

Teaching and Learning – 5 minutes

...over a hot brew!

Research, Resilience, and Reflection

Issue 7:



1. In Pictures:



"Want to hear something scary? This is the third time this week I've gotten off the bus and still remember what I learned."

"Learning is a change in long term memory" [Willingham]

2. Did You Know

T & L - The Evidence [EEF]: Peer Tuition

This includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. This may include cross-age tutoring. Peer-Assisted Learning is a structured approach for mathematics and reading with sessions of 25-35 minutes two or three times a week. In Reciprocal Peer Tutoring, learners alternate between the role of tutor and tutee. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success. Peer assessment involves the peer tutor providing feedback to children relating to their performance and can have different forms such as reinforcing or correcting aspects of learning [EEF]

Cost	Evidence Base	Months Gained
£££££	🔒🔒🔒🔒🔒	+6

4. Education – Behaviour Management

An essential aspect 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). These rules apply to both individual teachers within their context as well as at a whole school cultural level. Students will adhere to the school's cultural norm. The whole school must establish the norm that is desired through consistent application and review of its behavioural systems [Bennet 2017]

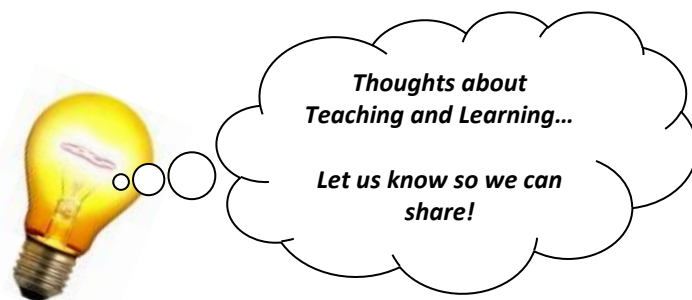
Behaviour management

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.



3. To ponder...

"Teachers should guide without dictating, and participate without dominating." [C.B. Neblette]