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CONNECTING CLASSROOMS

AN INTRODUCTION TO CORE SKILLS

FOR TEACHERS

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Why deep learning and what are the core skills?

Six deep learning skills have been identified as **essential to the development of individuals** ready to take on the challenges of today's globally interconnected world.

1. Critical thinking and problem solving
2. Creativity and imagination
3. Citizenship
4. Communication and collaboration
5. Digital literacy
6. Leadership and personal development

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Workshop plan

Part one (morning)

Critical thinking and problem solving

Creativity (and complete an activity plan)

Part two (after tea-break)

Communication and collaboration

Citizenship (and complete an activity plan)

Part three (after lunch)

Digital literacy

Leadership (and complete an activity plan)

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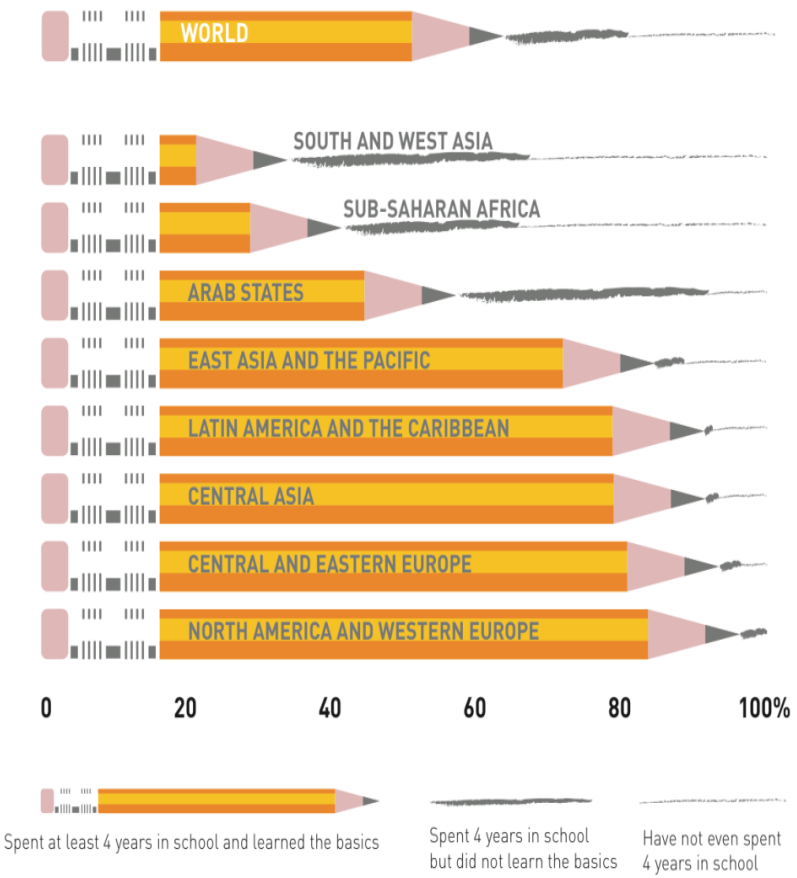
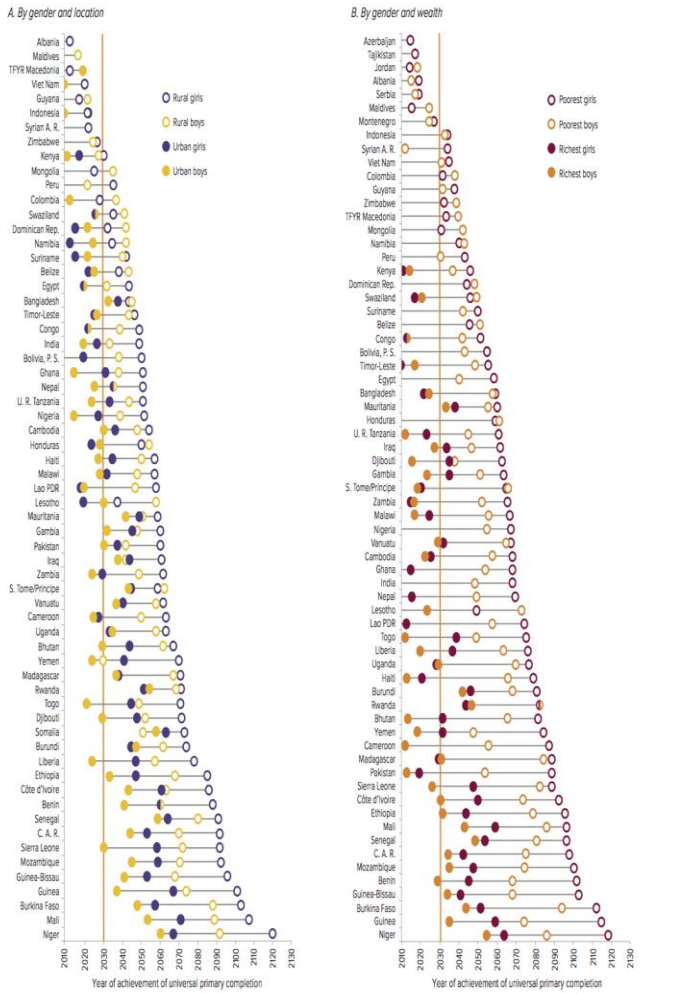
THE LEARNING CRISIS HURTS SOME REGIONS MUCH MORE THAN OTHERS



Infographic for the EFA Global Monitoring Report 2013/4 - Teaching and learning: Achieving quality for all

On recent trends, universal primary completion will not be achieved for the poor in some countries for at least another two generations

Projected year of achieving a primary completion rate in excess of 97%, selected countries



SOURCE: 2013/4 EFA Global Monitoring Report: Teaching and Learning – Achieving quality for all. Paris, UNESCO.

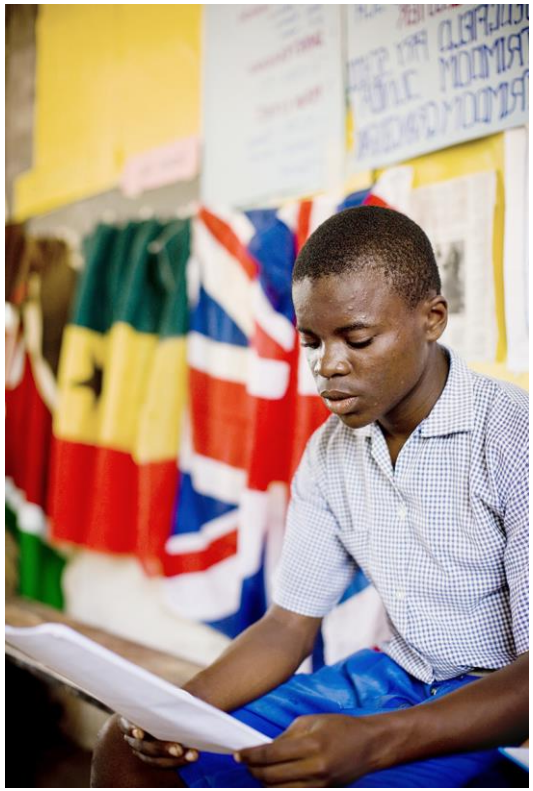
EFA GMR EDUCATION FOR ALL GLOBAL MONITORING REPORT

Activity 1: what is deep learning?

The purpose of this activity is to get an idea of what people in the group already know and think about deep learning. All responses should be recorded, but none will be judged or evaluated.

Whole group brainstorm on deep learning. Consider the following questions:

- What do you understand by deep learning?
- How does it work best?
- How have you used deep learning activities in your classroom?



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What do we mean by deep learning?

Professor John Hattie collated a significant amount of evidence (over 800 meta-analyses) on the effects of different factors on student learning, and concluded that:

> *the biggest effects on student learning occur when* ***teachers become learners of their own teaching,*** *and when students become their own teachers.*

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Activity 2: deep and surface learning

The purpose of this activity is to begin to think about the kinds of learning behaviours that may or may not lead to deep learning.

Think-pair-share on learning statements.

Think: Read through the statements in the table on your own first and put a tick/cross/question mark against each statement.

✓ = always beneficial to learning

✗ = not always beneficial to learning

? = not sure

Learning statements table **It is always beneficial to learning when students...**			
understand concepts		relate learning to the real world	
rely on formulae		are motivated by interest	
remember without applying		are motivated by a fear of failure	
link ideas together		chorus responses	
accept new facts uncritically		learn material in order	
memorise facts		explain reasoning	
have a good grasp of principles		work beyond the lesson/syllabus.	

Activity 2: deep and surface learning

Think-pair-share on learning statements.

Pair: Pair up with your neighbour and share your thoughts. Look for any differences in how you completed the table and explain your rationale to each other.

Share: Be prepared to share your thoughts with the whole group. Where do you agree? Where is there a difference of opinion?

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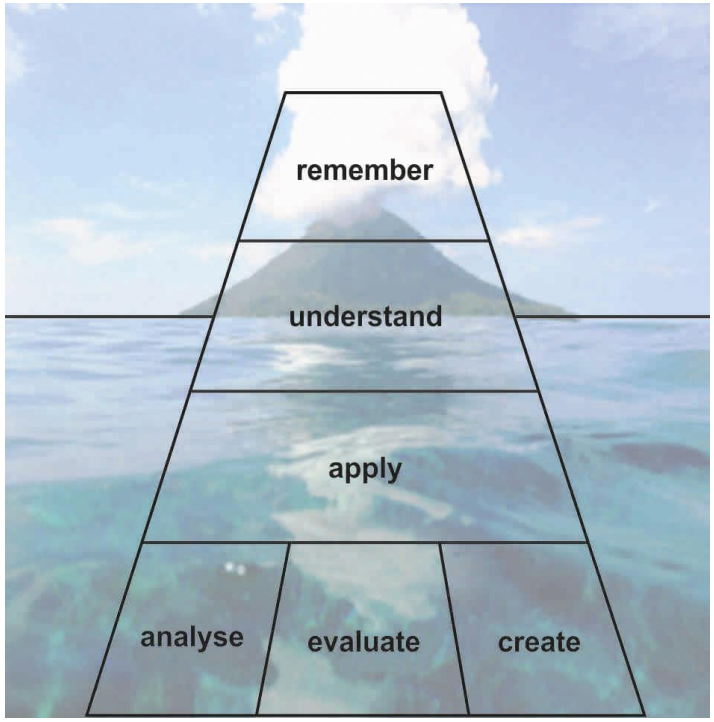
Deep learning versus surface learning

- Learning behaviours such as those related to **higher order thinking skills** for example explaining reasoning, can lead to **deeper learning** when combined with learning behaviours related to lower order thinking skills such as remembering.
- Learning behaviours related to **lower order thinking skills** displayed on their own are likely to lead to learning that is less deep i.e. **surface learning**.

Bloom's taxonomy (upside down)



The highest order thinking skills (analyse/evaluate/ create) are **deep** on the ocean floor

The lowest skills (remember/understand) are peaking out on the **surface** of this volcanic island

British council definition of critical thinking

Critical thinking *is self-directed thinking that produces new and innovative ideas and solves problems. Reflecting critically on learning experiences and processes and making effective decisions.*

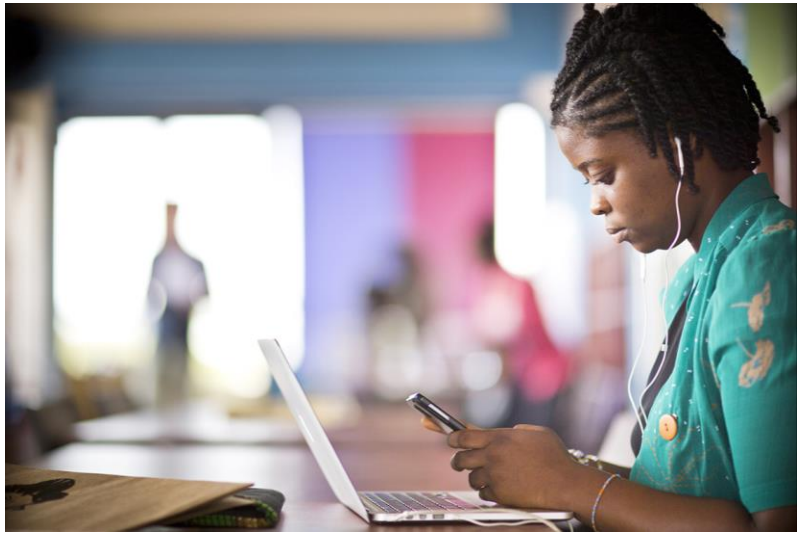
Problem solving

Wherever you have a goal which is blocked for any reason - lack of resources, lack of information, and so on - you have a problem. Whatever you do in order to achieve your goal is problem solving.

(Hank Kahney, author of *Problem Solving*, 1993.)

Modelling critical thinking and problem solving

Breaking a complex topic (such as questioning) down into smaller parts to gain a better understanding of it is a **critical thinking** process.



Modelling critical thinking and problem solving

We will be using critical thinking (such as breaking questioning down) to do some critical thinking (for example finding out what makes **effective** questioning) so that by our effective use of questioning we can help our students to develop their critical thinking.

That's a creative approach to it.

We will fill in an activity plan (to use in school) during the session

Activity plan Class/Group: Subject:
Questioning techniques to work on (from questioning checklist activity): 1. … 1. …
Title of activity: Using quality questions Learning objective (what you want students to achieve): Deeper learning objective (optional):

Success criteria (how you will know they have achieved it):
Questions that you will use (from open and closed questions game): 1. … 1. … 1. …
Questioning pitfalls to avoid (from role play activity):

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Activity 3: questioning

The purpose of this activity is to begin to think about what makes effective questioning. The video is a stimulus for discussion (and should not be considered in any way exemplary).

What kinds of questioning strategies are useful if we want students to think critically about what they are learning?

Activity 3: questioning

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Activity 3: questioning in action: is it effective?

Suggested questions for reflection after watching the video:

- What do you notice about the teacher's questions in this clip?
- How are the children learning?
- Do you think their learning is surface or deep?
- What are your thoughts on the pace of the discussion?
- What is the level of the children's involvement?
- How does the teacher use questions to bring the learning on?
- How would you improve the teacher's questions?

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Activity 4: questioning checklist

Pre-workshop self assessment activity.
Answer 'yes' or 'no' to the following questions:

1. I prepare questions as part of my lesson preparation.
2. I make sure I use a variety of questions.
3. I always pause for a few seconds after posing a question to give students time to think.
4. I make sure all students get an opportunity to answer a question.
5. I actively engage all students in thinking.

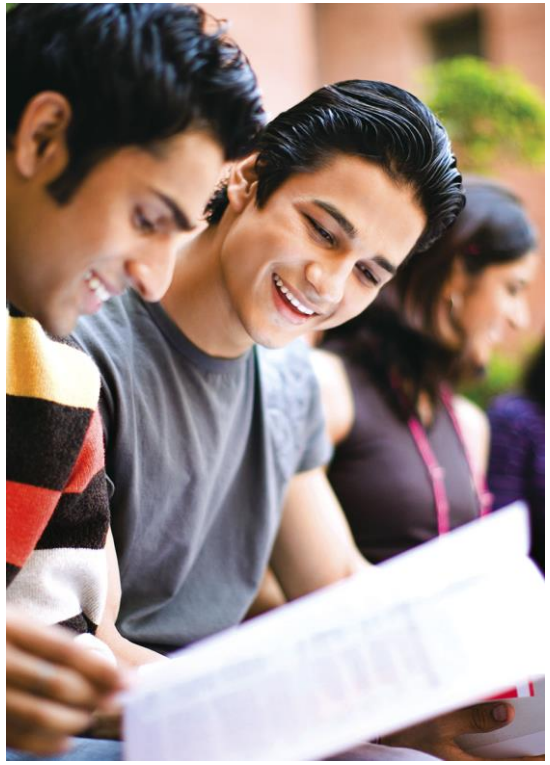
Activity 4: questioning checklist

6. I use a variety of prompts to encourage further reasoning and answers.
7. I use student answers as a start for further, probing questioning.
8. I try to follow the line of thought of a student who gave a wrong answer.
9. I involve other students in the discussion after one student has given an answer.

Activity 4: questioning techniques

There are nine affirming questions in total, to get an idea of our collective approach to questioning, please align yourself with one of two statements:

- My current approach to questioning is more deep in nature (more ‘yes’ answers than ‘no’ answers).
- My current approach to questioning is more surface in nature (more ‘no’ answers than ‘yes’ answers).



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Activity 4: questioning techniques, sharing effective practice

Small group dialogue on questioning techniques:

The purpose of this activity is to identify one or two areas of questioning that you would like to develop (that will encourage your students to think more critically and problem solve).

Share your checklists with each other:

- How do you use questioning in your particular subject area or class?
- Which techniques you have found to be effective?
- Do you use any other questioning techniques?

Fill in the questioning techniques you would like to work on

Activity plan Class/Group: Subject:
Questioning techniques to work on (from questioning checklist activity): 1. … 1. …
Title of activity: Using quality questions Learning objective (what you want students to achieve): Deeper learning objective (optional):

Success criteria (how you will know they have achieved it):
Questions that you will use (from open and closed questions game): 1. … 1. … 1. …
Questioning pitfalls to avoid (from role play activity):

Activity 5: generating questions

Small group activity: generating questions.

The purpose of this activity is to come up with some questions that we will take a critical look at later.

Working in pairs, write a list of up to five questions that you would normally ask or could ask students in class.

Choose a topic that you will be teaching in the near future and base your questions on that.

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Questioning for deep learning

The Westbrook report on pedagogy, curriculum, teaching practices and teacher education in developing countries (2013) has this to say about questioning:

In the most effective practices, teachers

> *asked a variety of questions drawing on students' backgrounds and ranging from closed, recall questions to higher order, open questions with feedback embedded through elaboration, rephrasing and probing.*

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Questioning for deep learning

In the less effective practices, teachers

> *rarely rephrased, elaborated or probed a student's response apart from short praise or whole-class clapping; Hardman et al. point out that while students were involved, their understanding was not checked – and hence in these ritualistic question and answer sessions, 'no learning' took place* (Hardman et al., 2012, p.828).

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Closed and open questions

Closed questions are factual and focus on a correct response.

Q: What factors increase the rate of transpiration in plants?
A: Light, temperature, wind, humidity.

Open questions will have a variety of answers depending on the depth of the students' thinking.

Q Why do plants wilt?
A: Plants wilt to conserve water when water is scarce or the roots are damaged. They also wilt in response to being flooded with sea-water due to osmosis.

Open and closed questions game, let's get active

You will be asked to categorise the questions on your list (one at a time) as open or closed and to move to the corresponding side of the room.

Move quickly to the side of the room that matches your question type and be prepared to explain your rationale to the rest of the group.

Fill in the questions (for deep learning) you plan to use

Activity plan Class/Group: Subject:
Questioning techniques to work on (from questioning checklist activity): 1. … 1. …
Title of activity: Using quality questions Learning objective (what you want students to achieve): Deeper learning objective (optional):

Success criteria (how you will know they have achieved it):
Questions that you will use (from open and closed questions game): 1. … 1. … 1. …
Questioning pitfalls to avoid (from role play activity):

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Activity 6: questioning pitfalls

Identify one or two pitfalls that you are guilty of and record these on your activity plan in an effort not to do them.

1. Not being clear about why you are asking the question.
2. Asking too many closed questions that need only a short answer.
3. Asking too many questions at once.
4. Asking difficult questions without building up to them.
5. Asking superficial questions.

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Activity 6: questioning pitfalls

6. Asking a question then answering it yourself.
7. Asking bogus ‘guess what’s in my head’ questions.
8. Focusing on a small number of pupils and not involving the whole class.
9. Dealing ineffectively with wrong answers or misconceptions.
10. Not treating pupils’ answers seriously.

Creativity for core skills

When we say creative we don't necessarily mean making a piece of art or literature or a radio programme, we mean finding a new and improved way to do things.

Kevin Ashton, British author and entrepreneur.

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British council definition of creativity

Creativity is *economic and social entrepreneurialism, imagining and pursuing novel ideas, judging value, developing innovation and curiosity.*

Some attributes of creativity:

- original
- imaginative
- purposeful
- valuable.

Activity 7: a creativity lens

What's going on in the photo?

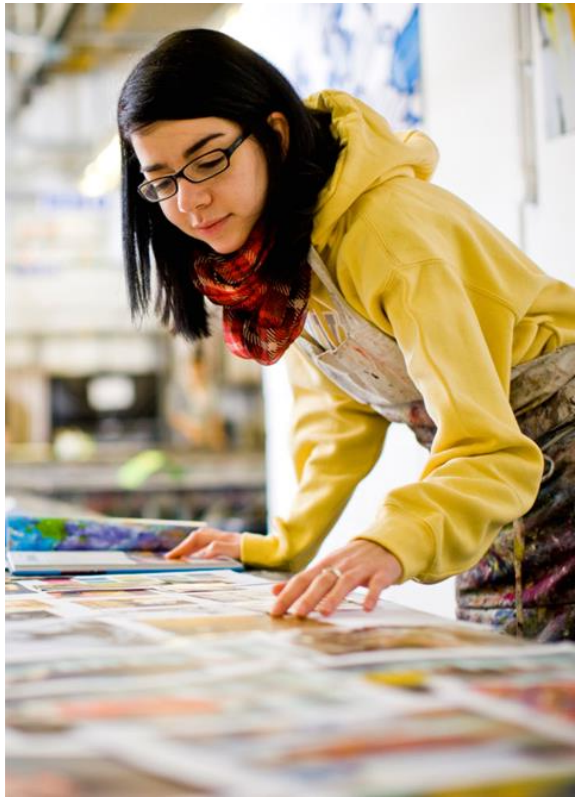
Anything original, imaginative, purposeful or valuable?

Activity 7: a creativity lens

Now, working on your own, look back on part one's activities through a lens of creativity.

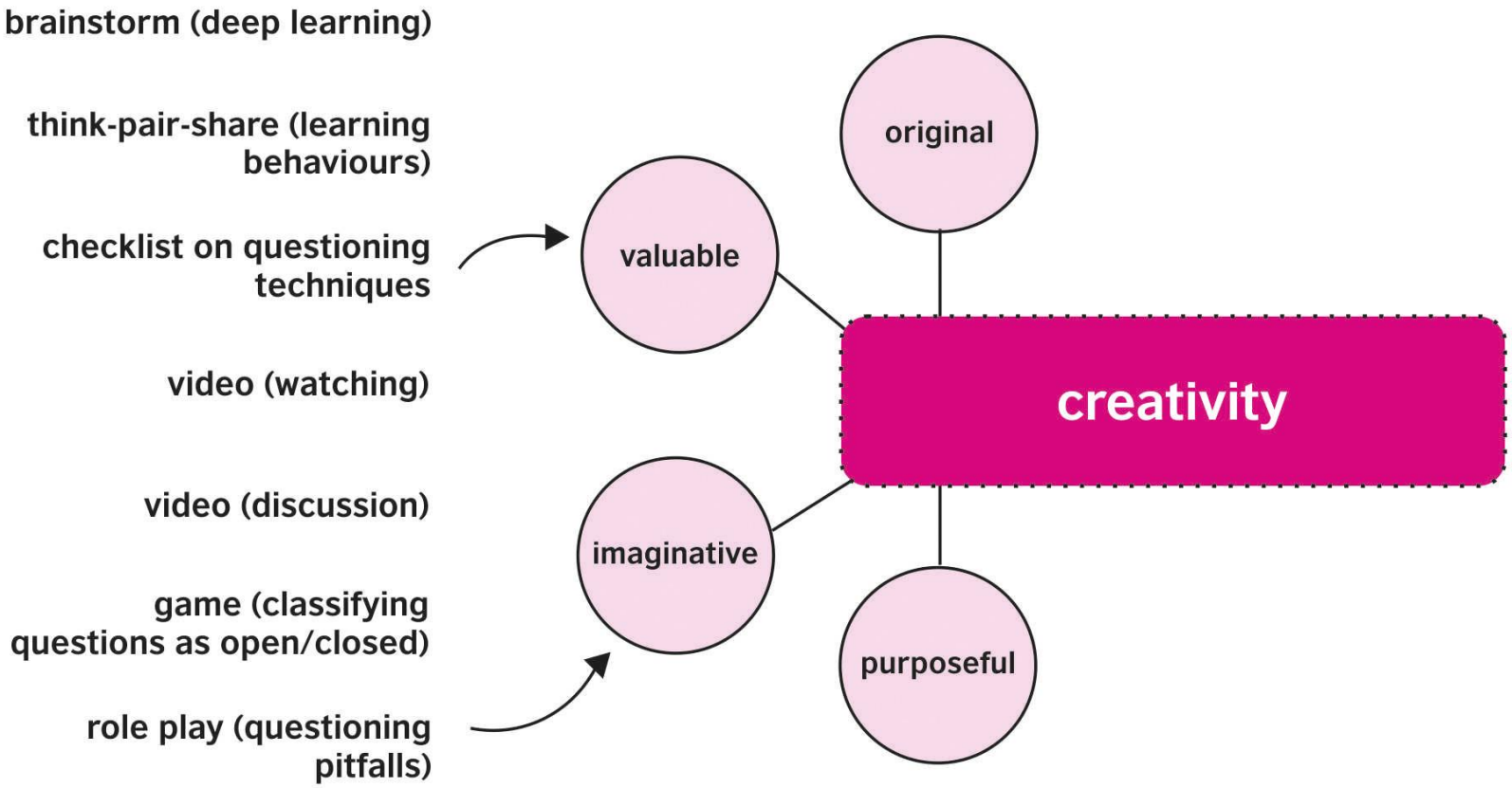
Do you notice anything **original, imaginative, purposeful or valuable** in how the activities were structured and run?

After thinking for a few minutes, read the short piece of writing about what creativity can look like and how it might be developed.

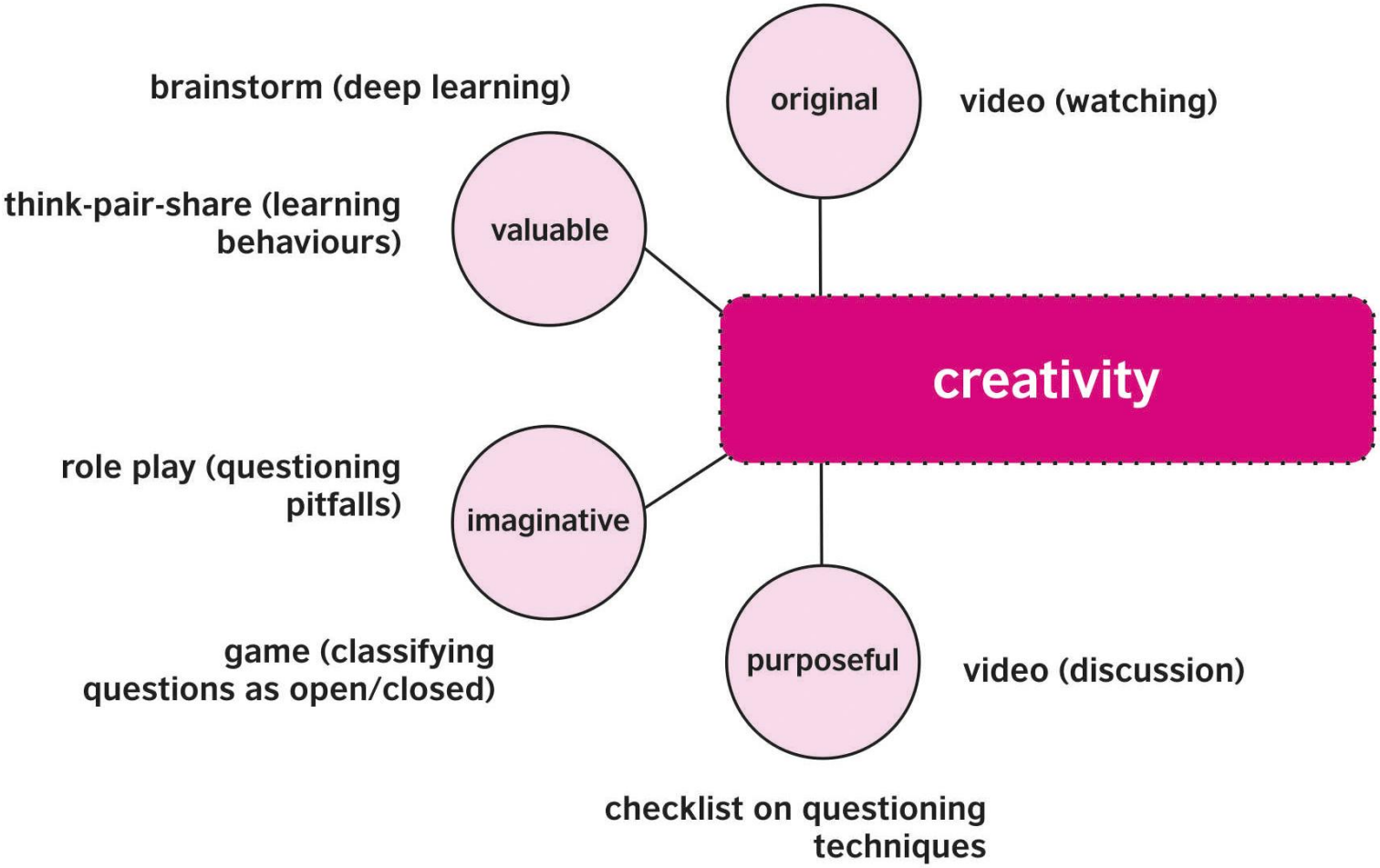


Activity 7: a creativity lens

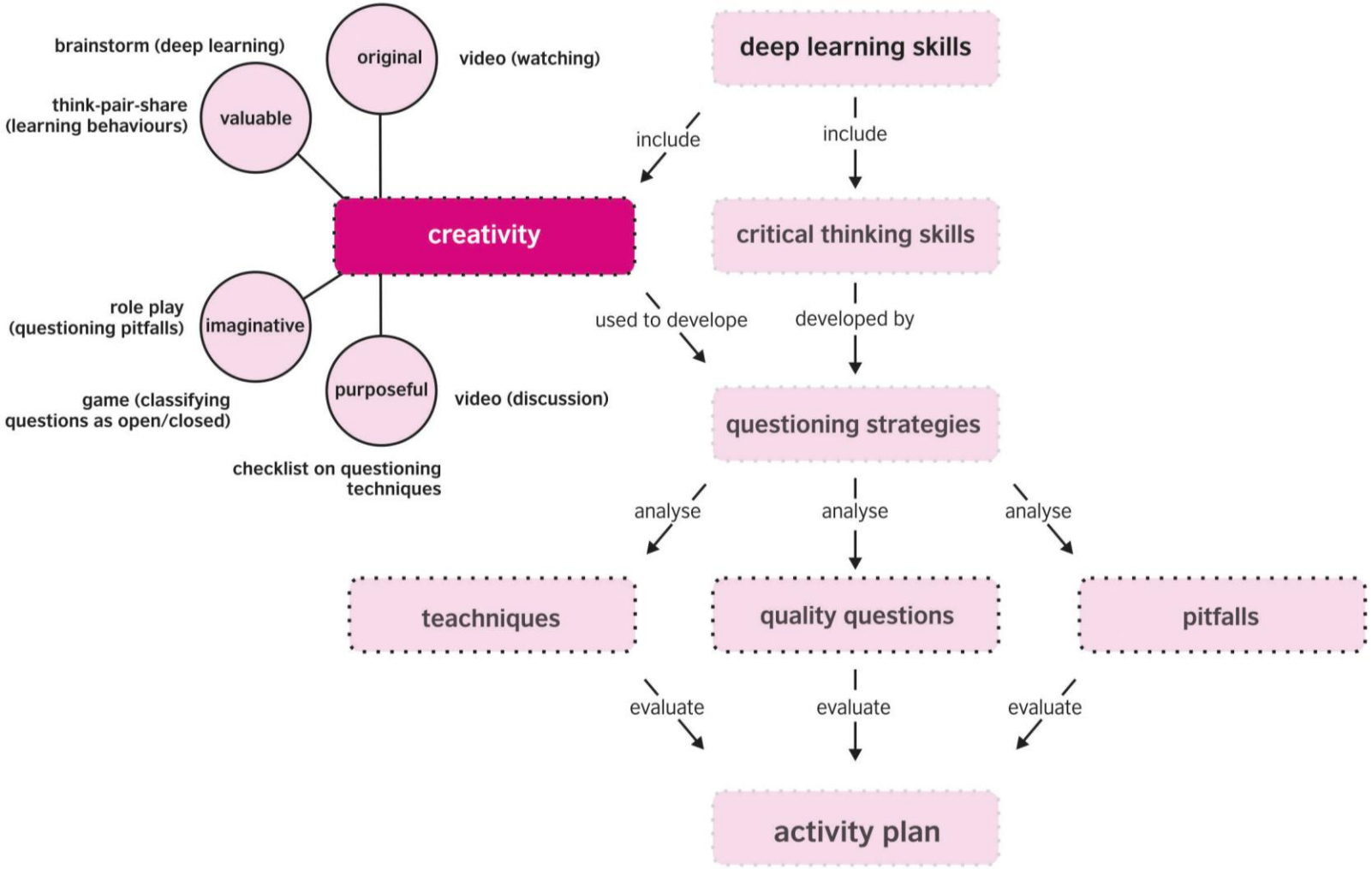
Map this morning's activities on to the creativity attributes.



Activity 7: a creativity lens



Overview of part one



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What do we mean by deep learning?

the biggest effects on student learning occur when ***teachers become learners of their own teaching,*** *and when students become their own teachers.*

Professor John Hattie

In part two of the workshop we will focus more on students becoming their own teachers whilst looking at another two core skills:

- communication and collaboration
- citizenship.

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Workshop plan

Part one (morning)

Critical thinking and problem solving

Creativity (and complete an activity plan)

Part two (after tea-break)

Communication and collaboration

Citizenship (and complete an activity plan)

Part three (after lunch)

Digital literacy

Leadership (and complete an activity plan)

British council definition of communication and collaboration

Communicate effectively orally, in writing, actively listen to others in diverse and multi-lingual environments and understand verbal and non-verbal communication.

Work in diverse international teams, learning from and contributing to the learning of others, assuming shared responsibility, cooperating, leading, delegating and compromising to produce new and innovative ideas and solutions.

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Communication and collaboration for core skills

The Westbrook literature review of over 400 studies on pedagogy, curriculum, teaching practices and teacher education in developing countries makes the following main claim:

> *teachers' use of communicative strategies encourages pedagogic practices that are interactive in nature, and is more likely to impact on student learning outcomes and hence be effective. p1.*

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Communication and collaboration for core skills

These strategies lead to teachers using six practices in a communicative way, identified from one or more study and associated with positive outcomes:

1. Demonstration, explanation drawing on sound pedagogical content knowledge.
2. Flexible use of whole-class, group and pair work where students discuss a shared task.
3. Frequent and relevant use of learning materials beyond the textbook.

Communication and collaboration for core skills

4. Open and closed questioning, expanding responses, encouraging student questioning.
5. Use of local languages and code switching.
6. Planning and varying lesson sequences.

Communication and collaboration for core skills

We will focus on this point:

2. Flexible use of whole-class, group and pair work where students discuss a shared task.

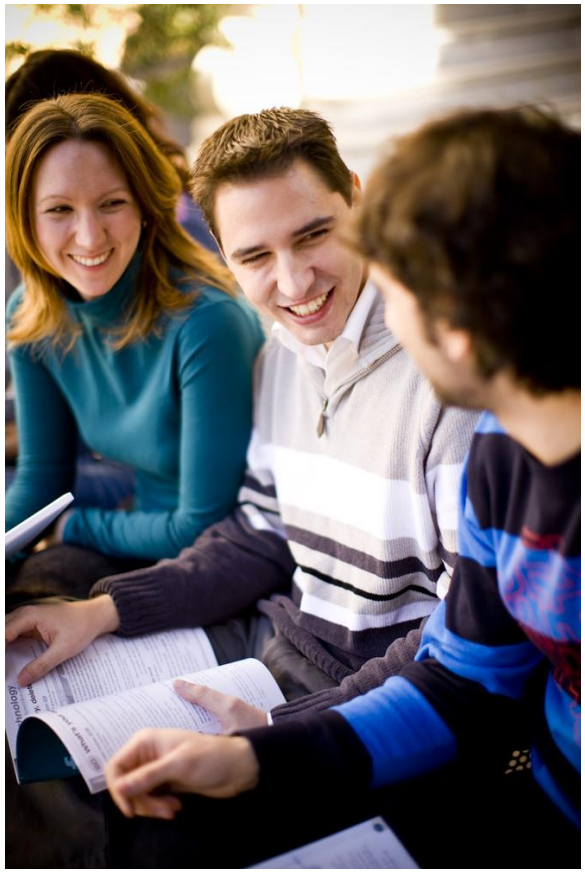
From the point of view of **students becoming their own teachers,** and we will think about ways that communication and collaboration can lead to deeper learning.

Activity 1: starter activity
activity 2: reflection

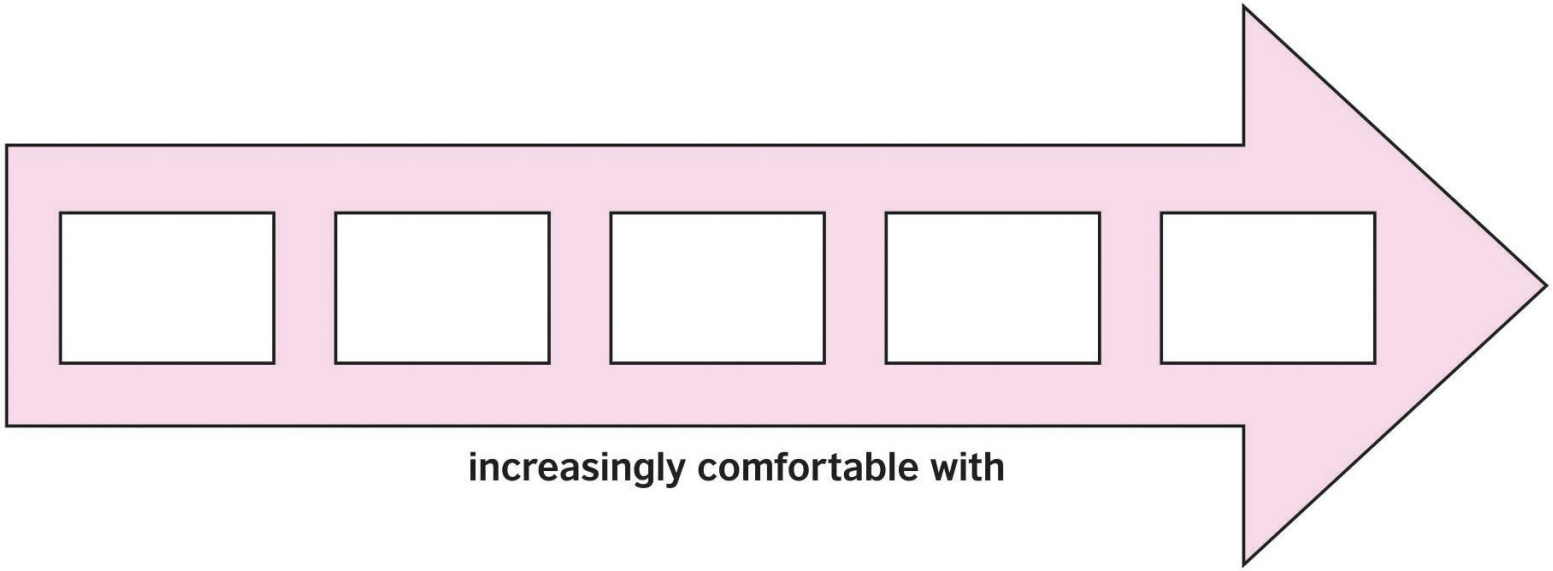
Small group activity: reflecting on activities from the first session. Working in pairs, talk about the activities in the previous session and how you felt when taking part in them. Which collaborative activity were you:

- most comfortable with
- least comfortable with

from an ease of communication point of view? Individually rank or order the activities on the arrow.



Activity 2: reflection



The activities were: whole group brainstorm, think-pair-share, whole group discussion, small group activities and role play (optional).

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Activity 3: plus, minus, interesting (pmi)

A PMI activity, as originally developed by Edward de Bono, father of the thinking skills movement, is essentially a decision making tool.

It involves considering the **p**ositive, negative (**m**inus) and **i**nteresting points related to a specific scenario, in this case group work.

It encourages you to look at both sides of a situation and also to be creative when coming up with interesting comments and observations.

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Activity 3: plus, minus, interesting (pmi)

We will use the PMI activity to come to a decision on what collaborative teaching approach to develop further for use in school as part of the follow-up activities to this module.

Small group activity: Thinking about the pros and cons of group work and collaborative activities from the students' perspective.

Working in groups of four or five, think about the PMIs of the various collaborative activities - from the previous session - from the perspective of your students and the subjects that you teach.

Activity 3: plus, minus, interesting (pmi)

Small group activity: Thinking about the pros and cons of group work and collaborative activities from the students' perspective.

Working in groups of four or five, think about the PMIs of the various collaborative activities - from the previous session - from the perspective of your students and the subjects that you teach.

Pass the large sheets around from group to group, recording only original contributions.

role play (students' perspective)		
Plus	**M**inus	**I**nteresting
• in science, students can think about things on a molecular level by pretending to be particles in different physical states	• the noise level can get quite high	• students remember the activity ans this helps them to remember the concept they were acting put

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Activity 3: plus, minus, interesting (PMI)

Record one PMI for each of the five activities, taking into account things like:

- Will the activity provide enough scope for more advanced students?
- How will students with a disability manage to be involved?
- Does the activity provide an opportunity for students of mixed ability to work together?

Activity 3: plus, minus, interesting (PMI)

- Are there opportunities for code switching/using local language?
- Are additional resources or stimulus material needed for the activity?
- Can groups be given different tasks using this activity?

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How do students communicate during group work?

The Centre for Research in Education and Educational Technology (CREET) project *Thinking Together* in the Primary Classroom studied the quality of talk in students' joint activities.

Three distinct types of talk were observed:

- **Cumulative talk** where students share their knowledge and accept other points of view uncritically.

How do students communicate during group work?

- **Disputational talk** where students think their ideas are right and they make no attempt to consider other viewpoints or change their minds.
- **Exploratory talk** where students question and evaluate each other's ideas respectfully whilst moving towards making joint decisions.

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How do students communicate during group work?

Three recommendations emerged from the *Thinking Together* project:

- Teachers should guide their students to use talk effectively by asking them to explain their reasoning and providing opportunities for discussion.
- Ground rules for talk should be established so that students gain confidence in using exploratory talk.
- Activities should be designed that elicit debate and encourage joint reasoning.

You can read more about the project and find useful resources here: https://thinkingtogether.educ.cam.ac.uk/

Activity 4: ground rules for talk

The purpose of this activity is to get you thinking critically about a strategy (establishing ground rules for talk) that has been shown to be effective in helping to foster core skills in students.

Aim to express your joint thinking in **five words only** to reflect the essence of the group's response to Moana's rules.

Share any experiences you have of using ground rules for talk in your classroom.

Moana's chart for the ground rules for talk

How do we korero in our classroom?

We make sure that we discuss things together as a whanau. We listen carefully and actively to each other.

This means:

- We ask everyone to take a turn at explaining their thinking first.
- We think about what other questions we need to ask to understand what they are explaining.
- We ask questions 'politely' as someone is explaining their thinking; we do not wait until they have completed their explanation.
- We ask for reasons why. We use 'what' and 'why' questions.
- We make sure that we are prepared to change our minds.
- We think carefully about what they have explained before we speak or question.

Activity 5 : planning a collaborative activity

Consider the following as you plan your activity:

- Will the activity provide enough scope for more advanced students?
- How will students with a disability manage to be involved?
- Does the activity provide an opportunity for students of mixed ability to work together?
- Are there opportunities for code switching/using local language?

Activity 5 : planning a collaborative activity

- Are additional resources or stimulus material needed for the activity?
- Can groups be given different tasks using this activity?
- Will you establish ground rules for talk as part of the activity?

British council definition of citizenship

*Active, **globally-aware** citizens who have the skills, knowledge and motivation to address issues of human and environmental sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue. Developing students' understanding of what it means to be a citizen of their own country and their own country's values.*

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Activity 6: global risks

Whole group activity: thinking on your feet about global risks. The purpose of this activity is to get us all thinking globally.

A global risk is an uncertain event or condition that, if it occurs, can cause significant negative impact for several countries or industries within the next ten years.

A trend is defined as a long-term pattern that is currently taking place and that could amplify global risks and/or alter the relationship between them.

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Activity 7: talking points on global awareness

This next activity uses **talking points** to introduce citizenship as a skill for living in and contributing to a fairer world.

Talking points are short statements that stimulate discussion or argument. They can be used during group work in any curriculum area and provide students with the opportunity to engage in deep learning. Then can also be used for formative assessment as they offer an insight into students' understanding.

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Activity 7: talking points on global awareness

Small group task on global awareness talking points. Consider the statements one at a time after agreeing some simple ground rules so that everyone gets to speak and listen and gain a deeper understanding.

Try to use **exploratory talk** during this activity, i.e. question and evaluate each other's ideas respectfully whilst moving towards making joint decisions.

Something to think about: How does global awareness and citizenship fit into the deep learning paradigm?

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Activity 7: talking points on global awareness

1. Being GA means travelling to other countries/speaking other languages.
2. Being GA means helping those that are less well off than we are.
3. Being GA is easier if you live in a more developed country.
4. Inclusion (gender, disability, ethnic background, and other aspects of identity) should be on the citizenship agenda.
5. Being GA means caring for our planet.
6. Social media can help us (as a tool) to become GA.
7. GA starts at home, i.e. being a good citizen of your own country or community.

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Activity 7: talking points on global awareness

8. Global issues don't affect us all.
9. Some countries are more or less global or globalised than others.
10. Individuals can't mitigate against (help to reduce) global risks.
11. Being GA means being sensitive to other cultures.
12. Learning a language is a step towards becoming GA.
13. An understanding of world history is essential to becoming GA.
14. Being a citizen means caring about inequality (such as gender and disability).

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Workshop plan

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Digital literacy

Leadership (and complete an activity plan)

Activity 1: starter - an analogy for deep learning

Here is an analogy that captures the synergy of the deep learning skills:

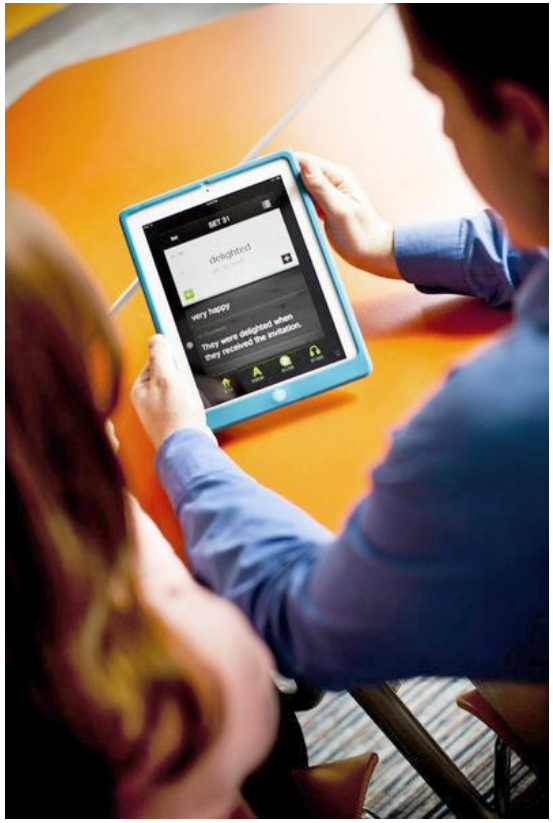
- The scuba diver who gets his wetsuit (one deep learning skill) and can go a little way down.
- Then gets his mask (second deep learning skill) and can see more around him.
- Then he gets his air tank (third skill) and he can go even deeper - he can see things he never imagined or knew existed.

How does digital literacy fit with core skills?

The interdependent nature of the **deep learning skills** allows them to be used cooperatively to greatest effect.

There is a nice symmetry in the realisation that to get on in an increasingly interconnected world means increasingly **interconnected thinking,** for all of us.

Something which helps us take that thinking to the next level is the **increasingly complex digital landscape** that we are all citizens of.



British council definition of digital literacy

Digital literacy *is using technology as a tool to reinforce, extend and deepen learning through international collaboration. Enabling the student to discover, master and communicate knowledge and information in a globalised economy.*

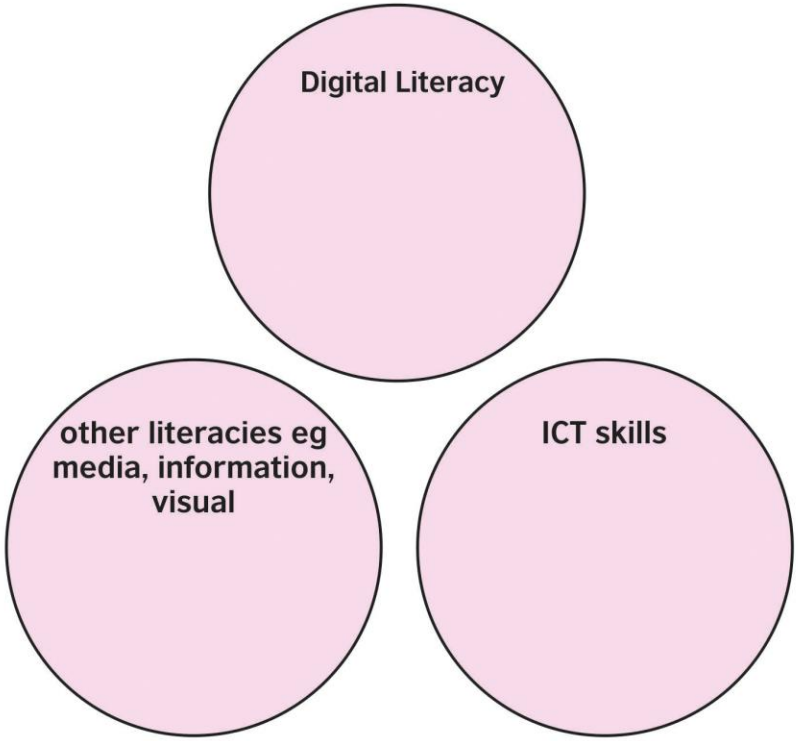
Activity 2: digital literacy and other literacies

Small group task on digital literacy. Jot down on post it notes (or in a list that individual words and phrases can be cut from) activities and ideas etc. that may be related to digital literacy.

Think about how you've used digital technologies such as computers, digital cameras and mobile devices in the classroom or how you think they might be used. Attempt to generate enough words and phrases to do a sorting activity. If you need to you can think beyond the classroom.

Activity 2: digital literacy and other literacies

The purpose of this activity is disentangle any confusion about the different types of literacies related to digital technology use.



Sort the words and phrases one at a time (as a whole group) into one of three categories as shown.

Further thoughts on digital literacy

Hague and Payton (Future lab 2010), suggest that digital literacy is comprised of the following interrelated components:

- Functional skills
- **Creativity**
- **Critical Thinking and Evaluation**
- **Cultural and Social Understanding**

Further thoughts on digital literacy

- the ability to find and select information
- **effective communication**
- E-safety

Those in bold are the core skills that we have introduced so far.

Activity 3: ICT for core skills

The purpose of this activity is to begin to think about how to introduce digital literacy in the classroom. The video is a stimulus for discussion.

In the first video students are using a tablet computer like a sophisticated text book (lots of images that the children can scroll quickly through).

Activity 3: ICT for core skills

Activity 3: ICT for core skills

The purpose of this activity is to begin to think about how to introduce digital literacy in the classroom. The video is a stimulus for discussion.

In the second video older students using are using a sophisticated piece of software (GeoGebra) that they can interact with.

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Activity 3: ICT for core skills

Compare and contrast the two videos. Focus particularly on the students' interaction with the two forms of digital technology. Suggested questions for reflection:

- What is the teacher's role in this clip?
- How are the children learning?
- Do you think their learning is surface or deep?
- What are your thoughts on the use of technology for this task?
- What are your thoughts on how you might assess a task like this?
- Is what we are seeing in the videos digital literacy?

Activity 3: ICT for deep learning

There are many of the other deep learning skills in action such as in video one:

collaboration - doing different tasks whilst working on a common goal, thinking together

creativity - coming up with their own categories and generating their own list

critical thinking - puzzling though if a bat has legs

communication - spelling out words, discussing.

Activity 3: ICT for core skills

Activity 3: ICT for core skills

Digital literacy invokes the other deep learning skills to varying extents depending on the type of activity and choice of technology.

For digital technology to contribute to deep learning it must be **transformational** (bring about a change) rather than **transactional** (just be interacted with); that is what effects the shift from using digital technology to being digitally literate.

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Activity 4: core skills in the workplace

Small group task on core skills skills in the workplace.

Read through the transcript from a TED talk by an investigative journalist on how to separate fact and fiction online.

Mark up your copy of the script (using a highlighter), perhaps using initials for the different core skills:

CTPS for critical thinking and problem solving; **CC** for collaboration and communication; **DL** for digital literacy; **CI** for creativity and imagination; **GA** for global awareness.

Final thoughts on digital literacy in the classroom

Digital literacy includes the ability to understand how such tools can be used meaningfully for effective learning, and the development of skills to locate, organise, understand, evaluate, analyse, communicate, collaborate, and effectively create and apply knowledge and information using new technologies.

Final thoughts on digital literacy in the classroom

When incorporating digital technologies, teachers should consider each digital tool and resource in terms of its potential to foster new learning experiences and wider skills development.(DigiLit Leicester project).

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Activity 5: talking points revisited

Write-pair-share on core skills talking points.

Write: Working on your own initially, plan a talking points activity on deep learning skills for use with your students. Complete an activity plan using a blank template, listing your talking points, learning objectives and success criteria.

Will you introduce students to the different types of talk before or after the activity?

Will you have already established ground rules for talk with your students or will you do that alongside this activity?

Activity 5: talking points revisited

Pair: Swap plans and try out each other's activity (thinking about it from a student's perspective), peer assessing as you go through it. Make any adjustments to your plan or talking points as a result of your interaction with your partner.

Share: Be prepared to share your thoughts on each other's work with the rest of the group.

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Closing thoughts: student leadership

From A Rich Seam: (Fullan and Langworthy 2015)

Core skills tasks are energised by the notion of ***'learning leadership'****, in which students are expected to become leaders of their own learning, able to define and pursue their own learning goals using the resources, tools, and connections that digital access enables.*

You should endeavour to work on student leadership with your head teacher as you embark on your journey into deep learning together.

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Why deep learning and what are the core skills?

You have been introduced to the six core skills that are **essential to the development of individuals** ready to take on the challenges of today's globally interconnected world.

1. Critical thinking and problem solving
2. Creativity and imagination
3. Citizenship
4. Communication and collaboration
5. Digital literacy
6. Leadership and personal development

Would you like to find out more? Each skill has its own dedicated three day course.

Activity planning and follow-up sessions

Each workshop session today had a planning activity linked to a core skill.

From part one: questioning activity planned on a structured template.

From part two: group work activity planned on a general template.

From part three: talking point activity planned on a general template.

These three activities will form the basis of the follow-up sessions in school.

School-based follow-up: meetings and classroom activities

There are four one hour follow-up meetings planned. Each sequence of classroom activity and follow-up meeting has this structure:

- Do a classroom-based activity linked to a deep learning skill.
- Follow-up meeting with one or more colleagues that consists of:
    - 20 minutes: reflection on classroom activities
    - 10 minutes: stimulus (e.g. revisiting an activity from the workshop)
    - 30 minutes: further planning of classroom activities.