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Question slide

Words relating to the 12 PP





##/##

Join at: **vevox.app**

ID: **XXX-XXX-XXX**

Results slide

Words relating to the 12 PP

RESULTS SLIDE

12 Pedagogical Principles

Focuses on the
4 Purposes

Supports sustained
effort to reach high but
achievable expectations

Employs a range of
pedagogical approaches
including direct teaching

Promotes wider skills
including problem solving
creative & critical thinking

Builds on previous
knowledge and
experiences

Creates authentic
contexts for
learning

Uses assessment
for learning

Makes connections
within & between
AoLEs

Reinforces cross
curricular skills of
LNF, DCF etc.

Supports learners to
take responsibility
for their own learning

Supports social and
emotional development
& positive relationships

Encourages
collaboration



Science and Tech AOLE

Semester 2



Developing Autonomy

Aims for Semester 2

- Support towards the goals and expectations for QTS



Beginner Teacher



Developing Teacher
Identity (PTE1)



Becoming
Autonomous (PTE2)

Day 1: Aims



1.1

Reactivating professional frameworks.



1.2

Reframing “Great Teaching” through concrete experiences



1.3

Planning as a professional act.



1.4

Set up the Directed Task

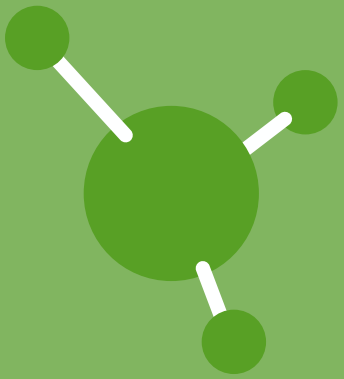


A stylized illustration of a microscope in white and grey, positioned on the left side of the slide. The eyepiece is at the top, and the base is at the bottom. The slide is in the center, and the objective lenses are at the bottom. The number '1.1' is written in white on the slide.

Reactivating professional frameworks.

Re-engage with shared pedagogical language and position theory as an analytical tool for classroom practice

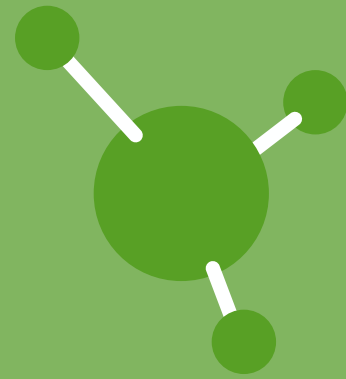
 GTT, 12PP, EEF





By the end of the session

- Used at least one science teaching framework to explain a classroom issue
- Produced a theory-informed statement about effective science & technology teaching
- Identified a conceptual lens you will use in Placement 2 reflections



Organise the statements

Connect the statements to the theoretical frameworks.

Discuss an experience

Consider 1st reactions

Consider theoretically connected explanations

Possible solutions?

Statements

Learners completed the task but struggled to explain the underlying idea.

Explanations were accurate, but learners became confused partway through.

The starter showed recall of prior learning, but this did not carry through the lesson.

Questions were asked frequently, but teaching did not change in response to answers.

Practical work was engaging, but its purpose for learning was unclear to learners.

Support helped learners complete work, but independence was limited.

The lesson felt calm and well managed, but progress was difficult to identify.

Learners remembered information from last lesson but could not apply it in a new context.

Tasks were broken down so far that learners were not required to think deeply.

Examples were used, but connections between ideas were not made explicit.

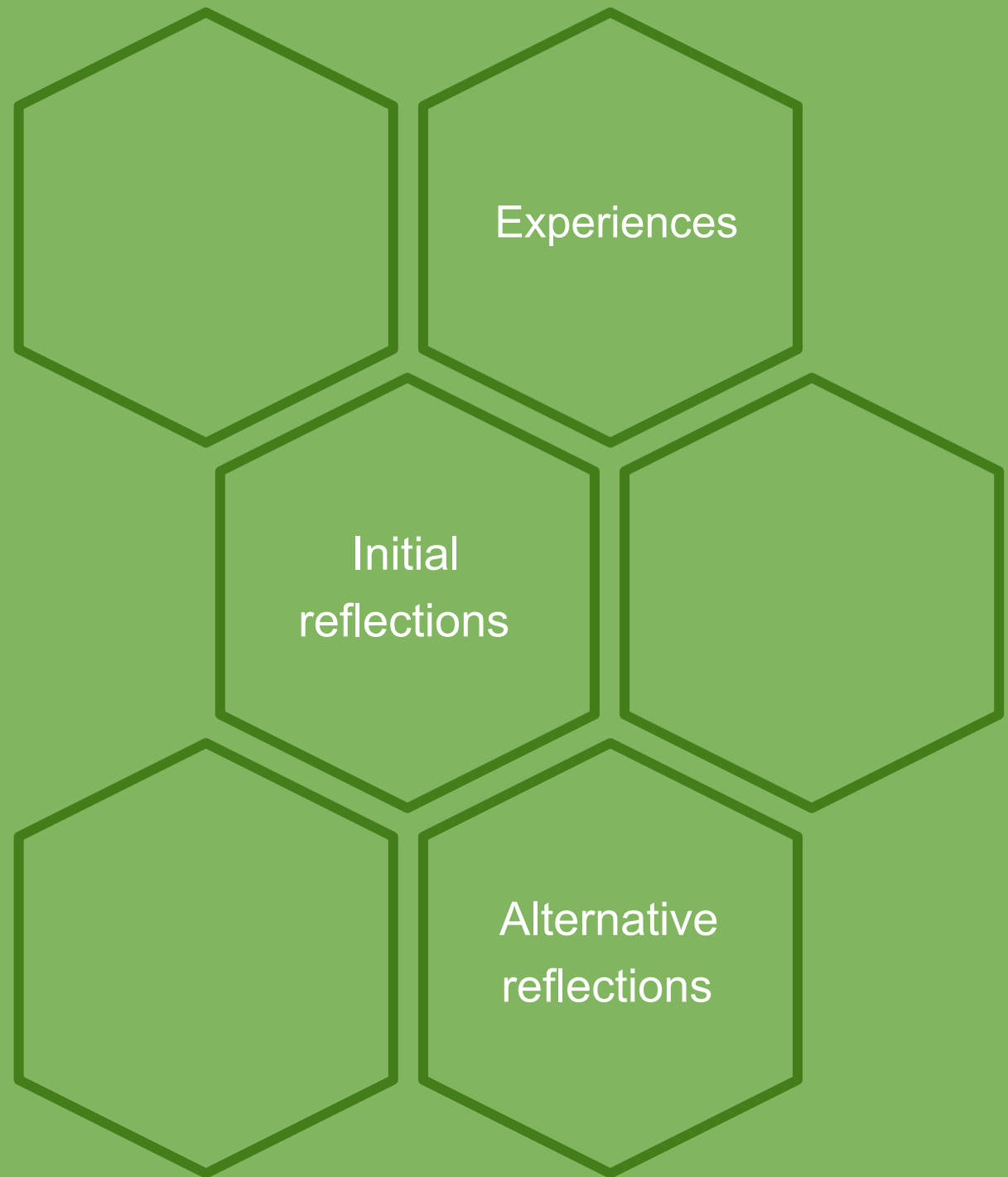
Some learners followed the explanation, while others were lost early on.

Activities fitted the scheme of work, but progression within the lesson was weak.

Example

I do, you do, we do

Support helped
learners
complete work,
but independence
was limited.



Support helped learners complete work, but independence was limited.

2. Creating a supportive environment

- 1 Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students
- 2 Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care
- 3 Promoting learner motivation through feelings of competence, autonomy and relatedness
- 4 Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change

Support helped learners complete work, but independence was limited.

Focuses on the
4 Purposes

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Mid-point check in

Which framework best explains why pupils complete tasks but cannot explain the concept?

Discussion & solutions



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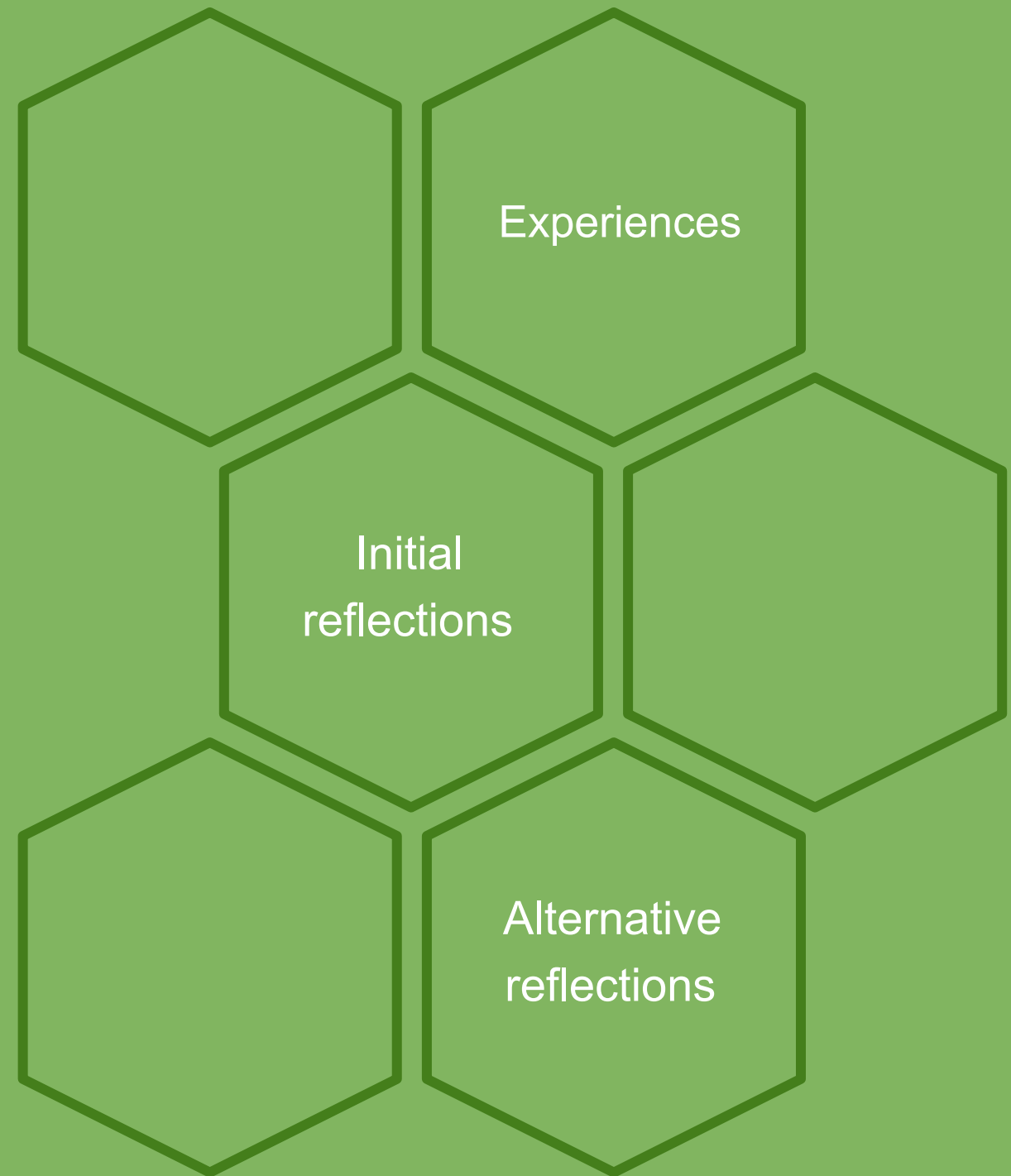
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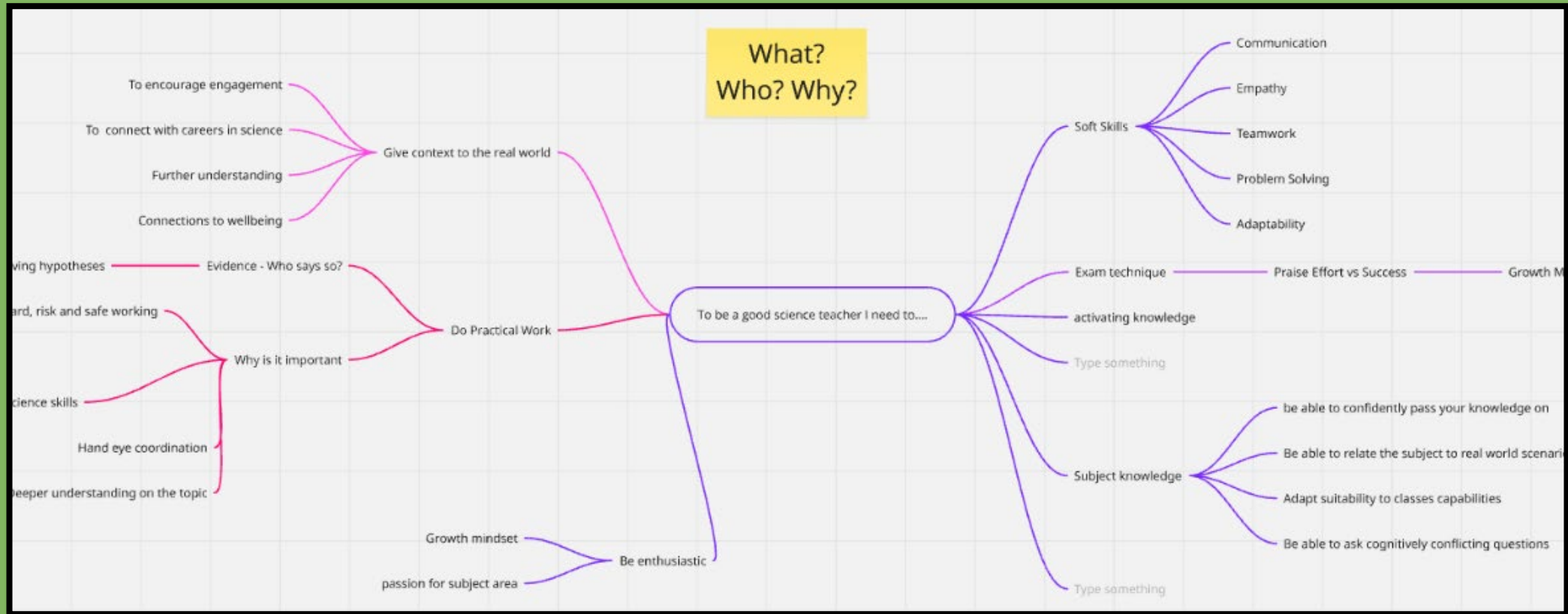
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Watch the video

<https://learningonscreen.ac.uk/ondemand/index.php/clip/277594>
<https://login.learningonscreen.ac.uk/wayfiles.php?entityID=https%3A%2F%2Fidp.smu.ac.uk%2Fopenathens&target=https%3A%2F%2Flearningonscreen.ac.uk%2Fondemand%2Findex.php%2Fclip%2F277594>



Revisit MIRO

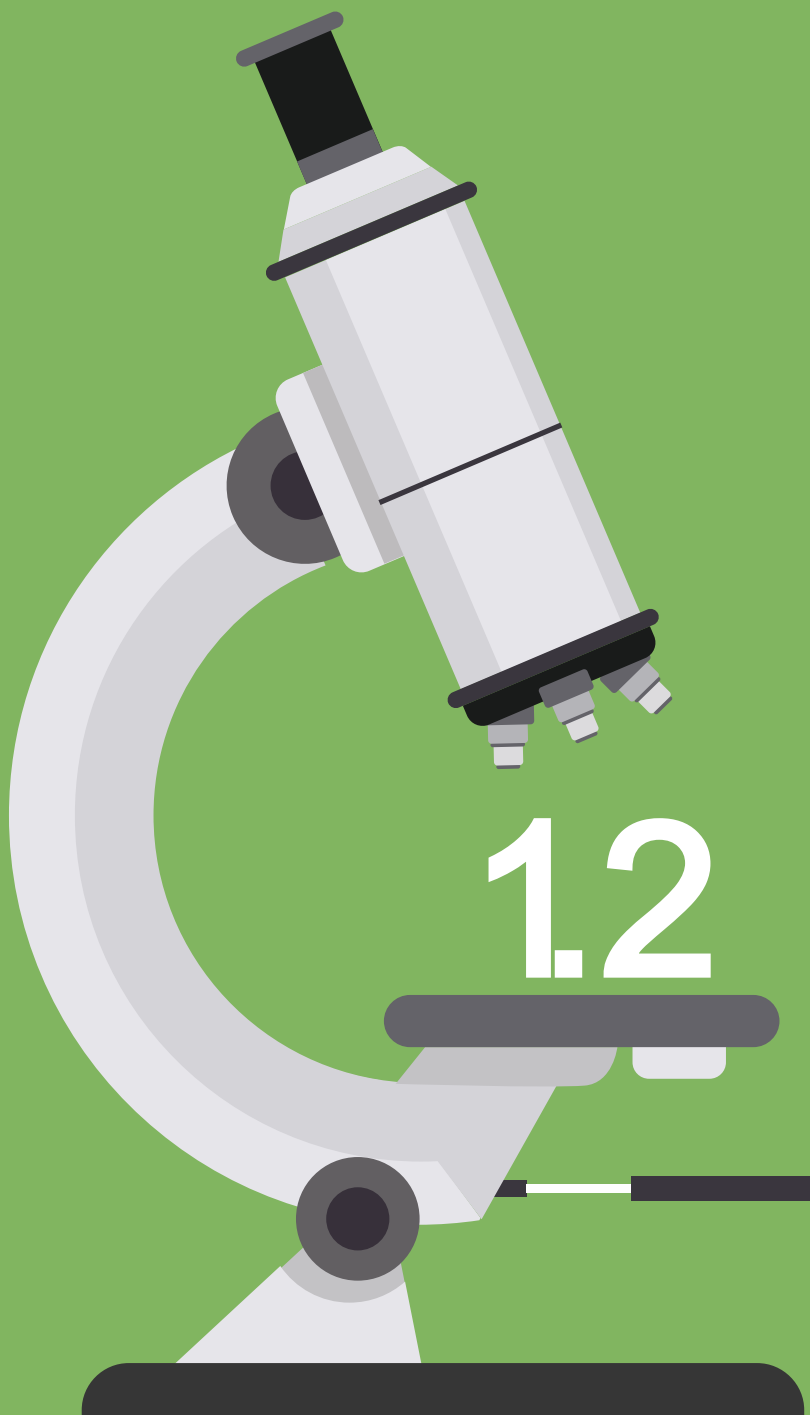


Plenary

One idea about good science teaching I now see differently is...”

Exit Ticket

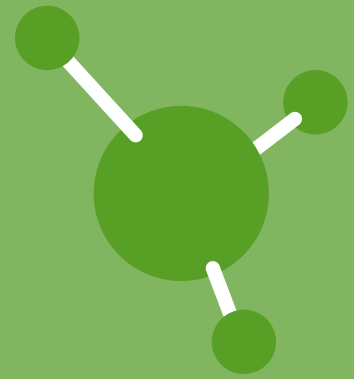
In PTE2, I will use ____ to analyse my teaching because it helps me explain ____.

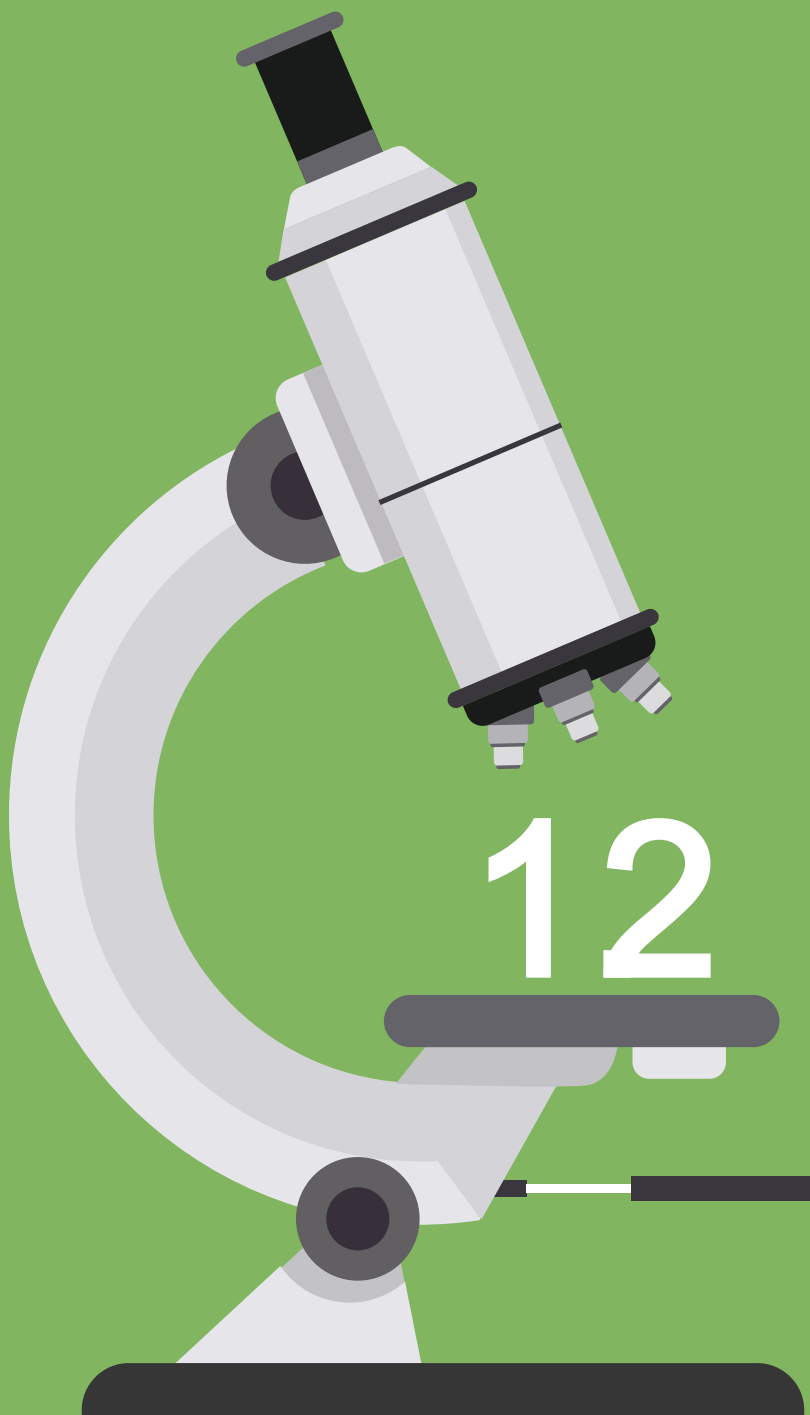


Reframing “Great Teaching” through concrete experiences

To use placement experience to challenge and refine beliefs
about effective science & technology teaching using evidence.

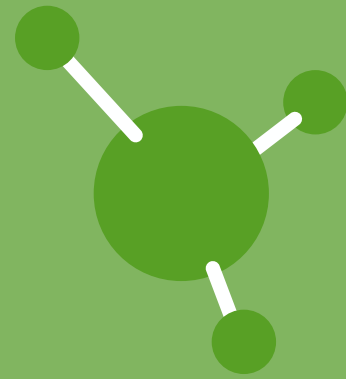
 GTTEEF, Johnstone's Triangle





By the end of the session

- Provide one analytically explained lesson outcome
- Explicit use of a pedagogical framework to explain learning
- Revised belief about “great teaching” grounded in evidence



Share your Exit Ticket

In PTE2, I will use ____ to analyse my teaching because it helps me explain ____.

The Developing Teacher

[at-stages-dev.pdf](#)



Route to QTS

Self Assessment

- Complete the activity and tasks

PTE experiences

1

Identify one
successful lesson

2

Identify one
unsuccessful
lesson

3

Look back through
your lesson plans
for intended
learning and
consider evidence
for actual learning.

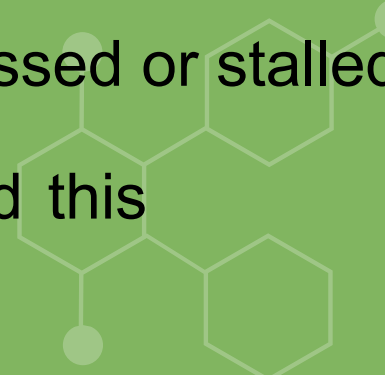


Structured Lesson Analysis

Choose 1 lesson

Analyse where learning progressed or stalled.

Which teaching decision affected this



- Explanation
- Questioning
- Task design
- Assessment
- Pacing
- Support / scaffolding
- Choice of example
- Classroom routines

- 
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Using theory to explain (GTT, 12PP)

Using this framework, learning progressed / stalled because...



Professional Dialogue

In pairs:

Partner A presents their analysis

Partner B challenges using:

“What evidence supports that?”

“How do you know learning changed?”

“Which part of the framework explains this best?”

“What would you change for PTE2?”

Swap roles.





Plenary

Complete

- One belief about great teaching that placement evidence has changed is...

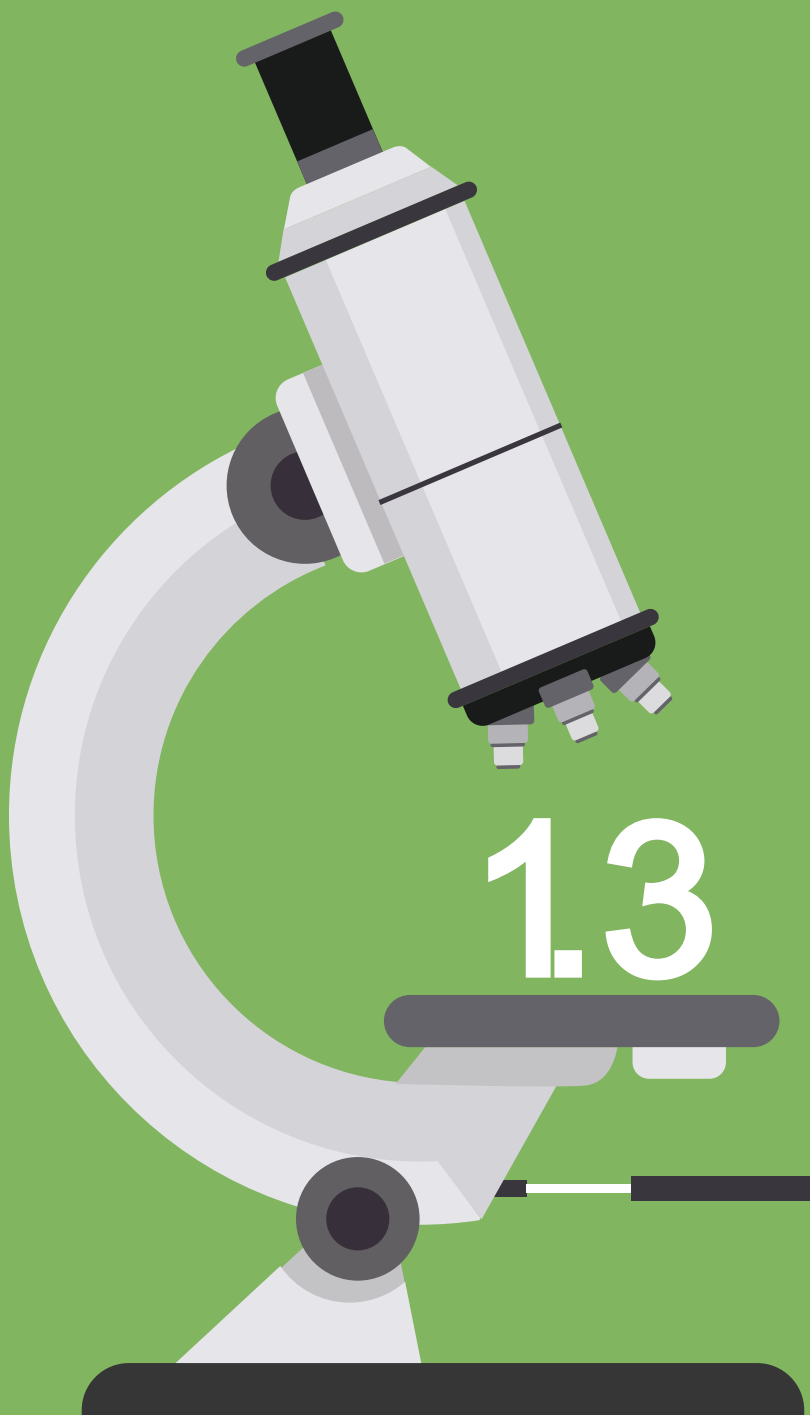


Progression

Idea for PTE2

Instead of *"This worked well"*

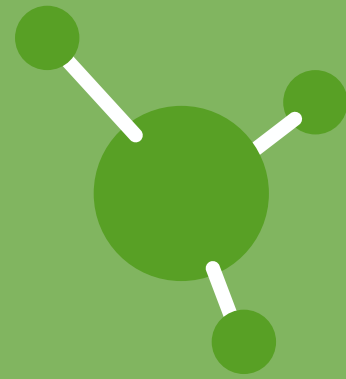
Write *"Learning improved because..."*

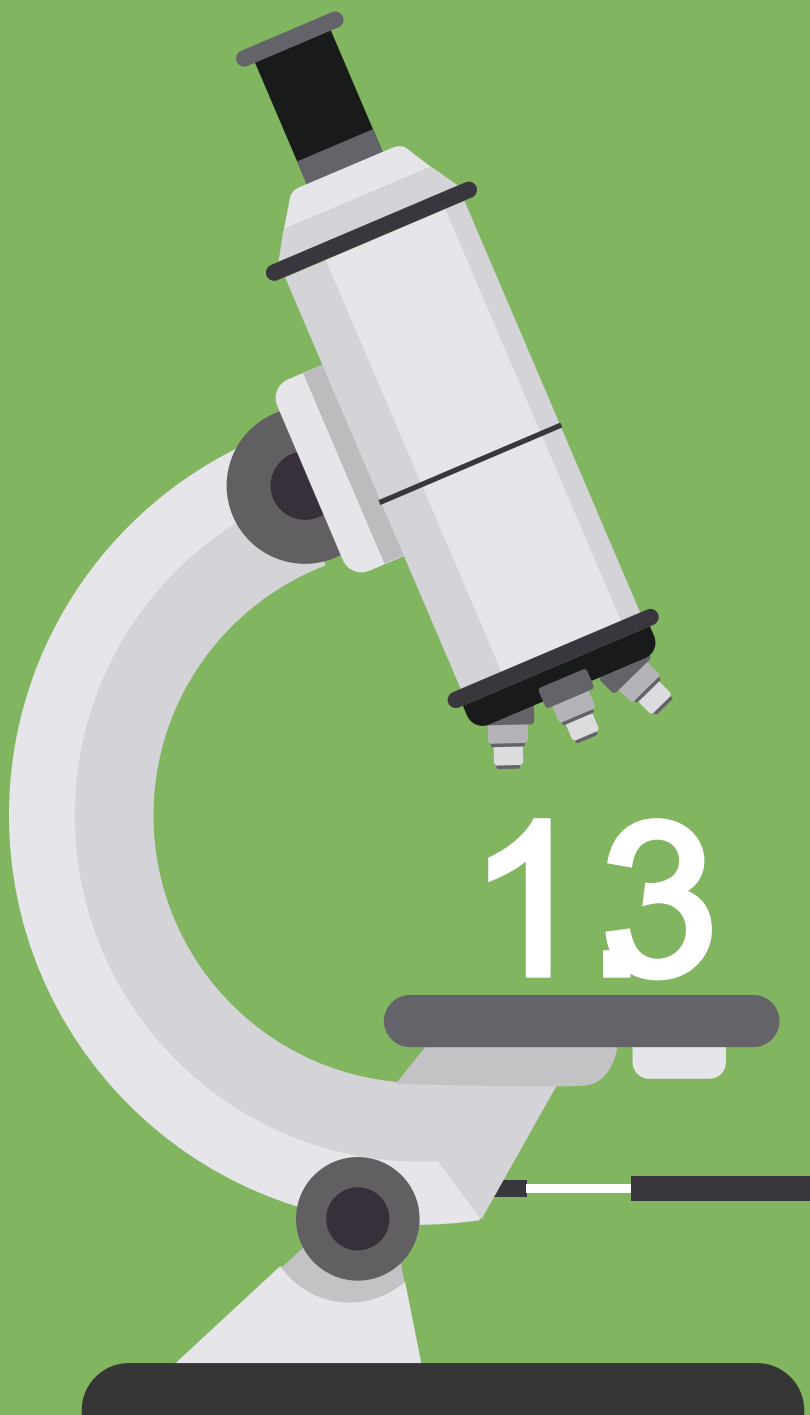


Planning as a Professional Act

To reposition lesson planning as purposeful design centred on learning intent, diagnosis, and response.

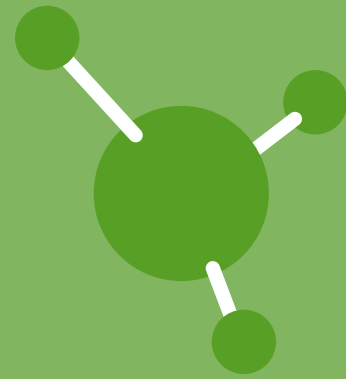
 EEF, RADAAR Logic, BEST, Rosenshein





By the end of the session

- Understand how to develop teacher Identity level
- Can state one explicit planning improvement commitment for Placement 2



APK

What is the purpose of planning your lessons?



Plan deconstruction

Analyse the WABOLL



Plan reconstruction

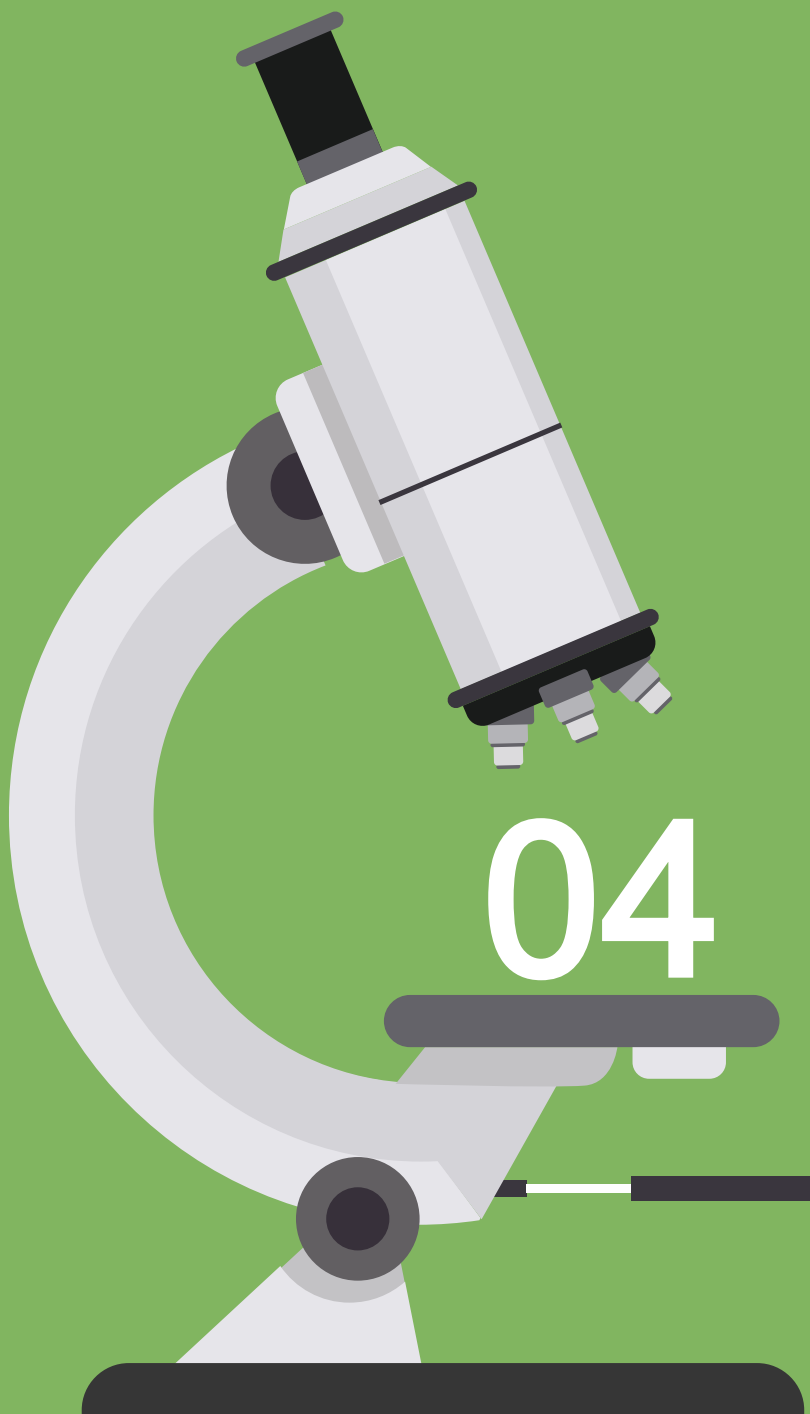
You have been asked to prepare a 20min lesson for an interview.
Be prepared to explain how you went about planning it



Directed Task

For the next time we meet:

- Review Subject Knowledge Audit
- Select an area to study
- Create a task/resource to support teaching of it.
- Prepare to explain how you studied for it.
- Your process for developing the task/resource



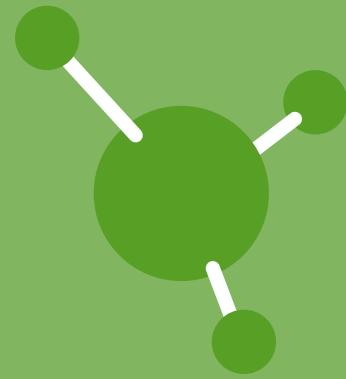
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Make links to the literature



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