Our students are asked to develop their skills in teaching for progression through the use backwards planning (Wiggins and Mctighe, 2005)

**Backwards Planning**

**Stage 1: 1. Identify desired results.**  (Outcome/ Big Idea / Concept)

We know that established teachers may do this from experience but we expect student teachers to develop this skills by beginning from a single E&O until they have the knowledge and skill to take an IDL or concept based approach)

**Stage 2: Determine acceptable evidence** (overall assessment – big task or small tasks Whole sequence or individual lesson / episode assessments)

This will depend on the nature of the learning

**Stage 3: Plan learning experiences and instruction (**questions, model, inquiry/problem etc, activities/small tasks, formative assessment methods, resources, organisation etc)

It is really important that students learn to teach for progression rather than simply manage learning activities

We also ask that students consider the whole class inclusive strategies (such as movement breaks, dyslexia friendly slides, visual timetables, choice of challenge / support etc) that might be made to ensure access to the curriculum for as many as possible as well as think about the additional needed adjustments for those children for whom this will not be enough (e.g. writing slopes, personal workstation etc0

As becoming teachers they have still to develop a deep enough knowledge of the curriculum, learning and assessment approaches and the critical and practical skills needed to make decisions about the choices available to them at this stage. Therefore we ask them to demonstrate their thinking using sequence plans (series of lessons / episodes) translated into individual lesson / episode plans, adapted to take account of the assessments and evaluations they make after each single lesson / episode. We know that this will eventually not be recorded in this detail but for now it is necessary to help embed the learning and to evidence it.

These plans draw on their developing understanding of *inclusion* as well as *progressing learning*. We ask mentor teachers to assist this process by supporting students to become more and more independent in their planning for both as this placement progresses. This will look different for every student but might be done through learning conversations around and feedback about both sequence and lesson / episode plans. Below is a possible list of skills to aim for increasing independence in.

Students will naturally gravitate to the idea of activities and resources rather than planning ‘backwards’ and different students will require support in different areas to move on their own ZPD in planning and teaching for progression and / or inclusion, so please offer the range of support and challenge you feel is needed for the individual student.

Ref:

 Wiggins, G., & McTighe, J. (2005) Understanding by Design (2nd Ed.). Alexandria, VA: Association for Supervision and Curriculum Development ASCD.” *Colombian applied linguistics journal* 19.1 (2017): 140–142. Web.