

Reading sections for jigsaw to print or include in the workbook:

Principle	Reading card
Affirming identity and building self-esteem	<p>Social and emotional conditions for learning that value all languages and cultures and affirm the identity of each learner promote self-esteem. Affirming the identity of a learner encourages the qualities, attitudes and characteristics identified in the IB learner profile, promoting responsible citizenship and international-mindedness. Conditions that do not affirm identity result in learners with poor self-esteem. Consequently, such learners will be unable to develop many of the qualities, attitudes and characteristics of the learner profile. The identity of each learner must, therefore, be affirmed.</p> <p>Affirming identity can be achieved by:</p> <ul style="list-style-type: none">• promoting a class and school environment that welcomes and embraces the diversity of learners• by valuing and using the diversity of cultural perspectives to enhance learning• by liaising with parents to establish understanding of how best to collaborate to achieve shared goals.

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Valuing prior knowledge	<p>New learning and understanding is constructed on previous experiences and conceptual understandings in a developmental continuum. Krashen (2002) stresses the importance of comprehensible input for learning to take place. If new information cannot be understood, it cannot be linked to prior knowledge and become part of deeper learning. The psychologist Vygotsky (1978) describes a zone of proximal development (ZPD) within which new learning can take place if there is support. The ZPD lies beyond the zone of prior knowing, which is where a learner can work independently without support. Anything outside the ZPD is not yet able to be learned.</p> <p>When planning the range of new learning that can take place in any individual, previous learning experiences or prior knowing must be taken into consideration. It cannot be assumed that those learners who have diverse learning needs will necessarily all share the same previous learning and background knowledge.</p> <p>It may be that these learners have a wealth of relevant background knowledge that can be activated as a base for further learning. However, the teacher may have to build up background knowledge in preparation for further learning. Therefore, teachers should:</p> <ul style="list-style-type: none">• explicitly activate learners' prior understanding• use their knowledge of learners' prior understanding to differentiate tasks and activities that will build up the further background knowledge necessary for new learning to occur• record information in learning profiles that will support planning for future differentiation and inform teacher practice• consider the time and the strategies necessary for activating and building up background knowledge when planning a unit of work or lesson
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Scaffolding	<p>Teaching methodology has identified a variety of specific ways in which teachers can scaffold new learning in the ZPD to help learners understand text and tasks. Scaffolding is a temporary strategy that enables learners to accomplish a task that would otherwise be impossible or much more difficult to accomplish. Scaffolding should foster learners' increasing independence in taking responsibility for developing strategies for their own learning, thus always extending the ZPD. Scaffolding is a dynamic practice in the learning process. The use of graphic organizers to develop a piece of written research is an example of scaffolding. Other scaffolding strategies may provide a more concrete, and less abstract, context for understanding.</p> <p>Examples of these are:</p> <ul style="list-style-type: none">• visual aids• demonstrations• dramatization• small, structured collaborative groups• teacher language• use of mother tongue or best language to develop ideas and initial plans. <p>Knowing the level of aptitude of a particular learner allows a number of small steps to be incorporated into the learning process so they can work towards mastery while receiving constructive feedback on all attempts. Templates may be designed for particular tasks, with quite a large amount of detail provided in the first level that diminishes over time as the learner begins to grasp the requirements of the task. Such an example may be a template for writing up a science experiment, where key terms and phrases are given in a graphic organizer that can be used until they are internalized by the learner and the format can be completed without the scaffolding.</p>
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Extending learning	<p>As learners progress through the years, they are required to read and write increasingly sophisticated texts in the content areas of the curriculum. The academic language of such texts reflects:</p> <ul style="list-style-type: none">• the complexity and abstraction of the concepts that learners are required to understand• the increased density of low-frequency and technical vocabulary, much of which comes from Latin and Greek sources (for example, photosynthesis, revolution)• the increasingly sophisticated grammatical constructions (for example, the passive voice). <p>Teachers can help learners extend their learning by combining high expectations with numerous opportunities for learner-centred practice and interaction with cognitively rich materials and experiences. Learners who read extensively, both inside and outside an IB programme, have far greater opportunities to extend their academic language and concepts than those whose reading is limited. The provision of opportunities to experience the enjoyment of reading, and to be aware of a wide range of genres for writing, are crucial to developing student learning. The use of assistive technology and software enables learners with language issues to access material they can engage with metacognitively.</p>
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