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

**SUMMARY OF CORE SESSIONS:**

|  |
| --- |
| **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 |
| **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 |
| **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 |

|  |
| --- |
| **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 |
| **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 |
| **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 |

|  |
| --- |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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. |
| **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 |
| **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 |
| **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 |
| **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. |

|  |
| --- |
| **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 |
| **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 |