

Learning Bulletin

Issue 11

July 2009

In Brief-

*Books fall open, you fall in,
delighted where you've never
been;
hear voices not once heard
before,
reach world on world
through door on door;
find unexpected keys to
things
locked up beyond
imaginings.
What might you be, perhaps
become,
because one book is
somewhere? Some
wise deliver into wisdom, wit,
and wherewithal has written
it.
True books will venture,
dare you out,
whisper secrets, maybe shout
across the gloom to you in
need,
who banker for a book to
read.*

David McCord

QUOTE OF THE MONTH

Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results.

John Dewey

Next Month:

- Classroom Management: Body Language
- More starters
- Just Jargon 'M'

CLASSROOM SKILLS:

Overlapping

involves being able to do more than one thing at a time,
not as easy as it sounds!

- * Include a variety of different ways of working to maintain student's interest—whole-class work, group work and work that focuses attention on individuals
- * cater for pupils who learn at different rates, don't have just one task for all, have several and give choices.
- * make and take decisions effectively. If an activity is not working , stop it and change the approach. Plan for alternatives for such events. If students clearly still do not grasp a concept, don't plough on regardless, go back and try a different way to explain. If only some of the group are still lost, then set the others working and organise a small 'teach in' with a few students.
- * recognise the need not to neglect the rest of the class when supporting an individual pupil. Regular & effective **scanning** is vital. If hands are up, acknowledge them and tell them when you will be with them-don't just leave them sitting with their hand up, this builds resentment.

Are YOU an overlapper?

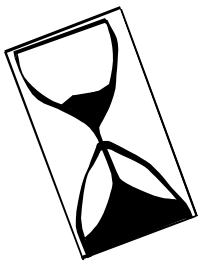
SIMPLE, QUICK & EASY STARTERS !

- ➡ Left of class v right of class quiz—obvious but students love it!
- ➡ Set a homework for 4/5 students to present the next lesson. They must research a fact and make an interesting & exciting introduction (then steal their ideas!) . Students take it in turns throughout the term.
- ➡ In pairs students write 2 questions to the last lesson to ask another pair, can also be used as a plenary.

**Website of the
month:** [www.support4
learning.org.uk](http://www.support4learning.org.uk)

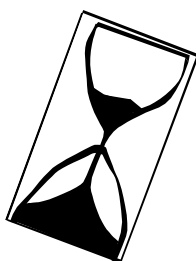
This site has information, advice and resources online to support learning, careers and jobsearch.

The section on education is *extremely* comprehensive and everyone will find something useful on here.....



Try using an **egg timer** !

For starter and other activities use the egg timer between 2 tasks, it helps with lesson pace.



JUST JARGON

L

Lay Inspector Every school inspection team must have one. Lay inspectors must have no paid experience of teaching or managing a school, but are fully trained to take part in inspections.

LEA Local Education Authority . Find any LEA website at www.dfes.gov.uk/leagateway/index.cfm?action=address.default

LSA Learning Support Assistant. Job title for an assistant providing in-school support for pupils with special educational needs and/or disabilities.

LSC Learning and Skills Council. Responsible for funding and planning post-16 education and training. www.lsc.gov.uk

Music for Learning

Recent experiments comparing rates of learning against varying background noises, including complete silence, show that certain types of classical music are conducive to effective study.

When classical music of around 60 beats per minute is re-arranged and performed by a synthesiser, the results are even more effective.

Used as background music when studying, 'passive music' helps to accelerate the pace of learning in students with no extra effort.

