Grad 2 Teach

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TLA: Lesson Planning

S4: Plan and teach well-structured lessons

Planning and teaching well-structured lessons is **Standard 4** of the Core Content Framework for trainee teachers

But what does it mean?

- Why is this standard important for teachers?
- How can you meet the standard in your own classrooms?

Follow-up work from this evening: TLA Checklist and Gibbs'-style reflection on lesson success.

Part 1: S4: Planning and teaching well-structured lessons

- *Why is this standard important for teachers?*

Teachers do so much more than teach subjects. They teach children.

The rationale behind this standard is about teachers recognising that effective teaching begins with effective lesson planning!

- The best lesson planners know that new material needs to be introduced in steps, and linked to learning covered in previous lessons
- Modelling is the best way of breaking down challenging or abstract concepts - think Blue Peter! 'Here's one I made earlier'. Don't just *tell* your pupils what you're after - *show* them too.
- Allow time for pupils to practise - practice makes perfect is true, but often teachers will worry about repeating material or redrafting work. Try to resist the temptation to make every lesson 'fresh' - research shows that building on prior learning is the only way to do it!
- Using metacognitive techniques - where you provide a verbal walkthrough of a process with pupils - ie. you complete a maths question on the board while you 'think aloud' about the order of the steps you've taken to solve it - supports pupils to learn independently and prepares them well for academic success later on.
- Questioning pupils effectively underpins good teaching and learning - by creating challenge and allowing you to assess pupils' understanding at the same time.
- High-quality classroom talk can move pupils' learning forward just as well as completing a written task - invest time in helping pupils to articulate their ideas and support their development by giving them the tools to do it eg. vocabulary sheets, word walls, practice time, etc
- Paired and group activities can be highly effective if they are properly managed by the teacher: clear actions to be completed within a clear timeframe, monitoring as they work, etc
- How pupils are grouped is important - care should be taken to consider what impact the pairs/groups have had on pupils' success in the lesson, their behaviour and motivation. A lot of group work can result in poor behaviour and motivation where instructions and expectations have not been made sufficiently clear beforehand.

Part 2: S4: Planning and teaching well-structured lessons

How can I meet this standard in my own classroom teaching/practice?

1. Plan effective lessons by:	2. Make good use of exposition (verbal explanations), by:	3. Model effectively, by:	4. Stimulate pupil thinking and check for understanding, by:
Using • **modelling, explanation and scaffolds** Remembering that • **a firm structure is especially important** when pupils are starting from scratch Helping set pupils on the path to critical thinking by • **spending substantial time teaching** and necessary **core knowledge first**. Breaking down tasks into • **manageable chunks** - eg. design tasks which encourage pupils to work through a clear thinking **process** so they build an awareness of what 'steps' are necessary for being able to do something well (metacognition)	Beginning explanations • **at the point of pupils' current level of understanding - you need to be on your students' wavelength :)** Making sure you're supporting your explanations with • **helpful images to make information 'stick'** (known as dual coding) eg. diagrams, videos Using • **concrete representation of abstract ideas** - for example, giving **pupils analogies, metaphors, examples** etc	• **Narrating thought processes when modelling to show pupils how experts think** (eg. asking questions aloud that pupils should consider when working independently and drawing their attention to links with prior knowledge) Making the • **steps in a process easy to remember and ensuring that pupils can recall them** - eg. by naming them, coming up with acronyms or linking them to memorable stories. Showing • **potential pitfalls/mistakes** in a process and explaining how pupils can **avoid** them.	Planning • **activities around** what you want pupils to **think hard about** - not planning activities and giving out worksheets to 'fill the lesson' time! Including • **a range of types of questions of varying difficulty** to make class discussions interesting and stretch their thinking - making sure pupils extend answers or justify opinions (Tom Sherrington, 'Say it better'). Providing • **appropriate wait time** between questions and the pupils' responses so they have time to think and develop a better-quality answer. This is also a more inclusive approach and cuts down on the fastest or most confident pupils 'taking over'. Considering • **how you might arrange pupils for paired and group work and how you might prepare them beforehand** to make the collaboration successful - make sure you 'train' them in group-working and have considered what knowledge and preparation you need to do to make it worthwhile Providing • **scaffolds** (eg. sentence stems for pupils who 'can't get started', gap-fill activities for summaries of new or important information) **for pupils talk to increase the focus and rigour of dialogue.**

S4: Planning and teaching well-structured lessons: *What does the research tell us?*

★ Sequencing learning is essential: wherever possible, try to ensure you understand where you need to begin your lesson/s based on your pupils' current knowledge and understanding.

★ Modelling helps pupils to see what is involved in doing something well; when teachers combine this with a verbal walkthrough of what's involved, pupils are able to understand a process and identify where they may be going wrong in their own work. Without a model, pupils are trying to get to a destination without a map!

★ Metacognitive teaching - where processes such as
- ❖ a teacher-led activity to draw out prior knowledge, followed by
- ❖ students having a go at something on their own, followed by
- ❖ a form of structured self-reflection (eg. What did I do to get here? What steps did I take to improve the quality?)

is known to be an excellent way to appeal to all different ability levels as pupils 'self-regulate their learning' (Haili Hughes)

Let's look at an example of a lesson topic and try a thinking task:

Imagine this: You want to teach your Y7 pupils to appreciate poetry on the theme of childhood. You have different poems that you'd like to explore with them during the scheme of work. You'd like to plan a lesson **to introduce the topic**. Where do you start?

Knowledge: you want pupils to know 2 or 3 key differences between poetry and prose.

Understanding/skill: you want pupils to be able to explain in their own words why the theme of childhood is so emotive and popular in books and poems.

Assessment: you want to assess them through different kinds of discussion. You'd like to consolidate key learning for tomorrow.

TASK: Think about a sequence of learning steps/stages to meet your intentions. Don't worry if they're not perfect and they don't have to be in order, either! Put them into the Collaborate Board on the next slide for discussion.

Step 1: I would…

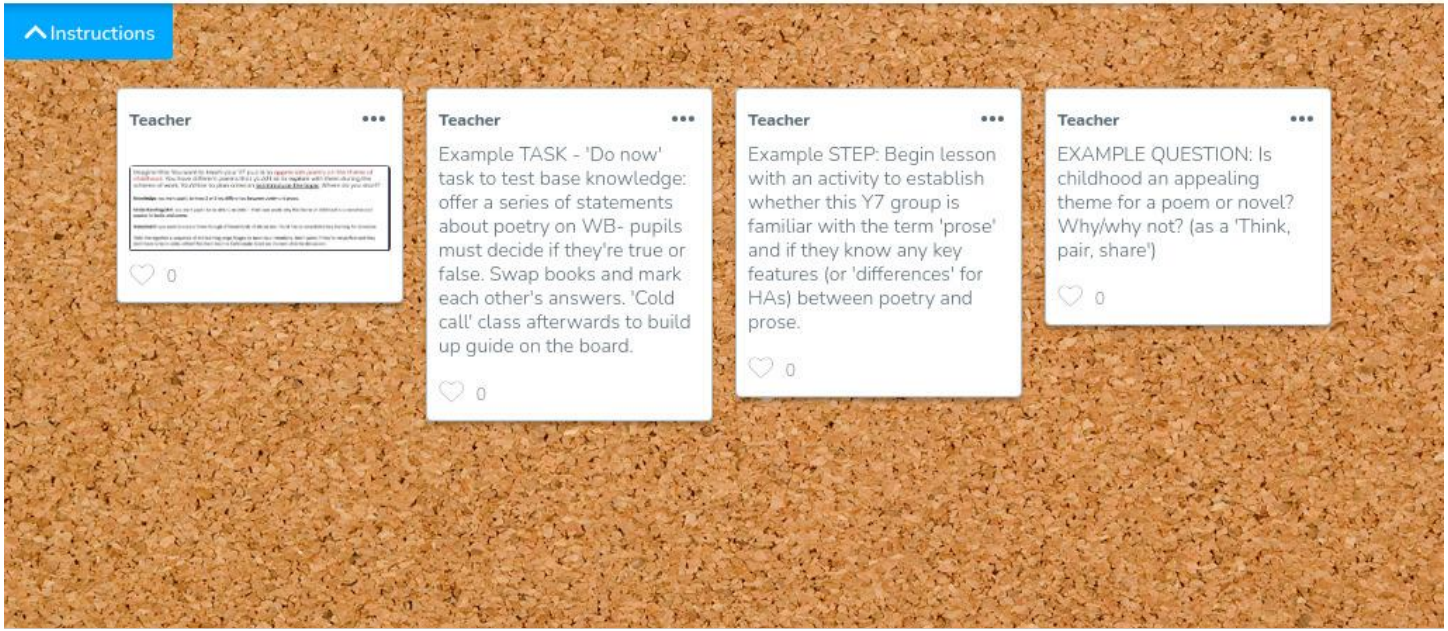
Step 2: I would…

Step 3: I would…

Step 4: I would…

Collaborate Board

different discussions.



How to Edit

Click Edit This Slide in the plugin to make changes.

Don't have the Nearpod add-on? Open the "Add-ons" menu in Google Slides to install.

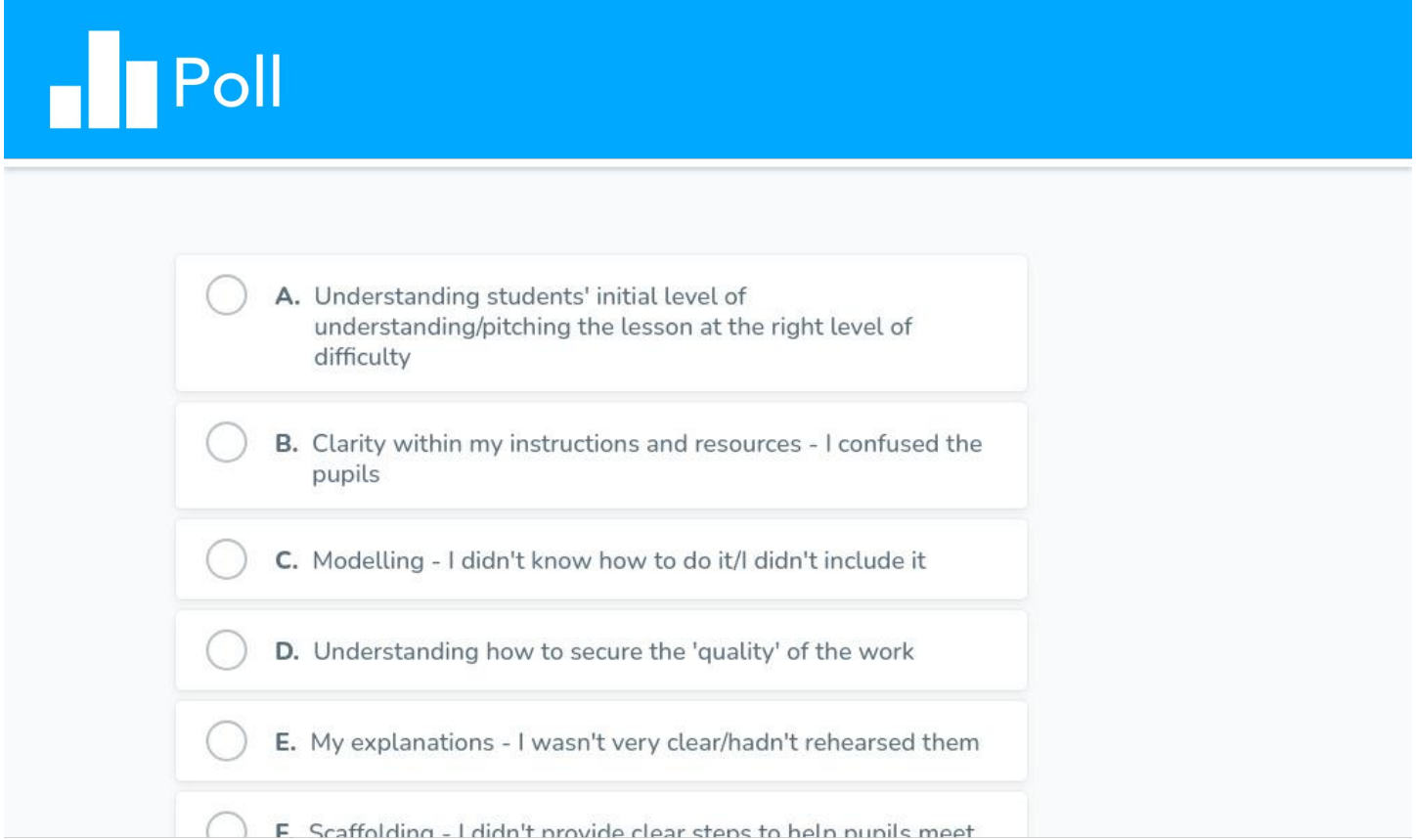
S4: Planning and teaching well-structured lessons: time to reflect

Grab your recent lesson plan

Think about your own recently-planned lesson again.

What went well?

What went less well than expected?



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Quick wins 1: Let your LO be your guide

New teachers often scare themselves - and their pupils! - by packing far too much into a lesson. Allow time for discussion and practice.

It has been suggested that writing your learning objective (LO) as a question can be a great way to help students understand the point of your lesson. Too many tasks can camouflage the real meaning behind the lesson - what learning needs to take place?

Why not try writing a question which sums up your learning objective and then keep mentally circling back to it as you plan your lesson ideas - will your explanations, questions and tasks ensure that the pupils can answer the question at the end? How well? What can you put in place to support even better learning and understanding?

Remember to refer to Tom Sherrington's blog to keep you on the straight and narrow:

From "I've done it" to "I've learned it". Terminate the tyranny of the task. – teacherhead

Quick wins 2: Be smart about how you use your time - don't overcrowd your thoughts. Stick to the Big 3.

Spend your time thinking and jotting down ideas, then arrange them into a sequence.

Plan under the following headings to ensure you are focusing on the right things:

Knowledge

Understanding/skills

Assessment

- What practical steps can I take in my training to start meeting this standard?

You	You/with your mentor	Research/suggested reading
Take every opportunity to observe lessons happening in your school - especially those which may involve students learning new knowledge or processes. How have the teachers structured the learning? What steps have they taken to break down difficult ideas?	Explore the foundational content knowledge that needs to be taught for the units you're responsible for with your mentor. Compile a list of resources and ideas together that will help you to measure students' understanding and prior knowledge of the topic.	Have a read of this: Lean Lesson Planning: A practical approach to doing less and achieving more in the classroom: 1 (High Impact Teaching) : Mccrea, Peps: Amazon.co.uk: Books
Spend proper time reflecting on your lessons - which activities seemed to both engage and resonate with students? When could you tell they had become comfortable with a concept or skill? How did you make it stick? What modelling did you do?	Arrange meetings with other members of the department to discuss their experiences of teaching the lessons/topics before, so that you can understand the misconceptions and potential pitfalls students may have.	And/or this: Rosenshine's Principles in Action : Tom Sherrington: Amazon.co.uk: Books
Spend time researching your topics and coming up with explanations, visuals, videos, analogies - what examples will help your pupils to understand difficult ideas? What tasks will help show you the knowledge and skills were truly learnt? Look at the 10 Techniques in column 3 to give you ideas.	Get feedback on your planning - any which way you can! You can also be assured of an honest response by asking the students!	10 Techniques for Retrieval Practice – teacherhead

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