

West Monmouth School

Ysgol Gorllewin Mynwy



Teaching & Learning Policy

Polisi Dysgu ac Addysgu

Date Approved by Governors:

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Section 1

Introduction

West Monmouth School offers quality teaching and learning experiences for all staff and learners.

This policy has been produced to ensure that the quality of teaching and learning is both maintained and improved and that standards of learner achievement continue to rise.

The philosophy of the Teaching and Learning Policy

The central purpose of a school is teaching and learning. Effective schools ensure that learning remains at its heart and consistently monitor the quality of learning. This should guide all the activities and resources of the school.

Aims of the Teaching and Learning Policy

The aims of this policy are:

- to have a shared vision and understanding of what quality teaching and learning 'looks like' and 'sounds like'
- to enable teachers to be able to implement the latest research on learning in their lessons, in order to ensure that learners can learn effectively
- to share good practice, both within departments and across the school
- to ensure that our monitoring and evaluation procedures assist in the maintenance of the high standards we have set ourselves
- to enable the school to meet the requirements of the National Curriculum
- to ensure that we continue to be a 'learning school' where both teachers and pupils share an enthusiastic attitude to learning

Teaching and Learning underpins the life of the school. Consequently, this policy supports the school aims and strives

- to create a school in which staff and learners share an enthusiastic attitude to learning
- to welcome the opportunity for all learners to achieve full potential across a balanced academic, cultural and socially inclusive curriculum
- to create opportunities for all learners to take responsibility for their own learning
- to give learners the confidence and skills to meet the challenges of modern society
- to offer all learners the opportunity to achieve success and self-respect which is recognised by everyone in the school
- to encourage all learners to act responsibly and tolerantly to each other, to be aware of religious and moral values and show respect for, and understanding of, other faiths and cultures
- to create a school in which all learners and staff feel valued, supported and fulfilled
- to foster a spirit of togetherness throughout the whole school and to develop a sense of pride in the school and its environment
- to develop strong and mutually supportive links with the wider community and to project the school as an integral part of that community
- to create and encourage opportunities for parents and governors to be involved in the full life of the school

Teaching and Learning – “The National Agenda”

This policy supports the school in the implementation of all National Assembly initiatives. These include:

1. The National Curriculum

The National Curriculum requires the inclusion of all learners, stating:

“Under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government’s overarching strategy document Rights to Action, all children and young people must be provided with an education that develops their personality and talents to the full. The Education Act 2002 further strengthens schools’ duty to safeguard and promote the welfare of all children and young people. The equal opportunities legislation which covers age, disability, gender, race, religion and belief and sexual orientation further places a duty on schools in Wales towards present and prospective learners to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities and encourage participation in all areas of school life. Schools should develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan across the curriculum to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in our multi-ethnic society in Wales. Schools should develop approaches that support the ethnic and cultural identities of all learners and reflect a range of perspectives, to engage learners and prepare them for life as global citizens.

Schools must work to reduce environmental and social barriers to inclusion and offer opportunities for all learners to achieve their full potential in preparation for further learning and life. Where appropriate, schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences.

For learners with disabilities in particular, they should:

- *improve access to the curriculum*
- *make physical improvements to increase participation in education*
- *provide information in appropriate formats.*

Schools should seek advice regarding reasonable adjustments, alternative/adapted activities and appropriate equipment and resources, which may be used to support the full participation of all learners including those who use a means of communication other than speech. For learners whose first language is neither English nor Welsh, schools should take specific action to help them learn both English and Welsh through the curriculum. Schools should provide learners with material that is appropriate to their ability, previous education and experience, and which extends their language development. Schools should also encourage the use of learners’ home languages for learning.”

It also makes clear the entitlements of all learners, stating:

“Schools in Wales should ensure that all learners are engaged as full members of their school communities, accessing the wider curriculum and all school activities and working wherever possible alongside their peers. Schools should teach all programmes of study and frameworks in ways appropriate to learners’ developing maturities and abilities and ensure that learners are able to use fully their preferred means of communication to access the curriculum. In order to extend their learning, learners should experience a variety of learning and teaching styles.

To enable all learners to access relevant skills, knowledge and understanding at an appropriate level, schools may use content from earlier phases or key stages within the curriculum. Schools should use material in ways suitable for the learners' age, experience, understanding and prior achievement to engage them in the learning process. For learners working significantly below the expected levels at any key stage, schools should use the needs of the learner as a starting point and adapt the programmes of study accordingly. Sufficient flexibility exists within the curriculum to meet the needs of learners without the need for disapplication. In exceptional cases, individual learners may be disapplied, usually on a temporary basis, but group or large-scale disapplications should not be used.

Where it is not possible to cover the content of all of the programmes of study for each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by selecting appropriate topics/themes from the curriculum as contexts for learning.

For more-able and talented learners working at higher levels, schools should provide greater challenge by using material in ways that extend breadth and depth of study and opportunities for independent learning. The level of demand may also be increased through the development and application of thinking, and communication, ICT and number skills across the curriculum.

Schools should choose material that will:

- *provide a meaningful, relevant and motivating curriculum for their learners*
- *meet the specific needs of their learners and further their all-round development.*

Learners of all abilities should have access to appropriate assessment and accreditation."

2. Estyn

According to Estyn, inspectors should consider the extent to which teachers:

- show good subject knowledge and understanding in the way they present and discuss their subject
- are technically competent in teaching basic skills
- plan effectively, setting clear objectives that pupils understand
- challenge and inspire pupils, expecting the most of them, so as to deepen their knowledge and understanding
- use methods which enable all pupils to learn effectively
- manage pupils well and insist on high standards of behaviour
- use time, support staff and other resources, especially ICT effectively
- assess pupils' work thoroughly and use assessments to help and encourage pupils to overcome difficulties
- use homework effectively to reinforce and/or extend what is learned in school

Inspectors will also consider the extent to which pupils:

- acquire new knowledge or skills, develop ideas and increase their understanding
- apply intellectual, physical or creative effort in their work
- are productive and work at a good pace
- show interest in their work, are able to sustain concentration and think and learn for themselves
- understand what they are doing, how well they have done and how they can improve

3. The National Pedagogy Strategy

The Welsh Assembly's "Effective Practice in Learning and Teaching – A Focus on Pedagogy" defines its aim, stating:

"The fundamental aim of our focus on pedagogy is to ensure that the teaching our learners receive and the learning they experience has a positive and sustained impact on the outcomes they achieve and on their wellbeing. We want to enable learners to become more engaged, effective and motivated and thus able to achieve better quality outcomes."

Section 2

The Curriculum at West Monmouth School

The School curriculum follows the guidelines set by the National Curriculum. It provides a broad and balanced base for students' learning and encourages students to share in the responsibility for the development of their intellectual, practical and interpersonal skills, enabling them to take their place in society with confidence.

At key stage 3, over a fortnightly timetable, all learners undertake studies in Art, Drama, English, French, Geography, GRF, History, ICT, Maths, Music, PE, PSHE, RE, Science and Welsh. Year 7 and lower band year 8 groups follow the 'Explore' curriculum, where they study 6 periods of English, 3 periods of geography, 3 periods of history, 2 periods of PSHE and 2 periods of RE per fortnight.

Year 7 are taught in the following groups: W,M,S,P,O and L. Groups are paired as WMS and PONT. Groups are taught separately for the majority of the time. However, the following exceptions apply: All Explore lessons are timetabled together in groups W; M; S; P; O with L being timetabled for Explore lessons for the majority of the time.

| SUBJECT | W | M | S | P | O | N | T | L |
|----------------------|----------|----------|----------|----------|----------|----------|----------|----------|
| Art | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| Drama | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Extra English | | | | | | | | 2 |
| Explore | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| French | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| German | | | | | | | | 1 |
| GRF/Tech | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| ICT | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Maths | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 8 |
| Music | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| PE | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Science | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| Welsh | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |

Year 8 are taught in the following groups: W,M,S,P,O,N,T and L. Groups are taught separately for the majority of the time. However, the following exceptions apply:

1. ICT is taught in the following groups WP; MO; SN; TL and L being taught the subject separately.
2. GRF is taught in the following groups WM; SNT; PO and L being taught the subject separately.
3. PE is taught in the following groups WMSL and PONT.

| SUBJECT | W | M | S | P | O | N | T | L |
|------------------|----------|----------|----------|----------|----------|----------|----------|----------|
| Art | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| GRF | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 |
| Drama | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| English | 6 | 6 | 6 | | | | | 2 |
| Explore | | | | 16 | 16 | 16 | 16 | 16 |
| French | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 1 |
| Geography | 3 | 3 | 3 | | | | | |
| History | 3 | 3 | 3 | | | | | |
| ICT | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Maths | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 8 |
| Music | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| PE | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| PSHE | 2 | 2 | 2 | | | | | |
| RE | 2 | 2 | 2 | | | | | |
| Science | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| Welsh | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |

Year 9 are taught in the following groups: W,M,S,P,O,N,T and L. Groups are taught separately for the majority of the time. However, the following exceptions apply:

1. ICT is taught in the following groups WM; SP (O,N,T and L being taught in the subject separately).
2. GRF is taught in the following groups WM; SP; ONT then L being taught the subject separately.
3. PE is taught in the following groups WMSL and PONT.
4. Maths is taught in the following groups WMS; PO and NTL

| SUBJECT | W | M | S | P | O | N | T | L |
|------------|---|---|---|---|---|---|---|---|
| Art | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| Drama | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| English | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 8 |
| French | 4 | 4 | 4 | 2 | 2 | 2 | 2 | 1 |
| Geography | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| GRF | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 |
| History | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| ICT | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 |
| Maths | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 8 |
| Music | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 8 |
| PE | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| PSHE | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| RE | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Science | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| Vocational | | | | 3 | 3 | 3 | 3 | |
| Welsh | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |

At key stage 4, Maths, English, Science, Lifeskills, RE, Welsh and PE are timetabled on a rotational basis in two bands, W and M. The groups are as follows:

| SUBJECT | W | M |
|------------|---|---|
| Maths | 5 | 6 |
| English | 5 | 5 |
| Science | 5 | 5 |
| Lifeskills | 5 | 5 |
| RE | 5 | 5 |
| Welsh | 5 | 5 |
| PE | 4 | 4 |

Options at key stage 4 are taught as a year group, as stated for each option.

Options A and B includes the subjects:

- Vocational Art and Design
- Vocational Business Studies
- Vocational Health and Social Care
- Graphics
- Vocational ICT
- Vocational Performing Arts
- Hair and Beauty
- Mechanics
- Construction
- Animal Care
- Media
- Welsh Baccalaureate

Option C includes the subjects:

- Art
- Business Studies
- Child Development
- French
- History
- ICT
- PE
- Spanish
- Technology

Option D includes the subjects

- Art
- Business Studies
- Drama
- Geography
- History
- Food Studies
- ICT
- Music
- PE
- Technology

Curriculum enrichment at key stage 4 exists through AS level being offered in Maths, ICT, PE and Music. In addition, Alan testing is undertaken by specific learners, as well as Entry Level English, Science, Maths, Humanities, ICT, Drama, Food, Construction and Lifeskills.

The Policy

Quality Teaching and Learning at West Monmouth School

In order to ensure that we continue to deliver quality teaching and learning, it is important that we share the same vision of what this 'looks like' and 'sounds like' in the classrooms of West Monmouth School. The main features of quality teaching and learning include:

- the teacher has an in-depth subject knowledge
- pupils are encouraged to ask questions, and show investment in the answers received
- topical or current information is used to support the point being taught
- the lesson has clear aims which are understood by all
- the teacher knows the strengths and weaknesses of the pupils and addresses these
- all members of the class feel secure, and this allows for freedom of expression
- effective use is made of support staff – they are involved in the planning of the lesson
- there are positive relationships in the class
- good use of humour
- element of surprise creates an effective climate for learning
- a mixture of independent learning and collaborative work
- groups strengths are utilised
- the teacher models expected learning and behaviour
- the teacher listens to the pupils
- lesson includes problem solving and is challenging for all pupils
- the classroom environment supports learning
- the lesson has pace
- pupils and teachers are enjoying the lesson
- short-term targets are set which are understood by all and revisited as part of the lesson structure
- the 'Respect for Learning' behaviour management policy for rewards and sanctions is applied consistently.

Teachers

- All teachers are expected to keep up to date with developments in teaching and learning and employ a range of strategies suitable for the learners they teach.
- Regular whole school and departmental training takes place and staff share up to date research strategies via course evaluation forms and feedback on CPD days. Some research that has been fed back from previous training days is included in this document (see appendix 1 and 2) and further research can be added to this document.
- Teachers must identify additional training requirements and take responsibility for their professional development.
- Subject Co-ordinators must monitor the quality of teaching and learning in their departments and intervene where necessary to maintain high standards.
- Staff should endeavour to participate in peer observation when possible in order to share good practice and encourage reflection. Lesson observation/mentoring within and across departments is encouraged.
- Some of each department meeting time should focus on sharing good practice.

- Teachers are expected to demonstrate knowledge not only of their subject, but also of up to date teaching strategies and research on effective learning. The school will provide resources and training as appropriate.

In the classroom

- In general, lessons should follow a three-part format.
 1. Starter activity – link to previous learning and sharing of lesson aims
 2. Main body of the lesson – incorporating a variety of activities appropriate to the aims of the lesson.
 3. Plenary – a return to the aims to assess what progress has been made.
- Lessons should begin promptly and positively.
- Classrooms should contain displays relevant for peripheral learning.
- Lesson objectives should be shared at the beginning of the lesson, including clarification of what progress is expected by the end of the lesson.
- Lessons should end with feedback, reflection and a check on the progress made.
- Homework should be set in good time for students to write in their planners and where possible, should be linked to lesson or scheme of work objectives
- A variety of teaching and learning styles should be evident. Examples might include: open as well as closed questioning, visual stimulus where possible, active use of ICT and projectors, practical activities to reinforce learning, music as a stimulus or background. The learning styles of individual learners are available on the school ARR database and teachers should aim to cater accordingly. Learning styles are discussed at length in appendix 1.
- Students are permitted to drink water except where this causes a hazard to equipment.
- Lessons should be delivered at a lively, challenging pace with full consideration for the variety of individual student needs and the maximum concentration period for each age group.
- A range of differentiated strategies should be used to accommodate all learners including tiered tasks, in class support, teacher and peer support.
- Group work should be used to stimulate interpersonal skills, with each student being encouraged to work with different students.
- Reward and praise should be used according to school policy.

Marking

Principles

- Regular feedback provides both the students and the parents with appropriate guidance on understanding, areas for development and achievement.
- Regularly marked work provides a teacher with the necessary information for monitoring a student's learning and planning for progression.
- Comments on marked work provide a student with guidance on areas for improvement and action required to assist progress.
- Marking should support the whole school development of key skills.

Practice

- The system of marking used by departments should be that which is most suitable for their requirements on a particular curriculum area. Department marking policies should be outlined within handbooks and outline how marking procedures support school reporting practices and the need to record and monitor progress in relation to the National Curriculum. The handbook should also outline the procedures for key stage 4 classwork, homework and coursework and the relationship to examination levels and mock results.

Monitoring of Teaching and Learning

The monitoring of teaching and learning will take place within the school's Performance Management cycle. However, as a part of this process, there is opportunity to focus on the continuous improvement of teaching and learning and learning outcomes for students.

Aim – To focus on the continuous improvement of teaching methods and the learning outcomes for students in line with the Teaching and Learning Policy.

Objectives

- To share and establish best practice amongst staff
- To identify the training needs of staff and evaluate the impact of training on the department's outcomes
- To identify resource needs and the monitoring of their effective use.

Implementing the objectives

- Every Head of Department is responsible for defining schemes of work, assessment policies and other systems in accordance with the whole school policy
- Every Head of Department will standardise the delivery of the curriculum across the department by:
 - a. common usage of schemes of work
 - b. development of portfolios of work as exemplar
 - c. sharing good practice through department meetings and lesson observation
 - d. cascading training and sharing good practice in whole school department meetings and INSET.
- Every Head of Department will monitor the outcomes of teaching and learning by:
 - a. analysis of examination results (annual Headteacher's review)
 - b. examination of student's work
 - c. checking assessments via moderation
 - d. building on feedback from pupils/parents
 - e. lesson observations
- Every Head of Department will evaluate the processes above as part of the annual review of the department and through agreeing individual targets and staff training needs as part of the Performance Management cycle.

Implementation of the Teaching and Learning Policy

Question 1: How does the Teaching and Learning Policy support the aims of the school and other whole school policies?

Since teaching and learning are the focus of the work of the school, all other school policies should support this teaching and learning policy.

- V.A.K styles adopted in all classrooms and in all subjects makes information accessible to all pupils
- The policy seeks to enable all pupils to achieve their full potential
- The policy fosters a sense of community and teamwork
- It creates better teachers
- It provides for individual needs
- The policy focuses on achievement and raises levels of understanding
- The policy ensures that quality learning can take place
- Fully implementing this policy will enhance the reputation of West Monmouth School as a 'good school'.

Question 2: How can we implement this policy to ensure that good practice is shared?

- Schemes of work should include references to the Teaching and Learning policy
- Classroom observations for performance management and monitoring and evaluation should ensure that the policy is being implemented
- A regular system of cross-curricular lesson observation should be built into the cycle, so that teachers can share good practice
- All observation should include quality time for feedback and discussion
- Consideration needs to be given to the use of the supply budget to cover staff while observations are taking place. This needs to form part of the professional development programme for all teaching staff
- All meetings should focus on Teaching and Learning
- Collaboration between departments should be encouraged
- An environment should be created in school to enable teachers to be open and willing to try something new
- Induction of new staff should include observation of different departments so that good practice can be shared from the start of their work at West Monmouth School.

Question 3: How should the policy be monitored and evaluated?

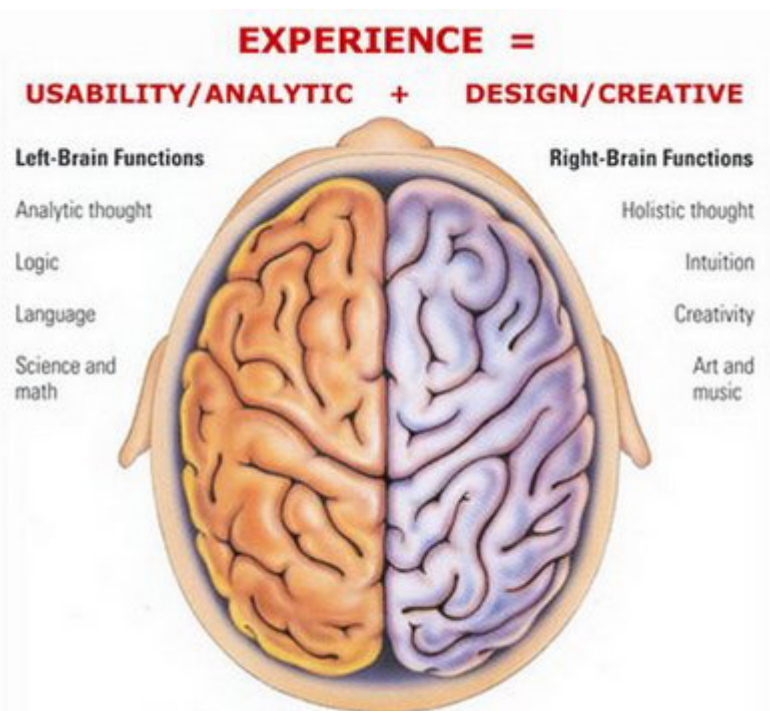
- The Headteacher has overall responsibility of the Teaching and Learning Policy
- To support the monitoring of the policy, the Senior Management Team should monitor and evaluate its effectiveness via the monitoring and evaluation cycle and produce appropriate documentation
- It is the responsibility of Heads of Department to ensure that the policy is implemented in their subjects, using the school monitoring and evaluation system
- Monitoring and evaluation of the policy should include pupil interviews, classroom observation and scrutiny of department documentation and pupil books
- The whole school policy on performance management is another vehicle for monitoring and evaluation
- Copies of the policy should be available to parents on request

Appendix 1

Some interesting extracts reflecting the teaching and learning process are included in this policy. They are taken from the whole school INSET days delivered to West Monmouth School staff over the last two years.

95% of our understanding of how the brain learns has come in the last ten years.

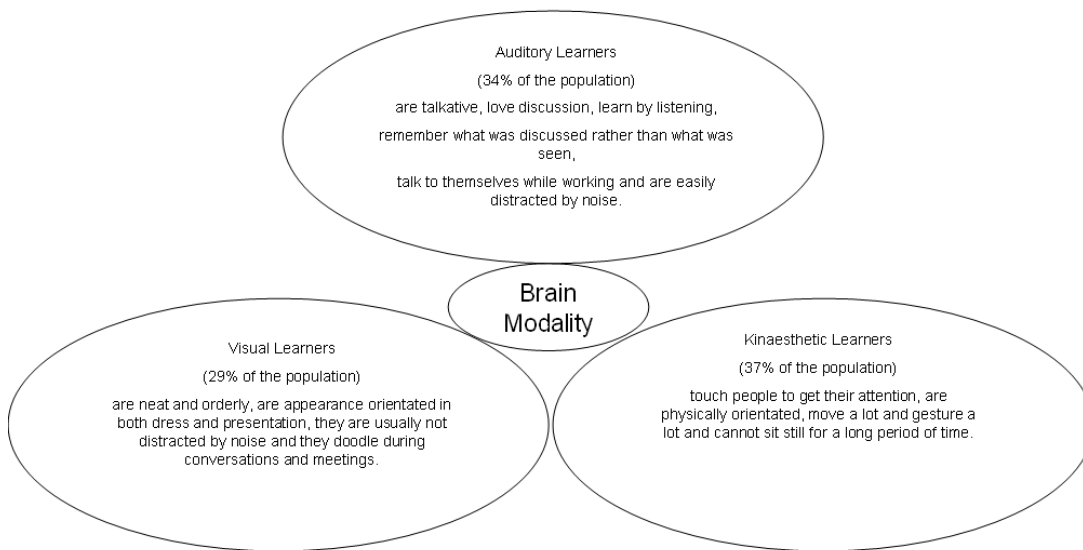
It is crucial that we gain an understanding of the latest brain-based research if we are to improve the learning of our pupils. Terence Ryan points out that the brain is not a blank slate waiting for information, but a living, unique, ever changing organism that 'reshapes itself in response to challenge'. Evidence is emerging with the research that thinking skills as well as significant aspects of intelligence are learnable. Ryan goes on to suggest that we need to allow the brain to gather information about the world by operating within it. In other words, we need to let our pupils learn from their own experiences, and to provide them with appropriate simulation of real life situations. Roger Sperry's split brain research, which was conducted in the early 1960s, was able to identify which side of the brain was responsible for each kind of learning. In order for effective learning to take place, learning activities need to be offered which enable pupils to use and develop both sides of the brain. The most effective learning activities are 'whole brain' activities.



Current education practice places great emphasis on tests used to measure intelligence. It is these tests that are used to judge both the effectiveness of the teacher and the learner. They form the basis of value-added analysis of pupil performance. While it is important to recognise the significance of these tests for this purpose, research carried out by Howard Gardner (1993), Daniel Goleman (mid 1990s) and Zohar and Marshall (1999) identifies other sorts of intelligence which should be considered when devising learning experiences for pupils. This includes:

| | |
|---|--|
| <p>Linguistic intelligence Spatial intelligence Logical-mathematical intelligence Musical intelligence Bodily kinaesthetic intelligence Inter-personal intelligence Intra-personal intelligence Naturalist intelligence</p> | <p>Howard Gardner – Theory of Multiple Intelligences Gardner said that if pupils are given appropriate learning experiences, each of these eight intelligences can be developed. Each pupil has a different combination of strengths and weakness and it is important to give challenging, open-ended tasks so that pupils can develop a combination of these intelligences.</p> |
| <p>Emotional intelligence – which includes:</p> <ul style="list-style-type: none"> ▪ awareness of own and others feelings ▪ empathy and compassion ▪ ability to respond appropriately to pain and pleasure ▪ motivation | <p>Daniel Goleman – Theory of Emotional Intelligence Goleman said that emotional intelligence is the basic requirement for the use of IQ i.e. if the brain areas with which we feel are damaged, we think less effectively.</p> |
| <p>Spiritual intelligence – the way by which we:</p> <ul style="list-style-type: none"> ▪ address and solve problems of meaning and value ▪ place our actions and lives in a wider, richer, meaning-given context ▪ can assess that one course of action or one life-path is more meaningful than another. | <p>Danar Zohar and Ian Marshall – Theory of Spiritual Intelligence Zohar and Marshall said that spiritual intelligence is the necessary foundation of the effective functioning of both IQ and Emotional Intelligence. It is our ultimate intelligence.</p> |

Bobbi Deporter (1992) in the book ‘Quantum Learning’, describes research which suggests that the brain perceives the world through three main modalities: auditory, visual and kinaesthetic. Deporter lists the characteristics for each type of learner. These are described below and are quoted from ‘Leading the Learning School’, Colin Weatherley (NEP 2000).



As teachers, we need to be aware of the fact that our preferred learning style often becomes our preferred teaching style. It is important that we include something in each lesson for each learning preference. We need to connect the hemispheres of the brain by getting pupils to be involved in activities such as:

| | | |
|----------------|---|-----------------------|
| Left brain | → | Right brain |
| Describe | → | a picture or diagram |
| visualise | → | a written description |
| convert text | → | into a picture |
| find key words | → | write in colours |

Teachers also need to ask lots of good, open-ended questions when regularly reviewing what pupils are learning. We should consider to what extent we involve pupils in designing learning activities which meet their needs – how far do we support pupils in discovering their preferred learning style and developing their multiple intelligences.

Research carried out by Herb Childress suggests that to improve pupil motivation we need to:

- understand that learning is two way and pupils have to give something to the group

- have a more varied and individual pupil centred approach
- include a real life approach to the tasks undertaken within the classroom
- ensure that class sizes are relevant to the pupils and the tasks undertaken
- understand that everyone has something to offer the group.

How do we learn?

Studies have shown that there are three main ways of learning. These are VISUAL (seeing), AUDITORY, (listening) and KINAESTHETIC (spatial).

To find out how to learn best, have a go at the following exercise:

5 – ALMOST ALWAYS. 4 – OFTE N. 3 – SOMETIMES. 2 – RARELY. 1 – ALMOST.

VISUAL:

- _____ 1. I can remember something better if I write it down.
- _____ 2. I am able to visualise pictures in my head.
- _____ 3. I take lots of notes on what I read and hear.
- _____ 4. It helps me to look at a person speaking. It keeps me focused.
- _____ 5. It's hard for me to understand what a person is saying when there is background noise.
- _____ 6. It's easier for me to get work done in a quiet place.
- _____ 7. It's easy for me to understand maps, charts and graphs.
- _____ 8. When I am concentrating on reading or writing the radio bothers me.
- _____ 9. When I am taking a test I can see the textbook page and the correct answers on it.
- _____ 10. I cannot remember a joke long enough to tell it later.
- _____ 11. When I am trying to remember something new, for example, a telephone number, it helps me to form a picture of it in my head.
- _____ 12. When I get a great idea, I must write it down right away or I'll forget it.

Visual Total _____ = $\frac{\text{Visual Score}}{\text{Total Score}}$

AUDITORY:

- _____ 1. When reading I listen to the words in my head or read out loud.
- _____ 2. I need to discuss things to understand them better.
- _____ 3. I prefer it if someone tells me how to do something rather than having to read the directions myself.
- _____ 4. I prefer hearing a lecture or tape rather than reading a textbook.
- _____ 5. I can easily follow a speaker even though my head is down on the desk or I'm staring out of the window.
- _____ 6. I remember things better if I study aloud with someone.
- _____ 7. It's hard for me to picture things in my head.
- _____ 8. I find it helpful to talk myself through my homework assignments.
- _____ 9. When learning something new, I prefer to listen to information on it, read about it, then do it.

- _____ 10. I like to complete one task before starting another.
- _____ 11. For extension work, I prefer to do a report on tape rather than to write it.

Visual Total _____ = $\frac{\text{Visual Score}}{\text{Total Score}}$

KINAESTHETIC:

- _____ 1. I don't like to read or listen to directions, I'd rather just start doing.
- _____ 2. I can study better when music is playing.
- _____ 3. I need frequent breaks whiles studying.
- _____ 4. I think better when I have the freedom to move around. Studying at a desk is not for me.
- _____ 5. When I can't think of a specific work, I use my hands a lot and call something a "what-cha-call-it" "thing-a-mi-jig".
- _____ 6. When beginning an article or book, I prefer to take a peek at the ending.
- _____ 7. I take notes, but never go back and read them.
- _____ 8. My notebook and desk may look messy, but I know where things are.
- _____ 9. I use my fingers to count and I move my knees when I read.
- _____ 10. I dislike proof-reading my work.
- _____ 11. I daydream in class.
- _____ 12. For extension work, I'd rather create a project than write a report.

Visual Total _____ = $\frac{\text{Visual Score}}{\text{Total Score}}$

TOTAL OF ALL 3 CATEGORIES

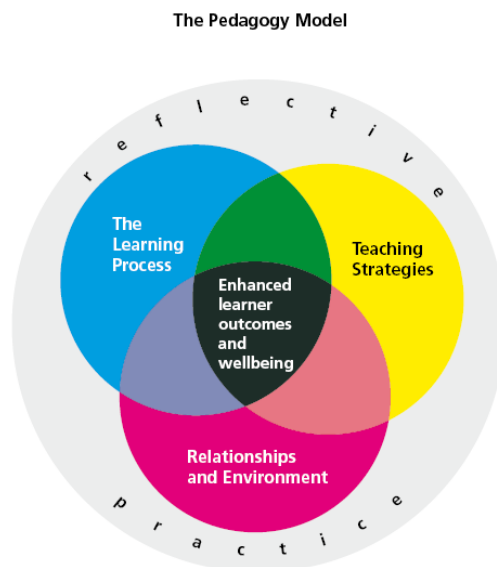
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Visual _____ % Auditory _____ % Kinaesthetic _____ %

Appendix 2

The Effective Practice in Learning and Teaching – a Focus on Pedagogy (Welsh Assembly Publication, March 2009).

The model for pedagogy shows the key components of effective pedagogy and the key conditions required for effective pedagogy to thrive. We believe that it is at the intersection of these elements that we achieve the most effective professional practice and so maximise learners' outcomes and wellbeing. We want practitioners to take ownership of this model.



The model

The purpose of this model is to demonstrate the importance of coordinating all the elements that we believe need to be present to enhance learner outcomes and wellbeing.

The Learning Process

Research on how the brain develops and works show that consideration of the different ways by which learners learn is essential to promote the process.

We want practitioners to develop their knowledge of:

- the learning process itself;
- the learning process for bilingual learners;
- cognitive development;
- how the brain develops; and
- thinking process.

Practitioners need to know about new developments in pedagogy and to be provided with opportunities to update their knowledge throughout their careers.

Teaching Strategies

In order to meet the needs of learners, all practitioners should have an understanding of various teaching theories and models and a range of skills.

We want practitioners to use this professional knowledge to:

- create learning opportunities that engage and challenge learners to maximise learning;
- contribute to a culture of reflective practice.

Relationships and Environment

Wellbeing, both emotional and physical, is a key component of effective learning. Learning needs to take place in a context which recognizes and develops the wellbeing of the learner.

We want practitioners to:

- promote personalised learning;
- listen to learners;
- create opportunities for giving learners a role in decisions that affect them;
- involve parents, carers and the wider community in the learning process
- create an environment that both inspires and stimulates the desire to learn.

Reflective Practice

Continuing reflective practice underpins all elements of the framework in order to enhance learner outcomes and wellbeing.

We want practitioners to:

- understand their responsibility for their own development
- contribute to the development of others by encouraging and stimulating discussion on pedagogy;
- gain and develop skills necessary to undertake research;
- be prepared to challenge old practices and try new, innovative approaches.