

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



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
 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 10 NOV	National Curriculum requirements for KS3 and 4.	Modelling and explaining	How and what to model How to teach key concepts, knowledge and skills. How to plan lessons in a way that is aligned with the curriculum. How to discuss big ideas in advance of a lesson. Discuss with expert colleagues how to gather, store and adapt resources for English
Friday 17 NOV	Starters, explaining, demonstrating, modelling and questioning in English.	Developing and applying foundational knowledge to the teaching of grammar. Recall.	How does this department develop foundational knowledge to help pupils learn grammar? How to enable your pupils to recall materials from lessons (e.g. low stakes tests, lists, developing mnemonics, or linking to memorable stories).
Friday 24 NOV	Creative writing skills.	Developing and improving the skills of writing.	How does the department provide opportunities for all pupils to learn how to communicate clearly, effectively, imaginatively and with versatility and adaptability? To structure coherent and grammatically correct writing?

			Discuss with expert colleagues how to develop pupils' creativity.
Friday 1 DEC	Bridging the word gap - Transition from KS2	Why grammar matters - grammar resources and activities	How to reflect on your progress on being aware of common misconceptions. Discuss with expert colleagues how to help pupils master important concepts in English.
Friday 8 DEC	Formative assessment strategies in English.	Progression and retrieval in English	How to interleave concrete and abstract examples. How to enable critical thinking and problem solving by first teaching the necessary foundational content knowledge. How to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).
Friday 15 DEC	Reflecting on effective pedagogies. Dual coding and constructivist teaching of English.	Developing more inclusive strategies for embedding literacy and numeracy	How does the department actively promote and support literacy? Using resources and materials aligned with the school curriculum (e.g., textbooks or shared resources designed by expert colleagues that carefully sequence content).
Friday 16 DEC	Adaptive and responsive teaching and	Stretch and challenge in English	How to adapt lessons, whilst maintaining high expectations for all. How to learn and master essential concepts, knowledge, skills, and principles of the subject.

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.