



Directed Tasks

STTP LTD July 2009



What are Directed Tasks?

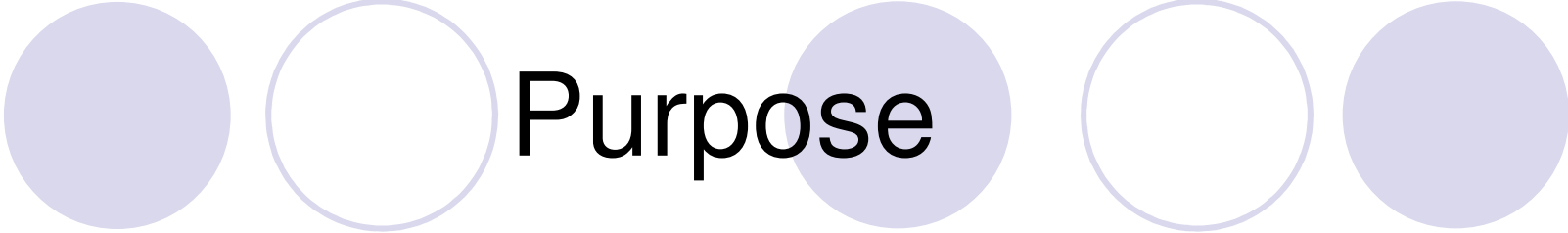
A directed and planned training opportunity which has a clear learning outcome.

Always consider ‘What am I learning?’ – might be positive or negative experiences!



Two Types

1. STTP Tasks – see checklist for when guidance is given and for what the deadlines are.
2. School based Tasks – set by your mentor/school based trainer throughout the year
3. Personal Tasks – set through reflection by yourself and agreed with mentor



Purpose

- To research topics and reflect on the impact of them on teaching and learning
- To provide opportunities to deepen understanding of Subject Knowledge for Teaching (attitudes/pedagogy/pupil learning/per se)
- To address areas identified on your INA and TP
- To contribute to your school's priorities
- To meet the Q Standards



Objectives

- Should be written to a high academic standard – i.e. spelling, grammar, clear referencing if used
- BUT should be based in practice – reflections on your actual practice! (action research?)
- Reflection and evaluation!! What are the outcomes? What are the impacts?

STTP Directed Tasks

1. School context / code of conduct (given 10/07/09 due start Sept)
2. Every Child Matters (given 22/07/09 due end Sept)
3. National Reviews (given 22/07/09 due end Sept)
4. Pupil Progress Tracking Task (given 16/09/09 due May 2010)
5. Diversity in Schools (given 16/09/09 due within 4 weeks of visit)
6. Subject based tasks –
English/Maths/Science/ICT (given on first subject day due on second day)



STTP Directed Tasks

1. Two short reflections

- School context
- Code of conduct

(Reflections in LJF by beginning of Sept)

5 Minutes for group discussions - what do you know already?



STTP Directed Tasks

2. ECM report
 - Given today
 - Due End of Sept



STTP Directed Tasks

Key Point:

1. Ensure your choice of focus is relevant to you – not a bolt on
2. Based in:
 - School/class priorities
 - Own needs and priorities (including beliefs)



Questions to Consider

1. Why do I want to become a teacher?
2. What do I hold dear as a teacher?
3. What skills do I bring to my work as a teacher?
4. What do I want my legacy to be?
5. What are my values and beliefs?

5 mins personal reflection

National Reviews Directed Task

Purpose – demonstrate your understanding of three of the key national education reviews (Rose-reading; Williams-maths; Alexander-across curriculum)

Diary Notes –

- No more than 2000 words
- Complete with feedback by end of September
- Plan for consultation with mentor/school based trainer – feedback sheet
- Email feedback sheet to: ben@southendttp.co.uk
- Report forms part of the Portfolio and should be available for your STTP Tutor/Assessor to discuss.

National Reviews Directed Task

Objective:

A reflective report on the impact of the three national reviews, giving examples of current and future teaching practice.

Your school based trainer / mentor will identify any follow up tasks to be included in your training plan. (Also evidence for 7a)

National Reviews Directed Task

Approach:

- Research background, overall findings and recommendations of the three reviews.
- Investigate the impact of **one** of these on your school's policy, curriculum, teaching and learning.

Key Outcomes:

1. Summarise your findings from the three reviews.
2. Reflect on the impact of one of these on your school.
3. Reflect on how the review is relevant to the age range you will be teaching.
4. Consider what you have learnt and how this will influence your future planning and teaching. (The key aspects which you will translate into your practice)

National Reviews Directed Task

SKfT / Q Standards:

- Your understanding of the background and recommendations of the national reviews

Q15 – know and understand the relevant statutory, non-statutory frameworks and relevant initiatives

- Your understanding of key concepts, skills, language and progression in subjects

Q14 – secure knowledge and understanding of curriculum and related pedagogy

- The implications of initiatives on school policy and teaching practice

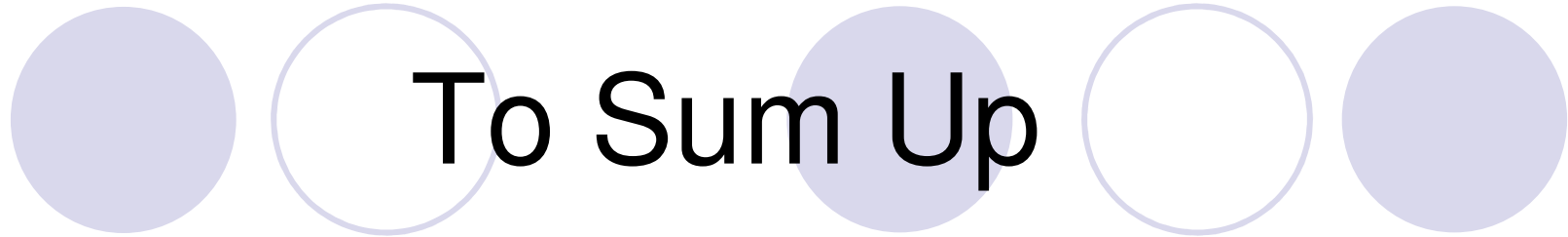
Q3a/b – awareness of statutory frameworks/professional duties/policies and practices

Q10 – understanding of a range of teaching and learning strategies

- How outcomes will inform your own pedagogical practice

Q22 – plan for and design effective learning sequences and demonstrate secure SK

Q25b/c – introduce and develop new concepts and processes, adapt language and allow pupils to apply new knowledge



- Plan
- Organise
- Discuss
- Don't panic!

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