# Professional Practice Curriculum Handbook

PGDE Post-14 Education

Trainees should use this handbook in conjunction with the module handbook for

FET4000: Reflective Professional Practice in Post-14 Education

# AY 2021/22



Table of Contents

[Professional Practice Curriculum Handbook 1](#_Toc84265441)

[AY 2021/22 1](#_Toc84265442)

[Welcome 3](#_Toc84265443)

[Key contacts 3](#_Toc84265444)

[Intent: 3](#_Toc84265445)

[What are the EHU ITE Pillars? 4](#_Toc84265446)

[What are the ETF Professional Standards? 4](#_Toc84265447)

[What is the ITE Core Content Framework? 5](#_Toc84265449)

[Further support and resources 6](#_Toc84265450)

[Professional Practice Scheme of Learning: Guidance for Weekly Development Meetings (WDM) 10](#_Toc84265451)

[Progression overview throughout Professional Practice 18](#_Toc84265452)

[Prior to Professional Practice: 18](#_Toc84265453)

[End of Professional Practice (End of Placement) 19](#_Toc84265454)

[References 19](#_Toc84265455)

# Welcome

Welcome from Professor David Aldridge, Head of Secondary & Further Education

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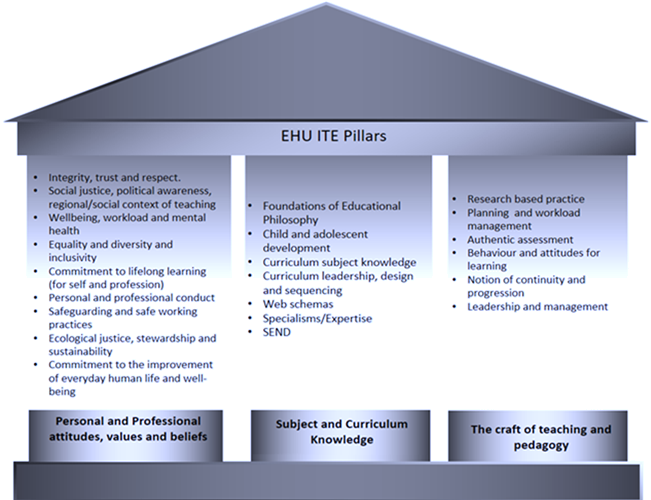
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# Intent:

It is our intentto provide all trainee teachers with a broad, balanced and challenging curriculum, which is sufficiently flexible to meet personal, local or national priorities and needs.  The quality of curriculum can be judged on how effectively we provide our trainees with opportunity to develop in terms of the [Education and Training Foundation (ETF) Professional Standards](https://www.et-foundation.co.uk/supporting/professional-standards/) and the Edge Hill ITE ‘pillars’, both of which underpin all provision. Explicit links are also made to the [ITE Core Content Framework (CCF)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) as Post-14 provision will also include potential opportunities to teach in the Secondary sector after the completion of the [post-qualifying QTLS process](https://set.et-foundation.co.uk/professional-status/qtls) through the [Society of Education and Training](https://set.et-foundation.co.uk/about-set).

## What are the EHU ITE Pillars?

All ITE at Edge Hill is underpinned by the three ITE pillars. Each pillar represents a different aspect of effective teaching and collectively, they represented the collective philosophy and vision for ITE at Edge Hill. All four modules on the PGDE in Post-14 Education are underpinned by the ITE pillars and the ETF Professional Standards.



## What are the ETF Professional Standards?

### [The Professional Standards](https://www.et-foundation.co.uk/supporting/professional-standards/) **were developed in 2014 by the Education and Training Foundation in consul**tation with practitioners and providers from across the sector. Based on three core pillars of Professional Standards & Attributes, Professional Knowledge & Understanding and Professional Skills, they define six common expectations for those training to teach in Further Education:

* Teachers and trainers are reflective and enquiring practitioners who think critically about their own educational assumptions, values and practices.
* They draw on relevant research as part of evidence-based practice.
* They act with honesty and integrity to maintain high standards of ethics and professional behaviour in support of learners and their expectations.
* Teachers and trainers are subject and/or vocational specialists as well as experts in teaching and learning.
* They are committed to maintaining and developing their expertise in both aspects of their role to ensure the best outcomes for their learners.
* The purpose of the Standards is to support teachers and trainers to maintain and improve standards of teaching and learning, and outcomes for learners.

The ETF Professional Standards establish the framework for the post-qualifying QTLS process. Teachers and trainers will undertake a self-guided and forward-looking period of Professional Formation, before submitting their portfolio to the Society of Education and Training to be considered for QTLS. This process requires teachers to develop an online portfolio demonstrating the skills and knowledge gained since their initial teacher training qualification.

## What is the ITE Core Content Framework?

From September 2020, all ITE providers are expected to deliver a curriculum which is aligned to and underpinned by the [ITE Core Content Framework (CCF).](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) **The framework is not an assessment criteria nor is it a curriculum**. Instead it defines in detail, the minimum entitlement of all trainee teachers. It aligns with our own ambitious and much richer curriculum of the EHU ITE Pillars and both documents have been used to support the design of the sequencing and progression of our own provision, programme by programme.

The CCF has been designed to support trainee development in 5 core areas: behaviour management, pedagogy, curriculum, assessment, and professional behaviours and is presented within 8 key sections: High Expectations, How Students Learn, Subject and Curriculum, Classroom Practice, Adaptive Teaching, Assessment, Managing Behaviour and Professional Behaviours.

**Each section of the CCF contains a series of ‘learn that’ and ‘learn how to’ statements or principles which guide curriculum design however, this is not an assessment framework and should not be used as such**. To provide guidance in terms of trainee progression, a summarised overview of the knowledge and understanding which trainees should have at each stage of their initial/developmental/consolidation phases of placements has been provided, demonstrating the levels of detail and complexity commensurate with the stage of the programme. There is an explicit focus on trainees being able to demonstrate evidence that they ‘*know more’* and can ‘*remember more’* of their ITE curriculum and that they can put this into practice, rather than working towards a set of competencies, such as the Teachers’ Standards. In addition, **trainees should be fully aware of the principles underpinning the CCF and be familiar with the language adopted, rather than being encouraged to refer to competencies such as the Teachers’ Standards**.

The CCF dovetails with the Early Career Framework (ECF) where Early Career Teachers (ECTs) further develop their skills through a structured programme of support in their first two years of teaching. A full bibliography is provided within the framework which should be shared with trainees to support their critical engagement with research and is a useful resource for college or training provider-based mentors. Trainees are required to engage with these materials both whilst at college or training provider and at centre-based university training via the teaching which is delivered in each of the taught modules.

### Further support and resources

* [Professional Standards for Teachers and Trainers](https://www.et-foundation.co.uk/supporting/professional-standards/)
* [QTLS Qualified Teacher Learning and Skills Status](https://set.et-foundation.co.uk/professional-status/qtls)
* [ITT Core Content Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf)
* [ITT Core Content Framework Exemplification Resource Materials](https://www.ucet.ac.uk/12124/itt-core-content-framework-exemplification-resourcesept-2020)
* [ITT Core Content Trainee Teacher Behavioural Toolkit: A Summary](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary)
* [Adaptive Teaching Adaptive teaching: Rethinking the nature of learning in college or training providers: BOLD](https://bold.expert/adaptive-teaching-rethinking-the-nature-of-learning-in-schools/)
* [Early Career Framework: Learning about adaptive teaching](https://www.early-career-framework.education.gov.uk/edt/edt-early-career-framework/self-directed-study-materials/3-developing-effective-classroom-practice-%E2%80%92-teaching-and-adapting/3-4-learning-about-adaptive-teaching/)
* [The Early Career Framework Reforms Overview (ECF)](https://www.gov.uk/government/publications/early-career-framework-reforms-overview)
* [The Early Career Framework (ECF)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf)

Implementation:

During their training period, we use a number of interconnected and sequential mechanisms to support the development of our trainees’ knowledge and skills including:

* Centre based training led by Expert Practitioners
* College based training led by expert mentors
* Online learning and guided independent self-study
* Managed workload and well being
* Differentiated learning support for individuals and groups of trainees
* Coherence and consistency of the trainee teacher experience
* High quality CPD of mentors and tutors
* University-based assessment and QA mechanisms

Module coverage across the courses is underpinned and mapped against the ETF Professional Standard and with reference to the ITT Core Content Framework (CCF). Our curriculum goes beyond this and is ambitious, ensuring that our trainees are equipped as critical and reflective practitioners who recognise the role that high quality teaching plays in social justice and equality.

Three of the four modules run consecutively to each other throughout the PGDE year. FET 4000 covers the full year and aligns closely with direct placement experience of the trainees. Learning is sequential, not only ensuring that trainees have opportunity to build up foundational concepts but to also assist with managing trainee workload and well-being throughout the course. Teaching utilises PiP (Present in Person) and synchronous/online methods combined with periods of structured guided independent study. Expert colleagues from within the partnership are utilised to both support and deliver elements of the curriculum. Such partnership not only allows for greater collaboration between university-based and college or training provider-based expert colleagues, but also ensures that trainees are adequately supported in ‘practising key skills as well as an opportunity to work with and learn from expert colleagues as they apply their knowledge and understanding of the evidence in the classroom’ (DfE, 2019, p.5).

PGDE Post 14 Education programme structure (AY 2020/21)

**T**he table (overleaf) summarises the delivery of the PGDE Post 14 Education programme over the 44 weeks of the course, taking into account the four academic modules delivered and professional practice. Please note that academic modules have teaching hours allocated. Teaching is delivered on campus prior to professional practice, however on commencement of placement, teaching will be delivered online by the course tutors on Mondays and On Campus on Tuesdays for the duration of Professional Practice (PP). This is reflected in the information provided to mentors regarding placement expectations and curriculum.

| Week Commencing | Wk No. | Mon | Tue | | Wed | Thu | Fri | Notes | Assignment Dates | Feedback Dates |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 30/08/2021 | 1 |  |  | |  |  |  |  |  |  |
| 06/09/2021 | 2 |  |  | |  |  |  |  |  |  |
| 13/09/2021 | 3 | PGDE Post-14 Ed students on campus-  Equality / Diversity and Inclusion  RSHE | | | | | | 4-day induction |  |  |
| 20/09/2021 | 4 | PGDE Post-14 Ed students on campus | | | | | | FET4000 |  |  |
| 27/09/2021 | 5 | PGDE Post-14  Synch online - Mon  On campus - Tues | | FET 4001 | | | | FET4001 |  |  |
| 04/10/2021 | 6 | FET4001 |  |  |
| 11/10/2021 | 7 | FET4001 |  |  |
| 18/10/2021 | 8 | FET 4001 -presentations |  |  |
| 25/10/2021 | 9 | **Half-Term** | | | | | |  |  |  |
| 01/11/2021 | 10 | PGDE Post-14  Synch online - Mon  On campus - Tues  FET 4001  FET 4002 | | | FET 4001  (some trainees will be starting Professional Practice during this time) | | | FET 4001 |  |  |
| 08/11/2021 | 11 | FET 4001 |  |  |
| 15/11/2021 | 12 | FET 4001 |  |  |
| 22/11/2021 | 13 | FET4001 | FET 4001 assignment deadline –  24th Nov 21 | Feedback  Date  5th Jan 22 |
| 29/11/2021 | 14 | Professional Practice | | | FET4002 |  |  |
| 06/12/2021 | 15 | FET4002 |  |  |
| 13/12/2021 | 16 | FET4002 |  |  |
| 20/12/2021 | 17 | **Christmas Holidays** | | | | | |  |  |  |
| 27/12/2021 | 18 |
| 03/01/2022 | 19 | B/H |  | | Professional Practice | | | FET4002 |  |  |
| 10/01/2022 | 20 | PGDE Post-14  Synch online - Mon  On campus - Tues | | | FET4002 |  |  |
| 17/01/2022 | 21 | FET4002 |  |  |
| 24/01/2022 | 22 | FET4002 |  |  |
| 31/01/2022 | 23 | FET4002 |  |  |
| 07/02/2022 | 24 | FET 4003 | FET 4002 assignment deadline -  9th Feb 22 | Feedback Date  16th Mar 22 |
| 14/02/2022 | 25 | **Half-Term** | | | | | |  |  |  |
| 21/02/2022 | 26 | PGDE Post-14  Synch online - Mon  On campus - Tues | | | Professional Practice | | | FET 4003 |  |  |
| 28/02/2022 | 27 | FET 4003 |  |  |
| 07/03/2022 | 28 | FET 4003 |  |  |
| 14/03/2022 | 29 | FET 4003 |  |  |
| 21/03/2022 | 30 | FET 4003 |  |  |
| 28/03/2022 | 31 | FET 4003 |  |  |
| 04/04/2022 | 32 | **Easter Holidays** | | | | | |  |  |  |
| 11/04/2022 | 33 |
| 18/04/2022 | 34 | B/H | Professional Practice | | | | | FET 4003 |  |  |
| 25/04/2022 | 35 | PGDE Post-14 Ed students on campus  Professional Lectures | FET 4000 |  |  |
| 02/05/2022 | 36 | FET 4000 | FET 4003 assignment deadline –  4th May 22 | Feedback date  8th June 22 |
| 09/05/2022 | 37 | FET 4000 |  |  |
| 16/05/2022 | 38 | FET 4000 |  |  |
| 23/05/2022 | 39 | FET 4000 | FET 4000 assignment deadline date – 25th May 22 | Feedback Date  15th June 22 |
| 30/05/2022 | 40 | Half-Term | | | | | |  |  |  |
| 06/06/2022 | 41 | VIVAs | Professional Practice | | | | |  |  |  |
| 13/06/2022 | 42 | Professional Lectures – Careers / QTLS |  | |  |  |  |  |  |  |
| 20/06/2022 | 43 | End of Course Celebrations |  | |  |  |  |  |  |  |
| 27/06/2022 | 44 |  |  | |  |  |  |  |  |  |
| 04/07/2022 | 45 |  |  | |  |  |  |  |  |  |

Expectations of trainee progression during Professional Practice

All teaching and course delivery on the PGDE Post 14 is underpinned by ETF Professional Standards and with reference to the ITT Core Content Framework (CCF). The CCF is structured around a series of ‘Learn that’ and ‘Learn how to’ statements, the framework sets out the minimum expectations and content delivery for all ITT courses (from September 2020). The framework is not an assessment tool nor is it a standardised curriculum. Rather, it informs the ambitious curriculum delivered as part of the Edge Hill Secondary PGCE programme.

Trainees will be required to engage with their modules throughout professional practice, with the course timetable split between 2 days of academic engagement and 3 days of professional practice from November onwards. **There is no requirement for trainees to be teaching a set number of hours/classes at any point during their professional practice, although this is closely monitored against** [**the ETF requirement of 100 hours of solo teaching experience (for eligibility for QTLS)**](https://set.et-foundation.co.uk/professional-status/qtls/qtls-eligibility-guidance)**, and no requirement for trainees to be formatively assessed and/or demonstrate progress against a set of competencies (such as the Teachers’ Standards).** Instead, the placement focus should be on providing opportunities for trainees to observe, practise, receive feedback and improve in line with the ‘Learn how to’ statements as set out in the CCF and to engage with all aspects of the Secondary PGCE curriculum.

We recognise the expertise of our college -based colleagues to assist in the delivery of our curriculum, therefore, to support trainees and expert colleagues in this progression, this handbook contains two pieces of key documentation; the **Scheme of Learning** (module FET 4000, FET 4001, FET 4002 and FET 4003) and the **progression overview** which includes the learning trainees should be able to demonstrate at key points throughout the placement and which will act as a progression indicator.

# Professional Practice Scheme of Learning: Guidance for Weekly Development Meetings (WDM)

To support the delivery of this module during Professional Practice, the following week-by-week guidance has been devised for use by mentors and trainees for the duration of their PP experience.

During the WDM, the trainee should be provided with opportunity and guidance to:

1. Reflect on their development that week against the taught curriculum, drawing from all areas of their practice (see Progression Overview)
2. Set their own targets (in agreement with their mentor) for their further development.
3. Reflect on and respond to the 3 weekly prompt questions listed making use of their academic reading

Trainees and mentors should jointly complete parts 1 & 2 of the Weekly Development Summary. Part 3 should be completed by the trainee.

When complete, the WDS should be uploaded to the trainee’s e-portfolio (OneNote) for formative assessment purposes and InPlace.

| **ETF Professional Standards** | **Core Content Framework / alignment with ETF Professional Standards** | **Edge Hill Faculty of Education ITE Pillars** |
| --- | --- | --- |
| **The 20 standards are within the three pillars:**  **Professional Standards & Attributes,**  **Professional Knowledge & Understanding**  **Professional Skills** | **High Expectations (PS 3.13)**  **How Students Learn (PS 15, 16,)**  **Subject & Curriculum (PS 3,7,8,9, 16,19)**  **Classroom Practice (PS 3, 9, 10)**  **Adaptive Teaching (PS 1, 4, 14)**  **Assessment (PS 13, 16, 17, 18)**  **Managing Behaviour (PS 5, 11)**  **Professional Behaviours (PS 2, 5, 6, 12, 19, 20)** | **Pillar 1: Personal and professional values, attitudes and beliefs (P1)**  **Pillar 2: Personal values, attitudes & beliefs (P2)**  **Pillar 3: The craft of teaching and pedagogy (P3)** |

| **PROFESSIONAL PRACTICE CURRICULUM** | | | |  |
| --- | --- | --- | --- | --- |
| Weekly Development Meetings are to be based around dialogue between the Mentor and Trainee | | | |  |
| **No./wk. beg.** | **CCF Focus / Alignment with ETF Professional Standards** | **Following expert input and mentoring via**   * **Observation** * **Practise** * **Receiving feedback** * **Improving**   **Trainees should learn how to:** | **During their Weekly Development Meeting (WDM), trainees should be guided to reflect on and respond to the following questions (both in the meeting and their weekly reflective task). They should draw from their academic reading.**  **Reflections should be completed weekly and uploaded to your e-portfolio on a weekly basis.** | **What will trainees have already been taught?**  **What will trainees already be able to do?** |
| 1 | High Expectations & Managing behaviour  (**PS 3,5,11,13)** | 1. Model courteous and aspirational behaviour. 2. Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises student effort. Set tasks which stretch students, but which are achievable. 3. Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine. 4. Contact the designated safeguarding lead (DSL) and related colleagues and have a clear understanding of how to report safeguarding concerns (and what such concerns may look like). | 1. What have you learnt about the importance of having high expectations? 2. How has your understanding of managing behaviour developed this week? Can you link this to any learning from your university learning? 3. Have you been able to identify any effective/ineffective practice during your observations this week? What was it? Why did it work/not work? | **Trainees will have already been taught:**  Post-14 specialism trainees have discussed modelling and are aware that they have to  conduct themselves professionally with colleagues and students on placement.  Furthermore, trainees understand the emphasis on high expectations for them and  for their learners, which they will bring to their placement experience with them. |
| **Trainees will already be able to:**  Trainees have previously completed safeguarding training and have been briefed on  Prevent and the channel programme. Trainees have discussed teaching and learning  strategies for a range of abilities, including SEND specialists, and how to create those  high expectations. Tutors provided some examples of subject specific reading and  advice that would enhance subject knowledge within their specialist areas.  We expect trainees to demonstrate this prior experience to you as they begin  placement and we support both you as a mentor and your trainees as our students. |
| 2 | High Expectations & Managing behaviour **(PS 3,5,11,13)** | 1. Set clear behavioural expectations and routines which establish a consistent and inclusive learning environment. 2. Apply rules, sanctions, rewards, and praise in line with the college or training provider policy. 3. Respond to any behaviour or bullying which threatens student’s emotional safety 4. Establish and build positive and professional relationships which assist with managing behaviour (e.g. learning student names) | 1. Have you been able to identify any inspirational or challenging language? What impact did this have on the learning in that classroom? 2. What do you think a positive learning environment looks like in your subject? How would you plan for this? 3. How do staff in your college or training provider ensure there is a culture of respect and trust? Have you seen any effective/ineffective examples of this? | **Trainees will have already been taught:**  Trainees have been learning about behaviour and how it impacts on taught lessons as part of their university-based modules FET 4000 and FET 4001. Specific sessions discussed the planning for behaviour and how routine is important when  establishing an inclusive classroom and delivering lessons. During taught sessions, trainees have studied Adaptive Teaching as part of the lesson study collaboration process which has enabled them to discover and research specific foci as part of their peer teach collaboration. Trainees have also been made aware of how when planning teaching and delivering their Peer Teach that formative assessment is vital to ensure engagement. During this aspect, targeted questioning has occurred with rewards and praise given. During Induction and as part of FET4000, trainees are made aware of the Safeguarding Training that is required for them to engage with, prior to staring professional practice.  Trainees have also been made aware of professional behaviours and how to build  positive relationships. This has been consolidated when working with their peers and collaborative group as part of Lesson Study (FET4001). |
| **Trainees will already be able to:**  From carrying out their Peer Teaches and working as part of a collaborative group, trainees will transfer this knowledge gained and embed within the classroom setting. Trainees are able to identify any limitations or boundaries thereby  communicating classroom expectations clearly from the onset and set reasonable and proportionate expectations for student behaviour. Trainees are aware that knowing student names, planning a lesson, adapting resources, embedding current literature, having a safe and inclusive classroom are all important factors when planning for teaching ensuring students learn and acquire knowledge. |
| 3 | Subject & Curriculum Knowledge (**PS, 3, 7, 8,9**) | 1. Identify essential concepts, knowledge and skills within a carefully sequenced and coherent curriculum and be able to apply the curriculum specifications relevant to your professional practice setting. 2. Provide opportunity for all students to learn and master essential concepts, knowledge and skills in that subject 3. Link with FET 4001 as you deliver a carefully sequencing curriculum which encompasses the setting’s vision for its knowledge, skills and values. 4. Ensure that students’ thinking is focused on key ideas and principles within the subject | 1. What are your areas for subject knowledge development? How will you address these? 2. What are the essential skills, knowledge, concepts and principles in your subject area? Can you identify this in the department’s approach to T&L? 3. Have you been able to identify how students are supported in mastering important concepts in your subject? What made this effective? | **Trainees will have already been taught:**  Trainees have completed their Peer Teach as part of FET 4001 Lesson Study Assignment. This was the concluding peer teach working within  their triad. During these sessions, trainees have acted on feedback from their peers and case students, which when feeding forward (Goldsmith, 2015) has allowed them to learn how best improve their lesson and deliver it. During the Monday Online Teaching Session, the topic focussed on Adaptive Teaching using research carried out by the EEF and how this links to the ETF Professional Standards and Core Curriculum Framework – these were discussed so trainees  could appreciate the relationship between both. |
| **Trainees will already be able to:**  By carrying out these sessions, trainees will be able to transfer this knowledge gained, using their resourcefulness when carrying out the Peer Teach to adapt their teaching to the classroom environment, taking into account the research shared during the sessions. Trainees have through conversations utilised ideas and resources from their peers to embed into their own teaching and learning for when on  Professional Practice |
| 4 | Subject & Curriculum Knowledge  **(PS, 3, 7, 8,9,16,19)** | 1. Collaborate with colleagues to effectively use resources and materials (such as shared planning) 2. Ensure that learning is sequenced so that students’ master foundational concepts before moving on 3. Anticipate, plan for and encourage students to share common misconceptions to they can be addressed, and students have relevant and accurate subject specific knowledge. 4. Promote/improve students’ literacy and numeracy levels in the subject (inc. the use of subject specific language) in relation to ETF Professional Standard 16. | 1. Which aspects of the EHU ITT pillars do you feel you have covered this week? 2. How effective have you been in helping to address students’ misconceptions? How could you develop this? 3. How do you feel you are developing in your use of questioning and effective classroom talk? | **Trainees will have already been taught:**  Trainees at this stage of their training have completed their initial assessment based on planning, collaborative learning and delivery of a peer teach, so therefore know that the planning of a lesson is integral in as far as behaviour for learning, have gained an understanding of what it is to adapt teaching for those learners with SEN-D or who have a SpLD and the importance of embedding literacy and numeracy. Trainees know that they must ensure a lesson has opportunities within it in which to reflect and retrieve prior learning. |
| **Trainees will already be able to:**  Trainees are able to deliver a lesson based on their subject specialism and the appropriate age stage. Trainees are able to adapt their teaching applicable to the lesson they are teaching to engage learners based on specific learner requirements. Trainees are developing their use of questioning techniques. |
| 5 | How Students Learn, Classroom Practice and Adaptive Teaching  **(PS 1, 3, 4, 9, 10, 14, 15, 16)** | 1. Start expositions at the point of student understanding. Avoid overloading working memory by taking prior learning into account when introducing new content and breaking such content into smaller steps/the constituent parts. 2. Sequence learning so students are secure in foundational knowledge before introducing more complex material 3. Use modelling, scaffolding and explanations to assist with structuring learning, and recognise the need to remove this when students can apply such structures to prior learning 4. Provide students with opportunity to consolidate and practise new knowledge and skills | 1. How is learning structured in your college department or training provider? Can you link this to any of your university learning? 2. How have students learnt in your lessons this week? How do you know this? What promotes this? What hinders? 3. In what ways have aspects of learning been broken down into manageable content for the students – when have things needed to be broken down and why? Consider Metacognition (FET 4000) | **Trainees will have already been taught:**  Trainees are aware and understand the importance of retrieval processes within their planning and delivery of lessons. They know that by carrying out tasks at the beginning of the lesson can aid student progression and consolidate prior learning, through retrieval processes.  **Trainees will already be able to:**  Trainees are able to structure learning in such a way that their planning allows for teacher explanation initially with specific instruction at the beginning of the lesson to which students are then able to get on task and carry out  independent learning. Frequent checking of learning is facilitated by the teacher thereby allowing for learner progress |
|  |
|  |
| 6 | How Students Learn, Classroom Practice and Adaptive Teaching **(PS 1, 3, 4, 9, 10, 14, 15, 16)** | 1. Identify students who need new content further broken down and/or who benefit from additional adaptions 2. Support students with a range of educational needs including how to use guidance in the SEND code of practice. 3. Ensure that all students have the opportunity to meet high expectations, rather than artificially creating distinct tasks for specific classes/students 4. Plan and include questions and discussions to extend and challenge students. | 1. How have you adapted your teaching to meet the needs of SEND students? How effective has this been? 2. How have you challenged your students in your lessons? How could you develop this? 3. Thinking about one of your lessons this week, how did this fit into the broader curriculum picture? | **Trainees will have already been taught:**  Trainees will have been given guidance on the SEND Code of Practice (0-25) and how its informs teacher knowledge concerning students with SpLD and SEND. Knowing this information enables better planning so therefore more inclusive delivery. Trainees will through their Peer Teach and Professional Practice be aware of how to adapt teaching and learning and be mindful of what strategies to use. Trainees have also been taught that in order to illicit deep responses from students during questioning they must plan for their questioning using explicit terminology, thereby informing the teacher what has been learned |
| **Trainees will already be able to:**  Trainees at this stage of their development are able to look at adaptations within their teaching practice for those learners who do have a SpLD or SEND and plan accordingly. They are also able to think about the challenge in lessons for those who may be more able and have completed their work and plan for extension activities within their planning. |
| 7 | Assessment **(PS 13,16,17,18)** | 1. Plan formative assessment tasks linked to lesson objectives and how to think ahead about what would indicate understanding (e.g. using hinge questions) 2. Structure assessment tasks to check for prior knowledge, knowledge gaps, and pre-existing misconceptions 3. Draw conclusions about the level of student learning based on effective assessment tasks | 1. Where have you been able to utilise summative and formative assessment? How effectively do you utilise your formative feedback to help students progress? 2. How does your department assess students? How is this reflected in your planning and teaching? 3. How do you plan for formative assessment tasks linked to lesson objectives? How could you develop this area of your practice? | **Trainees will have already been taught:**  Trainees are, aware of what formative and  summative assessment is, as this was discussed and carried out at some level during their Peer Teaches as part of Lesson Study assignment. They are aware that in order to carry out any assessment that this must be planned for and carried out in a timely fashion and that formative assessment practices can provide valuable information about what students have understood and gaps in their knowledge. Trainees should also know that summative assessments are designed to demonstrate what students  have learned over a long period of time and that it has value but that it cannot provide rapid, detailed information about student understanding like formative assessment |
| **Trainees will already be able to:**  Trainees should be able to at this stage of their training carry out effective formative assessment establishing what students are thinking and what they know. By doing this, it allows the teacher to meet students’ needs, making it more likely they will meet their learning goals. Over time, feedback from assessment should support students to monitor and regulate their own learning |
| 8 | Assessment **(PS 13,16,17,18)** | 1. Prompt students to elaborate on their responses to check secure understanding 2. Monitor student understanding during lessons (inc. checking for misconceptions) as opposed to how busy they are or their understanding of the task. 3. Provide specific and helpful feedback which assist students in progressing, focussing on specific actions for students such as verbal feedback in lessons. | 1. How have you developed in your understanding and ability to set formative assessment tasks linked to objectives? What are your areas of development? 2. How do you ensure that you are checking students have developed in their understanding rather than just checking they understand the task or completed the work? Why is this important? 3. Have you been able to identify any effective/ineffective assessment practice during your observations this week? What was it? Why did it work/not work? | **Trainees will have already been taught:**  Trainees have been taught how to assist students with their studies by providing effective and timely formative feedback. Trainees will have been shown the importance of ensuring teaching is provided in learning episodes or chunked, thereby allowing for timely formative assessment to be carried out throughout the lesson with some summative assessment carried out to assess level of learning on conclusion of the lesson. Trainees will also been taught about retrieval methods and carrying out effective starter tasks in order to gauge understanding of taught elements from the previous lesson |
| **Trainees will already be able to:**  Plan lessons affectively to ensure that throughout the lesson there are opportunities to carry out formative assessment, thereby gaining a level of understanding of what the students know and feeding back on any work that has been carried out. Trainees will be able to plan the lesson with a starter task to check prior learning. Over time, feedback should support students to monitor and regulate their own learning. |
| 9 | Assessment **(PS 13,16,17,18)** | 1. How to utilise externally validated material (such as past papers) to structure assessment tasks. 2. Draw conclusions about student learning based on patterns of performance over a period of time 3. Scaffold and structure self and peer assessment, making use of model answers which highlight key details. 4. Provide specific and helpful feedback which assist students in progressing, focussing on specific actions for students and giving them time to respond to such feedback (e.g. responding to feedback in their book) | 1.How do assessment practices in your college or training provider motivate students to take ownership of their learning? How does it prepare them for Level 1, Level 2, Level 3 or Level 4/5 study?  2. How do you plan to check for prior knowledge and pre-existing misconceptions?  3. How are you managing the workload of assessment? Have you been able to identify any effective practice which would make assessment less onerous? | **Trainees will have already been taught:**  That whilst on placement (and also as part of FET 4001 designing their own curriculum) that they should familiarise themselves with external validated material from awarding bodies of their own subject. By carrying out FET 4001 trainees are responsible for designing their own curriculum and researching how assessments are to be structured and assessed. Trainees are also aware of how important and integral feedback and assessment is and the forms it can take. |
| **Trainees will already be able to:**  Trainees have already looked at curriculum design and how it impacts on subject delivery. Through work carried out on placement and during FET 4001, trainees are able to incorporate active and innovative teaching and learning methods and strategies based on very practical approaches to teaching, learning and assessment. They will be aware that  high-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve |
| 10 | Professional Behaviours **(PS 2, 5, 6, 12, 19, 20)** | 1. Reflect on progress made, recognising strengths and weaknesses and identify next steps for improvement. 2. Seek challenge, feedback and critique from mentors and other colleagues in an open, trusting and professional environment 3. Develop as a professional in line with ETF Standards 2 and 12, and Part 2 of the Teachers’ Standards. 4. Seek appropriate support when dealing with specific issues (such as dealing with misbehaviour) | 1. How well are you collaborating with other expert colleagues in your department and/or college or training provider? 2. How effective is your understanding of the college or training provider’s safeguarding policy? Has this knowledge been put to the test? 3. Thinking about your personal and professional conduct, attendance, and punctuality, could these be improved? Why are they important? | **Trainees will have already been taught:**  Through sessions at university, the importance of professional behaviours and expectations of them whilst on placement and in university is paramount and inferred and that reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, will support improvement. |
| **Trainees will already be able to:**  Through Induction and as part of FET 4000, trainees are aware and have carried out training in relation to Safeguarding and they were informed that knowing who to contact with any safeguarding concerns in the setting is of paramount importance and having a clear understanding of what sorts of behaviour, disclosures and incidents to report is also important. Trainees have been taught about BM within FET 4000 and FET 4001 and the useful strategies to engage with. |
| 11 | Professional Behaviours **(PS 2, 5, 6, 12, 19, 20)** | 1. Strengthen pedagogical and subject knowledge by engaging in wider networks 2. Contribute to the wider life of the college or training provider and its culture to enable a shared responsibility for improving the lives of students. 3. Personalise systems and routines which promote efficient time and task management. 4. Protect time for rest and recovery and how to promote good mental well-being. | 1. Do you promote equality in your practice? What evidence is there of this? 2. How well do you react to formative feedback? How have you acted on the feedback you have received this week? 3. What are your areas for CPD looking ahead ? What opportunities exist outside of your ITT course to develop these? | **Trainees will have already been taught:**  The usefulness of engaging with subject networks as part of FET 4002 when designing. their own curriculums, not only for subject specificity but also for moderation and standardisation support. Due to the nature of the PGDE Cohort, many of the trainees will contribute to the wider life of the setting and this is also an ETF Professional Standard. |
| **Trainees will already be able to:**  Contribute positively to the wider setting culture and developing a feeling of shared responsibility for improving the lives of all students within the setting (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice). And that the effective communication with teaching assistants for lessons is a requirement to enable specific student progression. Carrying out observations on how expert colleagues communicate with parents and carers proactively and make effective use of parents’ evenings / open days for communication purposes deconstructs barriers and is a useful approach to know their students. |
| 12 | High Expectations & Managing behaviour (**PS 3,5,11,13)** | 1. Give clear, manageable, specific and sequential instructions for tasks and behaviour which use consistent language and/or non-verbal signals 2. Check students’ understanding of a task before it begins and address any misconceptions 3. Reinforce established college or training provider and classroom routines which maximise time for learning 4. Engage with parents/carers and colleagues in helping to support and manage student behaviours (for example, strategies to best support specific students) | 1. What knowledge and understanding of the issues related to HE and MB have you gained through your academic reading? How does this relate to your current practice? 2. How have your expectations of students’ learning and progress developed and/or changed in light of your previous placement experience? 3. How can you ensure students are motivated? | **Trainees will have already been taught:**  As part of their teaching practice it is imperative that establishing and reinforcing routines including through positive reinforcement, can help create an effective learning  environment. As part of FET 4001 trainees are aware that checking students’ understanding of instructions before a task begins and using consistent language and non-verbal signals for common classroom directions are very important as well as using early and least-intrusive interventions as an initial response to low level disruption |
| **Trainees will already be able to:**  Create and explicitly teach routines in line with the settings ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points). Reinforcing established classroom routines allows for effective learning behaviour when liaising with parents, carers and colleagues to better understand the students’ individual circumstances and how they can be supported to meet high academic and behavioural expectations. This can be carried out during Open Evenings, Parent/Carer Evenings or through communication via phone or email. |
| 13 | High Expectations & Managing behaviour (**PS 3,5,11,13)** | 1. Respond consistently and decisively to student behaviour (inc. the use of rewards, praise and sanctions) 2. Motivate students via the use of challenging content which builds towards students’ long-term goals and aspirations 3. Support students to journey from needing extrinsic motivation to being motivated to work intrinsically 4. Work alongside and learn from expert colleagues as part of a wider system of behaviour management | 1. How does the behaviour policy in your college or training provider operate?  How well does it work? Are there exceptions? Does it reach all students? – If not, what adaptations might need to be made and why? 2. Based on your experiences and academic reading, what promotes high expectations and/or a high level of behaviour management? 3. What are your areas of development with regards setting high expectations and managing behaviour? What impact will these developments have on the learning in your classroom? | **Trainees will have already been taught:**  That during university sessions and whilst on placement that establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning  Environment (this links to FET 4002 around curriculum design and the readings about Classical Conditioning). Trainees have been shown that a predictable and secure environment benefits all students, and is particularly valuable for pupils  with special educational needs or who have a SpLD. They know that the ability to self-regulate one’s emotions affects students’ ability to learn |
| **Trainees will already be able to:**  Trainees will have learnt that on professional practice that stablishing a supportive and inclusive environment with a  predictable system of reward and sanction in the classroom is important and useful as is working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues). Trainees know that giving manageable, specific and sequential instructions and checking students’ understanding of instructions before a task begins is paramount in establish an effective learning environment.  Trainees should know that using consistent language and non-verbal signals for common classroom directions allows for early and least-intrusive interventions as an initial response to  low level disruption. |
| 14 | Subject & Curriculum Knowledge **(PS, 3, 7, 8,9,16,19)** | 1. Plan and deliver a carefully sequencing curriculum which encompasses the college or training provider’s vision for its knowledge, skills and values. 2. Support students in building increasingly complex mental schemas over a period of time 3. Draw explicit links between new content and the core knowledge in the subject area 4. Revisit the big ideas of the subject and teach key concepts through a range of examples | 1. How does the curriculum in your subject area promote the wider vision, values and skills of the college or training provider? 2. What is the rationale behind the curriculum sequence and design in your subject area? You may find it useful to liaise with the HOD about this. 3. Critically review your subject knowledge for this setting and suggest ways you could develop this. | **Trainees will have already been taught:**  During the delivery and completion of FET 4000, FET 4001 and FET 4002, and whilst on professional practice, trainees will have been taught that effective teaching and planning can transform a students’ knowledge, capabilities and beliefs about learning. Trainees will have been taught how to introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned (with FET 4002 curriculum design). |
| **Trainees will already be able to:**  Trainees know that modelling helps students understand new  processes and ideas; good models make abstract ideas concrete and accessible. Trainees are aware that guides, scaffolds and worked examples can help students apply new ideas and should be gradually removed as student expertise increases. Trainees know explicitly that teaching student metacognitive strategies linked to subject knowledge,  including how to plan, monitor and evaluate, supports independence and academic success. They know how to do this because this is the assessment of FET 4002 based on Curriculum Design |
| 15 | Subject & Curriculum Knowledge **(PS, 3, 7, 8,9,16,19)** | 1. Use retrieval and spaced practice to build recall of key knowledge over time 2. Provide tasks that support students to learn key ideas securely (such as low-level retrieval tasks) 3. Interleave concrete and abstract examples via the use of examples, analogies, or metaphors. 4. Balance exposition of new content, repetition, practice of new skills and knowledge | 1. What effective/ineffective practice have you observed with regards the retrieval and spaced practice of subject knowledge content? What was it? Why did it work/not work? 2. How has university teaching and/or independent study contributed to your knowledge and understanding about a particular topic? 3. Critically reflect on your progression so far against the EHU ITE pillars. | **Trainees will have already been taught:**  Metacognition and its links to retrieval processes has been taught both during Induction and throughout the taught modules specifically in FET 4000 and FET 4001. Trainees are aware that planning a lesson must allow for retrieval to take place to support students learn key ideas. Trainees have been taught that learning involves a lasting change in student’s capabilities and understanding. And that prior knowledge plays an important role in how students learn and commit some key facts to their long-term memory thereby embedding more complex ideas |
| **Trainees will already be able to:**  Trainees will be able to ensure planning allows for retrieval practice to occur – this has already been carried out during FET 4001 within their Lesson Study assignment. Trainees will be able to discuss and analyse their teaching with expert colleagues on how to sequence lessons so that students secure foundational knowledge before encountering more complex content and consolidating that learning through retrieval practices |
| 16 | How Students Learn, Classroom Practice and Adaptive Teaching **(PS 1, 3, 4, 9, 10, 14, 15, 16)** | 1. How to support collaborative/paired/group work so that engagement and motivation are not negatively affected. 2. Keep the complexity of a task to a minimum so that attention is focused on content 3. Plan, regularly review and practice key concepts over time (for example, through the use of effective discussions and/or structured talk activities) 4. Design practice and retrieval tasks that provide the right level of support so that students experience a high success rate when attempting challenging work | 1. How effectively do all students learn in your lessons? How do you know this? What promotes the learning? What hinders? 2. Critically reflect on how well you have adapted your teaching this week. 3. Why is it important to talk about *adaptive* teaching rather than *differentiated* teaching? | **Trainees will have already been taught:**  As part of FET 4002 where trainees are taught to design and develop a curriculum, they are must know that all students are likely to learn at different rates and require different levels and types of support from teachers in which to succeed. Trainees know that in order to consolidate student learning they must as part of their planning include retrieval tasks which will occupy parts of the lesson thereby embedding learning |
| **Trainees will already be able to:**  Trainees are aware that through FET 4002’s assignment that when planning a curriculum (and lesson) that adapting teaching in a responsive way, including by providing targeted support to students who are struggling, is likely to increase  student success. Trainees are also aware that seeking to understand students’ differences, including their different levels of prior knowledge and potential barriers to learning, is  an essential part of teaching |
| 17 | How Students Learn, Classroom Practice and Adaptive Teaching **(PS 1, 3, 4, 9, 10, 14, 15, 16)** | 1. Under the supervision of expert colleagues, effective use of TAs, additional support staff and specialist support (e.g. SENCO, DSL) 2. Plan for the use of TAs in lessons, recognising this is in addition to, rather than replacement of, support from the teacher. 3. Decide whether intervention work with small groups within a lesson is more effective than planning different lessons for different groups of students. 4. Reframe questions to provide greater scaffolding or greater challenge. | 1. How successful are you at making use of specialist support (such as TA’s) in your lessons? How could this be developed? 2. Critically reflect on your use of modelling and scaffolding. 3. What knowledge and understanding of teaching students for whom English is an additional language have you gained through your academic reading? How does this relate to your current practice and/or setting? | **Trainees will have already been taught:**  Through work carried out during Induction and within FET 4000 and FET 4001 familiarity of the SEND Code of Practice (0-25) is paramount and that they need know those students with a range of additional needs. They have been taught that identifying students who need new content further broken down must be highlighted, thereby making use of formative assessment can assist trainees with this useful information.  Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) is an important aspect of their teacher training |
| **Trainees will already be able to:**  Plan for those students who have a specific learning need by making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues and Apply high expectations to all groups, and ensuring all students have access to a rich curriculum |
| 18 | Assessment  **(PS 13,16,17,18)** | 1. Record data only when it is useful for the purpose of improving student outcomes 2. Utilise cost marking strategies (e.g. using abbreviations or codes) when providing written feedback, recognising that marking is only one form of feedback. 3. Where possible, use high quality verbal feedback during lessons and written feedback after lessons. 4. Identify effective approaches to marking and alternative approaches to providing feedback | 1. How well are you balancing the demands of assessment procedures? Have you identified any practice which is highly effective and not onerous? 2. Have you (ether in observations or your own lessons) identified any effective practice with regards verbal feedback? What was it? What impact did it have? 3. Critically reflect on how your setting collects and utilises assessment data. Does this assist with improving student outcomes? | **Trainees will have already been taught:**  That assessment both formative and summative are integral in measuring student progress and engagement. They will have been taught in FET 4002 and FET 4003 that high-quality feedback can be written or verbal and that it must be accurate and clear, encourage further effort, and provide specific guidance on how to improve. Using feedforward techniques (Goldsmith, 2012) must be specific and measurable focusing on specific actions for students and providing time for students  to respond to the information given |
| **Trainees will already be able to:**  Give feedback both verbally and written through techniques learnt on professional practice and during the taught element of FET 4002 and understand that written marking is only one form of feedback and other efficient approaches to marking and include using whole class feedback or well supported peer- and self-assessment and deconstructing this approach. |
| 19 | Assessment  **(PS 13,16,17,18)** | 1. Prioritise the marking of errors relating to misunderstandings/misconceptions rather than careless mistakes made whilst working. 2. Provide feedback which takes into account the range of factors which can impact on students’ understanding of the feedback (such as their age or the message the feedback contains) 3. Provide accurate assessment and feedback to students in line with external benchmarking (such as GCSE or A level requirements) | 1. How effective is your written feedback to students? To what extent to you focus on correct misconceptions rather than careless mistakes? 2. How has your understanding of summative assessment practice developed? Think specifically about those which prepare students for GCSE and/or A level / BTEC outcomes. 3. Reflect on a lesson you taught this week. How did you ensure it was sequenced so that it built on prior knowledge and prepared students for the next step? | **Trainees will have already been taught:**  During their professional practice, their subject awarding bodies have their own marking scheme with specific requirements. Through working with expert colleagues during the standardisation and moderation of the assessed work, trainees will have been taught how to phrase and mark specifically using correct terminology and appropriateness. How their feedback on formative assessment has informed the summative assessment and improved the submission |
| **Trainees will already be able to:**  Carry out some summative assessment with colleagues in setting  They will know that using verbal feedback during lessons in place of written feedback after lessons where possible will reduce workload and give them the opportunity of marking using  abbreviations and codes in written feedback. Also through work carried out during FET 4003, a focus could be on Assessment and Feedback whilst teaching in the pandemic and how this has affected teacher and centre assessment. |
| 20 | Professional Behaviours **(PS 1, 3, 4, 9, 10, 14, 15, 16, 19, 20)** | 1. Engage parents/carers /guardians in the education of their children / young adults (including effective use of parents’ evenings/ open evenings) 2. Critically engage with research and use evidence to critique practice 3. Identify areas for development and engage in appropriate CPD with clear intentions for student outcomes 4. Build effective working relationships by working with colleagues as part of a team | 1. How effective is your communication to parents/carers in relation to student’s achievements and well-being? 2. Have you been involved with any CPD to improve teaching outside of your programme of ITT? If not, what could this look like? What CPD may you find it useful to engage with in the future (if carrying out QTLS for example)? 3. How has your understanding of ‘professionalism’ developed since the start of your ITT programme? What insights have you made? | **Trainees will have already been taught:**  Working with colleagues as part of a team and engaging with the settings wider community can have a positive impact on their teaching and students. They will have been taught that engaging in high-quality professional development can help teachers improve and bring about job opportunities. Trainees will be made aware of how to engage with QTLS and the process that follows. They will also be made aware of EHU CPD opportunities on completion of their course. Trainees will know that protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing |
| **Trainees will already be able to:**  Engage with parents/carers and guardians in education settings and be part of the wider community of the setting. If trainees are in a role at their setting, they will be able to access QTLS and the CPD it offers. Work as a professional teacher and know what responsibility the position holds by reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement |
|  | Revisit any aspects of the above in your final week of placement using the guidance below | | |  |
| **CONCLUSION OF PROFESSIONAL PRACTICE (LINKED TO FET 4000).**  Following the conclusion of the module, trainees should continue to be guided to reflect on and respond to the following questions: | | | |  |
|  | * Review your weekly reflective tasks during Professional Practice. Critically reflect on your progression so far against any one of the EHU ITE pillars. | | |  |
|  | * ‘No one is born a great teacher. Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching’ (DfE, 2019, p.3). Critically reflect on this statement. Do you agree? To what extent is this true for you? | | |  |
|  | * Familiarise yourself with the post-qualifying route for the course, which is the QTLS process of Professional Formation. Identify areas that you feel are a current strength for you and suggest ways in which you could develop these areas next year. | | |  |
|  | * Reflect on all areas of the ETF standards and CCF in line with the End of Placement procedures, ensuring they can identify areas for further development. | | |  |
| **Exit Viva’s and end of course w/c 05/06/21** | | | |  |

# Progression overview throughout Professional Practice

**When assessing trainees’ progression throughout the placement, expert colleagues and trainees should consider the extent to which progress has been made against the Post 14 Education curriculum**, identifying areas of strength and those in need of further development. What progression may look like throughout the stages of the programme is outlined below for guidance and should be used for all progression monitoring. Text in bold denotes new learning since the last monitoring point.

## Prior to Professional Practice:

Prior to starting placement, trainees will have learnt:

| FET 4000 - REFLECTIVE PROFESSIONAL PRACTICE IN POST-14 EDUCATION | FET 4001 - PRINCIPLES OF TEACHING, LEARNING, AND ASSESSMENT IN POST-14 EDUCATION |
| --- | --- |
| * The difference between teaching and learning in a Post 14 setting * Know the ETF Professional Standards (2014) and its links to teaching and Learning * Gain a brief overview of Metacognition and cognitive load theory (CLT) * Know how CLT links to Lesson Planning * Appreciate what assessment strategies there are within their own subject * Introduction to Reflective practice and Reflective Models when considering their own teaching practice and delivery (also see FET 4001) * How to embed reflective practice into their own e-portfolio (OneNote) * Gain insight into EDI and how to embed into their Teaching and Learning * What effective Relationship and Sex Education is and its importance in Post 14 education | * Gain an understanding of how to plan a “Micro-teach lesson and deliver to their peers (link to FET 4000) * What Lesson Study is * Modelling and Scaffolding in their subject * Trainees will be introduced to the context (Lesson Study), the teacher, the curriculum and the professional role and responsibilities of the teacher (including boundaries, knowledge, skills and values). * Importance of and development of professional identities and educational philosophies * Conduct and portray themselves in a professional manner * Develop academic research practices * How to embed Technology Enhanced Learning within their planning and teaching delivery |

During Professional Practice (Interim Stage)

During Professional Practice trainees should have learnt and/ or know how to:

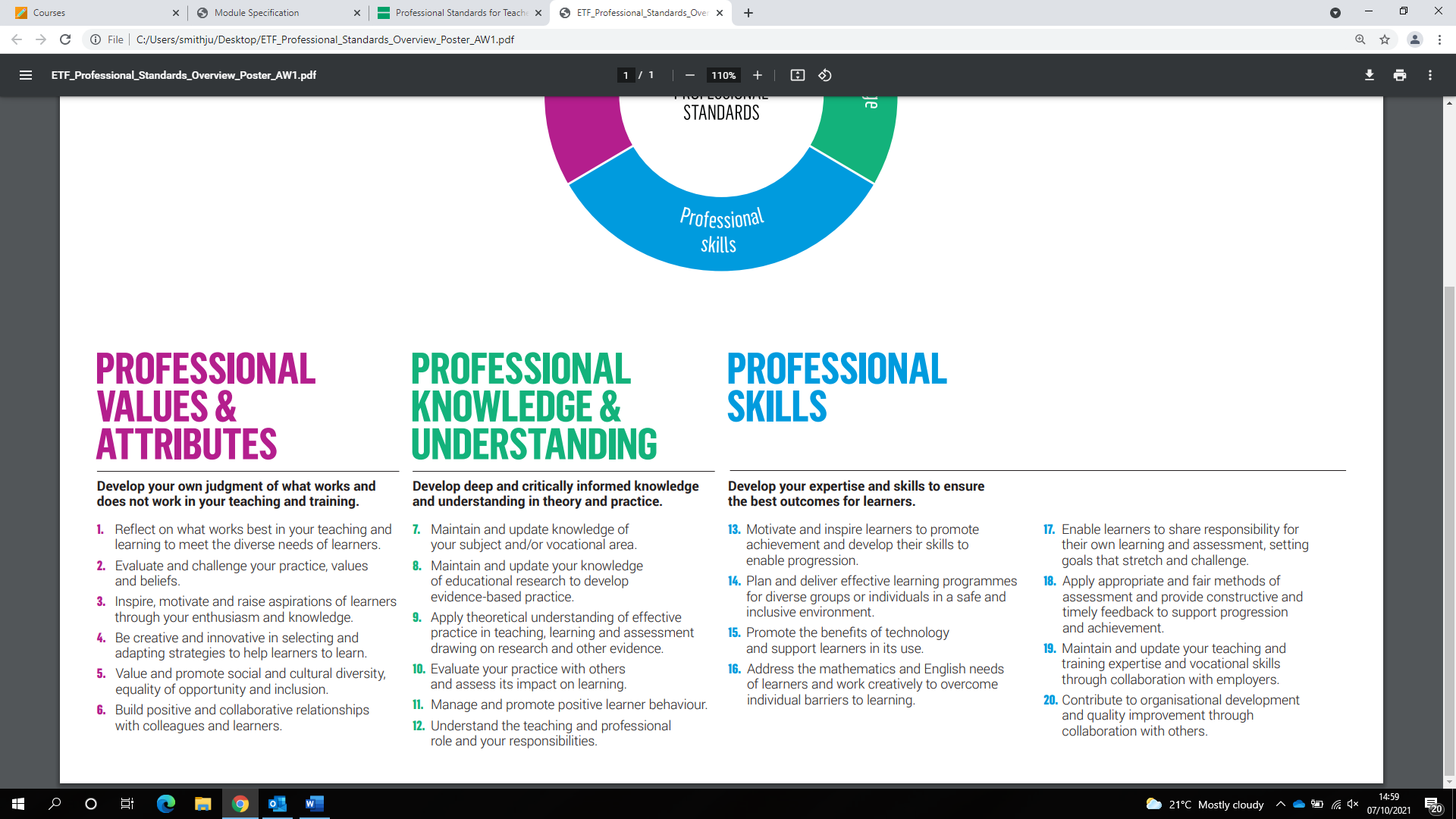
| FET 4000 - REFLECTIVE PROFESSIONAL PRACTICE IN POST-14 EDUCATION | FET 4001 - PRINCIPLES OF TEACHING, LEARNING, AND ASSESSMENT IN POST-14 EDUCATION | FET 4002 - CURRICULUM PLANNING & QUALITY PROCESSES IN POST-14 EDUCATION |
| --- | --- | --- |
| * Introduction to Reflective practice and Reflective Models when considering their own teaching practice and delivery (also see FET 4001) * Reflected on practice against the ETF Professional Standards within the Rationale aspect of FET 4000 and linked to academic research * How to embed reflective practice into their own e-portfolio (OneNote) * Gain insight into EDI and how to embed into their Teaching and Learning * Populating Section 3 of their OneNote E-portfolio with evidence of their teaching, learning, planning and assessment * Carrying out on-going subject knowledge reflection within Section 1 and 2 of the OneNote e-portfolio and the continual updating of the ETF professional standard audit * Will have observed experienced teachers within the setting and familiarised themselves with the EHU ITE Lesson Observation proforma as good practice. Evidence uploaded into Section 4 of OneNote | * Conduct and portray themselves in a professional manner * Develop academic research practices * Submitted their FET 4001 assignment * How to embed Technology Enhanced Learning within their planning and teaching delivery * Integrate their knowledge and understanding of lesson study into collaborative learning (also see FET 4000) * Adaptation of planning and teacher delivery to accommodate those students with SEN-D or other specific learning difficulties (see FET 4000) * Support the development of EAL learners * The role of emotional intelligence when managing learner behaviour * Key contemporary issues in education such as identity, socio-economic factors impacting on learners' education, diversity and inclusion, effective teaching learning and assessment and strategies for behaviour management. * Incorporation of modelling active and innovative teaching and learning methods and strategies based on very practical approaches to teaching, learning and assessment (links to FET4000) | * Introduction to curriculum planning and design in relation to quality assurance processes within the setting. Trainee will be made aware of the procedures involved in planning design and QA. * Trainees will be encouraged to explore regulations, awarding bodies, and criteria for learning and assessment requirements (links to FET 4001) * Build on subject knowledge from KS4 and Post 16 qualifications and specifications (see FET 4000) * At this stage of their professional practice, trainees will be made aware of the employability skills by engaging them with employability- based events which is tailored to enhance students' interview skills and assess their strengths and areas for development * Trainees will be introduced to careers, via external agencies (and EHU participation), within the sector and look at future senior managerial and leadership roles available in FE linking professional practice and theory. * Subject specific curriculum which complies with quality processes, government regulations, awarding body criteria and assessment requirements will be researched * Examine the philosophies of education and learn about various schools of thought which engages their critical thinking and leadership skills that may impact on the planning within their professional practice (Links to FET 4001) |

## End of Professional Practice (End of Placement)

By the end of their placement experience, trainees should have learnt and/or know how to:

| FET 4000 - REFLECTIVE PROFESSIONAL PRACTICE IN POST-14 EDUCATION | FET 4001 - PRINCIPLES OF TEACHING, LEARNING, AND ASSESSMENT IN POST-14 EDUCATION | FET 4002 - CURRICULUM PLANNING & QUALITY PROCESSES IN POST-14 EDUCATION | FET 4003 - EVIDENCE INFORMED PRACTICE IN POST-14 EDUCATION |
| --- | --- | --- | --- |
| * Continue populating Section 3 of their OneNote E-portfolio with evidence of their teaching, learning, planning and assessment * Ensure evidence of weekly mentor meetings is uploaded onto Inplace and OneNote * Ensure evidence of 30 hours Breadth of Experience is uploaded onto as well as 100 hours of Teaching Practice * Carrying out on-going subject knowledge reflection within Section 1 and 2 of the OneNote e-portfolio and the continual updating of the ETF professional standard audit * Will have observed experienced teachers within the setting and familiarised themselves with the EHU ITE Lesson Observation proforma as good practice - uploaded evidence onto Section 4 of their OneNote E-potfolio * Ensured Critical Rationale is completed with reflection against the ETF Standards and the 8 Formal Observations (see FET 4001, FET 4002, FET 4003) * The importance of CPD beyond the PGDE – look ahead at QTLS, Masters Study and Doctoral study (Links to FET 4002) | * Integrate their knowledge and understanding of lesson study into collaborative learning (also see FET 4000) * Carry out adaptation of planning and teacher delivery to accommodate those students with SEN-D or other specific learning difficulties (see FET 4000) * Support the development of EAL learners * The role of emotional intelligence when managing learner behaviour * To read from a wider variety of literature and introduces several classical and contemporary theories (links to FET 4000, FET 4002, FET 4003) | * Trainees will examine the philosophies of education and learn about various schools of thought which engages their critical thinking and leadership skills that may impact on the planning of their professional practice * Be able to link and investigate curriculum planning theorists & key ideologies (links to FET 4001) * Consider School of Thoughts in the Philosophies of Education * Explore Curriculum Models and embed into their own practice * Be able to Plan and Design a Curriculum: Embedding Literacy and Numeracy (look at Functional Skills) (links to FET 4001) * Start to consider their own Employability and roles within the FE sector * Consider contemporary Issues within the Post 14 sector * Work within the Adult Learning & Teaching in the Community | * Trainees will embed skills learned through other modules, a clear understanding of the importance of research in practice (links to FET 4000, FET 4002, FET 4003) to produce a research proposal. * Trainees will underpin current best practice in quality processes within the Post-14 sector as well as in general leadership and management in FE (links to FET 4002) * Trainees will focus on current research in their own subject specialism. * Consideration to be given to the importance of the research base in informing pedagogical and andragogical approaches * Embed Current research debates in education around Quality Assurance, Quality Improvement, and Quality Enhancement (links to FET 4002) * Consider Leadership & Mentorship in FE (and HE in FE) (links to FET 4002 and FET 4000) * Trainees on PP will gain an understanding of management models and progression in the FE sector (links to FET 4002 and FET 4000) * Trainees will have specific learning in relation to subject pedagogy and current best practice and research |

## **ETF Professional Standards**



## References

* Department for Education (DfE), 2019. Early Career Framework [online]. <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf> (Accessed 9.6.21)
* ETF Professional Standards (2014) <https://www.et-foundation.co.uk/wp-content/uploads/2014/05/ETF_Professional_Standards_Digital_FINAL.pdf> (Accessed 7.10.21)