LIVERPOOL JOHN MOORES UNIVERSITY

MENTORING MEMOS

# PGCE Primary: Week 10

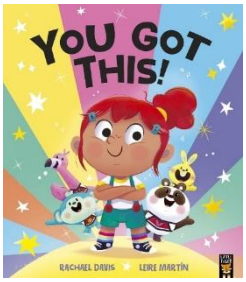
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| **Phase Expectation Focus** | **Q3 – How do I develop strong subject knowledge and deliver a coherent, sequenced curriculum that builds on pupils' prior knowledge?** |
| RESEARCH SPOTLIGHT | Throughout the programme we have foundation and core curriculum sessions. Alongside this, we have considered how subject and pedagogical content knowledge interact when teaching. One of the readings we have looked at is Ball, D. L., Thames, M. H., & Phelps, G. (2008) Content knowledge for teachers: What makes it special? *Journal of Teacher Education*, 59, 389.<br><br>**Summary**<br>Ball, Thames and Phelps argue that effective teaching requires more than subject knowledge. Teachers need specialised pedagogical content knowledge that enables them to explain concepts, select appropriate representations, interpret pupils' thinking, address misconceptions and make learning accessible. Subject expertise alone does not guarantee the ability to teach effectively.<br><br>**Discussion point with student teacher**<br>Think about a lesson you taught this week. Was there a point where knowing the subject content was not enough, and you needed additional pedagogical content knowledge to respond to pupils' questions, misconceptions or misunderstandings? How did you adapt your explanations, examples or representations to support learning? |

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| **Teaching Expectations** | Assuming a typical class timetable over 4 days (assuming 5 hours lessons per day) student teachers should be engaged in classroom or remote activity (as directed by the school mentor). This should include:<br>• Solo teaching whole class - 1 hour per day - 4 hours per week under the direct supervision of the General Mentor.<br>• Team teaching with class teacher for a minimum of 4 hours per week to develop skills and knowledge.<br>• Observation of experienced teachers - student teachers must complete 2 formal observation per week using the proformas identified in planning sessions – upload to section 6 of the QTS file.<br>• Supporting/teaching small groups as directed by the General Mentor<br>• 1-hour PPA per day.<br><br>Planning should be based on assessment information and should draw on learning from ITaP 2. Please discuss teaching for next week, complete timetable and put it in placement file. |

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| | • Student teachers will need support with this in the initial stages and be working from teacher's plans. These may be scheme/short/medium term plans, but it is expected that student teachers adapt these to produce their own individual plan.<br>• All student teachers will be using individual lesson plans and assessment records (using the LJMU lesson plan proforma).<br>• Lesson Analysis forms should be completed by mentors (2 per week or 1 per week for salaried students). |
| **Curriculum Professional Development Activities (CPDAs)** | • Discuss curriculum sequencing and lesson coherence; how knowledge builds over time; identifying prerequisite knowledge; making connections across topics. Arrange to participate in an extra-curricular activity<br>• Complete the subject leader proformas with foundation subject leads. Ensure that you reflect back on your progress in subject knowledge development and identify key areas for you to develop during phase 2a. |

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| **Reminders for Students** | • Your Lead Mentor will be arranging your QA visit for this placement. Please ensure that you look out for emails about this and respond promptly.<br>• Tutorial 3 will take place with your Lead Mentor from Monday 23rd November. Please ensure that you complete the Tutorial 3 Record Form prior to the meeting and send this to your Lead Mentor. You can find the record form in the BEC module on Canvas under the 'Placement' tab.<br>• Ensure that you complete the pre-reading here if you will be in the university session, 'Equity in Education' on Monday. |
| **Reminders for Mentors** | • The recording of the Phase 2 briefing can be found here.<br>• Following the ITaP, we would like to hear the views of mentors. The link to the ITaP evaluation for mentors is here. |
| **Key Dates** | **Week beginning 23rd November – Tutorial 3**<br><br>**Tuesday 1st December at 4pm – Mentor Training Session: Target Setting**<br>**Join:** https://teams.microsoft.com/meet/3839613218397803?p=zlvAuLKZ6faCD0XLob<br>Meeting ID: 383 961 321 839 780 3<br>Passcode: vC6PD7K3 |

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| **Education Updates** | **BBC News: Children spending too long on maths app TT Rockstars, MP warns** – link – TT Rockstars, which allows children to compete with their classmates for virtual coins and rock-star themed characters and outfits, is widely used by schools for maths homework. Labour MP Emily Darlington said the app and others like it could be harming children's development because it rewards them for "length of time rather than quality of time spent online".<br><br>**BBC News: Phones to be banned from pupils' bags or pockets under stricter rules for schools in England** – link - Pupils will not be allowed access to their phones at all during the school day under stricter government guidance in England. Ministers now say changes to that guidance will go beyond the current "no see, no hear" policies in place in some schools - where phones can remain in pupils' bags if they are not seen or heard - when it comes into force from September 2027. |

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| **Recommended Read** | **You Got This! By Rachael Davis and Leire Martin**<br>An exhuberently joyful picture book that celebrates the power of positive thinking and resilience, enabling children to nurture their self-esteem and become their own biggest cheerleader. The characters in the book show how it is not only important to encourage your friends but also champion yourself. The author, Rachael Davis writes books for children of all ages, both fiction and non-fiction, and is passionate about showcasing diversity and mental wellness.<br> |
| | <br>**The Power of Conversations**<br>This webinar gives teachers practical advice on how to have open and honest conversations about mental health to create a culture where staff feel valued, cared for and supported. We know that having the right conversation at the right time can open up the door to recovery from stress, burnout and mental health problems.<br><br>If you'd like to talk to a Wellbeing Advisor, you can:<br>• **Book an appointment online**<br>• Visit our drop-in sessions: Monday to Friday, 10am until 4pm in the Student Life Building.<br>• Contact us by phone: **0151 231 3664** or email: **studentwellbeing@ljmu.ac.uk** |

