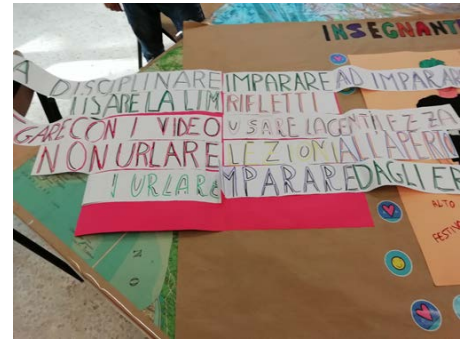


Participating classes:

4M, 5L, 5I (primary school- 9 and 10 years old)

2A, 2B (lower secondary 12 years old)



1) Subject taught: what do I want the teacher to do and say when he/she teaches his/her subject?

Explains new things and revises already done things;

Provides more in-depth perspectives to topics;

Doesn't expect pupils to study too much, nor play too much either;

Teaches using videos and the interactive board;

Uses didactic games and role play activities;

Teaches in the open air to let us be in touch with nature;

is gentle/use gentle words, does not get angry if a pupil hasn't understood something and is ready to explain again;

Listens to the pupils;

Speaks softly;

Explain things well and link topics to what pupils know and are interested in;

Changes types of activities during a class, that is, does not give a lecture for the entire class but uses some time to check if the pupils have understood the topic.

Uses labs in which pupils can also have fun;

Leaves their personal problems outside the classroom, does not take it out on pupils, is in a good mood;

Is a little formal and a little informal,

Gets respect from pupils;

Makes pupils listen to them;

Declares their mood to pupils.

Strict but kind and understanding, allowing us to have longer breaks;

2) Strategies to learn how to learn: what do I want the teacher to do and say when he/she teaches me strategies to learn better?

Teaches pupils how to reflect

Helps pupils learn from mistakes

Uses videos to explain strategies

Presents different methods, so that each pupil can choose the most suitable to them and leave pupils use their own study method;

Teaches tricks, how to use schemes, maps to help pupils study and apply what has been studied.

Helps through games, schemes, experiments,

Follows pupils with difficulties more;

Identifies together with pupils the most important things, i.e. key concepts that can be illustrated through mind maps or schemes;

Explains the various steps that studying involves;
Makes a lot of examples;
Sums up the important things;
Asks questions to verify if pupils have understood;
Teaches pupils to build schemes out of a topic.
Is very accurate when giving instructions
Uses precise words
Makes pupils work in groups or in pairs;
Allows pupils to have fun and makes jokes;
Allows pupils to help one another so that nobody is left back;
Allows pauses between tasks;
Uses the right tone of voice;
Proposes fun activities when pupils are bored.

3) Relation area- Praise and reinforcement: what do I want the teacher to do and say when he/she praises me for my achievements/encourages me?

Says: "You did an excellent work", "You are good", "You can do it", "You did well", "You have worked hard" "Your classmates were also very good"(praising the others too), "go on like that"
Rewards the best pupils
Gives prizes as incentives, no penalties;
Gives good grades;
Praises good pupils, but not excessively as it could create problems with their classmates
Gives good pupils tutoring tasks (although it could be frustrating for pupils with difficulties)
Expresses appreciation for pupils;
Listens to everybody;
Trusts pupils
Respects children
Is close to pupils and talks to them.
Writes written praises on our diaries when we behave well, and brings us sweets

4) Relation area- Correction: what do I want the teacher to do and say when he/she needs to point out my mistakes or to reproach me for disciplinary faults?

Says:
"check your mistakes", "You did wrong, try again", "it will go better next time",
"Don't worry, we are going to revise now so that you'll do better next time" (if a test didn't go well"), "The important is to try hard", "Don't be down", "Let's take a pause- a break", "Don't cry, you have your friends with you"

Punishes

Identifies who is responsible for wrong doing and only punishes them.

Admonishes orally before writing an official reprimand

Talks separately to the misbehaving pupil

Uses role games

Looks for collaboration from the families and tries to investigate the reasons of misbehaviour

Uses patience;

Speaks calmly;

Uses gentle words

Gives advice if someone has difficulties;

Tries to encourage;

Helps pupils feel well even in difficult moments;

Really listens to pupils, doesn't just pretend to listen;

Shouldn't shout if we don't work well or we behave badly, but they should write an individual reprimand to the parents, and in some cases call the head teacher.

The MELT TEACHER (Physical appearance and more...)

CLASS 5 L primary

The MELT teacher doesn't make differences. Man. Sportsperson, muscle-bound. Kind. With trendy clothes. Wears an earring/jeans and t-shirt/ designer trainers. With a modern hairdo.

CLASS 2A lower secondary

- A) They should wear a uniform with the name of the subject and a motto to interest pupils to that subject: Women should wear a black knee-length skirt and a white shirt under a jacket, little make-up and small jewellery. Men should wear a suit, a white shirt and a tie, short beard and short hair.
- B) They mustn't wear immodest clothes (no decollété, or tight fitting clothes). If a woman, she shouldn't exaggerate with make-up.
- C) She must have nice hair, wear not too short dresses or trousers, better if a skirt/ jacket suit, should wear discreet lipstick and earrings
- D) Tall slim young man with auburn hair and blue eyes. He should be smartly dressed. Kind. Always clean and perfumed. He should be a fan of As Roma football club.
- E) Beautiful nice woman who elicits a sense of fun. Dressed as she likes, she should have black or brown hair and blue eyes. She should wear heels and be sensual, she should wear make-up, but little jewellery.

- F) Man, dark hair with a blond quiff and green eyes. He has dimples and washboard abdominals. At school he should wear a black Adidas tracksuit
- G) They can wear what they like except for sensual clothes, to avoid any disturbance during classes. They should be able to understand pupils emotionally and prevent lessons being boring.

CLASS 5 I primary

She must be quite young (between 30 and 40) and wear sporty clothes;

CLASS 2B lower secondary

Formally and elegantly dressed (men in a suit and tie).

Dresses as they like

Isn't angry

is serene and calm;

is strict;

Appears pleasant and cool

One class didn't say anything about this part.