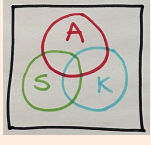
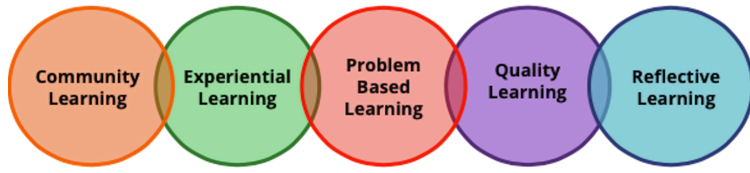
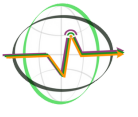


20 KEY QUESTIONS

Designing for Learning

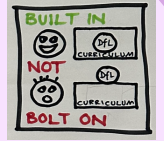


01. Learning for Life

How do we prepare our learners with the attitudes, skills and knowledge to be successful in school, work and life?

How do we use the tools, strategies and principles of Designing for Learning as a vehicle for helping to implement our curriculum?

02. Curriculum Design



03. Indivisibility of Principles

How do we organise our practice to embed the strategies and principles into a mix of regular routines, 'stand alone' experiences and sequences of learning (e.g. IDL projects)?

How do the principles apply across all ages, stages and situations within our learning community?

04. Embedding Into Practice



05. Experiential Learning

How do we go further and design a series of linked learning experiences that are coherent and progressive?

How do we design learning experiences that are relevant and meaningful?

06. Linked Learning Experiences



07. Community Learning

How do we focus on building, maintaining and repairing the learning community?

How do we move towards a truly collaborative community that values the contribution of individuals? Cooperation ---> Collaboration

08. Collaborative Communities

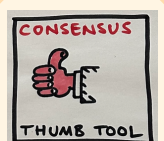


09. Community Contract

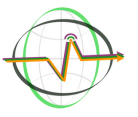
How do we engage SAFELY, FAIRLY and FULLY as an individual and as a community?

How do we embed strategies that develop ownership and value different perspectives which encourage healthy debate and consensus?

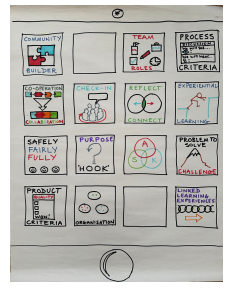
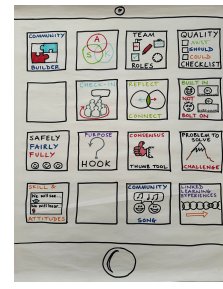
10. Embedding Strategies



20 KEY QUESTIONS



Icons used in the Team Memory Task



11. Emotions and Self-Regulation

How do we pay attention to differing emotions, the ability to self-regulate and co-regulate so that learners of all ages can take on greater challenges independently and interdependently?

How do we design and engage learners with problem-based tasks and projects that have an authentic purpose (imaginary or real-life)? How does this result in deep learning?

12. Authentic Purpose



13. Problem-Based Tasks

How do we provide just enough regularity and challenge within problem-based tasks to ensure success, growth and impact on effective learning?

How do we ensure that team dynamics and organisation provoke learning and development for the individuals and the community?

14. Team Organisation



15. Quality Learning

How do we focus on quality outcomes whilst providing an environment where learners can lead their own learning?

How do we develop quality outcomes specifically related to subject/discipline knowledge, skills and understanding alongside the careful design of products?

16. Quality Products

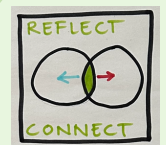


17. Quality Process

How do we develop quality outcomes specifically related to generic attitudes and skills - employability/soft/wider/meta-skills?

How do we provide meaningful opportunities to reflect, share multiple perspectives, make connections and progress further?

18. Reflective Learning



19. Effective Feedback & Questioning

How do we make effective use of both closed and open questioning and feedback techniques in order to deepen learning?

How do we make learning visible and tangible? How can we develop a shared language and understanding?

20. Visible Learning

