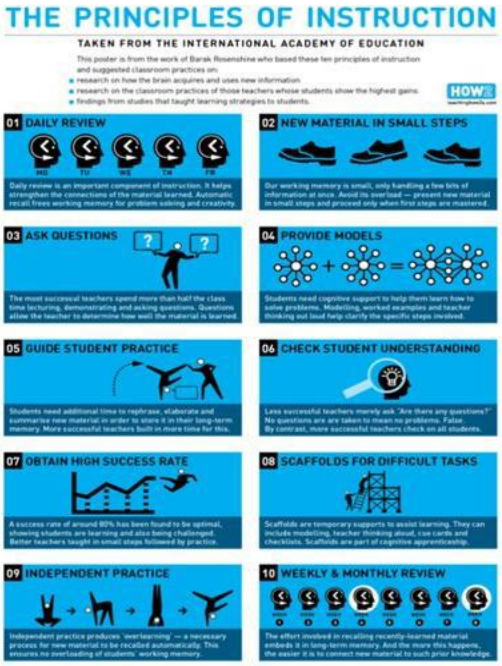
LIVERPOOL JOHN MOORES UNIVERSITY

MENTORING MEMOS

Phase 3 Primary UG: Memo 3

Phase Expectation Focus [for WB 23.11.26]	**Q5. How do I plan and teach well-structured lessons that use effective modelling, explanations, and questioning techniques?**
Links to our curriculum	In our taught sessions, student teachers have learned how planning involves the careful consideration of sequencing learning steps and making links between lessons. They have been taught the importance of effective modelling, explanations and questioning to facilitate pupil learning and assess understanding. This is all linked to Rosenshine's work on teaching instruction.
RESEARCH SPOTLIGHT **Discussion Points with Student Teacher**	Rosenshine, B. (2012) Principles of instruction: Research-based strategies that all teachers should know. *American Educator,* 36(1), 12. 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 (the ten principles are summarised in the image opposite). To what extent has your student teacher been applying Rosenshine's principles to their planning? Could they be used to identify a sharp target for them? 
Teaching and Planning Expectations	Assuming a typical class timetable of 25 hours a week, student teachers should be teaching (as directed by the school mentor) for 15 hours per week and entitled to 1-hour PPA per day in line with ECT entitlement. Teaching details: • **Solo teaching whole class** - 2 hours per day - 10 hours per week (1 core subject lesson and one foundation subject lesson or science lesson per day) under the direct supervision of the class teacher or ITT Mentor. • **Team teaching with mentor** for 2-3 hours per week from the teacher's plans, to develop skills and knowledge in a subject that either has not been previously taught or they are less confident with (for many, this could be phonics and the focus Foundation Subjects) • **Supporting small groups** as directed (part of the 15 hours for this week) • **One formal observation of a more experienced teacher –** before observing, discuss Rosenshine's principles and identify 1 or 2 you would like to focus on in your own teaching. Observe how more experienced teachers do this.

Curriculum Professional Development Activities (CPDAs)	• **If you are in KS2 or Y2, you should have completed part of the Early Reading CPDA last week in a year 1 or R class. This week, complete the rest of the CPDA in your base class. Details here:** LJMU website. • For those based in KS2, remember that the CPDA is the **minimum** teaching that should be completed in this key area. If your mentor feels you need to do more to meet phase expectations, this should be discussed and targeted as part of your weekly meeting. • Ensure you have been developing knowledge of your 2 focus foundation subjects through observations, professional discussions, team teaching etc
Reminders for Students	• Plan all other lessons are planned on the appropriate LJMU individual planner • Complete the post lesson analysis use information in subsequent lessons. • Upload all plans and evaluations to your Placement File. Name and date each one clearly so that your evidence is easily located. Remember that Lead Mentors will be checking files and the maintenance of these are your responsibility, linked to the Professional Standards. • Ensure you prepare for your weekly meetings as modelled in the Placement Training (3.11.26). Rewatch the recording if necessary. • Arrange to co-plan a **sequence** of lessons with your mentor as detailed in the Mentor Guide to Weekly Meetings. Revisit your ROP materials and use the small steps resources to plan. • Attend KIT meetings.
Reminders for Mentors	• If you haven't yet done so, please could you complete the evaluation for last week's ITaP. • A recording of the mentor training from 3rd November **is available here.** Once watched, please verify this on Abyasa. • The Mentor Development platform is now live for in school mentors through Abyasa. We encourage you to engage with mentor training modules to help in your role. **Key weekly meeting discussion points** • Please co-plan a sequence of lessons with your student teacher to model how links are made between lessons. As last week's focus was on early reading, looking at mathematics could be a good focus this week. See **Mentor Guide to Weekly Meetings for details** • As WB 23.11 is focussed on planning Q5, discussions around this and a SHARP -related target could be pertinent • Arrange the 3 lessons to team-teach next week. These should be subjects your student teacher feels less confident with at this point. They can be in another class if appropriate e.g. with the Subject Lead.
Key Dates	• Lead mentors will be contacting you to arrange their quality assurance visit. Most visits will take place in either week beginning 30th November or 7th December. The purpose of the visit is to ascertain the quality of mentor provision and that mentors know and understand the LJMU curriculum and phased expectations.
Education Updates	**Schools Week: What can we learn from the first year of Ofsted report cards?** – link – **Evidence Snacks: Expert Foundations: A simple model of teaching** – link - Teaching happens in what researchers call a wicked learning environment: the feedback loop between what we do and what students learn is invisible, noisy and delayed. In wicked environments, experience alone tends to produce mental models that are idiosyncratic and confidently wrong. "I explained it clearly, so they learned it" or "They're engaged, so they're learning" are the kind of theories that emerge.
Recommended Read(s)	 As Patrice Lawrence is Waterstone's new children's laureate, this week, we recommend one of her books. *Diver's Daughter* is an historical fiction novel that tells the story of Eve Cartright, a young black girl growing up with her mum in Tudor London. It is a great read and part of a series of books – *Voices* - aiming to highlight the valuable and often overlooked contribution made by immigrants to Britain throughout history. Find out more about Patrice Lawrence and her work here.
Teaching and Thriving	Student teachers, If you'd like to talk to a Wellbeing Advisor, you can: • **Book an appointment online** • Contact us by phone: **0151 231 3664** or email: **studentwellbeing@ljmu.ac.uk**

