

Talking Teaching and Learning #3

Welcome to our online T&L Bulletin, which will be available fortnightly on a Tuesday. Here you will find a wide range of CPD available such as books, Podcasts, online courses, video clips to watch and much more!



Wellbeing

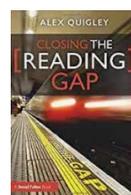
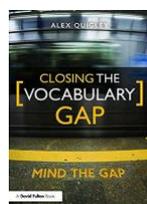
Well-being ideas to try



- ❖ Hastings Contemporary Arts and Mindfulness Resources <https://www.hastingscontemporary.org/wellbeing/>
- ❖ Take a virtual tour of 9 different botanical gardens <https://thespaces.com/take-a-virtual-tour-of-beautiful-botanical-gardens/>
- ❖ Listen to the 'Just about coping' MHFA England Podcast with Simon Blake OBE
- ❖ Check out the Royal Opera free broadcasts <https://www.roh.org.uk/news/the-royal-opera-house-launches-a-programme-of-free-online-content-for-the-culturally-curious-at-home>

Recommended Reading

- ❖ 7 steps to close the vocabulary gap <https://www.theconfidentteacher.com/wp-content/uploads/2020/04/7-Steps-to-Close-the-Vocabulary-Gap-Infographic.pdf>
- ❖ Strategies for exploring unfamiliar vocabulary [file://eco-fs01/StaffProfiles/omonaghan/Downloads/CTVG.-7-Strategies-for-Exploring-Unfamiliar-Vocabulary%20\(1\).pdf](https://ecofiles01/StaffProfiles/omonaghan/Downloads/CTVG.-7-Strategies-for-Exploring-Unfamiliar-Vocabulary%20(1).pdf)



Closing the Reading Gap

A copy of the slides and video presentation from May 22nd ResearchED CPD can be found here.

<https://www.theconfidentteacher.com/2020/05/closing-the-reading-gap-researched-home/>



Rosenshines Principles of Instruction

Session 1: Research and Introduction... Continued

Activity 1: <https://www.youtube.com/watch?v=uPHDJI17sH4> continue the video from 14.51 and add to/change any of your notes based on Tom's explanation of how memory works. Continue to watch the video until 25.26. Tom talks through schema building and begins to outline the difference between shallow knowledge and rich knowledge. He addresses the fact that recall of surface level facts is a superficial example of learning and that there needs to exist a much broader knowledge base beneath that.

Activity 2: Take some time to reflect on your own classroom practice. There will be things you do that on reflection, require a shallow level of knowledge and others that require a rich level of knowledge. Write down some examples of both.

Activity 3: Resume the video and watch it until the end. In this final section, Tom introduces us to Willingham's Five Key Strategies and discusses the need for immediate feedback and utilising students to check their own and others' knowledge. Take notes on these strategies.

Activity 4: Take some time to reflect on the video and your learning and make some notes on the following prompts: Key takeaways from the session, key points of learning that I will look to address in my classroom practice are and I would still like to know more about...

We want to hear from you!

Email us – omonaghan@eccoschool.com or cfancett@eccoschool.com

- ✓ Have you seen an idea to promote staff well-being – Get in touch.
- ✓ Have you read a great T&L book? Write a review & share with us ☺

Who to follow?



- @BoysDontTryPod – Educational Podcast from the authors of the book (see below)
- @dylanwiliam – Educational researcher and author
- @researchED1- Sharing educational research
- @87History – Author of Love to Teach, Retrieval Practice and lovetoteach87.com

Podcasts



- ❖ **Boys Don't Try** – Matt Pinkett and Mark Roberts discuss the issues that they highlight in their book. (3 episodes available)
- ❖ **Naylor's Natter** – 'Closing the Reading Gap' with Alex Quigley and 'Courage in The Classroom' with Dr Catherine Lee. (May 8th)
- ❖ **Naylor's Natter** – Tom Bennett on Behaviour and ResearchED (13th March)

Let's share best practice

Thank you to colleagues for sharing the CPD they have accessed.

If you would like to get involved, complete the SBP slide and email to omonaghan@eccoschool.com

ResearchED CPD

Check out the online sessions from June 1st – 5th (11am- Noon)

https://docs.google.com/spreadsheets/d/1Wxr_uWg1L-uLpjaUqQNVPhJLcwj6HJMmH7JkztvrwIU/edit?usp=sharing

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