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Level 5 Diploma in Teaching

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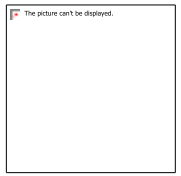
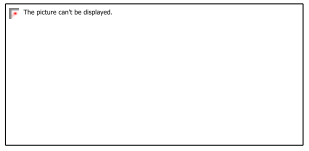
Housekeeping

Mute your microphone when not talking.



Please use you full name as the profile/display name when you log in

Keep video on and be attentive. Show your understanding with a nod or hand gesture (thumbs up)



Use the ‘raise my hand’ feature to ask questions or share ideas or experiences

Be active and take notes

Teaching practice in further education

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Lesson Objective

- 1.1 Create cohesive schemes of work that integrate assessment strategies and curriculum plans effectively
- 1.2 Evaluate various approaches and models of lesson planning
- 1.3 Create detailed and well-structured lesson plans that align with: • curriculum objectives and standards • learners' individual goals and learning preferences. • setting's policies
- 1.4 Identify potential barriers to learning and incorporate strategies within the lesson plans to minimise their impact
- 1.5 Critically evaluate lesson plans and schemes of work, adapting where required to enhance overall effectiveness

Guidance:

1.1 schemes of work: **minimum of 2.** Could include course information, aims and objectives, unit/lesson breakdown, teaching methods, assessment strategies, resources, timetable, homework, technology, cross-curricular integration, inclusive teaching strategies, review and reflection, alignment with educational policies

1.2 approaches and models of lesson planning could include Blooms Taxonomy

1.3 lesson plans: minimum of **10** lessons plans

1.1 You need to design Scheme of Work

Devise a scheme of work

- You need to plan a scheme of work

- A scheme of work, in short, is an overview or a long-term plan for what you aim to teach in a particular subject across a term or an academic year. It's a road map for where you want to go and the steps you will need to take in order to get there.

Session Planning Sheet – (In Plain English)

Session Number	Learning Objective	Outline/Resources Needed	Keywords	What they will produce	Comments on Lesson (After)
1	To understand basic formula/function. For example, using the operations and SUM.	In this session, they will be introduced to the basics of Excel. They will begin their workbook.	Column Row Cell Cell Reference	They will have completed the first two activities in the workbook.	
2	To understand how to use more advanced formula. For example, COUNT & COUNTIF.	In this session, they will learn how COUNT & COUNTIF formulas work. They will continue with their workbook. Cell Reference game needed.	COUNT COUNTIF COUNTA Cell Reference	They will produce a completed worksheet on this which will also include conditional formatting.	
3	To understand how to use more complex formula. For example IF Statement.	In this session, they will learn how an IF Statement works and create their own. They will continue with their workbook. Quiz will be needed.	IF Statement True False Cell Reference	They will complete the IF Statement worksheet. They will have an overall quiz.	

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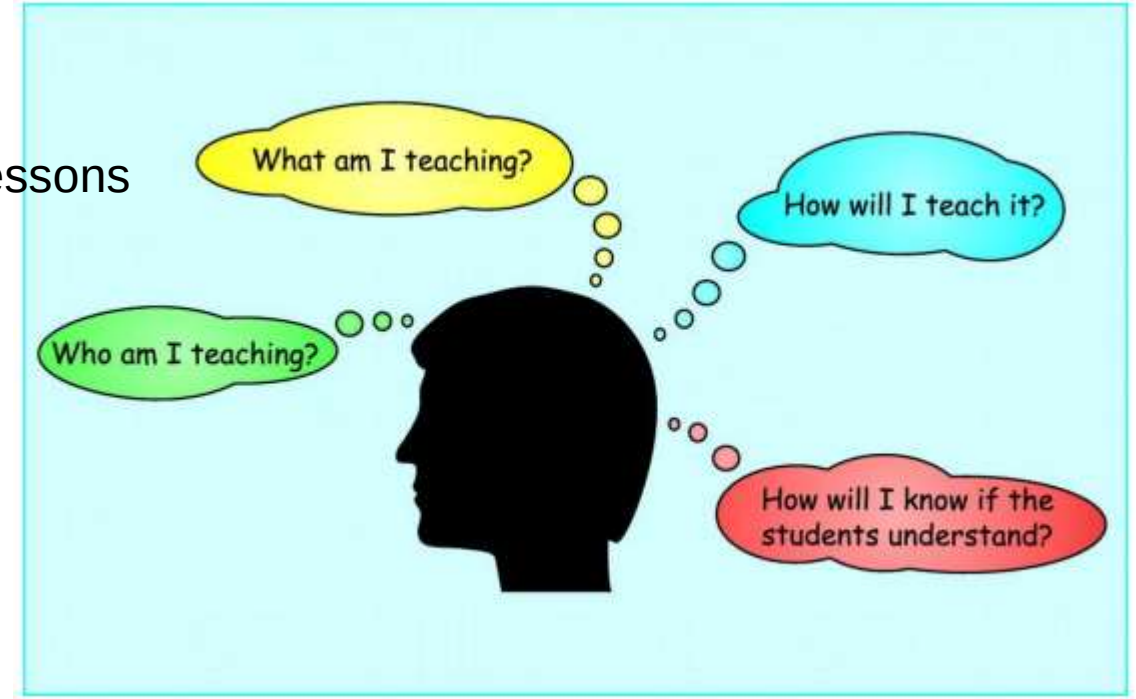
Session Number	Topic	Learning objectives By the end of the session one, some or all learners will be able to	Learning Methods	Resources	Assessment Methods
1	Numbers and Place value	Students should be able to 1. Count from 0 in multiples of 4,8,50 and 100, find 10 or 100 more or less than a given number 2. Recognize the place value of each digit in a three-digit number (hundred, tens, ones) 3. Compare and order numbers up to 1000 4. Identify, represent and estimate numbers using different representations 5. Solve number problems and practical problems involving these ideas.	Paper Worksheet Education website example: Mathletics, education-city YouTube channel Role play during the lesson	Color pen White Board with marker Ruler 3D shapes Blocks Beads Scissors Pencils	Quizzes Observations Classwork and homework Daily mental maths assessment Homework with parents engagement Written assessments papers

1.3 Design teaching and learning plans which take account of: . individual goals needs and learning preference of all learners; and . curriculum requirements

- For this criteria you need to design 10 lesson plans
- https://manikapant18.medium.com/simple-and-easy-lesson-plan-format-for-teachers-388af7a2c1e5
- Really useful website

Purpose of Lesson Plans

- Used as a guide by the teachers
  - they don't have to think on their feet
  - gives them a starting point
  - they build on previous teaching and prepare for coming lessons



- Provides Structure and Direction
  - clarity about the learning process.
  - track progress

- Provides Record
  - curriculum tracking – objectives, learning outcomes

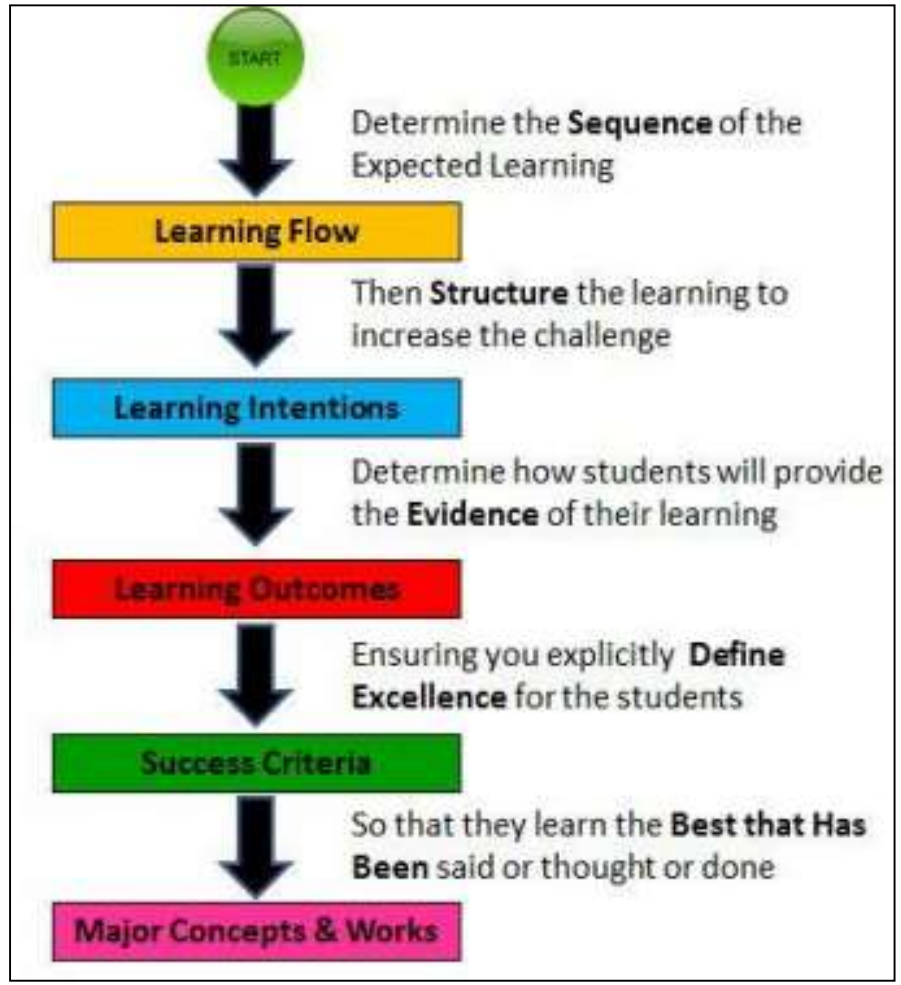
- Helps in class management
  - When a c=lesson works well, students not only learn – they are engaged and there is good learning behaviour seen.

Classroom management + Well designed lesson = Higher achieving students

No matter how experienced a teacher is, they should always have a lesson plan for each and every lesson.

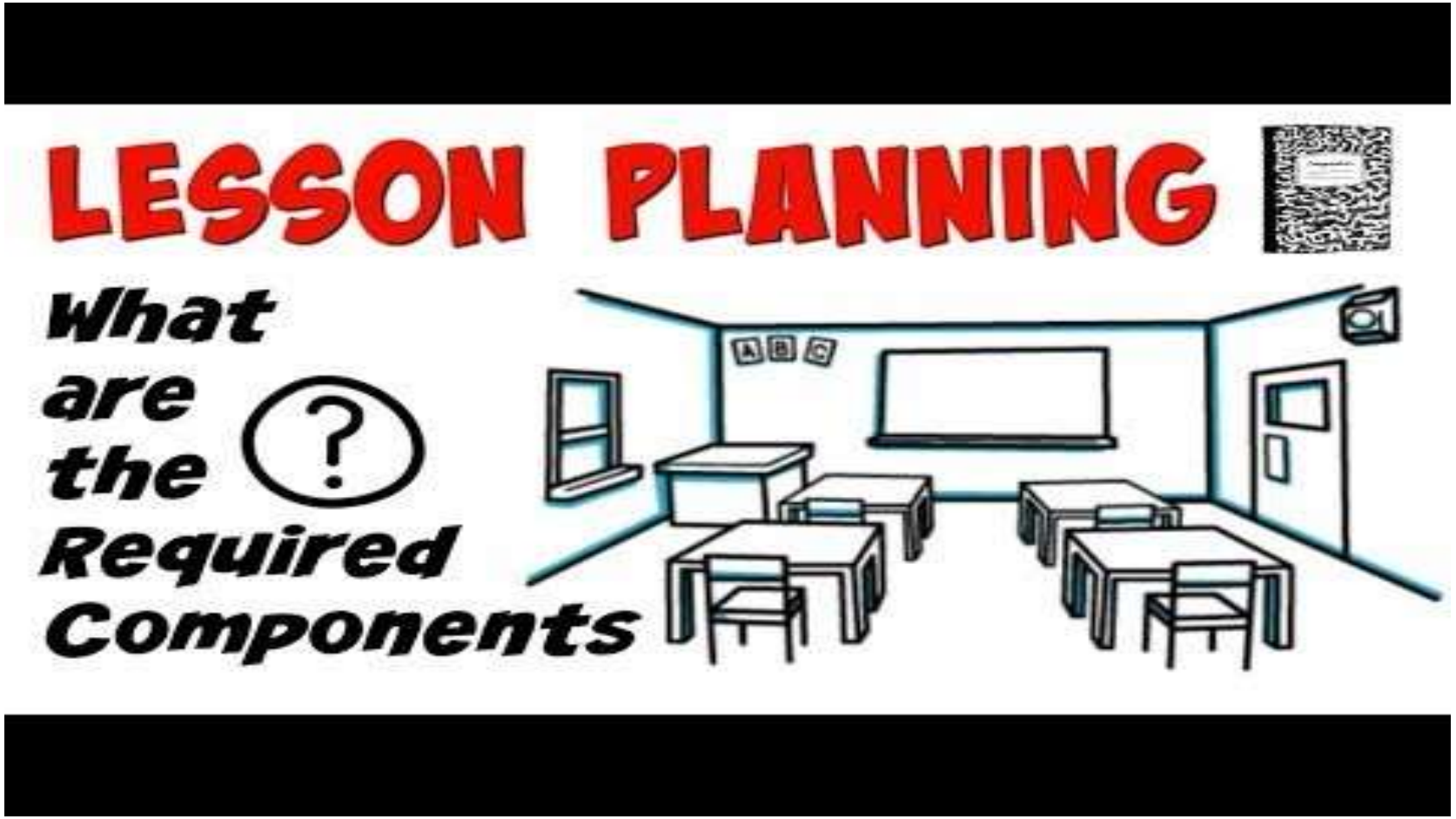
This ensures that they:

- Follow a scientific process to plan and deliver learning.
- Take a very specific approach to learning objectives and steers the focus of the lesson to remain on course to achieve these (through step by step process).
- Incorporate elements of additional minimum core and key skills as well as subject requirements
- Take a differentiated approach to all learners in order to meet individual learning needs (and this is documented for ongoing review and progress)
- Plan in assessments and record reflections for review after the lessons on success of teaching
- Build in contingencies to their lessons in case certain activities do not work
- Share their expertise. This helps to build in contingencies for unexpected events such as if staff leave or someone needs to cover a lesson due to illness.
- Don't have to remember the plan and can concentrate on following it) Reduces stress for the teacher.



Key Components of A lesson plan

https://youtu.be/XPpW9UVb_90



Key Components of a Typical Lesson Plan

lesson plans contain some or all of these elements:

•*Title* of the lesson

•*Time* required to complete the lesson & List of required *materials*

•List of *objectives*, which may be *behavioral objectives* (what the student can *do* at lesson completion) or *knowledge objectives* (what the student *knows* at lesson completion)

•The *set* (or lead-in, or bridge-in) that focuses students on the lesson's skills or concepts—these include showing pictures or models, asking leading questions, or reviewing previous lessons

•An *instructional component* that describes the sequence of events that make up the lesson, including the teacher's instructional input and, where appropriate, guided practice by students to consolidate new skills and ideas

•*Independent practice* that allows students to extend skills or

•A *summary*, where the teacher wraps up the discussion and answers questions

•An *evaluation* component, a test for mastery of the instructed skills or concepts—such as a set of questions to answer or a set of instructions to follow

•A *risk assessment* where the lesson's risks and the steps taken to minimize them are documented

•An *analysis* component the teacher uses to reflect on the lesson itself—such as what worked and what needs improving

•A *continuity* component reviews and reflects on content from the previous lesson

Ref: https://en.wikipedia.org/wiki/Lesson_pl

Lesson Plan		
Teacher	Date	Year Grp
Subject	Time	
Previous Knowledge		
Aim of session		
Outcomes of session		
Outcomes assessed by		
Content	Method	
Resources	Planned Differentiation	
Links to next session		
Session evaluation		

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Let's think about putting all of those answers into your learning plan. Here is a typical format, but you will probably find that your organisation has already got a form that is in regular use.

LEARNING PLAN				
Teacher	Date			
Course/level/year of group				
Subject	Time			
Number	Age	14-16	16-18	19+

Previous knowledge

write here what the learners already know, for example: key words and similar skills/knowledge. How will the session build on the previous session? Always remember to move from the known to the unknown so this section is your starting point

Aim of session

should be written from the teacher's perspective, for example - understand about..., be aware of... know about...

Outcomes of session

should be written from the learners' perspective, for example: By the end of this session, the learner will be able to ...

describe, write, explain, state, etc., i.e. measurable statements/verbs

Alternative expression is 'objectives' which means the same thing

For best practice make the outcomes differentiated to meet the needs of your learners:

e.g. by the end of the session, all learners will be able to... Most learners will be able to... some learners will be able to...

Outcomes assessed by

How you will know that learning has occurred in this session? Record here how you will measure learner progress - this should be throughout the session and not just at the end. How often will you re-visit the learning outcomes in the session to confirm understanding before moving on?

Content	Method
Firstly - share learning outcomes with learners Secondly - Introduction (x minutes) Then - Development (x minutes) Next - Conclusion (x minutes) Finally - summary and bridge to next session (x minutes)	List here the teaching and learning methods you plan to use. Remember variety and links to websites. New learning should commence quite soon into the class to give plenty of opportunities to practise and develop learning.
Resources List the resources you need to deliver the session	**Planned differentiation** How are you going to meet the needs of individuals in your session?

Links to next session

What homework or 'bridging' activities will occur between this & the next session; this might be an exercise, a reading, looking at an Internet site, collecting something, etc.

Session evaluation

This section would be completed soon after the session, and the teacher would talk about what worked and what didn't work. was there too much, not enough? which bit was understood well and which bit might have to be revisited? what would be done differently next time? were the learning outcomes met?

The 5 minute Lesson Plan

....print and scribble your way to Outstanding!

The BIG picture?

Using technology safely in the classroom

Objectives

Define technology
Purpose of technology
Safety measures when using technology

Engagement?

Starter activity
Recap Activity

Stickability!

Activities to do:
Demonstrate
Practical tasks

Differentiation

Level 4
Level 3
Level 7
Level 6
Level 5

Role play
Poster
Questionnaire
AK, JT Check she understands task

A f L

Thumbs up
Q & A
Group Work
Presentation
Peer Assess

WORDS *along the way....*

New vocabulary – Firewall, strategy, cyber bullying

Teacher Led or Student Led?

1.2 Evaluate various approaches and models of lesson planning

- When you are planning your lesson you should consider the learning process that will occur. For this we will refer to Blooms Taxonomy.

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Lesson Plan Template

Source : http://www.oise.utoronto.ca/sapo/Forms_Resources/Lesson_Plan_Templates/index.html

LESSON PLAN

Date: _____

Title of the Lesson: _____ Unit of Study: _____

Background Information:

Grouping:

Learning Expectations:

Assessment:

Lesson:

- ☐ Mental Set
- ☐ Sharing the Purpose/ Objectives
- ☐ Input
- ☐ Modelling
- ☐ Check for Understanding
- ☐ Guided Practice
- ☐ Independent Practice
- ☐ Closure

Materials/Resources:

Bloom's Taxonomy:

- ☐ Knowledge
- ☐ Understanding
- ☐ Application
- ☐ Analysis
- ☐ Synthesis
- ☐ Evaluation

Multiple Intelligences:

- ☐ Linguistic
- ☐ Logical/Mathematical
- ☐ Spatial
- ☐ Musical
- ☐ Bodily/Kinesthetic
- ☐ Interpersonal
- ☐ Intrapersonal
- ☐ Naturalistic

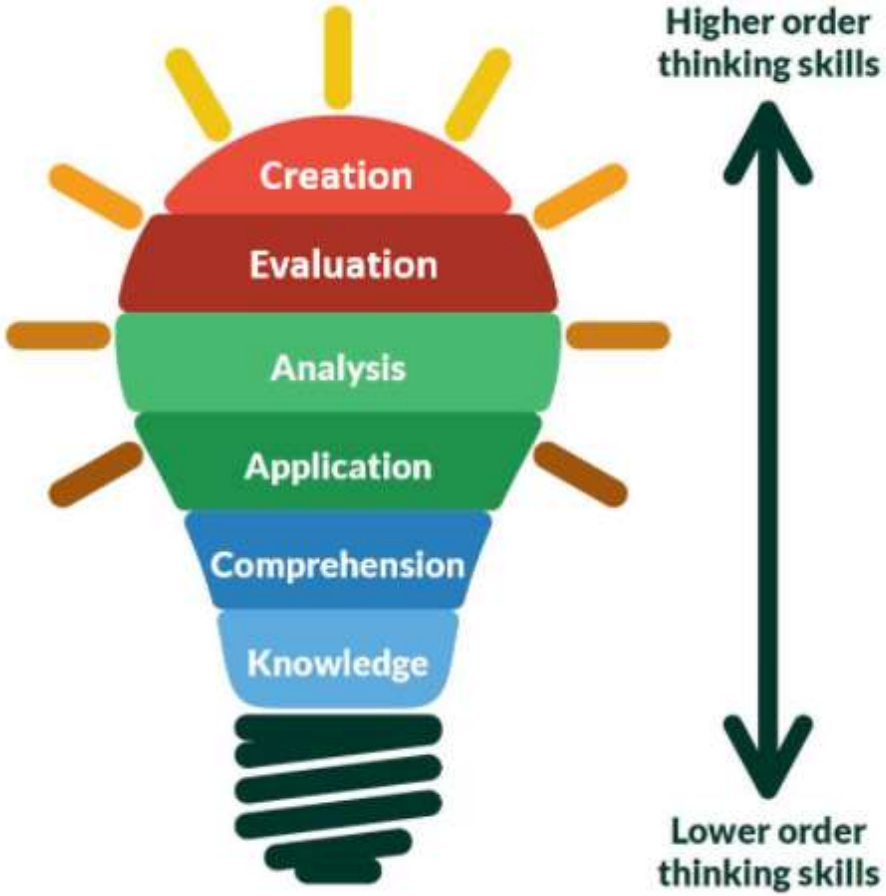
Learning Taxonomies

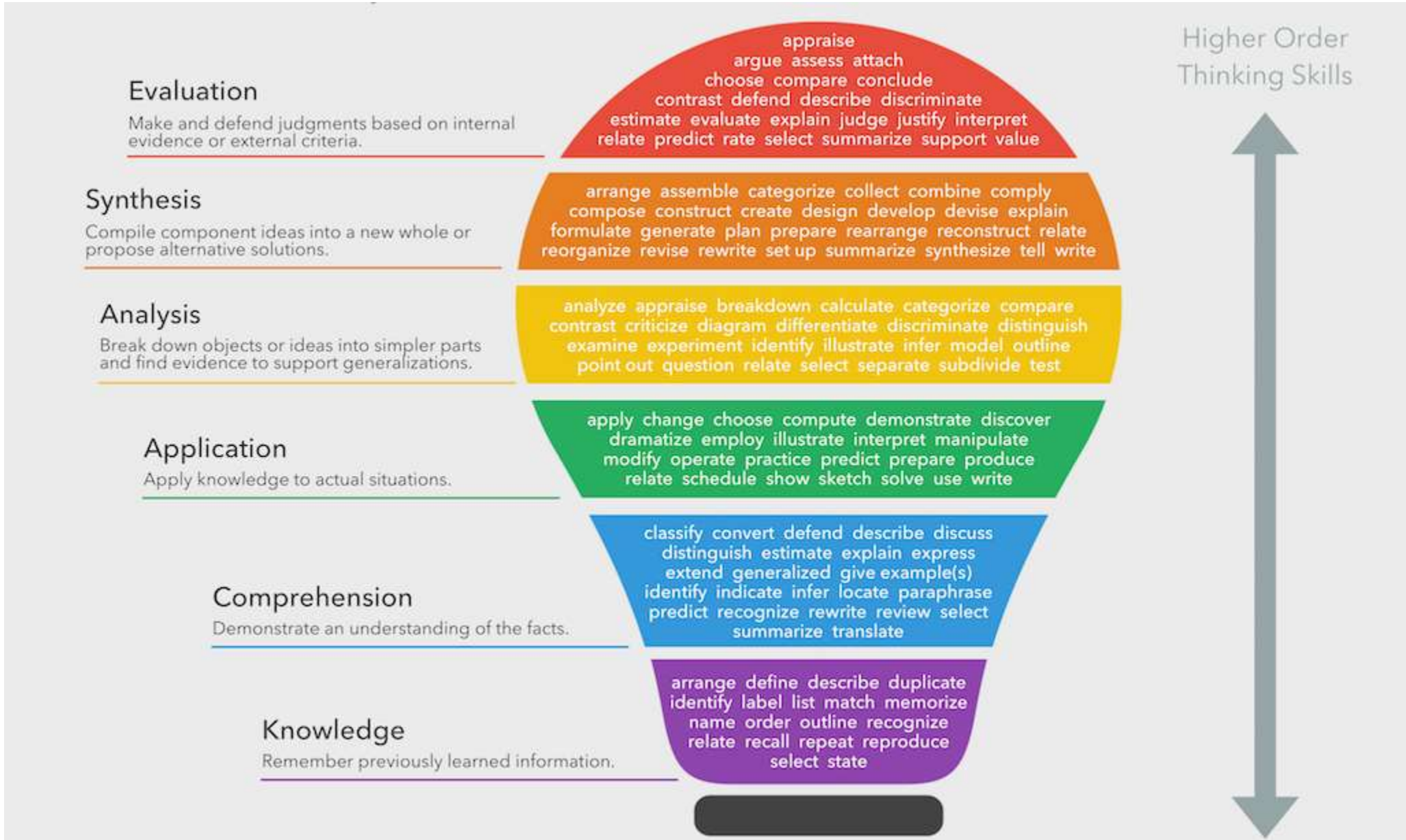
Learning taxonomies are commonly utilized as a way of describing different kinds of learning behaviours. Educators and instructional designers use learning taxonomies to define and distinguish different levels of human cognition such as remembering, thinking, learning and understanding.
The word taxonomy simply means classifications or structures, therefore learning taxonomies are classifications of learning.

Introduction to Bloom's taxonomy

Benjamin Bloom

- Bloom’s taxonomy is a classification of cognitive skills into hierarchical levels of complexity that can help teacher teach and learners learn.
- While the affective and sensory domains have been given less attention, the cognitive domain has been the primary focus of most traditional education and is frequently used to structure curriculum learning objectives, assessments and activities.
- The image below visually demonstrates the hierarchy of Bloom’s taxonomy, separating lower order thinking skills form higher order thinking skills.
- https://www.youtube.com/watch?v=NjOa6l4GEJA




Evaluation
Make and defend judgments based on internal evidence or external criteria.
appraise
argue assess attach
choose compare conclude
contrast defend describe discriminate
estimate evaluate explain judge justify interpret
relate predict rate select summarize support value
Synthesis
Compile component ideas into a new whole or propose alternative solutions.
arrange assemble categorize collect combine comply
compose construct create design develop devise explain
formulate generate plan prepare rearrange reconstruct relate
reorganize revise rewrite set up summarize synthesize tell write
Analysis
Break down objects or ideas into simpler parts and find evidence to support generalizations.
analyze appraise breakdown calculate categorize compare
contrast criticize diagram differentiate discriminate distinguish
examine experiment identify illustrate infer model outline
point out question relate select separate subdivide test
Application
Apply knowledge to actual situations.
apply change choose compute demonstrate discover
dramatize employ illustrate interpret manipulate
modify operate practice predict prepare produce
relate schedule show sketch solve use write
Comprehension
Demonstrate an understanding of the facts.
classify convert defend describe discuss
distinguish estimate explain express
extend generalized give example(s)
identify indicate infer locate paraphrase
predict recognize rewrite review select
summarize translate
Knowledge
Remember previously learned information.
arrange define describe duplicate
identify label list match memorize
name order outline recognize
relate recall repeat reproduce
select state
Higher Order
Thinking Skills

Explain how lesson plans incorporate learning styles and taxonomies

The goal of incorporating Bloom’s Taxonomy within lesson plans is to help students see the importance of the “big picture.” Therefore, teachers use the cognitive domain of Bloom’s Taxonomy to help form questions that teachers can ask students.

- Recall information. On the most basic level, students are asked to define terms and identify keywords.
- Understand information. When students advance to this level, they are asked to interpret facts and compare and contrast newly learned information.
- Apply knowledge. At this level, students can apply methods and concepts that they learned to authentic situations.
- Analyze knowledge. On the fourth level, students are asked to reveal patterns and uncover hidden meanings by differentiating information.
- Evaluate knowledge. At this level, teachers challenge students to develop high-level critical thinking skills. Students are asked to make choices and provide evidence for those choices.
- Create a product on the basis of a given criteria. This is the highest level of Bloom’s Taxonomy.

Levels of cognition

According to Benjamin Bloom, there are six levels of cognition. Each of these levels of cognition have verbs that can be used in stating lesson objectives in preparing to teach. Some of the verbs that can be used to state lesson objectives are mentioned below together with the categorized level of cognition:

1. **Knowledge:** remember or recall previous learned information.
Example: recall country capitals, memorize a poem
Verbs: define, repeat, list, name, …

2. Comprehension: demonstrate an understanding of the facts.
Example: summarize the plot of a story, explain a process in one's one words
Verbs: explain, interpret, paraphrase, defend, convert, estimate, …

3. Application: apply knowledge to actual situations, use of a concept or method.
Example: use a formula to solve a problem
Verbs: apply, develop, restructure, illustrate, modify, …

4. Analysis: break down objects/ideas into simpler parts and find evidence to generalize.
Example: explain how the steps of the scientific process work together
Verbs: analyze, compare, examine, contrast, investigate, experiment, …

5. Evaluation: make and defend judgments based on internal evidence or external criteria.
Example: make a judgment regarding an ethical dilemma
Verbs: evaluate, compose, criticize, appraise, defend, justify, support, …

6. Creation: Compile component ideas into a new whole or propose alternatives.
Example: design a new solution to a problem that acknowledges the previous failures
Verbs: create, combine, compose, generate, reconstruct, rewrite, combine

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Bloom's Taxonomy Verbs

LOW LEVEL THINKING SKILLS ⟵ ⟶ HIGH LEVEL THINKING SKILLS

Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words:

Choose, Copy, Define, Duplicate, Find, How, Identify, Label, List, Listen, Locate, Match, Memorise, Name, Observe, Omit, Quote, Read, Recall, Recite, Recognise, Record, Relate, Remember, Repeat, Reproduce, Retell, Select, Show, Spell, State, Tell, Trace, What, When, Where, Which, Who, Why, Write

Comprehension

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Key words:

Ask, Cite, Classify, Compare, Contrast, Demonstrate, Discuss, Estimate, Explain, Express, Extend, Generalise, Give examples, Illustrate, illustrate, Indicate, Infer, Interpret, Match, Observe, Outline, Predict, Purpose, Relate, Rephrase, Report, Restate, Review, Show, Summarise, Translate

Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words:

Act, Administer, Apply, Associate, Build, Calculate, Categorise, Choose, Classify, Connect, Construct, Correlation, Demonstrate, Develop, Dramatise, Employ, Experiment with, Group, Identify, Illustrate, Interpret, Interview, Link, Make use of, Manipulate, Model, Organise, Perform, Plan, Practice, Relate, Represent, Select, Show, Simulate, Solve, Summarise, Teach, Transfer, Translate, Use

Analysis

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words:

Analyse, Appraise, Arrange, Assumption, Breakdown, Categorise, Cause and effect, Choose, Classify, Differences, Discover, Discriminate, Dissect, Distinction, Distinguish, Divide, Establish, Examine, Find, Focus, Function, Group, Highlight, In-depth discussion, Inference, Inspect, Investigate, Isolate, List, Motive, Omit, Order, Organise, Point out, Prioritize, Question, Rank, Reason, Relationships, Reorganise, Research, See, Select, Separate, Similar to, Simplify, Survey, Take part in, Test for, Theme, Comparing

Synthesis

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words:

Adapt, Add to, Build, Change, Choose, Combine, Compile, Compose, Construct, Convert, Create, Delete, Design, Develop, Devise, Discover, Discuss, Elaborate, Estimate, Experiment, Extend, Formulate, Happen, Hypothesise, Imagine, Improve, Innovate, Integrate, Invent, Make up, Maximise, Minimise, Model, Modify, Original, Originate, Plan, Predict, Produce, Propose, Reframe, Revise, Rewrite, Simplify, Solve, Speculate, Substitute, Suppose, Tabulate, Test, Theorise, Think, Transform, Visualise

Evaluation

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Agree, Appraise, Argue, Assess, Award, Bad, Choose, Compare, Conclude, Consider, Convince, Criteria, Criticise, Debate, Decide, Deduct, Defend, Determine, Disprove, Dispute, Effective, Estimate, Evaluate, Explain, Give reasons, Good, Grade, How do we know?, Importance, Infer, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Persuade, Prioritise, Prove, Rate, Recommend, Rule on, Select, Support, Test, Useful, Validate, Value, Why

Actions:

Describing
Finding
Identifying
Listing
Locating
Naming
Recognising
Retrieving

Outcomes:

Definition
Fact
Label
List
Quiz
Reproduction
Test
Workbook
Worksheet

Questions:

Can you list three ...?
Can you recall ...?
Can you select ...?
How did _____ happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did _____ happen?
Where is . . . ?
Which one ...?
Who was ...?
Who were the main . . . ?
Why did ...?

Actions:

Classifying
Comparing
Exemplifying
Explaining
Inferring
Interpreting
Paraphrasing
Summarising

Outcomes:

Collection
Examples
Explanation
Label
List
Outline
Quiz
Show and tell
Summary

Questions:

Can you explain what is happening . . . what is meant . . .?
How would you classify the type of ...?
How would you compare ...?contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Actions:

Carrying out
Executing
Implementing
Using

Outcomes:

Demonstration
Diary
Illustrations
Interview
Journal
Performance
Presentation
Sculpture
Simulation

Questions:

How would you use...?
What examples can you find to ...?
How would you solve _____ using what you have learned ...?
How would you organise _____ to show ...?
How would you show your understanding of ...?
What approach would you use to...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

Actions:

Attributing
Deconstructing
Integrating
Organising
Outlining
Structuring

Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Questions:

What are the parts or features of ...?
How is _____ related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorise ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?
What is the function of ...?
What ideas justify ...?

Actions:

Constructing
Designing
Devising
Inventing
Making
Planning
Producing

Outcomes:

Advertisement
Film
Media product
New game
Painting
Plan
Project
Song
Story

Questions:

What changes would you make to solve...?
How would you improve ...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt _____ to create a different...?
How could you change (modify) the plot (plan)...?
What could be done to minimise (maximise)...?
What way would you design...?
Suppose you could _____ what would you do...?
How would you test...?
Can you formulate a theory for...?
Can you predict the outcome if...?
How would you estimate the results for...?
What facts can you compile...?
Can you construct a model that would change...?
Can you think of an original way for the ...?

Actions:

Attributing
Checking
Deconstructing
Integrating
Organising
Outlining
Structuring

Outcomes:

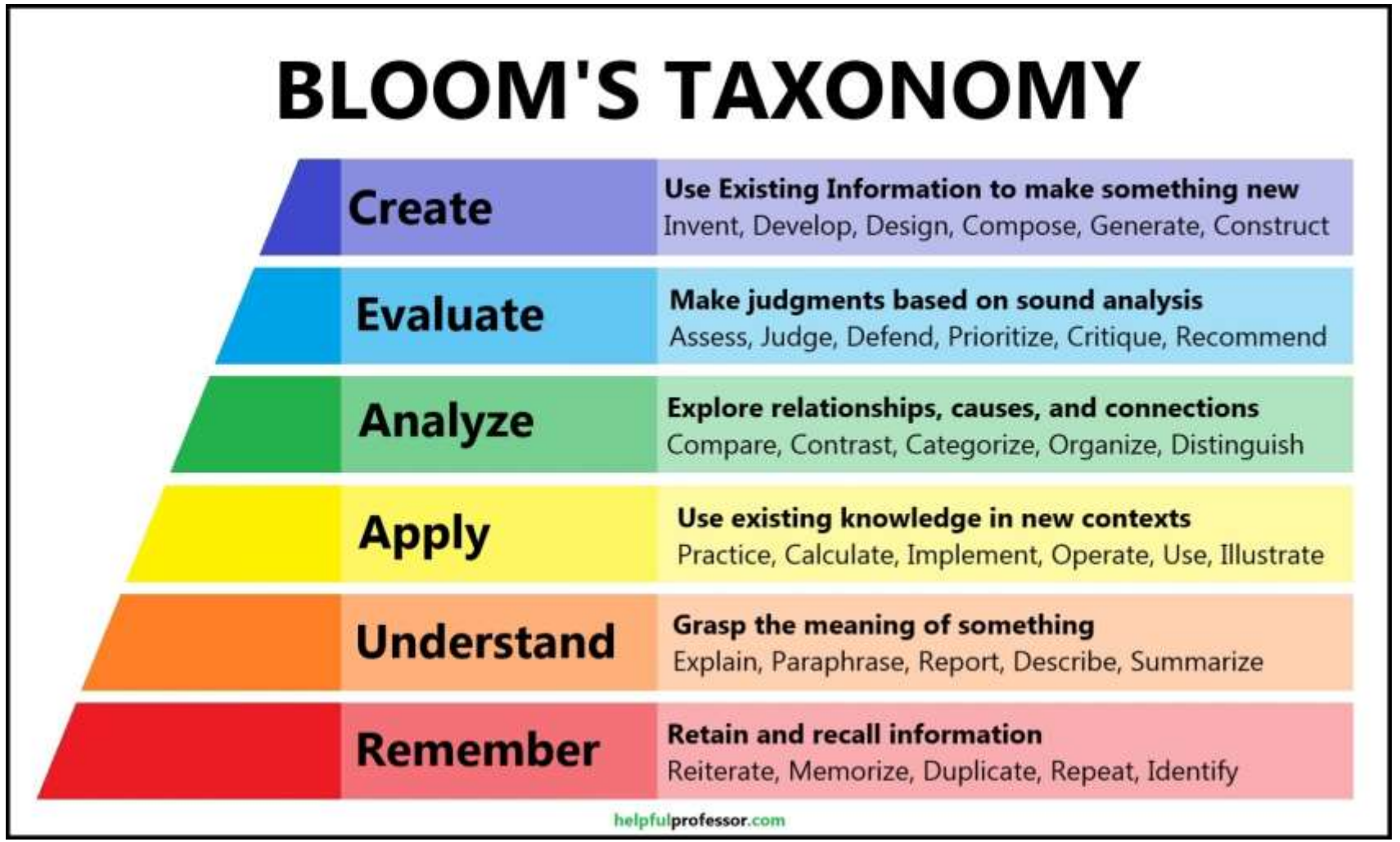
Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Questions:

Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate ...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?
What data was used to make the conclusion...?

Bloom's Taxonomy: Teacher Planning Kit

How are you applying Blooms Taxonomy to your lessons?



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Any Questions

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