

Glossary

In this glossary, you will find terms and definitions commonly used in this course. You can refer to the glossary during the course if you forget what a word means or have difficulty understanding a word.

Active listening: is a communication skill that involves taking in the information someone shares with you, and showing—through questions and your body language—that you heard and understood them

Agency: the feeling that you can affect and change and situation and also be given the chance to do so

Assessment: the continuous process carried out by the teacher through activities to check learners' progress and understanding

Bloom's Taxonomy: a framework of learning behaviours, organized hierarchically into six categories: knowledge, comprehension, application, analysis, evaluation, and synthesis. Bloom's Taxonomy is often used as a tool to create learning objectives that help define and measure the learning experience for both the teacher and learner.

Blended learning: an approach that combines both online learning and face-to-face instruction

Closed questions: questions that can be answered with a simple yes or no response, or have only one right answer

Community of Practice: a meeting that takes place every two weeks for this course, providing an opportunity for learners to reflect on what they have been learning online and share lessons, experiences, successes, and challenges with their peers

Competence-based curriculum (CBC): a way of teaching that emphasizes learners' abilities and skills, rather than just their knowledge. It focuses on learner-centred approaches, formative assessment, and learning outcomes.

Competency: the ability to use a combination of knowledge, skills, attitudes, values, and behaviours appropriately and effectively to complete a task with confidence in various situations

Continuous Professional Development (CPD): learning, working with others, and reflecting on your own practice to improve the quality of teaching and learning in schools

Continuum of Learning through Play: outlines the different types of play that learners and teachers can engage in during classroom learning experiences

Discovery: learners are given the independence to discover knowledge for themselves

Extending learning: bringing learners further than what they already know or what they can already do comfortably

Face-to-face learning: learning that takes place in person

Fixed mindset: when a learner is afraid to try something new, make a mistake, or improve their skills

Free play: when the learners take the lead in play during Learning through Play without adult involvement; also called learner-directed play

Formative assessment: a continuous assessment that happens when a learner is being taught about a subject to check their progress, rather than at the end of the year or a unit of work

Generic competences: competences that are transferable and applicable to a range of subjects and situations

Guided play: when teachers and learners together have a role in play and learning and taking actions that support learners in different ways to reach lesson objectives

Growth mindset: when a learner feels safe to try new things, make mistakes, or try again to find success or improve their skills

Holistic development: all aspects of learning and development of a child, including physical development, brain development, social and emotional development, and language

Inclusive teaching: when all learners, including those with disabilities, can learn and be included in all learning opportunities in ways that are appropriate for their needs

Inquiry: an approach to learning that builds on learners' own curiosities. Inquiry is an active learning process where learners explore questions and scenarios together with the teacher, as they both take on the role of learners and thinkers within the classroom community

Learning objective: statements that articulate the knowledge and skills you want learners to acquire by the end of the course or after completing a particular unit or assignment

Learning through Play: learning while playing. Learning through Play is like play because it has many of the same features. But it is also different from play, because the play has a purpose. The purpose is to help learners build knowledge and learn new skills

Learner-directed play: when learners control their play by making their own decisions about what they will play with, who they will play with, and what will happen during the play; also called free play

Manipulatives: real objects that learners can touch and play with to help them understand general ideas like addition or multiplication (e.g. blocks, counters, flash cards, puzzles)

No Hands Up: an approach in which every learner needs to be ready to answer a question at any time, instead of just the learners who volunteer to answer questions

Observation template: the template or forms that teachers use to write down the skills they want to observe during a learning session

Online learning: learning that takes place over the internet using devices like computers, tablets, or mobile phones. It is also sometimes called e-learning.

Open-ended questions: questions that cannot be answered with a simple yes or no response. Learners must explain their thinking to the teacher, rather than just saying yes or no, or giving a simple answer.

Pedagogy: the method, practice, and study of effective teaching

Positive classroom community: a space where all learners feel like they are part of the group

Proactive classroom management: the planning and work you do to organize and manage the class to limit challenging situations and behaviours

Reflective Practice: looking back on your work

Self-regulation: the ability to control one's behaviour, emotions, and thoughts

Responsive classroom management: the positive actions one takes to correct behaviour and keep the class on track when a problem arises

Scaffolding: giving learners specific support based on their needs to help them understand a concept or develop a new skill

Student engagement: the ways in which learners take part in the learning process and in the development of their own knowledge

Summative assessment: an assessment of learning. It often happens after a learner has finished being taught about a subject.

Teaching and learning materials: objects and materials used by teachers to facilitate teaching and learning

Teaching Development Plan (TPD): a written document that helps teachers focus on their specific career goals

Teacher-directed play: an approach where teachers take the lead and set most of the direction and learners follow the rules or instructions as directed by the teacher

Teacher portfolio: a folder, binder, or a large envelope where you can collect lessons and activities you try throughout the course, useful documents you find in the Library, any other samples of work, or Learning through Play materials you think are important for your practice

Visual aids: teaching and learning materials that learners can look at to help them understand or remember something (e.g. posters, graphs, charts, pictures, maps, videos)