

TEACHING FOR DISTINCTION

OLDHAM COLLEGE

- Theories of Learning
- 2 Curriculum Design for Distinction
- Principles of Instruction
- 4 Assessment and Feedback
- Securing Excellence
- 6 Behaviour, Routines and Expectations



TOM SHERRINGTON



FIXED MINDSET

CAROL DWECK's

GROWTH MINDSET



GROWTH

Avoid failure

Desire to look smart

Avoids challenges

Stick to what they know

Feedback and criticism is personal

They don't change or

improve

MINDSET

Desire continuous learning

Confront uncertainties

Embrace challenges

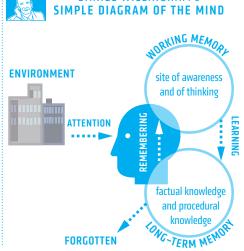
Not afraid to fail

Put lots of effort to learn

Feedback is about current capabilities

THEORIES OF LEARNING

DANIEL WILLINGHAM's





RON BERGER's **AUSTIN'S BUTTERFLY**







EDUARDO BRICENO's LEARNING | PERFORMANCE ZONE

Improvement focused

Final execution

Making mistakes

Minimise mistakes

Possibilities

Delivery of mastery

Practice drills

Integrated products

Low stakes climate

Perform under pressure

WHAT MAKES A GREAT CURRICULUM?

CURRICULUM DESIGN FOR DISTINCTION

DOUG LEMOV's TEACH LIKE A CHAMPION

How to improve retention

Early engagement: awe and wonder; relevance; enjoyment; line of sight to employment

- Early success: early wins' focus on learning routines; clarity of expectations in lessons and between lessons
- **Relationships:** focused on learning feeling that you are in safe hands; challenged and supported

What is required

- Big Picture, Small Picture: course overviews and detailed specifications
- Skills and Drills: elements that can be practised over and over again
- Knowledge organisers: the material that must be learned in a format that supports self-quizzing

Strategy 16 Begin with the End

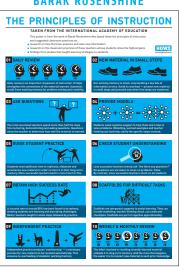
Start with unit planning and then progress to lesson planning.

First define the objective and then the method of assessment. Only then choose lesson activities.

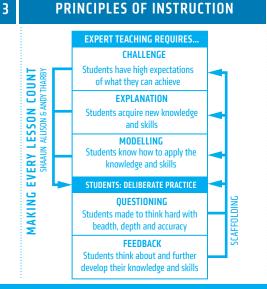
Strategy 17 4 Ms

- Manageable: fitting time available
- Measurable: degree of success can be
- Made first: guiding activities, not the other wav around
- Most important: linked to long-term success, not peripheral

BARAK ROSENSHINE



PRINCIPLES OF INSTRUCTION



THE LEARNING SCIENTISTS



@olivercavigliol — drawing from evidence