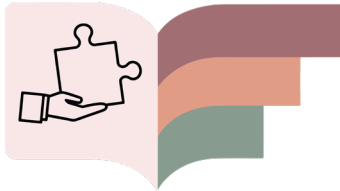




TAS TEACHER SUPPORT WORKSHOP

HELPING TEACHERS THRIVE & UNDERSTANDING EXAM ANXIETY

Presented by Dr Philippa Fabbri

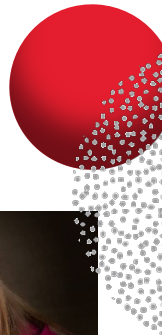
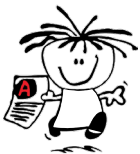


Education Services

Hosted by Gretel Lampe



THE
ANSWER
SERIES *Your Key to Exam Success*



TAS WELCOMES DR PHILIPPA FABBRI

Qualified
teacher with
Doctorate in
Inclusive
Education

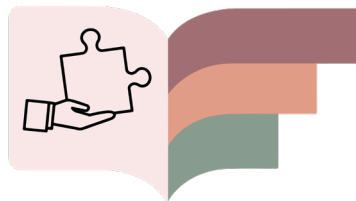
Co-founded
Elsen Academy
in 2005

Founder &
CEO of
Educational
Services



For Parents:

Provide educational plans to
support learners with barriers,
anxiety, depression & autism



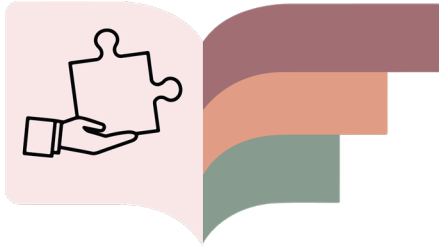
Education Services

For Schools:

Offer mentoring, professional
development training &
workshops tailored to needs

Creating an environment where children can be “seen” and “heard”

HELPING TEACHERS THRIVE AND UNDERSTANDING EXAM ANXIETY



Education Services



OVERVIEW

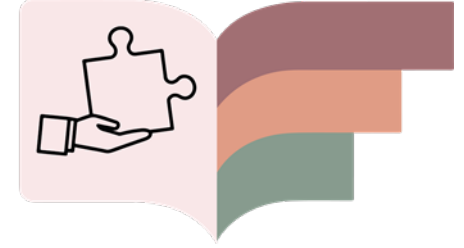
HELPING TEACHERS THRIVE

- Focus areas needed for a teacher to thrive
- Cultivating a sound learning & teaching environment
- Role of teachers
- 8 Learning tools needed for success
- Overcoming the potential classroom barriers

UNDERSTANDING EXAM ANXIETY

- Exam pressure & anxiety
- Effects of the anxiety-provoking situations
- Anxiety cycle: Mind/body connection
- Tips to help with exam anxiety

THE EARLY DAYS...THEN AND NOW



WHAT DO TEACHERS NEED ? WHAT DO YOU NEED ?

Emerging from international pandemic is a different kind of person (and teacher).



How has Covid changed you?

Teacher2.0 (post Covid)

HOW TO T.H.R.I.V.E FROM MONDAY TO FRIDAY

Team -

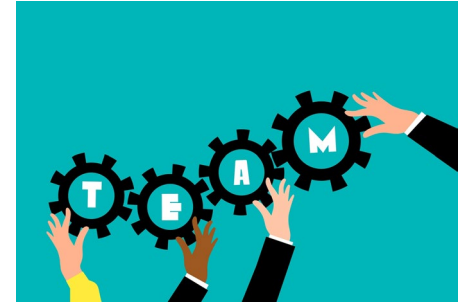
community/tribe
(Lack of community)

Healthy hierarchy -

leading with empathy
(Lack of control)

Respect & reward -

feeling appreciated, actions
(Lack of reward)



T.H.R.I.V.E. (CONT.)

Inclusion and fairness -

feeling respected, no discrimination
(Lack of fairness)

Vision & mission -

common goals
(Conflict of values, ethos)

Enthusiasm -

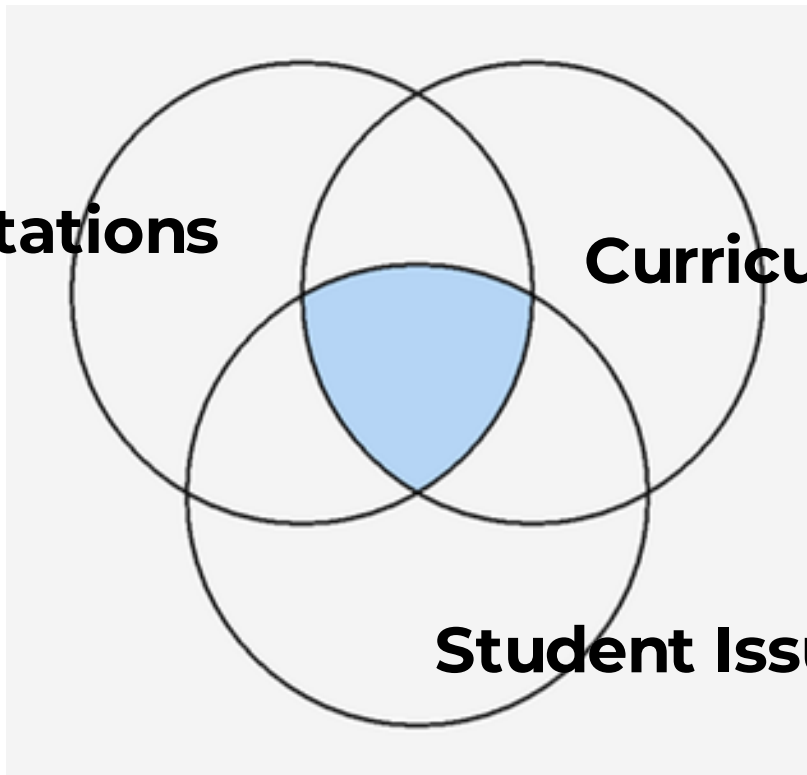
all work and no play
(Work overload)

FINDING THE "SWEET SPOT"

Parent Expectations

Curriculum Demands

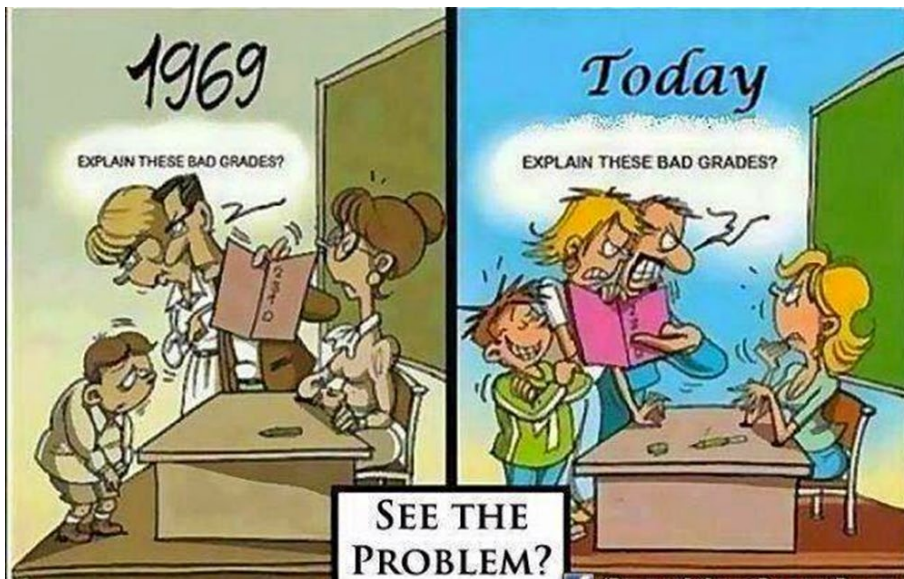
Student Issues



CULTIVATING A SOUND CULTURE OF LEARNING AND TEACHING:

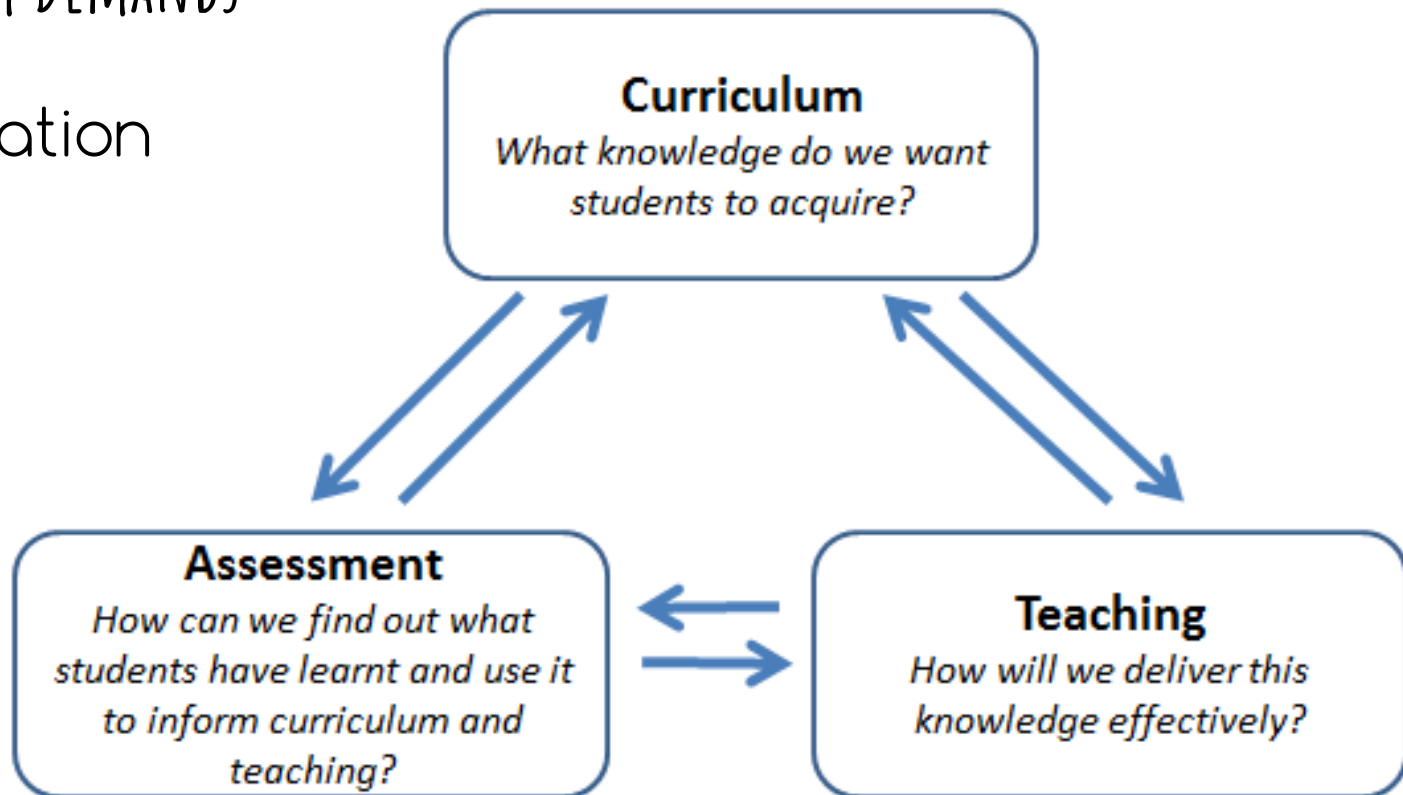
1) PARENT EXPECTATIONS

- Positive school atmosphere or “vibe”
- Stimulating classroom environments
- Effective leadership
- Good management and administration
- Neat buildings and facilities
- Availability of resources
- High professional standards among educators
- Healthy relationships between all role players
- Order and discipline (code of conduct)
- Effective instructional leadership
- Shared sense of purpose



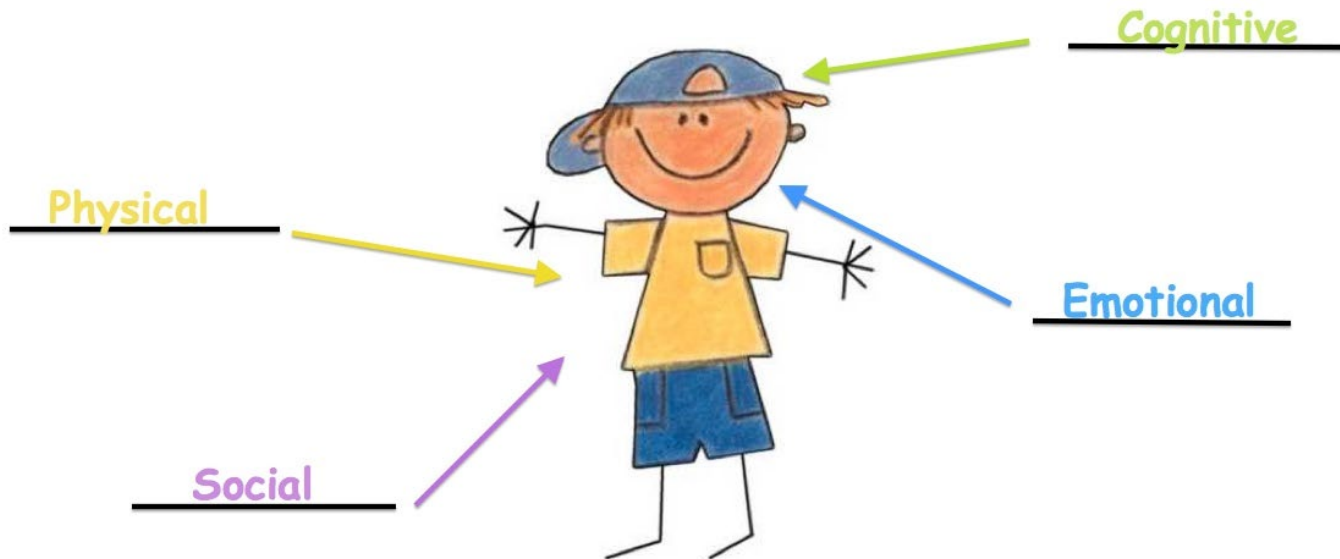
2) CURRICULUM DEMANDS

Administration
Planning
Discipline

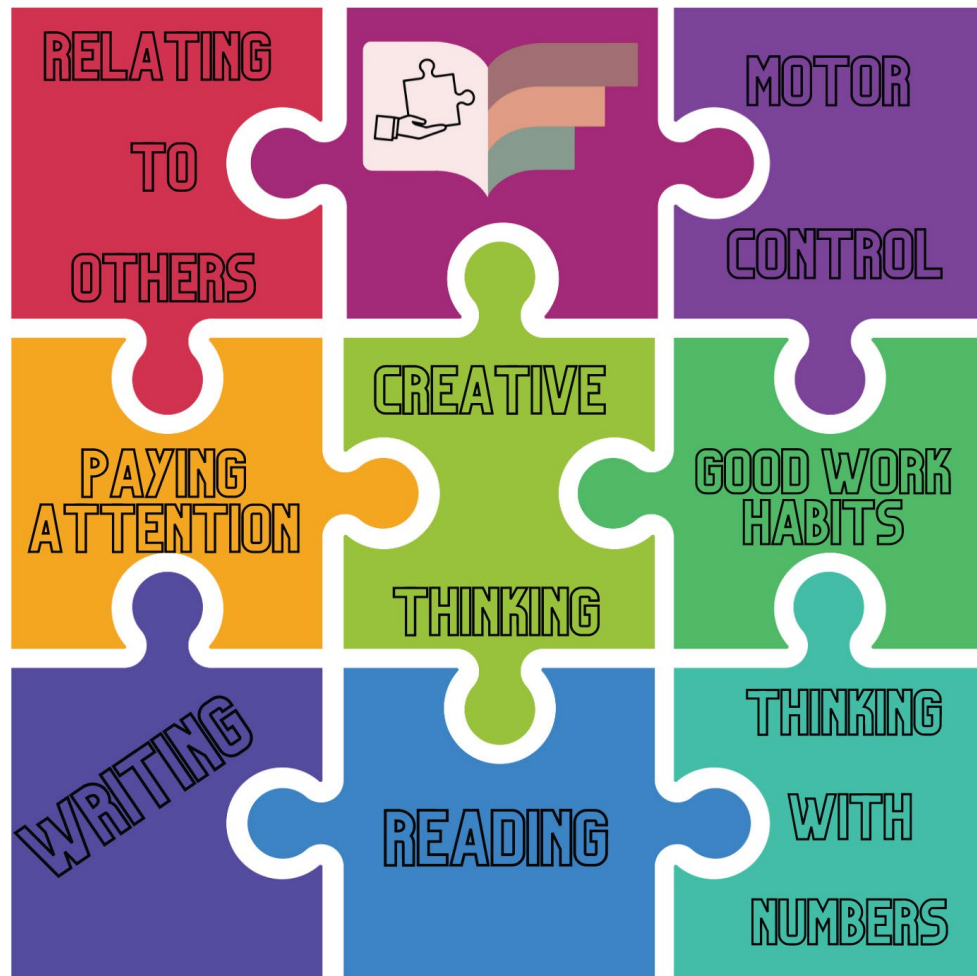


3) STUDENT ISSUES:

Whole Child Education



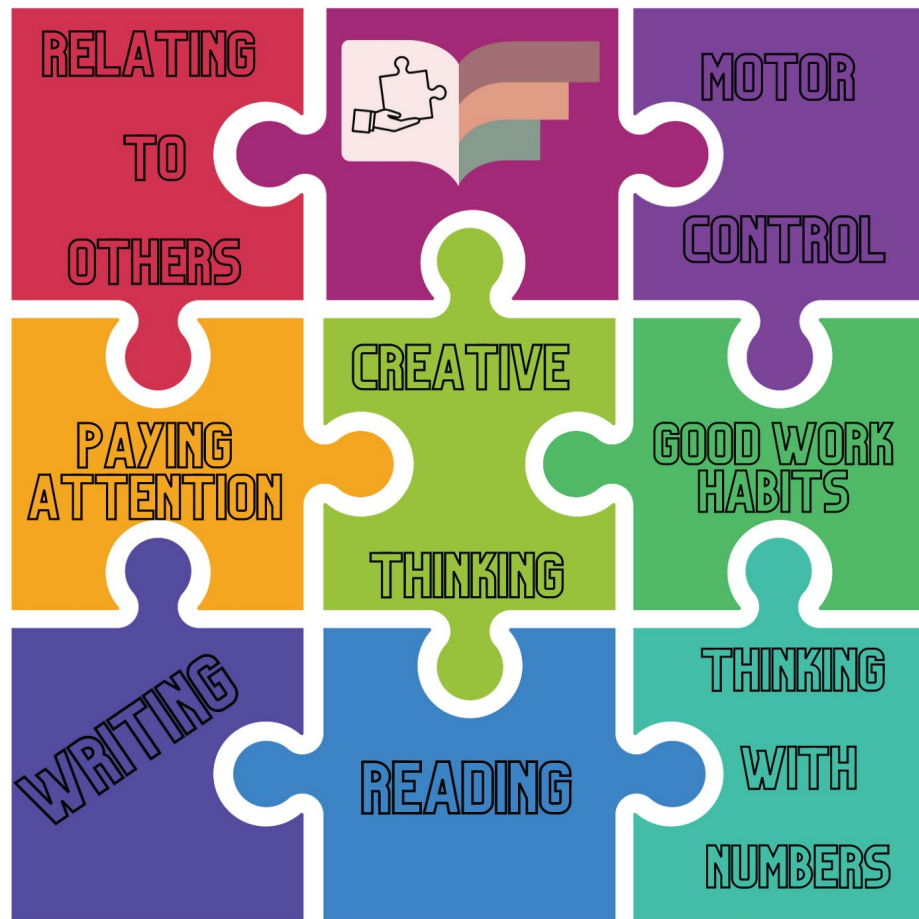
8 LEARNING TOOLS NEEDED
FOR SUCCESS
IN THE CLASSROOM



LEARNERS WHO ARE ABLE TO USE AND PERFORM THESE 8 SKILLS

- Thinking with Numbers (Number Cognition)
- Reading (Comprehension)
- Writing (Written Expression & Handwriting)
- Relating to Others (Social Cognition)
- Paying Attention (Controlling Attention & Focus)
- Creative Thinking (Creating & Communicating Ideas)
- Good Work Ethic (Executive Function Skills)
- Motor Control (Muscle movement)

8 LEARNING TOOLS NEEDED FOR SUCCESS IN THE CLASSROOM AND POTENTIAL BARRIERS:



1. Bullying/social exclusion/peer pressure/anti-social behaviour
2. Clumsiness/Dyspraxia
3. ADHD
4. Rote Learning/Concrete Thinker
5. Lack of Motivation, Executive Dysfunction
6. Dysgraphia
7. Specific dyslexia/reading disorders
8. Dyscalculia & Maths Anxiety

DEFINITIONS & EXPLANATION OF THE POTENTIAL BARRIERS

1. Dyscalculia & Maths Anxiety
2. Specific dyslexia/reading disorders
3. Dysgraphia
4. Bullying/social exclusion/peer pressure/anti-social behaviour
5. ADHD
6. Rote Learning/Concrete Thinker
7. Lack of Motivation, Executive Dysfunction
8. Clumsiness/Dyspraxia



Often learners are faced with challenges in the learning process that are a result of a broad range of experiences in the classroom, at school, at home, in the community, and/or as a result of health conditions or disability. These challenges are referred to as 'barriers to learning and development'. (SIAS, 2014)

About 1 in every 5 students will have a learning barrier of some sort.

DYSCALCULIA & MATHS ANXIETY

- The definition: DSM-5
Difficulties in production or comprehension of quantities, numerical symbols, or basic arithmetic operations that are not consistent with the person's chronological age, educational opportunities, or intellectual abilities.
- The estimate of people who are dyscalculic is around 5%.
- There will be a spectrum of maths difficulties.
- The realisation that the child is not making appropriate progress in maths compared to their peers. Usually teachers are comparing performance in maths with that in other subjects.
- www.stevechinn.co.uk



Anxiety occurs when an anticipated event is expected to make demands for which the person is unprepared.

Feelings of tension and anxiety that interfere with the manipulation of numbers and the solving of mathematical problems in a wide variety of ordinary life and academic situations.

Mental block anxiety can be triggered by a symbol or a concept that creates a barrier for the person learning maths. (Division and fractions are top problems for many!)

NB: Having to do maths quickly can create anxiety.

HOW TEACHERS CAN SUPPORT WITH MATHS

- Help being given discretely and quietly.
- Being given more time (and thus, maybe less examples for homework).
- Handouts with summaries of work (and including visuals to aid understanding).
- Marking work in dark colours, tidily, clearly and discretely. Appropriate praise.
- Working in smaller groups.
- Trained teachers who care.
- Grades which show individual improvement.
- Catch up exercises (targeted at specific problems).

SPECIFIC DYSLLEXIA & READING DISORDERS

The definition: BDA (Rose, 2009)

- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- The estimate of people who are dyslexic is around 10%.
- Dyslexia occurs across the range of intellectual abilities.
- A dyslexic learner, despite certain areas of difficulty, may be orally very able and knowledgeable, creative, artistic, or sporting.
- www.bdadyslexia.org.uk



Written work:

Has a poor standard of written work compared with oral ability,
Spells the same word differently in one piece of work,
Has difficulty with punctuation and/or grammar,
Has difficulty taking notes in lessons

Reading:

Reads at a reasonable rate, but has a low level of comprehension,
Fails to recognise familiar words,
Loses their place easily/uses a finger or marker to keep the place,
Struggles to use dictionary.

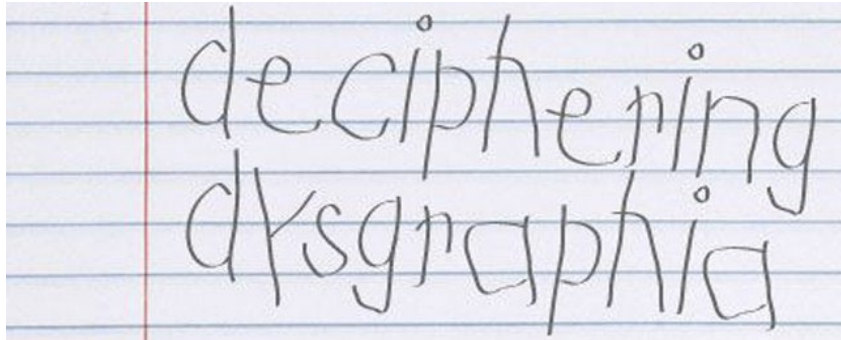
Behaviour:

Is disorganised or forgetful,
Is easily distracted.
Is often in the wrong place at the wrong time,
Is excessively tired, due to the amount of concentration and effort required.

HANDWRITING (GRAPHOMOTOR) SKILLS - DYSGRAPHIA

Dysgraphia is a neurological disorder of written expression that impairs writing ability and fine motor skills.

It interferes with practically all aspects of the writing process, including spelling, legibility, word spacing and sizing, and expression. It affects between 5 and 20% of learners



www.additudemag.com

Symptoms include:

- Trouble forming letters shapes,
- Tight, awkward, or painful grip on a pencil,
- Difficulty following a line or staying within margins,
- Trouble with sentence structure or following rules of grammar when writing,
- Difficulty organizing or articulating thoughts on paper,
- Pronounced difference between spoken and written understanding of a topic,
- Avoidance of written work

The Social Thinking System: 3 social missions at school

1. The Friendship Mission – many vs some
2. The Popularity Mission – cliques vs subgroups
3. The Political Mission – peers vs adults

Social Language System:

Interpretation of feelings,
Code switching,
Conversation technique,
Humour,
Perspective taking.

Social Behaviours:

Conflict resolution,
Monitoring,
Collaboration,
Teamwork

www.allkindsofminds.org



- Watch for kids developing a negative reputation,
- Kids that are rejected or alienated,
- Over critical comments from peers regarding hair styles, clothing, etc.
- Peer pressure to be rebellious (cool),
- Underage drinking and smoking (vapes/weed),
- Social media influences,
- Mental health issues,
- Bullying,
- Personal challenges and home situations,
- Forming unhealthy relationships,
- Communication difficulties,
- Introverts vs extroverts.

ADHD – CONCENTRATION DIFFICULTIES

The definition: DSM-5

“a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development”

At least five symptoms must be present prior to age 12 years, and that there should be clear evidence that symptoms interfere with or reduce the level of social, academic and occupational functions.

ADHD is the current term for a specific developmental disorder seen in both children and adults that is comprised of deficits in behavioral inhibition, sustained attention and resistance to distraction, and the regulation of one's activity level to the demands of a situation (hyperactivity or restlessness).

www.russellbarkley.com

CREATIVE THINKING – ROTE LEARNING/CONCRETE

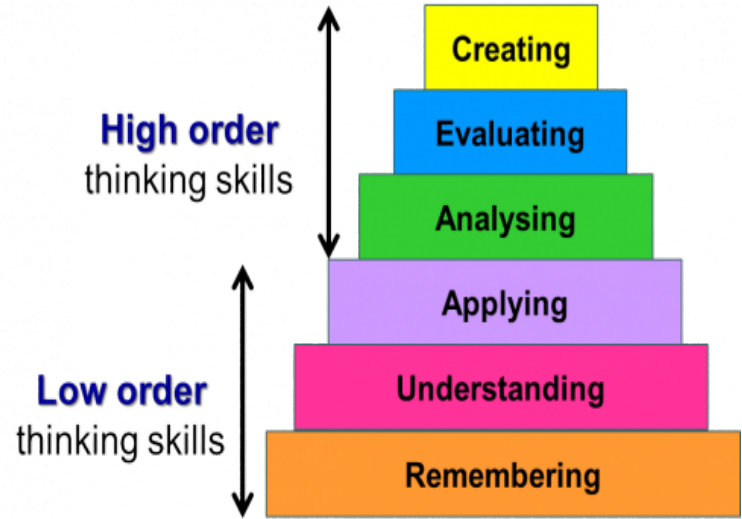
Higher Order Thinking

- Thinking with concepts,
- Problem solving,
- Thinking critically,
- Thinking with rules,
- Thinking creatively

Higher order thinking is thinking on a level that is higher than memorizing facts or telling something back to someone exactly the way it was told to you.

It requires that we do something with the facts. We must understand them, infer from them, connect them to other facts and concepts, categorize them, manipulate them, put them together in new or novel ways, and apply them as we seek new solutions to new problems.

www.ldonline.org



Kids who study hard but results don't reflect effort put in,
Struggle to correctly answer exam questions,
Answers are not "fleshy" enough,
Struggle with subjects like history, poetry & literature, business studies, physical science, and life science

LACK OF MOTIVATION – EXECUTIVE DYSFUNCTION

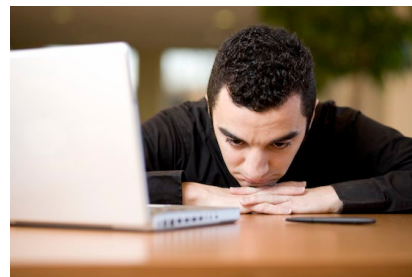
Executive function is a set of mental skills that include working memory, flexible thinking, and self-control.

We use these skills every day to learn, work, and manage daily life. Trouble with executive function can make it hard to focus, follow directions, and handle emotions, among other things.

Kids who struggle with executive function skills are often labelled as lazy.

EF is your ability to be productive.

www.understood.org



MOTOR SKILLS - CLUMSINESS/DYSPRAXIA

- Developmental Coordination Disorder (DCD), also known as dyspraxia, is a common disorder affecting fine and/or gross motor coordination in children and adults.
- Affects physical co-ordination, causes someone to perform less well than expected in daily activities for their age, and appear to move clumsily.
- Can affect handwriting and the person may find it hard to put thoughts into writing.
- Students may try to avoid Phys. Ed. lessons

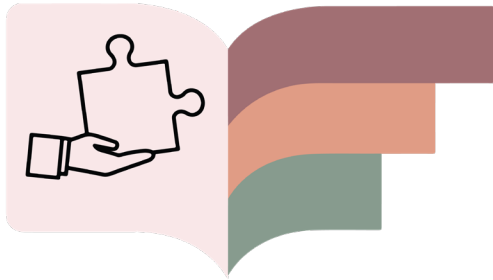


OVERCOMING THE POTENTIAL CLASSROOM BARRIERS – 10 WAYS TEACHERS CAN SUPPORT

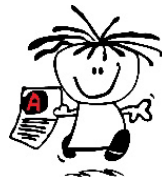
- Know your students and how they learn
- Adopt a “no limits to learning” approach
- Be solutions-driven
- Create a calm, and engaging atmosphere (clear expectations)
- Always ask “why” and “how”
- Use different learning styles
- Be open to doing things differently
- Display timetables and key information
- Consider technological issues
- Provide concessions and accommodations.



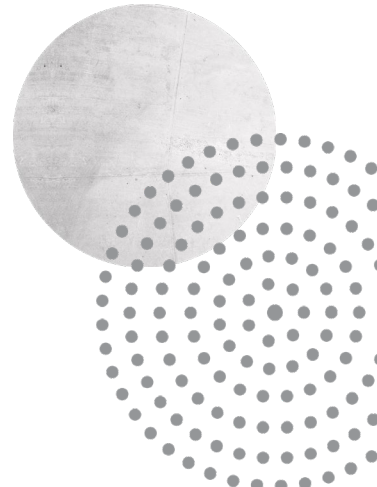
HELPING TEACHERS THRIVE



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EXAM PRESSURE AND ANXIETY

- Exam Anxiety (performance anxiety) - fear, nervousness, uneasiness, or panic that interferes with learning.
- May prepare well for the exam but performance is impaired.
- Panic attacks, school absenteeism.
- Nervousness before an exam is normal and might even help, but excessive panic can cause careless mistakes to be made or mental “blanks”



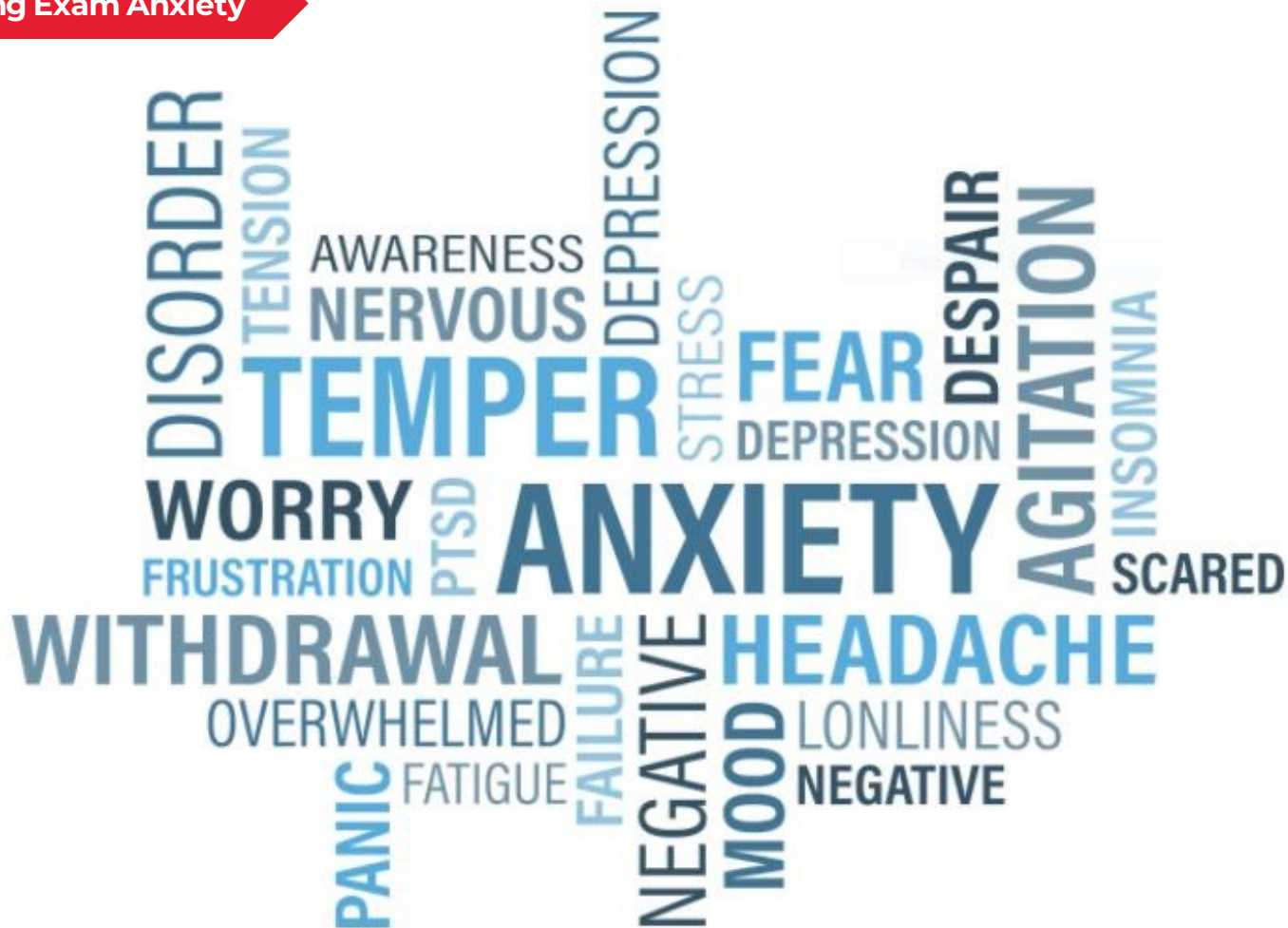
Some possible causes:

Parental pressure

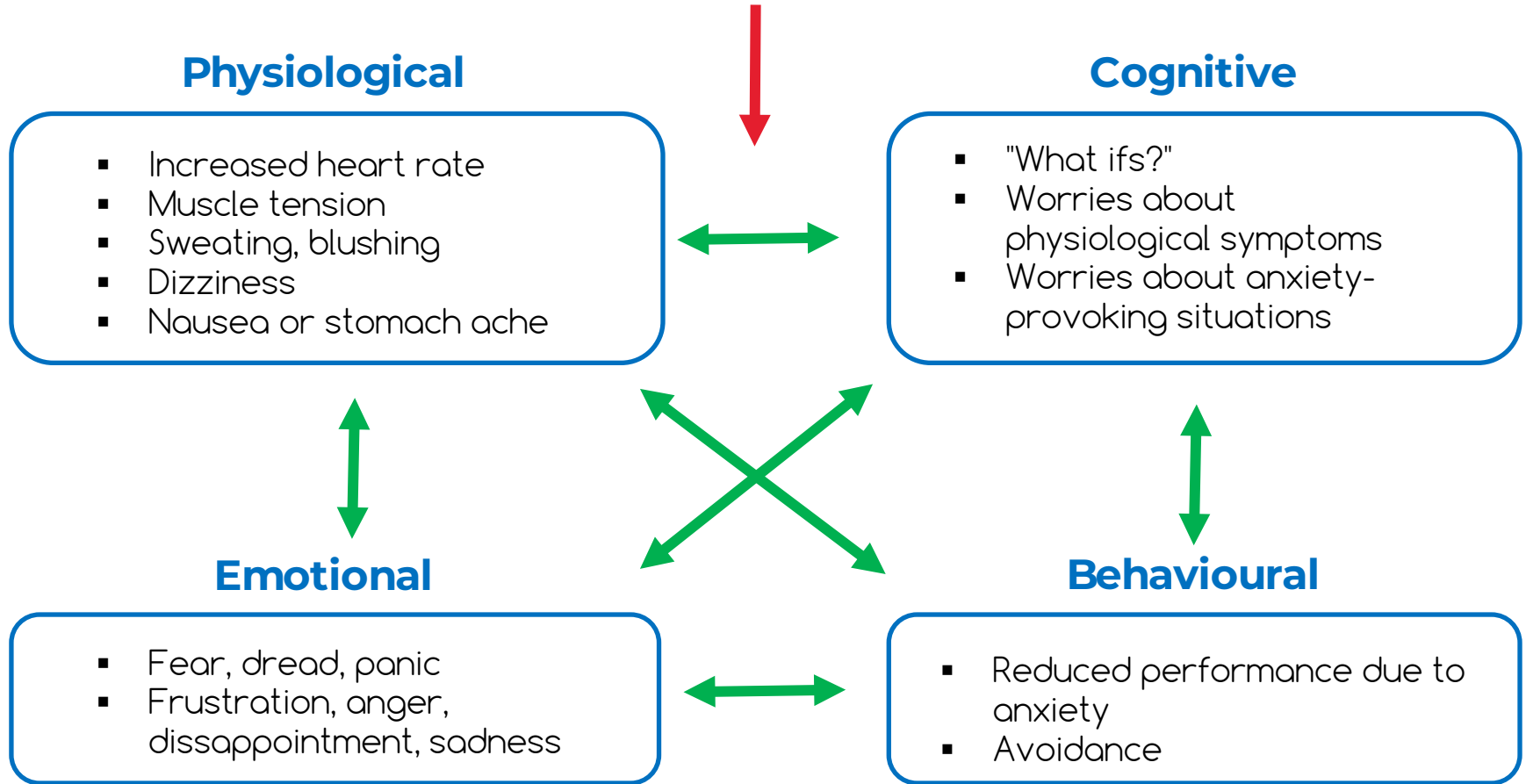
Perfectionism

Fear of failure

Lack of preparation



Anxiety-Provoking Situation



THE ANXIETY CYCLE: MIND/BODY CONNECTION

THOUGHTS:

Turn negative into realistic thinking
(encourage positive self-talk)

FEELINGS:

Empathize with the individual
(listen, no judgement)

BODY:

Banish the bodily tension
(sleep, breathing, downtime)

EXAM DAY TIPS:

Keep anxiety at bay!
(Before, during and after)



TIPS TO HELP TEENS WITH EXAM ANXIETY AND PRESSURE

Before the exam -

- Help them avoid stressful cramming,
- Provide a scope or outline,
- Eliminate surprises with information about the test...how many questions, type of questions, etc.
- What they need to take with them into the exam.

During the exam -

- Relaxation techniques,
- Review exam-taking strategies,
- Keeping track of time.

After the exam -


- Setbacks happen and it's ok,
- Provide support and intervention i.e. extra lessons.




Every Child Needs a Champion


TedTalk by the late, great Rita Pierson




★  James Comer: "No significant learning can occur without a significant relationship."

★ Kids don't learn from people they don't like 

Human Connection is key  

★ Teacher: "You were chosen to be in my class!" 

★ Student: "You made me feel like I was somebody"

★ Teaching and learning should bring joy 

★  **BRAVO!** 

★ Every child deserves an adult who will never give up on them

 **YOU CAN DO IT!!**

★ This job is tough but we can do it. We re educators and we were born to make a difference. 

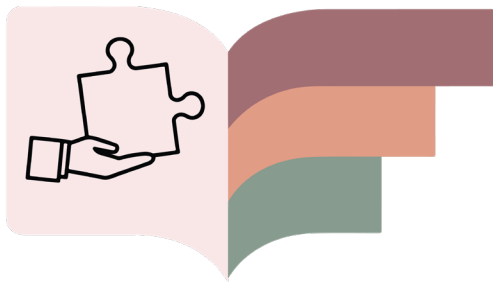
@sylvia duckworth

THANK YOU



Q & A

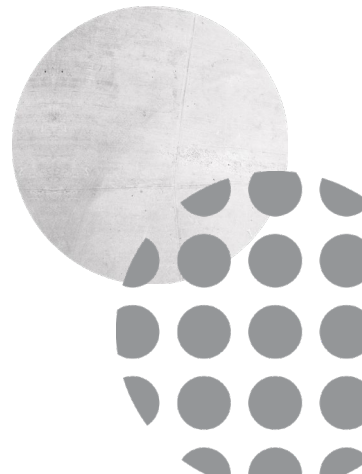
UNDERSTANDING EXAM ANXIETY



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Join our TAS communities



**FILL OUT THE
FEEDBACK FORM
TO JOIN YOUR
SUBJECT SPECIFIC
TAS COMMUNITY!**

See LINK
in CHAT



Maths

- GET
- FET



Maths Literacy



Life Sciences



Natural Sciences



www.theanswer.co.za

THANK YOU!

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info@theanswerseries.co.za

 The Answer Series - Study Guides

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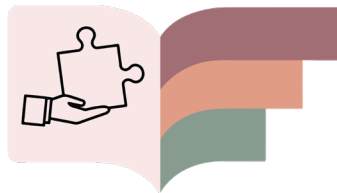
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