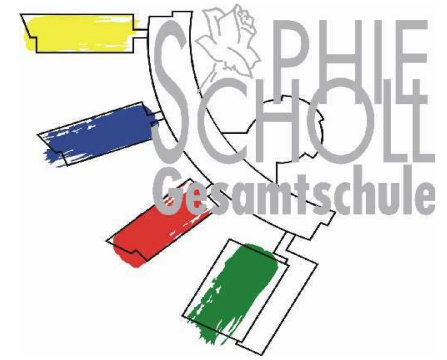


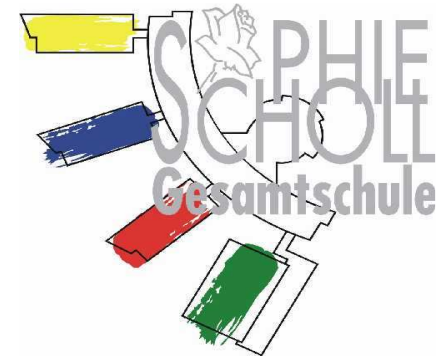
**Learning in
heterogeneous groups
in Maths and English
in years 7 and 8 at
Sophie-Scholl-
Comprehensive-
School in Remscheid**

I.1. Educational Considerations

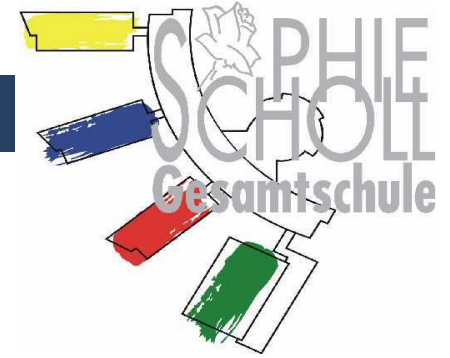


- learning in heterogeneous groups has a beneficial effect on learning
- social stability is an important basis for the willingness and readiness to work hard and the enjoyment of learning

I.1. Educational Considerations



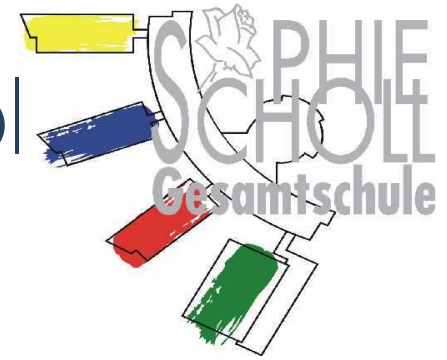
- weak students are geared towards strong students
- in years 7 and 8 students start being able to express their aims concerning their education
- strong students deepen their knowledge
- they can act as experts and mediators for weaker students



I.2. Considerations on school and teaching development

The individual support and
encouragement of each
student
becomes more important.

I.2. Considerations on school and teaching development

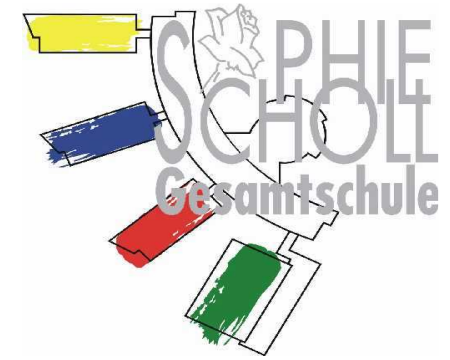


Teaching methods like...

- cooperative learning
- learning in projects
- working with the *European Portfolio of Languages*

...make it easier to work with
heterogeneous groups

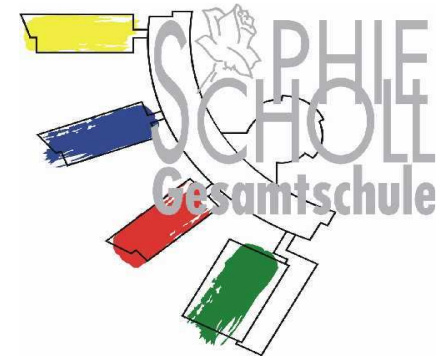
I.2. Considerations on school and teaching



Teachers: development

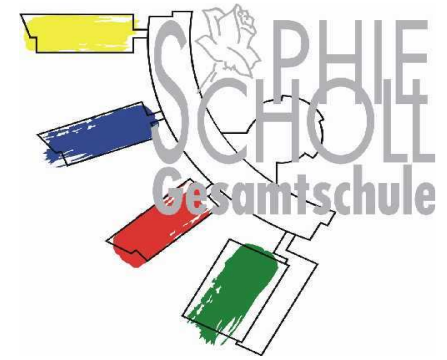
- joint planning of lessons and tests
improve cooperation and team spirit
- team teaching offers new perspectives
- at the end of year 8 precise and
thorough predictions on each student's
development are possible

II. History



- in 2002/03 six form teachers who all taught Maths wanted to keep their heterogeneous groups from years 5 & 6 in year 7 either
- they occasionally worked in smaller groups
(e.g. when homework or project lessons took place at the same time in various forms)
- first results and insights were presented in staff meetings

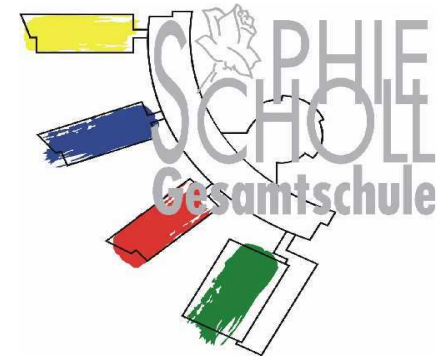
II. History



March – June 2004:

- the issue of teaching Maths and English in heterogeneous groups in years 7 & 8 was discussed at our school (parents, teachers, head teachers)
- the project was officially approved by Ministry of Education
 - that means: students can be taught in heterogeneous groups in years 7 & 8 and do not need to be marked on different levels

II. History



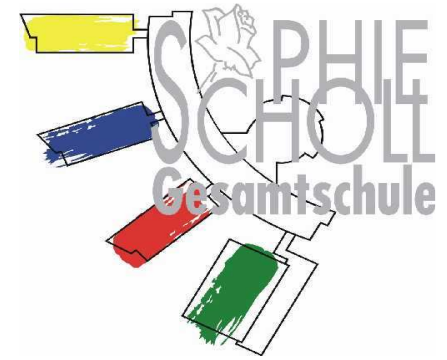
School year 2006:

- additional time was given to teachers to plan **lessons** (also for preparing team teaching lessons, discussing the matter of encouraging very weak/strong students, ...) and for training courses

School years 2002 – 2010:

- internal and external training courses have been offered for colleagues who teach in years 7 & 8

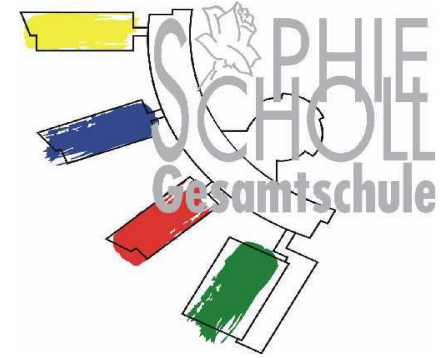
III. Conditions of Success



Teachers:

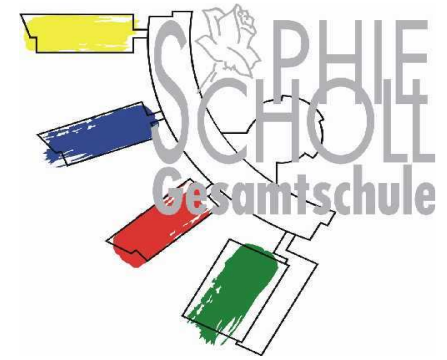
- must be ready to cooperate und to exchange ideas
- need additional time
- need supportive and appreciating head teachers

III. Conditions of Success



- teaching material for higher-level-groups is used, but must be supplemented by material for lower-level-groups and differentiated material
- additional rooms to work with small groups (team-teaching lessons)

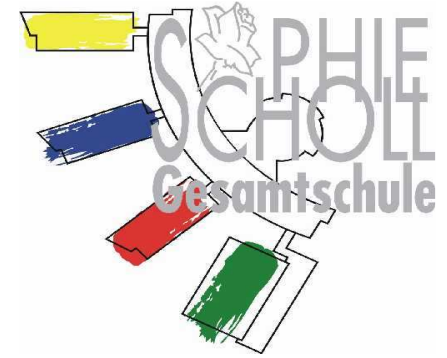
III. Conditions of Success



The prospect of learning and teaching in smaller and motivated groups in years 9 and 10 is important, too.

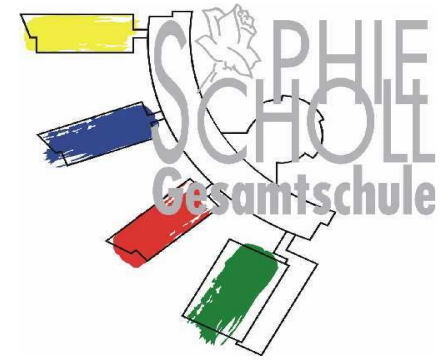
- In year 9 two forms are divided into three groups (2 higher-level-groups, 1 lower-level-group)

IV. Challenges



- creating differentiated teaching and testing material means extra work
- students and parents need more and new kinds of advice
- some colleagues are against renewing the old structures

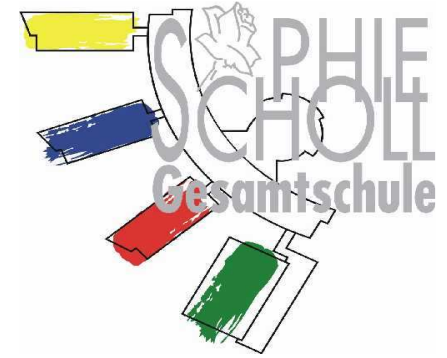
V. Internal Evaluation



Quantitative evaluation of the students' marks from year 6 to year 8:

- English: students which are more or less on average level benefit from learning in heterogeneous groups
- Maths: stronger students become more stable; but there develops a small group of weak students in year 8

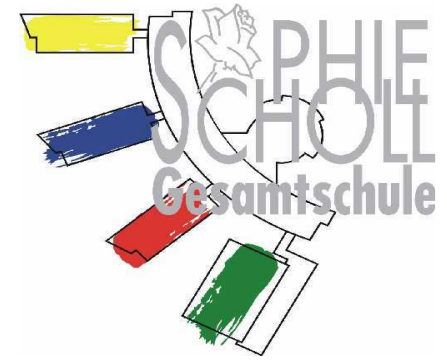
V. Internal Evaluation



Qualitative evaluation via questionnaire
(students, parents and teachers):

- **students and parents** are very satisfied with the new structures - above all concerning the varied offers of learning on different levels within a heterogeneous group

V. Internal Evaluation

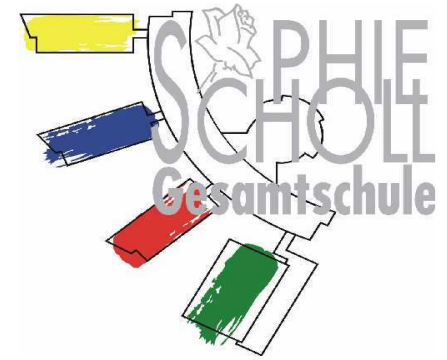


Qualitative evaluation via questionnaire
(students, parents and teachers):

Positive:

- **Teachers** recognize the willingness to work, to cooperate and a positive development of social structures
- assignments to lower-/higher-level-groups in year 9 can be made more precisely
- team teaching means mutual inspiration and synergy

V. Internal Evaluation

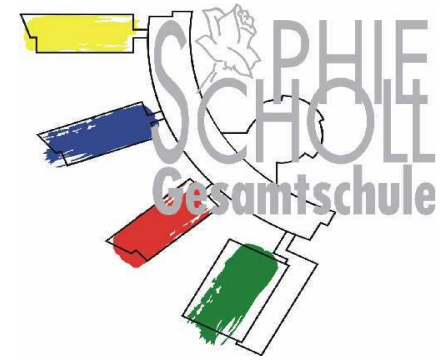


Qualitative evaluation via questionnaire
(students, parents and teachers):

Negative:

- cooperating with colleagues sometimes takes much time (e.g. making arrangements)
- pressure is rather high for weak students, particularly in year 8

V. External Evaluation

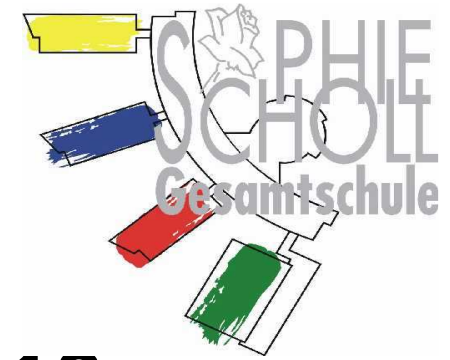


Central assessments in year 8

(since 2007)

- The results of our students are clearly above average, compared to those of other comprehensive schools

V. External Evaluation



Central exams at the end of year 10 (equivalent to GCSEs)

- The results of our students are clearly above average

2008*:

<u>Sophie Scholl Gesamtschule</u>		<u>Comprehensive Schools NRW</u>	
1 ¹	12% HL ³ , 4% LL ⁴	1	7% HL, 2% GK
2	34% HL, 33% LL	2	24% HL, 16%
3	33% HL, 29% LL	3	34% HL, 31% LL
4	16% HL, 25% LL	4	24% HL, 29% LL
5	5% HL, 8% LL	5	10% HL, 20%
6 ²	-----	6	1% HL, 2% LL