

**ECAD 6008 – Professional and
Pedagogic Studies: Leading the
Learning: what, how and why am I
teaching?**

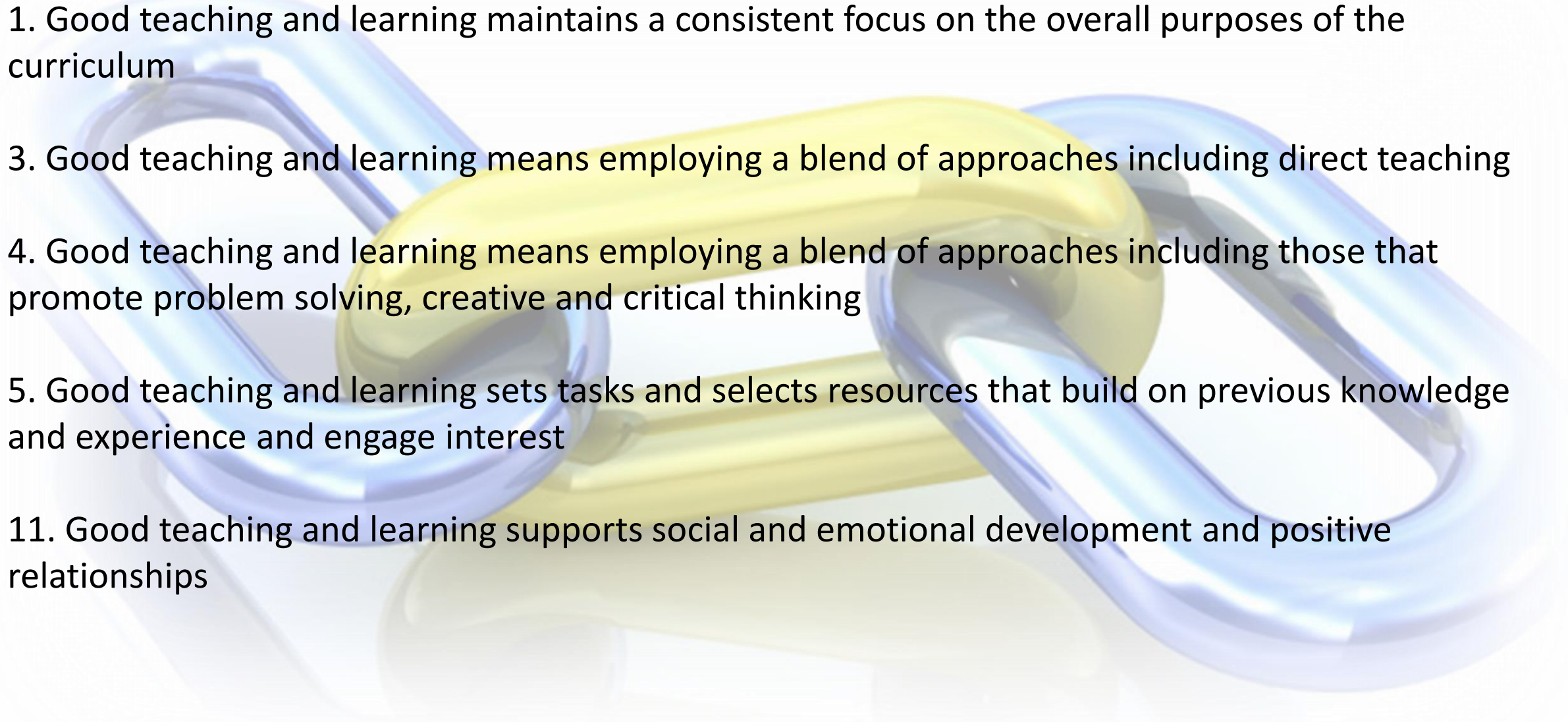
Wednesday 13/09/2023

Introduction to Lesson Planning



**PGCE Business
and Geography
– Day 4**

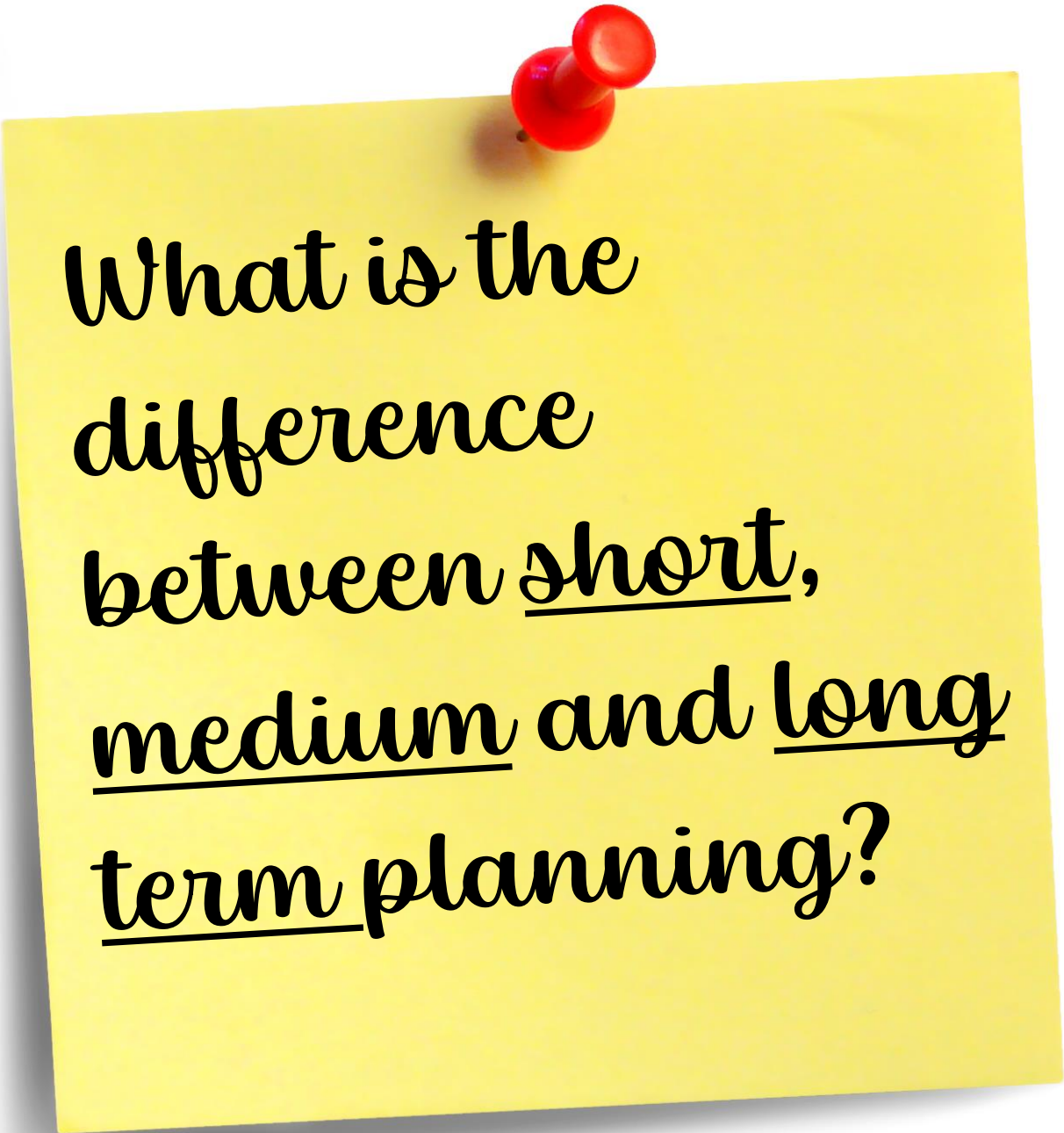
Link to pedagogical principles:

- 
1. Good teaching and learning maintains a consistent focus on the overall purposes of the curriculum
 3. Good teaching and learning means employing a blend of approaches including direct teaching
 4. Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking
 5. Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest
 11. Good teaching and learning supports social and emotional development and positive relationships

Session aims

- To understand and apply appropriate lesson aims, objectives and resources for teaching as part of lesson planning
- To use the information presented to enhance planning in ECAD6008 and PTE1/2





What is the
difference
between short,
medium and long
term planning?



LONG TERM: overall curriculum map ... 1 year, 2 years, a Key Stage



MEDIUM TERM: term/designated period of time (half term) or unit plan



SHORT TERM: weekly/daily/individual lesson plans



Views on planning...



Unhelpful

Planning as a filled-in form

Plan as many activities as possible in one lesson (bells and whistles!)

“My practice gets better by trying stuff out in the classroom”

Progressive

Planning as a thinking process

Plan fewer activities, but do them better

“My practice improves by making systematic changes in my planning”

1. An engaging starter linked to the topic
2. A clear set of aims and objectives
3. Teacher exposition and guidance
4. Good quality questioning – carefully planned
5. Opportunities for pupil centred work
6. Scaffolding to aid pupils in completing tasks
7. Opportunities for pupil interaction
8. Opportunities for assessment
9. Written work to summarise learning
10. A plenary that summarise learning

The general structure of a lesson:

Divide these features into **MUST, SHOULD, COULD**





A good teacher needs...

- To be able to **plan for progression** across the age and ability range for which they are trained
- To **design effective learning sequences** within lessons and across series of lessons and **demonstrate secure subject and curriculum knowledge**
- To teach lessons and sequences of lessons in which they use a **range of teaching strategies and resources; build on prior knowledge** and develop concepts and processes; **enable learners to apply new knowledge, understanding and skills** and **meet learning objectives**

PLANNING

**Key decision-making attributes for planning successful lessons
(adapted from Hattie, 2012)**

- Understand the learners
- Have clear learning intentions (aims/objectives)
- Be able to choose appropriate resources
- Be able to think about progression





**What would
you need to
do/know at
each stage?**

Where are your learners starting from?



Where do you want them to get to?



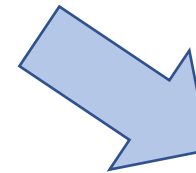
How will you know when they're there?



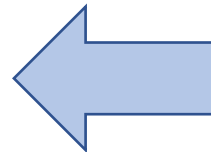
How can you best help them to get there?

**Check out the
UWTSD Lesson Plan**

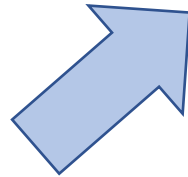
**What do I want
pupils to learn?
(Learning intentions
and objectives)**



**What learning and
teaching strategies
will I use?**



**How will I check for
understanding?**



Starting Point

Learning Intentions and Success Criteria

1. What do you want your students to know?
Why is that important?
2. Can they learn this information another way?



FOOTIEGOALS.com

Learning Intentions (objectives)



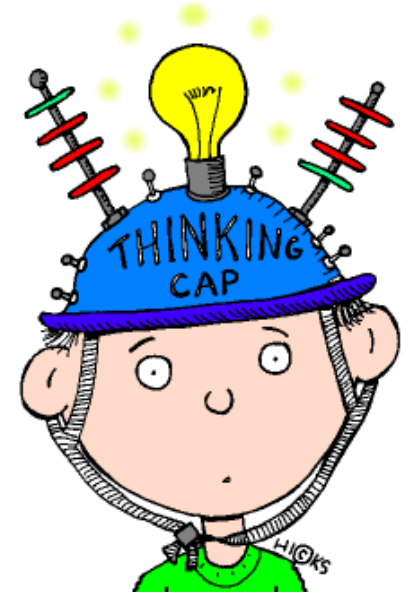
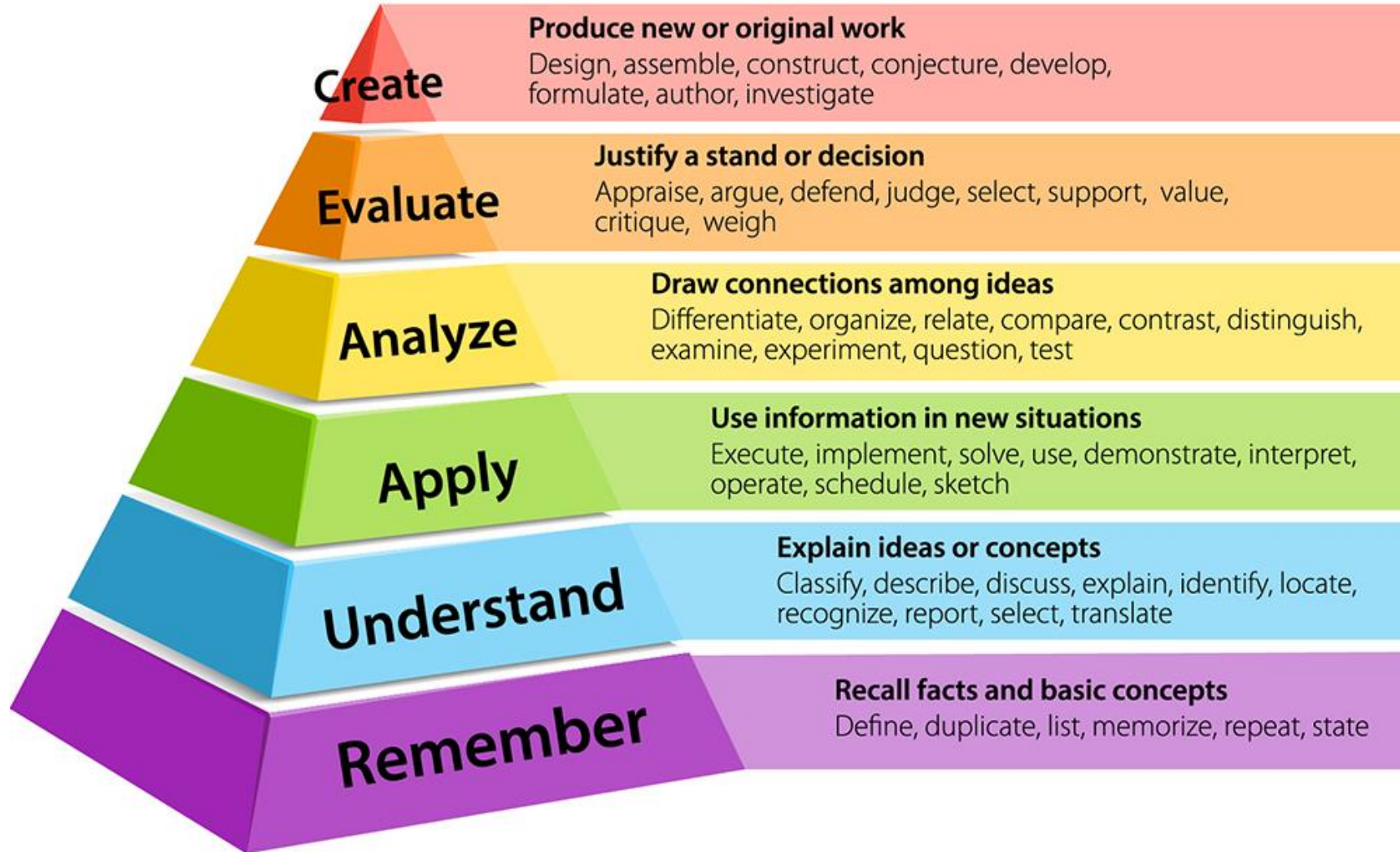
Statement describing what we want students to know, understand and be able to do as a result of a learning activity

Examples:

- ✓ We are learning how to design enquiry questions for research
- ✓ We are learning how to solve quadratic equations
- ✓ We are learning how businesses use social media as a marketing tool
- ✓ We are learning how to show temperature and rainfall on a map

These need to be shared with students – the learning intention should not just be in the teacher's head.

Using Bloom's Taxonomy as a guide to writing Learning Intentions/Objectives





**Success
Criteria**



Provide success criteria to help students achieve the learning intentions. The purpose of success criteria, or “what we are looking for” is to make students understand the criteria for judging their work.

Example:

LEARNING INTENTION:

We are learning how to design enquiry questions for research

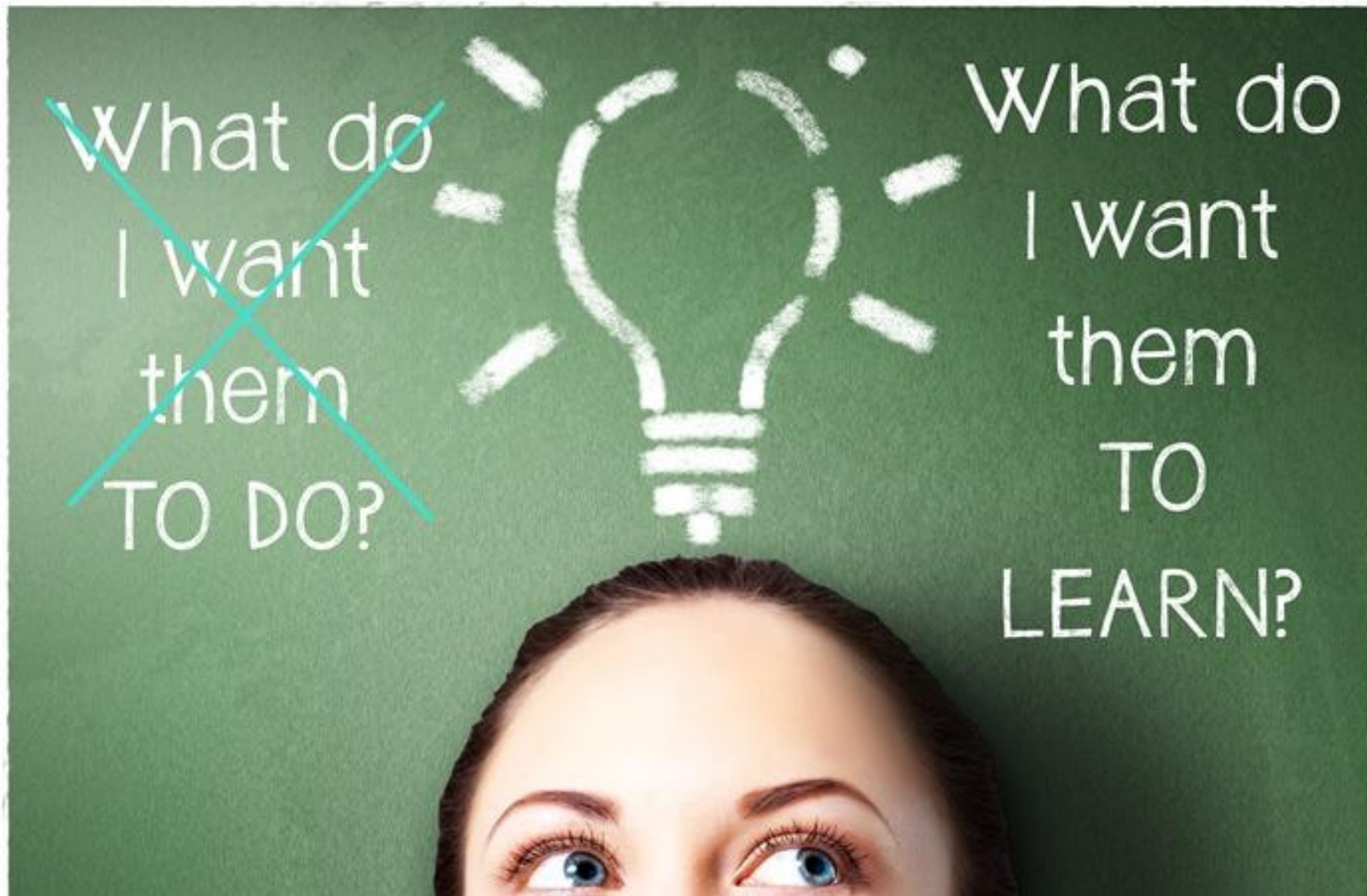
SUCCESS CRITERIA:

I can accurately create questions that generate qualitative and quantitative responses to answer my research question

Learning objectives and success criteria are the tools which enable pupils to exercise power over their own learning. Active learners need to be engaged and reflective: success criteria – the ingredients, steps or possible features of the learning objective –

provide the rationale for the learning objective in real terms, so that the learner is aware of expectations and can identify which success criteria are going well and which are not.

Clarke, S (2008:81)



Work through lesson planning guide

EXAMINATION COMMAND WORDS

The following command words will be used within the examination papers to indicate which Assessment Objective (AO) will be asked:

AO1

Demonstrate Knowledge

- State
- Identify
- Name
- Suggest
- Label

AO1

Demonstrate Understanding

- Define
- Describe
- Outline
- What is

AO2

Reference to Specific Business/Context/Scenario

- Calculate
- Select
- With reference to
- Using the information

AO3

Demonstrate Analysis

- Analyse
- Explain
- Why is it

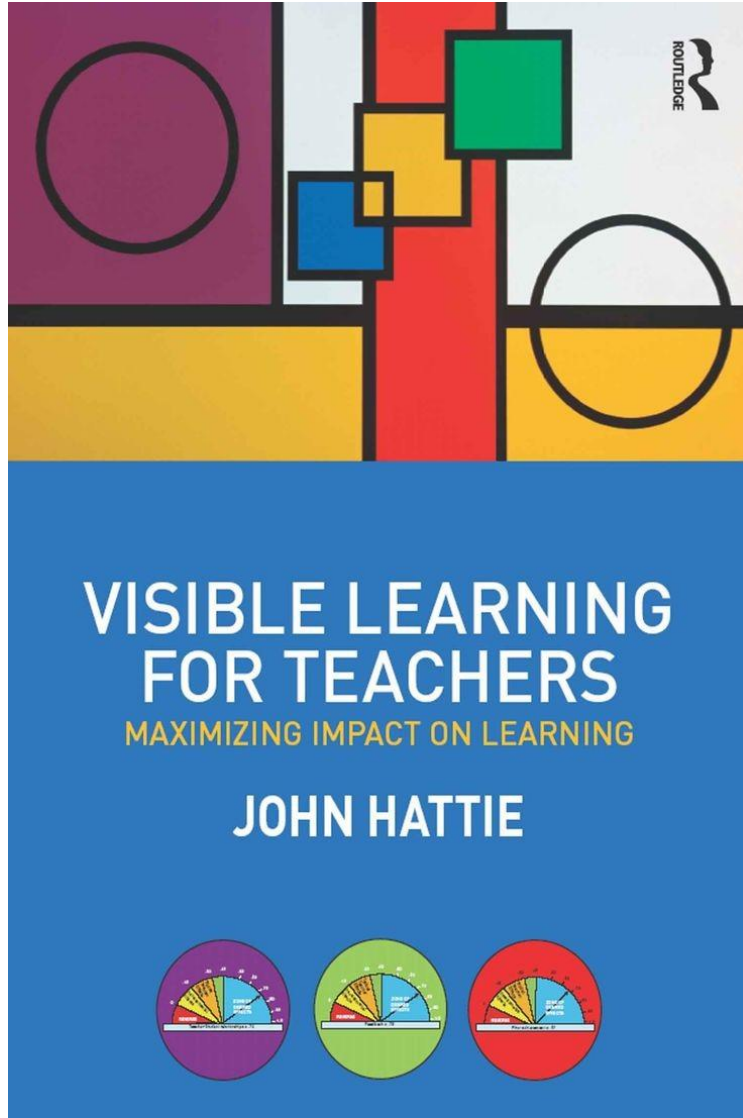
AO3

Demonstrate Analysis and Evaluate

- Discuss
- Assess
- Recommend
- Evaluate
- Justify
- Consider
- To what extent
- Advise

Using GCSE AOs as a guide to writing Learning Objectives





John Hattie's view of
learning intentions and
success criteria...





ASSESSMENT

Assessment... checking for understanding:

- Reference to **success criteria**
- Any AfL strategy
- Successful completion of tasks (be specific)



Reflecting on your lesson plan...

Your lesson plan may not have worked as well as it could have for a number of reasons:

- Too much 'teacher talk'
- Variety of tasks
- Unsuitable selection of resources
- Lack of differentiation
- Unrealistic time allocation for tasks
- Reliance on ICT (internet not working, etc...)

