

Example TLC 1.1

Item	Description	Time
1	<p>Introduction</p> <p>We are learning to (WALT):</p> <ul style="list-style-type: none"> • share successes and failures, and support each other • understand what makes an effective learning objective 	5 minutes
2	<p>Starter activity</p> <p>30 seconds – What has been your most memorable moment this year? The role for teachers when it is not their turn is active listening.</p>	5 minutes
3	<p>Feedback</p> <p>NCR my personal action plan. Each person has two minutes in which to share an AfL technique that s/he has used successfully since the last workshop.</p>	25 minutes
4	<p>Self-assessment</p> <p>For this section teachers will need: Hand-out Example TLC 1.2 – What makes an effective learning objective. Hand-out Example TLC 1.3 Ensuring engagement with the learning objective</p>	20 minutes
5	<p>Personal action planning</p> <p>Complete <i>my personal action plan</i> choosing one or two techniques you are going to use during the next month and what you will do less of. Share your plan with your partner, then listen to your partner's plan. Arrange for your partner to observe you using one of these techniques in a class and give you feedback. Arrange when the observation will take place (it can be for a whole lesson or just for 20 minutes at the start, middle or end of a lesson). Handout NCR peer lesson observation sheet is for the teacher and observer to use and keep a copy each. Two or three teachers share with the group what their partner is planning.</p>	15 minutes
6	<p>Summary of learning</p>	5 minutes

Example TLC 1.2

What makes an effective learning objective

‘If you don’t know where you are going, how will you know when you have arrived?’ – Lewis Carroll

A number of research studies have highlighted the importance of students understanding what they are meant to be doing. Eddie Gray and David Tall (1994)... found higher achieving students were able to work with unresolved ambiguities about what they were doing, while those students seen as lower achieving were struggling because they were trying to do something much more difficult. – Dylan Wiliam, Embedded Formative assessment.

TASK

Look at the four muddled learning objectives below and separate them into the learning objective and the context.

Muddled objective	Learning objective	Context
To write a newspaper report about pollution		
To present an argument for and against vegetarianism.		
To create an effective sea painting using water colours.		
To divide on a number line.		

Spending a bit more time thinking about the learning objective will only be beneficial if the children are encouraged to engage with it.

Often teachers get children to copy down the learning objective, typically at the start of the lesson, and then feel that they have successfully involved the children in understanding the learning objective. Such copying actually involves little, if any, engagement with the learning process.

What is important is that there is a *level of engagement with the learning objective from the outset of the lesson*. Also, in order for children to fully understand what they are learning, teachers need to make sure that learning objectives are kept ‘alive’ within the lesson by activating them at key moments.

They rely on pupils using skills such as prediction, discussion and analysis and are not simply dependent upon learners copying them down at the start of the lesson.

Example TLC 1.3

Ensuring engagement with the learning objective

Check it for yourself. Ask the children at the end of the lesson to write down what they have learnt (with no prompts or looking back at the learning objective), is it skills or context based? Use this as a checking mechanism to see if you are separating skills from context.

Can you guess what it is yet? Ask pupils to suggest what the learning objective might be before revealing it (e.g. it could be completely concealed or possibly just have some words visible). Some schools have developed this by hiding the objective behind a pair of curtains, and finally revealing it with a fanfare and flourish!

Guess who. Distribute a range of learning objectives to pupils individually and, at the end of the lesson, ask them to work in groups to discuss who thinks they have the correct objective for the lesson and how they know. This could be changed to happen at the start of the lesson.

Place your bets. Get pupils to speculate (bid) for verbs that could be used to complete a learning objective (e.g. by using a plenary placemat with key words on it or use Blooms's sentence stems). This method can be used to increase the level of challenge within the lesson as well as engaging pupils in genuine co-construction of the objective itself.

Mini – plenary. Incorporate a mini-plenary where pupils are asked to evaluate their progress towards the objectives partway through the lesson. How can this be developed so it has a real impact on learning?

Rank order. Select two or three learning objectives for the lesson and ask three pupils at the start of the session to vote for the one which they feel is the main class priority or their own individual priority.

The pen of power. Randomly select a pupil to come to the front and use the 'pen of power' to highlight key words within the objective and explain their choice.

QUESTION PROMPTS – TLC OBSERVATIONS

Use these question prompts to choose a focus for your development of learning objectives.

Can you develop a good system for children to feedback about what they are learning or have learnt?

How can you organise this so it has an immediate impact on learning within the lesson?

When teaching knowledge based lessons can you develop a way for children to identify the skills needed to acquire the knowledge?

How can you explicitly show transference of skills from one context to another – can you develop a way for children to do the same?

Can you develop a learning wall to show the main objectives for a week of, for example: maths? Include an opportunity for children to contribute to the wall by saying what they know already that would help achieve the learning objective, what skills or contexts might be included, how they will evaluate their understanding and how the lessons can be differentiated so everyone can achieve the learning objective?