

ITAP 1 – How do I start lessons in a calm and purposeful manner?

To begin to be able to:

- Start a lesson in a calm and controlled manner
- Obtain silence and pupils' attention
- Respond effectively to disruption during teacher talk

We recommend the teaching episodes in ITAP 1 are around pupils entering, engaging with entrance tasks (if appropriate) and student teachers completing the review of the task, obtaining and maintaining silence in the process

ITAP 1 Dance Guidance :

We want student teachers to start lessons, by welcoming pupils and directing them to where they need to be. The changing rooms, the area where they remove their shoes and socks or a different space.

We would like student teachers to be effective and efficient in minimising 'getting ready for dance' time. Maybe a timer or countdowns could be used. Maybe sanctions could be implemented when timings aren't met. We would like student teachers to effectively manage the potential disruptions of no kit/letters/reasons to not participate/I don't want to take my socks off etc.

We would like student teachers to have an engaging starter activity that pupils can independently work with as they arrive at the learning space. A starter activity that encourages pupils to get ready quicker and into the space. This can take any form, KS3 may have a film of professional dance to observe with key questions to consider. Or they may have key questions to initiate a thinking activity that recalls prior learning. KS4 may find a space and stretch on their own. There maybe music playing that they could listen to with a particular focus.

We would like student teachers to enquire into time consuming ways of taking the register, could pupils be marked as they arrive in the space, could it happen before they go into the changing room, do the class line up in register order to help?

We want student teachers to establish readiness to learn before teaching begins, considering there proximity, body language and use of voice.

All of this is school/policy dependant. We encourage student teachers to invest in current school practice and policy to support their own classroom management.

ITAP 2 – How do I model and explain knowledge, processes and skills in my subject?

To begin to be able to:

- Model and explain one aspect of my subject
- Break down complex concepts or skills into bite-size chunks
- Practise the ‘hand-over’ from teacher to pupil activity

ITAP 2 Dance Guidance

Student teachers can now establish 'readiness to learn' in their dance classroom so they can begin to develop their practice by using modelling and explaining.

We would like student teachers to model motifs/phrases of dance for pupils using dialogic and responsive teaching, to enable pupils to 'own' the dance.

We would like them to use subject specific language. As they are modelling and leading, they need to describe the movement in terms of action, space and dynamics. They need to relate these to the intent. Do their pupils know what they are dancing about? Are the pupils on the way to 'owning it'?

We would like them to make informed choices about which strategy they need to use to support the modelling. Explaining? Scaffolding? 2 minute practice in 2's? etc

We would like them to reflect on their practice, what is working? Are pupils making progress? If so, why? If not, what needs to happen?

ITAP 3 – How do I ask and respond to questions in my subject?

To begin to be able to:

- Ask effective questions to check pupil understanding
- Respond effectively to hesitant or incorrect pupil responses
- Explore different modes of pupil responses (e.g. written responses)

Student teachers can start the lesson well and can use modelling with other strategies to create a space for pupils to get better at performing dance.

We would like student teachers to use questioning to deepen learning. To ask questions which make pupils think and have a deeper understanding of what they are dancing about.

Student teachers need to design and deliver questions to engage pupils in the aesthetic of the subject, focussing on dance appreciation and composition. Why have certain choices been made in relation to action, space and dynamics. We want our student teachers to use questioning as a tool to make it easier for pupils to engage in Dance and be expressive.

ITAP 4 – How do I deploy a subject-specific pedagogy effectively?

To begin to be able to:

- Use subject-specific pedagogy to support pupil knowledge, understanding and skills
- Promote the use of appropriate subject-specific vocabulary
- Recognise and respond to common pupil misconceptions associated with learning my subject

Subject leads to identify the specific pedagogy and send general mentors the brief overview of supporting literature

ITAP 4 Dance Guidance

Student teachers are beginning to emerge as practitioners who have some confidence with using live teacher led modelling and explaining as well as questioning to engage pupils in their dance classroom, predominantly in the field of dance performance.

For ITAP 4 we would like student teachers to focus on complimentary modelling practices with a focus on dance appreciation and dance choreography as well as dance performance.

We would like student teachers to explore ways of modelling choreographic tasks. Eg when presenting the pupils with a duet task, use individual pupils work to model what a good one looks like, use spotlighting to highlight progress and encourage pupils to add their own flare to their compositions.

We would like student teachers to model to show choreographic intent. Eg when learning repertoire highlighting dynamic content to show what the dance is about.