

Teaching and Learning – 5 minutes

...over a hot brew!

Research, Resilience, and Reflection

Issue 13:



1. In Pictures:



3. To ponder...

“Teaching is a very noble profession that shapes the character, caliber, and future of an individual. If the people remember me as a good teacher, that will be the biggest honour for me.”

[A. P. J. Abdul Kalam]

4. Education Research

Motivation and Engagement

How much does student motivation and engagement change over the course of a day, a week, and a month at school? How much does motivation and engagement vary from student to student and how might that impact on us, the teachers?

Research (Martin, 2011, 2014) demonstrates that there are far more variations in motivation and engagement throughout the school day than between school days and weeks. This, it is believed, depends on what the students are doing (for example, the class they are in, the teacher they have, the nature of the task). This suggests that **students respond to and interact with their environment**, and it is this interaction that contributes to their real-time motivation and engagement. An ‘unmotivated student’ will have more motivated moments, the ‘disengaged student’ will have more engaged moments; **fixed degrees of motivation are unlikely occurrences**. If motivation and engagement varies substantially from student to student, then clearly each classroom contains substantial diversity. This once more suggests the importance of **differentiated** approaches to instruction. As for the individual student, we should be extremely cautious against classifying students as simply ‘motivated’ or ‘unmotivated’ types.

2. Did You Know

What the EEF says about Parental Engagement

1. Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.
2. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.
3. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.
4. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.

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

