

# Teaching and Learning – 5 minutes

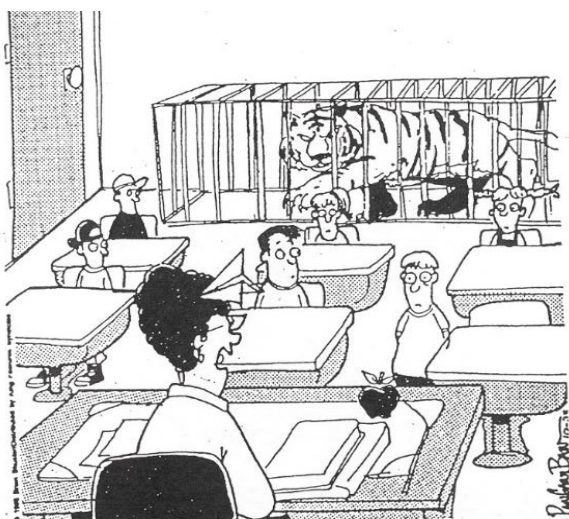
...over a hot brew!

Research, Resilience, and Reflection

Issue 11:



## 1. In Pictures:



"Well, Timmy, it looks like you've just earned yourself 10 minutes in the cage with Mr. Whiskers."

## 2. Did You Know

Holding high expectations is a particularly important yet hard-to-pin-down part of creating an effective learning environment. When we talk about teacher expectations we mean: the beliefs that teachers hold and the messages that they communicate regarding what their pupils are capable of, both in terms of behaviour and learning. In turn, this influences the levels of classroom challenge and support that teachers provide (Coe et al., 2014). Inadvertently communicating low expectations can lead to a 'self-fulfilling prophecy', where pupils behave and learn in line with what the teacher expects rather than what they are capable of (Murdock-Perriera et al., 2018; Tsiplakides & Keramida, 2010).

## 3. To ponder...

"More important than the curriculum is the question of the **methods of teaching** and the **spirit** in which the teaching is given"

[[Bertrand Russell](#)]

## 4. Education Research – What the EEF Says...

### Use of LSAs – EEF findings on the subject

1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.
2. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.
3. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.
4. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.

Cost	Evidence Base	Months Gained
£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4



Thoughts about  
Teaching and Learning...

Let us know so we can  
share!