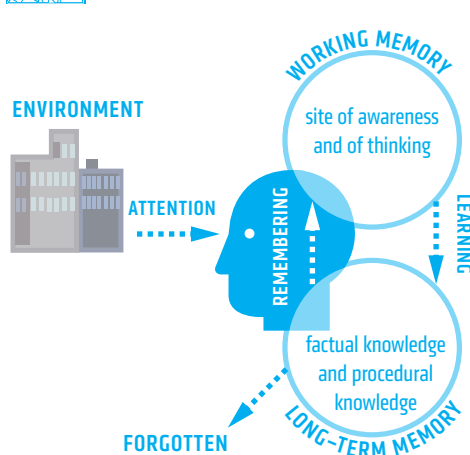




- 1 Theories of Learning
- 2 Curriculum Design for Distinction
- 3 Principles of Instruction
- 4 Assessment and Feedback
- 5 Securing Excellence
- 6 Behaviour, Routines and Expectations



THEORIES OF LEARNING



Improvement focused	1	Final execution
Making mistakes	2	Minimise mistakes
Possibilities	3	Delivery of mastery
Practice drills	4	Integrated products
Low stakes climate	5	Perform under pressure

2

CURRICULUM DESIGN FOR DISTINCTION



WHAT MAKES A GREAT CURRICULUM?

How to improve retention

- 1 Early engagement:** awe and wonder; relevance; enjoyment; line of sight to employment
- 2 Early success:** early wins' focus on learning routines; clarity of expectations in lessons and between lessons
- 3 Relationships:** focused on learning — feeling that you are in safe hands; challenged and supported

What is required

- 1 **Big Picture, Small Picture:** course overviews and detailed specifications
- 2 **Skills and Drills:** elements that can be practised over and over again
- 3 **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.

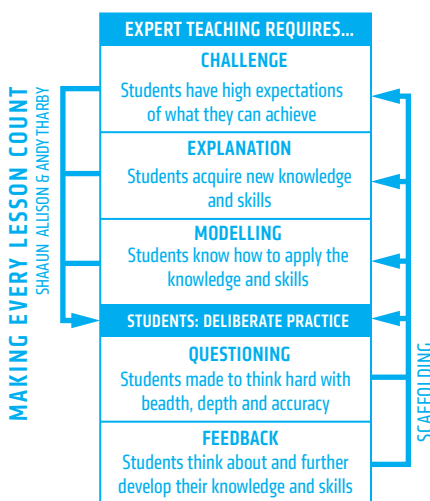
Strategy 17 4 Ms

- 1 **Manageable:** fitting time available
- 2 **Measurable:** degree of success can be determined
- 3 **Made first:** guiding activities, not the other way around
- 4 **Most important:** linked to long-term success, not peripheral

BARAK ROSENSHINE

3

PRINCIPLES OF INSTRUCTION



THE LEARNING SCIENTISTS

