**PROFESSIONAL LEARNING PROGRAMME: TEACHING FOR DEEP LEARNING**

**SUMMARY OF CORE SESSIONS:**

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| **SESSION 1 – WHAT IS UNDERSTANDING?** |
| **Learning Intention**: We are exploring the concept of understanding.**Success Criteria**: * Express a personal definition of understanding
* Appreciate the range of definitions possible
* Demonstrate awareness of the relationship between classroom practice and understanding
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| **SESSION 2 – CREATING LEARNING INTENTIONS AND SUCCESS CRITERIA WHICH SUPPORT TEACHING FOR DEEP LEARNING** |
| **Learning Intention**: We are developing learning intentions and success criteria to aid pupil understanding. **Success Criteria**:* Explain how and why it is important to share learning intentions and success criteria
* Create suitable learning intentions which are based on knowledge, skills, attributes and capabilities
* Co-create relevant process and product success criteria with pupils
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| **SESSION 3 – EFFECTIVE QUESTIONING AS PART OF TEACHING FOR DEEP LEARNING** |
| **Learning Intention**: We are extending our questioning strategies to develop learning for understanding **Success Criteria**:* appreciate why good questioning is important
* ask pupils questions to scaffold and deepen understanding
* use questions to provoke deeper thinking
* understand why strategies such as ‘no hands up’ can engage more pupils in their learning
* understand how wait times impact on understanding and apply them in my classroom
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| **SESSION 4 – DELIVERING INSTRUCTION WHILE** **TEACHING FOR DEEP LEARNING** |
| **Learning Intention**: We are learning to plan and deliver instructions to ensure pupils understand the purpose and content of the lesson. **Success Criteria**:* Communicate the purpose of lessons, select the most appropriate activities to support understanding and give explanations in a stimulating manner.
* Keep explanations clear, precise and brief
* Deliver instruction at an appropriate level, pace and sequence
* Optimise use of questioning skills and formative assessment strategies to ensure my pupils understand my instructions
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| **SESSION 5 - TEACHING FOR DEEP AND CONNECTED LEARNING (INTERDISCIPLINARY LEARNING)** |
| **Learning Intention**: We are learning how to develop pupils’ ability to transfer and connect their skills and understanding **Success Criteria**:* Plan and deliver interdisciplinary learning which is relevant and purposeful
* Plan learning experiences which allow pupils to demonstrate transference of skills and knowledge within unfamiliar contexts
* Ensure interdisciplinary learning progresses pupil understanding in a range of skills and knowledge
* Recognise and take advantage of connected learning as a vehicle for the progression of Higher Order Skills
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| **SESSION 6 – USING HIGHER ORDER SKILLS TAXONOMIES AS PART OF TEACHING FOR DEEP LEARNING** |
| **Learning Intention**: We are developing knowledge and understanding of the higher order skills **Success Criteria:*** Increase my knowledge of the higher order skills
* Understand how these skills can be organised using taxonomies
* Identify and evaluate an example of these skills within my practice
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| **SESSION 7 – PLANNING HIGHER ORDER SKILLS INTO TEACHING FOR DEEP LEARNING**  |
| **Learning Intention**: We are learning about the role of thinking and higher order skills in teaching for understanding **Success Criteria**:* Understand how thinking skills and higher order skills have gained increasing importance as part of our education system
* Explain how thinking and higher order skills impact on pupil learning and understanding
* Plan how to integrate thinking and higher order skills into teaching for understanding
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| **SESSION 8 – WHAT ROLE DO LEARNING STYLES PLAY IN TEACHING FOR DEEP LEARNING?** |
| **Learning Intention**: We are learning to apply our knowledge of the range of intelligence types our pupils may favour in order to enhance teaching for understanding **Success Criteria**:* Explain the different intelligences according to Howard Gardner
* Plan and deliver a lesson which incorporates a range of preferred learning styles
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| **SESSION 9 – TEACHING FOR DEEP LEARNING IN AN ACTIVE AND ENGAGING WAY** |
| **Learning Intention**: We are developing our planning and delivery of active learning**Success Criteria**:* Explain what the term active learning means
* Select strategies which are most appropriate for the learning
* Demonstrate active learning strategies which further develop pupil understanding
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| **SESSION 10 – DIFFERENTIATING YOUR TEACHING FOR DEEP LEARNING****TO MAXIMISE POTENTIAL FOR ALL LEARNERS** |
| **Learning Intention**: We are developing our ability to differentiate learning to optimise understanding for all pupils **Success Criteria**:* Identify the needs of all pupils
* Offer relevant support and challenge for all pupils
* Scaffold learning appropriately
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| **SESSION 11 – USING COLLABORATIVE AND COOPERATIVE STRATEGIES IN TEACHING FOR DEEP LEARNING** |
| **Learning Intention**: We are examining the role of cooperative / collaborative learning in relation to understanding. **Success Criteria**:* reflect on my practice in collaborative and cooperative learning
* explain why and when to use this approach
* recognise how using collaborative and cooperative learning enhances understanding
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| **SESSION 12 – USING PROFESSIONAL COLLABORATION TO REFLECT UPON AND SUPPORT TEACHING FOR DEEP LEARNING** |
| **Learning Intention**: We are learning to make purposeful use of professional collaboration in order to increase impact on pupil understanding **Success Criteria**:* Reflect on my own teaching and how it impacts on understanding
* Develop skills which enable purposeful professional discussions
* Explain how professional dialogue can impact on pupil understanding
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| **SESSION 13 – HOW DOES MY INTERACTION WITH PUPILS SUPPORT TEACHING FOR DEEP LEARNING?** |
| **Learning Intention**: We are exploring how teacher / pupil interaction can impact on pupil understanding **Success Criteria**:* Identify different types of teacher / pupil interactions which impact on understanding
* Consider my own practice to determine the sorts of interaction I use and how they impact on understanding.
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| **SESSION 14 - CREATING A POSITIVE LEARNING ENVIRONMENT WHICH SUPPORTS TEACHING FOR DEEP LEARNING** |
| **Learning Intention**: We are investigating how the classroom ethos and the physical environment can impact on pupils’ understanding **Success Criteria**:* Identify the elements of a positive learning environment
* Say how they impact on understanding
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| **SESSION 15 – EXPLORING HOW BRAIN SCIENCE CAN HELP US** **TEACH FOR DEEP LEARNING** |
| **Learning Intention**: We are learning how the development of the brain impacts on understanding **Success Criteria**:* Explain how some parts of the brain function
* Describe how learning results from the formation and consolidation of neural pathways
* Show understanding of brain development and how this impacts on individual pupil understanding
* Identify examples of planning and practice which demonstrate awareness of how the brain develops
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| **SESSION 16 – HOW ARE WE CONTRIBUTING TO THE DEVELOPMENT OF TEACHING FOR DEEP LEARNING – DO WE WALK THE TALK?** |
| **Learning Intention**: We are learning to feel confident and supported in adopting innovative practice and adapting our methodology to improve pupil understanding **Success Criteria**:* Evaluate how I have implemented innovative practice
* Explain how I created the conditions to implement and embed change
* Adopt personal strategies that enable me to manage change
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| **SESSION 17 – HOW CAN ICT ENHANCE OUR TEACHING FOR DEEP LEARNING?** |
| **Learning Intention**: We are learning how technologies can impact on pupil understanding**Success Criteria**:* Give examples of ways in which technologies impact on understanding
* Critically analyse the usefulness of the various technologies.
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| **SESSION 18 – INTEGRATING EFFECTIVE ASSESSMENT INTO OUR** **TEACHING FOR DEEP LEARNING** |
| **Learning Intention**: We are learning to integrate assessment effectively to check and progress understanding. **Success Criteria**:* Establish levels of existing pupil knowledge
* Select appropriate assessments
* Plan learning experiences and their assessments to ensure understanding
* Assess for long term retention, multiple skills and transference
* Consider the purpose of assessment
* Use assessment proportionately
* Ensure a balance between summative and formative assessment
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| **SESSION 19 – VALIDATING OUR SELF EVALUATION AS PART OF****TEACHING FOR DEEP LEARNING** |
| **Learning Intention**: We are developing our use of evaluation and validation as part of our continuing professional practice**Success Criteria**:* Gather appropriate evidence to support my assertions about progress in pupil understanding
* Validate my assertions through collaboration
* Explain the importance of evaluation and validation in a continual professional development process
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