

Faculty of Arts & Social Sciences

Teacher Education Program

Day Book Style Planning for Teaching and Learning

**A document to assist in the planning and
Implementation of daily teaching and learning activities**

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Introduction to the Day Book Style of Planning

You have probably heard the old show business sayings “The show must go on’ and ‘Leave them wanting more’. These age-old mantras of unknown origin represent very basic guides for the professional entertainer. In education, we also have sayings, also of unknown origin, also useful in guiding our professional practice. You may not have heard ‘If you fail to plan, you plan to fail’ or the alliterative ‘Proper preparation prevents poor performance’. While the accuracy of these statements could be debated, their intended meanings are clear: there is a close link between planning for teaching and learning, and the success or otherwise of ‘lesson’ implementation. Indeed, there is both long-standing and recent support in the education literature for the need for careful planning, and its link with successful teaching and learning (Barry & King, 1993; Hinde McLeod & Reynolds, 2003; Price & Nelson, 2003). In an age of high-level accountability, it is imperative that you, as the student teacher, beginning teacher or veteran, plan and document your plans for student learning. Beyond the issue of accountability, the need for careful planning is grounded in a fundamental assumption that what occurs in the interface of teaching – the ‘lesson’ – will be of much greater quality if it has been carefully considered in advance. We may be able to ‘survive’ a teaching episode and ‘get through it in one piece’ as the teacher, but we owe it to our students to do more. We have a professional responsibility to provide learning and teaching experiences designed to cater for our students’ needs.

This document has evolved in part from earlier work conducted by Bamford (1994) and has been developed in recognition of your advanced stage in your teacher education course. It is assumed that you are now capable of planning, documenting, implementing and evaluating a ‘lesson’ using the *Generic Lesson Plan* format (Bamford and Scully, 2002). This format, sometimes referred to as the ‘full lesson plan’, provides a framework for recording statements of intent, prior student learning, resources, classroom management considerations, as well as introduction, development, consolidation and culmination activities. Earlier in your course, it was very important that your teaching be supported at a higher level than we expect is now the case. The rationale for giving you the opportunity to plan using day-book style is that a briefer documentation format will free you to spend more time developing the resources and materials for implementing your plans. In addition, there is an expectation that as a 3rd or 4th year student, you are more familiar with syllabus and curriculum, and more at ease with fundamental teaching and learning experiences on the basis of briefer documentation than you needed in the past. It is important to note, however, that briefer documentation does not equate with lower quality planning. It should also be acknowledged that in rare cases, all the assumptions specified above could prove to be unfounded. Should this apply to you, you could be asked and required to revert to documenting your plans for teaching and learning using the *Generic Lesson Plan* format. Therefore, you have a significant stake in ensuring that your use of the Day Book Style continues to support your provision of high-quality learning experiences for your students.

Contexts of Teaching and Learning – Programming and Planning

When you were required to develop and implement 'full' lesson plans, you were encouraged to acknowledge the syllabus outcomes towards which your plans were contributing. This was a formal attempt by the University to signal that the content of teaching and learning is context-dependent. That is, what children learn in classrooms as 'lessons', 'units of work', 'projects' or 'themes' is situated in a broader context of curriculum, and its implementation is adjusted to account for the needs of students in the class. So the content of teaching and learning doesn't just exist in a vacuum, it comes from somewhere – formally developed and approved syllabus documents (See NSW Board of Studies Syllabus documents – www.bos.nsw.edu.au). This large body of content is 'packaged' and sequenced by the teacher in a manner suitable for the class for which it is intended. This process, known as *programming* is a key professional responsibility of the teacher. Ultimately, the content of your teaching and learning activities, whether in the practicum or beyond, will need to accord with the program of learning by which the teacher operates.

An effective program contains four essential elements. These are sometimes referred to as the *substantive elements*, *program elements* or *curriculum commonplaces*. The four elements are *outcomes*, *content*, *methods*, and *assessment strategies*.

While some models for developing programs advocate development according to the sequence above, i.e. outcomes – content – method – assessment, the sequence for developing the program is not important as long as there is a demonstrated link between the elements. For example, every stated outcome should have the content to achieve it.

Each one of the elements is informed by a *situational analysis*, that is a consideration of system and school factors that may influence the teaching of the program. These typically include the abilities and characteristics of the students, the interest and expertise of the staff, and resources within and external to the school.

The four program elements need to be fully planned. A brief outline of each follows:

Outcomes are observable benchmarks of student achievement, that is, they are statements of teacher intent that can be demonstrated by student performance.

Content is the subject matter of learning and teaching, and therefore includes factual knowledge, understanding of concepts, and social, sporting and intellectual skills.

Method refers to how the subject matter of learning and teaching is acted upon. *Pedagogy* is a term sometimes used interchangeably with method. The teacher must decide how to engage the students in the content of learning through (for example) student research, explanation, role play, demonstration, discussion, group work or a combination of other approaches.

Assessment is the process of gathering data to determine the extent to which outcomes have been achieved, and may include the use of (for example) rating scales, self-assessment, testing, performance assessment, checklists, observation, or other particular approaches.

On Practicum 7, you will not be required to develop a program during the practicum. However, you should keep in mind that your teaching should relate to and accord with the co-operating teacher's plan for student learning in the class – the program. Your teaching should also contribute to recognised syllabus outcomes.

If you are a 4th year student completing the Associate Teacher Program, you may be required to develop your own program. At the very least, your plans for teaching and learning for the substantive time while you have responsibility for the class, will reflect the blueprint for learning in the class – the program. Your Day Book should accord with the class program and should also represent your intentions for meeting particular syllabus outcomes.

Whether you are completing Practicum 6, 7 or 8, you are invited to document your plans for teaching using Day Book Style. The following section outlines the key elements of this documentation format.

Day Book Style Plan for Individual Episodes

KLA/Topic: _____

Specific Learning Outcome(s): _____

Key Teaching Approaches: _____

Content Samples: _____

Resources: _____

Teaching/Learning/Assessment Sequence: (Include time estimates for each step)

Evaluation/Follow Up: _____

Sample Day Book Style Plan and Explanatory Notes

KLA/Topic: English

Specific Learning Outcome(s): Students will listen to teacher recite 4 poems, discuss their characteristics, and write their own individual poem relating to the theme 'Black'.

Key Teaching Approaches: Teacher will recite poetry, use multi-sensory approach (listening, seeing & tasting) to elicit from students written responses to 'Black', and direct students to write their own poem.

Content Samples: Shakespeare's 28th sonnet, Spike Milligan's "The Wind on Granny".

Resources: Cassette, recorder, spooky sound effects, licorice, workbooks.

Teaching/Learning/Assessment Sequence: (Include time estimates for each step)

1. Poetry recitation with commentary. (7 mins)
2. Structured multi-sensory experience – sight, sound, task of 'black'. Students write words, phrase or sentence for each. Share examples and assist if needed. (7 mins)
3. Individual writing of poem. Monitor and assist. (15 mins)
4. Sample responses in whole class. Invite evaluative comments. Highlight techniques used. Offer feedback – individual and group affirmation. (7 mins)

Evaluation/Follow Up: _____

Explanatory Notes and Comments

You will note the plan above does not specify the grade/stage for which it is intended. This plan is actually for a Stage 3 (Yr 6) class, but it is not necessary to note this on the plan itself as you would compile all your day-book plans in the one folder which would indicate the class for which such planning had been developed.

The statements of intent – specific learning outcomes and key teaching approaches – will contribute to appropriate syllabus outcomes and will accord with longer-term plans evident in the class program.

The plan above is brief in terms of its documentation, yet it is grounded in very careful preparation. The plan assumes the teacher has considered the prior learning students bring with them to the new experience and the skills pre-requisite to the successful implementation of the plan. The plan also assumes the teacher knows the poems and can recite, **not** read them. The teacher will also have carefully considered the poetic techniques or characteristics to be highlighted to the students in a general discussion.

Such elements will have been considered in advance of the lesson, not 'on the spot' during implementation. Key questions that may be asked to generate student thinking will have been planned in advance.

The plan also assumes the teacher has organised all resources and checked they are functioning (e.g. cassette recorder and tape of sound effects). The teacher will have ensured that the students have the necessary materials for writing and that appropriate classroom management considerations or arrangements are in place (e.g. seating or grouping patterns).

You should note, therefore, that brevity of documentation does **not** reflect a lack of thorough planning. The brevity of the day book style should free you for the rigours of careful planning in terms of the physical and intellectual resources for the lesson.

After implementation, the *Evaluation/Follow Up* element of the plan enables you to make brief notes about particular outcomes, what should occur next, students in need of special assistance or extra time to complete the task, or general notes for future reference. Remember, good teachers are constant 'revisionists' – they are always looking for ways to do their work better on the basis of what has occurred previously. So, to come and remain a 'good' teacher, it can be argued you need to develop an orientation to looking for ways to improve your practice on the basis of observation of its outcomes, and on the basis of noting those outcomes for future reference.

Proforma for Daily Teaching Plans for Multiple Episodes

As a student at an advanced stage in your teacher education course, you will be expected to undertake teaching and learning over more extended time periods. It is likely this will involve clustering 'lessons' together, so that you will need to facilitate smooth transitions from one episode to another. As a result, you need to plan for the management of a multiplicity of variables. A daily teaching plan can greatly help in this process. Such a plan can account for the various exigencies that influence how your day unfolds. Primary schools are very busy places, and there is a need for the teacher to keep track of the many expected and unexpected events and outcomes that influence subsequent plans for teaching. What is planned for may need to be modified unexpectedly, or may require an explanatory note for follow up. The proforma below (Bamford, 1994, p.11) provides a framework for recording times and intended teaching/learning activities, as well as organisational and school wide events. It is important to use this type of plan as a supplement to your individual plans, so that there is a confluence of experience in the classroom. Planning in this way can assist you to achieve more effective transitions from one activity to another, and can help you in the development and implementation of better coordinated experiences of learning for your students.

DAY:

DATE:

WEEK:

CLASS:

TEACHER:

<u>Time</u>	<u>Teaching/Learning</u>	<u>Resources</u>	<u>Assessment and Evaluation</u>
		<u>Organisation</u>	
		<u>Notes</u>	
			<u>School Events</u>
			<u>Meetings</u>

Proforma for a Daily Teaching Plan

References

Bamford, A. 1994, *Student Teacher's Advanced Planning Booklet a document to assist in the planning and implementation of daily teaching and learning activities*, Faculty of Education, University of Technology, Sydney.

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