

Lessons in Planning

A process approach to lesson planning

Rose Aylett

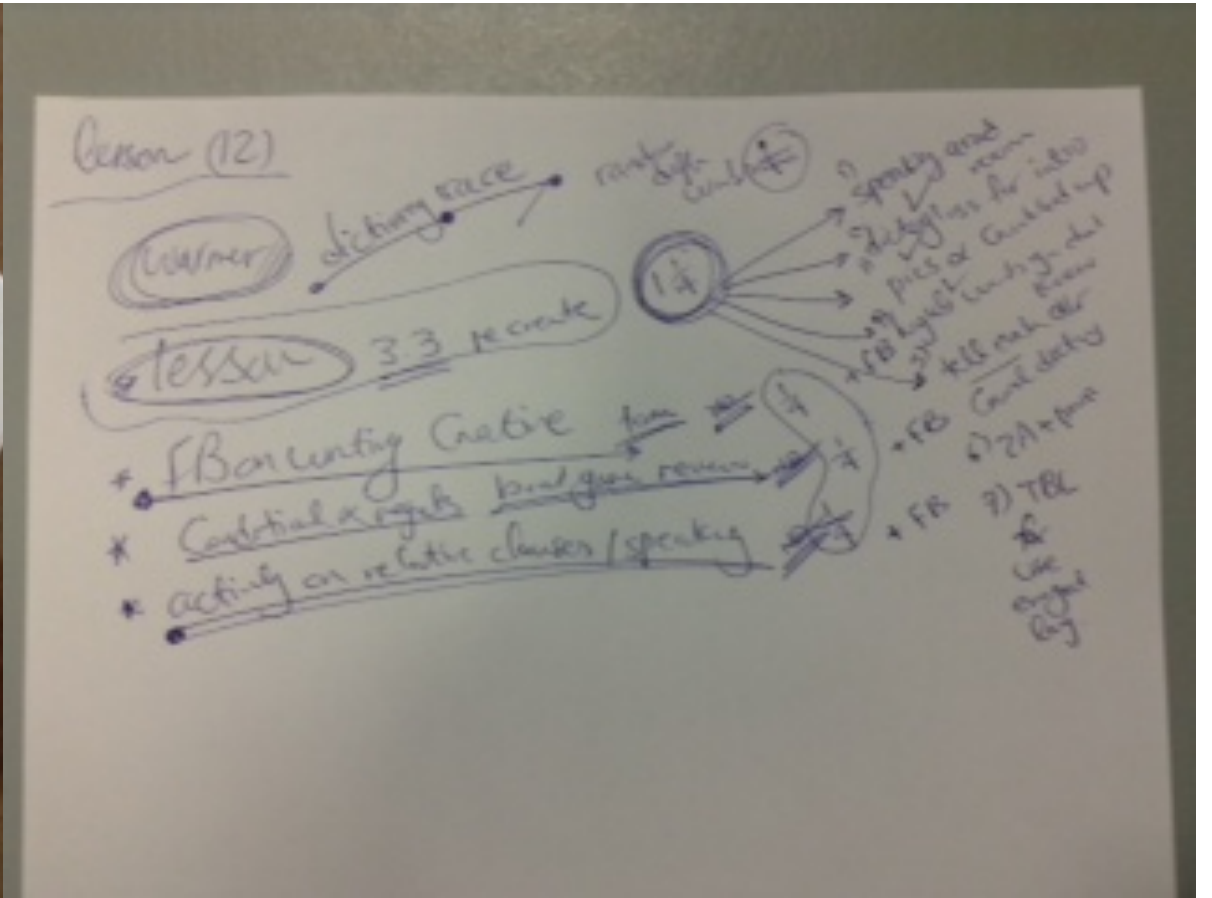
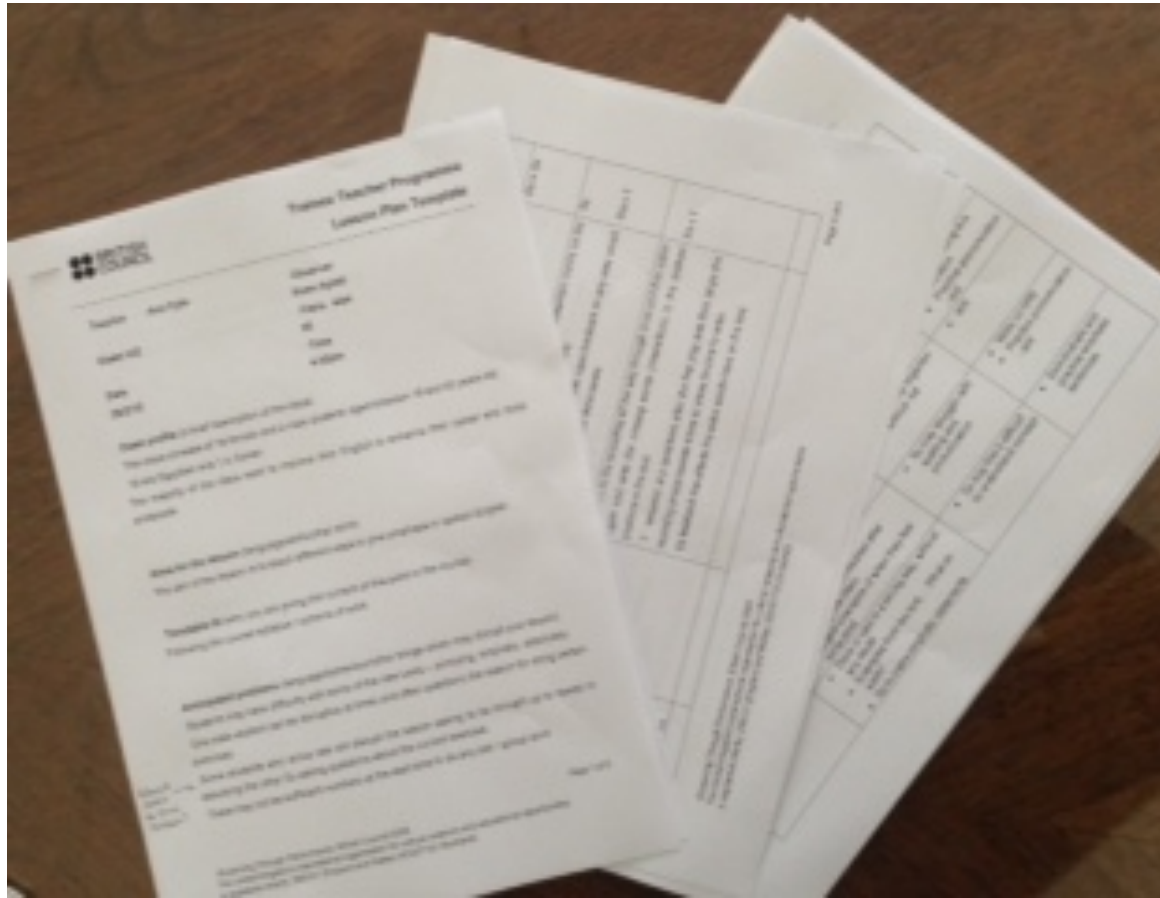
www.pop-uptrainer.com

Are you a good planner?

“I plan too much – when I’m here if I’m not teaching, I’m planning.”
(Ann)

“I’m a good planner when I have the time to be a good planner. When I have the time, I’m not just a good planner, I’m a *creative* planner...when I’m given time. If not, I’m an average planner.”
(Monzer)

“Most of the time it’s in here...”
[points to head]
(Milad)



The Planning Paradox

How many lesson plans do you write in a year?

How many are **formal** and how many **informal**?

How much time was dedicated to teaching informal lesson planning on your ITT course?

“Of course, you won’t plan like this when you *really* start teaching... but you need to know how to do it.”

We train teachers in how to write a formal lesson plan,
but teachers could be writing **more than 100 times** more informal
lesson plans (than formal ones) in a year

Why Plan?

“Thinking through possible content and problems before class provide you with informed choices that set you free in class.” (Scrivener, 2005)

“If I’ve planned well I usually feel confident when I’m in the class. Everything flows smoothly and is structured. If I’ve not planned, I feel shaky and uncomfortable.” (Hala)

“It can get very tedious and meticulous planning each and every stage.” (Ahmed, CELTA trainee)

The Planning Process

Post-planning (Luke Meddings, 2012)

Preparedness not preparation (Maley & Underhill, 2013)

Pre-flection (Steve Brown, 2013)

“...none, if any, of these ideas about planning are championed on the CELTA or DELTA, and yet they seem to be what most experienced teachers advocate and practise when nobody’s watching.”

Process Writing

‘an approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models’ (Tribble, 1996)

Process Lesson Planning

‘an approach to the **teaching of planning** which stresses the creativity of the individual **teacher**, and which pays attention to the development of good **planning** practices rather than the imitation of model **plans**’

How many giants?
How many adjs?

adj's for Giants
boardrace 15
read Poem
adjective colour
NOUNS
15 adjs
linking stem
rhymes
whole poem
kline
pron

be-rur
betar

haha ← note

Fingal
#3

WARMER
grass sketch Qs
describe a pic
Mr Bear

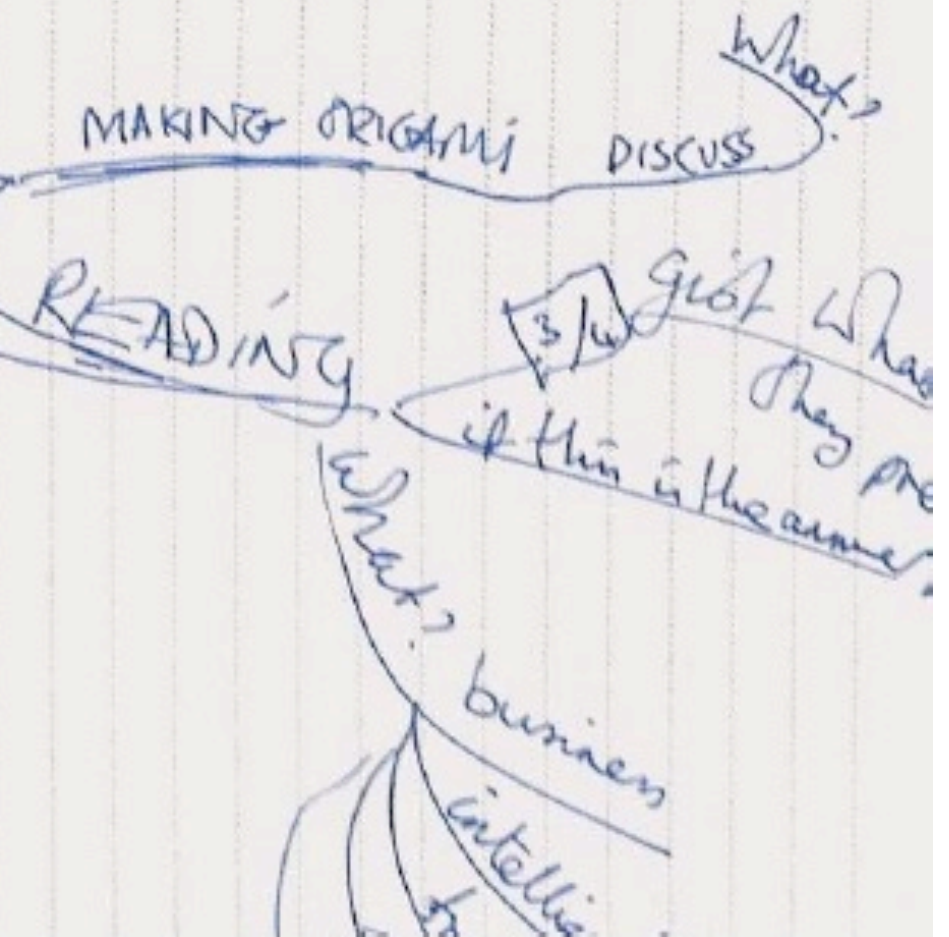
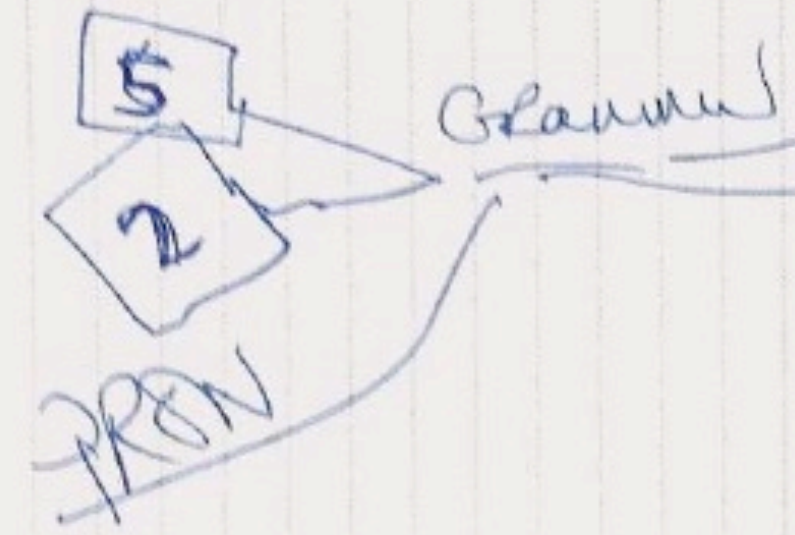
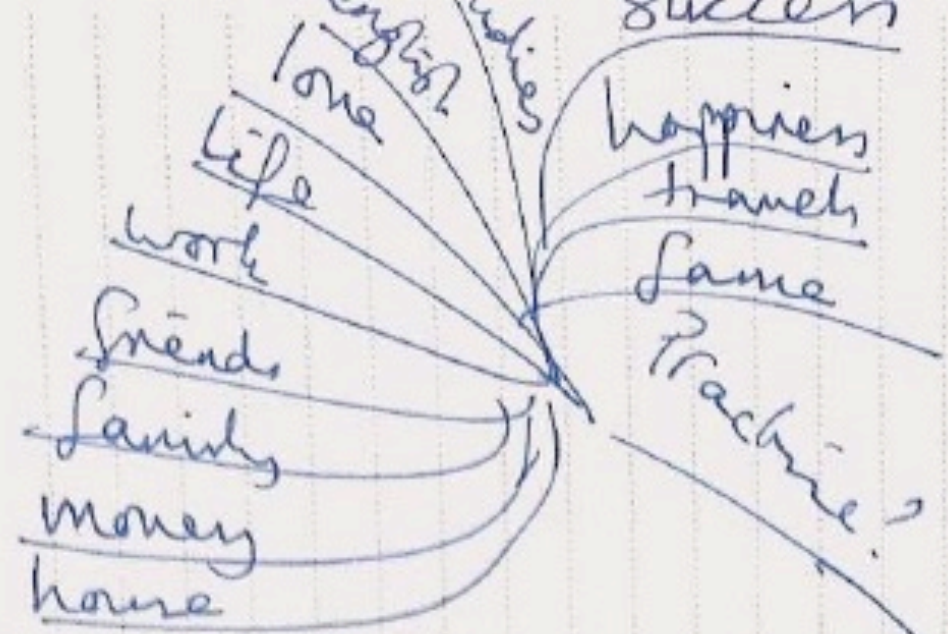
RECAP

Qs
pear
Clan
INB

GIANTS

Jack & Beanstalk
show
white on w/b
ask if know
shicit





Teaching the Plan

“Planning is essentially a thinking skill. Planning is imagining the lesson before it happens. It involves prediction, anticipation, sequencing, organising and simplifying...

...A written plan is evidence that you have done that thinking...but it is not holy writ...Prepare thoroughly. But in class, teach the learners, not the plan.” (Scrivener, 2005)

Bibliography

The Steve Brown Blog: A case for anti-planning

<https://stevebrown70.wordpress.com/2013/05/25/a-case-for-anti-planning/>

The Steve Brown Blog: Preflection: A (not) new approach to planning

<https://stevebrown70.wordpress.com/2013/06/09/preflection-a-not-new-approach-to-planning/>

British Council IATEFL Liverpool Conference Interview with Alan Maley

<http://iatefl.britishcouncil.org/2013/sessions/2013-04-10/interview-alan-maley>

Meddings, Luke, *Reflection on the Seminar 'Live and Unplugged'* (British Council, 2012)

Scrivener, Jim, *Learning Teaching 2nd Ed.* (Macmillan, 2005)

Tribble, Christopher, *Writing* (OUP, 1991)

White & Arndt, *Process Writing* (Longman, 1991)

Thank you!

www.pop-uptrainer.com

rose.aylett@gmail.com