**DGAT ACTION RESEARCH: 2019 20**

LETTER 6

Dear All

Really enjoyed seeing you all. Enjoyed the back and forth. Big thank you to Ruth and Claire for a fine spread. Think we’re well on track- even if some might not feel it yet- I know it. Please see below areas of research pencilled in. Find attached the Evaluation Schedule- record everything on this from now on and this is what we will publish.

Dates agreed for visits thus far:

Wed 13th Nov—Hardwicke

Fri 15th Nov—

Wed 20th Nov—St Laurence

Wed 27th Nov- Whiteshill

Fri 29th Nov- N Cerney

Wed 1st Dec- Dursley

Fri 6th Dec- Bibury

(Spring- Winchcombe, FCI, Longney)

By the by- anyone noted Sherrington coming to SAS Conference soon!

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| **Reminder: dates of twilights:**  Meeting 4: Wednesday 22nd January: Field Court Infant Academy  **Core books:**  David Didau’s – ‘**What Every Teacher Needs to Know About Psychology’**  And now adding-  Tom Sherrington **- Rosenshine's Principles in Action** –  **Worthwhile blogs:**  teacherhead | Zest for Learning… into the rainforest of teaching and school leadership --**https://teacherhead.com**  [David Didau: The Learning Spy | Brain food for the thinking teacher](http://www.learningspy.co.uk/)--**www.learningspy.co.uk/**  [Alfie Cohen-- https://www.alfiekohn.org/blog](C:\\Users\\NMOSS\\Documents\\Minch Computer 02 14\\Minch computer 08 13\\Professional Development\\Action research\\2019 20\\LETTERS\\Alfie Cohen-- https:\\www.alfiekohn.org\\blog)  **Action research areas pencilled in**   1. St Laurence- low stakes testing (ref knowl organisers) 2. Minchinhampton- Vocabulary using retrieval methods 3. Dursley- Multiple choice (or Hinge questions) 4. FCI- Continuous Provision 5. Bibury- Retrieval practice – effect of context 6. Hardicke- Vocabulary using retrieval methods- using images   **Ideas list of other possible action research topics for 2019:**   1. Using narratives to structure learning 2. Combining words and images when instructing 3. Austin’s Butterfly- Ron Berger   **Articles sent thus far:**  **Memory & retrieval:**   * Cognitive Load Theory- chapter summaries * Cognitive Load theory- research that teachers really need to understand- NSW * Making things Hard on Yourself but in a good way- Creating desirable difficulties in learning- Bjork & Bjork * Optimising learning using retrieval practice-- Megan A Sumeracki and Yana Weinstein * Retrieval practice in use: multiple-choice testing in the primary classroom   Stuart j garner  **Principles of Instruction**   * Strengthening the student toolbox- by John Dunlowsky * Organising instruction and study to improve students learning- IES * Putting students on the path to learning- Richard Clark * Principles of Instruction- Rosenshine * What works in classroom instruction—Robert Marzano * Exploring Barak Rosenshine’s seminal Principles of Instruction: Why it is THE must-read for all teachers- Tom Sherrington   **Action Research Process**   * Evaluation: what why how—Coe 2017 * Evidence into Practice: The Importance Of Professional Judgement * Five Challenges Moving Towards Evidence Informed Practice-- Louise Stoll 2017 |

**Articles sent – relevant to our discussion--w**ill research CP

Designing Great Hinge Questions (Multi-choice- D Wiliam)

Improving Pupil Feedback with Public Critique (Austin Butterfly)

Why Vocabulary Instruction Matters- Moore (- vocab)

Choosing Words to Teach- Beck (vocab)

Effective Vocab Instruction- Sedita (vocab)

**Attachment:**

-Evaluation schedule