**Framework task - Rethinking learning**

**Teaching standards**

*How is the concept of ‘learning’ relevant to each one of the Teachers’ Standards?*

*S1 - Set high expectations which inspire, motivate and challenge pupils*

* Expectations for all children to be high
* differentiation for pupils – harder or easier work

*S2 - Promote good progress and outcomes by pupils*

* Teacher is accountable for the progress made – good teaching and learning will enable good progress
* Vast knowledge on how children learn will in turn influence how your teaching style
* Encourage children to evaluate their learning – How do they feel their progress is happening? How did they find the tasks within the lesson?

*S3 - Demonstrate good subject and curriculum knowledge*

* Knowing the subject and content being taught is vital. It will allow the teacher to provide scaffolding for learning
* Good subject knowledge will create confident teaching

*S4 - Plan and teach well-structured lessons*

* Good planning can lead to good learning

*S5 - Adapt teaching to respond to the strengths and needs of all pupils*

* Learning theories and different approaches in teaching will allow all children to access the learning and therefor, make progress
* Knowing what an stop children from learning and strategies to overcome this
* Having a clear understanding of stages of development and adapt teaching and support for certain children

*S6 - Make accurate and productive use of assessment*

* Assessment shows progress and areas of knowledge that may have been missed – you will know where the gaps are and what needs to be taught

*S7 - Manage behaviour effectively to ensure a good and safe learning environment*

* Behaviour is a key factor for learning. When pupils are engaged they will learn
* Clear rules and boundaries need to be set for classroom behaviour
* High expectations of behaviour

*S8 - Fulfil wider professional responsibilities*

* Creating professional relationships will allow you to know other teachers strengths – this will lead to teamwork – which will lead to effective teaching and learning of the pupils.

**Subject Knowledge**

*(Primary)*

*Do you think that ‘learning’ looks the same across all curriculum areas, or do you notice differences in the way we might think about ‘learning’ in different subjects?*

No, learning in different curriculum areas is different and it also differs in different year groups. For example, in reception literacy would be sat at a table and beginning to learn to write; whereas maths in reception is very practical and the child’s interests would be interwoven into their learning. In year 5 both literacy and maths are at a table writing in books. Non-core subjects, such as art, are more creative and ‘free’ in what the task looks like.

*Do all theories of learning seem equally appropriate for the key stage in which you're working, or do some seem more important or more useful than others?*

Behaviourist theory

Children in year 5 know the school reward and sanction system and know the expectations which are clear. Over the years of being at the school they have lots of opportunities to repeat the behaviour goals to form a positive result. Rewards within the classroom are quickly given, within the form of a virtual starfish on the school behaviour system. On reverse there are different levels of sanctions linked with the type of behaviour – this is all written down and spoke about to aid with consistency with classes, teachers and year groups.

Constructivist theory

Piaget’s theory

Assimilation – used to introduce new subjects. Find out what the children already know and fits new ideas as extra levels and fits with children’s current thinking.

Accommodation – challenges children’s thinking by exploring what they know and think, then providing them with conflicting ideas which challenges their thinking and creates new understanding.

Social constructivists

‘Children learn through social interaction with others’ – Vygotsky

Zone of competent independent – children know what to do for a task and doesn’t challenge their learning. Children within this zone can seem to get ‘bored’ easily as the work is to easy.

Zone of proximal development – is the area you can operate with help from someone else.

Over time you zone of competent independence will grow as you learn more and can achieve these independently.

Teachers and children can provide scaffolding for children within the ZPD. Once they understand the concept, scaffolding can be taken away slowly to promote independence within the activity.

**School communities**

*How does your placement school conceptualise ‘learning’?*

What is conceptual learning?

Conceptual learning is where children can understand and use ideas and transfer the knowledge to other subjects and situations. It also states that children learn better when they see examples of different work rather than being taught a set way to do something.

(Moser, T. and Chen, V. (2016) *What is Conceptual Learning?* Getting Smart. Available at: <https://www.gettingsmart.com/2016/08/what-is-conceptual-understanding/> [access 01/10/2020])

School conceptualises learning by

* Lessons start with an ‘abstract question’ to get them thinking and pupils share their thoughts on the question
* Uncover new ideas and transfer them to other situations and subjects. Pupils may start to see patterns in their learning and understanding
* Add complexity to their understanding of a subject
* Understanding becomes deeper, bigger and more complex
* Creating this complex understanding allows children to become creators, innovators and problem solvers

EXAMPLE: Maths they are set a ‘fluent in 5’ task to begin with, in these 3/4/ questions they have to use different methods to work out the answers and then the answers are gone through and different methods used by different children are shown.

EXAMPLE 2: Math skills can be transferred and used in other subjects, e.g. science.

Is *there an implicit or explicit understanding of what ‘learning’ means?*

The schools view on leaning is, ‘We believe that education really is the lighting of a fire and our aim is to equip our children with the academic, social and emotional skills to succeed in life. Our school is on an exciting journey, and the belief that every child deserves an excellent education every day is what motivates us in all we do.’

There is a mixture of implicit and explicit learning within the school. Explicit learning happens in lessons mainly, as there is a set learning intention to be met. Implicit learning can happen at any point in the school day and doesn’t have to be linked to a subject.

*This might link to how the ‘curriculum’ is framed within the school.*

Curriculum plan is called ‘curriculum flow’ at St Andrews Primary School. For the school year there is a plan who each subject which includes all years and what should be covered in each term. This is taken from the national curriculum statements and shows progression in learning for the school.

*How might your own view of ‘learning’ conflict with the view that parents or carers might have? Where might issues arise relating to different ways of understanding learning, and how might you overcome them? (An example might be a parent who expects you to correct every spelling mistake in a pupils’ work, and the view of ‘learning’ that underpins that expectation).*

I feel learning can happen in many forms. All children learn in their own way and as educators we need to meet those learning styles to allow all children to blossom. I personally feel that continuous provision should happen daily for children up to year 2, and children further on in education should have daily access to learn by ‘doing’. Learning through play is vital, especially in the early school years.

A recent comment from a parent was that they feel like all that matters in school is achieving in maths and English and other subjects get lost along the way. I personally completely agree with this comment. Other subjects, such as art, music and design, often get pushed out as the Maths, English and Reading lessons need to be completed. While I understand this has to happen it can disadvantage other children who do not shine through in this area and often feel like they are ‘failing’ at school because of this.

**Professional knowledge and enquiry**

*The article by Weinstein et al. (2018) opened with a statement that “Education does not currently adhere to the medical model of evidence-based practice.”*

*What forms of ‘evidence’ help you best to understand how students learn?*

Evidence is found from:

* Establishing where pupils are within their learning
* Using appropriate teaching strategies and interventions
* Monitor progress of pupils
* Evaluate the effectiveness of the teaching
* Observing how pupils are learning best and cater for all learning styles
* Adapting learning for the stage of the pupil
* Learning styles

*In the light of your own experiences as learners, what might be some of the limitations of the ‘medical model’ of research for teaching?*

Medical model – viewed as something is wrong and ways needs to be fixed – medication or diagnosis

* Some subjects are specific in the way they are taught
* Teachers may be unaware of a pupils learning style and may not meet that need
* You cannot teach in all learning styles all the time
* Some children can ‘hide’ that they are struggling. For example, may not be able to see the hoard or a work sheet due to bad eye sight – this sheet may need to be made bigger so it is easier to see or a child may have a hearing difficulty that the teacher is unaware of and puts their seat at the back of the class, creating more problems with hearing the lessons
* There is not time, the staff or the finances to run extra interventions with pupils that need them

*What contextual factors do teachers need to negotiate when developing ‘evidence-based’ teaching?*

* Ages
* Gender
* Culture
* Personal interests
* What you want the pupils to achieve
* Classroom conditions
* Learning styles
* Assessments – level of learning

**Values and beliefs**

*What is your personal definition of ‘learning’?*

Acquiring new knowledge and skills that you did not have before.

*How has that definition been shaped by your own experiences as a learner and as a teacher?*

Learning does not need to be about writing, reading and maths. Children have so much to learn, from the world around them, social cues, correct behavior, speaking, listening and many more. Children learn in s many different ways and should be encouraged to learn how they feel best. As a teacher I want to facilitate access to learning for all my pupils academically as well as socially, emotionally, physically and mentally. A welcoming classroom and a smiling face from a teacher on entry may make the difference between a good leaning session and a bad one.

*Why do you think that education ‘neuromyths’ such as VAK learning styles or right/left brain differences are so seductive?*

**Understanding learning and development**

*What is the role of self-regulation in learning?*

Self-regulation is the ability to monitor and control your energy, emotions, thoughts and behaviors to which are acceptable within a classroom. Pupils who self-regulate are more likely to learn, achieve and be successful at school.

*How can teachers support self-regulation?*

* Teach them the basics
* Model self-regulation
* Teach methods and practice ways to calm down and provide ‘kits’ for children who need extra support to self-regulate
* Brain breaks – short burst of physical movement to improve concentration
* Develop self-esteem in pupils
* Instill self-awareness
* Check in with children and how they are feeling

*How can you respond to a student who is overwhelmed: “Why is my brain letting go of everything I need to do?”*

Talk to the child, stay calm, reassure, step away from the task (go for a movement break), when child is ready come back to the task and stay with them and support them.

*Why is dialogue so important in teaching and learning, and how does this impact online/distance teaching and learning during lockdown?*

It helps pupils learn, it helps move knowledge known at the surface to deep understanding of concepts.

Teaching during lockdown was very much computer based. For some children they need teachers to talk through the learning to help them understand. From a personal point of view, my son got very frustrated with some subjects as he needed more clarity and help from a more knowledgeable teacher.

*Consider the ‘6 strategies’ from the Howard Jones et al. (2018) article: How have you seen these ‘in action’ in your teaching practice? Which are common practice, in your experience, and which seem like a bigger shift? What has been your own experience of these strategies – both as a teacher and as a student?*

1. Spaced practice – revision of content which occurred in previous lessons. Before most lessons there is a quick recap of what was taught in previous lessons. Key vocabulary which will be needed within the lesson is recapped also.
2. Interleaving – covering all ways of completing a task in one lesson instead of lots of different ones. For example in maths, teaching all the ways to complete an addition question. Children can use their preferred method.
3. Retrieval practice – learning through tests. For example, spelling tests and times tables tests to improve these skills in pupils.
4. Elaboration – adding new information onto what is already known. For example, in maths we know how to round numbers to the nearest 10, now let’s apply this knowledge to round numbers to hundreds, thousands and hundred thousands
5. Concrete examples – making the link between what is being taught verbally into a concrete example. For example, using dienes in maths to make numbers with a concrete application. Explaining the rules of rounder’s in the classroom and then physically going outside to play it as a class.
6. Dual coding – having something visually displayed to support what you are saying. Having a power point exampling the circulatory system on the board while having a class discussion around the subject.