



## A Professional Development Module

### Activity 1

Choose a lesson recently delivered, preferable within the last day or two (or maybe an average of several lessons) and partition them in terms of the percentage of time spent in each of the following ways. This task requires brutal honesty!



- administration and other non-learning pursuits
- outlining the lesson's learning objectives to the students
- teaching by instruction with no visual or kinaesthetic input
- promotion of discussion with the class or with an individual
- implementation of activities on a paired or group basis
- setting of solitary practice to consolidate processes learned
- revisiting learning objectives to draw out main points and to move learning forward.

Discuss your priorities with your colleagues:

- can major differences of style be justified in terms of student benefit?
- which was the most productive part of your lesson in terms of moving student understanding forward?
- could your time balance within the lesson be improved with different planning?

All the above may have their place in a successful lesson, but to commit a large part of the lesson to VAK content such as 'Maths in Work' rather than instruction, requires a conviction that such input is as valuable and possibly more valuable than traditional instruction.