

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



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.

Date (LJMU)	Taught LJMU session	Professional development activities / school-based focus	Mentor curriculum in weekly meeting
Friday 10 NOV	Listening and Reading in ML and Language Learning Strategies	Observe how expert ML colleagues develop listening and reading skills. Teach lessons that begin to incorporate language	Student teacher should explain what they have learnt about LLS at uni re. listening and reading to mentor. They could then discuss which lessons would be best suited to begin to incorporate some of these strategies.

		learning strategies in the skills of listening and reading	
Friday 17 NOV	Developing speaking skills Writing and translation	Focus on using appropriate target language in lessons and also promoting pupils' usage of the target language	Review with mentor how well student teacher has been using target language in the classroom to date and how s/he has encouraged / taught pupils to use TL for 'transactional' purposes. Discuss some next steps / actions for development Discuss the planning/ teaching parts of lessons where student teacher intends to focus on: <ul style="list-style-type: none"> - developing pupils' automaticity and spontaneity (in relation to a particular topic) - Developing pupils' strategies for approaching translation
Friday 24 NOV	Grammar Vocabulary and word families	Planning and teaching of lessons incorporating: judicious teaching of grammar AND due attention to recycling of vocabulary	Discussion about planning and review of teaching of a lesson with a focus on a grammar point <i>Are /were the resources and teaching/ learning / assessment strategies appropriate? Possible discussion about merits of inductive/ deductive approach / focus on form and chunking vs. explicit grammar teaching and focus on formS</i> <i>How do you know pupils have understood grammar point? Do pupils show independence with manipulating language? Can pupils reproduce structures?</i> Discuss session from JMU on vocabulary learning, high frequency words and the Multiling profiler. Consider how the profiler could be applied in planning / teaching and learning / resources.
Friday 1 DEC	Formative assessment in ML	Focus on appropriate and effective formative assessment in lesson planning and teaching	Review the effectiveness of formative assessment strategies used by student teacher to date and discuss further development of these / new ones to incorporate in lessons up until the end of term This discussion could draw on questioning/ plenaries / homework tasks / misconceptions / LLS and many more things! Identify with student teacher an appropriate class to teach a cultural lesson relating to Christmas in TL country/ies in the last week of term.

Friday 8 DEC	Adaptive learning in ML	Focus on adaptive strategies to support learners in lesson planning and teaching	<p>Review of planning and teaching to date that has accommodated pupils' particular needs and plan next steps for further development in this area.</p> <p>Facilitate discussions with SENCO/ TAs if appropriate to provide further insights</p>
Friday 15 DEC	The Cultural Dimension	Teach a Christmas themed lesson promoting intercultural understanding	<p>Student teacher could tell mentor about centre-based learning and discuss possible ideas for further incorporation of the cultural dimension.</p> <p>Discuss current provision for cultural learning within the KS3 and KS4 Fr / Sp / Ge curriculum in school.</p> <p>Student teachers (STs) to discuss Byram's <i>savoirs</i> framework / other alternatives with mentor and ideas for integration of cultural objectives and related teaching and learning activities within Sequences of Lessons in Phase .</p>

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.

	Question	<i>Additional Information</i>
1	Does the teacher make appropriate use of target language in the transactional language of the classroom with <i>appropriate scaffolding</i> ?	Do they use carefully chosen phrases that are used repeatedly so they are known/ recognised by learners (avoiding cognitive overload)? Do they use visuals or the written word to support comprehension and language acquisition? Is teacher's target language gradually increased in a logically sequenced way?
2.	How does the teacher ' flood comprehensible input in the lesson?	Do they focus on repeated use of language of a particular bank of vocabulary / structures with multiple examples in different modes (reading, listening, speaking, and writing) over time to help learners acquire the language?
3	Are learners given opportunities to speak in the target language? Are they encouraged to pronounce words accurately (<i>with attention to phonics</i>)?	Speaking opportunities can be through whole class, pair work and group work. Teachers may use games, competitions or a rewards to encourage learners. In attending to phonics, student teachers should draw learners' attention to sound-letter correspondences and learners should practise these with reading, listening and speaking activities.
4	Is grammar taught and presented in a clear and concise way that is <i>understandable</i> to learners? Are learners encouraged to <i>notice grammatical structures</i> in reading and listening work as well as being asked to accurately <i>produce</i> it in speaking and writing?	Do student teachers build on prior knowledge with grammar teaching? Are they careful to avoid cognitive overload? Are learners encouraged to discuss and apply their grammatical understanding?
5.	How does the teacher make creative use of topics and materials that are <i>salient to learners' interests</i> ?	Is the foreign language taught and learnt in contexts that are motivating?
6.	Are learners given opportunities to explore the target language culture(s) , comparing similarities and differences with their own and to critically consider reasons for these? Does the teacher promote <i>openness to other cultures</i> in their incorporation of the cultural dimension?	

Potential ML **Specific** Targets on Lesson Analysis Forms

Lesson design and delivery, including sequencing and choice of teaching methods (CCF curriculum & pedagogy) Next Steps:
Firmly embed learners' receptive knowledge of new language through extensive 'narrow' reading and listening work to flood comprehensible input before asking learner to <i>produce</i> language https://gianfrancoconti.com/2022/05/18/the-real-marsears-how-an-epi-sequence-truly-unfolds/ https://gianfrancoconti.com/2017/07/22/eight-narrow-reading-techniques-that-will-enhance-your-students-vocabulary-and-reading-skills/
Provide lots of highly structured controlled productive language tasks which recycle language modelled through receptive skills (should also draw on 'old language' taught a while ago). https://gianfrancoconti.com/2022/05/18/the-real-marsears-how-an-epi-sequence-truly-unfolds/
Develop learners' awareness of relationship between English and the L2 (i.e. drawing on prior knowledge) when teaching grammar.

Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps:
Share success criteria through modelling / exemplification, prompting learners to identify 'desirable' structures / phrases / parts of speech etc.
Invest time in preparing learners, using success criteria, to engage in self-assessment and peer-assessment
Provide opportunities to recycle, revisit and assess knowledge of previously taught grammar / structures with new vocabulary / in new contexts

Comments about student teacher's developing Subject Knowledge and Pedagogy (CCF curriculum & pedagogy) Next Steps
Ensure your target language (in spoken form and resources) is accurate and understood by learners
Carry out independent study on any grammar / vocab that you feel less confident with (to be specified as appropriate)
Develop or adapt existing resources to provide phonics practice https://resources.ncelp.org/catalog/facet/area_of_research_sim https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages
Carry out private study to equip you to teach A Level text / film
Raithby, K. and Taylor, A. (2020) <i>Teaching Literature in the A Level Classroom</i> . Routledge.
Plan a unit of work set in a cultural context of the target language to promote intercultural understanding / competence. Incorporate the development of the savoir skills / alternative models within https://sk.sagepub.com/reference/the-sage-encyclopedia-of-intercultural-competence/i2461.xml (student teachers can provide login through Athens)
Following modelling, flooding and controlled practice, plan and provide opportunities for developing automaticity (fluency)

Teach grammar using pairs of features in reading and listening activities (Student teachers have NCELP resources for this available from Canvas)

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.

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Please contact her if you have any queries.