

Teaching and Learning

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Parents/Carers Information 2020-21

**Engage,
Behave,
Learn!**

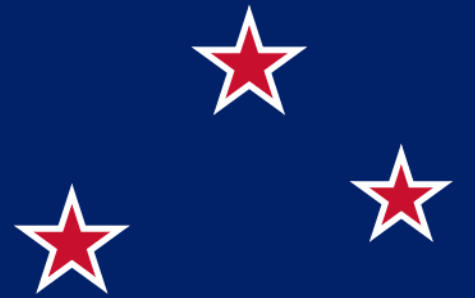
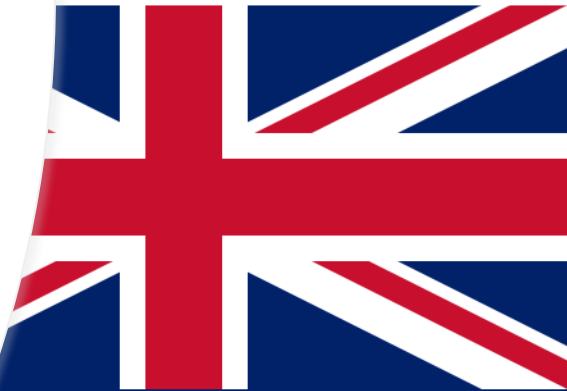
September 2020

What a year 2020 has been!



Aftermath of the New Zealand Earthquake

- Professor Hattie was the adviser for the New Zealand Qualifications Authority that oversaw school examinations after the devastating Christchurch earthquake of 2011.
- Schools were closed for weeks and most students did not have the opportunity for online learning or discussion with teachers.
- But results did not suffer, and high school students did not drop out.
- "The students' performance actually went up in the final exams," Professor Hattie said.
- He said the difference was teachers focused on "what has to be learned" instead of getting through a lot of curriculum.



5 Techniques.

1. Find out what they do and don't know (PLC's and effective diagnostics).

2. Blended learning – Let's not forget what we have learnt! (Policy)

3. Memory – link old information with new information (memory)

4. Big Picture – Where does this all fit in?

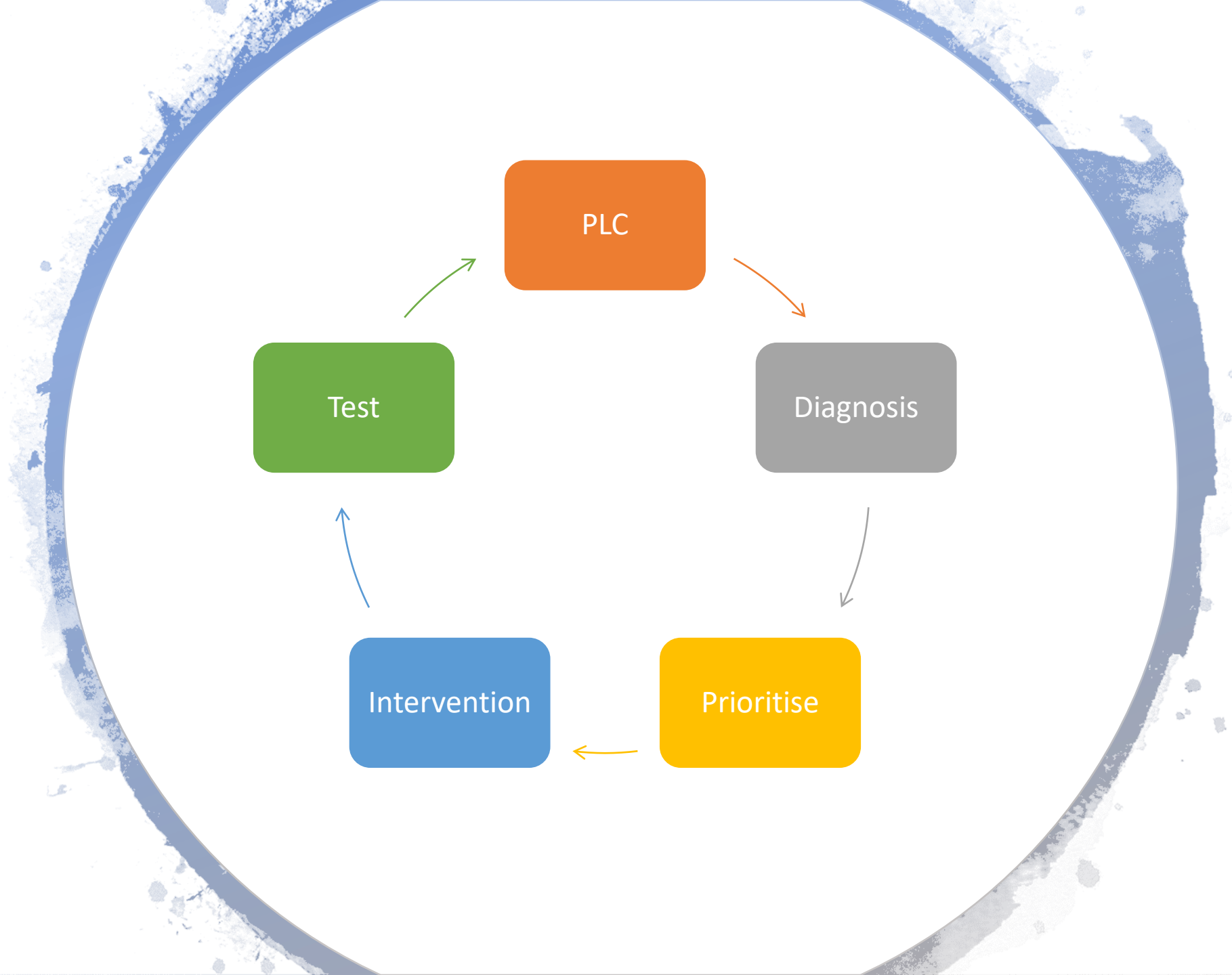
5. Modelling – Show them what you want.

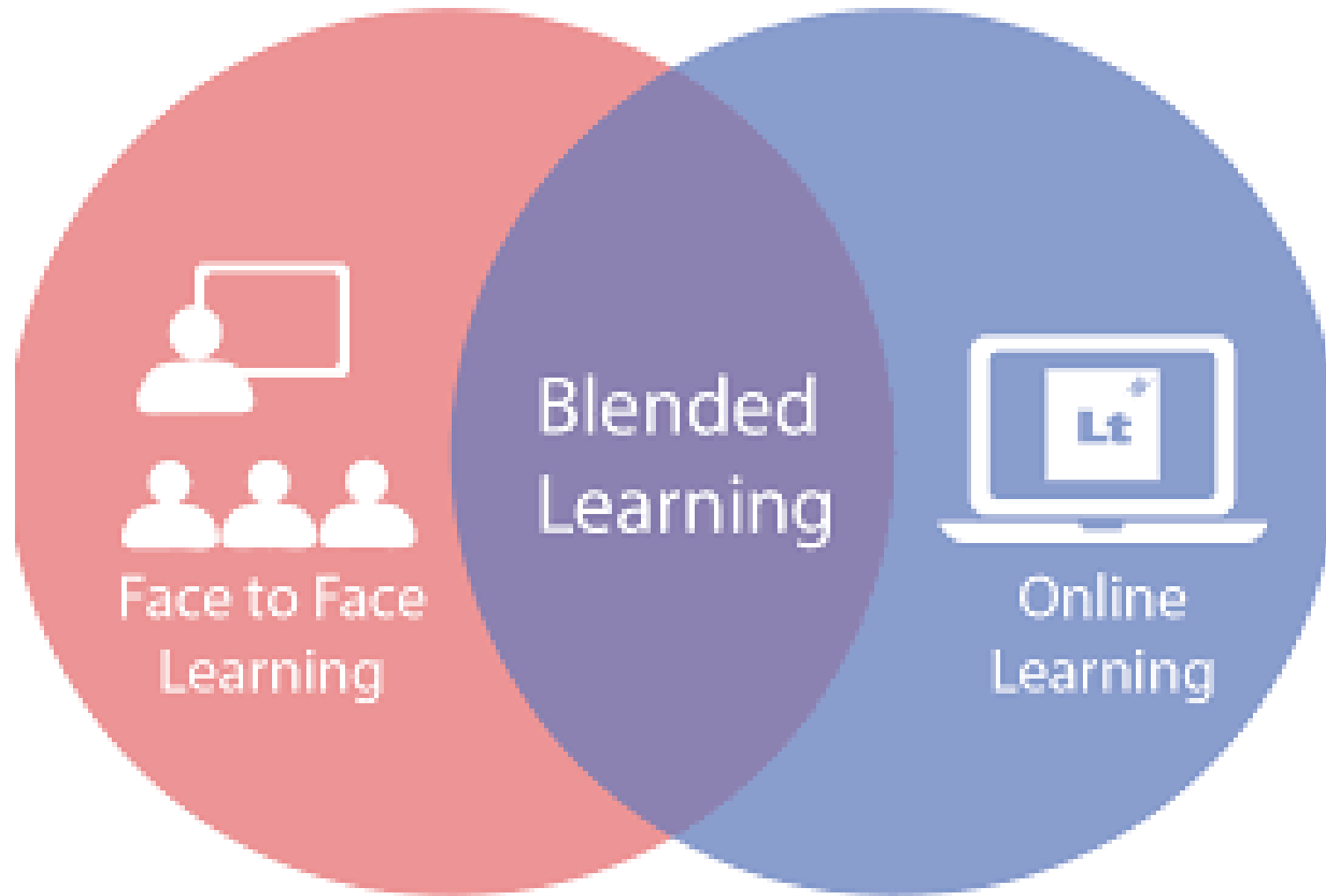
Stay Positive – if you tell them this is hard they will struggle!



- **Diagnosis:** Identify strengths and weaknesses in student knowledge and understanding.
- **Prioritise:** Decide which weaknesses you are going to address. Which ones will impact on future learning?
- **Intervention:** Identify appropriate intervention (**intervention does not have to be an after school session**).
- **Test:** Once the intervention have been implemented, determine their impact by using low-stakes assessments.







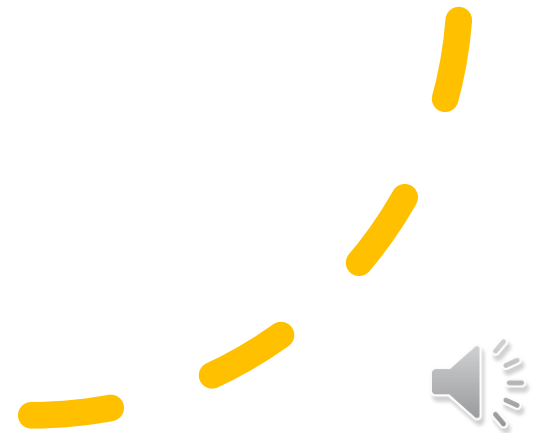
2. Blended learning



3. Memory –
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Thinking For Memory

1. Test retest,
2. Distributed homework
3. Delayed assessment





Research

Why we are doing this.

Duke University (2013) – reviewed over a hundred studies about strategies that lead to Long- Term learning.

The best strategies were:

Retrieval Practice (test retest)

Distributed Practice (distributed homework, delayed assessment)

Fairly good:

Elaborative Interrogation (questioning)

Interleaving Practice (swapping between topics)

Not Helpful:

Highlighting

Rereading





4. Big Picture – Where does this all fit in?

- A study carried out by Jang in 2008. Students were divided into 2 groups before they had to watch a boring lecture. It was presented in a monotonous style with no embellishments.
- One group was told prior to the lecture how the lecture would help them in the future. They also told them the lecture was not interesting.
- There was a 25% difference in the level of engagement

What does this mean for students?

- This is to give students a bigger picture and understanding for their learning.





5. Modelling – show students what they need to do.

- Kirschner, Sweller and Clark (2006) and Rosenshine (2012), found that providing clear instruction and explicit modelling of solutions and strategies can have a dramatic impact on learning.
- You need to know a certain amount before you can be independent. A novice learner will find it much more difficult to be an independent learner. Don't know what they don't know.

What does this mean for students?

- Remember to model work for students
- Long term goals should be broken down into shorter goals and should be specific
- Students who know more are better are better able to be independent.
- Model answers of exam questions



Stay Positive – What can you do as a Parent?



Researchers reviewed 37 studies on the effects of parental behaviours and attitudes on children's grades. This involved a sample of over 80,000 students and families.

Main Findings:

The study found that the best things to do at Primary and Secondary school to improve grades are:

1. Have high academic expectations. Parental expectations include how important school is, their attitude towards teachers, and the value of education.
2. Regular communication. Talking to your child about school so you are able to nip any problems in the bud.
3. Good reading habits. When the child is older this would include encouraging them to read and showing the child that you read yourself.
4. Homework rules. Have clear routines at home that divide their homework and leisure times. Explaining why these rules are important.

