



Newbubbles
the education marketplace



The FE Toolkit: A Magazine for Grade 1 Teachers

LESSON PLANNING

SPECIAL FEATURES

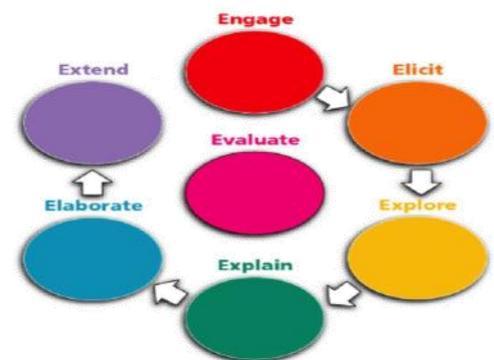
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CORRECTION

In our January 2012 edition on learning styles, we mistakenly referred to Prof. Frank Coffield's 2004 research on Learning Styles as a non peer-reviewed study—this is of course incorrect and we apologise for this error. Professor Coffield and esteemed colleagues undertook a comprehensive process of peer review with leading authorities on learning styles research and education practitioners, that is well documented and acknowledged by the education research community.

The Teacher's Mantra

"Failing to prepare is preparing to fail"



Grade 1 performance is usually distinguished by *three* specific aspects of planning:

1. A comprehensive assessment of **student needs** that includes gifted & talented, SEN students and use of Learning Support Assistants.
2. The use of **collaborative activities** with clear goals that are relevant to both the student's course *and* real life, and controlled effectively for timings and student participation.
3. Meticulous attention to **checking learning** in the session.

Assessment Corner

Simple ways to test learning

Learning Review

Bradley Lightbody's 'learning review' asks students to rate their understanding using a traffic light system:

	<i>I am confident I've understood...</i>	<i>I will extend my learning by...</i>
	<i>I have a few questions about...</i>	<i>I will seek answers by....</i>
	<i>I'd welcome more help with...</i>	<i>I will seek further help by...</i>

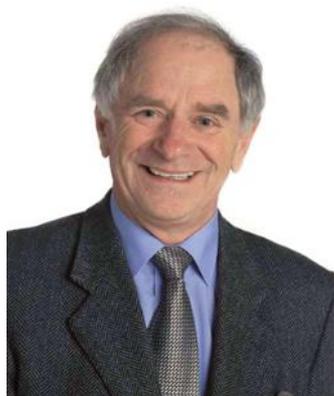


OUR NATIONAL CONFERENCE IS COMING...

LEADING FURTHER EDUCATION

21st March 2014, Mandolay Hotel, Guildford

The challenge for FE leaders to improve education outcomes has never been greater!



Keynote Speaker:

Johnny Ball

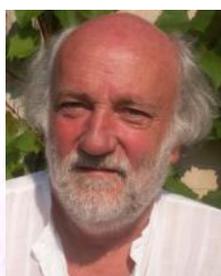
What does stretch and challenge really mean to your learners? How can FE leaders develop a 'thinking culture' where every learner feels that they have a chance to succeed and fulfil their potential? How should colleges respond to the new OFSTED requirement to embed literacy and numeracy? Johnny Ball, Mr 'Think of a Number' discusses the work he has done in FE Colleges.

CONFERENCE OBJECTIVES

Attend this event if you want to:

- Examine the implication of recent funding changes on leadership and management priorities
- Consider whole-college strategies for managing large cultural change projects
- Examine successful approaches to managing short-notice inspections
- Evaluate links between coaching and organisational performance
- Discuss entrepreneurial strategies for generating new business and revenue streams
- Consider innovative methods for embedding creativity and numeracy

SPEAKERS



Geoff Petty



Lynne Sedgmore



Toni Fazaeli



David Clutterbuck

Date & Venue: 21 March 2014
Mandolay Hotel & Conference Centre,
36-40 London Road, Guildford, Surrey, GU1 2AE.

Delegate Rate: £289.00 exc. VAT/ £346.80 inc VAT
E-mail your booking to gradeonetraining@newbubbles.com



Speakers include...

- Johnny Ball
- Toni Fazaeli
- Matthew Coffey
- Prof. David Clutterbuck
- Prof. Denis Gleeson
- Prof. Helen Colley
- Lynne Sedgmore CBE
- Beej Kaczmarczyk
- Mike Davis
- Geoff Petty
- Julian Appleyard
- Stephen Grix
- Trevor Gordon
- Helen Groves
- John Perry
- Joanne Miles
- Andy Grant

Workshop Titles

Getting Grade 1 in Leadership & Management

Optimising Senior Management Performance through Executive Coaching

Funding Masterclass: 16-18 funding for Senior Managers

The Right Way to Manage Talent: Developing Internal Capability

Leading Improvements in Teaching, Learning & Assessment

Getting Grade 1 in Teaching & Learning

The Learning Leader

Improving Performance through Peer Observation

Using Coaching to Transform College Learning Cultures

Getting Grade 1 in Outcomes for Learners

OFSTED ON LESSON PLANNING

Contrary to popular myth, OFSTED are *not* that interested in lesson plans - particularly those of a standardised variety. They are, however, VERY interested in how *lesson planning* leads to imaginative, inclusive and well-managed sessions where there is a strong emphasis on progress and achievement.

Quotes:

“A good lesson is about what works... A formulaic approach pushed out by a [college] or prescribed as part of the inspection process traps too many in a stultifying and stifling mould...” (Michael Wilshaw, Chief Inspector, 2012).

“We, and in that word “we” I include OFSTED, should be wary of trying to prescribe a particular style of teaching, whether it be a three part lesson; an insistence that there should be a balance between teacher led activities and independent learning, or that the lesson should start with aims and objectives with a plenary at the end and so on and so forth. We should be wary of too much prescription”.

“The worst sessions are those where a teacher ploughs through the plan irrespective of how well or badly the lesson is going. OFSTED won’t require lesson plans when observing, but they will want to see a planned lesson” (Michael Wilshaw, Chief Inspector, 2012).

Quotes taken from www.teacherbattleground.wordpress.com, Michael Wilshaw’s keynote address to the RSA, October 2012.

THE ADVICE: DEVELOP YOUR OWN STYLE

Michael Wilshaw, the Chief Inspector, describes two outstanding lessons from Mossbourne School, where he worked as a Headteacher:

“One is an English teacher. ...and I remember observing lots of her lessons ...One of them was a lesson on the Merchant of Venice...She had part of the class reciting Portia’s speech; you know, the quality of mercy. They were all doing that; this is a middle ability class. She had the Al Pacino film on the touchscreen behind her. She had a couple of youngsters dressed in Tudor garb and it was just one of those brilliant lessons that you see and it was full of energy; it was full of pace and she was moving around between the different groups doing different things....

...The second lesson, or the second teacher I remember...He was a very traditional teacher. He taught in a pretty didactic way, but the kids loved him across the ability range. He knew how to teach maths. You know what a great maths teacher does? Builds block by block to ensure that youngsters don’t move on until they understand the ground rules. He would spend many, many hours in the evening every night preparing powerpoints for himself and for the staff in his department and he would disseminate good practice, in terms of how to use powerpoints, to other people in his department and beyond his department to other schools in Hackney and beyond. And he produced absolutely fantastic results although some people would say he was a very didactic teacher...

...So these two people were very different teachers but incredibly successful and the reason why they were successful was because they developed a style of teaching with which they were comfortable, not complacent...and which they knew worked. It worked because children enjoyed their lessons; were engaged; were focused; learnt a great deal and made real progress.”

Quotes taken from www.teacherbattleground.wordpress.com, Michael Wilshaw’s keynote address to the RSA, October 2012.



Outstanding Teaching

“Outstanding teaching and learning are characterised by highly skilled and enthusiastic teachers who use their extensive expertise to inspire a culture of learning and challenge. Very effective planning leads to brisk, lively and imaginative teaching that ensures that learners’ differing needs are met.

Teachers’ expectations of their learners are high, checks on learning are frequent, questions are probing and work is appropriately challenging.

Learners are fully involved in evaluating and reflecting on their own learning and they learn quickly and make good progress.

Learners needing additional help are identified early and effective support is provided promptly”.

Annual Chief Inspector’s Report, 2011, OFSTED

OFSTED Helpdesk

Advice from one inspector:

New Topics: What do they know already?

- Individual mindmap
- Repeat in pairs, then in fours
- Finally, a group mindmap

Linking Lessons:

- Get students to guess what will happen in the next session
- Get students to decide what they would like to learn about the topic in the next session.

Differentiated Outcomes:

- Replace the old ‘All-Most-Some’ with ‘Must-Should-Could’ as the latter removes the issue of ‘limitations’ inherent in the former.

Supporting Gifted & Talented:

- Higher-order learning outcomes included
- Extension tasks flagged on lesson plan
- ‘Challenge’ questions highlighted under ‘assessment’
- Gifted/Talented identified in ‘student needs’

THE ACTIVE SCHEME OF WORK

According to **Geoff Petty (2001)**, all teachers should be developing an active scheme of work for their course(s). An active scheme of work is different from a conventional scheme of work because:

- It includes strategies for **identifying students' prior learning** and activities for addressing any missing elements
- It includes time and strategies to **teach skills** (such as essay writing) as well as content
- It **explicitly** integrates e-learning, inclusion and functional/core skills into the teaching scheme.

IDENTIFY AND BUILD ON PRIOR LEARNING

The first 6 weeks is crucial to whether students continue with the course and navigate its challenges successfully—it is your *template* for how students will regard the rest of the academic year! You cannot plan a successful induction without a comprehensive assessment of what your students already know and do. Consider the following tasks:

- Conduct a thorough skills assessment of your course, **identifying the core skills**, and supplementary skills, that students need to be successful. The core skills should be a prime focus in your first 6 weeks (e.g. at least 3 explicit points in this 6 week period where you focus your class on the development of these core skills e.g. critical thinking, communication, evaluation, teamworking, time management, etc). Investment in these skills in the early stages of the course will improve student engagement, retention and achievement.
- Use the existing **diagnostic information** from instruments such as the enrolment interview, Basic Key Skill Builder (BKSB), written tests, GCSE profile, etc to provide a **thumbnail portrait** of each student in your class— this will become your **'student profile'** and will enable you to use the first 6 weeks to build a rapport with the student and to gain some initial feedback on their 'core skills'. The best student profiles are documents which allow the teacher to add progress comments against each student's portrait, which will enable you later to **set targets** for each student and demonstrate evidence that learning is being actively tracked. The student profile now becomes a 'live' document and an integral part of your assessment strategy.

FOCUS ON SKILLS, INCLUSION AND USE OF TECHNOLOGY

Tips for the first 6 weeks:

- **Collaborative Working**— perhaps one of the most important skills for students to develop is the ability to work effectively with others in their group. All students want to feel valued, respected and involved — therefore, your first 6 weeks should be about **creating the right group environment** for students to learn effectively. One of the most successful ways of doing this is through the use of a carefully chosen team icebreaker activity such as **Cave Rescue** or **Moon Landing**, which require students to work together, to share information, to consider the relative merits of a situation, and to make joint decisions about the best way to solve a problem.
- **Study skills** such as evaluation, critical thinking and essay writing need to be features of your first 6 weeks delivery and taught as part of your main subject. *'Early and often'* is a useful mantra— don't assume that students will come to the classroom already equipped with these skills; all students will benefit from having these skills made explicit by teachers through the use of example and illustration, and through **repetitive practice**. Make sure repetition is a core principle that is embedded into your scheme of work.
- Even the most able IT students will need to be shown how to use specific **learning technologies** that will be used on their course e.g. Blackboard, MOODLE, online referencing, etc. Whole-class sessions are effective for showing students how these new technologies will support their learning. Try not to overload your students with too many new tasks in the first few weeks - prioritise what you want them to use first; e.g. if want students to use your virtual learning environment (VLE) to access extended reading materials, make this a feature early on in your first 6 weeks, set a task for completion and ensure that all students can achieve this before moving on to a new technology!

GOLDEN TIP:

- **'Early and often'** should be your mantra for course starts where there are vital skills to be learned - remember the importance of **repetition** and **demonstration by example**.

Assessment Calendar

Provide students with a **complete calendar of all assessment deadlines for every module** covered in the year (put modules along the top of the page with the course weeks running down the page). At a glance students can see when the modules are taught, how the assessments are spaced and where the workload will be most demanding. Use colour to make each module stand out.

Agree with students what an appropriate interim/draft deadline should be for each assessment and how this should be submitted to you. It is here that you will generate commitment from the group to the assessment process, whilst at the same time, ensuring that feedback is available to students prior to their final module submission.

If the calendar is issued as a separate document, ensure students stick this into their handbook. Upload a copy to your course VLE site.

Student SoW

It goes without saying that students must be clear about the way their course is organised and assessed.

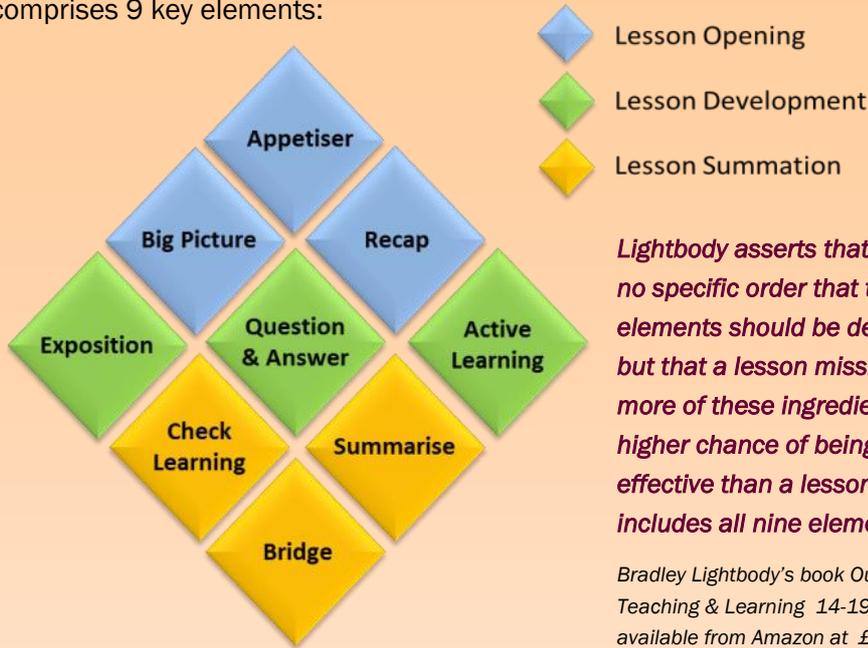
Not only do good teachers have their own, highly detailed scheme of work in place for their course, but they also provide their students with an *abbreviated version* of this.

One idea that works well is to produce a **1 page A4 scheme** that covers the content week-by-week and includes set extension/homework tasks. The student version does not need to specify information on learning activities, differentiation etc, unless the teacher views this as essential; however, what it does do is prime the student to think about, and undertake, prior reading and preparation for the coming lessons, whilst showing students how the structure of the course is mapped out.

This A4 scheme coupled with the course assessment calendar provides a simple, accessible and informed picture of how the course is organised. Course organisation is one of the key expectations of students, and early impressions are important. Poor course organisation at the start is difficult to redress, and can lead to retention problems.

THE DIAMOND LESSON PLAN

In his book, *Outstanding Teaching and Learning 14-19 (2nd Ed)*, **Bradley Lightbody (2012)** proposes the use of a **diamond lesson plan** for delivering a grade 1 lesson – it comprises 9 key elements:



Lightbody asserts that there is no specific order that the elements should be delivered in, but that a lesson missing one or more of these ingredients has a higher chance of being less effective than a lesson that includes all nine elements.

Bradley Lightbody's book Outstanding Teaching & Learning 14-19 (2nd Ed) is available from Amazon at £18.99

Appetiser

Open your lesson with a bright, upbeat 3-5 minute activity to capture attention and enthuse.

Big Picture

Raise interest by highlighting links to last lesson, the curriculum, the exam, current affairs the real world plus a clear statement of the learning focus.

Recap

Check learning from the last lesson and if need be re-teach any aspects of difficulty. Gain responses from all.

Exposition

Introduce new learning with a clear overview or demonstration keeping short and sharp.

Question and answer

Engage with fast paced open and directed questions to check understanding and to promote thinking

Active learning

Facilitate individual, paired or group tasks to explore and consolidate new learning and functional skills.

Check learning

Gain feedback from all to check and confirm the key learning points and link to objectives.

Summarise

Summarise the key points all should have recorded.

Bridge

Issue a research task as a bridge to the next lesson

Guidance on Using the Diamond Lesson Plan:

Lightbody states that the 9 elements *should* be present in an outstanding lesson, but that they can be used in different combinations and sequences. For instance, a teacher may want to start with a group activity, then move to a question and answer session, and then ask learners to make connections with the previous session. This is followed by a Big Picture review (how today's findings and last week's findings say something important about the topic), drawing out links with one or two key theoretical positions. This then leads to a quick appetizer/ energiser as a change of pace, before setting up a series of quizzes/short tests on what students know, and what they still want to find out (based on the big picture), finishing with a brief recap and scene setter for next week.

Grade 1 Checklist

Tully (2012) has produced a practical checklist for planning lessons based on hundreds of observations of outstanding lessons:

1. Vivid 'hooks' to stimulate initial interest and 'surprise' .
2. Clear links between the session and course assessment.
3. A short recap or 'spotquiz' to test prior learning that involves all learners.
4. Simple, explicit learning outcomes that provide increasing challenge for learners.
5. Nominated (directed) questioning of all learners, leading to detailed, evaluative answers from the majority.
6. Learners – unprompted – asking higher-level questions of the teacher and other learners.
7. Learner-centred tasks based on 'real' problems and involving learners in specific roles, and rotated feedback.
8. Strong attention to 'time-on-task' and task completion.
9. Frequent positive reinforcement.
10. Plenary review that summarises and congratulates learners for their achievements in-session.

Tully (2012), The FE Animal Unpublished

DISSECTING YOUR BASIC LESSON PLAN

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY	ASSESSMENT	RESOURCES
<p>Your timings: Insert a timed break down of the lesson.</p> <p><i>Consider the nine steps of Bradley Lightbody's diamond lesson plan</i></p> <p>Consider student attention spans: between 7 and 20 minutes is a good guideline.</p>	<p>What the tutor does: this is the section that explains why the tasks are important. You may wish to insert links to specific parts of the syllabus or make links with the previous session.</p> <p>Enter each teaching action and if there are learning support assistants in the lesson also their expected actions. Discuss your lesson plan with the learning assistants and aim for a partnership.</p> <p>Remember concentration spans and not to talk for too long – 15-20 minutes at most before introducing an individual, paired or group task. If you like using the learning styles approach, highlight the Visual, Auditory and Kinaesthetic tasks in different colours—an instant recognition that differentiation is being considered.</p>	<p>What the student does: Here you are advised to write in the relevant learning outcomes for this part of the lesson (you have probably written these on the front page of your lesson plan!).</p> <p>Enter the tasks that the students will complete and indicate the differentiation involved (e.g. different student roles, skills practised, peer-to-peer mentoring opportunities, how students will work with each other, etc.)</p>	<p>How you demonstrate learning: This section is very important! These are activities that are used to test learning – make sure you identify the behaviours or outputs you expect from students in each assessment task. e.g. <i>each student will produce one definition that they will share with the class, etc.</i></p> <p>Enter key questions the students will be tested on and specify what you consider to be an appropriate answer (distinguish PASS and CHALLENGE questions)</p>	<p>How you have supported learning: List the resources that will support each learning task and consider over time how varied your range of resources are. Highlight the use of technology in a different colour.</p> <p>(remember, your use of technology is another example of differentiation in your class)</p>
<p><i>Example:</i> 09.00-09.30</p>	<p><i>Example:</i> <i>Introduction to Freud's theory of personality, Module 4, individual task to find out what students already know about Freud</i></p>	<p><i>Example:</i> <i>LO: to assess students' prior knowledge of Freud and his contribution to psychology</i></p> <p><i>Students will individually complete a quiz on Freud's biography and ideas using a 7-item questionnaire.</i></p>	<p><i>Example:</i> <i>Students will swap scripts and mark responses against a pre-defined set of answers. Marks will be shared in plenary.</i></p> <p><i>Research task set on incorrect items for next session.</i></p>	<p><i>Example:</i> <i>Powerpoint with a short montage of Freud photographs</i></p> <p><i>Questionnaire and answer sheet</i></p> <p><i>Wipeboard</i></p>

Core Lesson Plan Themes

<p>Extension Tasks ('Stretch & Challenge')</p>	<p>This section describes your methods for supporting independent learning e.g. through internet research, peer mentoring tasks, advanced problems, homework tasks, self-reflection tasks, extended reading tasks – these will include tasks that form a bridge to the next lesson. There are two excellent models you may want to consider: Lightbody's <i>individual-paired-group</i> task structure (which offer pass and challenge task dimensions) and Tully's <i>Pair-Share-Chair-Aware</i> active learning model (both these models are explained in this journal).</p>
<p>Individual Needs Considered</p>	<p>You should always refer to a 'student profile' in this section (the 'student profile' will be a separate document!). However, you are also advised to summarise the key student support issues in this section—not only specific learning needs, or the use of a learning support assistant, but whether the student is confident, focused etc. Remember, your job here is to convince an observer that your planning has catered for all these needs—don't let them watch something which requires you to explain later in your feedback session—if students behave in certain ways which may affect their learning, flag it here on your lesson plan!</p>
<p>Personal Development</p>	<p>Specify any opportunities or aspects of Equality and Diversity, Functional Skills, Employability Skills or Every Citizen Matters themes that apply in the lesson and how these relate to the students' wider personal development. Not every lesson will include all of these themes—and in many classes this is not desirable—but do be specific!</p>
<p>Self-Assessment Notes</p>	<p>Consider how well the lesson worked and adjust the content accordingly next time around Save this lesson plan and overtime build up effective lesson plans for all your major topics.</p>

What Counts as E&D?

It is an error to think of Equality and Diversity as a 'bolt-on' - something extra to the usual practice of classroom delivery. Embedding equality and diversity means being able to answer this single question: **to what extent have I as a teacher planned to meet the varying needs of my students in this session?** It is the central focus of effective teaching and learning.

Successful teachers do this in several ways, which we have collectively called **the 6Cs of embedding equality and diversity:**

- **Choice**
- **Collaboration**
- **Communication**
- **Cultural Awareness**
- **Counter-Stereotypes**
- **Celebration**

Choice: Giving students different options, roles or resources, in order to meet a specific learning outcome.

Collaboration: Putting students into pairs or groups where the purpose is to share information and experiences (self-disclosure), carry out project work, or simply to problem-solve.

Communication: Using respectful and level-appropriate language that puts student esteem and involvement at the heart of student-tutor and student-student interactions, whilst simultaneously challenging offensive or derogatory comments.

Cultural Awareness: Using multi-cultural examples and global themes to enrich the curriculum and broaden students' horizons beyond their immediate experience.

Counter-Stereotypes: Making deliberate and conscious efforts to challenge existing stereotypes and assumptions in the class and in the wider college (e.g. via marketing literature, lesson content, follow-up of inappropriate behaviour).

Celebration: Finding opportunities both to celebrate calendar events that are unique to certain cultures, and to commend the performance of those learners who have achieved in the face of extreme adversity.

HOW YOUR LESSON PLANS ARE JUDGED

Lesson plans are a fact of life for FE teachers—but it helps to know how an observer may come to judge the quality and depth of these plans. The following competency grid sets out the typical criteria than an observer may use to 'grade' your planning documentation using the OFSTED 1-4 scale.

LESSON PLANNING COMPETENCY GRID

OUTSTANDING

Scrupulously plans schemes of work and lessons using the full range of initial assessment data available, and looks to incorporate good practice at every opportunity

- Has an extensive knowledge of initial assessment techniques to assess learners' needs, and uses these effectively to inform curriculum planning and learning support requirements.
- Designs logical and comprehensive schemes of work and translates these into relevant, well-constructed lesson plans with SMART learning outcomes.
- Has a comprehensive understanding of the concept of differentiation, and the techniques used to achieve this in the classroom.
- Teaching and learning materials are varied, sensitive to learner's needs, and produced to an exceptional quality.
- There is substantial evidence that good practice in teaching and learning is embedded into lesson design e.g. integration of key skills, use of learning support, work placements, response to national initiatives etc.

GOOD

Plans schemes of work and lesson plans in detail, using some initial assessment data, incorporating several examples of good practice.

- Has a good knowledge of initial assessment techniques to assess learners' needs, and attempts to use these to plan for student learning.
- Schemes of work are logical, detailed and well-constructed, leading to lesson plans with reasonably clear learning outcomes which measure what students are supposed to achieve.
- Some attempt is made to ensure that learning materials are sensitive to learners' needs.
- Regularly attempts to introduce good practice into teaching and learning, and can point to one or two examples where this has been achieved successfully.

REQUIRES IMPROVEMENT

Schemes of work and lesson plans are usually prepared, but lack detail and/or cogency, using imprecise learning outcomes, with limited evidence of embedding good practice.

- Has a limited knowledge of initial assessment techniques, and understands their value in planning for student learning.
- Schemes of work are in place, but contain occasional inaccuracies or omissions, leading to lesson plans with moderately clear learning outcomes that can be usually, but not always, measured.
- Has a limited understanding of how to adapt learning materials to meet different learners' need, though shows a willingness to find out how to do this.
- Shows an interest in introducing good practice in teaching and learning, but finds it difficult to progress and/or follow through ideas.

INADEQUATE

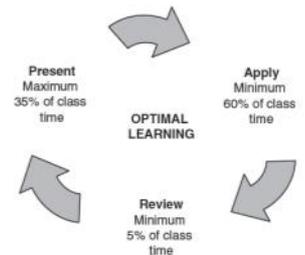
Insufficient planning takes place for lessons, evidenced by incomplete or non-existent schemes of work and/or lesson plans, poorly developed learning outcomes and no identification with good practice.

- Does not use initial assessment to plan for student learning, or regard it as a high priority.
- Schemes of work, where they exist, are incomplete or out-of-date, leading to basic lesson plans with little or no variety to lesson activities, including vague or ill-conceived learning outcomes .
- Learning materials are produced without reference to different learning needs.
- Little or no interest is shown in introducing good practice in teaching and learning, and is often resistant to attempts by colleagues to do so.

Petty's PAR Model

Geoff Petty offers a model of lesson planning founded on three types of activity:

- Presenting New Information
- Applying the Learning
- Reviewing the Learning



Like a three-legged stool, should one of these activities be missing, the stool will fall over!



Present: (up to 35%)

- Sharing learning outcomes
- New knowledge and skills explained/ demonstrated
- Watching videos , reading exercises,
- Co-operative learning activities (e.g. jigsaw learning) that introduce new material

Apply (at least 60%):

- Problem-solving and decision-making activities
- Case studies, projects, roleplays, simulations
- Making posters or mindmaps
- Presentations & peer learning tasks
- Practising new skills in realistic environments

Review (at least 5%):

- Recap at start of lesson
- Key learning points at end of lesson
- Summarising & Reflecting
- Peer to peer testing

WRITING AIMS AND LEARNING OUTCOMES

Aims: broad general statements, providing an overview of the session and what will be covered, often single sentences, and usually no more than two sentences: e.g.

- An introduction to Freud's five stages of psychosexual development;
- To explore the economic and political causes of the American Civil War;
- A practical workshop that enables students to carry out a client consultation;
- An investigation into the properties of sulphuric acid;

Learning Outcomes: specific statements that break the session down into manageable segments, written as tasks that students are expected to achieve in the session. Often, but not always, the outcomes are sequenced in **increasing levels of difficulty**.

- Name three Generals who served in the Union army during the American Civil War
- Summarise the main events that took place in the Battle of Gettysburg
- Evaluate the political and military impact that the Gettysburg victory had on the Confederate movement.

Learning Outcomes: Putting the 'DO' back into learning

Why use learning outcomes? Put simply, learning outcomes tell students what the lesson is about what they will achieve by the end of the session. **Learning outcomes are what students will be able to do as a consequence of the learning that takes place in the session.** The best outcomes in classrooms are **SMART** (Specific, Measurable, Achievable, Relevant and - more often than not – Timeframed).

Learning outcomes contain **active verbs** such as 'List', 'Describe', 'Explain', 'Create', etc and specify the behaviours, knowledge and skills that will be performed by students in the session. If one of your learning outcomes states: 'Explain the concept of photosynthesis', we only know if students can do this *if* they provide you with an explanation, e.g. either orally or via a written report. The assessment of this outcome is then an opportunity for the student to **visibly demonstrate** that they can offer the 'explanation' - and if successful, we can infer that the student has learned and understood the required information to achieve this task.

Words to Avoid:

Not surprisingly, there are words you should avoid because they do *not* provide the student with a clear idea of what you want them to do: *know, understand, appreciate, familiarise, recognise...* these words are too general and could mean many different things to the student. By using words like 'explain', 'analyse', 'evaluate' etc, you give students a clear picture about the task, its complexity and what you are expecting from them.

BLOOM'S TAXONOMY— 'PASS' AND 'CHALLENGE'

Benjamin Bloom's **cognitive taxonomy** is a guide to writing learning outcomes for different levels of learning. The first three stages emphasise the acquisition of knowledge and skills (PASS level learning), whereas the final three stages focus on higher-level thinking (CHALLENGE level learning).

Bloom's Cognitive Taxonomy		
Knowledge	To be able to state, repeat facts and information e.g. List, Name, Identify, Recall, State, Define, Match,	LOWER ORDER THINKING
Comprehension	To be able to explain facts and information in context e.g. Explain, Describe, Summarise, Re-order, Classify	
Application	To be able to use and apply in new situations e.g. Demonstrate, Calculate, Use, Compute, Apply	
Analysis	To be able to select and compare e.g. Distinguish, Categorise, Analyse, Compare, Contrast, Examine	HIGHER ORDER THINKING
Synthesis	To revise, summarise and extend e.g. Design, Devise, Produce, Construct, Create, Develop, Make	
Evaluation	To justify, criticise and articulate opinion Justify, Defend, Evaluate, Critique, Discuss,	

SOLO Model

The **SOLO** (*Structure of Observed Learning Outcomes*) model of learning developed by John Biggs states there are five stages to the learning process that teachers should plan for:

1. **Prestructural**—I don't know much about this
2. **Unistructural**—I have one idea about this
3. **Multistructural**—I have several ideas about this
4. **Relational**—I can link my ideas together to see the big picture
5. **Extended Abstract**—I can look at these ideas in a new and different way.

If you are preparing students for examinations which typically involve questions set at an 'extended abstract' level (e.g. evaluation tasks), it is essential that you lead the student through a series of increasingly difficult 'thinking steps' to achieve this using the SOLO model as your guide.

Example:

If you wanted students to be able to answer the question:

What is Shakespeare's influence on modern writers?

...you need to realise that students cannot do this immediately and that you need to lead students through a series of *less challenging* thinking exercises first, such as:

- *Unistructural* – Who is Shakespeare?
- *Multistructural* – What did Shakespeare do and why?
- *Relational* – What similarities does Shakespeare share with modern playwrights?

With SOLO, it is possible to:

1. Thoughtfully design learning outcomes and activities that stretch every student.
2. Identify and use effective success criteria to measure student progress.

MODELS OF DIFFERENTIATION

MODEL 1: VARYING TASK STRUCTURE

Bradley Lightbody (2009) provides a simple, yet compelling model of differentiation that is easy to design and execute. He suggests that all grade 1 lessons comprise of:

- Individual tasks
- Paired Tasks
- Group Tasks

The tasks can be in any order, as long as the session includes for all three types of activity.

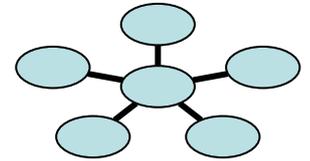
MODEL 2: ACTIVE LEARNING

Paul Tully (2006) suggested four ways of ensuring differentiation and involvement:

- Pair - activities that require students to team up and discuss, solve or explore
- Share - collaborative activities, involving groups, where students exchange information to achieve a goal.
- Chair—simulations and role-plays in which students play 'real-life' characters and roles to practise skills and learned routines.
- Aware — reflective activities, conducted individually or in groups, which focus on progress made and how learners like to learn

The Big Picture Start

Experiment with pictorial displays of your learning outcomes, presented in the form of a bubble diagram (conceptual map).



The topic is written into the centre, and the key learning outcomes are inserted into the branches. Lightbody (2009) suggests writing in key questions e.g. Why did Hitler invade Poland?, rather than learning outcome statements, which may offer a more student-friendly way of introducing the topic and its constituent tasks.

THE LEARNING HIERARCHY : DEEP LEARNING = LEARNING-BY-DOING

Adapted from Edgar Dale (1969), go to www.sparkinsight.com

I see and I forget.
I hear and I remember.
I do and I understand.
— Confucius

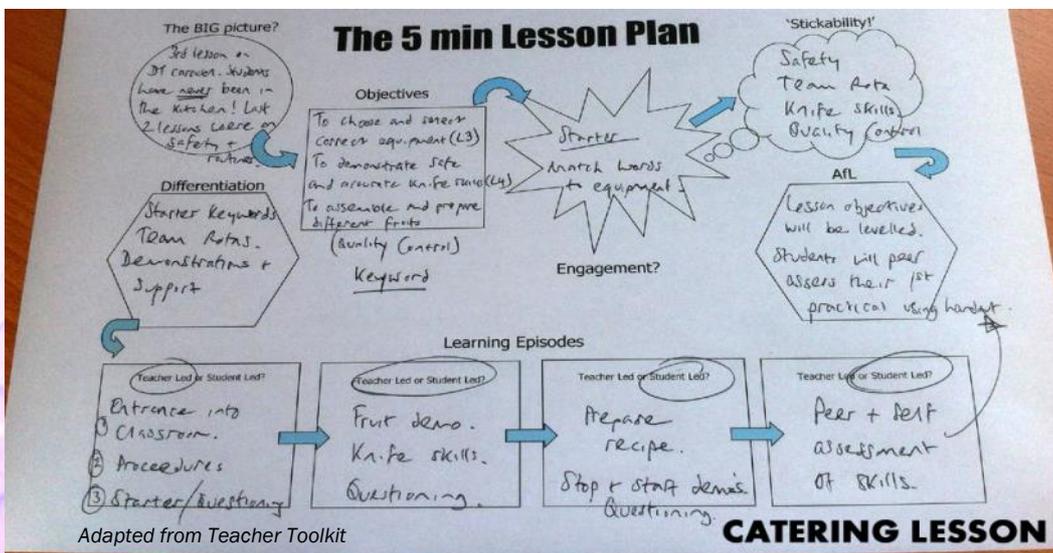


Teaching Vocabulary

Robert Marzano, the great American educator, suggests a six-step template for designing a lesson where the focus is on developing the students' vocabulary:

1. The teacher gives a description, explanation or example of the new term.
2. The teacher will ask the student to give a description, explanation or example of the term in their own words.
3. The teacher will ask the learner to draw a picture, symbol or locate a graphic to represent the new term.
4. Students are exposed to a number of activities that build on this initial understanding e.g. by finding related words, or by developing their own definitions and ways of classifying the term with previously learned vocabulary.
5. The learner will discuss the term with other learners, e.g. through a Think-Pair-Share activity where individual descriptions and images are shared with another person in the group, and then with the whole group which allows all learners to test their ideas and correct any misconceptions.
6. The learner participates in learning games e.g. word search, that reinforce the new vocabulary.

THE 5 MINUTE LESSON PLAN: A MODEL FOR BUSY TEACHERS



DESIGNING ACTIVITIES FOR MULTIPLE USES

CAVE RESCUE—An example of a Multi-Purpose Collaborative Activity

By Paul Tully

A vast number of teacher hours are devoted to the design of learning activities — often used once and then put away until the following year. Perhaps a more appropriate use of time is for teachers to develop activities that have *multiple purposes*: activities that can test a range of learning skills, use collaboration and problem-solving, and require students to justify a course of action. Cave Rescue is one such activity that can be used in a number of ways across the curriculum to support learning.



What is Cave Rescue?

Cave Rescue is a collaborative activity (simulation) that involves individual and group decision-making, in which learners weigh up the relative merits of six hypothetical individuals who are trapped in a deep cavern and are in urgent need of rescuing. At the start, ensure the class is divided into groups of 5-7.

The Brief: The tutor should read this brief to the students.

Your group have been called to an emergency meeting to make decisions about life and death. There has been an accident in a private coal mine when an important visit was taking place. You have to decide who will be rescued and in what order. A rescue team will arrive in 25 minutes and will follow your instructions. The trapped people are caught in a cave-in. They have limited air supply and water is rising in that area. Only one person can be released at a time and it is likely some or all may die. Your group have to discuss and agree the rank order list of the people to be rescued. The only details available about the trapped people are outlined on the attached sheet. Your order should be entered on the ranking sheet provided.

The Biographies:

JANE

Single, aged 34, presently employed as secretary in a large manufacturing company in London where she has worked for ten years. She is unmarried but lives with a local teacher. Her employers regard her as indispensable; her work record is superb and her ideas are usually very good. Is very active in local charitable groups and has raised £100,000 over the last two years. She is known to be active in the local Labour Party and is considering standing for the local council.

IMRAN

A Pakistani who came to the UK with his parents at age 12. He is now aged 32. His wife is six months pregnant with their first child. Works as a supervisor in a Leeds foods factory. Attending Open University taking a psychology degree. He hopes to develop his career further in psychology once he gets his degree. He is an active Hockey player and is in the Pakistani national squad. He also wants to take an extended holiday each year of at least 4 weeks to spend time in his native country.

TRISH

She is 40 years old and lives with a Managing Director of an insurance company. They have two children (boy 2 years, girl 4 years). She has never been employed though she has been involved with Meals on Wheels for 7 years and is now heavily involved in training and organising volunteer workers. It is suspected that she is involved with a banned terrorist organisation.

ARTHUR

Native of York. Married 23 years, and has two children, (boy 17 years, girl 15 years). Is currently involved in an affair with his secretary. Research Consultant at York Medical School working on an AIDS cure. Current publications indicate that he is on the verge of a significant discovery. A court case is impending concerning an assault by him on his wife.

DAVID

Student aged 19, at University of Keele reading Politics, single but recently engaged and plans to marry when qualified. Hopes to become a Social Worker. He is rather lazy at college, but has ability. This frustrates his tutors and friends. He is a member of several campus societies and gives a lot of time to other people's needs. Has had articles published in various literary magazines about his activities at college and has donated the fees to local charities. He is a keen campaigner for Gay Rights. His girlfriend is pregnant but he does not know about this yet, as his girlfriend suspects he will not want to keep the child.

CHARLES

Married, aged 59 and has three grown up children who have moved away from home and have families of their own. He has recently lost his wife who had Aids. He is the commercial manager of a small factory producing canned goods for food. The factory employs 80 people. Charles has personally negotiated a large contract for his company which will save it from liquidation when it is completed and signed. This contract can only be signed by him and would mean the security of employment for the workforce for the next three years. He spends a lot of his time at the pub with his friends. He has three speeding tickets for driving in excess of 100 miles per hour in his Porsche.

Procedure:

- Individuals are asked to put in rank order the people whom they would rescue 1st, 2nd, 3rd, etc. They have 5 minutes to read the thumbnails and complete this initial task—get them to fill out a ranking sheet. No conferring with other group members at this point.
- Ask the groups now to use the next 20 minutes to agree an order that they would rescue the trapped individuals. Chances are that views will differ widely. No voting by majority is allowed—students are expected to argue the merits of their choices. Groups must manage their own time.

Activities & Choice

Cave Rescue can be used to develop a number of important learning skills and attributes:

- *Developing team skills:* As an ice-breaker it is an ideal exercise for getting students to work together, and to encourage a discussion about effective and ineffective learning in groups. Links very well with **Bruce Tuckman's** 'forming-storming-norming-performing' model of group development.
- *Study Skills:* It provides a vehicle for discussing the difference between facts, opinions and evidence which may be a useful study skills exercise at many levels.
- *Communication Skills:* It enables students to develop (and be assessed) on their oral communication skills, and may link to criteria for functional skills assessment.
- *Equality & Diversity:* It offers an example of how assumptions and stereotypes can influence people's perceptions of what is 'worthy' and 'acceptable'.
- *Assessment:* You might use this activity to discuss the potential difficulties of assessing individual performance within a group setting, leading to a review of how group performance might be better (and more objectively) evaluated.

Students will not want to do this activity more than once in an academic year—why would they want to? This is not the purpose of using or creating a 'multi-purpose' learning activity.

The key point here is that you have *flexibility* in deciding when to use this type of activity in your course. If you cannot use it as an ice-breaker (e.g. you run out of time on day 1, or you have a better ice-breaker, or you are interrupted by a fire drill, etc), there are several opportunities later in the course where you can deploy it successfully, because of its ability to tap into a variety of important skills. Most activities, by their nature, are designed to support discrete learning outcomes, and must be used at a specific point in the syllabus. *Cave Rescue—and activities like it—do not have this limitation.*

A DIFFERENT APPROACH TO LESSON PLANNING

By Robert Powell, RCP Training & Consultancy

It was in 2008 that I first met Frank Coffield, the year that the LSN published his wonderful and heartfelt pamphlet '*Just suppose teaching and learning became the first priority...*' In the light of such sentiments...I continue to be amazed how many colleges believe that the route to better teaching lies with lesson-planning documents.



These forms are most commonly found in general FE colleges, and the worst examples of such forms require teachers to detail all aspects of their forthcoming lessons, with boxes for lesson objectives, lesson outcomes, success criteria, ICT, special needs, differentiation, resources and use of support staff. Every time a new initiative emerges a new box is added, so most forms now include sections for *Every Citizen Matters*, *Equality and Diversity*, *Health and Safety* and *Sustainability*. That takes up the first two pages and then on page three teachers are required to set out in great detail what will happen in each phase of their lessons, often in five minute blocks. Page four is for evaluation...

There are a number of major flaws in this reliance on form-filling.

- **These forms take an inordinate amount of time to complete.** Even with a high degree of copying and pasting from the previous lesson, many will take up to 45 minutes of teacher time and for teachers with 15 or more classes a week that is more than ten hours of valuable time gone.
- **The form-filling now leaves no time for the preparation of resources and stimulus that would have transformed the quality of the learning in the lesson:** e.g. scaffolds for writing, visual lesson aims, key word posters, multi-sensory stimuli and personal logs for independent or group work.
- **These forms almost universally include a box called 'differentiation'** – how teachers plan to meet the individual needs of learners. Differentiation is at the heart of outstanding practice, encompasses all aspects of teaching and learning, and cannot be dealt with in a small box on a form. It is like having a plan for *healthy living* and inserting 'fibre' in the box entitled 'healthy diet'.
- **While topics such as Equality and Diversity, Every Citizen Matters and Sustainability are important, they should not divert teachers in the planning of lessons;** there are better ways to ensure that these agendas are embedded.

I can understand that some teachers might benefit from a tightly structured lesson-planning format, particularly those who are new to the profession or those in need of support. But to insist that all staff, even those identified as good or outstanding, should complete such detailed forms is nonsensical. A teacher who planned identical tasks for all students, regardless of the wide range of ability in the class, would be graded 'inadequate – no evidence of differentiation'. Yet the very same managers making such judgements then impose a lesson-planning format on all staff regardless of their past performance in teaching; differentiation for learners but not for teachers seems to be the rule! Nor can Ofsted be used as an excuse for such practice. Ofsted inspectors do not expect to see these forms and will rarely look at them. They want to see 'evidence of planning', not lesson-planning forms. Ofsted is quite right to adopt this view; great teaching and learning does not result from paperwork exercises that drain the energy and sap the enthusiasm.

Principles Not Lesson Plans

There is an alternative. If colleges were to develop a teaching, learning and assessment policy based on *principles* and then ask teams to develop a range of strategies for *meeting* those principles, a number of benefits would accrue.

Two examples of what I mean by principles are set out below.

Principle 1. The learning environment is safe and welcoming and there are clear systems of classroom management.

Principle 2. The purpose of learning is clearly understood by all – teachers, learners and support staff.

Once principles for teaching, for learning and for assessment are agreed across the college, curriculum teams meet to agree *how* they meet each principle. A range of strategies are discussed, agreed and then recorded in a *departmental handbook of outstanding practice*. Such an approach has a number of critical benefits:

1. **In compiling the handbook all staff are involved and best practice would be disseminated as team members share successful techniques - CPD at its most useful.**
2. **A variety of strategies will be included for each principle, encouraging creativity and variety based on rigorous and non-negotiable principles.**
3. **Policies on such areas as Health and Safety and Equality and Diversity will be included in the handbooks and capture the ethos and practice of a curriculum area. This is written once, not repeated in each lesson plan.**
4. **Key techniques e.g. on differentiation can be described in detail using a key word system e.g. *Snowball*, *Jigsaw*, *Support Groups* or *Scaffold*. Lesson planning becomes very quick as key words replace paragraphs.**

All it needs is visionary leadership and a commitment to make team time available.

LESSON PLANNING FOR QUALITY MANAGERS

Lesson Plans need to have well-defined assessment tasks that show what learners should be able to do or say to meet the learning outcome (these are the *success criteria* for each learning activity). This example, from a Hairdressing Level 3 session, shows the level of detail now required in the assessment column.

Learning Outcome

Identify and describe a range of hair/scalp problems and their recommended treatments.

Student Activity

Learners will be provided with six photographs of hair and scalp problems, and will work individually, and then in pairs, to identify the problems.

Students will then contribute to a plenary discussion about the possible treatments, and will develop a mindmap linking problems with treatments using the SMARTboard.

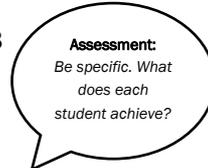
Students will be tested on their knowledge of these treatments using an assessment worksheet.

Assessment

Each student will identify at least one problem confidently and accurately from the image set. More experienced students will identify at least 3 problems.

Each student will complete a mindmap of common scalp problems and their treatments. Explanations of each one will be recorded on the mindmap.

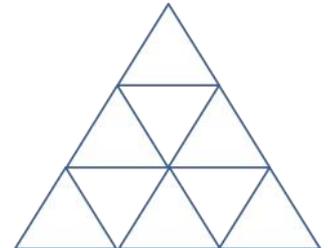
Students will individually complete a matching exercise for problems and treatments, with errors marked for additional reading (to be undertaken for the next lesson).



Appetizer—Try This!

How Many Triangles?

Present the following shape via Powerpoint or on the wipeboard/flipchart at the start of the session.



Ask students how many triangles can be seen. Combine the activity with an electronic timer or sandtimer for that additional competitive element.. Give sweets or some other prize to the winning student(s).

NEWBUBBLES CPD EVENTS: AUTUMN 2013

Newbubbles — Experts in Further Education:



Date	Event	Location	Trainer
06.11.13	Inspecting Teaching & Learning*	Sutton	Helen Groves HMI
13.11.13	Better Questioning Skills	Portsmouth	Bradley Lightbody
18.11.13	Effective Revision & Exam Techniques	Portsmouth	Learning Performance
19.11.13	Stress Management & Counselling Skills for Advanced Practitioners**	Camberley	John Perry
21.11.13	Preparing for Inspection: 48 Hours Notice*	Bracknell	Phil Hatton
26.11.13	The FE Data Toolkit*	Croydon	Mike Davis
29.11.13	Outstanding Assessment Practices*	Portsmouth	Geoff Petty
02.12.13	Anyone Can Get Grade 1	Portsmouth	Paul Tully
06.12.13	National Teacher Training Conference***	Croydon	Multiple Speakers
21.03.14	National FE Conference — <i>Leading Further Education</i>	Guildford	Multiple Speakers

*Cost of this event is £169.00 + VAT

**Cost of this event is £149.00 + VAT

***Cost of this conference is £229.00 + VAT

To book yourself onto an event, please e-mail gradeonetraining@newbubbles.com.

If you can offer a training specialism and your background is in further education, we would like to talk to you. E-mail us at gradeonetraining@newbubbles.com.

Further Reading

Invisible Teaching,

Dave Keeling & David Hodgson, 2011

Next issue ...

MANAGING GROUPWORK

visit us at www.newbubbles.com

Review —Try This!

Tableau for Four!

Towards the end of the lesson, explain that the class are going to review the lesson in groups of four. They will do this by creating four different snapshots of the session.

Everyone in the group must take part and they have 5 minutes to come up with the ideas and five minutes to present the snapshots back to the rest of the group.

The Fun Recap

Who Am I?

Technically, this game could be about a person or word or concept learned in the previous session.



Ensure that your clues are written at different levels of difficulty, starting first with your most difficult clue.

You can use this game to test individual students or create a competition for groups of students.

Do not make the clues too straightforward— be creative! The harder that students have to work at the answers, the greater the likelihood that they will recall the answer on another occasion.

Variation: get students to prepare the clues!