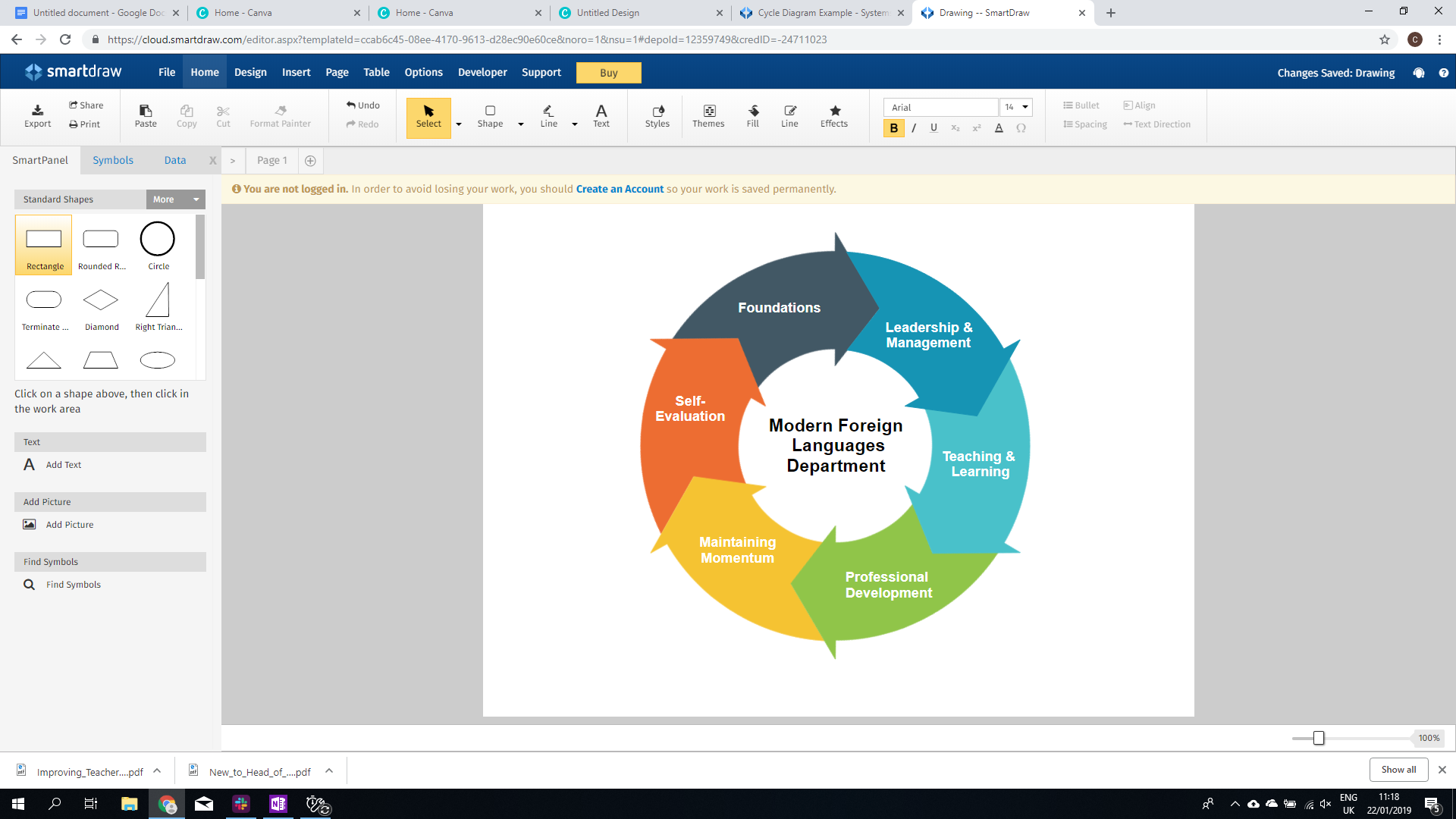
**Pedagogical Manual :** MFL Department

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| **Section** | **Teaching and Learning** |
| **Resource** | TL3: Developing coherency in Classroom Display |
| **Objective** | *To develop a presence of consistent display materials to support classroom learning and teaching and to promote your MFL Department’s identity.* |
| **Outcomes** | * To reflect on the purpose of display * To describe the space available for display * To plan the creation of a classroom pack of display * To create a development and implementation plan for evaluation purposes. |
| **Resources** |  |
| **Time** | 20 minutes + time outside of directed time |



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| *Part 1: The purpose of display* | 10 mins | Look at the following [examples](https://www.google.com/search?rlz=1C1AVFC_enIE783IE783&biw=1920&bih=920&tbm=isch&sa=1&ei=krOYXOvTCYH2xgP-i5SIAQ&q=mfl+classroom+displays&oq=mfl+classroom+displays&gs_l=img.3..0.5753.8620..8744...0.0..0.166.1184.21j1......1....1..gws-wiz-img.......0i131j0i67j0i8i30j0i24.hklkkYfsj-M#imgrc=5W5jJW8lEob66M:) of classroom displays through this Google Search.  As a group, look through the examples and write on the different functions of these displays. You might like to consider answering the following questions:   * *Who are they aimed at?* * *What is their purpose?* * *Which language are they written in?* * *What aesthetic features make them functional?* * *Are there similarities or differences in size?* * *Where are they situated?* |
| *Part 2: Where can we create space?* | 10 mins | As you can see, there are many different types of displays that have a variety of functions, audiences and appearances.  One area that these pictures do not illustrate is how they can be used to create consistency across a department and across classrooms. In this scenario, display should be seen as a teaching and learning support that is always available to MFL students across different classrooms. So, wherever students have their lessons, they know that that support will always be there.  The focus of this session is to create a coherent classroom display pack; that is, a set of items for display that will always be consistent across all MFL classrooms and that perform as specific set of functions to support teaching and learning.  Firstly, as a group, you should decide what space you have to use. Is it one place in each room? Is it around the room? |
| *Part 3: Our display* | 5 mins | Answer the following questions as a group:   1. *Who is the display aimed at? How will this affect what we produce?* 2. *What will its purpose be?* 3. *Which language will they be written in?* 4. *How will they look aesthetically?* 5. *Where will they be in the classrooms?*   Once you have decided on the key functions and audiences of the display, brainstorm the elements to the display. As you can see from the examples, there are often many parts that create the whole.  As a group, divide up the parts that make up the whole to different members of the MFL department and set a date for their completion of the resources.  Once completed, bring together all the resources. It is helpful if you have enough copies of everything for each languages classroom plus spare examples stored somewhere.  Review your display on a yearly basis to ascertain whether it is still performing a function or whether it needs to be updated. |