

## The LJMU Mentor Guide to the curriculum in Phase 2b Secondary PG



**Phase 2b** is in a new school. The expectations for teaching and learning for student teachers do not change from phase 2a but are instead applied in a new setting. This is a short placement and student teachers need to settle in quickly. **Following an induction period of 2 - 3 days, student teachers should work towards teaching roughly 1 hour a day for the first two weeks, increasing to two hours a day from week 3 onwards.** Students should 'solo' plan & teach sequences of learning (or units of work), drawing on school and department plans.

LAFs should be completed 2 times a week in a range of classes and across the key stages if possible & weekly training meetings documented. Please ensure that all feedback is appropriately SUBJECT focused.

Students should have the equivalent of 1 hr non-contact time per day. Students should continue to observe & team teach.

**Secondary LTs do not normally visit to during this phase, however subject tutors may contact you to make arrangements to observe. Subject tutors have a responsibility to know the impact of the programme curriculum on teaching and learning.** If you need more information on the placement, contact your LT or refer the website: <https://itt-placement.com/>

**By the end of Phase 2b we expect student teachers, in their new setting, 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.

**In addition to the curriculum during induction, and phase 2a, prior to beginning teaching in Phase 2b; student teachers will have had further inputs on: (please see Programme on a page for more detail – Section B of <https://itt-placement.com/>)**

- Planning: Sequencing learning & practice
- Assignment 2 Support: effective teaching and learning in a subject teaching approach and assessment strategy
- Subject knowledge, curriculum and approaches on subject Fridays.
- Phase 2b preparation.

## The Phase 2b ITE Curriculum:

The centre – based curriculum has key themes. These draw on the ITT Core Content Framework. During phase 2b students do not return to centre-based sessions. Instead, we ask you to consider the themes below to support and develop students in exploring these further in schools.

Weekly discussion themes are in black. Professional Development Activities for STUDENTS are in blue.

Week beginning	School-based focus	Mentor curriculum in weekly meeting and Professional Development Activities.
8.1.24	School Policies	Share with student teacher expectations/ procedures for attendance, punctuality and sickness, and other key school policies.  <a href="#">Access school behaviour policy and safeguarding policy.</a>
15.1.24	Behaviour management and safeguarding	Assess student prior experience (transfer document), consider training gaps e.g. EAL, key stage or SEND & share relevant school policies. Identify which key stages can be observed and which can be taught during the alternate placement. Discuss and agree student teacher timetable – 2hrs a day by week 3 at the latest.  <a href="#">Observe strategies for managing behaviour &amp; understand safeguarding policy in new context, including: knowing who to contact with any safeguarding concerns and having a clear understanding of behaviours, disclosures and incidents to report. Plan to address target areas you have had least experience in (e.g. KS4).</a>
22.1.24	Curriculum design	Share the department planned curriculum. Make clear the expectations of planning, share data of pupils' student teacher will teach. Explore the curriculum map for the placement discussing subject knowledge development needs.
29.1.24	Curriculum design	<a href="#">Over the course of the placement become familiar with the GCSE specification, how this translates into the taught curriculum, review the chief examiners report (focusing on what is challenging to pupils) and understand the expectations and assessment routines of pupils preparing for GCSE assessment.</a>
5.2.24	Subject knowledge development	Discuss with the student teacher their LAFs and the progress they have made in the subjects' essential concepts, knowledge skills and principles.  <a href="#">Progress check subject knowledge development (refer to your subject area on Secondary Community Canvas). Identify areas for Development. Access school resources and signposted sources of professional development. Log development in Section 5 QTS folder.</a>
12.2.24	Review and target setting	Discuss phase 2 final review form and targets to address in phase 3a. <a href="#">Prepare for 2b review and Phase 3a. Update QTS file.</a>

Please ensure that weekly meeting forms are documented by the student teacher and stored in the QTS file. Targets should regularly focus on Subject specific aspects of teaching, including subject knowledge.