**ITAP template 4 (secondary): BST notes on post lesson discussion with an expert colleague**

BSTs should use their own questions to discuss with the expert colleague their pedagogical choices. This should include discussion around why they selected the specific tasks, how they adapted them to meet the needs of all pupils etc. It should also give the expert colleague an opportunity to explain how their beliefs about how pupils learn influence their pedagogical choices.

The discussion should begin by exploring the following:

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| **Following the observations of the other teachers, what did the BST learn about “establishing a supportive and predictable environment for learning?**  |
| Response: |

Use these key questions, in addition to the questions that BSTs identified during the observation, to support the post lesson professional dialogue with the expert colleague. Responses should be recorded after each question.

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| **How did you choose the entry strategy for your class? How does it connect with school policy?** |
| Response: |

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| **Why did you choose this entry approach and how does this vary from class to class?**  |
| Response: |

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| **How long does entry and settling usually take?**  |
| Response: |

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| **What non-verbal commands do you use in your teaching? What do you find most effective?**  |
| Response: |

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| **When do you know to be non-verbal? When do you speak?**  |
| Response: |

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| **How do you build positive relationships with pupils?**  |
| Response: |

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| **How does the relationship with the pupils affect the start of the lesson and lesson transitions?**  |
| Response: |

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| **BSTs should add their own questions** |
| Response: |