

This unit can be completed around a single mentor meeting or independent of a formal meeting. It is likely to be completed early in the training, possibly alongside or immediately after Unit 1.

Trainees will also be supported in developing their understanding of effective planning and make use a proforma to encourage scaffolded thinking about the planning process and the key elements that need to be considered (see Activity 3).

This unit requires an opportunity for a discussion between trainee and an expert colleague (this may be the mentor) and feedback from the mentor or a colleague on a teaching plan for a single taught session.

As well as supporting trainees in the activities outlined above, you may also wish to consider the following suggested prompts for coaching conversations on deeper learning:

- *How do you check on expected prior learning at the start of teaching?*
- *How do you plan for evaluating the effectiveness of learning in your teaching and what will you do if learning is not secure?*
- *How have you adapted resources to make them suitable for the class?*

Suggested practice to model and deconstruct or form a focus of observations:

- Combining verbal and visual representations to both give instructions and explain concepts.
- How experienced teachers use and adapt high quality resources to manage workload.

Key Reading

Mccrea P. (2015) Lean Lesson Planning

Mutton, T., Hagger, H. and Burn, K., 2011. Learning to plan, planning to learn: the developing expertise of beginning teachers, *Teachers and Teaching*, 17(4), pp.399-416.

Rosenshine, B., 2012. Principles of Instruction: Research-Based Strategies That All Teachers Should Know, *American Educator*, 36 (1), pp.12-19, 39.

Teacher Workload Review Group (2016) Eliminating unnecessary workload around planning and teaching resources Report of the Independent review group https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf

Professional Practice Unit 2

Introduction to Planning

Curriculum Links

This Unit connects with the:

- Principles of Planning session in Foundation Week 1
- Subject Knowledge and the Curriculum in Foundation Week 2

Elements of planning principles are developed in Term 1 in Subject Studies sessions on pedagogy and assessment.

Introduction

Planning not only enables you to rehearse a lesson it also enables you to demonstrate that you can select the appropriate objectives, teaching methods, assessment points and resources to teach an interesting, relevant and successful lesson. During induction we explore some of the key principles of planning.

Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.

To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.

In this unit you will make connections between the induction sessions and the practices in your school. You will have the opportunity to:

Discuss and analyse:

- the importance of the right to support (e.g. to deal with misbehaviour).
 - the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation
- Receive guidance, practise, and receive feedback in coaching meetings to improve at:
- the importance of the right to support (e.g. to deal with misbehaviour).
 - the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation.
 - checking pupils' understanding of instructions before a task begins.
 - using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content).
 - making use of well-designed resources (e.g. textbooks).
 - combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.

Key learning

Activities

These tasks must be completed as part of your training. Required items are highlighted in bold and summarised below.

1. Discuss with a colleague how your school provides a broad and balanced curriculum **and take notes**.

- Are subjects taught as stand-alone or through a theme-based approach?
- What is the time allocation for each area of the curriculum and how is this decided?
- Who is responsible for long and medium-term planning, are 'bought in' schemes used?
- How are long- and medium-term plans used to inform weekly planning by teachers?

2. Familiarise yourself with a range of lesson plan templates including the Warwick proforma examples. Proforma can contain useful prompts, designed to scaffold, and develop an understanding of planning, assessment, and evaluation. Identify a planning proforma that suits your planning approach and then...

3. Using the school's curriculum plan as the basis for planning **adapt the lesson plan template** to demonstrate learning and progress for all pupils in a teaching session that includes:

- Activities around what you want pupils to think hard about
- How to provide manageable, specific and sequential instructions
- How you will check pupils' understanding of the instructions before a task begins
- How you will link what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).
- How you will provide different levels and types of support to help pupils succeed.
- Planned action should you require support with behaviour management (e.g., an on call colleague and how you will contact them).

4. Share the plan with an expert colleague or mentor and **annotate your plan** to show how you have responded to feedback provided.

Activity Outputs

Save these 3 items separately under PPU2 [on Moodle](#).

- 1 Notes taken during the discussion in Activity 1.
- 2 A planning document or lesson plan completed in Activity 3 with annotated changes.
- 3 A brief evaluation of the plan following teaching, highlighting aspects that were successful and areas that could be developed in response to Activity 4.

Synoptic Writing

This is an optional task. You need to complete this for 6 PPU's during the year.

With reference to the key reading in this Study Unit, write 500 words, reflecting on:
The principles of effective planning and how they are applied in your subject. Discuss how teachers can find the balance between designing their own plans and using available planning resources.