

Curriculum and subject knowledge

3. Demonstrate good subject and curriculum knowledge

- *have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings*
- *demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship*
- *demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject*

At the start of phase one my mentor had mentioned that after Christmas, he wanted me to take his top set year 10 GCSE theory class. As I was unaware of the opportunities I will have in my next placement to teach theory lessons, I was excited for the new challenge and targeted along with my subject mentor in my SMARTER targets, to increase my GCSE subject knowledge. (Appendix One) At this point I felt relatively comfortable taking a practical PE lesson, but I had no experience of teaching in a classroom so I was a little apprehensive initially. However, I knew as long as my subject knowledge was at a high standard it would help me with this class. Each week in phase 1 and 2a, I familiarised myself with the year 10 GCSE specification and gained as much knowledge as I could in the areas I would be teaching after Christmas.

At the beginning of phase two I began to solo teach the class. The group were an excellent group to work with, because not only were they very willing to learn, but their probing questions and clear interest in the areas I was teaching, meant that I had to continually further my knowledge in order to keep up with them and engage with them. This was very challenging for me, it meant that before each lesson I had to not only plan the learning experience that I wanted to offer the pupils in the lesson, but had to think about the sorts of things they might ask me. I put a lot of time and effort into my research for these lessons, which was time consuming but very enjoyable and interesting, not only for me, but for the pupils when I delivered the lessons.

Appendix One
(SMARTER Targets)

S3: Demonstrate good subject and curriculum knowledge						
3a	Begin to revise knowledge of GCSE PE theory	This will allow me to plan lessons for the GCSE class, which provide relevant knowledge and make the lessons interactive and fun for the learners.	Show my lessons to RL before I do them. Receive and use feedback from this. Also gain feedback after I have taken the lesson.	14/11/12	On going	2a

S6: Make accurate and productive use of assessment						
6b	Include differentiation in lesson plans	I will write a lesson plan which shows differentiation through the questions I will ask the pupils.	I will reflect on how the pupils respond to this	21/11/12	22/11/12	2a
6b	Create a peer assessment sheet	I will create worksheets which pupils will use during lesson to peer assess each other.	Take the sheets in and see how they respond to peer assessment	21/11/12	22/11/12	2a
6c	Use previous data to plan assessment lesson.	I will use the data I have gained over the last 6 weeks to help assess pupils.	Use previous assessment scores to group pupils together to see if improvements have been made.	07/02/13	14/02/13	2b
6d	Start to use different assessment methods during	This will allow the pupils to get more out of their lessons	Read up on assessment for learning methods and	14/11/12	21/11/12	2a