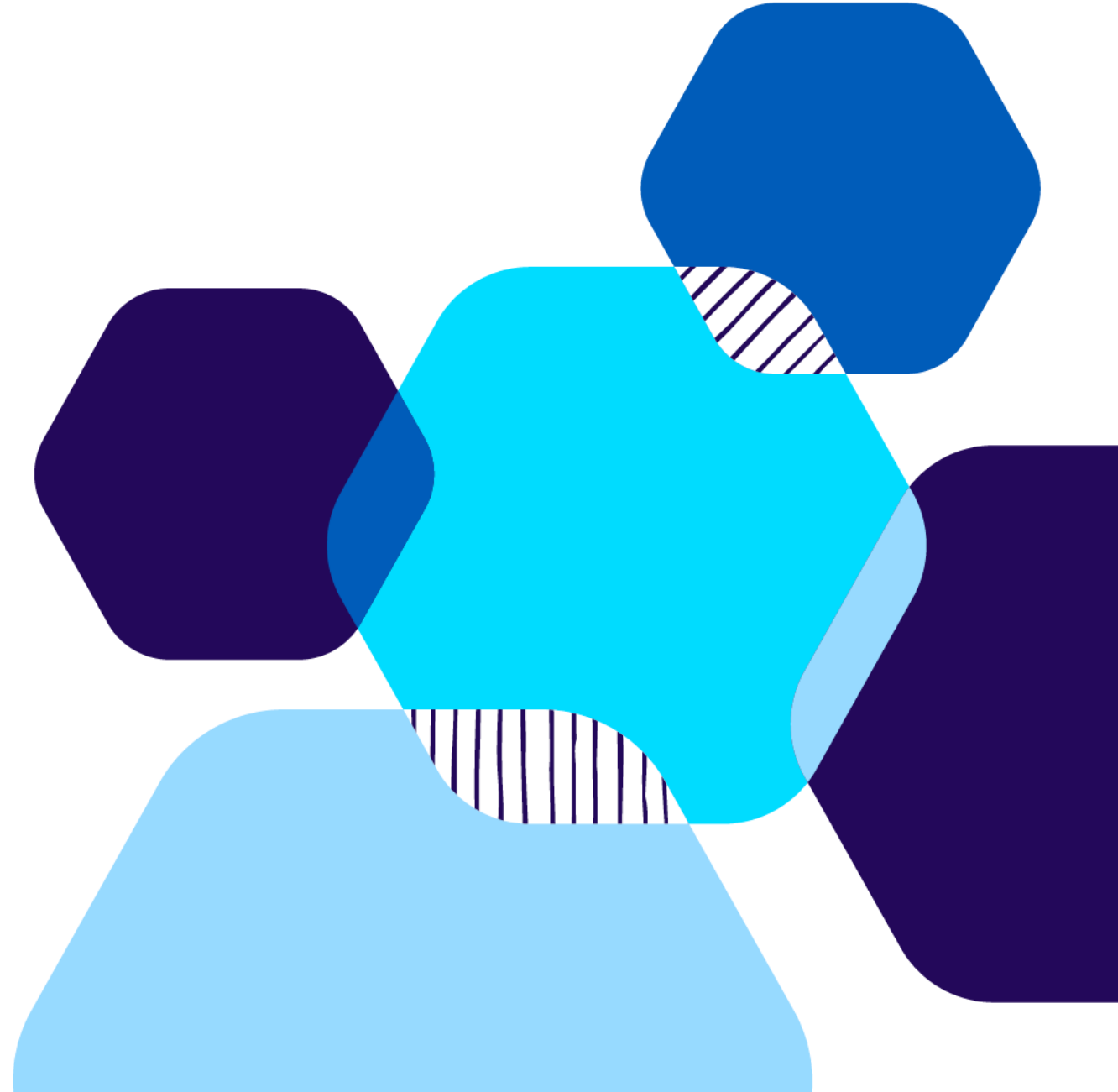
- Language Support

- Connectivity

- Network

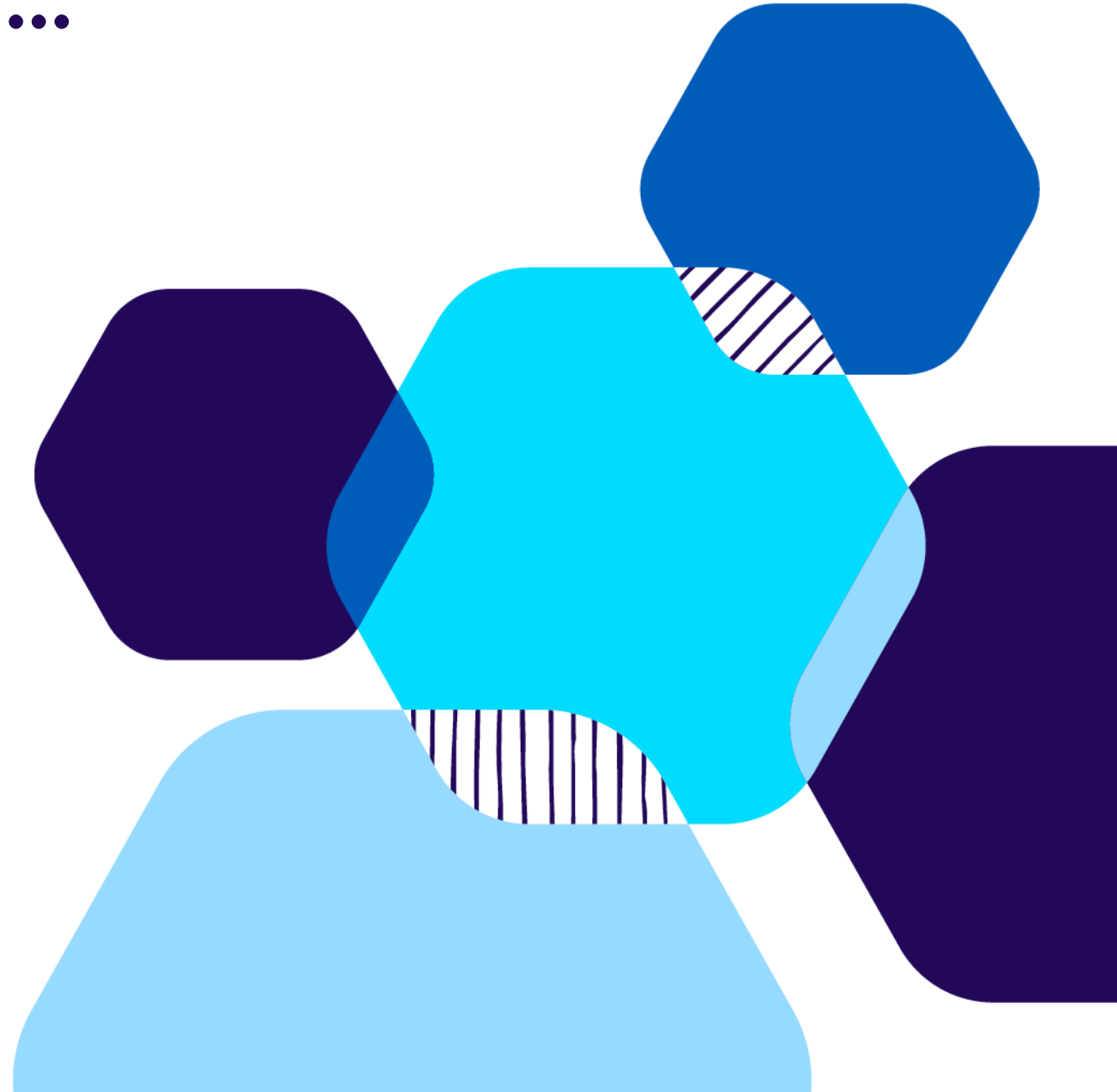# There are always solutions to different problems.

I work with...

Community Schools &

Faith-based Schools

In Low-resource contexts

Key Problematic Areas ...

- Human Resource
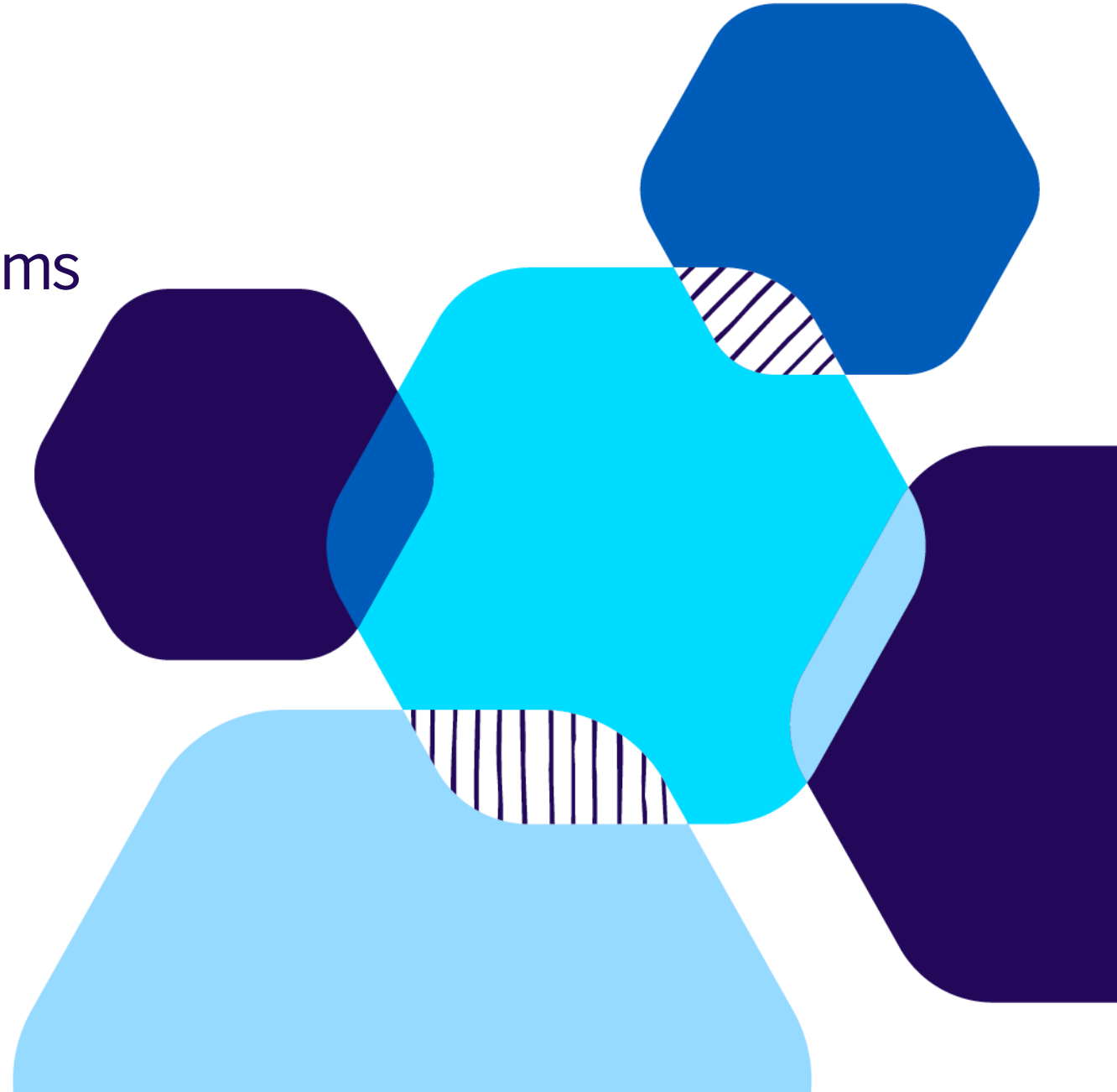- Inaccessibility to technology/connectivity

Human Resource Issues

- Multi-Grade Teaching

- Peer-Educator Programs

- Project-Based Learning

- Theme-based Learning

- Community-based Teaching
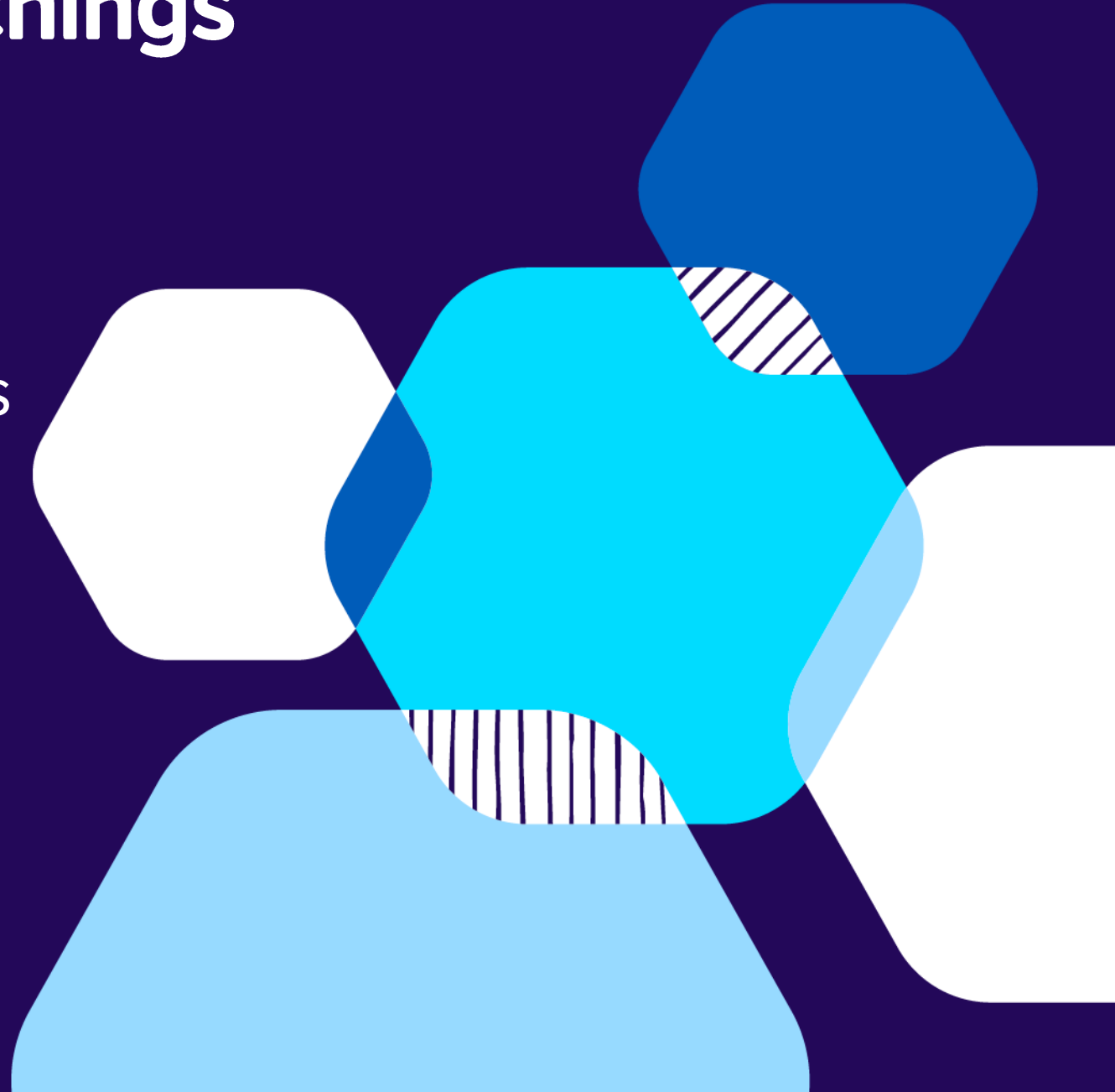
Inaccessibility to Technology/Materials

- Theme-based Learning Programs

- Community-based Teaching

Community-based Teachings

- Community-centered Teaching

- Local wisdom by local people

- Cultural traditions and Indigenous stories as history

- Vocational trainings to serve and develop the community

www.britishcouncil.org

THEME-based Learning:

- Learner-centered
- Locally Relevant
- Connected across various subjects (Integrated curriculum)

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Community, stories and nature can be greatest resources in low-resource contexts.

Teachers are at the core of effective and inclusive education.
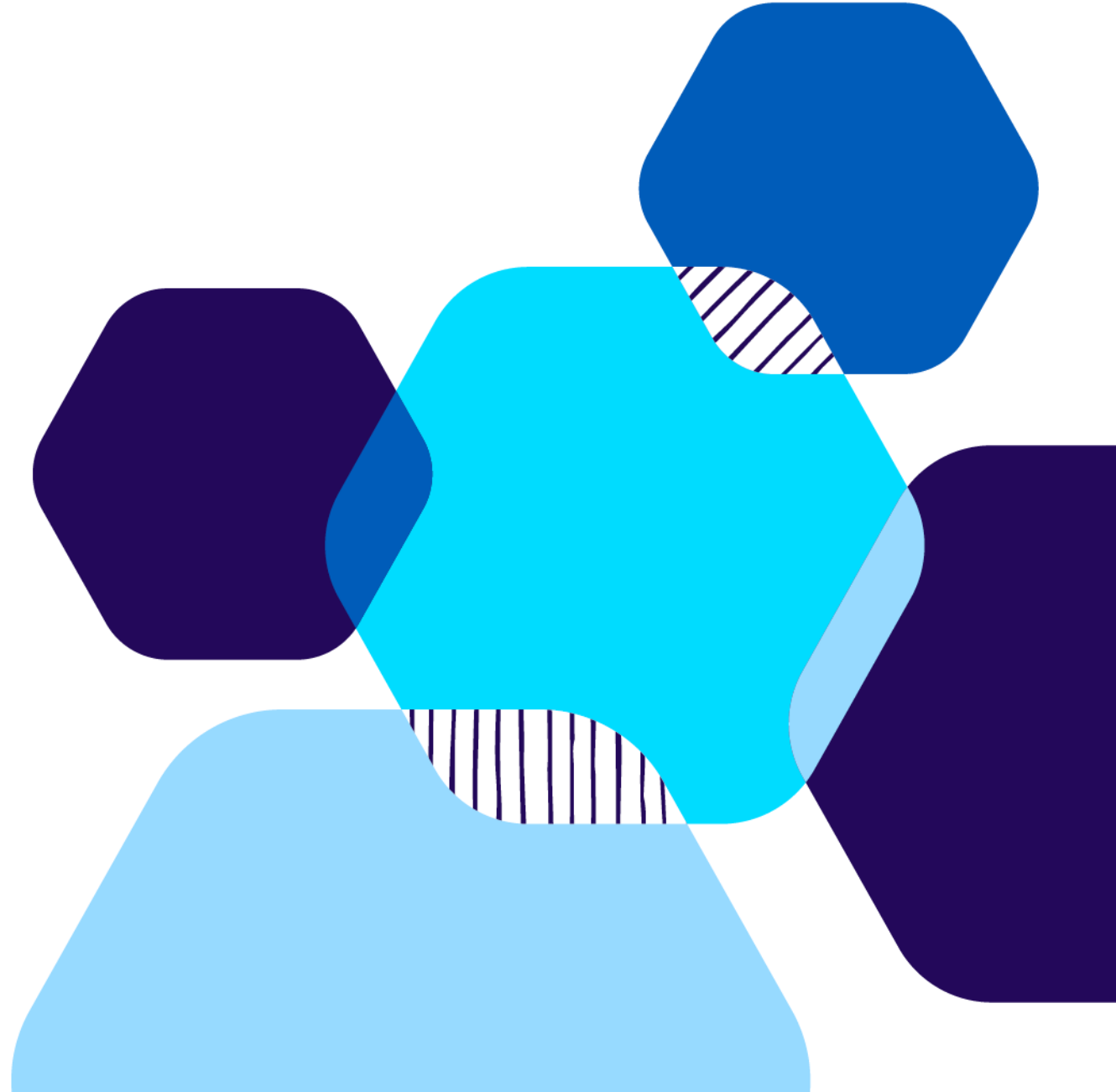
Content

1. **Material Design**

     1) Scaffolding

     2) Questioning

2. **Alternative Assessment**

3. **Digital Tools**

4. **Key Takeaways**

1 Material Design: Differentiation

Your students do not have colourful course books.

You do not have audio files for the listening tasks.

Are you going to use this material like it is? Why or Why not?

1) Scaffolding

- Add more task(s) to make learning more interactive and effective.
- Remove/replace task(s) or questions which you think are not necessary.
- Change the task(s) or outcome(s).

Image source: Cambridge Complete Preliminary for Schools (PET) Student's Book (2020, p. 98)

1 Material Design: Differentiation (Cont.)

1. **Change**

Make small changes to the tasks, outcomes, activities in the book.

2. **Add**

Add something to enhance student's learning and improve the outcomes.

3. **Remove/ Replace**
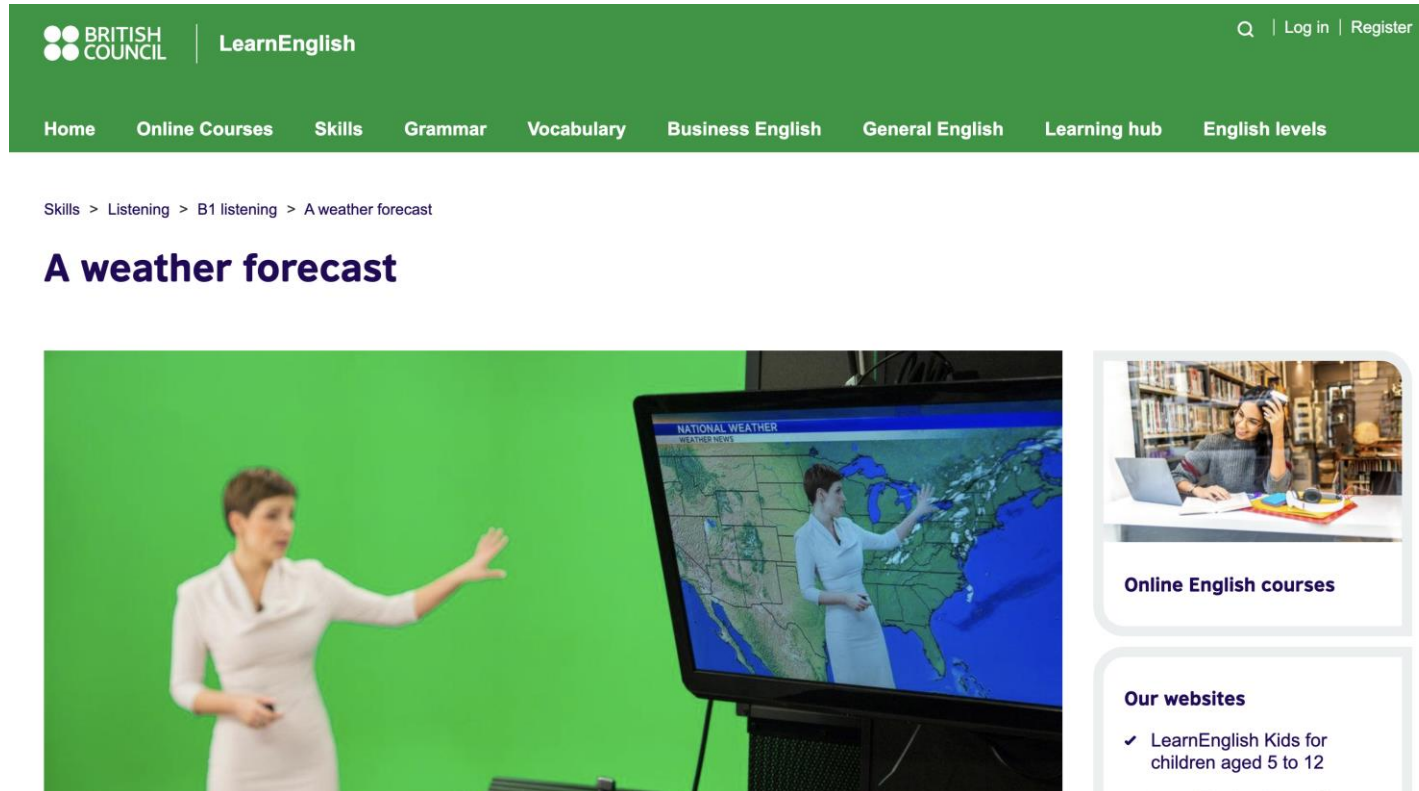
Remove some tasks or replace them with new tasks.

4. **Evaluate**

Evaluate the effectiveness of material.

Adapted from: British Council Teaching in low-resource contexts: A methodology and training book (2013)

1 Material Design: Differentiation (Cont.)

You want to teach listening about weather forecast but audio is not available. What would you do?

British Council LearnEnglish: https://learnenglish.britishcouncil.org/skills/listening/b1-listening/weather-forecast

- Find free online resources such as British Council LearnEnglish, Test-English (https://test-english.com/) YouTube video lessons,
- Make sure the resources you use are appropriate for your learners; better if it is authentic.
- Again change/add/remove/replace where necessary and evaluate

Do you think teachers need high-quality learning resources to develop critical thinking skill in students? Why or Why not?

2) Effective Questioning

1) Check the questions are appropriate (age/proficiency level/ culture).

2) Personalise the questions or relate the questions with student's daily life.

3) Integrate more open questions into the current lessons to enhance student's higher order thinking skills.

4) Use some techniques to promote equity and improve the depth of understanding in questioning.

E.g., Think-Pair-share, Value Line, Voting/Ranking, and Corners

2 Alternative Assessment

1. **Provide multiple sample test and exam questions, and run test trials.**

    E.g., https://learnenglish.britishcouncil.org/english-levels

2. **Allow the use of memory aids (cue sheet).**

    E.g., formulas, short phrases, pictures, definitions, sample

       questions & answers, specific examples

3. **Allow students to take test home and complete on their own time.**

          1) work best with open-ended questions

          2) to complete an advanced or complex assignment

4. **Offer alternatives to traditional course work and method of evaluation.**

    E.g., essay or book cover or final chapter or poem or video (same rubric)

5. **Develop alternative ways to be present or to participate.**

3 Digital Tools

1. **Less time for students to practice or mastery the content**

   E.g., self-study courses: https://learnenglish.britishcouncil.org/online-courses

2. **Economically inaccessible materials (no printer, costly textbooks/articles)**

   - post everything online before or after.

   E.g., readings, PowerPoint, handouts, agenda, links

3. **Less student's engagement in the lesson**

   - use more free online tools to make lessons fun and interactive.

   E.g., Bamboozle: https://www.baamboozle.com/games , Wordwell:

   **https://wordwall.net/en-us/community/games , Padlet: https://padlet.com/**

4. **Lack of resources for experiments (no science lab, no language lab)**

4 Key Takeaways

1. Make learning materials 'accessible'.

2. Use available learning resources productively.

3. Add or change or remove/replace and evaluate learning materials.

4. Always provide 'alternatives'.

5. Use online resources effectively.

Low Resource DOES NOT mean No Resource.
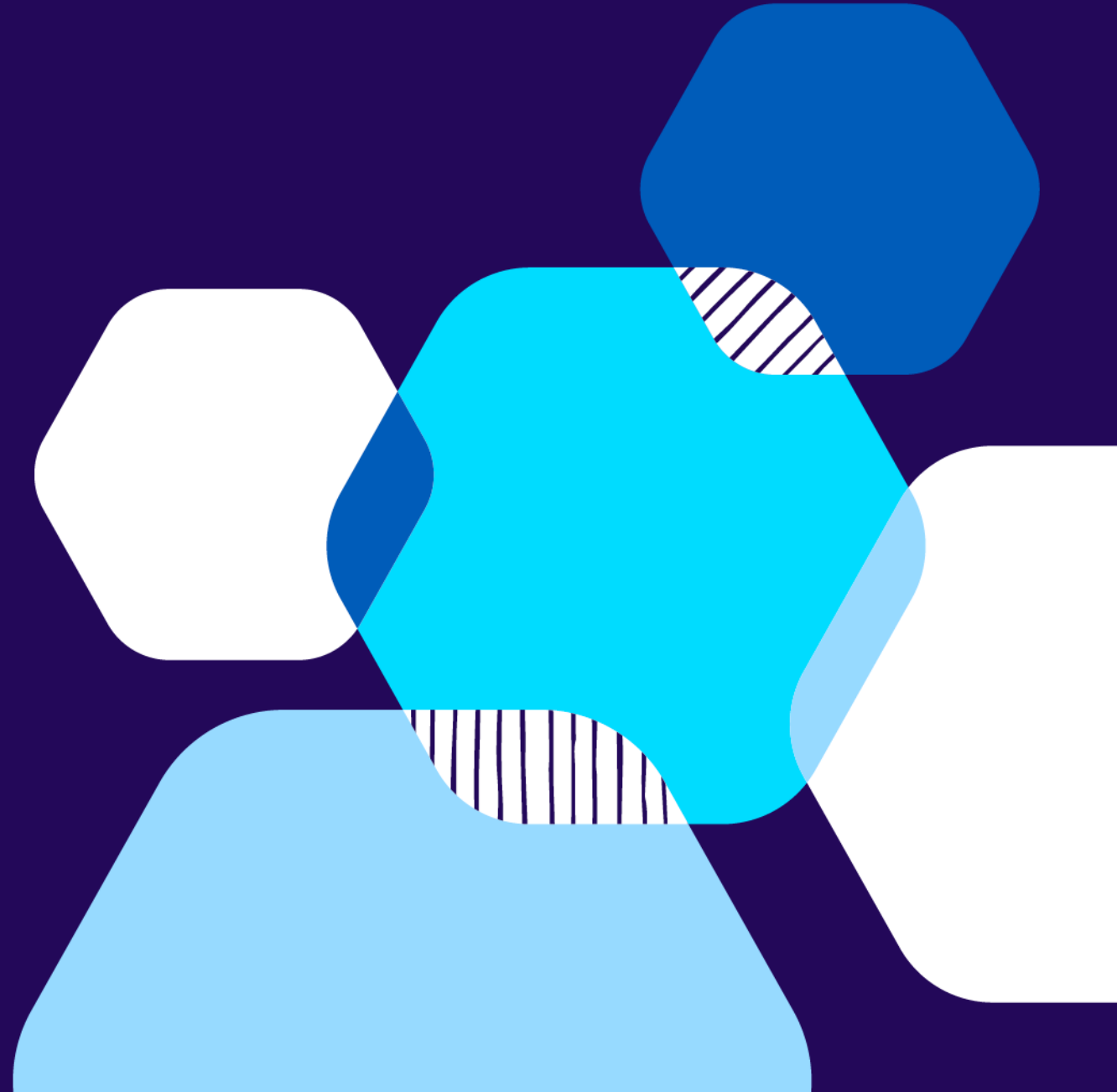
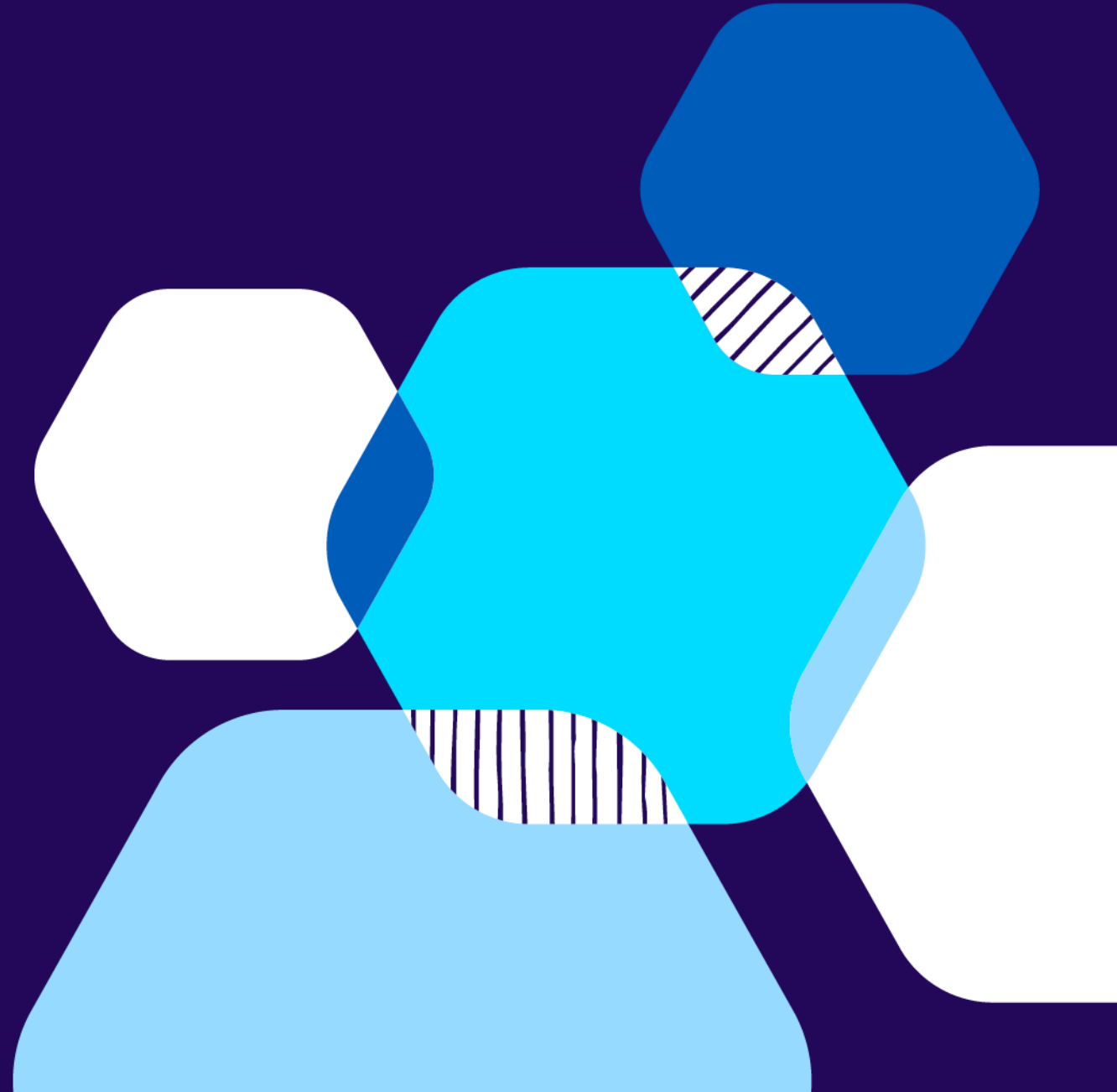# There are always solutions to different problems.
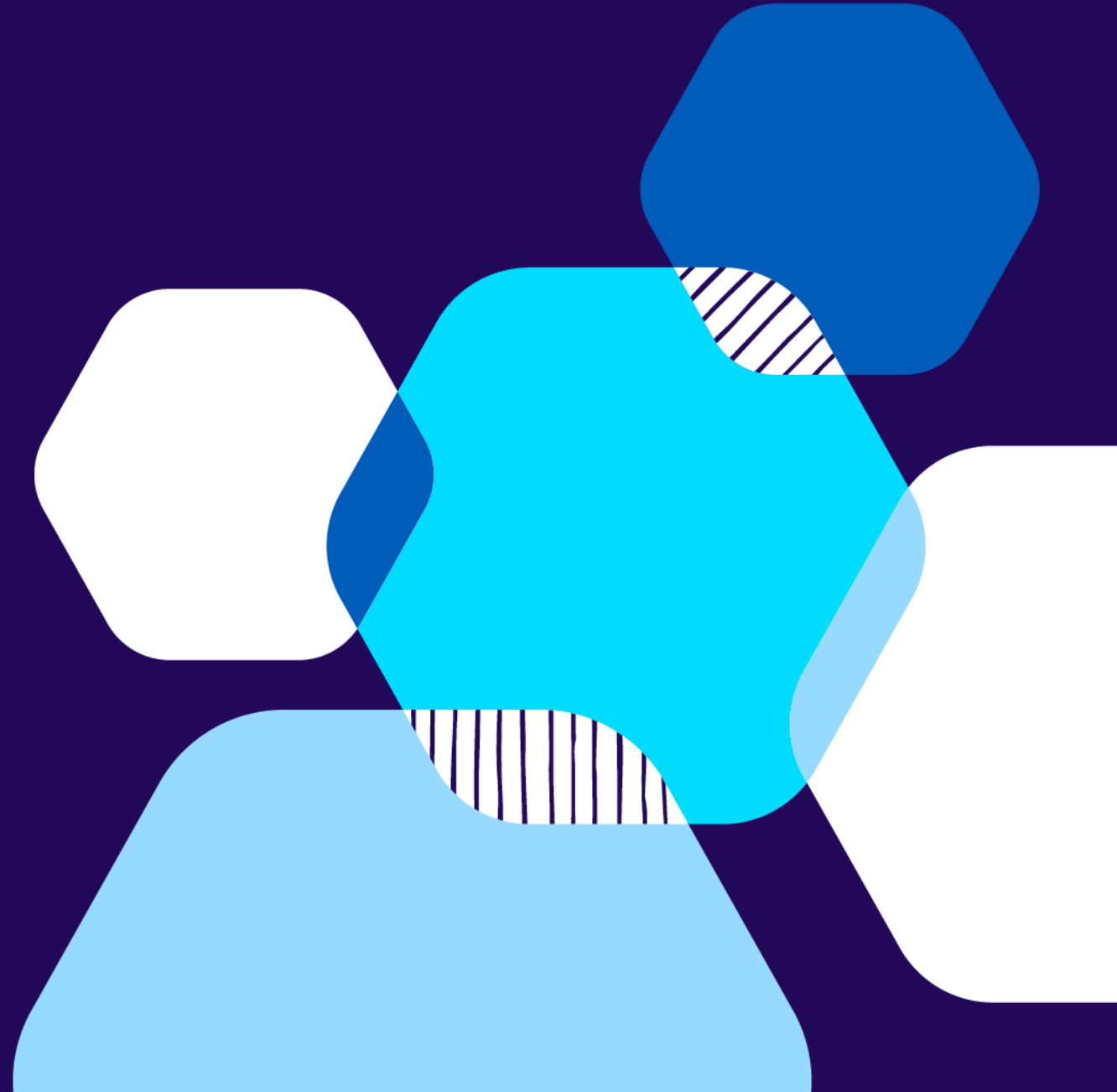
We need....

- Adaptability

- Creativity

- Collaboration/Support

- Empowerment

- Monitoring and Evaluation

- Open Mind

- Compassion

Education doesn't only happen in highly-resourced schools. Education is everywhere. Learning can happen anytime, anywhere, in any level of resources.
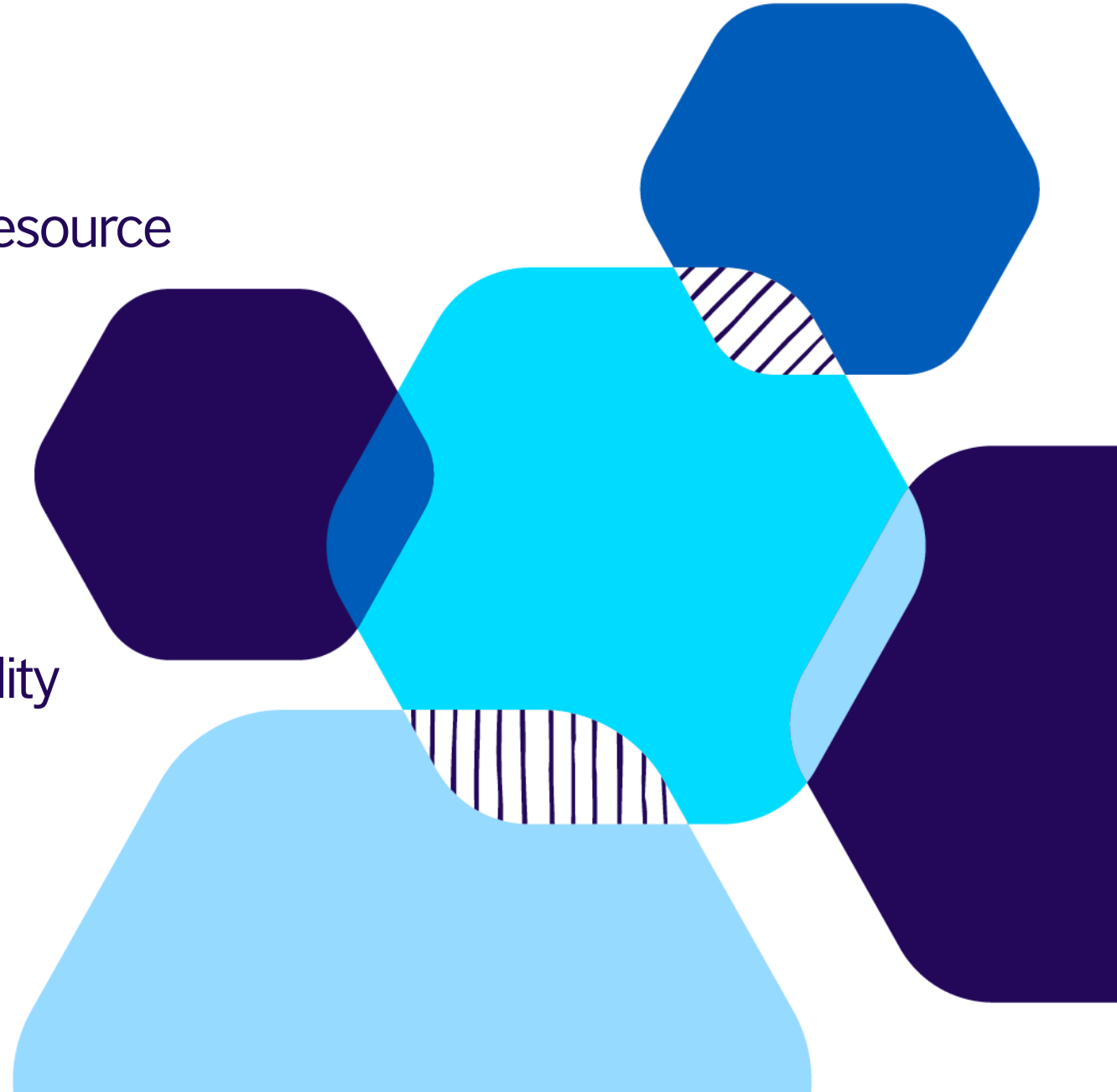
To all the teachers out there...

Both in low-resource context and high-resource context,

- We appreciate you.
- We acknowledge you.
- We Thank you.

Let's us all create a safer and better quality education for all the children.

Thank you