

The National Programme for Specialist Leaders of Behaviour and Attendance

innovative, effective, practical

**Applying learning
theories to behaviour
and attendance practice**

This publication is available for download from:

<http://www.teachernet.gov.uk/npslba>

NPSLBA material request:

Ordering materials is best done through the Local Authority Lead and NPSLBA Regional Adviser. Centralised administration for NPSLBA is provided by National Strategies. Contact, including material requirements, should be by email to support.npslba@nationalstrategies.co.uk

© Crown copyright 2007

Produced by the Department for Children, Schools and Families
www.dcsf.gov.uk

The content of this publication may be reproduced free of charge by schools and local authorities provided that the material is acknowledged as Crown copyright, the publication title is specified, it is reproduced accurately and not used in a misleading context. Anyone else wishing to reuse part or all of the content of this publication should apply to OPSI for a PSI licence.

The permission to reproduce Crown copyright protected material does not extend to any material in this publication which is identified as being the copyright of a third party.

Applications to reproduce material from this publication should be addressed to:

OPSI, Information Policy Team,
St Clements House,
2–16 Colegate, Norwich NR3 1BQ
Fax: 01603 723000
e-mail: hmsolicensing@cabinet-office.x.gsi.gov.uk

Disclaimer

The Department for Children, Schools and Families wishes to make it clear that the Department and its agents accept no responsibility for the actual content of any materials suggested as information sources in this publication, whether these are in the form of printed publications or on a website.

In these materials icons, logos, software products and websites are used for contextual and practical reasons. Their use should not be interpreted as an endorsement of particular companies or their products.

The websites referred to in these materials existed at the time of going to print. Users should check all website references carefully to see if they have changed and substitute other references where appropriate.

Contents

Session leader information

| | |
|----------------------------------|-----------|
| Aims | 3 |
| Aspects of leadership | 4 |
| Learning outcomes | 5 |
| Links | 7 |
| Session outline | 9 |
| Preparing to lead the session | 10 |
| Activities | 12 |
| Session review | 22 |
| Intersessional Activities | 23 |

Resource materials

| | |
|----------------------|---|
| Preparatory reading | 41 |
| Preparatory activity | <i>Resource A</i> 45 |
| | <i>Resource B</i> 47 |
| Activity 1 | <i>Resource A</i> 51 |
| | <i>Resource B</i> 52 |
| Activity 2 | <i>Preparatory activity Resource A</i> 45 |
| Activity 3 | <i>Pack of playing cards (not supplied)</i> |
| Activity 4 | <i>Resource A</i> 60 |
| References | 61 |

Aims

- To consider different learning theories including multiple intelligences, visual, auditory and kinaesthetic learning styles
- To consider how different teaching and learning styles can influence children and young people's attitudes to school, affecting their behaviour and attendance
- To consider how you can influence the use of appropriate teaching and learning styles in your place of work
- To plan strategies to address these issues

The aims for this session are on slide 2

Aspects of leadership

The study of this topic will help you to reflect on the following:

- Developing effective communication which values the opinions of others and strives for mutual understanding
- Developing effective teamwork in addressing relevant issues
- Supporting staff to develop skills that promote positive behaviour and full attendance
- Supporting the development of a dynamic learning environment both within and beyond the classroom that encourages positive behaviour and full attendance

You will want to share this information with the group.

Learning outcomes

The study of this topic will contribute to the achievement of the following learning outcomes:

At level 3

Unit 3.1

- 3.1.1 Identify key concepts relating to current approaches to behaviour and attendance

Unit 3.5

- 3.5.3 Contribute to the promotion of a whole-school/setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved

Unit 3.7

- 3.7.1 Identify and describe key conceptual frameworks relating to behaviour and attendance and describe their potential impact
- 3.7.2 Explain how different learning and teaching styles can impact on behaviour and attendance

Unit 3.9

- 3.9.4 Explain how environmental factors may affect learning and the promotion of positive behaviour and full attendance
- 3.9.5 Identify and describe actions that could be taken to improve the learning environment
- 3.9.6 Describe how they could support other members of the team to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance.

You will want to share this information with the group.

Learning outcomes

The study of this topic will contribute to the achievement of the following learning outcomes:

At level 4

Unit 4.1

- 4.1.1 Identify and analyse key concepts relating to current approaches to behaviour and attendance

Unit 4.7

- 4.7.1 Evaluate and describe the impact of the application of conceptual frameworks applicable to behaviour and attendance regarding the behaviour and attendance of children and young people
- 4.7.2 Analyse and explain how different learning and teaching styles can impact on behaviour and attendance
- 4.7.3 Describe how they could work with others to enhance their understanding of conceptual frameworks that support behaviour and attendance

Unit 4.9

- 4.9.4 Evaluate and explain the impact and importance of environmental factors on learning and the promotion of positive behaviour and full attendance
- 4.9.5 Recommend what can be done within the learning environment to enhance positive influences and minimise negative influences on the learning, behaviour and attendance of children and young people
- 4.9.6 Develop a comprehensive action plan to improve the learning environment
- 4.9.7 Describe how they could support others to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance.

You will want to share this information with the group.

Links to national behaviour and attendance strategies

Primary National Strategy – Behaviour and attendance strand

www.standards.dfes.gov.uk/primary/

Behaviour and attendance: an initial review for primary schools DfES0758-2003

Booklet 4 – Continuing to improve the quality of teaching and learning through classroom level factors

Effective lessons and behaviour for learning DfES 0493-2004

Classroom communication DfES 1042-2004

Leading on behaviour: a handbook for leading teachers DfES 0101-2004

Creating a learning culture: conditions for learning DfES-0344-2004-G

Understanding how learning develops ‘learning to learn’ DfES-0344-2004-G

Key Stage 3 – Behaviour and attendance strand

www.standards.dfes.gov.uk/keystage3

Behaviour and Attendance Training Materials: Core Day 1 DfES 0392-2003R

Behaviour and Attendance Training Materials: Core Day 2 – Developing effective practice across the school DfES 0055-2004

Behaviour and Attendance Training Materials: Core Day 3 – Monitoring whole-school practice to promote positive behaviour and attendance DfES 0020-2004G

Behaviour and Attendance Training Materials: Core Day 4 – Developing emotional health and well-being – a whole-school approach to improving behaviour and attendance DfES 0180-2005G

Behaviour and Attendance Strand

Toolkit unit 8 Curriculum

Pedagogy and practice: Teaching and Learning in Secondary Schools DfES 0423-2004 G

Learning Journey – a parent’s guide to the secondary school curriculum DfES 0124-2000

In addition, on page 60 you will find references to relevant DfES behaviour and attendance professional development materials.

Links to NPSLBA study materials

- 2c** Teaching social, emotional and behavioural skills
- 2h** Leading staff development on social, emotional and behavioural skills
- 2j** The role of senior leadership in behaviour and attendance
- 2k** The management of provision for individual needs
- 3c** Extending understanding of behaviour and attendance theories
- 4f** The impact of transfer and transition on behaviour and attendance

You will want to share this information with the group.

Session outline

Previous session Review of Intersessional Activities 10 minutes

Overview Applying learning theories to behaviour and attendance practice 10 minutes

Discussion of the reading and preparatory activity

Aims

Links

Activities 1 hour 45 minutes

1. Get the picture?
2. What type of learner are you?
3. How the learning experiences of children and young people affect their learning and behaviour
4. Planning for staff development

Session review

Selecting intersessional activities 20 minutes

Forward look 5 minutes

Total time 2 hours 30 minutes

Overview

This session is concerned with theories about how people learn. It looks at some of the theories such as multiple intelligences (MI), visual, auditory and kinaesthetic learning styles (VAK) and other cognitive styles. We will consider how these affect children and young people's behaviour and attendance and you will have opportunities to plan approaches to address these issues in your places of work.

The first two activities build directly upon the preparatory activity – the preparatory reading and the 'multiple intelligence quiz' and learning styles inventory. There are a great many websites available which offer a range of approaches to the themes presented here – some group members may well have accessed these as their preparatory activity. It would be useful to have Internet access available during the session in order to explore what is available online.

The third activity focuses upon the relevance of learning theory to practice in teaching and learning, and the fourth activity explores ways in which staff development in this area might be further developed.

All the activities link directly to the Intersessional Activities.

You could use slide 3 to introduce the session.

Preparing to lead the session

| To do before the session | Check |
|--|--------------------------|
| Familiarise yourself with the content, session leader notes and delivery methods for this topic. You will want to adapt the materials to suit the needs of your group. | <input type="checkbox"/> |
| Prepare the necessary resources. | <input type="checkbox"/> |
| Arrange any visitors or speakers as necessary. | <input type="checkbox"/> |
| Ensure that the group has access to the pre-reading and any additional preparatory activity prior to the session. | <input type="checkbox"/> |
| Ensure that the group has access to the intersessional activities prior to the session. | <input type="checkbox"/> |
| Ensure the group has information regarding when and where the session will take place. <i>You may already have provided this in the forward look at the previous session.</i> | <input type="checkbox"/> |
| During the session | |
| Complete the attendance record and send to your Regional Coordinator. | <input type="checkbox"/> |
| The previous session leader will review intersessional activities from the earlier topic. | <input type="checkbox"/> |
| Focus the attention of the group on the key questions that will help them gain most benefit from the session. | <input type="checkbox"/> |
| These questions will also help focus reflection in the reflective log. | <input type="checkbox"/> |
| Introduce the activities and take feedback. | <input type="checkbox"/> |
| Review the learning. | <input type="checkbox"/> |
| Lead the group in a discussion about the intersessional activities and ensure they understand the options. | <input type="checkbox"/> |
| Encourage group members to reflect on each section of the 'Framework for evaluating options' and to complete the section 'My next three steps are...' | <input type="checkbox"/> |
| Ensure the group complete and return the session feedback form to your Regional Coordinator. | <input type="checkbox"/> |
| Follow up | |
| Collate and distribute any material that you have agreed to circulate. | <input type="checkbox"/> |
| Reflect on your role as session leader in your reflective log. | <input type="checkbox"/> |
| At the beginning of the next meeting you will have a 10 minute slot to review intersessional activities with the group and to share ways in which learning might be further developed. | <input type="checkbox"/> |
| Equipment | Check |

| | |
|---|--|
| Data projector and screen or interactive whiteboard | |
| Presentation slides | |
| Flip chart and marker pens | |
| Sticky notes | |
| Refreshments | |

| Resources | Check |
|--|-------|
| Preparatory reading | |
| Preparatory activity | |
| <u>Resource A – Learning styles questionnaire</u> | |
| <u>Resource B – The multiple intelligence quiz</u> | |
| Activity 1 | |
| <u>Resource A – Get the picture?</u> | |
| <u>Resource B – Multiple intelligence quiz display sheets</u> | |
| Activity 2 | |
| <u>Preparatory activity Resource A – Learning styles questionnaire</u> | |
| Activity 3 | |
| Blank playing cards (or similar sized card or paper) about ten per group member | |
| Activity 4 | |
| <u>Activity 4 Resource A: Staff development action plan</u> | |

Activities

Review of Intersessional Activities 13

Preparatory reading Discussion 14

Preparatory activity 15

Activities

1. Get the picture? 16

2. What type of learner are you? 18

3. How the learning experiences of children and young people
affect their learning and behaviour 19

4. Planning for staff development 21

Session review 22

You might want to adapt these activities or use alternative activities to help you meet the particular needs of your group.

Activity – review of Intersessional Activities

Write each of the four headlines below on a large sheet of paper. Display these around the room.

Read out the questions in full and allow the group five minutes to jot down their responses to each question on sticky notes. Ask group members to place each note under the appropriate heading.

Allow the group a further five minutes to look at the responses of others in the group.

1. In carrying out your chosen intersessional activity, were there any important leadership issues that arose?

'Leadership Issues'

2. Were there any organisational or structural issues that particularly supported you in, or prevented you from, carrying out the activity successfully?

'Organisational Issues'

3. Were there aspects of your own skills and knowledge that helped, or prevented you from carrying out the activity successfully?

'Skills and Knowledge'

4. What were the most successful and enjoyable aspects of your experience with the intersessional activity?

'What went well?'

After ten minutes move on to discuss the reading and preparatory activity for this topic

Preparatory reading

Suggestions

Group members should read and annotate the preparatory reading '*Learning theories*'

Following your reading, reflect on the following questions

- a. How far are these learning theories understood and taken into consideration in your place of work?
- b. How different learning styles affect children and young people's attitudes to school and learning.

You should bring these notes with you to the cluster session.

Preparatory activity

Purpose

This activity looks at theories about how people learn, it studies various learning styles and their affects on the behaviour and attendance of children and young people.

Suggestions

Either:

Complete the two questionnaires 'learning styles' and 'the multiple intelligence quiz' Preparatory activity Resource A and B.

Or:

You can complete your questionnaire for 'learning styles' on the following website: learning-styles-online.com. This inventory uses a rather more expanded model than Resource A, and gives you a good idea of some other factors which play an important role in learning, e.g. the 'social' and 'solitary' dimensions.

Entering 'learning style' or 'multiple intelligence' in a search engine will draw down a host of inventories – all of them differ. For example:

www.ldrc.ca/projects/miinventory/mitest.html

www.ldpride.net/learning_style.html

Have 'surf' around and bring back your inventory results to the session.

Are there any discrepancies here? Do they tell you anything new?

You will need to bring the completed questionnaires or graphical results table to the next meeting.

Activity 1

Get the picture?



20 minutes

Purpose

This activity is designed to help the group share understanding of multiple intelligences

Resources

Resource A *'Get the picture?'*

Resource B *Multiple intelligence quiz display sheets*

(Pictures of Stephen Hawking, Tracey Emin, Bill Oddie, Nelson Mandela, Rolf Harris, Judi Dench, Claire Rayner and Rudolph Nureyev with names printed underneath)

Separate display sheets with each of the 'intelligences' written on them.

Suggestions

Ask the group to consider which is the most relevant question for their work with children and young people:

'How intelligent are you?'

Or

'How are you intelligent?'

Ask the group to look at the pictures of famous people in Resource A and to decide *how* each is intelligent – refer back to the dimensions of the multiple intelligence quiz in the preparatory materials:

- Linguistic
- Logical-mathematical
- Visual-spatial
- Bodily-kinaesthetic
- Musical
- Interpersonal
- Intrapersonal
- Naturalist

Ask them to share their answers with each other explaining the reasons for their choice.

Pin Resource B, *display sheets* with the various intelligences on them around the room and ask group members to stand next to the 'intelligence' which most suits them. Some may choose more than one.

Invite the group to discuss the following issues:

- What were the issues raised in trying to match themselves with an intelligence?
- Are particular intelligences regarded as more important than others?
- What has been the experience of group members in terms of their talents being valued or not?
- Does 'society' value one type of intelligence over others?
- Do schools and the education system value one type over another?
- What relevance does this have for leadership in behaviour and attendance?

Activity 2

What type of learner are you?



20 minutes

Purpose

To enable group members to reflect on their knowledge and understanding of learning styles and to relate this to their own life experiences as learners

Resources

Resource A *Learning styles questionnaire*

Each group member should bring either the completed questionnaires from the Preparatory activity Resource A or the result of their trawl on websites recommended in the Preparatory activity brief.

It would help to have some spare copies of this in case some group members have not had the time or opportunity to complete the questionnaire. It would also be helpful to have internet access available to access some of the sites accessible through a search engine under the key words 'learning styles' and 'multiple intelligences'.

Suggestions

Invite the group to divide into pairs to discuss with their partner their experiences of completing the 'Learning styles' questionnaire on Resource A or their trawl of websites. Suggest each person takes five minutes to respond to the questions suggested.

Were you already aware of your preferred learning style?

In what ways has your preferred learning style impacted upon your learning situation?

What adaptations have you had to make to succeed in different areas?

Bring the group back together and ask them to suggest the key points that have emerged from this activity and to reflect, through their intersessional activities or reflective diaries, on how this knowledge and understanding will impact on their role and practice in the workplace.

Activity 3

How the learning experiences of children and young people affect their learning and behaviour



45 minutes

Purpose

To enable group members to extend the link between preferred learning styles, experience of the education system and behaviour and attendance. Part two of the activity extends the link to consider implications for their leadership roles in behaviour and attendance

Resources

Blank playing cards or small pieces of card (ten per group)

Suggestions

Part 1 (20 minutes)

Ask the group to think of a particular child or young person they have worked with, who has not enjoyed school. Allow them a few moments to reflect individually on the following:

At what stage or in which areas did they become most disaffected? Could this be linked to their experience of learning? What different teaching and learning styles would have made a difference?

Ask the group to share these observations.

Draw the discussion to conclusions about how children's learning experiences affect their behaviour and attitude to school.

Does the group believe that colleagues in their own settings are generally aware of or concerned about this issue?

Suggest that individuals rate their responses to this question using a solution focused scale where one represents 'Not aware and don't care' and 10 represents 'fully aware and all issues successfully addressed'. Then ask group members to 'line up' on one side of the room placing themselves according to the rating of their own setting – one represents 1, the other 10.

Explore why different settings have different levels of awareness.

Part 2 (20 minutes)

(This follows on directly and group members need not be made aware that the activity is in two parts.)

On the basis of the 'line up' activity form some 'mixed' groups of three or four – so that low raters and higher raters are represented in each. The point of this exercise is to allow for an exchange of practice and key leadership issues in different settings.

Ask group members to share examples of good practice in using learning theories to enhance learning and teaching. They should think of as many examples as possible, including examples of their own practice or that of other educational professionals as appropriate.

Gather the whole group together (or two groups depending on numbers). Ask the group(s) to draw up a list of top ten tips for applying VAK, MI or EI to produce effective learning experiences.

Approaches might include:

- The use of games and simulations
- Ensuring that visual input is always available
- Mind mapping
- Use of revision posters, collages
- Role plays
- Providing opportunities to teach others
- ICT-based input
- Group work
- Enhancing the learning environment with colour, music, aroma, etc
- Promoting creativity through visual and auditory means
- Using visualisation
- Brain breaks, brain gym, energisers
- Making use of media – audio and visual taping
- Allowing some children and young people to move around or be active whilst learning
- Addressing nutrition, fatigue and restlessness through various interventions (breakfast club, parental liaison, 'stressballs', etc.)

Give the blank playing cards to group members for them to record the ideas individually for easy reference and future use.

Group members themselves will be conversant with these approaches and techniques, but how can they work with colleagues and the schools as a whole to reduce the barriers to learning which arise in this area? Ask group members to gather together on a flip chart the range of strategies they might pursue to ensure that a wider range of learning opportunities become available in their setting. What challenges arise in working with colleagues in this area and how might they overcome them?

Some strategies might include:

- Developing working groups of interested staff to develop approaches in particular subject areas
- Promoting or supporting INSET in this area
- Promoting team teaching opportunities
- Initiating learning style audits and disseminating the results
- Engaging children and young people in dialogue around the ways in which teaching meets their learning styles

Activity 4

Planning for staff development



20 minutes

Purpose

To enable group members to link theory to changes in practice and to consider the group members' role in influencing change

Resources

Resource A *Staff development action plan*

You will find the National Strategy professional development materials 'Focusing on solutions' (see references) useful as background to this activity

Suggestions

Invite group members to reflect on an area of teaching and learning in their own setting that could be improved by applying an aspect of learning theory.

In pairs ask group members to consider the '*staff development action plan*' (Resource A) for this particular area.

Invite them to share their plan with a partner and identify in their professional roles an area in which they feel they could influence others to improve practice in applying learning theory.

As a group, discuss what opportunities they have for influencing others' practice in this area and encourage them to identify the skills needed to make this happen. Promote a solution-focused discussion using questions which look for solutions, e.g. 'what would be a first step you could take?' You will find further information on these types of questions in the KS3 Core Day 1 materials and the PNS professional development materials (see references).

List the leadership skills the group has identified and remind them to practise these skills in their workplace.

Session review

You could use the questions below to help the group focus on the learning from this session.

What has been the key learning for individuals?

Ask group members to suggest one thing that has stimulated, interested or surprised them and that they will share with others.

What aspect(s) of their practice, as a leader, will change as a result of studying this topic and participating in this session?

Ask group members to focus on leadership knowledge, skills, and understanding.

Session leader only

What has been the key learning for you? Record your thoughts in the reflective log.

Now spend 20 minutes looking at the selection of intersessional activities.

Remind the group to complete feedback forms and send to your Local Lead.

Intersessional Activities

| | | |
|----|--|----|
| 1. | Developing and using a preferred learning styles questionnaire | 24 |
| 2. | Monitoring teaching and learning styles | 27 |
| 3. | Developing a checklist to analyse teaching and learning styles and the effect of these on different children and young people | 30 |
| 4. | Presentation to colleagues on the relevance of teaching and learning styles on the behaviour and attendance of children and young people | 33 |
| 5. | Understanding the views of children and young people on their learning experiences | 35 |
| 6. | Leading a team of staff in planning learning activities using more visual or kinaesthetic approaches | 38 |

Intersessional Activity 1

Developing and using a preferred learning styles questionnaire

Purpose

To give group members the opportunity to lead the development and implementation of a learning styles questionnaire

To obtain feedback from staff, children and young people as to the usefulness of the questionnaire

Audience

All group members

Use of Expert

You do not need to involve an expert

Short-term

Short-term

Links to learning process

Practical application
Feedback and reflection
Embedding the experience

Suggestions

Before you begin this activity you should meet with senior colleagues to agree protocols.

Collect samples of questionnaires for VAK, multiple intelligences, emotional intelligence. (There are examples in: Michael Brearley, *Emotional Intelligence in the Classroom* (2001), Crown House Publishing, ISBN 1899836659; Alistair Smith, *Accelerated Learning in the Classroom* (1996), Network Educational Press Ltd, ISBN 1855390345 (Behaviour Improvement Programme Module 3). There are also a host of websites – enter 'learning style' or 'multiple intelligence' in to a search engine.

Work with a colleague to:

Consider how you could adapt the questionnaires to suit the children and young people you work with.

Trial the adapted questionnaires.

Evaluate both the format of the questionnaires and the children and young peoples' reaction to it.

Adapt the questionnaires and trial them until you are satisfied that they suit your purpose.

Suggest colleagues use the questionnaires to inform them of the preferred learning styles of the children and young people they work with.

This intersessional activity links with intersessional activities two and four, allowing two group members to collaborate.

Finalised questionnaires will become a resource shared between both group members and their colleagues at work.

At the end of the intersessional activity you should meet with senior colleagues to discuss any impact this has had within your workplace.

You should record the key points from this conversation.

Outcomes

Questionnaires developed and used with three groups of children and young people
Questionnaires are accepted by staff as useful indicators of children and young peoples' preferred learning styles
Children and young people give positive feedback on having completed questionnaires and with outcomes

Reporting

Summary report on how the questionnaires were received and used by staff, children and young people.

Copies of the various drafts of the questionnaire.

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence.

At level 3

- 3.5.3 Contribute to the promotion of a whole-setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved
- 3.7.1 Identify and describe key conceptual frameworks relating to behaviour and attendance and describe their potential impact
- 3.7.2 Explain how different learning and teaching styles can impact on behaviour and attendance
- 3.9.4 Explain how environmental factors may affect learning and the promotion of positive behaviour and full attendance
- 3.9.5 Identify and describe actions that could be taken to improve the learning environment
- 3.9.6 Describe how they could support other members of the team to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance

At level 4

- 4.7.1 Evaluate and describe the impact of the application of conceptual frameworks applicable to behaviour and attendance regarding the behaviour and attendance of children and young people
- 4.7.2 Analyse and explain how different learning and teaching styles can impact on

behaviour and attendance

- 4.7.3 Describe how they could work with others to enhance their understanding of conceptual frameworks that support behaviour and attendance
- 4.9.4 Evaluate and explain the impact and importance of environmental factors on learning and the promotion of positive behaviour and full attendance
- 4.9.5 Recommend what can be done within the learning environment to enhance positive influences and minimise negative influences on the learning, behaviour and attendance of children and young people
- 4.9.8 Describe how they could support others to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance

Intersessional Activity 2

Monitoring teaching and learning styles

Purpose

To provide the opportunity to lead in developing a system for monitoring teaching and learning styles in lessons

Audience

All group members

Use of Expert

You do not need to involve an expert

Short-term

Short-term

Links to learning process

Practical application
Feedback and reflection
Embedding the experience

Suggestions

Before you begin this activity you should meet with senior colleagues to agree protocols.

Work with colleagues to devise a way of monitoring planning to ensure an appropriate range of teaching and learning styles are used in all lessons.

Introduce the system to be trialled by a volunteer group of staff members who have an interest in and awareness of teaching and learning styles.

Ask staff to evaluate its effectiveness in raising awareness of different teaching and learning styles.

Lead a meeting to discuss your findings and any teaching and learning implications.

At the end of the intersessional activity you should meet with senior colleagues to discuss any impact this has had within your workplace.

You should record the key points from this conversation.

Outcomes

Monitoring system developed and trialled by volunteer of staff
Evaluation of system if completed
Evaluation discussed at informal meeting of staff involved
Recommendations for school policy made to senior leadership team (SLT)

Reporting

Minutes of meeting to discuss monitoring system
Recommendations for SLT

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence.

At level 3

- 3.5.3 Contribute to the promotion of a whole-setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved
- 3.7.2 Explain how different learning and teaching styles can impact on behaviour and attendance
- 3.9.4 Explain how environmental factors may affect learning and the promotion of positive behaviour and full attendance
- 3.9.5 Identify and describe actions that could be taken to improve the learning environment
- 3.9.6 Describe how they could support other members of the team to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance.

At level 4

- 4.7.1 Evaluate and describe the impact of the application of conceptual frameworks applicable to behaviour and attendance regarding the behaviour and attendance of children and young people
- 4.7.2 Analyse and explain how different learning and teaching styles can impact on behaviour and attendance
- 4.7.3 Describe how they could work with others to enhance their understanding of conceptual frameworks that support behaviour and attendance
- 4.9.4 Evaluate and explain the impact and importance of environmental factors on learning and the promotion of positive behaviour and full attendance
- 4.9.5 Recommend what can be done within the learning environment to enhance positive influences and minimise negative influences on the learning, behaviour

and attendance of children and young people

- 4.9.6 Develop a comprehensive action plan to improve the learning environment
- 4.9.9 Describe how they could support others to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance.

Intersessional Activity 3

Developing a checklist to analyse teaching and learning styles and the effect of these on different children and young people

Purpose

To provide the opportunity to develop an observation checklist that collects information about the impact of different teaching and learning styles on different children and young people.

Audience

All group members

Use of Expert

You do not need to involve an expert

Short-term

Short-term

Links to learning process

Practical application
Feedback and reflection
Embedding the experience

Suggestions

Before you begin this activity you should meet with senior colleagues to agree protocols.

Devise a checklist to use when observing lessons to analyse the teaching and learning styles used and the impact on different children and young peoples.

Trial the checklist with a colleague and evaluate its potential effectiveness.

Using the checklist, observe the work of a colleague and note different teaching and learning styles used and how effective they were with different children and young people.

Swap roles with your colleague so that both have observed and been observed.

Feed back to each other. Discuss whether the checklist is a useful tool and how it could be used more widely.

At the end of the intersessional activity you should meet with senior colleagues to discuss any impact this has had within your workplace.

You should record the key points from this conversation.

Outcomes

Checklist is produced and trialled with a minimum of 10 children and young people in a minimum of five different lessons

Feedback between colleagues indicates the instrument is useful

Future use of instrument is planned

Reporting

Report on development, use of and implications for future use of observational checklist

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence.

At level 3

- 3.5.3 Contribute to the promotion of a whole setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved
- 3.7.1 Identify and describe key conceptual frameworks relating to behaviour and attendance and describe their potential impact
- 3.7.2 Explain how different learning and teaching styles can impact on behaviour and attendance
- 3.9.4 Explain how environmental factors may affect learning and the promotion of positive behaviour and full attendance
- 3.9.5 Identify and describe actions that could be taken to improve the learning environment
- 3.9.6 Describe how they could support other members of the team to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance

At level 4

- 4.7.1 Evaluate and describe the impact of the application of conceptual frameworks applicable to behaviour and attendance regarding the behaviour and attendance of children and young people
- 4.7.2 Analyse and explain how different learning and teaching styles can impact on behaviour and attendance
- 4.7.3 Describe how they could work with others to enhance their understanding of conceptual frameworks that support behaviour and attendance
- 4.9.4 Evaluate and explain the impact and importance of environmental factors on learning and the promotion of positive behaviour and full attendance
- 4.9.5 Recommend what can be done within the learning environment to enhance positive influences and minimise negative influences on the learning, behaviour and attendance of children and young people

- 4.9.6 Develop a comprehensive action plan to improve the learning environment
- 4.9.10 Describe how they could support others to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance

Intersessional Activity 4

Presentation to colleagues on the relevance of teaching and learning styles on behaviour and attendance of children and young people

Purpose

To give group members the opportunity of considering the relevance to and impact on children and young peoples' behaviour and attendance of different styles of teaching and learning

To give the opportunity to present to colleagues the relevance of their work on VAK, MI and EI to their teaching styles

Audience

All group members

Use of Expert

You do not need to involve an expert

Short-term

Short-term

Links to learning process

Practical application
Feedback and reflection
Embedding the experience

Suggestions

Before you begin this activity you should meet with senior colleagues to agree protocols.

Plan and lead a staff meeting at your place of work. It should outline the importance of VAK, MI and other cognitive styles on the' behaviour and attendance of children and young people.

Make time for discussion on the implications you have identified for planning and teaching in whole-class or personalised learning programmes in your setting.

Include an evaluation in the session for feedback and ideas for future work.

At the end of the intersessional activity you should meet with senior colleagues to discuss any impact this has had within your workplace.

You should record the key points from this conversation.

Outcomes

Meeting convened and carried out
Positive response from staff involved

Reporting

Summary of evaluation sheets
Summary of ideas for future work

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence.

At level 3

- 3.1.1 Identify key concepts relating to current approaches to behaviour and attendance
- 3.7.1 Identify and describe key conceptual frameworks relating to behaviour and attendance and describe their potential impact
- 3.7.2 Explain how different learning and teaching styles can impact on behaviour and attendance
- 3.9.4 Explain how environmental factors may affect learning and the promotion of positive behaviour and full attendance
- 3.9.5 Identify and describe actions that could be taken to improve the learning environment
- 3.9.6 Describe how they could support other members of the team to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance

At level 4

- 4.1.1 Identify and analyse key concepts relating to current approaches to behaviour and attendance
- 4.7.1 Evaluate and describe the impact of the application of conceptual frameworks applicable to behaviour and attendance regarding the behaviour and attendance of children and young people
- 4.7.2 Analyse and explain how different learning and teaching styles can impact on behaviour and attendance
- 4.7.3 Describe how they could work with others to enhance their understanding of conceptual frameworks that support behaviour and attendance
- 4.9.4 Evaluate and explain the impact and importance of environmental factors on learning and the promotion of positive behaviour and full attendance
- 4.9.5 Recommend what can be done within the learning environment to enhance positive influences and minimise negative influences on the learning, behaviour and attendance of children and young people
- 4.9.11 Describe how they could support others to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance

Intersessional Activity 5

Understanding the views of children and young people on their learning experiences

Purpose

To give group members the opportunity to prepare a presentation to staff, senior leadership and children and young people about the benefits of adopting a more personalised approach to children and young people and their learning styles

To base the presentation on information from children and young people about their learning experiences

Audience

All group members

Use of Expert

You do not need to involve an expert

Short-term

Short-term

Links to learning process

Practical application
Feedback and reflection
Embedding the experience

Suggestions

Before you begin this activity you should meet with senior colleagues to agree protocols.

Try the following activity with an individual or group of children and young people. Consider how you could adapt it for use with different age groups and abilities.

Divide the whole group into two and provide each with the labelled sheet of flip chart paper and two different coloured marker pens.

Ask the group to imagine a child who likes to learn through 'hands on' activities and has had negative school experiences in the past. Ask them to take a brief moment to gather ideas on what these negative experiences might have been.

Ask them to imagine this child's first day at a new school. When the child arrives at school there are two identical gates. One gate leads to a school experience tailored to suit their social and learning needs, the other gate leads to an opposite experience.

Make sure that those children and young people who have behaviour problems and whose behaviour seems to stem from frustration in accessing the curriculum are included in the group.

How do they visualise a school in which they could feel comfortable and learn?

Analyse the results and see whether any changes are practicable. Could any of the children or young peoples' ideas be adapted or alternative strategies be used?

Prepare a display or presentation of your own suggestions and the child or young persons visualisations for use in your place of work.

Decide on ways to disseminate your work:

- Could you present ideas to staff or senior management?
- Could it be presented to other children and young people or school council?
- Could other children and young people be involved in their visualisation for a 'learning-friendly' school?

At the end of the intersessional activity you should meet with senior colleagues to discuss any impact this has had within your workplace.

You should record the key points from this conversation.

Outcomes

Display generated/presentation made

Suggestions from children and young people used on a pilot basis in school

Further dissemination planned

Reporting

Photographic evidence of display

Recorded suggestions from children and young people with an action plan for those suggestions implemented or planned to be implemented

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence.

At level 3

- 3.1.1 Identify key concepts relating to current approaches to behaviour and attendance
- 3.5.3 Contribute to the promotion of a whole-setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved
- 3.7.1 Identify and describe key conceptual frameworks relating to behaviour and attendance and describe their potential impact
- 3.7.2 Explain how different learning and teaching styles can impact on behaviour and attendance
- 3.9.4 Explain how environmental factors may affect learning and the promotion of positive behaviour and full attendance
- 3.9.5 Identify and describe actions that could be taken to improve the learning environment
- 3.9.6 Describe how they could support other members of the team to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance

At level 4

- 4.1.1 Identify and analyse key concepts relating to current approaches to behaviour and attendance
- 4.7.1 Evaluate and describe the impact of the application of conceptual frameworks applicable to behaviour and attendance regarding the behaviour and attendance of

children and young people

- 4.7.2 Analyse and explain how different learning and teaching styles can impact on behaviour and attendance
- 4.7.3 Describe how they could work with others to enhance their understanding of conceptual frameworks that support behaviour and attendance
- 4.9.4 Evaluate and explain the impact and importance of environmental factors on learning and the promotion of positive behaviour and full attendance
- 4.9.5 Recommend what can be done within the learning environment to enhance positive influences and minimise negative influences on the learning, behaviour and attendance of children and young people
- 4.9.6 Develop a comprehensive action plan to improve the learning environment
- 4.9.12 Describe how they could support others to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance

Intersessional Activity 6

Leading a team of staff in planning learning activities using more visual or kinaesthetic approaches

Purpose

To give group members the opportunity to lead a small team of staff in planning a variety of learning activities suited to different learning styles

To evaluate the impact of the application of the activities

To disseminate findings to staff in a way likely to engage their interest

Audience Staff in teaching or learning support situation

Use of Expert You do not need to involve an expert

Short-term Short-term

Links to learning process Practical application
Feedback and reflection
Embedding the experience

Suggestions

Before you begin this activity you should meet with senior colleagues to agree protocols.

Form a team of three or four staff who are interested in developing approaches to teaching and learning:

Plan different lessons or learning activities using more visual or kinaesthetic learning opportunities.

Trial the activities and assess their impact on the learning, attendance and behaviour of the children and young people involved.

Evaluate the activities with the children and young people.

Disseminate your findings to other colleagues.

At the end of the intersessional activity you should meet with senior colleagues to discuss any impact this has had within your workplace.

You should record the key points from this conversation.

Outcome

Group formed and a minimum of five different learning activities planned
Activities trialled with three separate groups of children and young people
Impact on children and young people evaluated, children and young peoples' views, staff views, any measurable impact on learning, attendance and behaviour
Positive impact on any of the above
Findings disseminated to staff in a way likely to engage their interest

Reporting

Results of children and young peoples' feedback
Summary of recommendations to colleagues

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence.

At level 3

- 3.5.3 Contribute to the promotion of a whole setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved
- 3.7.1 Identify and describe key conceptual frameworks relating to behaviour and attendance and describe their potential impact
- 3.7.2 Explain how different learning and teaching styles can impact on behaviour and attendance
- 3.9.4 Explain how environmental factors may affect learning and the promotion of positive behaviour and full attendance
- 3.9.6 Describe how they could support other members of the team to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance

At level 4

- 4.7.1 Evaluate and describe the impact of the application of conceptual frameworks applicable to behaviour and attendance regarding the behaviour and attendance of children and young people
- 4.7.2 Analyse and explain how different learning and teaching styles can impact on behaviour and attendance
- 4.7.3 Describe how they could work with others to enhance their understanding of conceptual frameworks that support behaviour and attendance
- 4.9.4 Evaluate and explain the impact and importance of environmental factors on learning and the promotion of positive behaviour and full attendance
- 4.9.5 Recommend what can be done within the learning environment to enhance positive influences and minimise negative influences on the learning, behaviour and attendance of children and young people

Resource materials

| | | |
|----------------------|--|----|
| Preparatory reading | | 41 |
| Preparatory activity | Resource A – <i>Learning styles questionnaire</i> 1 & 2 | 45 |
| | Resource B – <i>The Multiple Intelligence quiz</i> | 47 |
| Activity 1 | | |
| | Resource A – <i>Get the picture?</i> | 51 |
| | Resource B – <i>Multiple Intelligence quiz display sheets</i> | 52 |
| Activity 2 | Preparatory activity Resource A – <i>Learning styles questionnaire</i> | 45 |
| Activity 3 | Pack of blank playing cards (or similar sized card or paper) about ten per group members. (Not provided) | |
| Activity 4 | <i>Resource A – Staff development action plan</i> | 60 |
| References | | 61 |

Preparatory reading

There are many theories that seek to explain the way people learn. Many of them have been developed during the last twenty years. The theories considered in this topic are multiple intelligences (MI), visual, auditory and kinaesthetic learning styles (VAK), and research into the functions of the brain relating to learning. Website links are given within the text and in the resource section which give further information about a wider range of theories and approaches to learning.

Leaders in behaviour and attendance will find it helpful to understand how the brain functions and how different people access and process information. Through this knowledge leaders will be in a better position to support others in designing suitable learning experiences for children and young people. Understanding how styles are linked to memory and learning can help us to provide suitable learning environments and interact effectively with the children and young people with whom we work.

Despite knowledge of these learning theories, in many schools the majority of lessons still involve the teacher talking and the children and young people listening for a vast proportion of the time. This seriously disadvantages visual and kinaesthetic learners.

When teaching styles do not match learning styles then some children and young people cannot access the learning and begin to have negative attitudes about themselves as learners. These feelings may in turn affect future learning producing a vicious circle. As the child or young person becomes more stressed in the learning situation this affects brain function, which in turn may trigger different behaviours that prevent rational and logical thought and inhibit learning. These behaviours may very well be unacceptable in a school environment or may lead the child or young person to avoid the situation by staying away from school.

The more teachers, and those working with children and young people in educational situations, understand the relationship between learning theories and the behaviour and attendance of children and young people the better they can plan suitable learning experiences for them. Similarly, the more children and young people understand how they, themselves learn best, the better they can adapt to the learning environment. Motivating staff to develop a fuller understanding of the different learning styles children and young people employ is an important role for those in leadership roles.

The materials in all three sections are not intended to be a definitive list, nor do they pretend to cover every aspect of the topics touched on. Particularly if group members are intending to undertake a more extended piece of work, it is essential that they explore sources beyond those that are suggested here.

Learning theories

This is a digest of writing by many educational theorists and has been very simplified. If at all possible find time to read the extracts referenced below.

During the last twenty years there have been many new theories and discoveries that affect our understanding of human development and the way that people learn. These have great implications for the way we teach, how schools function and how individual children and young people can be affected by their learning experiences.

Research in cognitive and developmental psychology has deepened our understanding of the nature of competent performance and the principles of knowledge organisation that underlie children and young people's abilities to solve problems and understand. There has also been a growing understanding that we tend, on the whole, to underestimate children and young peoples' learning potential and their ability to transfer learning to new situations and settings.

Work in social and cognitive psychology, as well as anthropology, make it clear that all learning takes place in settings which are permeated by particular norms and that cultural and social influences play a very powerful role in learning.

Neuroscience has also provided a wealth of insights into how the brain processes and retains information.

The brain

The brain has three parts: the reptilian brain, the limbic system and the neo-cortex. The reptilian brain deals with:

- Basic survival functions such as hunger, thirst, risk, fight or flight responses under threat.
- Defensiveness about territory, friends and possessions
- Hierarchies; being the leader or a member of the leader's group
- Mating rituals; showing off or attention-seeking
- Repetitive ritualistic behaviours

This part of the brain is the oldest and under stress it comes to dominate, sending chemicals such as adrenaline into the bloodstream and closing down such functions as problem-solving, flexibility and higher-order thinking. A stressed learner may well have their learning potential restricted by high levels of arousal in this area and may resort to aggressive, defensive or attention-seeking behaviours.

The limbic system controls the emotions and the long-term memory. It also filters information and sorts it according to whether it is useful or not. As this function is sited where the long-term memory and emotions are, there must be an emotional connection to place new knowledge in the long-term memory. Hence, issues of safety and well-being in the learning environment are important in maximising learning potential.

The neo-cortex is responsible for higher order processing of information and has two halves (the right and left hemispheres). The two halves interact in a complex system but, simplistically, parts of the left hemisphere control analysis, language, pattern recognition, logic and sequence whilst the right hemisphere is concerned with visualisation, imagination, rhythm and spatial manipulation. People tend to favour one side of the brain over the other. So for example, a learner who favours the left hemisphere may prefer to have learning broken down into small parts which build up,

whilst a learner who favours the right side will prefer to learn from an overview of the whole.

Hence we know from research into the functioning of the brain that:

- Emotional well-being and safety is important for learning
- High levels of stress impair 'openness' to learning
- Physiological factors which affect the nutrition and functioning of the brain are important, e.g. nutrition, regular sleep patterns, hydration.
- Personality and differing learning experiences in development mean that children and young people present with a range of styles for the processing of information in the brain

The key principles of whole-brain learning

Whenever learning a topic or theme, it is important that children and young people *get the whole picture* and its relevance to them. They need to know where it belongs in their current matrix of knowledge and understanding and make some personal connection with it. They need to see the links to what they have already learned and experienced.

The input needs to *maximise use of sensory and perceptual channels* – using auditory, visual, tactile and emotional means to reinforce learning.

In order for the materials to be retained it needs to *be made sense of and organised in a meaningful way*. The long-term retention of information requires that it is structured readily for access when required. This also often involves an aspect of reflection on what they have learned and how they have done it.

Multiple Intelligences (MI)

Howard Gardner, of Harvard University, developed a model of intelligence which was not fixed but which proposed there were many forms of intelligent behaviour. He saw the intelligences as being influenced by and developing in different social and cultural contexts. The intelligences proposed by Gardner are:

- *Linguistic*: the ability to communicate well and make sense of the world through language
- *Logical-mathematical*: the ability to use abstract thinking
- *Visual-spatial*: uses maps, charts and diagrams, visualises and thinks in pictures
- *Bodily-kinaesthetic*: skilled at handicrafts, physical movement, control and expression, likes to do and to touch
- *Musical*: enjoys rhythm, understands complex organisation of music, creates and communicates meaning through sound and music
- *Interpersonal*: relates well to others, recognises others' feelings and emotions
- *Intrapersonal*: has a high degree of self knowledge, strong sense of values, reflective
- *Naturalist*: understands the environment and relationships in the natural world.

Most learners are stronger in some areas than others and some may show very marked 'highs' and 'lows' in particular areas which will influence their learning preferences. Gardner believes that each intelligence is not fixed but can be expanded.

Learning style preferences

We receive information about the world through our senses and tend to have an individual preference for which sense we use to process the information. Although we

can use any of the five senses to process information most people will have a preference for either visual, auditory or kinaesthetic. This is often termed VAK.

A predominantly visual learner will be able to easily visualise imagined scenes, to see images of words or feelings. They may 'see' the shape of the whole word when spelling.

A learner with an auditory preference may remember things best when told them and be a confident language user. They may 'hear' the sound of a word being spelled and sound it out.

A kinaesthetic preference will mean a learner will enjoy tactile sensations and remember things best by actually making and doing them. They will often feel emotions as strongly as tactile feelings and relate physical sensations to related emotions.

Staff need to be aware of different learning preferences and provide a variety of activities so that all learners can access the learning. If learners become aware of their own preferred learning styles they can be helped to know how best to proceed with their learning and helped to develop their skills in using other learning styles when they need to.

Further reading:

R. Carter, *Mapping the Mind* (2002), Phoenix

L. Campbell, *Mindful Learning* (2003), Sage Publications

G. Dryden and J. Vos *The Learning Revolution* (2001), Network Educational Press Ltd

P. Greenhalgh, *Reaching out to all learners* (2002), Network Educational Press Ltd

A. Smith, 'Section 3: Models of learning' in *Accelerated learning in the classroom* (1996), Network Educational Press Ltd, ISBN 1855390345,

A. Smith, *The Brain's Behind It* (2002), Network Educational Press Ltd

A. Smith and N. Call, *The Alps Approach: Accelerated Learning in Primary Schools* (2001), Network Educational Press Ltd

A. Smith and N. Call, *The Alps Approach: Resource Book* (2001), Network Educational Press Ltd

Preparatory activity

Resource A: Learning styles questionnaire

Learning styles questionnaire 1 (one per group member)

| Complete the following questionnaire by ticking the appropriate box to discover your preferred learning style.* | | Often Scores 5 | Seldom Scores 3 | Sometimes Scores 1 |
|--|--|-------------------------------|--------------------------------|-----------------------------------|
| 1 | Can remember more about a subject through listening than reading | | | |
| 2 | Follow written directions better than oral directions | | | |
| 3 | Like to write things down or take notes for visual review | | | |
| 4 | Bear down extremely hard with pen or pencil when writing | | | |
| 5 | Require explanations of diagrams, graphs or visual directions | | | |
| 6 | Enjoy working with tools | | | |
| 7 | Am skilful and enjoy developing and making graphs and charts | | | |
| 8 | Can tell if sounds match when presented with pairs of sounds | | | |
| 9 | Remember best by writing things down several times | | | |
| 10 | Can better understand and follow directions using maps | | | |
| 11 | Do better at academic subjects by listening to lectures and tapes | | | |
| 12 | Play with coins and keys in pockets | | | |
| 13 | Learn to spell better by repeating the letters than by writing the word on paper | | | |
| 14 | Can better understand a news article by reading about it in the paper than listen to the radio | | | |
| 15 | Chew gum, smoke or snack during studies | | | |
| 16 | Feel the best way to remember a picture is in my head | | | |
| 17 | Learn spelling by 'finger spelling' the words | | | |
| 18 | Would rather listen to a good lecture or speech than read the same material | | | |
| 19 | Am good at working and solving jigsaw puzzles and mazes | | | |
| 20 | Grip objects in my hand during learning periods | | | |
| 21 | Prefer listening to the news on the radio than reading about it in a newspaper | | | |
| 22 | Obtain information on an interesting subject by reading relevant materials | | | |
| 23 | Feel very comfortable touching others, hugging, handshaking, etc | | | |
| 24 | Follow oral directions better than written ones | | | |

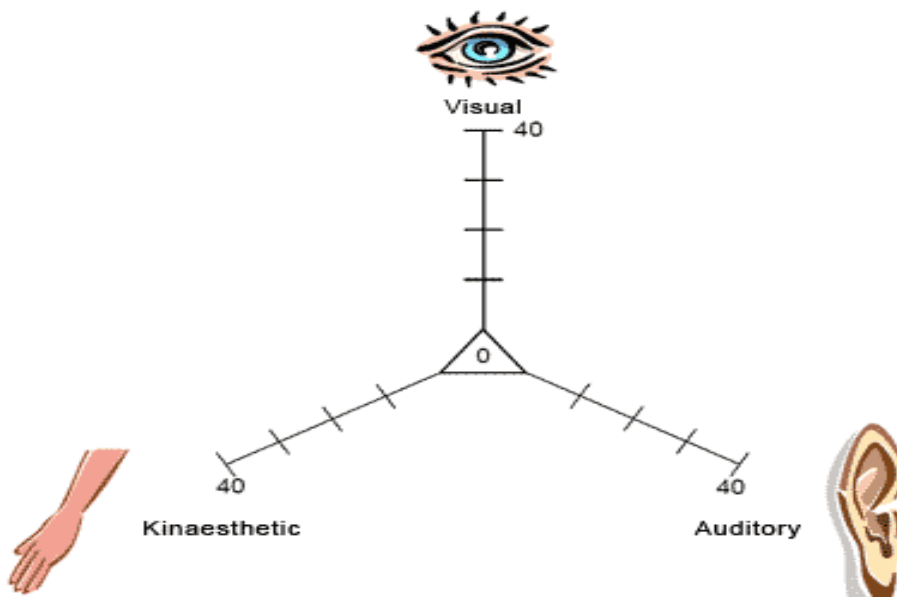
Learning styles questionnaire 2 (One per group member)

Scoring

Award yourself **five** points for OFTEN, **three** points for SOMETIMES and **one** point for SELDOM. Complete the grid by filling in the values and totalling each column. Hence, if you rated yourself as 'sometime' on question two you need to enter three points in the grid.

| Visual | Auditory | Kinaesthetic |
|--------|----------|--------------|
| Points | Points | Points |
| 2. | 1. | 4. |
| 3. | 5. | 6. |
| 7. | 8. | 9. |
| 10. | 11. | 12. |
| 14. | 13. | 15. |
| 16. | 18. | 17. |
| 19. | 21. | 20. |
| 22. | 24. | 23. |
| Total: | Total: | Total: |

Transfer your score to the 'tripod' to get a visual display of your preference.



*Adapted within:

Barsch Learning Style Reference Form, Manitoba Education, Winnipeg, MB, Canada

Preparatory activity

Resource B: 'The multiple intelligence quiz'

The MI Quiz is reproduced from ACCELERATED LEARNING IN THE 21ST CENTURY, by Colin Rose and Malcolm Nicholl, published by Bantam Doubleday Dell Publishing Group Inc., New York by kind permission of the authors. The MI Quiz is also available on www.acceleratedlearning.com.

Scoring: Allocate a score of 1 to each statement that is 'like you' and total them for each section.

Linguistic

1. You enjoy wordplay. Making puns, tongue-twisters, limericks. You enjoy poems, stories and rhymes.
2. You read everything – books, magazines, newspapers, even produce labels.
3. You can easily and confidently express yourself either orally or in writing, i.e. you're a persuasive debater and a good storyteller or writer.
4. You pepper your conversation with frequent allusions to things you've read or heard.
5. You like to do crosswords, play scrabble, or have a go at other word puzzles. You can spell well.
6. You have such an excellent vocabulary that people sometimes have to ask you to explain a word you've used. You enjoy using the precise word in context.
7. In school you preferred subjects such as English (language and literature), history and social studies. You are conscious of the need to build your child's vocabulary
8. You can hold your own in verbal arguments or debates, and you give clear directions and explanations.
9. You like to 'think aloud', to talk through problems, explain solutions, ask questions.
10. You can readily absorb information by listening to the radio or audio cassettes or lectures. The words are easily imprinted in your mind.

Total: _____

Logical-Mathematical

1. You enjoy working with numbers and can do mental calculations.
2. You're interested in new scientific advances and like to experiment with things to see how they work.
3. You can easily balance your chequebook; do the household budget. You create numerical targets in your business and private life.
4. You like to put together a detailed itinerary for holidays or business trips. You often prepare, number and implement a to-do list.
5. You enjoy the challenge of brainteasers or other puzzles and games that require logical and statistical thinking, e.g. draughts and chess.
6. You tend to readily identify the logical flaws in things people say and do.
7. Maths and science were among you favourite subjects in school.
8. You can find specific examples to support a general point of view, and feel comfortable analysing situations and arguments.
9. You take a systematic, step-by-step approach to problem-solving. You like to find patterns and relationships between objects or numbers.
10. You need to categorise, group or quantify things to properly appreciate their relevance.

Total: _____

Visual-Spatial

1. You have an appreciation of the visual arts and enjoy painting and sculpture. You have a good colour sense.
2. You tend to make a visual record of events with a camera or camcorder.
3. You find yourself doodling when taking notes or thinking something. You can draw quite accurately.
4. You have no problem reading maps and navigating. You have a good sense of direction.
5. You enjoy games such as jigsaw puzzles and mazes.
6. You're quite adept at taking things apart and putting them back together. You can assemble kits quite easily and can follow diagrams to do so.
7. In school you liked lessons in art and preferred geometry to algebra.
8. You often make your points by providing a diagram or drawing and can interpret charts easily.
9. You can visualise how things look from a different perspective or how a building might look from a plan.
10. You prefer reading material that is heavily illustrated.

Total: _____

Bodily-Kinaesthetic

1. You take part in a sport or regularly perform some kind of physical exercise. You enjoy walks, swimming and the sensation of using your body.
2. You're quite adept at 'do-it-yourself'.
3. You like to think through problems while engaged in a physical pursuit such as walking or running.
4. You don't mind getting up on the dance floor.
5. You like the most thrilling, body-contorting rides at the fun fair.
6. You need to physically handle something, to grasp it and manipulate it, to fully understand it. You enjoy jigsaws and model-making.
7. The most enjoyable classes in school were sports, PE and any handicrafts lessons. You enjoy sculpture as an art form.
8. You use hand gestures or other kinds of body language to express yourself.
9. You like rough and tumble play with children.
10. You need to tackle a new learning experience 'hands on' rather than by reading a manual or watching a video.

Total: _____

Musical

1. You can play a musical instrument.
2. You can manage to sing in key.
3. Usually you can remember a tune after hearing it just a couple of times.
4. You often listen to music at home and in your car, and you sometimes go to concerts, you like – even need – a musical background when you're working.
5. You find yourself tapping in time to music. You have a good sense of rhythm.
6. You can identify the sounds of different musical instruments.
7. Theme music or commercial jingles often pop into your head.
8. You can't imagine life without music. You find that music easily evokes emotions and images for you as you listen to it.
9. You often whistle or hum a tune.
10. You often use rhythm (or rhyme) to remember things, e.g. saying a telephone number rhythmically.

Total:_____

Interpersonal

1. You enjoy working with other people as part of a group or committee.
2. You take great pride in being a mentor or advisor to someone else.
3. People tend to come to you for advice. You could describe yourself as sympathetic.
4. You prefer team sports – such as basketball, softball, football, rugby – to individual sports such as swimming and running.
5. You like games involving other people – bridge, Monopoly, Trivial Pursuit.
6. You're a social butterfly. You would much prefer to be at a party than home alone watching television.
7. You have several very close personal friends.
8. You communicate well with people and can help resolve disputes.
9. You have no hesitation in taking the lead; showing other people how to get things done.
10. You talk over problems with others rather than trying to resolve them by yourself.

Total:_____

Intrapersonal

1. You keep a personal diary or log to record your innermost thoughts.
2. You often spend 'quiet time' reflecting on the important issues in your life.
3. You have set your own goals, you know where you're going.
4. You are an independent thinker; you know your own mind, make up your own mind.
5. You have a private hobby or interest that you don't really share with anyone else.
6. You like to go fishing by yourself or take a solitary hike. You're happy with your own company.
7. Your idea of a good vacation is an isolated hilltop cabin rather than a five-star resort and lots of people.
8. You have a realistic idea of your own strengths and weaknesses.
9. You have attended self-improvement workshops or been through some kind of counselling to learn more about yourself.
10. You work for yourself – or have seriously contemplated 'doing your own thing'.

Total: _____

Naturalist

1. You keep or like pets.
2. You can recognise and name many different types of trees, flowers and plants.
3. You have an interest in and good knowledge of how the body works – where the main internal organs are, for example, and you keep abreast of health issues.
4. You are conscious of tracks, nests and wildlife on a walk and can 'read' weather signs.
5. You can envision yourself as a farmer, or maybe you like to fish.
6. You are a keen gardener and are familiar with the effects of the seasons.
7. You have an understanding of, and interest in, the main global environmental issues.
8. You keep reasonably informed about developments in astronomy, the origins of the universe, and the evolution of life.
9. You are interested in social issues, psychology, and human motivations.
10. You consider that conversations of resources and achieving sustainable growth are two of the biggest issues of our times.

Total: _____

Compare the totals from all eight intelligences and you will readily see your greatest strengths and weaknesses. The higher your score, the more you favour that particular intelligence.

Activity 1 – Resource A

Get the picture?

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Activity 1

Resource B: MI Quiz (display sheets)

1/8 Resource B

Linguistic

1. You enjoy wordplay. Making puns, tongue-twisters, limericks. You enjoy poems, stories and rhymes.
2. You read everything – books, magazines, newspapers, even produce labels.
3. You can easily and confidently express yourself either orally or in writing, i.e. you're a persuasive debater and a good storyteller or writer.
4. You pepper your conversation with frequent allusions to things you've read or heard.
5. You like to do crosswords, play scrabble, or have a go at other word puzzles. You can spell well.
6. You have such an excellent vocabulary that people sometimes have to ask you to explain a word you've used. You enjoy using the precise word in context.
7. In school you preferred subjects such as English, (language and literature) history, and social studies. You are conscious of the need to build your child's vocabulary
8. You can hold your own in verbal arguments or debates, and you give clear directions and explanations.
9. You like to 'think aloud', to talk through problems, explain solutions, ask questions.
10. You can readily absorb information by listening to the radio or audio cassettes or lectures. The words are easily imprinted in your mind.

Logical-Mathematical

1. You enjoy working with numbers and can do mental calculations.
2. You're interested in new scientific advances, and like to experiment with things to see how they work.
3. You can easily balance your chequebook; do the household budget. You create numerical targets in your business and private life.
4. You like to put together a detailed itinerary for holidays or business trips. You often prepare, number and implement a to-do list.
5. You enjoy the challenge of brainteasers or other puzzles and games that require logical and statistical thinking, e.g. draughts and chess.
6. You tend to readily identify the logical flaws in things people say and do.
7. Maths and science were among you favourite subjects in school.
8. You can find specific examples to support a general point of view, and feel comfortable analysing situations and arguments.
9. You take a systematic, step-by-step approach to problem-solving. You like to find patterns and relationships between objects or numbers.
10. You need to categorise, group or quantify things to properly appreciate their relevance.

Visual-Spatial

1. You have an appreciation of the visual arts and enjoy painting and sculpture. You have a good colour sense.
2. You tend to make a visual record of events with a camera or camcorder.
3. You find yourself doodling when taking notes or thinking something. You can draw quite accurately.
4. You have no problem reading maps and navigating. You have a good sense of direction.
5. You enjoy games such as jigsaw puzzles and mazes.
6. You're quite adept at taking things apart and putting them back together. You can assemble kits quiet easily and can follow diagrams to do so.
7. In school you liked lessons in art and preferred geometry to algebra.
8. You often make your points by providing a diagram or drawing and can interpret charts easily.
9. You can visualise how things look from a different perspective or how a building might look from a plan.
10. You prefer reading material that is heavily illustrated.

Bodily-Kinaesthetic

- 1. You take part in a sport or regularly perform some kind of physical exercise. You enjoy walks, swimming, and the sensation of using your body.**
- 2. You're quite adept at 'do-it-yourself'.**
- 3. You like to think through problems while engaged in a physical pursuit such as walking or running.**
- 4. You don't mind getting up on the dance floor.**
- 5. You like the most thrilling, body-contorting rides at the fun fair.**
- 6. You need to physically handle something, to grasp it and manipulate it, to fully understand it. You enjoy jigsaws and model-making.**
- 7. The most enjoyable classes in school were sports, PE and any handicrafts lessons. You enjoy sculpture as an art form.**
- 8. You use hand gestures or other kinds of body language to express yourself.**
- 9. You like rough and tumble play with children**
- 10. You need to tackle a new learning experience 'hands on' rather than by reading a manual or watching a video.**

Musical

1. You can play a musical instrument.
2. You can manage to sing in key.
3. Usually you can remember a tune after hearing it just a couple of times.
4. You often listen to music at home and in your car, and you sometimes go to concerts, you like - even need - a musical background when you're working.
5. You find yourself tapping in time to music. You have a good sense of rhythm.
6. You can identify the sounds of different musical instruments.
7. Theme music or commercial jingles often pop into your head.
8. You can't imagine life without music. You find that music easily evokes emotions and images for you as you listen to it.
9. You often whistle or hum a tune.
10. You often use rhythm (or rhyme) to remember things, e.g. saying a telephone number rhythmically.

Interpersonal

1. You enjoy working with other people as part of a group or committee.
2. You take great pride in being a mentor or advisor to someone else.
3. People tend to come to you for advice. You could describe yourself as sympathetic.
4. You prefer team sports - such as basketball, softball, football, rugby - to individual sports such as swimming and running.
5. You like games involving other people - bridge, Monopoly, Trivial Pursuit.
6. You're a social butterfly. You would much prefer to be at a party than home alone watching television.
7. You have several very close personal friends.
8. You communicate well with people and can help resolve disputes.
9. You have no hesitation in taking the lead; showing other people how to get things done.
10. You talk over problems with others rather than trying to resolve them by yourself.

Intrapersonal

- 1. You keep a personal diary or log to record your innermost thoughts.**
- 2. You often spend 'quiet time' reflecting on the important issues in your life.**
- 3. You have set your own goals; you know where you're going.**
- 4. You are an independent thinker; you know your own mind, make up your own mind.**
- 5. You have a private hobby or interest that you don't really share with anyone else.**
- 6. You like to go fishing by yourself or take a solitary hike. You're happy with your own company.**
- 7. Your idea of a good vacation is an isolated hilltop cabin rather than a five-star resort and lots of people.**
- 8. You have a realistic idea of your own strengths and weaknesses.**
- 9. You have attended self-improvement workshops or been through some kind of counselling to learn more about yourself.**
- 10. You work for yourself - or have seriously contemplated 'doing your own thing'.**

Naturalist

1. You keep or like pets.
2. You can recognise and name many different types of trees, flowers and plants.
3. You have an interest in and good knowledge of how the body works - where the main internal organs are, for example and you keep abreast of health issues.
4. You are conscious of tracks, nests and wildlife on a walk and can 'read' weather signs.
5. You can envision yourself as a farmer, or maybe you like to fish.
6. You are a keen gardener and are familiar with the effects of the seasons.
7. You have an understanding of, and interest in, the main global environmental issues.
8. You keep reasonably informed about developments in astronomy, the origins of the universe, and the evolution of life.
9. You are interested in social issues, psychology, and human motivations.
10. You consider that conversations of resources and achieving sustainable growth are two of the biggest issues of our times.

The MI Quiz is reproduced from ACCELERATED LEARNING IN THE 21ST CENTURY, by Colin Rose and Malcolm Nicholl, published by Bantam Doubleday Dell Publishing Group Inc., New York by kind permission of the authors. The MI Quiz is also available on www.acceleratedlearning.com.

Activity 4 – Resource A

Staff development action plan

| Key issue | Current situation | Action required | Resources and training needs | Time scale | Evaluation |
|---|--|---|---|--|---|
| <p><i>1. Take an area where you feel that there is a possibility of change, e.g. staff are unhappy with things as they are at present.</i></p> <p><i>2. Link the area you are thinking of, wherever possible to an intersessional activity.</i></p> | <p><i>1. What makes the current situation less than satisfactory?</i></p> <p><i>2. What are the key elements for change?</i></p> | <p><i>Make sure that these are framed in terms of SMART targets</i></p> | <p><i>1. Again any considerations here need to fit into overall INSET plans for your setting.</i></p> <p><i>2. They need to be realistic in terms of time frame and resourcing.</i></p> | <p><i>Is this a short-term or long-term goal?</i></p> <p><i>When would be an opportune time to implement your plan?</i></p> <p><i>Probably near the start of a year/term rather than at the end.</i></p> | <p><i>How will you evaluate the effectiveness of the development?</i></p> |
| | | | | | |

References

For use within the session

Andrew Pollard, 'Part 2 Chapter 2 Sections 2.1: Body, brain, mind and behaviour, 2.3 Intelligence' *Reflective Teaching Continuum* (2002), (pp146–152) ISBN 0826451179

Michael Brearley, Chapter 1 in *Emotional Intelligence in the Classroom* (2001), Crown House Publishing, ISBN 1899836659

Alistair Smith, 'Section 3 Models of learning' in *Accelerated Learning in the Classroom* (1996), Network Educational Press Ltd ISBN 1855390345

learning-styles-online.com. This inventory uses a rather more expanded model than the one provided in the hard copy, and gives you a good idea of some other factors which play an important role in learning – e.g. the "social" and 'solitary' dimensions.

Entering 'learning style' or 'multiple intelligence' in a search engine will draw down a host of inventories – all of them differ. Here a couple more:

www.ldrc.ca/projects/miinventory/mitest.html

www.ldpride.net/learning_style.html

For further study

R. Carter, *Mapping the Mind* (2002), Phoenix

T. and B. Buzan *The Mind Map Book* (2002), BBC Publications

L. Campbell, *Mindful Learning* (2003), Sage Publications

E. De Bono, *Teach your child how to think* (1992), Penguin

G. Dryden and J. Vos, *The Learning Revolution* (2001), Network Educational Press Ltd

H. Gardner, *Intelligence Reframed – Multiple Intelligences for the 21st Century* (2000), Basic Books

S. Greenfield, (1998) *The Human Brain – a guided tour*, Phoenix

P. Greenhalgh, *Reaching out to all learners* (2002), Network Educational Press Ltd

P. Ginns, *The Teacher's Toolkit: raise classroom achievement with strategies for every learner*, Crown House Publishing

A. Smith, *The Brain's Behind It* (2002), Network Educational Press Ltd

A. Smith and N. Call, *The Alps Approach: Accelerated Learning in Primary Schools* (2001), Network Educational Press Ltd

A. Smith and N. Call, *The Alps Approach: Resource Book* (2001), Network Educational Press Ltd

Links to national materials

Secondary National Strategy – Behaviour and attendance strand
www.standards.dfes.gov.uk/keystage3/publications

Auditing behaviour and attendance in secondary and middle schools

- Booklet 5 Pupil support systems
- Booklet 6 Classroom behaviour
- Booklet 7 Out-of-class behaviour
- Booklet 8 Curriculum
- Booklet 9 Attendance

Behaviour and Attendance Training Materials: Core Day 1

Effective classroom teaching

Behaviour and Attendance Training Materials: Core Day 2 – Developing effective practice across the school

- Focusing on solutions
- Developing staff skills to support children and young people
- Creating a positive whole-school climate
- Meeting specific staff training needs using development materials

Behaviour and Attendance Training Materials: Core Day 3 – Monitoring whole-school practice to promote positive behaviour and attendance

- Applying the features of effective monitoring to improve attendance
- The use of measuring tools to monitor behaviour
- Including monitoring effectively and efficiently in the school improvement cycle

Behaviour and Attendance Training Materials: Core Day 4 – Developing emotional health and well-being – a whole-school approach to improving behaviour and attendance

Preparing the ground for the development of social, emotional and behavioural skills in secondary schools

Benefits of engagement to schools

What does an emotionally healthy school look like?

Leading an emotionally healthy school

Dealing with consistently poor behaviour in an emotionally healthy school

Guidance for senior leaders to support the use and implementation of training materials

Promoting emotional health and well-being through the National Healthy School Standard

Behaviour and Attendance Strand

Toolkit unit 6 Classroom behaviour

Toolkit unit 8 Curriculum

Toolkit unit 9 Attendance

Pedagogy and practice: Teaching and Learning in Secondary Schools,
(Contact Secondary National Strategy Help Desk for Ped. Kit)

Primary National Strategy – Behaviour and attendance strand

www.standards.dfes.gov.uk/primary/publications/

Behaviour and attendance: an initial review for primary schools

Booklet 2 Whole-school ethos and framework

Booklet 4 Continuing to improve the quality of teaching and learning through classroom level factors

Booklet 6 Staff development and support

Focusing on solutions: a positive approach to managing behaviour

Building on success

Exception finding: when is success being experienced and how can we build on this?

Preferred futures

Rating scales: where are we now and how close are we to our desired solution?

Positive behaviour and the learning environment

Influencing the environment

Exploring how the environment can promote behaviour for learning

Evaluating the physical environment

Working with colleagues on behaviour issues

The emotional aspects of professional development on behaviour management issues
Working with staff with varied attitudes, beliefs and experiences
Planning your delivery – structuring a session and identifying potential ‘hotspots’
Meeting your responsibilities and maintaining the focus

Effective lessons and behaviour for learning

Key factors in lesson planning and delivery which can influence children’s behaviour
Using lesson structures to promote positive behaviour
The importance of classroom routines
Exploring ways to teaching the behaviours needed for learning

The importance of emotions in the classroom

Exploring why it is important to understand emotions in the classroom
Four key concepts and ideas about emotions
Implications for school and classroom planning

Understanding behaviour

How patterns of behaviour develop
A way of looking at behaviour in the classroom: the ABC model
The influence of group dynamics on children’s behaviour

Relationships in the classroom

The importance of establishing positive relationships with all children and young people
Building relationships where it is more difficult
The ‘relationship bank’ – building relationships with those hardest to reach
Building a classroom community

Classroom communication

Introduction: types of communication
Barriers to effective communication
Communication that can create or reinforce negative behaviour
Communication that promotes positive behaviour
Optional additional activities: transparent communication, ‘I message’

Attendance and punctuality

The impact of poor attendance and punctuality on achievement
Registration
Using attendance data
Improving attendance and punctuality – sharing good practice
Attendance teamwork

Excellence and enjoyment, social and emotional aspects of learning: improving behaviour, improving learning

Guidance

Theme 1 New beginnings

Theme 2 Getting on and falling out

Theme 3 Bullying

Theme 4 Going for goals

Theme 5 Good to me

Theme 6 Relationships

Theme 7 Changes

Behaviour in the classroom: a course for newly qualified teachers

Creating a positive classroom context

Setting expectations

Teaching positive behaviour and responding to inappropriate behaviour

Learning behaviours and lesson structures

Building positive relationships

Leading on behaviour: a handbook for leading teachers

Exploring the role of the leading behaviour teacher and identifying
personal strengths in behaviour management

A structure for understanding how we promote positive behaviour and regular attendance

Supporting colleagues in professional change

Skills, strategies and techniques for promoting change

Behaviour management module – Induction training for teaching assistants in primary schools

Strategies and approaches for positive behaviour management

Effective practice in action

Behaviour management module – Induction training for teaching assistants in secondary schools

Strategies and approaches for positive behaviour management

Behaviour management in action