Teach Learn
2014-1-BE02-KA201-000477

TOPunt vzw

BASISSCHOOL
DE PIRAMIDE

Erasmus+

International case study
Springcourse GRANADA

Implementation teacher course

▸ Target group:
  · schoolteam (principal, teacher, support teacher)
  · pupil guidance counselor
  · pedagogical guidance counselor
▸ 5 schools:
  · 3 primary schools
  · 2 secondary schools
▸ Set up of each session:
  · Feedback on the homework and previous session
  · Goals and criteria for success
  · Content and exercise
  · Evaluation and homework

Concept

▸ Teach as you preach
▸ Experimenting with evidence based education
▸ Sharing knowledge and experiences
▸ Learning from and with each other
▸ Exchange good practices

Content

▸ Session 1:   What has a big impact on learning according to international research? What are evidence based teaching strategies?

▸ Session 2:   How do children learn and how do we make it visible?

▸ Session 3:   What is effective feedback?

▸ Session 4:   How can we use formative or dynamic assessment to map the learning potential?

De Piramide – Reality

▸ Daily confrontation with big differences between pupils.
▸ 80% of the mothers don't have a degree.
▸ Limited possibilities because of lower SES and difficulties in language.
▸ More than 20 nationalities
▸ 250 pupils: 2,5–12 years

De Piramide Ghent

▸ Renewal of the pedagogical project started bottom up.
▸ Project Innovation in education
▸ Picture of the school
▸ The team has made the choice to work on differentiation inside the classroom by the principles of Bloom and feedback.
▸ Optimalisation through the TEACH-project

De Piramide- The Pedagogical project of our school

▸ Notion of values and ability to judge well
▸ Concrete/real lifesituations
▸ Learning through practice
▸ Different methods and materials
▸ Diversity among pupils

De Piramide

▸ We want to focus on the talents of children
▸ Make learning visible
▸ Increase the learning performance of pupils
▸ Focus on evidence-based practices

1 Impact on learning

The hinge-point; average effect-size 0.4
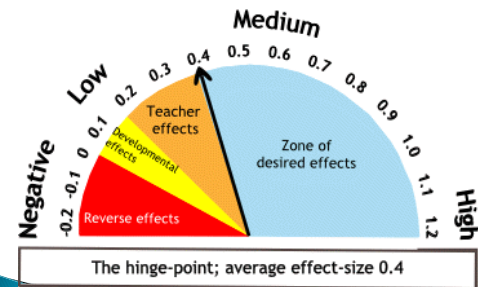
Hattie, J. (2009). *Visible learning.*
New York: Routledge

From 0,4 up -> effect

▸ Expectations of the pupil: 1,44
▸ Formative evaluation: 0,90
▸ Feedback: 0,75
▸ Co-operative learning: 0,42
▸ Lessons in problem-solving: 0,61

© Hattie, J.

Impact on learning
Expectations of the pupil

▸ Clarify the goal at the start of the lesson
▸ Feed-up
▸ Check if the goal was reached at the end of the lesson.
▸ Pupils self-estimate the required amount and time
▸ A basic goal that is achievable for all pupils
▸ Extention is possible through Bloom
▸ Feasibility?

Impact on learning
Formative evaluation

- Formative evaluation = evaluation in order to learn
- Goal-oriented testing
- The goal is visible in the task/test.
- Scores and feedback are both included in the report.
- Childcontact = conversation with the child about where he stands in his learning process en what he wants to achieve. Feedforward.
- Feasibility?

Impact on learning
Feedback

- Feedback needs to be a part of the classmanagement of every teacher.
- How do I give effective feedback?
- What is the effect of my feedback?
- – Task-oriented feedback (right or wrong)
- – Proces-oriented (learning from mistakes and discuss strategies)
- – Self-regulating feedback (self-correction, ask for help from others)
- Feasibility?

Impact on learning
Co-operative learning

- co-operative and active teaching methods
- Ex. 4-2 solo
- Ex. In a line
- Feasibility?

Impact on learning
Lessons in problem-solving

- Experience focused and solution focused approximation of the curriculum
- Learn tot experience concepts by doing
- Ex. Pupils are'nt able to solve a math problem with the familiar strategies. What follows is a search- and thinkproces, use of sources.
- Ex. Question of the day.
- Feasibility?

De Piramide: future

- Visualizing the learning process
- Where am I now and what can I achieve in the future?
- => Everyone follows his own path

- Teamteaching

- Secure