



HighLight Key – Teaching and Learning

Effective teaching, we believe, is based on a relationship of unconditional acceptance of pupils by the teacher. This relationship involves encouragement and affirmation. The Christian values of forgiveness and grace are vital in any inclusion agenda.

It is important to promote the use of a variety of approaches and methods to capture the pupils' interest, therefore enabling them to discover the enjoyment and motivation of learning in order to enrich their lives. This will include understanding the culture and technology used by pupils out of school and an awareness of preferred learning styles, whilst training them to use all appropriate approaches.

We Learn . . .

10% of what we read

20% of what we hear

30% of what we see

50% of what we see and hear

70% of what we discuss

80% of what we experience

95% of what we teach others. (William Glasser)

Learning is the core function of schools, and teaching is the vehicle through which learning is enhanced, supported and extended. Inspection and support services focus on teaching and learning as a priority. It is therefore important that the two are seen as one process. Teaching, however engaging and exciting is wasted if pupils do not learn. It is sadly the case that sometimes children learn despite a poor teacher. However, how much more children would learn if they are appropriately challenged by a skilled teacher who is truly committed to them. It is recognised that pupils will make less than 2/3 of the progress with a poor-quality teacher than they would make with a good teacher.

Jesus Christ is recognised world-wide as the master teacher.

“They were amazed at his teaching, because his words had authority.” Luke 4 v 32

He accepted those who came to him and used every opportunity to take people from where they were in their relationship (or non-relationship) with God the Father, and moved them along in their personal journey of faith. As a teacher, he had the key dynamics of passion for his subject; a commitment to his students, the disciples and the ability to build relationally them. They frequently needed more explanations! Passion and relationship are key elements for all successful teachers. However, schools that have a Christian foundation should be able to more strongly link the learning process to the model that Jesus gives us. He frequently used stories to communicate his teaching – a model that is still successful today.

Pedagogy

Teaching for learning is a complicated process. It is not a science as what works in one situation may not work in another and therefore the teacher has to be very skilled to know the material he or she is working with as well as knowledge of the pupils who are the focus for the learning. This paper is to be read in conjunction with all the other papers and therefore does not repeat information about, for example, the importance of assessment, worldview or behaviour management in the teaching and learning process. This paper deals with the importance of pedagogy. Dictionary.com describes pedagogy as:

- the function or work of a teacher; teaching.
- the art or science of teaching; education; instructional methods.

There are very many theories about teaching and how children learn, but it is widely agreed that children learn by constructing links in their learning which develop understanding of concepts, by practising skills (such as handwriting) and by developing positive attitudes towards learning.

Teaching and learning should aim to provide children with high quality learning experiences that lead to a consistently high level of pupil achievement. Schools should develop a Teaching and Learning policy that is at the heart of all the school does; it provides a standard uniform approach; can be easily monitored, ensures equal opportunities and is an active document reflecting current practice and expectations.

Through teaching, the teacher should aim to:

- cater for the needs of all learning styles ie visual, auditory and kinaesthetic styles
- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self- esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;

- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21st century.

In a Christian school, these would take place within a culture of following Jesus' example and through a developing faith in Him. Learning would take place in the context of a Christian Worldview (see Worldview Key).

Effective learning results in the pupil:

- knowing they have succeeded
- feeling they can do more
- explaining what they have learned
- applying it to other situations
- teaching it to someone else
- feeling good about themselves
- wanting to learn more.

Children are to be encouraged to take responsibility for their own learning, where appropriate, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them and what makes it difficult for them.

Elements of effective teaching

For **effective teaching** to take place the following 'ingredients' are needed:

- Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan
- A clear learning intention shared with the pupils both visually and orally
- A clear link to previous and future learning
- A clear outcome to be achieved at the end of the lesson
- A review of the learning at the end of the lesson
- Appropriate challenge for all children
- Teacher modelling through effective use of 'teacher talk' time
- Appropriate and ready resources
- Good questioning
- Quality interaction between teacher and pupil/pupil and pupil
- Pace – neither laboured or too rushed
- Enthusiasm
- Fun, memorable and irresistible delivery, content and outcome
- Involvement of all pupils
- Excellent behaviour management
- Opportunities for independent learning
- Sensitive differentiation with respect to the abilities of the pupils
- Elements of visual, auditory and kinaesthetic learning
- Opportunity for pupils to assess their learning
- Follow up feedback, through effective, interactive marking and assessment

Children learn in and through a variety of ways, including: -

- Demonstration
- Use of a variety of senses
- Instruction
- Discovery
- Personal revelation
- Imagining
- Visualising
- Experiencing
- Discussing
- Experimenting
- Curiosity being aroused
- Wrestling, with a challenge
- Provocation
- Logical deduction
- Correction
- Encouragement – in large measures
- Repetition
- By speech, articulating what they are learning
- Teaching others

Each school will have its own priorities in relation to teaching and learning, for example, a topic approach or a subject approach, and therefore it is important to refer to the school's Teaching and Learning policy (or similar) for guidance here.

Our overall aim

Our overall aim must be to gain wisdom. True knowledge is not just cerebral but is the ability to apply what you have learned to life's problems, challenges and choices. Some aspects of wisdom include the ability to perceive analogies from what you have learned to apply to other situations and to make connections – often by working with a partner or team which adds the element of synergism to the learning process. (See HighLight KEY on Wisdom)