

Professional Learning Module

The ITE Partnership Curriculum in Science

Session Content

1. Supporting BSTs concerns with progress, wellbeing and professionalism
2. Mentor meetings
3. The science curriculum and how this complements/builds on the core curriculum
4. Supporting BSTs with their subject knowledge development
5. Q & A

Supporting BSTs to develop their practice

Reflective Reviews

Weekly Meetings (WLPR)

Co-planning/ team-teaching.

Observations (of the BST) & LDR

Observations (by the BST)

Target setting

Modelling good practice/sharing expertise

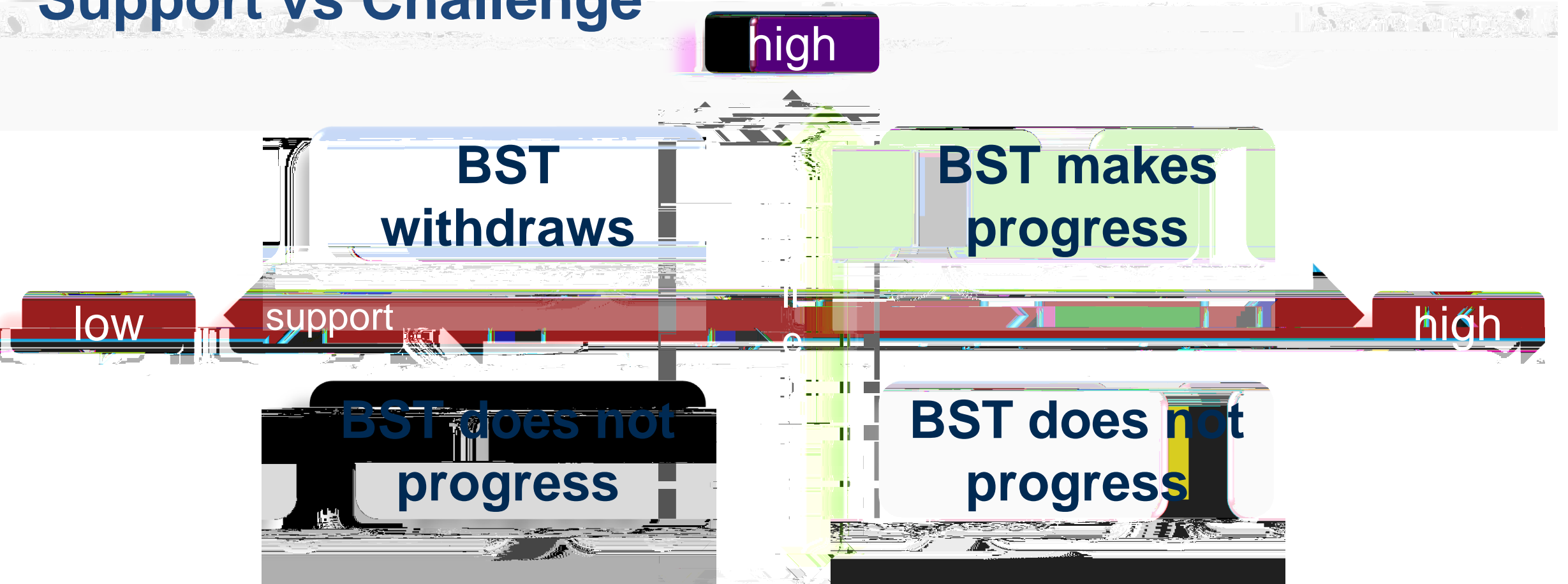
Assessment

Progress Review Point (4 phases)

Progress Portrait (assessment framework)



Support vs Challenge



Reflective Reviews

Reflective Reviews capture the BSTs experiences on the programme in terms of gaining, applying and refining their progress through the **ITE Partnership Curriculum**.

Students complete their reflective reviews at the end of each phase

Key to writing a successful reflective review is to:

Reflect upon the knowledge, skills and understanding that you have learnt in a particular component of the ITE Partnership Curriculum and

Explain how have you applied that knowledge in your own practice

Weekly mentor meetings

What works well for you during your weekly meetings with your BST?

Science Curriculum - Intent

. This includes gaining knowledge of a range of subject-specific pedagogy (challenging misconceptions, modelling, working scientifically, developing scientific literacy) and critically applying it to their practice.

This includes gaining knowledge of how to meet the learning needs of all pupils in science, how to inspire a sense of wonder and curiosity about the subject and promoting progress in it. By distinguishing between substantive and disciplinary knowledge, BSTs will be able to help pupils learn how scientific knowledge is established by scientific enquiry.

This includes gaining knowledge of the continued importance of science in their own lives and society, coherence of science with other subject disciplines, the professional responsibilities associated with being a science teacher and developing a strong subject identity.

Our curriculum in brief:

KS3 PCK sessions in B, C & P

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A level PCK sessions in B, C & P

Adaptive teaching in science

Purposeful enquiry in science

Literacy/Numeracy in science

Assessment in science

Etc.

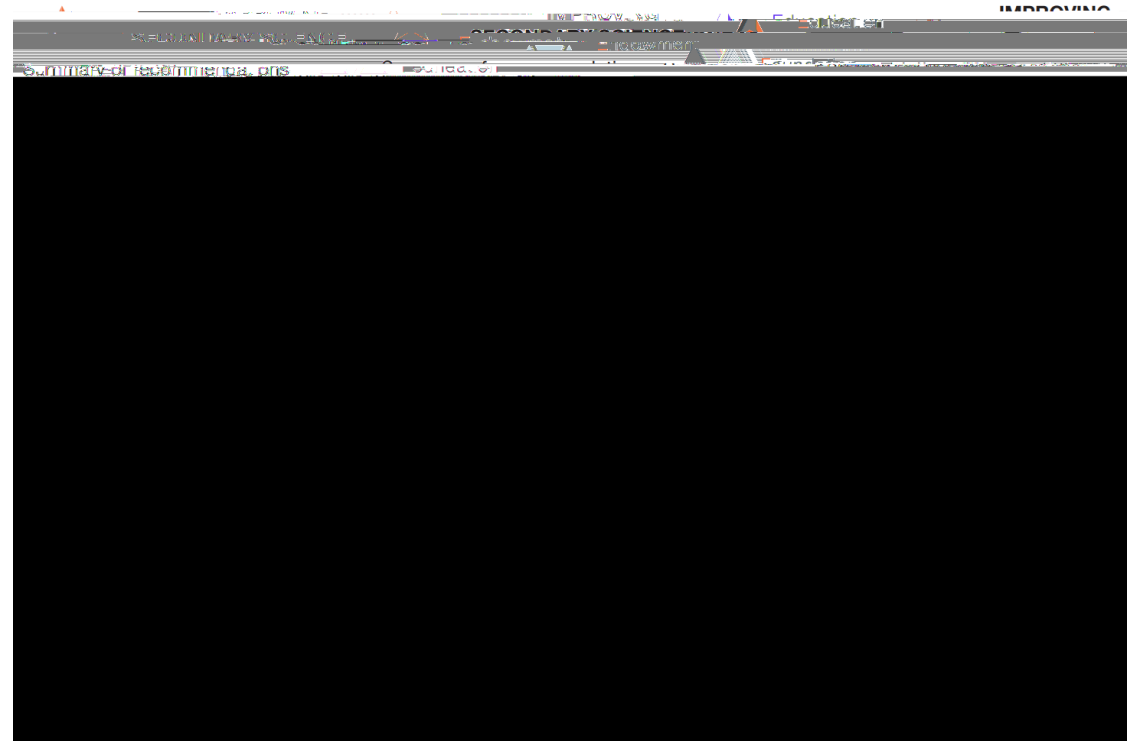
Pedagogical Content Knowledge PCK:

Those who understand: knowledge growth in teaching Shulman (1986)

PCK involves:

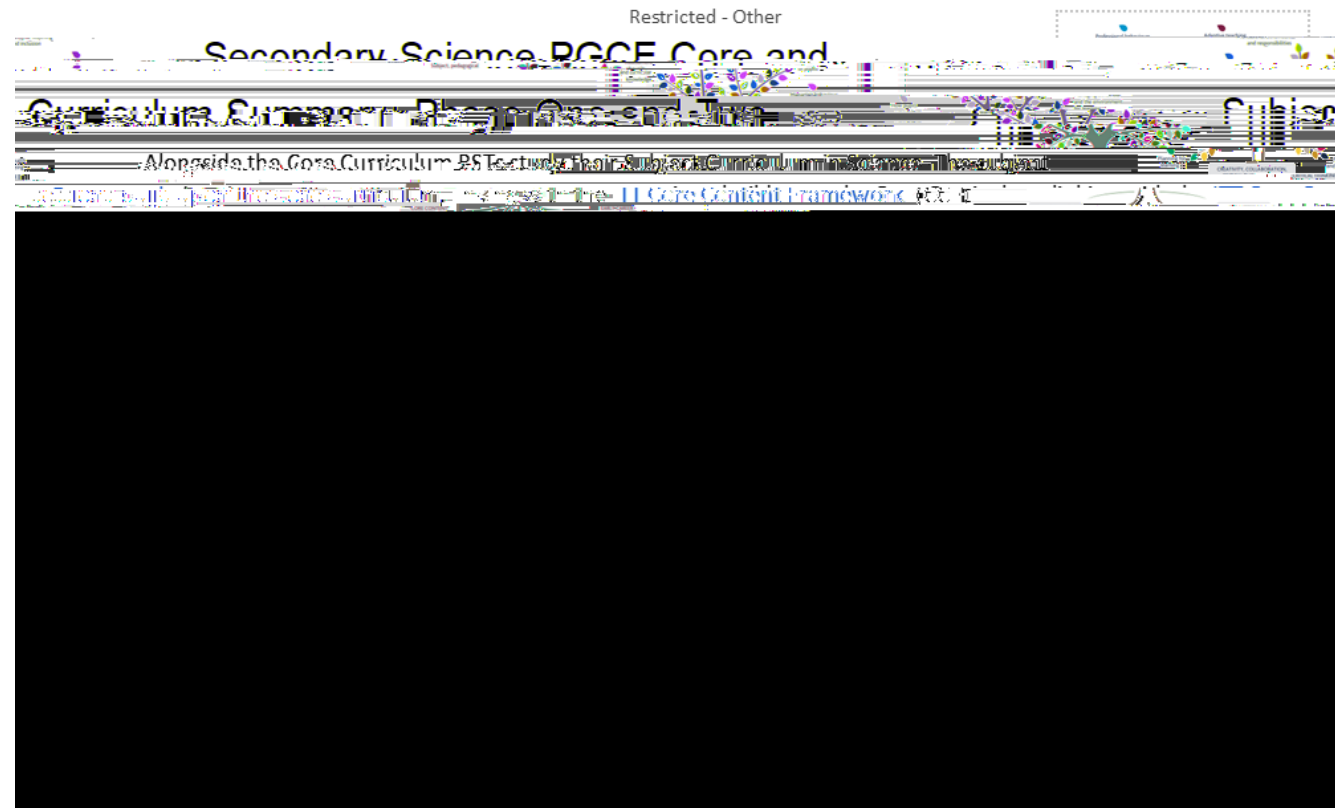
Science Curriculum È feedback

Do you have any feedback, suggestions or questions about the curriculum?



**How can you support the development of BSTs
subject knowledge.**

Subject knowledge within our curriculum



Sharing approaches:

Develop deeper understanding with models. Education in Chemistry (2019)

<https://edu.rsc.org/feature/develop-deeper-understanding-with-models/3010519.article>

Practicals: Why you should take them slow. Education in Chemistry (2020)

<https://edu.rsc.org/ideas/practicals-why-you-should-take-them-slow/4012186.article>

Scientific enquiry- enquiry-based learning. ECDC (2018)

<https://www.tandfonline.com/doi/abs/10.1080/03004430.2019.1653554>

Misconceptions about energy change. Education in Chemistry (2024)

<https://edu.rsc.org/cpd/chemical-energetics-words-matter/2000004.article>

A quick check...

Do you have access to the online handbook?

Are your colleagues aware of the BST pebble pad? Can you access?

Any questions?