

# Teaching and Learning in a One Hour Class: Classroom Practice and Planning

Business, Accounting, Economics, Business  
studies



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# Transition of One Hour Classes in My School – Journey to date

- I was part of a team that set up a timetable committee school 2017/18.
- Visits out to different schools(1 hr classes) by subject dept teachers to scope the idea.
- Feedback to committee and then presentation to all staff.
- As with any type of change, there were feelings of uncertainty and trepidation.
- One Hour classes commenced 2018/2019.
- Feedback....teachers reported a very positive experience.
- Resulted in whole school development of a community of learning, collaboration, sharing resources and active methodologies
- It also led to the introduction of a T & L Committee in the school



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# Subject Planning for a One Hour Class



- ✓ **Short Term Planning**
- ✓ Consider the spread of classes – **working with students** to achieve efficient use of time and resources
- ✓ **Communication with colleagues** – regular meetings, email, coffee chats, WhatsApp group....what is working well?
- ✓ Planning for effective **time management** in class ...general rule: 10 mins, 30 mins, 10 mins.
- ✓ **SMART** targets – being realistic
- ✓ Opportunity for student to have a better understanding within the 1 hr class- **richer learning experience** for student
- ✓ **Self – directed learning**, checking for understanding, reinforcing,
- ✓ Benefit of 1 hour: not working against the clock – **students more focussed, less stressed**
- ✓ Ample time for **AFL and AOL**
  
- ✓ **Long Term Planning**
- ✓ Within the Dept - ensuring that the course material is covered (**syllabus**)
- ✓ **Checking in with Chief examiners report, marking scheme**
- ✓ Building in **revision** over the 2 – 3 Year duration of the course.



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## Practices of Teacher in the one hour class:

Opportunity to **build stronger relationships** with students – getting to know First Years sooner....seating plan.

**Speaking to students** about the benefits of the longer class contact time, a positive step for our subject.

Planning and preparation – use of a **hybrid approach** to T & L .... no one size fits all.

Identifying and understanding **learning styles** of students – meeting the needs of the auditory, kinaesthetic, visual learner.....John Hattie.

Time available to **alter the planned activities** if they are not working

**Differentiating** using a variety of tasks and activities to engage students

Tapping into **various student intelligences, interests, skills and experiences**

**Students** are more **settled**, class time is less 'frantic'

**Pace** – depends on abilities within the class. Co-teacher available?

**Brain breaks** for students, rewards, walking debates.

**More productive 'free class'** time for teachers.

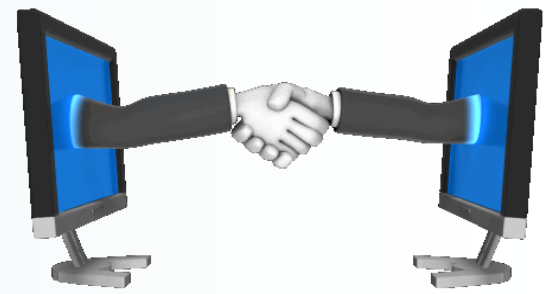


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# Strategies I Found Useful



- ✓ **Learning intentions** and breakdown of time, assigning a timekeeper role to a student.
- ✓ Where are the students coming from...PE? Is it the last class of the day? This will **inform my strategies** and approach.
- ✓ **DIFFERENTIATION**(see later slides)
- ✓ Reminder to students re. class breakdown of time: **10 - 30 - 10 mins** or some prefer to use **20 - 20 - 20 mins**
- ✓ Use of an **anticipation sheet** for before and after learning.
- ✓ Pre-teaching Key words and new vocabulary – (Vygotsky's scaffolding strategies)
- ✓ Allowing time to **explain, demonstrate, do together, do with support, do independently, extension activities**
- ✓ **Impact of Covid** on active learning – some activities that are safe to use, 321 learning frames, exit slips. etc
- ✓ Useful website : <https://www.jct.ie/wholeschool/classroomstrategies>
- ✓ The longer class time ticks the following boxes: Literacy, numeracy, Assessment, differentiation

Populate the chat with what is currently working well for you.



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# Impact on Teaching and Students' Learning Experiences

**Student voice** – consider the time of day and day of the week? Involve them in the decisions

Sharing the **learning intentions**, learning activities and recap. Ensuring students are aware of each stage.

**Active learning strategies** helps in breaking up the 1 hr,

**Student centred**....mini whiteboards, traffic lights,

Build up a bank of Dept **resources** to dip in and out of - physical and online

How does the one hour class **unfold** in your subject area? Approach depends on the subject being taught.

**Student experiences** – very positive when they can connect to the lesson material. Planning and Prep NB!

**Enthusiasm and interest** - more students opting for Bus Studies after the initial '**sampling**' period in Aug/Sept

**ICT** – some slides (not too many), Kahoot, 'chat' function, Youtube clips, etc

Completely **transformed** the way I teach...for the better



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# Use of Technology in the Online Space

Effective use of **Google Classroom/MS Teams** for recording lesson plans, homework, etc. Helps if a student is absent. Uploading resources, class material and homework is available.

Encouraging students to **login/engage** with the lesson

**Checking in** with each student at some stage throughout the lesson

Use of **Mentimeter** – to provide feedback and listen to the student voice

**Links** to websites and video clips, online news articles

20 – 20 – 20 Effective use of time: Intro, roll call, homework, new learning, active work by students, recap and check-in, homework.



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# Differentiation – continuum of support

- ✓ Knowing our **student profile** in each class, adopting strategies, working through challenges
- ✓ **Planning** for differentiation, AEN needs of students, gifted child etc
- ✓ **Activities** to support differentiation - differentiated worksheets, 321 learning frames, rating scales, placemats
- ✓ Building on **resources** that are helpful – T & L resources within the dept (both physical and online)
- ✓ **Working effectively and efficiently** with your co-teacher to meet the needs of students
- ✓ **Sample initiatives:** A – Z on a topic/unit of learning, Peer mentoring/checking, quizzes, handouts, design a mind-map or poster, infographic, etc
- ✓ **Learning wheel** for the different Business subjects
- ✓ **CARPET PATCH** – include in subject plan, on your classroom wall/desk and Teacher diary/handbook.
- ✓ **Choose a few strategies**, practice and refine, habit, embed, review and refresh.
- ✓ **L1LP** and **L2LP** in your classroom
- ✓ **Graphic organisers** and **think-pair-share**



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# CARPET PATCH – Ticking the differentiation box!

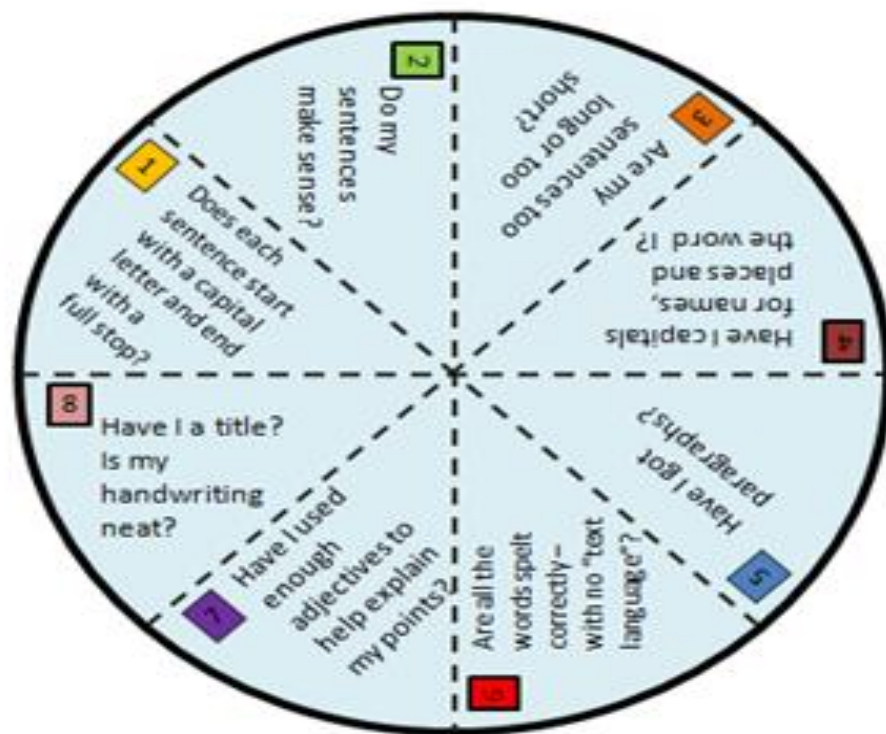
<b>C</b> ontent	Visual Cues, Adapting Text - Flaps/Highlighting, Pre-teach New Vocabulary , ICT
<b>A</b> ctivities	Visual Cues, Provide Choice, Adapting Activity, Tiered Activity with Different Time Frames, Targets that are Self-Directed, ICT
<b>R</b> esources	Visual Cues, Audio Books, Comprehension Bookmarks, Concept Maps, Checklists , Graphic Organisers, Self-Assessment Checklist
<b>P</b> roduct	Diagrams, Flow Charts, Concept Maps, Must Should Could, Assignments, Projects, Homework
<b>E</b> nvironment	Visual Cues, Resource Centre, Flexible Groupings, Seating, Movement, OT interventions , Layout of Room, Movement, Groupings
<b>T</b> eaching Strategy	Modelling, Questioning, Pre-teach New Vocabulary , Five Step Process (EXPLAIN, DEMONSTRATE: TOGETHER SUPPORTED AND INDEPENDENT)
<b>P</b> ace	Wait Time, Extra Time, Chunking work in time amounts, Extension Activities
<b>A</b> mount of Assistance	Buddy System, SNA Support, Other Staff, Co-operative Learning, Peer Support, Group Work , Team Teaching
<b>T</b> esting (Assessment)	Questioning, Choice, Assessment A-Z Activities, Summative, Interventions, Group and Team, Styles of Assessment, Quizzes
<b>C</b> omposition of groups	Pairs, Mixed Ability, Skills Based Groups, Co-operative Groups, Jig-Saw Groups, Paired Work
<b>H</b> omework	Visual Cues, Choice, Different Types of Homework, Submission Time and Targets, Shared Activities and Reflection, Extension, Pair Work, Variety, Aural



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Some more resources: learning wheel (can be designed for all subjects)



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# Homework/Classroom Work

## Homework

Completed at home!

Setting Differentiated homework – within the mixed ability class setting using a variety of tasks

Correcting homework...depends on nature of the subject Accounting v Business

More time to correct more thoroughly in class but be careful on time.

Again a hybrid approach may suit...correct in class in some lessons...or take home for correction

Mapping out meaningful homework

## Classroom work

Completed in the classroom!

Variety of activities

Depending on the nature of the subject...students feel that one hour is too long for one activity...ie; taking notes in Business

In LC Accounting – students prefer to stay on the one activity or similar questions.



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# Junior Cycle and Senior Cycle

Both involve:

Different approaches

A different calibre of student with variations in span of attention and focus

A variation in material to be covered

## **Activities more suited to JC:**

Active methodologies...eg; taste test activities...own brand 'v' top brand products.

Groupwork for CBA's ...pre-Covid.

(8 key skills and 24 statements of learning)

## **Activities more suited to LC:**

Business visits out, inviting business speakers into the school....(John Dewey theory)

Role play with assigned roles - industrial relations

Case studies,

Presentations to peers,

Area of interest studies



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# How we teach makes an impact on student learning!

How we can make a difference in how students learn. .Barrie Bennett (Instructional Leadership)

Increased uptake of all 3 business subjects at LC level

Fostering a love for our subject – students pursuing further studies and careers in this area

Students learning by collaborating and experiencing the subject

Respecting difference in the classroom, inclusion – we can get more accomplished 'together'

Pace yourself – include daily assessments and active work for the students.



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# Questions and Answers



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Thank you and I wish you well in your one hour classes

If you have any further queries, please do not hesitate to contact me.

Twitter: <https://twitter.com/MccolganSinead?s=08>



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