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| **Student name:** | **Student Number:** |
| Stage 104.09.2023 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 – Are there aspects of professionalism that are different for a science teacher than a teacher of some other subjects? |
| **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 – How could you apply some of Rosenshine’s principles to a science lesson that aims to explain series electrical circuits. |
| **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 might you adapt your science lesson plan to enable Children with ADHD to access a practical on the reactivity series. |
| **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 – Based on the work of Tom Bennet, what steps would you put in place before a practical began to ensure good behaviour rather than reacting to bad behaviour that may occur. |
| **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 opportunities are there for science teachers to demonstrate professionalism by working with laboratory technicians to stay up to date with the latest CLEAPPS advice on how to carry out certain practicals? |
| **Week 7 16.10.2023.**University Big Question – [T2] Have you recognised and shown an understanding of what ‘effective teaching’ is?Subject lens focus – At the end of a KS3 science lesson on a topic such as cells, how would you know that your teaching had been effective? |
| **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 – What examples of SEND have you encountered and give an example how you modified a science lesson that involved the use of graphs or tables to accommodate these needs?  |
| **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 – Explain how you have taken an abstract science concept such as electricity or atomic structure and modelled it effectively. |
| **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 – What examples have you of when you have given feedback that has enabled a pupil to improve their how science works skills or a specific area of science knowledge. |
| **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 do you group your pupils during a science practical. Do you factor in ability, behaviour, leadership skills? |
| **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 – Have you taught a real-life example of how science can help pupils’ wellbeing? Have you taught healthy eating or exercise in biology, earths resources in chemistry or renewable energy production in physics? |
| **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 – Following a formative or summative test what specific examples do you have that show an improvement in knowledge of a science topic.  |
| **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 – With reference to your science subject knowledge audits which areas have you improved your confidence in and what topics remain an area to focus on? |
| **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: |