

Single Steps Learning



www.singlestepslearning.co.uk

'I cannot recommend their expertise enough in driving a school forward, taking account of all local and national strategies...and delivering quality tailored CPD' (HT, Miskin Primary School, Rhondda Cynon Taf)

Who are we? How can we help?

We began *Single Steps Learning* in 2010 with the purpose of empowering educators and leaders with the view that they would subsequently empower their own learners.

Our '*Designing for Learning*' training events model our beliefs about effective and powerful learning and teaching. They allow participants to become immersed in the learning process and view it through different lenses based on 5 Key Concepts - *Community Learning, Experiential Learning, Problem-Based Learning, Reflective Learning and Quality Learning*. (See website for more detail)

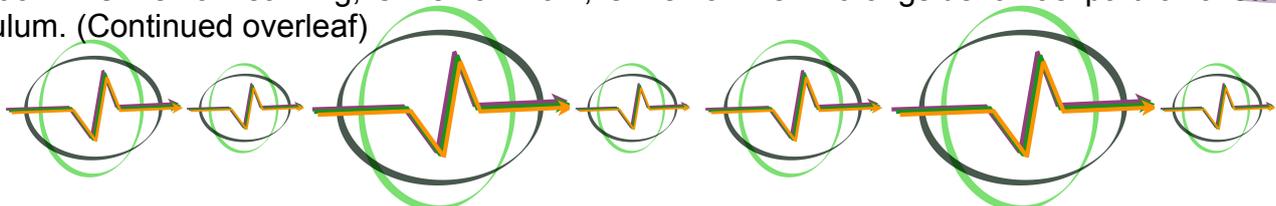
Our mission is to enable teachers to create, nurture and maintain learning environments which :

- are **active, experiential** and allow for **progression** in **independent** learning;
- involve authentic, **collaborative problem-solving** of increasing depth, complexity and challenge;
- focus on '**quality**' standards and **aspiration to explore potential**;
- afford opportunities for **meaningful reflection** on learning experiences and how they **connect** to prior learning and the wider world;
- establish learning **communities** which provide **support** but also encourage **resilience**, personal **responsibility** and **ownership** of learning, based on **values** of safety, fairness and commitment;
- encourage 'teachers to see learning through the eyes of the learner and learners to see themselves as their own teachers'.

We openly discuss and share our event designs with participants to demonstrate how, through **linked learning experiences**, we have built in complexity and progression, not only to include opportunities for greater collaboration and independent learning but also to set a rich context for the development of skills, dispositions and attitudes, alongside knowledge and understanding.

'The projects we have embarked on have led to a rise in standards through closely examining the pedagogy of teaching and learning. Staff at school have been able to develop self-reflective practice through working collaboratively with Single Steps consultancy. They have provided a bespoke service based on the needs of our school.'
(HT, Oaklands Primary School, Rhondda Cynon Taf)

In addition to working with local schools in Wales (on both long and short-term projects), we have been working regularly with Education Authorities in Scotland to provide an effective pedagogy to the implementation of A Curriculum for Excellence. We have also designed and delivered an online course for an American university and recently worked with four Dutch schools in the Netherlands. Despite the variety of locations, our 'clients' wanted the same thing – to develop the skills, dispositions and attitudes which were going to be essential to success **within and beyond** formal education – skills for learning, skills for work, skills for life – alongside or as part of a statutory curriculum. (Continued overleaf)



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We believe that with thoughtful design (and understanding the principles behind the design) you **can** 'have your cake and eat it', enabling and empowering learners to become:

- **ambitious capable learners who are ready to learn throughout their lives,**
- **healthy confident individuals who are ready to live fulfilling lives as valued members of society.**
- **ethical informed citizens who are ready to be citizens of Wales and the world**
- **enterprising contributors who are ready to play a full part in life and work.**

We have attached a document called 'A Curriculum for Wales: BIG PICTURE'. It is a two-page aide memoire of what we feel are the key messages/principles of 'Successful Futures' (Donaldson 2015). We hope you find it a useful reference.

As educators and leaders, we experienced using and embedding the approaches and principles of '*Designing for Learning*' in *real* schools, *real* classrooms and with *real* students, co-workers and the wider school community, before deciding to form '*Single Steps Learning*'. Therefore, all of our anecdotes are authentic and offered with a sense of honest realism.

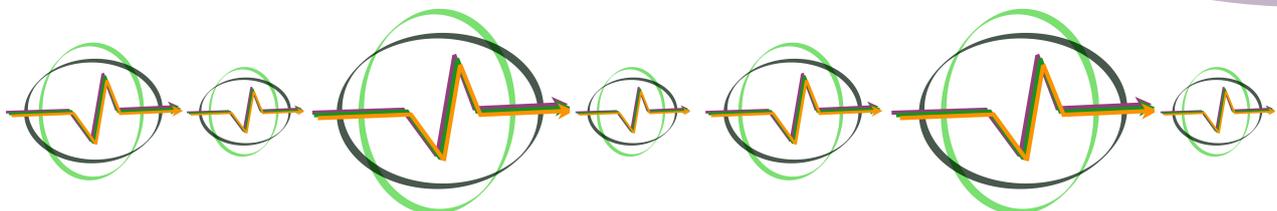
Andrew and Lynne improved practitioner confidence in designing learning experiences and supported them to adapt their teaching approaches so that learners became more empowered. They have provided a completely tailored, unique set of learning experiences based on the individual requirements of the school and individual colleagues within the school. I have no hesitation in providing my endorsement of their work. It was a pleasure to learn alongside two people who are very clearly committed to improving student outcomes and closing the attainment gap. (DHT, Menstrie Primary School, Clackmannanshire)

We invite you to visit our website at www.singlestepslearning.co.uk if you wish to find out in greater depth and detail about:

- our values;
- the training and services we provide;
- the principles behind our training;
- feedback from a variety of events and participants;
- and a little more about our own learning journeys!

We refer to our training as '*Designing for Learning*'. The 'Events' page on the website describes the type of training we offer. However, if you do not see something to suit your specific needs, we can arrange a consultation to discuss your bespoke design requirements - with no obligation.

*We look forward to hearing from you in the near future.
'A journey of a thousand miles begins with a single step.'*



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A Curriculum for Wales: BIG PICTURE

Principles of Curriculum Design

- Authentic
- Evidence-Based
- Responsive
- Inclusive
- Ambitious
- Empowering
- Unified
- Engaging
- Based on subsidiarity
- Manageable

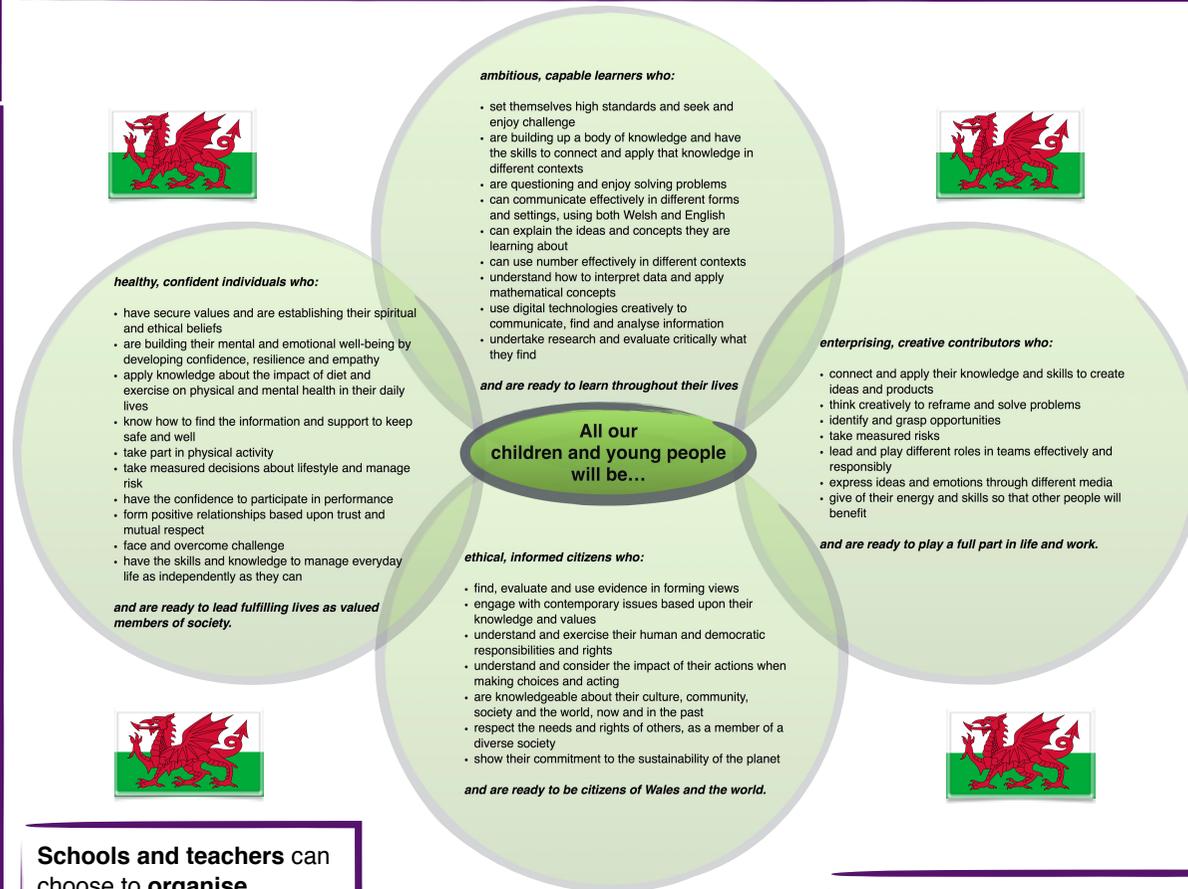
Pedagogy

Good teaching and learning...

- maintains a consistent focus on the overall purposes of the curriculum.
- challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.
- means employing a blend of approaches including direct teaching.
- means employing a blend of approaches including those that promote problem-solving, creative and critical thinking.
- sets tasks and selects resources that build on previous knowledge and experience and engage interest.
- creates authentic contexts for learning
- means employing assessment for learning principles.
- ranges within and across Areas of Learning and Experience.
- regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.
- encourages children and young people to take increasing responsibility for their own learning
- supports social and emotional development and positive relationships

Progression and Achievement

- A 3-16 Continuum of Learning that is based on *Progression Steps*, taking into account Routes for Learning
- Range of *Achievement Outcomes* for each Area of Learning and Experience spanning the components within the AoLE, Cross-Curriculum Responsibilities, Wider Skills and Cwricwlwm Cymreig.
- *Achievement Outcomes* will contribute to the Four Purposes. "I have" (experiences) "I can" (outcomes)
- Five Progression Steps: Step 1 (5yrs), Step 2 (8yrs), Step 3 (11yrs), Step 4 (14 yrs), Step 5 (16yrs)
- Depth, Complexity, Accomplishment, Responsibility. Steps are indicative of the likely progress for most.



Schools and teachers can choose to organise learning in whichever way is likely to result in the best outcomes and standards for their children and young people. They can think more flexibly and creatively about planning learning experiences.

Cross-Curriculum Responsibilities

- Literacy
- Numeracy
- Digital Competence

Schools identify a member of staff to lead/support each of these.

Wider Skills

- Critical Thinking and Problem-Solving
- Planning and Organising
- Creativity and Innovation
- Personal Effectiveness

Embedded within each AoLE

Assessment

- Align assessment with the purposes of learning: assess what matters.
- Be clear about the reasons for assessment and plan in advance for the intended use of assessment results.
- Promote the use of a wide range of techniques that are appropriate to their purpose.
- Engage students in the assessment process through both self-assessment and peer assessment.
- Ensure that records of achievement and reporting focus on progress against important learning goals, including the four broad curriculum purposes.
- Be as light-touch as possible and avoid unnecessary bureaucracy.
- Use assessment evidence systematically and in combination with other evidence to inform school evaluation.
- Take full account of the implications of good assessment practice for teacher capacity.
- Form a coherent, agreed assessment and evaluation framework with a clear vision and strategy.

Areas of Learning and Experience (AoLE)

- Expressive Arts
- Health and Well-Being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

AoLE should not be seen as watertight compartments. They are not timetabling devices, but an opportunity to work creatively and collaboratively across subject boundaries in the context of the four curriculum purposes.

A Curriculum for Wales: BIG PICTURE

INSPIRING LEADERSHIP: Embedding the curriculum successfully will require all practitioners to be leaders of learning in the classroom and to collaborate with others to lead their own professional learning. Those in formal leadership roles will need the commitment, understanding and skills to enable our reforms to succeed.

Our new curriculum will give schools far more freedom to determine what is taught. With this freedom comes a new responsibility and accountability – on practitioners and critically on school leaders. It brings with it a responsibility to plan a curriculum that embodies the four purposes, to promote excellence and high expectations for all learners and to build the confidence and competence of all practitioners to achieve better learning and higher standards for all their learners. (Qualified for Life: A Curriculum for Wales - A Curriculum for Life 2015)

Principles of Curriculum Design

Authentic

- Rooted in Welsh values and culture and aligned with an agreed set of stated purposes.

Principles of Curriculum Design

Responsive

- Relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions for future challenges as life-long learners.

Principles of Curriculum Design

Ambitious

- Embodying high expectations and setting no artificial limits on achievement and challenge for each individual child and young person.

Principles of Curriculum Design

Based on subsidiarity

- Commanding the confidence of all, while encouraging appropriate ownership and decision making by those closest to the teaching and learning process.



healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

and are ready to lead fulfilling lives as valued members of society.



ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

and are ready to learn throughout their lives

ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

and are ready to be citizens of Wales and the world.



enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit

and are ready to play a full part in life and work.



All our children and young people will be...

Principles of Curriculum Design

Unified

- Enabling continuity and flow with components which combine and build progressively.

Principles of Curriculum Design

Manageable

- Recognising the implications for and supported by appropriate assessment and accountability arrangements.

Principles of Curriculum Design

Evidence-Based

- Drawing on the best of existing practice within Wales and from elsewhere, and on sound research.

Principles of Curriculum Design

Engaging

- Encouraging enjoyment from learning and satisfaction in mastering challenging subject matter.

Principles of Curriculum Design

Empowering

- Developing competences which will allow young people to engage confidently with the challenges of their future lives.

Principles of Curriculum Design

Inclusive

- Easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking into account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society.