
Developing the expert learner

Talking about the expert learner

Guidance

Target audience

Participants might include teachers*, curriculum teams, managers, information, advice and guidance professionals, partner providers and work placement providers. If you are leading the session, you will benefit from having reviewed the whole resource first.

*We use 'teaching and learning' and 'teacher' as generic terms to include:

- teaching, training and learning
- teachers, tutors, trainers, lecturers and instructors in the further education (FE) system

Purpose of the activity

- To stimulate discussion and develop a shared understanding of the concept of the expert learner.
- To explore what the concept means for the organisation.
- To excite interest in the resources in **Developing the expert learner**.
- To provide a starting point for action planning.

Approach

The activity is built around:

- 5 single-sided category cards, each of which describes a 'big idea'
- 15 double-sided question cards with a 'lead question' on the front and supplementary questions or 'prompts' on the back
- an instruction card.

The discussions could be completed in a single session or spread out over a longer period of time.

In addition to talking about the concept, colleagues would be encouraged to:

- explore the resource **Developing the expert learner**
<http://excellence.qia.org.uk>
- draw up and implement action plans relating to the expert learner
- agree ways of monitoring the impact of the plans.

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Instructions

- Gather together a group of interested colleagues and agree a time frame.
- Introduce the first 'big idea'.
- Pose the lead question and invite discussion.
- Draw on the supplementary questions to guide and deepen the discussion when necessary.
- Encourage colleagues to explore possibilities and build on what is already working.
- Repeat the process for more 'big ideas'.
- Revisit the time frame and schedule further discussion times if necessary to explore further 'big ideas'.
- Record and action plan.

Taking part in this activity can form part of your annual 30 hour (pro rata) Continuing professional development (CPD) requirements. For more ideas on how you can plan CPD go to **Supporting your CPD**.