

First Steps to Teaching

A handbook

**Dr. Daniela Bacova, Dr. Maria Rodriguez-Yborra and
Emma Booth, BA (Hons.)**

The pilot project team

Coordinators: Dr. Daniela Bacova & Dr. Maria Rodriguez-Yborra

The technical developer: Emma Booth, BA (Hons)

Technical support: Jason Lowe, Mark Robison, Jamie Coles

Voiceover: Sarah Telfer, MA

Trainee teachers: Sajjad Ali; Dan Cullen; Michelle Farrelly; Becky Holmes; Martha Lineham; Ann Robinson; Alex Spark; Craig Vidler; Hannah Burke; Taibah Roberts; Dominic Crossland

Content

Introduction - the purpose of the resource

Chapter 1: Hannah's reflection on her micro-teach	2:04
Chapter 2: Introduction of the learning outcomes	5:05
Chapter 3: Eliciting prior knowledge	7:25
Chapter 4: Explanation of a new concept	9:15
Chapter 5: Demonstration of a new skill	11:00
Chapter 6: Setting the task	14:11
Chapter 7: Managing learning in small groups and feedback	16:52
Chapter 8: Conducting assessment in the classroom and providing feedback	19:02

Introduction

Welcome to the University of Bolton's *First Steps to Teaching*. The purpose of the video is to improve your understanding of the micro teach process and to enhance your skills in teaching and learning, self-assessment and reflective practice. This video will show you extracts from recorded micro-teaching sessions that were delivered by trainee teachers studying at the University of Bolton.

You will observe trainees like yourselves who are new to teaching. They are a 15-minute micro teach, based on an area from their subject specialism. You will be asked to reflect on the effectiveness of their teaching, relating this to your own beliefs, expectations and experiences.

The resource has 8 chapters that you can watch in any order. Each chapter starts with a set of questions that are designed to help you focus on a certain teaching skill that you will be expected to demonstrate in the micro-teach session. You will then see two to four different trainees at various stages of their micro-teach demonstrating or not demonstrating fully the chosen skill.

Once you have watched the extracts, you will be asked to answer some questions - either individually or with your classmates. Please be aware that your responses should be constructive; you are observing and evaluating a skill, and certain behaviour, **not** the person who is performing the skill.

The questions will encourage you to reflect on the following: the stages of lesson delivery, observable learner engagement and the use of different teaching strategies. Try to view the trainees' teaching with the 'why' question in the forefront of your reflections.

We hope you will find this resource stimulating, engaging and helpful.

NOTE 1 for TLAN trainees: Some students on the TLAN pathway may not have a specialist subject. On their placement they may teach different subjects as well as teaching learners with a range of additional needs.

NOTE 2 ESOL trainees: Please adapt the reflections and discussions to the specific needs of your learners.

NOTE 3 for in-service teachers: We hope you will find this resource stimulating and engaging in critical thinking even though it is primarily aimed at pre-service trainees.

Chapter 1: Hannah's reflection on her micro-teach

Listen to Hannah's reflection on her micro-teach. Answer the following questions and then reflect:

1. What did she find most challenging?
1. How did she plan for the micro-teach? What helped her to prepare?
2. How satisfied was she with the micro-teach?
3. What helped her reflect on it?
4. What advice would she give you?

Reflect: What has surprised you? What has confirmed your own beliefs? What in her reflection challenged your beliefs about teaching? What has inspired you? What should you take into account before planning the micro-teach session? List 3 areas.

Chapter 2: Introduction of the learning outcomes

Observe the trainees and discuss:

How well did the learners understand what they were going to learn? Was the topic of the session clearly explained? Was it justified? How were the learning outcomes shared with the learners?

Reflect: **Why should you share learning outcomes with your learners?**

Chapter 3: Eliciting prior knowledge

Observe the trainees and discuss:

How well did the trainees elicit prior knowledge? How effective was their questioning?

Reflect: **What is 'prior knowledge'? Why is it important to elicit prior knowledge? How can we elicit prior knowledge?**

Chapter 4: Explanation of a new concept

Observe the trainees and discuss:

How well did the trainees introduce a new concept? What helped them introduce new concepts and topics?

Reflect: **What resources and strategies help us explain new concepts? Are there any strategies that you would consider 'universal' when explaining a new concept? Are there any strategies that are specific to your own subject?**

Chapter 5: Demonstration of a new skill

Observe the trainees and discuss:

How well was the skill presented? What did the trainees do to support their learners' understanding?

Reflect: **What other strategies can be used to demonstrate a skill? How could you plan for demonstrating a new skill? How can you ensure the students are focusing on your demonstration? What can help you engage them while you demonstrate a new skill?**

Chapter 6: Setting the task

Observe the trainees and discuss:

How clearly was the task explained? How well did the learners understand the instructions?

Reflect: **How can you ensure the instructions are well followed? How can you gauge the understanding of the instructions?**

Chapter 7: Managing learning in small groups and feedback

Observe the trainees and discuss:

How well was the group learning managed by the trainees? How did the trainees elicit feedback from the learners? How well did the trainee teachers provide feedback on the group task completion? How well did the trainees respond to the individual queries?

Reflect: **Why do we use group learning? How do we plan for group learning? What are the challenges of managing learning in groups?**

Chapter 8: Conducting assessment in the classroom and providing feedback

Observe the trainees and discuss:

How effectively did the trainees check learning? What assessment methods did they use? Did these provide good evidence of learners' understanding? Did the trainee teachers provide good feedback on the answers or on the task completion?

Reflect: **Why do you need to assess your learners in the lesson? When do you assess them? What methods and strategies would you use to gather evidence of learning? What do you do with this evidence? How do you provide feedback? How can your feedback move learning forward?**