

# Teaching and Learning – 5 minutes

...over a hot brew!

Research, Resilience, and Reflection

Issue 37:



## 1. EEF – Meta-Cognition

Cost	Evidence Base	Months Gained
££££££	🔒🔒🔒🔒🔒	+8

### T & L - The Evidence [EEF]: META-COGNITION

Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.

## 2. Teaching Techniques: Stretch It

**What is it?** Reward correct answers with harder questions. Encourage a culture of 'learning is never done'

### Why do it?

- It lets you give students exciting ways to push ahead applying knowledge, thinking on their feet, and taking on the challenge of harder questions. This increases engagement
- Stretch it helps with AFL... not simply do they know a fact but how much mastery have they acquired.
- It supports differentiation at an individual level (not in groups but harder questions for that individual)

### What does it look like?

- Make a habit of asking follow up questions to successful answers
- Ask a diversity of question types
- Build a culture around the interactions that help students embrace and even welcome the notion that learning is never done.

Some 'Stretch It' categories:

- Ask How or Why?
- Ask for an alternative way to answer – a different working out

- Ask for improved vocabulary – a better word, a more precise description, more expressive
- Ask for evidence of a point
- Integrate a related skill/area – a different tense, include adjectives, who else?

## 3. Inquiry-Based Learning: Developing Student-Driven Questions

**The Principal:** Student Inquiry-based learning, rather than presenting a set of facts, uses student questions, interests, and curiosities to drive learning. As a result learning is more relevant, creates ownership and develops critical thinking skills.

**How:** The process starts with a question; an essential question, which opens the conversation up is needed – What do they already know or think on this topic? What do they want to learn? What are they wondering about?

Teachers should try not to simply answer student's questions but instead it is important to model what it's like to be a self-directed learner; a teacher will work with a student to find the answer, showing the steps along the way. Once students know how to find the information, they can continue learning even when outside of a classroom as a degree of independence is achieved. Inquiry-based learning is more concerned with the process of learning (how well the students learn how to learn) than the product of learning (a worksheet or quiz).

The Issues: teaching need to be flexible – the teacher has a general road map of a possible end-result and needs to be aware how far they have deviated from the topic. This leads to potential further problems as essential content may, or not be covered; regular AFL and communication between teachers is essential. Teachers need to plan beforehand the 'non-negotiable aspects of the content'. While flexibility is key to success with inquiry, class time is not a free-for-all. Teachers always need to guide the inquiry toward further learning and keep students from being sidetracked.

## 4. To watch...

[\(10\) Every kid needs a champion | Rita Pierson | TED - YouTube](#)

