



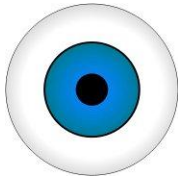


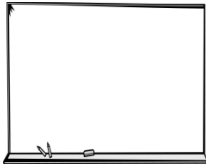

# TAL Newsletter- 28<sup>th</sup> June 2010



If you have anything to contribute to the newsletter, please email me.

**"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn."**

**Futurist, Alvin Toffler**

<p><b>To Watch</b></p> 	<p><b>Dan Pink on Motivation.</b></p> <p>Dan Pink's TED talk, <a href="#">'The surprising science behind motivation'</a> is well worth a watch; it may both confirm and challenge some of your thinking about incentives and rewards. It perhaps also confirms why the Banking system collapsed!</p> <p>I'd highly recommend his book <a href="#">'Drive'</a> in which he suggests how educators can use the science of motivation.</p>
<p><b>To Try</b></p> 	<p><b>100% rule.</b></p> <p>I'm currently reading about the practice of American teachers in inner city schools and have been utilising the 100% rule in my classroom. It is somewhat controversial.</p> <p>You have asked a student a question, provided wait time, differentiated the language, and the student answers 'I don't know' with a shrug of the shoulders.</p> <p>Ask another student to answer the question, return to the previous student and ask them to repeat the correct answer.</p> <p>As well as modelling a good answer, the first student has no option but to participate.</p>
<p><b>To Read</b></p> 	<p><b>Rocket up your class!</b></p> <p>New to the professional resource over the coming week is <b>Dave Keeling's</b> <i>'Rocket up your classroom- 101 high impact activities to start, end and break up lessons.'</i></p> <p>It's a great book of simple low preparation activities that can be used across curriculum areas.</p> <p><b>1-10</b> is one strategy. Ask a student to choose a number from 1-10. Students then have to summarise their learning from the lesson in the same number of words. <b>Warning-</b> 'one' can be interesting!</p>
<p><b>To Manage</b></p> 	<p><b>Yes set.</b></p> <p>When dealing with a frustrated student a 'yes set' may be an effective strategy. The 'yes set' pattern is commonly used by public speakers and politicians. By receiving three undeniable facts one after another the unconscious mind is likely to take the next statement as true also.</p> <p><i>'I can see you're frustrated, I can see you're having difficulty with this, I can see that you would rather be elsewhere, would it be better to step outside and speak to me about this?'</i></p>
<p><b>To reflect</b></p> 	<p><b>Too much praise?</b></p> <p><i>'Recent research demonstrates that students come to interpret frequent praise as a sign that they are doing poorly and need encouragement from their teachers. They see cheap praise as a marker of failure, not success.'</i></p> <p><b>'Teach like a Champion' -Doug Lemov</b></p>