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

# **Subject: Professionalism, Wider Professional Responsibilities and Relationships, Professional Workload Management: Undergraduate 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.

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** |
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| **University Based Learning** | **School/Practical Based Learning** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | 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)**  | Intent |
| 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. **(LH 8.2)**  |
| Consider to make 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)** |
| How to ensure their digital footprint reflects the values and attitudes expected of a primary teacher.  |  |  | Learn to extend subject and pedagogical knowledge as part of the lesson preparation process. **(LH 8.4)**  |
| 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)**  |  |  | Take on board constructive feedback from mentors and colleagues in an open and honest working environment. **(LH 8.5)**   |
| 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)**  |  |  | 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)**  |
| Protect time for rest and recovery and be aware of the sources of support available to support good mental wellbeing. **(LH 8.18)**  |  |  | Engage critically with research and use evidence to critique practice. **(LH 8.7)** |
| Develop an awareness of self and personal attributes.  |  |  | *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)*** |
| Begin to understand their personal strengths and areas for development in relation to their own practice.  |  |  | 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)** |
| Develop skills in working with peers in university sessions and on paired placement.  |  |  | 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)**  |
| Their self and personal attributes will have an impact on their teaching.  |  |  | Discuss with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons. **(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)**  |  |
|  |  |  |  | *Protect time for rest and recovery and be aware of the sources of support available to support good mental wellbeing.****(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)**  |  |
|  |  |  |  | *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.* |  |
| **Assessment** | **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: * 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
 | 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. Their professional development will continue throughout their teaching career. Reflective practice is essential in ensuring effective professional development. The importance of positive professional relationships.  | 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** |
| * 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​
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| **Phase 2** |
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| **University Based Learning** | **School/Practical Based Learning** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
|  | 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)** |  |  | *Discuss what professionalism means and demonstrate this in relation to the teaching profession.* |  |
| **Component Knowledge** | 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 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)**   |  |
| 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)**  |  |  | Receive clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers’ Standards. **(LH 8.2)**  |
| Reflect on how they can build effective relationships with support staff.  Discuss and analyse with expert colleagues how experienced colleagues seek ways to support individual colleagues and work as part of a team. **(LH 8.8)**  |  |  | **Through collaboration with school-based mentors and Link Tutors, develop and deepen their pedagogical and subject knowledge.****(LH 8.3)** **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)**  |  |  | Learn to extend subject and pedagogical knowledge as part of the lesson preparation process. **(LH 8.4)**  |
| Protect time for rest and recovery and be aware of the sources of support available to support good mental wellbeing. **(LH 8.18)**  |  |  | Take on board constructive feedback from mentors and colleagues in an open and honest working environment. **(LH 8.5)**  |
| Discuss what professionalism means and demonstrate this in relation to the teaching profession.  |  |  | 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)** |
|  |  |  | **Engage critically with research and use evidence to critique practice.****(LH 8.7)****Linked to Weekly Task** |
|  |  |  | *Reflect on how they can build effective relationships with support staff.  Discuss and analyse with expert colleagues how experienced colleagues seek ways to support individual colleagues and work as part of a team.****(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)**  |
|  |  |  | Plan effectively for additional adults and reflect on strategies to enable the effective use of support staff to impact on pupil progress.  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)**  |
|  |  |  | 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)**  |
|  |  |  |  | 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)*** |  |
|  |  |  |  | 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)**  |  |
|  |  |  |  | *Protect time for rest and recovery and be aware of the sources of support available to support good mental wellbeing.****(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** | **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: * 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
 |
| **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 professional role of a teacher. | The expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession.  | Demonstrate professionalism by understanding the wider roles and responsibilities of a teacher.  |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** |
| 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. ​  |

| **Phase 3** |
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| **University Based Learning** | **School/Practical Based Learning** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | Pupils’ motivation, behaviour and academic success can be enhanced through the development of effective relationships with families and carers.  **(LT 8.4)**  |  |  | **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)****Linked to Weekly Task** | Intent |
| 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.  **(LT 8.6)**  |  |  | Receive clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers’ Standards. **(LH 8.2)**  |
| High quality professional development is an intrinsic part of the process through which teachers improve and develop their practice.  **(LT 8.7)**  |  |  | Strengthen pedagogical and subject knowledge by participating in wider networks. **(LH 8.3)**  |
| Reflect and analyse why some parents may not be engaged. **(LH 8.8)**  |  |  | Learn to extend subject and pedagogical knowledge as part of the lesson preparation process. **(LH 8.4)**  |
| Devise strategies to engage parents. (**LH 8.9)**  |  |  | Take on board constructive feedback from mentors and colleagues in an open and honest working environment. **(LH 8.5)**  |
| Plan effectively for additional adults and reflect on strategies to enable the effective use of support staff to impact on pupil progress.  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)**  |  |  | 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)**  |
| Recognise when an external colleague/provider may be required. 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)**  |  |  | Engage critically with research and use evidence to critique practice. **(LH 8.7)**  |
| 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)**  |  |  | *Reflect and analyse why some parents may not be engaged.****(LH 8.8)*** |
| Protect time for rest and recovery and be aware of the sources of support available to support good mental wellbeing. **(LH 8.18)**  |  |  | *Devise strategies to engage parents.**(****LH 8.9)*** |
| Manage workload and prioritise tasks.  **(LH 8.19)**  |  |  | *Plan effectively for additional adults and reflect on strategies to enable the effective use of support staff to impact on pupil progress.  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)*** |
| Engage in continuous professional development opportunities.  |  |  | 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)**  |
|  |  |  |  | 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 extra-curricular clubs linked to subject enrichment). **(LH 8.13)**  |  |
|  |  |  |  | *Recognise when an external colleague/provider may be required. 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)*** |  |
|  |  |  |  | *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 prioritise tasks.  **(LH 8.19)**  |  |
|  |  |  |  | Engage in continuous professional development opportunities.  |  |
| **Assessment** | **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.
 |
| **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:*** |
| The importance of parental engagement The importance of working with external colleagues.  | The Teachers’ Standards underpin a teacher’s professionalism throughout their career.  How to effectively engage parents  How to effectively communicate with external colleagues How to manage their workload effectively Fundamental British Values and the impact they have on them as a teaching professional.  | Effectively engage parents. Effectively communicate with external colleagues  |
| **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. 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​  |