

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



Mural in New Brighton, Wirral

**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. The full detailed RE programme incorporating CCF foci can [be found here](#) and has also been sent as a separate mailing .Please note it is continually up-dated.**

#### **Subject Knowledge Development.**

**All trainees are continuing to develop their subject knowledge and their audit is shared with you through their 1 drive. As a non-national curriculum subject the subject knowledge required for the teaching of RE often depends upon the Agreed Syllabus and Examination Specification followed. The subject audit suggests a range of sources for trainees to explore but we are aware that the number /depth and diversity of religions and worldviews can be overwhelming for trainees. Please suggest any 'go-to' resources that you think are of particular benefit for their knowledge development.**

**The programme that follows indicates the focus of our Friday sessions in University and the questions and RE activities that trainees should do during**

**the week. It would be really helpful if you were able to spend some of the mentor time discussing your department's strategies for each area.**

The focus of weekly discussions is in black. Professional Development Activities for STUDENTS are in blue.

Date (LJMU)	Taught LJMU session	School-based focus	Professional Development Activities.
Friday 3 NOV	A2 (As) Questioning and feedback  A 2 (Ped) Debates and discussion	Debates and Discussions	<b>Trainee consider –</b> What comments / language are off-limits and how do pupils know? What diagnostic assessment should be considered before discussing areas of sensitivity? Do all pupils need to speak in a debate? What difference does grouping make for effective debates? <b>Trainee to –</b> Script questions for solo lessons and review with mentor.
Friday 10 NOV	A2(As) Retrieval  A2 (Ped) Artefact Handling	Retrieval	<b>Trainee Consider-</b> How can the use of artefacts support effective RE? What strategies can be used to ensure pupils understand the religious significance of the artefact?  <b>Trainee to-</b> Devise ranges of retrieval exercises that take into account pupils' prior knowledge and supports the linking of working and long -term memory List departmental artefacts using specialist language
Friday 17 NOV	A2(Ped) Learning Outside the Classroom	Learning Outside the Classroom	<b>Trainee Consider</b> How might a visit to the Metropolitan Cathedral or resources from the visit contribute to effective learning in RE and development in SMSC and cultural capital? How could you show progression from a year 7 to a year 10 visit to the Metropolitan Cathedral? The ORR(P.28) cites 'visits to sacred places is enhanced when pupils have prior knowledge to make sense of the experience'. What prior knowledge should pupils have before a visit to the Metropolitan Cathedral. What would be included in a retrieval activity? <b>Trainee to-</b> Make a list of the visits and visitors that pupils encounter in each year .
Friday 24 <sup>th</sup> November	Adaptive Learning	Adaptive Learning	<b>Trainee Consider-</b> How do you ensure there is challenge for all pupils? What strategies are used by the class teacher to ensure there is effective intervention by TA's? When do you decide to take away prompts and scaffolding? What impact can grouping have on accessibility and challenge? <b>Trainee To-</b> Construct lesson plans and resources to ensure challenge for all and discuss with mentor or class teacher

Friday 1 DEC	Applying for Humanities posts Introduction to GCSE	GCSE	<b>Trainee Consider-</b> How did your department decide upon the sequencing of content for GCSE? What are the implications for 'core' and 'option' GCSE? ORR (p.33) refers to 'misusing GCSE assessments to identify curriculum progression at KS3'. How does your department introduce the different demands of GCSE assessments? <b>Trainee to-</b> Join exam boards mailing lists Make a list of the resources available on exam boards web-sites.
Friday 8 DEC	As 2(Ped) Use of visual images to support effective RE	Using Visual Images in RE	<b>Trainee Consider-</b> What opportunities are there in a year 7 sequence of learning to develop visual literacy? How do visual resources e.g. text books counter or exacerbate misconceptions and stereotypes? How could visual images engage parents and carers in the education of their children? <b>Trainee To-</b> Explore Natre Spirited Arts and 16 Ideas for Classroom Dual Coding(links on Curriculum Map)
Friday 15 DEC	NATRE RE CONFERENCE -Edge Hill (MENTORS INVITED)	Continuing Professional Development in RE.	<b>Trainee to-</b> Plan a list of professional development opportunities for the next phase.

**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](http://www.itt-placement.com) website.**

#### Religion and Worldviews Lesson Observation Considerations

Below are some considerations for observations of lessons. All are referred to in the Ofsted RE Research Report (2021).

- 1)Is substantive knowledge broken down into relevant and appropriate 'small steps' ?
- 2) Does the lesson include opportunities for pupils to retrieve knowledge of religion, worldview and/or concepts and to form schema's of understanding?
- 3)Are there opportunities for pupils to reflect on their learning?
- 4)Are there opportunities for pupils to develop their understanding and use of subject specific vocabulary?

5) Is the integrity of the religion/ worldview demonstrated through the representation of the tradition e.g. selection of resources, analogies, modelling use of pedagogies etc).

6) Is there evidence of planning for misconceptions and consideration of strategies to counter stereotypes and/or generalisations?

7) When relevant and appropriate are there opportunities for personal knowledge?