

ITaP Observation – Explanations and Modelling

Trainee: AN Other		Observer: J Doe	School: Worcester Academy
Date:	Subject & lesson topic: Basket Weaving – introduction to live and basket weaver’s willow		Group: 10X

This lesson observation is specifically focussing on explanations and modelling, which trainees have had sessions and opportunities to rehearse during the ITaP week. Now we are reviewing this skill in context.

The observation can be of the whole lesson, or a specific section (e.g. a plenary, or leading a practical component), but only focus on the explanation and modelling – other observations will explore other aspects of teaching and learning.

Explanations and Modelling Step	What did they do? What techniques did they employ? What was the impact of this for the learners? How effective was it?	Questions for the post lesson discussion
Hook – capturing students’ interest in the new content e.g. “why” first.	A good demonstration was used along with a comprehensive explanation, this could have been improved further by really emphasising the ‘why’ we are doing this with some questioning. Students were engaged with the task, and it appeared as though you had captured their interest. Well done.	What is your learning intention? How could you use this and engage them further?
Schema – Framing the new content in the context of what they already know e.g. “zoom in, zoom out”, “Embedding new vocabulary”, “Concrete to concept”.	You made links with previous lessons that you have taught, so students were connecting prior learning to new content. This was a good feature of the lesson. There were some new words/techniques introduce. New vocabulary, e.g. bodkin and rapping iron, was explained to students and they recorded this in their books.	Are you confident that all students are now able to identify the difference between live and basket makers’ willow?
Structure – chunking up new knowledge in no more than 4 chunks e.g. “scaffolding”, “worked examples”, “live modelling”.	The lesson was planned and delivered in manageable, key blocks. New skills were built upon slowly and allowed for any misconceptions to be addressed. The ‘making a base’ task was broken into 3 smaller sections, which were live modelled for students and supported with picture sheets for students’ later reference. In your live modelling section, you talked through your thinking, modelling ways to problems they may encounter.	Was the students’ success rate better due to your demonstration?

Include some subject specific feedback

Questions to prompt discussion on further developing explanations and modelling

Mentors should keep a copy of this form for their records. A copy must be given to the trainee within one day of the observation. This must be uploaded to ITaP section of PebblePad for subject tutors to review. Two formal observations are needed per week. Issues raised on this sheet will be discussed during post lesson conversations which goes beyond these notes.

<p>Check in – Ensuring that knowledge is secure before moving on e.g. “I do, we do, you do/backward fading”.</p>	<p>You used timely interventions to deliver teaching points and check students’ knowledge and understanding of the skills being taught. You checked in with the whole class before moving onto the next step by asking “do you know what you are doing now?”</p> <p style="text-align: center;">Feedback focusses on just the elements of explaining and modelling.</p>	<p>How did you check that individual students understood the content and the task?</p> <p>What methods could you use?</p>
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Explanations and Modelling Targets:

1. When you are checking for understanding make sure you check with individual students. This might mean using targeted questioning, mini-whiteboards, or going to those who you think might mis understand first.
2. Think about where you and the students are positioned when you are live modelling. Make sure that all the students can see. Perhaps consider using the visualiser to help with this.

Targets to transfer to PebblePad are SHARP and develop the explanation and modelling skills further.

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