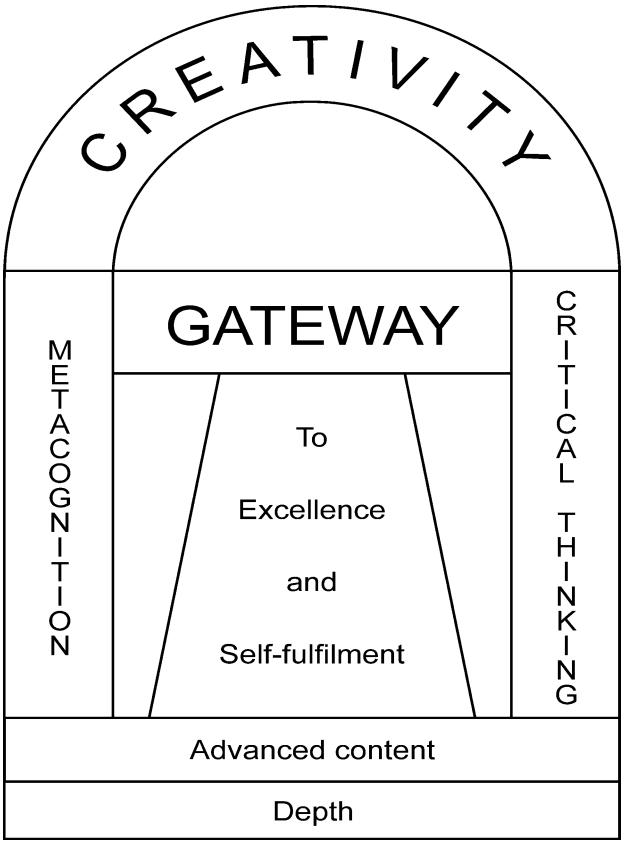
High Quality Lesson Planning - the Gateway Model

The Gateway Model for Teaching & Learning was first devised by Valsa Koshy and Ron Casey at Brunel University , based on international research and theory and their experience of working with higher ability pupils whilst supporting all children to reach their potential.



The Gateway Model

The model outlines five specific elements and as many as possible should be addressed when teaching activities are planned.

Gateway Element 1 Advanced content
Pupils should be given access to new and advanced material. Higher ability pupils process information quickly and are often very fast learners. They can be given complex material from higher levels. But children can achieve higher performance with encouragement. Some pre-assessment of their level of knowledge and skills is necessary to evaluate progress.

Gateway Element 2 Depth

Higher ability students respond well to *depth* in their tasks. This is often referred to as *enrichment*, which in some cases tends to be *bolted on*. All children respond well to enriched provision. In-depth enquiries should be built into activities. We should also offer students opportunities to pursue enquiries of their own choosing, involving ideas which may be cross-curricular in nature.

Gateway Element 3 Critical Thinking

Critical Thinking and problem-solving skills need to be incorporated into lessons. Developing processes of reasoning, testing theories, challenging assumptions, providing arguments and offering proof can be addressed through different subjects. As more able pupils possess greater aptitude to interpret, analyse and evaluate at a higher level, incorporating these processes has an enhancing effect on their learning experiences.

Fundamentally, teaching critical thinking skills enhances achievement in all children, across subjects, and it also supports the development of self – esteem and the ability to reason and make rational decisions. .

Gateway Element 4 Metacognition

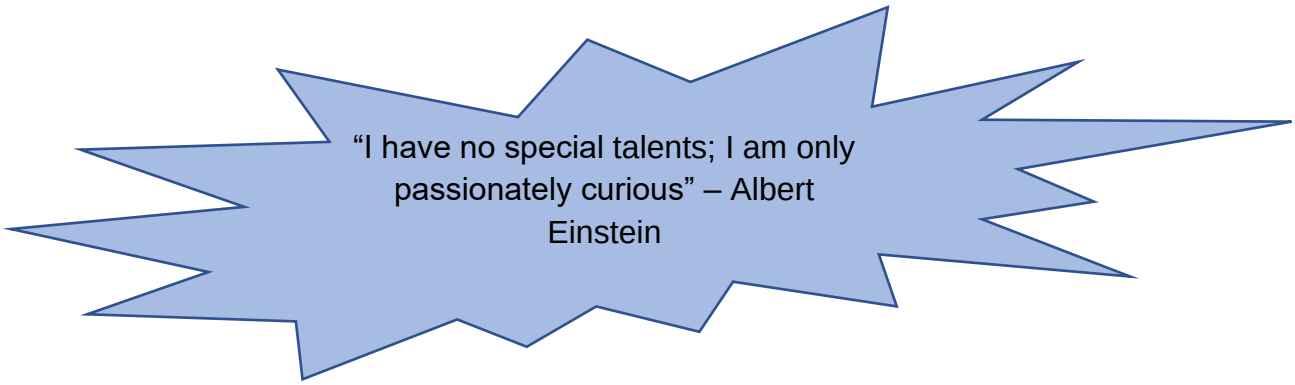
Pupils reflecting on what they learn and how they learn are an integral part of assessment for learning as well as the enhancement of learning outcomes. Current conceptions of giftedness, high ability and several empirical studies have shown a close relationship between metacognition and giftedness. All children benefit from instruction which provides opportunities for metacognition. In practical terms, metacognition is about learners' awareness of how they learn best, their understanding of task demands and the strategies needed to carry out a task effectively. Metacognition results in an individual regulating their own learning by reflecting and evaluating on their own progress during an activity or task. This awareness helps pupils become more effective managers of their own learning through monitoring, checking and refinement of the strategies they use.

Gateway Element 5 Creativity

Encouraging creativity enables pupils to develop:

- Fluency, by brainstorming and generating a variety of ideas perspectives and consequences
- Strategies for multiple pathways to solving problems
- Imagination and originality to produce unusual and unique responses.

Creativity, in practice, allows pupils to produce and assess original ideas, engage in freedom of enquiry and the production of speculative conjectures, accepting uncertainties and carry out in-depth, extended enquiries. These provide the foundation of creative classrooms. Developing curiosity is an integral part of being creative!



Professor Valsa Koshy 20th November 2021, updated