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**The Big Picture – T.I.B.**

Spotlight on T.I.B. *– This Is Because, as an approach to setting the pupils learning in context*

**Our Director, Martin Radmore shares a practical example which he uses regularly.**

**This Is Because [TIB]**

**We all appreciate how important it is to share the learning outcomes with our pupils whether through WALT / WILF / WAGOLL1 et al. This simple approach adds more depth to this by helping the pupils to understand ‘why’ they are learning this.**

TIB explicitly describes the purpose of the learning. It might clearly make connections to other skills or understanding or articulate the application of the concept. In simple terms it helps the pupils to grasp why we are learning this and how it will help them.

Understanding the ‘***why***’ can be extremely helpful for motivating pupils and also to help encourage independent, successful learners who can ‘create’ rather than just simply ‘remember’ (Bloom’s Taxonomy). TIB can help to develop deeper learning – where pupils are applying, analysing, evaluating and synthesising new learning.

So what’s the Big Idea?

* When sharing the learning the teacher can help to show how the elements being learnt today – the skill, the concept, the task link into the bigger picture of why they are being taught this
* In can help ensure clarity and establish that the goal is relevant and worthwhile
* This can help pupils to get closer to a state of Flow as described by professor Mihaly Csikszentmihalyi. **2**Flow is s state where learners work independently, are deep in concentration and totally immersed in their learning
* TIB can help to provide intrinsic motivation to the pupils as they understand why and how all the steps in the learning fit together in an outcome

Understanding why can certainly help pupils engage. This can even be set in the form of a question to the learners – ‘If we are going to be able to put together a gymnastics sequence showing counter-balance and counter-tension, contrasts in levels, speeds and direction what will we have to learn?’ Through this starting with the end result approach TIB can be extremely helpful in outlining the steps along the way, to set the learning in context with reference to the agreed end goals.

**Wider Learning:**

Wider research and literature will also show the importance of helping ‘people’ to see the bigger picture. Simon Sinek in his seminal book “Start with Why” relates this in terms of business or corporate leadership. Work by Griffith and Burns in their books ‘Teaching Backwards’ and ‘Outstanding Teaching’ reflect on the need for learners to have clarity, to see the relevance of the learning and how Flow can significantly increase deeper learning.

**Practical Games Example:** *(could be in the hall or even at home – on-line)*

Whilst introducing the skill of ‘pivoting’ to make a pass in Basketball / Netball we ask the pupils “Why do you think this could be useful in the game?” Bouncing ideas around from the pupils themselves we can finally agree and share TIB to help them see that pivoting will allow us to look for and be more successful in passing the ball to a team-mate because in order to win most invasion games (if not all), you have to have and keep possession of the ball.

1 **WALT – We Are Learning To; WILF – What I am Looking For; WAGOL – What A Good One Looks Like**

**2** **Flow – watch http://www.ted.com/talks/mihaly\_csikszentmihalyi\_on\_flow.html**