

Delivering NQs to Recent School Leavers/under 16s

Thursday 26 March 2009

Cardonald College

Learning Intentions

[http://sitc.co.uk/Dealing With Disruption/
garry.cameron@scotlandscolleges.ac.uk](http://sitc.co.uk/Dealing With Disruption/garry.cameron@scotlandscolleges.ac.uk)

[http://www.sfeu.ac.uk/resources/learning and teaching materials
geraldine.ratcliffe@scotlandscolleges.ac.uk](http://www.sfeu.ac.uk/resources/learning_and_teaching_materialsgeraldine.ratcliffe@scotlandscolleges.ac.uk)
elda.fleck@scotlandscolleges.ac.uk

- To discuss whether under 16s share common characteristics that lecturers should be aware of when attempting to provide the most engaging learning environment
- To consider the pedagogy vs andragogy debate and its impact on the learning and teaching of under 16s in a Curriculum for Excellence classroom
- To demonstrate how formative assessment strategies can be adapted to take into account the young person's social, emotional, cognitive, physical and moral stage of development

Are you teaching people who are under 16?

1. Yes
2. No
3. Will be soon
4. I do not teach

Do you like teaching recent school leavers/under 16s?

1. Yes
2. No
3. So-so
4. Some days I do, some days I don't
5. I do not teach

On the whole do they display

1. Acceptable behaviour
2. Mildly disruptive behaviour
3. Moderately disruptive behaviour
4. Seriously disruptive behaviour
5. I do not teach

Are the recent school leavers/under 16s in

1. Discrete classes
2. Classes with older college students
3. Both
4. I do not teach

Are your groups

1. Girls only
2. Boys only
3. Mixed gender
4. Varied
5. I do not teach

Who selects the under 16s?

1. School
2. Local authority
3. College
4. It depends
5. Don't know

How much do you know about CfE?

1. Everything
2. A lot
3. The basics, I think
4. Not much
5. Nothing

What is your curricular area?

1. Expressive Arts
2. Health and Well-being
3. Languages
4. Mathematics
5. Religious and Moral Education
6. Sciences
7. Social Sciences
8. Technologies
9. Don't know

Opportunities and Challenges

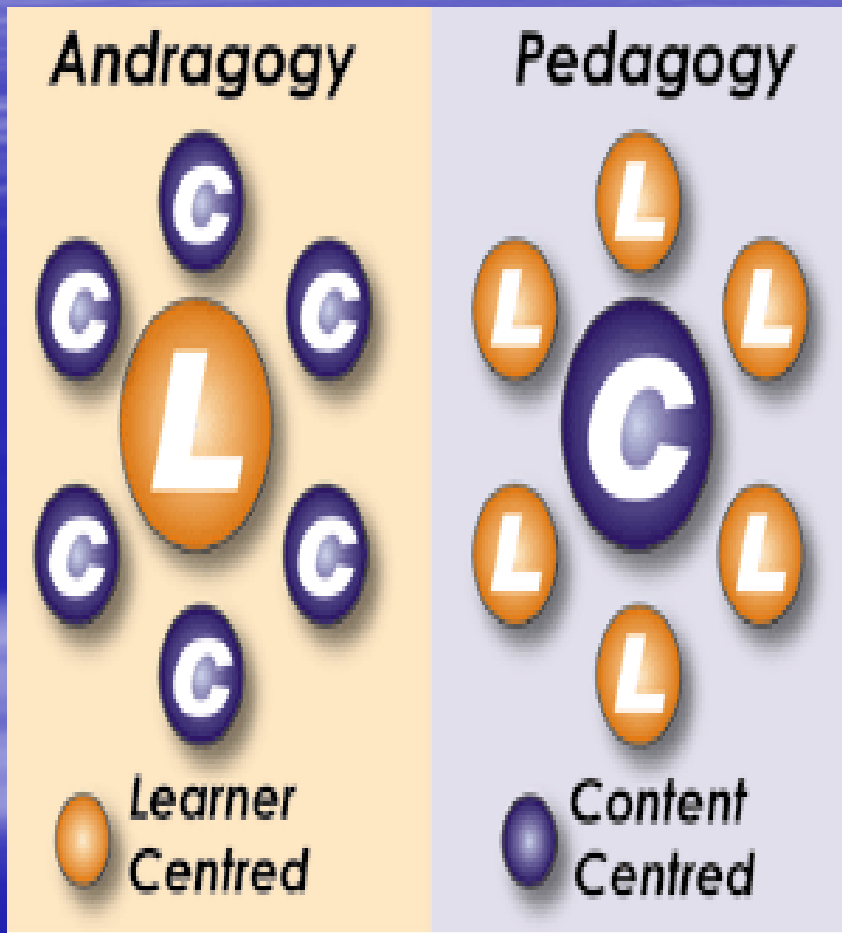




Your ideal learner and actual learner under 16



How does/should our teaching differ to meet the needs of the young learner?



- 'Education from above' is pedagogy
- 'Education of equals' is andragogy

Andragogy

- **Adults need to know why they need to learn something before they begin learning it**
- **Adults need to be involved in the planning and evaluation of their instruction**
- **Experience (including mistakes) provides the base for learning activities**
- **Adults are ready to learn what they have a need to learn**
- **Adults are most interested in learning subjects that have immediate relevance to their job or personal life**

Curriculum for Excellence (3 – 18)

Principles of curriculum design

- *Challenge and enjoyment*
- *Breadth*
- *Progression*
- *Depth*
- *Personalisation and Choice*
- *Coherence*
- *Relevance*

Learning and teaching

- *Engaging and active*
- *Setting challenging goals*
- *Shared expectations and standards*
- *Timely, accurate feedback*
- *Learning intentions, success criteria, personal learning planning*
- *Collaborative*
- *Reflecting the different ways learners progress*

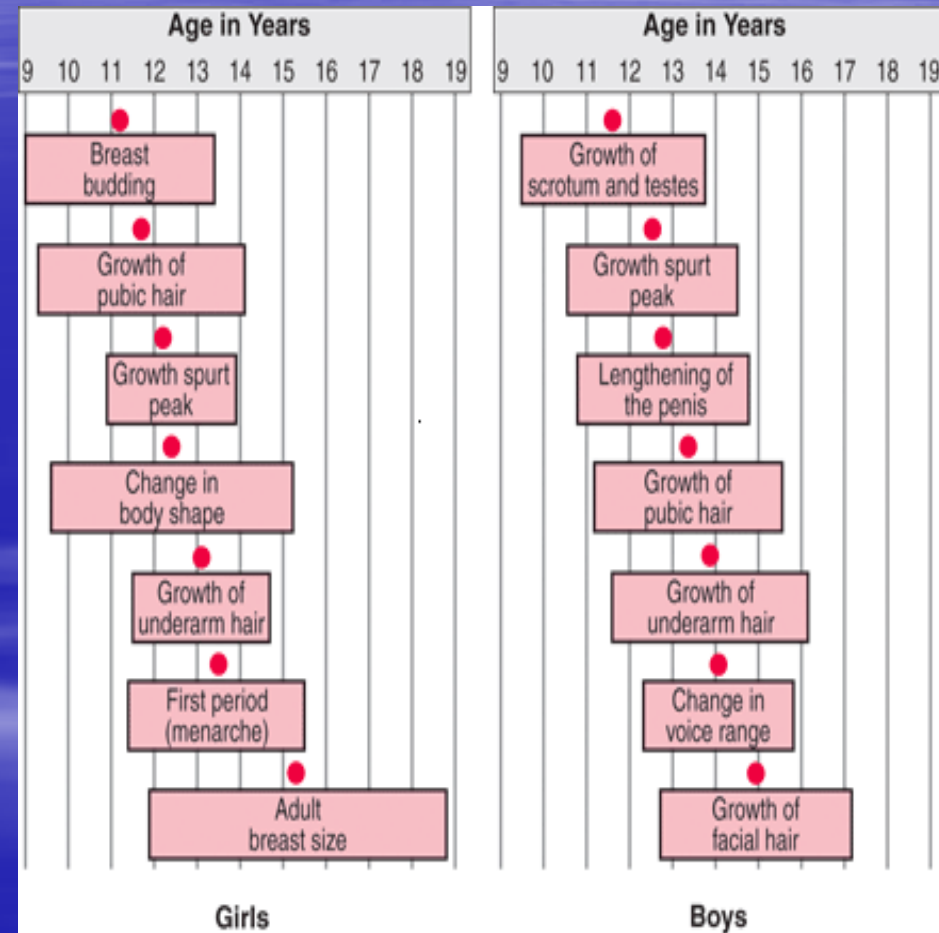
The young learner

We need to adapt our teaching strategies to match the cognitive, emotional, social, moral and physical stages of our young learners and to develop the 4 capacities of CfE



Physical development

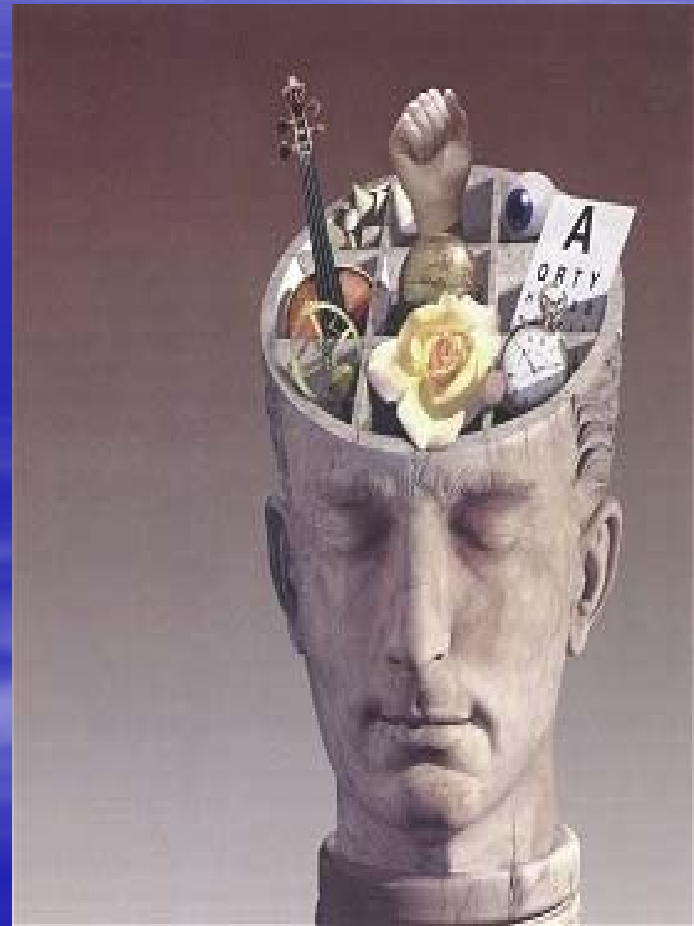
- Both sexes gain 9 – 10 inches in height during adolescence
- Average body fat declines from 18 to 11% for boys and increases from 21 to 27% for girls
- Positive correlation between self esteem and early maturity (boys)
- Negative correlation between self esteem and early maturity (girls)



Cognitive development

Piaget's Formal Operational Stage (11+)

- The young person becomes capable of thinking in the abstract and thinking hypothetically. Adolescents often question common assumptions about education, religion, war, authority etc
- Early in this stage there is a return to egocentric thought.



Moral development



Conventional Stage (Kohlberg)

At Stage 3 young people emphasise being a good person, which basically means having helpful motives toward people one is close to

At Stage 4 the concern toward obeying laws to maintain society as a whole

At Stages 5 and 6 people are less concerned with maintaining society for its own sake, and more concerned with the principles and values that make for a good society

Gender differences

Gilligan

- **The male approach** to morality is that individuals have certain basic rights, and that you have to respect the rights of others. So morality imposes restrictions on what you can do.

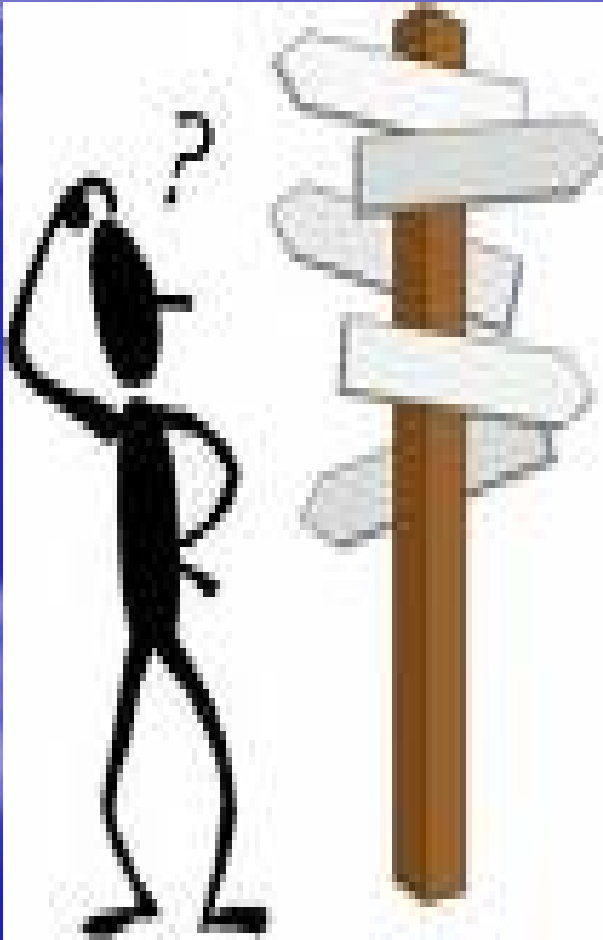
Male morality has a 'justice orientation'

- **The female approach** to morality is that people have responsibilities towards others. So morality is an imperative to care for others.

Female morality has a 'responsibility orientation'.



Psychosocial development



Psychosocial Stage 5 - Identity vs. Confusion (Erikson)

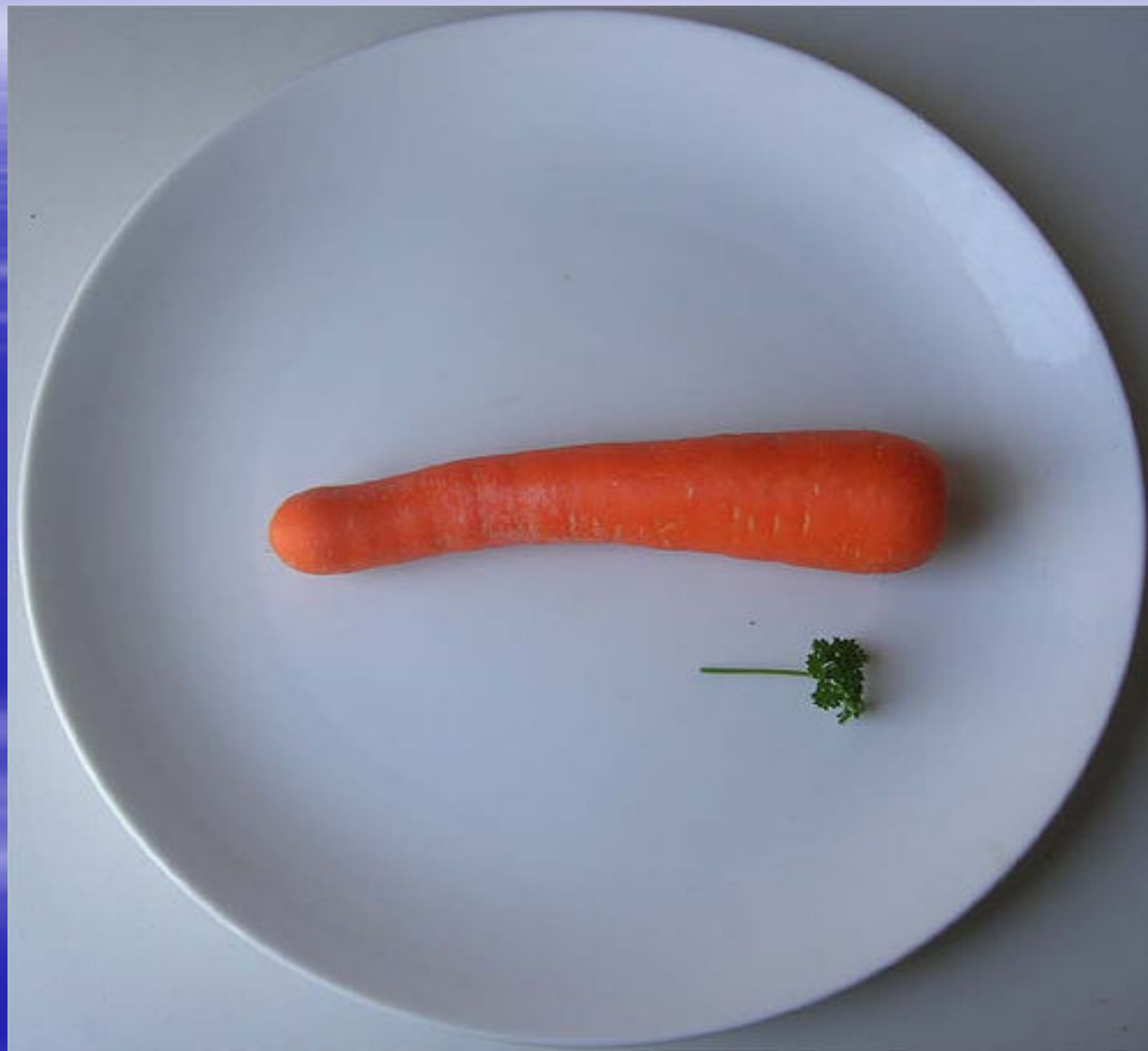
- During adolescence, children are exploring their independence and developing a sense of self. The adolescent is newly concerned with how he or she appears to others. Social relationships are very important.
- Attempts to improve students' self-concepts by direct intervention are largely unsuccessful. In contrast, attempts to improve self-concept as an outcome of increased success and achievement have been quite successful.

Improve confidence by.....

- Adopting a supporting ethos
- Modelling the type of behaviour we would like more young people to adopt
- Teaching young people important basic skills
- Giving young people opportunities for development
- Having clear rules and boundaries
- Confidence = self-efficacy + optimism

<http://www.ltscotland.org.uk/learningaboutlearning/movies/confidenceandselvesteemcarolcraig.asp>

<http://www.centreforconfidence.co.uk/>



Cost/effect comparisons

Intervention	Increase in speed of learning per year	Cost/year
Class-size reduction (by 30%) <i>Jepsen & Rivkin (2002)</i>	33%	£20k
Increase teacher content knowldege by 1SD <i>Hull, Rown, Ball (2005)</i>	33%	£10k
Formative assessment/Assessm ent for Learning <i>William, Lee, Harrison, Black (2003)</i>	50%	£2k

Formative assessment

‘ ... assessment becomes ‘formative assessment’ when the evidence is actually used to adapt the teaching work to meet the needs’. (Black et al, 2002)

*‘Seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there’.
Assessment for Learning: 10 Principles, Assessment Reform Group (2002)*

‘interaction through feedback’ (The Highland Council/Robert Fisher, 2004)

Overarching principles

Learners learn best when they:

- Understand clearly what they are trying to learn, and what is expected of them
- Are given feedback about the quality of their work
- Are given advice about how to go about making improvements
- Are fully involved in deciding what needs to be done next, and who can give them help if required

Everyday magic



Giving effective feedback



Different kinds of feedback

Butler (1988), Br. J. Educ. Psychol, 58 1-14

- 264 low and high ability Grade 6 students in 12 classes in 4 schools; analysis of 132 students at top and bottom of each class
- Same teaching, same aims, same teachers, same classwork
- Three kinds of feedback: scores, comments, scores+comments


Feedback	Gain	Attitude
Scores	None	Top +ve Bottom -ve
Comments	30%	All +ve
Scores and Comments		

William (1999)

'If you are going to grade or mark a piece of work, you are wasting your time writing careful diagnostic comments'.

<http://www.ltscotland.org.uk/learningaboutlearning/movies/feedbackonlearningdylanwilliam.asp>

Practical techniques: Feedback

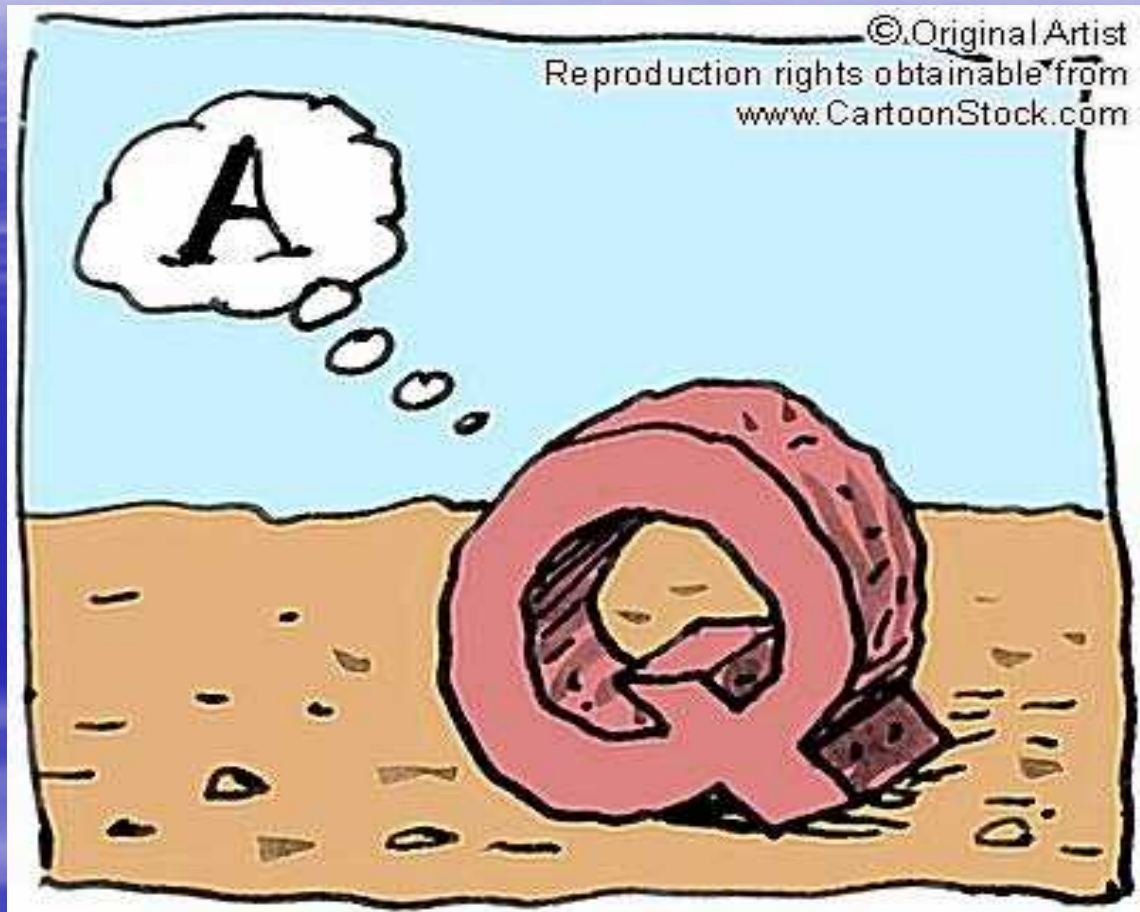
 Feedback should make people focus on the task, not themselves, nor compare them with others. It should cause thinking and provide guidance on how to improve.

- *Focused grading*
- *Comments-only grading*
- *Increased dialogue*
- *Make people compare their performance with their own past performance*
- *Strategy cards/Action points*
- *Not give complete solutions*
- *Explicit reference to mark schemes*

Practical techniques: peer and self-assessment

- Students assessing their own/peers' work
 - *With exemplars*
 - *'two stars and a wish'*
- Self-assessment of understanding
 - *Traffic lights*
 - *Red/green discs*
- End-of-lesson students' review

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Practical questioning techniques

- Key idea: questioning should
 - cause thinking
 - provide data that informs teaching
- Improving teacher questioning
 - planning questions
 - generating questions with colleagues
 - closed v open
 - low-order v high-order
 - appropriate wait-time
 - all-student response systems
 - ‘Hot Seat’ questioning
 - learners to make up questions before topic has been taught
 - learners write questions for peers
 - question wall
 - set up pairs to answer more difficult questions

Which fraction is the smallest?

1. $\frac{1}{6}$

2. $\frac{2}{3}$

3. $\frac{1}{3}$

4. $\frac{1}{2}$

(Vinner, PME Conference, Lahti, Finland, 1997)

Which fraction is the largest?

1. $\frac{4}{5}$
2. $\frac{3}{4}$
3. $\frac{5}{8}$
4. $\frac{7}{10}$

(Vinner, PME Conference, Lahti, Finland, 1997)

Restart



£2000

£1750

£1000

£500

£250

£100

£50

£0

BANK



50 : 50



Use this area to place pictures related to the question if required or perhaps your company logo.

15	£1 MILLION
14	£500,000
13	£250,000
12	£125,000
11	£64,000
10	£32,000
9	£16,000
8	£8000
7	£4000
6	£2000
5	£1000
4	£500
3	£300
2	£200
1	£100

Place your £100 question in this box...

A: Answer

B: Correct Answer

C: Answer

D: Answer



Effective questioning

<http://www.teachers.tv/video/566>

End-of-lesson review

Is there anything different/new you would now do when teaching under 16s?

Useful websites

- <http://www.literacytrust.org.uk/Database/assessment.html>
- <http://www.ltscotland.org.uk/assess/>
- <http://www.curriculumforexcellencescotland.gov.uk/>
- <http://www.dur.ac.uk/r.j.coe/learnteach/learnteach4.ppt#259,1,Learning and Teaching>
- www.dylanwiliam.net
- http://www.hvlc.org.uk/ace/docs/ACfE_May2007/Seminar_%20papers_May2007/CPD%20Framework.doc
- http://www.trainerbubble.com/Products.aspx?Category_ID=15
- <http://www.centreforconfidence.co.uk/projects.php?p=cGlkPTc3>
- <http://www.sqa.org.uk/sqa/3.html>
- <http://www.scotlandscolleges.ac.uk>