

# The LJMU Mentor Guide to the Curriculum in Phase 2a Secondary Drama 2023



## **Creating the Drama Teachers of Tomorrow**

**Phase 2a:** Student teachers will start to develop their independence for planning and teaching with the support of expert colleagues. With such 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.
- Rosenshine's Principles.
- Curriculum and progression.
- Questioning and dialogue in learning.
- Subject knowledge and pedagogy.
- Cross Arts teaching.
- Influential Arts practitioners.
- The evolution of the Drama Curriculum.

**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 and due placement and mentoring expectations.
- Anti-racist education / inequality in education / teachers' responsibilities in respect of equality & diversity.
- Introductory guidance on Mental Health and well-being strategies.

NB: In Phase 2b following this phase, 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 <a href="https://www.itt-placement.com">www.itt-placement.com</a> website.

### The Phase 2a ITE Drama Curriculum:

In Phase 2a, the centre-based curriculum focuses on Drama 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	Taught LJMU	School-based	Mentor curriculum in weekly meeting and
(LJMU)	session	focus	Professional Development Activities.
Friday 10 Nov	Retrieval: KS3 Drama specific skills. Research	Effective teaching strategies – active guided	Discuss: Key elements of 'Making' / 'Performing' / Responding in the KS3 Drama curriculum, reflecting on Planning and Delivery.
	effective	instruction.	Complete: Focussed lesson observations.
	approaches.		Collaborate with: Expert colleagues, deconstructing
Friday	Retrieval:	Formative	their approach as you analyse such expertise.  Discuss, Observe and Analyse: How to plan formative
17 Nov	Formative	assessment	assessment tasks which link to lesson objectives.
17 1101	Assessment.	activities in the	assessment tasks which link to lesson objectives.
	7.00000	classroom.	Identify: Gaps in KS3 knowledge, and how to
			structure tasks, questions and assessment to enable
			the identification of pupil's prior knowledge; gaps;
			and misconceptions.
Friday	Adaptive	Adaptive and	Discuss: How your Mentor; the SENCO; and TAs use
24 Nov	Teaching:	responsive	adaptive teaching and support to meet individual
	Modelling,	teaching	need, whilst maintaining high expectations for all.
	demonstrating,	strategies in	
	questioning -	order to support	Observe and Deconstruct: How expert colleagues
	and the art of	learning in the	break tasks down into constituent components when
Friday	instruction. Learning	classroom. What learning	first setting up independent pupil practice.  Discuss: The planning, organisation and efficacy of
1 Dec	Outside the	takes place	Theatre Trips, from the perspective of purposeful
1 Dec	Drama Studio /	outside the	teaching and learning in Drama.
	Classroom.	Drama Studio eg	leaching and learning in Diama.
		Theatre Trips?	Plan and Organise: A 'mock' theatre trip, choosing
			where to go; for whom; meeting logistical challenge;
			and what pupils will be learning from this.
Friday 8 Dec	Assessment & Progression in	Analyse pupils progress – how	Discuss: The methods of assessments used within the department/whole school setting, and the methods
	KS3 Drama.	do pupils get better in Drama?	of tracking such progression through KS3.
		How do we	Research: What pupils have learned, by examining
		know?	patterns of performance over a number of
			assessments, with support from expert colleagues.
Friday	Links with the	English / Drama	Discuss: With Drama / English / SENCO colleagues
15 Dec	English	collaborations	how to support individual pupil literacy needs; AEN
	Curriculum,	eg The school	school policy; and effective collaborations.
	and Literacy in	Literacy policy	Diam APN adambation to secretary and a secretary
	the Drama	and play texts.	Plan: AEN adaptation in your lessons, especially in
	Studio.		regard to pupil literacy skills, and the use of well-
			designed, appropriate resources and play texts.



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