

Guide to using this planning tool

These documents have been designed in consultation with the facilitators of the NIPT. These are currently in Draft form for the NQTs to trial and will be developed in 2012-2013. These templates can and should be adapted to suit individual subject and school needs and planning formats (Narrative or tabular).

| | |
|---|--|
| Class profile for Teaching and Learning | This is a <u>brief overview of the class group you are teaching</u> . It includes key information to assist in planning to meet the needs of the group. It is completed at the start of the year and adapted and improved throughout the year. The seating plan can also be used to observe targets or to map student behaviour or engagement. |
| Recording of student progress | When <u>recording student progress and attainment it is essential that different forms of assessment are included</u> . This could take the form of identifying a skill such as questioning or co-operation as a target for a class, and observing and recording what you notice at different times during the course of the week. |
| Planning for good behaviour and strengths | <u>Setting targets for your class, such as punctuality, co-operation, spelling targets or using a particular strategy, can be used to chart students' success</u> . This will encourage the active noticing and validating of the behaviour/learning that you require in class. There are sample targets in the QRG (Quick Reference Guide on the last two pages of the document). |
| Thinking through Teaching and Learning—Year Plan | <u>Using the Syllabus to plan the content to be covered in the full year</u> , taking into consideration the targets and decisions that have been identified at a school and department level. This can and will change during the year depending on factors that have impacted on learning within the class. Three or two sheets can be used to break the syllabus over three or two years. |
| Half Term Plan | The <u>content you will teach starts to be filtered through the learning needs of the class</u> as identified through the information systems in the school. The class profile and the factors affecting areas such as differentiation, Inclusion, literacy and assessment needs to be included in the decisions regarding the content and the methodologies/ activities chosen. You will expand the detail if you use the weekly plan for the content you cover with the group. |
| Weekly Plan | Thinking through the content for the week and <u>using this template will allow you to go into more detail about the methodologies, differentiation, inclusion factors and the resources etc</u> that will be needed for the group. As with all templates, they can be changed to suit the needs of the class and the teacher. A number of version have been included to allow for |
| Lesson Plan | When teaching a <u>topic that needs thorough targeted planning, or working with a class that requires considerable preparation and planning</u> , this helps guide the teacher in thinking through all aspects that need to be considered for that particular class. The use of a Fish Bone graphic organiser allows you to gather a lot of information on that topic and class. This is generally filled in in by hand. The reflection section is very important to bring new learning forward with the group. A number of blank forms can be used over time to track your planning with a group. |
| Quick Reference Guide | <u>This list is not exhaustive</u> . It serves to remind you of the methodologies and skills that you have acquired during ITE and developed and extended during Induction and into your teaching profession. This contains the content of the workshops as delivered by the facilitators over the year. This will give the Teacher a reminder as they are planning and thinking about factors such as inclusion, differentiation and literacy for example. |

Class Profile for Teaching and Learning

| | | | |
|---|--------------------|-------------------------|---------------------------------|
| Subject | Programme of Study | Year of cycle | Homework Routine |
| Inclusion & SEN consideration within this group | | Groupings used / taught | Behavioural targets / strengths |

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| | | Whiteboard | | | NIPT |

Class Profile for Teaching and Learning

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Whiteboard

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Class Profile for Teaching and Learning

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| | <p style="margin: 0;">Whiteboard</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Planning for Good Behaviour and Social Skills — Noticing Effort

| Student name | Notable good behaviour / skills / strengths / work / effort | Student name | Notable good behaviour / skills / strengths / work / effort |
|--------------|---|--------------|---|
| 1 | | 16 | |
| 2 | | 17 | |
| 3 | | 18 | |
| 4 | | 19 | |
| 5 | | 20 | |
| 6 | | 21 | |
| 7 | | 22 | |
| 8 | | 23 | |
| 9 | | 24 | |
| 10 | | 25 | |
| 11 | | 26 | |
| 12 | | 27 | |
| 13 | | 28 | |
| 14 | | 29 | |
| 15 | | 30 | |

Workshop Calendar 2017/18

| September 2017 | | | | October 2017 | | | | November 2017 | | | | |
|---|--|---|--------------------|-----------------|--|--|---|---------------|-----------------------------|--|------------------------------|--------|
| Mon 28 | Mon 4 | Mon 11 | Mon 18 | Mon 25 | Mon 2 | Mon 9 | Mon 16 | Mon 23 | Mon 30 | Mon 6 | Mon 13 | Mon 20 |
| | Teacher Professionalism and Wellbeing (Cross-Sectoral) NIPTWS01 Planning and Preparation (P) NIPTWS02 | Teacher Professionalism and Wellbeing (Cross-Sectoral) NIPTWS01 SSE and Planning(PP) NIPTWS02 IEPs for Pupils with SEN (P) NIPTWS15 | | | Classroom Mgt.(P) NIPTWS03 EB Behavioural Support (PP) NIPTWS09 | | Supporting Parents in Education (P + PP) NIPTWS04 | | Mid-term Break | | Assessment (P + PP) NIPTWS06 | |
| <p><i>Teacher Professionalism and Wellbeing (NIPTWS01) and Inclusion (NIPTWS13) will be available in all centres on a Non-Teaching Day from late August depending on local needs. Planning (P &PP), Child Protection (CS) and Supporting Students with SEN in mainstream classes (PP) will be available online at www.onlinelearning.teacherinduction.ie</i></p> <p><i>*Individual Educational Planning for Pupils with Special Educational Needs -NIPTWS15 (Primary only) available from 18th to 30th September in the following centres (Drumcondra, Dublin West, Laois, Cork, Limerick, Galway, Sligo, Monaghan, Wexford). This workshop will be available in all centres in Term 2 where local demand exists.</i></p> <p><i>All other workshops once they have been offered in the schedule may be repeated on a non-teaching day (maximum 2 per day) from October. This option will be organised at the discretion of each Education Centre depending on local needs.</i></p> | | | | | | | | | | | | |
| December 2017 | | | | January 2018 | | | | February 2018 | | | | |
| Mon 27 | Mon 4 | Mon 11 | Mon 18 | Mon 25 | Mon 1 | Mon 8 | Mon 15 | Mon 22 | Mon 29 | Mon 5 | Mon 12 | Mon 19 |
| Multi-Grade (P) NIPTWS1 Transition (PP only) NIPTWS2 | | | Christmas Holidays | | | Differentiation (P) Stretching all Learners (PP) NIPTWS07 | | | Literacy (P + PP) NIPTWS08 | | Mid-term Break | |
| March | | | | April 2018 | | | | May 2018 | | | | |
| Mon 26 | Mon 5 | Mon 12 | Mon 19 | Mon 26 | Mon 2 | Mon 9 | Mon 16 | Mon 23 | Mon 30 | Mon 7 | Mon 14 | Mon 21 |
| Behaviour For Learning (P) NIPTWS0 Exploring Learning (PP) NIPTWS0 | | | | Easter Holidays | | Numeracy (P + PP) NIPTWS11 | | | | Gaeilge (P) NIPTWS12 Child Protection (NIPTWS10)/Inclusion (NIPTWS13) | | |

Thinking through Teaching (How?) and Learning (What?)— Half Term Plan Date: January Year:5th German

| Week | Content / Topic What element of the Syllabus? | Learning Intentions Differentiation Students will be able to ... | Methodologies Activities What I do to facilitate learning. | Assessment For (Afl) & Of (AoL) Learning Testing/ Questioning / Checking learning | Text Resource ICT | Literacy & Numeracy Supports | Assignments / Home work Pre-Learning for next class |
|------|--|--|--|--|-------------------------|------------------------------------|--|
| 1 | | | | | | | |
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|------|--|--|--|--|-------------------------|------------------------------------|--|
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | NIPT | |

Thinking through Teaching (How?) and Learning (What?)— Weekly Plan V1 (Mon– Fri) **Date:** **Year:**

| Day | Content / Topic What element of the Syllabus? | Learning Intentions Differentiation Students will be able to ... | Methodologies Activities What I do to facilitate learning. | Assessment For (AfL) & Of (AoL) Learning Testing/ Questioning / Checking learning | Text Resource ICT | Literacy & Numeracy Supports | Assignments / Home work Pre Learning for next class |
|------------------|---|---|---|---|-----------------------------|--|---|
| Monday | | | | | | | |
| Tuesday | | | | | | | |
| Wednesday | | | | | | | |
| Thursday | | | | | | | |
| Friday | | | | | | NIPT | |

Thinking through Teaching (How?) and Learning (What?)-Weekly Plan V2 (Double & Single lessons) Date: Year:

| Lesson | Content / Topic What element of the Syllabus? | Learning Intentions Differentiation Students will be able to ... | Methodologies Activities What I do to facilitate learning. | Assessment For (Afl) & Of (AoL) Learning Testing/ Questioning / Checking learning | Text Resource ICT | Literacy & Numeracy Supports | Assignments / Home work Pre Learning for next class |
|--------|--|--|--|--|----------------------|------------------------------|--|
| Double | | | | | | | |
| Single | | | | | | | |
| Single | | | | | | | |
| Single | | | | | | | |

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Weekly Plan V3

Date _____

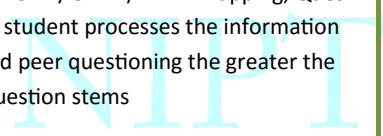
| | |
|--|--|
| Content / Syllabus | Links to prior knowledge |
| Inclusion and Differentiation factors for this Learning group: | Learning Intentions “ the student will be able to..” |

Consider-Content / Pre-teaching / Methodology / Literacy / Numeracy / Resources / Behavioural Targets / Assessment & Questioning / Differentiation

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
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Homework—Written / Reflective / Research ICT / Thinking forward / Keyword investigation / Image based / Mapping or thinking through what we learned

| | | |
|---|---|--|
| Literacy and Numeracy before learning Text Structure of Book / Anticipation Guides or strategy to encourage predicting or guessing / word splash & learning frame e.g 5WH Pre teach Key Words. Activate Prior Learning and link to what they know. | Literacy and Numeracy during Learning Questioning skills / encourage mapping learning and teacher mapping—make the connections on the board with them. Teach it back, fix it up strategies, flow charts or any graphic tool that allows the student to chunk the material and animate links in learning | Literacy and Numeracy after Learning Summarising frames 321 / 54321 / 5WH / KWL. Mapping, Questioning . The more that the student processes the information through self and teacher and peer questioning the greater the learning . QAR or Bloom question stems |
|---|---|--|



| | |
|---|----------------------------|
| Literacy / Numeracy & links to prior learning | Homework & Pre-Learning |
| Methodology—Activates | Resources used/ Text, ICT |
| Learning Intentions | Assessment / check-in |
| Content of lesson | Differentiation and choice |



3 Worked well

2 Innovate

1 stop

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Thinking through Teaching (How?) and Learning (What?) Lesson Plan V2– FishBone Plan— Literacy + Date: Year:



Assessment / check-in

Resources used/ Text, ICT

Start _____ During _____ End of lesson _____

Literacy / Numeracy

Start of class _____ End of lesson _____

Sharing Learning Intentions

Must Know _____ Should Know _____ Could Know _____

Content of lesson

| Activity to be used | Differentiation / Choices available | How will the students demonstrate learning ? | Homework options |
|---------------------|-------------------------------------|--|------------------|
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Differentiation & Methodology

| | | |
|-------------------------------|-------------------|---------------------------|
| 3 Worked well with this group | 2 Innovate—Change | 1 not use with this group |
|-------------------------------|-------------------|---------------------------|



| | | | |
|----------------------------|-----------------------|---------------------------|---|
| Content of lesson | Learning Intentions | Methodology | Literacy / Numeracy & links to prior learning |
| Differentiation and choice | Assessment / check-in | Resources used/ Text, ICT | Homework & Pre Learning |



Literacy and Numeracy before learning

Text Structure of Book / Anticipation Guides or strategy to encourage predicting or guessing / word splash & graphic tool e.g 5WH
Pre teach Key Words. Activate Prior Learning and link to what they know.

Literacy and Numeracy during Learning

Questioning skills / encourage mapping learning and teacher mapping—make the connections on the board with them. Teach it back, fix it up strategies, flow charts or any graphic tool that allows the student to chunk the material and animate links in in learning

Literacy and Numeracy after Learning

Summarising frames 321 / 54321 / 5WH / KWL. Mapping, Questioning . The more that the student processes the information through self and teacher and peer questioning the greater the learning . Question Answer Relationship or Bloom s taxonomy

3 Worked well

2 Innovate

1 stop



Thinking through Teaching (How?) and Learning (What?)— Lesson Plan V4—Open narrative Date: Year:

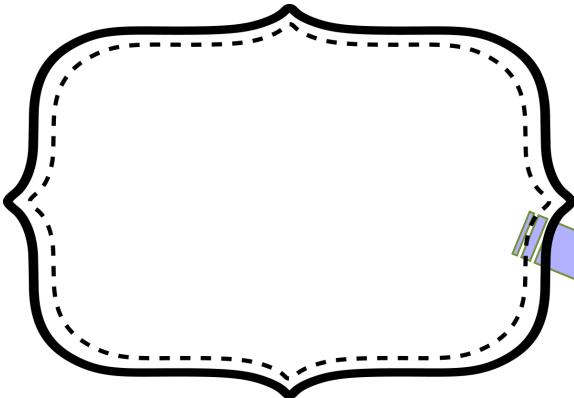
| Content / Topic What element of the Syllabus? | Learning Intentions Students will be able to ... | Methodologies & Activities What I do to facilitate learning. Differentiation—Choice | Assessment For & Of Learning Testing/ Questioning / Checking learning | Text &Resource& ICT |
|---|--|--|---|---|
| | | | | Literacy & Numeracy Supports & Targets |
| | | | | Assignments / Homework /Pre Learning |

Thinking through Teaching (How?) and Learning (What?) — Lesson Plan V5 — Chunked Narrative Date: Year:

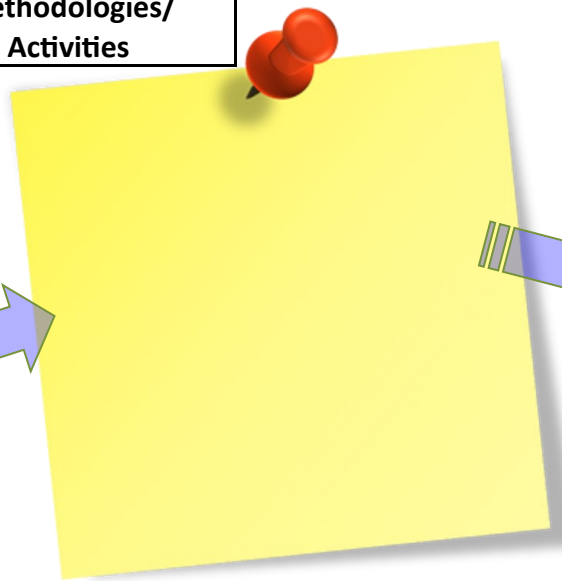
| Content / Topic What element of the Syllabus? | Learning Intentions Students will be able to ... | Methodologies & Activities What I do to facilitate learning. Differentiation—Choice | Assessment For & Of Learning Testing/ Questioning / Checking learning | Text & Resource & ICT |
|--|---|--|--|---|
| | | | | Literacy & Numeracy Supports & Targets |
| | | | | |
| | | | | Assignments / Homework / Pre Learning |
| | | | | |

Thinking through Teaching (How?) and Learning (What?) — Lesson Plan V6 — JUNIOR CYCLE Date: Year:

Learning Outcome



Methodologies/
Activities




Learning Intentions
Students will be able to



- Communication
- Being Literate
- Managing myself
- Staying well
- Managing Information and thinking
- Being numerate
- Being creative
- Working with others

| <i>Teacher led activities</i> | <i>Student led activities</i> |
|-------------------------------|-------------------------------|
| | |

Assessment for Learning:

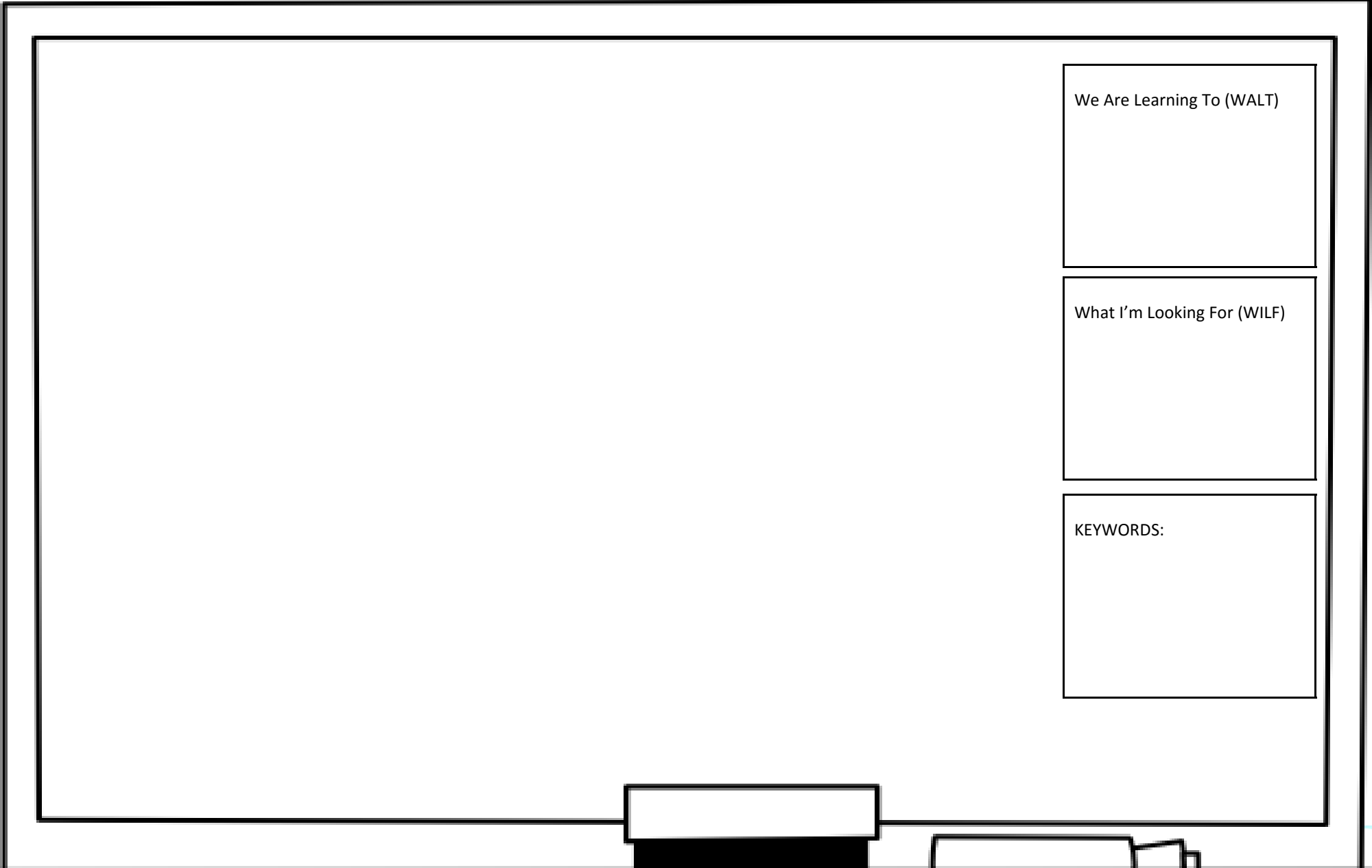


Differentiation:

KEYWORDS:

Reflection: What worked well?/What needs development? Etc.

Outline of WHITEBOARD



We Are Learning To (WALT)

What I'm Looking For (WILF)

KEYWORDS:

Outline of WHITEBOARD

The whiteboard layout consists of a large central rectangular area for writing. On the right side, there are three vertically stacked rectangular boxes. The top box is labeled "Learning Intentions:", the middle box is labeled "Success Criteria", and the bottom box is labeled "KEYWORDS:". Below the main whiteboard area, there is a horizontal bar representing a chalk tray, which contains several rectangular blocks of varying sizes, representing pieces of chalk.

Learning Intentions:

Success Criteria

KEYWORDS:

Assessment

AfL / AoL

WALT — We Are Learning To...
 WILF — What I'm Looking For..
 KWL — Know / Want to know / Learned
 Observations
 Concept mapping
 Portfolio work , Self assessment
 Scaling learning understanding
 Rubrick
 Questions — Bloom's Taxonomy
 Think time for all — hands down / mini boards/ Distributed answering
 Answer bouncing or building
 Think pair share
 Self assessment — Traffic light, Scales , thumbs up.
 Checklists for correction
 Marking scheme
 Three strand feedback — Sandwich
 Peer assessment
 Correcting sample answers

Quick Reference Guide

These are suggestions from the content of the workshop programme.
 This list is not exhaustive.

Differentiation

| | |
|----------------------------|---|
| Content | What you want them to know / key words/ pre teach |
| Activities | The activities you use to help them make sense of what they are learning |
| Resources | Books/ worksheets/ ICT |
| Product | How they demonstrate that they have learned. Board work/ Questions/ Home-work / AfL |
| Environment | Social and emotional aspects/ Feelings/ Group dynamics/ Relationships/ Physical Environment |
| Teaching Strategies | Approaches used by the teacher, board work, group work, discovery learning, pair share |
| Pace | The rate of delivery and how I move the class along. The routine of class is essential here |
| Assistance | Planning how you will assist when it is needed. Linking this to social skills development and to cooperation and learning . Hurdle help, wait time. Linking questioning skills and fix it up strategies to assistance. Asking for help is expected and wanted. |
| Testing | The methods you use to test what they have learned? Assessment method listed overleaf. This is just a suggested list, others such as table quiz, shared assessment, groups tests and many others are possible. The more interesting and dynamic the assessment the higher the learning on Bloom's taxonomy will be. |
| Class Groups | How I organise groups in the class for different sessions. Changing the criteria and roles in the group. Teaching them the different roles in groups. Encouraging cooperative learning. |
| Homework | Very important and needs to be differentiated. Consider time, ability, choice, thinking through to see what might be difficult. Not always writing, varied activities. |

Behaviour

Our Class Rules — remind, reinforce and reward

Set targets for them and celebrate when achieved

Name what you need them to do and thank the student when they do

Differentiate response to student

Notice when they behave well — formal and informal

They need to know your on their side

Notice effort often

Expect a lot and tell them when they get there

Share good behaviour with parents

Give them Choices

Encouragement procedures

Model required behaviour

Teach them skill you want

Stay in the learning zone

Use "I" statements

Separate the behaviour from the student

NIPT

Inclusive Practice

Social—Environmental

Friendships—Break time
 Food breaks, eating in groups
 Differentiated scaffolding methods and support
 Cultural sensitivity with social norms and behaviours
 Mobility—Access
 Signposting lessons
 Visual Cue / Signs

Curriculum / Assessment

Awareness of Hidden Curriculum
 Varied methods of assessment : Self conferencing , Portfolio, mapping, questioning, observations, teacher tests, standardised testing.
 Clarity with expectations and cultural and social sensitivity with the content and representation in curriculum

Language & EAL

Name usage and pronunciation
 EAL profile and learning needs
 Encourage some use of first language
 Expressive and receptive language issues and SEN
 Processing speeds and activities/ assignments
 Check understanding
 Common tasks/ instructions / routines translated—numbered

Activity & Grouping

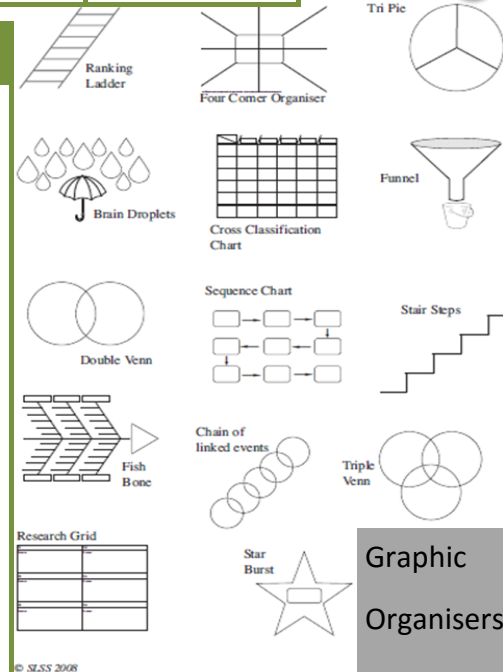
Types of groups
 Mix in groups, language, ability, activity etc.
 Roles and expectations in groups
 Buddy—student mentoring
 Differentiated for ability and learning style
 Use of learning frames and graphic organisers to focus on key vocabulary development

Some Methodologies

| | | | |
|-----------------------|------------------------------------|-------------------------------|-----------------------|
| Pair work—Group Work | Modelled / Guided reading | Brainstorming—Thought Showers | Interview |
| Co-operative Learning | Project work | Scaling | Art work |
| Collaborative Groups | Discovery learning—Investigative | Concept mapping | Any graphic organiser |
| Role Play | ICT usage in class | Demonstrations | Storyboarding |
| Aural Comprehension | Specific Software programme | Discussion groups | Walking debate |
| Creative Writing | Debate—Guest Speaker—Oral Evidence | Jigsaw groups | Station Teaching |
| Reading Tasks | Pictures and Imagery work | Written activities | Spot Demonstrations |
| Paired Reading | Annotated Diagrams | Teach it back | Quiet work time |

Some Lesson starts & Lesson ends

Odd one out—list three things, two connected and one not . In groups or individually
 A-Z in 3— think of a word for each letter connected to topic. Groups or individual
 Word splash and learning frame e.g 321
 Words to Pictures— convert a section of text to simple images
 Scaling activity for understanding
 20 questions— ask as many questions on yesterday's topic, group or individual
 True or False— Anticipation Guide
 Mind mapping or graphic organiser
 Feelings check on learning



Learning a skill or strategy



Emotional & Social Skills to notice and target

- Organised
- Sharing
- Cooperative
- Persistent
- Feelings words
- Thoughtful and Kind
- Optimistic
- Questioning
- Listening
- Discussion
- Asking for help
- Brave
- Motivated
- Turn taking
- Encouraging others
- Voice volume
- On Task
- Manners

Graphic Organisers

NAPT

Teacher Reflection Document

Weekly Reflection

You may wish to reflect on one or two of the following prompts or you may prefer to use your own.

-What worked particularly well in my classroom this week?

-What was the most challenging moment in my teaching?

- If there was one thing I could do to improve the pupils' learning what would that be?

-What change/s could I make in my short-term planning, based on my experience in the classroom?

-Was I clear about what learning I wanted the pupils to achieve in each lesson?

-How effective were my assessment methods in helping me identify what the pupils had learned?

-- How did I cater for the different pupil learning needs and/or styles in my class? *Consider methodologies and differentiation.*

-Think about one pupil's progress this week? *Consider his/her learning / behaviour / social and emotional area.* How effective were the strategies I used to support this pupil?

-How effectively did I integrate literacy and numeracy learning in my lessons?

Week 1:

Week 2:

Week 3: