

Structuring Learning

How to recognise a classroom with well structured learning ...



What makes a good lesson structure?

<p>Be clear about objectives and outcomes</p>	<p>Be aware of the range of teaching strategies available</p>	<p>Select the right strategies to meet the objective</p>	<p>Correct climate and organisation to ensure learning takes place</p>
<ul style="list-style-type: none"> - Objectives come from schemes of work - Outcomes are what pupils will produce to demonstrate that learning has taken place 	<ul style="list-style-type: none"> - depends on subject & learning objective - for example direct interactive teaching, inductive teaching, enquiry (see below) 	<ul style="list-style-type: none"> - depends on the pedagogic approach - for example card sort, concept mapping, group work 	<ul style="list-style-type: none"> - climate for learning (right pitch, relationships which help pupils to feel safe, variety to accommodate different learning styles) - classroom organisation (layout of room, displays, annotated work & examples of levels)

What can go wrong if you don't structure learning?



Your pupils don't appear to be making enough progress
 You aren't happy about how your pupils respond to activities
 Your lessons don't go according to plan

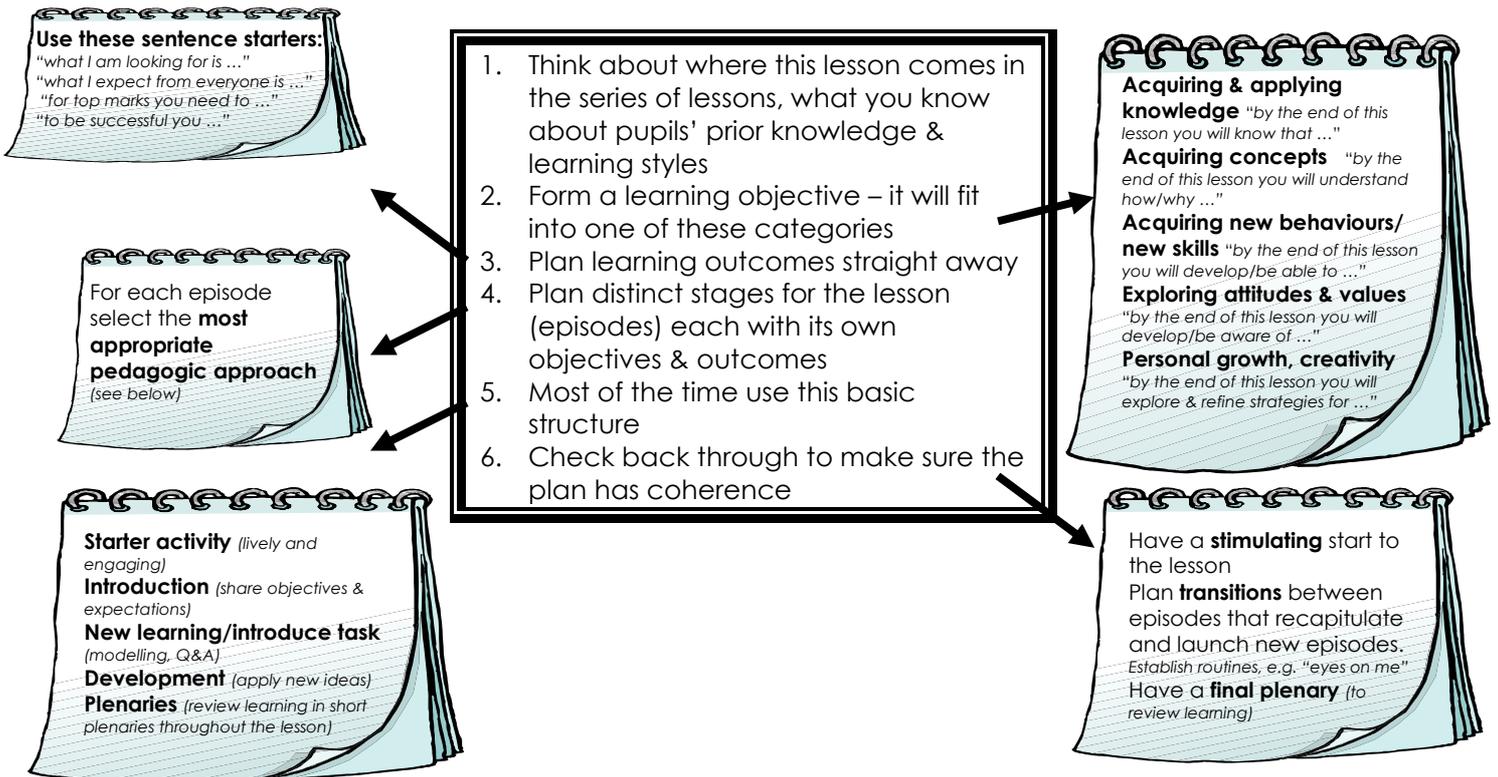


Effective classroom teachers:

- Take responsibility for ordering activities during the lesson
- Give pupils some responsibility for their work and independence
- Maintain high levels of pupil involvement in tasks
- Provide ample, challenging work
- Interact regularly with the whole class
- Create a positive atmosphere in the classroom
- Give high levels of praise and encouragement
- Use a variety of approaches, strategies and techniques

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Six steps to effective lesson



Can't I just use a textbook?

Yes	But
<input checked="" type="checkbox"/> Textbooks can be very helpful for supporting planning	<input checked="" type="checkbox"/> Overuse of textbooks can become routine and demotivating
<input checked="" type="checkbox"/> Textbooks can lead pupils logically through new knowledge	<input checked="" type="checkbox"/> Textbooks should only be used within a structured lesson

Different pedagogic approaches

pedagogic approach	good for...	less effective for...	stages
Direct interactive <i>talk/ demo followed by active tasks</i>	<input checked="" type="checkbox"/> learning new knowledge or skill, processes or communication	<input checked="" type="checkbox"/> exploring feelings <input checked="" type="checkbox"/> generating new perspectives on complex issues <input checked="" type="checkbox"/> forming a concept <input checked="" type="checkbox"/> creative thinking	<ol style="list-style-type: none"> 1. engaging and motivating starter 2. listen to what lesson about & expectations 3. teacher explains main activity 4. pupils apply what they've been taught 5. whole class plenary to review learning
Inductive <i>pupils collect and sift info, construct categories, generate & test hypotheses</i>	<input checked="" type="checkbox"/> forming a concept <input checked="" type="checkbox"/> building or shaping previously learned concepts <input checked="" type="checkbox"/> exploring feelings	<input checked="" type="checkbox"/> learning new knowledge or skills <input checked="" type="checkbox"/> creative thinking	<ol style="list-style-type: none"> 1. pupils gather/given info 2. sort and classify the info 3. make hypotheses/rules 4. test hypotheses/rules
setting up an enquiry <i>pupils test a prediction or hypothesis, decide what information to collect, collect and analyse it</i>	<input checked="" type="checkbox"/> forming/building on a concept <input checked="" type="checkbox"/> stimulating conditions for learning new knowledge <input checked="" type="checkbox"/> embedding understanding of processes <input checked="" type="checkbox"/> practising skills	<input checked="" type="checkbox"/> learning new processes or skills <input checked="" type="checkbox"/> exploring feelings	<ol style="list-style-type: none"> 1. pupils introduced to problem and formulate hypotheses about possible solutions 2. consider what data needed 3. gather data. Look for patterns 4. interrogate data, looking for patterns 5. draw conclusions

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