



**Līdzfinansē
Eiropas Savienība**

SKOLA 21.GADSIMTĀ- IZAICINĀJUMI UN IESPĒJAS

Erasmus+ projekts

Nr. 2020-1-LV01-KA101-077140

«Skolotāju pedagoģiskās izaugsmes skola- ar saktu
uz nākotni»

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YESTERDAY I WAS CLEVER, SO I WANTED TO CHANGE THE WORLD. TODAY I AM WISE, SO I AM CHANGING MYSELF. (RUMI)

Kādas lietas Tavā skolotāja
darbā Tev sagādā patīkamus
brīžus?

Kādi ir Tavi šī brīža
profesionālie izaicinājumi?



Pasaule mūsdienās

Nacionālisms (nationalism)

Globalizācija (globalization)

Internacionalizācija (internationalization)

Kā šie procesi ir klātesoši mūsdienās-darbs grupās

- Globalization opens the door for the company to expand into other markets.
- Internationalization is designing products, services, and logos so that they can be easily adapted to new cultures.
- Nationalism is an ideology that emphasizes loyalty, devotion, or allegiance to a nation or nation-state and holds that such obligations outweigh other individual or group interests.

Kas ir mainījies? Kā tas skar pusaudžus?

Aplikācijas ierīcēs/ ziņas,
utt.

Digitālā pasaule/ epasti/
norēķini, utt.

Filmas/ seriāli/ izklaide,
utt.

Savstarpējā komunikācija
un iespējas

Nobody's
values are
the same,
but you leave
them all over
everything
you do. (E.Presley)

Vērtības

Uzskati

Uzvedība

Gada apņemšanās- deklarācija

Kādu mācību gadu mēs vēlamies?

Kādu klases vidi mēs gribētu?

Kā mēs to veidosim?

Ko darīsim kopīgiem spēkiem? Ko nedarīsim?

«JĀ / NĒ» emociju gamma klasē (saraksts)

Klasē veido
kopīgu plakātu un
novieto to
redzamā vietā
visam gadam

Uztvere-
prasības-
pārmaiņas

Klausīšanās

Lasīšana

Runāšana



Minēt aktivitātes, kurās klasē strādā ar šīm
darbībām! Veic savu radošā darba auditu!

Piedāvāt skolēniem šo aktivitāšu
dažādību ikdienā, cik vien iespējams

Spēt pielāgot jebkuru mācību priekšmetu



Did You Know? The FACTS about reading

Written by Stacey Rickman

Learning to read is NOT a natural process - reading must be taught.



Our brains are prewired for speaking and listening, but not for reading and writing (Wolf 2008, Dehaene 2009). While some students will learn to read more easily than others, all students benefit from explicit, systematic, and sequential literacy instruction to "build the reading brain."

Any student can have trouble learning to read, not just students with learning disabilities such as dyslexia.



All students learn to read at different rates because the acquisition of the foundational skills necessary for reading develop along a continuum (Moats 2020a, Seidenberg 2017). Some students require significantly more instruction than others to "crack the code" (Spear-Swerling 2022).

Learning to read continues long after Grade 3.



Once students are reading with fluency in later primary grades, reading instruction focuses on accurate decoding of complex multisyllabic words, morphology, spelling, building background knowledge, reading comprehension, and writing. Students are constantly learning to read and write with increasing ability well into high school, and beyond.

We know how to teach reading so that close to 95% of children can become proficient readers.



Reading is the most studied cognitive process in humans. Reading is well understood within the fields of cognitive science, neuroscience, educational psychology, and speech-language pathology. When all students are taught to read using evidence-based methods, we can expect 95% of them to experience success (Moats 2020b).

We all decode, or "get the words off the page," in the same way.



All readers learn to read by matching the symbols on the page to the sounds they represent and blending these sounds together to form words (Dehaene 2009, Moats 2020a).

Learning to read begins long before Grade 1.



Oral language, the foundation for learning to read, begins to develop the moment we are born. Print concepts (such as reading from left to right and from top to bottom on a page, in English) develop when adults read to children and explore books and other texts together in a print-rich environment. In kindergarten, formal literacy instruction includes developing an awareness of how words are made of sounds (phonemic awareness) and how those sounds are represented, in predictable ways, by letters (phonics).

■ Fakti par lasīšanas procesu

Lasīšana

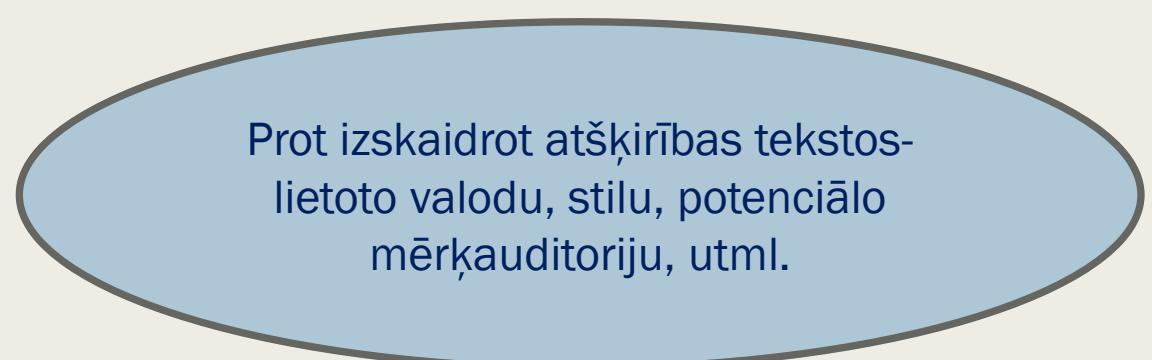
Grupās veido kolāžu/
plakātu- analizē
jautājumus

- Kāpēc cilvēki lasa? (min/ sarindo iemeslus)
- Ko lasa mūsdienās? (veido kolāžu- var izmantot plakātus/ līmlapiņas; mentimeter.com)
- Kā ir mainījušies lasīšanas paradumi laika gaitā?
- Apraksti/ analizē lasīšanas paradumus atkarībā no cilvēku vecuma!
- Kāpēc, Tavuprāt, pusaudži dažkārt lasīšanu uzskata par garlaicīgu?

Lasīšana ikdienas darbā skolā

- Piemeklē dažādu tekstu paraugus, ievieto savā portfolio:

- *Recenzija*
- *Romāns*
- *Noteikumi/ regulas*
- *Intervija*
- *Ziņas*
- *Populārzinātnisks raksts*
- *Līgums*
- *Pētījums*
- *Pasaka*



Prot izskaidrot atšķirības tekstos-lietoto valodu, stilu, potenciālo mērķauditoriju, utml.

Ko var darīt ar TEKSTU?

- Tulkot- *dažādas valodas*
- Atstāstīt
- Uzdot jautājumus
- Atrast dažādus tekstu, analizēt to mērķus, auditoriju
- Konspektēt, veidot kopsavilkumu
- Pārfrāzēt autora vārdus, lietot sinonīmus
- Izteikt pretējo viedokli (piemeklēt tekstu, kur tas iespējams)
- Dažādi sagatavoti teksti ar uzdevumiem

Critical Thinking Skills

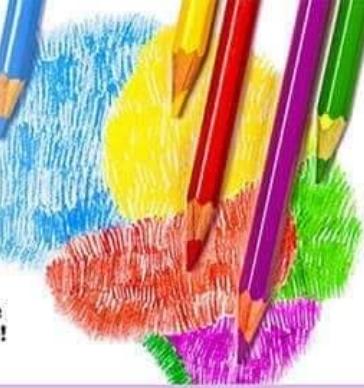
1 Knowledge	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
Identification and recall of information	Who _____? What _____? Where _____? When _____?	How _____? Describe _____? What is _____?		
2 Comprehension	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
Organization and selection of facts and ideas	Re-tell _____ in your own words. What is the main idea of _____?		What differences exist between _____? Can you write a brief outline?	
3 Application	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
Use of facts, rules, and principles	How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?		Do you know of another instance where _____? Could this have happened in _____?	
4 Analysis	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
Separating a whole into component parts	What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____.		How does _____ compare/contrast with _____? What evidence can you present for _____?	
5 Synthesis	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganize	revise suggest suppose visualize write
Combining ideas to form a new whole	What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?		What solutions would you suggest for _____? What might happen if you combined _____ with _____?	
6 Evaluation	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
Developing opinions, judgements, or decisions	Do you agree that _____? Explain. What do you think about _____? What is most important?		Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?	



DARBAM AR TEKSTU

The Ultimate Cheatsheet for Critical Thinking

Want to exercise critical thinking skills? Ask these questions whenever you discover or discuss new information. These are broad and versatile questions that have limitless applications!



Who	... benefits from this? ... is this harmful to? ... makes decisions about this? ... is most directly affected?	... have you also heard discuss this? ... would be the best person to consult? ... will be the key people in this? ... deserves recognition for this?
What	... are the strengths/weaknesses? ... is another perspective? ... is another alternative? ... would be a counter-argument?	... is the best/worst case scenario? ... is most/least important? ... can we do to make a positive change? ... is getting in the way of our action?
Where	... would we see this in the real world? ... are there similar concepts/situations? ... is there the most need for this? ... in the world would this be a problem?	... can we get more information? ... do we go for help with this? ... will this idea take us? ... are the areas for improvement?
When	... is this acceptable/unacceptable? ... would this benefit our society? ... would this cause a problem? ... is the best time to take action?	... will we know we've succeeded? ... has this played a part in our history? ... can we expect this to change? ... should we ask for help with this?
Why	... is this a problem/challenge? ... is it relevant to me/others? ... is this the best/worst scenario? ... are people influenced by this?	... should people know about this? ... has it been this way for so long? ... have we allowed this to happen? ... is there a need for this today?
How	... is this similar to ____? ... does this disrupt things? ... do we know the truth about this? ... will we approach this safely?	... does this benefit us/others? ... does this harm us/others? ... do we see this in the future? ... can we change this for our good?

JAUTĀJUMI- PAR JEBKURAS TĒMAS TEKSTU

Starptautiskie projekti

- Mūsdienīga mācību procesa daļa
- Veiksmīgs veids, kā ieviest kompetenču apguvi
- Motivācijas veicināšana
- Vietējo kultūru un vērtību popularizēšana

Projektu aktivitātes

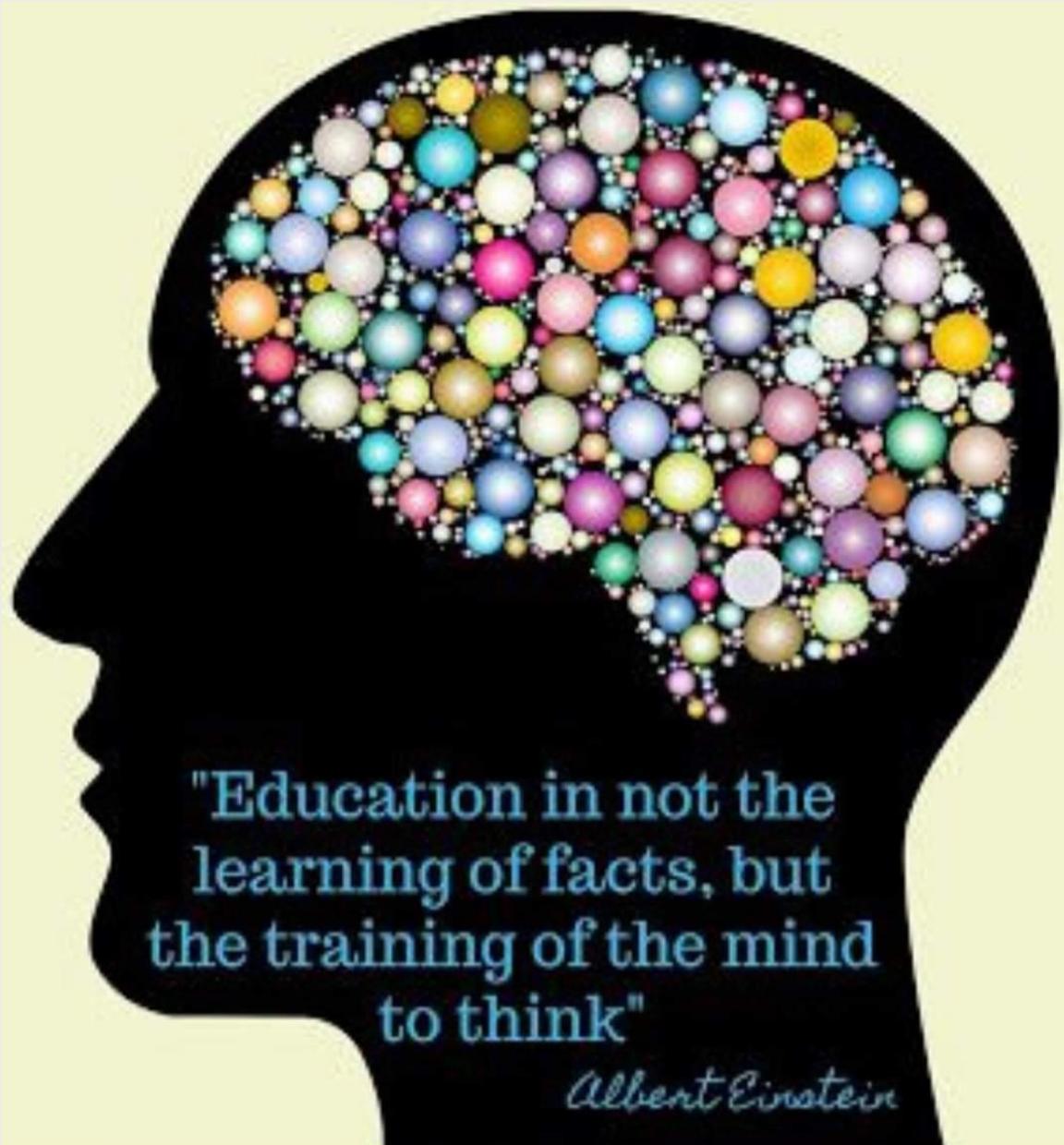
- Skolas darbību audits – projektu padome – skolas dokumentācija
- Tematiskie pasākumi/ braucieni/ starppriekšmetu saikne
- Pedagogu profesionālā izaugsme- semināri/ kursi/ konferences/ ēnošanas dienas

Projektu mērķi = kompetences

- Dzimtās valodas prasme
- Saziņa svešvalodā
- Matemātiskā un zinātnes prasme
- IT prasme
- Prasme mācīties
- Kultūras apzināšanās un izpausme
- Pilsoniskā iniciatīva un uzņēmējdarbība

Piedāvātas aktivitātes
pēdējos slaidos var atrast
jebkuras no kompetences
pilnveidošanai

- Skolotājs nav nepārtraukts informācijas avots!
- Skolotāja iedotas atbildes skolēnam nesniedz galveno izglītības mērķi- domāt!



Padarām tradicionālo mācību stundu
aizraujošo ar neskaitāmu neformālo vai
projekta metožu palīdzību

Creativity is the art of finding a new route to a known destination. (S. Seeneck)

Ēdiens (Food)

- Iepirkšanās grozs- zīmēt, rēķināt cenas, atlaides, pētīt produktu izcelsmi, veidot ēdienreizes un receptes, tulkot produktu nosaukumus, utt.
- Zīmēt un grupēt produktus- vietējais un ārvalstu ražojums
- Veido produktu kolāžas no fotogrāfijām, grupē pa krāsām
- Grupē, attēlo dzīvnieku un augu valsts produktus
- Grupē, attēlo produktus pēc to krāsām / formām/ izmēriem, utt
- Veido kolāžas Mans pusdienu šķīvis; to pēta, analizē
- Skolas ēdnīca- reportāža, intervijas

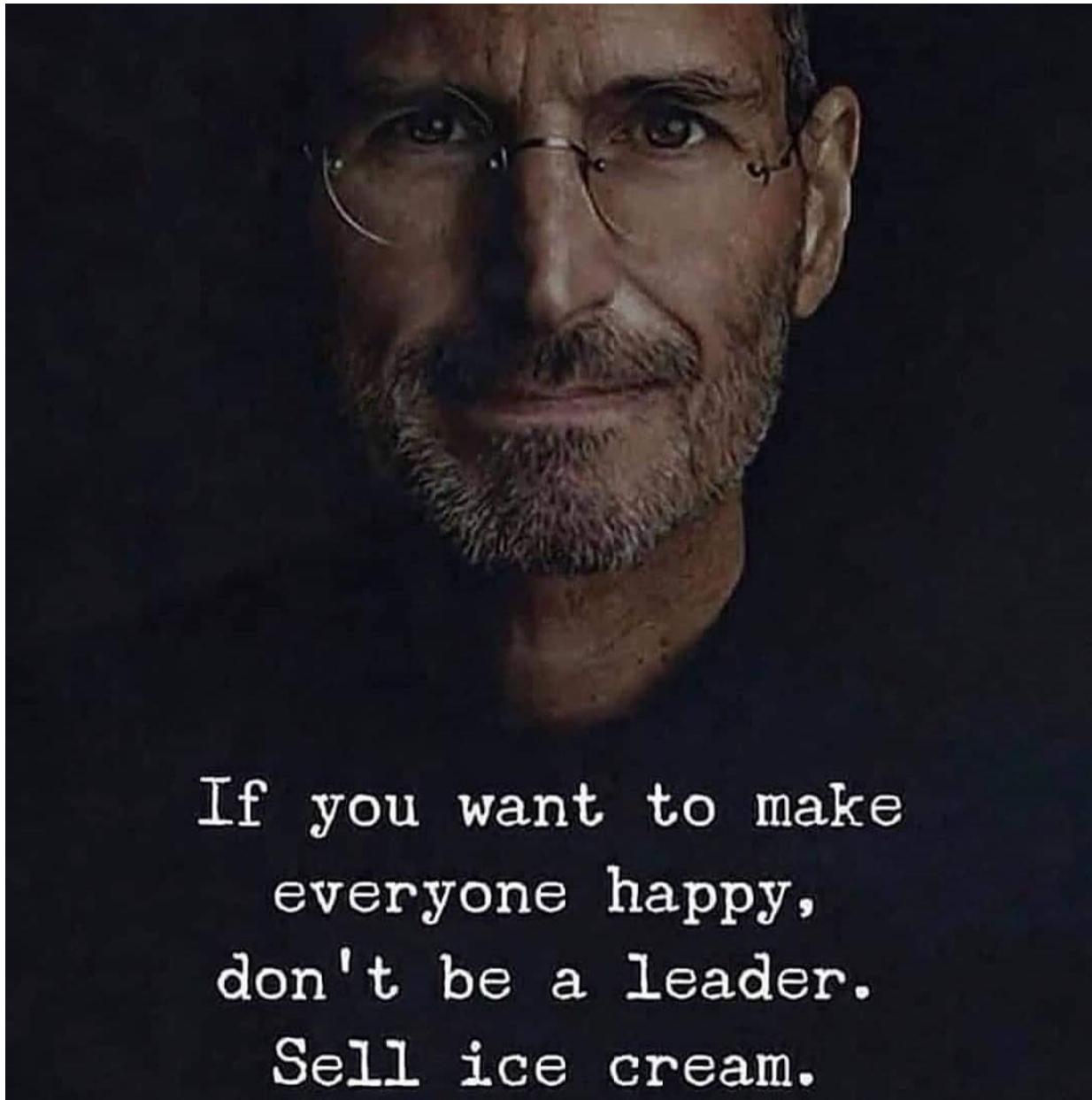
- Cukura eksperiments- pēta, sver, rēķina, utt. Izstāde.
- Mans nedēļas uzturs- analīze, izpēte
- Brokastis visā pasaulē
- Video projekts- Ēšana ārpus mājas manā pilsētā

Mana pilsēta un vide apkārt

- Grupu darbs- Sporta aktivitātes mana pilsētā (par brīvu/ par maksu/ āra+iekšelpu/ atkarībā no gadalaikiem)
- Intervija/ kolāža/ plakāts - Mana pilsēta pirms 30 gadiem un tagad
- Geometrija manā pilsētā- vēro/ analizē/ piefiksē zīmējot vai fotogrāfijās dažādas formas
- Krāsas manā pilsētā X gadalaikā- radošs projekts foto/ zīmēšanas kolāžā/ zina nosaukt krāsas, utt.
- Ko es rādītu ārzemju grupām savā pilsētā? Piedāvā idejas atkarībā no gadalaika
- Projekts- Skats no mana loga dažādos gadalaikos

Ceļošana

- Grupu darbs- Ceļojumu aģentūra
- Valstu alfabēts
- Pastkartes- iepazīstam pasauli
- Profesiju dažādība tūrisma industrijā
- Grupu darbs- Latvija četros gadalaikos
- Mana mīlākā kultūra
- Buklets- Iepazīsti Latviju!



If you want to make
everyone happy,
don't be a leader.
Sell ice cream.