Appendix 6

Guidelines for Planning a Lesson

It is important to remember that while these guidelines refer to a lesson, not all teaching is conducted in such discrete units. Detailed units of work may be more appropriate for extended teaching experiences. A sample unit of work template has also been included.

Learning Intentions
What knowledge, skills and values do I want students to learn? Are my objectives clearly defined? Are they communicated clearly to students?

Assumed Knowledge
How can I find out what the students already know? What background information, language, cultural knowledge or skills do students already have relevant to the topic? How can I build on their knowledge and experiences? How can I give students some ownership of the lesson by determining content? What choices can I offer the students within the lesson?

Syllabus Outcomes
Have I consulted relevant curriculum documents? What are the key outcomes to be addressed within the lesson? Does the lesson provide a balance between knowledge and understandings, and skills?

Teaching and Learning Experiences
Detail the activities that will occur during the lesson to enable the students to attempt the assessment activity you require from them

Differentiation
How will I differentiate the learning experiences to include all students? Are there opportunities for student choice? Will my lesson both engage and challenge all students? Do the learning experiences cater for all students’ abilities and learning styles? What will I prepare for fast finishers?

Resources
Have I considered how I will set up the room and use the learning spaces? What resources will I need to support the lesson? What equipment do I need to check prior to the lesson? What materials do I need to prepare? What other arrangements are necessary? e.g. booking multimedia, organising a speaker, room layout, notifying other teachers of changes

STAGES OF THE LESSON

Introduction
What will be a good attention grabber to start the lesson? How will I connect students with their past learning experiences and prior knowledge of the topic? How will I make the expectations and the intended outcomes explicit?

Body of Lesson
What learning experiences will best develop the intended outcomes? What instructions will I need to give? What examples might I need to show? What is the logical sequence of the learning experiences? What time allocation do the learning experiences require? How will I set up the classroom? What grouping arrangements will work best? What balance of whole class, small group and independent learning experiences will I use? What opportunities can I create for dialogue? What questions can I ask to encourage exploration of concepts and big ideas? How will I encourage students to ask questions? Have I considered how I will assess the students’ learning?

Conclusion
How will I get students to reflect on their learning? How will I close the lesson? How will I ensure the room is ready for the next lesson?

Assessment strategies
How will I use assessment strategies including informal and formal, diagnostic, formative and summative approaches to assess student learning? How will I provide feedback to students on their learning? How will I make consistent and comparable judgments? How will I interpret student data? How will I report on student achievement?

Lesson Reflection and follow up
What worked well? What would be modified? What would I do differently next time? How can I use assessment information to improve student learning? Which students do I need to follow up? What do I need to build on in the next lesson? How can I use assessment information to improve students learning?