



Boyne Valley  
or Cliffs of  
Moer

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Further information about the cultural activities are available on each location webpage.

[teacheracademy.eu](http://teacheracademy.eu)

[info@teacheracademy.eu](mailto:info@teacheracademy.eu)

Teacher Trainer: Jackie McCann

# WHY THE 4 C's

**21<sup>st</sup> century fluid work environment = need for a different educational approach**

# Turn to your neighbour

*Interview each other asking the following questions.*

- *Country they are from*
- *Brothers or sisters?*
- *Children or nieces or nephews?*
- *Live in a house or apartment?*
- *Any Pets?*
- *Favourite Food*
- *Hobbies?*

*Each person now tells the rest of the group about their partner*

# Why the 4C's?

## Traditional education is knowledge-based



19<sup>th</sup> Century Industry requirements:

- ▶ Repetitive tasks
- ▶ Minimum thinking
- ▶ Able to follow instruction

# Why the 4C's?



Today machines are better than people in memorising and processing knowledge.

Today's workforce must be able to **collaborate, think critically, be creative and communicate with their team** in order to keep advancing the technology era

**EDUCATION NEEDS TO ADAPT**



© Study.com

# Why the 4C's?



Can you think of anything that has not some form of technology in its making???



Even “manual labour” involves technology

# This is why.....



**How has technology impacted on your career since you started teaching?**

**We as educators need to leave the safe harbour and explore those C's.**

# This is why.....



- ▶ All the easy problems have nearly been solved
- ▶ Need to take society from where it is now to where it has to go.
- ▶ The next great ideas won't just come from a few people but from each and every one of us.
- ▶ We need to Discover ways we can incorporate them into our teaching.
- ▶ Empower our students with the skills needed for the 21 Century and beyond to help form the world that they will be living in.

*It will be a rough ride.....*



## Fluid Intelligence



While the school system is great for building "crystallized" intelligence (long term memory, basic knowledge, & vocabulary), "fluid" intelligence is king and ruler of the real world.

## Fluid intelligence

- ▶ *Ability to come up with new ideas on the fly – in the moment.*
- ▶ *Think our way out of problems*


# Why the 4C's?

Communication

Collaboration

Critical thinking

Creativity



Don't stop with  
just 4 C's .....  
Can you think  
of more?

- Enables students to increase their learning capabilities
- Are needed in a variety of situations and work settings, independent of the task, subject or discipline
- Prepare students for the increasingly complex life and work environments

# Expectations

Please write down on the sticky notes provided:

**3 x sticky notes** specific 4C's exercise/tool you are already applying in your classroom  
(e.g. a method to stimulate critical thinking) → post under “3”

**2 x sticky notes** aspects of the 4C's you would like to optimise  
(personally or in your classroom) → post under “2”

**1 x sticky note** specific queries or needs you would like to resolve this week → post under “1”

Don't forget to add your name

# MODELS OF PERSONAL DEVELOPMENT

Theory on how skill & character improvement can be achieved

# Teachers are role models

- You are following students through pivotal stages of their development
- You are the adults that students spend most of their time with
- You are setting their standards for how a professional adult acts
- You inspire and encourage students to fulfil their potential and to strive for greatness
- **The way you master and enact the 4C's yourself will greatly influence how your students will use these skills.**

TUESDAY

# Motivation

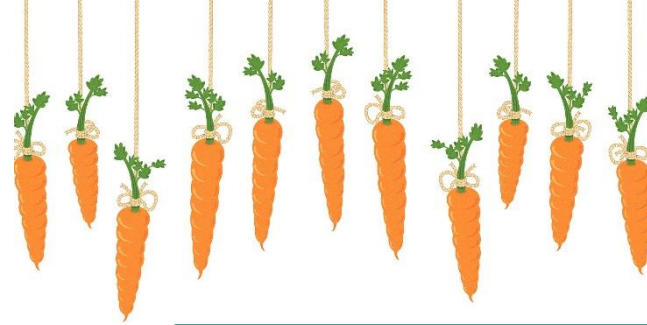
## **What will we do?**

- Discussion class about how we are or are not motivated to teach
- How our students are or are not motivated to learn

## **What will you discover?**

- You will see you are not isolated in your thoughts
- You will come away with some ideas on how to motivate yourself and also your students

# Motivation in the Classroom



What factors influence motivation?

Are your students motivated to learn?  
**Break into groups and discuss what barriers you have encountered in your classroom regarding student motivation**

How do you motivate your students?

**While in your groups share ideas as to how you or your school motivate your students**

# Motivational Activity

## Students

- Why are our students not motivated
- When do they become motivated?
- What strategies do you use in your school to motivate students

## Teachers

What motivates us as educators

What de-motivates us as Educators

How do you keep yourself motivated

Is your school good at supporting you?



# Motivation in the Classroom

## Students

- Not involved
- Lack confidence
- Low self esteem
- Insecure
- Tire very easily
- Grades/homework pressure
- Don't like to stay seated for too long
- Prefer internet games
- Peer to peer relationships focus on what is happening with their peers
- Bullying

## Strategies

- Teenagers need empowered and treated as adults
- Technology good for children
- Increase student participation
- Give positive feedback
- Making the learning fun
- Keep learning fresh
- Teacher is update on IT and modern strategies
- Multi-disciplinary projects & Community project

## motivated

- When they like the subject
- When they are successful feel of use,

## What factors influence Motivation?

### Teachers

- Strictly connected to the students success
- Love of the job keeps teachers the motivation
- Helpful colleagues
- Good Teamwork and friendship
- Conflicts with family/ parents
- Childrens basic needs not met. - food, sleep, showers!
- Grades/homework pressure
- Teachers are aware of the importance of the role they play in society
- Schools need to do more to support teachers

# Motivation in the Classroom

What factors influence Motivation?

If students can't use digital equipment they become unmotivated

Mobile phone addiction

Student who must repeat a year

Family not interested in students learning

Parents not valuing teachers

Shyness and embarrassment with foreign language especially

Language barrier – they don't understand

Lack of goals

Lack of interest – school subjects are not relevant to their lives

Exam focused –

Lack of concentration – ADHD, etc

Puberty

# Motivation in the Classroom

## What factors influence Motivation?

- ▶ Respect (first impression can be crucial)
- ▶ Fun/Humour – Gamification of learning
- ▶ Belonging/Peer pressure
- ▶ Recognition & Rewards
- ▶ Routine and Structure
- ▶ Fear
- ▶ Curiosity
- ▶ Ownership/control
- ▶ Mastery/Challenge (Zone of proximal development by Lev Vygotsky)
- ▶ Delayed gratification
- ▶ Attitude/Having a goal
- ▶ Habit/routine
- ▶ Nutrition/Breakfast
- ▶ Sensory stimulus, hands-on, interactive
- ▶ Variety of tasks and methods (e.g. ICT)
- ▶ Sleep
- ▶ (inherent) Usefulness, Relevance
- ▶ Student-centric Communication/Language
- ▶ Understanding and precise instructions
- ▶ Targeted breaks
- ▶ Lesson material
- ▶ Classroom layout

# Motivation in the Classroom

## What factors influence Motivation?

Some subjects are compulsory – have to be there

Devices are distracting

Lack of knowledge

Expectations – low self esteem

Boredom – lack of sleep/interest

Learning to reach a result

Some activities they do not need to be motivated for

Teachers can be very boring

Books and material are outdated

Pace of learning can be too quick or too slow

Stress - out of the school environment/ home/ family

Atmosphere in classroom

.

# How motivate children to learn

- Teachers expected to be super heros!!
- Turn the tech into a tool for education
- Study partners – week students with strong students
- Pair mentoring
- One on one attention
- Project work can be very effective
- Create a nice atmosphere in the classroom

**CREATE CLASS RULES WITH STUDENTS —  
GIVE THEM A SENSE OF OWNERSHIP**

# Fun

 Piano stairs - TheFunTheory.com - Rolighetsteorin.se

Watch later Share




MORE VIDEOS

Watch on youtube.com

0:53 / 1:47

<https://www.youtube.com/watch?v=2lXh2n0aPyw>

  YouTube 



# Student Centered Classroom

Re-arrange  
the desks to  
how you as a  
group would  
like to see  
them

## Creating class rules

Decide as a group  
what rules you would  
like in the classroom



When you have made  
up your rules, we will  
discuss the rules and  
negotiate how we can  
make them work for  
everyone.



# Exercise

You are planning some group work about Irish history and culture with your class, but previous group work sessions raised some issues:

- Strong students like Peter, Mark and Lydia prefer to work on their own. Mark said previously: “I’m quicker when I do things on my own.”
- Melanie, Sarah, Olivia and Anna are a tight-knit group. They like to work together, but not with other fellow students.
- Paul and Adam, two of the weaker students, were not contributing a lot during previous group work sessions. During the session, you had overheard Paul asking: “What is the point of this group work anyway?”

**→ How do you use the various aspects of motivation to overcome these issues and get your students to work well as groups?**

# Exercise – Possible solutions

You are planning some group work about Irish history and culture with your class, but previous group work sessions raised some issues:

→ **How do you use the various aspects of motivation to overcome these issues and get your students to work well as groups?**

- Warm up games: Do a quick group game at the start of the lesson to show them that working in groups can be fun
- Table and seating arrangements: Arrange tables for group work, practice with students to sit at different tables each lesson (Quickest way: Define names/symbols for tables, hang up a list at the entrance to class with names allocated to each table)
- Give group enough work/tight deadlines so that they have to work collaboratively
- Allocate an even mix of weak and strong students to a team and split tasks accordingly. Make sure everyone “owns” their task, e.g. by giving separate pieces of information. (Alternatively, make strong and not-so strong groups, and vary the exercise difficulty level accordingly)
- Make sure everyone understands the instructions (e.g. 3 before me)

# Ways of understanding: Deductive vs Inductive

**Teacher**  
provides

**Students**  
solve

Examples:

Rule or Theory

**Deductive**

Specific Examples or  
Activities

- Predictable learning outcome
- Fast results

Math  
formula  
Grammar

Specific Examples or  
Activities

**Inductive**

Rule or Theory  
(Generalisation)

- Promotes analytical, critical thinking
- Motivating for students

Mpemba  
effect  
Newborn  
language  
learning

Exercise: identify deductive teaching in your classroom – how would you teach it in an inductive style?



# The 4C's:

## Communication

- What makes a good communicator
- Student V Teachers
- Listening and speaking skills
- Non verbal Communication

Presented by:  
Jackie McCann

**europass**  
**Teacher**  
**Academy**

Date: 7th - 11th March 2022

The 4Cs: "Creativity, Critical Thinking, Communication and Collaboration in Schools"



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**SCHEDULE**

An aerial photograph of a sailboat with a white hull and a tall, thin mast, sailing on a deep blue ocean. The boat is moving from the upper right towards the lower left, leaving a white wake behind it. The water's surface is textured with small ripples.

**WE HAVE LEFT THE HARBOUR.....**

# Break into 2's

*Interview each other asking the following questions. You can not take any notes*

- *Country they are from*
- *Brothers or sisters?*
- *Children or nieces or nephews?*
- *Live in a house or apartment?*
- *Any Pets?*
- *Favourite Food*
- *Hobbies?*
- *What makes them happy?*

Go to [www.menti.com](http://www.menti.com) and use the code 6010 0613

Give one word to describe your thoughts when you hear the word Communications

Mentimeter

A word cloud visualization showing responses to the word 'Communications'. The words are arranged in a circular pattern with varying sizes and colors. The largest words are 'spelling' (yellow), 'english' (red), 'writing' (blue), and 'reading' (pink). Other visible words include 'school' (green), 'letters' (orange), 'spellings' (purple), 'bored' (dark blue), 'writing lettres' (light blue), and 'homework' (red).

3



# Defining communication skills

**To be a good communicator in the classroom what skills must you have?**

- ▶ Discuss this question in your groups
- ▶ What areas of communication do you think you/your students, or your school are weak in?
- ▶ What areas are you strong?
- ▶ When time is up, compare your findings with the other group

# Defining communication skills

To be a good communicator, you need to:  
Vocabulary

## Teacher

To be a good communicator, you need to:  
To be able to listen then listen some more  
Must show empathy  
To have a good tone of voice  
Emphasise Key words  
Body language – entertainer  
Speed of speech  
Eye contact

## Student

Confidence  
Social skills  
Patience  
Practise of skills  
Use pro-active words  
Tone of voice  
Kind words  
Guidelines and respect for others

# COMMUNICATION

## Listening and speaking Skills

**“Most people do not listen with the intent to understand; they listen with the intent to reply”**

*Stephen R. Covey*

**“Mankinds greatest achievements have come about by talking and its greatest failures by not talking”**

*Stephen Hawking*

# Communication exercise

- The volunteer stands with his back to the class and gives instructions to the group on how to draw the picture he/she has been given.
- The group must follow instructions but can not ask questions.
- Now he/she turns around and gives the same instructions. This time the group can ask questions.

## ANGRY

Sorry? You're sorry? Is that all you can say? I've been waiting here for 45 minutes in the freezing rain and all you can say is sorry? Why didn't you call me? You've got a mobile, haven't you? Or did you forget that too? You know sometimes I wonder why I bother with you at all

## ADVERTISEMENT

Now there is a breakfast cereal to really get you going – “Eat and Go”! If you’re feeling slow and sluggish in the morning, flush away those early dreary blues with ~”Eat and Go”! Full of natural goodness, iron and vitamins, “Eat and Go” is made from organic oats and wheat, grown especially on our own farms and scientifically tested in our laboratories. Get yourself up and out with “Eat and Go”

## THE FILM PREVIEW

An evil has been unleashed upon the world, an evil older than history. In a race against time, a struggle against the odds, a battle with forces too great for mere mortals, only one man knows how to stop the destruction of the entire planet. Arnold Schickelgruber is John Steel. Power beyond imagination, terror beyond belief. A film that will chill you to the bone.



## THE FAIRY STORY

Once upon a time, in a land far, far away, there lived a princess who was the most beautiful princess in all the land. She lived with her evil stepmother and two ugly sisters in a great big castle. One day, news went out across the land that a magnificent ball was to be given by the handsome Prince Charming.

# COMMUNICATION

## Non-verbal communication

# Non Verbal Communication

<https://youtu.be/ZQryUvMpGk8?t=412>

# Non-verbal activity – Draw & explain

- Participants assemble in groups.
- Then each group is asked to make a drawing.
- The other group will be interpreting the meaning of that drawing.

# Non-verbal communication

## Entering a room

3 people leave the room

Each person enters the room greets everyone non-verbally and sits down.

# Collaboration exercise

- 2 groups
- 1 member each groups sits down with their back towards the whiteboard
- A word is written onto the whiteboard
- The other team members have to describe the word without saying the actual word (or part of it)
- The one who guesses the correct word first earns a point for the team
- Members rotate
  
- Variation: drawing onto the board

# Communication reflection

Discuss in groups of 3:

What do you think about this video?

What aspect of your own communication skills would you like to improve?

# Toast Masters





# Critical thinking and Collaboration

Jackie McCann

# Today's Content

- **Six Hats Model –**  
Used when deep thinking is required to solve a problem.
- **Jigsaw Model**  
A method to assist students overcoming learning gaps
- **Giving student feedback**  
An exercise in critical thinking

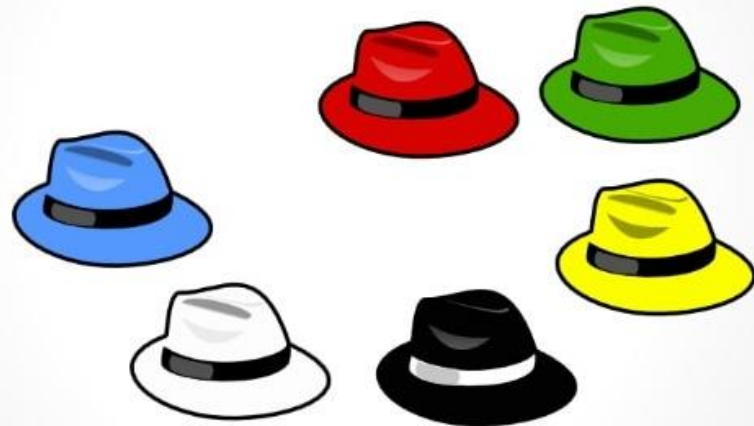
## North, South, East and West: Compass points

And exercise in Understanding Preferences in Group Work

Similar to the Myers-Briggs Personality Inventory, this exercise uses a set of preferences which relate not to individual, but to group behaviors, helping us to understand how preferences affect our group work.

- The room is set up with one of the four signs on each wall —
- North, South, East and West.
- Participants are invited to go to the “direction” of their choice.
- No one is only one “direction,” but everyone can choose one as their pre-dominant one.
- Each “direction” answers the five questions on a sheet of newsprint. When complete, they report back to the whole group.
- Processing can include:
  1. Note the distribution among the “directions”: what might it mean?
  2. What is the best combination for a group to have? Does it matter?
  3. How can you avoid being driven crazy by another “direction”?
  4. How might you use this exercise with others? Students?

*Put your thinking hat on!*



The six thinking hats of Edward de Bono

## 6 Hats Model

Approach for individual or group work to facilitate thinking and problem solving

**euro** teacher  
**pass** academy



# 6 Hats Model



*Helps accommodate parallel thinking*



*Facilitates problem-based learning*



*Allows for analysis of project components*



**PROCESS**



**Blue Hat - Process**

Thinking about thinking.  
What thinking is needed?  
Organizing the thinking.  
Planning for action.

**CREATIVITY**



**Green Hat - Creativity**

Ideas, alternatives, possibilities.  
Solutions to black hat problems.

**FACTS**



**White Hat - Facts**

Information and data.  
Neutral and objective.  
What do I know?  
What do I need to find out?  
How will I get the information I need?

**BENEFITS**



**Yellow Hat - Benefits**

Positives, plus points.  
Why an idea is useful.  
Logical reasons are given.

**FEELINGS**



**Red Hat - Feelings**

Intuition, hunches, gut instinct.  
My feelings right now.  
Feelings can change.  
No reasons are given.

**CAUTIONS**



**Black Hat - Cautions**

Difficulties, weaknesses, dangers.  
Spotting the risks.  
Logical reasons are given.

# How to use the 6 Hats in Your Classroom

- **Case study analysis.**
- **Discussion forums:** Structure the discussion forums around the six hats. Divide a forum into separate hats or ask students to post which hat they are “wearing” when they post their responses.
- **All students, same hat:** Ask all students to wear the same hat so they can dig deeper into an idea together.
- **Different groups, different hats:** Divide students into groups and assign each group a separate hat.
- **Switch hats:** Assign hats to students or groups and ask them to analyze a case, problem, or situation. Then, in the middle of the discussion, switch hats. Give students a different hat color and continue the same problem or situation..
- **Guess the hat:**
  - How did you know which hat John was wearing?
  - What kinds of words did he use that made you think he was wearing the [insert color] hat?
- **Writing/speaking assignments based on hat color.**
- **Create a new hat:**




# White Hat - Facts



- **Facts, objective information, data**
- *What does the data tell us? What facts do we know?*
  - *This teachers biggest challenge is talking to her student's parents about their struggles in the classroom.*





## Red Hat - Emotions



- **Feelings, emotions**
- ***How are people feeling? What reactions do we need to anticipate?***
  - *This teachers biggest challenge is talking to her student's parents about their struggles in the classroom.*



# Green Hat - Creativity



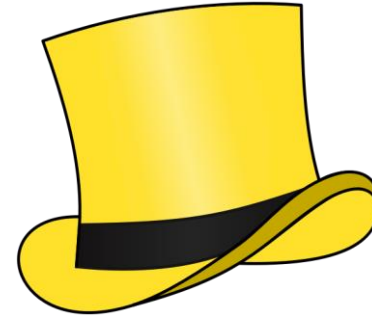
- *Creativity, generate new ideas*
- *What ideas haven't been tried before? What if...? Imagine this...*
- *This teachers biggest challenge is talking to her student's parents about their struggles in the classroom.*

This Photo by Unknown author is licensed under CC BY-SA.

**euro** teacher  
**pass** academy



# Yellow Hat - Positivity



- **Positives, advantages, benefits**
- **What are benefits or positive outcomes associated with this decision? What are the advantages of this solution?**
- This teacher's biggest challenge is talking to her student's parents about their struggles in the classroom.



# Black Hat - Cautions

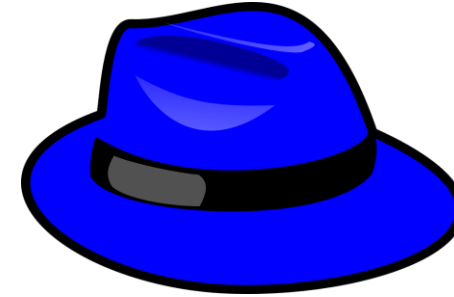


- Caution, concern, alert
- **What should we be concerned about? Where should we proceed with caution?**
- This teacher's biggest challenge is talking to her student's parents about their struggles in the classroom.


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# Blue Hat - Process



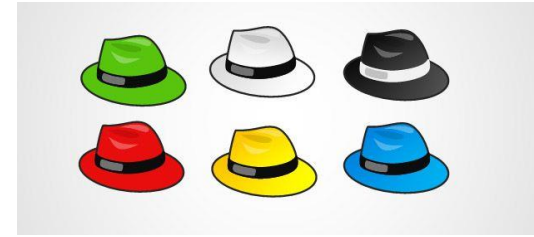
- What have we done so far, summaries, suggest next steps
- What has been done before? What impact did that decision have? Where should we go from here?
- This teachers biggest challenge is talking to her student's parents about their struggles in the classroom.



# Let's help this teacher solve their biggest challenge..

- *This teachers biggest challenge is talking to her student's parents about their struggles in the classroom.*

# Summary



- Blue Hat** - Manages thinking
- White Hat** - focuses on facts, information, objective thinking
- Black Hat** - **Safe Thinking**, points out potential risks and potential problems with reasons
- Yellow Hat** - Optimistic Thinking, points out pros and benefits with reasons
- Green Hat** - Creative Thinking, Removes risks and problems and provides creative solutions
- Red Hat** - Gut feeling, emotions, instinct reaction to problem



# Exercise

- Analyse the following opinion using the following different thinking hats
- **Red Hat- Feelings, how does it make you feel? Why?**
- **Yellow Hat- positive aspects**
- **Black Hat- risks/cautions**
- **White Hat- what are the facts?**
- **Green Hat- how would you change this title to make it better?**



## Six Thinking Hats® Quick Summary

PROCESS



### Blue Hat - Process

Thinking about thinking.  
What thinking is needed?  
Organizing the thinking.  
Planning for action.

FACTS



### White Hat - Facts

Information and data.  
Neutral and objective.  
What do I know?  
What do I need to find out?  
How will I get the information I need?

FEELINGS



### Red Hat - Feelings

Intuition, hunches, gut instinct.  
My feelings right now.  
Feelings can change.  
No reasons are given.

CREATIVITY



### Green Hat - Creativity

Ideas, alternatives, possibilities.  
Provocations - "PO".  
Solutions to black hat problems.

BENEFITS



### Yellow Hat - Benefits

Positives, plus points.  
Logical reasons are given.  
Why an idea is useful.

CAUTIONS



### Black Hat - Cautions

Difficulties, weaknesses, dangers.  
Logical reasons are given.  
Spotting the risks.

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# Reflection

- How was the discussion you had using the Six Hats different from your typical discussions?
- How might it help you discuss difficult topics or make decisions in the future?

euro  
pass teacher  
academy

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# THE JIGSAW MODEL

A method to assist students  
overcoming learning gaps

# Bioethics workshop

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**Objective:** Create a campaign poster either for or against the establishment of a national database of DNA and genetic profiles of every citizen.

**Implementation:** Students form 6 groups which read through and discuss different pieces of relevant information. One student from each group is then assigned to tables to draw either a Yes or a No-vote poster. Posters are presented to the other students, and all students vote for or against the establishment of the DNA and genetic database.

**Learning outcome:** Students learn to deliberate about biotechnological advances and how they can create both useful applications and ethical issues when seen in the context of society.

# Bioethics workshop

Amgen Biotech Experience

Scientific Discovery for the Classroom

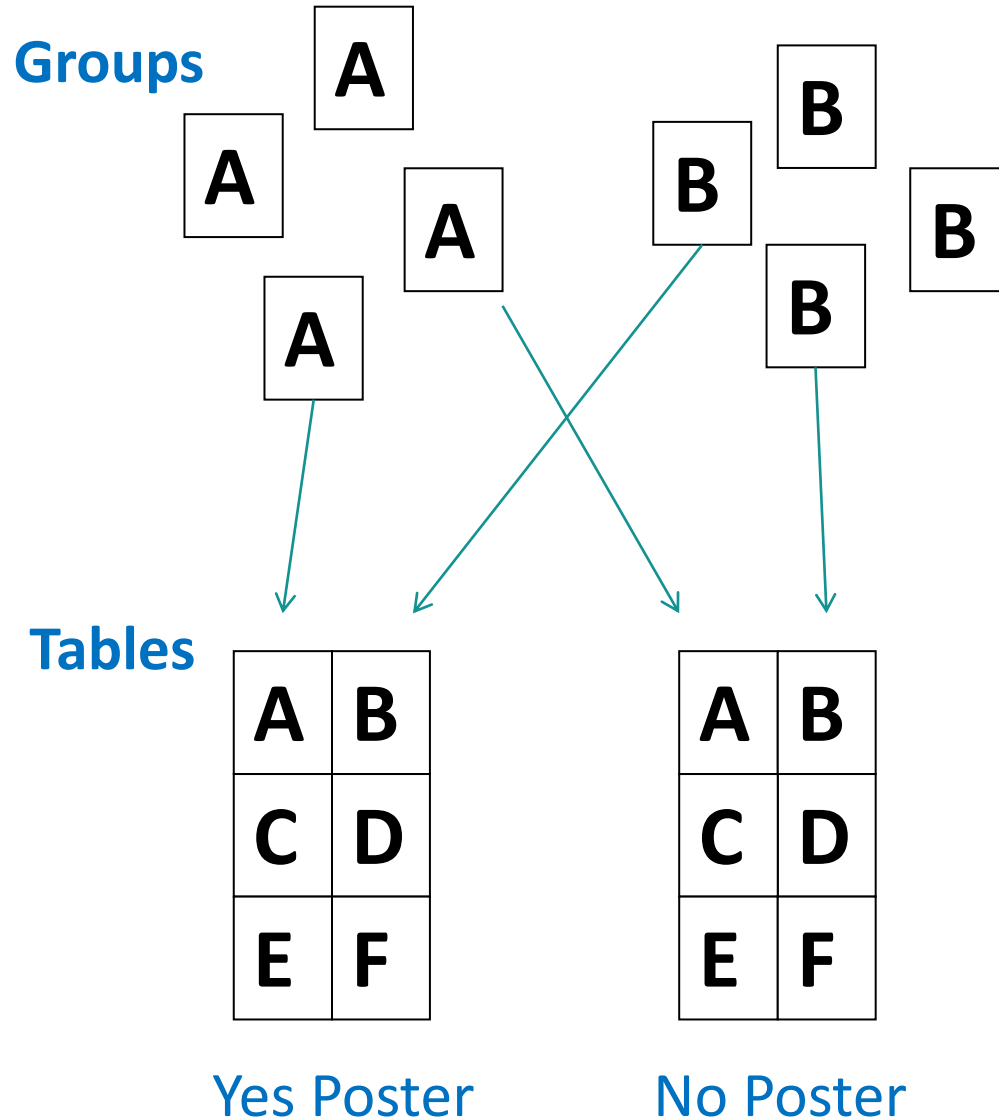


# Neuroplasticity What is it exactly

<https://youtu.be/ELpfYCZa87g>

- How does the video impact on your views regarding Neuroplasticity
- Using some of the techniques you discovered during the week to create an activity that you could use in your class
- The idea is to explain the concept of Neuroplasticity to your students in a simpler format than that of the video

# Bioethics workshop



- Allows for integration of large amounts of information
- Everybody is compelled to contribute their “expert” knowledge
- Poster topic is given, but content is created independently by students

# CONSTRUCTIVE FEEDBACK

# Austin Butterfly

<https://www.youtube.com/watch?v=hqh1MRWZjms>

## Rules for constructive feedback

- **Be specific**
- **Start with something positive**
- **Make suggestions how to improve**
- **Comment on the work, not the person**
- **Give them opportunity to continue**
- **Don't include all things that incorrect**
- **Focus on the progress**



## The Parent Teacher meeting: Roleplay activity

**The teacher** is giving feedback about little Johnny, who is good in Math and drawing, but is falling behind in his reading and writing. You feel he needs to practice these skills more at home. He is also quite disruptive in the class.

*The parent is defensive and easily offended*

- Firstly give destructive feedback (what you would really like to say!!)
- Now give the same feedback but in a constructive manner.