

<b>Name:</b>		Date:
<b>Topic:</b>		Time: Start - Finish
<b>Key Learning Area(s):</b>		
<b>Year level/Class:</b>		
<b>UNDERSTANDING YOUR LEARNERS</b>		
<b>Prior Learning</b> <i>What has already been taught/learnt about this content/skill? What do the learners already know?</i>		
<b>Learner interests and needs</b> <i>What are your learners' interests? What are your learners' unique needs and/or strengths? How will you support and scaffold particular needs and promote strengths?</i>		
<b>LINKS TO CURRICULUM (select which is applicable)</b>		
<b><u>Victorian Curriculum- F-10</u></b> <ul style="list-style-type: none"> <li>• <b>Content descriptions</b> <i>What is the learning area, level, strands (and mode and/or sub-strands, if applicable)?</i></li> <li>• <b>Achievement Standards</b> <i>What aspects of the achievement standard are addressed?)</i></li> <li>• <b>Capabilities</b> <i>Which capabilities (include strands, if applicable) are addressed in this lesson?</i></li> </ul>		
<b><u>VCE Study Design:</u></b> What aspects of which study area are included and what <ul style="list-style-type: none"> <li>• <b>Area of Study</b> <i>What is the area of study and what aspects are included?</i></li> <li>• <b>Outcomes</b></li> </ul>		

<p><i>What are the VCE outcomes addressed in this lesson?</i></p>	
<p><b>NSW Syllabus</b>  <b>NSW / NEXUS PSTs</b></p> <ul style="list-style-type: none"> <li>• <b>Focus areas/Strands</b>  <i>What is the focus area or strand and stage?</i></li> <li>• <b>Outcomes</b>  <i>What aspects of the outcome are addressed?  Which content points are taught?</i></li> <li>• <b>Capabilities</b>  <i>Which capabilities (include strands, if applicable) are addressed in this lesson?</i></li> </ul>	
<p><b>GOAL SETTING</b></p>	
<p><b>Learning Intention(s)</b> (written for learners)  <i>What do you want the learners to know, understand, and be able to do by the end of the lesson? How will this be communicated to learners?</i></p>	
<p><b>Potential success criteria</b>  (e.g., I can ____ by ____)  <i>How will learners demonstrate that they have successfully learnt the learning intention?  How might the success criteria be different for different learners? What might be some possible “I can” statements that might be appropriate?</i></p>	
<p><b>TEACHING AND LEARNING PREPARATION</b></p>	
<p><b>Learning space and resources</b>  <i>What space(s) do you need for this lesson? How will you configure the classroom space? What materials (e.g., handouts, ppts) and resources (technology and</i></p>	

<p><i>manipulatives) will you need to prepare or source (materials must also be included)?</i></p>		
<p><b>Assessment</b> <i>How will you know what learners already know or can do? What assessment tools and techniques will be used? How will you make judgements about the quality of learners' work and how will you provide feedback to learners (and/or parents)?</i></p>		
<p><b>Safety issues to be considered:</b></p>		
<p><b>PROCEDURE</b> <i>In this section, you will set out what will happen and in what order (step-by-step).</i></p>		
<p><b>Time for each step</b></p>	<p><b>Lesson Phase</b></p>	<p><b>Teaching and learning activities (What teachers and learners should be saying, thinking and/or doing?)</b></p>
	<p><b>Introduction (Engagement)</b></p> <p>Consider the following: <a href="#">(Victorian Teaching and Learning Model)</a> elements of teaching</p> <p><i>How will the learners be introduced to the topic and engaged or 'hooked' by this lesson?</i></p> <p><i>How will you explain the learning intention of this lesson?</i></p> <p><i>What types of questions might you ask?</i></p> <p><i>How will you encourage learner engagement with the content and one another?</i></p> <p><i>How will you link to prior learning experiences and/or learning?</i></p>	
	<p><b>Teaching strategies (representation) and learning activities (action and expression)</b></p>	

	<p>Consider the following:  <i>What methods/strategies in Explicit Instruction will you use? <a href="#">Refer to AERO resources discussing explicit teaching approaches</a> and the <a href="#">Victorian Teaching and Learning Model</a></i></p> <p><i>How will you group learners (if applicable)?</i></p> <p><i>How will you cater for a diversity of learning needs (those who need further challenging and those who need more targeted scaffolding),</i></p> <p><i>What kinds of questions might you ask?</i></p> <p><i>What types of classroom management strategies will you use?</i></p> <p><i>How will you promote inclusion by:</i></p> <ul style="list-style-type: none"> <li>• <i>using a range of resources and/or ways to represent the content to meet the unique needs of learners?</i></li> <li>• <i>providing learners with multiple means of action, expression and guide learners' planning, strategies and goal-setting?</i></li> <li>• <i>providing multiple forms of engagement to promote learners' interest, effort and self-regulation?</i></li> </ul>	
	<p><b>Conclusion</b></p> <p><i>How will you capture the main ideas of the lesson?</i></p> <p><i>What kinds of questions will you ask?</i></p>	
<p><b>To be completed after teaching the lesson.</b></p> <p><b>Self-evaluation:</b> <i>Write your own reflection on what you did during the lesson and how the learners responded. Your response will also include comments on your own perceived strengths, weaknesses and what else you may do to improve your teaching, including how you will evaluate impacts on your future practice and/or learner outcomes.</i></p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• <i>What did learners learn/achieve through this lesson?</i></li> <li>• <i>What evidence is there that learning occurred and did it match your learning outcomes?</i></li> <li>• <i>How could it have been improved?</i></li> <li>• <i>Was there any difference between what you planned and what you ended up doing? What pedagogical reasoning did you use to make any changes or adaptations?</i></li> <li>• <i>How has the assessment informed your teaching (e.g. pace, direction) in this lesson and future lessons? How is this informed by research literature and/or education policy?</i></li> </ul> <p><b>Supervising teacher's comments:</b> <i>The supervising teacher may provide specific written comments relating to each supervised lesson. This will form the basis of reflective consultation that follows each</i></p>		

*lesson. It is important that these comments are supportive and helpful to the beginning pre-service teacher. They will be filed in the lesson folder together with the appropriate lesson.*