|  |  |
| --- | --- |
| **Student name:** | **Student Number:** |
| Stage 1  04.09.2023 to 21.12.2023  **Teaching File – record of weekly reflective discussions.** | |
| **Week 1 04.09.2023.**  University Big Question – [T1] What is your understanding of safeguarding legislation incumbent on school staff, including risk assessing an offsite visit?  University Tutor focus – Tutorial: What are your hopes and concerns for this PGCE year? What personalised needs have you made your UBT aware of? Have you drafted your Pen Portrait for checking? | |
| **Week 2 11.09.2023.**  University Big Question – [T1] What is your understanding of Teacher ‘professionalism’ and what wider responsibilities does it have?  Subject lens focus – What responsibilities are unique or particularly important to the teaching of Dance in school? What activities do you think are important for pupils to learn within Dance? | |
| **Week 3 18.09.2023.**  University Big Question – [T2] What are some of the key theories underpinning learning? How do these ensure ‘effective’ teaching?  Subject lens focus – What does effective teaching in Dance look like? | |
| **Week 4 25.09.2023.**  University Big Questions - [T3] How have you identified & planned to use legislation, including specialists from beyond your classroom, to support pupils? What are the key theories underpinning adaptive practice? How might they be incorporated into planning for pupil learning?  Subject lens focus – How will you develop your lesson planning to cater for all needs so as to ensure effective adaptive practice? What challenges and barriers are likely to be most relevant to Dance as a subject specialism? | |
| **Week 5 02.10.2023.**  University Big Question – [T4] How are you planning to manage your self-care and well-being during PGCE Stage 1? How do you anticipate the research of Bennett, Dix and Rogers will help you prepare for transition onto placement?  Subject lens focus – How will your identity as a Dance teacher affect your management of pupils within a lesson? What strategies are most relevant or important for managing behaviour within the context of a Dance lesson? | |
| **Week 6 09.10.2023.**  University Big Question – [T1] What examples of ‘teacher professionalism’ have you seen whilst observing your experienced colleagues teach or fulfilling wider duties around the school?  Subject lens focus – What specific things does your school do in respect to Dance outside of the classroom? What clubs, homework, assemblies etc. are there? For example, is there a school production or similar opportunities? | |
| **Week 7 16.10.2023.**  University Big Question – [T2] Have you recognised and shown an understanding of what ‘effective teaching’ is?  Subject lens focus – What does an effective or outstanding Dance lesson look like? | |
| **Week 8 23.10.2023.**  School-based ITAP – [T4] How has your practice developed with the focus of the school-based ITAP? | |
| **Week 9 30.10.2023. Asynchronous learning activities.**  ITAP Focus catch-up  **SGP761 SUBMISSION.** | |
| **Week 10 06.11.2023**  University Big Question – [T3] What range of variance is there in your pupil's & how do these differences impact on their learning? What adaptive decisions have been successful?  Subject lens focus – How does student prior knowledge, background or context impact upon the way in which they learn Dance? | |
| **Week 11 13.11.2023**  University Big Question – [T2] How have you used teaching strategies such as scaffolding, modelling, targeted questions or paired/group activities to support pupil learning?  Subject lens focus – How have you implemented adaptive practices to support learners in your Dance lessons? | |
| **Week 12 20.11.2023**  University Big Question – [T2] How have you provided verbal or written feedback on pupils work and what opportunities have you provided for them to respond?  Subject lens focus – Give examples of have you have provided Dance specific targets or feedback. How are pupils able to evidence responding to this feedback? | |
| **Week 13 27.11.2023**  University Big Question – [T3] How have you identified ways to group pupils with different learning needs & plan their individual learning towards the same class learning objectives?  Subject lens focus – How have you used different resources or strategies to support learners? How can you make Dance a subject all students can access and engage with? | |
| **Week 14 04.12.2023**  University Big Question – [T4] How have you identified & used factors that impact on behaviour & motivation including those factors that support pupil wellbeing?  Subject lens focus – How have you tried to motivate and engage all students to get involved in their Dance lessons? | |
| **Week 15 11.12.2023**  University Big Question – [T2] What range of assessment strategies, both formative & summative, that ensures pupils make progress have you used? What was their impact & how do you know?  Subject lens focus – How have you assessed progress in Dance and what have you assessed? | |
| **Week 16 18.12.2023**  University Big Question – [T1] Reflecting back on your own ‘teacher identity’, what are your areas of strength and areas for development as you prepare move into Stage 2? How did you ensure that you created a safe & secure learning environment for all?  Subject lens focus – How have you made Dance inclusive and provided opportunities for students to express their views about the subject? How have you considered the safety of students and the space they are working in? | |
| **End of Stage 1 Summary Statements** | |
| Professional Mentor comment:  Signed: Date: | |
| Mentor comment:  Signed: Date: | |
| University Tutor comment:  Signed: Date: | |
| Student comment and actions for Stage 2:  Signed: Date: | |