

Teaching and Learning – 5 minutes

...over a hot brew!

Research, Resilience, and Reflection

Issue 19:



1. In Pictures:



"How expensive would it be to just skip practice and get right to perfect?"

2. Teaching Technique: Cold Call

On Cold Calling with Dylan Wiliam:

Education expert Dylan Wiliam recently reflected on his early encounters with questioning technique Cold Call (ask a question, allow wait time, choose a student to answer):

"Everyone hated Cold Call at first (we called it "No hands up, except to ask a question"). Teachers hated it because it disrupted their routines. The students who had their hands up all the time hated it because they couldn't show off that they knew the answer. The students who never raised their hands hated it because now they couldn't stay "below the radar" and instead had to pay attention. But over time, the class became more cohesive. One high achieving student, William, said, "I never knew my classmates were so smart." When students were allowed to raise their hands, the classroom dialogue was dominated by the quickest students, not necessarily the ones with the most important or interesting things to say. And the students who used to have their hands up all the time (actually, just most of the time, not all the time) said they always seemed to get called on when they didn't know. The result was that students saw that everyone got things wrong at times, which made the class more supportive of each other as learners."

3. To ponder...

"You build on failure. You use it as a stepping stone. Close the door on the past. You don't try to forget the mistakes, but you don't dwell on it. You don't let it have any of your energy, or any of your time, or any of your space." [Johnny Cash]

4. Education Research

Students who are late – problems and solutions?

Students who are late for lessons are an issue across the education system; the topic continues to be an area of discussion and research. Here are some collated thoughts on the subject.

The problems resulting from tardiness: by the mere nature of arriving late and missing school hours, students receive fewer hours of instruction; tardiness establishes bad punctuality habits (which carry on throughout school and indeed lives); tardiness disrupts the learning of other students in their classes; students who are frequently late to school often miss out on important opening announcements and academic activities [[Caldarella, Christensen, Young & Densley \(2011\)](#)].

Further research concluded that lateness impacts on their social interactions and creates a greater sense of alienation from their classmates concluding with the statement "instructional time lost to widespread tardiness is likely to significantly affect the capacity of the entire student population to meet rigorous academic standards" [[Tyre, Feuerborn & Pierce \(2011\)](#)].

So, for the recommendations then... the report suggests a preventative schoolwide plan which includes the following: active supervision of students in common areas during all transition periods; **clear definition and explicit regular teaching of expectations for behaviour** during transition periods; **immediate** and consistent consequences for tardiness. At a classroom level in the immediate, how do you ensure that on-time students are not adversely affected by a late comer to proceedings?

