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|  | **LESSON PLAN** |  |

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|  |  |  |  |  |  | Week/Session | 1 |
| Course/Class | PGCHE | Topic | Learning to teach starts with learning to look | Tutor | David Powell | Date | 25.09.2020 |

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| Aim  To consider how teachers “learn to teach” and the role of “looking”, “noticing” and interpreting in this process |  | Materials & Resources: PowerPoint slides; Viewing Frame hand out; Viewing Frame for the lesson; lesson plan; wipe board and pens; M level criteria; |
| Objectives/Learning Outcomes   * Explain the three components of teaching as a practice * State what types of knowledge new teachers need to teach * State factors that may shape how we “learn to teach” * Consider your role as student and teacher in the “learning to teach” process * Reflect on how you have been “learning to teach” so far * Reflect on a teacher educator’s lesson with them |
|  | Evaluation / Assessment modes and strategies: Formative and links to summative assessment; Q&A; Discussions; Activities |
| Links to previous session: None |

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| Time | Topic / Teaching Activity: teacher educator’s “sayings, doings and relatings” | Student Learning Activity: student teachers’ “sayings, doings and relatings” | Assessment mode | Theory/literature Underpinning Activity | Resources |
| 10.30 | Introduce myself, my study, approach based on seeing through the eyes of our students. Point out lesson plan as another way of “seeing into teacher educators’ practice.” Share the aims, outcomes and overview of the lesson. Invite students to notice what I did. Distribute lesson plan and viewing frames through chat space and introduce them. Make notes about students. | Listening. Noticing. Turn on student as teacher and learner lens. Ask them to briefly introduce themselves. | None | Explicit modelling  Gagne’s 2nd level of learning: inform students of the objectives; Constructivism | PP1-3 |
| 10.45 | Display Starter activity and set task | Make sure name on computer matches their preferred name Individually complete starter activity. | Formative | Value-expectancy theory of motivation; Implicit modelling; Gagne’s 1st level of learning: gaining attention; Gagne’s 6th level of learning: Elicit performance | PP4; Viewing Frame; Viewing Frame for the lesson; lesson plan |
| 10.50 | Go through activity. Use overhead questions to collect responses. Use wait-time as appropriate | Individual choose to respond. | Formative | Implicit modelling. Gagne’s 6th level of learning: Elicit performance; Wait-time; Learning to teach; pedagogy of teacher education | PP4 and Teams |
| 11.00 | Turn on VF lens on starter activity. | Individual activity. Reflect on what David did during the Starter activity. | Formative | Explicit modelling; Gagne’s 6th level of learning: Elicit performance; Learning to teach; pedagogy of teacher education; Rosenshine’s instruction principle no.8 scaffolding for difficult tasks | PP5  Viewing Frame for the lesson |
| 11.10 | Capture feedback from individuals on starter activity. | Respond to Q and A. Contribute to group discussion about the starter activity. | Formative | Explicit modelling. Gagne’s 7th level of learning: provide feedback; Metacognition; Bridging; Social Constructivism; Rosenshine’s instruction principle no.3 ask questions |  |
| 11.20 | Screen break | Take a 15 minute break |  | Explicit modelling |  |
| 11.35 | Invite students to consider what teaching as a practice consists of and what they need to know as teachers and. | Individual work | Formative | Implicit modelling; Gagne’s 6th level of learning: Elicit performance; Learning to teach; pedagogy of teacher education; | PP7 - 9 |
| 11.40 | Go through activity. Use question and nominate to check individual responses | Participate in whole class discussion | Formative | Explicit modelling of question and nominate. Gagne’s 7th level of learning: provide feedback; Metacognition; Bridging; Social Constructivism; Rosenshine’s instruction principle no.3 ask questions |  |
| 11.45 | Lead discussion on David’s lesson plan | Review David’s lesson plan and the session so far. What have they noticed | Formative | Explicit modelling; Gagne’s 6th level of learning: Elicit performance; Learning to teach; pedagogy of teacher education; | David’s lesson plan |
| 11.55 | Lecture on L2T, modelling and ‘learning to look’ | Make notes. Ask questions they may have. | None | Gagne’s 4th level of learning: Rosenshine’s instruction principle no.2 new material in small chunks; Provide content; Constructivism | PP10-15 |
| 12.10 | Share concluding slide. Ask Sarah’s question if there is time | Contribute to group discussion. Answer questions as appropriate | Formative | Explicit modelling with links to own practice | PP16 |
| 12.15 | End lesson |  |  |  |  |

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| ***Evaluation and follow up*** | |
| Things that went well | Things that didn’t go well |
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| Follow up for next lesson | Improvement and/or issues for course team |
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