LIVERPOOL JOHN MOORES UNIVERSITY

The LJMU Mentor Guide to the curriculum in Phase 2a
Secondary Design and Technology

Phase 2a student teachers will start to develop their independence for planning and teaching with the support of expert colleagues. With support, they will plan lessons which match the needs of groups and individuals and develop longer term planning through sequences of lessons as part of an ambitious curriculum.

At the end of Phase 2 we expect student teachers to:
- Create a learning environment which reflects consistently high expectations and manage pupils' behaviour in line with school policies.
- Plan and teach lessons which demonstrate understanding of how pupils learn and develop, and which select and use appropriate teaching strategies for the subject matter and classes taught.
- Demonstrate secure subject knowledge in their daily teaching and be proactive in addressing any areas of need.
- Use a range of assessment strategies to accurately evaluate both their own teaching and pupils' learning and progress, and be able to use this information to design, adapt and sequence future plans.
- Adapt planning and teaching to respond to a range of learning needs, and if necessary, know where to seek help and advice to support pupils with SEND.
- respond constructively to challenge, feedback and critique, and continuously improve their understanding and practice.
- Have a positive impact on pupil progress and an increasing confidence in teaching across the curriculum.

Prior to Phase 2a; student teachers will have been taught about:
Behaviour management
Planning for learning
Rosenshine's Principles
Curriculum and progression
Questioning and dialogue in learning
Subject knowledge and pedagogy

They will also have been taught about: *(the timing & sequence of these may vary for School Direct students)*
The role of their subject in the wider curriculum and statutory requirements
Fundamental principles of how children learn
Cognitive science and memory
Principles of assessment
Observing learning & deconstructing learning following observation
Preparing for Phase 1 – the QTS file and mentoring expectations
Anti-racist education / inequality in education / teachers' responsibilities in respect of equality & diversity.

The Phase 2a ITE Curriculum:

In Phase 2a, the centre – based curriculum focuses on subject knowledge and pedagogy. We ask you to support students in exploring these further in schools.

The focus of weekly discussions is in black. Professional Development Activities for STUDENTS are in blue.

Date (LJMU)	Taught LJMU session	School-based focus	Mentor curriculum in weekly meeting and Professional Development Activities.
Friday 3 NOV	**Exploring effective pedagogies and approaches to subject teaching** **Formative assessment** **The iterative design process** **Planning and STEAM**	Key skills and concepts – **how is the iterative design enacted through the curriculum** **Worked examples**: Discuss the role of powerful resources, stimulus, illustrations, examples, explanations to support design process	**Worked examples to support the iterative design process**: Supporting student teachers to accumulate and refine a collection of powerful resources to support their teaching – student teachers will also observe stimulus, illustrations, examples, explanations and observe expert teacher's skills in demonstrations to exemplify **continuously improving a concept, design, or product**
Friday 10 NOV	**Modelling, Demonstration, and the art of instruction** **Dealing with misconceptions in the subject** **Teaching product, graphic, textile,RM, electronics and food. (Carousel of activities)**	Explicitly **teaching and modelling the knowledge and skills pupils need to succeed** within design and technology is beneficial. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.	*Discuss with your mentor:* how they adapt lessons, whilst maintaining high expectations for all, so that all pupils can meet expectations and deconstructing this approach of **modelling and demonstration** in the design and technology classroom. *Discuss with your mentor*: how pupils secure foundational knowledge before encountering more complex content and how to identify possible **misconceptions** and plan how to prevent these forming.
Friday 17 NOV	**Literacy in the Design and Technology Classroom**	Supporting pupils with a range of additional needs, including how to use the SEND Code of Practice,	*Discuss with your mentor:* The literacy strategy for the department. With your mentor, explore applications of scaffolding to

	Adaptive and responsive teaching strategies in the subject – the role of scaffolding **What adaptive teaching looks like in the D&T classroom**	which provides additional guidance on supporting pupils with SEND effectively. Identifying pupils who need new content further broken down.	support all learners considering capability. Making connections to the ways pupils may learn, store, recall and apply knowledge and obstacles pupils face in the subject. Key reading: Davies, L.T. (2018). *Addressing Special Educational Needs and Disability in the Curriculum: Design and Technology (Links to an external site.)*
Friday 24 NOV	**Assessment and progression –** what does it mean to get better at (design) in design and technology? **An introduction to retrieval and interleaving design and technology**	**Lesson Starters** **Knowledge checking** **Formative assessment** **Retrieval tasks** **Just in time interventions** **Cross subject knowledge links**	*Discuss with your mentor:* Assessment and progression in key stage 3 - records of progress – what do they look like in year 7. The role of retrieval in key stage 3, look at the curriculum for your school and explore the opportunities where interleaving is evident – e.g. returning regularly to key concepts (spiral curriculum) Key reading: Hardy, A. (2021). Chapter 14 Planning for Progression in Design and Technology. In A. Hardy (ed), *Learning to teach design and technology in the secondary school: a companion to school experience* (4th Edition). Abingdon, UK: Routledge.
Friday 1 DEC	**Approximations in teaching (microteaching)** **Collaborative learning** **Teaching and rehearsal**	**Sharing 5-minute narrative with mentos about your microteach and making the links to** teaching approaches for essential concepts, knowledge, skills, for your peer microteach	*Discuss with your mentor:* The class(es) that you developed the knowledge for and/or why you targeted this for development.
Friday 8 DEC	**Teaching for Creativity –** pedagogy and approaches Assignment preparation	Creativity: the process through which people apply their knowledge, skill and intuition to imagine, conceive, explore or make something that wasn't there before.	*Discuss with your mentor:* Creativity is a fragile process that is hard to measure and assess but instead should be nurtured and supported, how is creativity nurtured in the classroom in key stage 3?
Friday 15 DEC	**Carousel of design subject knowledge workshops for personalised learning** based on targets for **phase 2b.** **Subject Audit - distance travelled and target setting for the alternate placement**	Creating and sharing knowledge of the curriculum – e.g., using resources and materials aligned with the school curriculum/ shared resources designed by expert colleagues that carefully sequence content). That demonstrate creativity.	*Discuss with your mentor:* Gaps in subject knowledge and opportunities in teaching and observation to develop this knowledge in the alternate placement

In Phase 2b, student teachers go to their alternate placement with no centre-based Curriculum but with continued support from their Liaison Tutor. The Phase 2b mentor guide will be accessible via www.itt-placement.com website.

Lesson observation focus questions: these questions can be used as foci or prompt for lesson observations and mentor/student teacher discourse. Not all elements are required in every lesson and may be phase dependent, i.e., expectations that more elements would be present in phase three of teaching as confidence and highly effective practice is embedded.

Design and Technology

- Do the pupils have high-quality opportunities to learn knowledge and does the learning move to more complex content once pupils have secured important foundational knowledge through practical activity (making, designing)?

- Does the teacher demonstrate practical making competence delivered using an appropriate range of signature pedagogies for D & T?

- To what extent do the pupils have opportunities for decision making?

- Has the classroom been explicitly set up with health and safety in mind?

- Is subject-specific key terminology being used?

- Do the teaching activities and approaches make sure pupils revisit, practise, and refine important knowledge, understanding and skills?