****

**Intensive Training and Practice (ITAP) 1: Deconstructing Planning**

**Primary PGCE Programmes**

**2024-25**

**Introducing Intensive Training and Practice Experiences**

|  |
| --- |
| **Partnership Values: Aspiration. Collaboration. Leadership**   * Aspiration for every child in our region and beyond to reach their potential through consistently high-quality teaching. * Collaboration across the Partnership to meet local and regional needs. * Developing teachers through a rigorous and ambitious ITT curriculum to become confident future leaders. |

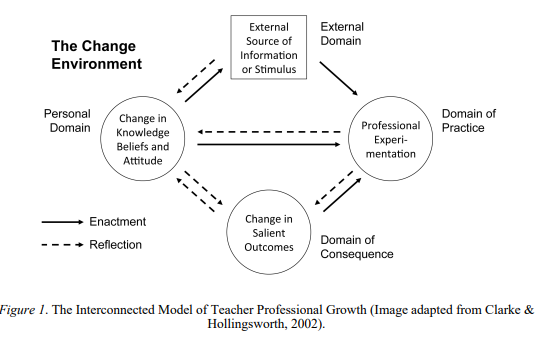
**What are Intensive Training and Practice Experiences (ITAP)?**

Intensive Training and Practice experiences are focussed learning opportunities designed to support you to develop skills and knowledge in foundational areas of the curriculum. Over the duration of your training, you will undertake two blocks of Intensive Training and Practice which will take place in both school and centre, drawing upon the expertise of colleagues from across the education sector.

## **What informs our ITAP? How Trainees Teachers Learn**

In planning out ITAPs, we have used Clarke and Hollinsworth’s ‘Change Environment’ model (2002), which shows that learning needs to happen through the interplay of multiple domains.

* The Personal Domain – our own beliefs and ideas, as well as what we know and how we make sense of new approaches, strategies and perspectives.
* The External Domain – learning about new approaches, strategies and perspectives from reading, professional discussion, direct input etc.
* The Practice Domain – trying out new approaches, strategies, and perspectives in the classroom.
* The Consequence Domain – seeing the results of actions and drawing conclusions on the back of these.



Our ITAPs have been designed to enable you to draw upon what you bring from your prior experiences (the personal domain), supplementing this with input from reading, discussion, and tutor input (the external domain). This will give you a good base of knowledge to take into your school placement (the practice domain) where the final elements of the change environment come into play: experimenting in the classroom and observing the impact (the Consequence Domain).

The foci for each of our ITAPs have been carefully chosen to ensure that they connect to the competencies that underpin our curriculum. They will address the two broad themes outlines below.

|  |  |  |
| --- | --- | --- |
|  | **Domain** | **Specific ITAP Foci** |
| **Autumn term** | Planning | * To know what learning looks like and to understand how activities should be planned to support specific learning outcomes. * To provide a rationale for curriculum choices and know how the school’s curriculum materials inform lesson preparation. * To understand how teachers adapt planning in practice. |
| **Spring Term** | Assessment | * Making use of formative assessment (Questioning) * Using effective verbal and written formative feedback |

**The Structure of Each ITAP**

Each of the two ITAPs will follow the same pattern with training happening both at the university and in school.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Wk** |  | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** |
| **1** |  | Professional Studies (LTU) | Level 7 (LTU) | School Experience | School Experience | Professional Studies (LTU) |
| **2** |  | SKAP: Signature Pedagogies (LTU) | Level 7 (LTU) | School Experience | School Experience | Professional Studies (LTU) |

*Some Delivery Partner Pathways might operate a slightly different model. Please refer to your DP handbook for further details.*

**How will the ITAP be Assessed?**

Whilst this ITAP will not be formally assessed, the activities, reflections, and practices that you engage in will provide evidence that you are meeting the Core Competencies and are ready to progress to Stage 2 of your training. Your full participation in both ITAPs is an essential element in the final award of Qualified Teacher Status.

***At the end of each ITAP you will be required to upload this completed booklet to Abyasa. In addition, your Development Record for each of the ITAP weeks should capture the thoughts that you have about what you have learned and the targets that you will work on moving forward.***

**The ITAP Critical Panel**

At the end of each ITAP, you will bring what you have learned about planning to a Critical Panel workshops session. You will be asked to produce a short presentation (5-10 mins) to share with a small group of your peers that provides evidence of:

* How your understanding of planning has developed during the ITAP,
* The planning that you have completed during week 2 and the impact this had on learning,
* Your response to the Big Question/s.

At the end of your presentation, you peers will help you to identify targets and the next steps for this domain in the future.

**ITAP 1: Deconstructing Planning**

By the time that this ITAP begins, you will have completed three weeks in school where you will, have gained an understanding of the needs of the children in your class and will have begun to plan alongside your class teacher. You will have completed School Experience Directed Tasks that relate to Professional Behaviours and Behaviour Management and used your Development Record to reflect upon what you have learned about teaching during each week.

This ITAP will support you in developing a more nuanced understanding of how teachers plan. During the ITAP, you will:

* Learn about the fundamentals of effective planning.
* Read relevant literature, watch lesson episodes, and receive expert input that exemplifies these principles in action.
* Work with peers to apply these principles in your own planning.
* Think critically about why we plan and what informs the choices that we make.
* Consider how teachers work with given plans and how they make them relevant to their classroom context.
* Gain feedback on your planning from expert colleagues and work on your areas for development.

All ITAP sessions draw directly on the Core Content Framework (CCF) and have been designed to align with the Core Competencies for this stage of your training.

**Timetable for ITAP 1: Week 1**

|  |  |
| --- | --- |
| **Monday** | |
| 9:00 -11:00 | Lecture: Planning: What You Need to Know Now. |
| 11:00-1:00 | Seminar: Revisiting Rosenshine: Preparation for Reciprocal Reading Groups |
| 2:00-4:00 | Seminar: Planning Principles in Action. |
| **Tuesday** | |
| 9:00-11:00 | PED7323: Thinking Critically About Classroom Practice |
| 11:00-1:00 | PED 7323: Reflections on Inclusion |
| 2:00-4:00 | Self-Directed Preparation for School Experience |
| **Wednesday** | |
|  | You will return to your placement school to observe expert colleague teaching across the curriculum. |
| **Thursday** | |
|  | You will return to your placement school to observe expert colleague teaching across the curriculum. |
| **Friday** | |
| 9:00-11:00 | Expert Panel: Planning across the Age Phases |
| 10:30-1:00 | Seminar: Extending your Planning Prowess |
| 2:00-4:00 | Self-Directed Planning time |

**Week 2**

|  |  |
| --- | --- |
| **Monday** | |
| 9:00 -10:30 | SKAP Workshops: Planning for English, Maths and Science |
| 10:30-1:00 |
| 2:00-4:00 |
| **Tuesday** | |
| 9:00-11:00 | PED7323 Lecture: Understanding Race, Racism and Prejudice |
| 11:00-1:00 | PED 7323 Seminar: Decolonising your Planning |
| 2:00-4:00 | Self-Directed Preparation for School Experience |
| **Wednesday** | |
|  | School Experience: Planning in Action |
| **Thursday** | |
|  | School Experience: Planning in Action |
| **Friday** | |
| 9:00-11:00 | Self-Directed Study: Preparation for Critical Panels |
| 10:30-1:00 | Critical Panels: Peer Assessment of Planning, Reflection, and the Identification of the next steps. |
| 2:00-4:00 |

**Activity 1: Initial Audit of ITAP Knowledge and Skills**

Before the ITAP begins, review the knowledge, skills, and experience that you bring to this domain. At the end of each section of School Experience during the ITAP you will review this grid.

Look at the domain of planning which can be found in your Development Record and on the table below. Consider what you know already and where your specific areas for development might be. Be prepared to share this with your peers in the first session.

|  |  |  |
| --- | --- | --- |
| **Domain: Planning and Teaching** | | |
|  | **Foundational Competencies for Stage**  **1/2 & Level 4/5** | **Reflections on what you know already** |
| **Set Appropriate**  **Objectives and Outcomes** | * Lesson objectives and outcomes are used to structure lessons/sequences, and communicate thinking with School Mentors and host teachers |  |
| **Structure Lessons Appropriately** | * Knowledge of effective lesson structure is evident in planning. |  |
| **Be Clear about**  **Planned Tasks and Activities** | * Tasks link to lesson/sequence objectives and develop, embed, or consolidate knowledge. * Planned activities are described appropriately and broadly match the objectives for the lesson |  |
| **Apply Knowledge of How Pupils**  **Learn** | * Planning shows awareness of the role of memory in learning, especially the importance of building of prior knowledge and embedding new knowledge through appropriate teacher input or tasks |  |
| **Explain Key**  **Content, Ideas,**  **Concepts, or Skills** | * Key ideas or concepts of the lesson are identified on planning. * Time is allocated when teaching to explain core content, ideas, concepts, or skills. |  |
| **Sharing Relevant**  **Objectives or Outcomes** | * Purposes or objectives of lessons and/or tasks are explained to pupils at the start of the lesson. |  |
| **Use Appropriate Resources to**  **Support Learning** | * Resources are used to support learners in accessing the content of lessons. These can be pre-existing or self-created. |  |
| **Model and Scaffold**  **Effectively** | * Pupils are aware of what the teacher expects from their learning in lessons or activities. * Opportunities for modelling and scaffolding of core content, concepts, skills, or tasks are included in teaching. |  |
| **Identify and**  **Manage**  **Potential**  **Misconceptions** | * Pupils are encouraged to share their emerging understanding and points of confusion so that misconceptions can be addressed. * Lessons/sequences are planned with awareness of common barriers or misconceptions about a topic and with reference to pupils’ prior knowledge |  |
| **Set**  **Appropriate**  **Home Learning** | * Where appropriate, out of class activities are set in line with school policies. |  |

You should also note the competencies that are outlined in the Subject and Curriculum Domain.

**ITAP Week 1: Planning: What You Need to Know**

|  |
| --- |
| **The Big Question**  **How do we know that learning is happening?** |

**Monday**

|  |
| --- |
| **Session 1: 9:00-11:00am** |
| **At the end of this introductory session, you will:**   * Know different ways that teachers engage with planning. * Understand the rationale behind the different components of the LTU lesson planning pro forma. * Understand the purpose and structure of this ITAP and what is expected from you. |
| **Session Content** |
| * In this introductory lecture, we will revise what you have learned already about different models of learning. * We will consider the fundamental principles of planning, outlining long, medium, and short-term planning and how this supports what progression. * Focussing particularly on short term lesson planning, the lecture will also revisit the LTU planning pro forma. |

|  |
| --- |
| **Session 2: 11:00am- 1:00pm** |
| **Session Objectives**  Using Rosenshine’s (2012) Principles of Instruction as a guide, you will:   * Know what Rosenshine’s principles look like in action. * Understand how expert teachers structure learning to maximise learning. * Articulate what you need to consider when planning a lesson and why. |
| **Session Content** |
| Between 11:00 and 12:00: Spend some time looking at this pamphlet:  Rosenshine B (2012) [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT](https://www.aft.org/sites/default/files/Rosenshine.pdf) ( accessed 30.09.24)  To help us to reflect upon these and how they apply to our own practice, we will use Tom Sherrington’s helpful strands which you can access from here: [Rosenshine Principles red (squarespace.com)](https://static1.squarespace.com/static/58e151c946c3c418501c2f88/t/5bcad7810d929703affe7abb/1540020098430/Rosenshine+Principles+red.pdf) (accessed 07.08.23).  You will be divided into four groups, with each group becoming an expert in a specific strand.  **Group 1:** Sequencing Concepts and Modelling (Focus upon principles 1 and 10)  **Group 2:** Questioning (Focus upon principles 3 and 6)  **Group 3:** Reviewing Materials (Focus upon principle 2, 4 and 8)  **Group 4:** Stages of Practice (Focus on Principles 5, 7 and 9)  As you read consider:   * Which of the principles are you familiar with from your experiences? * What knowledge does a teacher need to implement these principles in their classroom? * Do you feel that there anything missing?   Keep some notes about what you have learned about your strand as you will feedback to a small group of your peers during our seminar session at 12:00. |

|  |
| --- |
| **Reflections from Seminar Session** |
| * Which of Rosenshine’s principles do you feel the most confident to include in in your teaching? Why might that be? |

|  |
| --- |
| **Session 3: 2:00- 4:00pm** |
| **Session Objectives**   * To know what makes an appropriate learning outcome/objective. * To understand the building blocks of effective planning. * To know how to approach planning using the LTU pro forma. |
| **Session Content** |
| * In the workshop session we will consider how Rosenshine’s principles can be used to help you map the journey of a specific learning episode. You will reflect on the planning for learning episodes that you have completed to date and with the support of your peers consider areas that you will want to consider when back in school. * At the end of the session, we will allocate some time for reviewing what you will need to do during your School Experience this week and create an overview of what you have learned that you can share with your School Mentor. * You will also be allocated time to prepare for the *Teach a Skills Revisited Task* which will take place in the workshop on Friday. |

**Tuesday**

|  |
| --- |
| **Level 7 Sessions Thinking Critically About Classroom Practice** |
| For further details about the content of these sessions, please refer to the module pages for PED7323. |

|  |
| --- |
| **Self-Directed Reflection Session: 2:00-4:00pm** |
| Spend some time reflecting on what you feel you would like your class teacher or School Mentor to know about what have learned from your ITAP sessions. Complete the reflection pro forma below. |

**Trainee ITAP Reflection (Week 1):**

|  |
| --- |
| **Refection on learning so far to be shared with your School Mentor** |
| You might consider:   * What have you found interesting/ provoking from ITAP sessions so far? * What areas are you comfortable with? * What might you need additional support to understand? * What would you like to find out? * What questions do you have? |

**Wednesday and Thursday: School Experience**

|  |
| --- |
| **Overview Expectations for School Experience** |
| **The Big Question** |
| **How do we know that learning is happening?** |
| **Overview** |
| * Your time in school this week will build upon what we have discussed in our ITAP centre-based sessions. * We will ask you to focus upon what planning for learning looks like from the perspective of the expert colleagues you are working with in your school or setting. * Although you will be completing the LTU lesson planning pro forma at this stage of your training, when you become more adept at planning this requirement will be reduced but the thought process (metacognitive strategies) that underpin planning will become a part of who you are and what you do as a teacher. This week will help you recognise the thought that expert colleagues put into planning for learning. * Please note that the activities this week should not be used to criticise or assess the expert colleagues with whom you are working. They should be used to support exploration and understanding and will provide you with food for thought that will inform the way that you will plan in the future. |
| **Reading** |
| Rosenshine B (2012) [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT](https://www.aft.org/sites/default/files/Rosenshine.pdf) ( accessed 07.08.23) |

|  |  |
| --- | --- |
| **Trainee Tasks** | **School Mentor/Class teacher Tasks** |
| * You will not be expected to lead learning during your time in school this week, but rather consider how Rosenshine’s Principles of Effective Instruction are embedded across the practice in your school or setting. * You will conduct a minimum of **three***explorations and observations* of different lessons which should include one English, One maths, and one from other subject areas. These could be in different year groups if your School Mentor feels it be appropriate. * Use the scaffold overleaf to structure your exploration. You will bring the notes that you made along with samples of planning gathered during your School Experience to share with your peers when back at the centre. * You will also need to make sure that you are aware of what you will be teaching during week 2 of ITAP and make sure that you have the information that you need to carry this out. This will be needed for workshop sessions in week 2 of this ITAP. * When you are not engaged in exploration activities, you should support your class teacher. | * Watch the **Curriculum Connections Video: ITAP 1**. This will outline how you will support the Trainee this week and next week. * Ensure that Trainee has access to the planning they need to undertake their exploration activities and that they have time away from the classroom to undertake the necessary review of planning. * Where appropriate, facilitate opportunities for the Trainee to observe colleagues across the age phases and subject areas and that they are using the exploration scaffold overleaf to focus their activity. * Please note that you or other colleagues are not expected to produce any additional planning for the Trainee, this week is to focus the Trainee’s attention on the thought processes that teachers engage in as they plan which they will then apply when planning themselves. * *Please ensure that the Trainee is aware of what they are expected to plan in week 2 of this ITAP. Ensure that they have the relevant information that that they need to plan for this teaching. They will have time on Friday afternoon to complete detailed plans for these lessons.* |

**Exploration Scaffold *Please complete one for each observation conducted.***

|  |  |
| --- | --- |
| **Date:** |  |
| **Subject/ Area of learning** |  |
| **Contextual Information** *(eg) what you know about prior learning, scheme information, class size and additional needs etc.* | |
| **Before the Lesson**   * Look closely at the plan for the lesson that you are going to observe. * What is expected that the children will be able to do by the end of the learning episode? * Use your notes from sessions on Monday and Tuesday and identify how the plan includes the components of Rosenshine’s Principles of Instruction. | |
| **Notes from the review of planning.** | |
| **Notes from the Observation of Expert Colleague Delivering a Learning Episode**   * Before observing, reflect on the planning you have reviewed. What do you expect to see as you observe? * Were these moments when the teacher moved away from their plan? Why was this? * What misconceptions did you identify? How did the teacher address these? | |
|  | |
| **Notes from the Conversation After the Lesson with the Colleague that you Observed.** | |
| **Suggested questions for expert colleague after the session.**   * How did you know what to include in the lesson? * How did you plan or adapt this lesson? What resources did you use to help with planning? * What information did you think were the most useful in helping you plan for this lesson? * Following the lesson, what will your next steps be? | |
| **Notes:** | |

**Friday**

|  |
| --- |
| **Session 4: 9:00-11:00am** |
| You will   * Know how the vision of the school contributes to curriculum planning. * Understand the importance of subject knowledge when in planning and teaching. * Know how expert collages plan and how they developed these important skills. * Recognise how teachers working in different age phases and subjects approach planning. |
| **Session Content** |
| This session will support you in understanding the importance of planning from a range of different perspectives. Drawing upon the knowledge of expert colleagues we will consider how schools set out their vision for the knowledge, skills and values that their pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.  The session will draw upon the expertise of teachers and senior leaders who will share how they developed their planning skills, how they plan now and what they feel is the most important components in planning. |

|  |
| --- |
| **Session 5: 11:00am-1:00pm** |
| You will   * Know how teachers make choices about what they teach and the rationale for this. * Understand the importance of drawing upon a range of strategies for learning in different phases of the lesson. * Recognise what makes a realistic and effective learning outcome/intention. |
| **Session Content** |
| This session will draw together the learning from the previous week and will give you an opportunity to share with your peers the information that you have collected from your school and setting. After spending some time reflecting, we will consider what this has told us about what constitutes effective planning for learning. You will use the knowledge that you have gained from this ITAP to revisit the teach a skill activity, this time producing a plan for your chosen skill. At the end of the session, we will create some key principles that will inform the approach that we take to planning for school experience next week. |

**Audit of ITAP Knowledge and Skills at the End of Week 1**

At the end of this week reflect on what you have learning about planning, using the Core Competencies to help you focus your reflections that you **will write in your Development Record.**

**Week 2: Planning in Subject and Age Phase**

|  |
| --- |
| **The Big Question:**  **How do teachers plan in different subject areas?** |

**Monday**

|  |
| --- |
| **Sessions 6, 7 and 8: 9:00-11:00am, 11:00am-1:00pm, 1:00-4:00pm** |
| * Your Subject Knowledge and Applied Pedagogy sessions today will focus upon the subject and age phase specificity that is necessary to consider when planning. * Picking up on learning from ITAP week 1, these sessions will also stress the importance of the teacher having strong subject, content, and pedagogical subject knowledge if they are to plan effectively. * For further details of session content please refer to the relevant subject pages on Moodle. * You will be expected to reflect on your key take aways from these sessions to share with your School Mentor when you return to school on Wednesday and Thursday this week. |

**Tuesday**

|  |
| --- |
| **Level 7 Sessions: Critical Reflection (Learning on Placement) 9:00-11:00am and 11:00am-1:00pm** |
| For further details about the content of these sessions please refer to the module pages for PED7323. |

|  |
| --- |
| **Self-Directed Reflection Session: 2:00-4:00pm** |
| Spend some time reflecting on what you feel you would like your class teacher or School Mentor to know about what have learned from your ITAP sessions. Complete the reflection overleaf. You should be fully prepared for teaching on Wednesday and/or Thursday. |

**Trainee ITAP Reflection (2):**

|  |
| --- |
| **Refection on learning so far** |
| You might consider:   * What have you found interesting/ provoking from ITAP sessions so far? * What areas are you comfortable with? * What might you need additional support to understand? * What would you like to find out? * What questions do you have? |

**Wednesday and Thursday: School Experience**

|  |
| --- |
| **Overview Expectations for School Experience** |
| **The Big Question** |
| **How do teachers plan in different subject areas?** |
| **Overview** |
| * During your time in school, you will have the opportunity to receive feedback on the efficacy of your planning. * Using what you have learned from ITAPs you will plan lessons that include the core principles discussed in week 1 as appropriate for the subject and age phase that you are teaching. * You will have the opportunity to talk to an expert colleague (School Mentor/class teacher) about the choices that you made in your planning. * You will then teach the lesson and receive feedback, and reflect upon, the strengths of your planning, how well prepared you felt and the impact that this had on learning. |
| **Reading** |
| **Garnett (2020) Cognitive Load Theory in the Primary Classroom:** [Cognitive load theory in the primary classroom (headteacher-update.com)](https://www.headteacher-update.com/best-practice-article/cognitive-load-theory-in-the-primary-classroom-pedagogy-teaching-resources/230953/) |

|  |  |
| --- | --- |
| **Trainee Tasks** | **School Mentor/Class teacher Tasks** |
| * You will teach one lesson of either maths or English. These can be one per day or both on Thursday. * For each lesson taught, you must produce a full lesson plan that includes some of the principles that we have addressed in the ITAP sessions. * You must share this plan with your School Mentor or teacher before the lesson takes place for them to review. You have time allocated on Friday afternoon of ITAP week 1 to work on your planning. * Your class teacher/School Mentor should provide feedback on your planning, using the prompts on the scaffold overleaf. This feedback could be delivered in writing or through discussion. but you will need to summarise their feedback. * You will be observed informally by your class teacher in one or both of your lessons, and they will consider the way that you implemented you planning and the impact that this had on learning. * When you are not teaching, you should support groups and individuals in your classroom. | * Ensure that you are familiar with what you will be expected to feed back to the Trainee. There is a scaffold to support this overleaf. * Arrange with the Trainee time to talk to them about their planning ahead of the lessons they will be teaching *(a minimum of 15 mins per lesson).* * Observe the Trainee teaching one (or both) of their scheduled lessons/ activities this week. * Using the scaffold, feedback to them about the way that they implemented the plan and the impact their teaching had on learning (*a minimum of 15 mins per lesson).* |

|  |  |
| --- | --- |
| **ITAP Week 2: Observation Scaffold for Class Teacher/School Mentor** | |
| **Date:** | |
| **Curriculum/ Subject Area:** | |
| **Feedback on planning before teaching** | |
| *You may wish to focus upon the following:* *Appropriate subject knowledge is drawn on.* *Planning shows awareness of the role of memory in learning, especially the importance of building of prior knowledge and embedding new knowledge through appropriate teacher input or tasks.* *A range of relevant strategies are used.* *Lesson objectives and outcomes are used appropriately.* *Lesson planning fits with the intent of the schemes of work for the specific age phase* *Planned activities are described appropriately and broadly match the objectives for the lesson.* *Resources are chosen to support lesson activities. These might be pre-existing or self-created.* |  |
| **Implementation of Planning in Teaching** | |
|  | |
| **Feedback to Trainee:** | |
| **Suggested questions for the class teacher/School Mentor to ask after the session.**   * How did you know what to include in the lesson? * How did you plan or adapt this lesson? What resources did you use to help with planning? * What information did you think we the most useful in helping you plan for this lesson? * Following the lesson, what will your next steps be? | |
| **Next Steps: What will the Trainee need to work on next to develop their planning. Please refer to the Core Competencies** | |
|  | |

**Friday**

|  |
| --- |
| **Session 9 9:00-11:00am** |
| This will be a drop in sessions where you can come to speak to tutors about your experiences of ITAP and gain some additional feedback on the themes that were covered in the sessions. You will also have time to prepare for the Critical Panels that are scheduled for the final session of this ITAP. |

**Critical Panels**

|  |
| --- |
| **Session 10: 11:00am-1:00pm** |
| Learning Objectives:   * To draw together the learning from this ITAP and identify the next steps for learning in this domain. |
| **Session Content** |
| Each ITAP will end with a Critical Panel session in which you will be asked to share your learning across the two ITAP weeks.  **Structure of the Critical Panels.**  After a brief introduction by your tutor, you will be divided into small groups of around 6 of your peers.   * You will each have 10 minutes to present to the group an overview of what you have learned from your ITAP experience both at the centre but also during your School Experience. * You should prepare a short PowerPoint (no more than 5 slides) to help organise your thoughts that can be uploaded to Moodle after the Critical Panel. This might include: your personal reflections on Rosenshine’s work and what you noticed in school, excerpt of planning, the feedback you received from your School Mentor or class teacher about your own planning what you observed. * The content is up to you, think about the story that you want to tell about your learning in these two weeks. * At the end of the critical panel your group will come together to reflect upon the Big Questions that you have been asked in both of your ITAP weeks. * You tutor will circulate as you present and may drop in and out of the presentation as they formatively assess your work. |

## **ITAP 1: Planning**

## **Checklist of what needs to be uploaded to Abyasa at the end of this ITAP.**

|  |  |
| --- | --- |
|  | Tick when |
| Initial Audit of ITAP Knowledge and Skills |  |
| Notes from Sessions about Rosenshine’s work |  |
| Trainee ITAP Reflection (1) |  |
| Exploration Scaffold |  |
| Exploration Scaffold |  |
| Exploration Scaffold |  |
| Complete your Development Record (ITAP Week 1) |  |
| Notes from SKAP sessions |  |
| ITAP Week 2: Observation Scaffold for Class Teacher/School Mentor |  |
| Sample of planning to support refection |  |
| Slides to support your Critical Panel Presentation. |  |
| Complete your Development Record (ITAP Week 2) |  |

## **Recommended Reading**

* Bruner, J. S. (1960). On learning mathematics. The Mathematics Teacher, 53(8), 610-619.
* Counsell, C. (2020). Better conversations with subject leaders. researchED Guide to Education Myths: An evidence-informed guide for teachers, 95.
* Glaveanu V (2018) Educating Which Creativity *Thinking skills and Creativity* Vol 27 March 2018 p25-32
* Myatt, M. (2020). Curriculum: gallimaufry to coherence. John Catt Educational.
* Rosenshine, B. (2012) Principles of Instruction: Research-Based Strategies That All Teachers Should Know. American Educator, 36(1), p12-39 in Rosenshine, B. and Stevens, R. (1986) Teaching Functions. In Witrock, M.C. (Ed). Handbook of research on teaching, 3rd ed., pp376-391. New York; MacMillan.
* Sherrington T (2019) Rosenshine’s Principles in Action. John Catt
* Sherrington T (2018) Exploring Barak Rosenshine’s seminal Principles of Instruction: Why it is THE must-read for all teachers. Blog available from: [Exploring Barak Rosenshine’s seminal Principles of Instruction: Why it is THE must-read for all teachers. – teacherhead](https://teacherhead.com/2018/06/10/exploring-barak-rosenshines-seminal-principles-of-instruction-why-it-is-the-must-read-for-all-teachers/) (accessed 07/08/23)
* Shulman, L. S. (2005). Signature pedagogies in the professions. *Daedalus*, *134*(3), 52-59.
* Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive science*, *12*(2), 257-285.
* Sweller, J., van Merriënboer, J. J., & Paas, F. (2019). Cognitive architecture and instructional design: 20 years later. *Educational psychology review*, *31*, 261-292.
* Willingham D (2021) Why Children Don’t Like School (2nd Edition) Jossey-Bass