



Teaching Strategies MyIT Tutors August 2020



MY INTELLIGENT TUTOR
CREATING A FUTURE FOR FAMILIES

WWW.MYINTELLIGENTTUTOR.COM

What is My Intelligent Tutor?



A provider of specialist MyIT tutors at home or online to parents in Hong Kong



A provider of MyIT tutors quality assured by Train The Teacher



A provider of highly tailored content from the extensive data bank of TTT resources

What is good about MyIT?

Backed and quality assured by TTT (2008), Hong Kong's most experienced teacher training company

Ongoing support and guidance for tutors

Ongoing support and guidance for parents

Access to TTT training network

What is good about MyIT?

Qualified Resume Certificate for all MyIT Tutors

Huge online resources for tutors

Careful and consistent management and learning systems

A company for teachers, run by teachers

Long term clear and exacting vision for education



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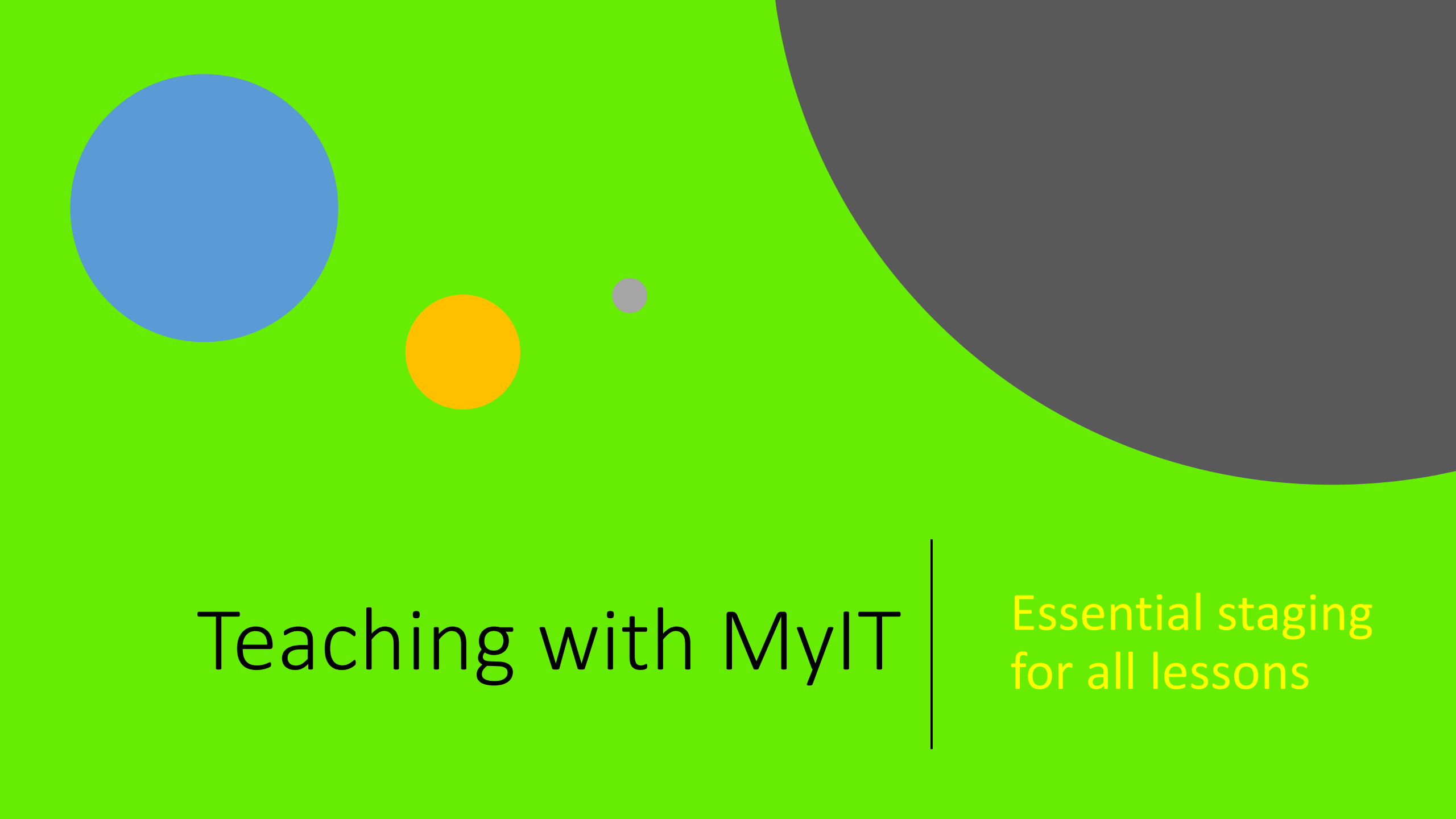
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If you are a subject tutor with a high awareness of teaching methodology, or are prepared to upskill through training, we have positions available for you.

Contact Frank on WhatsApp +852 92791395

[MyIntelligent Tutor Information](#)

Fully backed by Train The Teacher, Hong Kong's paramount Trinity CertTESOL training company.



Teaching with MyIT

Essential staging
for all lessons

Stage markers

Prepare well

Greet the parent, the helper and the child – demonstrate manners

Tell the parent and learner what you are going to do

Ask the learner what feeling they want to achieve in the lesson

Stop periodically and check 'What have we done/What have we learned?'

Stage markers



Stop periodically for the learner to memorise what they have done.



Drill as a regular part of your lessons



Conclude by asking the child if they achieved feeling...in the lesson



Conclude by asking the child to tell the parent what he/she has done



Finish a few minutes before the hour and give the parent feedback on the lesson

Learner needs



Make sure you have a full and frank discussion with the parent or the learner about their needs



Use the diagnostic or placement tests so you can specifically target expressed and/or real needs

Who is who in
one-to-one or
one-to-small
group?

- Think about
 - who decides the needs
 - what the relationship is – it is less role based and more interpersonally engaged than class work
 - reversing roles in which the learner teaches you something, and you model good learning strategies
 - the time given to a part of a lesson – who decides this?

Who is who?

Give the learner 'space' in which to learn and process at their own speed' – avoid being on task all the time

Be patient and be prepared to listen actively



Watch the praise

- You are great! You are clever! You are smart!
- These are problematic as the child's sense of personal worth is in relation to what someone thinks of them

Praise the effort, and the result, and the process

- I can see you are trying – well done! And the answer is correct! How do you know?
- I can see you are trying – well done! Let's look again at the answer. What can we change (in how you are thinking) to make it better?

Relationship



Create an emotionally intelligent class with an agreement on how you both want to feel in the lesson



Make a record of this, and get and give feedback at the end of the lesson

Create an
agreement on
manners and the
protocols – see
Inga's Guide

Manners

Mastering time



No need for fixed length – try 1.5 hours or 2 hours



Take refresher breaks



Young Learners – every 15 minutes, change activity (or take a break)



Mix the breaks – physical activity – do yoga poses, jumps, balances, & quiet sit time

| Mastering time



Encourage quiet breathing,
breath counting



Breaks and exercise
decrease stress, increase
productivity, boost brain
function, and provide
opportunities for children
to learn social skills

Mastering time

- Keep a clock visible to you, but not necessarily to the learner, so you
 - can meet your targets
 - change tasks
 - note how long the learner is actually on task
 - take breaks (and time them)
 - leave on time 😊

Thinking time

Remember

Remember that the learner is the one doing the learning – give them quiet thinking time to create their own learning

Let

Let them test you on what they have learned

Give

Give them reward breaks – ‘I will ask you some questions about the lesson, and for every question you answer correctly, you get a one-minute break’

Benefits and challenges in positions and movement

Sitting opposite – 'safe' distance, can read eyes, clear body language, hard to read material

Sitting beside – clear view of work, easier to point to items, a sense of working together, hard to read eyes, less body language

Change these throughout the lesson

Standing up and doing/talking/walking (blood flow, energy, interest from change in dynamic)

Observe what works and use it

Body language



A teacher using non-verbal expression is more interesting and engaging

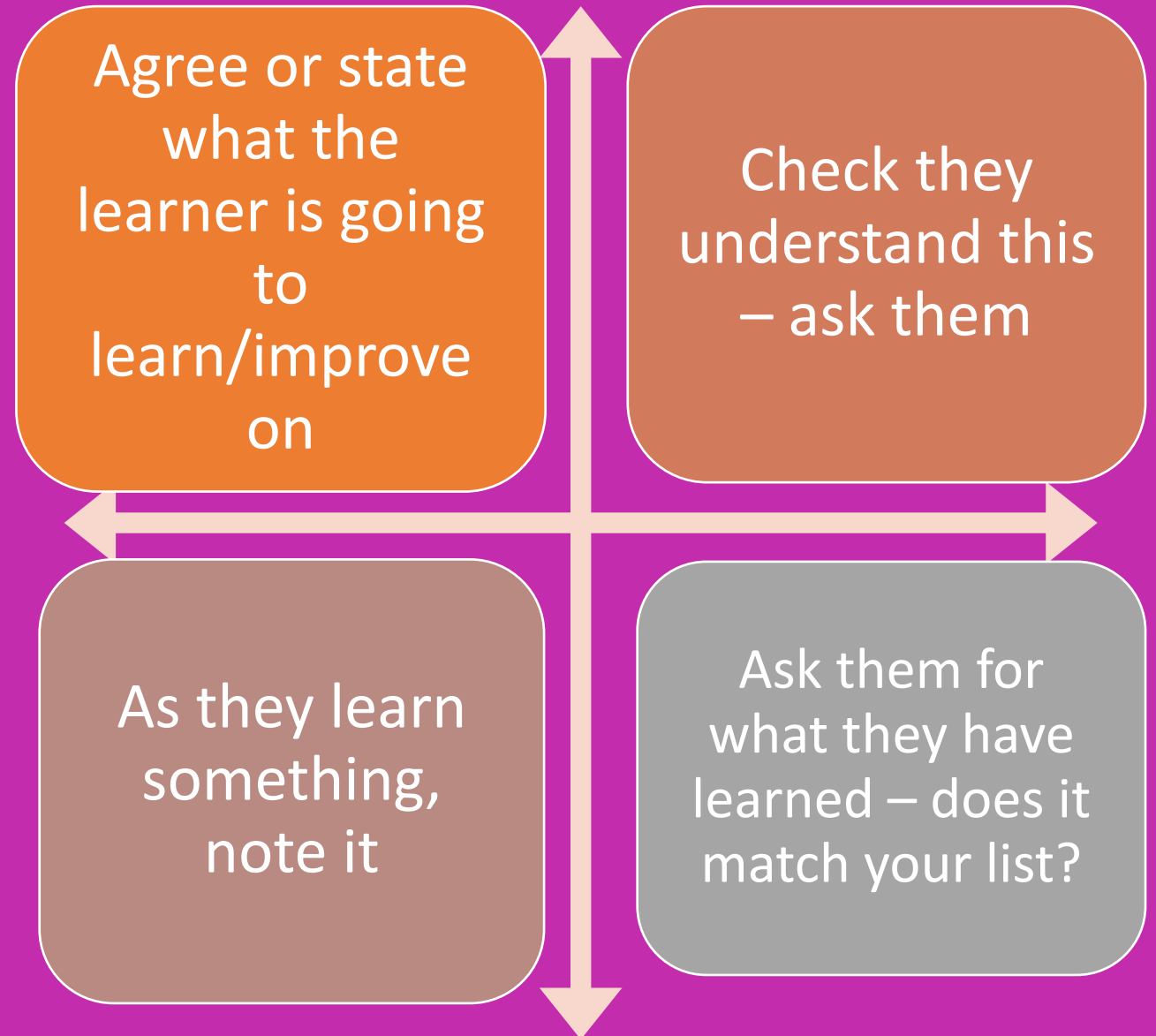


Body language is rich in meaning, a natural partner to learning and much more engaging than static delivery



Body language is a lot easier if you are standing

Have clear
objectives



Use the learner as your source

- What do they have that they are interested in and you can use?
- What do they do most of the time?
- Can you use their job/life to source material – and make the lesson very useful for them?
- Can they source the material they want to learn from?



Keep a
transparent
record and
show it

Make a note on your laptop, along with the material you have used, of lessons you and the learner have had

Use these as a reminder/review at the start of a lesson 'What can you remember from this lesson? What did we learn here?

Keep your own record – What worked? What didn't work? Why? What would you do differently?

Materials



Use MyIT or the net – what can you source that they/you can add to?



Make it rich – audio, video, pictures, books, realia



Can they choose the material as their homework?



Make it clearly tasked – be clear on your instructions, and don't be afraid to check them



Watch for the distraction in too much material

Make it real

Use whatever is in the house, the office – the desk, furniture, crockery, books, toys, people as things for learning

Remember that if you use the learner's environment, it will be a constant reminder of what they have learned

| Being the model



Learners need to reference you as the model. You may need to encourage this through asking 'What did I say?'



Remember when a child is doing a task, verbalize what they are doing and comment on it – this is a real opportunity to extend the child's awareness of meaningful language

Importance of asking questions

Remember

Ask questions so the learner can learn to direct their own enquiry

Ask

Ask the learner questions to model meaning and form

Transfer

Transfer your asking questions of the learner to the learner asking questions of you

Asking questions



Asking intelligent questions both models intelligent thought and encourages the replication of intelligent thought



Ask concept check questions to see if the learner and you are talking about the same thing, and to clarify concepts

Variety



Use scissors, paper, rock for who asks/answers the questions (you or the learner)



Use dice to decide tasks



Vary tasks – drawing, speaking, listening, making



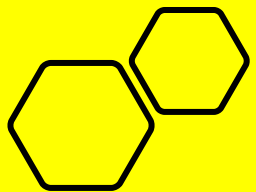
Use the range of tasks in the MyIT Manual

Create memorization time

Create a pause after a break and ask the learner to recall what they have done or learned

Give them a minute or more with a task to memorize what they have learned

Doing this means they will be able to report more learning and remember more at the end of the lesson



Music



If you can, play some soft classical music for a calm setting to aid the learning



Be wary of choosing music that is for your interest



Be cautious of vocals as they can be distracting



Be careful of playing music that has poor social or ethical messages

Error correction



Respond to meaning, not form



Be prepared to 'not get' what the learner says so they need to reformulate it to give it meaning



Take notes of errors, and elicit corrections as they are made

Error correction

Errors corrected at the end of the lesson will lack context and meaning and appear to be an arbitrary attention to form – ‘The teacher understood me, so why do I need to change it?’

Get the learner to copy what you say; record both voices and get the learner to listen, find differences and try again

Teachable moments

Though you have a lesson plan with clear objectives, take the time to engage learning in the lesson when there is something unexpected that the learner wants or needs

When you have done this, get the learner to summarize what they have learned, and make a note for review at the end of the lesson

Use the VQL (Vocabulary Question List) young learner version

When you want learners to pay attention to vocabulary, after or before memorization, set them these questions with each other:

- a) I say it, you spell it
- b) Tell me where you can find...
- c) Ask me a 'Wh' question (how, when, where, why or how) about this word
- d) Is this a noun (thing), verb (action), adjective (describing a thing), or adverb (describing a verb or adjective)?

Highlight items you want the learner to attend to, and ask ' 'What is this?'/What is another way of saying this?/What is an opposite of this?'

Refer the learner to websites/apps that support hiser learning needs

Listening skills



Use total fidelity repetition of what the learner says, and what you say to build awareness of sounds, meaning and grammar



A child will listen for gist, not the words, but in order to get the words he/she has to decode the sounds that make them



Identifying the sounds means he/she has a correct model for developing their sense of the grammar of the target language

Drill



- Be brave and drill the target language
- When the learner is comfortable with the process, have them be drill master, with you doing the responses
- Let the learner use their role as drill master to push the boundaries of what they can learn about words and grammar

Homework

No homework usually equals no revision and no learning.

See if you can set some, depending on the learner's age and available time. If the parent does not want it, let it go 😊

Be clear on the homework outcome What is it for? Is it preparation for the next lesson? Is it review of the previous one(s)? How useful is the homework task?

Homework

The more specific the agreed homework, the more likely it is to be done, and to be of benefit

Refer the learner to websites/apps that support hiser learning needs

Homework

The student does the work and you might

- check answers in class
- explore alternatives
- ask questions to extend the learning
- ask questions to isolate how an error has been made and how the learner can change strategies to get it right...

Set homework that helps to deepen the learning, not just to make the lesson easier

Ending the lesson



Hear from the learner about the feeling in the lesson – describe what emotions they had; how did/do they feel?



Do you have any EQ targets for the next lesson?



What are they? How can the learner practise them before the next lesson?