



LIVERPOOL
JOHN MOORES
UNIVERSITY



MENTORING
MEMOS

PGCE Primary: Week 8

ITaP 2: Reflection, Observation and Planning

Phase Expectation Focus	Q5 – How do I plan and teach well-structured lessons that use effective modelling, explanations, and questioning techniques?
 RESEARCH SPOTLIGHT	<p>The ITaP 2: Reflection, Observation and Planning focuses on the ‘Small Steps of Learning’ which underpins lesson planning. There is an ITAP reader on Canvas for students including the key readings and some of these are summarised for mentors below.</p> <p>McCrea, P. (2019). <i>Learning: What is it and how might we catalyse it?</i> Ambition Institute.</p> <p>Summary</p> <ul style="list-style-type: none">• Learning depends on what pupils already know. Prior knowledge shapes how new information is understood, making it essential for teachers to connect new learning to existing understanding.• Attention is a limited resource. Learning can only occur when pupils focus on the right content, so effective teaching reduces distraction and directs attention to the most important ideas.• Learning is more than task completion. Success in an activity does not necessarily indicate learning. Lasting learning occurs when knowledge is retained in long-term memory and can be recalled and applied later. <p>Discussion point with student teacher Think about a recent lesson you observed. How did the teacher activate pupils’ prior knowledge, secure their attention and check that learning had been retained rather than simply that the task had been completed?</p>
 RESEARCH SPOTLIGHT	<p>Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2020). <i>Great teaching toolkit: Evidence review.</i> Evidence Based Education.</p> <p>Summary</p> <ul style="list-style-type: none">• Learning happens through thinking. Pupils learn when they think hard about the content they are intended to learn. Engaging in an activity alone is not enough; the quality and focus of the thinking matter.• Performance is not the same as learning. Pupils may appear successful during a lesson, but genuine learning is demonstrated when knowledge and understanding can be remembered and applied later.• Teachers shape learning through careful design. Effective teaching directs pupils’ attention to important concepts, uses questioning to promote thinking, and provides opportunities for retrieval and application over time.

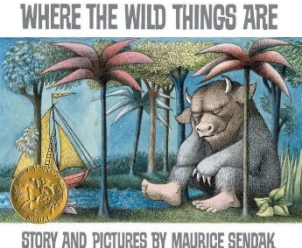
	<p>Discussion point with student teacher</p> <p>Reflect on a lesson you have observed recently. How did the activities require pupils to think about the learning intention and what evidence suggests that pupils were learning rather than simply performing well in the lesson?</p>
	<p>Biggs, J., Tang, C. and Kennedy, G. (2022) <i>Teaching for quality learning at university</i>. 5th edn. Maidenhead: Open University Press.</p> <p>Summary</p> <ul style="list-style-type: none"> • Constructive alignment is central to effective teaching. Learning outcomes, teaching activities and assessment should be aligned so that all aspects of the course support students in achieving the intended learning. This encourages deeper engagement with subject content. • Students construct meaning through active engagement. Learning is not something done to students; it occurs when students actively make sense of ideas, concepts and experiences. • Assessment drives learning. Students tend to focus their efforts on what is assessed, so assessment tasks should be designed to encourage the kinds of thinking and understanding that the curriculum values. <p>Discussion point with student teacher</p> <p>Consider a lesson that you have taught as a team. How well are the learning intention, learning activities and assessment opportunities aligned and how does this alignment help pupils achieve the intended learning?</p>

<p>Teaching Expectations</p>	<ul style="list-style-type: none"> • Complete school-based ITaP tasks. The documents for students on Canvas and for mentors on the ITT-Placement website in section B should be used during the week to plan your actions and support your reflections. • Student teachers will be in school on Wednesday & Thursday and should be focused on ITaP tasks. • The lesson LAF will form part of the ITaP assessment to be completed by the General Mentor.
<p>Curriculum Professional Development Activities (CPDAs)</p>	<ul style="list-style-type: none"> • Share the ITaP 2: Reflection, Observation and Planning information with your mentor and show where it can be found in section B of the ITT Placement website. • Complete the ITaP tasks on the school-based days. Please find a summary of these below: <p>Wednesday</p> <ul style="list-style-type: none"> • Watch the approximations debrief from your lead tutor • Explore school planning using prompts • Observe your general mentor teaching your subject focus • Review pupil work available in your focus area • Co-plan for lesson on Thursday • Optional drop in on Teams for students <p>Thursday</p> <ul style="list-style-type: none"> • Teach lesson with expert colleague doing a focused LAF. • Review adapted LAF with expert colleague focusing on small steps focus. Use guidance questions to help. • Assessment of pupil work from lesson: identify and reflect on new knowledge and possible misconceptions

	<ul style="list-style-type: none"> • Guided reflection video on lesson impact and effectiveness • Set targets linked to lesson planning for next week using reflection and assessment • Record portfolio and upload to Canvas by 8:30am on Friday morning
--	--

Reminders for Students	<ul style="list-style-type: none"> • At the end of each phase, you will be asked to complete a placement evaluation. Please click here to complete this before Friday 6th November. <p>ITaP 2 Reminders</p> <ul style="list-style-type: none"> • Please head across to Canvas and watch the welcome video for the ITaP around small steps of learning. You will need to decide on a core subject to focus your thinking this week and this will need to be agreed with your General Mentor. The video explains most of this and there is also a mentor flyer to help. Add your choice onto the subject discussion board linked in the ROP ITaP materials. • Complete ITaP tasks and store evidence in section 4 of your QTS file. <p>Assignment One Support</p> <ul style="list-style-type: none"> • There is an assignment one drop in session on Tuesday 27th October from 1-2pm. If you would like to come along, please see Teams link below: Join: https://teams.microsoft.com/join/368953232069498?p=v1JkGzmFXCh6QZy2oa Meeting ID: 368 953 232 069 498 Passcode: 5AN3bo2e • Using Sources: Effective Paraphrasing and Synthesising, Mon, 26 Oct, 5:00-6:30pm (online) – click here. • From great ideas to great paragraphs, Tue, 27 Oct, 11:30am-12:30pm (online) – click here. • Harvard Cite Them Right Referencing: an introduction, Tue, 27 Oct, 1:00-1:45pm (online) – click here. • An Introduction to Critical Reading, Tue, 27 Oct, 5:00-5:30pm (online) – click here. • Study strategies, literature searching, and Harvard Referencing Drop-In, Wed, 28 Oct, 9:30-12:30pm (Mount Pleasant Library) – click here. • Academic Skills Drop-In, Wed, 28 Oct, 9:30-12:30pm (Mount Pleasant Library) – click here.
Reminders for Mentors	<ul style="list-style-type: none"> • Complete ITaP lesson analysis form (LAF) and identify with the student teacher next steps targets. This assessment needs to be shared with the student and stored in section 4 of their QTS file. • Ensure that all ITaP tasks have been successfully carried out and students have uploaded their evidence to section 4 of their QTS file. • As with all ITaPs, please fill in the Mentor Evaluation after the ITaP is completed.
Key Dates	<p>Tuesday 3rd November at 4pm: ITaP 2 Briefing Join: https://teams.microsoft.com/join/3611807984791329?p=ChW93xhNtm5FaolrCp Meeting ID: 361 180 798 479 132 9 Passcode: vp9Vb2YG</p> <p>By Friday 13th November: ITaP lesson analysis form (LAF) and Mentor Evaluation to be completed by General Mentor.</p>

Education Updates	<p>Schools Week: Scrap SPaG test and replace scaled SATs scores, report says – link - Scrapping spelling, punctuation, and grammar (SPaG) tests, replacing scaled scores and ending the publication of school-level results are among changes that should be</p>
-------------------	---

	<p>made to primary school tests, a new report by the Institute for Public Policy Research (IPPR) says.</p> <p>EEF: How scenario-based professional learning can support effective adaptations in the classroom – link – Since July, 3,000 teachers across primary and secondary schools have answered this question whilst taking part in the EEF’s scenario-based training session on making effective adaptations – one of a set of ScenarioSpace training resources that were published alongside its Guide to Inclusive Teaching.</p> <p>BERA Blog: Rethinking ‘girls into STEM’ initiatives – link - This BERA Blog Special Issue, guest editors Martina Dickson and Saima Salehjee critically consider ‘girls into STEM’ (science, technology, engineering and mathematics) initiatives, debating and critiquing the deficit assumptions which often underlie them, and showcasing blog posts which consider the need to address structural inequalities that lead to a lack of gender parity in STEM education and workplaces.</p>
<p>Recommended Read</p>	<p>Where the Wild Things Are by Maurice Sendak is a children’s classic, written in 1963 with over 19 million copies of the book sold worldwide. Pam Dix, chair of the UK section of the International Board on Books for Young People (IBBY), called it "a perfect, multi-layered picture book that reveals new dimensions on each reading". Most importantly though, it has captivated generations of children thirsty for mischief, mastery and a cracking wild rumpus.</p> 
	<p>Teacher burnout: recognising the signs and protecting yourself</p> <p>The term burnout was originally coined in the 1970s to describe the consequences of ‘severe stress and high ideals’ among the helping professions. These are fields where many feel a high level of moral purpose, a dedication to making a difference and an urge to go above and beyond. This well-intentioned source of motivation can take its toll on a person. Click the link above to recognise the main signs and how to avoid burnout.</p>  <p>If you’d like to talk to a Wellbeing Advisor, you can:</p> <ul style="list-style-type: none"> • 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 or email: studentwellbeing@ljmu.ac.uk

