

# Teaching and Learning – 5 minutes

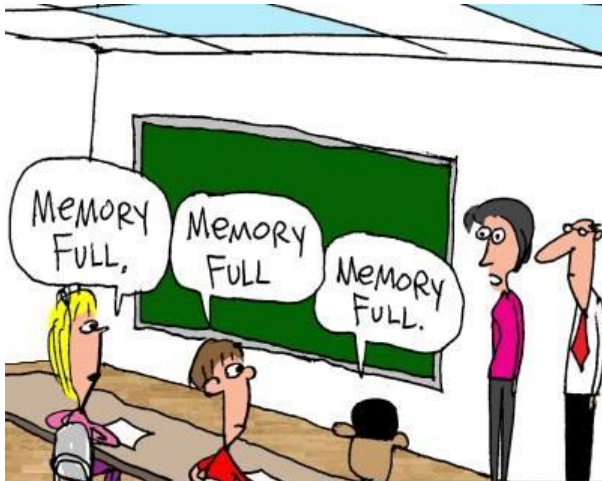
...over a hot brew!

Research, Resilience, and Reflection

Issue 23:



## 1. In Pictures:



“I can't teach them anymore.”

Of course, this image is wrong! Fortunately this is not how memory works – it is believed that we actually have limitless long term capacity! But how do we access it? See the science of learning – **Dual coding**, **Low Stakes Quizzes** and a **carefully considered curriculum** which **builds on prior learning**.

## 2. Did You Know: Deliberate Practice

A key feature of deliberate practice is that it involves working toward specific goals (aka learning objectives/outcomes). As an illustration of the power of such goal-oriented practice, research shows that world-class musicians spend much of their time engaging in focussed demanding practice activities, continually monitoring their performance toward a particular goal and then, once it is achieved, pushing themselves to strive for a new goal (Ericsson & Lehmann, 1996; Ericsson & Charness, 1994). In contrast, we all know of people who have ‘studied’ a skill area (say a musical instrument, or a sport) who have spent considerable time ‘practicing it’ without focus — and who do not achieve a very high level of performance. Ericsson’s proposes that a focussed goal is essential... **considerable practice time working deliberately toward a specific goal results in expertise**; those who engage in general less focussed practice, do not gain the same level of expertise.

## 3. Education Research

### Behaviour Interventions

1. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.
2. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.
3. Even within programme types there is a range of impact. If selecting a behaviour intervention, schools should look for programmes that have been evaluated and shown to have a positive impact.
4. When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.

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

## 4. To ponder...

“Basketball is an intricate, high-speed game filled with split-second, spontaneous decisions. But that spontaneity is possible only when everyone first engages in hours of highly repetitive and structured practice, perfecting their shooting, dribbling, and passing and running plays over and over again; Spontaneity isn't random!”

[[Malcolm Gladwell](#)]



Thoughts about T&L

Let us know so we can share!