

Teaching and Learning – 5 minutes

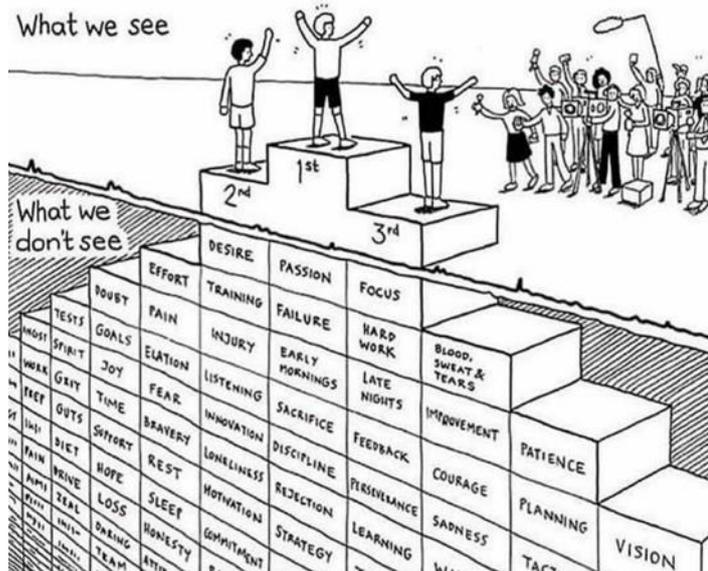
...over a hot brew!

Research, Resilience, and Reflection

Issue 43:



1. In pictures..



2. Teaching Techniques: Threshold

What is it: The teacher greets each student at the threshold of the classroom.

Why do it: By personally greeting each student with their name or what they're doing that day in class, the teacher is letting them know that s/he is paying attention to them and that today is going to be a good day of productivity and learning. The students get a personal connection with their teacher and can have a better relationship and level of respect for their teacher this way, which ultimately leads to a more positive and productive classroom. The clear expectations Threshold sets lead to higher levels of motivation and focus.

What does it look like: Before the students arrive, the teacher, if the school policy allows, should position him/herself in front of the door and greet each student personally. It is up to the teacher to determine what his/her greeting will be; the teacher could, for example, make eye contact, shake hands, high-five, greet by name, reference the 'do now' activity, reference a previously successful lesson, reference the high expectations of the coming lesson.

3. Research shows...

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Here are a few research supported ideas which highlight strategies you can use today to improve the learning experience of pupils in your classroom. These require little or no planning, but can have a significant impact on your lessons and pupil outcomes. They're far from rocket science – but can be very effective.

A Warm Welcome: Greeting students at the door of your classroom by name and with a positive greeting has been found to *raise student attainment by 27%*. This reinforces your classroom as a positive learning environment and students are more likely to remain engaged and on task. This will not only improve student outcomes, but also decrease the potential for disruption to the lesson.

A Strong Review: A University of Virginia study found students who were encouraged to reflect on the practical implications of their recently acquired knowledge were much more likely to retain knowledge than students who were asked to repeat what they had learned. Consider ways to make the Review stage of your lessons practical and highlight contemporary implications for the topic.

Classroom Layout: A study found that when students in the back rows were asked to move to the front of the classroom, their participation in lessons and academic performance improved (see Issue 15 - Do certain seating arrangements affect the degree of participation by students?).

4. To ponder...

“Teachers in the most exciting and effective differentiated classrooms don't have all the answers. What they do have is optimism and determination - Every child is entitled to the promise of a teacher's optimism, enthusiasm, time, and energy.” [Carol Tomlinson]



Thoughts about Teaching and Learning... Share!