**Primary Initial Teacher Education: Curriculum Plan**

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

**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** | **Learn that…** | **Learn how to…** |
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| **Phase 1** | **Trainees will know:** | **Trainees will be able to:** |
| * Professional development will be continuous over time. It will involve mentoring and support from experts along with opportunities for collaboration**.**   **(LT 8.1)** | * 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)** |
| * Improvement in practice comes from being reflective which is supported by both feedback from and observation of experienced colleagues. Additionally, engaging in professional debate and educational research is also beneficial to improving practice.   **(LT 8.2)** | * Receive clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers’ Standards. |
| * Their self and personal attributes will have an impact on their teaching. | * Take on board constructive feedback from mentors and colleagues in an open and honest working environment.   **(LH 8.5)** |
| * How to ensure their digital footprint reflects the values and attitudes expected of a primary teacher. | * Be self-reflective so that areas of strength and areas to develop further can be identified and opportunities for next steps to address this are made.   **(LH 8.6)** |
|  | * 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)** |
|  | * Develop an awareness of self and personal attributes. |
|  | * Begin to understand their personal strengths and areas for development in relation to their own practice. |
|  | * Develop skills in working with peers in university sessions and on paired placement. |
| **Trainees will understand:** | **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. |
| * Their professional development will continue throughout their teaching career. |
| * Reflective practice is essential in ensuring effective professional development. |
| * The importance of positive professional relationships. |
| **Research, literature and resources supporting the curriculum at Phase 1:**   * Rosenshine’s 10 Principles of Instruction (2012) * What makes Great Teaching – Sutton Trust * THOMPSON, C. and WOLSTENCROFT, P. 2021. *The Trainee Teacher’s Handbook: A companion for initial teacher education.*2nd ed. London: SAGE and Learning Matters​ | | |
| **Assessment pertaining to Phase 1:**  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:   * Developing an awareness of self and personal attributes and personal values and understanding the impact these can have on building professional relationships and the learning and teaching process.   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:   * Consistent and effective mentoring so that students develop as a professional over time * Being aware of how to work effectively as part of a team and to contribute to professional discussions * Being self-reflective and identifying areas of strength and areas to develop further | | |
| **Phase 2**  *(Yellow = through Professional Practice)* | **Trainees will know:** | **Trainees will be able to:** |
| * By developing effective professional relationships with colleagues, teachers can make valuable contributions to the wider life of school. This can be through supporting teachers in the trainees’ area of expertise, running extra-curricular clubs or assisting in events within the school community e.g. fairs and days of celebration.   **(LT 8.3)** | * Through collaboration with school-based mentors and Link Tutors, develop and deepen their pedagogical and subject knowledge.   **(LH 8.3)** |
| * 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)** |
| * How to deploy Teaching Assistants (TAs) effectively so they are prepared for lessons in advance and know how to support the pupils they have been planned for. * The importance of sharing the intended lesson outcomes with TAs ahead of lessons. * By building effective relationships with staff, with a focus on TAs, it will provide an environment conducive to learning using teamwork.   **(LT 8.5)** | * Deploy support staff effectively so they are aware of the intended lesson outcomes ahead of lessons and how to support the child/children appropriately.   **(LH 8.11)** |
|  | * Reflect on how they can build effective relationships with support staff. |
|  | * Plan effectively for additional adults and reflect on strategies to enable the effective use of support staff to impact on pupil progress. |
| * Discuss what professionalism means and demonstrate this in relation to the teaching profession. |
| **Trainees will understand:** | **Composite knowledge / understanding / skills**  *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 understanding the wider roles and responsibilities of a teacher. |
| * Teaching assistants (TAs) are able to ensure better progress by pupils when they are prepared for sessions by teachers, and when TAs supplement rather than replace support from teachers.**(LT8.5)** |
| * Understand what professionalism means in relation to the teaching profession. ( |
| Research, literature and resources supporting the curriculum at Phase 2:  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. ​ | | |
| **Assessment pertaining to Phase 2:**  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:   * Developing their ongoing pedagogical and subject knowledge * Through observing expert practitioners, students will identify how they liaise and communicate with parents to ensure a joined approach is adopted in supporting the child’s needs * Being able to build effective professional relationships with support staff so their knowledge and expertise is utilised to support the needs of the children they are working with * Deploying support staff effectively so they can have a positive impact on pupil progress | | |
| **Phase 3**  *(highlighted yellow = through PP)* | **Trainees will know:** | **Trainees will be able to:** |
| * There are a range of professional 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. **(LT 8.6)** | * Work closely with the SENCO and other professionals supporting pupils with additional needs based on receiving clear and effective mentoring. This will include how to make explicit links between interventions delivered outside of lessons with classroom teaching.**(LH 8.1)** |
| * Pupils’ motivation, behaviour and academic success can be enhanced through the development of effective relationships with families and carers. **(LT 8.4)** | * Manage workload and prioritise tasks. **(LH 8.19)** |
| * High quality professional development is an intrinsic part of the process through which teachers improve and develop their practice. (**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 | * 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)** |
| **Trainees will understand:** | **Composite knowledge / understanding / skills**  *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:***   * The Teachers’ Standards underpin a teacher’s professionalism throughout their career. * 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 |
| * Why some parents are challenging to engage. |
| * The importance of a work life balance **(LH 8.16)** |
| * How to manage their workload effectively |
| * Fundamental British Values and the impact they have on them as a teaching professional. |
| 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. 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​ | | |