



Teaching & Learning Newsletter

Autumn 2 2020

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Hello all, I hope you and yours are well. Welcome to the Autumn 2 edition of the WeST wide secondary Teaching & Learning (T&L) newsletter.

With an aim to collate and share research informed educational thinking around T&L. We hope that the content will support and inform your classroom practice and be used alongside your schools T&L principles to ensure that we are creating the most effective and impactful learning environments for our pupils.

If you would like to contribute to the newsletter, or discuss anything T&L please contact your in school T&L Lead.

With more changes yet again this November, and our schools and communities facing ongoing uncertainties, one thing remains the same. WeST teachers and leaders are going above and beyond to keep our students and each other safe whilst delivering quality teaching and learning. Thank you.

This edition will focus on sharing evidence informed strategies and techniques to help us keep it simple and effective, whether we are teaching our bubbles in classrooms or delivering remote learning. Consistency is key and working on getting the fundamentals better for our students is a moral imperative. So hopefully, there will be nothing new here - just a reminder of some core evidence informed strategies we all need to know about, and some tips on how to make it happen.

Online CPD - coming soon...

Our next online CPD session will be on **Tuesday 1 December, 16.00 - 16.45** via MS Teams. Your T&L leads will be in touch shortly with the session overview and registration link.

Hope you enjoy the read.

Ruth

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Ruth Woodhouse

WeST T&L Lead

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I Do, We Do, You Do.

Adopting the I do, We do, You do mantra in your classroom or online if teaching remotely, for me is the most simple way of planning for and implementing an effective model of instruction and practice. It runs through Roshenshine's principles like a golden thread. It also encourages us as practitioners to think about metacognition (in a simple, doable way) - what are our cognitive strategies as subject experts and how will I verbalise and model that to learners.

The I do, We do, You do model is an effective way of ensuring teacher clarity and requires us to have a very clear and measurable learning objective and success criteria - whether that is for an individual lesson or series of lessons.

@Teachertoolkit <https://www.teachertoolkit.co.uk/> suggest that the I do, We do, You do mantra is the best way to scaffold teacher instruction and as a planning tool, can ensure that the appropriate support and adaptations are in place for all learners.

The I Do, We Do, You Do model captures the essence of explicit teaching, with the gradual release of responsibility to students - when it is appropriate and confidence boosting to do so.

Independent practice should be a confidence boosting moment! Not too soon, not too late...don't rush to get there. Secure a high success rate for the learner first (Rosenshine suggests 80% is about right)

Are learners watching but not learning?

This mantra could help with that too, as Tom Sherrington points out...

"You show them how to write or solve the problem or follow the procedure but, despite watching what you do, they can't do it themselves afterwards. They didn't really understand what you were doing."

Read the full blog on Reaching into the corners, here: [12 ways learning can be hard and what to do about it here](#)

Below are the active ingredients involved in the I Do, We Do, You Do model...reflect on your lesson, series of lessons...does anything need improving? Does anything need more time? Reflect on your curriculum and lesson plans with a colleague or your coaching partner.

I Do

- Informing, explaining and giving examples
- Make the modelling exchange with worked examples and demonstrations more interactive (questioning/dialogue/visuals)
- Keep it chunked, break the input down even smaller and immediately follow with practice and checking for understanding
- Narrate your thinking (metacommentary...or talk aloud to yourself!) for one small element, then...guess what...**check students' understanding**

We Do (the biggest phase)

- Get learners to practise one specific step; then move on. Later increase the size of the chunks you model at once but not at first
- Scaffold extensively if needed and then withdraw support slowly – build confidence
- Cold call with process questions - how did you get there?
- Faded worked examples - students fill in the missing gaps
- Low stakes retrieval quiz/test
 - *monitor, question, feedback and correct misconceptions continually during the 'we do' or practice phase.

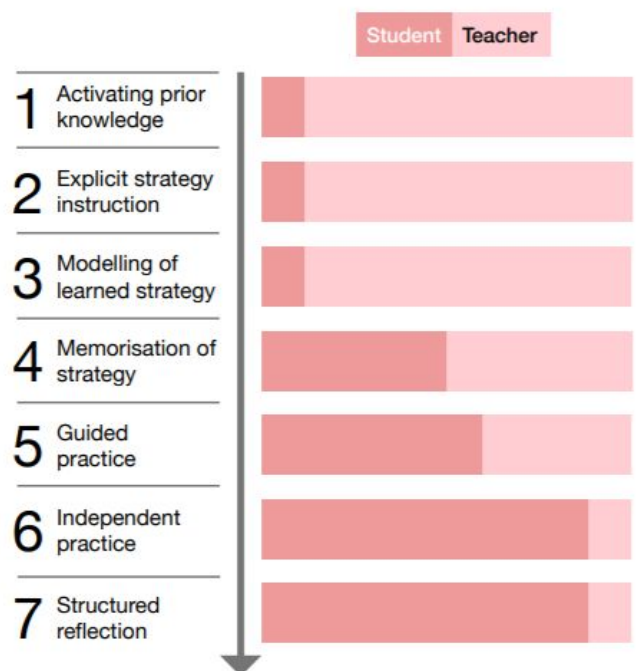
You Do

- Students practise procedural knowledge, answering practice questions, completing all the steps independently
- Students practice retrieving (from memory) and applying or recreating the knowledge you have taught them
- Closed book * but you are still there, if they are floundering you moved to independent practice too soon, go back and practice together some more
- While students do the work themselves, it is still important that you monitor and reward their efforts, check their understanding and offer feedback (this is still a learning strategy NOT a test, this is how we keep the stakes low and the learning and effort high)

The model is largely sequential, moving from one step to the next. But, as you monitor students' mastery, there may be times when you may decide to move back and forth between the steps. In some cases, you may move through the I Do, We Do, You Do phases within a single lesson. However, there will also be tasks that may span several lessons.

One of my favorite takeaways from the **EEF's Metacognition and Self regulated learning** research report was this illustration of the 7 steps to effectively teach metacognitive strategies. Not at all dissimilar to Rosenshine and clearly follows the I do, We do, You do process. *We need to make these largely implicit processes explicit to our novice learners.*

Read the full report or check out the one page summary here: [Metacognition and Self Regulated Learning](#)



Desirable Difficulties

"Some 'deliberate difficulty' is required so that pupils have gaps where they have to think for themselves and monitor their learning with increasing independence." EEF, Metacognition and Self Regulation

Desirable Difficulties is a strategy underpinned by the belief that if a strategy isn't cognitively demanding to a degree, the learner is probably not studying in the most efficient and effective manner and is less likely to lead to a long term change in memory.

Dr. Robert Bjork coined the phrase *desirable difficulties* in his research *Making things hard on yourself, but in a good way: Creating desirable difficulties to enhance learning* to describe learning conditions that "trigger encoding and retrieval processes that support learning, comprehension, and remembering".

The research surmised that the learning conditions that may create desirable difficulties are:

1. varying the conditions of **practice**
2. **spacing** study or practice sessions
3. **interleaving** instruction
4. generating information or **retrieving practice** and using **tests as learning events**

Opposed to undesirable difficulties which may occur because "the learner does not have the background knowledge or skills to respond to them successfully...". The learner may see the task as too difficult to attempt or complete, creating an undesirable difficulty. Great news then, because these four strategies are commonplace in our schools and classrooms.

If you would like to brush up on these strategies check out [The Learning Scientists](#)

Questions to consider:

Are these desirable difficulties planned and embedded in your curriculum?

Are they explicit, regular features of your teaching of all students?

Are you explicitly informing and modelling these learning strategies to your students?

What are we doing to re-educate, model and then teach our students how to learn and study effectively?

Further reading:

https://bjorklab.psych.ucla.edu/wp-content/uploads/sites/13/2016/07/RBjork_inpress.pdf
<https://theeffortfuleducator.com/2020/05/22/desiring-difficulties/>
Watch a webinar and Q&A with Blake Harvard the Effortful Educator:
<https://theeffortfuleducator.com/2020/07/23/desirable-difficulties-presentation/>
<https://www.sec-ed.co.uk/best-practice/teaching-learning-desirable-difficulties/>

Desirable Difficulties

Learning conditions that trigger encoding and retrieval processes that support learning, comprehension, and remembering.

Varying Conditions of Practice "When instruction occurs under conditions that are constrained and predictable, learning tends to become contextualized. Material is easily retrieved in that context, but the learning does not support later performance if tested at a delay, in a different context, or both."	Spacing Study Sessions "Spacing practice supports long-term retention of material. It is one of the most general and robust effects from across the entire history of experimental research on learning and memory."
Interleaving Instruction "Interleaving the practice of separate topics or tasks is an excellent way to introduce spacing and other learning dynamics. Having to resolve the interference among the different things under study forces learners to notice similarities and differences among them...which then foster both retention and transfer."	Generating Information and Using Tests as Learning Events "When a learner looks up an answer or has somebody tell or show them something that they could, drawing on current cues and past knowledge, generate instead, they rob themselves of a powerful learning opportunity."

Bjork, E. L., & Bjork, R. A. (2011). Making things hard on yourself, but in a good way: Creating desirable difficulties to enhance learning. Psychology and the real world: Essays illustrating fundamental contributions to society, 2159-69.

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Six Strategies for Effective Learning

All of these strategies have supporting evidence from cognitive psychology. For each strategy, we explain how to do it, how often to use it, and when to find more information.

1. Elaborate: Explain and describe ideas with many details.

2. Practice: Practice bringing information to mind.

3. Retrieval: Spend not your studying over time.

4. Spacing: Study over time.

5. Interleaving: Switch between ideas while you study.

6. Testing: Compare words and ideas.

Created by Vera Weinstein (University of Massachusetts Lowell) & Megan Smith (Harvard Medical School) | Illustrations by Oliver Engelstein (Illustrations.com) | Funding provided by the NSF (NSF Grant #1041808) | Teaching and Learning Technology (Learning Technology)



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