

Case Study: Gloucestershire Initial Teacher Education Partnership

NASBTT Subject Specificity Workshop

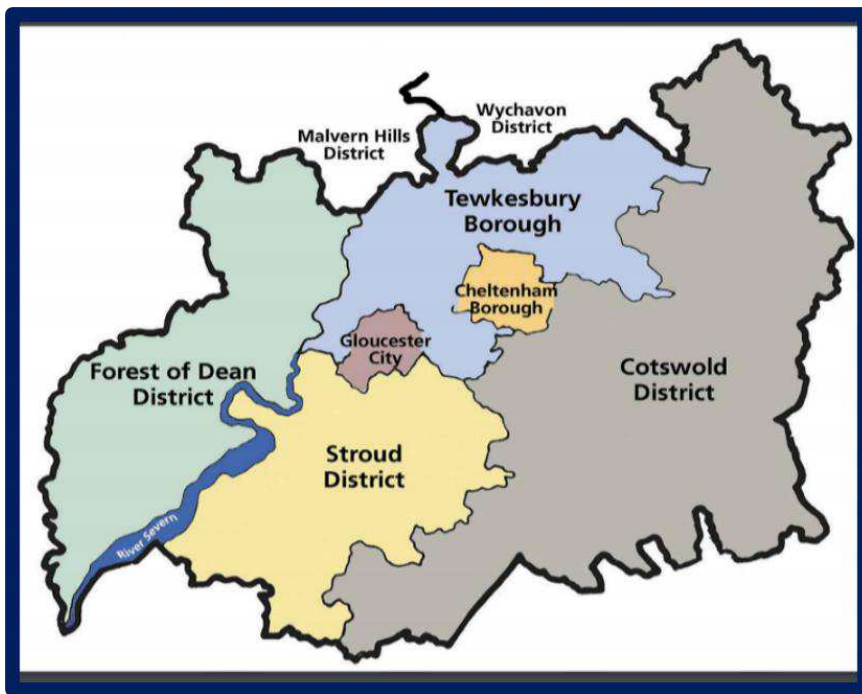
Becky Rose, SCITT Director

20/03/25



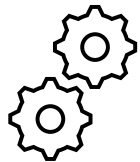
About us.....

- Established 1997
- Secondary & primary course
- Full-time & flexible routes
- Tuition fee & salaried route
- Assessment Only route
- 60-80 trainees
- c.40 partner schools
- PGCE with University of Bristol
- SCITT director, secondary and primary Programme Leads
- 10+ secondary Subject Leads

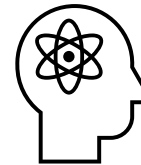


Session structure

Features of high-quality subject ITT from the ITT Criteria.....



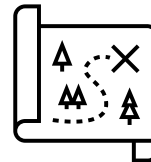
Setting out **who** and **how**



Ensuring that **mentors** have **close knowledge** of the planned curriculum



Encompassing the **ITTECF** within a **subject specific context**



Where next?.....



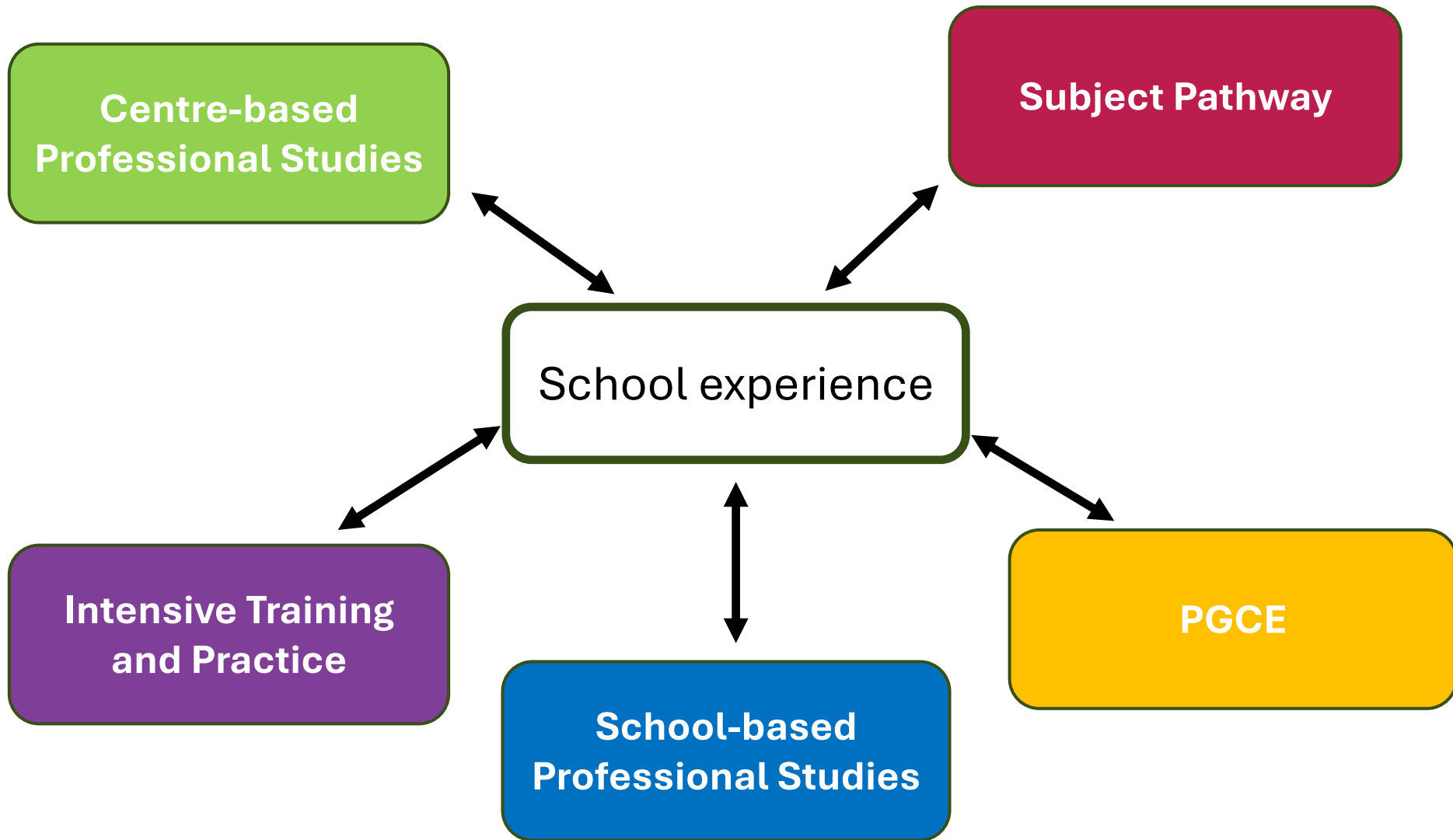
Underpinning with a **clear evidence base** – general and subject specific

Setting out who and how



Subject Lead role

- Current classroom practitioners – recruited from partnership schools
- 0.2 FTE secondment
- Design and implement the Subject Pathway curriculum, including subject specific ITAP days
- Lead some aspects of mentor training
- Undertake quality improvement of mentoring
- Communicate and liaise regularly with mentors and ITT leads in schools
- Provide support for trainees – professional and pastoral
- Course development days x 3 per year
- CPD x 6 half days per year



GITEP SCITT Calendar 2024-25



AUTUMN	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 02 September	Centre Professional Studies	Centre Professional Studies	Centre Professional Studies	Subject Pathway	Centre Professional Studies
Week 2 09 September	Centre Professional Studies	Centre Professional Studies	ITAP 1 Centre	ITAP 1 Subject Pathway	ITAP 1 School
Week 3 16 September	ITAP 1 School	ITAP 1 Centre	Parent School visit	Parent School visit	Centre Professional Studies
Week 4 23 September	Parent 1	Parent 1	Parent 1	Parent 1	Parent 1
Week 5 30 September	Parent 1	Parent 1	Parent 1	Parent 1	Parent 1
Week 6 07 October	Evidence Bundle 1 Parent 1	Parent 1	Parent 1	Parent 1	Study Day
Week 7 14 October	PGCE EPS Deadline Parent 1	Parent 1	ITAP 2 Centre	ITAP 2 Subject Pathway	ITAP 2 School
Week 8 21 October	ITAP 2 School	ITAP 2 Centre	Parent 1	Parent 1	Parent 1

HALF TERM BREAK

AUTUMN	Monday	Tuesday	Wednesday	Thursday	Friday
Week 9 04 November	Parent 1	Parent 1	Parent 1	Parent 1	Subject Pathway PGCE EPS Part 3 Feedback Parent 1
Week 10 11 November	Parent 1	Parent 1	Parent 1	Parent 1	Subject Pathway
Week 11 18 November	Parent 1	Parent 1	Parent 1	Parent 1	Subject Pathway
Week 12 25 November	Evidence Bundle 2 Parent 1	Parent 1	Parent 1	Parent 1	Subject Pathway
Week 13 02 December	Parent 1	Parent 1	Parent 1	Parent 1	Subject Pathway EPK 1 deadline Parent 1
Week 14 09 December	Parent 1	Parent 1	Parent 1	Parent 1	Subject Pathway
Week 15 16 December	Centre Professional Studies	Twin School visit	Twin School visit	Study Day	Study Day

CHRISTMAS BREAK

SPRING	Monday	Tuesday	Wednesday	Thursday	Friday
Week 16 06 January	PGCE EPS Deadline 2 Centre Professional Studies	Centre Professional Studies	Centre Professional Studies	ITAP 3 Subject Pathway	ITAP 3 Subject Pathway
Week 17 13 January	ITAP 3 Subject Pathway	ITAP 3 Subject Pathway	ITAP 3 Subject Pathway	Twin	Twin
Week 18 20 January	Twin	Twin	Twin	Twin	Subject Pathway
Week 19 27 January	Twin	Twin	Twin	Twin	Subject Pathway Centre Professional Studies
Week 20 03 February	Twin	Twin	Twin	Twin	Twin
Week 21 10 February	Twin	Twin	Twin	Twin	Subject Pathway

HALF TERM BREAK

SPRING	Monday	Tuesday	Wednesday	Thursday	Friday
Week 22 24 February	Twin	Twin	Twin	Twin	Subject Pathway
Week 23 03 March	Twin	Twin	Twin	Twin	Subject Pathway
Week 24 10 March	Evidence Bundle 3 Twin	Twin	Twin	Twin	Twin
Week 25 17 March	Twin	Twin	Twin	Study Day	Study Day
Week 26 24 March	PGCE OF Deadline Twin	Twin	Twin	Twin	Subject Pathway EPK 2 deadline Twin
Week 27 31 March	Centre Professional Studies	Centre Professional Studies	Enhancement Day 1	Enhancement Day 2	Centre Professional Studies
Week 28 07 April	Parent 2	Parent 2	Parent 2	Parent 2	Subject Pathway Parent 2

EASTER BREAK

GITEP SCITT Calendar 2024-25

SUMMER	Monday	Tuesday	Wednesday	Thursday	Friday
Week 29 28 April	Parent 2	Parent 2	Parent 2	ITAP 4 Subject Pathway	ITAP 4 Subject Pathway
Week 30 05 May	Bank Holiday	ITAP 4 Subject Pathway	ITAP 4 Subject Pathway	ITAP 4 Subject Pathway	Parent 2
Week 31 12 May	Parent 2	Parent 2	Parent 2	Parent 2	Subject Pathway Parent 2
Week 32 19 May	Parent 2	Parent 2	Parent 2	Parent 2	Subject Pathway Parent 2
HALF TERM BREAK					
Week 33 02 June	Parent 2	Parent 2	Parent 2	Study Day	Study Day
Week 34 09 June	PGCE OF Deadline Parent 2	Parent 2	Parent 2	Parent 2	Subject Pathway Parent 2
Week 35 16 June	Evidence Bundle 4 Parent 2	Parent 2	Parent 2	Parent 2	Subject Pathway Parent 2
Week 36 23 June	Parent 2	Parent 2	Parent 2	Parent 2	Parent 2
Week 37 30 June	Parent 2	Parent 2	Parent 2	Parent 2	EPK 4 deadline Parent 2
Week 38 07 July	Parent 2	Parent 2	Parent 2	Parent 2	Parent 2
Week 39 14 July	Centre Professional Studies	Centre Professional Studies			

Subject Pathway

- Thursday afternoons
- ITAP days x 12

TOPIC – KS3	SOLID	DEVELOPING	LIMITED	NO KNOWLEDGE
Anglo-Saxons				
Norman Conquest				
Medieval England				
African Kingdoms				
The Crusades				
Renaissance				
Tudors				
Stuarts				
English Civil War				
Restoration				
Enlightenment				
Colonialism and Empire				

Statement of Intent

The intent of the school-centred science initial teacher training programme is to develop a group of highly skilled, flexible science teachers who feel able to embrace all challenges and changes within science education now and in the future with a mindset of science being accessible for all.

This is achieved through the development of confident subject knowledge, including how to tackle pupil misconceptions, and deep pedagogical understanding which in turn enables the preparation of science lessons that provide engagement, inspiration, opportunities for excellent pupil progress and improving the life chances of young people in our schools.



Subject Pathway Programme 2024 – 2025

Autumn Term – Explore

Date	Focus of the session	Time	Venue
5.9.24	Introduction to the Course Planning and Teaching of Outdoor and Adventurous Activities. Year 12 Observation lesson: Looking at the structure of a lesson	9.15 – 16.15	Balcarras School
12.9.24	ITAP 1 week: High Expectations & Behaviour Management	9.15 – 16.15	Balcarras School Dene Magna School
19.9.24	Looking at the components of lesson planning Planning and Teaching of Football	14.15 – 17.15	Balcarras School
26.9.24	Planning - Starters and plenaries in PE	14.15 – 17.15	Pates Grammar School
3.10.24	Planning and Teaching of Fitness and Gymnastics with a focus of assessment	14.15 – 17.15	Balcarras School
10.10.24	Looking at how pupils learn through Dance Planning of wet weather lesson	14.15 – 17.15	Balcarras School
17.10.24	ITAP 2 week: Inclusion and SEND	9.15 – 16.15	Balcarras School
24.10.24	Planning and Teaching of Hockey Assessment in PE	14.15 – 17.15	Balcarras School
HALF TERM			
Date	Focus of the session	Time	Venue
7.11.24	Planning and Teaching of Rugby	14.15 – 17.15	Pates Grammar School
14.11.24	Applying for Jobs	14.15 – 17.15	Balcarras School
21.11.24	Planning and Teaching of Basketball Diversity, Equity and inclusion in PE	14.15 – 17.15	Chosen Hill School
28.11.24	Leading and umpiring a hockey Tournament	14.15 – 17.15	Balcarras School
5.12.24	Marking and feedback in PE	14.15 – 17.15	Balcarras School
12.12.24	Mentor Transition Meeting Yoga and wellbeing	14.15 – 16.15	Balcarras School
19.12.24	Study Day	9.15 – 16.15	Self-study

Lesson Information (See also 'Class Information' sheet) Date: Class: Period: Additional Adult Support:	Lesson Focus National Curriculum Reference	Lesson Context This is lesson ____ of ____ Previous lesson's Learning Intention:	Mathematics Lesson Plan Proforma		
Learning Intention:	Resources:	Probing Questions:			
Learning Outcome(s):	Key Words:				
<table border="1"> <tr> <td> Key Ingredients Introduction/Hook Targeted Support </td> <td> Modelling & Checks for Understanding Lesson End <i>Have the learning outcome(s) been achieved?</i> </td> <td> Key Activities Challenge </td> </tr> </table>				Key Ingredients Introduction/Hook Targeted Support	Modelling & Checks for Understanding Lesson End <i>Have the learning outcome(s) been achieved?</i>
Key Ingredients Introduction/Hook Targeted Support	Modelling & Checks for Understanding Lesson End <i>Have the learning outcome(s) been achieved?</i>	Key Activities Challenge			



Session structure

 Introduction

Introduction

Introduction

Introduction

Introduction





Click to add title

 **Session objectives:**

- Click to add text







Click to add title

 **Learn that:**

- Click to add text







What does the evidence say?

- Click to add text







Think, pair, share

- Click to add text







Discuss

Title/topic/theme 

- Click to add text







Reflection

 Click to add text 

Click to add text 

Click to add text 







Click to add title

 **Learn how to:**

- Click to add text







Discuss with your mentor

Title/topic/theme 

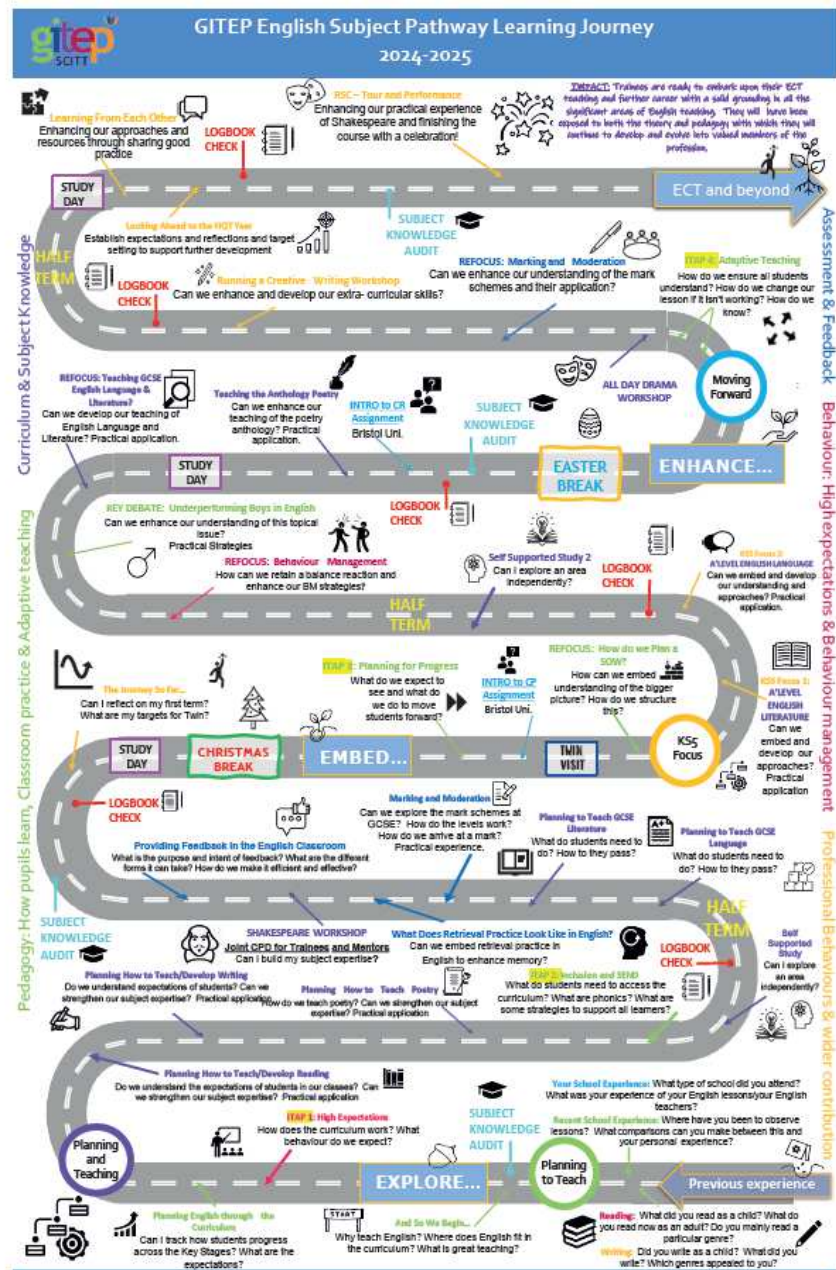
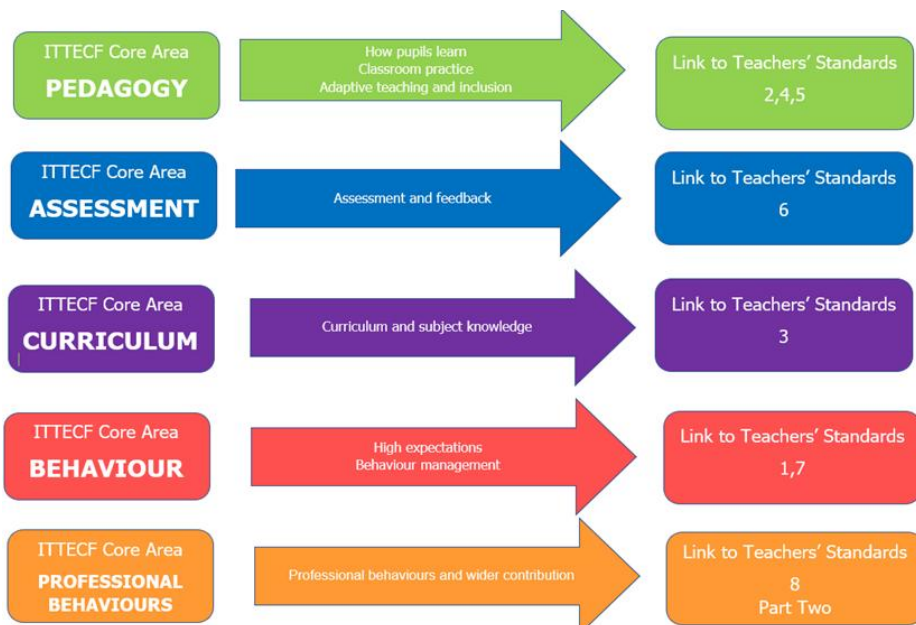
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Encompassing the ITTECF within a subject specific context





Subject Pathway Programme – Explore	
Date: 24/10/24	Title: Teaching grammar
Objective: To understand the theories behind grammar acquisition and start to apply these to our planning. Learn that: Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. Practice is an integral part of effective teaching: ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success. For discussion in my mentor meeting this week:	
Seek opportunities to Learn how to: Build on pupils' prior knowledge, by: • Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content. • Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming.	
Reading suggestion: Boers, F. (2021) Evaluating Second Language Vocabulary and Grammar Instruction https://gianfrancoconti.com/2015/12/30/do-teachers-know-how-to-teach-grammar-of-beliefs-and-misgivings-myths-and-reality-language-teachers-and-grammar-part-2/	

Mapping the ITTECF for Subject pathway

SUBJECT PATHWAY		Session Objectives	Section 1 High Expectations	Section 2 How Pupils Learn	Section 3 Subject and Curriculum	Section 4 Classroom Practice	Section 5 Adaptive Teaching	Section 6 Assessment	Section 7 Managing Behaviour	Section 8 Professional Behaviours
Explore	1									
	2									
	3									
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	14									
	15									
	1									
	2									
	3									
	4									
	5									

- Must cover all of Section 3
- Must have good coverage of Sections 2, 4, 5 & 6
- Should have some coverage of Sections 1, 7 & 8



LT: Session number

Section 1 - High Expectations	Explore						Embed						Enhance					
Communicate a belief in the academic potential of all pupils, by:																		
a) Using intentional and consistent language that promotes challenge and aspiration																		
b) Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.																		
c) Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.																		
d) Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) and consider how this engagement changes depending on the age and development stage of the pupil.																		
Demonstrate consistently high behavioural expectations, by:																		
e) Creating a culture of inclusion, respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).																		
f) Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).																		
g) Applying rules, sanctions and rewards consistently in line with school policy, including where individual pupils have an agreed tailored approach, escalating behaviour incidents as appropriate.																		
h) Acknowledging and praising pupil effort and emphasising progress being made.																		



LHT: Session number

Section 1 - High Expectations	Explore						Embed						Enhance					
1.1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.																		
1.2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.																		
1.3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.																		
1.4. Setting clear expectations can help communicate shared values that improve classroom and school culture.																		
1.5. A culture of mutual trust and respect supports effective relationships.																		
1.6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.																		
1.7 High quality teaching is underpinned by positive interactions between pupils, their teachers and their peers.																		
1.8 Pupils' experiences of school and their readiness to learn can be impacted by their home life and circumstances, particularly for EAL pupils, young carers, and those living in poverty																		
Section 2 - How Pupils Learn	Explore						Embed						Enhance					
2.1. Learning involves a lasting change in pupils' capabilities or understanding.																		



ITAP Week 2: Overview

Day 1 Centre	Day 2 Subject Pathway*	Day 3 School	Day 4 School	Day 5 Centre	Post ITAP week
Lectures	Seminar	Seminar	Seminar	Seminar – introduction to the PGCE SEND assignment.	Co-planning, team teaching, instructional coaching. Weekly mentor meeting.
Reading	Expert modelling	Expert modelling	Expert modelling		
Seminars		Lesson observations	Lesson observations		
		Deconstruction/analysis	Deconstruction/analysis		
	Rehearsal and feedback	Rehearsal through case studies and scenario planning, with feedback.	Rehearsal through case studies and scenario planning, with feedback.	Assessment of trainee learning – Quiz. Group task – poster and presentation.	PGCE Assignment
					Lesson observations
					Evidence Bundle reflections

* The structure of this day will vary across subjects

Key

Introduce: support trainees' learning about the theory of inclusion for pupils with SEND

Analyse: support trainees to analyse expert inclusion for pupils with SEND

Prepare: provide opportunities for trainees to use approximations, to practise and get feedback

Enact: support trainees to apply their learning in the classroom

Assess: monitor trainees' knowledge and skills

Framework informed by Grossman, P (2018) (ed.). *Teaching Core Practices in Teacher Education & Teaching Works* (2022). Teacher Education Pedagogies. University of Michigan.

ITAP 4: Adaptive teaching: week overview

PRE-ITAP	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	POST ITAP
Adaptive teaching for pupils with SEND from ITAP 2, CPS & SBPS. Teaching practice in two placement schools – begun to develop checking for understanding and adapting teaching.	Responsive adaptive teaching: What is it, and what is the evidence to support this approach?	Focused lesson observations and post lesson discussions with class teacher	Rehearsal of scenario, task design and collaborative planning	Rehearsal of scenario, task design and collaborative planning	Morning: Creation of resources for flexible adaptations and reflection on ITAP. Afternoon: 'Teach meet'- present your resources to each other.	Evidence Bundle references Adaptive Teaching Resource to be shared at a department meeting.
	Flexible grouping: What is it, and what is the evidence to support this approach?		Trainees work in triads to team teach lessons with a focus on the 'learn how to' statements Lesson observation feedback (triads)	Trainees work in triads to team teach lessons with a focus on the 'learn how to' statements Lesson observation feedback (triads)		Teaching and deconstruction at placement school with mentor.
	Personal reflection and action points	Personal reflection and action points	Personal reflection and action points	Personal reflection and action points		

Key:

Introduce: Support trainees' learning about the evidence from research about adaptive teaching

Analyse: Support trainees to analyse expert teaching

Prepare: Provide opportunities for trainees to use approximations to practise and get feedback

Enact: Support trainees to apply their learning in the classroom

Assess: Monitor trainees' knowledge and skills

Framework informed by Grossman, P (2018) (ed.). Teaching Core Practices in Teacher Education & Teaching Works (2022). Teacher Education Pedagogies. University of Michigan.

Intensive Training and Practice 2024-2025

WEEK 4

01/05/2025-08/05/2025

Adaptive Teaching

Trainee Booklet: **SUBJECT NAME**

Name:

0



Task six:
Watch the video and note down what each step refers to.

Consider:
What does this mean and why is it important?

ESTABLISH AMBITIOUS GOALS FOR ALL



ESTABLISH THE THRESHOLDS



MAP OUT PATHWAYS



GUIDE PRACTICE RESPONSIVELY



REGROUP AND DIRECT INDEPENDENT PRACTICE



7

ITAP 4: ADAPTIVE TEACHING

Date: 06/05/2025

Session title: Rehearsal

Session Objectives:

- To know what it means to adapt teaching in a responsive way
- To understand the evidence base to support this approach, including by targeting support to pupils who are struggling

Learn that:

- 5.1: Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- 5.3: Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
- 5.4: Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.

Notes:

References:

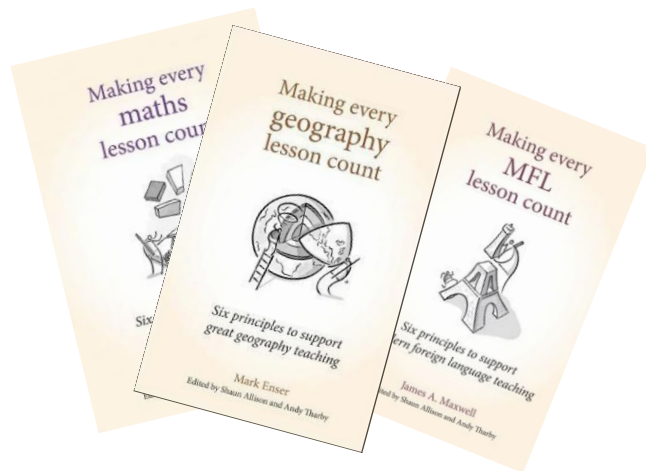
Insert subject specific references here.

24

**Underpinning with a clear
evidence base – general
and subject specific**



1 High Expectations	
CCF	Subject specific
[Further reading recommendations are indicated with an asterisk.] Aronson, J. (Ed.) (2002) <i>Improving academic achievement: Impact of psychological factors on education</i>. New York: Academic Press. Bandura, A. (1986) <i>Social foundations of thought and action: a social cognitive theory</i>. Englewood Cliffs, NJ: Prentice-Hall. Campbell Collaboration (2018) School-based interventions for reducing disciplinary school exclusion: A Systematic Review. Accessible from: https://campbellcollaboration.org/library/reducing-school-exclusion-school-based-interventions.html. Chapman, R. L., Buckley, L., & Sheehan, M. (2013) School-Based Programs for Increasing Connectedness and Reducing Risk Behavior: A Systematic Review, 25(1), 95–114. Chetty, R., Friedman, J. N., Rockoff, J. E. (2014) Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood. <i>American Economic Review</i>, 104(9), 2633–2679. https://doi.org/10.1257/aer.104.9.2633. *Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit [retrieved 10 October 2018]. Hanushek, E. (1992) The Trade-off between Child Quantity and Quality. <i>Journal of Political Economy</i>, 100(4), 859–887. *Institute of	https://www.gov.uk/government/publications/research-review-series-religious-education L Gearon, 'The paradigms of contemporary religious education', in 'Journal for the Study of Religion', Volume 27, Issue 1, 2014, pages 52 to 81 M Chater, 'The fire next time? A critical discussion of the national curriculum framework for RE and the policy recommendations in the review of religious education in England', in 'British Journal of Religious Education', Volume 36, Issue 3, 2014, pages 256 to 264 'Religious education in English schools: non-statutory guidance', Department for Education, February 2010 C Clarke and L Woodhead, 'A new settlement: religion and belief in schools', Westminster Faith Debates, June 2015 C Clarke and L Woodhead, 'A new settlement revised: religion and belief in schools',



GITEP SCITT History Subject Pathway Course Reading List

We know that good History teachers love reading, are well-read, and carry on reading throughout their careers. Through this reading they seek to develop their subject knowledge and pedagogical practice, and to challenge their own perspectives with new texts and ideas. You are encouraged to begin this career long habit during your training year. Please do not spend large amounts of money on purchasing books, however, as many of them can be found in schools and History departments and loaned to you in the first instance. You can often find substantial extracts of them on Google Books for free as well.

This is by no means an exhaustive or definitive list – there is an ever growing amount of excellent material available for History teachers – this is just a selection of what is out there! **Items on this list in bold are particularly recommended**, but do check with your Subject Leader if you are unsure about purchasing books or subscriptions.



It is highly recommended that you purchase a **membership with the Historical Association**. This will provide you with access to a huge range of subject specific resources for classroom teaching and professional development. You will receive the professional journal 'Teaching History', which contains a wealth of current thinking and practice.



They offer a trainee teacher membership package, which is great value at £72 for 2 years! <https://www.history.org.uk/membership/info/secondary>

General pedagogy and practice

- Burns, M & Griffith, A: Outstanding Teaching: Teaching Backwards (Crown House Publishing, 2014) and Outstanding Teaching: Engaging Learners (Crown House, 2012)
- Jones, K: Love to Teach (John Catt Educational, 2019) and Retrieval Practice (John Catt, 2020)
- Lemov, D: Teach Like a Champion 2 (Jossey-Bass, 2015)
- Morrison McGill, R: Just Great Teaching (Bloomsbury, 2019) and Mark, Plan, Teach (Bloomsbury, 2017)
- Sherrington, T: Rosenshine's Principles in Action (John Catt, 2019) and Teaching Walkthrus (John Catt, 2020)
- Smith, J: The Lazy Teacher's Handbook – original and new editions (Crown House)
- Willingham, D: Why don't students like school? (Jossey-Bass, 2010)
- Sherrington, T: The Learning Rainforest: Great Teaching in Real Classrooms (John Catt Educational Ltd, 2017)

History teaching

- Arthur J & Phillips, R (ed): Issues in History Teaching (Routledge 2012)
- Burn, K, Chapman, A & Counsell, C(ed): Masterclass in History Education (Bloomsbury 2016)
- Davies, I (ed): Debates in History Teaching (Taylor and Francis 2017)
- Hayden, T: Learning to Teach History in the Secondary School – 4th Edition (Routledge 2014)
- Runckles, C: Making Every History Lesson Count (Crown House 2018)
- Tarr, R: A History Teaching Toolbox. Volumes 1 and 2. (Create Space Independent Publishing, 2016 and 2018)
- Thomas, E: 100 Ideas for Secondary Teachers: Outstanding History Lessons (Bloomsbury 2017)

Books about the nature of History as a discipline

- Carr, E.H: What is History? (Vintage Books 1961)
- Evans, R.J: In Defence of History (2018 edition. Granta)
- Jenkins, K: Rethinking History (2015 edition. Routledge)
- MacMillan, M: The Uses and Abuses of History (Profile Books 2010)
- Tosh, J: The Pursuit of History, Sixth edition (Routledge 2015)
- Trouillot, M-R: Silencing the Past. Power and the Production of History. (2015 edition. Beacon Press.)

Subject Pathway Programme – Embed

Date: 06/02/25

Title: Embedding literacy skills in science

Objective: To...

- Appreciate how weaknesses in literacy skills can lead to difficulty in understanding secondary science.
- Access literacy in science resources and strategies to enhance teaching.

Learn that:

3.9-To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.

3.10-Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.

4.7-High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.

For discussion in my mentor meeting this week:

Seek opportunities to **Learn how to:**

3-Discuss and analyse with expert colleagues how to teach different forms of writing by modelling planning, drafting and editing.

4-Discuss and analyse with expert colleagues how to consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior

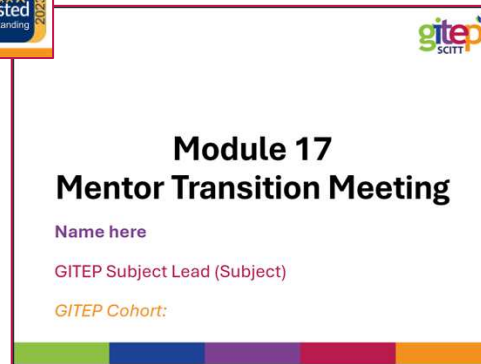
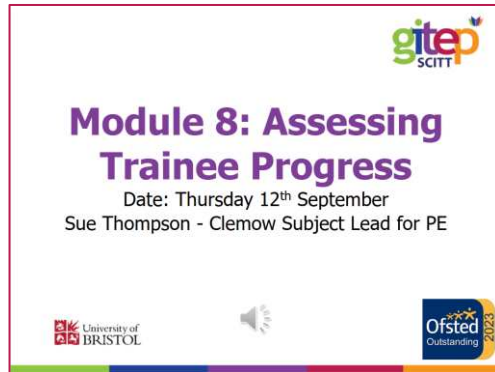
Reading suggestion:

- Teaching Secondary Science, Constructing Meaning and Developing Understanding (4th edition) by Keith Ross, Liz Lakin, Janet McKechnie and Jim Baker, 2015 – Chapters 8-11
- EEF Improving Secondary Science Guidance Report <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports>
- Teach like a Champion 3.0 by Doug Lemov, 2021 – Chapter 8 & 9
- Closing the [Reading] Gap by Alex Quigley, 2020

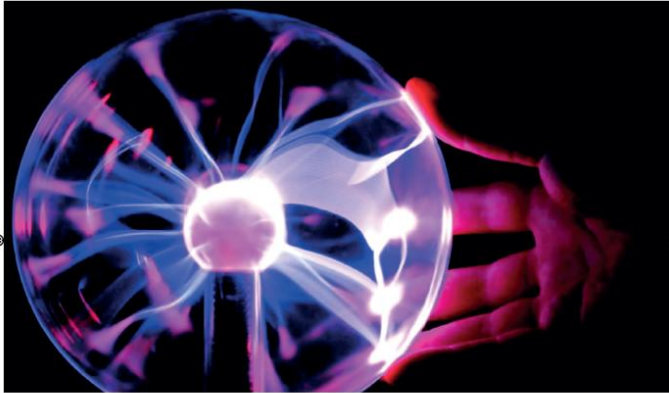
**Ensuring that mentors
have close knowledge of
the planned curriculum**



Mentor training



- Of 20 hours.....
- **6 hours** led by Subject Leads – general but including a subject specific focus
- **3 hours** self-guided subject specific



Science Trainee Logbook 2024-25

Name.....



Search (Ctrl+E)

SG Science Resources Posts Files Notes

+ New Upload Edit in grid view Share Copy link All Documents

Science Resources > 2024-25 Subject Pathway > Term1-Exploring

Name	Modified	Modified By	+ Add column
Wk01-Intro to teaching science 05-09-24	January 9	E Fletcher-Sykes	
Wk02-ITAP1-High expectations and behavi...	January 9	E Fletcher-Sykes	
Wk03-Exploring lab safety & Nat assessme...	January 9	E Fletcher-Sykes	
Wk04-Team teaching and evaluating its im...	January 9	E Fletcher-Sykes	
Wk05-Biology1-Cells 3-10-24	January 9	E Fletcher-Sykes	
Wk06-Biology2-Body organisation 10-10-24	January 9	E Fletcher-Sykes	
Wk07-ITAP2-Inclusion and SEND 17-10-24	January 9	E Fletcher-Sykes	
Wk08-Organising knowledge within the sci ...	January 9	E Fletcher-Sykes	
Wk08-SKE-Biology 25-10-24	January 9	E Fletcher-Sykes	
Wk09-Chemistry1-Particles 7-11-24	January 9	E Fletcher-Sykes	
Wk10-Chemistry2-Atoms, elements and co...	January 9	E Fletcher-Sykes	

Weekly emails

Write subject here
WEEKLY BULLETIN



Introduction

- Welcome/greeting/thank you
- General reminders and deadlines (could come from Mentor Monday)



Subject pathway DD/MM/YY

- Overview of SP session that week, including CCF's 'learn that' statements and evidence base



Explore with your Mentor

Follow - up discussion/action, with reference to the CCF 'learn how' to statements



Resource/reading of the week linked to this week's SP session

- From logbook page or other



Subject Pathway next week

- Date & time
- Location
- Topic
- Preparation for trainees



CPD opportunities

Any events, webinars, network meetings, etc that might be of interest to trainees and mentors



Have a great week.
Team GITEP.

Quick links:

GITEP Course Calendar	Mentor Training Curriculum	Mentor Standards	NASBTT Mentor Modules	GITEP Lesson Evidence Form	Lesson Observation Guide
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- Bridge between theory and practice
- Directed at mentors and trainees *together*
- Succinct
- Clear follow up actions for mentor and trainee linked to Subject Pathway
- Shared reading/resource linked to Subject Pathway
- Same day and format each week

Subject Pathway Programme – Enhance	
Date: 19/06/25	Title: Critical Studies – Art histories?
Objective:	
Learn that: 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. 3 (1) Secure subject knowledge helps teachers to motivate pupils and teach effectively. 3 (2) Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed. 3 (3)	
For discussion in my mentor meeting this week:	
following expert input – by taking opportunities to practise, receive feedback and improve at: • Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject. • Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations. • Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content). • Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts. (3)	
Reading suggestion: https://www.artpedagogy.com/ https://www.nsead.org/ https://www.tate.org.uk/art/student-resource/exam-help Addison, N and Burgess, L. Learning to Teach Art and Design in the Secondary School. Routledge Hickman, R. Art Education 11-18. Continuum Hickman, R. Art and Design Student Handbook. Pearson	



Discuss with your mentor

Title/topic/theme

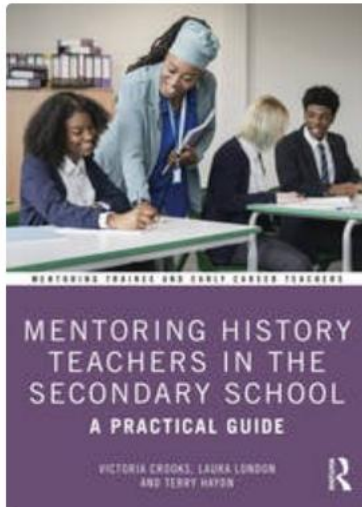
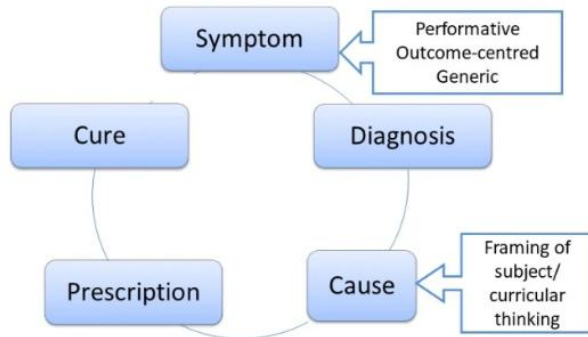
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Subject Mentor Meeting			w/c
Days absent	No. of lessons Obs: Team: Solo:	No. of lesson evidence forms:	
Review and evaluation of last week's targets			
1. 2. 3.			
Use the impact diagram to reflect on the impact of your practice on pupil outcomes			Strand
1 2 3			
Reflection on Subject Pathway, Professional Studies and self-study. How could this impact your practice?			
Set or refine 3 SMART developmental targets			Strand
1 2 3			
Signature of trainee:			Signature of mentor:
			PL/SL checked:

Where next?.....



Observation Trap



Subject specific mentoring
approaches

Thank you.

Are there any questions?

