

**Module 10**

*Engagement*



# Engagement

## Objectives

- To understand the factors that influence pupil motivation and involvement in their learning
- To explore a range of strategies to increase pupils' involvement in their learning

## Resources

- OHTs 10.1–10.6
- Handouts 10.1–10.8 (Copy and cut up handouts 10.1 and 10.2 and place them in envelopes before the session.)
- Video sequence for this module
- Flipchart and pens

## Session outline

**75 minutes**

10.1	The trouble today ...	10 minutes
10.2	Promoting pupils' involvement in learning	15 minutes
10.3	Planning to improve motivation and engagement	35 minutes
10.4	Addressing different learning styles	10 minutes
10.5	Ready for more?	5 minutes

# 10.1 The trouble today ...

10 minutes

Show **OHT 10.1** and introduce the module.

<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>To understand the factors that influence pupil motivation and involvement in their learning</li> <li>To explore a range of strategies to increase pupils' involvement in their learning</li> </ul>	<p>OHT 10.1</p>
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## Activity 1: 'The trouble with pupils today is that they just don't want to learn.'

Give out the envelopes containing the statements from **handout 10.1**. The statements are taken from a discussion with Year 8 pupils about the things that they like and dislike about school.

Pupil statements for activity 1	Handout 10.1
I don't like it when you have to wait to get the things you need when you're working in a group.	I like doing exercises because your work gets marked there and then and you know whether you've got it right or not.
I like Mr ..... because the lesson always finishes on a Wednesday afternoon.	I like art with Mrs ..... because you're always doing something different.
It's boring because we do the same work as we did at primary school.	I hate lessons when you have to write all the time. In geography we used to read for an hour for the whole hour and you just can't do that. You can't keep that up all day.
Mr D and T had I hate lessons when you have to listen to the teacher droning on.	I'm depressed, so there's no way I'm ever going to be any good at school.
I have always hated school. I hate the teachers and they don't like me.	I could do the English, but now I've messed up a bit in the highlights of getting things wrong, you just get laughed at.
I've always wanted to be a vet, so I know I've got to work really hard.	I was good at maths last year, but I can't understand this .....
I got told off really hard once for not concentrating but I couldn't help it. My uncle was in hospital being a kidney operator and one week of really good. I didn't want to come to school but my mum made me.	I don't think I'm busy and if I could I would write better notes, but I don't know how to.
There are some lessons where I think, 'What's the point?' I really worked hard on this. I and I passed and it was the best class I ever had. ... it was much better than some of my friends, but they got the best grade A-.	I could do history because you get to know what is in, sometimes and you do bits of different things, sometimes you have to do things and you do play and things, you have discussions, and you do things you have to think up and do a famous person of the time or describe a famous event. You sort of learn without doing much.
The teachers in this school always pick on the boys. You can forget your book - and everybody laughs and bad comments - and if you're a girl you get a detention, but if you're a girl they say 'Oh Becky, I am surprised, sometimes I see handwriting practice!'	I hate lessons before lunch. You don't feel like doing much. You want to have your dinner.
Mr Jones is Mr ..... I came for two years and he still gets my name wrong.	

Ask the participants, in pairs, to divide the statements into two piles: one pile containing statements which they feel they could do something about and one pile containing statements which raise issues that are outside their control. Accept that pairs may develop subcategories of their own.

After 3 minutes, put pairs of participants into groups of four to share their responses to the statements about which they feel they have no control. Give groups a further 3 minutes to make adjustments to their piles as a result of their discussion.

Take feedback, encouraging participants to regard most statements as issues that can be tackled. Allow 4 minutes for this. Show **OHT 10.2** to summarise the discussion.

<p><b>Tackling motivation and engagement</b></p> <ul style="list-style-type: none"><li>• Schools and teachers can have a significant impact on pupils' engagement and motivation.</li><li>• Some action can be implemented in the short term: other action requires long-term implementation.</li><li>• All action needs to be planned, monitored and reviewed.</li></ul>	OHT 10.2
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## 10.2 Promoting pupils' involvement in learning

15 minutes

Ask participants when they learn most effectively. Tell them to think about a specific example of when someone taught them something new – such as learning to drive or to use a computer. Ask what motivated them to keep going and what made them want to stop. Allow about 3 minutes for the discussion and record answers on a **flipchart**. Look for answers that include:

- interest in what is being learned;
- desire to go on and learn more;
- something which is challenging but achievable;
- using existing knowledge in their learning.

Say that people learn best when they are interested, involved and appropriately challenged by the work – when they are **engaged** with the learning. Teaching which incorporates high expectations for pupils' attainment and which promotes pupils' active participation is likely to engage pupils in and with their learning. Building thinking skills activities into lessons and providing opportunities for pupils to reflect on their learning is one way of doing this.

Explain that the following task highlights other strategies for increasing motivation and engagement.

### Activity 2: Identifying key features of teaching that promote pupils' engagement

Give out the envelopes containing statements from **handout 10.2**. Show **OHT 10.3** (and also distribute it as **handout 10.3**).

Statements for activity 2		Handout 10.2
Pupils are involved in activities that promote thinking.	Homework builds on and reinforces the learning in the lesson.	There is a highly direct teaching and assessment.
Pupils get rewards for effort and for success.	Pupils are equally involved in the lesson.	There are opportunities for pupils to ask questions and find answers.
Work is pitched at levels that take account of prior attainment and provide appropriate challenge.	There is variety in the activities of the lesson.	There is a rhythm and a clip pace to the lesson.
Activities take account of pupils' interests as a starting point.	The teacher establishes positive relationships.	Pupils are able to work in a variety of groups – individually, in pairs, small groups, whole class.
Teachers' expectations for achievement are clear.	There are opportunities for pupils to develop an understanding of their own attainment and what they must do to their progress.	Learning objectives are clear, are shared with the pupils, and are reviewed during and at the end of the lesson.
There are strategies that enable pupils to find resources in the lesson.	Teachers ask challenging, open-ended questions.	Pupils enjoy what they are doing.
There are examples that reflect everyday life and provide relevance.	The lesson is adapted in response to feedback from pupils.	There are opportunities for pupils to reflect on their learning.
Teacher monitors progress during the lesson to reinforce learning and give feedback.		

**Instructions for activity 2** OHT 10.3/Handout 10.3

You have been given a series of statements that describe features of teaching and learning which are likely to promote pupils' engagement. In pairs:

- read and discuss each statement;
- arrange the statements into groups that you think show common features;
- use the blank cards on which to write titles for each group;
- use blank cards to record additional statements;
- select the three most important features of classroom practice which support pupils' engagement with their learning. (These can be drawn from any of your groups – there doesn't have to be one from each.);
- discuss why these three are the most important.

This is a sorting activity in which participants will think about aspects of teaching and learning that are likely to engage pupils. OHT 10.3/handout 10.3 gives the instructions. In pairs, participants should read and discuss the statements in the envelopes and place them into groups of statements that are similar in some way. They should decide on headings for the groups and what the grouped statements have in common. Point out that they have blank cards on which they can write headings for groups and add additional statements if they choose.

Take brief feedback from groups and log the responses on a flipchart. (It doesn't really matter what features are identified as the most important; the discussion and refinement of ideas is what is important here.) Make the point that participants are developing and using a vocabulary for thinking about and planning for improving motivation. Show **OHT 10.4** to summarise the discussion.

**When are pupils more likely to be engaged in their work?** OHT 10.4

Pupils are more likely to be engaged in their work when:

- they are clear about its purpose because the work has been well explained;
- the work builds on their prior attainment; they are able to do the work but find it challenging;
- they are emotionally, physically and intellectually involved by the tasks set;
- the presentation, variety and structure of the work and activities generate curiosity and interest;
- they have opportunities to ask questions and try out ideas;
- they can see what they have achieved and how they have made progress;
- they get a feeling of satisfaction and enjoyment from the work.

## 10.3 Planning to improve motivation and engagement

35 minutes

Point out that if we are to involve pupils in lessons, we need to understand their needs. Give out **handout 10.4** and show **OHT 10.5**.

**Approaches to improving levels of engagement** Handout 10.4

To create an effective climate for learning, we need to think about the following:

**The physical state of the pupil**

The conditions in which we work affect our level of motivation. Classrooms need to be comfortable and dry. They need to be well lit and well equipped in order to support the learning activities. Lessons need to be structured to take account of concentration levels. For example, generally no single activity should be longer than 20 minutes without a break of some sort.

**The emotional state of the pupil**

Pupils need to:

- know the purpose and value of what they are being asked to do;
- feel safe to take risks in their learning and understand that failure and making mistakes contribute an important part of learning;
- believe that they can succeed.

**The learning style of the pupil**

To consistently work outside one's preferred learning style can lead to boredom and lack of motivation. Pupils learn best when thinking about, discussing and using ideas.

**The pupil's prior attainment and knowledge**

Pupils need to be working in advance of their actual developmental level but not to a degree whereby they are confused by the learning opportunities presented to them. They also need to be encouraged to use what they already know as a basis for understanding new information.

**Approaches to improving levels of engagement** OHT 10.5

To create an effective climate for learning, we need to think about:

- the physical state of the pupil;
- the emotional state of the pupil;
- the learning style of the pupil;
- the pupil's prior attainment and knowledge.

Tell the participants that they will watch a video that shows several approaches for addressing learners' needs, and increasing the level of engagement and motivation.

Explain that the video is of a Year 8 mixed-ability group of pupils, including one third with identified special educational needs in a predominantly white school with an intake that is just below average for uptake of free school meals. The lesson is the first one in a history topic on black people of the Americas.

Give out **handout 10.5**.

Year 8 slavery lesson: sequence of strategies for engaging and motivating		Handout 10.5
Feature of lesson	What teacher did	Type of approach
1 Initial stimulus	Mystery object on OHP as pupils enter. Slough into task – generated list of questions.	PKA
2 Attention to subject-specific vocabulary	Revised and defined. Vocabulary cards built up during lesson.	PKA LS
3 Introducing objectives	Referred to objectives after initial stimulus. Returned to objectives at least once during lesson as well as at the end.	PKA LS
4 Visual prompts	Hand-drawn flowchart with familiar reference points, referred to and cited. Used bag of sugar to represent key ideas. Explained, using colour OHP.	LS
5 Pupils moved around room to represent triangular trade	Used pupils' movement as means of formative assessment, including peer and self-correction.	LS
6 Collaborative paired sequencing of capsule images	Allowed pupils to explain, without over-imp instruction. Did not interfere with initial sequencing, just monitored.	LS ES
7 Matched second task to pupils' needs	Support offered in terms of captions, if needed. Questions probed understanding, taking pupils from where they were.	LS PKA
8 Introducing another stimulus	Showed short video excerpt, set at place required for lesson. Encouraged task to complete while watching, not too distracting. Encouraged immediate paired thought discussion after film finished. Praised good contributions.	LS ES
9 Pupils seem to be extending their understanding as lesson develops	Senior teacher, not full in gradient of challenge. Asked children to add ideas of their own, on card. Accepted that only limited writing was necessary for that lesson.	PKA LS
10 Used pupils to give feedback to rest of class	Asked for volunteers to use OHP to demonstrate their understanding. Encouraged all pupils throughout, especially those attaining pupils. Refused questions from pupils. Pupils used small sets to structure explanations.	ES LS
11 Provided light summary linked to next lesson	Single OHP to consolidate main points, raise additional ones and link to next lesson.	LS PKA

Tell participants that, as they watch the video, they should record in the right-hand column a symbol to indicate which approach is shown by each of the teacher's actions. Suggest the following notation for the approaches.

**PS** Physical state

**ES** Emotional state

**LS** Learning style

**PKA** Prior knowledge and attainment

Say that they will have a chance to compare their analyses after watching the video.

Show the **video sequence**.

Following the video, take some suggestions on the classification of the strategies, accepting that some will be relevant to more than one heading. Note ideas on a flipchart. **Handout 10.6** offers some possible answers, but other interpretations will be equally valid.

Year 8 slavery lesson: sequence of strategies for engaging and motivating		Handout 10.6
Feature of lesson	What teacher did	Type of approach
1 Initial stimulus	Mystery object on OHP as pupils enter. Slough into task – generated list of questions.	PKA ES
2 Attention to subject-specific vocabulary	Revised and defined. Vocabulary cards built up during lesson.	PKA LS
3 Introducing objectives	Referred to objectives after initial stimulus. Returned to objectives at least once during lesson as well as at the end.	PKA LS
4 Visual prompts	Hand-drawn flowchart with familiar reference points, referred to and cited. Used bag of sugar to represent key ideas. Explained, using colour OHP.	LS
5 Pupils moved around room to represent triangular trade	Used pupils' movement as means of formative assessment, including peer and self-correction.	LS
6 Collaborative paired sequencing of capsule images	Allowed pupils to explain, without over-imp instruction. Did not interfere with initial sequencing, just monitored.	LS ES
7 Matched second task to pupils' needs	Support offered in terms of captions, if needed. Questions probed understanding, taking pupils from where they were.	LS PKA
8 Introducing another stimulus	Showed short video excerpt, set at place required for lesson. Encouraged task to complete while watching, not too distracting. Encouraged immediate paired thought discussion after film finished. Praised good contributions.	LS ES
9 Pupils seem to be extending their understanding as lesson develops	Senior teacher, not full in gradient of challenge. Asked children to add ideas of their own, on card. Accepted that only limited writing was necessary for that lesson.	PKA LS
10 Used pupils to give feedback to rest of class	Asked for volunteers to use OHP to demonstrate their understanding. Encouraged all pupils throughout, especially those attaining pupils. Refused questions from pupils. Pupils used small sets to structure explanations.	ES LS
11 Provided light summary linked to next lesson	Single OHP to consolidate main points, raise additional ones and link to next lesson.	LS PKA

## 10.4 Addressing different learning styles 10 minutes

Ask participants to read the descriptions of learners on **handout 10.7**.

Features of different learning styles	
<b>Kinaesthetic learner</b>	Learns best when physically and emotionally engaged in learning. Consequently enjoys those lessons that provide such opportunities – drama and technology, PE and drama. Not a linear logical thinker; preferring to learn experientially. Particularly likes computer games, because of the opportunities they provide for learning through trial and error and for physical and emotional engagement.
<b>Auditory learner</b>	Is keen participant in whole-class and group discussions; preferring to work with someone rather than alone. Would rather listen to a teacher giving instructions than read written instructions or follow a series of diagrams. One of the most successful approaches is being used in English lessons. When preparing for examinations reads notes aloud and makes tapes to listen to before going to sleep. Not a regular planner; approach to learning and is most successful when teachers help break learning down into a series of incremental steps.
<b>Visual learner 1</b>	Hates to see things to understand them. Enjoys lessons which use videos, demonstrations and overheads, which use charts, diagrams and pictures to convey information. When reading, prefers not to produce students' notes, but to use small notes such as mind maps, spidergrams or flow charts. Finds lessons more helpful if teachers begin them by connecting their content and focus with previous and succeeding lessons.
<b>Visual learner 2</b>	Learns best when it is written down. Enjoys independent study and will frequently follow up lessons by reading the textbook to clarify and reinforce understanding. Needs to be most successful at lessons in which there is a textbook and is advised to make notes when the teachers are talking. It is helpful to have a notebook and then a lesson copy for detail.

Ask participants to discuss the following question.

*If these learners are present in one class, how might their preferred learning styles be accommodated in a way that is manageable and effective?*

Allow about 5 minutes for the discussion. Make these points:

- Preferred learning styles, as the name suggests, describe ways in which we *prefer* to access and process information. The majority of learners are able to adapt their learning style. However, requiring a pupil to work repeatedly outside his or her preferred learning style may lead to poor motivation and disaffection.
- Some pupils may **only** be able to access and process information in one way. For such pupils lessons become impenetrable when they do not include opportunities to use their preferred learning style. Research also suggests that visual learners translate information received through the auditory channels into images. The time needed to do this means that they may miss significant proportions of the input.
- Many teachers unconsciously plan learning opportunities that are best suited to their own learning styles. As a group, teachers tend to favour auditory learning. This means that visual and kinaesthetic learners may have fewer opportunities to work within their preferred style.
- It is an unreasonable expectation for every lesson to be multisensory. However, a genuinely inclusive curriculum ensures that all learners have equality of access. This means pupils having regular opportunities to use their preferred learning styles.
- Lack of engagement may be a product of a pupil having to work outside his or her preferred style.
- Engagement depends upon active processing of new information and ideas. Activities in which pupils have to change the form of information and ideas, to crystallise or summarise them, or to apply them require active engagement.
- Activities which involve pupils transferring information from one mode to another, for example text or speech into a diagram, will appeal to a variety of learning styles and will also demand active processing.

# 10.5 Ready for more?

5 minutes

Distribute **handout 10.8**.

**Strategies to address different learning styles and needs** Handout 10.8  
1 of 2

**Physical state**

Create opportunities for movement in lessons and between lessons, for example, use groundwork strategies such as jigsaws, memory, role play

Chunk the lesson and vary learning opportunities to sustain concentration and levels of engagement, for example, move from a single-activity lesson to a multi-activity lesson

Ensure that the room is well lit and airy

Make sure that pupils have access to water during the day

Encourage pupils to eat healthily and have access to healthy food during the day, for example of breakfast clubs

**Emotional state**

Use wait time when asking questions

Warn pupils when they will be asked to contribute to whole-class discussion

Alert pupils to questions that will be asked during the lesson

Tell pupils that you will be asking them to repeat points already raised in pair or group discussion when the whole class reconvenes

Give pupils a choice of assignments

Explain different approaches to note taking and allow pupils to use the form they feel most comfortable with

Provide opportunities for pupils to identify questions that will form the basis of an enquiry

Use language to build self-esteem, confidence and optimism (see module 9 'Challenge')

Treat pupils consistently and fairly in the classroom

Target pupils who seem troubled or stressed for example, diffuse tension by greeting pupils as they enter the classroom, use humour to relax pupils

Use the school's reward system to acknowledge the full range of achievement within the school and take steps to ensure that it is operated consistently

Use formative assessment to identify achievement, assess for development and setp targets

Celebrate high standards of attainment and order with confidence and optimism that those standards will be met

Use curriculum targets to create a climate of continuing self-improvement

Handout 10.8  
2 of 2

**Learning styles**

Show how each lesson connects with previous lessons and those which follow

Map out the scheme of work that the pupils are following at the beginning of a module or unit of work

Begin lessons by showing pupils what they will learn, what you will be looking for in successful work and why this learning is important

Plan for preferred learning styles in schemes of work and in single lessons, making them, where possible, multi-sensory

Provide opportunities for pupils to reflect upon their own preferred learning styles so that they can make informed choices

Be sensitive to situations where pupils are working outside their preferred styles and provide support

Provide regular opportunities for pupils to monitor and review previous learning and evaluate how they have approached their learning

**Prior attainment and knowledge**

Validate pupils' own experience by creating opportunities for them to link what they know already with the new content of a lesson, for example, begin lessons by discussing what pupils already know about a topic, use analogies drawn from the experience of pupils, refer to examples drawn from the world of the pupils

Review learning to reinforce and make explicit what has been learned

Finish by showing **OHT 10.6**.

**Ready for more?** OHT 10.6

- Try out some of the strategies shown in the video or listed on the handouts and report back to a departmental meeting.
- Review a unit of work to assess whether it offers opportunities to work across a range of learning styles.
- At a departmental meeting, analyse a range of lesson plans to identify opportunities for access by pupils with different learning needs and styles. Group the lesson plans according to the learning needs and styles that they seem to favour. Resolve disagreements about categorisation by exploring the key activities of the lesson that led to the categorisation. End the session by agreeing possible adjustments to the plans to provide access to a fuller range of needs and styles.

# Objectives

OHT 10.1

- To understand the factors that influence pupil motivation and involvement in their learning
- To explore a range of strategies to increase pupils' involvement in their learning

# Tackling motivation and engagement

OHT 10.2

- Schools and teachers can have a significant impact on pupils' engagement and motivation.
- Some action can be implemented in the short term: other action requires long-term implementation.
- All action needs to be planned, monitored and reviewed.

## Instructions for activity 2

OHT 10.3/Handout 10.3

You have been given a series of statements that describe features of teaching and learning which are likely to promote pupils' engagement. In pairs:

- read and discuss each statement;
- arrange the statements into groups that you think show common features;
- use the blank cards on which to write titles for each group;
- use blank cards to record additional statements;
- select the three most important features of classroom practice which support pupils' engagement with their learning. (These can be drawn from any of your groups – there doesn't have to be one from each.);
- discuss why these three are the most important.

## When are pupils more likely to be engaged in their work?

OHT 10.4

Pupils are more likely to be engaged in their work when:

- they are clear about its purpose because the work has been well explained;
- the work builds on their prior attainment; they are able to do the work but find it challenging;
- they are emotionally, physically and intellectually involved by the tasks set;
- the presentation, variety and structure of the work and activities generate curiosity and interest;
- they have opportunities to ask questions and try out ideas;
- they can see what they have achieved and how they have made progress;
- they get a feeling of satisfaction and enjoyment from the work.

# Approaches to improving levels of engagement

OHT 10.5

To create an effective climate for learning, we need to think about:

- the physical state of the pupil;
- the emotional state of the pupil;
- the learning style of the pupil;
- the pupil's prior attainment and knowledge.

## Ready for more?

OHT 10.6

- Try out some of the strategies shown in the video or listed on the handouts and report back to a departmental meeting.
- Review a unit of work to assess whether it offers opportunities to work across a range of learning styles.
- At a departmental meeting, analyse a range of lesson plans to identify opportunities for access by pupils with different learning needs and styles. Group the lesson plans according to the learning needs and styles that they seem to favour. Resolve disagreements about categorisation by exploring the key activities of the lesson that led to the categorisation. End the session by agreeing possible adjustments to the plans to provide access to a fuller range of needs and styles.

# Pupil statements for activity 1

## Handout 10.1

I don't like it when you have to wait to get the things you need when you're working as a group.	I like doing exercises because your work gets marked there and then and you know whether you've got it right or not.
I hate Mr _____'s lessons because the room always stinks on a Wednesday afternoon.	I like art with Miss _____ because you're always doing something different.
It's boring because we do the same work as we did at primary school.	I hate lessons where you have to write all the time. In geography last week we had to write for the whole hour and you just can't do that. You can't help but drift off.
I like D and T, but I hate lessons where you have to listen to the teacher droning on.	I'm dyslexic, so there's no way I'm ever going to be any good at school.
I have always hated school: I hate the teachers and they don't like me.	I used to like English, but now I've moved up a set I'm frightened of getting things wrong, 'cos you get laughed at.
I've always wanted to be a vet, so I know I've got to work really hard.	I was good at maths last year, but I can't understand Mrs _____.
I got told off really bad once for not concentrating but I couldn't help it. My little sister was in hospital having a kidney operation and we were all really upset. I didn't want to come to school but my mum made me.	I don't think I'm lazy and if I could I would write better stories but I don't know how to.
There are some lessons where I think, 'What's the point?' I really worked hard on this D and T project and it was the best idea I'd ever had .... It was much better than some of my friends' but they got As and I got a B-.	I really like history because you get to choose what to do sometimes and you do lots of different things: sometimes you have to act things out and you do plays and things; you have discussions; and you do timelines where you have to stand up and be a famous person of the time or describe a famous event. You sort of learn without doing much.
The teachers in this school always pick on the boys. You can forget your book – and everybody forgets their book sometimes – and if you're a boy you get a detention, but if you're a girl they say, 'Oh Becky, I am surprised. Remember it on Tuesday, please.'	I hate lessons before lunch. You don't feel like doing much. You want to have your dinner.
I've been in Mr _____'s class for two years and he still gets my name wrong.	

## Statements for activity 2

## Handout 10.2

Pupils are involved in activities that promote thinking.	Homework builds on and reinforces the learning in the lesson.	There is lively direct teaching and exposition.
Pupils get rewards for effort and for success.	Pupils are rapidly involved in the lesson.	There are opportunities for pupils to ask questions and find answers.
Work is pitched at levels that take account of prior attainment and provide appropriate challenge.	There is variety in the activities of the lesson.	There is a rhythm and a crisp pace to the lesson.
Activities take account of pupils' interests as a starting point.	The teacher establishes positive relationships.	Pupils are able to work in a variety of groups – individually, in pairs, small groups, whole class.
Teachers' expectations for achievement are clear.	There are opportunities for pupils to develop an understanding of their own attainment and what they must do to make progress.	Learning objectives are clear, are shared with the pupils, and are reviewed during and at the end of the lesson.
There are strategies that enable pupils to find meaning in the lesson.	Teachers ask challenging, open-ended questions.	Pupils enjoy what they are doing.
There are examples that reflect everyday life and provide relevance.	The lesson is adjusted in response to feedback from pupils.	There are opportunities for pupils to reflect on their learning.
Teacher monitors progress during the lesson to reinforce learning and give feedback.		

## Instructions for activity 2

OHT 10.3/Handout 10.3

You have been given a series of statements that describe features of teaching and learning which are likely to promote pupils' engagement. In pairs:

- read and discuss each statement;
- arrange the statements into groups that you think show common features;
- use the blank cards on which to write titles for each group;
- use blank cards to record additional statements;
- select the three most important features of classroom practice which support pupils' engagement with their learning. (These can be drawn from any of your groups – there doesn't have to be one from each.);
- discuss why these three are the most important.

# Approaches to improving levels of engagement

## Handout 10.4

To create an effective climate for learning, we need to think about the following.

### The physical state of the pupil

The conditions in which we work affect our levels of motivation. Classrooms need to be comfortable and airy. They need to be well lit and well equipped in order to support the learning activities. Lessons need to be structured to take account of concentration levels; for example, generally no single activity should be longer than 20 minutes without a break of some sort.

### The emotional state of the pupil

Pupils need to:

- know the purpose and value of what they are being asked to do;
- feel safe to take risks in their learning and understand that failure and making mistakes constitute an important part of learning;
- believe that they can succeed.

### The learning style of the pupil

To constantly work outside one's preferred learning style can lead to boredom and lack of motivation. Pupils learn best when thinking about, discussing and using ideas.

### The pupil's prior attainment and knowledge

Pupils need to be working in advance of their actual developmental level but not to a degree whereby they are stressed by the learning opportunities presented to them. They also need to be encouraged to use what they already know as a basis for understanding new information.

# Year 8 slavery lesson: sequence of strategies for engaging and motivating

## Handout 10.5

Feature of lesson	What teacher did	Type of approach
1 Initial stimulus	Mystery object on OHP as pupils arrive. Straight into task – generated list of questions.	
2 Attention to subject-specific vocabulary	Teased out definitions. Vocabulary cards built up during lesson.	
3 Introduced objectives	Referred to objectives after initial stimulus. Returned to objectives at least once during lesson as well as at the end.	
4 Visual prompts	Hand-drawn timeline/graph with familiar reference points referred to and circled. Used bag of sugar to represent key ideas. Explained, using colour OHT.	
5 Pupils moved around room to represent triangular trade	Used pupils' movement as means of formative assessment, including peer and self-correction.	
6 Collaborative paired sequencing of simpler images	Allowed pupils to explore, without over-long introduction. Did not interfere with initial sequencing, just monitored.	
7 Matched second task to pupils' needs	Support offered in terms of captions, if needed. Questions probed understanding, taking pupils from where they were.	
8 Introducing another stimulus	Showed short video excerpt, set at place required for lesson. Focused task to complete while watching; not too distracting. Encouraged immediate paired boy/girl discussion after film finished. Praised good contributions.	
9 Pupils seen to be extending their understanding as lesson develops	Started simple, and built in gradient of challenge. Asked children to add ideas of their own, on card. Accepted that only limited writing was necessary for that lesson.	
10 Used pupils to give feedback to rest of class	Asked for volunteers to use OHP to demonstrate their understanding. Encouraged all pupils throughout, especially lower-attaining pupils. Invited questions from pupils. Pupils used visual aids to structure explanations.	
11 Provided tight summary linked to next lesson	Simple OHT to consolidate main points, raise additional ones and link to next lesson.	

# Year 8 slavery lesson: sequence of strategies for engaging and motivating

## Handout 10.6

Feature of lesson	What teacher did	Type of approach
1 Initial stimulus	Mystery object on OHP as pupils arrive. Straight into task – generated list of questions.	PKA ES
2 Attention to subject-specific vocabulary	Teased out definitions. Vocabulary cards built up during lesson.	PKA LS
3 Introduced objectives	Referred to objectives after initial stimulus. Returned to objectives at least once during lesson as well as at the end.	PKA LS
4 Visual prompts	Hand-drawn timeline/graph with familiar reference points referred to and circled. Used bag of sugar to represent key ideas. Explained, using colour OHT.	LS
5 Pupils moved around room to represent triangular trade	Used pupils' movement as means of formative assessment, including peer and self-correction.	LS
6 Collaborative paired sequencing of simpler images	Allowed pupils to explore, without over-long introduction. Did not interfere with initial sequencing, just monitored.	LS ES
7 Matched second task to pupils' needs	Support offered in terms of captions, if needed. Questions probed understanding, taking pupils from where they were.	LS PKA
8 Introducing another stimulus	Showed short video excerpt, set at place required for lesson. Focused task to complete while watching; not too distracting. Encouraged immediate paired boy/girl discussion after film finished. Praised good contributions.	LS ES
9 Pupils seen to be extending their understanding as lesson develops	Started simple, and built in gradient of challenge. Asked children to add ideas of their own, on card. Accepted that only limited writing was necessary for that lesson.	PKA LS
10 Used pupils to give feedback to rest of class	Asked for volunteers to use OHP to demonstrate their understanding. Encouraged all pupils throughout, especially lower-attaining pupils. Invited questions from pupils. Pupils used visual aids to structure explanations.	ES LS
11 Provided tight summary linked to next lesson	Simple OHT to consolidate main points, raise additional ones and link to next lesson.	LS ES PKA

<p><b>Kinaesthetic learner</b></p>	<p>Learns best when physically and emotionally engaged in learning. Consequently, enjoys those lessons that provide such opportunities – design and technology, PE and drama. Not a linear, logical thinker, preferring to learn experientially. Particularly likes computer games, because of the opportunities they provide for learning through trial and error and for physical and emotional engagement.</p>
<p><b>Auditory learner</b></p>	<p>A keen participant in whole-class and group discussion, preferring to work with someone rather than alone. Would rather listen to a teacher giving instructions than read written instructions or follow a series of diagrams. One of favourite school experiences is being read to in English lessons. When preparing for examinations reads notes aloud and makes tapes to listen to before goes to sleep. Has a logical, planned approach to learning and is most successful when teachers help break learning down into a series of incremental steps.</p>
<p><b>Visual learner 1</b></p>	<p>Has to see things to understand them. Enjoys lessons which use videos, demonstrations and textbooks, which use charts, diagrams and pictures to convey information. When revising, prefers not to produce revision notes, but to use visual forms such as mind-maps, spidergrams or flow charts. Finds lessons more helpful if teachers begin them by connecting their content and focus with previous and succeeding lessons.</p>
<p><b>Visual learner 2</b></p>	<p>Learns best when it is written down. Enjoys independent study and will frequently follow up lessons by reading the textbook to clarify and reinforce understanding. Tends to be most successful in lessons in which there is a textbook and is allowed to make own notes whilst teachers are talking. Is a logical, linear learner and has a keen eye for detail.</p>

# Strategies to address different learning styles and needs

Handout 10.8

1 of 2

## Physical state

Create opportunities for movement in lessons and between lessons; for example, use groupwork strategies such as jigsaws, envoys, role-play.

Chunk the lesson and vary learning opportunities to sustain concentration and levels of engagement; for example, move from a single-activity lesson to a multi-activity lesson.

Ensure that the room is well lit and airy.

Make sure that pupils have access to water during the day.

Encourage pupils to eat healthily and have access to healthy food during the day, for example at breakfast clubs.

## Emotional state

Use wait time when asking questions.

Warn pupils when they will be asked to contribute to whole-class discussion.

Alert pupils to questions that will be asked during the lesson.

Tell pupils that you will be asking them to repeat points already raised in pair or group discussion when the whole class reconvenes.

Give pupils a choice of assignments.

Explain different approaches to note taking and allow pupils to use the form they feel most comfortable with.

Provide opportunities for pupils to identify questions that will form the basis of an enquiry.

Use language to build self-esteem, confidence and optimism (see module 9 'Challenge').

Treat pupils consistently and fairly in the classroom.

Target pupils who seem troubled or stressed for example: diffuse tension by greeting pupils as they enter the classroom; use humour to relax pupils.

Use the school's rewards system to acknowledge the full range of achievement within the school and take steps to ensure that it is operated consistently.

Use formative assessment to identify achievement, areas for development and ways forward.

Combine high standards of attainment and order with confidence and optimism that those standards will be met.

Use curriculum targets to create a climate of continuing self-improvement.

### **Learning styles**

Show how each lesson connects with previous lessons and those which follow.

Map out the scheme of work that the pupils are following at the beginning of a module or unit of work.

Begin lessons by showing pupils what they will learn, what you will be looking for in successful work and why this learning is important.

Plan for preferred learning styles in schemes of work and in single lessons, making them, where possible, multi-sensory.

Provide opportunities for pupils to reflect upon their own preferred learning styles so that they can make informed choices.

Be sensitive to situations where pupils are working outside their preferred styles and provide support.

Provide regular opportunities for pupils to monitor and review previous learning and evaluate how they have approached their learning.

### **Prior attainment and knowledge**

Validate pupils' own experience by creating opportunities for them to link what they know already with the new content of a lesson; for example, begin lessons by discussing what pupils already know about a topic, use analogies drawn from the experience of pupils, refer to examples drawn from the world of the pupils.

Review learning to reinforce and make explicit what has been learned.

