

Single Steps Learning



Andrew Pearce and Lynne Williams from Single Steps Learning are delighted to be working in collaboration with Fiona Moffat, Education Development Officer for Stirling and Clackmannanshire Councils in order to design and facilitate a bespoke training event that infuses '*Designing for Learning*' principles and pedagogy with a '*1+2 Approach to Languages*'.

Designing for Learning with 1 + 2 Languages

"We will introduce a norm for language learning in schools based on the European Union 1+2 model - that is we will create the conditions in which every child will learn two languages in addition to their own mother tongue. This will be rolled out over two Parliaments, and will create a new model for language acquisition in Scotland."

(Scottish Government Manifesto Commitment, 2011)

As a curricular area, Modern Languages (French, German, Spanish....) has subject-specific knowledge and skills. Language learning also has many transferable skills e.g. skimming, scanning, decoding, pattern spotting – most of which can be learned through direct teaching.

However, if the purpose of schools is to prepare learners for life ‘beyond the classroom’, then they need opportunities to apply, explore and develop their knowledge and skills in ‘real-life’ contexts.

At the heart of learning a language is the goal of being able to communicate and collaborate with others. Working collaboratively requires additional transferable attitudes, skills and knowledge in order to be efficient, effective and maximise potential. – ‘skills for learning, life and work’.

Despite possessing subject-specific knowledge and skills, learners can fail to solve problems and apply their learning effectively if they do not possess the ‘skills for learning, life and work’ - the ‘how’ of real-life collaborative problem-solving. In addition, a learning community needs the right climate in order to grow and flourish.

Our training is **not** training in specific language knowledge and skills. It is training in **designing those learning experiences** which allow learners **purposeful opportunities** to **explore, apply and develop** their knowledge and skills of the purpose of “A 1+2 Approach to Languages”. It offers a pedagogy for creating a learning environment which fully nurtures and supports a collaborative problem-solving community. Embedding the principles behind this culture should also impact beyond 1+2 Languages as it integrates and supports development of growth mind-set, independent learning, formative assessment, interdisciplinary learning and reflective practice.

The following page contains our course descriptors. Although not explicitly stated, in this bespoke design we will be connecting the content to the 1+2 Languages aims and rationale stated above. In addition, it is our intention that by making explicit connections, participants will understand how they can provide opportunities for exploring and reinforcing language learning strategies, skills and attitudes through a variety of activities which may not fall under the 1+2 Languages heading.

Please note that participants who have previously attended Step 1 and Step 2 of Designing for Learning, will still be welcome on this bespoke training event. The principles and processes will be familiar, but the emphasis will be placed on a 1+2 Languages Approach. If you have any questions, please contact Fiona, Lynne or Andrew (email addresses on following page).

Designing for Learning: Step 1 and Step 2

Designing for Learning: Step 1 will take place over 3 consecutive days*. There will be a gap of 4-6 months for practitioners to begin to implement the tools and strategies, before returning for Step 2 - an additional 3 consecutive days*.

The training is carefully linked to local and national priorities at an implicit and explicit level.

Step 1 and 2 are designed to engage practitioners in experiential learning, exploring first-hand the use of tools and processes that support the development of a collaborative, problem-solving learning community. Throughout the training, guided reflection allows participants to consider the transfer of strategies to their specific setting. It explores how principles for curriculum design can be brought to life in real settings with real learners, enabling practitioners to further understand, inspire, challenge and unlock potential for learning.

Participants will experience a range of tools and strategies designed to:

- assist in building inclusive collaborative, problem-solving learning communities
- make skills and attitudes ‘visible’ and ‘measurable’ in order to purposefully develop them alongside curriculum content;
- enhance reflective practice and formative assessment

Participants will have the opportunity to:

- apply tools and strategies in a purposeful context
- engage in professional dialogue with peers
- reflect on their own learning and perspectives on learning
- consider linked learning experiences

Reading and graphic materials will be made available which:

- outline the 5 Key Concepts of ‘Designing for Learning’
- outline the designing of problem-based tasks
- support the implementation of tools and strategies in settings

***The course is not modular, so participants need to attend the full 6 days training as each of the experiences are linked and progressive.**

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