

NyGIV



New possibilities- thinking:

- *How can we motivate students to read, write and calculate smarter?*
- *How can we give support to students who don't develop their basic skills as we desire?*
- *How can we adjust education for students in order for them to feel that they manage basic skills?*



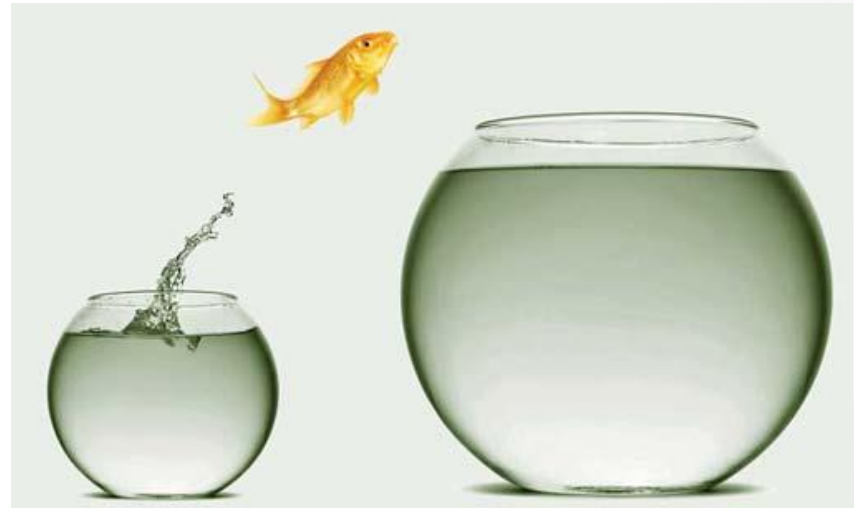
NEW POSSIBILITIES contains the following key measures for me:

- Intensified follow-up of pupils with the poorest results in the 10th grade.
 - Over the last five years I have had groups of 8-12 pupils.
 - Intense periods with 35 hours seminars .
- Develop pupils' basic skills in reading and writing. (numeracy)
- My classroom practice has a more practical manner for the common core subject Norwegian. (and Math)



Great aims – short time:

- **Where do we start?**
 - > use what I know will work!
- New Possibilities- thinking coincide with learning-strategy thinking.



Principle 1:

Building up a “toolbox”



Principle 2:

To learn you need to be active and involved in your own learning.



New possibilities and learning strategies have the same aims:

Understand how you learn!

Understand how you learn:

- Develop students' confidence through thinking about and reflecting on their own learning.
- Realize that **they** are the experts when it comes to their own learning.



Four key principles

Pupils learn best when they:

1. Understand what they are supposed to learn and what is expected of them.
2. Receive feedback that informs them about the quality of their work or performance.
3. Receive advice on how they can improve.
4. Are involved in their own learning activities for example through assessing their own work and development.

(Norwegian Directorate for Education and Training,2011)

We all have to work on our reading!

To read over and over again is the most used, but the least efficient method to use when you want to understand and learn!



Reading comprehension

Reading = decoding X understanding

- The ability to see the true meaning of the words, and understand ideas
- See the connection between the ideas that are expressed in the text.
- Create and produce meaning in the text you read.
- Reading is seeking for meaning.
- Meaning is created when text and reader meet; When the reader is active and involved.



- The true test of intelligence is not how much we know how to do, but how we behave when we don't know what to do'

(John Holt, How Children Fail)



The frog



My main focus:

- **Metacognition** – students must learn about their own learning process
- Develop their talents.
- Basis in students stand point.
- Varied approach to learning → **strategies.**
- Focus on **basic skills.**
- Build **relations** teacher – student.

POSITIV FEEDBACK:

- Positive response
- Celebrating success
- SMILE 😊



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