

MICROTEACHING

MICROADDYSGU

Session aims

- To familiarise ourselves with the Athrofa planning document
- To understand the requirements of the “micro teach”



Templed Cynllunio'r
Athrofa

Yr Athrofa Lesson
Plan Template



Short Term Planning



Student-teacher:		Class / Group:	
AoLE or Subject:		Date <i>(please note that this may be a continuous session):</i>	
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)			
Meaningful links across the curriculum <i>Links to other AoLEs or the Cross-curricular skills frameworks</i>			
Personal Targets (targets and consequent impact on learning - refer to any targets that have been identified in learning journal or weekly reflection meeting and describe the desired impact on learning)			
Learning Intention <i>'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.'</i> (Crichton, H., and Mcdaid, A. 2016 p. 196)			
Success Criteria <i>What the pupils need to demonstrate to successfully meet the Learning Intention.</i>			
Planning for misconceptions: <i>Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.</i>			

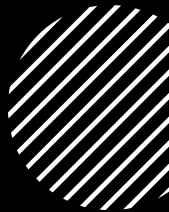
SEQUENCE OF TEACHING & LEARNING

(Add or remove rows below as appropriate)

Timing: <i>Break down timings into groups if appropriate. ensure pupils are 'doing' quickly and that transitions are taken into <u>account</u></i>	Role of the teacher & support staff: <i>e.g., key questions, retrieval of prior learning, <u>modelling</u> and explanations, checking understanding, planned use of additional adults.</i> Choice of pedagogical model or of the 12 pedagogical principles	Pupils' learning and activities: <i>What will the pupils be learning to do and what activities / resources will facilitate this?</i> <i>Please refer to Foundation Learning planning document for details of continuous provision.</i>	Inclusive Strategies (including differentiation): <i>Reasons for and details of scaffolding.</i> <i>Types of representation in tasks.</i>	Check what pupils know, understand, and can do: <i>Key questions, types of retrieval practices, <u>self</u> and peer assessment opportunities, purposeful <u>AfL</u> strategies, live marking opportunities, planned feedback.</i>



Begin with the end! (Lemov, 2015)



Progress from unit planning to lesson planning



Use a well-framed objective to define the goal of each lesson



Determine how you'll assess your effectiveness in reaching your goal



Choose appropriate activities

Pwrpas

- Pwrpas: I baratoi ar gyfer cynllunio a chyflwyno gwersi effeithiol a chasglu tystiolaeth ar gyfer safonau SAC
- Byddwch yn barod i drafod eich gwersi a'ch cyfraniadau yn ystod y cyfarfod 'adolygu/adborth'

Purpose

- Purpose: To prepare you for planning and delivering effective lessons that work towards QTS standards.
- Be prepared to discuss your lesson and contributions at the follow-up meeting.

Manylion y gofynion

- Hyd: 30 munud.
- Grŵp oedran: Nodwch hyn yn glir yn eich cynllun
- Adnoddau: Ysgrifennwch gynllun a pharatowch adnoddau ar gyfer y sesiwn.
- Rhaid i chi ymarfer!
- Strwythur posibl: cyflwyniad, gweithgareddau, diwedd glo
- Diwrnodau: 19-20 Hydref

Details of requirements

- Duration: 30 minutes.
- Age group: indicated clearly in your plan
- Resources : Produce a plan (use Athrofa template) and resources for the session.
- You must rehearse!
- Possible structure: introduction, activities, plenary
- Dates: 19 October (planning)
20 October (microteach)

What is micro-teaching?

Definitions:

Micro-teaching: *noun*

- a scaled-down [teaching](#) procedure with a few peers/students under controlled conditions, often videotaped/observed in order to analyse [teaching](#) techniques and develop new teaching skills and to develop an initial sense of themselves as teachers

Micro-lesson: *noun*

- a shorter lesson time intended to teach 1 or 2 specific targets in an intense way – often used as an interview procedure for teaching. The pace of a micro-lesson is brisker than a typical lesson; the children are not prepared, prior knowledge cannot be assumed and there is less time to spend getting to know the class. Common errors include not modelling or explaining clearly what is needed in each section of the lesson.

Beth yw Micro-Addysgu?

Diffiniadau

Micro-addysgu: *berfenw*

- * trefn o addysgu ar raddfa lai gydag ychydig o gymheiriaid/fyfyrwyr dan amodau rheoledig, yn aml yn cael eu harsylwi/recordio ar fideo er mwyn dadansoddi technegau addysgu, datblygu sgiliau addysgu newydd a datblygu ymdeimlad cychwynnol ohonyn nhw eu hunain fel athrawon

Micro-wers: *enw*

- * amser gwers byrrach a fwriedir i addysgu 1 neu 2 darged penodol mewn ffordd ddwys – fe'i defnyddir yn aml fel trefn gyfweld ar gyfer addysgu. Mae cyflymder micro-wers yn gynt na gwers nodweddiadol; nid yw'r plant wedi'u paratoi, ni ellir tybio gwybodaeth flaenorol ac mae llai o amser ar gael i ddod i adnabod y dosbarth. Mae gwallau cyffredin yn cynnwys peidio â modelu neu egluro'n glir beth sydd ei angen ym mhob rhan o'r wers.

Cynllunio ar gyfer micro-addysgu

- Ystyriwch eich amcanion dysgu – cysylltwch y rhain â dogfennau'r cwricwlwm, gan ganolbwyntio ar y pwnc, oedran y disgyblion a'r amser sydd ar gael.
- Ystyriwch gynnydd y dysgu – gwnewch yn siŵr fod eich cynllun yn cynnwys set glir o gamau tuag at ddatblygiad ystyrlon o sgiliau a/neu ddealltwriaeth o gysyniadau.

Planning for micro-teaching

- Consider your learning objectives – link these to the curriculum documents, focusing on the topic, the age of the pupils and the time available.
- Consider the progression of learning – ensure your plan has a clear set of steps towards meaningful skills development and/or understanding of concepts.

QTS Standards

Pedagogy: Refining Teaching towards sustained highly effective practice

Assessment	The range of purposes and practices for assessment is understood and articulated.
Differentiation	<i>The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.</i>

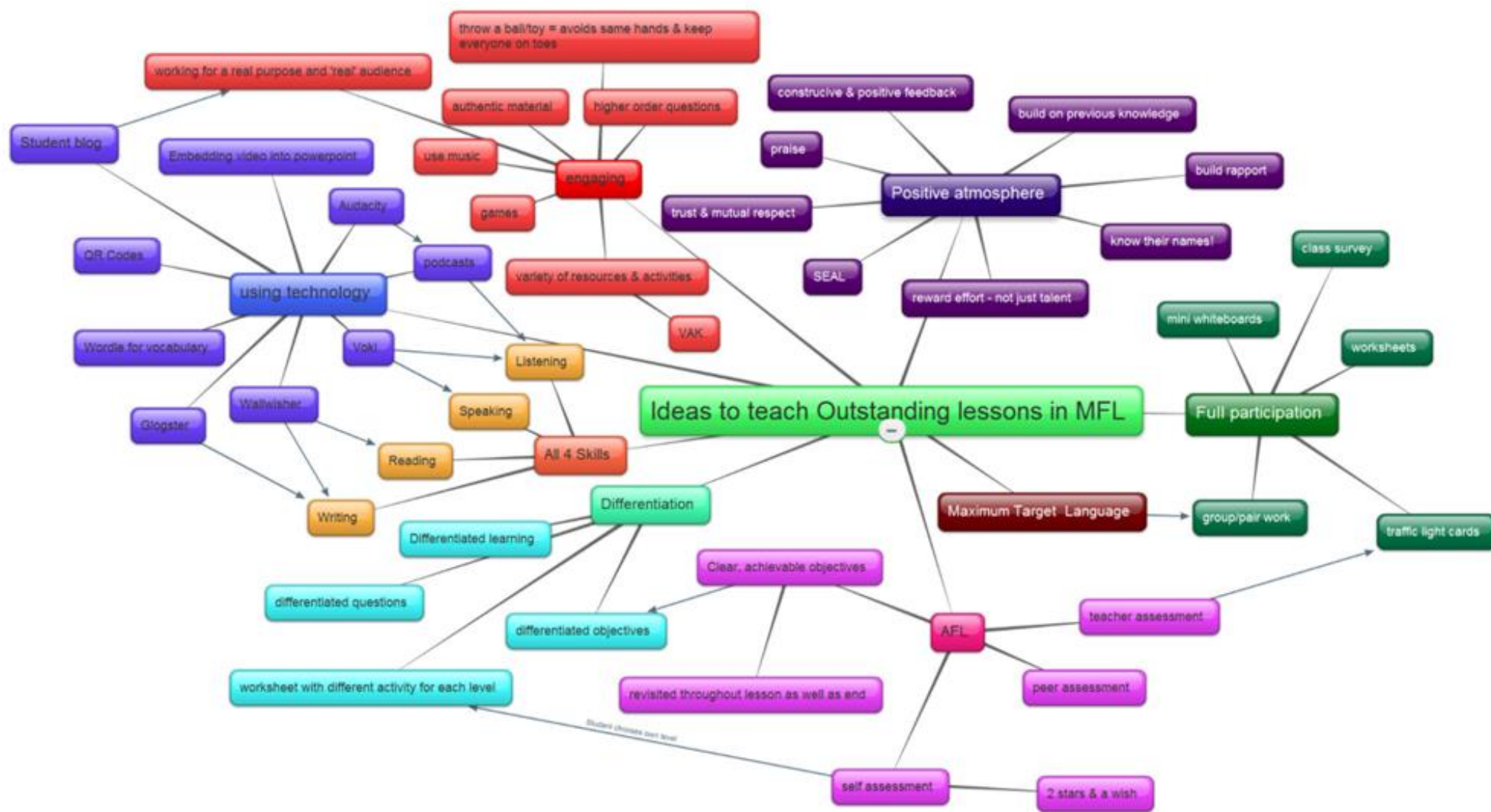
Safonau SAC

Mireinio addysgu... tuag at arferion effeithiol iawn a pharhaus

Asesu	Deall a chyfleu ystod o ddibenion ac arferion ar gyfer asesu.
Gwahaniaethu	Mae'r athro'n arddangos gwybodaeth am, ynghyd â dealltwriaeth a phrofiad o, ddisgwyliadau uchel ac arferion effeithiol i ddiwallu anghenion yr holl ddysgwyr, waeth beth fo'u gwahanol anghenion.



What makes a good
MFL lesson?



Micro Teach

- Decide topics.
- Use Athrofa form.
- Prepare resources.
- Rehearse.

3 Themes

8 sub-themes

18 sub-sub-themes

Identity and culture	Wales and the World – areas of interest	Current and future study and employment
Youth Culture • Self and relationships • Technology and social media Lifestyle • Health and fitness • Entertainment and leisure Customs and Traditions • Food and drink • Festivals and celebrations	Home and Locality • Local areas of interest • Travel and Transport The Wider World • Local and regional features and characteristics of France/ Germany/Spain and French-/ German-/Spanish-speaking countries • Holidays and tourism Global Sustainability • Environment • Social issues	Current Study • School/college life • School/college studies Enterprise, Employability and Future Plans • Skills and personal qualities • Post-16 study • Career plans • Employment

The general structure of a lesson

An engaging starter linked to the topic

A clear set of aims and objectives

Teacher exposition and guidance

Good quality questioning – carefully planned

Opportunities for pupil centred work

Scaffolding to aid pupils in completing tasks

Opportunities for pupil interaction

Opportunities for assessment

Written work to summarise learning

A plenary that summarises learning

You will need to plan for an hour long lesson for a Key Stage 3 class (you can choose whether it is aimed at Year 7, 8 or 9). Decide the set of the class or assume it is mixed ability.

Please don't feel that you have to include EVERYTHING, but you might want to think about:

- Clear lesson objectives and success criteria
- Engaging starter
- A variety of tasks
- Authentic contexts
- Differentiation/scaffolding
- Assessment for learning strategies (to check understanding and give targets for improvement)
- Alignment to one (or more) of the '4 purposes'
- Inclusion of one (or more) cross curriculum responsibilities (see LNF – Literacy and Numeracy framework)
- Plenary (that relates to stated learning objectives) to assess learning at the end of the lesson

The micro teach is not formally assessed, but it is an opportunity for you to 'teach' in a safe environment and take part in other lessons. Tutors and your fellow peers will provide supportive and constructive feedback.

On the day of your lesson, you will be expected to submit:

- Lesson plan (for one hour)
- Any resources you intend to include within your teaching (for example; power point, worksheets, links to websites, etc.)

Although your lesson will be planned for one hour, you will only be delivering part of this (about 30 mins).

Finally, please ENJOY this experience! We are all here to support you, and teaching really is the BEST job in the world! Relax, take a deep breath and learn your craft.

What makes a good lesson?



- Teacher has good subject knowledge
- Knowledge of your learners
- Well-planned lesson with content introduced progressively, and at each stage demand more of its learners
- Clear lesson objectives
- Tasks meet the purpose of the learning objectives (developing learners conceptual understanding)
- Well-prepared, engaging resources
- Differentiation – support/scaffolding for less able; stretch and challenge for all.
- Increasing level of independence for learners
- Time to practice to develop mathematical fluency
- Opportunities to develop logical reasoning
- Misconceptions are anticipated, identified and discussed
- Pupils' prior knowledge activated
- Appropriate pace and praise
- Worked examples modelled by teacher (in collaboration with pupils when necessary) ensuring correct use of symbols
- Effective questioning to check and deepen understanding (Bloom's Taxonomy)
- AFL strategies to check understanding and provide feedback for further improvement
- Established success criteria

Things to consider – before the lesson begins:

1. Is AfL present in the lesson plan?
2. Is there differentiation?
3. Are there planned questions?
4. Does the lesson plan suggest that there will be progress in pupils' learning?
5. Does the plan show that pupils will be working for the majority of the time (rather than the teacher teaching)?
6. Has a plenary been planned?
7. Does this lesson build on prior learning?
8. Have all been resources prepared and checked? (for accuracy – content, spelling, grammar, that there are enough copies of worksheets, that there are enough other resources, that any audio files work)

Things to consider – during the lesson:

1. Does the teacher gain pupils' attention / interest immediately? (eye contact? Speaking at an appropriate level?)
2. Is the Learning Objective referred to?
3. Does the teacher model/explain clearly? Do pupils appear to know what they are supposed to do? Is differentiated work set?
4. Are the planned questions asked?
5. Does the teacher circulate?
6. Does the teacher encourage discussion / taking part in an activity?
7. Is progress clear / explicit?
8. Is there a well-timed plenary?
9. Is the pace of the lesson appropriate? (Is too much time spent on one thing? Does an explanation take too long? Are there times during the lesson where there is nothing much happening?)
10. Are pupils enthusiastic about the work? / Is the work appropriate?
11. Are resources purposeful? Can they be used as intended?
12. Are resources organised effectively? (including Health and Safety considerations)
13. Does the teacher use AfL strategies? Do these (or could these) inform the next part of the lesson? (or future lessons)
14. Does the teacher leave enough time to tidy up and get pupils ready to move to the next lesson?

Micro Teach..... ongoing independent TASK

Prepare your Micro Teach lesson, refer to the guidance on the previous slides

Create a lesson plan using Yr Athrofa template, considering all the points raised in this session and previous sessions

Develop your lesson and prepare your ppt presentation

Plan to learn

Pedagogical Content knowledge		
Conceptions of Purposes for teaching Subject Matter		
Knowledge of Students' Understanding	Curricular Knowledge	Knowledge of Instructional Strategies

Model of Teacher Knowledge (Grossman, 1990)

- A decision-making process
- A tool to discover & address needs
- A knowledge-based activity
- An ongoing learning opportunity