| Primary PGCE Introductory/Developmental Placement | | | |
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| **Week 8 Strand Focus: Professional Behaviours 2** | | | |
| 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* | | | |
| 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:*** |
| 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. |