Creating the Classroom Programme: A Model

Known as the "**Multi-Dimensional Mode**l", this structure takes the *Model of Needs* and uses its components to create a practical and very flexible framework for classroom programming:

THE MULTI-DIMENSIONAL MODEL
Learning through the different ways of knowing

1. **Opening our minds** [introductory challenge]
    Beginning with a single question that challenges what we think or what we know or imagine at the present time.

2. **Establishing our data** [research phase]
    Undertaking original and/or reference research so that we have all the baseline information we need to explore this topic.

3. **Exploring our ideas** [creative and investigative phase; make/create/do]
    Hands-on activities using techniques such as observation, experiments, surveys, construction work, art work, mapping, interviews, modelling,etc to work out our response(s) to our opening question.

4. **Examining our thinking** [debating and reflective phase; think/reason/discuss]
    Reaching a conclusion: analysing the meaning of what we've found, discovered or thought, developing concepts or identifying principles that are significant for this topic, recognising and exploring issues that may arise, forming opinions and exploring values.

5. **Evaluating our learning** [critiquing and assessing phase]
    Checking that we have answered the original question on which this task was based; making sure our answers are adequate or as complete as we can make them; looking to see if we have (a) used our initiative or shown originality of thought or action in the learning process, (b) examined our findings critically, and (c) shown that we can recognise different levels of performance/achievement of the task; considering whether we have communicated our findings clearly and effectively for others to follow; asking ourselves if we show that we have acquired new learning; considering whether we have generated other relevant questions to take learning further.
(With warmest thanks to former One Day School teacher and REACH tutor Sue Barriball, who saw the need for the fifth element to this model; included with her permission).