| Early Years Undergraduate Year 1 | | | |
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| **Week 2 Strand Focus: Professional Behaviours** | | | |
| 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…* | | Their responsibilities related to safeguarding and reporting an issue. | |
| Their self and personal attributes will have an impact on their teaching - with specific consideration to Fundamental British Values | | *Learn How…* | |
| Working with parents. Why some parents are challenging to engage and how to overcome these barriers. | | Develop as a professional, by receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes. This should be sustained over time with built-in opportunities for practice. | |
| How to ensure their digital footprint reflects the values and attitudes expected of a primary teacher. | | Engage with feedback and guidance from mentors and other colleagues in an open and trusting working environment. | |
| Effective professional development will involve expert support and is likely to be sustained over time. It will also include coaching and opportunities for collaboration. | | Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. | |
| Effective professional development is sustained through ongoing reflection and discussion with colleagues. | |
| The ITE Curriculum in school | | | |
| *Mentor to work on with the trainee* | | | |
| Talk about the importance of involving parents in children’s learning and school life. What does the school do to enhance this? Observe liaison with parents. | | Talk to the teacher about the role of a Teaching Assistant. Talk to the Teaching Assistant about effective direction. Discuss how the Teaching Assistant should enhance your teaching, not replace it. | |
| Discuss the importance of rest and recovery. Seek different ways from staff how they achieve this. | | Discuss teamwork in relation to teaching. Who is part of the ‘teaching team’? How can you integrate into the team as a student/teacher? | |
| Identify own strengths and areas for development linked to personal attributes. Ask the teacher for their views and be open to receive feedback. | | Observe a member of staff in a succession of extra-curricular clubs. Observe how these are approached differently to class teaching. | |
| 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:*** |
| That positive professional conduct underpins self-development and effective working relationships. | The importance of having high standards of professional conduct and be able to adapt to the needs of the school environment. | | Work effectively and competently with peers and colleagues and to be able to contribute to professional discussions. |