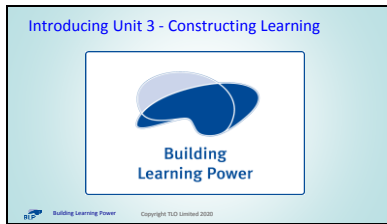


Slide 1



This brief ppt explains the contents of Unit 3 and shows how Unit 3 links with and follows on from Unit 2

Slide 2

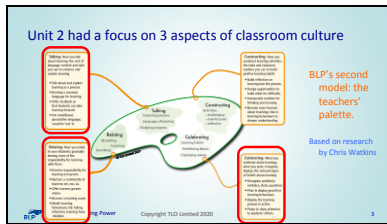
What we are trying to achieve in this session

Outcomes	Learning behaviours you will need to contribute!
<ul style="list-style-type: none">• To understand the contents of Unit 3 and how it links with Unit 2.• To understand the anticipated timings for tackling Unit 3 and when the Team Meetings are scheduled.	<ul style="list-style-type: none">• Making Links<ul style="list-style-type: none">◦ To your current planning practices• Reflect<ul style="list-style-type: none">◦ On what happens now• Imagine<ul style="list-style-type: none">◦ How planning for learning might affect curriculum planning• Capitalise<ul style="list-style-type: none">◦ Prepare to capitalise on the resources / activities available

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Slide 3



The 2nd model of Building Learning Power...The Teachers' Palette

This framework outlines 4 aspects of classroom culture.

Unit 2 had a focus on 3 of these:

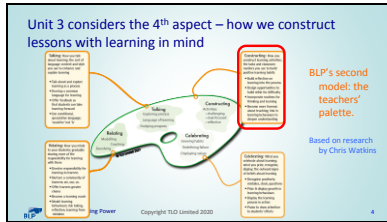
Click #1 – Relating – how we: devolve responsibility to learners; coach more and tell less; model ourselves as learners.

Click #2 – Talking – how we: develop a language for learning; talk about the learning process; offer feedback about learning behaviours

Click #3 – Celebrating – how we: display the learning process in action; re-define failure / mistakes / effort; celebrate the growth of learning behaviours.

- ***Unit 2 was about readying our classroom culture for learning, making classrooms places where positive learning behaviours can grow and flourish.***
- ***All of those things we have been exploring, the positive changes we have been making, the ideas that seem to be working best and can be applied across the school, should continue - these are the foundations for Unit 3.***

Slide 4



Unit 3 has a focus on the 4th aspect of classroom culture – how teachers create schemes of work, construct lessons and design activities that build positive learning habits.

It has a focus on how teachers:

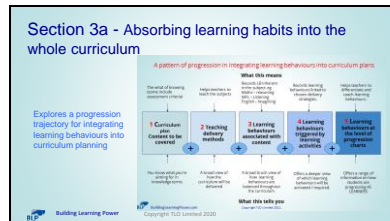
- plan to weave learning behaviours and curriculum content together
- incorporate routines for thinking and learning
- design activities that promote perseverance, curiosity, collaboration, monitoring
- build in opportunities for reflection on learning

Like Unit 2, there are 4 sections . .

Sections 3a, 3b and 3c explore issues around planning lessons with learning in mind

Section 3d is a treasure trove of teaching ideas that can be built in to lesson planning.

Slide 5



Considers 5 'levels' of planning:

- Content only planning – little more than a list of what will be covered and when
- Content plus delivery methods – what will be covered, when and how
- Content, delivery and learning behaviours – a step change, identifying and planning for the **broad brush learning behaviours** necessary to access the curriculum content
- Content, delivery, learning and activities – a recognition that the planned activities also activate learning behaviours in addition to the ones necessary for content acquisition
- Content, delivery, learning and activities – building **fine grain learning behaviours** drawn from progression trajectories into curriculum planning

Section 3a may lead to long-term changes in how we plan learning

Slide 6

Section 3b - Absorbing learning habits into units of work and lessons

Explores how teachers build learning behaviours into:

- Units of work
- Individual lessons

The heart of lesson/task design

Learning objectives → What content? In response? ← Types of task

Learning behaviours

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- Section 3b builds on Section 3a
- Explores linking content, learning behaviours and tasks/activities
- Considers the issues around building learning behaviours into medium term planning and individual lesson planning.

Slide 7

Section 3c - Absorbing learning-rich activities into lessons

Explores different types of activities and how they activate positive learning behaviours.

Activity design categories

Feeling:

- **Discovery:** Creative exploration, discovery of new information, content delivery
- **Engage:** Capture interest, activate prior knowledge, content delivery

Assessing:

- **Formative:** Check for understanding, provide feedback, and make sense of it for themselves
- **Summative:** Check for understanding, provide feedback, and make sense of it for themselves

Manipulating:

- **Problem solving:** Apply knowledge to solve a problem, and make sense of it for themselves
- **Students have to manipulate the information by organising / sorting / re-organising**

Presenting:

- **Students, teachers, others and content become**
- **Students have to manipulate the information by organising / sorting / re-organising**

Listening:

- **Students, teachers, others and content become**
- **Students have to manipulate the information by organising / sorting / re-organising**

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- It identifies 5 activity design categories and offers examples of each
- Challenges us to consider the types of activities that we currently build into lessons

Slide 8

Section 3d - Absorbing the foundational four learning behaviours into lessons

RETURN TO SECTION 3d	PERSISTENCE	QUESTIONING	COLLABORATION	REVIEWING
Visible Thinking Routines	Visible Thinking Routines	Visible Thinking Routines	Visible Thinking Routines	Visible Thinking Routines
Activities	Activities to strengthen Persistence	Activities to strengthen Questioning	Activities to strengthen Collaboration	Activities to strengthen Reviewing
Challenges	Challenges to strengthen Persistence	Challenges to strengthen Questioning	Challenges to strengthen Collaboration	Challenges to strengthen Reviewing
Lesson design	Lesson design with Persistence in mind	Lesson design with Questioning in mind	Lesson design with Collaboration in mind	Lesson design with Reviewing in mind

Is a treasure trove of teaching ideas to explore and build into lessons . .

For each of the 4 foundation learning behaviours, you have . .

Click #1 - 6 or so Visible Thinking Routines

Click #2 – 10 activities to build into lessons


Click #3 – 10 ways of Monitoring the learning behaviours

Click #4 – a fully planned lesson for each learning behaviour to illustrate how you might design lessons with learning in mind.

Slide 9

Anticipated Timings . .

- Expect to spend around three months on Unit 3
- During the first month you will explore sections 3a, 3b and 3c, and have a team meeting at the end of the month to explore the issues raised
- During months two and three, you will be working on section 3d – identifying teaching ideas that you can weave into your own lessons
- And there will be a second team meeting between months 2 and 3



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