# **Primary Initial Teacher Education: Curriculum Plan**

# **Subject/Strand: Professionalism, Wider Professional Responsibilities and Relationships, Professional Workload Management: Postgraduate Programmes**

# **Links to Practical knowledge, Substantive/theory, Disciplinary**

**Curriculum Vision:**

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 (University Based Learning) 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 Phase 2 (School Based Learning – Introductory/Developmental) 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 (University Based Learning) 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 Phase 3 (School Based Learning – Consolidation) 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. They will understand the importance of target setting and be able to set SMART targets for their ECT year.

| **Phase 1** |
| --- |
| **University Based Learning** |
| **Learn That** | **Learn How** |
| **Component Knowledge** | * Their self and personal attributes will have an impact on their teaching - with specific consideration to Fundamental British Values
 | * 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)**
 | Intent |
| * Working with parents. Why some parents are challenging to engage and how to overcome these barriers.
 | * Engage with feedback 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.
 | * Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.
* **(LH 8.6)**
 |  |
| * Effective professional development will involve expert support and is likely to be sustained over time. It will also include coaching and opportunities for collaboration.
* **(LT 8.1)**
 |  |  |
| * Effective professional development is sustained through ongoing reflection and discussion with colleagues.
* **(LT 8.2)**
 |  |  |
| * Their responsibilities related to safeguarding and reporting an issue.
* **(LT 8.14)**
 |  |  |
| **Assessment** | **Assessment** |  |
| Through discussions in tutorials with Personal and Academic Tutors, positive professional behaviours will be identified to support the development of a professional identity. With a focus on:* discussing what professionalism means and being able to demonstrate this in relation to the teaching profession.
 | 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 Art and Design** |
| 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 |

| **Phase 2** |
| --- |
| **School Based Learning – Introduction/Developmental** | **University Based Learning** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | * That parental support links to academic achievement
* The importance of positive professional relationships
* **(LT 8.4)**
 | * Through receiving consistent and clear effective mentoring with a focus on clear intentions for pupil outcomes and professional development, they will develop as a professional over time.
* **(LH 8.1)**
 | * Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is likely to support improvement.
* **(LT 8.2)**
 | * Protect time for rest and recovery and be aware of the sources of support available to support good mental wellbeing.
* **(LH 8.18)**
 | Intent |
| * That building effective relationships with Teaching Assistants and other staff will provide an environment conducive to learning using teamwork.
* **(LT 8.5)**
 | * Receive clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers’ Standards.
* **(LH 8.2)**
 |  |  |
| * 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)**
 | * **Strengthen pedagogical and subject knowledge by participating in wider networks.**
* **(LH 8.3)**
* **Linked to Weekly Task**
 |  |  |
|  | * Learn to extend subject and pedagogical knowledge as part of the lesson preparation process.
* **(LH 8.4)**
 |  |  |
|  | * Take on board constructive feedback from mentors and colleagues in an open and honest working environment.
* **(LH 8.5)**
 |  |  |
|  | * Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.
* **(LH 8.6)**
 |  |  |
|  | * Engage critically with research and use evidence to critique practice.
* **(LH 8.7)**
 |  |  |
|  | * Discuss and analyse how to work effectively as part of a team with expert and experienced colleagues, so that individual colleagues are supported and all work in a team manner.
* **(LH 8.8)**
 |  |  |
|  | * Through observation, identify how expert teachers liaise and communicate with parents and carers so that an effective joint approach is adopted in supporting the child’s needs in all areas, e.g., socially, emotionally and academically.
* **(LH 8.9)**
 |  |  |
|  | * Students will 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 8.10)**
 |  |  |
|  | * Discuss with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons. And reflect on how they can build effective relationships with support staff.
* **(LH 8.11)**
 |  |  |
|  | * Students will receive clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.
* **(LH 8.12)**
 |  |  |
|  | * **Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g., by supporting expert colleagues with extra-curricular clubs linked to subject enrichment).**
* **(LH 8.13)**
* **Linked to Weekly Task**
 |  |  |
|  | * 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)**
 |  |  |
|  | * Prepare teaching assistants for lessons under supervision of expert colleagues.
* **(LH 8.15)**
 |  |  |
|  | * 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)**
* And discuss and analyse with expert colleagues the importance of the right to support (e.g., to deal with misbehaviour).
* **(LH 8.17)**
 |  |  |
|  |  | * Collaborate with colleagues to share the load of planning and preparation and make use of shared resources (e.g., textbooks).
* **(LH 8.19)**
 |  |  |  |
|  | **Assessment** |  |
|  | Through discussions in tutorials with Personal and Academic Tutors, positive professional behaviours will be identified to support the development of a professional identity. With a focus on:* discussing what professionalism means and being able to demonstrate this in relation to the teaching profession.

Whilst on placement, with support from EHU Link Tutors and school-based expert mentors, through the weekly development summary meetings, discussions will take place to support an ongoing positive professional identity. With a focus on:* How pupils’ motivation, behaviour and academic success can be improved through the development of effective relationships with families and carers.
* Understanding there are a range of professionals that ensure appropriate support is in place for pupils to make good progress. These may include SENCos, specialist teachers, occupational therapists and specilaised teaching assistants.
* How high-quality professional development is an intrinsic part of the process through which teachers improve and develop their practice.
 |  |
| **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:*** |
| * What constitutes the role of a teacher
* The importance of parental engagement
* The importance of working with external colleagues
 | * The expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession.
* How to effectively engage parents
* The importance of reflecting on their own practice
 | * Demonstrate professionalism as stated in part two of the Teachers’ Standards
* Make effective use of professional development opportunities
 |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** |
| 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 |

| **Phase 3** |
| --- |
| **School Based Learning – Consolidation** |
| **Learn That** | **Learn How** |
| **Component Knowledge** | * **Effective professional development is sustained through ongoing reflection and discussion with colleagues.**
* **(LT 8.2)**
* **Linked to Weekly Task**
 | * Through receiving consistent and clear effective mentoring with a focus on clear intentions for pupil outcomes and professional development, they will develop as a professional over time.
* **(LH 8.1)**
 | Intent |
|  | * Receive clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers’ Standards.
* **(LH 8.2)**
 |
|  | * Strengthen pedagogical and subject knowledge by participating in wider networks.
* **(LH 8.3)**
 |
|  | * Learn to extend subject and pedagogical knowledge as part of the lesson preparation process.
* **(LH 8.4)**
 |
|  | * Take on board constructive feedback from mentors and colleagues in an open and honest working environment.
* **(LH 8.5)**
 |
|  | * Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.
* **(LH 8.6)**
 |
|  | * **Engage critically with research and use evidence to critique practice.**
* **(LH 8.7)**
* **Linked to Weekly Task**
 |
|  |  | * Discuss and analyse how to work effectively as part of a team with expert and experienced colleagues, so that individual colleagues are supported and all work in a team manner.
* **(LH 8.8)**
 |  |
|  |  | * 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)**
 |  |
|  |  | * Discuss with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons. And reflect on how they can build effective relationships with support staff.
* **(LH 8.11)**
 |  |
|  |  | * Students will receive clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.
* **(LH 8.12)**
 |  |
|  |  | * Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g., by supporting expert colleagues with their pastoral responsibilities, such as careers advice).
* **(LH 8.13)**
 |  |
|  |  | * 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)**
 |  |
|  |  | * Deploy support staff effectively so that they benefit the emotional, social and academic progress of the pupils.
* (**LH 8.15)**
 |  |
|  |  | * 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)**
* And discuss and analyse with expert colleagues the importance of the right to support (e.g., to deal with misbehaviour).
* **(LH 8.17)**
 |  |
|  |  | * How to manage their workload so that professional responsibilities and the requirements of a healthy work/life balance are met.
* **(LH 8.18)**
 |  |
|  |  | * Collaborate with colleagues to share the load of planning and preparation and make use of shared resources (e.g., textbooks).
* **(LH 8.19)**
 |  |
| **Assessment** | **Assessment** | Impact |
| Through discussions in tutorials with Personal and Academic Tutors, positive professional behaviours will be identified to support the development of a professional identity. With a focus on:* discussing what professionalism means and being able to demonstrate this in relation to the teaching profession.

Whilst on placement, with support from EHU Link Tutors and school-based expert mentors, through the weekly development summary meetings, discussions will take place to support an ongoing positive professional identity. With a focus on:* How pupils’ motivation, behaviour and academic success can be improved through the development of effective relationships with families and carers.
* Understanding there are a range of professionals that ensure appropriate support is in place for pupils to make good progress. These may include SENCos, specialist teachers, occupational therapists and specilaised teaching assistants.
* How high-quality professional development is an intrinsic part of the process through which teachers improve and develop their practice.

Specific Task related to the wider life of school – from the Weekly Task – to be confirmed. |
| **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:*** |
| * Professional development is sustained throughout their teaching career and how to manage their workload
* The Teachers’ Standards underpin a teacher’s professionalism throughout their career
 | * Their professional responsibilities as identified in Part 2 of the Teachers’ Standards
* The importance of continuous professional development as an early Career Teacher and beyond
 | * Work with SENCO and outside agencies
* Set SMART targets to begin their professional development as an Early Career Teacher
 |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** |
| 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 |