**Primary (3-7 phase) Initial Teacher Education: Curriculum Plan**

**Undergraduate Programmes**

**Links to Professional Behaviours**

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| **Curriculum Vision:**  Working creatively with others to enhance life chances for all through a  curriculum which enables trainees to develop strong subject knowledge in the  Early Years Foundation Stage and the National Curriculum and have the  professional skills to lead early years learning and teaching, inextricably linked to  the individual needs and interests of young children.  **Curriculum Intent**  Through our initial Teacher Education Curriculum, our intention is for trainee teachers to appreciate the importance of  positive professional relationships. Through Phase 1 they will know that positive professional conduct underpins self-  development and enables effective working relationships. They will understand the importance of how reflective practice is  essential in ensuring effective professional development through having high standards of professional conduct and be able  to work effectively and competently with peers and colleagues during lectures, seminars and whilst on professional  practice. The impact will be that trainees will be able to work respectfully and professionally with peers and colleagues.  Through Phase 2, they will know what constitutes the professional role of the teacher including how to deploy Teaching  Assistants effectively. They will understand the ethics of the teaching profession and the high standards of expectations  regarding personal and professional conduct. The impact will be that trainees will demonstrate high standards of  professionalism as stated in part two of the Teachers’ Standards.  Through Phase 3 they will know the importance of positive parental engagement and working with external agencies to  support the needs of the child. They will understand how to effectively engage parents and how to communicate with  external colleagues in a professional and respectful manner. The impact will be that trainees will be able to professionally  engage and communicate with parents and external agencies so that so that all lines of communication are open, honest  and transparent and in the best interests of the child. | | | | | | | | | | |
| **Phase 1** | | | | | | | | | | |
| **University Based Learning** | | | | **School/Practical Based Learning** | | | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | | **Learn How** | | |
| **Component Knowledge** | Effective professional development is likely to be  sustained over time, involve expert support or coaching  and opportunities for collaboration.  (**LT 8.1)** |  | |  | | | 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, sustained over time with  built-in opportunities for practice.  **(LH 8.1)** | |  |
| Reflective practice, supported by feedback from and  observation of experienced colleagues, professional  debate, and learning from educational research, is also  likely to support improvement.  (**LT 8.2)** |  | |  | | | Seek challenge, feedback and critique from mentors  and other colleagues in an open and trusting working  environment relating to Part 2 of the Teachers’ Standards  **(LH 8.2)** | |  |
| Their self and personal attributes will have an impact  on their teaching. |  | |  | | | Reflect on progress made, what it means to work collaboratively and recognising strengths and  weaknesses and identifying next steps for further  Improvement.  **(LH 8.8)** | |
| How to effectively work with peers and colleagues. |  | |  | | | Build effective working relationships, by discussing and analysing with expert colleagues how  experienced colleagues seek ways to support individual colleagues and work as part of a team. | |
| How to ensure their digital footprint reflects the values  and attitudes expected of a primary teacher. |  | |  | | | Develop an awareness of self and personal attributes. | |
| Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.  **(LH 8.14)** |  | |  | | | Begin to understand their personal strengths and  areas for development in relation to their own practice. | |
| Consider tomake valuable contributions to the wider life of the school through supporting school colleagues in after-school/lunch time clubs – linked to subject enrichment.  **(LT 8.3)** |  | |  | | | Strengthen pedagogical and subject knowledge by participating in wider networks.  **(LH 8.3)** | |
|  |  | |  | | | Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.  **(LH 8.14)** | |
| **Assessment** | **Assessment** | | | **Assessment** | | | | |  |
| *What is being assessed?* | *How is it being assessed?* | | *What is being assessed?* | | *How is it being assessed?* | | | Impact |
| **Composite Knowledge** | **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. | | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Professional Behaviours** | | | | | | | | |
| Need CCF materials in here please  Cameron, C., & Moss, P. (2011) (Eds.). Social Pedagogy and Working with Children and Young People: Where Care and Education Meet. London and Philadelphia: Jessica Kingsley Publishers.  Grenier, J. and Vollans, C. eds., 2022. *Putting the EYFS Curriculum Into Practice*. SAGE.  Pascal, C., Bertram, T. and Rouse, L., 2019. Getting it right in the Early Years Foundation Stage: a review of the evidence. Centre for Research in Early Childhood  \*Education Endowment Foundation (2015) Making Best Use of Teaching Assistants Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/tools/guidance-reports/ [retrieved 10 October 2018]. | | | | | | | | |
| **Phase 2** | | | | | | | | | | |
| **University Based Learning** | | | | **School/Practical Based Learning** | | | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | | **Learn How** | | |
| **Component Knowledge** | Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including supporting and developing effective professional relationships with colleagues.  **(LT 8.3)** |  | |  | | | Strengthen pedagogical and subject knowledge by participating in wider networks.  **(LT 8.3)** | | Intent |
| The importance of building effective relationships with parents, carers and families that can improve pupils’ motivation, behaviour and academic success.  **(LT 8.4)** |  | |  | | | Observe how expert colleagues communicate with parents and carers proactively and make effective use of parents’ evenings to engage parents and carers in their children’s schooling and deconstructing this approach.  **(LT 8.4)** | |
| Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.  **(LT 8.5)** |  | |  | | | Deploy support staff effectively so that they benefit the emotional, social and academic progress of the pupils.  **(LT 8.5)** | |
| That building effective relationships with staff, with a focus on Teaching Assistants, will provide an environment conducive to learning using teamwork.  **(LT 8.8)** |  | |  | | | Through collaboration with school-based mentors and Link Tutors, develop and deepen their pedagogical and subject knowledge.  **(LH 8.3)** | |
|  |  | |  | | | Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.  **(LH 8.14)** | |
| **Assessment** | **Assessment** | | | **Assessment** | | | | | Impact |
| *What is being assessed?* | *How is it being assessed?* | | *What is being assessed?* | | *How is it being assessed?* | | |
| **Composite Knowledge** | **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:*** | | | |
| *By the end of this phase trainees will* ***know:***   * *what constitutes the professional role of a teacher* | | *By the end of this phase trainees will* ***understand:***   * *the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession.* | | *By the end of this phase trainees will* ***be able to:***   * demonstrate professionalism as stated in part two of the Teachers’ Standards | | | |
| **Research** | **KEY RESEARCH** | | | | | | | | |
| Devlieghere, J., Li, Y. and Vandenbroeck, M., 2022. Beyond the veil of parents: Deconstructing the concept of parental involvement in early childhood education and care. *Early Years*, *42*(4-5), pp.587-598.  Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A., & Webster, R. (2009) Deployment and impact of support staff in schools: Characteristics, Working Conditions and Job Satisfaction of Support Staff in Schools. Retrieved from <http://eprints.uwe.ac.uk/12342/>.  Cameron, C., & Moss, P. (2011) (Eds.). Social Pedagogy and Working with Children and Young People: Where Care and Education Meet. London and Philadelphia: Jessica Kingsley Publishers. | | | | | | | | |
| **Phase 3** | | | | | | | | | | |
| **University Based Learning** | | | | **School/Practical Based Learning** | | | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | | **Learn How** | | |
| **Component Knowledge** | SENCOs, pastoral leaders, careers advisors and other specialist colleagues have valuable expertise and can ensure that appropriate support is in place for pupils.  **(LH 8.10)** |  | |  | | | Receive clear, consistent and effective mentoring in how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching.  **(LH 8.1)** | | Intent |
| Their responsibilities related to safeguarding and reporting an issue. |  | |  | | | Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.  **(LH 8.14)** | |
| Engaging in high-quality professional development can help teachers improve.  **(LT 8.7)** |  | |  | | | Engage in continuous professional development opportunities. | |
| That parental support links to academic achievement  **(LT 8.4)** |  | |  | | | Reflect and analyse why some parents may not be engaged.  **(LH 8.8)** | |
| That some parents may be challenging to engage  **LH 8.8)** |  | |  | | | Devise strategies to engage parents.  (**LH 8.9)** | |
| That outside agencies can support the specific needs that some children present.  **(LT 8.6)** |  | |  | | | Recognise when an external colleague/provider may be required.  **(LH 8.14)** | |
|  | Protect time for rest and recovery and be aware of the sources of support available to support good mental wellbeing.  **(LH 8.18)** |  | |  | | | Manage workload and wellbeing by observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstruct this approach.  **(LH 8.16)** | |  |
| **Assessment** | **Assessment** | | | **Assessment** | | | | | Impact |
| *What is being assessed?* | *How is it being assessed?* | | *What is being assessed?* | | *How is it being assessed?* | | |
| **Composite Knowledge** | **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:*** | | | |
| *By the end of this phase trainees will* ***know:***   * The importance of parental engagement * The importance of working with external colleagues. | | *By the end of this phase trainees will* ***understand:***   * How to effectively engage parents * How to effectively communicate with external colleagues | | *By the end of this phase trainees will* ***be able to:***   * Effectively engage parents. * Effectively communicate with external colleagues | | | |
| **Research** | **KEY RESEARCH** | | | | | | | | |
| THOMPSON, C. and WOLSTENCROFT, P. 2021. *The Trainee Teacher’s Handbook: A companion for initial teacher education.*2nd ed. London: SAGE and Learning Matters  Basma, B. & Savage, R. (2018) Teacher Professional Development and Student Literacy Growth: a Systematic Review and Metaanalysis. Education P  Yale, A., 2020. Developing Positive Personal Tutor Relationships. In *Mentoring in Higher Education* (pp. 75-94). Palgrave Macmillan, Cham. | | | | | | | | |