**SESSION 14 - CREATING A POSITIVE LEARNING ENVIRONMENT WHICH SUPPORTS TEACHING FOR DEEP LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| Pre Task For Prior Learning | None | | |
| Share impact of teacher actions from previous session. | | | 10 |
| Reflective Questions | What are the intellectual, social, emotional and physical aspects of classroom ethos that impact on learning?  How much time can pupils remain focused on one task?  How does behaviour management impact on learning?  How do you change the physical environment to suit the activity? | | |
| Learning Intentions | We are investigating how the classroom ethos and the physical environment can impact on pupils’ understanding. | 5 | |
| Success Criteria | I can:   * Identify the elements of a positive learning environment * Say how they impact on understanding |
| Session Content | Play video clip 14.1 while staff are entering, on a loop until all are in, if necessary.  <http://www.teachertube.com/viewVideo.php?video_id=1848>  **Individual task:**  Number participants 1-4. Each to read the following corresponding extracts in order to identify the key components of creating a positive learning environment which will be shared later with colleagues. Papers can be marked, highlighted, written on in any way that helps:  Reading 1 ‘Accelerated learning’ Smith A  Reading 2 ‘Creating a learning School’ Middlewood D et al  Reading 3 ‘Reflective Teaching’ Pollard A et al  Reading 4 ‘Person Centred Approaches in School’ Hill J  **Group task:**  Preferably in groups of 4, start with person who has reading 1, then in order to 4 to explain what are the key components of creating a positive learning environment from your extract? 2 mins each. Discuss in your group how you think these key components impact on developing deep pupil understanding. Choose a different number from each group to report back, e.g. table 1, person 4, table 2, person 3 etc.  Show video clip 14.2 – key components of positive classroom ethos and environment.  (0.30 secs-2.07, 2.45-4.51, 5.14-6.06, **6.30-8.18**, 8.40-9.01  **Group task:**  Explain diamond 9. Group to use diamond 9 to prioritise aspects of the environment and behaviour management that impact on understanding.  **Extension task:**  Read ‘Visible learning for Teachers’ Hattie J  Watch Alan McLean video clip | 2  8  15  5  10 | |
| Teacher Action Plan | | 5 | |
| Teacher Actions | Falkirk Council ‘Framework for Intervention Environment Checklist’  Use the adapted checklist to evaluate your own classroom environment. Say how you make the best of your environment when there are elements over which you have little or no control.  Alternative: use ‘Visible Learning for Teachers’ Hattie J exercise on P34 | | |

**SESSION 14 - READING 1** ‘Accelerated learning’ Smith A et al (2003) *Accelerated Learning: A User’s Guide* Stafford: Network Educational Press Ltd, P70

In section Four you will learn how...

* To improve on classroom layout
* The best learning environment is one of high challenge and low stress
* Ritualised and patterned positive teachers behaviour influences performance
* Constant and varied exposure to new material encourages quicker and deeper learning
* Differentiated structures are necessary for effective individualised learning
* To use break-states, energisers and relaxers
* Music can be used to improve recall as well as create the learning environment of your choice

Eric Jensen, in his book, *superteaching,* states that the use of positive visual reinforcement of key learning points through posters or peripherals placed at or above eye level around the classroom improves long-term recall by as much as 90%. As a callow youth I can remember learning Latin vocabulary by writing it out onto the back of a large poster, pinning it to the wall, lying on my bed and reading it. Visual reinforcement of key learning points, affirming statements, posters of positive role models and student’s work – carefully presented and changed every 2 – 4 weeks – well, when placed at eye level or above will improve the quality of learning in your classroom.

Avoid the T spot phenomenon! The **T Spot** is the front row of desks and those on either side of an avenue down the centre. Students sitting in these places get more attention from the teacher. Other phenomena to be aware of are the **Halo effect –** focusing more attention on brighter, more able and more ‘attractive’ students and the **Pareto effect –** 20% of the students occupying 80% of your time. Catch yourself every now and again and review who, specifically, you are engaging with and how, and this can be avoided. The easiest way is, however, to manage the physical aspects of your class.

Make moving around a key process in learning. As part of your classroom management resource you should record and display different groupings of, say fours, for each class and display these. Each group of desks should also have a number, letter or name. Eight different combinations of groups (of say four) would allow you to manage your mix of learners.

The reptilian brain is responsible for ritual behaviours. Rituals, properly conducted, as part of learning can reduce learner stress. Improperly conducted, they can be a major source of stress. Different sorts if rituals can be used to enrich and support the learning experience. We all seek, enjoy and benefit from positive ritual. Here are a few which will improve the learning in your classes.

**Welcoming**

Be at the door to greet students. Be welcoming and positive! You may not have time to speak to each student but over time do notice something positive about each of them. Remember names and use them. Use the chained technique to help younger students learn each others` names – eg., I'm....Alert Alistair, Brave Barbara, Clever Colin..'

Use the different review techniques as part of registering – eg., 'Alistair' followed by a keyword from the last lesson

**Expectations**

Set out the Big Picture by connecting what’s to come with what went before. Relax students by working on relaxation techniques, “Hands up everyone who’s ready to learn today?” and be positive, “Hands up everyone who's feeling positive?” “Take a deep breath ... do it three times ... if you’re ready to learn let it out!”

**Previewing**

Describe what they will have achieved by then end of the lesson. Write it in the corner of the board. Do a ‘paired share’ on what they will have done by the end of the lesson. After paired shares take the new information to fours. Each student explains what the other hopes to get out of the lesson. Spend no more than three minutes on both stages.

**Break – states**

Drum rolls! Announce brain gym partner changes or the introduction of a key revision point with a ‘drum roll’. To do a drum roll students smack both hand quickly on the desk or on their knees. You stop it by conducting with an imaginary baton! Remember the ‘on-task’ times and include break-states as part of each lesson.

**Celebrations**

Catch each student being successful at least once and let everyone else know. Organise activities where pairs describe one thing they’ve done well or are proud of or are good at or they discovered about themselves. Ask the students for immediate feedback. For example, “Hands up with marks out of five (fingers) if you’ve understood the last point. Turn to the person next to you and explain your mark.”

**Closing lessons**

Practice relaxers, visualisations and short and short review activities. Review the content of the lesson whilst the students relax, “in groups share three positive things you’ve learned today.”

You must not expect to disappear into a telephone box, whirl round, and come back out with ‘superteacher’ written across your chest! These rituals are only rituals if they are part of your regular repertoire. Practice them and develop them over time. Engage your colleagues in what in what you are doing. Explain it to them and to the students.

**Review**

Key questions about the learning environment

* What specific teaching rituals can you use to improve your lesson?
* In what ways can learning be said to take place unconsciously?
* Why is individualised learning important?
* When and how might brain gym activities help your students?
* What techniques might relax the learners in your class?
* How might Baroque music help long term learning?
* What are key points about language during a concert review?

**SESSION 14 - READING 2 - ‘Creating a Learning School’ Middlewood D et al**

**Ethos and culture** (2005) *Creating a Learning School* London: Paul Chapman Publishing

The general ‘feel’ of a school which has leaning at its centre will involve certain beliefs and values which are held by everyone, which will influence the recruitment and appointment of new employees, and are the embodiment in action to which everyone is committed. These include:

* A belief that learning is lifelong process towards which schools contribute;
* A belief that effort can lead to success;
* A belief that everyone has the capacity to learn and improve;
* A belief that challenging situations, problems and tasks preferable to easy ones;
* A belief in teamwork;
* A belief that understanding of the whole person is crucial to facilitating their ability to learn;
* A recognition that schools are the hub of an extended local community and that engaging parents, school neighbours and community members in its processes is central to its existence.

Without such beliefs being held by the people who work in the school, the students, parents and others connected with it cannot be expected to be convinced that theirs is a place where learning really does matter as the most important reason for everyone being there. However, this convincing will only occur through the experience of the children, pupils and students, not through brochures, open evenings or speeches. Our own extensive experience of working with and talking with youngsters in and out of school suggests that their experience of school should include:

* Being praised for their successes and having these celebrated;
* Being challenged if they are not putting sufficient effort into their learning;
* Being shown that when they get something wrong, it becomes a chance to learn how and why;
* Being recognised as an individual;
* Being helped to discover what are the their individual most effective ways of learning and to assess their own development, progress and achievement;
* Having the opportunity to make a difference to the way the school operates;
* Having the opportunity to work and learn with people younger and older than themselves, as well as their peers;
* Building on what they have already learned and link with what they learn outside of school;
* Feeling safe and secure, both physically and mentally, in the school environment;
* And having what they learn and achieve recognised beyond school, in further and higher education, by employers and the world of work generally.

**Relationships**

One of the most striking aspects of the learning school and one that it is hoped would be clear to anyone visiting the school would be the nature of the relationships between the various people who are engaged in the school’s activities. Schools, like most organisations, have a complex web of relationships at their heart, but they are quite unlike commercial organisations in that this complexity is compounded by the fact that relationships over which the school has little influence impinge directly on the main client’s (the pupil/student) activity, i.e. learning. However collaborative a school is, each person has his or her own world at their centre as starting point and each different person sees the other person as being part of their world. The analogy with a traditional family may be apt. Imagine a grandmother and grandfather with, say, four adult children (two sons, two daughters), each of whom has two children. They will see themselves and their family relationships as precisely that: ‘We have four children and eight grandchildren’.

**The positive learning environment**

* Encourage staff to use music in the classroom in all subjects to anchor emotions, for example excitement, relaxation or curiosity. It can also be used to create a calm atmosphere during practical lessons. Avoid allowing students to choose their favourite music as this would then dominate their thinking and create a barrier to learning.
* Check that classrooms are fit for learning. Desks and chairs need to be flexible for group work and comfortable. The temperature should be right for learning – not too hot, not too cold. Displays should enhance peripheral learning and serve for a reference for example work or levels of achievement. Key words and formulas in bright colours are very productive. Motivational posters created by the students can create a positive reinforcement of EQ.
* Can you arrange for the students to be able to drink water in lessons? This will enhance the learning environment. Healthy meals help too!
* Experiment by switching off bells – many schools have done so and found that it works.

**Relationships**

* Encourage staff to make emotional contact outside the classroom through knowing their students’ interests and hobbies, what they are good at and what their problems are. This can make a big difference to building rapport in the classroom.
* Develop a normal routine of staff greeting students by name at the start of each lesson – and with a smile too.
* Develop a procedure of showing students ‘what’s in it for them’ at the start of lessons. Add enthusiasm via ‘what’s in it for me also’.

**Emotional intelligence**

* Have you thought of creating a ‘learning to learn’ course for students that helps them understand the way they learn through creating a learning profile?
* Encourage staff to change student groupings regularly; this will encourage students to push themselves out of their comfort zones.
* In still in staff the need to take an optimistic approach to student achievement and a belief that intelligence is teachable.

**Teaching and learning styles**

* Engage staff in knowing their own teaching and learning styles, enabling them to reflect on how it relates to their own classroom practice.
* Support staff in planning their lessons using visual, auditory and kinaesthetic approaches and in utilising access to all the multiple intelligences.
* Develop ways to make students aware of their own learning profile and how to use it in lessons
* Encourage staff to use brain gym exercises to break up lessons for kinaesthetic learners. Twenty-minute chunks of learning can be broken up by a simple stretch and breathing session.
* Support staff in developing more interactive lessons – for example through student presentations, peer/self-assessment and setting their own tests/quizzes.
* Encourage teachers to allow students to take down their notes in ways that suit their style. This could include colour, the use of drawings or diagrams or even taping notes for future reference.
* Consider installing interactive electronic whiteboards in classrooms – they can be an excellent prompt for interactive learning.

Growing up is a messy business, children need to express their feelings, their doubts about the system, their individuality and to make mistakes. If they are met by adults who can handle their needs with respect and warmth, they will be more likely to develop emotional maturity. Teachers who allow their children this kind of constructive freedom need to be courageous and sure of themselves. It makes things easier if you are quite clear about what you are doing and operating form a definite, thought-out set of standards.

**SESSION 14 – READING 3 - ‘Reflective Teaching’ Pollard A et al P153-154,156-157, 160-161**

Pollard A et al (2008) *Reflective Teaching* London: Continuum International Publishing Group Ltd

2.4 Culture

Of course, it has always been thought that home background, peer relationships, the cultures of different schools and, increasingly, the media influence how children learn. However, the development of social constructivist and socio-cultural psychology has led to a much greater understanding of the processes which are at work (Bruner, 1990, **Reading 7.8**) (Mercer, 1995, 1992, **Reading 7.9**, Pollard, 2000, **Reading 7.11**). (See also Section 1.3 of this chapter.)

We can identify three particularly significant cultural influences on learning:

*Cultural resources and experiences.* Learning is a process of ‘making sense’ and whatever is taken as being meaningful (‘makes sense’) will be strongly influenced by the culture, knowledge, values and ideas of social groups which the child has previously experienced. Such cultures provide an initial frame-work of understanding. Thus, each child’s early learning will tend to elaborate and extend the knowledge which is embedded in their experienced culture. Sometimes this is talked about as ‘situated learning’ (Lave and Wenger, 1991). *The mediation of language*. Language is the medium of thinking and learning and is created, transmitted and sustained through interaction with other people within the cultures of different social settings. Theses setting influence the range of ‘languages’ we use – register, styles, dialects, etc. Language also embodies the ‘cultural tools’ through which new experiences are ‘meditated’ and interrupted as learners become inducted into the knowledge of their communities (Wertsch 1985, 1991). Sometimes this is known as ‘cognitive apprenticeship’ (Rogoff, 1990). See also chapter 13.

*Learning disposition.* The approach to learning adopted by each child is crucial to educational outcomes. Will a child be open or closed to experience and support, will they be confident or fearful, willing to take risks or defensive? What is their self-belief, their ‘identity’ as a learner? Can they overcome setbacks, and will they become a ‘lifelong learner’? The origins of disposition and learner identity lie in early childhood and reflect the learning cultures which each child has experienced (Claxton, 1999, **Reading 7.7;** Pollard and Filer, 1996, **Reading 5.5**), yet schools continue the process as the first formal institution which most children experience in a sustained way.

The major sources of such cultural influence are commonly seen as family and community, peers, the school and the media. We will consider each turn.

*Family and community.* Family background has been recognized as being of crucial significance in educational achievement for many years. This occurs not just in material ways, depending on the wealth and income of families, nor simply because of ownership or otherwise of overt forms of ‘cultural capital’ (Bourdieu and Passeron, 1977) or ‘social capital’ (Coleman, 1988), which are often associated with high-status groups in society. The most significant issues for school learning concern what the culture of the family and community provides in terms of a framework of existing understanding, a language for further development and the child’s disposition regarding learning. Relationships with siblings are likely to be important but, in most cases by far the most significant influence for young children will be with their mother or carer. Reay (2000, **Reading 4.5**) has coined the term ‘emotional capital’ to identify the essential, emotional underpinning of learning, which is largely provided through maternal nurturing. Of course, with high rates of divorce and single-parenthood in modern society, family forms are now very diverse and additionally families are themselves part of culturally diverse communities. Children’s cultural circumstances can thus vary widely, even within the same class of pupils.

*Peers at school.* As we saw in Chapter 4, peer group culture is important to children as a way of both enjoying and adapting to school life (Davies, 1982, **Reading 5.4**). As children get older, the culture of boys and girls tends to becomes more distinctive and the culture of the playground also starts to mirror both academic achievement within school and social factors outside the school such as social class and ethnicity. Such differentiation is particularly important to gendered patterns in motivation and learning disposition (Murphy, 2001, **Reading 5.6**). Some peer cultures favour school attainment and are likely to reinforce teacher efforts to engender a positive approach to learning. Other peer cultures derive meaning from alternative values, and children who are influenced by such cultures may approach school with minimal or even oppositional expectations. Such children will still be constructing understanding, but it may not be the type of understanding for which teachers would have aimed.

*The school.* Schools each have their own unique culture, a point which we shall elaborate in Chapter 17. Such cultures are created by those who work in the school and those who are associated with it. A school culture must be seen as a learning context which is at least as important as the bricks and mortar, books and equipment which make up the material environment of a school (see, for instance, Southworth, Nias and Campbell, 1992, **Reading 17.2**). Again, we have to ask how this culture influences the framework for understanding which is offered to the children, the language in which teaching and learning is transacted and the stance which pupils adopt. For instance, are children encouraged to take risks in their learning? Is a positive learning disposition engendered through the symbolic rituals and events of the school, the assemblies and demonstrations of ‘good work’? What criteria about standards of school-work are communicated? What are the underlying assumptions about learning and knowledge within the school – and how do these impacts on the children? It is also important to recognize that the school culture will not necessarily have the same meaning for all those who work and study in the institution. For instance, some teachers may feel that the cultural milieu inhibits the kinds of teaching approach they favour, whereas other teachers may find it enabling and supportive. A further factor is the existence of subcultures within the school. Although looked at from the ‘outside’, so to speak, schools have their own distinctive culture, on closer inspection this can be seen to be made up of a number of separate cultural groupings amongst staff and pupils each of which has a different relationship to the official dominant culture. This heterogeneity is often reflected in classroom practice, and gives rise to a unique ‘ethos’ in each classroom.

*The media and new technologies.* The influence of the media is a controversial topic. Some feel that, whilst book reading seems in relative decline, young children watch many hours of television each week and their play and lifestyles are influenced by advertising, soap-operas and other forms of popular media, including, for some, the internet. Whilst contradictory research findings abound, many teachers and parents believe that the influence is noticeable. Certainly, young people may identify what particular ‘imagined communities’ (Anderson, 1991), perhaps from television programmes, or adopt particular forms of consumption or behaviour associated with popular music or computer games. However, as Buckingham (2000) has argued, this is simply a new phase in the history of childhood in which electronic media provide a new environment within which enduring questions are played out. Children may be breaking free of the traditionally sheltered world of ‘child-hood’ and playing in new domains. However, the key questions for their learning remain whether the children are passive or active in their stance and how new cultural experiences are interpreted and used. There is a little doubt that children need to know how to understand, make use of, and protect themselves from new media and technologies.

**2.5 Personality, identity and motivation**

Psychologists understanding of personality has, according to Hampson (1988), derived from three contributory strands of analysis. The first is the lay perspective – the understandings which are implicit in common-sense thinking of most of us about other people. This is evident in literature and in everyday action. It is a means by which people are able to anticipate the actions of others – ideas about the character and likely actions of others are used for both the prediction and explanation of behaviour.

Such understandings have influenced the second strand of analysis – that of *trait theorists*. Their work reflects a concerted attempt to identify personality dimensions and to objectively measure the resulting cognitive and learning styles. Among the most frequently identified dimensions of cognitive style are impulsivity/reflexivity (Kagan, 1964) and extroversion/introversion (Eysenck, 1969). Such early work has been synthesised by Riding and Rayner (1998) into two orthogonal families – wholist/analytic and verbal/imager. Other accounts identify more general learning styles such as the concrete/abstract/ sequential/random offered by Butler (1998) and the visual/auditory/tactile of Sarasin (1999). However, whilst this approach is important in recognizing patterns of individual difference, it is not straight forward to translate it into specific classroom provision. Further, we need to be wary of inappropriately limiting the expectations that we make of children. Perhaps, in other circumstances, they would sometimes surprise us?

A third strand of personality analysis has become prominent in recent years, and Hampson calls this the self perspective. This approach sees the development of personality in close association with that of self-image and identity. Crucially, it draws attention to the capacity of humans to reflect on themselves, to take account of the views of others and to develop. The social context in which children grow up, their culture, interaction and experiences with significant people in their lives, is thus seen as being very important in influencing their views of self and consequent patterns of action.

A key aspect of this concerns the meaning which learning has for a child. In one sense, such motivation issues can be seen as being technical and related to specific tasks. Certainly, when children fail to see any purpose or meaning in an activity it is unlikely to be productive – however well-intended and carefully planned. Sadly, as we saw in Chapter 4, a very common perception of children regarding schools is that lessons are ‘boring’ and, for this reason, engendering enthusiasm often requires sensitivity, flexibility, spontaneity and imagination from the teacher. The nature of this challenge is represented in Figure 7.7, which plots the relationship between new learning challenges and existing skills, knowledge and understanding. If too great a challenge is set for a child, then the situation of risk may produce withdrawal. Conversely, if the challenge is too little, then boredom and mischief may ensue. Targeting the effective learning area in which the child will be highly motivated requires considerable skill and knowledge of both the subject matter and the child. Of course, motivation can stem from a wider range of factors too, from ‘intrinsic’ and ‘extrinsic’ interest, to a fear of receiving negative sanctions.

|  |
| --- |
| New learning challenge  Risk  Boredom    Existing skills and knowledge |

**Figure 7.7** Risk, boredom and motivation

**2.7 Taking stock of key factors in learning**

This section offers a simple summary of the key factors that affect learning and motivation (see Figure 7.8). Our understanding has moved a long way beyond simple behaviourist and constructivist models, though there is much more to discover. We now know that the most effective, deep, long-term learning is meaningful and conceptual. This is hugely important for teaching, and Reflective Activity 7.5 encourages you to apply these insights to children in your class.

|  |  |  |
| --- | --- | --- |
|  | **LEARNER** |  |
| Things that are likely to have a positive effect on children’s learning | ↓ | Things that are likely to make children’s learning more difficult |
| * Good health * Good nutrition * Adequate sleep * Appropriate clothing * Adequate housing | PHYSICAL  AND  CIRCUMSTANTIAL  FACTORS | * Illness * Hunger * Fatigue * Inappropriate clothing * Poor housing |
|  |  |  |
| * Calculation that the effort is worthwhile | ↓ | * Calculation that it isn’t worth the effort |
| * Self-belief in success |  | * Perceived failure, shame |
| * Meaningful rewards * Awareness of learning processes | PERSONAL  FACTORS | * Lack of rewards * Poor understanding of learning processes |
| * Sense of mastery |  | * Sense of helplessness |
| * Encouragement from significant others | ↓ | * Absence of attention or encouragement |
| * Rich experiences and language |  | * Limited experiences and language |
| * Active family support and high expectations | FORMS  OF SOCIAL | * Family resignation and low expectations |
| * Peer group support and constructive competition * Social support system, extended family, role models and relevant experiences | SUPPORT  ↓ | * Peer group opposition and ridicule of learning * Limited social support, negative role models and many distractions |
| * Cognitively matched |  | * Too easy or too difficult |
| * Emotionally satisfying * Perceived as relevant And personally meaningful | THE QUALITY  OF TASKS  AND  CHALLENGES | * Emotionally disturbing * Perceived as irrelevant and personally meaningless |
| * Engaging through active pedagogy * Interesting tasks and subject matter | ↓ | * Disengagement through passive pedagogy * Boring tasks or subject matter |
|  |  |  |
|  | **LEARNER ENGAGEMENT** |  |
| Paying attention, concentrating, practising, reflecting, persevering: building and extending a meaningful conceptual framework. | | |
|  |  |  |

**SESSION 14 – READING 4 - ‘Person Centred Approaches in Schools’ Hill J P79-90**

**In the classroom**

Most teachers are very aware of the importance of the ‘feel’ of a classroom. They arrange pictures and work on the walls, bring in plants and interesting objects, and try to ensure that the colours and furnishings are as comfortable and welcoming as finance and practicality will allow. Such attention to detail, in addition to providing a stimulating environment, makes children feel welcome and important.

*However, the way teachers relate to their pupils is more of an influence on the atmosphere within the classroom than the physical surroundings.* If you want to provide person-centred core conditions, you need more than just the skills to communicate them. You need also to be clear about the kind of teacher you are because different teaching styles encourage the development of different qualities. It is possible, for example, to use assertiveness techniques as a way of controlling children rather than empowering them. It is important to identify, explore and question your beliefs about the way children should be treated to find out whether they correspond to your objectives.

As well as the physical environment in a classroom each teacher creates a psychological one with their teaching style. Their teaching style is expressed by the way they communicate with children. It is also conveyed through their standards and the way the ‘dos and don’ts’ of the classroom are chosen and upheld. These processes, and the values implicit in them, give the children constant feedback regarding their self-worth.

But how do we choose our teaching style and standards? And what kind of effect do these have on young people? We do not often have the opportunity to examine this aspect of teaching. Training courses look at children’s development, materials, curricula, teaching theories but rarely at the individual teachers themselves. Y*et the way teachers teach and behave is of crucial significance in the classroom*, and affects both academic and social learning.

**Positive Messages**

If we give children negative messages about their performance and behaviour when expressing their needs, they begin to feel negative about themselves and unacceptable and vulnerable when they have needs. Negative messages undermine their confidence in their ability to think, act, learn, and express individually.

In the sections dealing with introjected values and the effects of put downs we examined the ways in which we acquire and communicate negative thoughts about ourselves and others. The negative thoughts and feelings you have about yourself generally come from the messages you received about yourself when you were young. When working with children it is important that you try to avoid the build up of further unhelpful introjected values in their minds and give them positive, useful and affirming messages about themselves.

**Hopes & concerns**

There is another area worth exploring with children. By giving them the opportunity to express what they want from school they experience their wishes being catered for, are involved in making choices and become aware of their responsibilities in the process. If you also give children a chance to express their worries, you open up an area where these issues can be dealt with, rather than leaving the children to cope with them by themselves. They may, for example, be worried about getting behind when they don’t understand something or they may be concerned about a group of noisy children who they fear will disrupt lessons or that they may be bullied at break-times.

Discussions like the ones outlined above teach children to acknowledge and respect their own perceptions. Acting on the information received from the pupils gives them the experience of an adult who respects their wishes and feelings that helps them to feel secure and valued. This is not so much an exercise for choosing what to study, that is already defined by the National Curriculum, it is a way of bringing objectives into the open, making contracts about how these objectives can be achieved, discussing approaches and giving the children an opportunity to express their wishes and their fears.

**SESSION 14 – HANDOUT 1 - DIAMOND 9 cut 1 pack per group**

DIFFERENTIATE LEARNING

PERSONALISE LEARNING

MAKE LEARNING ACTIVE

CHOOSE RELEVANT LEARNING ACTIVITIES

ENCOURAGE A SENSE OF MASTERY

MAKE LEARNING FUN

SHOW GENUINE INTEREST IN CHILD

ENCOURAGE LEARNING FROM MISTAKES

ENSURE GOOD DISCIPLINE

Adapted from:

**Falkirk Council**

**Framework for Intervention**

**Behaviour Environment Checklist**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| This checklist helps you identify problem areas in the school environment  1= disagree – very significant need for action  5 = strongly agree – no real room for improvement | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| I have a clear understanding of the behaviour policy. |  |  |  |  |  |
| Rules are negotiated with pupils. |  |  |  |  |  |
| I communicate rules frequently and effectively. |  |  |  |  |  |
| Rewards are valued by pupils and related to good behaviour. |  |  |  |  |  |
| I have a clear idea of the range of rewards available to pupils. |  |  |  |  |  |
| Sanctions are in a clear hierarchy. |  |  |  |  |  |
| I have a clear idea of the range of sanctions available. |  |  |  |  |  |
| I am aware of a good range of techniques that can be used with behaviour patterns. |  |  |  |  |  |
| Pupils understand the reasons for the rules. |  |  |  |  |  |
| I deal with behaviour problems effectively |  |  |  |  |  |
| I feel confident in acknowledging difficulties. |  |  |  |  |  |
| My role is clearly defined. |  |  |  |  |  |
| Equipment in my class is easily accessible. |  |  |  |  |  |
| Furniture is arranged to best effect. |  |  |  |  |  |
| There is an appropriate ambient temperature. |  |  |  |  |  |
| There is sufficient lighting. |  |  |  |  |  |
| There is sufficient ventilation. |  |  |  |  |  |
| Pupils can move with ease. |  |  |  |  |  |
| There is appropriate storage for pupils’ belongings. |  |  |  |  |  |
| Pupils are grouped appropriately. |  |  |  |  |  |
| Pupils are placed reflecting social relationships. |  |  |  |  |  |
| Room organisation meets differing curricular demands. |  |  |  |  |  |
| Blackboard / whiteboard are easily seen. |  |  |  |  |  |
| Class is quiet at appropriate times. |  |  |  |  |  |
| I arrive in class before pupils. |  |  |  |  |  |
| My voice is clear and is modulated to suit the situation. |  |  |  |  |  |
| I give clear instructions. |  |  |  |  |  |
| Good behaviour is noticed and acknowledged. |  |  |  |  |  |
| Achievements are recognised, however small. |  |  |  |  |  |
| A pupil’s good behaviour is named and reflected back. |  |  |  |  |  |
| I act as a role model for positive behaviour. |  |  |  |  |  |
| I have materials and equipment prepared. |  |  |  |  |  |
| My lessons are well prepared. |  |  |  |  |  |
| Curriculum delivery is varied. |  |  |  |  |  |
| Curriculum is appropriately differentiated. |  |  |  |  |  |
| Peer and adult support are used to best effect. |  |  |  |  |  |
| I establish clear routines for entering / leaving the room and lining up and tidying up. |  |  |  |  |  |
| I set clear routines for distribution and collection of materials. |  |  |  |  |  |
| I set clear guidance for gaining my attention. |  |  |  |  |  |
| I set clear signals for transitions between activities / lessons. |  |  |  |  |  |
| I have clear signals for gaining silence. |  |  |  |  |  |
| I have clear routines for moving around the school. |  |  |  |  |  |
| There is an effective system for resolving pupil conflict. |  |  |  |  |  |

**SESSION 14 - EXTENSION TASK READING** – J Hattie

Table 3.1 differences in students’ views of high-value and low-value teachers on seven factors of classroom climate (the ‘7Cs’)

|  |  |  |  |
| --- | --- | --- | --- |
| **DIMENSIONS** | **EXAMPLE ITEMS** | **AT THE 25TH PERCENTILE** | **AT THE 75TH PERCENTILE** |
| Care | My teacher in this class makes me feel that s/he really cares about me  My teacher really tries to understand how students feel about things | 40%  35% | 73%  68% |
| Control | Students in this class treat the teacher with respect  Our class stays busy and doesn’t waste time | 33%  36% | 79%  69% |
| Clarify | My teacher has several good ways of explaining each topic that we cover in this class  My teacher explains difficult things clearly | 53%  50% | 82%  79% |
| Challenge | In this class, we learn a lost almost everyday  In this class, we learn to correct our mistakes | 52%  56% | 81%  83% |
| Captivate | My teacher makes lessons interesting  I like the ways in which we learn in this class | 33%  47% | 70%  81% |
| Confer | Students speak up and share their ideas about class work  My teacher respects my ideas and suggestions | 40%  46% | 68%  75% |
| Consolidate | My teacher checks to make sure that we understand when s/he is teaching us  The comments that I get on my work in this class help me to understand how to improve | 58%  46% | 86%  74% |

**Exercises**

1. Using the six-point Likert scale (from ‘Strongly disagree’ to ‘Strongly agree’ the ‘7 Cs’ ‘measure of effective progress’ discussed above. Use the results as a discussions about how you could change what you do as a teacher to have more students rate all of their items either ‘5’ or ‘6’.
2. Consider forms of evidence from the NBPTS (<http://www.nbpts.org>) about teacher quality. Discuss how you might use this evidence to enhance your teaching, or collect the evidence and then discuss with colleagues how you might modify your teaching to increase your impact on all students.
3. Invite all teachers to write a description of ‘yourself as a teacher’. Pool all responses (with no names) and then meet to decide if this description is consistent with the inspired and passionate teacher.
4. Monitor the topics of debate in staff meetings, coffee sessions, and professional development meetings, then classify them according to domains of discussion (for example, structural, teaching, curricular, assessment, student). If they are not about the impact of our teaching, discuss what would be required in this school to shift the debates to the impact of teaching on students – and then engage in those debates.
5. Ask your teachers (or student teachers) to interview students (preferably students from another teacher's class to reduce bias and perceived pressure), asking: ‘What does it mean to be a “good learner” in this classroom?’ Share the interview results (minus student names) with your fellow teachers.
6. With other teachers, learn how to use the SOLO surface and deep categories (see Hattie & Brown, 2004) to develop learning intensions, success criteria, questions for assignments, and teacher and student in-class questions, and to provide feedback on student work. Ensure that there are high levels of agreement across teachers as to which categories are surface and which are deep.
7. Ask each teacher to think about the last time that they showed passion in their teaching. Ask students the same question (about their teachers). Compare these examples of passionate teaching.