



Teaching and learning Newsletter

Edition - 1

OMNIA PRO CHRISTO

Welcome to the teaching and learning newsletter By Carly Stoker

As educators understanding the importance of teaching and learning is fundamental to our whole-school improvement. We must ensure that our students improve their outcomes, which they need for future success; opening the opportunities that they need to thrive in the world we live in.

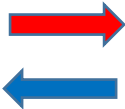
We recently held the PIXL conference for 'Thinking Hard' a new initiative ensuring that all students are thinking whilst learning and challenged beyond their comfort zone. Although in some ways this could cause a sense of unease, we need to be utilising these resources both in our lessons and as home-learning to push our students to become the very best learners they can be. CPD will be held on the philosophy of the initiative but meanwhile all of the resources are available on the Huddle for you to familiarise yourself with. We need to remember that learning should not be easy for anyone and as Professor Robert Coe stated "Learning happens when people have to think hard"

The pedagogy around teaching and learning changes frequently and it is important that as practitioners we remain current with our knowledge and at the forefront of academic change. Hence, the need for us to intensively monitor what happens in the classroom and constantly strive for self-improvement whilst ensuring we update ourselves on current ideologies connected to teaching and learning. I will be creating a library in my office of teaching and learning literature and I encourage you to read what is available. This newsletter will be published half-termly, if you think you have anything of interest to contribute please liaise with Mr Powers.

The Language Line

By Stevie Gamble

Informal –
How I might
speak to my
friends or
right a note



Formal – How I
would speak to
an teacher or
write in an
exam

The Language Line is a visual tool that we can use in our everyday teaching that will assist you in promoting formalised verbal and written answers. Students quickly identify that they move across the Language Line the more formal their answers are. Currently this teaching strategy is being used successfully in Art, P.E and History. Your HOD will have received a generic Language Line for you to display and use. I would like everyone to take ownership of their Language Line in their classroom and create an interesting and imaginative display.

Please feel free to come and visit mine in the art room. I will be demonstrating the benefits for the Language Line in CPD sessions in the future however if you would like to observe the Line being used before, please do not hesitate to email me.

Educational Twitter By Ben Powers



Albert Einstein said "when we stop learning we start dying" and as educators, we must continue to learn and be creative in our teaching and learning approaches throughout our career. However, with high workloads and the every challenging work-life balance, this can become difficult and it is very easy to fall into a set routine.

Twitter for educators is an open door into thousands of ideas across all subjects. Whether individual lesson ideas are what you need or you wish to discuss specific teaching and learning topics this is the place to network and be at the forefront of what is happening in your subject.

If you wish to find more subject, specific ideas and people to follow then search in google the top teachers on twitter in your subject and you will have a good starting point.

I have emailed out some resources that I like and wanted to share with you to use, adapt or even discard. The main point is that we share ideas so we improve as a teaching community for the benefit of all of us but more importantly the pupils we serve. For any questions or support on this please contact me and I would be more than happy to help.

Must Follow Hashtag #pedagoofriday

Teachers across twitter use this to show what has been happening in their classroom each week. Many teachers across all subjects.



Interleaving

By Luke Crawford

In January 2018 I had the privilege of presenting at the PiXL English conference on the topic of interleaving and spacing. This is something that as a department, we have been investigating and putting into practice in order to provide students with the best possible chance of retaining their learning.

With the new linear model, many of us are starting our GCSE courses part way through year 9 and some of us at the beginning of year 9 in order to ensure all of the content is covered. This therefore means that we are expecting students to retain their understanding, in some cases, for three years before having to apply it in an exam.

For me, the difficulty of this became apparent after I had received star of the week for a lesson I was seen teaching. I was seen on a learning walk teaching the concepts of fate and predestination to very low ability year 10. As the door handle went, my heart sank and I instantly regretted selecting such a complex topic for the group. It went well however and the lowest ability child was able to define the term and apply it to the text. The student therefore demonstrated progress. After celebrating receiving a bottle of prosecco with several selfies, it dawned on me that whilst that child evidenced progress in that snap shot of time, it was highly unlikely that they would recall it in two years' time when faced with an exam situation. I'll be thankful if they remember who wrote the play, let alone how fate and predestination is relevant. Something had to be done.

Block teaching.



What is interleaving?

Interleaving is where we mix the chunks up.



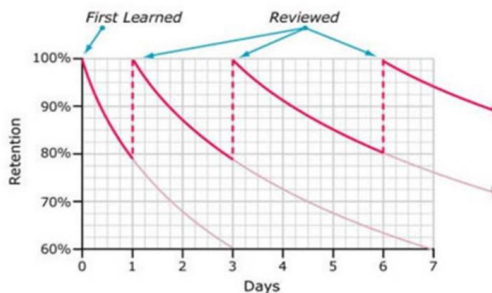
The Ebbinghaus forgetting curve

Hermann Ebbinghaus investigated the concept of retention and found that having learned a series of nonsensical syllables, after one month he could only recall 20%. Imagine how this applies to your learners. When you have finished teaching a topic: what percentage of the learning can they recall? Then imagine you teach this unit in year 9 and two years later, they sit the exam. How much have they retained now?

Spacing: Theory of disuse

When learning is spaced out, students have a greater chance of retaining a larger percentage of the content.

Typical Forgetting Curve for Newly Learned Information



By interleaving and spacing the curriculum model we are ensuring that students do not simply forget what they have learned but it flows through their school life. No neurone is an island. (John Donne joke) Neurone's need to connect to ensure information is retained. There is no one way to interleave and space and in fact there are many strategies that can be used to help interleave including the Leitner system, chanting, do it now starters and creating the thematic links.

The important thing is to reflect on how these concepts may be applied to our subjects in order to arm our students with the best possible weaponry for succeeding in their terminal examination.