**Primary Initial Teacher Education: Curriculum Plan**

**Professionalism, Wider Professional Responsibilities and Relationships, Professional Workload Management: Postgraduate programmes**

***NB – this curriculum plan identifies when trainees will ‘meet’ content for the first time – the intention is that at each phase, university and school-based colleagues will support trainees in recalling, refining, applying and discussing content from the previous phases.***

**Curriculum Intent:**

Through our initial Teacher Education Curriculum, our intention is for trainee teachers to appreciate the importance of positive professional relationships and behaviours.

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 and seminars.

Through the school led, Phase 2, they will know what constitutes the professional role of the teacher including how to deploy Teaching Assistants effectively and the high standards of expectations regarding personal and professional conduct. They will reflect on their own practice and identify next steps for their professional development.

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.

Through school led Phase 4 they will know that their professional development is an ongoing feature of their career through feedback, discussion and collaboration with a range of professional colleagues and how to manage their workload.They will understand their professional responsibilities in relation to Part 2 of the Teachers’ Standards at the end of Professional Practice. They will be able to communicate with parents and carers, deploy support staff effectively and to work with a range of professionals beyond their classroom teaching team.

At Phase 5 they will know that the Teachers Standards underpin the expectations of a teacher’s role and need to seek out professional development opportunities throughout their teaching career. They will understand the importance of target setting and be able to set SMART targets as an ECT.

| **Phase** | **Learn that…** | **Learn how to…** |
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| **Phase 1**  **(University-led)**  Lecture and seminar based | **Trainees will know:** | **Trainees will be able to:** |
| * Their self and personal attributes will have an impact on their teaching. | * 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. **(LH 8.1)** |
| * Why some parents are challenging to engage and how to overcome these barriers. | * Engage with feedback and and guidance from mentors and other colleagues in an open and trusting working environment. **(LH 8.5** |
| * How to ensure their digital footprint reflects the values and attitudes expected of a primary teacher. | * Develop an awareness of self and personal attributes. |
| * When TAs are prepared for lessons by teachers, Teaching assistants they can support pupils more effectively. TAs should supplement rather than replace support from teachers. **(LT 8.5)** |
| * **Trainees will understand:** |
| * Their professional development will continue throughout their teaching career.**(LT 8.1)** |
| **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***   * That positive professional conduct underpins self-development and effective working relationships.   *By the end of this phase trainees will* ***understand:***   * The importance of having high standards of professional conduct and be able to adapt to the needs of the school environment.   *By the end of this phase trainees will* ***be able to:***   * Work effectively and competently with peers and colleagues and to be able to contribute to professional discussions. |
| * The importance of sharing the intended lesson outcomes with teaching assistants ahead of lessons.**(LH 8.11)** |
| * Their responsibilities related to safeguarding and reporting an issue. (**LH 8.14)** |
| * SENCOs, specialist teachers, specialist teaching assistants, occupational therapists and other specialist colleagues have valuable expertise and can ensure that appropriate support is in place for pupils. **(LT 8.6)** |
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| **Phase 2**  **(School-led – Professional Practice 1)**  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phase 1 and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * That building effective relationships with Teaching Assistants and other staff will provide an environment conducive to learning using teamwork.   **(LT 8.5)** | * Strengthen pedagogical and subject knowledge by participating in wider networks. **(LH 8.3)** |
| * Effective professional development will involve expert support and is likely to be sustained over time. It will also include coaching and opportunities for collaboration. **(LH 8.1)** | * Receive clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers’ Standards. **(LH 8.2)** |
| * **Trainees will understand:** | * Plan effectively for additional adults and reflect on strategies to enable the effective use of support staff to impact on pupil progress. **(LH 8.10)** |
| * That outside agencies can support the specific needs that some children present. (**LT 8.6)** |
| * Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. **(LH 8.6)** |
| * Reflect on how they can build effective relationships with support staff. **(LH 8.11)** |
| * Reflective practice is essential in ensuring effective professional development **(LT 8.2)** | *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 |
| **Phase 3**  **(University-led)**  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1 and 2, and will add the following…* | **Trainees will know** | **Trainees will be able to:** |
| * That parental support links to academic achievement * The importance of positive professional relationships. **(LT 8.4)** | * Engage in continuous professional development opportunities.**(LH 8.1)** |
| * Verbal and digital communication with colleagues in school and with university tutors should reflect the high standards expected of teachers. |
| **Trainees will understand** | * Devise strategies to engage parents. Recognise when an external provider may be required. |
| * Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is likely to support improvement. **(LH 8.6)** | *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 * The importance of reflecting on their own practice   *By the end of this phase trainees will* ***be able to:***   * Effectively engage parents. * Make effective use of professional development opportunities. |
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| **Trainees will be able to:** |
| **Phase 4**  **(School-led – Professional Practice 2)**  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phases 1, 2 and 3, and will add the following…* | **Trainees will know**   * Effective professional development is sustained through ongoing reflection and discussion with colleagues. **(LT 8.2)** * How to manage their workload so that professional responsibilities and the requirements of a healthy work/life balance are met. **(LH 8.18)** | * Observe and reflect on how experienced colleagues proactively communicate with carers and parents and make effective use of parents’ evenings to engage parents and carers in their children’s schooling and deconstructing this approach.**(LH 8.9)** |
| * 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 8.10)** |
| * Reflect and analyse why some parents may not be engaged.(**LH 8.9)** |
| * Deploy support staff effectively so that they benefit the emotional, social and academic progress of the pupils. (**LH 8.15)** |
| **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  Professional development is sustained throughout their teaching career and how to manage their workload.  *By the end of this phase trainees will* ***understand:***  Their professional responsibilities as identified in Part 2 of the Teachers’ Standards.  *By the end of this phase trainees will be* ***able to:***  Work with the SENCO and outside agencies. |
| * **Trainees will understand** |
| * Their professional responsibilities as identified in Part 2 of the Teachers’ Standards. |
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| **Phase 5**  **(University-led)**  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1, 2, 3 and 4, and will add the following…* | **Trainees will know** | **Trainees will be able to:** |
| * The Teachers’ Standards underpin a teacher’s professionalism throughout their career * Part 2 of the Teachers’ Standards and a particular focus on Fundamental British Values. | * Reflect on their progress and identify targets for the next phase of their professional development. |
| **Trainees will understand** |
| * The need to engage in continuous professional development opportunities. |
|  | | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  The Teachers’ Standards underpin a teacher’s professionalism throughout their career.  *By the end of this phase trainees will* ***understand:***  The importance of continuous professional development as an Early Career Teacher and beyond.  *By the end of this phase trainees will be* ***able to:***  Set SMART targets to begin their professional development as an Early Career Teacher. |
| Research, literature and resources supporting the PG curriculum  BOYD, P., HYMER, B., and LOCKNEY, K., 2015. Learning teaching: becoming an inspirational teacher [online]. Northwich, United Kingdom: Critical Publishing.  Available from: https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=4067583.  GLAZZARD, J., CHADWICK, D., WEBSTER, A. and PERCIVAL, J., 2010*. Assessment for Learning in the Early Years Foundation Stage*. London: SAGE Publications.  ​  ​  GLAZZARD, J. and STONES, S., 2021*. Evidence Based Primary Teaching*Critical publishing. ​  THOMPSON, C. and WOLSTENCROFT, P. 2021. *The Trainee Teacher’s Handbook: A companion for initial teacher education.*2nd ed. London: SAGE and Learning Matters​   * Rosenshine’s 10 Principles of Instruction (2012) * What makes Great Teaching – Sutton Trust | | |