

Teaching and Learning – 5 minutes

...over a hot brew!

Research, Resilience, and Reflection

Issue 22:



1. In Pictures:



“To achieve acknowledgement by another entity, one must not authorize validity to the prospect of inherent discourse which has the potential to assume its own essential missive within the very milieu of the intrinsic delivery of the intended exchange. That is the key to clear and effective communications!”

Communication and clarity: know your audience, challenge your audience but give them a chance, avoid cognitive overload!

2. Did You Know:

Promoting Determination:

Effort and **progress** are two key drivers we focus on to improve student outcomes. We praise effort, resilience and perseverance and demonstrate that these qualities are essential components which support improved student outcomes. However, when we give a well-meant comment such as "good effort on this topic" or simply "good work today" it is important to consider how this message is received. Effort can be an abstract concept to many students and is often misinterpreted as quality of work (the outcome) – which is not necessarily the same thing. So it is important to help students understand **what good effort in lessons actually looks like**. It may not necessarily be just getting every question right, but trying hard, and showing resilience, especially when studying topics or undertaking tasks which they may find particularly difficult. We must be explicit.

3. Education Research

Social Equality: Education in the U.K.

The education gap between students of differing social groups is continuing to grow it seems. Here are a few figures to get you thinking...

- The attainment gap between rich and poor pupils in the UK is particularly stark compared with other [OECD](#) countries.
- Over 1.4 million (21%) children aged 4-15 are eligible for free school meals in this country.
- UK students will start primary school academically behind their better-off classmates; the attainment gap will continue to increase throughout their schooling.
- Figures show that just 37% of disadvantaged children achieved 5 good GCSEs, including English and Maths, compared to 63% of all other pupils.
- Children from poorer backgrounds do worse in their GCSEs on average than their wealthier classmates whichever type of school they are in.
- Young people with poor educational attainment are much more likely to end up not in education, employment or training ([NEET](#)).

4. To ponder...

“I assure you, dear friend, no one has given so much care to the study of composition as I. There is scarcely a master in music whose works I have not frequently and diligently studied.”

[[Mozart](#)] (Often explained as ‘just talented!’)



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