| Early Years Postgraduate Introductory Placement | | | |
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| **Week 2 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 manner. | |
| Their self and personal attributes will have an impact on their teaching. | | Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. | |
| 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 wellbeing. | |
| 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. | | 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. | |
| Develop skills in working with peers in university sessions and on paired placement. | |
| The ITE Curriculum in school | | | |
| *Mentor to work on with the trainee* | | | |
| 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 | |
| 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. | | 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. | |
| Discuss the importance of rest and recovery.  Seek different ways from staff how they achieve this. | | 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.  Their professional development will continue throughout their teaching career.  Reflective practice is essential in ensuring effective professional development.  The importance of positive professional relationships. | | Work effectively and competently with peers and colleagues and to be able to contribute to professional discussions. |