LIVERPOOL JOHN MOORES UNIVERSITY

The LJMU Mentor Guide to the curriculum in Phase 3
Secondary Modern Languages

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 Modern Languages sessions:
Please see the ITE Curriculum for Modern Languages for the full programme throughout the year.

The ITE ML curriculum is underpinned by consideration of theories of second language acquisition and the similarities and differences between these. We look at teaching methodologies that complement different theories and their application in different contexts, e.g. extent of target language usage, explicit/ implicit grammar teaching, phonics, vocabulary learning, the four modalities and automatization of structures. To support progression and the needs of different students, ITE student learn about theories of motivation in L2 learning, formative/ summative assessment (incl. statutory assessment), transition from primary to secondary, and adaptive teaching. Additionally, we focus on teaching methodologies for the cultural dimension, trips and contacts with target language countries, literature, film and cross-curricular learning.

The Phase 3a ITE Modern Languages 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 Professional Development Activities.
Friday 23 Feb	**GCSE AQA visit**	Curriculum planning and the GCSE specification	How is the ML department preparing for the new GCSE? Discuss similarities and differences with current GCSE, drawing on Ian Rodmell's presentation in your discussion. How does the ML department teach pupils exam strategies considering mark schemes? Draw on exam board training at JMU in discussion.
Friday 1 Mar	**Film, literature, and creativity**	Integration of film / literature in lessons	Discuss which topic(s) on the timetable in Phase 3 would lend themselves to the integration of film/ song / some type of literature. STs to plan and teach at least one lesson to include this and reflect on response of students and impact of chosen activities.
Friday 8 Mar	**Cross-curricular learning** **Show and tell and emerging needs of student teachers (also with a focus on Getting the First Teaching Post)**	Start to plan lessons with a cross-curricular theme, collaborating with colleagues/ student teachers in other departments if appropriate.	Discuss with mentor a suitable class for whom to develop a sequence of lessons that are characterised by a cross-curricular theme and which theme would be most appropriate. Identify when this sequence of lessons can be taught in Phase 3. Discuss job search and applications with mentor.
Friday 15 Mar	**The ML Trip Abroad / Virtual Exchange**	Investigate possibilities for online exchange / communication with pupils' peers in TL countries	Discuss departmental provision for trips abroad (and related issues) / virtual interaction with peers online. Discuss the principles that have informed the department's planning of Schemes of Learning across the various key stages (connection with session on Curriculum Design).

	Curriculum Design		Considering discussions on curriculum design with mentor and Richards' paper, STs to apply appropriate principles to their own medium-term planning over course of Phase 3.
Friday 22 Mar	**ICT in ML**	Based on observations / your own teaching / collab with other STs, and workshop with Joe Dale, curate a menu of ML ICT activities. Prioritise three that you wish to develop / trial before the end of the course.	Discuss with your mentor which ICT activities / principles you would like to integrate into your teaching (and with which classes) in Phase 3. Incorporate these into medium term planning.
Friday 19 Apr	**Modelling** **And** **Post 16 and A level**	Reflection on modelling skills to date Involvement in Post 16 / A level teaching if possible	Discuss with mentor which specific areas of modelling could be further refined in Phase 3. Based on the session at JMU, discuss and plan the application of new strategies you could implement with post 16 students. If there has not been the possibility to teach post 16 to date, does the school have links with other schools / colleges that could facilitate this experience at the end of Phase 3?
Friday 26 April	**Transition issues in ML (from secondary > primary)** **Primary languages pedagogy with specialist ML primary teacher**		What does the ML department know about the primary ML experiences of pupils before they arrive in Year 7? How do they build on prior experiences to support progression? Challenges? If possible, student teacher to collaborate with staff involved in transition activities from Y6>7 (even if this is non ML specific).
Friday 3 May	**Primary teaching at Lander Road**	Reflection on primary school experience and implications for teaching in secondary schools	Discuss your ideas about the implications of primary experience for Year 7 teaching in the future. Are there implications for designing Y7 Schemes of Learning? What type of knowledge about prior learning will you draw on in the future that you may not yet have considered?

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	Additional Information
1	Does the teacher make appropriate use of **target language** in the transactional language of the classroom with *appropriate scaffolding?*	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** (*with attention to phonics*)?	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 *understandable* to learners? Are learners encouraged to *notice grammatical structures* in reading and listening work as well as being asked to accurately *produce* 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 *salient to learners' interests*?	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 *openness to other cultures* in their incorporation of the cultural dimension?	

Potential **Foreign Languages 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 *produce* 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) Teaching Literature in the A Level Classroom. 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)