SCHEMES OF WORK

What is a Scheme of Work?
A written, modifiable document that guides the overall direction of your teaching activity with each group of students and provides a context and resource for the development of detailed lesson plans.

TCD recommendations re Schemes of Work
1. Develop a series of termly Schemes of Work for the main subject you plan to teach.
2. Develop separate schemes for each class grouping you will teach in your main subject area.
3. There are two schemes per class
   - Term 1: September to Christmas
   - Term 2: January to Easter
4. Follow the recommended format.
5. Have the Schemes available for review by Supervisors during school visits.

RECOMMENDED SECTION HEADINGS IN EACH SCHEME OF WORK
A. SUBJECT
B. CLASS
C. NUMBER OF STUDENTS
D. STUDENT / CLASS CHARACTERISTICS
E. NUMBER OF TOPICS IN SCHEME
F. OVERALL COURSE AIMS
G. COURSE OBJECTIVES
H. SEQUENTIAL LIST OF TOPICS
   a. Sept-Dec
   b. Jan-April.
I. SEQUENTIAL LIST OF SUB-TOPICS (this can usefully include a brief summarising statement in relation to each lesson)
J. RATIONALE FOR SEQUENCING OF TOPICS
K. TEACHING AND LEARNING METHODS TO BE USED
L. MATERIAL / EQUIPMENT TO BE USED
M. PUPIL ASSESSMENT
   a. Link to aims and objectives of scheme
   b. List procedures to be employed
   c. Identify times for assessment
   d. Criteria for judging progress / achievement

N. SELF-APPRaisal
   a. Post-lesson: After each lesson you need to conduct an informal appraisal of how the
      lesson went. For one lesson per day (of your choosing) you are required to write a
      Lesson Appraisal. This is designed to help you better understand the progress and
      outcome of the lesson and plan for future lessons. Written appraisals should be added
      to your teaching file and be available to your supervisors when they visit your class.
   b. Post-topic: One purpose of the scheme of work is to help you bring coherence to
       your instructional practice and to what students learn. After each topic is completed,
       you are required to write a Topic Appraisal. In this you note your feelings and
       analysis regarding the teaching of the topic as a whole.

In writing a Topic Appraisal:

- Reflect on your teaching of the topic as a whole. This is not mere narration/description; do
  not simply present a summary of the topic or a sequence of lessons.
- Experiential aspect of the topic – what have I learned about teaching a self-contained topic?
  Was the sequential ordering of lessons appropriate? Were resources adequate? Were all
  (most) students motivated all (most) of the time? Coherence across sub-topics/lessons?
- From what I have learned through teaching this topic, what modifications will I make in
  advance of the next topic? If I were to teach this topic again what modifications would I
  make on the basis of what I have learned?
LESSON PLANNING

I  RECOMMENDED SECTION HEADINGS IN EACH LESSON PLAN

DATE  LENGTH OF LESSON (MINS)
TIME  TOPIC/SUB-TOPIC

SUBJECT

STATEMENT OF STUDENTS’ PREVIOUS KNOWLEDGE AND EXPERIENCE OF THE SUBJECT MATTER

AIM(S) OF THE LESSON: a general statement of intent – normally one aim is adequate for a lesson

OBJECTIVES (behavioural and/or non-behavioural)
Learner centered: what you expect the students to have achieved by the end of the lesson as a result of your instruction.
At the end of the lesson students will…..
Is there coherence between the lesson objectives, teaching methods, content and assessment?

STATEMENT OF CONTENT AND SKILLS
Briefly outline the content/knowledge/concepts/principles/skills to be taught. Is the content and skills appropriate to the objectives and the ability of the students?

CLASSROOM ORGANISATION
Individual/paired/group/whole class

ASSESSMENT OF STUDENT LEARNING
Briefly outline how student learning will be assessed (in relation to the lesson objectives)

RESOURCES
Briefly outline the resources to be used by teacher and/or students. Have the teaching materials been selected for their appropriateness and motivational value? Have I made provision for as wide a range of resources as possible?
ORGANISATION OF LESSON

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<thead>
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<th>Student Activity</th>
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<td>Development</td>
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<td>Conclusion</td>
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POST-LESSON APPRAISAL

You are required to write a post-lesson appraisal for one lesson per day. Write the appraisal before planning the next day’s work. Post-lesson appraisals should be focused and formative. They should seek to analyse what happened in the lesson, including the teaching methods employed and how these related to student learning. Implications for future planning should be stated in the conclusion to the appraisal. **The appraisal should be appended to the relevant lesson plan.**

Some possible approaches:

- Explain the success of today’s lesson. How will I make improvements for the next lesson?
- Analyse the problems experienced in the lesson. Devise ways to deal with them in the next lesson

Use of headings/foci e.g. draw on the following list - how effective or otherwise was my:

- Planning
- Objectives
- Sequencing and structuring of content and activities
- Use of questioning strategies
- Explanations
- Use of resources
- Management of the class
- Assessment procedures

USEFUL REFERENCES


II  LESSON PLAN TEMPLATE

DATE _______  TIME _______  LENGTH OF LESSON (MINS) _______
SUBJECT  ___________________  TOPIC/SUB-TOPIC ___________________

STATEMENT OF STUDENTS’ PREVIOUS KNOWLEDGE AND EXPERIENCE OF THE SUBJECT MATTER

AIM(S) OF THE LESSON

OBJECTIVES

STATEMENT OF CONTENT AND SKILLS

CLASSROOM ORGANISATION

ASSESSMENT OF STUDENT LEARNING

RESOURCES
## ORGANISATION OF LESSON

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**Note:** This template is for illustrative purposes only. The length of the written plan will vary according to the specific context of the lesson.
Examples of Objectives

Behavioural

At the end of the lesson students will:

Identify at least five parts of the flowering plant using the diagram provided

Draw a labelled diagram of the U shaped valley using the materials provided

Classify local dialects from a recording spoken by native speakers using the worksheet provided

Given a set of transactions and figures, complete a profit and loss account using the standard procedure

Non-Behavioural

From an environmental perspective, develop an appreciation of the problems associated with motorway construction

Develop the interpersonal skills necessary to complete a group project

Engage in discussion and debate in relation to bin charges
Features of an Effective Introduction:

Opening focused on the topic and engaged pupils interest

Opening facilitated a smooth transition from known to new material e.g. link to previous lesson if appropriate

Opening created an organising framework for the lesson

Cues were given or materials used which helped students to understand ideas explored later in the lesson.

Features of an Effective Lesson Development:

Evidence of new learning linked to lesson objectives

Use of a variety of stimuli/resources e.g. sound, visual materials

Use of a variety of activities and groupings e.g. individual work, group work, discussion, role-play, problem-solving, project work

Varied interactions: teacher/group, teacher/student, student/student

Clear explanations using visual techniques and avoiding unnecessarily complex terms

Use of examples

Use of a range of questioning strategies – key question identified

Questioning Skills

Redirection
Set of related facts
Higher order
Prompting
Seeking clarification
Refocusing

Features of an Effective Lesson Conclusion:

Main points of the lesson are summarised (by teacher or students)

Student learning is assessed (in relation to lesson objectives)

A sense of achievement is created