

Teaching and Learning – 5 minutes

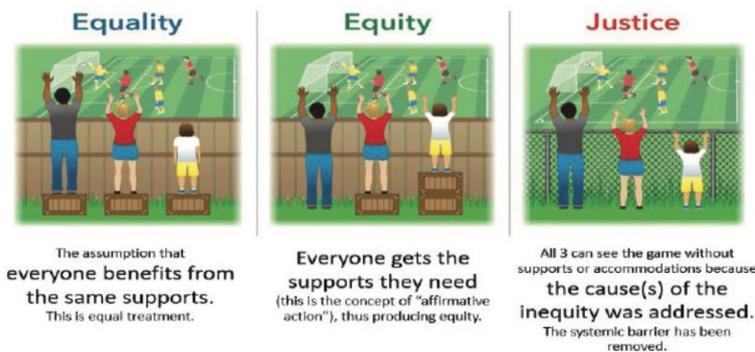
...over a hot brew!

Research, Resilience, and Reflection

Issue 30:



1. In Pictures:



2. Education Research: Self-Regulation

Self-regulation - the ability to steer our own behaviour and learning - is a strong predictor of attainment and future success. A key aspect of this is emotional regulation (Gutman & Schoon, 2013). This is important because negative pupil emotions can lead to pupils avoiding a task (Kluger & DeNisi 1996) and also because the ability to regulate one's emotions affects pupils' ability to learn, success in school and future life (EEF, 2017). Effective self-regulation also requires pupils to develop metacognitive strategies - how they plan, monitor and evaluate their approaches to specific tasks. Teacher support for pupil metacognition is likely to increase pupil self regulation, success and therefore

3. Teaching Strategy: Strong Voice (Presence)

What is it? Some teachers have "it" - the ability to walk into a classroom and be in command. They know how to earn respect and credibility, and exude confidence and poise. Affirm your authority through intentional verbal and non-verbal habits, especially at moments when you need control.

Why do it? Strong Voice supports a whole raft of outcomes that in turn influence further issues. Lack of it has a potentially negative outcome and sets the teacher off from an unnecessarily weak position. Some associated issues affected include:

- Clarity of instruction
- Student engagement
- Establishment of behavioural routines over time
- Support of rigour in the classroom

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What does it look like? A number of features might be considered depending on context.

1. **Use a formal tone of voice:** support further by making eye contact and consider facial expression and stance (see below).
2. **Square Up/Stand Still:** Show that 'this' is important. Giving instructions whilst moving (giving out papers etc.) implies that it is next statement is not that important.
3. **Exude Quiet Power:** Talking loud and fast implies you are nervous, scared and losing control. Do not show anxiety. Become slower, quieter when you want control - demonstrate calm.
4. **Use Economy of Language:** Focus the message - do not dilute issues with topics that can wait. Economy of language has its place - for example, when important instructions are being given.
5. **Do Not Talk Over:** If what your saying is worth saying then all should be able to hear... your words matter. If needed break off mid-sentence to demonstrate that all should be listening. After breaking reset your formal posture before continuing.
6. **Do Not Engage:** When discussing behaviour with students avoid engagement with other/associated topics until the issue has been resolved.

4. To ponder...

"A goal properly set is halfway reached." [[Zig Ziglar](#)]



Thoughts about Teaching and Learning... Share!