

What did you do and why?

As part of my professional learning I observed various lessons at a secondary school for the purpose of deepening my pedagogical knowledge and my understanding of the classroom environment in order prepare myself for my own teaching practice. The lessons were varied in subject; year groups and ability that was an enjoyable and valuable experience and allowed me to observe many pedagogical practices to support the learning taking place. From this I was able to identify many incidents that had the potential to be opened up for deeper reflection.

The critical incident that peaked my interest the most was an example of Accelerated Learning within a class of year 8 students who were 2 form classes mixed together but then put into this top set ability class. I started to identify this approach as the I do, We do, You do guided teaching practice. The aim of the lesson was to discuss primary research and its importance; how to collect the research and finally show their findings by independently creating charts on excel. The lesson began with the teacher discussing what primary research was and how it's used in real life, there was lots of pupil participation and peer-to-peer discussions. The teacher modeled the work that they would be doing step by step and gave them excellent examples and they all collaborated as a class to develop a joint example. The students were then given the independence to work alone and create their own versions. The lesson had begun with heavy teacher support, which gradually transcended into total independence on behalf of the student.

What have you learned?

Subsequent to my observation I was able to briefly analyse this method and look at the principles and benefits of this teaching practice.

- The teacher was able to gradually release the responsibility to the student and also increase the challenge for the student.
- (I DO) Building background knowledge and modeling a piece of excellent work is a powerful and essential stage otherwise students can't be expected to produce a quality piece of work themselves.
- (WE DO) Through guided practice then the teacher can provide purposeful and understandable feedback to support achievement and either start releasing responsibility or have the opportunity to scaffold and even the flexibility to go back and model some more if required.
- (YOU DO) Students get a chance to use and practice the new skill with minimal or no guidance from the teacher, for those who are ready.
- This is student paced with the objective for all students to achieve independent practice in the classroom using the new skill or knowledge.

As this lesson was for high ability students then they all achieved independent learning but this approach is flexible with regards to what subject is being taught and how the teacher can structure the lesson to suit the abilities of the students. As a result, I aim to use and build on this strategy within my own practice to motivate students to be ambitious and capable learners by providing this

method of challenge in the classroom. I will share this strategy with other student teachers as the benefits of using this approach can be seen in both learning and teaching