

THE
GRANDPIAN
WAYAN

1. Create a whole school environment based on the principles of *Maslow's 'Hierarchy of Needs'* to ensure that children are ready for learning.
2. Build children's 'learning power' by teaching and nurturing learning attitudes and dispositions through:
 - developing a school culture founded on our '*6 Rocks*'
 - setting explicit attitude objectives against the 'Rocks' within all work
3. Teaching and developing higher order thinking and independent learning skills through:
 - a *Problem Based Learning*, '*ASK-Map*' curriculum, planned against the sequential stages of *Bloom's 'Revised Taxonomy'*
 - *Scaffolding* the children's learning, enabling them to cope with a gradually increasing level of independence and challenge.

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Problem-Based Learning:

(From Wikipedia, the free encyclopaedia)

Problem-based learning (PBL) is a student-centred instructional strategy in which students collaboratively solve problems and reflect on their experiences.

- ✓ Learning is driven by challenging, open-ended problems.
- ✓ Students work in small collaborative groups.
- ✓ Teachers take on the role as "facilitators" of learning.
- ✓ Accordingly, students are encouraged to take responsibility for their group and organize and direct the learning process with support from a tutor or instructor.

Grampian's 'ASK-MAPs':

Our own curriculum development.

The National Curriculum's programmes of study mapped across the school's cycle of curriculum themes at the three levels of:

- Attitudes**
- Skills**
- Knowledge**

in that order of priority.

Blooms Revised Taxonomy



CREATING

Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

EVALUATING

Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging



ANALYSING

Breaking information into parts to explore understandings and relationships
Comparing, organising, deconstructing, interrogating, finding

APPLYING

Using information in another familiar situation
Implementing, carrying out, using, executing



UNDERSTANDING

Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

REMEMBERING

Recalling information
Recognising, listing, describing, retrieving, naming, finding



Instructional Scaffolding

(From Wikipedia, the free encyclopaedia)

Instructional scaffolding is the provision of sufficient support to promote learning when concepts and skills are being first introduced to students. These supports may include the following:

- Resources
- A compelling task
- Templates and guides
- Guidance on the development of cognitive and social skills

These supports are gradually removed as students develop autonomous learning strategies, thus promoting their own cognitive, affective and psychomotor learning skills and knowledge. Teachers help the students master a task or a concept by providing support. The support can take many forms such as outlines, recommended documents, storyboards, or key questions.