

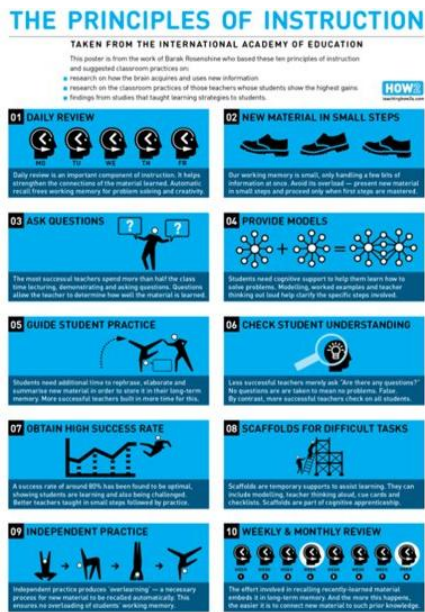


LIVERPOOL
JOHN MOORES
UNIVERSITY



MENTORING MEMOS

PGCE Primary: Week 4

Phase Expectation Focus	Q2 – How do I show understanding of and apply evidence of how pupils learn effectively, including cognitive load, memory and retrieval practice?
	In our taught sessions, we have considered the importance of considering cognitive load, memory and retrieval practice when planning for pupil learning. A key text we have considered is Rosenshine, B. (2012) Principles of instruction: Research-based strategies that all teachers should know. <i>American Educator</i>, 36(1), 12. Summary Rosenshine's Principles of Instruction emphasise small-step teaching, regular review, questioning, modelling, guided practice, checking understanding, scaffolding and independent practice to improve learning, retention, confidence and pupil achievement (see the ten principles in image). Discussion point with student teacher Thinking about the lessons you have observed, which of Rosenshine's principles have you seen being used most effectively and what impact do you think they had on pupils' engagement, understanding and progress? 

Teaching Expectations

Assuming a typical school timetable of approximately 25 hours of lessons per week (5 days), student teachers should spend a minimum of 15 hours per week (3 hours per day) (directed by the General Mentor) of classroom-based activity, including:

- **By the end of phase 1**, team teaching with class teacher approx. 3 lessons overall to develop skills and knowledge. (Lesson plan required for the part of lesson being taught).
- **By the end of phase 1**, independently teaching one or two lessons (Lesson plan required for the lesson being taught).
- Observation of experienced teachers. Student teachers must complete 1 formal observation per day using the LJMU observation proformas – one should be a focus foundation subject.
- Supporting small groups, as directed by the teacher (no plan required)
- Time out of the classroom for PPA 1 hr per day.
- Planning: student teachers will need support with this in the initial stages and be working from teacher's plans.

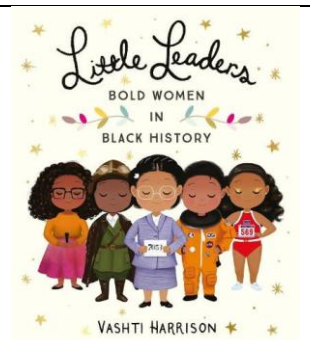
Curriculum Professional Development Activities (CPDAs)	• Discuss the research spotlight focusing on Rosenshine's Principles. • Consider how pupils are given instructions for tasks being mindful of cognitive overload. Share how different approaches are taken at different times. • Identify simple questioning techniques used in lessons and discuss how pupil misconceptions are identified. • When working with groups this week, students should be explicitly planning instructions to ensure these are as clear and concise as possible as to not overload the children but to also ensure that they know what it is that they should be doing. • Discuss the two foundation subjects student teachers identified as the ones they find the most challenging. Discuss how they are planned in school and arrange a time for the student teacher to speak to the subject leader about this. Where possible, arrange to observe a lesson in each and complete an observation form which should be housed in section 5 of the QTS file.
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Reminders for Students	• Remember to upload your completed ITaP 1 booklet to the Community Canvas submission point here. • Your next tutorial with your Lead Mentor is this week. The focus for this is on reflections on ITaP 1 and subject knowledge development. Remember to complete the Tutorial 2 document and send this to your Lead Mentor in advance of the meeting. The Tutorial 2 document can be found on the BEC module under 'Placements'.
Reminders for Mentors	• Thank you for all your work supporting the students during their first ITaP. We would really value your views on the ITaPs here. It will only take 2 minutes. • The End of Phase 1 Review is to be completed on Abyasa by Wednesday 21st October. When completing this, please refer to the phase expectations for phase 1. These can be found in Section B of the ITT-Placement website: LJMU Initial Teacher Education (ITT) Programme. Your student teacher should also have a paper copy of the phase expectations and subject specific feedback booklet for you.
Key Dates	Wednesday 21st October: End of Phase 1 Review completed on Abyasa. Tuesday 3rd November at 4pm: ITaP 2 Briefing for Mentors and Students on Teams. Join: https://teams.microsoft.com/meet/3611807984791329?p=ChW93xhNtm5FaolrCp Meeting ID: 361 180 798 479 132 9 Passcode: vp9Vb2YG

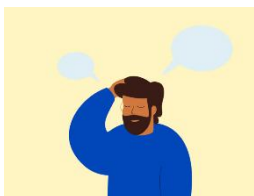
Education Updates	Schools Week: Government approves 'more than 9 in 10' local SEND reform plans – link - Ministers said they would wipe 90 per cent of councils' historical SEND deficits in return for approved plans. It is estimated doing so will cost the government more than £5 billion. TES: The kids aren't alright: is resilience to blame? – link - Schools are facing significant problems around pupils' mental health and attendance, and political voices have pointed to a lack of resilience as the cause. But can interventions designed to boost this quality really help? BBC News: Toilet training scheme to roll out to 20 more areas – link – The number of children who were toilet-trained before starting school this year has increased significantly in a city where parents were given potty training guides with their first school offers.
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Recommended Read

As October is Black History Month, *Bold Women in Black History* by Vashti Harrison features 40 trailblazing black women in the world's history. This book educates and inspires as it tells the true stories of women who broke boundaries and exceeded all expectations. Shortlisted for the Waterstone's Children's Book Prize, this captivating text with stunning illustrations shows how a determined nature, ambition and hard work can make important change in the world.



Challenging perfectionist behaviour: tips for teachers and leaders



Do you feel the pressure to be perfect as a teacher? What do you worry will happen if you're not perfect? It's an important thing to consider because none of us are perfect. Click the link for some tips to help you challenge some of your perfectionist thinking and behaviour.

If you'd like to talk to a Wellbeing Advisor, you can:

- [Book an appointment online](#)
- Visit our drop-in sessions: Monday to Friday, 10am until 4pm in the Student Life Building.
- Contact us by phone: [0151 231 3664](tel:01512313664) or email: studentwellbeing@ljamu.ac.uk

