

GET-IT MODEL OF TEACHING AND LEARNING

Mark Hayter

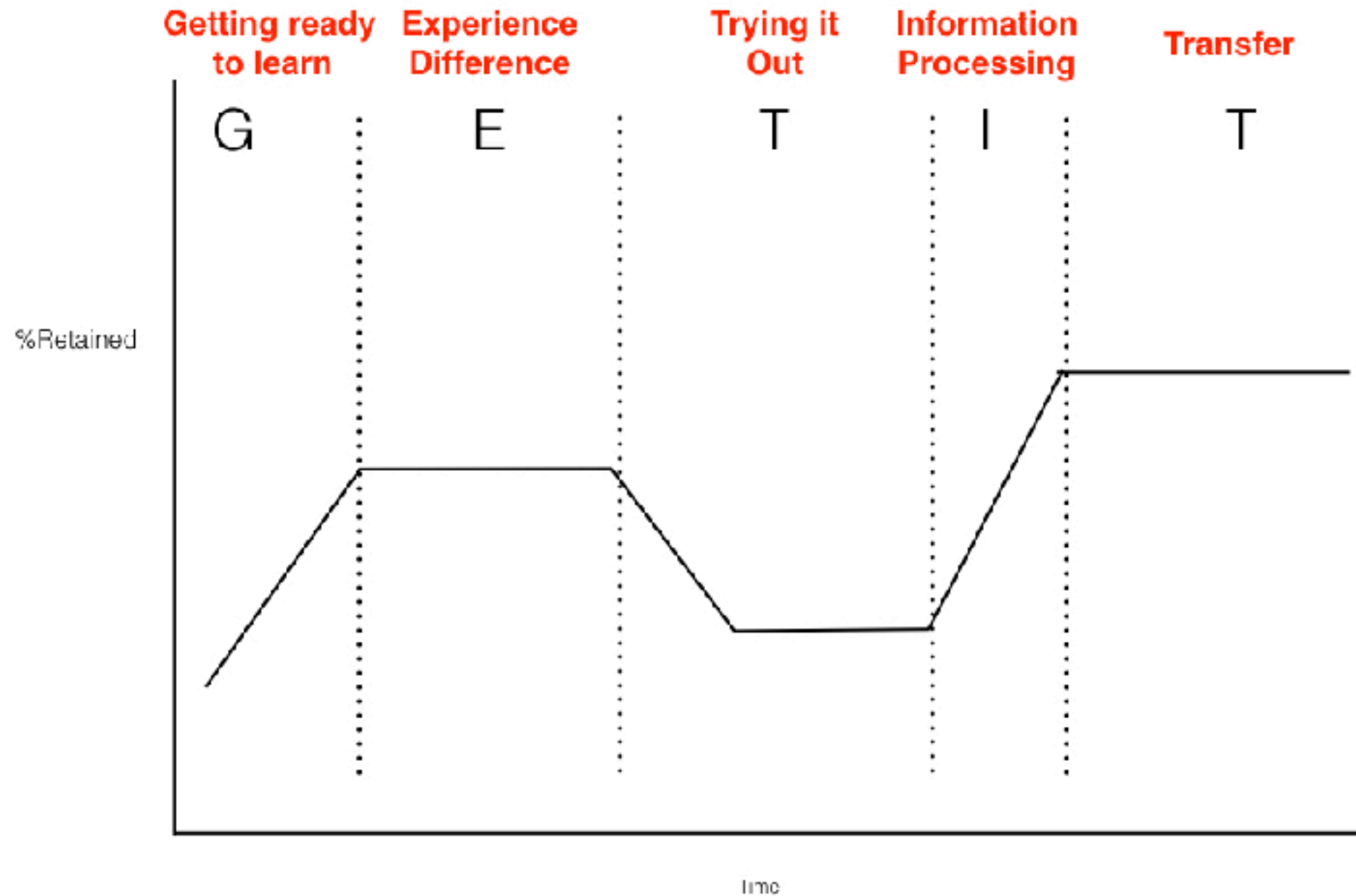
GRAYSTON PREPARATORY

- 610 learners
- 120 learners with a barrier to learning
- Academic Support and Enrichment
- Academic Scholarships 2016 - 1 in every 3 learners
- Compulsory staff training - Monday
- 70-90 pets of IBT international Average
- Recognised by CUSU - Innovation 800

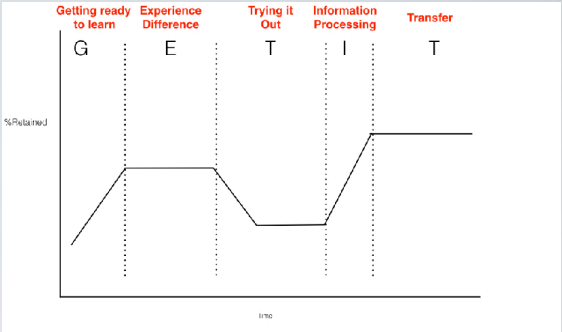


GET IT MODEL

Dr Andrew Fuller - GET IT



GET IT MODEL



Getting ready	Experience Difference	Trying It Out	Information Processing	Transfer
The establishment of a safe, positive learning environment, setting objectives and activating prior learning.	Education should emphasize providing students with experiences of difference and then allow them time to persist and reflect.	Repetition increases retention. Practice improves performance. This develops the habit of flexibly applying information to new situations.	This stage takes information from knowledge to judgement and understanding. Organisation of knowledge, note-taking, paraphrasing and summarising.	This stage takes judgement and understanding into the realm of application, problem solving and wisdom.

GET IT MODEL

Teaching Effectively

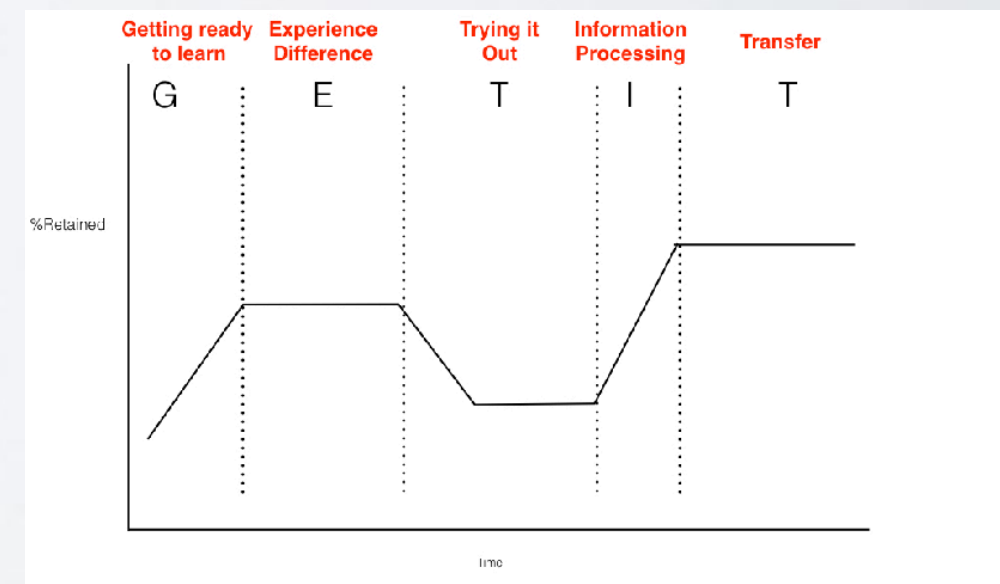
There are key strategies for teaching effectively to increase student learning:

- Remove unnecessary noise
- Identify similarities and differences
- Summarising and Note-taking
- Reinforcing effort and providing recognition
- Homework and practice
- Presenting new information non-verbally
- Co-operative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses

• **GET-IT Model**

• **Layered Curriculum**

• **Digital Learning Platform**



GET-IT MODEL

filesizePD

Bloom's Digital Taxonomy



Bloom's taxonomy	Bloom's modified taxonomy	Bloom's extended digital taxonomy	Functional Levels	Activities with digital tools	
		Sharing	Publicly sharing, publishing, broadcasting	Contributing to open social networks, publishing, broadcasting, networking	<div>Higher Order Thinking Skills</div> <div>↑</div> <div>↓</div> <div>Lower Order Thinking Skills</div>
Evaluation	Creating	Creating	Designing, constructing, planning, producing, inventing, devising, making	Programming, filming, animating, blogging, video blogging, mixing, re-mixing, wiki-ing, videocasting, podcasting, directing	
Synthesis	Evaluating	Evaluating	Checking, hypothesising, critiquing, experimenting, judging, testing, detecting, monitoring	Blog commenting, reviewing, posting, moderating, collaborating, refactoring, testing	
Analysis	Analyzing	Conceptualizing	Comparing, organising, deconstructing, attributing, outlining, finding, structuring, integrating	Hacking, mashing, linking, validating, reverse engineering, cracking	
Application	Applying	Applying	Implementing, carrying out, using, executing	Running, loading, playing, operating, uploading, sharing with group, editing	
Comprehension	Understanding	Connecting	Interpreting, summarizing, inferring, paraphrasing, classifying, comparing, explaining, exemplifying	Boolean searches, advanced searches, blog journaling, tweeting, categorizing, tagging, commenting, annotating, subscribing	
Knowledge	Remembering	Doing	Recognizing, listing, describing, identifying, retrieving, naming, locating, finding	Bullet pointing, highlighting, bookmarking, group networking, shared bookmarking, searching	

GET-IT MODEL

Week 5/ 6	Listening	Reading	Writing	Language	Extension	Tasks each week
Layer A	Complete the listening comprehension on Google Classroom	Complete the reading of Chapters and 11-16 - submit main events	Journal Entry	Watch the lesson on Storytelling and complete the quiz	Complete the practice paper for the cycle test	2
Layer B	Create a PodCast on descriptive writing not longer than 2 minutes	Continue with the character sketches of the main and secondary characters	Compare two characters from the novel, Holes and explain how they support the plot at this point in the novel	Using the story telling template, create a plan for a story to highlight one of the schools values	Complete character sketches (if you want them checked)	2
Layer C	Assess one of your classmates PodCasts using the rubric supplied	Write a character description of one of your peers	Writing a story sharing a value, this can be a narrative or video + script	Create a lesson on complex sentences to share with your peers	Write a story for the Grade 7 Anthology	1
Marks	50	50	50	50	Credit	You are allowed 2 strikes in this week
Days	Enrichment	2	3	4	5	Friday
# Lesson	Enrichment (60)	1 (40)	2 (80)	2 (80)	1 (40)	1 (40)
Teaching time	30		30	15		



QUESTIONS AND CONTACT DETAILS

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