

The role of shared reading in developing early reading strategies (Button and Johnson, 1997)

What children are looking at during shared storybook reading: Evidence from eye-movement monitoring (Evans and Saint-Aubin, 2005)

Journal Club



Shared reading is often used as part of early reading activities, with parents or teachers using a shared experience to engage children in books in order to try to develop independent reading strategies.

Button and Johnson (1997) describe the process with case-study examples from a kindergarten class and describe its uses as including introducing left to right directionality and introduction of high-frequency words.

In the second paper, use of camera systems to track the eye movements of children during shared-reading with parents found that they spent very little time examining the text, instead focusing on illustrations (Evans and Saint Aubin (2005). The benefits of shared reading for language acquisition are discussed and the introduction of rhythms and patterns of language highlighted.

Comparison of the ways shared reading are used in educational environments and in the home shows the importance of asking questions and making predictions involving the text whilst reading, rather than simply using the text as labels for pictures.

Get Involved...

The Young Creative Awards are an annual competition open to 13-24 year olds, working, living or studying in Nottingham City.

Awards are offered across ten creative categories including Architecture and Design, Film and Creative Writing and they are supported by a group of creative businesses and organisations in Nottingham.

There is an annual theme for the competition which this year is 'Nottingham - Future City'.

Entries are judged by experts including writers, designers and film makers, and the winners are announced at a fantastic awards night.

More information can be found on their website: www.youngcreativeawards.org/



The Big Bang Fair, and The Big Bang Near Me is a programme of UK-wide events that aim get students excited about science, technology, engineering and maths.

There are national and local events - The Big Bang Fair East Midlands will take place at the Roundhouse in Derby on Thursday 29th June, 2017.

Over 50 exhibitors from regional companies and supporters including Rolls Royce, Derby University, Chilled Food Association, FUZE coding, Up an' at 'Em History and Exotic Zoo will be providing a range of informative and exciting shows as well as a large selection of and hands-on workshops.

In addition to the fairs, there are opportunities to run Big Bang events at school and a Young Scientists and Engineers Competition open to pupils in years 7-13.

For more information visit:

www.thebigbangfair.co.uk

INSIDE



Edu-blog Spotlight:

David Didau discusses gimmicks



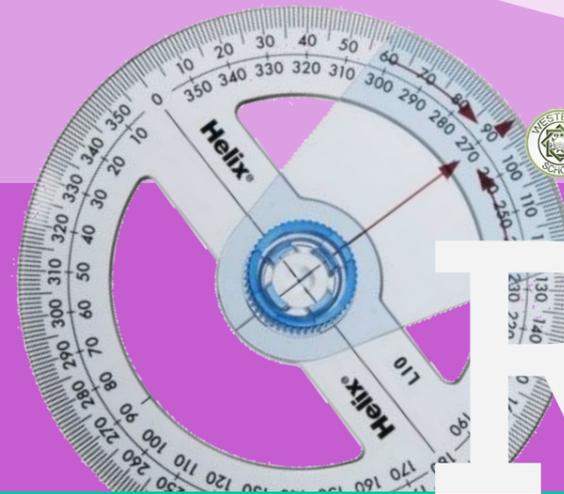
Screentime:

How does screentime impact the classroom?



Big Bang Fair:

Get involved in STEM



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Relay

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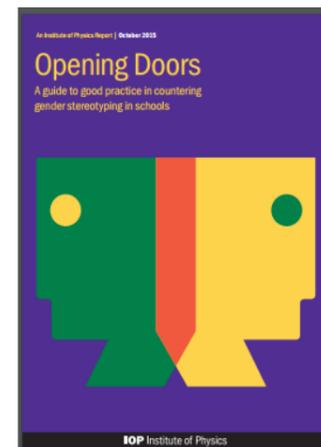
Gender Stereotypes in Schools

In October 2015, the Institute of Physics published its report 'Opening Doors: A guide to good practice in countering gender stereotyping in schools'. The report aims to identify barriers to countering gender stereotyping, to stimulate debate and encourage schools to create an environment where all students feel they have equal opportunities.

Gender imbalance has been a subject of focus for the IOP for many years driven by the current issues regarding gender and STEM subjects. The report brings together evidence and identifies areas of good practice for schools. The project was based on visits to 10 schools and covers all subjects and all aspects of school life. Teachers, support staff and management were spoken to, along with groups of children, building a picture of good practice and any barriers identified.

Nine essential features of good practice in countering gender stereotypes in schools are highlighted including considering how subjects are timetabled, careers advice, and sexist language being treated as being just as unacceptable as racist and homophobic language, with training for staff on unconscious bias and equality and diversity awareness.

The report features case studies of good practice in each section and suggests activities schools can take part in to promote countering of gender stereotypes.



Essential features of good practice in countering gender stereotypes in schools

Senior gender champion

Training

Sexist Language

Use of progression data

Initiatives

Subject Equality

Careers guidance

Student ownership

PSHE education

<http://bit.ly/2jEtouf>

(Inside: How this can relate to Westbury)

SCREEN TIME

In response to an open letter published in December 2016 over concerns about children's 'screen-based' lifestyles, a second letter has recently called for 'quality research and evidence to support these claims and inform any policy discussion'. Whilst worries over increasingly sedentary lifestyles and mental health issues are understandable, the letter argues that there is little evidence to support their concerns and encourages the government and research bodies to invest in well-founded guidelines.

The evidence around the benefits and disadvantages of technology for children is ever-changing. In 2015 the American Academy of Paediatrics reviewed their guidelines for early childhood screen time, mostly based on old research into television time, which previously recommended that children under two should stay away from screen media. They have now provided more evidence-based guidance as to how children should use screens, including unstructured play and the positives of video chatting with distant relatives.

Screen-use in the classroom is becoming increasingly ubiquitous, so what concerns should we have with this? A 2016 study (Ravizza et al) looking at how university students use laptops in class reported the relationship between classroom performance and internet usage. They found that 'nonacademic Internet use was common among students who brought laptops to class and was inversely related to class performance'. A recently published Japanese study (Kawahara and Ito, 2017) looked at the 'Effect of the Presence of a Mobile Phone during a Spatial Visual Search' and found that even without using it, the mere presence of a mobile phone can adversely affect cognitive performance. This offers an opportunity to look at the impact of classroom technology and how schools can use classroom technology in a balanced way.

There are lots of great ways to use technology in education and we aren't going to stop pupils accessing screens. More robust research will hopefully lead to better guidelines, and with last month's speculation that Apple are set to introduce a 'cinema mode' for iPhones, it seems like it soon won't be single screen-use we'll be discussing, but perhaps multi-screen use as well.



Gender Stereotyping and Westbury

Issues of unconscious bias and issues of gender are often associated with girls and how we can encourage girls to take subjects that are traditionally seen as 'male'. Despite being designated as a mixed school, Westbury has for many years now had only boys on roll. So how does gender stereotyping impact Westbury, and should we be considering it more?

There are many things that are already taken into account at Westbury - particularly when providing opportunities for enrichment activities and qualifications. As a school we have recognised the diverse nature of our pupils and aim to accommodate their interests and ambitions. The report featured will be useful to staff in their continuing careers of course, but there are some aspects that can be of benefit to Westbury too - particularly around challenging the language our pupils use and ensuring we continue to counter gender stereotypes that arise, including sexist and homophobic attitudes. The report can act as a document to work from or a reminder of our roles.

Edu-Blog Spotlight

David Didau taught for 15 years and writes about the intersection of education research and classroom practice. He has written several popular books on education, he blogs at www.learningspy.co.uk and tweets as [@DavidDidau](https://twitter.com/DavidDidau).

In a recent post, David discusses the use of gimmicks in education, defining these as 'as tricks or devices intended to attract students' attention in the hope that they will become better behaved or more motivated to work hard'.



David argues that the use of gimmicks such as motivational posters or 'Poundland Pedagogy' prioritises fun over 'actually teaching children to master challenging and rich subject content' which is harder to do. David is clear that students enjoying lessons isn't a bad thing, but that it should be 'an incidental by-product, rather than the purpose of a lesson'.

He lists 'four costs' of using gimmicks:

Opportunity cost - The time we have with pupils is finite and any time spent on gimmicks is time that could be used for better learning.

Working memory - "Memory is the residue of thought" and time spent thinking about a gimmick will reduce pupils' capacity to process what's important.

Gimmicks are memorable - This is often why we use them, but if this is the only thing pupils remember from the lesson is it worth it?

Reasons for gimmicks go unaddressed - If gimmicks are used to tackle a problem like, for example, attention or behaviour, the root cause of the problem isn't dealt with and this behaviour will continue.

David concludes that '...if you don't do the hard work necessary to change the reality of what students know and can do, reality won't change'.

Full post with comments here: <https://goo.gl/hKyA6L>

You've been asked for some information or a pupil report for a meeting, but what do all those letters mean?

Decoding the Diary Sheet

PISA

The Programme for International Student Assessment (PISA) is an international survey that is conducted every three years and used to evaluate and compare education systems worldwide.

The two-hour tests are taken by 15-year-old students in 72 countries and they are used to assess science, mathematics, reading, collaborative problem solving and financial literacy.

The tests, most recently published in 2016, have become increasingly influential as global school league tables and are seen as a way to measure individual countries' education policies.

The UK is currently ranked 15th for science (the UK's most successful subject), 22nd for reading, and 27th for maths.