

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 – Geography Guidance:

We want student teachers to take the start of lessons, welcoming pupils in and directing them to the starter task and ensuring pupils engage with it. Once pupils have had sufficient time on the task the student teachers should gain the pupils attention with a countdown or other strategy in line with the school policy. Once the pupils are refocused the student teacher should briefly review the answers to the completed task, ensuring the pupils are silent during teacher talk. Any necessary warnings around behaviour must be in line with the school policy.

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 – Geography Guidance:

This can build from ITAP 1 if the student teachers are confident with the start up routines. The student teacher will work collaboratively with the general mentor/ class teacher to design the resources which use modelling and explanation. The student teacher should complete a micro modelling activity linked to the lesson topic during the lesson.

They should also think about how to assess the understanding of their micro modelling using an assessment strategy like mini whiteboards, before handing the class back to the class teacher.

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

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)

ITAP 3 – Geography Guidance:

Student teachers will build on their past ITAP experience to help them assess student knowledge and understanding through the use of questioning.

The student teachers should prepare a section of the lesson that uses questioning to check pupil progress. They need to plan a range of questions for the topics being taught including, cold calling individual responses, questions for pair and group work discussions, managing the feedback from these and questions for written responses. The student teacher will not use all the strategies in one lesson but over the week will have used the full range.

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 – Geography Guidance:

The focus of this itap is visual literacy in geography. Visual literacy refers to the use of photo's, diagrams, graphs, maps (paper and digital) and dual coding to enhance pupil understanding. The student teachers should select one aspect of visual literacy from the list above and plan teaching episodes using the selected strategy. The teaching episodes must support the overall topic of the lesson and support the pupil to deepen their understanding through the use of visual resources.

For example –

1. Using photos to build empathy and understanding of different cultures through the questions asked.
2. Using climate graphs to interpret the climate of different countries for comparison
3. Using a sequence of diagrams to explain the formation of a geographical feature
4. Using maps (OS or others) to explore located spatial data eg population density
5. Using Dual coding to explain a geographical concept eg the greenhouse effect.