

Phase 1 Expectations and Timetable

All aspects of education and training for student teachers must align with the Secondary Phased Expectations.

These expectations are structured around ten curriculum questions, each containing three components with clearly defined expectations for each phase. Rather than serving as a checklist, these expectations provide a comprehensive picture of expected student teacher progress by the end of each phase.

You can find the full phased expectations here: <https://itt-placement.com/pgce-secondary/course-overview.php>

Purpose of Phase 1

Phase 1 primarily focuses on providing student teachers with opportunities to observe, develop awareness, and begin practicing teaching skills in a supportive, low-stakes environment.

Required Experiences

By the end of Phase 1, student teachers should have completed:

- Observations of multiple teachers with varied teaching styles
- One-to-one work with individual pupils
- Small group instruction
- Planning components of lessons
- Delivering specific lesson segments (such as starters and activities)
- Teaching one or two complete lessons

Timetabling Requirements

Student teachers require a timetable that supports these experiences, including a minimum of 15 hours of mentor-directed activity.

While there is no prescribed number of lessons that student teachers must teach by the end of Phase 1, it is essential that they gain experience leading various activities within lessons and deliver at least one or two complete lessons independently.

Induction into Home School

A comprehensive induction is essential for all student teachers, regardless of their prior experience in school settings.

Week One Requirements

By the end of the first week on placement, please ensure student teachers have completed:

- An initial meeting with both Subject Mentor and Professional Mentor to discuss expectations for student teachers within the school
- Introductions to key departmental staff
- A tour of school facilities
- Introduction to the SENDCo
- Introduction to the Designated Safeguarding Lead and completion of school-specific safeguarding briefing/training*
- Health and Safety briefing
- Overview of the school's behaviour management systems and procedures
- Briefing on absence reporting procedures and expectations

*Note: All student teachers will have completed the Hayes Level 2 Safeguarding Certificate prior to placement.

Phase 1 Professional Studies

Professional Studies introduces student teachers to key aspects of professional practice through a combination of lectures and mixed-subject workshops.

Below is a summary of the Phase 1 Professional Studies curriculum.

Week One: 8th–11th September All student teachers attend the following sessions at LJMU:

- Introduction to Professional Standards
- How Pupils Learn
- Reflective Practice
- Planning for Learning
- Introduction to SEND
- Trauma-Informed Practice
- Teaching for Educational Advantage
- Safeguarding Level 2 (online certificate)

Week Two: Variable Delivery

University-Led (Core) Route: Sessions at LJMU, 15th–18th September

School-Led Route: Sessions delivered within Lead Schools between September and December. For queries about School-Led professional studies, please contact your School-Led Lead.

Sessions include:

- Key Stage 2 Transition
- Early Reading and Phonics
- Anti-racism and Teaching
- Pastoral Care and the Form Tutor
- AI and the Classroom
- Principles of Oracy and Dialogic Teaching
- Inclusive Classroom and Adaptive Teaching
- Student Teacher Wellbeing

Phase 1 Subject Studies

All student teachers will have attended the following subject studies sessions during Phase 1. The full subject curriculum map can be found <https://itt-placement.com/pgce-secondary/course-overview.php>.

Date	Learning Outcomes	Mentor follow-up
8 th Sept	The role and nature of the subject Developing a personal/ professional rationale about why we teach languages Understanding how policy makers have different rationales	N.A. (Induction Period)
12 th Sept	Ofsted Research Review Develop an understanding of some theories of second language acquisition and how these relate to different teaching methodologies. Understanding how these theories / methodologies have been reflected in various iterations of the National Curriculum and the current Ofsted research review Communicative Language Teaching and Target Language Understanding about the principles of communicative language teaching and the pros/cons of target language usage (with an emphasis on the pros and knowledge about mitigating the cons)	N.A. (Induction Period)
19 th Sept	Presentation, Practice, Production and relationship with planning Understanding the PPP paradigm and its integration into planning of lessons. Planning and scripting in TL We consider how to script target language in our lesson plans and also look closely at the LJM lesson plan proforma.	w/c 22.9 Discuss with your mentee how languages are organised in your school. Show them how to access resources they will need. Discuss your mentee's prior experiences, competencies in language(s), any areas of special interest. Explore what they think a good languages teacher looks like. Ensure that you have access to their OneDrive, understand LJM expectations for lesson analysis forms, subject knowledge observation questions, weekly meetings, target setting etc.
26 th Sept	Behaviour management ITAP See ITAP Guide	w/c 29. 9. Refer to ITAP guide on Behaviour Management
3 rd Oct	ITAP reflection Microteach / approximations of practice Grammar Understanding the advantages and disadvantages of focus on forms and focus on forms / deductive / inductive grammar teaching and consideration of application to the lessons you plan for your learners	w/c 6.10 Identify a class you (the mentor) will teach next week and talk through the various steps in planning one of their lessons, i.e. do some live planning, voicing out loud what you are thinking of as you go through this process and note down various steps/ construct/ retrieve resources. This

		will make your tacit expert knowledge explicit to your mentee. If appropriate, discuss how you may plan for questioning / target language usage.
10 th Oct	Phonics Develop an understanding of the importance of familiarising students with sound-letter correspondences and the value of decoding text. We will explore resources to teach phonics and consider how we can implement these in our teaching. Listening We will look at strategies that help learners to develop listening skills and also how to integrate grammar learning and listening.	w/c 13.10. Discuss with mentee the ML department's approach to phonics and how this is reflected in various SoW. Identify a couple of teaching episodes where mentee could teach some phonics to a couple of classes in the following week and discuss possible resources (to use / create). Mentee to observe how expert ML colleagues develop listening skills. Teach lessons that begin to incorporate language learning strategies in the skills of listening
17 th Oct	Formative and intro to summative assessment in ML We will look at assessment and feedback strategies to promote learning in ML	w/c 20.10. See ITAP Guide on Assessment Also – ensure teaching timetable finalised for Phase 2a and mentee knows which lessons to plan for teaching after half term.
24 th Oct	ITAP reflection on assessment Reading We will explore and scrutinise Conti's 'narrow reading', reading and decoding, and integration of focussing on form within texts. Motivation in Second Language Learning Understanding the development of theories of motivation in second language learning and their implications for teaching students in secondary schools in the UK.	Follow up will be in Phase 2a (w/c 3.11.) Discuss departmental approaches to teaching reading comprehension. Identify lesson episode(s) for mentee to teach reading strategies to students. Discuss departmental approaches to motivating students in ML lessons (both intrinsically and extrinsically). Identify with mentee a lesson episode where they should focus on generating students' motivation. Ensure teaching timetable is finalised for Phase 2a and mentee knows what lessons to teach in week after half term.

Phase 1 Intensive Training and Practice (ITAP)

ITAP is a compulsory component of teacher education that introduces student teachers to foundational aspects of teaching practice. Through lectures and seminars, student teachers explore the relationship between theory and practice and deconstruct examples of practice.

Placement Expectations During ITAP

Student teachers will attend their placement as usual during ITAP periods. However, they must **not** follow their regular placement timetable. Instead, they will complete a structured series of activities focused on the specific aspect of practice being studied.

Mentor Responsibilities

As a mentor, you must ensure student teachers can complete all ITAP activities, which include:

- Focused observations of practice
- Planning specific aspects of practice
- Implementing their planning in classroom settings

Phase 1 ITAP Schedule

The following ITAPs occur during Phase 1:

- ITAP 1: Behaviour Management
- ITAP 2: Introduction to Assessment

Detailed guidance for supporting student teachers during each ITAP is available at:

<https://itt-placement.com/pgce-secondary/course-overview.php>

Mentor Meetings

Weekly Mentor Meetings

Student teachers must meet with their mentor once per week throughout the programme. These meetings are essential for monitoring progress and maintaining consistent support.

Purpose of Weekly Meetings

Weekly meetings provide structured opportunities to:

- Review progress against Phase 1 expectations
- Discuss observations and teaching experiences from the previous week
- Set specific, achievable targets for the coming week
- Address any concerns or challenges
- Plan upcoming teaching opportunities

Meeting Structure

Each meeting should:

- Last approximately 45-60 minutes
- Take place at a consistent time each week where possible
- Be documented with brief notes on progress and agreed targets
- Focus on developmental feedback linked to the Phase 1 expectations

Setting Effective Targets

Targets are one of the primary mechanisms for ensuring student teachers make progress against the phased expectations and subject studies curriculum. Effective target-setting drives development and provides clear direction for improvement.

SHARP Target Framework

All targets must follow the SHARP framework:

- **Specific** – What exactly needs to be achieved? Is the target clearly defined? Does it use the language of the phase expectations?
- **How** – How will the target be achieved? What actions will need to be taken?
- **Achievable** – Is the target achievable within the timescale? Is there an opportunity to complete the target?
- **Related** – Is the target related to the LJMU ITE Curriculum questions and associated phase expectations so that progress can be tracked?
- **Progressive** – Is the target pitched in a progressive manner and appropriate for the current phase of training?

Target Requirements

Set a maximum of three targets each week, using the language of the phase expectations. Each phase has a distinct focus that should shape your targets:

- **Phase 1 – Observation and awareness:** Targets focus on watching, noticing, understanding
- **Phase 2 – Practice and collaboration:** Targets focus on trying strategies with support, working with others
- **Phase 3 – Confident application and evaluation:** Targets focus on independent implementation and assessing impact

Student teachers should review their targets before each weekly meeting and complete a self-evaluation on the weekly meeting form. Following discussion and review of the week's experiences, establish new targets with associated actions.

Drafting SHARP Targets: Four-Step Process

Step 1: Identify the area for improvement from recent lesson observations or discussions with the student teacher.

Step 2: Ensure the proposed target aligns with the appropriate phased expectation. All education and training (University and School-based) must align with phased expectations to ensure sustained, consistent progress.

Step 3: Check the Mentor Curriculum Guide to confirm what the student teacher has covered at University. For example, before setting a target about supporting EAL pupils, verify the student teacher has encountered EAL content at University.

Step 4: Ensure the 'actions' section includes specific tasks the student teacher will complete related to the target.

Example Target

Area identified: Improve questioning

Phase Expectation link (Secondary Q5, Phase 2): "I can implement questioning techniques that prompt deepening understanding."

Target: In classes 7b and 8a this week, use the 'Think-Pair-Share' questioning technique to deepen understanding at least twice per lesson.

Actions:

- Plan key questions for TPS and highlight them on plan
- Reflect on potential responses and prepare follow-up questions to deepen responses
- Reflect on effectiveness and be ready to discuss in next meeting

Phase 1 Subject Example Targets

Example 1

Area identified: Modelling and explaining in the Target Language

Phase Expectation link (Secondary Q5, Phase 1): "I have observed and can begin to articulate modelling and explanations of experienced teachers. I have practised clear step-by-step explanations [..]."

Target: Observe two- three lessons where you focus on how teachers model instructions for completing activities using the target language (and associated support, e.g. visuals / gesture).

Actions:

- Identify lessons / colleagues you will observe (with their consent) where this will be the focus
- Take detailed notes and discuss these with my mentor in my weekly meeting
- Identify a lesson where I will teach an episode involving modelling or an explanation in the target language. Put this into practice and discuss its impact with your mentor.

Example 2

Area identified: Identifying gaps in my subject knowledge

Phase Expectation link (Secondary Q3, Phase 1): "I have identified gaps in my own subject knowledge and planned to address them."

Target: Complete audit of subject knowledge documents for Phase 1 as directed by G. Peiser. Share these documents with your mentor in a weekly meeting and discuss subject knowledge priorities for Phase 1/ Phase 2a considering the timetable you will teach.

Actions:

- Based on the discussion about the audit with your mentor, identify three subject knowledge targets for Phase 1.
- Write a timeline for these three specific targets
- Keep a log of activities you undertake to meet these subject knowledge targets (saved in your QTS file) and review with your mentor prior to Phase 1 review.

Example 3

Area identified: Diverse needs of pupils

Phase Expectation link (Secondary Q6, Phase 1): "I have observed and can begin to articulate how experienced teachers adapt their lessons for different"

Target: Develop understanding of inclusive strategies in Modern Languages education

Actions:

- Undertake focussed observations of 2-3 lessons where the needs of students require the teacher to adopt inclusive strategies in modern languages.
- Make focussed related notes and where appropriate / time permitting, discuss these with the class teacher.

- Discuss reflections on your observations in your weekly mentor meeting and consider implications for your own practice in Phase 1/ 2a.

Phase 1 Subject Observation Guidance

These questions can be used as foci or prompt for lesson observations and mentor/student teacher discourse. Not all elements are required in every lesson and may be phase dependent, i.e., expectations that more elements would be present in phase three of teaching as pedagogical knowledge, confidence, and highly effective practice are deepened and embedded.

	Question	<i>Additional Information</i>
1	Does the teacher make appropriate use of target language in the transactional language of the classroom with <i>appropriate scaffolding</i> ?	Do they use carefully chosen phrases that are used repeatedly so they are known/ recognised by learners (avoiding cognitive overload)? Do they use visuals or the written word to support comprehension and language acquisition? Is teacher's target language gradually increased in a logically sequenced way?
2.	How does the teacher ' flood ' comprehensible input in the lesson?	Do they focus on repeated use of language of a particular bank of vocabulary / structures with multiple examples in different modes (reading, listening, speaking, and writing) over time to help learners acquire the language?
3	Are learners given opportunities to speak in the target language? Are they encouraged to pronounce words accurately (<i>with attention to phonics</i>)?	Speaking opportunities can be through whole class, pair work and group work. Teachers may use games, competitions or a rewards to encourage learners. In attending to phonics, student teachers should draw learners' attention to sound-letter correspondences and learners should practise these with reading, listening and speaking activities.

4	Is grammar taught and presented in a clear and concise way that is <i>understandable</i> to learners? Are learners encouraged to <i>notice grammatical structures</i> in reading and listening work as well as being asked to accurately <i>produce</i> it in speaking and writing?	Do student teachers build on prior knowledge with grammar teaching? Are they careful to avoid cognitive overload? Are learners encouraged to discuss and apply their grammatical understanding?
5.	How does the teacher make creative use of topics and materials that are salient to learners' interests ?	Is the foreign language taught and learnt in contexts that are motivating?
6.	Are learners given opportunities to explore the target language culture(s) , comparing similarities and differences with their own and to critically consider reasons for these? Does the teacher promote <i>openness to other cultures</i> in their incorporation of the cultural dimension?	

Student Teacher Progress, Wellbeing and Support

Phase 1 represents a significant adjustment period for student teachers. For some, this marks their first professional experience, while others may find it intellectually and emotionally challenging.

Providing comprehensive support for student teachers' wellbeing is essential during this transition period, and mentors should maintain heightened awareness of their needs.

Available Support Resources

All student teachers have access to the 'I Need Help' page on Canvas (our virtual learning environment), which directs them to appropriate support services.

Raising Concerns

If you have concerns about a student teacher's wellbeing or welfare, please:

1. Contact your Lead Mentor in the first instance
2. Where appropriate, direct the student teacher to the LJMU student advice page:

[Student advice and wellbeing | Discover | Liverpool John Moores University](#)