

# Victorian Education?

Before lessons we have an assembly  
and the teacher inspects us to make  
sure we are clean.



There are about eighty  
children in my class.

We have to do lots of hard  
sums.

I have to write on a slate.

Before school we line up in  
the playground.

## ..or nowadays?

# Victorian Education.

Developed by Steve Cooke

The webaddress for this activity is:

<http://www.collaborativelearning.org/victorianeducation.pdf>

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## Basic principles behind our talk for learning activities: Oracy in curriculum contexts!

Build on children's own prior knowledge.  
Move from concrete to abstract.  
Ensure everyone works with  
everyone else.  
Extend social language towards  
curriculum language.  
Provide motivating ways to go over the  
same knowledge more than once.

# Good for all pupils! Vital for EAL pupils!

#### COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals throughout the European Union to promote inclusive education. We develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

#### BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

\*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening . They provide teachers opportunities for assessment of speaking and listening.

\*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

\*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

\*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

\*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

\*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

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<p>We have to do lots of hard sums.</p>	<p>We learn about numbers, shapes, money and lots of things.</p>
<p>We sit at tables in groups.</p>	<p>We have to sit at desks in rows.</p>
<p>We have an hour for dinner break.</p>	<p>We have one and half-hours for dinner break.</p>
<p>I have to write on a slate.</p>	<p>There are about eighty children in my class.</p>
<p>We do lots of different subjects like history, science and geography.</p>	<p>If we are naughty the teacher hits us with a cane.</p>
<p>If we are naughty the teacher keeps us in at breaktime</p>	<p>We have to do drill ever day.</p>
<p>We read lots of different books.</p>	<p>We learn reading, writing, maths and drawing.</p>
<p>We do PE. We play lots of different games.</p>	<p>We learn to read from the Bible.</p>
<p>Before school we line up in the playground.</p>	<p>Before lessons we have an assembly and the teacher inspects us to make sure we are clean.</p>
<p>We finish school at 3:25</p>	<p>I eat bread and cheese at dinnertime. I have to bring it</p>
<p>I have a delicious school dinner</p>	<p>We finish school at four o'clock. We say prayers before we go home.</p>
<p>I can write stories with a pen or on the computer.</p>	<p>There are thirty two children in my class.</p>

	Victorian Child	Modern Child
Writing		
Classroom		
Dinner Break		
Dinner		
Subjects		
Class Size		
Exercise		
Punishment		
Reading		
Beginning of Day		
Maths		
End of Day		