

Resources

flip chart paper

Pens

Power Up booklets (if poss)





A Roadmap To Learning And Engagement.

By Andrew Foulds



Who Are We?



FUTURE



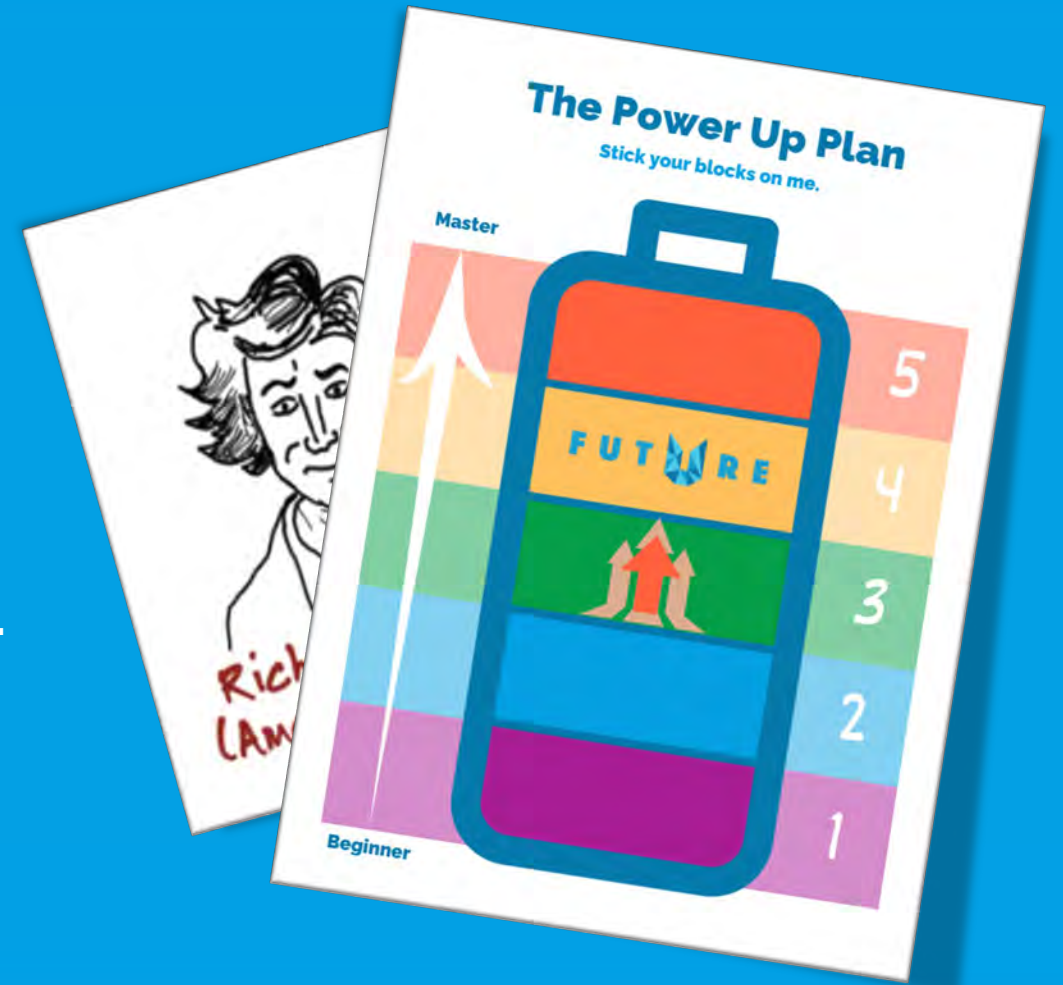
Session Outline

Introduction to Year 7 programme; *Power Up*.

Key principles, approach, justification.

Findings

Discussions on strategies for audience engagement.



Introduction

Much of the evidence [for student progression] is concentrated on students in their final years of secondary school and post-16 learners (A level students in particular). Given that differences in attainment can explain much of the participation gap, and that these arise early, there is a lack of evidence on the impact of interventions happening earlier in the student life cycle. Robinson and Salvestrini, 2020

Year 7 outreach

- New to us.
- Expand *sustained and progressive* interventions.
- Explore approaches to developing a whole-school-outreach vision.

Posing the question: How do we support children and young people to foster a love of learning and develop skills for learning within the limitations of outreach?



Programme Outline: Power Up

Session	Description:
Session 1	Introduction: What we will be doing and how it can help you.
Session 2	Storytelling: A learning superpower.
Session 3	Adding knowledge: The importance of going backwards to move forwards.
Session 4	You as teacher: A learning superpower.
Session 5	Independence and mastery: Doing it yourself.
Session 6	Independence and mastery: Continued.
(Optional) 7	Celebration event - Presentations



Key Principles

Want learners to:

- Establish a love of learning.
- Develop self-efficacy.
- Develop and test out learning skills and approaches that would be adaptable to a range of circumstances.
- Learn how to learn

To support engagement we aim to:

Foster Belonging
and Mattering.

Learn with the
Learners.

Employ Growth
Mindset language.

Be transparent
whenever
possible.

The Feynman Technique is used as a structure that allows these principles to be embedded within a coherent learning journey.

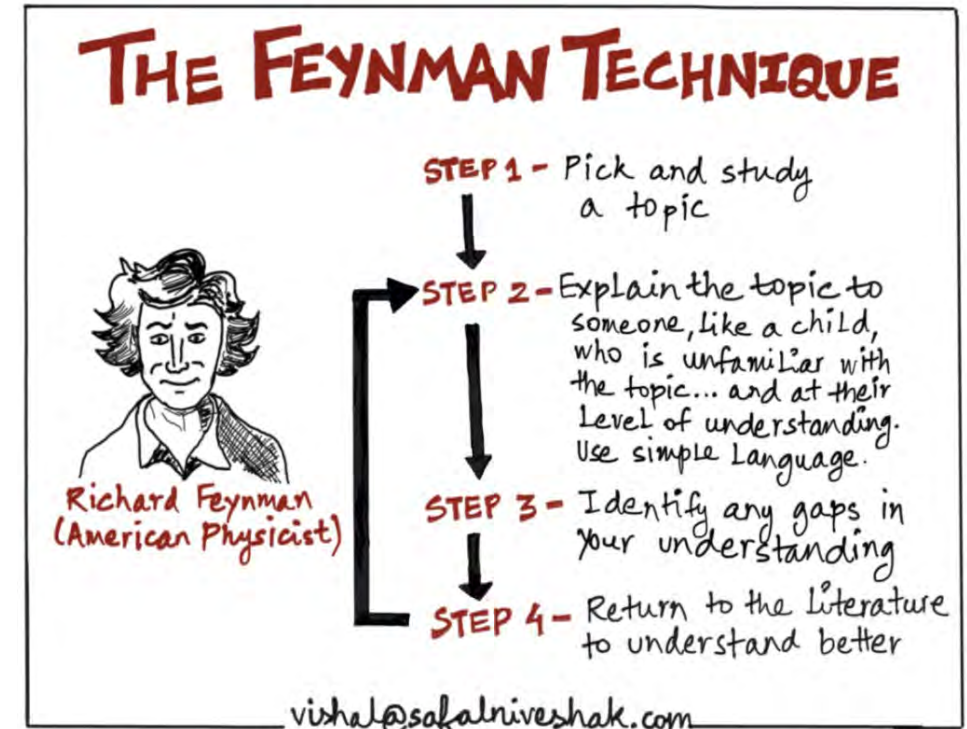


What Is The Feynman Technique?

- Acts as an anchor.
- Allies to metacognitive learning.
- Embeds core learning principles:
 - Prior to learning, recognise what you already know about that topic.
 - Teach others – eliminate jargon.
 - Repetition is essential.

Also

- Use storytelling as a learning aid and to engage others.



Strength is in its
simplicity



What makes a great storyteller?

Do you know any?

What was it that
makes/made them a
great storyteller?

**Discuss for 5mins in
your groups.**



Storytelling is:

- Entertainment
- Used to create connection and sense of belonging.
- Communicating important information and value systems.
- Part of our evolutionary journey.

Example from
early literature

The Odyssey, by
Homer



How does Storytelling work?

Part of our evolutionary journey.

Example from
early literature

The Odyssey, by
Homer

“rosy-fingered Dawn”

“gray-eyed Athena”

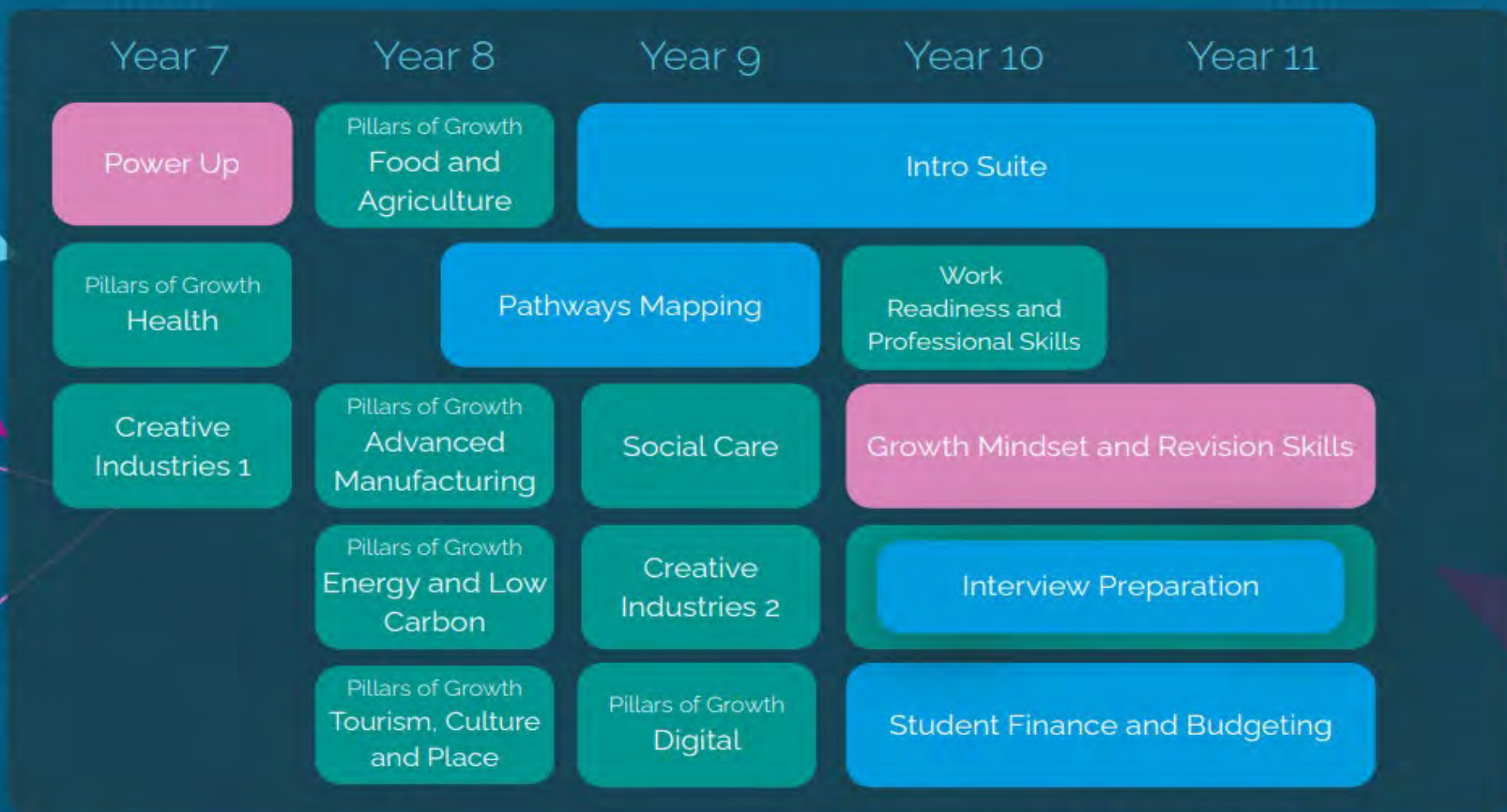
“Odysseus much-
enduring”

Repeated phrases serve
as memory aids for **oral**
storytellers.

As touchstones and
rhythm-setters.

Highlighting key traits of
characters.





Key

Progression

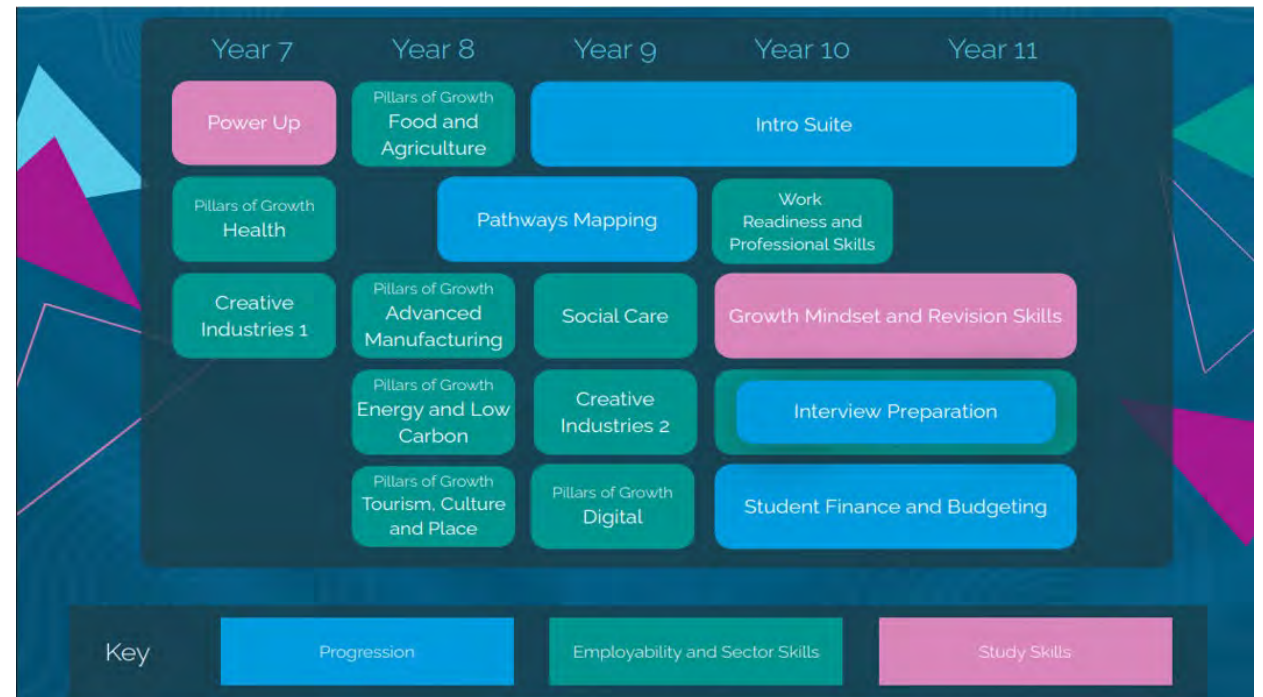
Employability and Sector Skills

Study Skills

Holistic education and the whole school journey.

Power Up is:

- A programme to establish a relationship with the learner and our organisation.
- Introducing them to many principles we embed throughout our outreach programme.
- Is simple and adaptable enough for individuals to take forward and implement the learnings in a variety of different ways.



The key to success is in the details. How are we speaking to the learners, are we showing interest in them, are we confident enough to show our mistakes and how we learn?



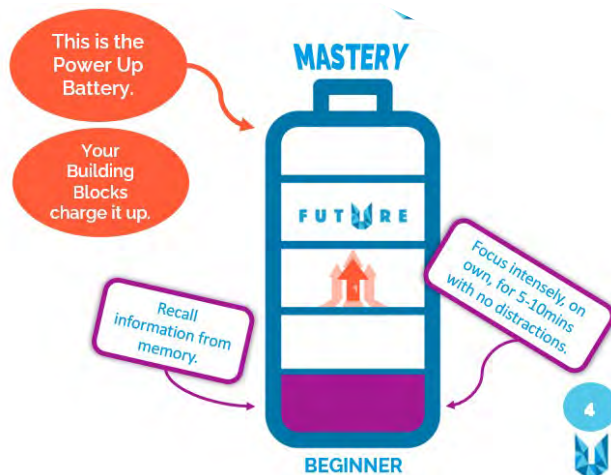
The iterative process

This is a pilot – changes are expected.

Try to live what we preach.

Follow an evaluative process.

Respond to Feedback and test.



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Evaluation

Developed a
Theory of
change

Pre & Post
learner
questionnaire

Structured
wrap up
session

Gathered
insights from
delivery staff



Key insights

Taking part in the programme appeared to significantly improve learners:

Knowing which information is most important when studying.

Ability to explain ideas even when complicated.

Confidence in handling new & challenging tasks.

Knowing how reliable information is when reading.

Confidence in using teacher feedback to improve work.

Motivation to do well in schoolwork.



**Big impact is a result of the
accumulation of small interventions and
actions.**



Facilitating learning and engagement:

Reducing jargon and recognising the small actions within the big ideas.

Learn with the learners.

Behaviour For Learning

Valuing young people.

Ensure environment of belonging and mattering.

Employ and reinforce growth mindset language.

Be transparent whenever possible.



Group Discussions

**Immediate
Engagers**

**Knowledge
Deliverers**

**Speaker Amongst
Equals**

Where is your challenge?

**What little actions do you take which
improve your engagement?**

**What little actions might you take from these
discussions to improve your ability to engage others?**



Thank you for listening.

Any Questions?



Key insights – feedback from learners & delivery staff



Positive Feedback

- ✓ Engagement from learners
- ✓ Learner understanding of the Feynman technique.
- ✓ Learner presentations

Suggestions

- Streamlining the content in sessions
- Need for 3 delivery staff to support the programme

