

Professional Learning Module

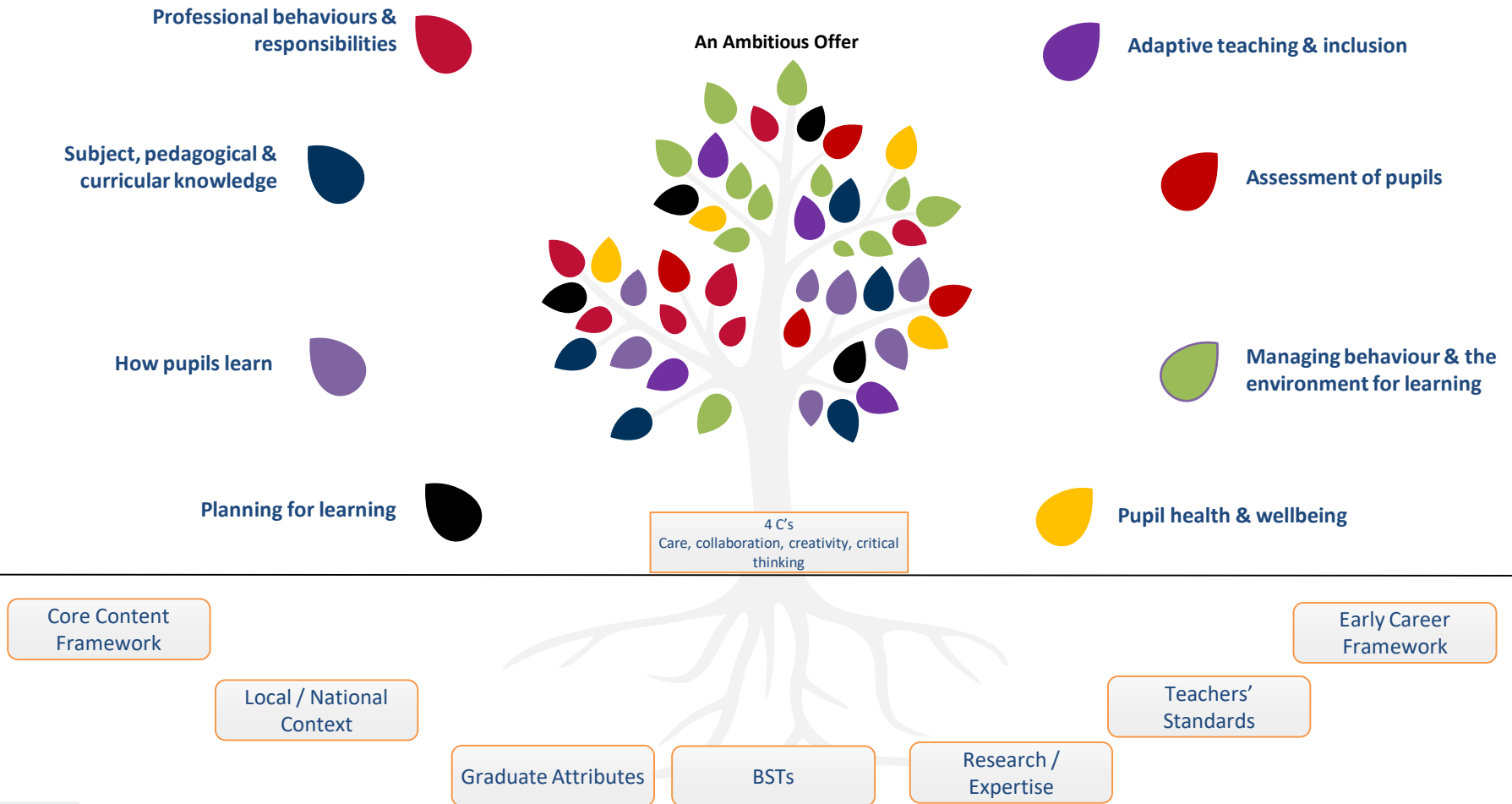
English

Mentor Development

Session Content

- 1. Understanding the ITE English curriculum and how this complements/builds on the core curriculum.**
- 2. Supporting BSTs to develop their practice in line with the BUL curriculum**
3. A closer look at developing subject knowledge and pedagogy.
4. Q & A

ITE Partnership Curriculum



PGCE Curriculum Component	Core Content Framework (CCF)	Teacher Standard
1. Professional behaviours and responsibilities.	Professional Behaviours	<i>Fulfil wider professional responsibilities.</i>
2. How pupils learn	How Pupils Learn	<i>Promote good progress</i>
3. Subject pedagogical and curricular knowledge	Subject and Curriculum	<i>Demonstrate good subject and curriculum knowledge</i>
4. Planning for learning	Classroom Practice	<i>Plan to teach well structured lessons</i>
5. Adaptive teaching and inclusion	Adaptive Teaching	<i>Adapt Teaching</i>
6. Assessment of pupils	Assessment	<i>Make accurate and productive use of assessment</i>
7. Managing behaviour and the environment for learning	High Expectations Managing Behaviour	<i>Set high expectations Manage behaviour effectively</i>
8. Pupil health and wellbeing		

1. Understanding the English ITE curriculum: *Intent*

1. to develop deep knowledge of all areas of English: speaking, listening, reading and writing.

2. to gain and critically reflect on a range of subject-specific pedagogies.

3. to inspire curiosity in, and communicate passion for, the subject.

4. to value emotional literacy, through literary experience and expressive writing, as well as promoting high standards of written and oral literacy.

5. to create a curriculum that is inclusive and representative.

6. to reflect on subject identity and engage in, and contribute to, the wider subject community,

The English Curriculum: Implementation and Impact

IMPLEMENTATION: Through sequentially connecting with the themes explored in the core curriculum (GPE)

IMPACT: BSTs will be able to critically reflect on a range of subject pedagogies and be confident to communicate subject knowledge and promote engagement. They will gain confidence in their understanding of the landscape of English teaching.

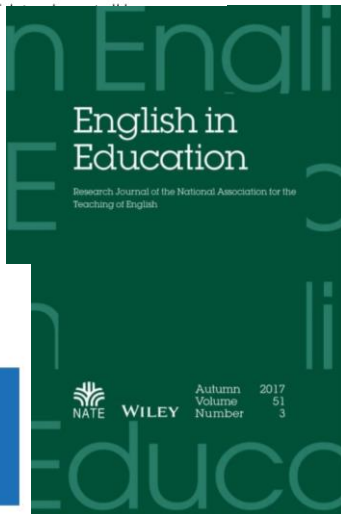
Research underpinning the English ITE Curriculum



Welcome to NATE

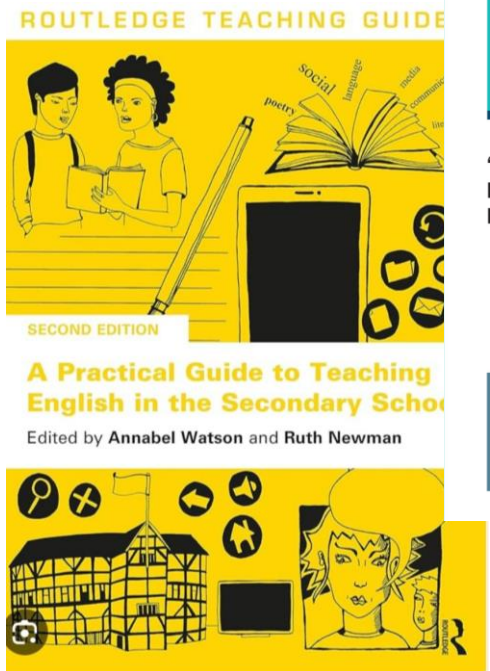
Empowering English teachers to inspire young people

The National Association for Teaching of English is an independent, non-funded, not-for-profit educational charity that provides publications



Research and analysis
Research review series: English
Updated 15 July 2022

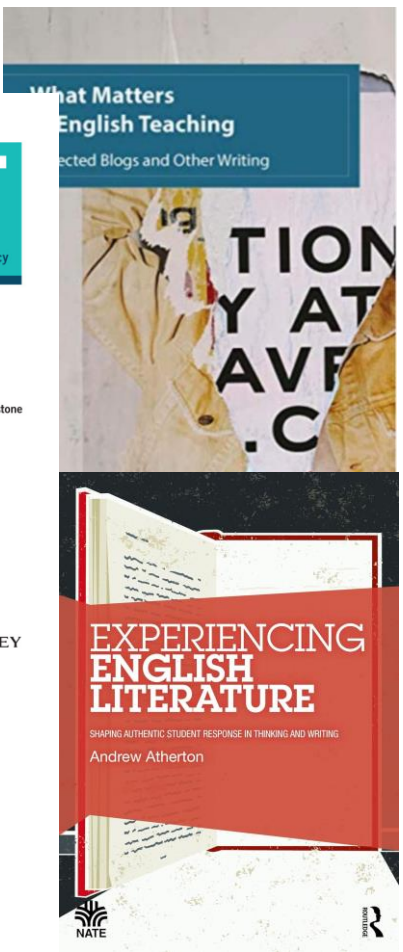
- ✓ Subject and disciplinary understanding
- ✓ Research based teaching ideas
- ✓ Critical debate



'Powerful knowledge', 'cultural literacy' and the study of literature in schools
Robert Eaglestone



WILEY



Being an English Mentor with Brunel university the curriculum

There has been what some refer to as a 'shift in emphasis' in Initial Teacher Education (Tapsfied, 2020); a renewed focus on **deep subject and pedagogical knowledge** and a strong belief that the best ITE partnerships have a **shared and co-constructed curriculum**.

Date	Subject session focus	Description
Monday 9 th September	2)How do pupils learn in English (I)?	Considering how students best learn when studying fiction in English
	3)Professional Behaviours and Responsibilities (I): reflecting on theory and practice	A closer look at the curriculum for English for KS3 and KS4 plus subject knowledge audit and connecting theory to practice,
Tuesday 10 th September	4)The National and English teaching: policy and Curriculum pedagogy.	An exploration of the NC and its significance on the English classroom.
	5)Planning for learning in English (I): reading focus	Considering what it is to teach reading and how to plan to teach reading
Friday 13 th September	6)Planning for learning in English (II): writing focus	The role of discourse and talk in planning a lesson on writing
	7) Persuasive writing and rhetoric	Examining ideas about how to teach persuasive writing debate.

Do you have any feedback, suggestions or questions?



The four phases

Placement 1	Placement 2
Phase 1 Monday 23 rd September – Friday 29 th November	Phase 3 Monday 27 th January – Friday 25 th April
Phase 2 Monday 2 nd December – Friday 24 th January	Phase 4 Monday 28 th April – Friday 27 th June

Subject expectations by phase

Phase 1

You develop a strong subject identity, drawing on your knowledge and values as well as your critical reflections on the theory and practice of English teaching. You complete lesson plans conscientiously and, after teaching, use them to reflect thoroughly on strengths and areas for development. You pay close attention to the classroom practice you observe, using it to consciously hone your understanding of expert English teaching. With support, you show you understand both formative and summative assessment in English. Using the SKA, you address the weakest areas of your subject knowledge and demonstrate that, by the end of the phase, you have improved in these areas.

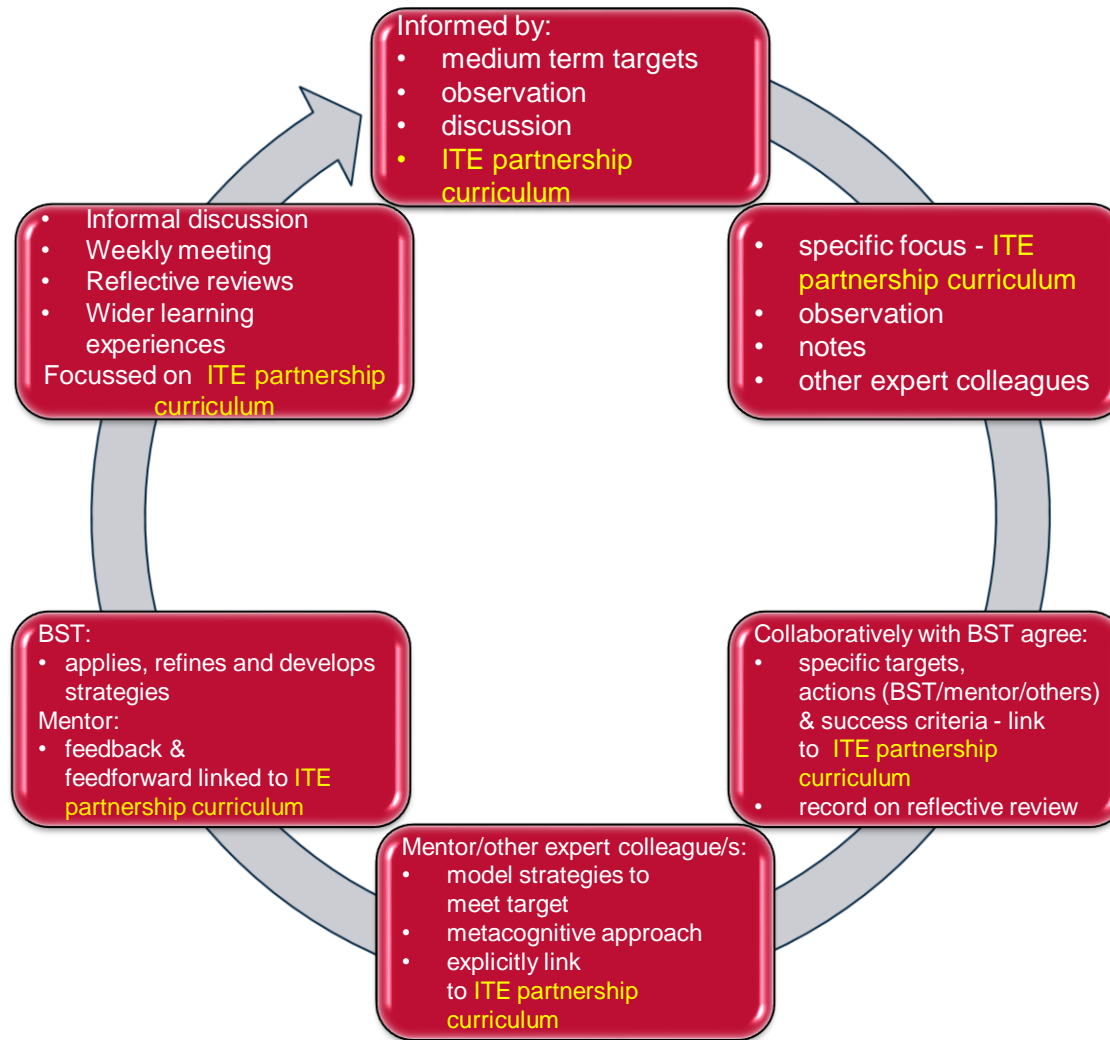
Phase 2

You become confident in sequencing learning, using the planning template to prepare carefully ordered activities to support pupils' progress. You consciously employ adaptive methods like chunking, modelling and dialogic talk to scaffold learning for all pupils. You are a collegiate member of your English department, developing strong working relationships with colleagues and pupils. You seek opportunities to use a range of pedagogies that align with your professional identity, which continues to develop, and actively encourage feedback from observers to support your self-reflection. You confidently implement formative assessment strategies in your classroom teaching and gain experience of summative assessments in Key Stage 3. Using the SKA, you address the weakest areas of your subject knowledge and demonstrate that, by the end of the phase, you have improved in these areas.

Developing Subject Knowledge

Subject and Curriculum (Standard 3 – ‘Demonstrate good subject and curriculum knowledge’)	
Learn that...	Learn how to...
<p>3.1 A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.</p> <p>3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.</p> <p>3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.</p>	<p>Deliver a carefully sequenced and coherent curriculum, by:</p> <p>3a <i>Receiving clear, consistent, and effective mentoring in how to identify essential concepts, knowledge, skills, and principles of the subject.</i></p> <p>3b <i>Observing how expert colleagues ensure pupils' thinking is focused on key ideas within the subject and deconstructing this approach.</i></p> <p>3c <i>Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation.</i></p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <p>3d <i>Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills, and principles of the subject.</i></p> <p>3e <i>Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.</i></p> <p>3f <i>Using resources & materials aligned with the school curriculum (e.g. textbooks/shared resources designed by expert colleagues that carefully sequence content).</i></p>

Mentoring Framework

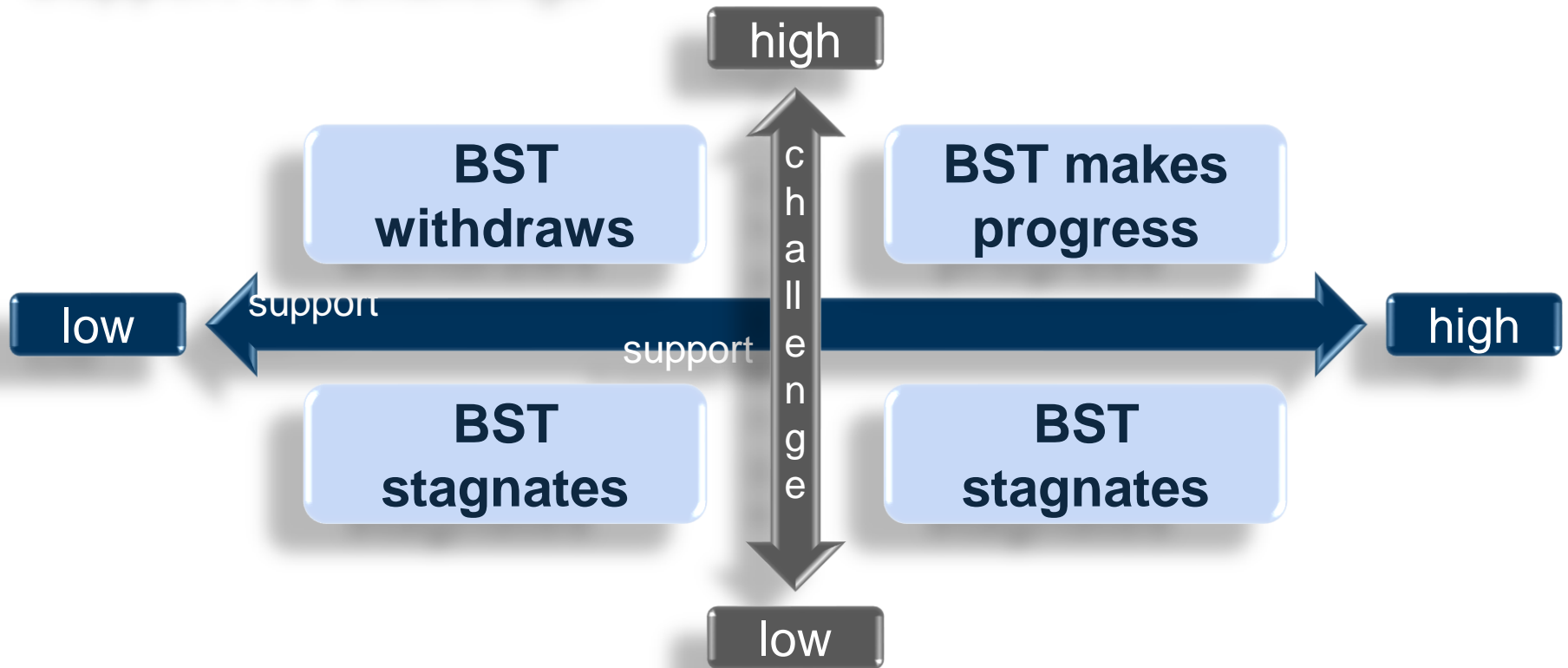


Supporting BSTs to develop their practice in line with the BUL curriculum

- ✓ Daily support and collaborative planning
- ✓ Weekly *timetabled* mentor meeting
- ✓ WPLRs
- ✓ Collaborative target setting
- ✓ Observations (of the BST)
- ✓ Observations (by the BST)
- ✓ Modelling good practice/sharing expertise
- ✓ Ambition and enrichment opportunities



Support vs Challenge



Adapted from Elliott and Calderhead (1993)

Weekly Mentor Meetings

Remember to:

- Focus on what the BST needs to achieve – use the Mentor Cycle to help you.
- Use/refer to the Progress Portrait in your meetings.
- Encourage dialogue between you and your BST and avoid a situation where one of you dominates and the other does not speak.
- Support and encourage the BST – remember they're not the finished product – they are an adult learner.

Try to avoid:

- Setting too many targets.
- Assuming what worked for you, will work for your BST.
- Acting on behalf of the BST unless you jointly agree that this is the best course of action.
- Assuming you know what the problem and/or the answer – explore this together and encourage your BST to work through it.

Teacher characteristics

The Transmissive Teacher

- The teacher is the expert in their subject
- Expects to impart knowledge to students.
- Teacher talk is a means by which s/he imparts information, or asks questions to check what students know.
- Regards knowledge as an aim.
- Students are 'vessels' to be filled with knowledge.
- Asks students questions to which s/he already knows the answer.
- Teacher talk dominates.
- Classroom dialogue is almost always teacher-pupil-teacher.
- Decides who shall speak, when they shall speak and the value of what is spoken.

The Interpretation Teacher

- The teacher is the facilitator of learning, understanding their subject but seeing learning as having limitless possibilities.
- Knowledge is a construct; it has different forms and people construct it differently.
- Regards talk as an important process of learning; ideas are discussed, clarified and opinions changed/challenged.
- Regards knowledge as an outcome.
- Students are an essential resource in learning.
- Ask student open questions that are problematic, with many or no answers.
- Sets activities where students are encouraged to talk. In fieldwork, students research data and discuss them.
- Operates a variety of dialogues – many of which may be pupil-pupil-pupil.
- Manage who speaks by using ground rules for discussion; students give feedback from fieldwork are valued.

Indicative open access reading

- Eaglestone (2020) 'Powerful knowledge', 'cultural literacy' and the study of literature in schools. Available at: ['Powerful knowledge', 'cultural literacy' and the study of literature in schools - Eaglestone - 2020 - Impact - Wiley Online Library](#)
- Kneen, J, Chapman, S, Foley, J, Kelly, L, Smith, L, Thomas, H & Watson, A (2022), 'Teaching Key Stage 3 literature: the challenges of accountability, gender and diversity', Available at: [Teaching Key Stage 3 literature: the challenges of accountability, gender and diversity - Kneen - 2022 - Literacy - Wiley Online Library](#)
- Smith, L., Thomas, H. Chapman, S., Foley, J., Kelly, L., Kneen, J., Watson, A. (2021) The Dance and the Tune: a storied exploration of the teaching of stories. Available at: [Full article: The Dance and the Tune: A Storied Exploration of the Teaching of Stories \(tandfonline.com\)](#)
- Ofsted (2024) Telling the story: the English education subject report. Available at: [Telling the story: the English education subject report - GOV.UK \(www.gov.uk\)](#)