



# ***QUALITY TEACHING AND LEARNING***

## ***Engaging Our Learners***

### ***AGENDA***

#### **Session 1**

- Rationale for today's workshop
- Getting to know our students as individual learners
- Influences on learning
- Responding to the needs of our learners

#### **Session 2**

- Setting the scene
- The Quality Teaching Framework – Recognising quality teaching
- Learning Communities
- Linking the Quality teaching Framework to the Professional Teaching Standards

#### **Session 3**

- Reflecting on teaching practices - annotating an existing unit of work or lesson sequence

#### **Session 4**

- Recap the day's learning
- Future planning
- Evaluation



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# SESSION 1

### Rationale

Our purpose today is twofold –

- To reflect on the individual needs of our students
- To challenge ourselves to reflect on and improve our teaching practices

### The Outcomes:

- An appreciation of the individual learning needs of our students
- Increased confidence to deliver a differentiated curriculum
- Increased awareness of the relevance of the Quality Teaching Framework in our learning community
- Enhanced application of the Quality Teaching Framework
- Improved student outcomes

#### **The Melbourne Declaration on Educational Goals for Young People (Dec 2008)**

- Goal 1: Australian schooling promotes equity and excellence
- All young Australians become:- successful learners – confident and creative individuals – active and informed citizens



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### A New Semester Begins...



Listen carefully to how the teachers describe the students as the new school semester is about to begin. Record the descriptive words that you hear.

What impression do they create of the class?

If this was your class what would be your main concerns or priorities when planning the unit of work?





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**Understanding Our Students - Student Profiles**

*Think, Pair, Share*

1. Read each of the student profiles. Record your thoughts to each of the questions below.
2. In pairs compare your responses, taking note of similarities and differences.
3. Share your responses with the group.

What do we learn about each of the students from their profiles?



What more do you want to know?

How could this knowledge be gained?



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### Multiple Intelligences – Gardner

In Gardner's theory of *multiple intelligences* (*Frames of Mind*, 1987) he identifies seven discrete domains where a different type of intelligence could be identified: verbal-linguistic; logical-mathematical; visual-spatial; bodily-kinaesthetic; musical-rhythmic; interpersonal and intrapersonal. In 1996 the number was increased to eight with the addition of 'naturalist'.







*Personal reflections ...*



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### Activity

Consider the descriptions of the people who fall into each of the eight intelligences as described by Gardner. In groups of 3-4 write down examples of teaching strategies that would cater for learners who have strengths in each one of the eight intelligences.

Intelligence	Descriptors of people who have a strength in this category	Teaching/learning strategy
	<p>Enjoy language – explaining; teaching; reading; writing; humour; talking</p> <p>Pick up a new language easily</p> <p>Like word games; crosswords; rhymes</p> <p>Have a good memory for names, dates</p> <p>Ask lots of questions, especially 'why'</p>	
	<p>Discern relationships and connections – asks why and how questions; experiment</p> <p>Enjoy solving problems and brain teasers</p> <p>Like computer games</p> <p>Play with numbers</p>	
	<p>Good perception of objects</p> <p>Mechanically adept</p> <p>Can form and manipulate images – can interpret graphs and maps</p> <p>Keen eye for detail</p> <p>Like graphics and posters</p> <p>Enjoy art and craft, acting in plays, jigsaws, mazes and puzzles; photos, videos, drawing, doodling, designing and creating</p>	



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<p><b>Musical- rhythmic</b></p> 	<p>Sensitive to sound; understand the structure of music, create melodies and rhythms; enjoy listening to and playing music, play with sounds</p>	
<p><b>Bodily-kinaesthetic</b></p> 	<p>Connect body and mind – good hand-eye coordination; manipulate objects well Whole body awareness Good at dancing and athletics Read body language Good sense of balance and rhythm Solve problems through ‘doing’ Enjoy acting, role playing, being active, touching, tapping, fiddling</p>	
<p><b>Interpersonal</b></p> 	<p>Communicate well – make friends easily, relate well to peers and others, are good at conflict resolution, good listeners Group leaders, organisers Love cooperative games and problem solving Good empathisers, see things from another’s perspective</p>	
<p><b>Intrapersonal</b></p> 	<p>Like solitude, hobbies, keeping a diary, reading, imagining things Are self-motivators and good at setting goals Have a good knowledge of their own strengths and weaknesses - are confident of their abilities; evaluate their own thinking; express strong opinions Can concentrate well</p>	



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### Bloom's Taxonomy

Bloom's Taxonomy was developed in 1956 by Benjamin Bloom. A revised version of the levels was published in 2001. Bloom's Taxonomy provides a model for dealing with the depth of a student's development and learning in a particular area. It provides a way to organise thinking skills into six levels from lower-order thinking (remembering) to higher-order thinking (creating). *[Higher-order thinking: is the transformation of information and ideas. This transformation occurs when students combine facts and ideas and synthesises, generalises, explains, hypothesise or arrive at some conclusion or interpretation to solve problems; gain understanding and discover new meaning.]* It recognises individual differences in students and provides a framework for teachers to develop learning activities to support student learn across all six levels and in particular, higher-order thinking skills. It is based on the premise that different sorts of questions and different sorts of activities need different sorts of thinking.

Original Terms		Revised Terms
EVALUATION		CREATING
SYNTHESIS		EVALUATING
ANALYSIS		ANALYSING
APPLICATION		APPLYING
COMPREHENSION		UNDERSTANDING
KNOWLEDGE		REMEMBERING

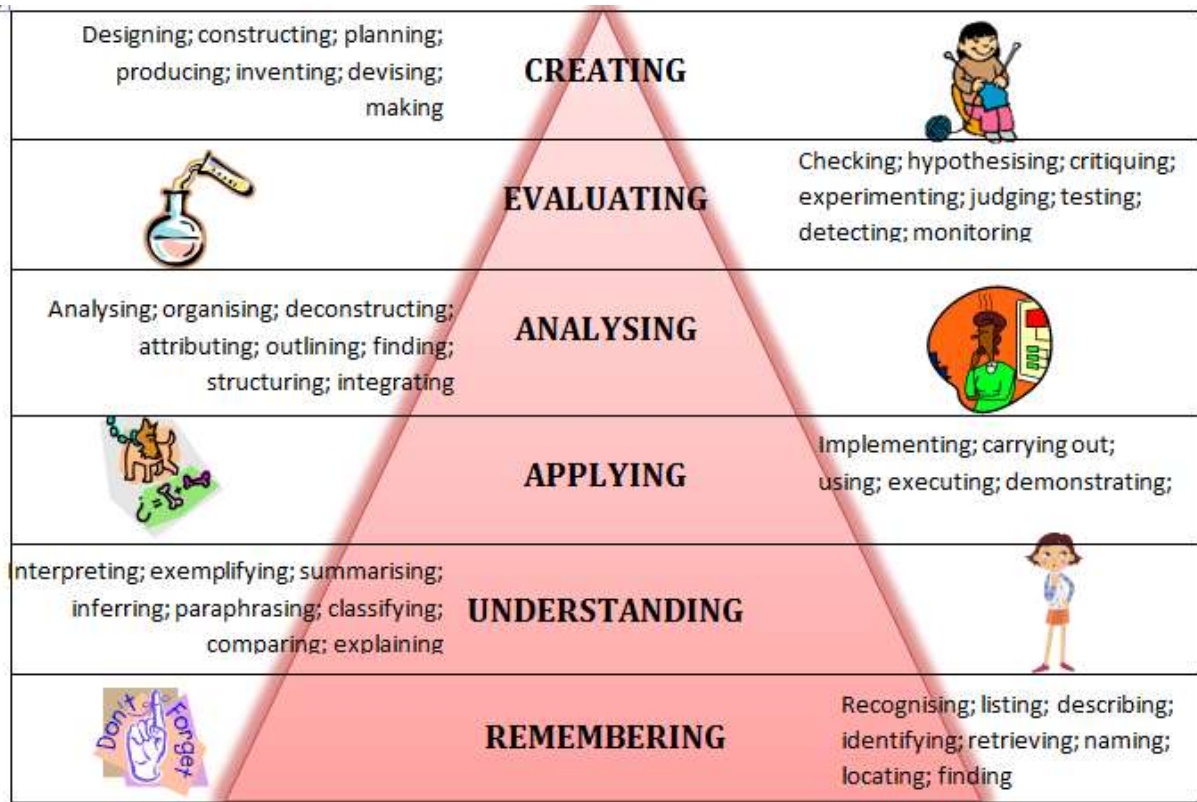
*What changes have been made to Bloom's taxonomy? What is the significance of the changes?*





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**Revised Levels**



**Applying Bloom's Taxonomy to Teaching and Learning**

By using the taxonomy as an organiser you can provide something for everyone. When dealing with classes of up to thirty individual learners with varying levels of achievement, different learning styles, different home cultures, different interests and different learning experiences, this is invaluable. It serves as a reminder that choice and differentiation are important when developing teaching and learning strategies.

*Personal reflections ...*





**Bloom's Taxonomy**

Category	Key Words	Sample question stems
<p><b>Remembering</b>            Recall previous learned information</p>	defines; describes; identifies; locates; knows; labels; lists; matches; names; outlines; quotes; recalls; recites; recognises; repeats; reproduces; selects; states; underlines	What happened after ...? How many ...? What is ...? Who was it that ...? Can you name ...? Find the definition of ...? Describe what happened after ...? Who spoke to ...? Which is true or false ...? When did ...?
<p><b>Understanding</b>            Comprehending the meaning; translating the material from one form to another; interpreting, explaining or summarising material</p>	classify; comprehends; converts; defends; defines; describes; discuss; distinguishes; estimates; explains; extends; generalises; gives an example; infers; interprets; outlines; paraphrases; restate; rewrites; shows; summarises; translates	Can you explain why ...? Can you write in your own words ...? How would you explain ...? Can you write a brief outline ...? What do you think could have happened next ...? Who do you think ...? What was the main idea ...? Can you clarify ...? Can you illustrate ...? Does everyone act in the same way that ... does?
<p><b>Applying</b>            Use a concept or learned material in a new situation</p>	applies; calculates; changes; chooses; computes; constructs; demonstrates; discovers; dramatises; draws; illustrates; manipulates; modifies; predicts; produces; sequences; simulates; sketches; solves; uses; writes	Do you know of another instance where ...? Can you group by characteristics such as ...? Which factors would you change if ...? What questions would you ask of ...? From the information given, can you develop a set of instructions about ...?
<p><b>Analysing</b>            Separates material or concepts into components or parts so that its organisational structure can be understood.</p>	analyses; breaks down; compares; contrasts; deconstructs; differentiates; discriminates; distinguishes; examines; experiments; identifies; illustrates; infers; outlines; questions; relates; selects; separates; structures	Which events could not have happened? If ... happened what might the ending have been? How is ... similar to ...? What do you see as the other possible outcomes? Why did ... changes occur? Can you explain what must have happened when ...? Can you distinguish between ...? What were some of the motives behind ...? What was the turning point? What was the problem with ...?



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<p><b>Evaluating</b>          Make judgements about the value of ideas or materials</p>	<p>appraises; argues; assesses; compares; concludes; contrasts; criticises; critiques; debates; defends; describes; discriminates; evaluates; explains; interprets; justifies; ranks; rates; recommends; relates; summarises; supports; tells why</p>	<p>Is there a better solution to ...?          Judge the value of ...          Do you think ... is a good or bad thing?          How would you have handled ...?          What changes to ... would you recommend?          How would you feel if ...?          How effective are ...?          What are the consequences of ...?          What influence will ... have on ...?          What are the alternatives ...?          Why is ... of value?</p>
<p><b>Creating</b>          Builds a structure or pattern from diverse elements.          Put parts together to form a whole, with emphasis on creating a new meaning or structure</p>	<p>assembles; categorises; combines; compiles; composes; creates; develops; devises; designs; explains; generates; invents; modifies; organises; plans; produces; rearranges; reconstructs; relates; reorganises; revises; rewrites; summarises; tells; writes</p>	<p>Can you design ... to ...?          Can you see a possible solution to ...?          What would happen if ...?          How many ways can you ...?          Can you create new uses for ...?          Can you develop a proposal which would ...?          If you had access to all resources, how would you deal with ...?</p>


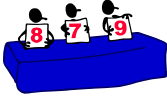




**Activity**

In pairs sort the activity cards into Bloom's six levels.

<b>REMEMBERING</b>	<b>UNDERSTANDING</b>	<b>APPLYING</b>
<b>ANALYSING</b>	<b>EVALUATING</b>	<b>CREATING</b>



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Bloom's Taxonomy - lesson evaluation				Lesson Title
Bloom's levels	1	2	3	Comments/suggested changes
Creating 				
Evaluating 				
Analysing 				
Applying 				
Understanding 				
Remembering 				

**Coding**

- 1: Evident
- 2. Not evident
- 3. Could be improved

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### Challenge

You have been asked to teach a class about the Great Pyramids of Giza.

How many different teaching/learning strategies can you think of to teach students about the Great Pyramids of Giza? You have three minutes. Good luck. A prize awaits the winner.

The three greatest pyramids were built at Giza around 2600-2500 B.C. The Great Pyramid built for King Khufu, stands 166 metres tall. While the pyramid of King Khafre reaches 150 metres and that of King Menkaure stands 73 metres tall. Khufu's pyramid is the largest stone structure in the world. It is constructed of 2 250 000 blocks of limestone and granite, most of them weighing, on average, 2.5 tonnes. It took at least 20 years to construct the pyramid. It is built with such precision that modern building experts have found that the south-eastern corner of its base is only 2.5 centimetres higher than the north-western corner.

The pyramids are located in a pyramid complex or necropolis (city of the dead). The necropolis contains the mastabas of 64 court officials and relatives. There are also three smaller pyramids at the base of Khufu's pyramid, one for each of his queens. Standing guard over Khafre's pyramid is the huge stone carving of the Sphinx. This statue has the head of a pharaoh and the body of a lion.

How many  
did you  
do?



## SESSION 2

### The Quality Teaching Framework

*“It is the quality of pedagogy that most directly and most powerfully affects the quality of learning...”*

*Quality Teaching Discussion Paper, 2003*

The Quality Teaching Framework consists of three dimensions:

 **Intellectual Quality**

*Pedagogy that is fundamentally based on promoting high levels of **intellectual quality**.*

 **Quality Learning Environment**

*Pedagogy that is soundly based on promoting a **quality learning environment**.*

 **Significance**

*Pedagogy that develops and makes explicit to students the **significance** of their work.*

### Activity

Use the Coding Scale below to link each element of the Quality Teaching Framework to each of the seven elements of the New South Wales Institute of Teachers Professional Teaching Standards.

### Coding Scale



Intellectual Quality	Quality Learning Environment	Significance
Deep Knowledge (DK)	Explicit Quality Criteria (EQC)	Background Knowledge (BK)
Deep Understanding (DU)	Engagement (E)	Cultural Knowledge (CK)
Problematic Knowledge (PK)	High Expectations (HE)	Knowledge Integration (KI)
Higher-Order Thinking (HOT)	Social Support (SS)	Inclusivity (I)
Metalanguage (M)	Student Self-Regulation (SSR)	Connectedness (C)
Substantive Communication (SC)	Student Direction (SD)	Narrative (N)



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### The New South Wales Institute of Teachers Professional Teaching Standards and their links to the Quality Teaching Framework

NSWIT Professional Teaching Standards Elements	QTF Intellectual Quality	QTF Learning Environment	QTF Significance
1 - Teachers know their subject content and how to teach that content to their students.			
2 - Teachers know their students and how students learn.			
3 – Teachers plan, assess and report for effective learning.			
4 – Teachers communicate effectively with their students			
5 – Teachers create and maintain safe and challenging learning environments through the use of classroom management skills			
6 – Teachers continually improve their professional knowledge and practice			
7 – Teachers are actively engaged members of their profession and wider community			

NB: When focusing on each of the elements listed above, ensure you give due consideration to each aspect of all elements.



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### Characteristics of Learning Communities and their links to the Quality Teaching Framework

<b>Learning Communities</b>	<b>Quality Teaching Framework</b> Intellectual Quality, Quality Learning Environment and Significance
Appreciation of differences	Problematic Knowledge; Social Support; Cultural Knowledge; Inclusivity; Knowledge Integration
Fosters individual and collective learning goals	Higher-Order Thinking; High Expectations; Social Support; Self-Regulation; Connectedness; Inclusivity; Knowledge Integration
Shared goals	Substantive Communication; Metalanguage (Standards); Inclusivity; Knowledge Integration
Constructive engagement	Substantive Communication; Engagement; Inclusivity; Knowledge Integration
Collaboration	Substantive Communication; Inclusivity; Knowledge Integration (Most elements of Quality Learning Environment and Significance)
Interdependence	Higher-Order Thinking; Problematic Knowledge; Substantive Communication; High Expectations; Inclusivity; Knowledge Integration
Mutual respect and responsiveness	Inclusivity; Knowledge Integration, Social Support
Shared risk taking	Higher-Order Thinking; Problematic Knowledge; High Expectations
Mutual support and challenge	Inclusivity; Knowledge Integration (Most elements of Quality Learning Environment and Significance)
All parties learn from each other	Inclusivity; Knowledge Integration; Narrative (Most elements of Quality Learning Environment and Significance)