**WLD Teaching and Learning Digest – w/c 16th April 2018**

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| **COMMUNICATION FOCUSES** Use WAGOLLs to model exam responsesUse red pen to peer assessWider Reading – Push the summer challenge in Year 7  | **DYSLEXIA-FRIENDLY STRATEGY**  Cue in, using names. |

**This week:**

* The **thought for the week** this week is **‘Wisdom and Learning’ –** the idea that we need to be able to apply our knowledge to different situations to be wise. Please share the PPT and article on ‘The Wisdom of Teenagers’ (BBC).
* **Preston Teaching Schools’ Alliance**: Trainee Teachers – meeting at lunch on Tuesday to discuss prior attainment data (D8) with LG
* **Teaching and Learning Toolkit** – This was distributed last week. Some of the ideas in the toolkit came from the ‘Top Tips in Two’. Please store it in your planner/attach to a wall where you plan and use/scribble on/edit/amend. I will appreciate your feedback later in the term so that we can refresh for September.

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**Teaching and Learning Conference** – This Friday, Keira (and hopefully, Claire) will attend the conference for us and will hopefully bring back some good ideas.  Our Trainees will also be in attendance.

**Teaching Approach of the Week – Try It!**

For this week, I am digging out some Bill Rogers. As we try and boost the confidence of the Year 11s in their final pre-exam weeks, try positive behaviour reinforcement too:

**The Black Dot in the White Square:**



The Black Dot in a White Square: What do you focus on?

It is often necessary to get class or individual behaviour into perspective in order to maintain a positive atmosphere in the class.  In Bill Rogers’ model, the black dot represents the negative, disruptive behaviour of certain individuals or the class as a whole; the white square represents the positive behaviour of the majority or the normally good behaviour of an individual.  By focusing on the black dot, we are forgetting the white square. This illustrates the need to keep things in perspective and helps to avoid using sweeping statements that can harm positive working relationships

* The class is awful
* The group never works sensibly
* The student is unable to behave
* Everyone is being too noisy

This thinking made me realise I was one who would pick up on the late-comers, the noise makers and the students off-task, at the expense of reinforcing the good behaviour of the majority.  Is so much healthier for all concerned to swap that around.  I find it applies to homework too… focus on the bits you get in, rather than the ones you don’t.

<https://teacherhead.com/2013/01/06/behaviour-management-a-bill-rogers-top-10/>

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| https://headguruteacher.files.wordpress.com/2013/01/screen-shot-2013-01-06-at-02-18-57.png | [Behaviour Management: A Bill Rogers Top 10 | teacherhead](https://teacherhead.com/2013/01/06/behaviour-management-a-bill-rogers-top-10/)teacherhead.comBehaviour Management Strategies from Bill Rogers Without doubt the greatest personal challenge I've faced as a teacher was moving from the Sixth Form college in Wigan where I started teaching, to Holland Park School in London in my mid-20s. |

* ***Year 11 Motivator***

Beware – this video includes ‘Action Jackson’ and is incredibly cheesy – but it actually made my Year 11s think. If you get chance, have a look and see if your Year 11s can think of their ‘why’; their reason for revising.
<https://www.youtube.com/watch?v=znjXY93NTcU&t=6>

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| https://i.ytimg.com/vi/znjXY93NTcU/hqdefault.jpg | [EXAM READY (Playtimeisover Campaign) - YouTube](https://www.youtube.com/watch?v=znjXY93NTcU&t=6s)[www.youtube.com](http://www.youtube.com)We want 1,000,000 Students to see this clip and PASS IT ON..... #Playtimeisover WHY? We believe everybody deserves to FEEL AMAZING DO AMAZING things in life ... |

* **Recent Top Tips (abridged)… Keep using them if they worked!**
* **We Are Reading! – offer lots of opportunities for students to read**
* **Show the and in stages…think out loud**
* **Verbal Feedback**
* **Because, but, so – extend sentences and thinking**
* **PIE FACES – Features of good writing**
* **‘Just a Minute’ and ‘Exam Wrappers’**
* **Retrieval Practice – questions from last lesson, last week and last term**
* **The ‘BIG Question’**
* **3B4ME – promoting independence**
* **WAGOLLs (what a good one looks like – use of model work)**
* **Pose, Pause, Pounce and Bounce**
* **Reading for understanding – mini-whiteboards, quick quizzes, verbal questioning, think-pair-share etc.**

**Top Tips in Two this Half-Term**

Thanks to those who willingly (and even unwillingly) volunteer.  More needed!  Great to see the ideas being used around school:

* ~~Monday 9~~~~th~~~~April –A. Christian – We Are Reading~~ – Many thanks!
* ~~Friday 13~~~~th~~~~April – D. Turner – Doddle Revision~~ – 20th April
* Wednesday 18th April – G. Moore – revision strategy
* Friday 27th April – A. Halsall
* Friday 4th May – D. Turner – Teams/365