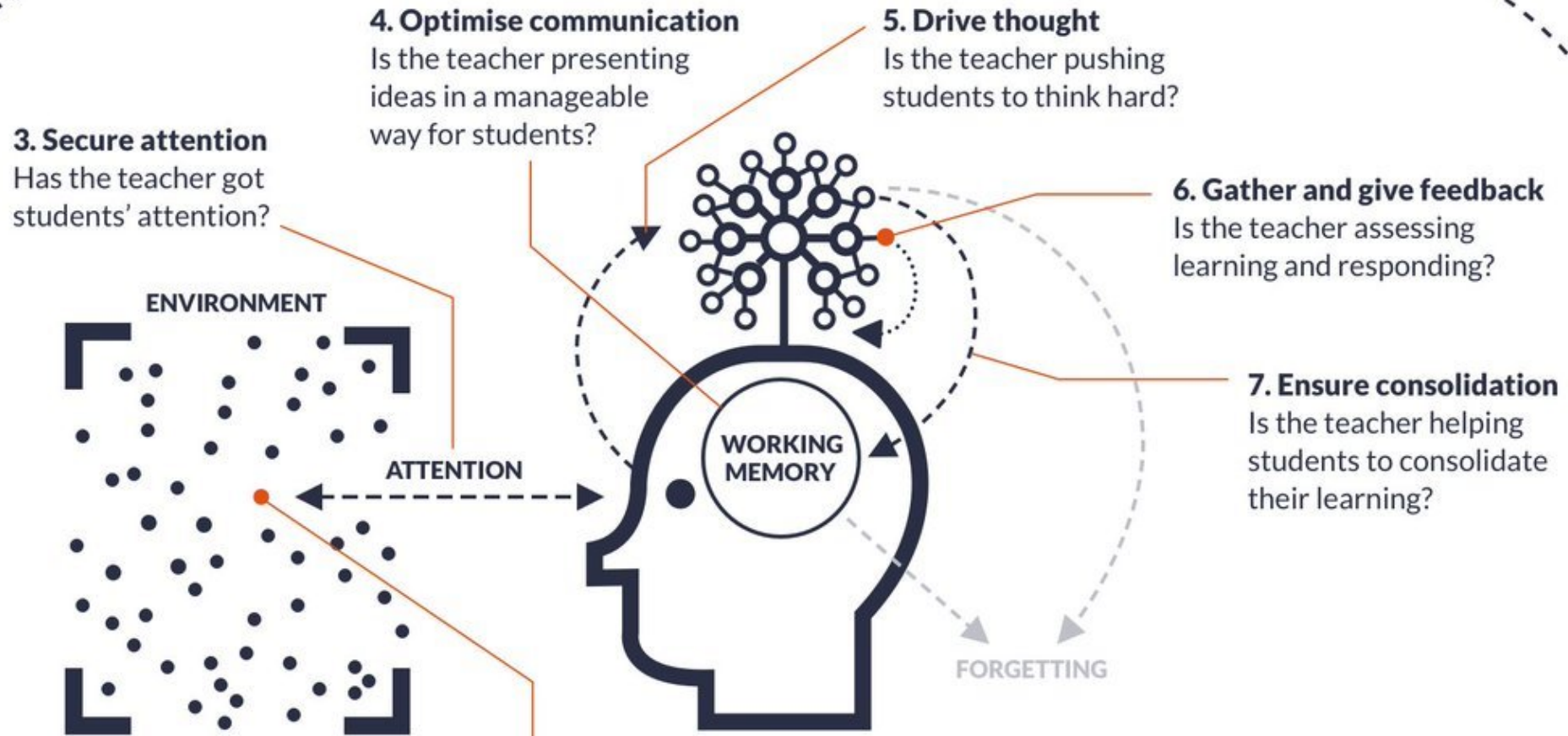


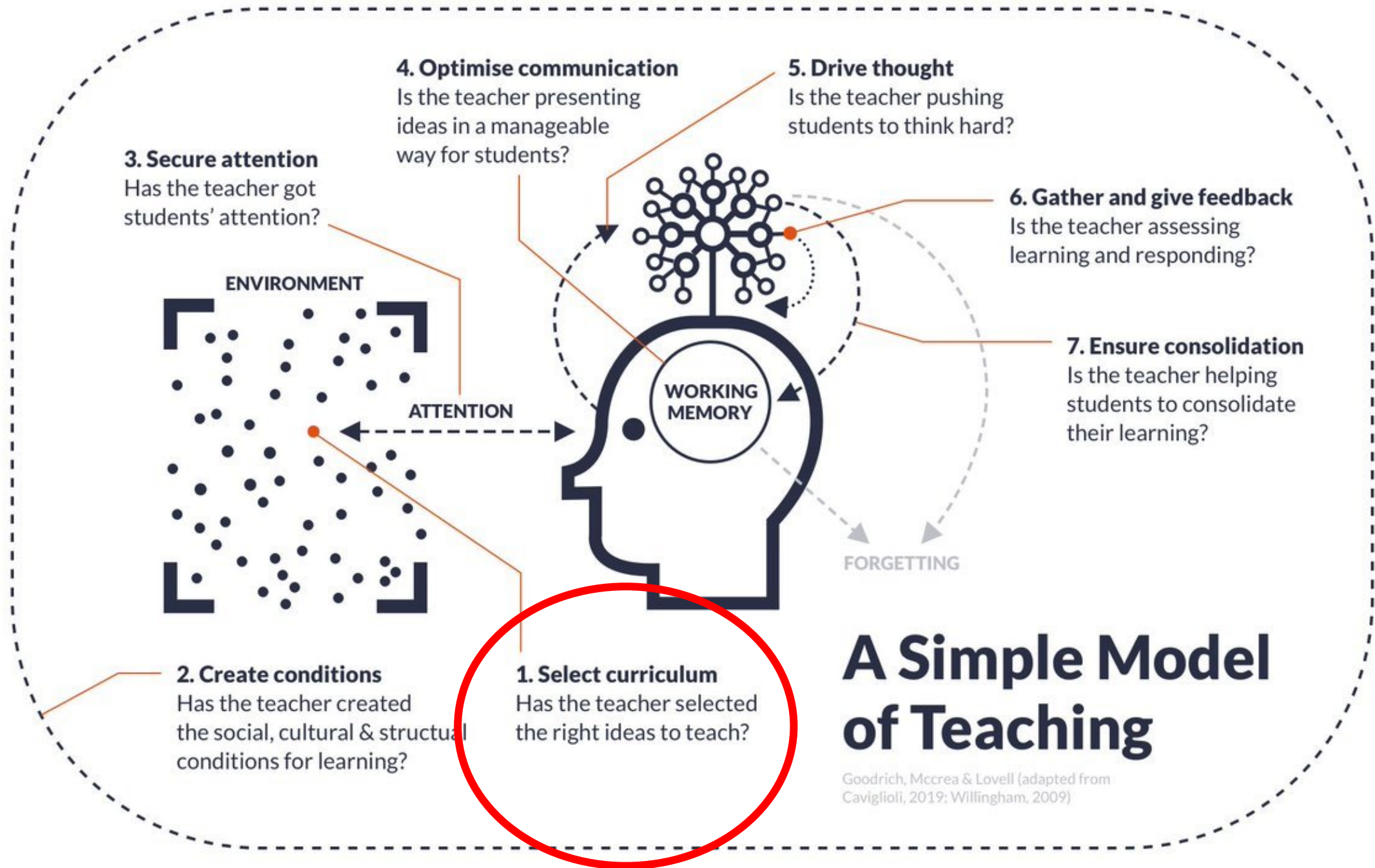


T&L CPD - Curriculum



A Simple Model of Teaching

Goodrich, Mccrea & Lovell (adapted from Caviglioli, 2019; Willingham, 2009)



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Pedagogical Framework: What makes effective Teaching and Learning?

This framework encapsulates our dedication to providing an exceptional educational experience. It outlines a strategic, evidence-based approach to teaching and learning that is designed to meet the needs of every student, ensuring they are equipped with the knowledge, skills, and dispositions necessary to embrace the diverse challenges of tomorrow.

Planning

***Clarifying, understanding, and sharing
learning intentions***

Curriculum – Sequencing - Connections

Checking

**Engineering effective classroom
discussions, tasks and activities that elicit
evidence of learning**

Checks for Understanding – Questioning - AfL

Evaluating

***Providing feedback that moves learners
forward***

Practice – Modelling - Feedback

Thinking

**Activating students' thinking and as owners
of their learning**

*Thinking Matters – Metacognition –
Independent Practice*

Dimension 1 of our Pedagogical Framework is 'Planning'

- That means we have thought about the curriculum that we are teaching; it effectively prepares students for the next stages of their learning whilst building on prior learning
- Effective planning encourages connections and anticipates misconceptions

"We understand new things in the context of what we already know"

Daniel Willingham

Dimension 1 - Planning

- All curriculum areas are currently updating their curriculum maps (formerly known as Termly Overviews) and Schemes of Work
- For this CPD session, we would like department areas to discuss their curriculum maps
- Open your curriculum maps, please focus in on the section which reads ***'how does this build on prior learning'***
- Perhaps choose a year group where the students have found the sequence of learning difficult, and how this may be mitigated in our planning

As you are discussing, consider the following...

- Are we teaching this way because:
 - That's how we've always done it
 - That's the order in which the textbook covers it
 - This is what the exam board suggested in their literature

Much of the research suggests that the more time we spend discussing our teaching, collaboratively, the more impactful for student understanding.