Pīkau: 12: DDDO PO1: Challenge yourself with PO1

Video Name: Tips for teachers

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Hi, what tips can I give you from what I have learnt along the way?

I have learnt that it can be really busy and there can be choke points where the kids need you all at once and my ratio is 1:29 so that can be tricky. Setting up at a play time and cleaning up in a lunch time is really helpful. Trying to problem solve ahead, like doing some prep stuff or one on one stuff, or one on three stuff is quite helpful.

Having a place or a system for storing things that you need at the ready is really useful. Also surrounding yourself with people that can help you with the things you don't know yet or ways of making it easier for you to teach that to the children. For example being able to access small devices like this (is referring to a small circuitry board) which is a voice recording device. I have been lucky enough to have support from people at Intermediates and High Schools and also within my current school too which is really great.

I'd also think to myself that having an idea where you start but having that flexibility of what might happen in between, so the children still have a bit of decision making. Choice is really wonderful. You can see different strengths from different kids which you might not have always anticipated.

The most important thing is to just have fun and go with it because you will be learning just as much as the children, they'll be teaching you a lot along the way.

The 'Design a BOT' process came about for me when I was thinking how do I make this work for myself as a teacher but also to be value added for the children in my class. I started from a technology point of view with a strong start point where they went through a design process where there was lots of thinking and pairing up and sharing before we actually got to any recording. Brainstorming processes that most teachers would use as a natural part of their programme and then we went through a process. The children recorded that onto Seesaw which has been really powerful for not just sharing with each other but also with their families.

The other thing that I did along the way was have a really clear end point. So a clear start point and a clear end point. We had a reflection process with, three things that we did well, two things

that we had learnt and one thing that we would do differently. That was a good start point and a good finish point.

Along the way I learnt many things like ‘how to manage stuff’. In the beginning we would have a little kōrero about what was working really well, and what we needed to be thinking about, what we might try and I would just pick three or four kids to voice what they knew. We did things like a picture gallery approach where they had their work out and they had to tell another person what their next learning step was. This meant that when they went to start they had done all that thinking beforehand, that was really powerful. Then they would swap with the other person so everybody was really clear about what they were going to be doing. We were trying to make the most of the time we had.

I also had a whiteboard system where I recorded six names at anyone time, students who might need one on one help with something if it was a bit tricky or they weren’t sure how to do something, that was really good. Sometimes I would ask the kids what we could do to resolve this as well.

I also took small workshops so the kids that wanted to make circuits all played around with circuits at the same time. For example with this (picks up the voice recording circuit board) I taught her how to do this, she went away and had a play, her friends had a play too.

They like the novelty factor, they like the newness, they find it quite exciting. It's really relevant to how things work, they’re learning about the things that are in behind some of the toys and things they might have as well. I found that really useful.