EXPECTATIONS VS REALITY: AN INTERNATIONAL PERSPECTIVE OF TRANSITIONING TO HE

Louisa Horner & Emma Wilkinson

Medway Festival of Learning and Teaching
CONTEXT AND CHALLENGES
A THREE PRONGED ATTACK

Data and Evidence Enriched Practice

Academic and Subject Literacy

High Performance Teacher-Student Relationships
<table>
<thead>
<tr>
<th>Student</th>
<th>Gender</th>
<th>Nationality</th>
<th>Subject</th>
<th>Teacher</th>
<th>PoS</th>
<th>IELTS</th>
<th>IELTS AI</th>
<th>ALIS</th>
<th>Ass 1</th>
<th>Ass 2</th>
<th>Ass 3</th>
<th>Mock</th>
<th>Final Result</th>
<th>G&amp;T / ALS</th>
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<td>C</td>
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<td>U</td>
<td>C</td>
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<td>reading 4.0</td>
<td>D</td>
<td>E</td>
<td>C</td>
<td>U</td>
<td>D</td>
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<td>In support</td>
<td></td>
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<td>History</td>
<td>Jane Doe</td>
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<td>all elements</td>
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<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
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<tr>
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<td>History</td>
<td>Jane Doe</td>
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<td>5.0</td>
<td>writing 4.0</td>
<td>E</td>
<td>U</td>
<td>C</td>
<td>E</td>
<td>U</td>
<td></td>
<td>ALS - ASPERGERS</td>
<td>Attendance 77%</td>
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## Teaching & Learning

### Priority Themes

- **September/October**
  - Student-Centred Lessons.
  - Themed learning walk & departmental INSET opportunities.
- **November/December**
  - Variety in Assessment & Feedback.
  - Themed learning walk & departmental INSET opportunities.
- **January/February**
  - Academic Literacy.
  - Themed learning walk & departmental INSET opportunities.
- **February/March**
  - Stretching & Scaffolding.
  - Themed learning walk & departmental INSET opportunities.
- **April/May/June**
  - HOTs.
  - Themed learning walk & departmental INSET opportunities.
- **July/August**
  - Departmental Reviews.

### INSET Whole School Sessions

- **September/October**
  - Re-Freshers' Fair.
- **November/December**
  - Department time: Setting goals.
- **January/February**
  - Twilight TeachMeet.
- **February/March**
  - Twilight TeachMeet.
- **April/May/June**
  - Twilight LeadMeet.
- **July/August**
  - Evaluation & planning.

### Departmental Peer Activities

- **September/October**
  - Leadership Day pitch.
- **November/December**
  - Initial meeting/set goals.
- **January/February**
  - Whole-school TeachMeet (see INSET).
- **February/March**
  - End of term meeting/planning.
- **July/August**
  - Evaluation.

### Teacher with CATS Canterbury Student Council

- **September/October**
  - 2 x half term drop ins.
- **November/December**
  - Recognition Projects established/continued.
- **January/February**
  - Opportunity for MA Negotiated Module.
- **February/March**
  - Recognition Projects / MA Negotiated Module.
- **April/May/June**
  - Recognition Projects / MA Negotiated Module.
- **July/August**
  - Evaluation & Updating.

### Classroom Project with the University of Kent

- **September/October**
  - Wednesday Induction Sessions.
- **November/December**
  - Flexi Induction Sessions.
- **January/February**
  - Flexible Induction Sessions.
- **February/March**
  - Collaborative lessons.
- **April/May/June**
  - Feedback and reporting.
- **July/August**
  - Evaluation.

### Professional Practice Group with Christ Church University's Teaching & Learning Academy

- **September/October**
  - Recognition Projects established/continued.
- **November/December**
  - Opportunity for MA Negotiated Module.
- **January/February**
  - Recognition Projects / MA Negotiated Module.
- **February/March**
  - Recognition Projects / MA Negotiated Module.
- **April/May/June**
  - Feedback and reporting.
- **July/August**
  - Evaluation.

### PGCE with Christ Church University

- **September/October**
  - Wednesday Induction Sessions.
- **November/December**
  - Flexi Induction Sessions.
- **January/February**
  - Subject leader orientations.
- **February/March**
  - Collaborative lessons.
- **April/May/June**
  - Feedback and reporting.
- **July/August**
  - Evaluation.
SUBJECT LITERACY AND CRITICAL THINKING VIA EFFECTIVE GROUP WORK

- Hexagons
- Text Tiles
- Writing Frames
- Strategies
- Teaching through Concepts
- Layered Chronologies
- Significance Charts
INSTRUCTIONS:
1. Sort the events below into chronological order and label them along the bottom of your chart (over the page).
2. Explain the significance (or lack of it) of each event in the relevant column; try to include specific detail and make the context clear for yourself.
3. Complete the bar chart, rating each event for its significance, 1=Least significant / 10=Most significant.
4. Can you draw conclusions based on your ratings, for the question provided?
HIGH PERFORMANCE TEACHER-STUDENT RELATIONSHIPS

- Authoritarian Relationships
- Aloof Relationships
- Friendly Relationships
- High Performance Relationships

Press

Care
“It is teachers who have created positive teacher student relationships that are more likely to have the above average effects on student achievement.”

John Hattie
When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways. (Hamre & Pianta, 2001).

Students who have positive relationships with their teachers use them as a secure base from which they can explore the classroom and school setting both academically and socially, to take on academic challenges and work on social-emotional development. (Hamre & Pianta, 2001).

Motivational theorists suggest that students' perception of their relationship with their teacher is essential in motivating students to perform well. (Bandura, 1997; Fan & Williams, 2010; Pajares & Graham, 1996; Ryan, Stiller, & Lynch, 1994; Wentzel, 2003; Zimmerman, Bandura, & Martinez-Pons, 1992).

Social capital in a classroom setting is defined as caring teacher-student relationships where students feel that they are both cared for and expected to succeed. (Muller, 2001).

Studies that have investigated older students' relationships with teachers have found that students improve both academically and socially from positive teacher-student relationships. (Alexander et al., 1997; Cataldi et al., 2009; Dika & Singh, 2002; Hughes et al., 1999; Midgley et al., 1989; Ryan et al., 1994; Wentzel, 2003).
DISSEMINATION

★ TeachMeet ★
★ LeadMeet ★
★ Journal Club ★
<table>
<thead>
<tr>
<th></th>
<th>CATS Canterbury</th>
<th>CATS Average</th>
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<tbody>
<tr>
<td>My teachers are available to give me guidance and support when</td>
<td>1.92</td>
<td>2.00</td>
</tr>
<tr>
<td>I need them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I get regular and helpful feedback about my work</td>
<td>2.06</td>
<td>2.12</td>
</tr>
<tr>
<td>My teacher explains things well and makes the subject interesting</td>
<td>2.08</td>
<td>2.15</td>
</tr>
<tr>
<td>My English has improved significantly since I started</td>
<td>2.14</td>
<td>2.22</td>
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<tr>
<td>The faculty and staff value my views and opinions</td>
<td>2.02</td>
<td>2.32</td>
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**MEAN RESULTS**  (1=Strongly Agree – 5=Definitely Disagree)

- Above CATS average
- 0.10 below CATS Average
- 0.20 below CATS Average
<table>
<thead>
<tr>
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<td>7</td>
<td>19.5%</td>
<td>10%</td>
<td>18%</td>
</tr>
<tr>
<td>A*-A</td>
<td>7-6</td>
<td>45.5%</td>
<td>41%</td>
<td>39%</td>
</tr>
<tr>
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<td>60%</td>
<td>57%</td>
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<tr>
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<td>7-4</td>
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<td>82%</td>
<td>75%</td>
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<td>7-2</td>
<td>100%</td>
<td>100%</td>
<td>96%</td>
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FROM US TO YOU...