

## **The LJMU Mentor Guide to the curriculum in Phase 3 Secondary Dance**



The ITE Curriculum in Phase 3 further extends student teachers' critical engagement with research and practice, within the relevant subject(s) and age phase(s). Most of Phase 3 is school based, as the student teacher completes their final placement, extending their knowledge and skills to achieve a recommendation for Qualified Teacher Status (QTS).

**The Phase 3 curriculum (centre based)** includes a focus on:

- Subject pedagogies and strategies across the Secondary age range.
- Curriculum design.
- Transition between key stages.
- Statutory assessment.
- Deepening Subject knowledge and curriculum knowledge.
- Adaptive practice.
- Preparing for the ECT year.

### **School based training:**

During Phase 3, the ITE curriculum will be extended and contextualised within school placements.

Training will enable student teachers to successfully demonstrate a range of teaching approaches, appropriate to subject, age, and individual needs, and contribute to the development of curriculum thinking, drawing on evidence from research.

Whilst we expect the ITE curriculum to be increasingly personalised during Phase 3, in order to meet individual areas for development and school priorities, it is likely that student teachers' understanding and experience of working with other adults (including parents), and of assessment and adaptive teaching will need deepening during this final period, supported by expert colleagues.

During Phase 3 student teachers have more independent responsibility for planning and teaching lessons which are well matched to the needs of groups and individuals, and for planning units of work as part of an ambitious curriculum, with a positive impact on pupil progress.

### **Expected outcomes**

Mid-point and end of Phase reviews are completed by ITT Mentors in schools. In Phase 3, these reviews assess progress against the Teachers' Standards. By the end of Phase 3 we expect student teachers to:

- Compile evidence in placement experience folder to demonstrate achievement of ALL of the Teachers' Standards (including Part 2)
- Respond constructively to challenge, feedback and critique, and demonstrate a commitment to continuously improve their understanding and practice, reflected in their Career Entry and Development Profile.

### **In Dance sessions:**

Please see the ITE Curriculum for Dance for the full programme throughout the year.

The key focus in Phase 3a is on statutory assessment and dance teacher responsibility. Sessions will focus on:

- Sequences of learning (deconstruction, reconstruction and design)
- GCSE / Level 2 assessment
- A'level / Level 3 assessment
- Collecting, collating and using data

## The Phase 3a ITE Dance Curriculum:

**In Phase 3, the centre-based curriculum focuses on subject knowledge, pedagogy, adaptive practice, assessment and progress in the subject. 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 <a href="#">Professional Development Activities</a> .
Friday 23 <sup>rd</sup> Feb	GCSE and statutory assessment.	Establish the timetable and balance to include key stage 4 teaching, intervention, and support to ensure shift in understanding of student led learning.	Discuss the choice of the dance specification for GCSE or BTEC. Discuss how the specification impacts on planning in KS3 and how that is developed in KS4. Highlight what GCSE / BTEC students often find challenging with the course and how you plan to mitigate these challenges. Provide guidance about resources and materials available to support specification teaching.
Friday 1 <sup>st</sup> Mar	Subject knowledge and curriculum teaching in KS4	Identify a class and focus of a sequence of learning you will develop (for Core students this is necessary for SPLA assignment, for SD students this is an important skill for the future and will help with 'bundling' your evidence for your tracker). Download the sequence of learning framework from the ITT-placement.com website and begin to populate.	Support your student in identifying an appropriate class / focus for the sequence of learning. Include discussion of assessment strategy, adapted teaching/learning and case study pupils to evaluate the effectiveness of the sequence.
Friday 8 <sup>th</sup> Mar	Sequencing learning	Access any shared resources within the department and look at the kinds of examples (from online sources or previous students work) that help model expectations of the GCSE / L2 curriculum	How do KS4 sequences of learning build from KS3 in terms of skills, knowledge, concepts, practitioners and performance.
Friday 15 <sup>th</sup> Mar	A 'level and L3 specifications	Inclusion and diversity in planning  Does the school curriculum represent diverse dance from cultures and society? How has your planning taken this into account  How does the dance curriculum contribute to pupils' cultural capital / development?	Discuss how you balance exposition, repetition, practice of critical skills and knowledge within a two-year examination programme. Support your student teacher in identifying, accumulating and refining a collection of powerful analogies, illustrations, examples, explanations and demonstrations to support engagement in a sequence of learning in dance.

Friday 22 <sup>nd</sup> Mar	Dealing with data	Review departmental data for your classes. Consider how this data informs your planning (and development of your sequence of learning). Arrange to meet with any other members of staff with responsibilities for data in the department/ faculty. Be clear on the school / dept expectations of the data to be collected across KS3 & 4 in dance.	Approaches to developing student teacher's own records of assessment and progress in phase 3 – including samples of report writing and target grades
Friday 19 <sup>th</sup> April.  26 <sup>th</sup> April 3 <sup>rd</sup> May	The school production Full day dance events Extracurricular/ leading a dept of one	Access the risk assessment template for your school and complete a draft version for either, a learning outside the classroom activity OR for an activity related to developing a school production (e.g. safety in using technical equipment)	Completion of the Phase 3a review form, including: review of the tracker for the Teachers' Standards with particular discussion in development of pupil progress (S2), adapted learning (S5) and assessment (S6).

**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.

<b>Dance</b>	
1	Are the subject specific learning intentions of this lesson clearly expressed at the start of the lesson and frequently returned to?
2	Are the concepts being developed taking prior learning into account? What retrieval practices are being used?
3	Do the practical tasks allow the pupils to be able to realise their expressive intentions?
4	Is there space for exploration and independence in the lesson?
5	Is feedback taking place frequently in order to support individual student progress and is there the opportunity for the students to return to and consolidate their short-term learning?
6	Are there opportunities in the lesson for the pupils to gain knowledge of culture and repertoire?
	<b>Glossary</b>

