









What are the most common barriers to learning for your students (FOCUS ON COMMUNICATION)

**THINKING QUESTION** 







# Ministry Consultations: A series of seven topics

#### Topic Three, Session Two Comunication Across the Curriculum <sup>10h</sup> November 2022







#### **Topics Overview**

**Session One:** The Journey of Language and Communication in Education (4/11)

Session Two: Communication Across the Curriculum (10/11)

Session Three: Making Meaning and Creativity (21/11)

Session Four: Communication and Competencies (24/11)

Session Five: Assessment through communication (28/11)

**Session Six:** Reading and Understanding / Growing Good Practice (30/11)

## Introductions: participants

#### **Please:**

- Turn your camera on briefly
- Say hello in the chat box

#### **During Webinar**

- Please mute your microphone if not speaking
- Switch off your camera if not speaking

Thank you



#### Working together: protocols

- Please turn on your camera at the start and end of the webinar and when you come back from the break.
- Please turn off your microphone unless you are speaking to avoid background noise
- Please do use the chat box or put up your hand to ask questions
- We like questions and comments!



#### **Breakout Room Rules**

#### In your breakout room:

- put your camera on and unmute;
- introduce yourself;
- nominate someone who is willing to feedback to others;
- you can ask for help by alerting the host, using the button on the toolbar.



# Today's programme

#### 14:00 - 15:45

Part 1: Overview of the area we are covering

#### 10 minute break

Part 2: Practical ideas for the classroom

#### 10 minute break 15:45 - 15:55

#### 15:55 - 16:30

Part 3: Investigation activity

15 minute break 16:30 - 16:45

#### 16:45 - 17:15

Part 4: Feedback

10 minute break 17:15 - 17:25

17:25 - 17:45

Part 5: Quick wins

17:45 - 18:00

Part 6: Questions, comments, discussion













What are the most common barriers to learning for your students (FOCUS ON COMMUNICATION)

**THINKING QUESTION** 

## **Learning Outcomes**

#### At the end of this webinar you will:

- Understand how we are all leaders of language learning
- Understand how types of knowledge are built and how we can use this information to build better learning and clear communication
- Understand what is meant by disciplinary language and how this can be harnessed for better learner outcomes
- Know what excellent communication practice across the curriculum can look like
- Take away easy to apply examples for all subject areas









14:00 – 15:45 Part 1: Overview of the area we are covering Part 2: Practical ideas for the classroom

## COMMUNICATION ACROSS THE CURRICULUM

# Typical Primary Experience

Extra prep for end of stage tests

Project work based around: The Tudors, the moon, science... One teacher for most subjects. Teacher often brings their specialism

Literacy and numeracy are separate subjects





Some studies on Miesha's brain...

**Cognitive Load Theory** 

Information overload does not lead to good learning outcomes.

Instruction should be planned to ensure cognitive load encourages schemas to be created.

Cooper, G. (1990). Cognitive load theory as an aid for instructional design. *Australian Journal of Educational Technology*, 6(2), 108-113. http://www.ascilite.org.au/ajet/ajet6/cooper.html



Remove cognitive overload as a barrier to learning











#### Manglish



- To Understand how we are all leaders of language learning

**EXAMPLE** Cross Curricular Writing

Where do the links naturally exist?

How might teachers plan together?

How could new knowledge be taken forward, used and improved?



# How do you teach reading?

## Why Students Don't Like School

What is happening when we read from a cognitive point of view?



## Read this in Silence

The procedure is actually quite simple. First you arrange items into different groups. Of course one pile may be sufficient depending upon how much there is to do. If you have to go somewhere else due to lack of facilities, that is the next step; otherwise, you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at one than too many.



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#### DIFFICULT – VAGUE – MEANDERING?

## A Guide to Washing Clothes

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# How about now?

#### READING

#### **KNOWLEDGE RICH**

#### KNOWLEDGE POOR





- No matter which next step students take, could being a better reader help them to succeed?
- Do all teachers see themselves as teachers of reading?
- Could a common approach to reading skills support everybody's outcomes?



# Does your establishment lead students in mastering English?

FOR

YOURSELF

Reading, Writing and Communication

# Substantive Knowledge

- Facts
- Principles
- concepts that are deemed fact

Does your curriculum plan build substantive knowledge over time?

6 (b) The volume of the pris	m is 40 cm <sup>3</sup>
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Will the prise Tick a box.	m fit inside an en	npty cube wit	h volume 125	5 cm <sup>3</sup> ?		
	Yes	N	0		Cannot tell	
Give a reaso	on for your answe	er.				[2 marks]
•••••						

.....

What substantive knowledge do you need to successfully answer this question?

## Substantive

- Facts/ principles/ concepts that are deemed fact
- Does it build?

The shape of the prism is not specified. I cannot work out length, width height		sm gth,	A solid geometric figure whose two ends are similar, equal, and parallel rectilinear figures, and whose sides are parallelograms.				
width, height			7		A symmetrical th	ree-dimens	ional shape,
	6 (b)	The volume of the prism	n is <u>40 cm<sup>3</sup></u>	>	equal squares.	Jilow, conta	ineu by six
		Will <u>the pris</u> m fit i <u>nside a</u> Tick a box.	an empty cube with volum	ne <mark>125 cm<sup>3</sup></mark>	?	I can wor cube root	k out the t to work h and
IDENT	IFY	Yes	No		Cannot tell	height (5	x5x5)
		Give a reason for your a	answer.			[2 marks]	

The shape of the is not specified. I cannot work out width, height	prism A solid geometric equal, and paralle are parallelograms	A solid geometric figure whose two ends are similar, equal, and parallel rectilinear figures, and whose sides are parallelograms. There are many types of prism.				
6 (b)	The volume of the prism is 40 cm <sup>3</sup>	A symmetrical three-dimensional shape, either solid or hollow, contained by six equal squares.				
	Will <u>the pris</u> m fit i <u>nside an</u> empty <u>cube wit</u> h volu Tick a box.	ime <u>125 cm<sup>3</sup></u> ? cube route to work out length and				
IDENTIFY	Yes No	height (5x5x5) Cannot tell				
DEDUCE	Give a reason for your answer.	[2 marks]				





## Click to edit Master title style

The Hidden Lives of Learners Graham Nutall (2007)

• C

Students had to come into contact with a complete idea three times before being able to learn the concept and remember it later. (82% accuracy)

New concepts are not created and transferred into long term memory until enough information has accumulated. If this does not happen, it is forgotten.


## SUBSTANTIVE

The shape of is not specific cannot work width, height	the prisn ed. I out lengt	n :h,	A solid geo equal, and are paralle	ometric figur I parallel rec elograms.	re whose t tilinear fig	wo ends are ures, and wh	similar, ose sides	
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		Will <u>the pris</u> m fit i <u>nside a</u> Tick a box.	an empty <u>cube</u>	with volume	125 cm <sup>3</sup> ?	>	l can work cube root out length	out the to work and
IDENTIF	Ϋ́	Yes		No		Cannot tell	height (5x	:5x5)
		Give a reason for your a	answer.				[2 marks]	

#### Procedural

• Skills and techniques

(the act of doing something e.g. writing) and *tactic* knowledge (things we have developed to fluency). What are the most frustrating mistakes you see with reading, writing and communication?



What procedural knowledge do we need to embed? How do we best embed it?

- Placing a capital letter at the start of a sentence is procedural knowledge that should happen without thinking.
- Not putting a capital letter at the beginning of a sentence is a procedural mistake and a learned behaviour. It happens without thinking.



## PROCEDURAL

The shape of the prism is not specified. I cannot work out length, width, height		A solid geometric figure v equal, and parallel rectili are parallelograms. Ther	A solid geometric figure whose two ends are similar, equal, and parallel rectilinear figures, and whose sides are parallelograms. There are many types of prism.			
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IDENT DEDU	IFY JCE	Yes No Give a reason for your answer.	out length and height (5x5x5) Cannot tell [2 marks]			





## Disciplinary

- How the knowledge was established
- How secure the knowledge is
- How it continues to be revised

How we look at things in our subjects How people have arrived at conclusions in our subjects How we look at things in English How people have arrived at conclusions in English

#### Reading and interpreting

- Draw upon a breadth of substantive knowledge for:
- Analysis
- Comparison
- Contrast
- Questioning

#### Writing

- Draw upon substantive knowledge for:
- Ideas creation
- Planning
- Editing
- Using Procedural knowledge to
- Craft

"Teaching big ideas can lead to deeper learning and more effective transfer and synthesis of knowledge and skills. Key concepts or big ideas exist within each subject but they can be recognised across different subjects as "meta-concepts". Students can best connect different disciplines through an integrated approach such as thematic learning. However, an understanding of separate disciplines is essential, and we must educate for disciplinary knowledge in order to develop multidisciplinary expertise."

# Do students Scientists use the same method to critique a source as Historians?

https://www.dimensionscurriculum.co.uk/an-easy-guide-tosubstantive-knowledge-and-disciplinary-knowledge/

## Taking curriculum seriously

"A successful... curriculum, in which the disciplinary was visible, will leave pupils absolutely clear that even the curriculum itself, as they received it, was one such selection, and must not be confused with the whole domain."

"DISCIPLINARY AWARENESS harnesses the fertile, generative qualities of knowledge to give all citizens access to intellectual tools for rational change"

> •Perspective Article Written by: <u>Christine Counsell</u>



## Broadening Knowledge

#### Books/ websites/ socials/ TV/ film

"How often have we seen capable English students freeze when confronted with a non-fiction or transactional writing topic? This isn't as they couldn't write, they know how to do that. It is all too often as they struggled to have something to write about. We need to consider how we can build knowledge about the big questions and topics so students can literally have something to say about them. Topics of power, morality, philosophy and religion are all topics which can be approached from many different angles, using a huge range of texts and approaches, and these empower students to write about how they relate to them. High quality and challenging curriculums, not only in English but across the school, will also support students to do this well. If they are thinking about these things, they will be able to write about these things."

<u>https://www.theeducationpeople.org/blog/the-power-of-knowledge-in-english/#:~:text=Disciplinary%20Knowledge%20Then%20we%20have%20the%20disciplinary%20knowledge.,understanding%20how%20we%20look%20at%20things%20in%20English</u>.

#### Hinterland

- Nice to know
- Adding knowledge at the edges to bring life to the curriculum

increasing depth: niche details about a particular area of study that deepen and enrich the core.
increasing breath: wider surveys across the domain of any curriculum area that help

to locate any specific core element within a wider frame.

https://teacherhead.com/2019/09/27/signposting-thehinterland-practical-ways-to-enrich-your-core-curriculum/

## Showing the big picture alongside the curriculum can be useful Hinterland.

- Avoid clutter! Ask... For what purpose?



**Big Picture of Literature** 

#### Big Picture Planning

How clear are your learning goals?

Do you know what learning goals came before and where they are leading?

 To know what excellent communication practice across the curriculum can look like





https://www.youtube.com/watch?v=jhWfhpeyFUc



Kuriame Lietuvos ateitį 2014–2020 metų Europos Sąjungos fondų investicijų veiksmų programa





#### **10 minute break**

#### COMMUNICATION ACROSS THE CURRICULUM



Kuriame Lietuvos ateitį 2014–2020 metų Europos Sąjungos fondų investicijų veiksmų programa





#### Part 2: Practical ideas for the classroom

## COMMUNICATION ACROSS THE CURRICULUM

#### **Practical Ideas**

Reading Writing Speaking Listening



#### **Common Cross Curricular Issues**

Students write the way that they speak

Students do not read widely on the subject

Students are shy at speaking out loud

Students do not listen

We can take action across the curriculum to solve these issues.



#### Just a Minute

- 1. Students reflect upon a topic they have been learning.
- 2. They must speak without notes for a minute.
- 3. Take a tally of the following non fluency features
- 4. The most fluent student wins.
- Elision
- Contraction
- Slang
- Hesitation

"Students write the way that they speak."



## Contraction

#### Just a Minute Reflection



## **Hesitation**



"Students are shy at speaking out loud."



#### Prepare

Use any resources necessary, including friends, to get ready to...

#### Share

...my ideas with the rest of the class.

**Photography:** How does this image make you feel? Why?



**Bricklaying:** If this was your home, how would you feel? Why?



#### **Computing/ ICT:** Clever or scary?



# **Geography:** What is it? Where is it? Why is it there? Why should I care?





"Students do not listen."



# Should I get my children a pet?





"Students do not read widely on the subject."



Joseph A 47 year old Head of Media relations. He has six children. Our ship is sinking! Only one of us can survive...who would you pick?





Nancy A British special operations executive. She enjoys socialising with friends.



Alan

A 41 year old Head of Computer Science. He enjoys marathon running.

## Providing Feedback for Improvement

#### EEF Toolkit 2021

"Effective feedback tends to:

- be specific, accurate and clear
- (e.g. "It was good because you..." rather than just "correct");
- compare what a learner is doing right now with what they have done wrong before
- (e.g. "I can see you were focused on improving X as it is much better than last time's Y...");
- encourage and support further effort;
- be given sparingly so that it is meaningful; provide specific guidance on how to improve and not just tell students when they are wrong;
- be supported with effective professional development for teachers."

#### YOU CAN DO

ANYTHING!

Start by getting

the right skills

- Keep this log with you in every lesson.
- Practise your personal learning and thinking skills
- Get signatures from teachers when they recognise you have shown skill
- Get rewards for your effort!

"If you think you can	You
can!"	

- With great effort comes great reward



#### **MY PLTS LOG**

February 2016 Passport to Success

Name:

Class:

Aim:

## INDEPENDENT ENQUIRER REFLECTIVE LEARNER CREATIVE THINKER TEAM PLAYER EFFECTIVE PARTICIPANT ISELF MANAGER

#### YOU CAN DO

ANYTHING!

Start by getting

the right skills

- Be employment ready
- Review your skills regularly
- Improve on weak areas
- Become the best version of you



#### "If you think you can... You can!" - With great effort comes great reward

EMPLOYABILITY RECORD February 2016 Name: Subjects:

Career Path:

CREATIVE THINKER	INDEPENDENT ENQUIRER	REFLECTIVE <b>LEARNER</b>
TEAM <b>PLAYER</b>	EFFECTIVE PARTICIPANT	ISELF MANAGER
### Create a Culture of Critique

Kind, Specific and Helpful Feedback



### Create a Culture of Critique





## Am I finished?



Are you teaching to pass an exam or are you teaching a skill for life?



## Further Reading

EEF Toolkit (This is where I go to review the latest research into what works and what doesn't)
The Hidden Lives of Learners, Greame Nuttall
Why Don't Students Like School - Daniel T Willingham
An Ethic of Excellence - Ron Berger

•Make it Stick - Peter C Brown











#### 10 MINUTE BREAK 15:45 - 15:55







#### Part 3: Investigation Activity 15:55 – 16:30

#### **Breakout Room Rules**

#### In your breakout room:

- put your camera on and unmute;
- introduce yourself;
- nominate someone who is willing to feedback to others;
- you can ask for help by alerting the host, using the button on the toolbar.



### **Purpose of the Activity**

- To develop a practical use for the information that you have gathered during part one and two
- Our focus is on cross curricular literacy
- No matter which subject you teach, you can improve students' reading, writing and communication
- Keep this in mind as you work together to generate ideas















15 MINUTE BREAK 16:30 - 16:45







#### Part 4: Feedback 16:45 – 17:15









10 MINUTE BREAK 17:15 - 17:25







#### Part 5: Quick Wins

17:25 – 17:45

#### Hexagons for scaffolding, vocabulary and confidence building



### Playing with language



### Develop Independence



Ask the right questions to help solve your problems

# No matter what I do, this student is not getting it!

**EXCUSE GENERATING:** Why don't they understand?

**SOLUTION FOCUSED:** How might I get them to understand?

# No matter what I do, this student is not getting it!

Why don't they understand?



They are stupid

They don't want to learn

# No matter what I do, this student is not getting it!

How might I get them to understand?

Seek to understand their perspective...









## Part 6: Questions, comments, discussion 17:45 – 18:00