



TOM SHERRINGTON

# TEACHING SOME VS TEACHING ALL

THIS IS WHERE THE ACTION FOR IMPROVEMENT LIES



Without attention, without thinking – there is no learning. So it's fundamental that we consider and check that everyone is thinking. For learning to happen, several things to be fired up:

- they need to be thinking, focusing their attention to achieve the learning goals.
- they need to build new learning on prior knowledge in order to make meaning.
- they need to engage in practice and receive feedback that moves them forward.

Here are six things to think about when trying to reach **ALL**, not just some, for **ALL** students to make meaning successfully, not just a few.



## SECURE ATTENTION

Securing students' attention is critical for thinking

Securing mental attention is paramount. Students will mind-wander naturally and inevitably unless they have tasks or questions that occupy their minds. Set up routine tasks and questions that **ALL** students must do. Accountability techniques like Cold Call are essential for achieving this.



## CHECK PRIOR KNOWLEDGE

Checking prior knowledge helps to make connections

It's vital, to check your assumptions about prior knowledge – going back as far you need to allow **ALL** students to connect to things they already know. Take students from where they actually are by using numerous checking processes including quizzing, pair talk and general assessment over time.



## ENGAGE IN QUESTIONING

Good questioning reveals students' thinking

An inclusive classroom involves **ALL** students in questioning flows. If you combine whiteboards, think pair share and cold calling, you have three tools that work in combination. You flex the questioning method to ensure every student can practise, can think and can reveal their thinking to you.



## PRACTICE & REHEARSAL

Practising talking and writing helps to make meaning

To make meaning with words and phrases, students need to connect them to concrete knowledge they have. For this to happen, **ALL** students need to practise using all the words. Good lessons where everyone is learning involve all students consolidating by practising, both in writing and through talk.



## RESPOND TO KNOWLEDGE GAPS

Feedback loops let teachers address learning issues

We must adapt our teaching inputs in response to how well **ALL** students are learning. Our routines should be about finding out where they struggle and then reteaching those areas. We rebuild through: more examples, more practice, more concrete reference points, visual aids. Whatever it takes.



## DESIGN EFFECTIVE SCAFFOLDS

Scaffolds enable all to participate in making meaning

Scaffolds allow **ALL** students to participate and make meaning within a lesson flow or a task, without needing to rely solely on their prior knowledge. The skill of a teacher lies in working out which scaffolds to use and when to reduce the level of scaffolding so that students ultimately no longer need them.

# The Challenge And The Fun Of Teaching Some Thoughts For Young Teachers

**Prue Huddleston, Lorna Unwin**



## **The Challenge And The Fun Of Teaching Some Thoughts For Young Teachers:**

**The Challenge and the Fun of Teaching** Edward Pulling, 1983      *Action Research for Student Teachers* Colin Forster, Rachel Eperjesi, Author, 2021-03-03 Action research is a popular part of many teacher training courses but understanding how to do it well is not always straightforward Previously known as Action Research for New Teachers this book will guide you through each step of the process from initial stages of planning and research through to how to analyse your data and write up your research project This second edition includes A new Critical task feature with suggested responses Discussion of where action research fits in the world of education research Exploration of the skills and attributes needed for undertaking action research Guidance on how to write with clarity and purpose      Engaging Youth in Critical Arts Pedagogies and Creative Research for Social Justice Kristen P. Goessling, Dana E. Wright, Amanda C. Wager, Marit Dewhurst, 2021-03-30 Originally published as a special issue of the International Journal of Qualitative Studies in Education this volume explores how researchers educators artists and scholars can collaborate with and engage young people in art creative practice and research to work towards social justice and political engagement By critically interrogating the dominant discourses cultural and structural obstacles that we all face today this volume explores the potential of critical arts pedagogies and community based research projects to empower young people as agents of social change Chapters offer nuanced analyses of the limits of arts based social justice collaborations and grapple with key ethical practical and methodological issues that can arise in creative approaches to youth participatory action research Theoretical contributions are enhanced by Notes from the Field which highlight prime examples of arts based youth work occurring across North America As a whole the volume powerfully advocates for collaborative creative practices that facilitate young people to build power hope agency and skills through creative social engagement This volume will be of interest to scholars researchers postgraduate students and scholar practitioners involved in community and arts based research and education as well as those working with marginalized youth to improve their opportunities and access to a quality education and to deepen their political participation and engagement in intergenerational partnerships aiming to increase the conditions for social justice      Towards a Meaningful Instrumental Music Education. Methods, Perspectives, and Challenges Andrea Schiavio, Luc Nijs, Dylan van der Schyff, Marja-Leena Juntunen, 2021-01-18      **Inquiry as Stance** Marilyn Cochran-Smith, Susan L. Lytle, 2015-04-25 In this long awaited sequel to Inside Outside Teacher Research and Knowledge two leaders in the field of practitioner research offer a radically different view of the relationship of knowledge and practice and of the role of practitioners in educational change In their new book the authors put forward the notion of inquiry as stance as a challenge to the current arrangements and outcomes of schools and other educational contexts They call for practitioner researchers in local settings across the United States and around the world to ally their work with others as part of larger social and intellectual movements for social change and social justice Part I is a set of five essays that conceptualize inquiry as a stance

and as a transformative theory of action that repositions the collective intellectual capacity of practitioners Part II is a set of eight chapters written by eight differently positioned practitioners who are or were engaged in practitioner research in K 12 schools or teacher education Part III offers a unique format for exploring inquiry as stance in the next generation a readers theatre script that juxtaposes and co mingles 20 practitioners voices in a performance oriented format Together the three parts of the book point to rich possibilities for practitioner inquiry in the next generation Contributors Rebecca Akin Gerald Campano Delvin Dinkins Kelly A Harper Gillian Maimon Gary McPhail Swati Mehta Rob Simon and Diane Waff Cochran Smith and Lytle once again prove themselves to be among the best at melding theory and practice Instead of merely making the case for practitioner inquiry they go the next step to show us exactly what this genre brings to our field rigor relevance and passion The interplay of conceptual clarity and powerful exemplars make this a text we will read well into the next decade Gloria Ladson Billings University of Wisconsin Madison Once again Marilyn Cochran Smith and Susan Lytle point the way to new and hopeful understandings of practitioner research Rather than blame teachers for all that is wrong with education they and their fellow authors remind us that if school reform is to have any chance of fulfilling its stated goal of equal opportunity for all students teachers must have a significant voice in research policy and practice With its focus on social justice and its view of practitioner research as transformative this is a powerful and welcome sequel to their classic Inside Outside Sonia Nieto Professor Emerita University of Massachusetts Amherst Inquiry as Stance should be a blockbuster This brilliant sequel re calibrates relationships between practitioner inquiry and social justice Carole Edelsky Professor Emerita Arizona State University This optimistic and generous book is sure to become a central reference for teacher researchers in K 16 schools and their colleagues and supporters throughout the system Elyse Eidman Aadahl Director National Programs and Site Development National Writing Project University of California Berkeley This view of the intellectual and personal work of teaching is a major counter to the contemporary emphasis on testing and packaged curricula Cynthia Ballenger reading specialist Cambridge Public Schools Once again Cochran Smith Lytle and their colleagues bring us an invaluable book on the enormous possibilities of practitioner research Luis C Moll College of Education University of Arizona INside EDition ,1995-08 Journal of Health, Physical Education, Recreation ,1963

**Teaching and Learning through Dramaturgy** Anna-Lena Østern,2021-05-30 The aim of this book is to contribute a dramaturgical perspective to education The authors write from a dramaturgical perspective about the planning of teaching leadership in the classroom the teacher body the teacher s oral skills and ethics communication and about the spaces in which teaching takes place The book is written with the pre understanding that the ways in which art creates knowledge need to be illuminated and articulated more clearly in educational thinking thereby enhancing artful engagement in education Dramaturgical perspectives are presented as such a way a form of knowledge that the artform of drama theatre can contribute to teaching and learning in general Through examples and analyses of empirical material as well as through

theoretical perspectives the authors show chapter by chapter how dramaturgy and a dramaturgically inspired language and concepts create more possibilities of choice for teachers in planning and carrying out their teaching Teaching and Learning through Dramaturgy brings to the forefront what will be enabled in teaching and planning of teaching by making use of a dramaturgically inspired language and action what in principle is possible in every subject Teaching Humanities and Social Sciences Rob Gilbert,Brian Hoepper,2016-12-19 Teaching the Humanities and Social Sciences 6E prepares teachers to develop and implement programs in the humanities and social sciences learning area from F 10 It successfully blends theory with practical approaches to provide a basis for teaching that is engaging inquiry based and relevant to students lives Publisher s website **Making a Difference in Theory** Gert Biesta,Julie Allan,Richard Edwards,2013-07-18 Making a Difference in Theory brings together original work from an international group of authors on the roles of theory in educational research and practice The book discusses the different roles theory plays can play and should play both from a historical perspective and in light of contemporary discussions and developments Particular attention is paid to the question of whether there are or should be distinctively educational forms of theory and theorising The double engagement with the theory question in education and the education question in theory and theorising provides original insights in what theory does might do or should do in educational research and practice With contributions from internationally renowned authors in the field of educational theory research and practice the book will be of value to academics researchers and postgraduate students in education *Developing Materials for Language Teaching* Brian Tomlinson,2014-08-01 This supplementary ebook contains the 12 chapters from the first edition of Brain Tomlinson s comprehensive Developing Materials for Language Teaching on various aspects of materials development for language teaching that did not for reasons of space appear in the second edition *Art Teaching* George Szekely,Julie Alsip Bucknam,2013-06-17 This comprehensive up to date art methods text presents fundamental theories principles creative approaches and resources for art teaching in elementary through middle school *The Mennonite* ,1925 **Teaching and Learning in Further Education** Prue Huddleston,Lorna Unwin,2002-01-04 First Published in 1997 Routledge is an imprint of Taylor Francis an informa company *Creating Compassionate Kids: Essential Conversations to Have with Young Children* Shauna Tominey,2019-01-08 Selected as a Favorite Book for Parents in 2019 by Greater Good Young children can surprise us with tough questions Tominey s essential guide teaches us how to answer them and foster compassion along the way If you had to choose one word to describe the world you want children to grow up in what would it be Safe Understanding Resilient Compassionate As parents and caregivers of young children we know what we want for our children but not always how to get there Many children today are stressed by academic demands anxious about relationships at school confused by messages they hear in the media and overwhelmed by challenges at home Young children look to the adults in their lives for everything Sometimes we re prepared sometimes we re not In this book Shauna Tominey guides parents and caregivers through how to have conversations with

young children about a range of topics from what makes us who we are e g race gender to tackling challenges e g peer pressure divorce stress to showing compassion e g making friends recognizing privilege being a helper Talking through these topics in an age appropriate manner rather than telling children they are too young to understand helps children recognize how they feel and how they fit in with the world around them This book provides sample conversations discussion prompts storybook recommendations and family activities Dr Tominey s research based strategies and practical advice creates dialogues that teach self esteem resilience and empathy the building blocks for a more compassionate world *Perspectives on the Teaching of Geometry for the 21st Century* C. Mammana,V. Villani,2012-12-06 In recent years geometry seems to have lost large parts of its former central position in mathematics teaching in most countries However new trends have begun to counteract this tendency There is an increasing awareness that geometry plays a key role in mathematics and learning mathematics Although geometry has been eclipsed in the mathematics curriculum research in geometry has blossomed as new ideas have arisen from inside mathematics and other disciplines including computer science Due to reassessment of the role of geometry mathematics educators and mathematicians face new challenges In the present ICMI study the whole spectrum of teaching and learning of geometry is analysed Experts from all over the world took part in this study which was conducted on the basis of recent international research case studies and reports on actual school practice This book will be of particular interest to mathematics educators and mathematicians who are involved in the teaching of geometry at all educational levels as well as to researchers in mathematics education International Handbook of Research on Children's Literacy, Learning and Culture Kathy Hall,Teresa Cremin,Barbara Comber,Luis C. Moll,2016-10-31 The International Handbook of Research in Children s Literacy Learning and Culture presents an authoritative distillation of current global knowledge related to the field of primary years literacy studies Features chapters that conceptualize interpret and synthesize relevant research Critically reviews past and current research in order to influence future directions in the field of literacy Offers literacy scholars an international perspective that recognizes and anticipates increasing diversity in literacy practices and cultures **The Idea of a Social Studies Education** James A. Duplass,2017-09-22 Offering a fresh take on the purpose of social studies today James A Duplass positions philosophical counseling as a way for teachers to engage students in thinking deeply about what it means to be a citizen in a democratic society The Idea of a Social Studies Education takes a uniquely humanistic approach to the idea of a social studies education to show how teachers can act as philosophical counselors in preparing students for active civic engagement Duplass reminds the reader of the needs of students in modern society who seek to develop an identity worth living and the role social studies can play in students achieving that process By focusing on the cultivation of students autonomy authenticity efficacy and agency Duplass approach avoids political biases and instead encourages critical thinking to decipher what a democratic ideology truly is The Ultimate Jewish Teacher's Handbook Nachama Skolnik Moskowitz,2003 This complete and comprehensive resource for teachers new and experienced

alike offers a big picture look at the goals of Jewish education

**Latin Notes** ,1928

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