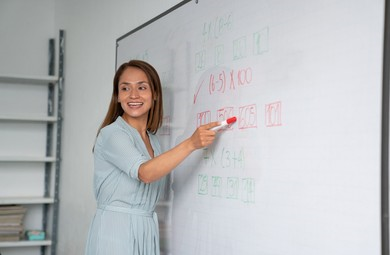
BA Primary Education Intensive Training and Practice Week:

**ITaP 2: Planning and delivering a teaching input**

(w/b 3.2.25)



# ITaP Learning Questions

By the end of this ITaP week, RPTs should be able to answer the following questions well:

**Learning Question 1: What are different types of input and when are they best used?**

I can:

Articulate the differences between exposition, discussion, demonstration and modelling

Select the most appropriate type of input (or combination of inputs) for different lessons/subjects

**Learning Question 2: How can I model new learning and expectations to the children I teach?**

I can:

Understand the key features of modelling new learning.

Explain the impact effective modelling has on learning in different subjects

Identify appropriate examples and representations to support understanding

Model a task effectively to a group using appropriate language and vocabulary

**Learning Question 3: What are the implications of cognitive load theory (CLT) for my practice?**

I can:

Include review of prior learning concepts in my lesson planning

Break learning down into small steps and use this to inform my lesson structure

Consider extraneous cognitive load, especially in relation to slide design

Use dual-coding theory to support my expositions

**Learning Question 4: How can questioning be used effectively to promote and consolidate learning?**

I can:

Identify the types of questions expert teachers have used in an input

Plan and deploy high quality questions that rehearse learning, makes links between learning and deepen learning

Make appropriate decisions about the timing and targeting of my questions

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# **Teacher Guidance**

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| **Key sources we will draw upon include:** |
| Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) *What makes great teaching. Review of the underpinning research*. Durham University: UK. Available at: <http://bit.ly/2OvmvKO>  Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. *American Educator*, 12–20. <https://doi.org/10.1111/j.1467-8535.2005.00507.x>  Sweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design. *Journal of Applied Research in Memory and Cognition*, *5*(4), 360–367. [http://doi.org/10.1016/j.jarmac.2015.12.002.](http://doi.org/10.1016/j.jarmac.2015.12.002) |

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| **Wednesday 5th February** |
| The RPTs need to complete the following activities. We have given suggested timings, but these are flexible so please organise them as fits with your school day.   1. **Observation of you teaching maths:**  * ***Suggesting timing: morning*** * The RPTs will focus particularly on your input and how you explain and model using small steps and questioning. * We hope that the learning in tomorrow’s lesson, which the RPTs will be teaching, continues on the same topic.  1. **Meeting with you to do maths lesson planning:**  * ***Suggested timing: lunch time*** * The RPTs need to deliver the *input* section of tomorrow’s maths lesson (teaching as a pair). * Give them the existing planning including any slides and talk them through it. * The RPTs do not need to plan from scratch. * Refer to the maths lesson they have just seen to consolidate their understanding of the subject knowledge or pedagogy.  1. **Observation of you teaching art input:**  * ***Suggested timing: afternoon*** * The RPTs will focus on what modelling and explaining looks like in an art input and reflect on the differences and similarities it has with a maths input.  1. **Independent maths planning:**  * ***Suggesting timing: afternoon*** * Please give the RPTs time out of class to prepare a detailed script for the maths input tomorrow in their own words.  1. **Meeting with you to discuss art planning:**  * ***Suggested timing: after school*** * The RPTs will not be delivering the follow up art lesson themselves as part of this ITaP, but we are asking them to plan the input as a practice exercise. * Please support them with this by sharing what is next on the MTP and what you intend to do in the next lesson. refer to the lesson observed today to support their understanding of the important aspects of teaching art. |
| **Thursday 6th February** |
| The RPTs need to complete the following activities. We have given suggested timings, but these are flexible so please organise them as fits with your school day.   1. **RPTs teaching the maths lesson input:**  * ***Suggesting timing: morning*** * Your RPTs will deliver their planned Maths input. * Please observe and take notes on this, specifically their exposition, modelling, chunking into small steps, questioning, slide design, use of manipulatives/visual representations and guided practice.  1. **Post-Lesson Reflective Discussion:**  * ***Suggested timing: at break or lunch time*** * Seek to find out the RPT’s reflections on their maths teaching and input skills. * Ask them what they thought worked or what they might do differently, with regard to this area. * Provide additional feedback where you have specific points to make that are not already covered  1. **Observation of you (or another teacher) teaching any lesson:**  * ***Suggested timing: morning*** * The RPTs will focus on how questioning is used during the lesson, both in the input and beyond.  1. **Independent art planning:**  * ***Suggested timing: afternoon*** * Please give the RPTs time out of class to prepare a detailed script in their own words for the art lesson that will follow yesterday’s. * This preparation is for their practice and learning; this ITaP does not require them to actually deliver it.  1. **Planning and slide analysis:**  * ***Suggested timing: afternoon*** * Please give the RPTs time out of class and access to the school shared drive. * They should sample planning materials from your year group and others, investigating how teaching inputs are structured, what slide design looks like and how modelling is incorporated into lesson design. |

## Summary of things to do to prepare:

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| **Lessons** |
| Schedule **maths** for both **Wednesday 5th** and **Thursday 6th of February**. The RPTs will watch you teach it on the Wednesday; they will do the input delivery on the Thursday. |
| Arrange the timetable so an **art** lesson can be taught on **Wednesday 5th February**. You will teach this and the RPTs will observe the input. |
| **Other** |
| Ensure your RPTs have access to your school shared drive ahead of Thursday 6th February |

**Thank you very much for your support of this Intensive Training and Practice week. We appreciate you giving up some of your class time for this and for making the various arrangements.**