| Early Years Developmental Placement | | | |
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| **Week 3 Strand Focus: Professional Behaviour** | | | |
| The ITE Curriculum is a joint venture between university-based learning and learning through practice in schools. Based on the Core Content Framework, please reinforce what the trainees have learned by putting this in context in schools | | | |
| The ITE Curriculum in University | | | |
| *Learn That…* | | *Learn That…* | |
| Professional development will be continuous over time. It will involve mentoring and support from experts  along with opportunities for collaboration. | | Discuss and analyse how to work effectively as part of a team with expert and experienced colleagues, so that individual colleagues are supported and all work in a team | |
| Improvement in practice comes from being reflective which is supported by both feedback from and observation of experienced colleagues. Additionally,  engaging in professional debate and educational research is also beneficial to improving practice. | | Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents  to report. | |
| Consider to make valuable contributions to the wider life of the school through supporting school colleagues in after-school/lunch time clubs – linked to subject enrichment. | | Protect time for rest and recovery and be aware of the sources of support available to support good mental | |
| How to ensure their digital footprint reflects the values and attitudes expected of a primary teacher. | | Develop an awareness of self and personal attributes. | |
| Begin to understand their personal strengths and areas for development in relation to their own practice. | | Develop skills in working with peers in university sessions and on paired placement. | |
| Their self and personal attributes will have an impact on their teaching. | |  | |
| The ITE Curriculum in school | | | |
| *Mentor to work on with the trainee* | | | |
| Discuss how to best deploy support staff so that they benefit the emotional, social and academic progress of pupils linked to working with the SENCO. Demonstrate this via planning. | | Identify an area of the curriculum you feel less confident. Discuss the process involved to ensure you are best prepared to teach it. | |
| Reflect and analyse why some parents may not be engaged. Consider ways to overcome this. | | Identify some research that you can apply to your teaching. Share this with your mentor. | |
| Identify strategies to support workload and wellbeing. | | Discuss what professionalism means in relation to the teaching profession. | |
| Composite knowledge/understanding/skills | | | |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| What constitutes the professional role of a teacher. | The expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession. | | Demonstrate professionalism by understanding the wider roles and responsibilities of a teacher. |