

Learning Bulletin

Issue 9

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In Brief-

*A smile costs nothing,
But it gives much.
It enriches those who
receive without making
poorer those who give.
It takes but a moment, but
the memory of it sometimes
lasts forever.
None is so rich or mighty
that he can get along
without it, and none is so
poor
That he cannot be made
rich by it.
A smile creates happiness in
the home,
Fosters goodwill in business,
And is the countersign of
friendship.
It brings rest to the weary,
Cheer to the discouraged,
Sunshine to the sad,
And it is nature's best
antidote for trouble.
Yet it cannot be bought,
begged, borrowed or stolen,
For it is something that is of
no value
To anyone until it is given
away.
Some people are too tired
to give you a smile,
Give them one of yours,
As no one needs a smile so
much as he who has no
more to give.*

QUOTE OF THE MONTH.

We teach more by
what we are than by
what we teach.

Will Durant

Next Month:

- Good scanning
- What to do instead of writing in books
- Just Jargon'J&K'

CLASSROOM SKILLS:

Pacing - part 1

Managing each part of the lesson well to ensure the momentum of pupils' work is maintained and that the best possible use is made of available teaching time.

This skill features highly on OFSTED classroom observations.....so what exactly does it mean?

- * **use teaching methods that match the subject matter to the pupils being taught** - does your lesson include visual, auditory and kinaesthetic elements? Can the students *choose* which style in which to learn?
- * **provide clear instructions, demonstrations and well-paced explanations** - make sure that the students have understood your explanation/instructions. It is very easy, because **you** understand what you are saying, to assume that the students do. How do you make sure that they really understand? Sometimes just asking them "do you understand" will just prompt the general response that you require i.e. "yes", what about the students who don't answer? Or are not really being honest because they don't want to look silly?

It is easier for a teacher to carry on regardless and not challenge their own teaching methods by trying to find out if students are really learning, don't take the easy way out!

MORE STARTER IDEAS

- ➔ Word Tennis - students think of 3 points they remember from last lesson. Ask 1 student for their point, they then select someone else to make the next point. Keep 'hitting' the points/ideas around the class for as long as possible. How long a rally can they keep going?
- ➔ Use the idea above as a plenary by asking 'what have you learnt this lesson?'

Website of the month:

[http://
www.channel4.com/](http://www.channel4.com/)

The Channel 4 website has a search facility where you can select a subject & age range and it will give you a whole host of relevant educational websites.

It also has an A-Z of Learning with programme notes, quizzes and activities. Use the keyword search to find resources on a topic.

Children learn more effectively when they:

- Want to
- Are relaxed, yet alert
- Are learning in their preferred style
- Are actively engaged i.e. doing something
- Encounter something unusual, dramatic and unexpected
- Regularly review what they have learned.

JUST JARGON

I

ICT (Information and Communication Technology) Computer technology.

IEP (Individual Education Plan) Identifies the special educational needs of a child and outlines targets and strategies to support their learning.

Inclusion Inclusive principles highlight the importance of meeting children's individual needs.

Induction year The first year on the job for newly-qualified teachers, this is intended to be a continuation of training.

INSET (In-service education and training.)

Integration Educating children with special educational needs together with children without special educational needs in mainstream schools

IT (Information Technology) Part of the National Curriculum - covers computing, telecommunications and broadcasting.



DEALING WITH CHANGE:



Understanding basic human reactions to change, help us understand our own behaviour, as well as that of **students**, when confronted by someone challenging our 'comfort zone'.

Everyone goes through the following stages:

- 1) a period of denial and assertion that the old way was best.
- 2) an unhappy, depressed period
- 3) A time of acceptance and letting go
- 4) A testing/searching time to make sense of how to work with the change
- 5) Internalisation and a sense of ownership and enhanced self esteem because of the improvement made by the change.