

Session Plan

Module

Subject specialism

Level: 4

Duration: 30 mins

Aims :

Key focus on subject area
personal tutor

key messages: developmental & complimentary to

Obs. – concentrate on subject

content . Imp. of dialogue

Objectives:

By the end of the session the individual and/or group will:

- 1 understand how to make observation feedback more specific to the subject content
2. think through tasks to give a trainee to help them develop their subject knowledge & teaching skills

Time	Learning, Teaching and Assessment Activities				Resources
	Planned Learning Outcomes	Learning	Teaching (Guidance on Obs. Covered within Mentoring Process)	Assessment	
10 mins	1	a) Using post-its, produce list of aspects can comment on when doing an observation b) categorise aspects under 3 headings	What makes you a subject specialist? Recap – observations Categorise – under General Teaching & Learning/ subject specific/ both	Note aspects Discussion around decisions on b)	Post - its Flip chart paper and pens Session Pack
18 mins	2	a) Produce list of tasks could do/ use with a trainee to help them develop subject knowledge. Compare against list provided b) what other resources are available to support trainee?	Inspection findings/ research into subject specific mentoring (www.ttrb.ac.uk) 'Learning happens everywhere'	Discussion Record tasks on flipchart	Powerpoint/ handout
2 mins			Summary – Observation feedback link to subject content use a wide range of training activities		As above

Extension activities/Further study/Reading/ Action Research:

- 1 Reflect** on how effective you have been in the past supporting trainees develop their subject specialist knowledge as well as their general teaching skills.
- 2 Check** own ITT provider's guidance on subject development, plus current scheme of work for ITT programme
- 3 Look at** www.qiaexcellence gateway

Use search facility to access information on 'Subject Learning Coaches' – more than one section and useful case studies.

- 4 Read** précis list – one sheet with key points from articles listed below (from www.ttrb.ac.uk)

R+DA – Research into subject specific mentoring on the PGCE science course at the Institute of Education, University of London, academic year 2004/5

The Mentors' Use of Adult Learning Theories: Are Theory and Practice Co-Extensive?

Jones, M, Nettleton, P. and Smith, L. (2005) The Mentoring Chameleon

Summative Assessment:

Prepare your own prompt sheet of possible tasks - subject specific to use with your trainees
Plus produce a list of subject specific resources that you could use/ guide your trainees to

Mapping against Curee

Skills

Facilitate access to research & evidence –development of pedagogic practice C3
Broker access to range of opportunities M4
Observe, analyse and reflect M5,C5

Principles

Combining support from fellow professional learners & specialists
A learning conversation