



TEACHING FOR DISTINCTION

OLDHAM COLLEGE

- 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



Oldham College

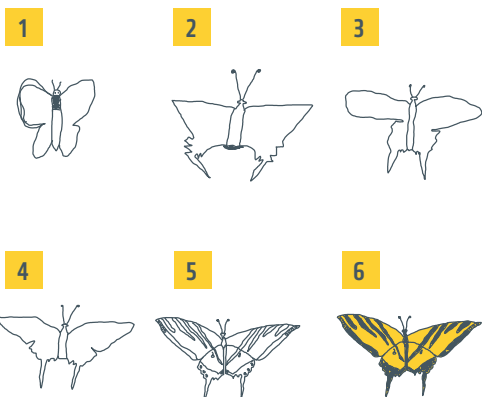


RON BERGER
AUSTIN'S BUTTERFLY

4

ASSESSMENT AND FEEDBACK

DEFINE THE STANDARD



RESPONSIVE TEACHING

- 1 **Success Criteria**
Pre-set or determined in discussion with learners
- 2 **Whole-class response**
Cold call questioning, student-led demonstrations
- 3 **Class critique**
Peer assessment, peer instruction
- 4 **Metacognition strategies**
Self-quizzing, self-assessment



DAVID DIDAU & NICK ROSE

FEEDBACK

- 1 **Feedback should be**
 - Specific and clear
 - Focused on the task, not the student, targeted to increase task commitment
 - Explanatory, focused on improvement
 - Attribute outcomes to factors student can control
 - Link outcomes to effort
- 2 **Reduce feedback over time** – to prevent over-reliance
- 3 **Relationships are a key factor** in whether a student receives and acts on feedback

5

SECURING EXCELLENCE

GOAL SETTING

- 1 The path to Excellence or Distinction... what does it look like in practice?
- 2 If the steps are too big; students' mindsets will be critical.
- 3 Students will prefer to be seen as lazy rather than stupid. (Wiliam)
- 4 If Excellence seems a long-way off, what are the short-term goals that students can succeed at?
- 5 Reduce the stakes of early failure: eg *'most people find this difficult to begin with'*.

THE PURPOSE OF ASSESSMENT



Assessment information must link back into the teaching process if it is going to contribute to feedback to students.

OLDHAM COLLEGE ORACY INITIATIVE

Students are expected to articulate the learning process they are engaged in *at any point*:

- 1 **What are you learning in this lesson?**
Students are expected to give extended verbal answers. This needs practice.
- 2 **What will excellence look like?**
Students describe the features of excellent work that they are seeking to create.
- 3 **What do you need to do to improve?**
Students express this in terms of the specifics of the subject (ie not in terms of effort etc).

PAUL DIX
PIVOTAL EDUCATION



6

BEHAVIOUR, ROUTINES & EXPECTATIONS



DOUG LEMOV

OLDHAM COLLEGE BEHAVIOUR PRINCIPLES

BEHAVIOUR MANAGEMENT BASICS

TEACH LIKE A CHAMPION STRATEGIES



- 1 Be ready
- 2 Be respectful
- 3 Be safe



- 1 Assertiveness
- 2 You establish what you establish
- 3 Teach the routines and reinforce them
- 4 Clear expectations; clear consequences
- 5 Positive relationships

STRONG START

DO NOW

POSITIVE FRAMING

WARM/ STRICT