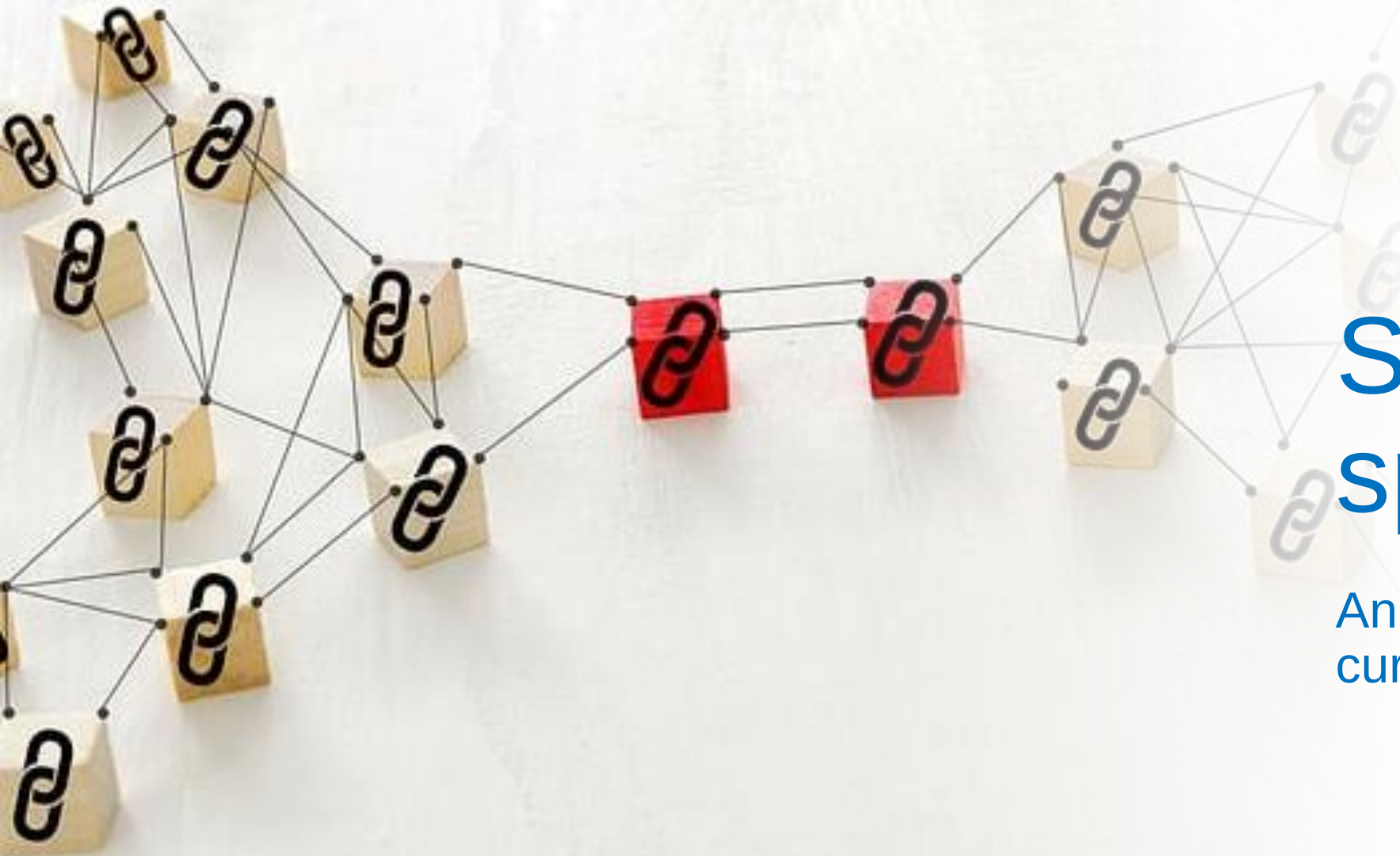




Subject specificity

An integrated
curriculum approach

Subject and Phase

- The evidence base underpinning subject knowledge development is less robust (and harder to find).
- Subject knowledge (and its acquisition for the purposes of teaching) is complex and multi-faceted.
- [NASBTT's Subject Knowledge for Teaching Toolkit](#)
- [NASBTT's Teacher Educator and Mentoring Zone - Subject Resources](#)
- [NASBTT's Subject Development SEND resources](#)
- Phase-specific and context-specific evidence bases are similarly less well defined:
 - Some exceptions such as SSP.

Subject Knowledge per se

How does **subject training** ensure trainees' 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 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 curriculum?
- the links and connections within the subject and across the broader curriculum (including the shared responsibility in developing literacy (*and numeracy*) skills)?

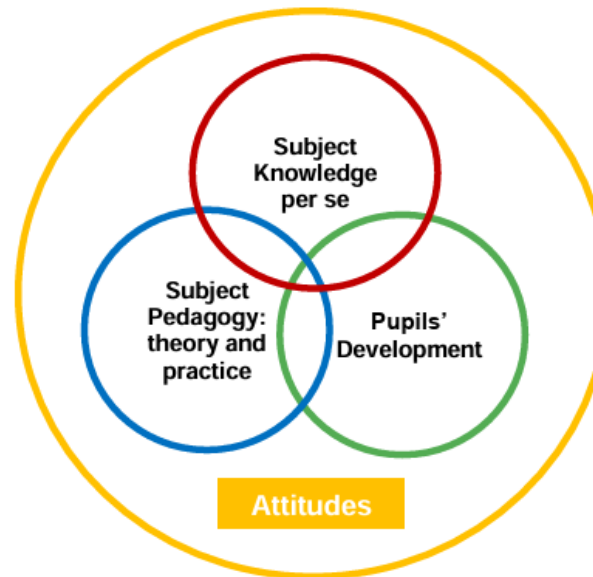
Pupils' Development

How does **subject training** ensure trainees' knowledge and understanding of:

- how pupils develop as learners in the subject including their development as critical thinkers?
- 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

Key Questions for *Providers*



How does **subject training** ensure trainees have:

- a *range* of teaching skills and strategies to promote pupils' learning and progress, including effective behaviour management?
- the ability to plan sequences of lessons and *engage* with curriculum design which provides the opportunity for all pupils to learn and master critical components?
- skills in the assessment of pupils' learning and progress and the ability to plan teaching which meets pupils' *emerging needs*?
- the ability to make a subject fully accessible to pupils at different stages in their learning and ensure a stimulating and supportive climate for learning?
- high expectations of all pupils and the skill to adapt their teaching to overcome any barriers by anticipating common misconceptions and acquiring strategies to address these successfully?
- the ability to reflect on and improve the quality of teaching and learning?
- the ability to manage time and resources efficiently and to best effect?

Attitudes

How does **subject training** ensure trainees' 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?
- working *with*, contributing *to* and learning *from* colleagues?
- the *value* of continuing professional development?

What issues might exist for providers?

Primary

- Time, time, time
- Lack of expertise across every subject
- Time, again
- Placement schools varying value of each subject
- Mentor knowledge and confidence
- Schemes of work
- Oh, and time

Secondary

- Number of trainees per subject
- Trainees across multiples schools/trusts
- Consistency with SCITT curriculum
- QA of large number of subjects
- Inconsistency in numbers year on year
- Phase specific training

Subject and Phase

FOR
DISCUSSION



- Which subject/phases are you most confident with and which present you with challenges?
- What expertise do you draw on internally? How confident are you in this?
- Where do you draw on external expertise?
 - Subject Associations?
 - Existing ITT providers?
 - Curriculum hubs?
 - Ofsted subject reviews (where available)?
 - Elsewhere?
- How confident are you that your subject knowledge advisors understand and can integrate their approach fully with the ITTTECF and its underpinning evidence base?
- If offering primary, do you have access to exceptional Early Years expertise (particularly for SSP)?
- Do you have phase-specific subject expertise available to you?
- How do your placement experiences support the development of subject knowledge acquisition? What are the inherent challenges? How do you quality assure this?

Subject and Phase

PRACTICAL CONSIDERATIONS



- The integration and balance between subject and general pedagogy/principles is very much a live issue – the importance of subject is increasing across the education sector as a whole (not least in Ofsted).
- Probably the most challenging aspect for smaller providers to achieve (although by no means impossible).
- Both primary and secondary provision has its challenges:
 - Primary – multiple subjects and very little time; lack of expertise; exacerbated by situation in schools.
 - Secondary – usually smaller cohorts; financial viability can be challenging; shortage subjects a challenge for in-school placements.
- What can/should you offer in terms of subjects and phases? Led by national policy, local demand, availability of expertise?
 - Consider: shortage subjects; KS5 subjects; over-subscribed subjects; Early Years; placement availability; availability and quality of facilitators/curriculum designers.

Strategic planning and QA

PRACTICAL CONSIDERATIONS

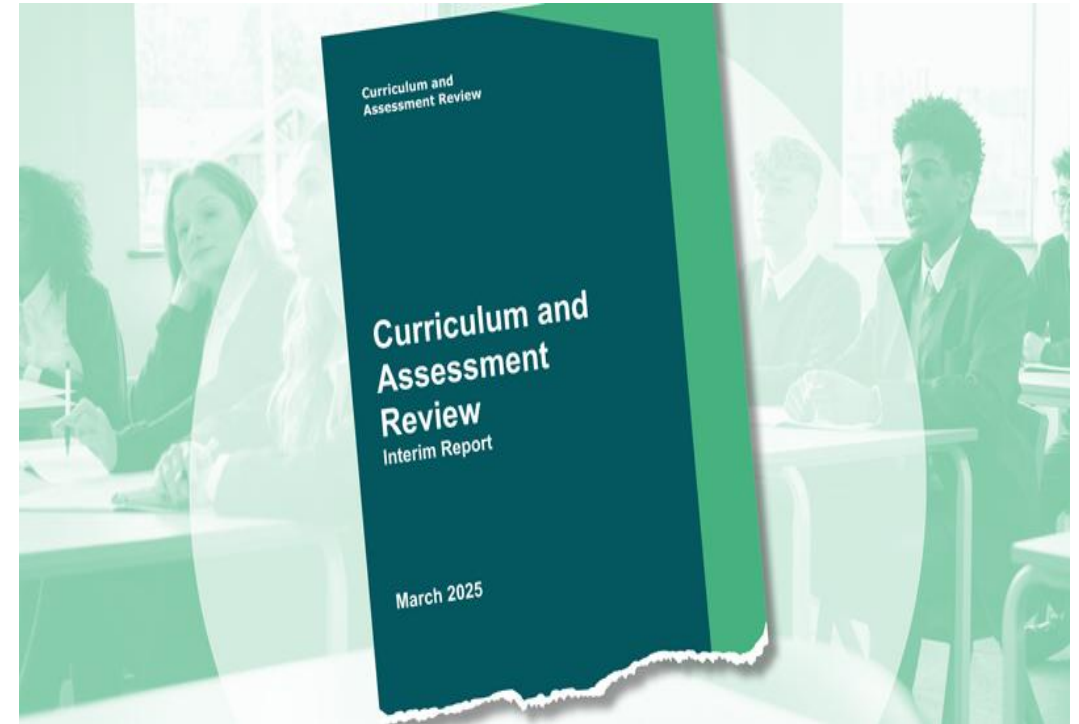


- Addition of new subjects at secondary needs to be well thought through and considered
- Ensuring we have a balance of insurance and assurance
- How do we support external facilitators and contributors to our curriculum? Coherence. Integration. Sequencing.
- A need to balance the requirements of fidelity to the ITTECF and other statutory documents, alongside keeping the 'big ideas' of each subject

Where might we be headed?

Interim report headlines:

- A renewed focus on SEND and 'socio-economically disadvantaged young people'
- Lack of depth in primary
- Lack of breadth across Key Stage 3
- Balancing skills and knowledge acquisition to fit a modern and changing world
- A desire to increase diversity and representation
- Review of SPAG assessments at SATs
- Ofsted TMV feedback imminent



“If a curriculum cannot change, move, perturb, inform teachers, it will have no effect on those whom they teach. It must be first and foremost a curriculum for teachers. If it has any effect on pupils, it will have it by virtue of having had an effect on teachers.”

Bruner, 1977

Pause and Reflect

