



MA_Class_Minibeasts_IBSE

Teacher Education Design Principle + code:	6. Teacher education should provide pedagogical content knowledge to stimulate inquiry and problem solving in science and mathematics education. TE: IBSE.
Specific Teacher Outcome(s):	6.3 Teachers should be able to recognise the key roles of children’s questioning and existing ideas (both implicit and explicit) of science and mathematics.
Factors linked with:	LA: Connect
Type of material (image – interview (int) – classroom extract (class):	Classroom extract (class)
Originating from:	
Country report :	D4.3 – report Malta
Case:	Case 2
Episode:	2.2 Minibeasts
Teacher:	Lydia
Age Group:	6-7
Selected episode present in D4.4 Appendix	Yes



Fostering opportunities for children's agency and creativity as the children directed their own inquiry, made connections between evidence found and made sense of it by using own experiences and ideas



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

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.

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?

creative little SCIENTISTS

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.

Comments:

This episode also connects to another design principle 7 (**TE: CreatInqPed**): Teacher education should familiarize teachers with a range of formal and informal inquiry - and creativity-based learning, teaching and assessment approaches and strategies and their use in relation to authentic problems within the areas of science and mathematics.

The teacher recognizes the value of play and exploits this by encouraging free exploration of their surroundings. The children were engaged in inquiry based learning in science and mathematics as they observed their school's garden, asking each other questions and exchanged ideas regarding insects their habitats and also were heard counting the amount of ants. The freedom provided by the teacher during the activity encouraged child-initiated play, and fostered the children's explorations to go beyond the teacher's original intentions.



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The project CREATIVE LITTLE SCIENTISTS has received funding from the European Union's Seventh Framework Programme (FP7/2007-2013) for research, technological development and demonstration under grant agreement no 289081.