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Topic 2: Didactics of higher attainment integration of interdisciplinary topics and coherence of subjects Webinar 6

Jane Doughty & Jane English
24th October 2022

Learning outcomes

- To look at mindset and contribution it can make to student achievement
- To consider how high expectations can be reflected all through the educational community
- To discuss the concept of metacognition and its significance in relation to the curriculum reform
- To share classroom ideas suitable for curriculum reform and to raise student outcomes

Practical activities that improve student progress

Webinar 5

Classroom discussion –
questioning skills

Formative assessment -
individualized instruction

Feedback to students

Webinar 6

Growth mindset

High expectations – students’
expectations of themselves /
collective teacher efficacy

Metacognition

What has the most impact on student outcomes?

1. Collective teacher efficacy 1.57
2. Students' expectations of themselves 1.33
3. Classroom discussion 0.8
4. Feedback 0.75
5. Study skills 0.63
6. Co-operative learning 0.4
7. Individualised instruction 0.22
8. Open plan teaching spaces 0.01
9. Holding pupils back a year if needed -0.13
10. Pupil mobility -0.34

Hattie 2015

Growth Mindset

We are going to consider high expectations, let's first look at:

Carol Dweck's research on mindsets

Many of you will be familiar with this research – who would like to volunteer to explain Dweck's theory?

The concept of mindset

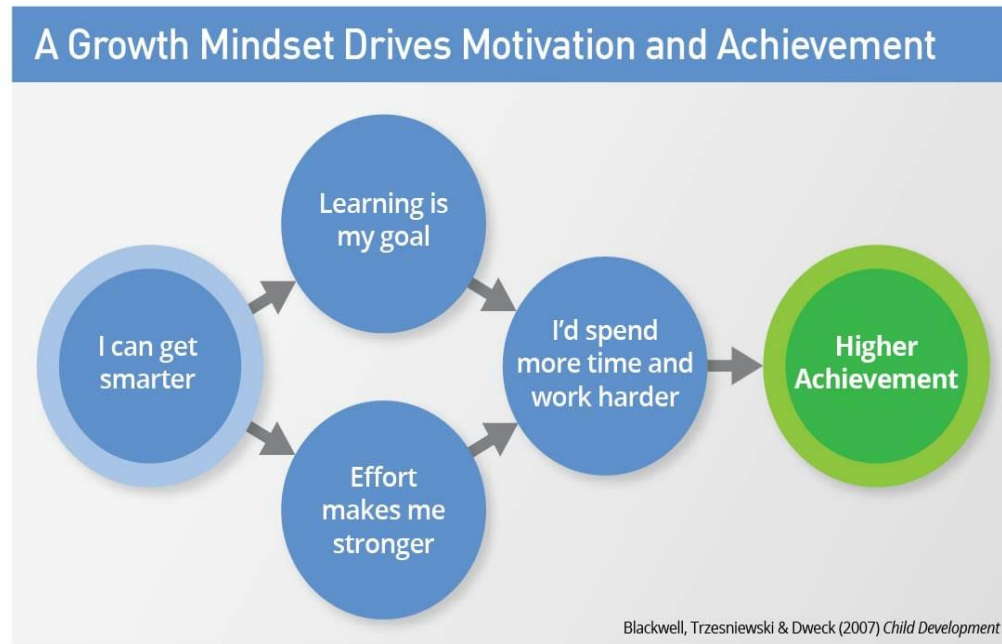
Personal mastery in learners arises from collaborative and independent learning and a growth mindset.

Helplessness in learners arises from passive learning behaviours and a fixed mindset.

Carol Dweck (2012)



Growth mindset and higher achievement

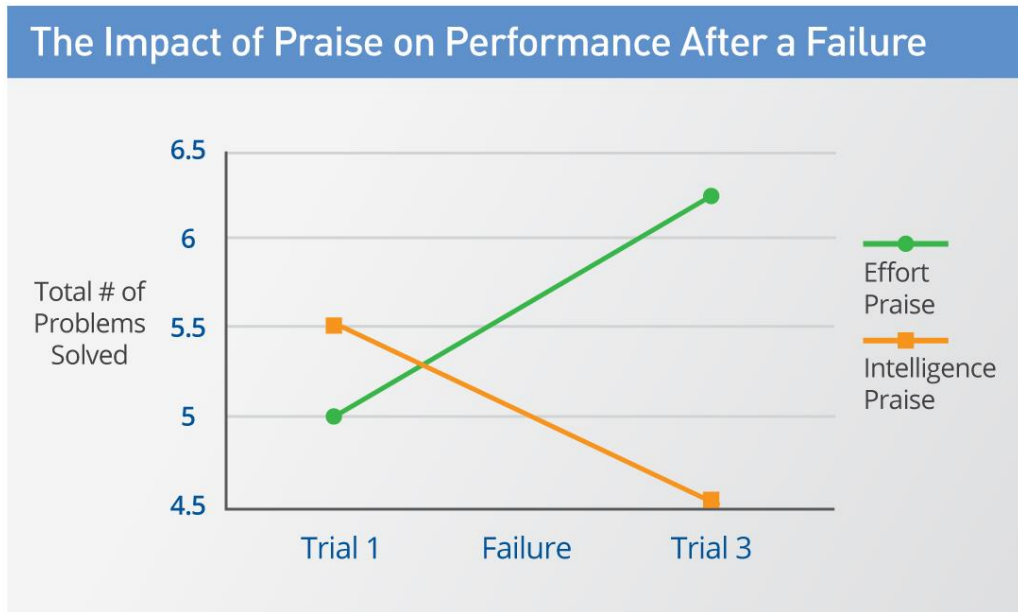


Research shows:

When students successfully complete task if:

- teacher praises intelligence students tend to give up when given a more difficult task
- teacher praises effort students engage positively in a more challenging task

Growth mindset and higher achievement

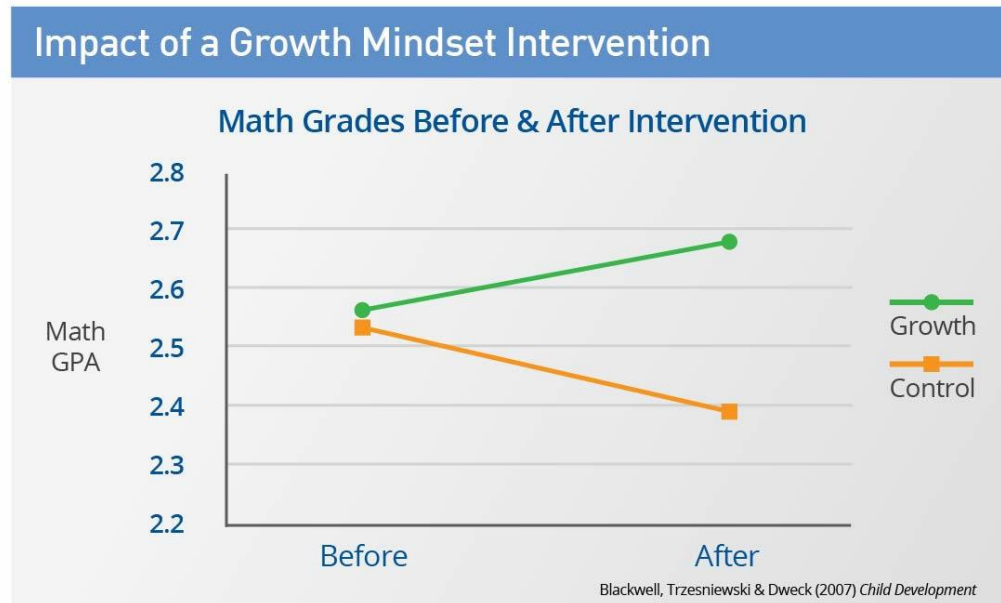


Graph: students experiencing failure

Praising effort – raises achievement

Praising intelligence – diminishes achievement

Growth mindset and higher achievement



Research:

Teachers, with growth mindset, intervening to encourage students to have growth mindset – green line

Control group: no intervention

Growth mindset: research

When teachers believe that ability is fixed, the students end the year at the same position they were in when they began the year i.e. if they were in the bottom group at the beginning of the year, then they were in the bottom group at the end of the year.

When teachers teach with a growth mindset, it didn't matter where the students began, all students progressed and developed to a much higher degree.

There was much more movement between ability groups as students learned and improved. It is more helpful to ask.

Rheinberg says it is much more helpful to ask “how can I teach these students this content?”

F Rheinberg

Reflections on Growth Mindset theory

There is support for Dweck's work – there are also critics:

Some say it is:

- too simplistic
- too binary
- teachers need to take individual student into account

What do you think? Have you used Dweck's principles in your work with students?

Are you a critic?

Please unmute to share your views

High Expectations

Hattie's visible learning research:

Collective teacher efficacy 1.57

Students' expectations of themselves 1.33

Having high expectations is an aspect of collective teacher efficacy

If you would like to find out more about collective teacher efficacy watch video, link below

<https://www.youtube.com/watch?v=UCMV692itfg>

Culture of High Expectations

Across the whole school community:

- Teachers of themselves
- Teachers of other teachers
- Teachers of students
- Students of themselves
- Students of other students
- Education community of each member

Characteristics of high expectations

- Effective school leadership - accountability.
- An effective climate for learning.
- Effective learning structures.
- Giving learners autonomy

Burbage, 2019

Effective leadership - accountability

- Genuinely believing all students can succeed
- Role model and demonstrate high expectations
- Creating supportive, positive school environment
- Valuing all staff - holding them to account for student performance
- Whole school celebration activities
- Welcoming parents and the community into the school

Breakout

You all hold influential leadership responsibilities – whilst these responsibilities vary, you will all demonstrate high expectations of students in your day- to-day work.

How do you demonstrate high expectations in your current role?

Share your examples with colleagues and discuss additional behaviours you can adopt.

Be ready to share examples of additional behaviours you plan to adopt, please select someone to give the group's feedback.

Effective Climate for Learning

- **Create a warm, supportive classroom climate:** Promote peer co-operation and collaboration; build class cohesion and positive atmosphere (eg buddies, inter-group games)
- **Show trust by giving students responsibility for their learning:** show genuine interest in what they are achieving. Develop positive regard for each of your students.
- **Take time to enjoy and get to know your students and their interests:** Create authentic relationships with students, teacher-student relationships effect on achievement, and influence peer relationships.
- **Incorporate student interests into activities:** ensures high levels of motivation and engagement. Students enjoy school when activities are focused on their interests, accompanied with clear goals and clear feedback.
- **Establish routines and procedures at the beginning of the school year:** giving ownership to students

Effective learning structures: achieving better outcomes

High expectations on their own are not enough to impact on achievement:

- high expectations combined with particular beliefs and teaching practices that have the biggest impact on student learning.
- high expectation teachers use well researched effective teaching practice.
- when teachers adopt practices common to high expectation teachers (specifically relating to grouping and activities, class climate, and goal setting), there are gains to students' achievement.

(Christine Rubie-Davies, University of Auckland)

Effective learning structures: achieving better outcomes

- Teach about growth mindsets.
- Focus on effort, not excellence.
- Ask students to try again.
- Express unconditional positive regard.
- Set achievable but difficult tasks.
- Identify causes of poor quality work.
- Be a role model.

- Only praise behaviours that are praise-worthy.
- Show your expectations by providing examples.
- Stop using gimmicks as incentives.
- Ask open-ended questions.
- Give detailed feedback.
- Be consistent

Effective learning structures: achieving better outcomes

- Asking open questions:
 - Focus on effort rather than performance
 - Formative assessment with feedback to develop learning
 - Rephrasing questions when wrong answer given
 - Providing range of learning opportunities, giving choice
- Believing students have good ideas to offer
 - Students more supported to understand how to improve
 - Students enabled to make better learning decisions
 - Students helped with strategies to be successful
 - Motivates students at all achievement levels

Break

We are now taking a 20 minute break

Please return promptly and switch on your cameras

Giving Learners Autonomy

Student autonomy can include:

- Choice of activities during lessons
- Flexible timetables
- Self directed learning
- Self and peer assessment

How do you all give learners autonomy in Lithuania?

How does the curriculum reform support learners' autonomy?

Breakout

How do you think schools can use the curriculum reform to raise expectations of all students?

In what ways will the curriculum reform give students autonomy in relation to their own learning?

Metacognition

“Evidence suggests the use of ‘metacognitive strategies’ – which get students to think about their own learning - can be worth the equivalent of an additional +7 months’ progress when used well.”

(Education Endowment Foundation, 2020)

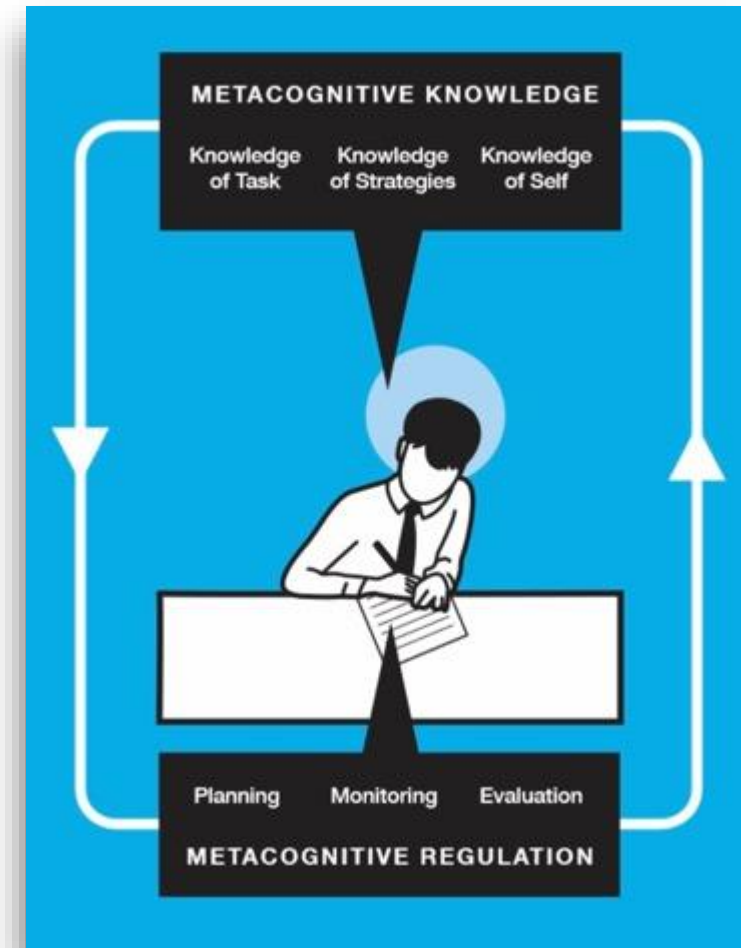
Metacognition – what is it?

<https://www.youtube.com/watch?v=HZrUWvfU6VU>

What do we mean by metacognitive strategies?

- ‘cognition about cognition’
- ‘thinking about thinking’
- ‘knowing about knowing’
- being ‘aware of one’s awareness’

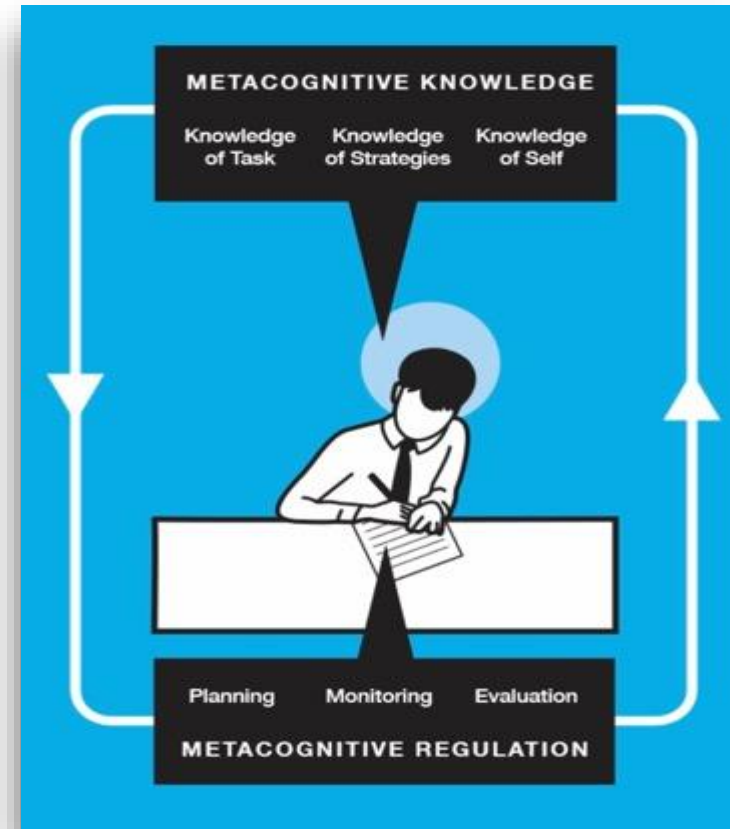
Education Endowment Foundation



What do we mean by metacognitive strategies?



Photo: www.pexels.com



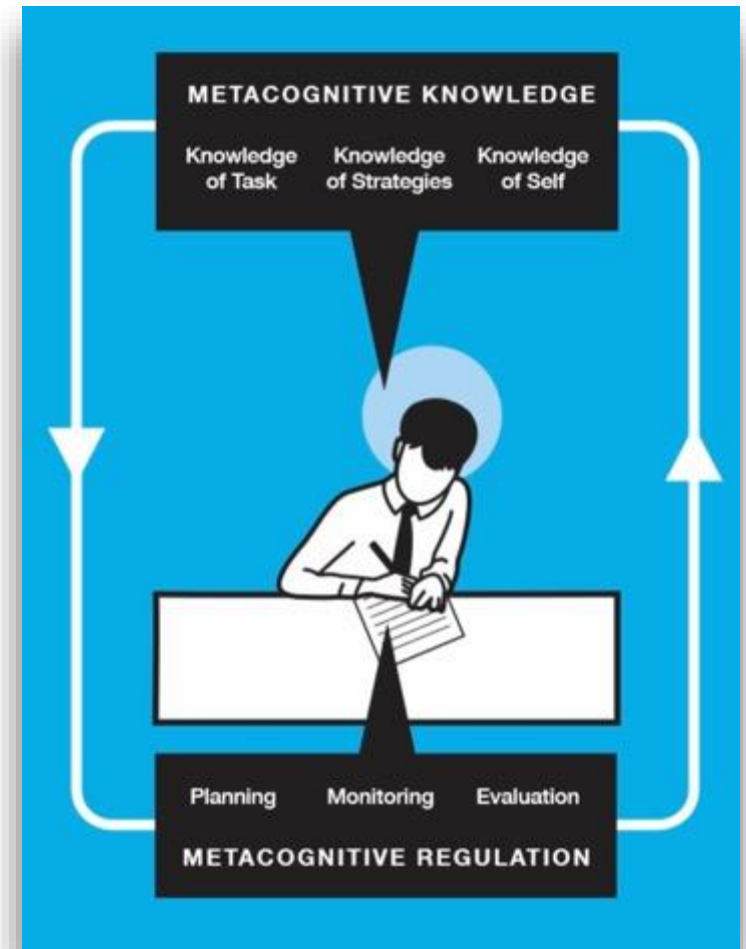
Education Endowment Foundation

What do we mean by metacognitive strategies?



Photo: www.pexels.com

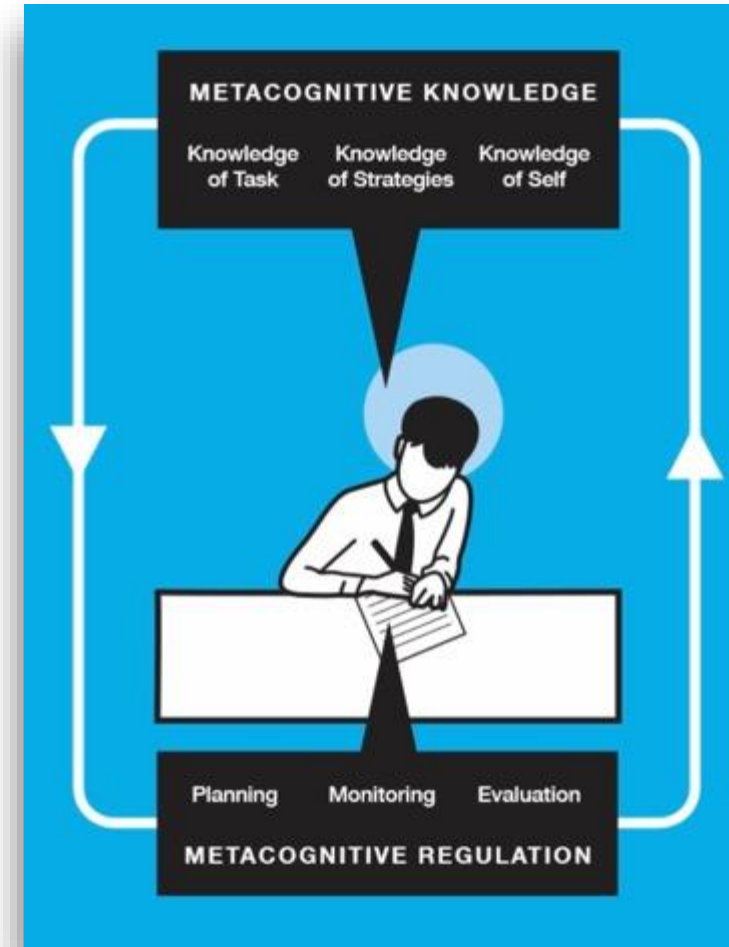
Education Endowment Foundation



What do we mean by metacognitive strategies?



Photo: www.pexels.com



Education Endowment Foundation

What do we mean by metacognitive strategies?

What does a self-regulated learner look like?

Zimmerman gives a helpful description of what a successful self-regulated learner looks like:⁴

'These learners are proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task-related strategies, such as using an arithmetic addition strategy to check the accuracy of solutions to subtraction problems. These learners monitor their behavior in terms of their goals and self-reflect on their increasing effectiveness. This enhances their self-satisfaction and motivation to continue to improve their methods of learning.'

Zimmerman, B.J. (2010)

Remember that.....

- The most effective learners self-regulate and organise their approach to learning, so...
- Metacognition is a high-impact approach to improving attainment, especially of disadvantaged learners
- It can be taught
- It is especially powerful when subject-specific



Break

We are now taking a 30 minute break

Please complete the evaluation form in the chat box
– we welcome your feedback

Please return promptly and switch on your cameras

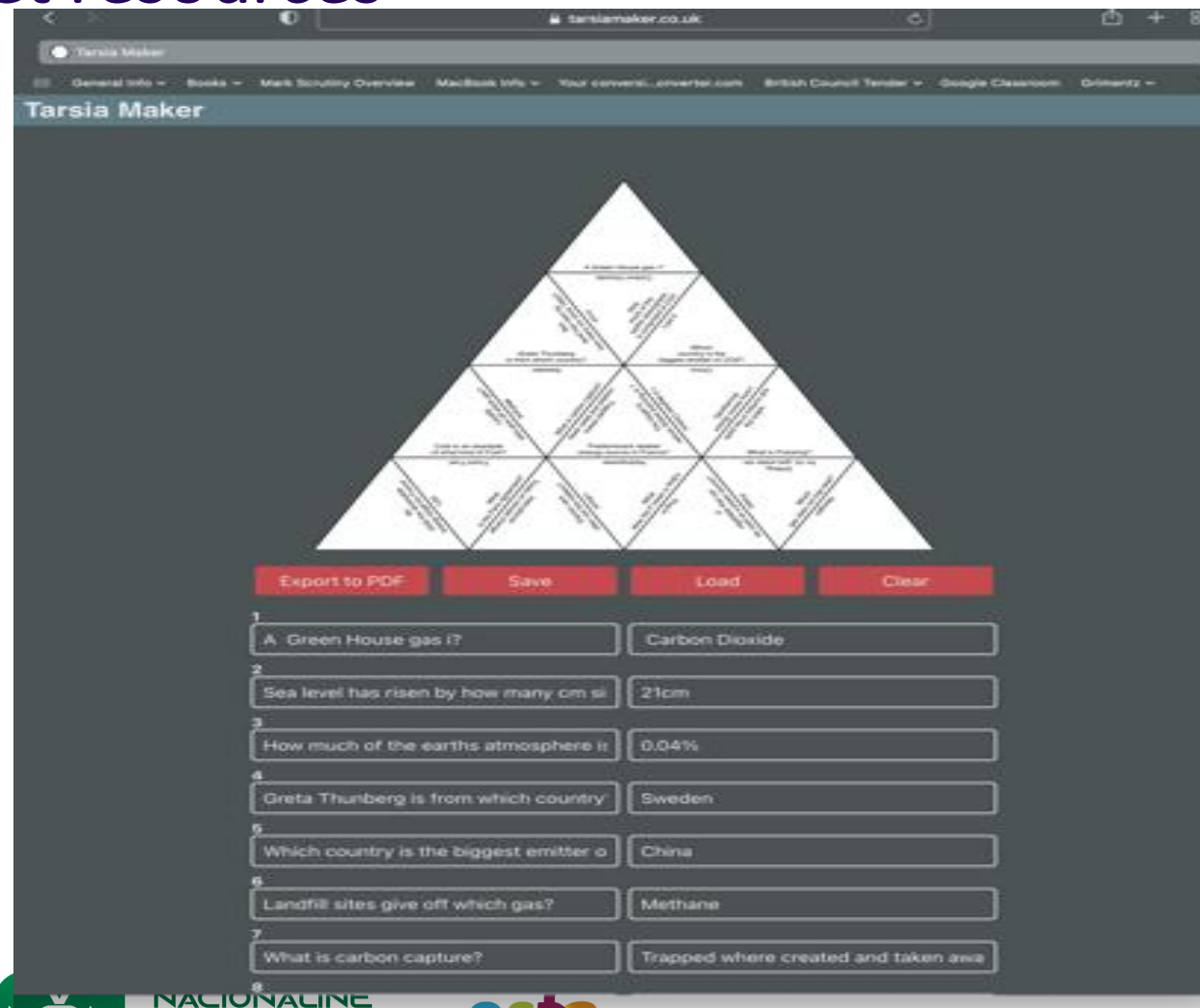
Raising student achievement

We would like to share some ideas you may wish to use in your work that focus on raising student achievement.

Before we share our ideas – what would you like to share

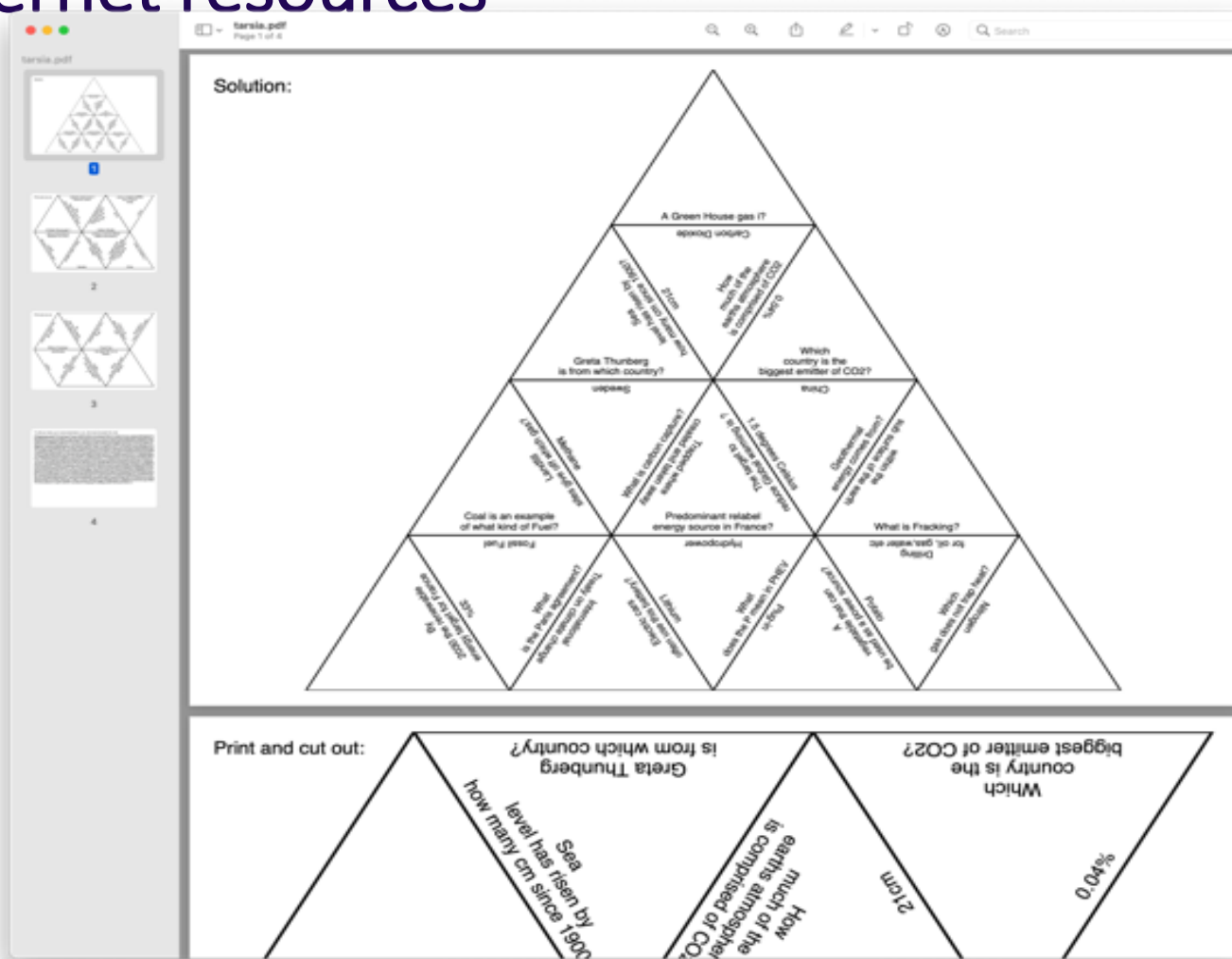
Tarsia maker

Free internet resources

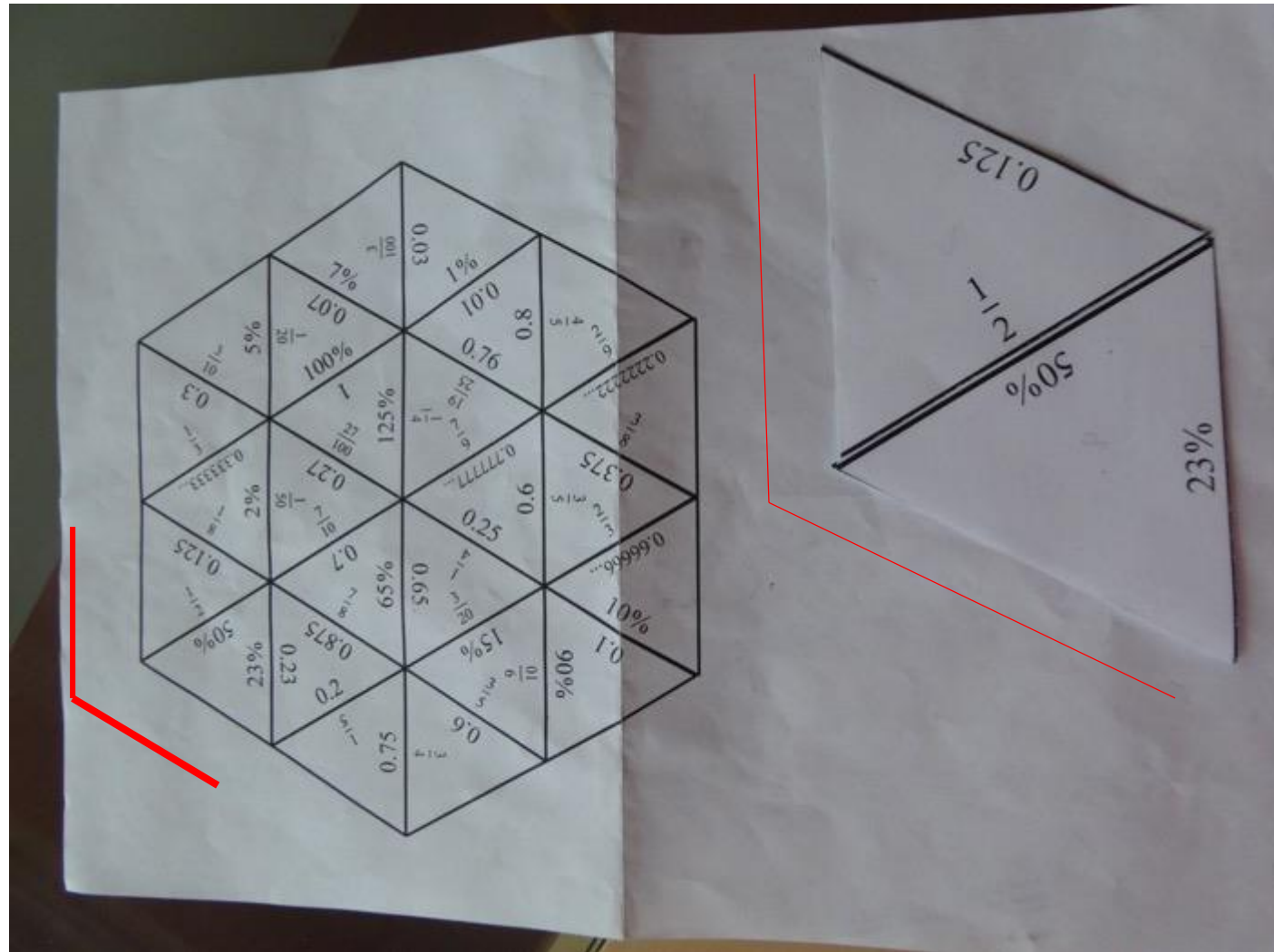


Tarsia maker

Free internet resources



Critical thinking activity



The Towers of Hanoi



A

B

C

Work with a colleague

5 squares in position A

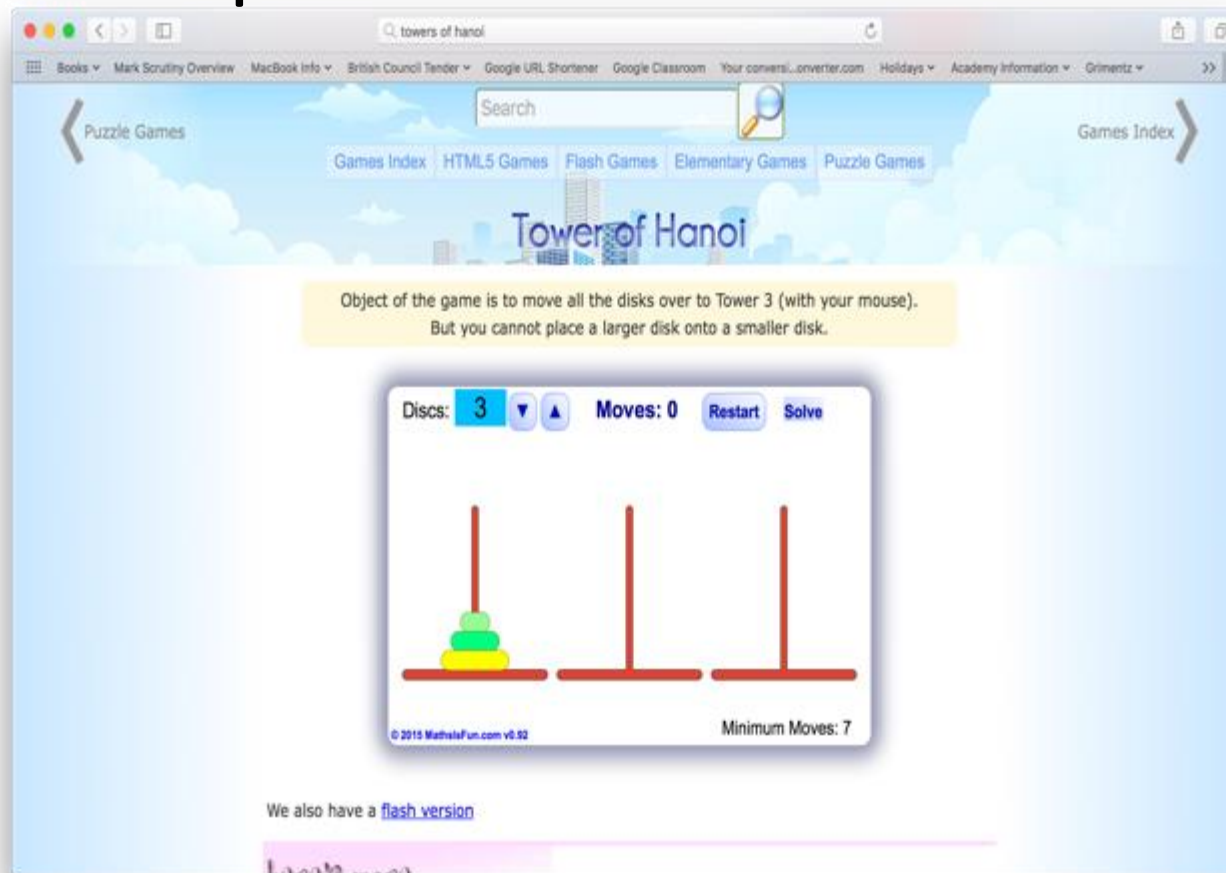
You may move one square at a time to A, B or C

You may not place a bigger square on top of a smaller one

Your aim is to move the whole pile of squares to Position B or C

What is the minimum number of moves needed?

The Towers of Hanoi puzzle



<https://www.mathsisfun.com/games/towerofhanoi.html>

Reflections

Reflecting on your learning from today's webinar what further action will you take at school to improve student progress and so address student under-performance?

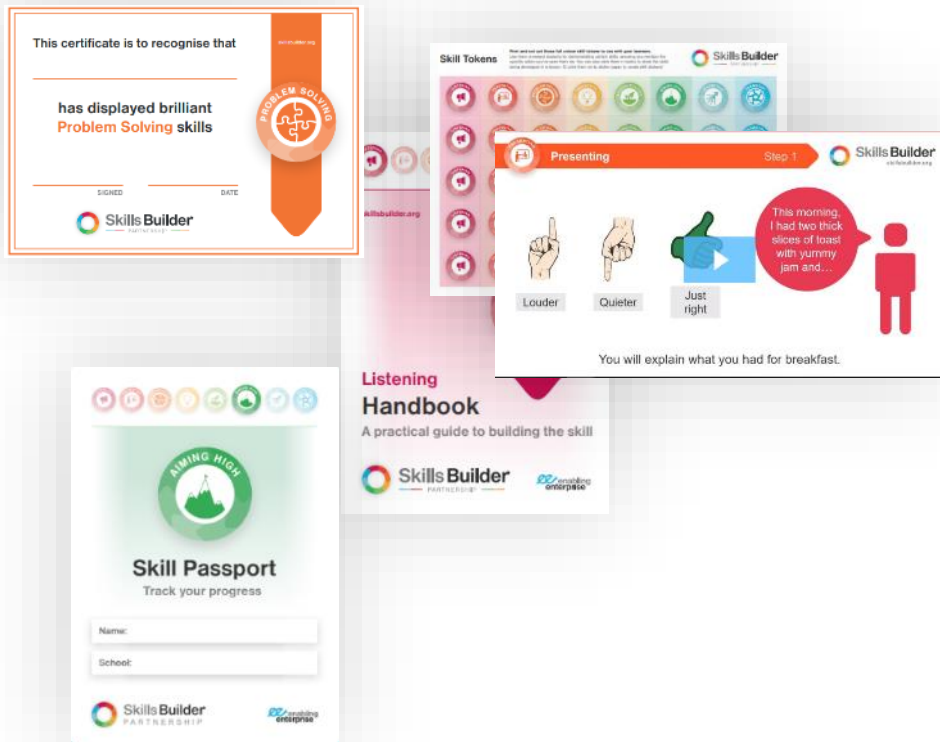
Please unmute to share your thoughts

Thank You

Thank you for all your contributions over the past six modules

– we wish you well introducing the curriculum reform

Skills Builder Hub: What is it?



- The Skills Builder Hub is designed to contain all of the tools and teaching resources you might need to put the Framework into action in your classroom.
- It helps you to assess and track the progress of a class and to work out what to do next.
- It is completely free to use for any teacher.

• Go to:
www.skillsbuilder.org/hub



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Where did it come from ?



- Four years' work and research.
- During this development period, the Framework and the Principles that accompany it were used with over 200,000 learners in 500 organisations.
- It was further refined by engaging sixty individuals and organisations from across academia, employers, representative bodies and skills-building organisations.
- The Framework was successfully piloted with twenty other organisations.
- It has been independently reviewed twice

The Skills Builder Framework covers four of the six core skills used by the British Council.

British Council core skill	In the Skills Builder Framework
Critical thinking and problem solving	<ul style="list-style-type: none"> • Problem Solving
Communication and collaboration	<ul style="list-style-type: none"> • Listening • Speaking • Teamwork
Creativity and imagination	<ul style="list-style-type: none"> • Creativity
Student leadership	<ul style="list-style-type: none"> • Leadership
<i>Citizenship</i>	<i>Not part of the Skills Builder Framework</i>
<i>Digital literacy</i>	<i>Not part of the Skills Builder Framework</i>

The Skills found in Skills Builder



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Four approaches to measurement

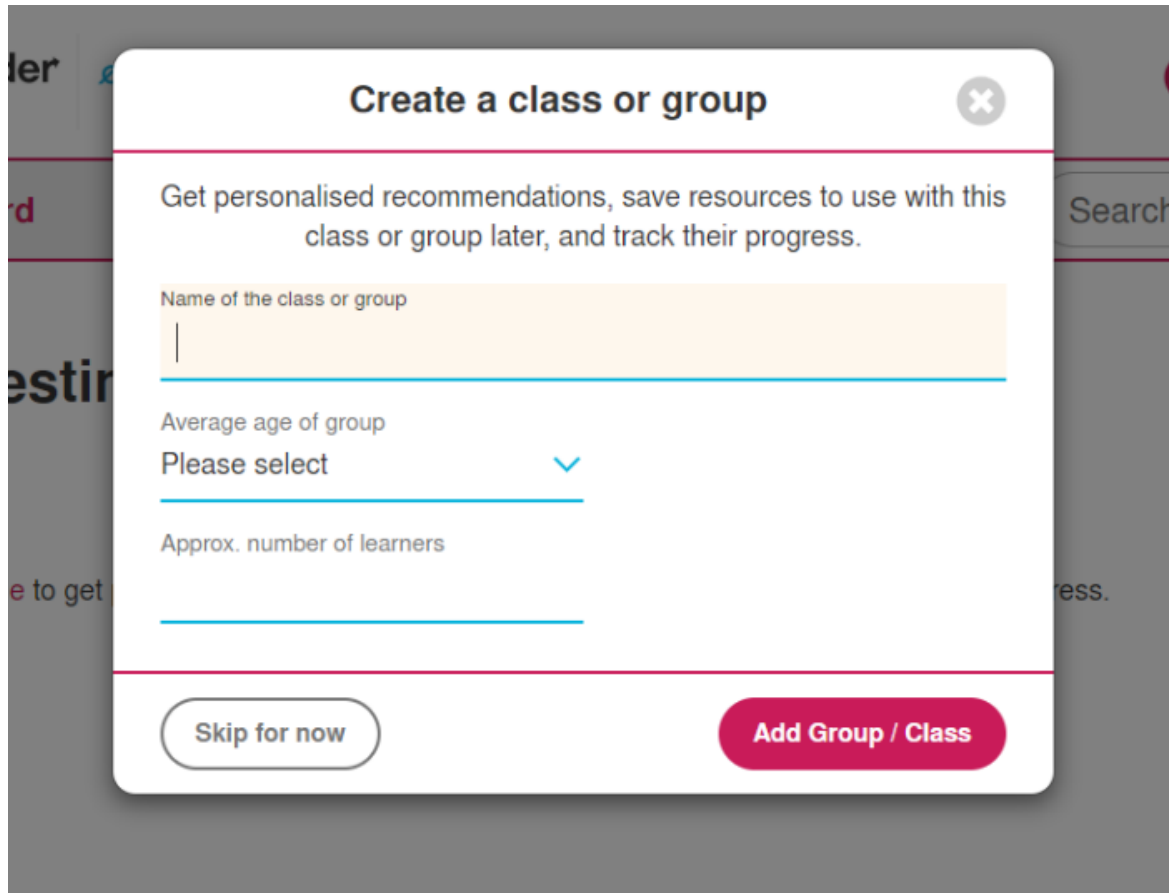
Self assessment

Supported self assessment

Teacher assessment of individuals

Teacher assessment at class level

Skills Builder Hub: Getting started




The screenshot shows a modal window titled "Create a class or group" with a close button (X) in the top right corner. The text inside the modal reads: "Get personalised recommendations, save resources to use with this class or group later, and track their progress." Below this text are three input fields: "Name of the class or group" (a text input), "Average age of group" (a dropdown menu with "Please select" and a blue checkmark icon), and "Approx. number of learners" (a text input). At the bottom of the modal are two buttons: "Skip for now" (a white button with a grey border) and "Add Group / Class" (a red button with white text).

- Go to:
www.skillsbuilder.org/hub
- Take two minutes now to create your account on Skills Builder Hub.
- Once you have done that, you can add the group that you are going to be focusing on.









Skills Builder Hub:

Class skills assessment

- Once you add a class you are able to complete a baseline assessment for that group.
- You should start by completing the baseline assessment for Teamwork.
- Any that are not relevant for your group can be left as 'None' at this stage.



Let's start with Teamwork. Read the description for each step, then answer the question.
You can also pick another skill to assess if you prefer.



Step 0	I am happy to take turns with other children.	How many learners have mastered this?	<div><div></div><div></div><div></div><div></div><div></div></div> <div>NoneVery lowSomeMostAll</div>
Step 1	I can work with other children to do something together.	How many learners have mastered this?	<div><div></div><div></div><div></div><div></div><div></div></div> <div>NoneVery lowSomeMostAll</div>
Step 2	I can explain why teams are sometimes better than working by myself.	How many learners have mastered this?	<div><div></div><div></div><div></div><div></div><div></div></div> <div>NoneVery lowSomeMostAll</div>
Step 3	I can get on well with my team and find ways to resolve	How many learners have	<div><div></div><div></div><div></div><div></div><div></div></div> <div>NoneVery lowSomeMostAll</div>

Skills Builder Hub: Overview of your class

The screenshot shows the Skills Builder Hub interface. At the top, there's a navigation bar with 'Skills Builder HUB' logo, 'Dashboard', 'Browse resources', 'Training', and 'Account' links, along with a search bar. Below this is a red header for the 'Dashboard for Kiwi' with a subtitle 'Track skill progress and browse resources below.' and a 'Feedback' button. A group selection bar shows 'Kiwi', 'Mango', 'Watermelon', and '+ Add group'. Below this is a tab bar with 'Overview', 'History', 'Favourites', 'Other tools', and a settings gear. The main area displays eight skill categories: 'Life Young', 'Problem Solving', 'Teamwork', 'Creativity', 'Teamwork', 'Teamwork', 'Teamwork', and 'Teamwork'. Each category has a vertical list of steps from Step 0 to Step 15. At the bottom, there are buttons for 'Save snapshot' and 'Export snapshots', and a note: 'Snapshots record your group's progress at a point in time.'

- For any skills where you have completed the class assessment you can now get relevant resources.
- Choose a relevant step for your class and see what resources you can find.



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Skills Builder Hub: The resources

The screenshot displays the Skills Builder Hub interface. At the top, there are logos for Skills Builder HUB, a Creative Europe logo, and a user profile for 'Skills Builder Site Administrator'. Below the navigation bar, the 'Browse resources' section is active. On the left, there are filters for 'Teamwork' and 'Step 4'. The main content area lists four resources: 'Rocketing Resolutions' (a video activity for Step 4), 'Teamwork Handbook' (a teaching resource for Steps 0 to 15), 'Essential Skills Record - Steps 4-6' (a teaching resource for Steps 4 to 6), and 'Operation Moonbase' (a challenge day for Steps 4 to 6). Each resource has a thumbnail image, a title, a description, and a heart icon for favoriting. The 'Operation Moonbase' resource is marked as 'Premium'.

Skills Builder HUB Skills Builder Site Administrator - Skills Builder Partnership

Teacher dashboard Browse resources Search

Browse resources

FILTER BY:

Teamwork Step 4

Resource type

- Project (2)
- Challenge day (4)
- Video activity (1)
- Teaching resource (2)
- Training resource (0)

Essential skill

- Listening (9)
- Presenting (9)
- Problem Solving (10)
- Creativity (9)
- Staying Positive (10)
- Aiming High (9)
- Leadership (9)

Skill level

- Step 0 (7)
- Step 1 (9)
- Step 2 (9)

Rocketing Resolutions
Video activity: Step 4 (approx 8-9 years old)
Learners discuss a group disagreement and suggest ways to resolve it.
Teamwork

Teamwork Handbook
Teaching resource: Step 0 to Step 15 (approx 4-20 years old)
A practical guide for teaching the Teamwork skill with activities for every step.
Teamwork

Essential Skills Record - Steps 4-6
Teaching resource: Step 4 to Step 6 (approx 8-11 years old)
An optional worksheet for learners to record how they apply the eight essential skills throughout the challenge day.
Listening • Presenting • Problem Solving • Creativity • Staying Positive
Aiming High • Leadership • Teamwork

Operation Moonbase Premium
Challenge day: Step 4 to Step 6 (approx 8-11 years old)
Over the course of the challenge, learners consider: What makes a successful society? They build a new society on a distant moon called Utopia, including selecting who will be the first citizens, creating an animal that will help people and building a 3D model of a new city. At the end of the day, learners will present their new societies to all of their peers.
Listening • Presenting • Problem Solving • Creativity • Staying Positive

- Looking at some of the different resources available.
- When you find resources that might work well for your class. You can add these as favourites by clicking on the heart.
- You can filter the results by the amount of time you have and resource type as well as skill and skill step.

Skills Builder Hub: Other functions

The screenshot shows the Skills Builder Hub interface. At the top, there's a navigation bar with the Skills Builder HUB logo, a home icon labeled 'Dashboard', a folder icon labeled 'Browse resources', a person icon labeled 'Training', and a person icon labeled 'Account'. A search bar labeled 'Search resources' is on the right. Below the navigation bar is a red banner with the text 'Dashboard for Kiwi' and 'Track skill progress and browse resources below.' To the right of the banner is a 'Feedback' button. Below the banner are tabs for 'Kiwi', 'Mango', 'Watermelon', and '+ Add group'. Below these are tabs for 'Overview', 'History', 'Favourites', 'Other tools', and a settings gear icon. Below the tabs is a section titled 'Resources used with this group' with an 'Export history' button. There are three resource cards: 1. 'Listening Handbook' with a star icon, described as a teaching resource for listening steps. 2. 'Operation Moonbase' with a 'PREMIUM' tag and a star icon, described as a challenge day for all skills. 3. 'Rita, Levy & Ali' with a star icon, described as a short activity for aiming high.

For your class, you can also see:

- your history (what you have already done with that class)
- your favourites
- links to other tools and resources (including the other assessment tools).



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Skills Builder Hub: Seeing Progress



- Finally, you can see progress over time by looking at what we call ‘Snapshots’.
- These show you where a class were at any given point.
- You can compare these to see progress over time.
- They can be found under *Account*

The skills area relevant to our work

Problem solving: The ability to find a solution to a complex situation or challenge.

British Council core skill: Critical thinking and problem solving.



The skills area relevant to our work

- Critical thinking and problem solving
- Communication and collaboration
- Creativity and imagination
- Student leadership



Not included
Digital Literacy
Citizenship



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The skills area relevant to our work

Following simple instructions.

Asking for help when it is needed.

Finding extra information if needed.

Coming up with several possible solutions.

Using pros and cons to choose between them.

Thinking about causes and effects of complex problems.



The skills area relevant to our work



- The Framework takes each of the skill and breaks them into 16 steps.
- Students normally start at Step 0 and work their way up.
- This means that they master the easier steps before moving onto the more difficult ones.