

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 – Modern Languages Guidance

Student teachers should practise:

- greeting pupils at the door in the target language, directing them in orderly manner to their seats
- taking register (school systems allowing) and encourage response from pupils in target language
- asking for silence and pupils' attention (using TL or specific strategy) to explain a starter task
- bring pupils' attention back to the board using countdown in target language
- using whole school / departmental behaviour policy as appropriate during starter task.

- Classroom entry
- Lesson starting routines
- Strategies for getting pupils' attention and silence
- Use of whole school behaviour policy / more localised practices (e.g. within department or specific to individual teachers) to promote positive behaviour for learning and clear understanding of rules
- Use of target language for classroom routines
- Other thoughts?

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 – Modern Languages Guidance:

Student teachers should practise:

- explaining and modelling how to do a starter task using the target language. If appropriate, they may also do some explaining / modelling when reviewing pupils' answers (through Q and A / board work / follow up practice etc.)
- modelling new language in the presentation stage of a lesson (vocab / phrases / 'chunks' – number of 'items' should be approp. for class), using dual coding (e.g. visuals / gesture / sentence builder etc.) that also promotes active pupil engagement
- explaining and modelling 2 or 3 sound-letter correspondences (phonics), followed up with some pupil phonics practice activities.

- How do teachers explain and model tasks?
 - To what extent / how is the target language used to do this?
- How do ML teachers present /model new language?
 - How many new items / chunks per lesson? Level of complexity?
 - Mode of presentation – e.g. listen and repeat with emphasis on oral practice or other strategies?
- How do ML teachers model and explain sound-letter correspondences (phonics)?
- How do ML teachers model language patterns / grammar in combination with questioning for reinforcement?
- Other thoughts?

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 – Modern Languages Guidance:

Student teachers should practise:

- posing retrieval questions to promote recall from phonics in ITAP 2
 - if possible, involving mini whiteboards
 - allowing for wait time and make use of think/pair/ (share)
 - judiciously use cold calling (ideally with some knowledge of individual needs / prior attainment and being attentive to language anxiety)
- posing a few questions to promote pupils' noticing of language patterns in a short language text (e.g. grammar, syntax). Student teachers should identify text and prepare related questions.
- using the ML 'questioning hierarchy'* introduced at LJMU (credit to Steve Smith)

* will be emailed to ML General Mentors

ML ITAP 3 Observation Focus

- How do ML teachers set up / pose retrieval questions?
- How are mini whiteboards incorporated into questioning activities?
- Do you notice any pupil training to use MWBs appropriately?
- How is wait time / think pair share / cold calling used?
- How do ML teachers pose questions to promote noticing of language patterns (e.g. grammar, syntax, phonics)?
- Which questions from the 'Questioning Hierarchy' are most frequently used?
- Other thoughts?

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 – Modern Languages Guidance:

Student teachers should practise:

- teaching one or two grammar point(s) / structure(s) and designing related pupil practice activities that teach grammar implicitly (without explicitly explaining rules)
- teaching a grammar point(s) / structure(s) and designing pupil practice activities that teach grammar explicitly

- To what extent / when is grammar taught implicitly /explicitly?
- What do you think the reasons are for teachers' choices?
- What retrieval activities / questions related to grammar do you notice?
- Any differences in practices in different languages / age groups / other?
- How do pupils respond to different teaching and learning strategies for grammar?
- Other thoughts?