

Planning for Teaching and Learning

Judy Halbert and Linda Kaser
Commonwealth Education Trust



Foundations of Teaching for Learning

Course 5:

Week 4: Spirals of Inquiry

Lecture 4: Taking Action and Checking

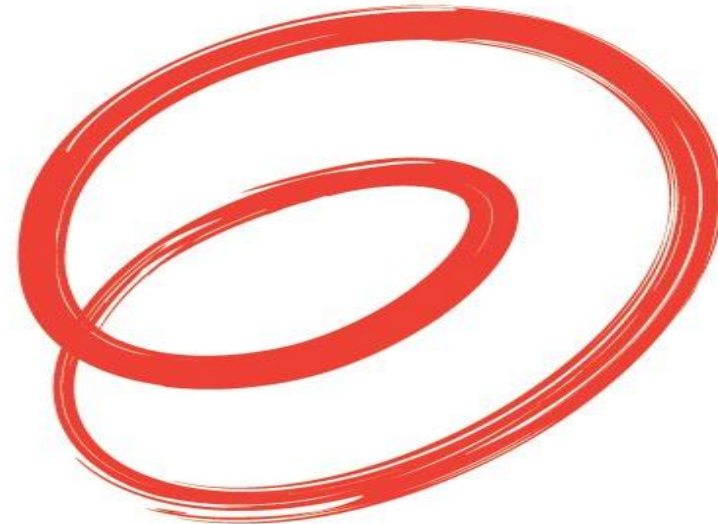


**What's going on for our learners?
How do we know?
Why does this matter?**



Taking Action

What will we do differently?

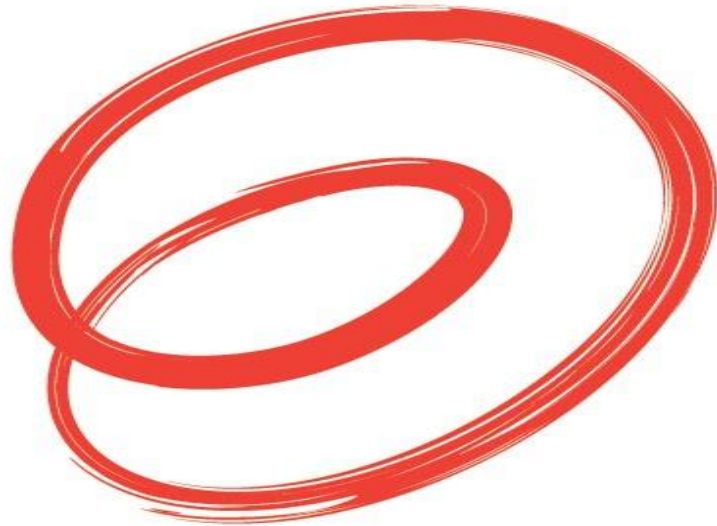


Taking Action – What It Is and Isn't

- * Taking action is about thinking more deeply about new ideas – then taking informed action. It is not about implementing a set of strategies.
- * Taking action is informed by deep understanding of why some practices are more powerful than others. It is not just trying things out.
- * Taking action involves understanding that when doing something differently effectiveness is judged by the impact on learners and their learning.
- * It isn't about getting the teaching practices perfectly.
- * Taking action doesn't mean everything will work perfectly the first time. It involves persistence, support, teamwork – and sharing what is working and what isn't.

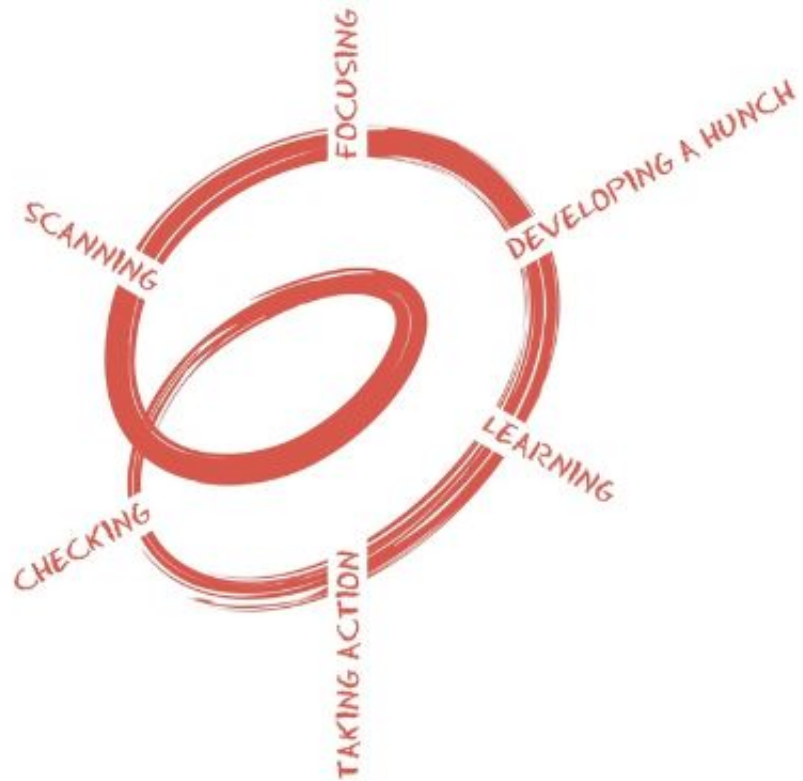
Checking

How will we check that we made enough of a difference?



Checking – What It Is and Isn't

- * Checking is fundamental to the inquiry spiral – it is not just a routine to follow.
- * Checking is part of an on-going spiral. It is not just done at the end of term or year. It is done regularly so that adjustments can be made in a timely fashion.



What's going on for our learners? How do we know? What does it matter?

Looking Ahead to Week 5

Teacher Professional Learning What do we know about what makes a difference to student outcomes.

Foundations of Teaching for Learning

Copyright Notice
Week 4, Lecture 4

Slides © Commonwealth Education Trust. All Rights Reserved.

1, 2, 15, 16 Images: © schoolsonline.britishcouncil.org

3, 4, 8, 10 Images: Courtesy of Judy Halbert & Linda Kaser