



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.

During history sessions trainees have been taught about:

- The role of history and humanities subjects in the UK curriculum
- How to teach about the past through historical enquiry
- Effective classroom and behaviour management
- Developing pupils' historical thinking and chronological understanding
- Enquiry-based learning in humanities
- Developing pupils' evidential thinking skills

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	Progression and Assessing Learning in the History Classroom	Progression and Assessment in History	<p>Trainee: Use one new method of questioning you have learnt about recently and reflect on its effectiveness. Use mini-white boards in at least one lesson to check whole class progress and reflect on its success.</p> <p>Mentor weekly meeting discussion:</p> <ul style="list-style-type: none"> • How can we use questioning to support and develop pupils' historical thinking? • How can we formatively assess individual progress? How can we formatively assess whole class progress? • How can we use data to track progress and inform planning.
Friday 17 NOV	Cultural Capital and Learning Outside the Classroom in Humanities subjects	Learning outside the classroom and cultural enrichment activities.	<p>Trainee: Identify a trip with your mentor that the school runs (can be outside of history) and that you can help support.</p> <p>Mentor weekly meeting discussion:</p> <ul style="list-style-type: none"> • Why is learning outside the classroom important? • Discuss opportunities the history/humanities department provides for learning outside the classroom and the intended impact of these trips.
Friday 24 NOV	What is effective adaptive teaching in history? Approximations of practice (microteaching)	Adaptive Teaching strategies Developing subject knowledge and teaching practice	<p>Trainee: Select a couple of adaptive teaching strategies you have used this week/last week in teaching and reflect on their success and limitations with your mentor.</p> <p>Mentor weekly meeting discussion:</p> <ul style="list-style-type: none"> • How can you support those who struggle in history? • How can you support those who require further challenge? • How can you support those for whom English is an additional language. • How can you use TAs effectively?
Friday 1 DEC	National Archives Workshop – working with original source material	Developing evidential thinking and working with original source material	<p>Trainee: Discuss your main takeaways from the National Archive Visit. Explain how will embed some of these ideas in your own practice.</p> <p>Mentor weekly meeting discussion:</p>

			<ul style="list-style-type: none"> • What strategies can we use to develop pupils source analysis skills in history? And how can we support those who struggle with this? • What evidential thinking skills are pupils tested on at GCSE and how can we prepare students for these types of questions? • How can we use original source material to bring history alive and inspire curiosity?
Friday 8 DEC	Fostering Engagement and Curiosity in the History Classroom (Digital Skills)	Engagement	<p>Trainee: Select a couple of activities you have used this week/last week to stimulate pupil engagement and curiosity in your lessons and reflect on their success and limitations with your mentor.</p> <p>Mentor weekly meeting discussion:</p> <ul style="list-style-type: none"> • How do you create curiosity and engagement in the classroom? • How do you use technology to support and enhance learning?
Friday 15 DEC	Sustainable Development Goals and Climate Change History	SDG and Teaching Environmental history/Climate Change	<p>Trainee: Incorporate an aspect SDG teaching into your teaching practice for this week. This can be in your subject area (see Oxfam SDG guidance for support) or in form time. Reflect on the success of teaching this topic on the worksheet provided. This will be discussed in your next university history session.</p> <p>Mentor weekly meeting discussion:</p> <ul style="list-style-type: none"> • Why is it important to teach about the history of climate change? • How can we teach this history effectively?

Observing trainees teach:

Please find below a list of history-specific questions to be used when observing trainees teach. The questions are not prescriptive and depending on the lesson being taught, it may be that some are not applicable. The questions have been devised in line with current research and Ofsted guidance on what effective history teaching looks like. Trainees have also been introduced to these questions within university and have been advised to use them when observing history lessons.

History observation questions

1. Is the learning intention written as an enquiry question? Is this linked to a disciplinary concept?
2. Which disciplinary concept is being explored? How is it supporting pupils to frame historically valid questions and construct their own accounts?

3. What key substantive knowledge and concepts will the pupils know and remember?
4. How is chronological understanding being developed or secured? (Timelines, meanwhile, elsewhere activities).
5. Are historical sources being used? How?
6. How does the lesson support students to understand how evidence is used to make historical claims and why different interpretations of the past exist?
7. Does the content selection support pupils in understanding the diversity of societies/individuals and the relationships between different groups?

Glossary

Disciplinary concepts: An understanding of how historians study the past. Includes significance, interpretation, cause & consequence, similarity & difference, change & continuity.

Substantive Knowledge: Factual content about people, places, events, and chronological knowledge

Substantive Concepts: Abstract concepts such as invasion, tax, monarchy, democracy, trade, power, and empire etc.

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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.