

# WHY AREN'T THEY LEARNING?

## Introduction

Maximising Potential – a resource to support inclusion in modern languages

<http://www.ltscotland.org.uk/maximisingpotential>



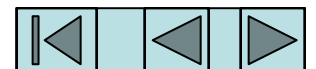
Have you come across  
pupils like these...? >>



*I hate French!*



*I'm not very good at French!*



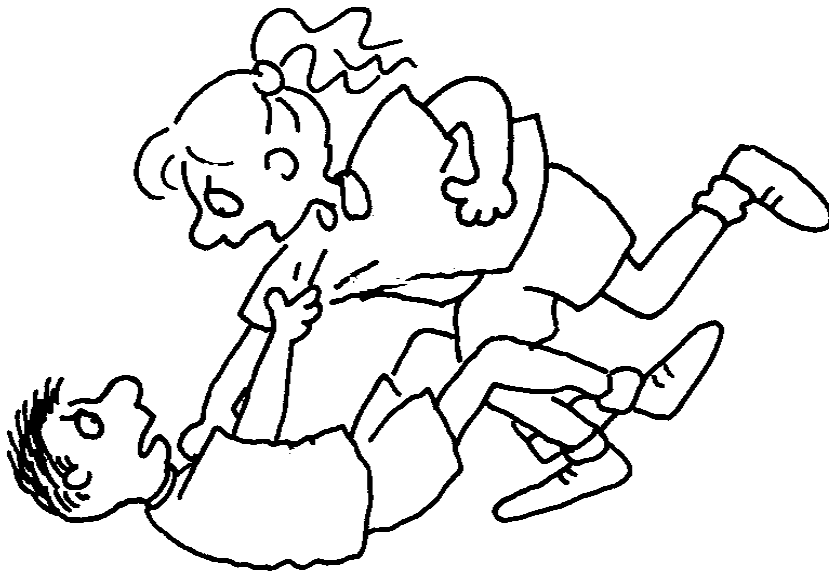
*Er...what are we supposed to be doing...?*



*Trade you Beckham  
for Rooney...*



*What have you done  
with my pencil?!*



- *Sir! Sir!*  
*Please, Sir...?*



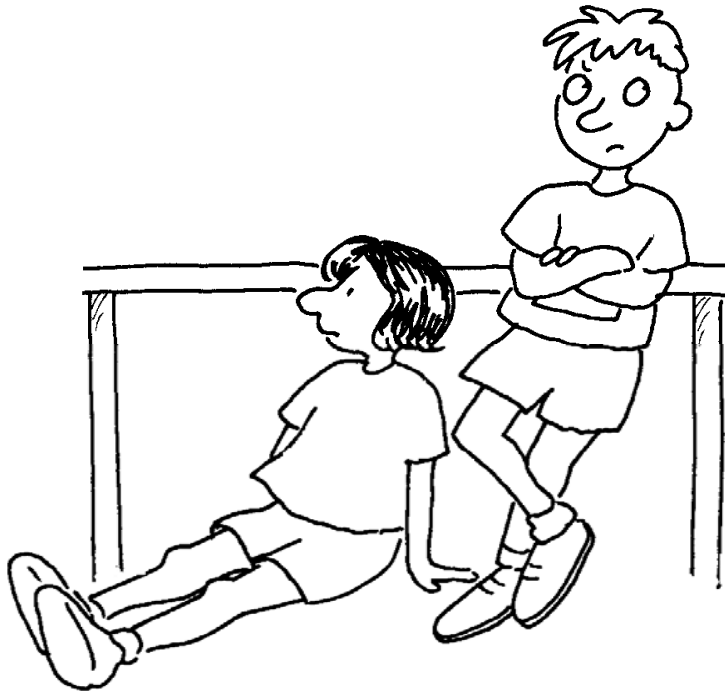
- *What is it now,*  
*John?*



*Hey, guys! You won't believe  
who I saw last night...*



*Do we look bovvered?*





*Got to go to the dentist's... Er, feel sick...  
Um, can I go to the toilet...?*



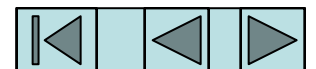
Oops!



Did you recognise  
any of them...?



Why do they behave  
like that?



Are they just bad ... ?



Or could there be  
some other reason?

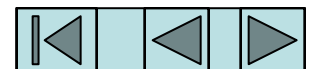
Discuss briefly,  
then go on to the next slide >>



Another way of looking at what  
might be happening... >>



Imagine a learning activity  
as... a **RACE!**



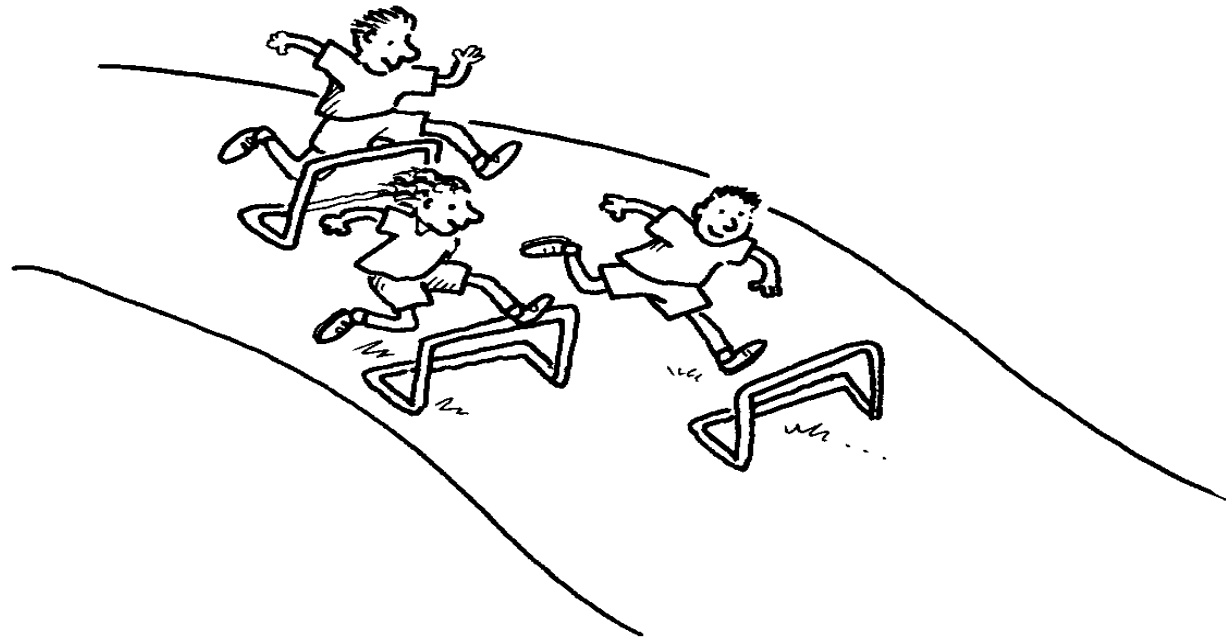
This is how we'd like them all to finish...



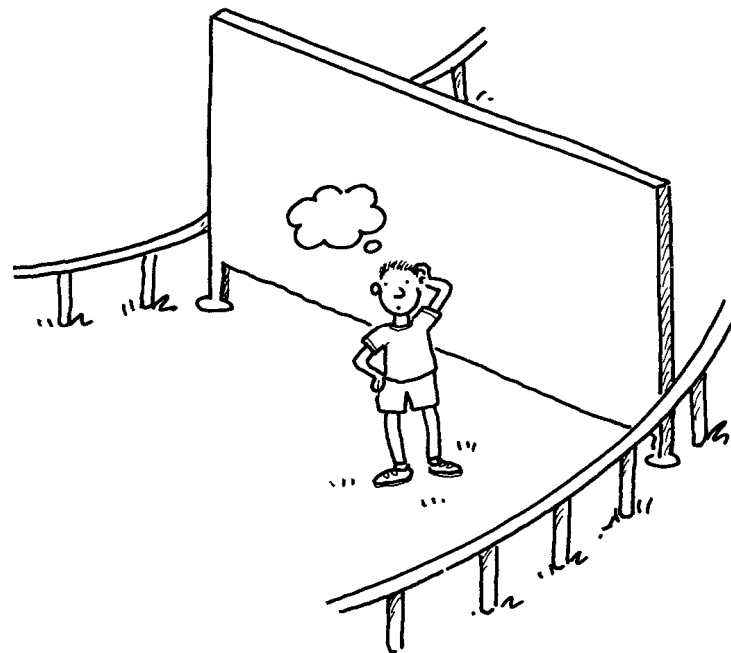
So, we give them clear instructions; they know exactly what to do; we set them off...



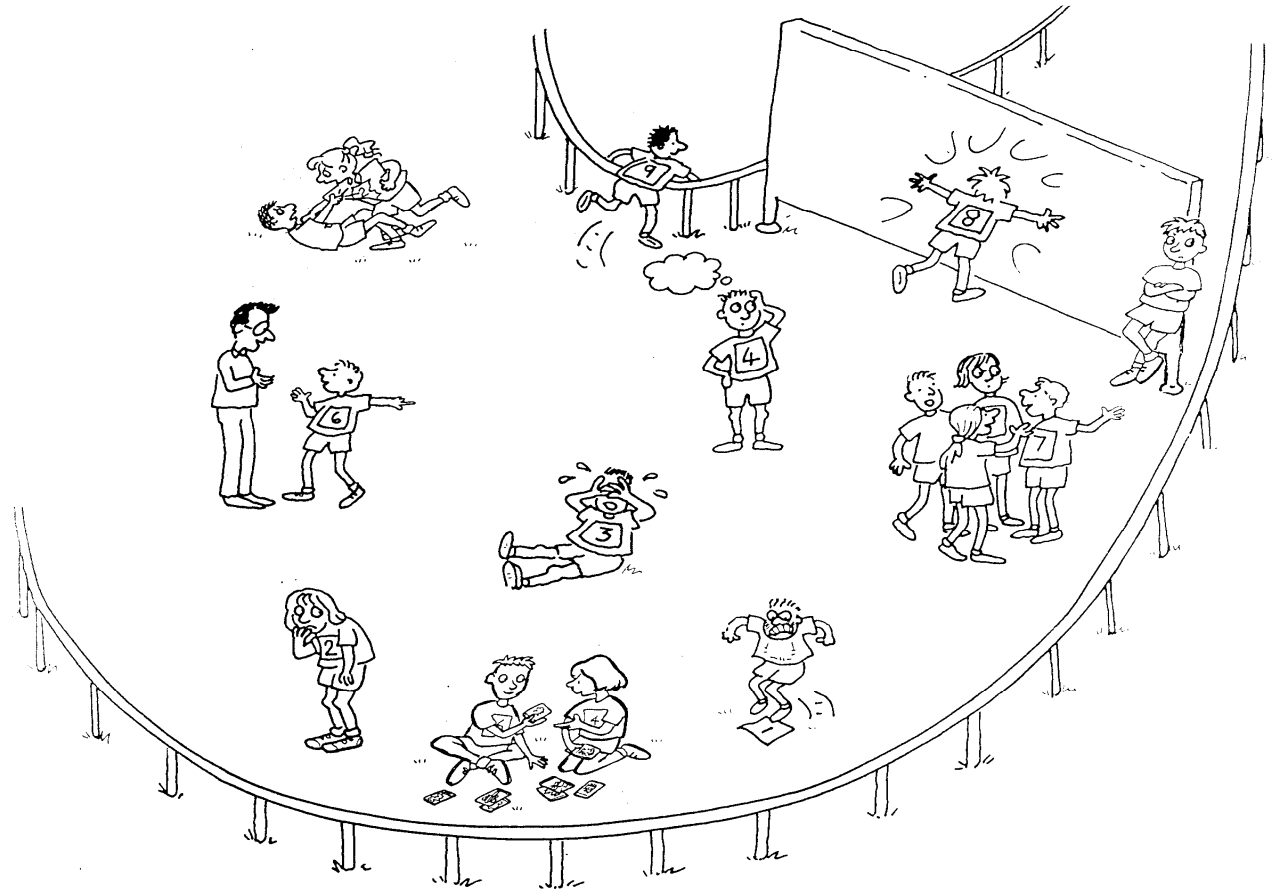
Of course, we need to stretch them a bit...



But not too much...



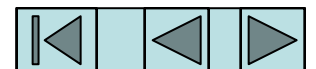
Otherwise...



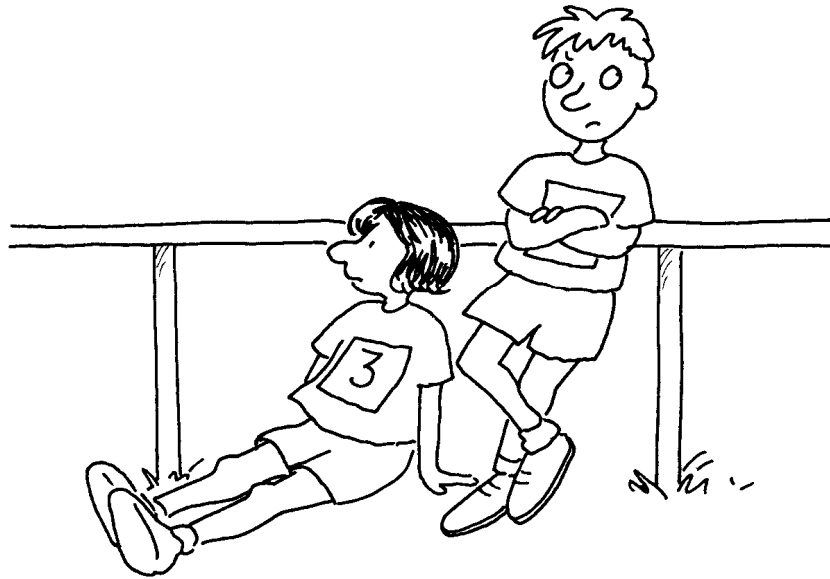
(Recognise them...?)



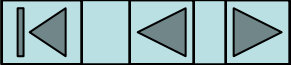
...if some of them can't do  
what we've asked them to do...



They may lose interest...



One or two might think of asking for help...



Others might try and work it out for themselves...



But other pupils will be upset...



(though they may not care to admit it)



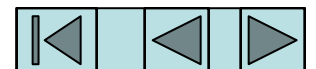
Some will be ashamed...

*I'm no good at French!*



Some will take refuge in rage ...

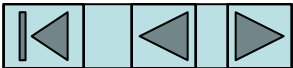
*I hate French anyway!*



Some will find better things to do ...

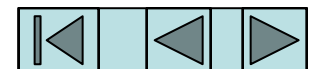


Some will carry on where they left off at the end of break...

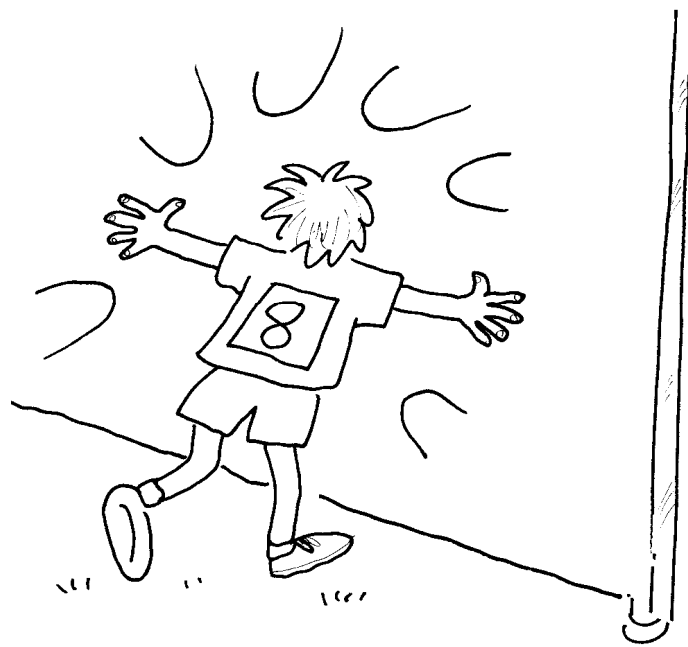




Some may decide to give up altogether...



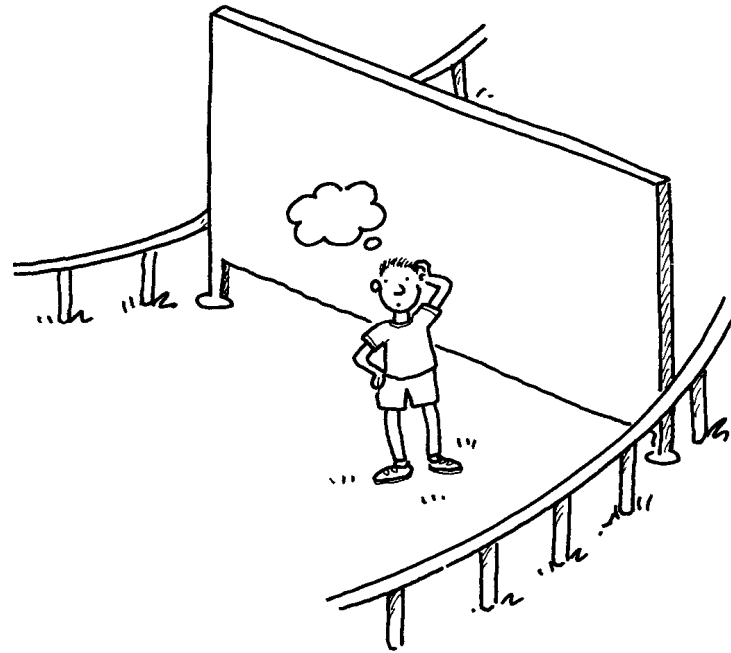
One or two may not even notice  
there's a problem!



Are these pupils simply bad?

Or could there be something else that's stopping them from learning?





Is there a barrier of some sort?



And if so, what can we do about it...?

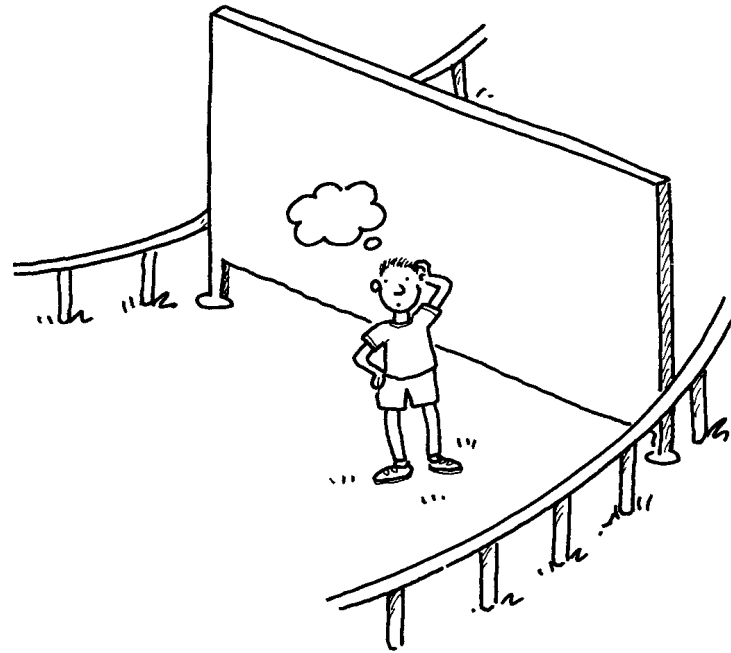
Discuss briefly, then go to the next slide >>



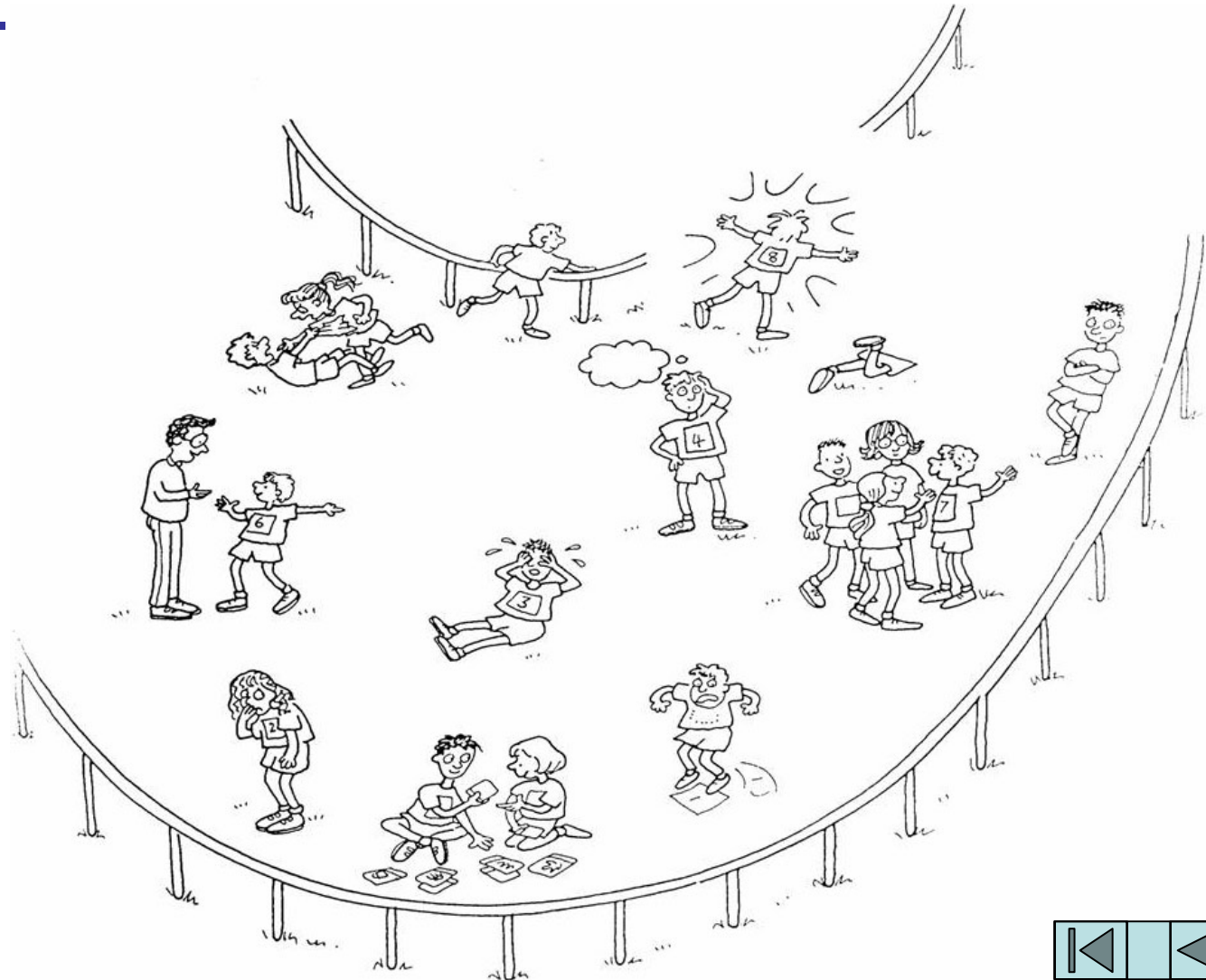
# THE TROUBLE WITH BARRIERS TO LEARNING...



...as opposed to real ones...



...is that you can't actually see them.



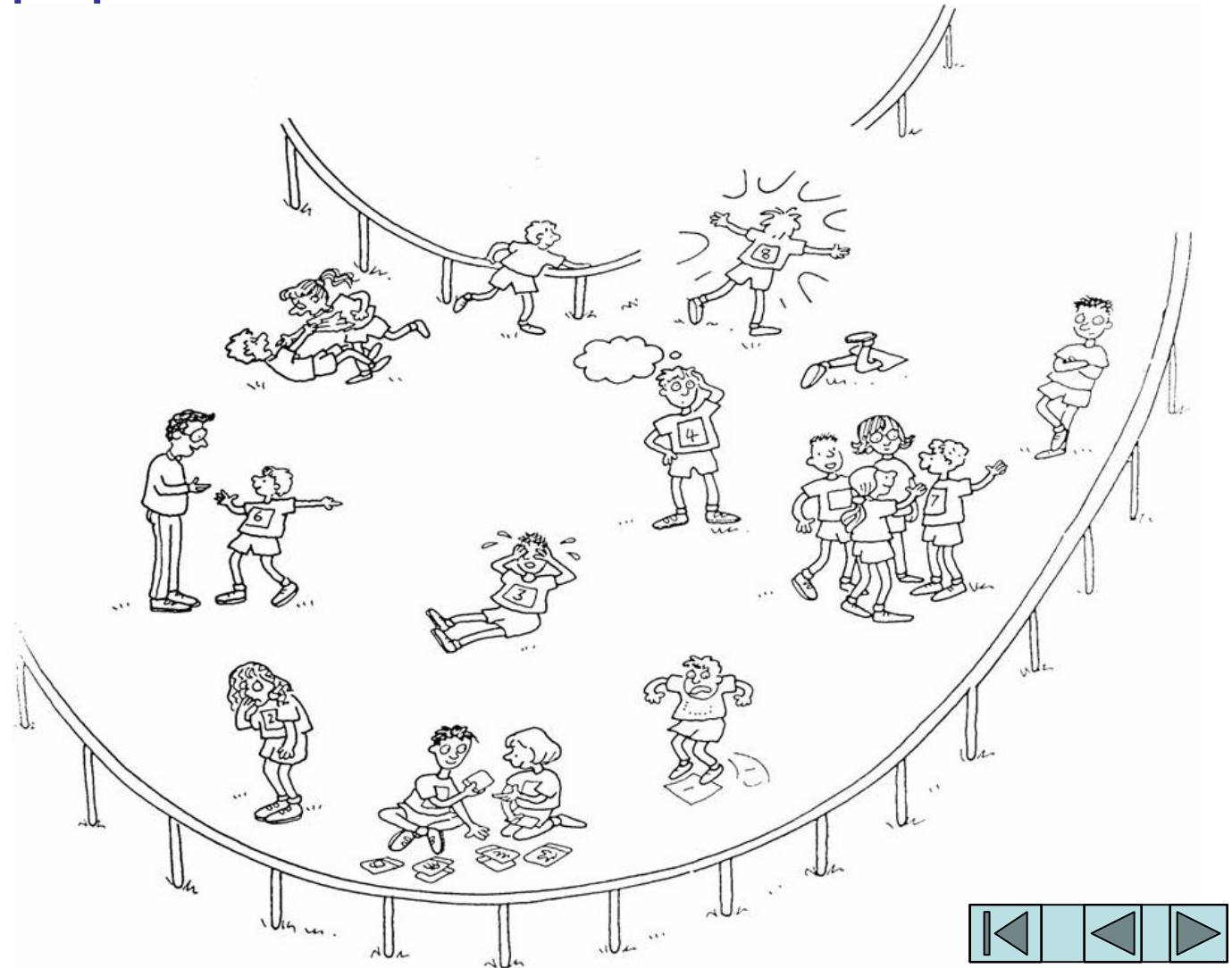
And if you can't see a barrier,  
how can you know that it's there?

How can  
you know  
what it is?

How can  
you deal  
with it?



Well, you can start by looking for clues in pupils' behaviour...



But then, of course, how we interpret their behaviour is crucial ...



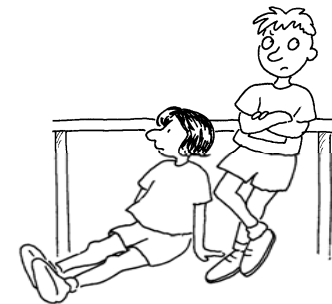
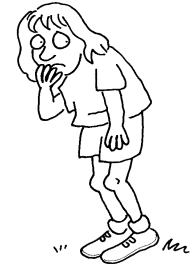
For example, is this one just trying to wind us up?

Or could there be some other explanation?

And if so, what?



# And what about these ones?



Pause briefly  
for discussion/reflection

Now read...

Barriers to learning

<http://www.ltscotland.org.uk/maximisingpotential/unit1/gettingstarted.asp>



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