TEACHING FOR MASTERY

— MARK MCCOURT —

> "Teaching for mastery is the unswerving belief that the act of teaching can and will lead to the enlightenment of the determined child"

Sketchnote summary by @mrshawthorne7

Influences

Aristotle → Burke and Ward (Dewey) → Carleton Washburne (friends with mother of) - The Winnetka Plan → Skinner - Programmed instruction / Keller - The Keller Plan → Carroll - 'A model for School Learning' → Bloom - 'Learning for Mastery' → Guskey - 'Lessons of Mastery Learning'

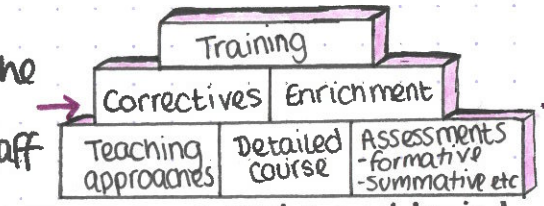
Implementation

Takes **TIME**
Requires a **LONG-TERM** vision

Conveyor belt → **Mastery model** ... → Share the model with staff → Begin to implement

Conveyor belt: focus is on what pupils are TAUGHT

Mastery model: focus is on what pupils have LEARNT



Start to collate and build the knowledge required

Lessons from cognitive science

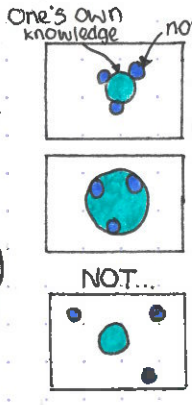
A few areas of cognitive science that we can draw on for improving the single aim of mastery: **LEARNING**

- Worked-example effect
- Storage and retrieval strength
- The hypercorrection effect
- Split-attention effect
- Desirable difficulties
- Blocked vs interleaved practice
- Redundancy effect
- The testing effect
- Massed vs spaced practice

Phasing Learning

- Teach
- Do
- Practise
- Behave

The four phases of a learning episode



Ensuring that a novel idea fits with the pupil's current understanding is a key skill of the expert teacher

Bridging Instruction

- Elicit student's invented strategies for solving the novel problem
- If they are wrong, TELL THEM
- Begin to teach the idea.

Suggested phasing of a learning episode:

Consider maturation gap here... problem solving demand is high so content drawn from an earlier period in pupil's life.