

<b>Teacher Education Design Principle + code:</b>	15. Teacher education should promote teachers' use of group work to support children's inquiry processes and creative learning. <b>TE: GWork</b>
<b>Specific Teacher Outcome(s):</b>	15.2 Teachers should be able to purposefully use a variety of patterns of collaboration, shifting between individual and collaborative activity over time, to support children's inquiry processes and creative learning. 15.3 Teachers should be able to organize group work, aligning ways of grouping children, task design, teaching and assessment strategies in different ways to promote collaboration amongst children in science and mathematics. 15.4 Teachers should be able to use resources and teacher intervention appropriately to foster collaboration in science and mathematics.
<b>Factors linked with:</b>	<b>P: Collab;</b> <b>M: Expl</b>
<b>Type of material (image – interview (int) – classroom extract (class):</b>	Classroom extract (class)
<b>Originating from:</b>	
<b>Country report :</b>	D4.3 – report Malta
<b>Case:</b>	Case 2
<b>Episode:</b>	2.2 Minibeasts
<b>Teacher:</b>	Lydia
<b>Age Group:</b>	6-7
<b>Selected episode present in D4.4 Appendix</b>	Yes

Providing the students space and freedom to work in groups and to direct their own groups as they explore their outdoor environment;  
Generating ideas and connecting evidence they collect to their own experiences whilst sharing it with the group



*Reflecting and hypothesizing about the pupa stuck to the tree*

**Lydia:** O.K. You are now in the yard and I am going to ask you to work in your groups and to try and find minibeasts.... You have to record what you find in your sheets...

The children look at their worksheets and prepare the pencil in their hands.  
They wander around.

**Child 1:** See what this is...

**Child 2:** That is a pupa...is was a caterpillar once

**Child 3:** Yes, we had one in our garden...it turns into a butterfly...

**Child 1:** Look, how it is stuck to the tree...will it fall?

**Child 2:** How long do they take to become a butterfly?

**Researcher:** They can become moths too...you know...

The children look at the pupa for some more time, make a note in their worksheet under caterpillar and move on to look for other minibeasts.



*Children asking each other questions and sharing own experiences to make sense of evidence or minibeasts found*

Another group saw some ants walking on the soil.

**Child 1:** Look, we have lots of those, ants at home too...

**Child 2:** How many are there?

Children are counting the ants that they see...1...2...3 etc.

**Child 1:** We also have them in garden, the ants...

**Child 2:** We also have them inside, my mum does not like them in the kitchen...

**Child 1:** Look how they run about, they go fast...do they have food?

Children are busy recording the number of ants in the worksheet. They ask the researcher to help them on how to fill it in as they were not sure where they had to put in the number of ants that they had observed.



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