

The LJMU Mentor Guide to the curriculum in Phase 1 Secondary



Phase 1 is primarily an observation phase. Student teachers are not expected to teach full lessons, but should be actively engaged with learners, may teach parts of lessons and team teach or work with groups.

At the end of Phase 1 we expect student teachers to:

- Understand and display the professional requirements of Part 2 of the Teachers' Standards; and have high expectations of themselves and for their learners, and a positive attitude within all learning environments;
- Be aware of all statutory requirements for Safeguarding and know how to follow the school's policies;
- Understand principles of effective classroom management and know how to implement their school behaviour policy;
- Be aware of and be starting to address their own Subject Knowledge development needs and understand the importance and scope of subject knowledge for teaching;
- Be gaining knowledge of how pupils learn and of how this understanding is implemented within their own subject teaching;
- Become increasingly skilled in observing and deconstructing effective planning and teaching, in order to learn effectively from expert practitioners and reflect on their own emerging practice;
- Be proactive and conscientious in completing tasks required of them by LJMU and by ITT Mentors, including setting up, sharing and maintaining their QTS file

Prior to joining your School for Phase 1; student teachers will have had:

A welcome lecture and an introduction to the programme
An introduction to the expectations and values of the LJMU teacher
An introduction to professionalism, professional expectations, and the Code of Conduct (particularly Part 2 of the Teachers' Standards)
A library induction and the clarification of the expectations of the Postgraduate Award and writing at Masters level
An introduction to safeguarding and to Keeping Children Safe in Education.
An Introduction to planning – with a focus on objectives and outcomes.

They will also have been taught about: *(the timing & sequence of these may vary for School Direct students)*

The role of their subject in the wider curriculum and statutory requirements
Fundamental principles of how children learn
Cognitive science and memory
Principles of assessment
Observing learning & deconstructing learning following observation
Preparing for Phase 1 – the QTS file and mentoring expectations
Anti-racist education / inequality in education / teachers' responsibilities in respect of equality & diversity.

The Phase1 ITE Curriculum:

The centre – based curriculum has key themes. We ask you to support students in exploring these further in schools.

The focus of weekly discussions is in black. [Professional Development Activities for STUDENTS](#) are in blue.

Date (LJMU)	Taught LJMU session	School-based focus	Mentor curriculum in weekly meeting and Professional Development Activities .
Friday 22 SEPT	Classroom and Behaviour Management – The 3 Rs	Introductions and Behaviour Management in context	Discuss prior experience and potential Subject Knowledge Targets. 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. Discuss and analyse with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school. Observe and deconstruct how teachers use intentional and consistent language that promotes positive learning behaviours in line with school policy. Practise providing specific feedback to individual pupils around positive learning behaviours e.g. I am impressed with how you persevered with that problem.

Friday 29 SEPT	Mastery & Rosenshine's Principles	Rosenshine's principles in action	<p>Read and discuss the departmental approach to https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</p> <p>Observe and identify how and whether staff:</p> <ol style="list-style-type: none"> 1. Begin a lesson with a short review of previous learning. 2. Present new material in small steps with student practice after each step. 3. Limit the amount of material students receive at one time. 4. Give clear and detailed instructions and explanations. 5. Ask a large number of questions and check for understanding. 6. Provide a high level of active practice for all students. 7. Guide students as they begin to practice.
Friday 6 OCT	Curriculum & progression	The subject curriculum and progression	<p>Share curriculum overviews/ maps and identify how content is sequenced, to ensure pupils know more and remember more of key knowledge.</p> <p>Observe a range of year groups and identify progression in essential concepts, knowledge and skills.</p> <p>Consider how staff adapt their teaching to meet the needs of pupils at different stages of learning.</p> <p>Retrofit 2 observed lessons with different age groups to the LJMU lesson planning proforma</p>
Friday 13 OCT	Questioning and dialogue in learning	Use of variety in questioning and strategies for effective dialogue in subject	<p>Discuss effective strategies for active participation in questioning and challenges arising from dialogic teaching.</p> <p>Observe, note and categorise questions used in lessons.</p> <p>Note how staff encourage responses from a range of learners.</p> <p>Identify the range of questioning techniques used, and when they are most appropriate.</p>
Friday 20 OCT	Assignment briefing and Phase briefing	Preparing for Phase 1	<p>Confirm timetabled teaching for after half term and curriculum content in classes to be taught.</p> <p>Complete Phase1 review form.</p>

In Phase 2a the centre-based Curriculum and school-based tasks are subject specific. These will be shared with you by your student teacher and subject lead. Liaison Tutors will also carry out co-observations.

