TLA Workshop

Our apprentices have now completed the assessment – it is now time for us to plan the support

The 9 cognitive domains
Megan Edwards
TLA Coach

Starter

Menti

What are the 9 Cognitive Domains?
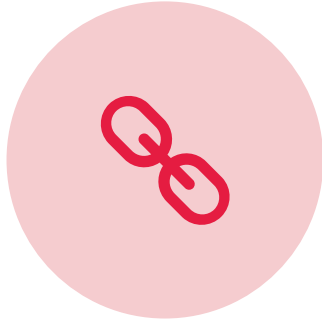
Big Picture

We need to robustly assess our learner's support needs.

Initial assessments need to provide information to support our SEND/LDD learners.

Skills trainers and tutors will be aware of the additional learning needs of our apprentices and will adjust delivery accordingly.

We need a standardised inclusive, diagnostic assessment tool.

Objectives:

ESTABLISH LINKS TO THE 12 PRINCIPLES OF GREAT TEACHING, LEARNING AND ASSESSMENT.

FURTHER FAMILIARISE OURSELVES WITH THE 9 COGNITIVE DOMAINS.

EXPLORE PRACTICAL WAYS TO INDIVIDUALISE SESSIONS TO MEET THE DIVERSE NEEDS OF OUR LEARNERS.

"

ESTABLISH LINKS TO THE 12 PRINCIPLES OF GREAT TEACHING, LEARNING AND ASSESSMENT.

12 Principles of Great Teaching, Learning and Assessment

12 Principles of Great Teaching, Learning and Assessment

Individualisation

Initial and continuous assessment informs tailored planning and teaching.

Support is planned in effectively to meet individual needs and maximise progress.

Varied and diverse approach to delivery included student-centred activities, differentiated where appropriate to meet individual needs.

Learners are aware of their current targets.

12 Principles of Great Teaching, Learning and Assessment cont

Planning

Learning is well-planned and clearly structured, with clear links between session objectives, teaching activities and assessment strategies.

Links are made to prior learning and forthcoming content.

Planning includes student-centred activities to promote independent learning and opportunities for collaboration.

Activities are differentiated and individualised.

Support and intervention is planned as required to meet individual needs.

A variety of resources is selected and designed to encourage, engage and support learning.

12 Principles of Great Teaching, Learning and Assessment continued

Common themes:

Planning

Support

Student-centred activities

Differentiated

Individual needs

FURTHER FAMILIARISE OURSELVES WITH THE 9 COGNITIVE DOMAINS.

What are the 9 Cognitive Domains?

Reading Decoding

Executive Function

Numeracy

Literacy

Visual Perception

Verbal Reasoning

Non-Verbal Memory

Verbal Memory

Visual Information Processing Speed

Cognitive Domains 1

Task

In small groups.

Match the cognitive domain with the descriptor.

Executive Function

The ability to process multiple tasks and control high level cognitive processes.

Numeracy

The ability to process mathematical language or information.

Visual Perception

Processing and understanding the visual world around us.

Non-Verbal Memory

Processing, using and remembering non-verbal information.

Visual Information Processing Speed

The ability and speed that we process visual information.

Verbal Memory

The ability to listen to, retain and recall spoken or written information.

Verbal Reasoning

The ability to use logical thinking with language.

Literacy

The ability to read and write fluently, vocabulary, process verbal information and follow verbal instructions.

Reading Decoding

The practical process of reading: Turning writing on the page into meaning in our minds.

"

EXPLORE PRACTICAL WAYS TO INDIVIDUALISE SESSIONS TO MEET THE DIVERSE NEEDS OF OUR LEARNERS.

Task

In small groups – 15 mins

Consider 1 of the 9 cognitive domains and identify practical ways that you could implement support with an apprentice in the workplace.

Task Feedback

Cognitive Domains

Task

Split into your curriculum area teams.

With support from CSS use the learner report from cognassist to plan the practical ways in which you will support your learner in the workplace.

Next steps

- **Discuss results with learners and employers at your next visit**

- **Apply reasonable adjustments to support achievement**

- **Apprentices and employers will be surveyed in August to gain feedback**

EDUCATION & TRAINING
FOUNDATION

ETFOUNDATION.CO.UK

Thank you
Any Questions?