

PGCE Secondary Design and Technology

Phase 1 Mentor Curriculum Guide



This guide provides essential information for mentors supporting student teachers during Phase 1 of their placement. It outlines your role, key responsibilities, and the structures in place to ensure student teachers receive comprehensive training and support.

As a mentor, you play a crucial role in bridging theoretical learning with practical classroom experience. This guide will help you provide structured support while ensuring student teachers meet the required standards and competencies.

Contents

Phase 1 Expectations and Timetable	2
Induction into Home School.....	3
Phase 1 Professional Studies	4
Phase 1 Subject Studies	5
Phase 1 Intensive Training and Practice (ITAP)	6
Mentor Meetings.....	7
Setting Effective Targets	8
Phase 1 Subject Example Targets	9
Phase 1 Subject Observation Guidance	10
Student Teacher Progress, Wellbeing and Support	12

Phase 1 Expectations and Timetable

All aspects of education and training for student teachers must align with the Secondary Phased Expectations.

These expectations are structured around ten curriculum questions, each containing three components with clearly defined expectations for each phase. Rather than serving as a checklist, these expectations provide a comprehensive picture of expected student teacher progress by the end of each phase.

You can find the full phased expectations here: <https://itt-placement.com/pgce-secondary/course-overview.php>

Purpose of Phase 1

Phase 1 primarily focuses on providing student teachers with opportunities to observe, develop awareness, and begin practicing teaching skills in a supportive, low-stakes environment.

Required Experiences

By the end of Phase 1, student teachers should have completed:

- Observations of multiple teachers with varied teaching styles
- One-to-one work with individual pupils
- Small group instruction
- Planning components of lessons
- Delivering specific lesson segments (such as starters and activities)
- Teaching one or two complete lessons

Timetabling Requirements

Student teachers require a timetable that supports these experiences, including a minimum of 15 hours of mentor-directed activity.

While there is no prescribed number of lessons that student teachers must teach by the end of Phase 1, it is essential that they gain experience leading various activities within lessons and deliver at least one or two complete lessons independently.

Induction into Home School

A comprehensive induction is essential for all student teachers, regardless of their prior experience in school settings.

Week One Requirements

By the end of the first week on placement, please ensure student teachers have completed:

- An initial meeting with both Subject Mentor and Professional Mentor to discuss expectations for student teachers within the school
- Introductions to key departmental staff
- A tour of school facilities
- Introduction to the SENDCo
- Introduction to the Designated Safeguarding Lead and completion of school-specific safeguarding briefing/training*
- Health and Safety briefing
- Overview of the school's behaviour management systems and procedures
- Briefing on absence reporting procedures and expectations

*Note: All student teachers will have completed the Hayes Level 2 Safeguarding Certificate prior to placement.

Phase 1 Professional Studies

Professional Studies introduces student teachers to key aspects of professional practice through a combination of lectures and mixed-subject workshops.

Below is a summary of the Phase 1 Professional Studies curriculum.

Week One: 8th–11th September All student teachers attend the following sessions at LJMU:

- Introduction to Professional Standards
- How Pupils Learn
- Reflective Practice
- Planning for Learning
- Introduction to SEND
- Trauma-Informed Practice
- Teaching for Educational Advantage
- Safeguarding Level 2 (online certificate)

Week Two: Variable Delivery

University-Led (Core) Route: Sessions at LJMU, 15th–18th September

School-Led Route: Sessions delivered within Lead Schools between September and December. For queries about School-Led professional studies, please contact your School-Led Lead.

Sessions include:

- Key Stage 2 Transition
- Early Reading and Phonics
- Anti-racism and Teaching
- Pastoral Care and the Form Tutor
- AI and the Classroom
- Principles of Oracy and Dialogic Teaching
- Inclusive Classroom and Adaptive Teaching
- Student Teacher Wellbeing

Phase 1 Subject Studies

All student teachers will have attended the following subject studies sessions during Phase 1. The full subject curriculum map can be found <https://itt-placement.com/pgce-secondary/course-overview.php>.

Date (LJMU)	Taught LJMU session	School-based focus	Mentor curriculum in weekly meeting and Professional Development Activities.
Friday 8th SEPT	Introduction to the reflective practice Introduction to teaching your subject The role and nature of design and technology	Being a subject teacher; introducing the key stage 3 curriculum appropriate for Phase1.	The role of your subject as a starting point. What makes a good design and technology (D&T) teacher? Introducing/orientation of the ambitious curriculum for the D&T, the LJMU ITE Curriculum
Friday 12th SEPT	Classroom and Behaviour Management – Routines and Responses	Introductions and Behaviour Management in context	Share School policy on behaviour and clarify staff expectations of pupils. Arrange for student to track a pupil. - Read, discuss, and analyse the school's behaviour policy with an experienced colleague. - Observe and deconstruct how experienced colleagues use targeted and specific praise, both verbal and non-verbal, to acknowledge and reinforce behaviour that meets school expectations.
Friday 19th SEPT	D&T Routines and Responses in the subject Subject teaching	Confident D&T classroom management	Discuss organisational issues; lesson materials and their distribution; engaging pupils' interest; time management. Routines and responses in design and technology classroom. Planning how to deal with typical disruptions in D&T (what might these be?) and behaviour for learning.
Friday 26th SEP	ITAP 1 Lectures 1 & 2 followed by workshops in subject – Planning in D&T.	– The D&T curriculum	Read and discuss the departmental approach to planning https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf Share curriculum overviews/ maps and identify how content is sequenced, to ensure pupils know more and remember more of key knowledge. - Observe a range of year groups and identify progression in essential concepts, knowledge and skills. - Retrofit 2 observed lessons with different age groups to the LJMU lesson planning proforma.
Friday 3rd OCT	Planning in D&T. – Assessment and modelling within D&T.	The D&T curriculum – Introducing formative assessment in the D&T classroom along with explanations & modelling	Discuss and share how your department assesses/ approaches assessment AfL. Share examples, to consider the role of formative assessment is linked to lesson objectives. - To provide some strategies that promote and develop peer and self-assessment in the design and technology classroom. - How is modelling approached within the D&T environment to assist AfL.

		in Design and Technology.	To provide opportunities to assess pieces of work in year 7 and record/track progression over time.
Friday 10th OCT	Navigating literature in D&T.	Key reading to inform practice in the subject	Subject focus, exploring effective pedagogies and approaches to subject teaching
Friday 17th OCT	ITAP 2- – Assignment briefing and Phase preparation	Preparing for Phase 2	Confirm timetabled teaching for after half term and curriculum content in classes to be taught. Complete Phase1 review form.
Friday 24th OCT	How pupils get better in D&T Metacognition , theories and knowledge within D&T	Literacy and critical writing with D&T	Share curriculum overviews/ maps and identify how content is sequenced to assist with critical writing and literacy,

Phase 1 Intensive Training and Practice (ITAP)

ITAP is a compulsory component of teacher education that introduces student teachers to foundational aspects of teaching practice. Through lectures and seminars, student teachers explore the relationship between theory and practice and deconstruct examples of practice.

Placement Expectations During ITAP

Student teachers will attend their placement as usual during ITAP periods. However, they must **not** follow their regular placement timetable. Instead, they will complete a structured series of activities focused on the specific aspect of practice being studied.

Mentor Responsibilities

As a mentor, you must ensure student teachers can complete all ITAP activities, which include:

- Focused observations of practice
- Planning specific aspects of practice
- Implementing their planning in classroom settings

Phase 1 ITAP Schedule

The following ITAPs occur during Phase 1:

- ITAP 1: Behaviour Management

- ITAP 2: Introduction to Assessment

Detailed guidance for supporting student teachers during each ITAP is available at:
<https://itt-placement.com/pgce-secondary/course-overview.php>

Mentor Meetings

Weekly Mentor Meetings

Student teachers must meet with their mentor once per week throughout the programme. These meetings are essential for monitoring progress and maintaining consistent support.

Purpose of Weekly Meetings

Weekly meetings provide structured opportunities to:

- Review progress against Phase 1 expectations
- Discuss observations and teaching experiences from the previous week
- Set specific, achievable targets for the coming week
- Address any concerns or challenges
- Plan upcoming teaching opportunities

Meeting Structure

Each meeting should:

- Last approximately 45-60 minutes
- Take place at a consistent time each week where possible
- Be documented with brief notes on progress and agreed targets
- Focus on developmental feedback linked to the Phase 1 expectations

Setting Effective Targets

Targets are one of the primary mechanisms for ensuring student teachers make progress against the phased expectations and subject studies curriculum. Effective target-setting drives development and provides clear direction for improvement.

SHARP Target Framework

All targets must follow the SHARP framework:

- **Specific** – What exactly needs to be achieved? Is the target clearly defined? Does it use the language of the phase expectations?
- **How** – How will the target be achieved? What actions will need to be taken?
- **Achievable** – Is the target achievable within the timescale? Is there an opportunity to complete the target?
- **Related** – Is the target related to the LJMU ITE Curriculum questions and associated phase expectations so that progress can be tracked?
- **Progressive** – Is the target pitched in a progressive manner and appropriate for the current phase of training?

Target Requirements

Set a maximum of three targets each week, using the language of the phase expectations. Each phase has a distinct focus that should shape your targets:

- **Phase 1 – Observation and awareness:** Targets focus on watching, noticing, understanding
- **Phase 2 – Practice and collaboration:** Targets focus on trying strategies with support, working with others
- **Phase 3 – Confident application and evaluation:** Targets focus on independent implementation and assessing impact

Student teachers should review their targets before each weekly meeting and complete a self-evaluation on the weekly meeting form. Following discussion and review of the week's experiences, establish new targets with associated actions.

Drafting SHARP Targets: Four-Step Process

Step 1: Identify the area for improvement from recent lesson observations or discussions with the student teacher.

Step 2: Ensure the proposed target aligns with the appropriate phased expectation. All education and training (University and School-based) must align with phased expectations to ensure sustained, consistent progress.

Step 3: Check the Mentor Curriculum Guide to confirm what the student teacher has covered at University. For example, before setting a target about supporting EAL pupils, verify the student teacher has encountered EAL content at University.

Step 4: Ensure the 'actions' section includes specific tasks the student teacher will complete related to the target.

Example Target

Area identified: Improve questioning

Phase Expectation link (Secondary Q5, Phase 2): "I can implement questioning techniques that prompt deepening understanding."

Target: In classes 7b and 8a this week, use the 'Think-Pair-Share' questioning technique to deepen understanding at least twice per lesson.

Actions:

- Plan key questions for TPS and highlight them on plan
- Reflect on potential responses and prepare follow-up questions to deepen responses
- Reflect on effectiveness and be ready to discuss in next meeting

Phase 1 Subject Example Targets

Lesson design and delivery, including sequencing and choice of teaching methods (curriculum & pedagogy) Next Steps:
Identify and make explicit the key practical, theoretical or disciplinary knowledge and specialist art and design vocabulary you want the children to know and remember from this lesson/sequence.
Use visual images and high quality worked examples, models to support understanding of difficult key concepts e.g. joining wood.

When planning a lesson introduce new material in steps , explicitly linking new ideas to what has been previously studied and learned. Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills in the lesson.
Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps:
Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding in a practical response or analysis of a product
When using questions prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding of ... a process or retrieval of knowledge.
High-quality feedback can be written or verbal; encourage further effort, and provide specific guidance on how to improve in coursework.
Comments about student teacher's developing Subject Knowledge and Pedagogy (CCF curriculum & pedagogy) Next Steps
Develop your understanding further of the essential components/concepts/ knowledge/ skills and practices of the topic (e.g. plastics) this will enable you to be more confident to motivate pupils and teach effectively from a secure understanding .
When planning anticipate what children might find difficult developing your awareness of common misconceptions how to help pupils master important concepts (e.g. raising agents in baking, soldering)
Situate the learning in the sequence or schema - remembering pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context support pupils' to make clearer connections to prior learning or where they may have encountered something before (e.g. ideation) Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
When planning, consider the role of modelling , instruction and explanations to acknowledge novices need more structure early in the sequence e.g. drawing in 3D
How could you support the next lesson with guides, scaffolds and worked examples to help pupils apply new ideas?
Think about the types of questions you would ask in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers when analysing the work of other).
The role of memory: Breaking complex material into smaller steps will support pupils (e.g., using partially completed drawing to focus pupils on the specific steps rather than a refined finished example) Working memory capacity is limited and can be overloaded.

Phase 1 Subject Observation Guidance

Question	Additional Information
----------	------------------------

1	Is the learning intention/outcome clear? ...what the pupils will be learning in the lesson.	The learning outcome is connected to prior learning, or previously encountered knowledge and skills linked to the learning that is taking place in the lesson. Classroom, activities are clear about what children will learn
1	Practical knowledge and work: ? Are pupils able to develop the creative, technical and practical expertise in the lesson? Design and Make What technical knowledge is being developed?	For example: what practical knowledge is explored and how is this developed (Knowledge and skills) What technical knowledge is being developed?
2.	Are pupils able to critique, evaluate and test their ideas?	For example: Theoretical- When cooking pupils will make connections to practical work through theoretical knowledge e.g. nutrition – the eatwell plate. (Knowledge and skills)
3	Lesson design and delivery , including sequencing and appropriate choice of teaching methods. Is there knowledge, skills and understanding evident because of pedagogical choices?	What teaching approaches support pupil progress. Modelling, explanations, worked examples, guides and scaffolds. Instructional practice. Pedagogy is aligned with the types of knowledge taught – practical, theoretical, or disciplinary. Have misconceptions been addressed.
4	Is the lesson successfully adapted to the pupils' stage of creative development?	Careful planning considers pupil expertise, and subject specific adaptations are made through pupils who need new content further broken down. Formative assessment supports adaptations.
5.	Questioning/Feedback/formative assessment Does feedback address how to build on strengths and review and refine work?	(Understanding) Can pupils recall previous information and build upon this with new learning? Can pupils reflect on their own skills?
6.	Literacy, vocabulary, and high-quality classroom talk. Are skills, techniques and practices underpinned by specialist subject specific vocabulary, is this modelled and used well.	Have the children been given an opportunity to engage in design thinking and talking regarding work. How is theoretical or disciplinary understanding being developed or secured? Does the lesson allow pupils to articulate their technological understanding more confidently. Can pupils explain their design process



[Mentoring Design and Technology Teachers in the Secondary School: A Pr \(routledge.com\)](https://www.routledge.com/Mentoring-Design-and-Technology-Teachers-in-the-Secondary-School-A-Practical-Guide/Landon-Wood-Griffiths/book/9781138000000)

Student Teacher Progress, Wellbeing and Support

Phase 1 represents a significant adjustment period for student teachers. For some, this marks their first professional experience, while others may find it intellectually and emotionally challenging.

Providing comprehensive support for student teachers' wellbeing is essential during this transition period, and mentors should maintain heightened awareness of their needs.

Available Support Resources

All student teachers have access to the 'I Need Help' page on Canvas (our virtual learning environment), which directs them to appropriate support services.

Raising Concerns

If you have concerns about a student teacher's wellbeing or welfare, please:

1. Contact your Lead Mentor in the first instance
2. Where appropriate, direct the student teacher to the LJMU student advice page:

[Student advice and wellbeing | Discover | Liverpool John Moores University](#)