

'A journey of a thousand miles begins with a single step.'

Single Steps Learning

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' (Community Learning, Quality Learning, Experiential Learning, Problem-Based Learning, Reflective 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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