Scheme of work

Scheme of work

- a scheme of work ("course programme", "curriculum plan", "curriculum overview", "course overview") is a kind of plan that outlines all the learning to be covered over a given period of time (usually a term or a whole school year).
- a scheme of work summarises the content of a course of instruction, and which divides the course content into manageable portions for logical and organised teaching and assessment

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What is the difference between a syllabus and a scheme of work?

- A *syllabus* is a document outlining which topics and skills are to be covered for a subject.
- **A *scheme of work*, on the other hand, outlines *how* the curriculum will be taught**.
  - This includes things like the order of lessons, what weighting will be given to each topic (in terms of teaching hours) and any assessment activities, if they're deemed necessary.

What must a scheme of work include?

- General course information
  - This opening section would contain items such as the title of the course, the level (and/or the awarding body if the course is certificated).
  - This section might also usefully include the length of the course in weeks, the teaching location, the length of each class, plus any pertinent knowledge about the class being taught.

What must a scheme of work include?

- Aims, objectives, learning outcomes
  - Course-wide aims and objectives can be usefully summarised and/or referenced back to the syllabus guidance documentation.
  - Where aims and objectives refer to specific elements of the course, then this can be noted too, so that it is clear which objective is being addressed in which sessions, for example.

What must a scheme of work include?

- Course content
  - The course content should be broken down into individual sessions.
  - It is sensible to identify the sessions, either by week number, date of teaching or session number.
  - It may be useful to indicate in the breakdown weeks which are non-teaching, or school holidays and similar breaks in tuition (such as for school trips).

What must a scheme of work include?

– It is useful to make reference here back to the syllabus documentation, so that it is clear where the scheme of work links to the course requirements.

• 4. Learner activity

– If the course content section itemises what the learners are being exposed to, and now it related to the wider syllabus, then this section indicates what the learners are doing activity-wise to demonstrate their engagement with that learning.

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What must a scheme of work include?

• Teaching and learning methods

– an indication of the principal teaching and learning method/s being used in each session is useful.

– This is in part so that the scheme of work informs lesson plan writing, and so that the teacher, when compiling the scheme of work, can both vary the approaches being taken to the topic area under investigation in that week, and can also work to provide diverse and non-repetitive experiences for the learners.

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What must a scheme of work include?

• Assessment methods

– As with teaching and learning above, though the detail is in the lesson plan, a word or two on the key assessment tools being used in each session is useful at the scheme of work level of planning.

– Where there is an end-of-course assessment being worked towards, there should be an element of logical and progressive working towards those summative assessments evident from the scheme of work.
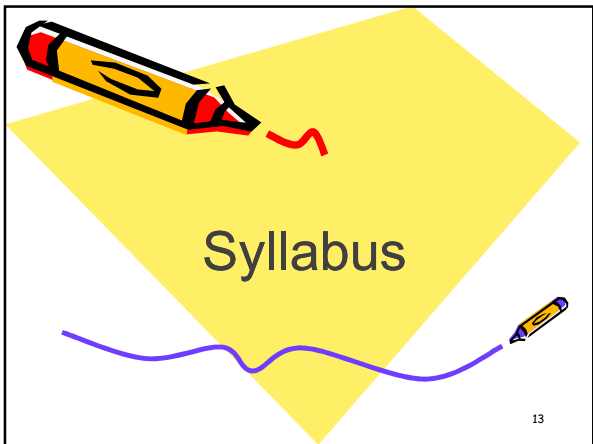
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What must a scheme of work include?

• Homework/set texts

– Where key reading is associated with a particular session's work, or where homework is set either in preparation for or as a subsequent activity to a develop the learning from a particular lesson, this should be indicated.

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What must a scheme of work include?

• Resources

– Where key, specific or perhaps even unusual resources are being employed in a particular session, note these on the scheme of work.

– This acts as an aide-memoire, as well as a note to others that there is a special resource requirement for this session.

– Similarly, if there is to be a change of location for a learning-related reason for a session, then this might be noted as a resource element to be considered ahead of time.

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What must a scheme of work include?

• Date of last revision

– A minor point, though a useful one. While core content may not change much over several years in a given teaching area at a particular level, curriculum guidelines and awarding body protocols are subject to frequent change
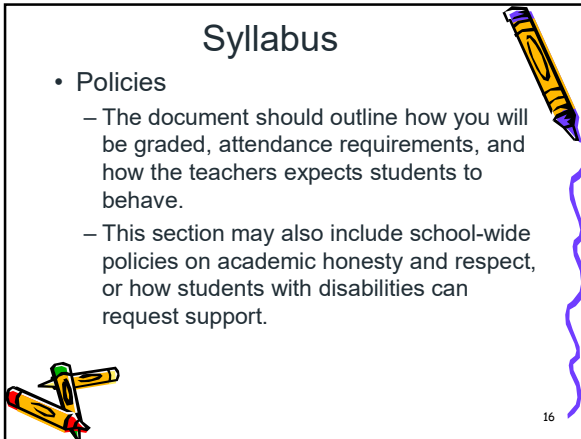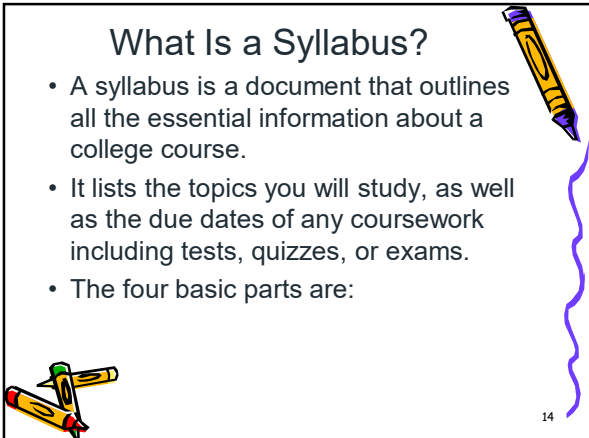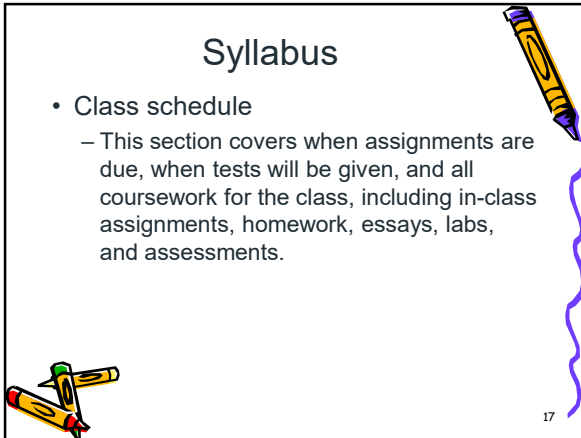
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Syllabus

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What Is a Syllabus?

- A syllabus is a document that outlines all the essential information about a college course.
- It lists the topics you will study, as well as the due dates of any coursework including tests, quizzes, or exams.
- The four basic parts are:

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Syllabus

1. Instructor information
   1. Near the top you will find the name of your instructor, their contact information, and office hours.
2. Reading materials and supplies
   1. This section lists books, online resources, and other content you will need for class.
   2. Additional tools, like a calculator or specific software, will be listed here, too.
   3. Typically there is a note about which materials are required and which are recommended.

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Syllabus

- Policies
  - The document should outline how you will be graded, attendance requirements, and how the teachers expects students to behave.
  - This section may also include school-wide policies on academic honesty and respect, or how students with disabilities can request support.
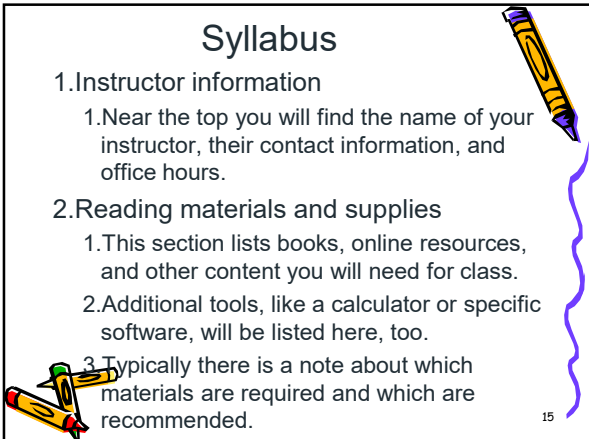
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Syllabus

- Class schedule
  - This section covers when assignments are due, when tests will be given, and all coursework for the class, including in-class assignments, homework, essays, labs, and assessments.
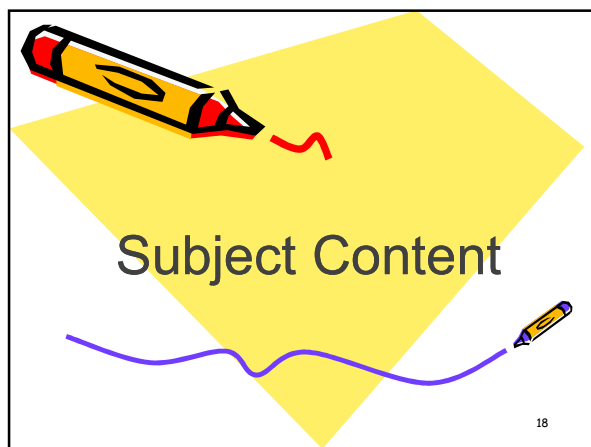
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Subject Content

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Choosing relevant subject content

- Choosing relevant subject content in teaching involves selecting material that aligns with curriculum standards, learning objectives, and the needs and interests of students.
- Here's a guide to help you choose relevant subject content:

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Choosing relevant subject content

- **Interdisciplinary Connections**:
  – Explore opportunities to integrate content from other subject areas into your teaching.
  – Identify connections between your subject and other disciplines to provide a holistic understanding of the topic.
- **Student Engagement and Interest**:
  – Take into account the interests, preferences, and cultural backgrounds of your students.
  – Choose content that is engaging, relevant, and meaningful to them to increase their motivation and participation in learning.

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Choosing relevant subject content

- **Curriculum Standards**:
  – Review the established curriculum standards or learning outcomes for your subject area.
  – Ensure that the content you choose covers the required topics and skills outlined in the curriculum documents.
- **Learning Objectives**:
  – Clearly define the learning objectives for each lesson or unit.
  – Select content that directly supports these objectives and helps students achieve the desired learning outcomes.

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Choosing relevant subject content

- **Current Events and Trends**:
  – Incorporate current events, trends, and contemporary issues into your teaching to make the content timely and relevant.
  – Help students understand how the subject matter relates to the world around them.
- **Critical Thinking and Problem-Solving**:
  – Select content that promotes critical thinking, problem-solving, and inquiry skills.
  – Choose topics that encourage students to analyze information, evaluate evidence, and draw conclusions.

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Choosing relevant subject content

- **Prior Knowledge and Background**:
  – Consider the prior knowledge and background of your students.
  – Choose content that builds upon what they already know and is appropriate for their current level of understanding.
- **Real-World Relevance**:
  – Select subject content that has real-world relevance and applicability.
  – Choose examples, case studies, and topics that students can relate to and see the practical implications of what they are learning.

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Choosing relevant subject content

- **Diverse Perspectives**:
  – Include diverse perspectives and voices in the subject content to reflect the multicultural nature of society.
  – Offer multiple viewpoints and interpretations of the material to foster understanding and empathy.
- **Accessibility and Inclusivity**:
  – Ensure that the subject content is accessible and inclusive for all students, regardless of their backgrounds, abilities, or learning styles.
  – Provide multiple modes of representation and opportunities for differentiation.

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Choosing relevant subject content

- **Feedback and Reflection**:
  - Continuously assess the relevance and effectiveness of the subject content through student feedback and reflection.
  - Adjust and refine the content based on student responses and learning outcomes.

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Teaching and Learning Strategies

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Selecting useful teaching and learning strategies

- Selecting useful teaching and learning strategies depends on various factors such as the subject matter, the learning objectives, the students' background and learning styles, and the available resources.
- Here are some effective teaching and learning strategies to consider:

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Teaching and Learning strategies

- **Active Learning**:
  - Encourage students to actively engage with the material through activities such as discussions, problem-solving exercises, case studies, and hands-on experiments.
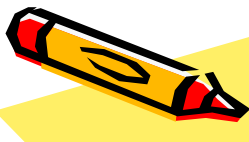- **Differentiated Instruction**:
  - Recognize and accommodate the diverse learning needs and preferences of students by providing multiple pathways to learning, such as varied instructional formats, resources, and assessments.

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Teaching and Learning strategies

- **Collaborative Learning**:
  - Foster a collaborative learning environment where students work together in groups to share ideas, solve problems, and learn from each other's perspectives.
- **Flipped Classroom**:
  - Flip the traditional classroom model by having students engage with lecture materials independently outside of class and using class time for interactive activities, discussions, and application of concepts.

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Teaching and Learning strategies

- **Peer Teaching and Peer Assessment**:
  - Encourage students to teach concepts to their peers, which reinforces their own understanding while providing valuable teaching experience.
  - Peer assessment can also help students develop critical evaluation skills.

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Teaching and Learning strategies

- **Inquiry-Based Learning**:
  - Promote curiosity and critical thinking by structuring lessons around open-ended questions and investigations, allowing students to explore topics independently and develop problem-solving skills.

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Teaching and Learning strategies

- **Culturally Responsive Teaching**:
  - Recognize and respect the cultural backgrounds and experiences of students, incorporating diverse perspectives into the curriculum and creating an inclusive learning environment.
- **Experiential Learning**:
  - Provide real-world experiences, such as internships, field trips, service-learning projects, or simulations, to help students apply theoretical knowledge in practical contexts and develop skills relevant to their future careers.

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Teaching and Learning strategies

- **Technology Integration**:
  - Utilize educational technology tools and resources to enhance teaching and learning, such as interactive simulations, multimedia presentations, online discussion forums, and digital collaboration platforms.
- **Formative Assessment**:
  - Use ongoing formative assessments, such as quizzes, polls, and concept maps, to monitor student progress, identify areas of difficulty, and provide timely feedback for improvement.

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Teaching and Learning strategies

- **Feedback and Reflection**:
  - Encourage students to reflect on their learning experiences and provide them with constructive feedback that helps them understand their strengths and areas for improvement.
- **Gamification and Game-Based Learning**:
  - Integrate elements of game design and gameplay mechanics into the learning process to increase engagement, motivation, and retention of content.

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Teaching and Learning strategies

- **Scaffolding**:
  - Provide support and guidance to students as they learn new concepts or skills, gradually removing assistance as they gain mastery and confidence.
- **Metacognitive Strategies**:
  - Teach students how to monitor and regulate their own learning processes by setting goals, planning their approach to tasks, monitoring their understanding, and reflecting on their learning outcomes.

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Teaching and Learning strategies

- **Universal Design for Learning (UDL)**:
  - Design instructional materials and activities that are accessible and inclusive for all students, including those with diverse learning needs and disabilities

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Learning resources

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Learning Resources

- **Evaluate Quality and Reliability**:
  – Assess the quality and reliability of the learning resources.
  – Look for materials from reputable sources, such as educational publishers, academic institutions, or government agencies.
  – Check for accuracy, currency, and alignment with curriculum standards.

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Selection and use of learning resources

- Selecting and using learning resources effectively is crucial for enhancing the teaching and learning process.
- Here's a guide to help you select and use learning resources:

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Learning Resources

- **Diversify Formats**:
  – Utilize a variety of formats and media to engage students and accommodate different learning preferences.
  – Consider incorporating textbooks, articles, videos, interactive simulations, podcasts, websites, multimedia presentations, and hands-on activities.

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Learning Resources

- **Identify Learning Objectives**:
  – Begin by identifying the learning objectives or goals for the lesson or unit.
  – Understanding what you want students to achieve will guide your selection of appropriate resources.
- **Consider Learning Styles and Preferences**:
  – Take into account the diverse learning styles and preferences of your students.
  – Choose resources that cater to different modalities, such as visual, auditory, kinesthetic, and tactile.

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Learning Resources

- **Use Technology Wisely**:
  – Leverage educational technology tools and digital resources to enhance teaching and learning.
  – Choose platforms and applications that are user-friendly, accessible, and aligned with your instructional goals.
  – Ensure that students have access to the necessary technology and technical support.

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Learning Resources

- **Promote Active Learning**:
  - Select resources that promote active learning and student engagement.
  - Look for materials that encourage critical thinking, problem-solving, collaboration, and inquiry-based learning.
  - Incorporate activities such as discussions, case studies, group projects, and simulations.

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Learning Resources

- **Encourage Reflection and Feedback**:
  - Promote reflection and feedback on the use of learning resources.
  - Encourage students to evaluate the effectiveness of the materials in achieving learning goals and provide feedback on their experiences.
  - Use student input to inform future resource selection and implementation.

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Learning Resources

- **Provide Scaffolding and Support**:
  - Offer scaffolding and support to help students effectively use learning resources.
  - Provide clear instructions, guidance, and resources for accessing and navigating materials.
  - Model how to use the resources and offer opportunities for practice and feedback.

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Learning Resources

- **Update and Refresh**:
  - Regularly update and refresh learning resources to ensure relevance and currency.
  - Keep abreast of new developments, research findings, and educational trends in your field.
  - Seek feedback from colleagues, students, and professional networks to identify innovative resources and best practices.

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Learning Resources

- **Personalize Learning**:
  - Tailor learning resources to meet the individual needs and interests of students.
  - Offer choice and flexibility in selecting materials, allowing students to explore topics that resonate with them.
  - Provide opportunities for differentiation to accommodate diverse learning needs.

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Learning Resources

- **Monitor and Assess Impact**:
  - Monitor the impact of learning resources on student learning outcomes.
  - Use formative and summative assessment strategies to gauge student progress and understanding.
  - Adjust resource selection and implementation based on assessment data and feedback.

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Questions

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