

Section A
Unit 1

Managing Transformational Change
Reflective professionals and thinking children

The Highland Council
Learning and Teaching Reflection Framework

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Session 1

A Curriculum for Excellence

Purposes meet pedagogy

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The Big Issues

- A Curriculum for Excellence – the jury is out
- Assessment is for Learning – making a difference
- Other initiatives – need to join them up?
- What can councils, schools and teachers do?

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Some principles of effective learning and teaching

- ✓ Participation
active learning / motivation
- ✓ Dialogue
teacher-teacher / pupil-pupil
- ✓ Engagement
generative topics / rich tasks
- ✓ Thinking
creating the thinking classroom

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Learning and thinking

Learning in a classroom happens when most of the people are thinking most of the time.

Dylan Wiliam
(SETT 2005)

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What is the curriculum?

The curriculum reflects *what we value as a nation* and *what we seek for our young people*.

It is designed to *convey knowledge* which is considered to be important and to *promote values, understanding and capabilities*.

It is concerned both with *what is to be learned* and *how it is taught*.

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Aims of the curriculum

- ✓ enable young people to understand the world they are living in
- ✓ make learning both challenging and enjoyable
- ✓ connect the various stages of learning from 3 to 18
- ✓ include a wide range of experiences and achieve a suitable blend of what has traditionally been seen as 'academic' and 'vocational'
- ✓ make sure that assessment supports learning, not the other way round.

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Purposes of the Curriculum

To enable all young people to become

successful learners

use literacy, communication and numeracy skills
use technology for learning
think creatively and independently
learn independently and as part of a group
make reasoned evaluations
link and apply different kinds of learning in new situations

confident individuals

relate to others and manage themselves
pursue a healthy and active lifestyle
be self aware
develop and communicate their own beliefs and view of the world
live as independently as they can
assess risk and take informed decisions
achieve success in different areas of activity

responsible citizens

develop knowledge and understanding of the world and Scotland's place in it
understand different beliefs and cultures
make informed choices and decisions
evaluate environmental, scientific and technological issues
develop informed, ethical views of complex issues

effective contributors

communicate in different ways and in different settings
work in partnership and in teams
take the initiative and lead
apply critical thinking in new contexts
create and develop
solve problems

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Activity 1

Purposes and thinking

The previous slide identified a number of personal capacities typical of successful learners, confident individuals, responsible citizens and effective contributors.

In groups, review these capacities.

Which clearly depend on the ability to think in specific ways?

How do you help pupils to learn how to do this at present?

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Refocusing formative assessment

- Pupils engaged in assessing their own learning
- Black and Wiliam have identified self-assessment by pupils as an essential element of effective learning
- HMIE inspections have focused recently on pupils taking responsibility for their own learning

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Session 2

CPD & the reflective professional

Pedagogy, classroom climate
and pupil learning

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Reflective professionals in action

- ✓ A collaborative approach
- ✓ Sharing good practice
- ✓ Learning from one another
- ✓ Looking critically at research and advice

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Pedagogy

- ✓ The theory and practice of teaching
- ✓ Engaging, critically, with ideas
- ✓ Having a rationale for what we do
- ✓ Being learners all through our career
- ✓ Displaying the conduct of a thinker

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Classroom climate

- ✓ Not a matter of accident
- ✓ Values, belief-systems, unconditional positive (and optimistic) regard
- ✓ Creation of a learning culture
- ✓ Behaviours, expectations and consistency

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Pupil learning

- ✓ Understanding is the key; performance is the touchstone
- ✓ Peer and self-assessment
- ✓ Self-theories, resilience and embracing failure
- ✓ Metacognition

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The learning classroom

- ✓ AifL is embedded and extended
- ✓ Four purposes are addressed
- ✓ Thinking is explicit and understanding is the goal
- ✓ Pupils take responsibility for their own learning

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Learning across the curriculum

What should be the criteria?

What are the advantages?

What are the pitfalls?

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Enterprise

...a process where those involved are encouraged to adopt a can-do attitude and take responsibility for providing positive solutions to a real life challenge. The visions for success is agreed and the relevance and purpose of the task is understood.

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Enterprising people are...

- Confident
- Team players
- Independent
- Risk-takers
- Flexible
- Co-operative...

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Enterprising schools focus on...

- Values and skills
- Active learning
- Community links
- Real-life learning
- Business links
- Learning how to learn

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Activity 2 The enterprising classroom

In groups, compile a list of what you would expect to find evidence of in an enterprising classroom.

Are the things you've included in your list specific to Enterprise and to Enterprise alone. Are they more generic and relevant in other areas? Does this have implications for classroom practice? If so, what?

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What will these developments mean?

for teachers and schools:

- ✓ clarity about what education is seeking to achieve for each child
- ✓ freedom to apply professional judgement in planning programmes and activities to respond to the needs of individual children
- ✓ a curriculum which is not overcrowded because of too much content
- ✓ more teaching across traditional subject boundaries
- ✓ time and space for innovative and creative teaching and learning

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Improving schools through CPD

- ✓ Promoting a shared vision for the school
- ✓ Creating management arrangements that empower
- ✓ Providing for every teacher a role in the management of the school and opportunities for leadership
- ✓ Encouraging everyone involved to have a stake in the school's continuing improvement
- ✓ Generating the commitment and confidence which springs from success

(Hargreaves and Hopkins)

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Next steps

- ✓ Sharing practice – across subjects, across stages, across sectors
- ✓ Evaluating strategies
- ✓ Involving pupils in their own learning
- ✓ Continuity, coherence and progression

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Creating a thinking classroom

The Highland Council Reflection Framework is designed to explore the relationship between the thinking child and the reflective professional in developing the capacities described in the purposes for ACfE.

If we are to encourage purposeful thinking by pupils, then we need reflective professionals fostered by a culture in schools to support teacher learning communities (TLCs) which feature in Dylan Wiliam's most recent work.

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