

Number 2



Week 9 7 th Nov	Topic: Curriculum Case Study Topic: Literacy across the Curriculum Resource: A 3 Tier Approach to Supporting Learners
Week 10 14 th Nov	Subject Day – see individual subject programmes Introducing PebblePad – mentees will share their portfolio with their mentor Teaching observations (first one UW tutor and subject mentor together)
Week 11 21 st Nov	Topic: Teacher Identities – professional, situated and personal Topic: Module consolidation Topic: Personal Philosophies of Teaching Teaching observations (first one UW tutor and subject mentor together)
Week 12 28 th Nov	Topic: Shimamura's MARGE model – a whole brain approach Resource: Discussion of Shimamura Topic: Supporting Additional Needs - resources Resource: Universal SEND Services Teaching observations (first one UW tutor and subject mentor together)
Week 13 5 th Dec	Topic: Reviewing

	UW tutor and subject mentor together)
Week 15-16	BREAK
Week 17 2 nd Jan 24 Jan 24	Online tutorials – all trainees to prepare Spring Action W nBT0 Tc 10.98 0 0 10.98 98.7 256.62 Tm(O) Topic: Motivation in learning Topic: Literacy Across the Cu -0.001 Tw 10.98 0 0 10.98 41.94 134.28 Tm(23)TjETQq36.78 117.9 56.28 26.82 re

Section 2: Course assessments and assignments

1. Teaching Practice – PebblePad

Lesson Observations

Trainees are expected to have at least one formal observation by the end of Term 1. This will be carried out as a **joint learning observation (JLO)** between subject mentor and university tutor. Your trainee will arrange this with you.

The role of informal feedback is highly valued and trainees are encouraged to capture this as notes their **PebblePad Professional Discussions** log. This includes, informal discussions on planning and teaching , mentor meetings and discussions with placement colleagues.

2. Module Teaching Learning and Assessment - This module has 1 assignment submitted in 2 parts

Assignment A

Part 1 Annotated Sequence of Delivered Lessons

Trainees plan and deliver a sequence of 4-6 lessons for this task. The sequence of lesson plans should be annotated after delivery to show the following

- a. 2 examples of subject pedagogy and justification of your choice
- b. 2 examples of formative assessment and justification of your choice
- c. 2 references to evaluative notes on the sequence of your plans and the impact of the sequence
- d. 2 examples of inclusive practice and reference to the principles of inclusive practice supporting your choices
- e. 2 examples of where you have adapted/tweaked the sequence and why you adapted and what the impact on learners was

Part 2 A written critical commentary of the delivery of the learning sequence

Trainees should use their annotations to critically evaluate practice and comment on emerging themes. You can support your mentee by observing their practice, providing feedback and engaging in critical debate about their practice.

Course dates and events

