



Student teacher	Lilliana Stojanoski	Date	09.11.16
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Session	Planning for Learning						
P1	Learning Area/Year Level	Design Technology – Furnishing Studies Year 12 – class 12 2A		Curricular Intentions (Content descriptors)	Industry practices are used to effectively and efficiently manage manufacturing enterprises, workplace health and safety, employee personal and interpersonal skills and customer expectations to safely change raw materials into products wanted by society and which add value for both enterprises and consumers. Qld Senior Syllabus – Furnishing Skills		
	Enduring Understandings (including Values Understandings)		Students will understand and appreciate the industry practices and production processes used in the creation of quality products for the furnishing industry.				
	Learning Goals (Know, Do, Value)	Students will: (i) Learn about furnishing industry production practice and processes. (ii) Students will individually manufacture a chessboard with a drawer using quick assembly fittings. (iii) Value the processes of production when creating quality products for furnishing industry.					
	Phase & Timing	LG (code)	Essential Questions	Learning Experiences including Teaching Strategies		Differentiation/ Assessment Strategies	Resources & Organisation for Learning
	ENGAGE (APPROX. 5-10 MIN)			Exam week for Year 12 students. I will participate in working on my own project and observations (TBC).			
	EXPLORE						
	REVIEW & CONCLUDE						
P2	Learning Area/Year Level	Design Technology – 3D design and print Year 7		Curricular Intentions (Content descriptors)	Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment (ACTDEK034)		
	Enduring Understandings (including Values Understandings)		Students will understand how the features of technologies such as 3D modelling and printing influence design and production decisions.				
	Learning Goals (Know, Do, Value)	Students will: (i) Learn the principles of 3D design and printing using Autodesk Inventor and a 3D printer. (ii) Develop their own designs using the Autodesk Inventor and print them using a 3D printer.					

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		(iii) Appreciate the 3D features of technologies and an impact they have on design and production decisions.				
	Phase & Timing	LG (code)	Essential Questions	Learning Experiences including Teaching Strategies	Differentiation/ Assessment Strategies	Resources & Organisation for Learning
	ENGAGE 10 MIN			Students quietly lined up outside the classroom, check uniform and if worn correctly, remind of the equipment – invited to come in. Mark the roll. Students to log in, own lap tops or desktops.		Computers, laptops, teachers computer, smart TV
	EXPLORE APPROX. 50 MIN	(i) (ii)	What is 3D modelling? What are the benefits of 3D design?	Remind of the task sheet, it will be marked, continue working on it. Simi and Aliza are going away before school ends – submitting their assessment earlier. -Students to continue working on their Inventor designs (approx. 25 min). -Working in pairs students will evaluate each other's work (approx. 10 min). TAG sheet Remind: QUALITY FEEDBACK  response to the KWHL sheets filled out previous lesson, teacher to respond with answers and show the new instructional videos (projection): colour, texture, ambient and other tools. (approx. 10min) Reminder: save work in both .ipt and .stl.	Differentiation: 1. Students who are behind with work will be paired with a higher achieving peer; 2. Teacher to demonstrate simultaneously as students work 3.  individual help by the teacher, 4. Student coaches 5. Instructional Videos, 6. Extra time, 7. Work chunked	Computers, laptops, teacher's computer, projector, Inventor, internet connection, pencils and paper.
	REVIEW & CONCLUDE 10 MIN			Recap – what have we learned? Opportunity for questions/comments. Students to save work, pack up, leave the classroom and the classroom equipment as they found it.		
P3	Learning Area/Year Level		Curricular Intentions (Content descriptors)			
	Enduring Understandings (including Values Understandings)					
	Learning Goals (Know, Do, Value)	Students will: (iv)				
	Phase & Timing	LG (code)	Essential Questions	Learning Experiences including Teaching Strategies	Differentiation/ Assessment Strategies	Resources & Organisation for Learning
	ENGAGE 5 MIN			I will participate in observations of a literacy and numeracy class during period three today.		

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P4	Learning Area/Year Level			Curricular Intentions (Content descriptors)			
	Enduring Understandings (including Values Understandings)		PERIOD FOUR TODAY IS A SPARE LESSON				
	Learning Goals (Know, Do, Value)	Students will: (i)					
	Phase & Timing	LG (code)	Essential Questions	Learning Experiences including Teaching Strategies		Differentiation/ Assessment Strategies	Resources & Organisation for Learning
	ENGAGE 10 MIN			Exam week for Year 12 students. I will participate in working on my own project in the workshop – professional development.			

Critical reflection about...		
Planning	Implementation	Student Learning
<ul style="list-style-type: none"> Yr.7 CLASS WILL CONTINUE WORKING ON THEIR NEXT ASSESSMENT TASK AND THEIR PHONE HOLDER DESIGNS. I WILL ADDRESS THEIR RESPONSES FROM THE KWHL SHEETS AND PROVIDE INSTRUCTION THEY NEED. 	<ul style="list-style-type: none"> TODAY'S LESSON WITH YR. 7 WENT REASONABLY WELL, MOSTLY ACCORDING TO THE LESSON PLAN. I DID HAVE TO LEAVE PEER REVIEW FOR THE NEXT LESSON AS THE STUDENTS CAME ACROSS SOME ISSUES WITH THEIR DESIGNS AND NEEDED HELP RESOLVING THEM. I FELT IT WAS MORE IMPORTANT TO ALLOW AS MUCH TIME FOR THIS AS POSSIBLE TODAY. ALSO, I CREATED A RESPONSE SHEET BASED ON THE KWHL SHEET STUDENTS FILLED OUT LAST LESSON. I STARTED GOING THROUGH IT AND SHOWING SOME INSTRUCTIONS ON THE SCREEN. HOWEVER, I NOTICED IT WAS STARTING TO BECOME TOO MUCH FOR THE STUDENTS TO FOLLOW SO I DECIDED TO LEAVE IT AT THAT AND LET THEM WORK ON THEIR PROJECTS. THIS MEANT I HAD TO GO AROUND AND SPEAK TO EACH STUDENT INDIVIDUALLY WHICH WAS MORE TIME CONSUMING AND I WAS REPEATING MYSELF A LITTLE BUT IT WAS A BETTER OUTCOME FOR THE CLASS AS A WHOLE. 	<ul style="list-style-type: none"> Evident in their 3D Inventor work and the task sheet.

Supervising teacher's evaluative feedback

*Now What?

*(Based on Rolfe et al's Reflective Model, 2001)