

Mind The Gap: Learning Design

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Key Messages

- 1) Don't impede progress and aspiration by limiting expectations.
- 2) Adopt a fluid approach to planning learning.



Our Principles

- 1) All students deserve access to teaching which enables them to make at least good progress.
- 2) Development is more important than measurement.
- 3) Teaching expertise doesn't emerge from simply being evaluated.
- 4) Exemplary teaching looks and sounds different across different classrooms but builds on common elements that enable effective learning to occur.
- 5) Teachers, like students, learn best when there is ownership, engagement and the opportunity to reflect, implement and reflect again.



The WHERETO Framework

W	How will I help learners know what they will be learning? Why is this worth learning? What evidence will show their learning? How will their performance be evaluated?
H	How will I hook and engage the learners? In what ways will I help them connect desired learning to their experiences and interests?
E	How will I equip students to master identified standards and succeed with the targeted performances? What learning experiences will help develop and deepen understanding of

O	<p>How will the learning experiences be organised to maximize engaging and effective learning? What sequence will work best for my students and this content?</p>	previous ion and
		I reflection?
		eaching to rofiles, and
		o maximize e will work
	best for my students and this content?	



Why?

“The deepest wounds schools inflict on students are wounds of underestimation.

We underestimate students when they come to us with skills and experiences that differ from the ones we expected and we conclude they’re incapable of complex work.

We underestimate students when they fall short of expectations because they don’t understand the school game and we determine they lack motivation.

We underestimate them, too, when we assume they are doing well in school because they earn high grades, and we praise them for reaching a performance level which required no risk or struggle.”

Wounded by School – Kirsten Olsen (2009)

Why?

“The “Ladder” is a flawed metaphor for learning.

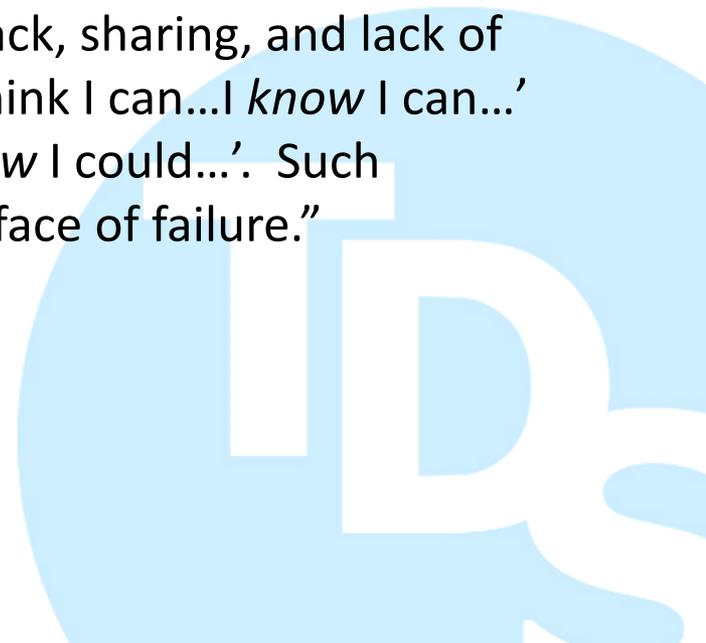
Bloom’s taxonomy was never intended to serve as a model of learning or a guideline for instruction. Rather, it was developed as an assessment construct for categorising degrees of cognitive complexity of assessment items on university exams. In addition, Bloom asserted the importance of all learners working at all levels of the taxonomy. Nevertheless, many teachers over the years have used the taxonomy as a framework for a misguided approach to differentiating instruction – that is, higher order thinking for gifted students and basic skills for lower achievers. Using Bloom’s taxonomy as a framework for differentiation is indefensible.”

Integrating Differentiated Instruction and Understanding by Design - Carol Ann Tomlinson and Jay McTighe (2006)

Why?

“The ability to be confident that one can attain the learning goals is critical. Such confidence can come from the student (from having had past success in learning), from the teacher (in providing the quality of teaching and feedback along the way to ensure success), from the tasks (in ensuring appropriate scaffolding along the ladder of success), and from peers (in terms of feedback, sharing, and lack of distraction). Together, the mantra is ‘I think I can...I think I can...I *know* I can...’ followed by ‘I thought I could...I thought I could...I *knew* I could...’. Such confidence can lead to resilience – particularly in the face of failure.”

Visible Learning for Teachers - John Hattie (2012)



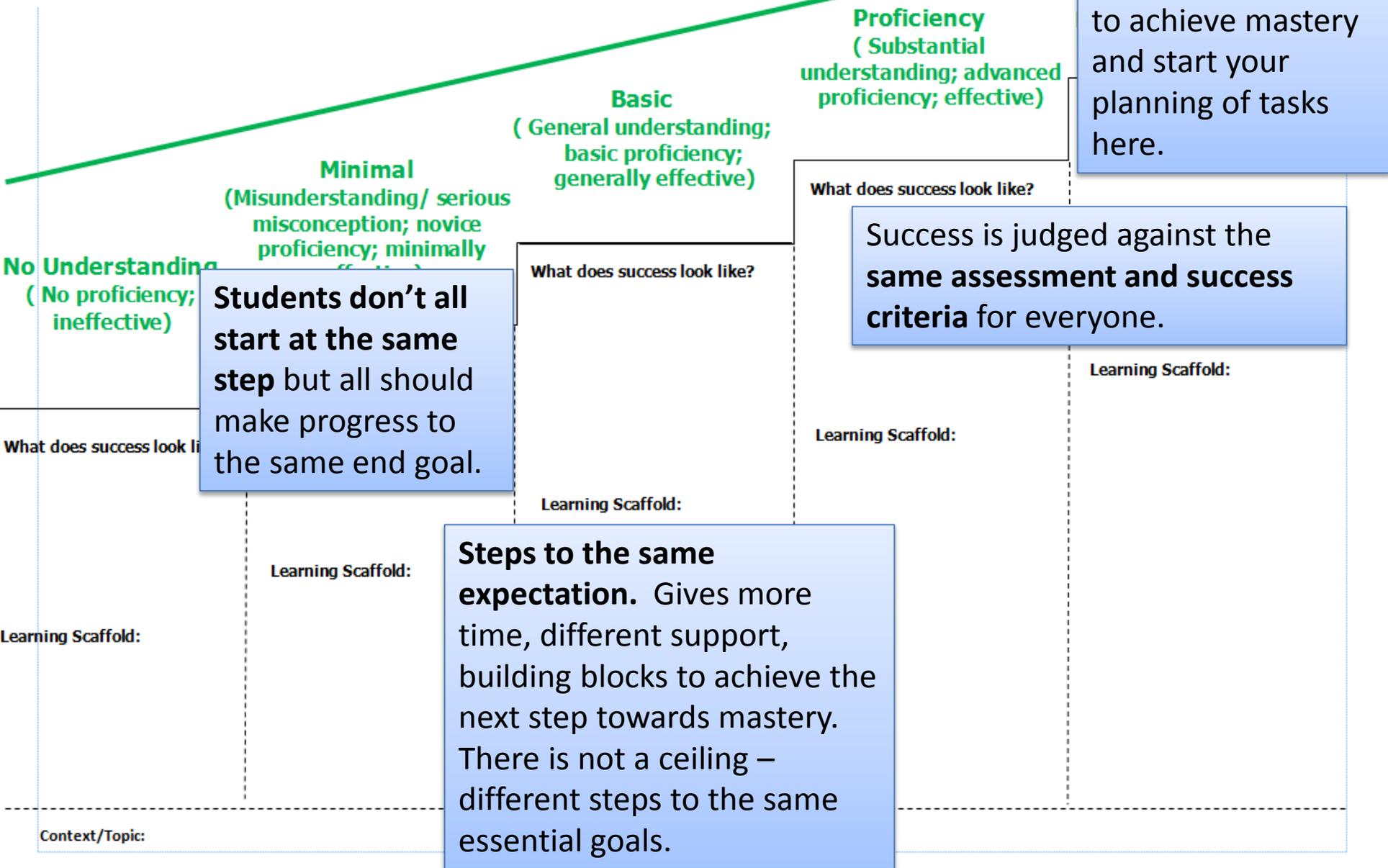
Why?

“Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.”

School Inspection Handbook: Ofsted September 2015



Learning Design - Summative



PAUSE

How do you currently plan lessons?

How might the principles and concepts discussed impact on this?



HOW?

When is it appropriate to use this approach and when might it not be?



In Practice



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Session Focus – For players to be able to retain possession of the ball in a small sided game.

Mastery

Proficient

Basic

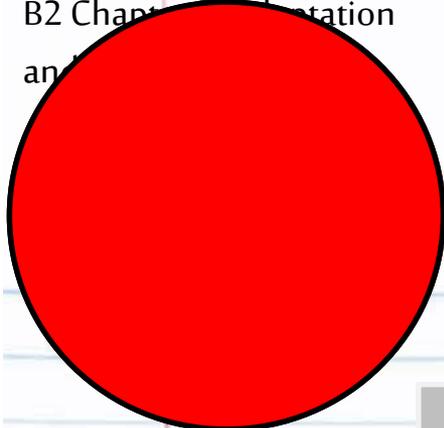
Minimal

Increase the size of the area to 50m x 50m. Overload the number of players on the team in possession. Other team become passive defenders who can only intercept the ball.

Increase the size of the area to 50m x 50m. Overload the number of players on the team in possession.

4 players on each team in a 30m x 30m with the aim of retaining possession for a minimum of 10 passes.

**Extension – Encourage players to use weaker foot when passing and controlling. Make the area smaller
Limit the number of touches to 1 or 2 touch.**



The master!

Compare the three dinosaur extinction theories and give your scientific opinion on which theory is the most likely. Make sure you give specific evidence in your answer.

Excellent

Explain in detail how a species could become extinct.

Great

Start with a couple of sentences about how the destruction of habitat and the introduction of new predators could affect the population of a species.

Good

Use the prompt sheet to help structure your answer on the four key areas that could impact on extinction.

Keywords/Outcomes:

DNA Chromosome gene

Case Study



What is the influence of nature?

MBE	OBE	KNIGHTHOOD
<p>Stick in the study about the Jim twins in your book</p> <ol style="list-style-type: none">Describe the experiment (what happened)Describe the results of the Jim twins study.What do you think of the experiment and results?	<p>Read the research of the Jim twins.</p> <ol style="list-style-type: none">What was the study? Name the twin. Describe what happenedDescribe the results of the Jim twins study.Explain your opinion, does nature have the biggest impact in this study?Do you think this study was helpful or not? Explain why.	<p>Read the research of the Jim twins</p> <ol style="list-style-type: none">In your own words summarise the Research and results carried out.In your opinion does nature have the biggest impact in this study? Explain with reason.Evaluate why the study may be unreliable/imperfect?

Star way of thinking: Analyse the figures on page 29. What **conclusion** can be drawn from these figures?

C2.3.6 Ceramics

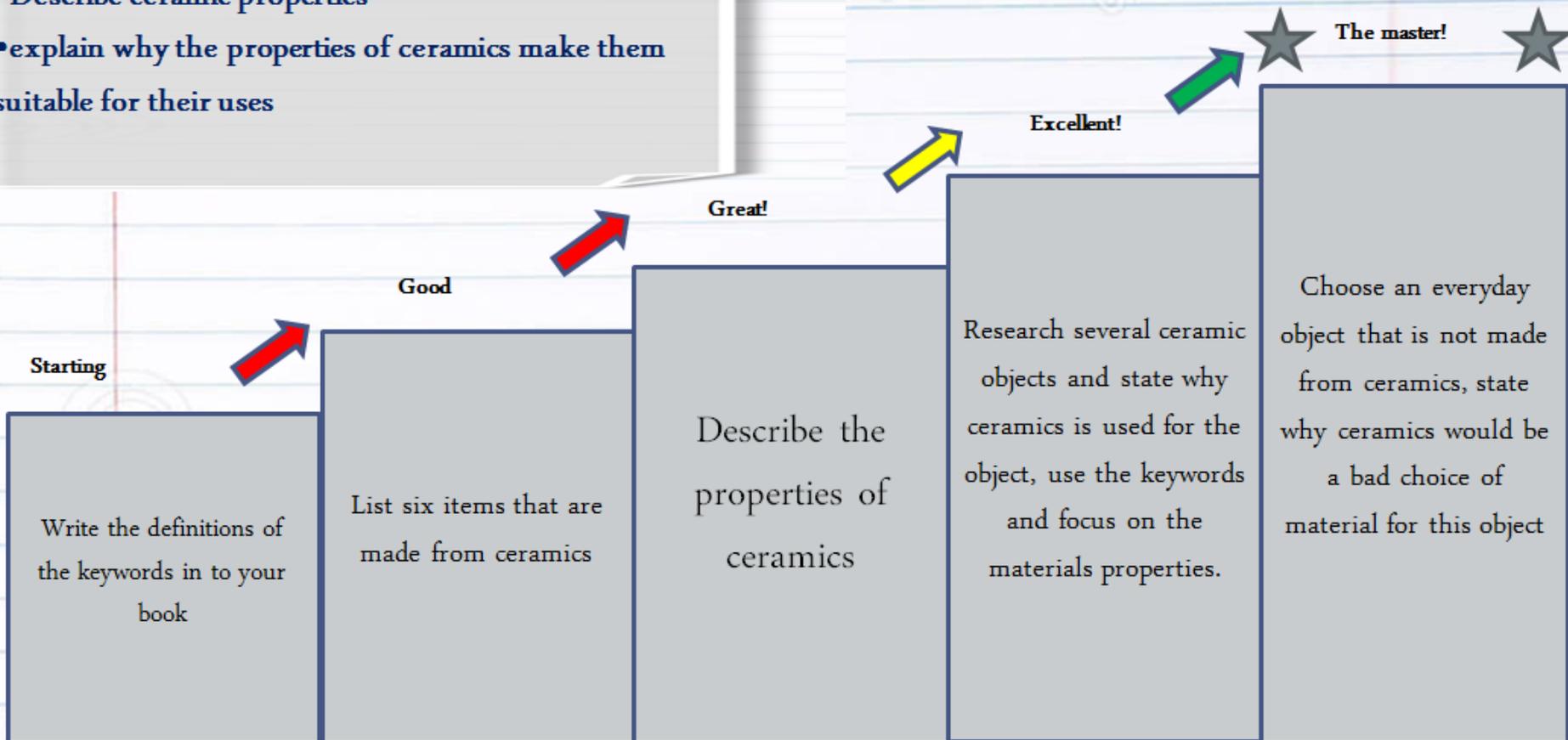
Friday, 18 September

2015

Click to add title



- Describe ceramic properties
- explain why the properties of ceramics make them suitable for their uses



Keywords/Outcomes:

Ceramic, insulator, brittle, hard, stiff



Establishing Starting Points

Use of different starting points is meaningless without the assessment that dictates 'who does what.'

Keywords/Outcomes:

Understanding

Assessment Facilitating Effective

PAUSE

How could you use the ideas and discussion from today in your own setting?



Our Next Steps

Refinement of when it is appropriate to use this approach within lessons.

Fine-tuning and avoidance of must / could / should in disguise.

Development of horizontal schemes of learning.

