

SHORT- AND LONG-TERM PLANNING

For much of their practicum work, student teachers will focus on planning by the lesson and by the day. As they reach the final stages of their training, however, student teachers need exposure to the ways in which classroom teachers plan for longer periods of time. The day-to-day plans which classroom teachers make are based on their year plans/course outlines, unit plans, and week plans. The associate teacher does the student teacher a valuable service by exposing him/her to how teachers work with various kinds of short- and long-term plans.

PLANNING BY THE WEEK

Students are shown sample week plans at the College. The format is a simple two-page enlargement of the classroom timetable. Each cell has only enough space to list subject, topic, and a few key details. The associate teacher is instrumental in showing how week planning translates into lesson-by-lesson planning.

1. Student teachers should be exposed to week plans very early in their training.
 - Observation days and Fridays provide natural opportunities for the associate teacher to show the student teacher his/her week plan.
 - As they gain experience, student teachers may be asked to participate with the associate teacher in setting out a week plan.
2. Students who are nearing the completion of their practicum sessions and are approaching the beginning of a full-time teaching career:
 - should be involved in making a week plan first as observers and then as active participants.
 - should make the week plans themselves for Weeks 2 to 4 of their induction session.

PLANNING UNITS

Students are shown how to use a unit plan template (pages 32-33) based on UbD design elements at the end of Year 2 of the Diploma of Education program. They return to it in Year 3 as they prepare a sample unit to place into their professional portfolios. Diploma of Education students are introduced to this template during their first semester as they, too, prepare a professional portfolio.

The practicum session, however, provides the student teacher with “real” opportunities to plan and teach units under the guidance of an associate teacher.

- Diploma of Teaching students in Year 3 and Diploma of Education students in their final sessions may be expected to teach existing units of study. Under the guidance of their associate teachers, they should learn how to allocate the various topics within the unit over a period of several weeks.
- Diploma of Teaching students in Year 3 and Diploma of Education students in their final sessions may be expected to develop units of study using the resources available in the local school. Unit development may include the design of follow-up activities, assessment tools, finding student resources, and making bulletin board displays.
- During their induction session, student teachers may be expected to take full responsibility for one or more units of study.

UNIT TITLE

Unit Overview

What is this unit about?

Affective Intent

What attitude(s), sense of wonder, habits of mind, commitments, love, or appreciation will be fostered by means of this unit? How?

Enduring Understandings

What big idea(s) or central theme will hold this unit together? What do you wish students to remember long after the details of the unit have faded away?

Essential Questions

What key questions can you ask again and again to focus students' attention on enduring understandings?

Unit Objectives

Knowledge

*What should students know by the end of this unit?
What degree of understanding (e.g., Bloom, UbD) do you expect?*

Skills

*What should students be able to do, or do better, by the end of this unit?
What skills of reading, writing, listening, speaking, viewing, or representing will be developed?
What skills specific to the discipline will be developed?*

Performance Tasks

What kind of tasks will give students opportunity to demonstrate what they have learned (e.g., make a model or display, role play, write a report, story, poem or other form, research and present a project, conduct a debate)?

Other Forms of Assessment

How will you check throughout the course of the unit that students are learning (e.g., quiz, test, worksheets, journal entries, discussion, observation)?

Introductory Activity

Unit Resources

Activity

Activity

Activity

Concluding Activity

YEAR OR MONTHLY PLANS

The student teacher who is approaching the completion of his/her training needs to see samples of year or monthly plans that are being used in schools in order to be prepared for taking on that responsibility for him/herself.

Associate teachers who work with Year 3 (Diploma of Teaching) or with Diploma of Education (Sessions 3 and 4) student teachers are requested to:

- make their year plans available to student teachers
- show how they work with their year plans when they plan units or lay out week plans

Local schools adopt different formats for their year plans. It is good, therefore, that student teachers see a number of different formats as they move from school to school.

COURSE OUTLINES

Student teachers placed in a high school setting should see course outlines written by their associate teachers. Opportunity to talk with secondary teachers about how to use course outlines for more detailed planning is a valuable learning experience for them.