

Receive guidance, practise, and receive feedback in coaching meetings to improve at:

- Planning activities around what you want pupils to think hard about.
- Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).
- Providing appropriate wait time between question and response where more developed responses are required.
- Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing attention to links prior knowledge).

This PPU will need around 3 weeks of placement to complete. It can be completed as a consecutive unit or alternated with other aspects in units 7, 8 & 10.

Trainees will be supported in developing their knowledge of pedagogies aimed at deepening pupils' learning through Subject Studies and Professional Enquiry sessions.

As well as supporting trainees in the activities overleaf, you may wish to consider the following coaching prompts on deeper learning:

- *How do you ensure that all pupils have the opportunity to answer questions?*
- *How do you use questioning to deepen understanding?*
- *How do you know all your pupils feel able to contribute to discussions?*
- *What makes your classroom inclusive for all learners?*
- *How do you support pupils to develop a critical mindset?*
- *How can grouping of learners support collaboration and discussion?*
- *How do you use modelling and scaffolding to help support the development of critical thinking in your pupils?*

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

- **Using collaboration to create inclusive classrooms**
- **Using questioning to develop pupils' critical thinking**
- **Using modelling and/or scaffolding to deepen understanding of a topic or concept**

## Key Reading

Alexander, R.J. (2020). *A Dialogic Teaching Companion*. London: Routledge

Freire, P. (2017). *Pedagogy of the Oppressed*. London: Penguin.

Giroux, H (2011). *On Critical Pedagogy*. Bloomsbury: London

Kishimoto, K. (2018). 'Anti-racist pedagogy: from faculty's self-reflection to organizing within and beyond the classroom', *Race Ethnicity and Education*, 21:4, 540-554, DOI: 10.1080/13613324.2016.1248824

Palmer, J.A. (2016) *The Routledge Encyclopaedia of Educational Thinkers*. London: Routledge (sections on Freire and Giroux. Ladson-Billings, Nyerere & Haywood Cooper sections are worth a read if you are exploring anti-racist pedagogy). See also subject and phase-specific reading lists.

## Professional Practice Unit 8 Deeper learning in the subject

Elements of this unit are developed across several subject sessions in Terms 1 and 2. These include sessions on:

- *Constructivist perspectives on learning and the importance of scaffolding*
- *Dialogic teaching and group work*
- *Questioning strategies*
- *Metacognition in learning*

Related issues will also be touched on in case-based learning sessions on neurodiverse learners and access for pupils with physical disabilities.

During Subject Studies sessions, we have explored a range of pedagogies to ensure that pupils have the skills and knowledge to think critically.

We cover:

- Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.
- Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.
- In order for pupils to think critically, they must have a secure understanding of knowledge within the subject that they are being asked to think critically about.
- In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.
- High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
- Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.
- How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.

In this study unit you will make connections between theoretical understanding of learning and research underpinning deeper learning and the practices in your school. You will have the opportunity to:

### Discuss and analyse with a mentor:

- How to consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).
- How to use concrete representations of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).

## Activities

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

1. Ask observers to gather and note data on the following in a week of lessons:
  - a. How many questions you are asking and the type of question (open, closed, lower order, higher order)?
  - b. How long you give students to answer questions (wait time)
  - c. How many students answer questions?
2. At your coaching meeting, discuss the data gathered in your feedback and **note and identify some new targets** (e.g. do you need to extend the amount of wait time? Do you need to use a wider range of questioning strategies? Do you need to plan your questioning and identify students to answer)?
3. Focussing on one target area, ask observers to gather data in one of your lessons in your feedback notes. You may wish to ask your mentor for some feedback on your lesson plan.
4. At your coaching meeting, discuss if any progress has been made towards your target and, if so, what impact has it had on learners?
5. With your mentor, discuss a pedagogy aimed at deepening learning (e.g. critical, dialogic or anti-racist pedagogies) and identify a sequence of lessons in which you can implement this pedagogy.
6. Build your chosen pedagogy into your **planning for a sequence of lessons**.
7. Ask your mentor to gather information in an observation of a lesson regarding the implementation of this pedagogy and the impact on learners.
8. At your coaching meeting, discuss your lesson and **note your reflections** on the effectiveness of your chosen pedagogy, identifying ways in which you can further deploy this in your practice.

## Activity Outputs

*Save these items [on Moodle](#)*

- 1 Notes taken during discussion in Activity 2.
- 2 A sequence of planned lessons incorporating your chosen pedagogy (Activity 6).
- 3 Notes taken during discussion in Activity 8.

## Synoptic Writing

With reference to the key reading in this Study Unit, write 500 words, reflecting on:  
How you have applied one or two pedagogies, which aim to foster pupils' criticality, to your practice and how this has impacted learning and inclusivity in your classroom. Suggested pedagogies include: critical pedagogy, dialogic pedagogy, anti-racist pedagogy.

*Check the PPU guidance sheet for information on word count, referencing etc.*