

# Maximising Potential

Unit 3

Task sheet 3

## IDENTIFYING UNMET NEEDS

KEY NEEDS OF ALL LEARNERS	√	?	x
<p><b>The curriculum</b> - the need to:</p> <ul style="list-style-type: none"><li>• be given appropriate levels of work</li><li>• know about what is to be learned</li><li>• be set realistic short term targets</li><li>• have support in the acquisition of component or prerequisite skills</li></ul>			
<p><b>Cognition</b> - the need to:</p> <ul style="list-style-type: none"><li>• have explanations which are comprehensible</li><li>• have misunderstandings and misconceptions identified and rectified</li><li>• be given 'conceptual scaffolding' which will enable the organisation of detail or the elaboration of abstract concepts</li><li>• have available such strategies as concept-mapping, to assist in the development of understanding</li></ul>			
<p><b>The management of learning</b> – the need to:</p> <ul style="list-style-type: none"><li>• have support in the self-pacing or management of work</li><li>• be assisted in understanding how to work profitably in groups or teams</li><li>• be able to identify strategies for problem-solving/tackling exam questions/taking notes/highlighting key points/revising, etc</li><li>• develop a strategy for asking for assistance with problems</li></ul>			

KEY NEEDS OF ALL LEARNERS	√	?	x
<p><b>Motivational factors</b> – the need to:</p> <ul style="list-style-type: none"> <li>• be motivated to learn; to expect success and progression in learning</li> <li>• be confident; to expect problems to be capable of resolution</li> <li>• have high but attainable goals; to recognise purpose in the learning process</li> <li>• value the skills and knowledge acquired in school and to have an expectancy that these are a springboard for future learning</li> </ul>			
<p><b>Personal factors</b> – the need to</p> <ul style="list-style-type: none"> <li>• have idiosyncratic personal issues taken note of, eg times of crisis or stress</li> <li>• have personal circumstances taken into account, eg lack of facilities for doing homework, lack of parental support or encouragement</li> <li>• have assistance with improving personal and interpersonal skills, low self-esteem etc;</li> <li>• have help in dealing with peer group pressure</li> </ul>			
<p><b>Additional factors</b></p>			