

Always Learning

Issue **3**

Primary

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Creating a positive emotional climate for learning

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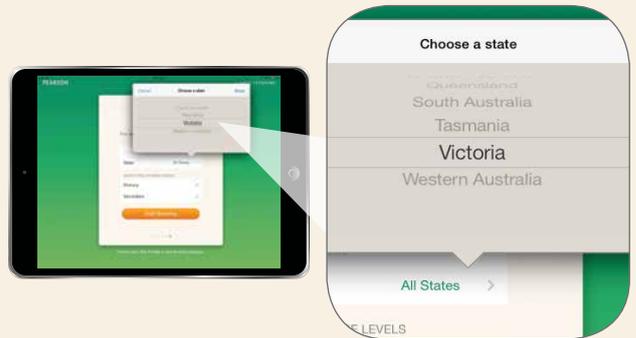
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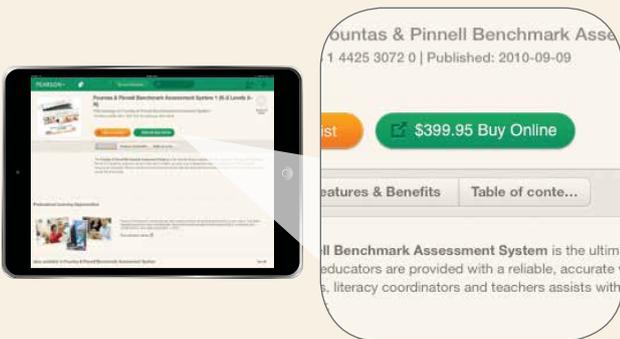
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IN THIS ISSUE

It hardly seems possible that we could be more than half way through the year already. Term 3 is upon us, the weather is turning and before long the summer break will be on the horizon. To tide you over until then, please enjoy this issue's articles, which will take you from the depths of the digital ocean to the Township of Vrygrond in Cape Town, South Africa.

But first, let's introduce our feature article. The Pearson team are hard at work on a series of teaching resources for senior students, which will be trialled in Western Australia in 2014. The publishers have looked at some fascinating research to help develop a product that will achieve a measurable difference to learning outcomes. Turn to page 2 to read more.

Even the brightest students struggle when they aren't happy. On page 6 guest author Frances Totney discusses the positive outcomes possible by adopting whole-school wellbeing programs. Other articles from this issue include some talking points generated by Pearson's recent report *Digital Ocean of Innovation* on page 8 and a personal story from a Pearson employee who travelled to the other side of the world to help improve a community school.

If you have any comments or feedback, or if you are interested in contributing to Always Learning magazine, please email alwayslearning@pearson.com.au.

DIVING DEEPER INTO THE DIGITAL OCEAN

Changes digital data and technology will bring to the future of learning.

08



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MAKING A DIFFERENCE

One Pearson team member's experience with the Pearson Global Assist Fellowship.

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TAKING A RESEARCH INFORMED DESIGN

Melinda Tuckfield shines a light on the latest research that is steering the development of a new digital product – Pearson Lightbook for Senior student classrooms



PEARSON DESCRIBES ITSELF AS A LEARNING COMPANY.

"WE AIM TO MAKE A MEASURABLE DIFFERENCE TO LEARNING OUTCOMES FOR STUDENTS, EDUCATORS AND TO EDUCATION SYSTEMS ... THROUGH ENSURING THAT OUR OWN EDUCATION PROGRAMS ARE DEVELOPED AND ASSESSED FOR QUALITY, EFFICACY AND USABILITY". (Pearson, 2012)

Pearson has recently launched a world wide initiative – Efficacy. Efficacy is not the same as effectiveness or efficiency, although both are part of efficacy. At Pearson, our goal for efficacy is making sure that we have **a measurable impact on improving someone's life through learning.**

HOW DO WE DETERMINE THAT WE ARE MAKING A MEASURABLE DIFFERENCE?

Only a longitudinal study over a few years will identify a measurable difference; however, we can take steps in the development phase of our products and services to ensure there is a strong evidence base supporting their design. This ranges from reviewing academic research, involvement with universities, testing features and function with students and teachers, as well as an on-going review of the data being collected and how the product is being used.

One example of the way that efficacy is being implemented is **Pearson Lightbook**, a new digital product being developed for senior Secondary students. A major element of **Pearson**

Lightbook is the ability to continuously track student performance in ways that were impossible with traditional teaching and learning resources.

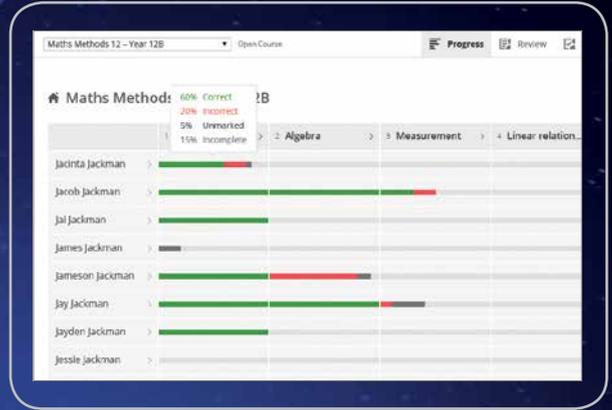
USING EFFICACY TO DESIGN PEARSON LIGHTBOOK

As a starting point, we began with the work of Professor John Hattie from the University of Melbourne to establish features we could use that would have the biggest impact on student learning. Hattie looked at the effect sizes of 900-plus meta-analyses of the influence of programs, policies and innovations related to student achievement.

By looking at these effect sizes and targeting those we can influence, we have integrated the following features into our research-informed design. Each of these features has been demonstrated to have a positive effect on student learning. By studying the research on these features we have determined how we can best use technology to utilise and integrate them to bring the maximum benefit to the learner and their teachers.

INFLUENCE	EFFECT SIZE	INFLUENCE	EFFECT SIZE
Providing formative evaluation	0.90	Worked examples	0.57
Feedback	0.75	Goals	0.50
Spaced Vs massed practice	0.71	Motivation	0.48
Meta-cognitive strategies	0.69	Advance organisers	0.37
Student prior achievement	0.67	Simulation and games	0.33
Acceleration	0.69	Computer-assisted instruction	0.31
Self-verbalization and questioning	0.65	Teaching test taking and coaching	0.27
Study skills	0.63	Instructional media	0.30
Teaching strategies	0.62	Affective attributes of students	.24
Problem solving teaching	0.61	Physical attributes of students	.21
Peer tutoring	0.55	Programmed instruction	0.23
Mastery learning	0.58	Audio-visual aids	.16

(Hattie, 2012b)



WHAT ARE THE KEY INFLUENCES ON LEARNING THAT HAVE THE LARGEST EFFECT SIZES?

PROVIDING FORMATIVE EVALUATION (EFFECT SIZE 0.90)

Dylan Wiliam proposes formative assessment as “a process of capitalising on ‘moments of contingency’ for the purpose of regulating learning processes”. He proposes that it is the key to improving the quality of teaching and entails five strategies:

1. Clarifying, sharing and understanding learning intentions and criteria for success
 2. Engineering classroom activities that elicit evidence of learning
 3. Providing feedback that moves learners forward
 4. Activating students as instructional resources for one another
 5. Activating students as owners of their own learning.
- (Wiliam, 2010)

Pearson Lightbook has embedded formative assessment throughout the course, enabling both learners and teachers to establish at any time where they are in their learning. Our progress tracker serves the following purposes:

1. It provides teachers with a picture (using data and graphs) about **who** they taught well, **what** they taught well, **strengths** and **weaknesses**, as well as the opportunity to **modify** and **enhance** what they are doing.
2. It also provides students with a picture about what they know, what they still need to learn and how to begin working out with their teacher what they need to get there.

Three types of progress reports can be used in different stages of the learning process:

1. Summary reports:
 - a. Progress by chapter
 - b. Progress by module
 - c. Summative assessments
 - d. Practice exams



2. Progress by feature:
 - a. Before you begin
 - b. Active exercises/checkpoints
 - c. Module review
 - d. Chapter review
3. On the page reports:
 - a. Before you begin
 - b. Question sets

FEEDBACK (EFFECT SIZE 0.75)

Formative assessment does make a difference but depends very much on the type and quality of feedback given (D. R. Sadler, 1998) (Hattie & Timperley, 2007).

Feedback can be given in the following ways:

- Direct personal interaction between a teacher and student or between students
 - Right/wrong
 - Correct answer
 - Repeat until correct
 - Explanation of correct and incorrect answers
 - Providing cues, hints.
- (Bangert-Drowns, Kulik, Kulik, & Morgan, 1991)

To have an instructional purpose, feedback needs to provide information specifically relating to the task or process of learning that fills a gap between what is understood and what is aimed to be understood (R. Sadler, 1989).

Timing of feedback is also important and depends on purpose and phase of learning. It can be:

- Immediately after each response
- Immediately after an entire test is completed or
- After a delay of a day or more.

Feedback that informs students of correct answers after they have formulated their own response has the most positive effect.

A considerable variety of feedback types are being incorporated into **Pearson Lightbook**, depending on the context and phase of learning. It will also allow a before and after opportunity for students to rate their level of understanding of a topic which will enable self-reflection on how they progressed, what worked well, what methods succeeded and what can they do to make further progress.

WORKED EXAMPLES (EFFECT SIZE 0.57)

A worked example is an alternative instructional model that best suits highly structured subjects such as Maths and Physics and has been shown to offer the most benefit to those students who have little or no prior knowledge or understanding (Crissman, 2006). Crissman's work established that the design of the worked example influenced the size of the benefit and that a faded solution method produced the greatest effect.

This feature is used in **Pearson Lightbook** throughout Maths and Physics, with structured "Worked Examples" and faded solution steps in "Try Yourself".

SPACED VS MASSED PRACTICE (EFFECT SIZE 0.71)

Spaced practice is where students have opportunity to practise something over several days as opposed to practising a task continuously without a rest in between (Donovan & Radosevich, 1999).

Pearson Lightbook has maximised the opportunity for acquisition and retention through multiple opportunities to practice throughout each topic and, in Maths, by offering a range and number of question sets.

EMBARKING ON A NEW JOURNEY

The research that has gone into **Pearson Lightbook** is really just the beginning. As we embark on this journey with schools to launch it, as a new type of product based on the web, we will be able to use our Efficacy Framework to interpret how students and teachers are interacting with it. Here lies the real power of efficacy – to be able to see the effect of the product when it is used in schools and at home, by teachers and students, and to continue to improve it.

READ THE FULL VERSION OF THIS
RESEARCH PAPER ONLINE

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THE HEART OF LEARNING

A positive approach to education that promotes whole-school wellbeing



A deliberate focus on wellbeing skills provides the foundation on which flourishing futures are built.

When mental health, resilience and optimism are taught as part of school curriculum, more pro-social and responsible behavior becomes evident. It also creates a more positive emotional climate for learning. Research indicates that this results in enhanced student engagement and academic outcomes as well as reduced likelihood of teacher burnout.

When wellbeing is core business within a school, positive results are amplified, promoting benefits for all.

Recent statistics show that over one in four young Australians experience mental health issues every year; most commonly depression and anxiety.

By equipping children with lifelong skills to build wellbeing, teachers and schools are uniquely placed to make a positive difference to mental health within the community.

APPLYING A POSITIVE LENS

Australia leads the way in promoting wellbeing through Positive Education. Much of the groundswell arose from Positive Psychology initiatives developed by Professor Martin Seligman for Geelong

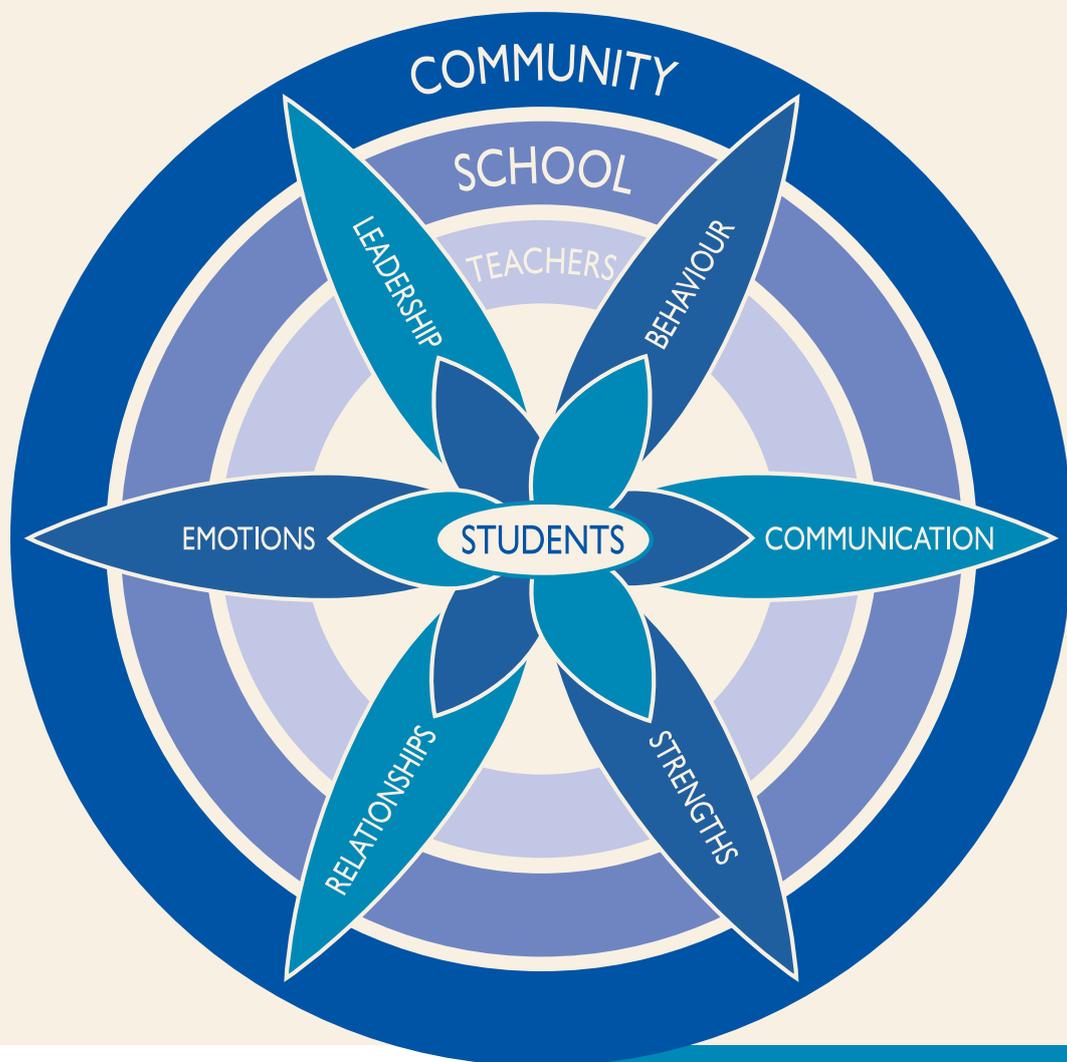
Grammar School. A flourishing community of educators are now designing innovative wellbeing programs, implementing them at different levels, and generating results.

Positive Psychology is particularly relevant in education because it focuses on enabling optimal flourishing and growth, rather than addressing deficits.

Positive Education applies a strengths-based lens to highlight what is working well. It provides structures and tools that help students and teachers build on strengths and leverage the benefits of positive emotions, communication and relationships. This fosters a growth mindset that sustains lifelong learning.

“GOOD TEST RESULTS MAY HELP THOUGH THEY DO NOT NECESSARILY LEAD TO AUTHENTIC WELLBEING AND MEANINGFUL LIVES. SCHOOLS WHERE STUDENTS LEARN TO BE, LIVE TOGETHER WELL AND LOVE LEARNING, PROMOTE A FLOURISHING FUTURE FOR BOTH YOUNG PEOPLE AND THEIR COMMUNITIES.”

Dr. Sue Roffey, Founder and Director Wellbeing Australia.



AN INCLUSIVE APPROACH

A whole school approach to wellbeing promotes flourishing holistically, empowering all members of the learning community.

- Students are equipped to flourish in life – above just passing exams.
- Teachers learn positive practices so they can engage and inspire children, enhance their own wellbeing, and lead schools in efforts that make a positive difference.
- Schools develop a positive culture that promotes positive values and demonstrates leadership.
- Communities and parents are engaged so schools can cultivate and sustain safe, supportive and flourishing learning communities.

Growing Great Schools is a recent initiative that assists schools in working with Positive Education.

It offers schools the opportunity to assess current levels of positive climate and health with a school-wide Wellbeing Check. It then provides a framework on which all factors—behaviour, communication, strengths, relationships, emotions and leadership—are addressed and all key stakeholders are considered. Recommendations and support is then provided so schools can create and implement integrated plans to promote individual and collective wellbeing.

Whether schools engage holistic approaches or start simple interventions informed by positive psychology, teachers can play a crucial role in shifting the focus toward flourishing and wellbeing.

To become involved in the Growing Great Schools Initiative or to receive a free Wellbeing Check for your school visit www.growinggreatschools.com or contact Frances on frances@growinggreatschools.com.au.



ABOUT THE AUTHOR

Frances Totney is a dedicated educator who applies positive psychology in schools. Experienced in primary, secondary and adult education, Frances has been

involved in classroom, specialist and leadership roles, believing passionately that schools are in a prime position to promote greater wellbeing for all within their community. Along with her degree in education, Frances has a Post Graduate Diploma in Mental Health for the Teaching Profession and a Diploma in Positive Psychology and Wellbeing. She has studied with Professor Martin Seligman, worked closely with Beyond Blue on delivering resilience programs and implemented school-wide mindfulness, positive psychology and strengths-based initiatives.

DIVING DEEPER INTO THE DIGITAL OCEAN

5 ideas for how educators can make the most of technology



Earlier this year Pearson's Open Ideas team published a new report – *Digital Ocean of Innovation* – which explores the changes digital data and technology will bring to the future of learning. To mark the launch of the report, the authors, Kristen DiCerbo and John Behrens from our Research & Innovation Network, headed to Washington DC to discuss the paper's findings with our education community. They were joined on the panel by John Bailey (Digital Learning Now!), Chris Dede (Harvard University) and Richard Halverson (University of Wisconsin).

Here are some of the key talking points from the event.

DIFFERENT DATA FOR DIFFERENT JOBS

When it comes to how we use data in education, we need to be clear that different data does different jobs. For example, there's the data that a teacher will find useful to impact learning (ie real-time student performance), versus the statistical outputs that governing bodies will need to measure accountability, or the insights that will inform policy and innovation agendas.

TEACHERS VS TECHNOLOGY

In the midst of this march of technological innovation, we shouldn't lose sight of the fact that machines are nowhere near as smart as skilled teachers. We should be wary of returning to the era of learning management systems that tried to create teaching in a box. Data should assist decision-making, but teachers (and their students) need to lead the way in deciding how best to improve learning outcomes; and then enable the necessary technology to support their plans.

THE EVIDENCE IS OUT THERE

There are niche sectors of education, for example Computational Science and Education, that already has an abundance of experiences about how technology is improving learning outcomes. We all need to hunt out those lessons, share them, and work out how to adapt them for the wider education sector.

IT'S LEARNING, BUT NOT AS WE KNOW IT

We need to shift from seeing learning in terms of the traditional 'in-school' and 'out-of-school' model. Technology is increasingly blurring these lines: mobile means learning is no longer defined or confined by physical spaces; gamification is challenging the very definition of what we mean by a learning experience; and MOOCs are connecting the until now hard-to-reach. In the face of all this we need to re-appraise if traditional bricks and mortar education should be the dominant system, or start to make serious strides to adopt digital first, 'cradle-to-grave' solutions. And to make that happen, those who fund today's systems need to get out of the way and let schools and teachers, and innovators and startups, dictate the future of learning, according to what the data tells them is the best way to learn.



IT'S GOOD TO TALK

Educators need to be in an ongoing conversation with builders of technology. Technologists need to be brought along on the efficacy journey, so they understand the new sort of data and tools that teachers need to improve learning outcomes. A lot of 'old' data is no longer relevant; we need to go for usefulness. For example, performance data collected and analysed every day can be more formative than traditional periodic assessments every six months.

Find out More

Download and read the *Digital Ocean of Innovation* at research.pearson.com/digitalocean

Find more from Kristen DiCerbo and John Behrens at researchnetwork.pearson.com

Learn about Pearson's commitment to efficacy at efficacy.pearson.com

Always Learning NEWSROOM

WHAT DO YOU THINK? Comment on the blog post at blogs.pearson.com.au/schools/newsroom to share your opinion and your school's experience.

MAKING A DIFFERENCE

Rachel Davis shares her experiences with the Pearson Foundation Global Assist Fellowship



The Pearson Foundation is an independent, not-for-profit organisation that aims to make a difference to people's lives by promoting literacy, learning and great teaching. The Pearson Foundation has partnered with Pearson PLC to develop the Global Assist Fellowship, which sends 12 employees from across the world to the Township of Vrygrond in Cape Town, South Africa to transform early childhood education. Pearson Australia employee Rachel Davis was selected to attend the Fellowship in April 2013. She reflects on her journey and the progress she's been able to contribute to in the year since she was in Cape Town.

In mid-April 2013 I was preparing to share teaching skills with a community halfway around the world. I was about to travel to Cape Town to work alongside my Pearson colleagues in a Township called Vrygrond. A cursory Google search taught me to expect high levels of unemployment (up to 80%), crime, alcoholism, drugs, and extreme poverty in this community of around 10 000 squashed into an area around one quarter of the size of my leafy inner Melbourne suburb. What the Internet couldn't prepare me for was the immense sense of community, the incredible resilience and the tenacity of the people I came to know in this corner of the world.

The Pearson employees arrived to offer our skills and time to the principals, teachers and students at the early childhood centres of Vrygrond. These centres encompass everything from what we know as crèche, to kindergartens, to being looked after by grandma and everything in between. Usually run by self-taught, incredibly entrepreneurial women, these centres adjoin shacks and spring off kitchens and sprawl out into crudely fenced off front and back yards. Run off the mere suggestion of the smell of an oily rag, it is the mission of the organisation True North to assist these centres to improved their premises and teaching in order to achieve 'registration status' with the South African government thereby entitling them to funding – it is a sustainable approach to development.

In our stay I worked with Anna from Pearson Vietnam in Daylight Educare. I quickly became close with Mary, the principal, who told me about the early years of her centre when they didn't have mattresses for the kids to nap on and she would daily dismantle and reassemble her house in order to run the centre and raise her own six children.



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“MARY IS A TRUE EDUCATOR, WHO PUTS HER STUDENTS AT THE CENTRE OF EVERYTHING SHE DOES.”

Through True North and the Pearson Foundation Mary will soon be getting a new, brick structure to house her centre in. This will bring her one step closer to government funding, which will double her income and mean more fruit, vegetables and resources to allow her students to get outstanding results in their lives, which is all that Mary wants. Mary is a true educator, who puts her students at the centre of everything she does. She sent me out with to buy educational toys with the donation money from Pearson Australia despite being in desperate need of an oven. The day before I left, Mary had foregone eating to ensure that her 45 students had enough to eat.

In the year since I was in Cape Town two more groups of Fellows have visited Vrygrond. We've hosted fundraisers and sent resources and donations each time, and True North now have a library in the Community Centre for students to access. Teacher-training programs have enhanced teacher skills immensely with lesson plans now the norm and teachers being front and centre with kids eager to learn, no mean feat in any classroom, but especially in a tiny one with 40 children, flood water creeping in and the end of the drawing paper fast approaching. There is still a long way to go but with every registration, lives are transformed from the bottom up and renewed hope is borne in the community. I am still in contact with Mary and can't wait for the day I see photos of her registration certification.



ABOUT THE AUTHOR: RACHEL DAVIS

*Content Coordinator
in the F-12 English and
Humanities Team*

Rachel has worked on many Melbourne-based volunteer projects with a focus on asylum seekers over the last few years. She was a member of the publishing team for the Key of Sea Journal, published in 2013. She uses her passion for education to try to make her little corner of the world a better place and is honoured to work for a company that is also committed to improving lives.

Find out More

Pearson Foundation:

www.pearsonfoundation.org

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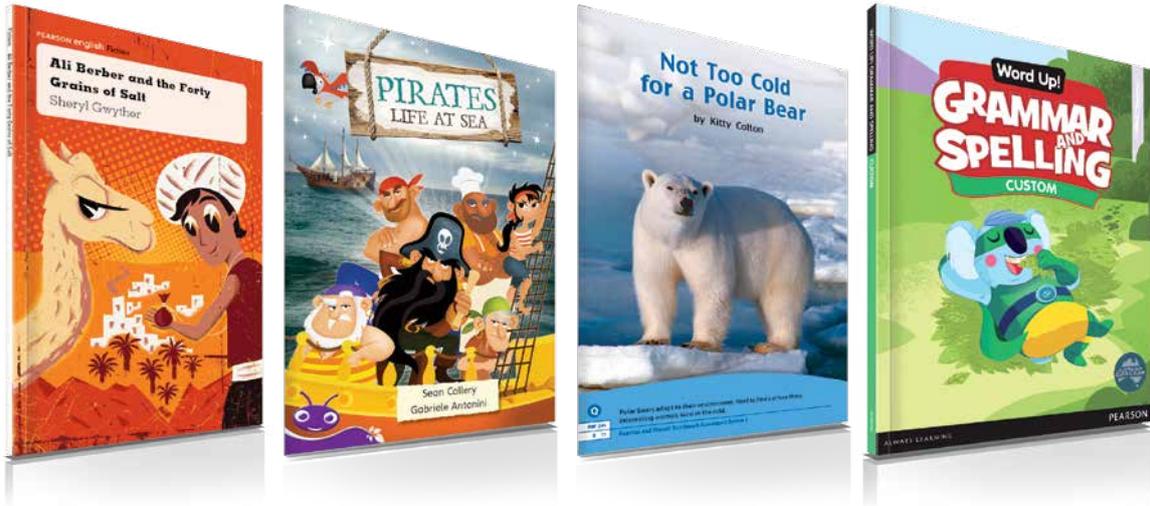
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Numeracy for Foundation through to Year 6 students



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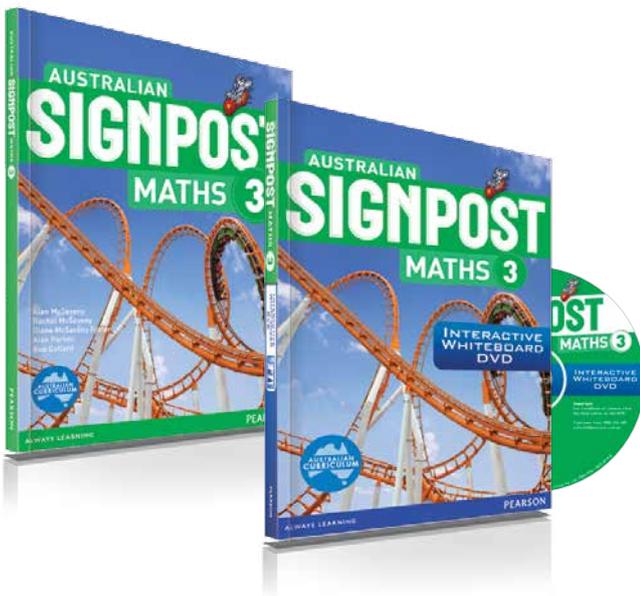
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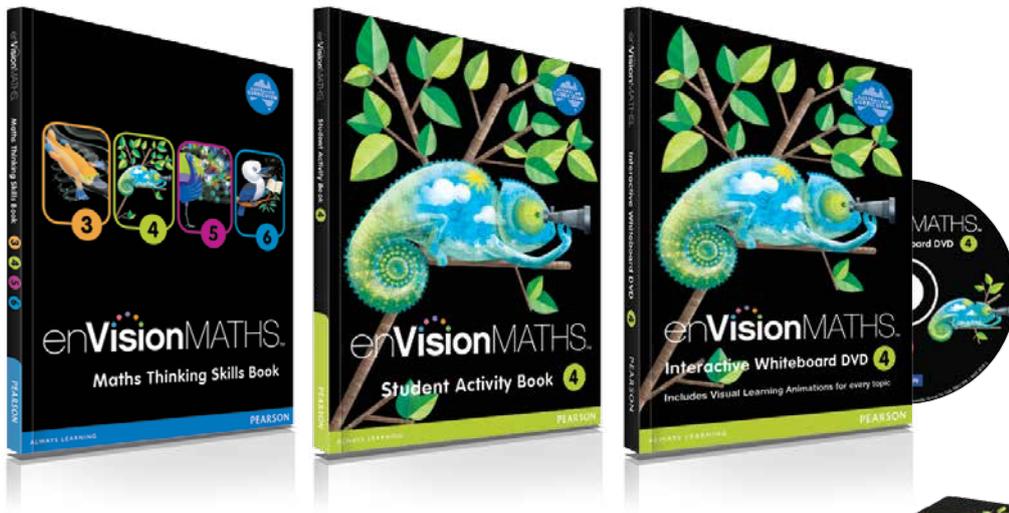
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- Contains engaging cartoons throughout the student book
- Includes a mathematical language dictionary for students
- Offers differentiated real-life questions in the Mentals Books to reinforce and consolidate learning
- Supports teachers with extension work, answers, diagnostic tests and progress reviews
- Includes digital support such as games for interactive whiteboards and a digital version of the student book
- Includes editable planning/programming charts





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KEY FEATURES:

- Provides for deeper conceptual understanding and a higher proficiency in Maths
- Aligns with Australian Curriculum: Mathematics content and proficiency strands
- Provides scrapbook-sized Student Activity Book and Maths Thinking Skills Book for Years F–2
- Incorporates breakthrough digital teaching and learning tools
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The Discovering series includes **Discovering History** and **Discovering Science** and (coming soon) **Discovering Geography**, all specifically developed to support primary teachers with the transition to the Australian Curriculum in these areas.

In each, resources are available for lower (F–2), middle (3–4) and upper primary (5–6) to assist with the planning, implementation and ongoing teaching of the Australian Curriculum.

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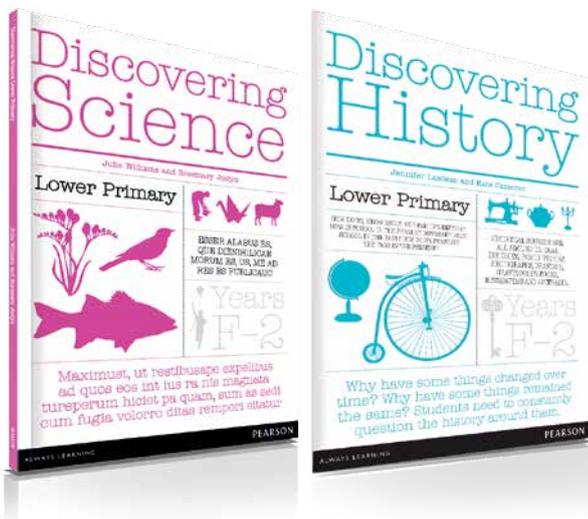
TEACHER RESOURCE BOOKS

Teacher Resource Books guide educators through the transition to the Australian Curriculum with clear teaching methodology, pedagogy and professional development.

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