

# Teaching and Learning – 5 minutes

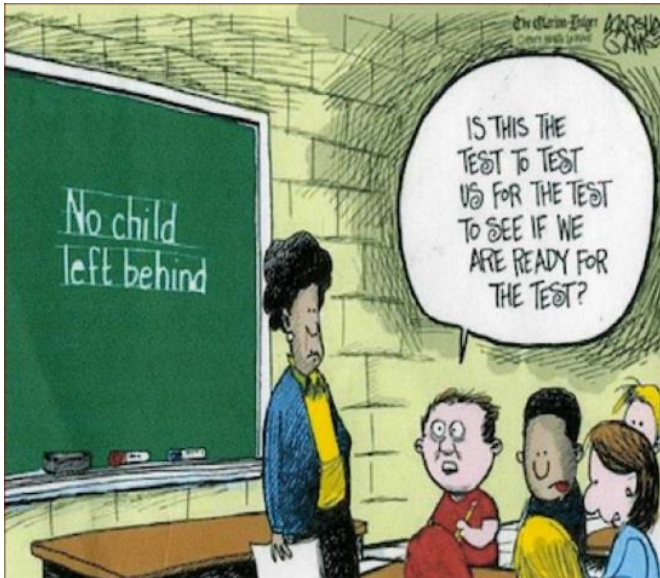
...over a hot brew!

Research, Resilience, and Reflection

Issue 10:



## 1. In Pictures:



## 2. Did You Know

### T & L - The Evidence [EEF]: ORAL INTERVENTION

This focusses on: the use of **structured questioning** to develop comprehension; **targeted reading aloud** and **discussion**; explicitly extending pupils' **spoken vocabulary**. Oral language interventions therefore display similarity to approaches based on Meta-Cognition, which make talk about learning explicit in classrooms, and to Collaborative Learning approaches, which promote pupils' talk and interaction in groups. Approaches that use technology are most effective when technology is used as a medium to encourage collaborative work and discussion.

All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for pupils from disadvantaged backgrounds (up to six months' benefit).

Cost	Evidence Base	Months Gained
£££££	🔒🔒🔒🔒🔒	+5

## 3. Education

### Behaviour management

Part of creating an effective learning environment entails managing pupil behaviour. Effective behaviour management happens best when teachers anticipate challenging pupil behaviours and modify the classroom environment to prevent or mitigate them (IES, 2008). Behaviour management strategies typically fall into one of three categories:

**Proactive:** Approaches for pre-empting and preventing problem behaviours before they occur. For example, using seating plans.

**Reactive:** Strategies to deal effectively with classroom behaviours as they arise. For example, using rewards or sanctions.

**Escalation:** Where proactive and reactive strategies are failing to work after a time, or where behaviour is extremely disruptive or dangerous, teachers should follow the school behaviour policy and/or discuss with their mentor what further support can be put in place. For example, calling parents, setting detentions or sending pupils out of the class after a certain number of sanctions.

Part of effective behaviour management involves setting clear rules and consistently reinforcing them (Coe et al., 2014; IES, 2008). The goal of these rules should be to create an environment where pupils are routinely successful (Coe et al., 2014).

## 4. To ponder...

*"I have come to believe that a great teacher is a great artist. Teaching might even be the greatest of the arts since the medium is the human mind and spirit."* [\[John Steinbeck\]](#)

