

## Planning templates for teachers and teacher aides

The following templates are general in nature so they can be used by almost any teacher. Remember that planning should be simple, clear and easy to follow. Planning is important – it helps us as teachers to see the bigger picture. It also helps us to sleep at night because planning reduces stress; all the decisions have been made – we just need to wake up and follow the plan.

Expect that your plans will change – many times. Plan for a year in advance – then update your plans or discard them and start again if necessary. Your plans should be dynamic and ever-changing working documents that need regular attention like a pet or a garden. Expect that your plans will become outdated quite quickly as you learn about your students and practise new teaching strategies.

You might have seen long lesson plans and detailed term planners that look like they would take weeks or even months to create. Ignore them – these are not plans developed by busy practicing teachers for the most part and they are no more useful or effective than using the simple templates that follow. A lesson plan only needs to be as long as you need it to be in order to do your job effectively. If it's any more than that, you are wasting valuable time. Don't overdo your planning.

**Hint:** these basic plans are just to get you started. Do what works for you. There are no rules here. Whatever you do, don't lose sight of why you are here in the first place – to help students meet their educational goals – everything should revolve around that.

## Annual plan

Adjust this planner as needed for your subject, class, course or program (especially if you are not teaching in units of work).

Teacher:		Year and class:	
School:			
Other staff:			
Start date:		End date:	
Term dates		Total weeks/term:	
Available teaching hours per week:			
Expected homework hours per week:			
Brief overview of students (behaviour, interests, academic abilities, number of high achievers etc.).  Attachment #: _____			
Curriculum requirements (briefly describe the curriculum requirements relevant to this plan).  Attachment #: _____			
Weekly structure (briefly describe or attach the weekly timetable for the class)  Attachment #: _____			

**Term dates (or semesters/courses) – macro view**

#	Start date	End date	# Weeks	# Hours per week	Unit of work 1	Weeks/hours (Unit 1)	Unit of work 2	Weeks/hours (Unit 2)
e.g.	1-2-20XY	18-12-20XY	10	20	Farming	5 weeks/100 hours	Mining	5 weeks /100 hours
1.								
2.								
3.								
4.								

**SMART educational goals**

List SMART (specific, measurable, attainable, relevant, time-based) educational goals that students are expected to achieve by the end of the year. These goals should be shared with students, parents and managers. For example, ‘consistently read level 4 books with 85% accuracy by the end of Term 2’.

#	SMART goal	Existing knowledge or skills	Map to the curriculum (e.g. R1.1)
1.			
2.			
3.			
4.			
5.			

6.			
7.			
8.			
9.			
10.			

**Cross-curricula goals (secondary goals) – optional**

1.			
2.			
3.			
4.			
5.			

**Metacognitive or transferable skills** – list at least 5 of these skills that you will emphasise. Add explanatory notes in each box if required.

*Hint: a separate 1-2-page plan is recommended for metacognitive skills (outlining when and how they will be taught, such as explicitly or via embedding).*

1.	
2.	
3.	
4.	
5.	

**Prior knowledge** (*in relation to the stated SMART goals*)

#	What they know	What they can do	Possible gaps (for revision, consolidation)
1.			
2.			
3.			
4.			
5.			

**Teaching strategies** (*list the most important teaching strategies you will use*)

1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

**Assessment strategies** (*describe when and how students will be assessed: e.g. oral interview/test(summative) and reviews(formative)*)

1.	
2.	
3.	
4.	
5.	

## Unit of work overview

#	Title	Weeks	Goals	Metacognitive	Teaching strategies
e.g.	Farming in the local area	1-5	1, 2, 3, 7	1, 3, 5	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
	<i>Total weeks (check same as macro view on page 1):</i>	_____			

**How will you communicate this plan to stakeholders?**

*This plan is subject to systematic reviews and updates.*

**Review dates:** \_\_\_\_\_

**Additional notes:**



## Macro view of unit of study

*Determine how much time you wish to devote to each activity, goal or strategy.*

Total hours per unit of work:			
Divide the total hours above into categories (e.g. reading: 5 hours, writing: 5 hours)			
Activity	# Hours	% of unit	When (daily, weekly, once)
Totals:		100%	

The total hours in the final row should be the same as the 'Total hours per unit of work'

## Weekly schedule

It is recommended to follow the same structure each week where possible.

Total hours per week for learning excluding homework:			
Divide the total hours per week into categories (e.g. reading: 1.5 hours, writing: 5 hours)			
Activity	# Hours	Days	Time to/from
Total hours:			

The total hours in the final row should be the same as the 'Total hours per week'

## Homework schedule

Homework should not be ad hoc, although a flexible approach is best practice. Plan your homework schedule, inform students and parents of the expectations and purpose (e.g. flipped learning, consolidation). Do not set homework just for the sake of it – it should always link to learning goals.

Total hours per week for homework on average:		
Divide the total hours per day into a broad routine.		
Day	# Hours	Activities
e.g.	1.0	Reading (15 min), Writing (10 min), Practice Activity 1 (10 min), Practice Activity 2 (10 min), Revision (5 min), Class prep (10 min)
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Total hours:		

## Daily lesson schedule

As far as possible, schedule the day with some sort of routine that is repeated each day. Be as detailed as possible (5-10-minute timeslots). Make one of these schedules for each teaching day of the week unless each day is the same.

Hint: short, sharp activities are more engaging, and they keep students on track. Don't forget introductions, modelling, questioning time, revision, summary and consolidation.

Day:	
Time	Activity
e.g. 08.30:08.55	Admin, today's plan, revision, homework

## Unit of work plan

Use this template to plan a unit of work. A unit of work is a short program of about 4-5 weeks that's used mainly in primary schools. It has a focus such as farming or the environment. Reading, writing, maths, science and other skills are developed around this focus.

Teacher:		Year and class:	
School:			
Other staff:			
Start date:		End date:	
Term:		Total weeks:	
Available teaching hours per week:			
Expected homework hours per week:			
Total learning hours for unit:			
Unit title:			
Unit description:			
Purpose of unit:			
Relation to curriculum requirements:			

**SMART educational goals** (*recommend no more than 2 or 3*)

List SMART (specific, measurable, attainable, relevant and time-based) education goals that students are expected to achieve by the end of the unit of work. For example, ‘accurately calculate the volume of a cube by the end of the unit’. These goals should be shared with students, parents and managers.

#	Goals	Existing knowledge or skills	Map to the curriculum (e.g. R1.1)
1.			
2.			
3.			
4.			
5.			

**Cross-curricula goals (secondary goals) – optional** (*recommend no more than 2 or 3*)

1.			
2.			
3.			

**Metacognitive or transferable skills** – *recommend a minimum of 3*

1.	
2.	
3.	
4.	
5.	

**Prior knowledge** (*in relation to the stated SMART goals and metacognitive skills*)

#	What they know	What they can do	Possible gaps (for revision, consolidation)
1.			
2.			
3.			
4.			
5.			
6.			

**Primary teaching strategies** (*recommend a minimum of 5*)

1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

**Assessment**

Diagnostic (at the beginning)	
Formative (throughout)	
Summative (at the end)	



## Designing-down planning tree

Use this template to plan out your unit of work using a designing-down process.

- Step 1: record the unit title at the top.
- Step 2: record the main purpose or focus of each week.
- Step 3: record the main purpose or focus of each day and the week's homework.
- Step 4: record the assessment method for each week (if any).

Unit title:					
	Week 1	Week 2	Week 3	Week 4	Week 5
Focus of the week →					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Homework					
Assessment					

*Does each day (every cell) contribute toward meeting the educational goals? If not, re-plan so it does.*

## Lesson and activity plan

Teacher:		Number of students:	
Relevant staff:		Year/Term:	
Start and end time:		Date:	
Description			
Purpose			
Goals			
Metacognitive skills			
Resources required			
Time (09:00-09:10)	Activity (steps)		

Hint: don't forget introduction, modelling/demonstration, time for consolidation/revision and questions. Short, sharp activities of 10-15 minutes are recommended. A very general structure is revision (5 minutes), worked examples (10), shared/guided learning (10), individual work (10), pair work (10), board work and/or discussion/questions (10), summary (5).

## Professional development plan

Workplace		Your name	
Position		Year group	
Manager			
Date from		Date to	
<b>Background information</b>			
Current role and main duties			
Qualifications			
Experience			
Short courses, conferences/webinars attended, professional books read (last 36 months)			
My strengths (work- related)			
My weaknesses (work- related)			
My preferred learning styles			

Specific areas, topics, skills I need to improve (work-related)		
Long-term goals (3-5 years)		
Goal	Completion	How I will achieve this goal
e.g. Study, implement, reflect on and master 12 teaching strategies.	30-7-20XY (6 months)	Read at least 2 books on teaching strategies, implement 1 new strategy each month for 6 months, and attend 3 relevant professional development conferences or webinars.  Have a teacher observe me and provide feedback.
Signed:		
Date:		
Manager sign:		

### Individual education plan (basic)

Individual education plans (or IEPs) should not be overly complex – longer is not always better. As with any type of planning, they need to meet the practical needs of its users (and no more). There are no hard or fast rules – do what works for you. Keep your IEPs simple, specific, achievable and easy to use. You and your colleagues are more likely to use them properly when they are user-friendly and manageable.

Important: An IEP is NOT an individual behaviour plan (IBP) which is concerned with behaviour. An IEP only covers education-related goals and strategies. A behaviour plan should be separate in order to adequately address a student's behavioural challenges using a range of targeted strategies. While they are linked, when IEPs and IBPs are combined, their overall effectiveness declines.

Student name:		Student age:	
Main teacher:		Year and class:	
School:			
Other staff, volunteers and position:			
Start date:		End date:	
Learning hours per week:			
Homework hours per week:			
Conditions, disabilities, disorders, allergies, relevant injuries (include undiagnosed conditions) Attachment # _____			
Summary of behavioural needs Attachment # _____			
Known interests and hobbies Attachment # _____			
Preferred learning styles Attachment # _____			

Known weaknesses, gaps in knowledge and skills, areas to work on and improve Attachment # _____	
<b>SMART educational goals</b> SMART goals are specific, measurable, attainable, relevant and time-based. For example, ‘consistently read level 4 books with 85% accuracy by the end of Term 2’. *IEPs that are multi-subject can have one goal per subject (create an IEP per subject if necessary).	
1.	Main Goal:
	• Sub-goal A:
	• Sub-goal B:
	• Sub-goal C:
2.	Main Goal:
	• Sub-goal A:
	• Sub-goal B:
	• Sub-goal C:
3.	Main Goal:
	• Sub-goal A:
	• Sub-goal B:
	• Sub-goal C:
4.	Main Goal:
	• Sub-goal A:
	• Sub-goal B:
	• Sub-goal C:
5.	Main Goal:
	• Sub-goal A:
	• Sub-goal B:
	• Sub-goal C:
6.	Main Goal:
	• Sub-goal A:
	• Sub-goal B:
	• Sub-goal C:
<b>Notes:</b>	

Teaching and learning strategies			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
Metacognitive, transferable, cross-curriculum and other secondary goals (excluding behavioural goals)			
1.		5.	
2.		6.	
3.		7.	
4.		8.	
Assessment strategies and methods			
Before (diagnostic):			
During (formative):			
After (summative):			
Linked documents (e.g. annual plan, unit of work plan, weekly schedule, medical report etc.)			
These should be saved in a single folder so readers of this IEP can easily locate them.			
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	
Review schedule:		Teacher sign:	
Parent meeting dates:		Parent sign:	
Agreement date:		Student sign:	
Communication methods (with home):			