



- 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 [www.itt-placement.com](http://www.itt-placement.com) 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 (LJMU)	Taught LJMU session	School-based focus	Mentor curriculum in weekly meeting and Professional Development Activities.
Friday 10 Nov	<b>Retrieval:</b> KS3 Drama specific skills. Research effective approaches.	Effective teaching strategies – active guided instruction.	<b>Discuss:</b> Key elements of ‘Making’ / ‘Performing’ / Responding in the KS3 Drama curriculum, reflecting on Planning and Delivery.  <i>Complete:</i> Focussed lesson observations. <i>Collaborate with:</i> Expert colleagues, deconstructing their approach as you analyse such expertise.
Friday 17 Nov	<b>Retrieval:</b> Formative Assessment.	Formative assessment activities in the classroom.	<b>Discuss, Observe and Analyse:</b> How to plan formative assessment tasks which link to lesson objectives.  <i>Identify:</i> 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 24 Nov	<b>Adaptive Teaching:</b> Modelling, demonstrating, questioning - and the art of instruction.	Adaptive and responsive teaching strategies in order to support learning in the classroom.	<b>Discuss:</b> How your Mentor; the SENCO; and TAs use adaptive teaching and support to meet individual need, whilst maintaining high expectations for all.  <i>Observe and Deconstruct:</i> How expert colleagues break tasks down into constituent components when first setting up independent pupil practice.
Friday 1 Dec	Learning Outside the Drama Studio / Classroom.	What learning takes place outside the Drama Studio eg Theatre Trips?	<b>Discuss:</b> The planning, organisation and efficacy of Theatre Trips, from the perspective of purposeful teaching and learning in Drama.  <i>Plan and Organise:</i> 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 KS3 Drama.	Analyse pupils progress – how do pupils get better in Drama? How do we know?	<b>Discuss:</b> The methods of assessments used within the department/whole school setting, and the methods of tracking such progression through KS3.  <i>Research:</i> What pupils have learned, by examining patterns of performance over a number of assessments, with support from expert colleagues.
Friday 15 Dec	Links with the English Curriculum, and Literacy in the Drama Studio.	English / Drama collaborations eg The school Literacy policy and play texts.	<b>Discuss:</b> With Drama / English / SENCO colleagues how to support individual pupil literacy needs; AEN school policy; and effective collaborations.  <i>Plan:</i> AEN adaptation in your lessons, especially in regard to pupil literacy skills, and the use of well-designed, appropriate resources and play texts.



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