

Visible NQTS

Session 2 Nov 19th 2014



∞ Task from last time

∞ Pre-reading

A good teacher makes you think even when you don't want to. (Fisher, 1998, Teaching Thinking)

Learning Intentions

By the end of the session you will

- ∞ Understand what makes a good learning environment
- ∞ Understand what makes good learning intentions and success criteria
- ∞ Be able to make links between this and your practice

Success Criteria

By the end of the session you will

- ∞ You will be able to assess your learning environment and make adjustments
- ∞ You will be able to assess your own learning intentions and success criteria
- ∞ You will have thought about the implications for your practice and have a plan

Visible Learners

- ∞ Video (Stonefields Primary School)
- ∞ What are the characteristics of these learners?
- ∞ To what extent do all learners in you class demonstrate these?

'Good' Learning



- ∞ What does this look like?
- ∞ What does this sound like?
- ∞ What does this feel like?

- ∞ For teachers?
- ∞ For learners?

Planning Learning

- ∞ Prior achievement
- ∞ Targeted learning
- ∞ Progression
- ∞ Teacher collaboration and critique in planning

*Tell me and I forget.
Show me and I remember.
Involve me and I understand.
(Confucius 551
BC - 479 BC)*

Planning Learning

“...if I had to reduce all of educational psychology to just one principle, I would say this: *The most important single factor influencing learning is what the learner already knows. Ascertain this and teach accordingly.*”

Ausubel, 1968

Questions to ask yourself

- ∞ What's the 'Big Picture'? (Why do I teach this?)
- ∞ What do I want them to learn?
- ∞ What prior learning do they need to have?
- ∞ How will I share the learning?

- ∞ Is it achievable? Clear? Fully understood?



Targeted Learning

- ∞ What is to be learned – learning intention
- ∞ Having a way of knowing if this has been achieved – success criteria
- ∞ You know where you are going and make sure your pupils know
- ∞ Visible and transparent
- ∞ Goldilocks principle

3. The Learning....

Context/Task/Learning Intention

Crystal clear

Muddy water

Camouflaged



Learning Intentions and Success Criteria

- ∞ Challenge
- ∞ Commitment
- ∞ Confidence
- ∞ High expectations
- ∞ Conceptual understanding

Activity 4

- ∞ Read the 5 components and explain to each other



Teachers talking to each other

- ∞ Across as well as within year groups
- ∞ Another NQT (visit each other)
- ∞ Supporter
- ∞ Primary – Secondary

- ∞ and then come back together and review the impact

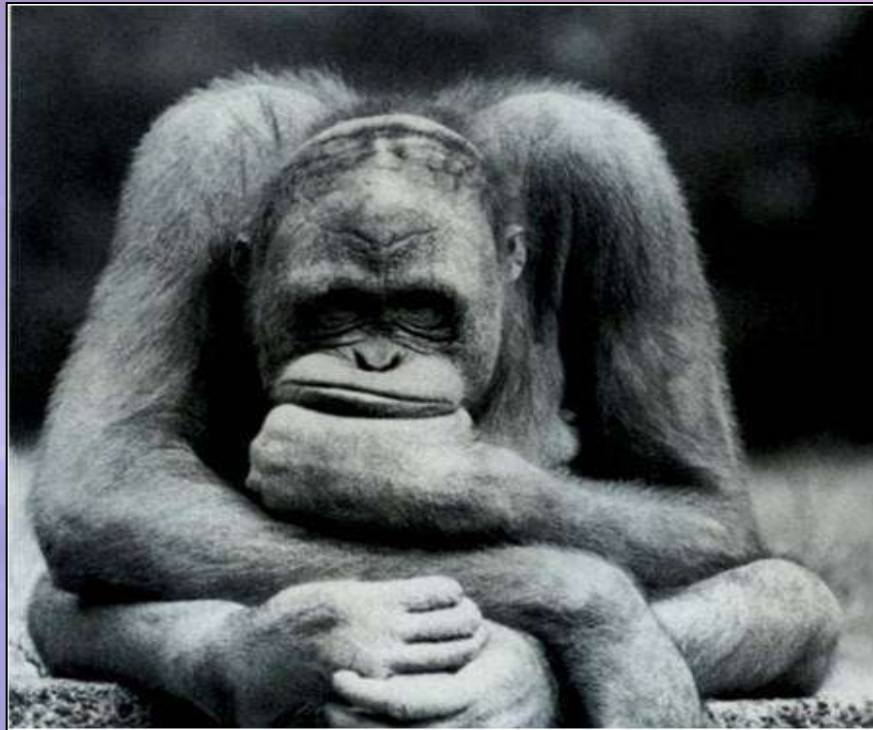
How will I teach this? How will they learn?

Strategies, training, 'spade work' routines.....



During the lesson-referencing

Flexibility, checking understanding, justifying, 'Prove It', improve it, etc.



Towards the end of the lesson

∞ Toolkit

∞ Partners, thumbs, fist to five, peer assessments, traffic lighting, highlighting, rubrics, stand and deliver, etc.



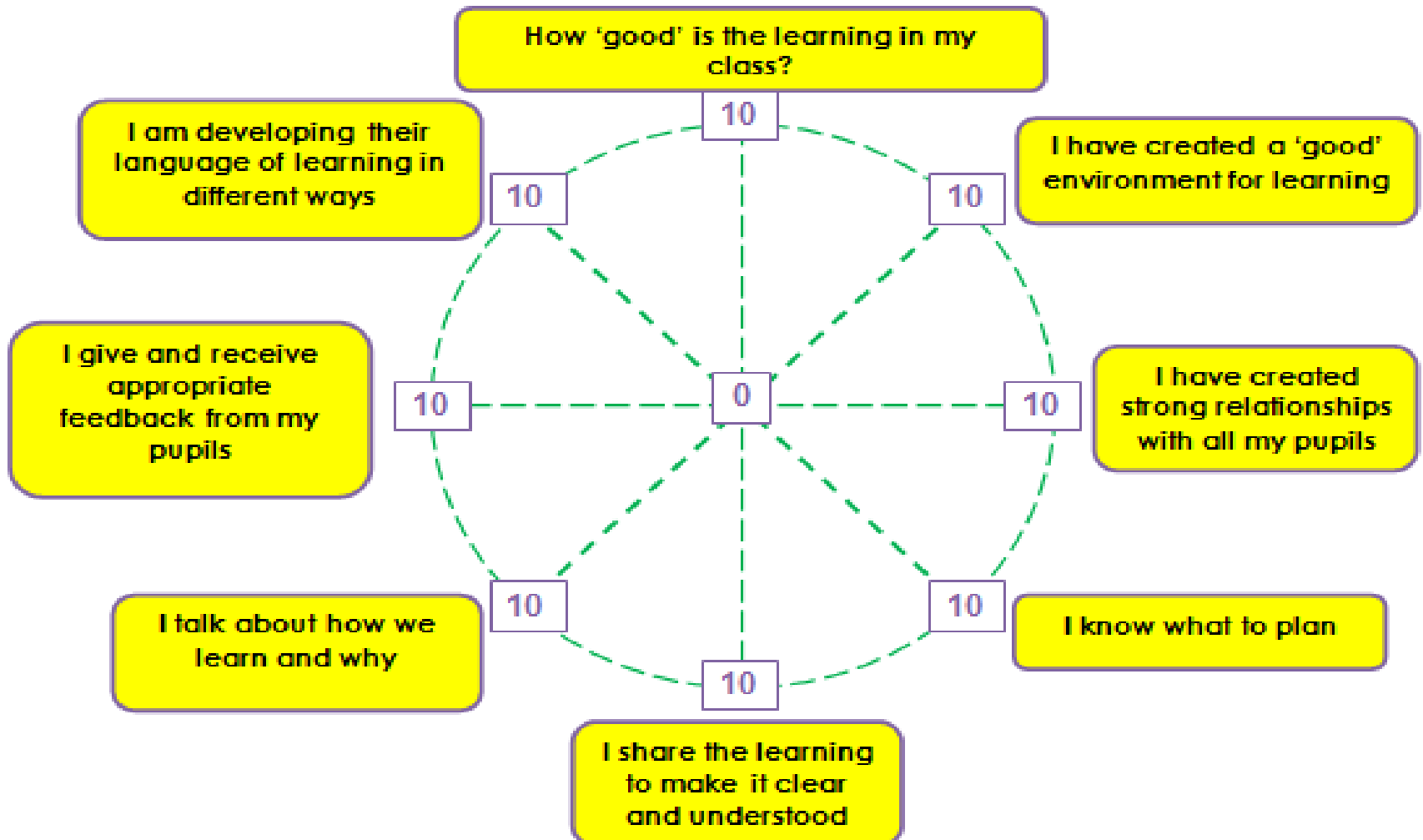
Learning Dialogue

- ∞ Language of learning
- ∞ Learning about learning
- ∞ Focus on metacognition



Wheel Activity 5

NQTs Learning



Your school based learning

- ∞ Discuss and share your learning from today with your supporter – put it on the agenda
- ∞ Pupil interviews – supporter? peer?
 - What are you learning?
 - How will you know when you've learned it?
 - What feedback have you had from your teacher about your learning?
 - Next session – be prepared to share your learning and what impact it had (on you and your pupils)