

Quality Teaching - Reflecting, Implementing and Shaping Personal Practice

Overview

This workshop follows from the workshop 'Critical & Creative Thinking – making it happen'. Teachers will have the opportunity to reflect on their personal practice in light of new discoveries in neuroscience. They will develop tasks of Intellectual Quality designed to engage, challenge and sustain students in higher order thinking and develop personal action plans for implementation in their teaching.

8.30 – 8.45	Assemble & Introductions
8.45–10.30	<p>Reflection on Personal Practice</p> <ul style="list-style-type: none"> Professional Conversation & Sharing Lesson Observation 1: Intellectual Quality – what is it and can I spot it? Designing challenging tasks including Unit names and hooks Using the itc Thinking Skills Framework for lesson design
10.30–10.50	Morning Tea
10.50–12.45	<p>Brain Compatible Learning (BCL)</p> <ul style="list-style-type: none"> What is it? What are the neuroscientists saying? The 10 key brain compatible principles BCL strategies that can be used everyday in the classroom which include a range of powerful cognitive and cooperative thinking tools, such as RAS Alert, KWHL and transfer booklet Lesson Observation 2: Critiquing a lesson & providing feedback How will the evidence of neuroscience change my personal practice?
12.45–1.20	Lunch
1.20–2.30	<p>Developing Personal Action Plans</p> <p>Implementing a new teaching and learning initiative may involve complex change. If the initiative is to be implemented successfully the following issues must be managed:</p> <ul style="list-style-type: none"> Vision: There must be a clearly articulated vision of the initiative to avoid confusion Skills: People must have the appropriate set of skills to implement the initiative to avoid anxiety Incentive: There must be enough incentive to implement the initiative to avoid frustration Resources: The initiative must have the adequate resources to encourage meaningful change Action Plan: There must be a detailed action plan to avoid false starts <p>(Ambrose, 1987, Managing Complex Change)</p> <p>At the end of the workshop, groups of teachers will have developed action plans for their personal teaching practice.</p>