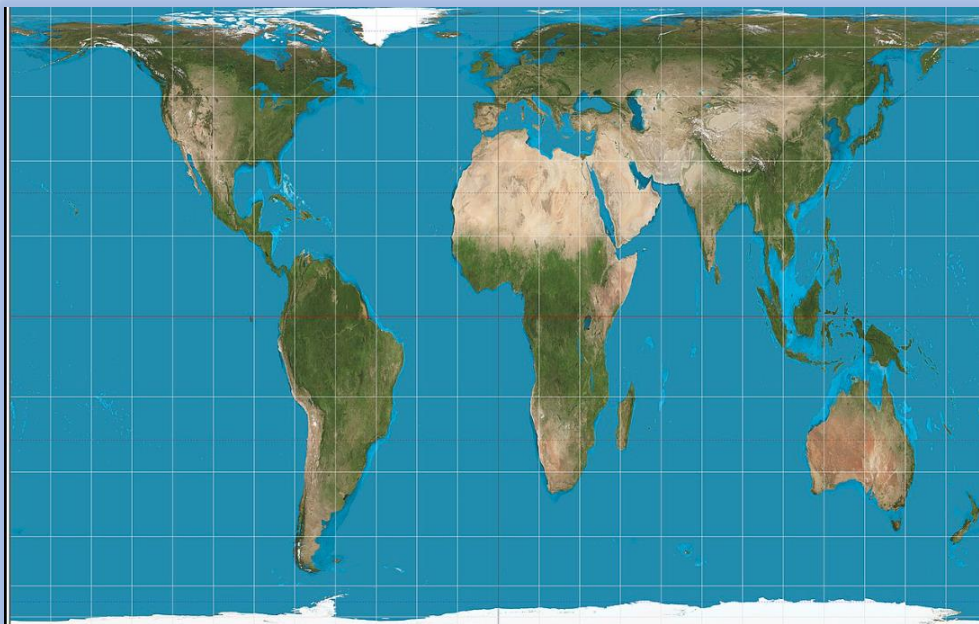


Training Standard 3

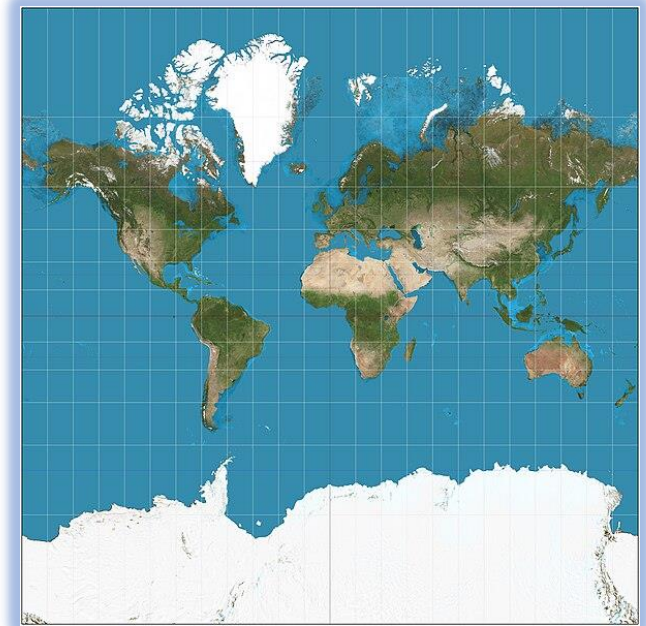
of the industry agreed Initial Teacher Training Core Content Framework



Peter's Projection Map, By Strebe - Own work, CC BY-SA 3.0,
<https://commons.wikimedia.org/w/index.php?curid=16115242>

Ms Akindeinde

17th July 2024



Mercator's Projection Map,
https://en.wikipedia.org/wiki/File:Mercator_projection_Square.JPG

Roadmap for presentation on TS3 - Demonstrate Good Curriculum and Subject Knowledge

1 Interpretation

How I interpret this
training standard



2 Actions taken

What I have done to apply
strategies from the standard

3 Ms Akindeinde's Top 5 Tips

My top tips for applying this
training standard effectively



<https://www.visitengland.com/uk-united-kingdom>

The Raison d'être of Teachers

My Interpretation pt. 1

Teachers help prepare students to navigate modern life beyond the classroom – there are many sources of information in children's lives now.



Teachers are trusted to be role models of academics and good citizens.



Improving Literacy in Secondary Schools, EEF

July 2018

Authors: Alex Quigley and Robbie Coleman

Chief Executive Sir Kevan Collins

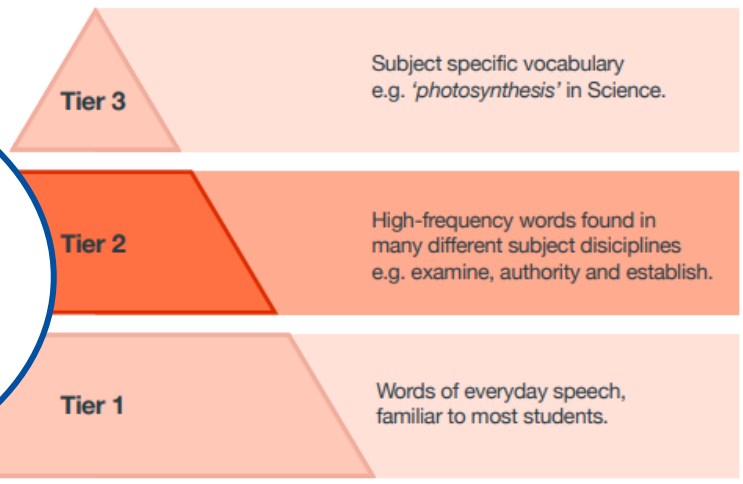
My Interpretation
pt. 2

Main conclusions

- All teachers are responsible for proactively teaching good spelling, punctuation and grammar relevant to the subject, English fluency and reading widely, regardless of the subject they teach
- This is because literacy is the key to academic success across the curriculum
- Still not convinced? Low levels of literacy costs the UK economy at least £20 billion a year
- Don't care about the economy? Young people who leave school with low literacy are held back in sphere of life: health, employment, finance...

Main advice for teachers (10 recommendations in the report, formatted in a school day timetable)

- Encourage disciplinary literacy by including a list of tier 3 key words for a topic after teaching it on the slides, for example
- Modelling reading academic or specialist texts, reading in groups and asking comprehension, retrieval and prediction questions can help students learn to read complex texts
- Break down writing and talking tasks to provide structure and focus
- Interventions might be necessary to boost the literacy of younger students before it becomes an issue
- Address subject-specific misconceptions about how to write a report, or the meaning of “factor”, for e.g.



Proactively taught disciplinary vocabulary - slide at the end of my interview and PA lesson with key subject vocab.

Role modelling - proactively learning in my own time, at museums, galleries and online lectures, so that I can proactively teach.



Actions I have Taken

Made complex texts and ideas engaging by relating to current affairs and everyday life e.g. kangaroo.

Enquired the Geography department about their sow and sol.

Asked colleagues for advice on educational games and learned new strategies from colleagues for Reading Intervention (S8 Professional Behaviours).

Developed a robust program and "broke down reading" - ran a Reading Intervention, designed scheme of work, reciprocal reading, encouraging wider reading. Also, helped with Geography Interventions.



4: The reciprocal reading approach

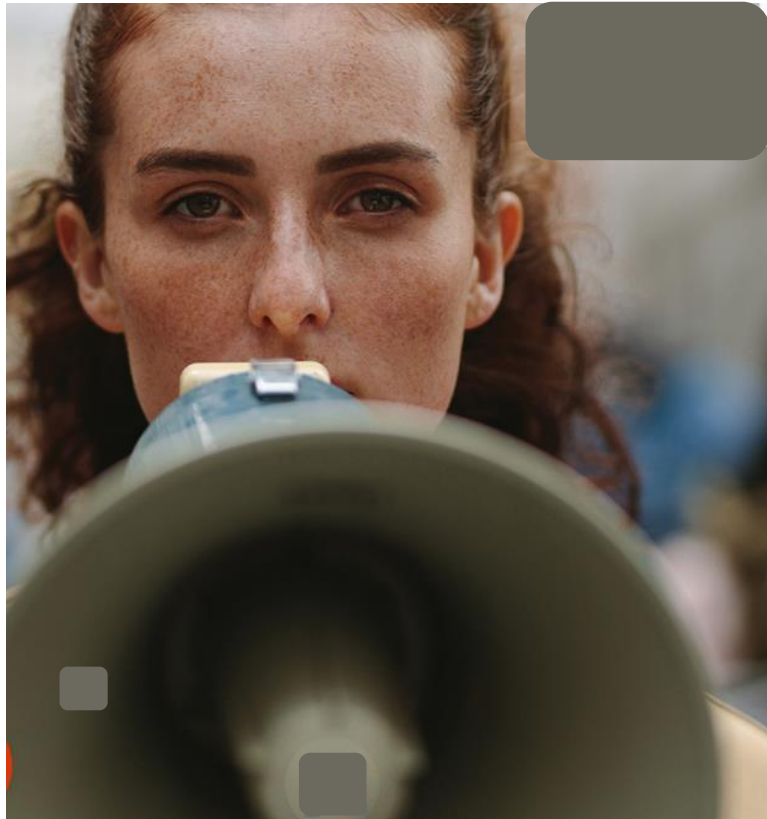
Ms Akindeinde's Top 5 Tips



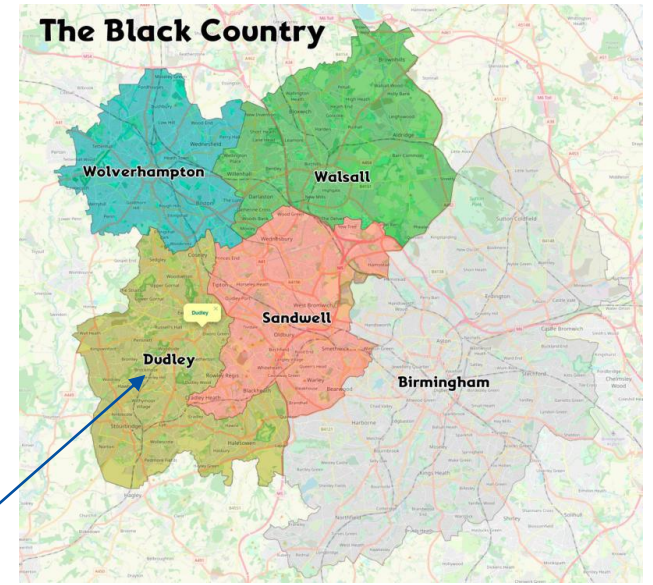
- 1 Be a role model.
- 2 Nurture students' curiosity and desire to read and write – ask and answer questions after teaching.
- 3 Be humble and admit your knowledge gaps.
- 4 Be a lifelong learner.
- 5 Check lesson materials before sharing.



Thank you for listening



Any questions or reflections?



“Onwards”.