

## Subject Knowledge per se

How does my **subject knowledge development and practice** evidence my knowledge and understanding of:

- the essential concepts, knowledge, skills and principles of the subject - the subject's *big ideas*
- learning progression as defined by the National Curriculum/other relevant specifications and/or agreed curriculum rationales
- the relevance of the subject and why aspects are taught
- the place of specific knowledge/learning within the wider context of the subject
- the links and connections within the subject and across the broader curriculum (including the shared responsibility in developing literacy (*and numeracy*) skills)?

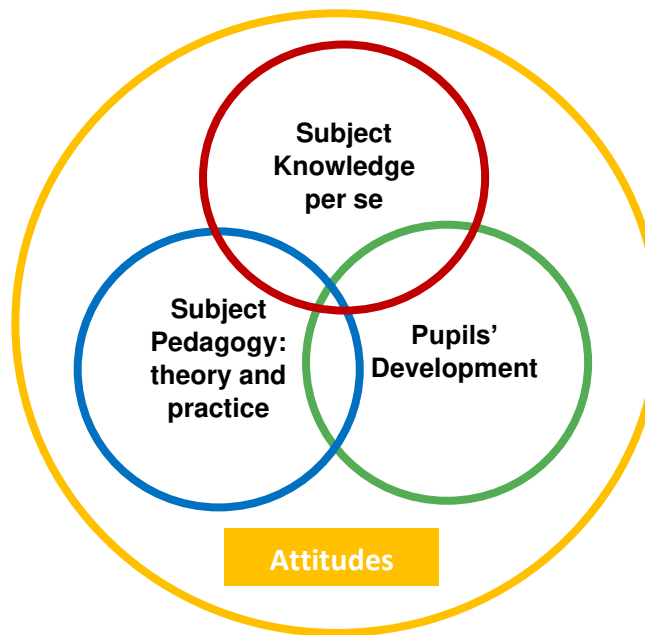
## Pupils' Development

How does my **subject knowledge development and practice** evidence my knowledge and understanding of:

- how pupils develop as learners in the subject including their development as critical thinkers
- common misconceptions and potential barriers to learning and ways of addressing these
- how pupils' learning is affected by cognitive, social and psychological development taking into account religious, ethnic, cultural and linguistic influences as necessary
- the range of ways in which pupils learn
- how subject teaching needs to be adapted to meet pupils' individual needs and contexts
- how parents and carers contribute to their children's learning and development?

## A Subject Knowledge for Teaching Curriculum:

### Questions for *Trainees*



## Pedagogy

How does my **subject knowledge development and practice** show:

- *the range* of teaching skills and strategies I use to promote pupils' learning and progress (including effective behaviour management)
- my understanding of relevant learning theories and their relationship with pupils' learning and my own practice
- my ability to plan sequences of lessons (and begin to contribute to curriculum design) which provides the opportunity for all pupils to learn and master critical components
- my skills in the assessment of pupils' learning and progress and my ability to plan teaching which meets all pupils' *emerging needs*
- my ability to make the subject fully accessible to pupils at different stages in their learning and ensure a stimulating and supportive climate for learning
- my high expectations of all pupils and ability to adapt my teaching to overcome barriers to their learning by anticipating common misconceptions and acquiring strategies to address these successfully
- my ability to reflect on and improve the effectiveness of the teaching and learning I am responsible for
- that I can manage my time and resources efficiently and to best effect?

## Attitudes

How does my **subject knowledge development and practice** evidence my commitment to and enthusiasm for:

- the inclusion, achievement and well-being of all pupils
- adopting creative approaches to teaching the subject and engaging all learners
- supporting all pupils to develop a positive attitude towards the subject and countering any negative attitudes
- working *with*, contributing *to* and learning *from* the work of my colleagues
- the *value* of continuing professional development?