Thinking for Learning - Planning & Reflection

Sheet #

Background information

Name

Organisation

Elmwood College

Position/Role

Full time Hairdressing Lecturer

Teaching and learning aims

Target Group

Full time Introduction to Hairdressing and Beauty Therapy group. The learners in this group are between 16 – 19 years of age. There are 14 learners in this group and almost half of the group have health / mental health issues.

Course content objective

Unit title: Working in the hair industry

Access sources of information on organisations, services, occupational roles, education and training opportunities within the hair industry.

Students' '4 Capacities: Attributes & Capabilities' focus

Encourage the learners to work independently and as part of a group which should help them to relate to others and to manage themselves within group discussion and apply critical thinking in new concepts.

Your own personal / teaching development goal for this

To demonstrate to the learners how this industry can lead to a variety of great career opportunities, once they have grasped all their basic training. Hairdressing can be a lot more than working in a salon.

session	

Lesson / Session plan

Date		**Observed ?**	

Chosen Thinking for Learning Strategy	Concept mapping

1. Launching *Connect to previous learning & Challenge*	Introduce topic: Jobs in hairdressing Discuss topic, divide the learners into groups of four, list key discussion points When in their groups ask learners to list what careers they think are available in our industry. Allow discussion within the groups. I will list all of the groups findings on a flip chart and add some more industry related careers if they have not been mentioned. I will then ask the learners in their groups to show how the different careers may be linked and why they think it is possible to link them.

2. Students working together *Co-construction*	Encourage discussion, personal thoughts; learners need to engage with each of the team members in order to complete the task.

3. Students reflecting *Metacognition & Transfer*	Learners will be able to see quite clearly how the industry has many career opportunities and by focusing on grasping the basic skills they can take their career in many different directions. Concept map will be used as evidence within their portfolio. Learner engagement through discussion, sharing of thoughts, working in small groups encourages the quieter learners to interact.

Reflections on the session

How did it go?

What was Positive, Negative, Interesting?

The groups were carefully mixed by me and this did encourage quieter learners to take part and contribute to the lesson.

Small, mixed groups positive for the learner engagement. Learners found the task "fun".

Learners not aware of all the different career opportunities available in the industry they have chosen to study in.

What did the students learn? What had they to say about the learning process?

General comment from the learners was that they had no idea of all the different career opportunities within the industry.

The learners found the concept mapping more challenging and informative than a mind map.

What did you learn?

What will you try/change next time?

The learners worked well in the mixed groups as apposed to them selecting their chosen group. This group of learners enjoy "doing" tasks.

Have some visual information planned into the lesson as many learners have never seen inside a health spa or cruise ship.

Please feel free to include resources, samples of work that you think we will find interesting, helpful or useful.

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