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the education marketplace



The FE Toolkit: A Magazine for Grade 1 Teachers

STUDENT ENGAGEMENT

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IN-FOCUS

Engagement is Attitude!
Jon Douglas Willms (2000)

Students who do not feel they belong at college, or reject college values, are often referred to as 'alienated' or 'disaffected'. The participation component of engagement is characterised by factors such as class attendance, being prepared for class, completing homework, and being involved in extra-curricular sports or clubs. Concepts of engagement should therefore refer to students' attitudes towards education and their learning, and describe their participation in college activities.

Woody Allen once said..

'90 % of success
comes from turning up'.



Defining Engagement:

Paying attention, concentrating, practising, reflecting, persevering, building and extending a meaningful conceptual framework.

US National Research Council, 1999

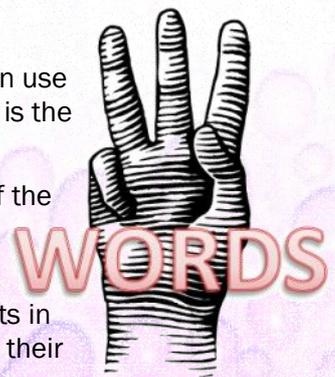
Assessment Corner

Simple ways to test learning

In Three Words....

One of the simplest assessment tools a teacher can use at the end of a lesson to check 'distance-travelled' is the 'Three Words' exercise. Ask students to:

- Think of 3 words that summarise the content of the session – ask students to explain their choice.
- Think of three words that reflect the emotions the students feel about the session. Ask students in pairs to use evidence from the session to justify their choices, and for peers to address any concerns.



WHAT IS STUDENT ENGAGEMENT?

In any inspection year, between 10 and 15% lessons observed by OFSTED are judged 'outstanding' in FE colleges. These lessons are distinguished by their 'high levels of student engagement'. But what does this mean? How do they know if a student is engaged? What do "engaged" students look like? Research undertaken by the Student Engagement Group at Sheffield University has identified the following characteristics:

- **Paying attention (alert, tracking with their eyes)**
- **Taking notes**
- **Asking questions of the teacher and other students**
- **Responding to questions (e.g. whole group, small group)**
- **Role-taking in learning activities**
- **Performing/presenting activities**
- **Investigative and problem-solving behaviours**
- **Interacting with other students, gesturing and moving, eye contact and active listening**
- **Students leading the learning process (e.g. action learning sets, Socratic seminars)**



An Inspector's Perspective

Mike Davis, former principal FE inspector at OFSTED and co-author of the Common Inspection Framework 2012, states:

"For me engagement is about students wanting to attend a session and a desire to learn. It is not about all students being active and involved with the teacher all the time. Engagement might be evident in them working on their own, pair work or group work. It is the sense that students are working purposefully and involved in whatever activity or stage the lesson is at. As inspectors, when appropriate, we would talk to students about what they are learning and how they are consolidating prior knowledge and experience. Often with high levels of engagement there is a buzz in the lesson - this often decreases as you move away from 'outstanding' to RI ['requires improvement']"

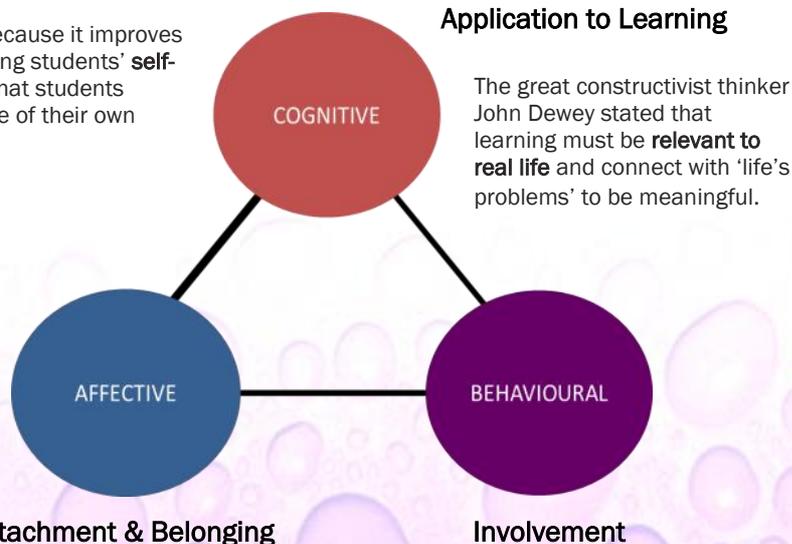
Davis (2014).

Engagement: A Three-Component Construct

The Australian Government (circa 2010), in a publication entitled: "What Works" argued that engagement is a construct involving *three* dimensions:

Engagement is critical because it improves achievement by developing students' **self-efficacy** (i.e. the feeling that students themselves are in charge of their own success).

Getting the climate right, using first names, **clear rules**, **teambuilding** and carefully planned '**disclosure**' activities can foster a class's identity, mutual trust and sense of belongingness.



'Engaged learners' are **doers** and **decision-makers** who develop skills in learning, participation and communication that will accompany them throughout adulthood', *original reference, 2006, p17*

Research Summary

Research studies have shown that student engagement is tied to:

- Improvements in student behaviour (e.g. both an increase in pro-social behaviour and a decrease in antisocial behaviours)
- Improved learning and outcomes, goal attainment and student satisfaction
- Improved social and independent learning skills
- Improved literacy/reading skills
- Greater respect for the rights of others

(Refer to Covell & Howe, 2001; Decoene & De Cock, 1996; Howe & Covell, 2007, Trowler & Trowler, 2010).

High levels of student engagement can also reliably predict lower student drop out rates (Archambault, Janosza, Fallu, & Paganian, 2008).

High student engagement has positive effects for teachers as well:

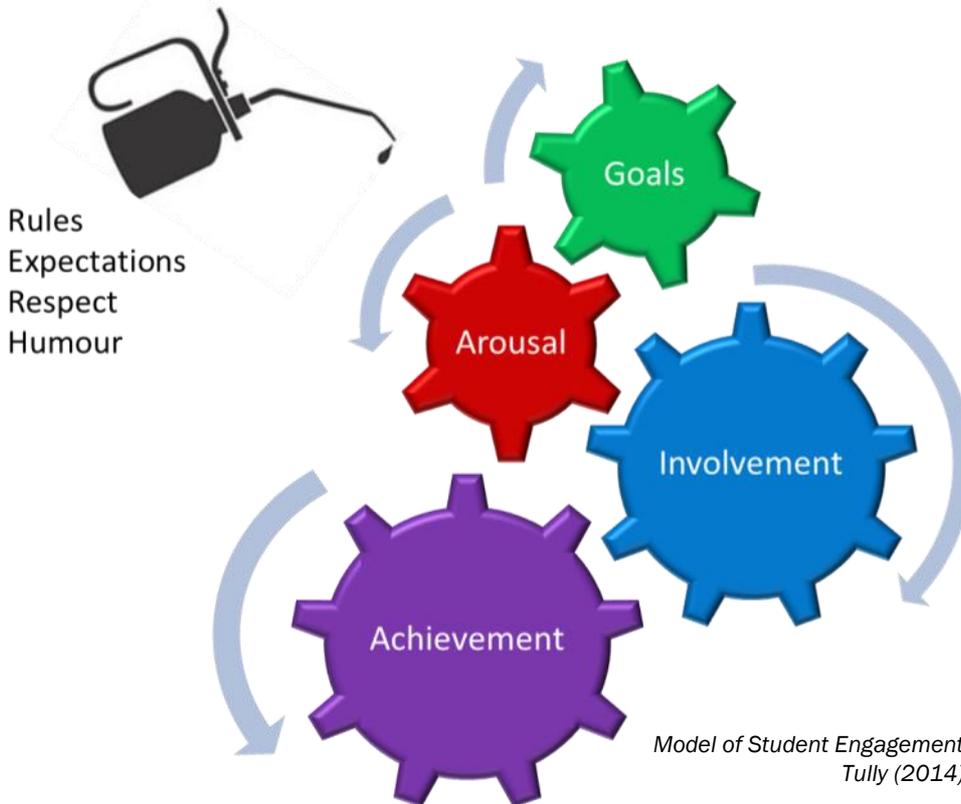
- Low engagement is a contributing factor in teacher burnout (Covell et al, 2009)
- Increasing engagement can both reduce teacher burnout and improve teacher self-efficacy (i.e. a teacher's sense of feeling 'in control' of their work and their effects on student learning).

Engagement in HE

Chickering and Gamson (1987) summarised the evidence on HE teaching into seven effective practices:

- student-staff contact;
- active learning;
- prompt feedback;
- time on task;
- high expectations;
- respect for diverse learning styles;
- co-operation among students.

TEACHING FOR STUDENT ENGAGEMENT



Model Explained:

For a practising teacher, research on student engagement can feel quite aloof. Tully (2014) has produced a model designed to embed ‘engagement’ into lesson planning. Central to this model is the concept of ‘participation’. As Tully notes:

“At the heart of what we mean by student engagement is ‘participation’. There is no engagement without participation. Participation requires attention, commitment and effort, and these are the hallmarks of ‘being engaged’.”

Tully (2012) *The FE Animal*

GOALS: In *Visible Learning*, John Hattie (2009) states that high quality learning MUST include for specific, challenging and relevant goals. These goals reflect the prior attainment, knowledge and skills of learners, be level-appropriate, interesting and linked to real life. The concept of **constructive alignment** (Biggs, 2003) recognises the importance of creating learning activities that require students to carry out tasks that provide the student with exposure, practice and feedback on these goals, and a grading system that allows students to demonstrate how well they achieve them. Bruner argues that the sequencing of these goals, organised according to their progressive complexity, is essential for engagement.

AROUSAL: Arousal is a physiological response to a stimulus. It is a common precept in the world of advertising where arousal is fundamental to attracting the customer’s attention and the acronym **AIDA (Attention-Interest-Desire-Action)** is a handy tool for selling a product or – in the case of teaching – an idea. At the start of lessons, choose stimuli that have impact, novelty, relevance, kudos, intrigue or a hidden message.

INVOLVEMENT: TWO constructivist principles - **learning-by-doing** and **social interaction** – have both been found to enhance the learning process for all learners. The quality of the tasks is essential – challenging, focused, meaningful and enjoyable. A mix of collaborative and competitive activities can be highly rewarding for learners - for example, involving cases, problems, experiments, fault-finding or diagnosis.

ACHIEVEMENT: Learning needs to be rewarding to justify students’ continued effort and investment. **‘Quick-win’ activities** (early achievement) improves their self-efficacy (self-belief) and trust in the learning environment, and will encourage them to invest further.

Importance of Climate

Tully (2014) identifies four elements of climate that are particularly salient for building student engagement:

- Rules
- Expectations
- Respect
- Humour

At the outset, most learners appear to react favourably to a need for clear rules and expectations about how to effectively engage with their learning programme.

Lucas, Spencer & Claxton (2010) also note:

“Perhaps even more importantly than the choice of any specific method is the engagement of the learner in whatever is being learned. This depends fundamentally on the quality of human relationship established between teacher and taught. It requires understanding of the learner’s needs. It requires the presence of teachers who model [respectful] ...behaviours ...And it requires high levels of trust and the creation of an environment in which mistakes and errors are expected and seen as a source of learning”.

‘Change’ Talk

By developing a range of skills and techniques, teachers can help students make important decisions to change their behaviour: The headline attributes are:

- Adopt a quiet, friendly tone.
- Recognise the learner is the expert on their own feelings and behaviour.
- Help explore and resolve the presence of conflicting feelings in the learner about the need for change.
- Focus their attention on talking about change.
- Get the learner to tell you what you want to tell them – don’t force or try to persuade the learner to change or to carry out a behaviour.
- No labelling or blaming.
- Bring openness and acceptance to the dialogue...Win the person – not the argument!
- Affirmation and empathy is vital – being encouraging and supportive about positive steps/actions of the learner.

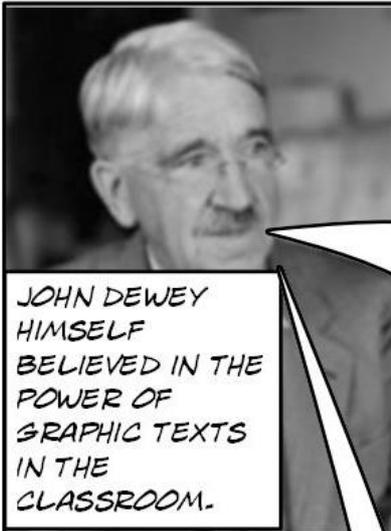
SETTING LEARNING GOALS

Frederick Taylor has sadly passed away – almost 100 years ago!

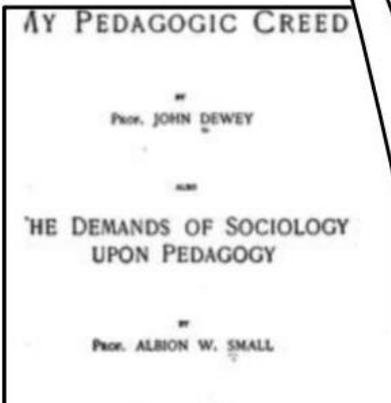
Our schools and universities are not factories – our learners were never meant to be viewed as “raw materials” to be “whipped into shape” by standardised 50-minute “monologues” and put through a quality control process defined primarily by “high-stakes tests” (Gurr, 2011).

An idea to try: John Dewey stated that images are highly significant in maintaining and developing student engagement. Instead of writing up your learning outcomes as conventional ‘to do’ statements, choose an image for each outcome and put this on the wipeboard or wall. Use the images as a stimulus for asking students what they think the topic is about, the relationship between the images and why you chose the image to represent the structure of the lesson. Much more imaginative!

THE IMPORTANCE OF IMAGERY



JOHN DEWEY HIMSELF BELIEVED IN THE POWER OF GRAPHIC TEXTS IN THE CLASSROOM.



HE WROTE THIS IN 1897 ... IMAGINE WHAT HE MIGHT SUGGEST TODAY?

I BELIEVE THAT THE IMAGE IS THE GREAT INSTRUMENT OF INSTRUCTIONS. WHAT A CHILD GETS OUT OF ANY SUBJECT PRESENTED TO HIM IS SIMPLY THE IMAGES WHICH HE HIMSELF FORMS WITH REGARD TO IT. I BELIEVE THAT NINE TENTHS OF THE ENERGY AT PRESENT DIRECTED TOWARD MAKING THE CHILD LEARN CERTAIN THINGS, WERE SPENT ON SEEING TO IT THAT THE CHILD WAS FORMING PROPER IMAGES, THE WORK OF INSTRUCTION WOULD BE INDEFINITELY FACILITATED. I BELIEVE THAT MUCH OF THE TIME AND ATTENTION NOW GIVEN TO THE PREPARATION AND PRESENTATION OF LESSONS MIGHT BE MORE WISELY AND PROFITABLY EXPENDED IN TRAINING THE CHILD'S POWER OF IMAGERY AND IN SEEING TO IT THAT HE WAS CONTINUALLY FORMING DEFINITE, VIVID, AND GROWING IMAGES OF THE VARIOUS SUBJECTS WITH WHICH HE COMES IN CONTACT IN HIS EXPERIENCE (P. 14-15).

"IF WE TEACH TODAY AS WE TAUGHT YESTERDAY, WE ROB OUR CHILDREN OF TOMORROW."



Stop & Write

The use of **stop and write tasks** can be excellent devices for checking understanding and progress.

Stop and write tasks are short un-assessed writing tasks – stopping at some point in a lecture or group activity for a 1-3 minute focusing activity, such as getting students to write their understanding of a particular theory, or list three questions about it, or write a short paragraph explaining how a particular theory can be applied in a particular situation.

The tasks can also be more creative. For example:

- Asking students to write a letter to the author of an article (Geography).
- Writing a poem expressing a theme present in the literature in the style of that literature (English).
- Writing a brief explanation of a difficult concept using colloquial language - “what I reckon is...”, or to vary the audience.

Problems Start Early

Longitudinal research on child development suggests there is a core set of risk factors, including poverty, poor temperament, cognitive problems, learning disabilities and physical and mental disability, that are evident in many children when they enter school.

As Douglas Wilms (2000, p10) states: “Children who display behaviour problems or cognitive deficits during the early years of schooling are *vulnerable*, in the sense that without concerted and prolonged intervention their chances of succeeding at school or leading healthy and productive lives are diminished”.

Many of these children struggle with learning to read (Rowe and Rowe, 1992), and their problems worsen when mathematics and other school subjects place greater demands on reading skills. When they reach secondary school, many of these children display a low commitment to educational activities, conduct disorder and a disaffection towards learning.

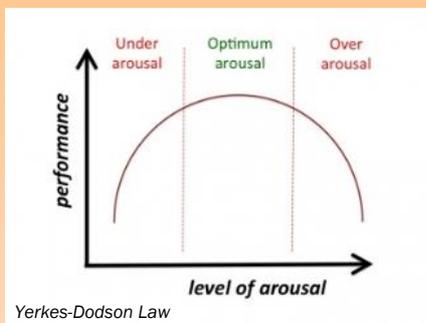
The literature suggests that these risks lead to school disaffection and poor achievement, and that these factors are **cumulative** and **predictive** of longer-term life outcomes.

AROUSAL STRATEGIES

Why is Arousal Important?

A student's tendency to engage in learning is at least partially determined by their physiological state. A major physiological factor is *level of arousal*, which refers to the overall readiness of the human organism to engage in activity.

People tend to learn best at a medium level of arousal. Students that are under-aroused become bored, lethargic and disinterested. Students that are over-aroused become fatigued, boisterous or anxious—neither of which help their concentration or the retention of new information.



Behaviours that Lower Arousal:

- Talk in a monotone voice;
- Lecture from a text of which the students already have an exact copy;
- Give the entire presentation themselves, without letting anyone ask questions or contribute insights;
- Do the same thing in the same order every day;
- Skip breaks when students need them;
- Give students the impression that they will not be held accountable for their learning until some time in the vaguely distant future.

Behaviours that Increase Arousal:

- Use humorous stories, anecdotes or images (hooks);
- Use materials that are provocative, controversial or emotive or reflect an 'issue of the day';
- Use inflection in your voice (change of tone, rhythm, pace, emphasis);
- Call on students to answer questions in an unpredictable rather than predetermined order;
- Vary the sequence/format of the lesson structure (e.g. the balance and sequence of individual, paired, small group and whole-class activities);
- Give students roles in group activities;
- Give tests or quizzes at appropriate intervals, so that students feel constantly accountable for what they learn;
- Move around the room rather than standing in the same central spot for every class;
- Regular signposted breaks.



ASSERTIVE QUESTIONING—IMPROVING ENGAGEMENT

Some learners are *not* comfortable with answering questions when directly asked. Assertive questioning *maximises* student involvement whilst avoiding the 'spotlighting' of individuals:

Assertive Questioning: Groups work on a thought provoking question. The teacher asks (named) individuals to give their group's answer, and then asks the rest of the class to discuss and agree a 'class answer'. Only then does the teacher 'give away' the right answer.

Assertive questioning is to be contrasted with:

Buzz Groups (Volunteer): Learners work in small groups to answer a thought provoking question. The teacher asks each group in turn to contribute *part* of the answer. A volunteer answers for their group.

Buzz Groups (Nominated): Learners work in small groups to answer a thought provoking question. The teacher asks each group in turn to contribute part of the answer. The teacher nominates a learner in each group to answer for their group.

'Voice' is the Key

More than any other factor, the teacher's voice is the tool that can produce the highest level of student engagement.

Murphy & Walls (1994) suggested that of all the teacher qualities desired by students, it was enthusiasm that topped the list.

Enthusiasm can be broken down into the following behaviours in order of 'highest impact' on learners (measured by eye-tracking):

- Tone of Voice
- Eye Contact
- Gestures
- Movement around the classroom
- Facial Expression

What this means is that teachers can practise these behaviours to improve their ratings on enthusiasm. Outstanding teachers display these behaviours on average 15% more than less effective/novice teachers (Murphy & Walls, 1994).

Developing Literacy

The key to developing reading, and interpretative skills is to **choose relevant and interesting texts.**

Relevance of curricular materials and topics is essential to student success, requiring teachers to know about their students' interests.

Literacy tasks may not in themselves be regarded as interesting, but the task can be made easier and more enjoyable when students have a meaningful goal that requires those skills (Greenleaf, Jimenez, & Roller, 2002).

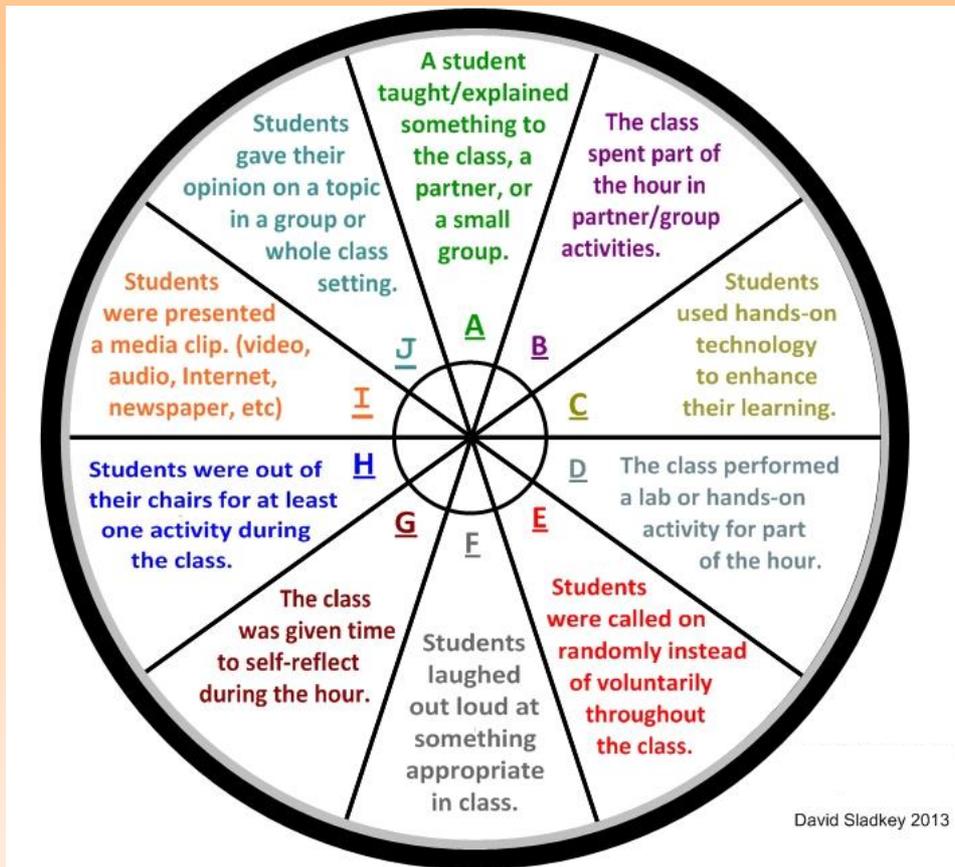
For example, students may be highly motivated to learn about the characteristics of persuasive writing when engaged in an attempt to persuade college management to relax a dress code. This is an example of making the task relevant to a (potential) real life problem.

Reading tasks can also be made more engaging when students are asked to develop a set of questions that cover the reading content. This exercise is particularly effective with students who traditionally struggle with reading.

TEACHER ENGAGEMENT WHEEL

David Sladkey (2013) has come up with an ingenious way – the ‘engagement wheel’ - for teachers and teaching teams to plan and assess the level of engagement taking place across their courses.

Sladkey’s wheel is presented in the following diagram, with activities A-J identifying the many and varied ways that engagement could take place in lessons.



David Sladkey 2013

Socratic Seminars

Socratic seminars are named for their embodiment of Socrates’ belief in the power of asking questions, prize inquiry over information and discussion over debate.

Elfie Israel (2002) describes how Socratic seminars work:

“The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently...”

Using Socratic Seminars:

- 1. Choose a Text:** use an ambiguous short story, a controversial news article, two contrasting images or statements on the same issue, or a journal article that contains a radical proposal.
- 2. Prepare the students:** Tell the students ahead of time when you plan to hold a socratic seminar. Give out copies of the materials the week before, and allow them to bring their notes and annotations.
- 3. Prepare the questions:** Though students may eventually be given responsibility for running the entire session, the teacher usually fills the role of discussion leader as students learn about seminars and questioning. Generate as many open-ended questions as possible, aiming for questions whose value lies in their exploration, not their answer. Elfie Israel recommends starting and ending with questions that relate more directly to students’ lives so the entire conversation is rooted in the context of their real experiences.
- 4. Establish expectations:** Ask students to agree a set of norms about how to conduct the seminar effectively to promote critical engagement with the subject matter.
- 5. Run the Seminar:** The teacher may start the session but should quickly pass control to the group.

Date: *Tuesday*
Time: *4th period*
Score: *5*

Individual teachers can use the engagement wheel to provide ongoing information about the level of engagement taking place in their classes.

This can be achieved by creating templates (see *opposite*) which require the teacher to ‘colour in’ segments of the wheel where specific activities took place. A teacher may fill in a number of templates for the same course at periodic intervals, or review all classes over a defined timeframe (e.g. 1 week), to check the level of engagement taking place in their classrooms.

For teachers looking to improve from grade 3 to grade 2 or grade 1, especially where engagement is an issue, this is an excellent tool for observers and coaches to introduce new ways of engaging students.

Sladkey suggests that teachers can be ‘measured’ on their use of engagement activities (e.g. for a 1, 2 or 4 hour lesson) using the guidelines in the table (see *opposite*).

The model presents a very clear way of recording student engagement levels, and can be an invaluable addition to the staff development process. Teaching teams may even want to develop their own engagement wheel and scoring system.

Total Number of Filled in Pie Pieces	Student Engagement Level
0-1	LOW
2-3	↑
4-5	
6 and up	HIGH

DRAMA BASED INSTRUCTION (DBI) METHODS

Cawthon, Dawson & Ihorn (2011), at the University of Texas, suggest that drama-infused instruction can transform two dimensional learning material into three-dimensional meaningful experiences leading to improved student outcomes on a range of academic and satisfaction measures.

Differences between Conventional and Drama-Based Instruction (DBI):
An Exercise in Teaching Vocabulary

Identifying and defining vocabulary words is an essential skill common to most subject disciplines. In conventional (direct) instruction, students may be asked to define and memorise definitions of new vocabulary and recall this for written tests.

In Drama-Based Instruction (DBI), students are engaged in a collaborative process using kinaesthetic, non-linguistic representations to explore and retain new vocabulary knowledge.



For example:

- Using DBI, a teacher might assign small groups of students a new vocabulary term.
- Collectively, the students must accurately define the word and then use their bodies to create a physical representation of its meaning.
- Each group shares its image with the rest of the class, whilst the teacher facilitates a discussion with the class about the meaning(s) of each image.
- Through this process, each group of students steps into the role of "vocabulary expert" with their peers and teacher.
- To conclude, a DBI teacher might review the new vocabulary by asking students to quickly recreate other groups' images from memory.

These activities draw on students' shared experiences, teamwork and understanding in an active and supported (scaffolded) process which is not available using conventional, often independent, memorisation techniques for key terms.

Grade 1 vs Grade 2

Mike Davis, OFSTED's former No.1 FE inspector argues that it may make more sense to grade courses rather than teachers. He offers the following guidance to curriculum managers looking for a rubric to assess the quality of provision across their department:

"For me a good teacher has all the nuts and bolts of teaching pedagogy sorted out and the vast majority of students, by the end of every lesson, will routinely have had a good experience - learning will have taken place.

If this is coupled with highly effective assessment practice, excellent strategies to promote independent learning, regular homework, workshops, highly effective use of Moodle etc. then the overall learning experience across the year might be deemed outstanding, even if the lessons are not.

...it could then be argued that such a teacher is an outstanding facilitator of learning, even though they are no more than a consistently a 'good' classroom practitioner...I am not a great fan of judging teachers, just by their performance in the classroom! Being an outstanding teacher is so much more than that."

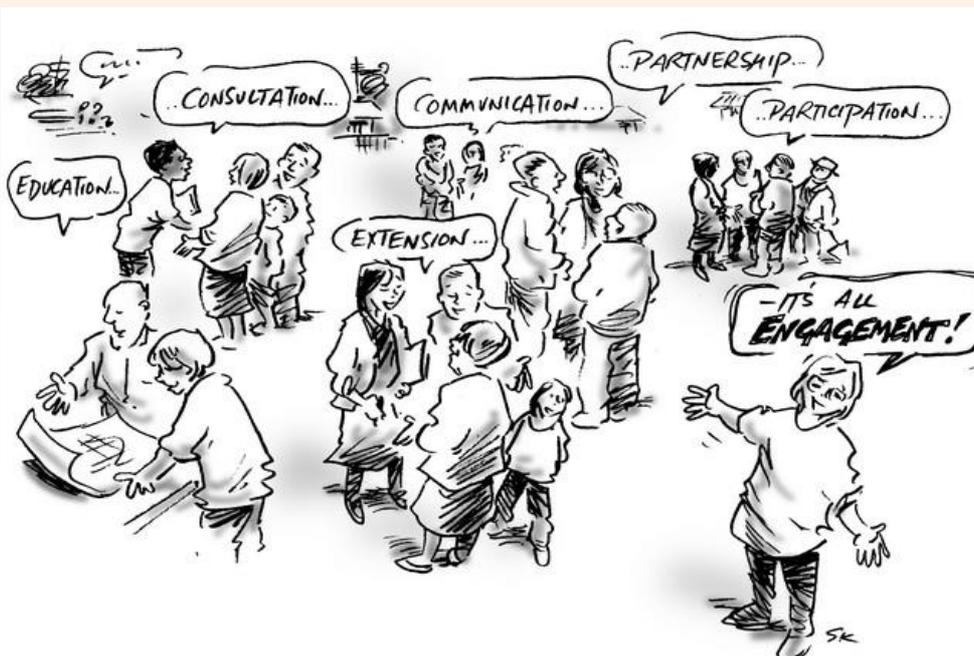
Use Choice

14-19 learners may experience a world of rules and regulations imposed on them by adults who they see as being unable to appreciate their perspective on life.

The physical and emotional changes these students experience are a further source of feelings that they have no control over in their lives.

Teachers who create opportunities for students to **choose** among activities, assignments and reading texts will find students less resistant to completing their work (Wigfield, 2004, p. 67).

Students who also understand the goal of their chosen assignments and feel a sense of control over how they achieve that goal are more likely to work hard even in the face of difficulties.



EXAMPLE DBI LESSON—NUCLEAR POWER

Adapted from Cawthon, Dawson & Ihorn (2011)

The authors propose a 5-stage model for creating lessons around DBI principles.

1. ENGAGE
2. SHARE
3. EXPLORE
4. REFLECT
5. EVALUATE



TOPIC: SCIENCE- the ethics of nuclear power

Assessment Criteria: The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by:

1.1 researching how social, economic, and political forces strongly influence which technology will be developed and used

FOCUS QUESTION: What are the ethical questions involved in the use of nuclear power? What are benefits of nuclear power in a financially depressed community? What are the biological implications of radiation and nuclear waste?

Example 1:

ENGAGE (HOOK):

Today we are going to talk a bit about ways we create the power that turns on our lights and runs the air conditioning/heat we are enjoying right now.

Task: Ask students to list various forms of energy that are used to produce electricity in the country. Have students work together to brainstorm a list of possible sources including: water power, wind power, water turbine, biomass, diesel gas power, coal, and nuclear power. *Where does our electricity come from?*

SHARE:

The teacher explains to the class that they will be focusing on what it might be like to be from a small community that is in deep financial trouble. This is a remote, rural community that doesn't have access to a lot of natural resources for energy (like oil). It could even be a town that had a major manufacturing plant close due to the poor economy. This is a town that is in dire need of jobs, cheaper energy, and a better economic and environmental future. Choose a name for your town. Ask students to imagine that they are adults living in this town— tell them to pick a character, to name them and to assign an occupation or unemployed status to them. Explain that they have been called to a very important Town Hall meeting about the state of work in the community. The teacher plays the Assistant Town Mayor.

EXPLORE:

The teacher, as the Assistant Mayor provides a number of pieces of background information which may prove useful to the following discussion e.g. the Mayor's campaign manifesto, the state of unemployment in the community, rising energy prices, complaint letters about local services, a planning proposal (offering services and jobs) from NEC, the Nuclear Energy Corporation, etc. It is often productive to put a student in a 'hotseat' role (in this case, the Town Mayor). Some of the individuals in the local community have obtained information about NEC from a local journalist giving further background information about NEC, both positive and negative. This information is shared with the whole class at specific points in the information exchange, as part of a wider discussion facilitated by the teacher about NEC's proposal to build a nuclear power plant. After the discussion, the teacher asks each member of the class to vote. **Additional Task:** at this point, the teacher could ask each side of the debate to compose a letter to their local MP putting forward their particular case.

REFLECT:

Devise some short answer questions — either as oral or written exercises asking students for their thoughts on some of the issues raised.

EVALUATE:

Students discuss how they felt about the exercise and what they found helpful/unhelpful.

Journalist Revelations

Examples of background information that could be provided to selected members of the class may include:

- NEC will be building a Nuclear Power Plant in town.
- NEC has agreed to build this power plant with no cost to the town.
- The plant is a beta project, a new type of power plant based on a battery cell of some sort. This will provide the clean power that the community has been looking for.
- NEC has had some difficulties with nuclear waste disposal in the past. Teacher can reference Three Mile Island and Chernobyl as examples of locations where melt downs have occurred.
- The teacher could choose to let it slip that NEC was under investigation five years ago concerning allegations of nuclear waste water contamination but explain that there are new people in charge with a stronger commitment to safety and the environment (have a student or fellow teacher — if team teaching - to play a representative from NEC who helps allay concerns around nuclear power.)
- NEC plans on building the power plant on the banks of the major river in town. This river supplies much of the town's water supply.

'Reflect' Questions

Describe:

What are the ethical and biological issues around nuclear power that were introduced in our drama work?

Analyse:

What are the positive effects of nuclear energy?
 What are some of the negative effects?
 What would you want to know as an informed member of a community that is considering building a nuclear power plant?

Defend/Justify:

How would you feel if a nuclear power plant was going to be built in our town?
 Who in our town do you think would be supportive?
 Who do you think might be against it?
 How could we make our opinions heard in our town?

DEVELOPING A POSITIVE LEARNING CLIMATE

What's the "weather" like...in your CLASS?



Comments from Teacher Educators on Developing Teachers - Encouraging Teachers to Plan for Effective Student Engagement:

The following comments are taken from an online professional development forum, 2013-2014, on tactics to promote student engagement.

"In my experience a teacher with the requisite knowledge and skills but lacks the positive attitude is not an effective teacher".

"...teachers need to know the cultural biases and experiences from which they teach and be actively curious about who their students are culturally because teaching is interpersonal. We can't be effective teachers without getting to know who are learners are and affirming who they are in the context of our lessons."

"...teachers must understand the goal and how to align the vast majority on getting to the goal. Afterward, a practice time should be set before the next goal is placed and projected."

"Instead of the traditional lecture, the teacher can incorporate academic activities that get students to actively participate in the class and allow for more immediate feedback. Problem-solving learning, collaborative learning, experiments allows for greater student interaction and the opportunity for students to practice newly acquired skills and knowledge..."

"First compassion to teach, second making the subject fun, interesting, and exciting to learn, and three, the student must understand why they have to learn and study the subject. Without these three qualities you will not teach anything to anyone".

"Interest is the key to sharing knowledge. Interest helps the teacher to connect with the student, building on a common ground to communicate."

"...students display greater enthusiasm and interest for a particular subject if they relate the content and well planned activities to their daily lives."

"The teacher needs to have an understanding of the social and emotional needs of students. Teachers need to build trust to facilitate learning."

"The theory is important but it's the practice which makes the difference. Like driving, one may learn what to do to pass a driving test but one doesn't really learn to drive until on the open road, reading the road, making judgments and decisions and applying what has been learned in the preparation."

TELL Update

TELL stands for Teacher Education in the Lifelong Learning Sector and is a group that has been set up to develop ideas, views and research on teacher training in the post-compulsory (16+) sector.

By Jim Crawley,
Bath Spa University & TELL Chair, May 2014

The membership of the network is now over 200, and the website Teacher Educator UK more than 5,000 visitors in 2014 so far.

Teacher Education in Lifelong Learning has recently started a blog for Teacher Educators to explore ideas and discuss policy. Members are welcome to have a look and comment on the posts that have currently been posted. If you would like to write a few 100 words about any aspect of being a teacher or researcher in lifelong learning - you are invited to email Azumah on carol.dennis@hull.ac.uk

The Teacher Educator UK website has a Big Bibliography page, which is just what it says it is. Many TELL members and other people in the Lifelong Learning sector carry out and publish their research, and / or contribute to text books for LL Teacher Education.

TELL has also started a 'collaborative evidencing' group, which will work together to help improve the way we gather and interpret data for OFSTED ITE inspections. This group will cover OFSTED readiness and advice on how organisations / providers prepare for, manage and support ITE inspections. This group is led by Chris Lawrence from Canterbury Christchurch University.

To join TELL, email Jim Crawley, of Bath Spa University, who is the convener, at j.crawley@bathspa.ac.uk

ENGAGEMENT QUESTIONS FOR QUALITY MANAGERS

EVALUATING THE DEGREE OF ENGAGEMENT IN THE CURRICULUM

Measures of student engagement are traditionally data driven (e.g. student achievement, retention, satisfaction) or directly obtained via observation of teaching.

A third measure, particularly useful in the conduct of self-assessment panels with curriculum managers, is to use a series of 'engagement' questions which reveals the extent to which a manager is both aware of and planning ahead on student engagement priorities:

- How are students gaining experience and knowledge of employment and higher education?
- What have students learned from their field trips, excursions and exhibitions?
- What issues have been raised by students' involvement in college committees?
- How many books and online journals do students read a month?
- How do lessons respond to news and current affairs issues?
- What type of support is provided to students outside their classroom contact time?
- What are teachers doing to develop students' literacy, numeracy and ICT skills?
- How have you exploited new technology and social media in the curriculum?
- What contribution are students making to the local and regional community?

NEWBUBBLES CPD EVENTS: SUMMER 2014

Newbubbles – Experts in Further Education:



OFSTED Ready

Date	Event	Location	Trainer
22.05.14	Achieving Grade 1 in Performing Arts***	Croydon	Tony Davis HMI
03.06.14	Improving Learner Achievement: Strategies for Building Rapport, Self-Esteem & Positive Thinking***	Portsmouth	Multiple Speakers
12.06.14	Managing Staff Performance, Motivation & Capability***	London	Multiple Speakers
17.06.14	Bringing Theory Alive: The Grade 1 Toolkit for Vocational Teachers**	Bracknell	Paul Tully
20.06.14	Achieving Grade 1 in Hair & Beauty***	Croydon	Phil Hatton HMI & Mary Mussell
24.06.14	Improving Motivation & Retention**	Portsmouth	Arnie Skelton
26.06.14	Differentiation Masterclass**	Gloucester	Paul Tully
01.07.14	Preparing for Inspection: A College Toolkit****	Gloucester	Mike Davis
03.07.14	Classroom Management**	Portsmouth	Bradley Lightbody
04.07.14	Differentiation for Improved Outcomes*	Nottingham	Bob Craig

*Cost of this event is £129.00 + VAT

***Cost of this conference is £169.00 + VAT

**Cost of this event is £149.00 + VAT

****Cost of this conference is £189.00 + VAT

To book yourself onto an event, please e-mail gradeonetraining@newbubbles.com.

If you can offer a training specialism and your background is in further education, we would like to talk to you. E-mail us at gradeonetraining@newbubbles.com.

Further Reading

Freedom to Learn for the 80s

Carl Rogers (1983)

Next issue ...

COACHING & MENTORING

visit us at www.newbubbles.com

Grade 2 vs Grade 3

Mike Davis, former OFSTED inspector distinguishes between grade 2 and grade 3 sessions as:

"A helpful start is to go back to the old idea that a 'satisfactory lesson' is broadly a balance of strengths and weaknesses.

An inadequate lesson might not work for a range of reasons, but fundamentally it is where a teacher fails to ensure that 'meaningful' learning is taking place rather than students 'doing' things i.e. copying notes from the board.

A RI [requires improvement] lesson may well have shades of this with groups or individuals disengaged. An RI teacher might miss opportunities to develop English and Maths skills or E&D opportunities.

Or more fundamentally they stick to their script - the 'lesson plan' and do not have the skill to challenge or question effectively or change tack to accommodate a learning opportunities that would take them slightly in another more fruitful direction.

The good bits are likely to include, preparation, resources, following lesson plans and enabling some students (not all) to make good progress".

Carl Rogers Said...

"I want to talk about learning. But not the lifeless, sterile, futile, quickly forgotten stuff that is crammed in to the mind of the poor helpless individual tied into (her) his seat by ironclad bonds of conformity! I am talking about LEARNING – the insatiable curiosity that drives the adolescent boy (girls) to absorb everything (she) he can see or hear or read about gasoline engines in order to improve the efficiency and speed of (her) his 'cruiser'."

Carl Rogers, Freedom to Learn for the 80s, 1983, p18-19