

**PGCE in Further Education and Training**

**UHD in Further Education and Training**

**ITE Curriculum Plan 2023 – 2024**

Programme Lead: Stephen Sewter [StephenSewter@wmc.ac.uk](mailto:StephenSewter@wmc.ac.uk)

EHU Academic Liaison Tutor: Justine Smith [smithju@edgehill.ac.uk](mailto:smithju@edgehill.ac.uk)

#### Contents

[Curriculum Plan 2023/24 3](#_Toc148954454)

[The Edge Hill ITE vision 3](#_Toc148954455)

[Curriculum Rationale: 3](#_Toc148954456)

[Delivery methods 4](#_Toc148954457)

[Student Support Plan 5](#_Toc148954458)

[Assessing trainee progress on PGCE / UHD Further Education and Training 5](#_Toc148954459)

[How is evidence of progress gathered? 6](#_Toc148954460)

[Progress Support Plans 7](#_Toc148954461)

[Key Texts and Debates: 8](#_Toc148954462)

[Weekly Curriculum Map 2023/24 10](#_Toc148954463)

[Curriculum Design Quality Assurance Processes 2023/24 50](#_Toc148954464)

[The ETF Minimum Core & ETF Professional Standards (2022) 52](#_Toc148954465)

[Appendix: Progress Support Plans 57](#_Toc148954466)

[57](#_Toc148954467)

[57](#_Toc148954468)

# Curriculum Plan 2023/24

## The Edge Hill ITE vision

Our EHU ambitious curriculum for those training to teach in the Further Education and Training (FET) phase is built around the ETF Professional Standards (2022) and ETF Minimum Core (2022), informed by the ITT CCF evidence base, and is designed around the three faculty pillars of:

1.        Personal and professional attitudes, values, and beliefs.

2.        Subject and curriculum knowledge.

3.        The craft of teaching and pedagogy.

These faculty pillars are informed by our philosophy of education, created, and enhanced further when our partnership and our learners are engaged in an ethos of debate, research and educational curiosity based on reflection and professional enquiry.

This ambitious ITE curriculum includes our values of social justice, inclusion, learning outside the classroom and sustainability as key features to support our local and national communities.

## Curriculum Rationale:

The curriculum for this course is modelled and based on dual professionalism, with pedagogic expertise underpinned by the ETF Professional Standards (2022) and with reference to The Minimum Core (2022). Such Professional Standards drive culture change within the Further Education and Training sector, helping to focus on key practices that make the most difference to learners. The standards provide guidance on professional development and offer a holistic view of what makes a professional educator in the Further Education sector. They are intended to show how a trainee teacher’s practice develops over time across the 20 Professional Standards, and that these stages have a unique emphasis that underpins development and progression at each stage. Therefore, trainee teachers will be learning and developing the craft of teaching and learning, driven by the understanding that they must be competent and research active within their own subject specialism.

The curriculum is also mindful of the ITT Core Content Framework evidence base (noting this is distinct from the ITT Core Content Framework) and has been developed to reflect that, alongside subject-specific input from colleagues and proficiency from expert colleagues during Professional Practice (placement). The PGCE and UHD is intended not just to develop committed teachers with sufficient knowledge of the ETF Professional Standards (2022) and CCF evidence base, but also to equip them on a journey that will take their career forward to become future academic leaders in the sector. This curriculum also considers the Minimum Core (2022) expectations for teacher training qualifications for the Further Education and Skills sector, as set out by the Education and Training Foundation (Sept 2022). Along with the Professional Standards, the Minimum Core explicitly focuses on the skills trainee teachers need to support learners with necessary skills on their foundation, technical or academic course.

The academic rigour of this curriculum is derived both from the Core Content Framework evidence base, and the contextual nature of the Further Education sector in which delivery is coordinated by experienced colleagues from various backgrounds. The curriculum therefore explores perspectives and approaches towards education including metacognition and critical theory. The curriculum reflects andragogical approaches, as championed by Knowles (1984), which suggests adult learning (such as that in the Further Education sector) should include opportunities for learners to be involved in the planning and evaluation of their instruction, experience (including mistakes) that provides a basis for the learning activities, where adults are most interested in meaningful learning that has immediate relevance and impact for their professional or personal life, and where such adult learning is problem-centred rather than content-oriented. These specifics are relevant today, not only for us as educators of adults (trainees) but also for the trainees who are teaching adult learners, and thus underpin the approach taken in this curriculum design. Such approaches to teaching and learning are explicitly considered within the curriculum delivery within weeks 5 and 14.

Themes are applied as appropriate to those training to teach in the Further Education sector, and as a PGCE and UHD curriculum we ensure that subject specificity is linked to the above themes in context. For instance, the curriculum explores contemporary, observational models of collaborative teaching (Dudley, 2011; Allan et al., 2018; Allan et al., 2020) which can be utilised within professional practice. This is useful for understanding cooperative teaching and learning and can be effective when considering behaviour, assessment, and adaptive teaching. The curriculum allows trainee teachers to show progress on a weekly basis whilst considering the research of a particular theme or topic. Within the curriculum, research is taken not only from the core content framework but also key texts and foci in Further Education. For instance, Gravells’ (2016) principles and practices of assessment for assessors within the FE sector, Allan’s (2022) consideration of resilience for the trainee teacher, and the work of Goldsmith (2012) discussing feed forward as well feedback when carrying out assessments. The curriculum provides a structured approach to enable trainee teachers training to teach in the further education sector to develop as academically informed educators.

In addition to the curriculum, trainees benefit from input from subject specific experts who focus on ways of knowing, planning, assessment, adaptive teaching, and behaviour in the subject in which the trainee is intending to specialise. This is in addition to the subject specific support they receive from expert colleagues during their professional practice. Thus, our ITE provision ensures that those training to teach in the FE sector are suitably skilled and trained as specialists who can contribute to their subject areas.

## Delivery methods

During their training period, we incorporate several interconnected and sequential mechanisms to support the development of our trainees’ knowledge and skills including:

* Centre-based training led by expert practitioners.
* Online learning and guided independent self-study.
* Managed workload skills and support for well-being.
* Differentiated learning guidance for individuals and groups of trainees.
* Coherence and consistency of the trainee teacher experience.
* High-quality CPD for mentors and tutors.
* Wirral Metropolitan College (WMC) and EHU Assessment and QA mechanisms.

The curriculum coverage across the course is underpinned and mapped against the ETF Professional Standards (2022) and the ETF Minimum Core (2022) framework. However, our curriculum goes beyond this and is ambitious, ensuring that our trainees are equipped as critical and reflective practitioners who recognise the role that high-quality teaching plays in social justice and equality.

The curriculum follows a progress model, where learning is sequential. This not only ensures that trainees have the opportunity to build up foundational concepts, it also assists with managing trainee workloads and sustaining positive well-being throughout the course. Teaching utilises PiP (Present in Person) and synchronous/online methods combined with periods of structured, guided independent study and periods of Intensive Training and Practice (ITP). Expert colleagues from within the partnership are utilised to both support and deliver elements of the curriculum. Such partnership not only allows for greater collaboration between expert colleagues, but also ensures that trainees are adequately supported in ‘practising key skills as well as an opportunity to work with and learn from expert colleagues as they apply their knowledge and understanding of the evidence in the classroom’ (DfE, 2019, p.5).

## Student Support Plan

A Student Support Plan (SSP) is produced by the university inclusion team with trainees who have declared a disability. These plans are shared with the inclusion lead or professional support team within each department and any relevant information relating to placements is shared with the setting and Personal Tutor. Trainees with SSPs are strongly encouraged to share any relevant information with their mentors at the outset of the placement so they can be support appropriately.

All trainees are able to seek support from their Personal Tutor and/or the university student support team(s) and links are provided for assistance:

<https://www.edgehill.ac.uk/departments/support/studentservices/>

<https://www.edgehill.ac.uk/departments/support/studentservices/wellbeing/>

<https://www.edgehill.ac.uk/departments/support/studentservices/inclusive/>

## Assessing trainee progress on PGCE / UHD Further Education and Training

Within this phase, we have put the curriculum at the center of our understanding of progression. The course has its own weekly ITE curriculum (**bi weekly for those trainees studying on the part time routes**) which ensures trainees meet the relevant learning milestones over the course of their ITE journey. Required learning has been broken down into its component parts which cover the course of the curriculum, and build a complex, composite understanding necessary for those training to teach in the FET phase. This approach to curriculum design ensures that, contingent on meeting the milestones in the curriculum and amassing the required number of lesson observations and solo teaching hours, the trainees meet the requirements for QTLS eligibility once they are in post. In addition, trainees are supported by a subject-specific curriculum which has an explicit focus on the required subject-specific pedagogical content knowledge, and this is required for developing in the subject in which they are intending to specialize. It is also supported by subject-specific mentors who help to develop this aspect of the trainee’s practice.

The week-by-week curriculum outlines the knowledge and skills that trainees should evidence each week for the subject in which they are training to teach. This ensures the necessary progression is made. It is quality assured via the summative assessment of a professional reflective viva at the end of their ITE. Progress through the curriculum is monitored on a week-by-week basis via the use of ‘Weekly Development Summaries’ which capture what trainees know and can do in line with their ITE curriculum.

There is no separate curriculum for the setting-based experience. Instead, the ITE curricula encompass all aspects of professional practice experience and ensures trainees have opportunity to purposefully integrate their learning at WMC. There are also opportunities afforded in the placement setting where trainees are mentored through their ITE curriculum by subject specialists in their field. The content of the curriculum is sequenced in line with the university’s faculty approach to progression on professional practice. This includes an introductory, developmental, and consolidation phase and builds in opportunities for trainees to revisit key learning via a spiral approach. During their professional practice, trainees continue to be monitored on a week-by-week basis via the ‘Weekly Development Summaries’. This approach also enables tutors to QA the mentoring which is taking place during the placement and to provide support/intervention to trainees or setting-based mentors as appropriate.

Trainees who are not making sufficient progress through their curriculum (as evidenced via the WDS process) are supported via a Progress Support Plan, the details of which can be found in this handbook.

### How is evidence of progress gathered?

Edge Hill University adopts a holistic approach to the monitoring and assessment of trainees through the WMC based curriculum. This takes place within a variety of contexts and is composed of multiple factors, such as the following:

* Ongoing formative assessment on a weekly basis through their ITE course curriculum via the Weekly Development Summaries and/or Weekly Development Tutorials (logged on a tracker in addition to any interventions made). This is done from the outset and for the duration of the ITE journey.
* Individual Development Plans
* Trainee reflections and responses to their weekly curriculum during their Weekly Development Meeting (WDM) whilst on Professional Practice.
* Lesson observations during Professional Practice
* Taught sessions (online, present in person (PiP), synchronous and asynchronous), through activities and interactions
* Key assessment points (e.g. Progress Reports)
* Academic submissions related to the level at which the trainee is studying (L5 or L7)
* Additional support for trainees who require targeted intervention to make progress

**The ITE curriculum**

Weekly (**Bi Weekly for part time courses**) formative assessment through the curriculum via the Weekly Development Summaries (WDS). Interventions made to ensure progression.

End of placement progress reports act as summative indicators of progress against the curriculum and QA the judgements made in the WDS.

Ongoing summative academic assignments linked to subject disciplinary and pedagogical-content knowledge as appropriate to the level the trainee is studying at (L4-7)

Summative Professional Reflective Viva (PRV) demonstrating competency against ETF Professional Standards (2022) (QTLS eligibility) at end of ITT course.

## 

## Progress Support Plans

Progress Support Plans (PSPs) are utilised in instances where the WDS process has indicated that a trainee is not making sufficient progress through the weekly curriculum despite additional support and intervention being put in place. Examples of such interventions can be seen below:

* Signposting to additional material or specific content addressed in taught sessions.
* Additional tutorials and/or sessions with a relevant colleague.
* Opportunities such as observation of colleagues, team-teaching, structured support sessions, or additional mentoring (if concern relates to progression through the curriculum whist on Professional Practice).
* Referral to the Learner Support Team and the requirement that the trainee engage with their support.
* Department Progress Meetings (DPM)

The process enables the department to formally raise concerns with the trainee about their progression through their ITE curriculum. It puts in place SMART targets which the trainee needs to act on and provides an opportunity for progression towards these targets to be reviewed after one-two weeks. A PSP can lead to one of three outcomes for the trainee:

**1) Sufficient progress has been made and the trainee returns to being monitored via the WDS,**

**2) Partial progress has been made but the trainee requires additional time to make sufficient progress. Review within 10 days.**

**3) The trainee has not made sufficient progress and is referred to the Associate Head of Department for consideration of next steps.**

These next steps may include the following:

* A delay to the trainee undertaking their placement until such a time as progress has been made.
* A request that the trainee undertakes their placement at a second attempt (if the PSP relates to progression through the curriculum whist on Professional Practice).
* The trainee is transferred to an alternative programme which does not enable them to be eligible for QTLS (FET).

For a comprehensive guide to the PSP process please see the appendix.

## Key Texts and Debates:

* Allan, D (2022) Developing Resilience in FE Teaching, Taylor & Francis Group, Milton, 1000571319
* Allan, D., Boorman, D., O’Doherty, E. and Smalley, P. (2018) Lesson Study. In Cain, T. (Ed) Becoming a Research-Informed School: Why? What? How?London: Routledge. pp. 159–176.
* Allan, D., Boorman, D., O’Doherty, E. and Smalley, P. (2020) Lesson Study and the construction of capital: empowering children through dialogic engagement. Education 3-13, pp.1-15.
* Allan, D (2017) Teaching English and Maths in FE : What Works for Vocational Learners? SAGE Publications, Limited. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=5942939>
* Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), pp.5-31
* Conn, C., Mahoney, N., Multani, Y., & Rees, J. (2023). Impact of critical pedagogy on professional learning for post-16 education. Advances in Autism, 9(2), 165–175. <https://doi.org/10.1108/AIA-11-2021-0045>
* Duckworth, V., & Smith, R. (2018). Breaking the triple lock: further education and transformative teaching and learning. Education Training, 60(6), 529–543. <https://doi.org/10.1108/ET-05-2018-0111>
* Education Endowment Foundation - Post 16 - <https://educationendowmentfoundation.org.uk/guidance-for-teachers/post-16>
* Education Endowment Foundation - Evidence Reviews - <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews>
* ETF Professional Standards for Teachers and Trainers (2022) <https://www.et-foundation.co.uk/professional-standards/>
* ETF Inclusive FE <https://www.et-foundation.co.uk/resources/inclusivefe/>
* Ghaye, T., Lillyman, S., & Chigua, E. (2010). Using Reflection in the Workplace: A Practical Guide for Learner Nurses and Midwives. New Vista Publications.
* Faulconer, E., Griffith, J., & Gruss, A. (2022). The impact of positive feedback on learner outcomes and perceptions. Assessment & Evaluation in Higher Education, 47(2), 259-268 https://doi.org/10.1080/02602938.2021.1910140
* Gravells, A (2016) Principles and practices of assessment: A guide for assessors within the FE and Skills Sector. SAGE; Learning Matters: London
* Goldsmith, M. (2012) Feedforward. Writers of the Round Table Press ISBN: 9781939418005
* Hattie, J., & Timperley, H. (2007) The Power of Feedback. Review of Educational Research, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
* Kersh N and Huegler N (2018) Facilitating lifelong learning through vocational education and training: promoting inclusion and opportunities for young people in the UK. In: McGrath S, Mulder M, Papier J, et al. (eds.) Handbook of Vocational Education and Training: Developments in the Changing World of Work. Springer, 111–117
* Knowles, M (1984) The Adult Learner: A Neglected Species (3rd Ed.). Houston, TX: Gulf Publishing
* Lodge, A., Duffy, M., & Feeney M (2022) ‘I think it depends on who you have, I was lucky I had a teacher who felt comfortable telling all this stuff’. Teacher comfortability: key to high-quality sexuality education?,  Irish Educational Studies, DOI: [10.1080/03323315.2022.2061561](https://doi.org/10.1080/03323315.2022.2061561)
* Rocks, E., & Lavender, P. (2018). Exploring transformative journeys through a higher education programme in a further education college. Education Training, 60(6), 584–595. <https://doi.org/10.1108/ET-02-2018-0047>
* SEND Code of Practice (0-25) (2015)
* <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf>
* Mezirow, J. (2018). Transformative learning theory. In Contemporary theories of learning (pp. 114-128). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781315147277-8/transformative-learning-theory-jack-mezirow>
* Taba, H. (1962). Curriculum Development. Theory and Practice. New York: Harcourt, Brace and World.
* Tereshchenko, A., Francis, B., Archer, L., Hodgen, J., Mazenod, A., Taylor, B., Travers, M. C. (2018) Learners’ attitudes to mixed-attainment grouping: examining the views of learners of high, middle, and low attainment. Research Papers in Education, 1522, 1–20. <https://doi.org/10.1080/02671522.2018.1452962>.
* The Education Training Foundation (2022), The Minimum Core for teacher training qualifications for the Further Education and Skills sector <https://www.feadvice.org.uk/sites/www.feadvice.org.uk/files/The%20Minimum%20Core%20for%20teacher%20training%20qualifications%20Sept%2022.pdf>
* Tyler, R. W. (1969). Basic Principles of Curriculum and Instruction. The University of Chicago Press. Chicago & London.
* Van de Pol, J., Volman, M., Oort, F., & Beishuizen, J. (2015) The effects of scaffolding in the classroom: support contingency and learner independent working time in relation to learner achievement, task effort and appreciation of support. Instructional Science, 43(5), 615-641 - <https://files.core.ac.uk/pdf/2612/81881353.pdf>

# Weekly Curriculum Map 2023/24

| EHU Week (starting 28.08.23) | For **the subject in which they are training** in trainees should know:  *(max 3 bullet points)* | For **the subject in which they are training in**, trainees should be able to:  *(max 3 bullet points)* | | Opportunities to demonstrate this learning could include: | | Key question  *(2-3 as indicators of progress)* | ETF Professional Standards (2022) | Method of Assessment |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 – 28/08/23 |  |  | |  | |  |  |  |
| Key reading | N/A | | | | | | | |
| 2 - 04/09/23 |  |  | |  | |  |  |  |
| Key reading | N/A | | | | | | | |
| 3 – 11/09/23  Induction week | 1. That effective Relationship and Sexual Education (RSE) supports people, throughout life, to develop safe, fulfilling and healthy relationships, at the appropriate life stage and is part of supporting the development of learners in the FE phase.  2. The importance of Safeguarding Training / PREVENT and Fundamental British Values (FBV) within an educational setting  3. How the ETF Professional Standards link to Teaching and Learning in their subject and what is meant in terms of standards and expectations | 1. Demonstrate they have a clear understanding of RSE and its importance within the wider curriculum of their subject and consider identity, gender and sexuality, consent and healthy relationships, anatomy, sexual health, and fertility, and RSE in a digital context within a safe space.  2. Consider Safeguarding and PREVENT in the context of teaching and learning within an FE setting and the responsibilities linked to that of the trainee teacher  3. Consider the ETF Professional Standards and how these inform their subject delivery. | | 1. Read the DfE Guidance on Prevent in FE Colleges  <https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-further-education-institutions-in-england-and-wales>  2. Introduce themselves to the RSE Lead / Safeguarding lead  3. Read KCSIE (2022) | | 1. Thinking about what you have learnt in relation to Safeguarding / PREVENT and FBV – how do you think you would deal with this in an FE setting? What research did you carry out to help you understand this further? What do you think would be your strengths and weaknesses when considering these topics?  2. Considering the RSE context as a tutor, how do you think you would facilitate this in your FE setting?  3. Describe how you think the ETF Professional Standards link to Teaching and Learning in your subject. | **ETF**  **1, 12, 13** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Lodge, A., Duffy, M., & Feeney M (2022) ‘I think it depends on who you have, I was lucky I had a teacher who felt comfortable telling all this stuff’. Teacher comfortability: key to high-quality sexuality education?,  Irish Educational Studies, DOI: [10.1080/03323315.2022.2061561](https://doi.org/10.1080/03323315.2022.2061561)  ETF Professional Standards (2022) - <https://www.et-foundation.co.uk/professional-standards/>  Prevent Duty Safeguarding Learners (2022) - <https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation> | | | | | | | |
| 4– 18/09/23 | 1. The type of learners in FE depending on subject specificity and how they learn.  2. How the learner’s journeys into FE can impact on teacher delivery.  3. A range of support needs that adult learners may have and how this can impact on teacher planning such as allowing for more time to discuss how we embed technology into lessons | 1. Consider the learners within their own subject and how they might learn.  2. Think about the learner’s journey into FE and how it might not be conventional.  3. Discover methods of supporting adult learners who may have specific needs and consider how they might have to adapt their teaching and learning. | | 1. Research how learning occurs in the FE sector.  2. Speak to an expert colleague about the WMC cohort/intake/demographic and any challenges or barriers this brings | | 1.Thinking about the types of learners in FE (even your own reflection when entering FE), how do you think learners learn most effectively?  2. What methods of teaching would you consider when teaching a group of adult learners?  3. Looking at current research into learner learning, what approach do you feel embraces learning? | **ETF**  **1, 8, 13** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Ball, D. L., Thames, M. H., & Phelps, G. (2008) Content knowledge for teachers: What makes it special? Journal of Teacher Education, 2008 59: 389 DOI: 10.1177/0022487108324554 [Online] Accessible from: <https://www.math.ksu.edu/~bennett/onlinehw/qcenter/ballmkt.pdf>  Kersh, N and Huegler, N. (2018) Facilitating lifelong learning through vocational education and training: promoting inclusion and opportunities for young people in the UK. In: McGrath S, Mulder M, Papier J, et al. (eds.) Handbook of Vocational Education and Training: Developments in the Changing World of Work. Springer, 111–117 | | | | | | | |
| 5 – 25/09/23 | 1. That high-quality discussions can support learners to articulate key ideas, consolidate understanding and extend their vocabulary. This should also incorporate EAL / SEND  learners and supporting their access to their curriculum, but not as a homogenous group.  2.An important factor in learning is memory which can be overloaded.  3. Reading and understanding Rosenshine’s Principles of instruction and the response to Sweller’s Cognitive Load theory reduces cognitive overload in the classroom. | 1.Consider any EAL / SEND learners’ needs utilising strategies that can support language and knowledge development.  2. Consider how to break down learning into constituent components and look at how scaffolding can guide learners through learning mapped against learning outcomes.  3. Develop strategies for prior knowledge using retrieval practices when planning sequentially to helps learners improve their memories. | | 1. Meet with the SEND/EAL lead in WMC and discuss the related policies and suggested strategies  2. Observe and discuss with your mentor how they break complex knowledge down into component chunks  3. Identify methods in which learning can be broken down in your subject | | 1. In your subject, how could you introduce unfamiliar vocabulary in a new topic?  2. Consider and discuss the role of memory and retrieval tasks when you start planning in your subject.  3. What questions can you ask learners to help them develop their own learning in your subject? This is called metacognition. | **ETF**  **4, 8, 14** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| 5 – 25/09/23  **Subject / VOC specific input (Ways of Knowing)** | 1.How learning occurs making use of subject specific pedagogical approaches.  2.How to reduce cognitive overload and scaffold learning in their subject | 1.Break down complex composite knowledge into its component parts to assist with cognitive overload.  2.Make use of retrieval strategies to build on prior knowledge and to help learners with their acquisition of schemas. | | Subject specific session tasks | | 1. In your subject, how could you introduce unfamiliar vocabulary in a new topic?  2. Consider and discuss the role of memory and retrieval tasks when you start planning in your subject.  3. What questions can you ask learners to help them develop their own learning in your subject? This is called metacognition. | **ETF**  **4, 8, 14** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20.  <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>  Sweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition, 5(4), 360–367. <http://doi.org/10.1016/j.jarmac.2015.12.002> | | | | | | | |
| 6 – 02/10/23 | 1. How the Minimum Core links to Teaching and Learning in their subject  2. How integral planning a lesson is in relation to teaching and learning and that the accelerated learning cycle and teaching backwards are all approaches to lesson planning in their subject  3. The importance of disciplinary specific terminology and language when planning and creating Learning Outcomes for their lessons | 1. Demonstrate the importance of effective lesson planning and how this links to learner progression  2. Establish links with the Minimum Core and how this can link to lesson planning in their subject  3. Consider types of reflective models appropriate for Teaching and Learning in relation to lesson planning and delivery in their subject | | 1.Familiarise yourself with the minimum core considering approaches to teaching  2. Create a source that will help you when devising Learning Outcomes for your subject | | 1. Why is lesson planning important?  2. Explain why action verbs are useful when creating learning outcomes for your lesson planning in your subject.  3. How do aspects of the Minimum Core link to lesson planning in your own subject? | **ETF**  **5, 8,12,15** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Allan, D., Boorman, D., O’Doherty, E. and Smalley, P. (2018) Lesson Study. In Cain, T. (Ed) *Becoming a Research-Informed School: Why? What? How?* London: Routledge. pp. 159–176.  The Minimum Core for Teacher Training qualifications for the Further Education and Skills sector - <https://www.et-foundation.co.uk/wp-content/uploads/2023/03/The-Minimum-Core-for-teacher-training-qualifications-Sept-22-V2-2.pdf>  What is Peer Teaching? - <https://youtu.be/ScESS8dueLw> | | | | | | | |
| 7 – 09/10/23 | 1. How to plan and deliver a 5-minute lesson (microteach) on their subject specialism ensuring it is inclusive for learners with SpLD and SEND  2. How to deliver effective, quality formative feedback as an observer and why such feedback is important  3. How discussion, reflection and identifying key elements of adaptive teaching can inform planning for learner progression | 1. Plan a sequence of learning in their subject specialism and deliver to a group of peers as part of their own trainee teacher journey  2. Give constructive feedback to their peers on the outcome of the microteach considering strengths and areas for development  3. Utilise appropriate reflective models such as Gibbs (1984), Ghaye and Lillyman (2010) to evaluate their own microteach | | 1. Research Gibbs, Ghaye and Lillyman as reflective models  2. Consider an appropriate reflective model for your microteach and reflect on it  3. Read feedback given and consider next steps | | 1. Why is constructive feedback useful and why it is important to reflect on your teaching?  2. Explain how you engaged learners in your microteach.  3. Give an example of a common misconception in your subject and how you could plan to check and address this. | **ETF**  **1,3,11, 15,16** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Ghaye, T., Lillyman, S., & Chigua, E. (2010). *Using Reflection in the Workplace: A Practical Guide for Learner Nurses and Midwives*. New Vista Publications.  Faulconer, E., Griffith, J., & Gruss, A. (2022). The impact of positive feedback on learner outcomes and perceptions. Assessment & Evaluation in Higher Education, 47(2), 259-268 <https://doi.org/10.1080/02602938.2021.1910140>  Mezirow, J. (2018). Transformative learning theory. In Contemporary theories of learning (pp. 114-128). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781315147277-8/transformative-learning-theory-jack-mezirow> | | | | | | | |
| 8 – 16/10/23 | 1. How to apply their learning from the microteach to their professional practice  2. How to collaborate with peers and work effectively within their own subject specialisms  3. How to utilise reflective models thereby informing their future planning. | 1. Take onboard advice and feedback given by peers in order to plan collaboratively  2. Reflect critically on the collaboration process and how it impacts teaching and learning.  3. Using the EHU (Edge Hill University) research engine (Discover More), explore and investigate the journal articles relating to collaborative learning. | | 1. Research feedback methods for peer evaluation  2.Observe peers in their microteach and formatively feedback  3. Consider how you write your feedback to peers in an encouraging way. | | 1. What have you learned by working collaboratively with your peers? Critically reflect on the experience and identify how you will apply this learning to your professional practice.  2. When researching lesson planning models which model(s) do you align with and why?  3. Explain how and what research you have carried out relating to teaching and learning in your subject. | **ETF**  **1,6,7, 8, 13** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| 8 – 16/10/23  **Subject / VOC specific input (Planning)** | 1.What effective planning looks like in their subject area.  2.How to plan for progression in the subject and as appropriate to learning in the FE sector. For example, by building on learning at L2. | 1.Apply their learning from their microteach to their own planning. | | 1. Identify terminology required for planning LO’s in your subject.  2. Create a set of LO’s for a lesson in your subject | | 1. What have you learned by working collaboratively with your peers? Critically reflect on the experience and identify how you will apply this learning to your professional practice.  2. When researching reflective models which models do you align with and why?  3. Explain how and what research you have carried out relating to collaborative teaching and learning in your subject. | **ETF**  **1,6,7, 8, 13** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>  Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf> | | | | | | | |
| 9- 23/10/23 | **HALF TERM** | | | | | | | |
| Key reading | N/A | | | | | | | |
| **Start of Introductory Professional Practice phase (week 10)** | | | | | | | | |
| 10 – 30/10/23 | 1.Teachers/ Lecturers are key role models, who can influence the attitudes, values, and behaviours of their learners.  2.That a culture of mutual trust and respect supports effective relationships with learners thereby facilitating learning  3. A positive and safe learning environment rooted in routines and the building of trusting relationships benefits all learners, especially for those learners who have a particular learning difficulty or SEND.  4. Further education institutions are legally required to promote Fundamental British Values under the Prevent Duty and the Equality Act 2010. This obligation extends to colleges and other educational providers to foster a culture of respect, tolerance, and inclusivity.  5. FBV encompass values like democracy, the rule of law, individual liberty, and mutual respect and tolerance of different beliefs.  6. Why FBV are important in the context of education and society as a whole. | 1. Identity and familiarise themselves with placement setting safeguarding procedure, including the name of the Safeguarding Lead. They should know their role and responsibilities in this process to keeping children, young people, and vulnerable adults safe.  2. Create a culture of respect and trust in the classroom that supports all learners to succeed (e.g. by modelling the types of courteous behaviour expected of learners) and respond quickly to any behaviour or bullying that threatens emotional safety.  3.Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises learner effort.  4. Weave FBV into subjects across the curriculum.  5. Demonstrate the ability to incorporate FBV into lesson planning, classroom activities, and interactions with students.  6. Explain how educators in further education should be knowledgeable about their legal obligations concerning the promotion of FBV. This includes compliance with the Prevent Duty and the Equality Act 2010, which extends to FE institutions. | | 1. Introduce yourself to the DSL/O in your setting  2. Observe how expert colleagues create a warm and welcoming environment for learners  3. Familiarise yourself with the relevant policies and codes of conduct in your setting including the settings SEND policy. | | 1.Who is the DSL (Designated Safeguarding Lead) in your setting? What are the process and structures in place to keep learners safe and what role/responsibility do you play in this?  2. Explain what is meant by personal and professional conduct and give examples of the Professional Standards which you are held to. Why are such standards important?  3. What have you learned in relation to professionalism when observing other colleagues from other departments? | **ETF**  **6,11,12, 13** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. & Coe, R. (2015) Developing Great Teaching. Accessible from: <https://tdtrust.org/about/dgt>  Education and Training Foundation - The role of the Designated Safeguarding Lead (DSL, DDSL) - <https://www.et-foundation.co.uk/professional-development/safeguarding-prevent/designated-safeguarding-lead/> | | | | | | | |
| 11– 06/11/23 | 1.Model courteous and aspirational behaviour thereby creating a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine.  2. There are theories linked to how learners learn, and that Cognitive Load Theory is the predominant at present.  3. Who the designated safeguarding lead (DSL)Is, and have a clear understanding of how to report safeguarding concerns (and what such concerns may look like).  4. A clear understanding of what extremism is. Explain that extremism involves holding and promoting extreme or radical views that often go against the mainstream values of society. It can manifest in various forms, including political, religious, or ideological extremism.  5. Be familiar with the UK government's Prevent strategy and its aims.  6. That educational institutions must have "due regard" to the need to prevent people from being radicalized. | 1. Explain their role in keeping learners safe in their setting  2. Discuss teaching and learning strategies for learners with a range of abilities, including SEND specialists.  3.How to access resources which will enhance and develop their subject knowledge as appropriate to teaching in the FE phase.  4. Understand the importance of early intervention and how to differentiate between legitimate expressions of belief and signs of radicalization.  5. Report concerns and seek guidance from designated safeguarding leads.  6. create a learning environment that encourages critical thinking, open dialogue, and respectful discussions about sensitive topics. | | 1. Observe how teachers ensure an environment suitable for learning  2.Familiarize yourself with the behaviour policy of your setting?  3.Discuss with your mentor how they ensure resilience when teaching difficult groups | | 1.What have you learnt about the importance of having high expectations in the classroom?  2. How has your understanding of managing behaviour developed this week? Explain how you can link this to any learning from your WMC taught sessions. Are there any specific challenges in your subject?  3. Discuss any effective / ineffective practice you have observed this week and what made the practice effective or ineffective. | **ETF**  **4, 6, 11, 15** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| **11 – 06/11/23**  **Subject / VOC Specific Input (Behaviour)** | 1.What effective behaviour management looks like in their subject area.  2.How to ensure effective behaviour for learning in their subject within in the FE sector. | 1.Apply their learning from what they have seen in setting. | | 1.Consider the behaviour management routines learned whilst in setting.  2.Discuss effective behaviour management techniques that have been observed in the setting.  3. Familarise yourself with the behaviour management policy in WMC. | | 1. Critically reflect on the Behaviour Management techniques you have identified within your setting.  2. How you will apply these techniques to your professional practice?  3. What research have you carried out in relation to behaviour management in your subject and how might this impact on your practice? | **ETF**  **4,6,11,15** | **WEEKLY DEVELOPMENT SUMMARY** |
| Key reading | Robinson, D. (Ed.). (2019). Classroom behaviour management in further, adult and vocational education moving beyond control? Bloomsbury Academic - <https://edgehill.on.worldcat.org/oclc/1147866161>  Education and Training Foundation (2020) - Understanding and promoting positive behaviour in the FE sector <https://repository.excellencegateway.org.uk/Promoting_positive_behaviour_-_Sep_2020.pdf> | | | | | | | |
| 12 – 13/11/23 | 1. How to set clear behavioural expectations and routines which establish a consistent and inclusive learning environment as appropriate for the FE phase  2. Apply rules, sanctions, rewards, and praise in line with the college or training provider policy.  3.Respond to any behaviour or bullying which threatens learner’s emotional safety  4. It is a misconception to think that learners in the FE phase do not display challenging behaviour at times.  5. A clear understanding of what peer-on-peer abuse is. 6. Various forms of peer-on-peer abuse, which can include physical abuse, verbal abuse, bullying, sexual harassment, online harassment, and other harmful behaviours. And that these behaviours can cause emotional, psychological, and physical harm to students.  7. The role of educators in fostering a safe and inclusive learning environment that promotes respect, tolerance, and the well-being of all students. | 1.Work collaboratively as part of a team, transferring knowledge gained and embedding within the classroom and subject setting.  2. Communicate classroom expectations clearly from the onset and set reasonable and proportionate expectations for learner behaviour.  3. Recognise that knowing learner names, planning a lesson, adapting resources, embedding current literature, and having a safe and inclusive classroom are all important factors when planning for teaching.  4. Respond appropriately when they suspect or are informed about peer-on-peer abuse within their classroom, training area etc.  5. Recognise signs of peer-on-peer abuse among their students.  6. Promote a positive and respectful learning culture, teaching empathy and conflict resolution skills, and implementing anti-bullying policies. | | 1. Discuss with colleagues how rewards and sanctions are carried out in the class  2. Discuss with the mentor their classroom routine  3. Know the learners names they are teaching to assist with effective management of behavior. | | 1. Identify any inspirational or challenging language you have observed this week What impact did this have on the learning in that classroom?  2. What do you think a positive learning environment looks like in your subject? How would you plan for this?  3. How do staff in your college or training provider ensure there is a culture of respect and trust? Discuss the effective /ineffective examples you have observed. | **ETF**  **3, 10, 13** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Kern, L., & Clemens, N. H. (2007) Antecedent strategies to promote appropriate classroom behavior. Psychology in the Schools, 44(1), 65–75. <https://doi.org/10.1002/pits.20206>  Van de Pol, J., Volman, M., Oort, F., & Beishuizen, J. (2015) The effects of scaffolding in the classroom: support contingency and learner independent working time in relation to learner achievement, task effort and appreciation of support. Instructional Science, 43(5), 615-641 - <https://files.core.ac.uk/pdf/2612/81881353.pdf> | | | | | | | |
| 13- 20/11/23 | 1. Learners have a range of needs and strengths and to recognise some of the reasons for this and importance of high expectations to stretch and challenge all learners.  2.That Heads of Dept, SENCo and other specialist colleague have valuable expertise and can ensure that appropriate support is in place for learners.  3. What gangs are and how they can influence youth violence.  4. The various factors that may lead young people to join gangs, such as social, economic, and environmental factors.  5. Signs of potential gang involvement or youth violence among their students. These signs may include changes in behaviour, association with known gang members, a sudden increase in unexplained wealth, or participation in violent activities. | 1.Structured tasks and questions can allow teachers and learners to easily identify misconceptions and knowledge-gaps and address them using concrete examples.  2.Plan a sequence of learning to deliver building on the schema and add new learning/ knowledge using retrieval practice and spiral curriculum (Bruner, 1960)  3.Support ALL pupils including those with a range of additional needs. Utilising, for example, the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.  4. Highlight the importance of early intervention and collaboration with other professionals, such as social workers, and law enforcement, when necessary, to address potential issues related to gangs and youth violence. 5. Discuss risk factors that may make students more vulnerable to gang involvement, such as a lack of positive role models, a history of trauma, substance abuse, or disengagement from school.  6. Understand and implement strategies to prevent gang involvement and youth violence within their learning environments. | | 1. Familiarise yourself with the SEND Code of Practice (0-25)  [**https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/348883/Further\_education\_\_guide\_to\_the\_0\_to\_25\_SEND\_code\_of\_practice.pdf**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/348883/Further_education__guide_to_the_0_to_25_SEND_code_of_practice.pdf)  2. Discuss with your mentor learners who have SpLD in the classes you are teaching.  3.Introduce yourself to the SENCo at your setting. | | 1.How do you plan to check for prior knowledge and pre-existing misconceptions in your subject areas?  2.How do research and theories inform planning for a sequence of learning in your subject?  3.Why is it important to work closely with colleagues/families and other professionals to support learners with specific needs? Give an example of how you could do this in your subject area. | **ETF**  **4, 8, 11, 15** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Duckworth, V., & Smith, R. (2018). Breaking the triple lock: further education and transformative teaching and learning. Education and Training, 60(6), 529–543. <https://doi.org/10.1108/ET-05-2018-0111>  Education Endowment Foundation - Post 16 -<https://educationendowmentfoundation.org.uk/guidance-for-teachers/post-16>  Education Endowment Foundation - Evidence Reviews - <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews>  Taba, H. (1962). *Curriculum Development. Theory and Practice*. New York: Harcourt, Brace and World | | | | | | | |
| 14 – 27/11/23 | 1. How collaboration with peers works when planning to teach a lesson within their own subject specialism  2. The principles of teaching and learning in relation to behaviour for learning  3. The importance of subject knowledge in motivating learners, teaching effectively and being able to identify gaps in the conceptual, processual, and content demands of their own subject specialism.  4. What gun and knife violence entails.  5. Risk factors that may make students more vulnerable to gun and knife violence, such as exposure to violence at home, gang involvement, or a history of trauma.  6. The signs of potential involvement in gun and knife violence among their students. | 1. Underpin the principles of teaching and learning and the benefits for professional practice using research and strategies learned.  2. Contribute to a discussion on teaching and learning principles so they can share their experiences.  3. Identify areas of development within their own subject knowledge and create an action plan to address these.  4. Understand and adhere to school policies and procedures for reporting and addressing concerns related to gun and knife violence.  5. Implement preventive measures within their learning environments to reduce the risk of gun and knife violence.  6. Identify signs and risk factors associated with gun and knife violence among their students. | | 1. Discuss with your mentor what you have learned in relation to collaborative teaching  2.Explain why it is important to revisit already taught curriculum  3.Carry out your IDP in relation to subject knowledge | | 1. Explain the strengths and weaknesses for collaboration with colleagues when planning a sequence of learning  2. Why do we need to consider learners’ prior knowledge and understanding when planning a scheme of learning?  3. How does appropriate educational research inform your planning? Provide an example from your own professional practice. | **ETF**  **5,6,8,15** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013) Improving learners’ learning with effective learning techniques: Promising directions from cognitive and educational psychology. Psychological Science in the Public Interest, Supplement, 14(1), 4–58. <https://doi.org/10.1177/1529100612453266>  Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: <http://bit.ly/2OvmvKO> | | | | | | | |
| 15 – 04/12/23 | 1.How to identify essential concepts, knowledge and skills within a sequenced curriculum and look to apply the curriculum specifications relevant to your subject.  2. Provide opportunity for all learners to learn and master essential concepts, knowledge, and skills in their subject thereby ensuring that learning is sequenced so that learners’ master initial concepts before moving on and address misconceptions  3. Consider the delivery of sequencing curriculum which encompasses key ideas and principles within the subject.  4. That homophobia is a prejudice or irrational fear of homosexuality or people who identify as LGBTQ+ (lesbian, gay, bisexual, transgender, queer, and other non-heteronormative identities). 5. The negative impact of homophobia, including its role in fostering discrimination, bullying, and mental health issues among LGBTQ+ students.  6. The importance of being an ally to LGBTQ+ students and colleagues, including actively supporting and advocating for their rights and well-being. | 1 Transfer knowledge gained from the collaborative teaching model to adapt to their teaching in the classroom environment.  2. Consider the research shared through taught sessions, discuss ideas and resources which are embedded into their own teaching and learning.  3. Thinking about working with subject specialist colleagues when planning teaching delivery .  4. Recognize signs of homophobia in their learning environments. These signs may include derogatory language, exclusion or marginalization of LGBTQ+ students, or instances of bullying based on sexual orientation or gender identity.  5. Create inclusive and affirming learning environments where all students feel safe and respected, regardless of their sexual orientation or gender identity.  6. Discuss strategies for promoting LGBTQ+ inclusivity and allyship within their learning environments. This includes incorporating LGBTQ+ perspectives into the curriculum, using inclusive language, and displaying supportive symbols or materials. | | 1.Update at Individual Development Plan.  2. Revise your December targets in relation to your Subject Knowledge  3. Discuss with your mentor the departmental approach to T&L | | 1. Consider your ETF Professional Standards Audit and the Minimum Core, how have you progressed since commencement of your placement?  2. What are the essential skills, knowledge, concepts and principles in your subject area? Can you identify this in the department’s approach to T&L?  3. How are learners supported in knowing concepts in your subject? What made this effective? | **ETF**  **6, 8, 10, 19** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | ETF Professional Standards (2022) - <https://www.et-foundation.co.uk/professional-standards/>  Conn, C., Mahoney, N., Multani, Y., & Rees, J. (2023). Impact of critical pedagogy on professional learning for post-16 education. Advances in Autism, 9(2), 165–175. <https://doi.org/10.1108/AIA-11-2021-0045> | | | | | | | |
| 16 – 11/12/23 | 1. How to collaborate with colleagues to use resources and materials (such as shared planning) especially for those with a SpLD including how to use guidance in the SEND code of practice  2. Plan for and encourage the promotion of embedded literacy and numeracy in lessons considering the Minimum Core  3. VAE involves situations where individuals, often adults, exploit other vulnerable adults for various purposes, including sexual exploitation. This may encompass actions like grooming, coercion, manipulation, or physical abuse within an educational setting.  4. There are various forms of VAE within further education, including online exploitation, coercion into prostitution, and abuse within relationships of trust or authority, such as student-teacher relationships 5. Signs and indicators that may suggest potential VAE among their students or vulnerable adults. These signs may include changes in behaviour, withdrawal from peers and educational activities, acceptance of unexplained gifts or money, inappropriate knowledge or behaviour of a sexual nature, or a sudden decline in academic performance. | 1. Deliver a lesson based on their subject specialism considering the needs of SEND and /or EAL learners.  2. Adapt their teaching to engage learners based on specific learner requirements.  3. Develop their use of effective questioning to check for progress.  4. Emphasise the importance of adhering to institutional safeguarding policies and procedures in further education. This includes the responsibility to report any concerns related to VAE or the well-being of vulnerable adults to designated safeguarding leads and relevant authorities.  5.Take proactive measures in raising awareness about Vulnerable Adult Exploitation among students and their parents or caregivers. This should include providing age-appropriate education on healthy relationships, consent, and online safety, tailored to the needs of adult learners. 6. Signpost support services and resources available to vulnerable adult victims of exploitation. | | 1.Discuss with your mentor how misconceptions are addressed in your subject.  2.Familiarise yourself with the embedding of Numeracy in your subject lesson planning in relation to Minimum Core (p9).    3. Familiarise yourself with the embedding of literacy in your subject lesson planning in relation to lesson planning (p4). | | 1.Give an example of how you have addressed a misconception in your subject area  2.How this impacted on the learning of your learners?  3. Explain how you have used questioning is an effective tool when assessing level of understanding. | **ETF**  **6, 11, 16,17,18** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| 16 – 11/12/23  **Subject / VOC specific input (Adaptive Teaching)** | 1.What effective adaptive teaching methods looks like in their subject area.  2.How to ensure effective adaptations are made in their subject within in the FE sector. | 1.Apply their learning from what they have seen in setting.  2. Know the difference between Adapted and Differentiated teaching | | 1.Consider how expert colleagues have adapted lessons in your subject in your setting.  2.Demonstrate in your lesson plan how you have adapted your T&L.  3.Familiarise yourself with the EEF Adapt / Assess/ Adjust blog –  <https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you> | | 1.Give an example of how you have addressed a misconception in your subject area  2.How did this impact on the learning of your learners?  3. Explain how you have used questioning is an effective tool when assessing level of understanding. | **ETF**  **6, 11, 16,17,18** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Allan, D. (2017) *Teaching English and Maths in FE: What Works for Vocational Learners?*, SAGE Publications, Limited. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=5942939>  Adaptive Teaching - <https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you>  Feeding Forward - <https://marshallgoldsmith.com/articles/try-feedforward-instead-feedback/> | | | | | | | |
| 17 – 18/12/23 | 1. Revisiting the Spiral Curriculum (Bruner,1960) and CLT to avoid overloading working memory by taking prior learning into account when introducing new content and breaking such content into smaller steps/the constituent parts.  2. How to sequence learning so learners are secure in foundational knowledge before introducing more complex material  3. Use modelling, scaffolding and explanations to assist with structuring learning, and recognise the need to remove this when learners can apply such structures to prior learning | 1. Provide learners with opportunity to consolidate and practice new knowledge and skills.  2. To structure learning so that their planning allows for teacher explanation initially with specific instruction at the beginning of the lesson to which learners are then able to get on task and carry out independent learning.  3. Carry out frequent checking of learning and give formative feedback thereby allowing for learner progress. | | 1. Research how useful it is to revisit CLT in relation to T&L in your subject.  2.Discuss with your mentor how effective retrieval tasks are as a starter or hinge question  3. Demonstrate within a lesson plan how scaffolding is represented in the lesson | 1. How is learning structured in your setting? Link this to the learning you have had at university.  2. What have learners learnt in your lessons this week? How do you know this?  3. In what ways have aspects of learning been broken down into manageable content for the learners? How have you done this? | | **ETF**  **7, 9,15,16,19** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Peart, S., & Wallace, S. (2014). Equality and diversity in further education. Critical Publishing. <https://edgehill.on.worldcat.org/oclc/881571404>  Chown, N., & Beavan, N., (2012) Intellectually capable but socially excluded? A review of the literature and research on learners with autism in further education, Journal of Further and Higher Education, 36:4, 477-493, <https://doi.org/10.1080/0309877X.2011.643771> | | | | | | | |
| 18 – 25/12/23 | **CHRISTMAS VACATION** | | | | | | | |
| 19 – 01/01/24 |
| 20 – 08/01/24 | 1.How to identify learners who need new content further broken down and/or who benefit from additional adaptions  2.How to support learners with a range of educational needs.  3. Embrace social change and recognise that the practice of Equality Diversity and Inclusion is ever-changing appreciating the diversity of people and values in our society: linking to the Minimum Core | 1. Adapt their teaching practice for those learners who have a SpLD or SEND and plan accordingly in relation to the ETF PS and Minimum Core  2. Think about creating challenge in lessons for those who may be more able and plan extension activities within their planning.  3.Consider the types of questions to pose to learners to illicit deep responses from learners using explicit subject specific terminology and adaptive questioning techniques. | | 1. Discuss with your mentor how they adapt their teaching for SEND learners.  2. Observe expert colleagues’ approach to EDI within their teaching  3.Plan for questioning in your subject to ascertain learner knowledge | | 1.How have you adapted your teaching to meet the needs of SEND learners? How effective has this been?  2.How have you challenged your learners in your lessons this week? Have you considered the questioning within it? How could you develop this?  3.Thinking about one of your lessons this week reflect on how you adapted your teaching for specific SEND learners or those with SpLD or considered EDI and Sustainability? | **ETF**  **2,5, 11, 14,15** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Davis, P., Florian, L., Ainscow, M., Dyson, A., Farrell, P., Hick, P., Rouse, M. (2004) Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study. Accessible from: <http://dera.ioe.ac.uk/6059/1/RR516.pdf>  Gravells, A (2016) *Principles and practices of assessment: A guide for assessors within the FE and Skills Sector*. SAGE; Learning Matters: London  SEND Code of Practice (0-25) (2015) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf> | | | | | | | |
| 21- 15/01/24 | 1.How teachers are generators of educational knowledge and how action research can be used as a tool to help develop learner learning.  2.Reflective practice, supported by feedback from and observation of experienced colleagues, along with professional debate can support improvement  3.That engagement with educational research can support teaching and learning | 1.Strengthen and extend pedagogical and subject knowledge by participating in wider networks.  2.Trial and critically evaluate new approaches in their practice with a view to developing their own practice.  3. Look at curriculum models evaluating and critiquing those whilst applying to their subject specificity | | 1. Observe how expert colleagues reflect on their T&L  2. Reflect on your lesson this week and consider the areas for improvement within your subject  3. Create a new approach to inspire learners as a retrieval task | | 1.What ideas from research and first-hand experience have you used, adapted, and developed to inspire and motivate learners in your classroom?  2.Think about something you have taught that did not go well – how would you do things differently next time?  **3.** Explain what research you carried out to help you with T&L in your subject | **ETF**  **4, 12, 19** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Crowther, N., Addis, M., & Winch, C. (2022). Developing English VET (Vocational Education Training) through social partnership in further education. London Review of Education, 20(1). <https://doi.org/10.14324/LRE.20.1.32>  Poetter, T. S. (Ed.). (2020). Curriculum windows: what curriculum theorists from the 1950s can teach us about schools and society today (Ser. Curriculum windows). Information Age Publishing. <https://edgehill.on.worldcat.org/oclc/1134459134> | | | | | | | |
| 22 – 22/01/24 | 1.Prompt learners to elaborate on their responses to questions to check secure understanding  2. Provide specific and helpful feedback which assist learners in progressing, focusing on specific actions using strategies such as formative verbal feedback.  3. Check learner understanding (inc. checking for misconceptions) of the topic. | 1. Planning affectively to ensure there are opportunities to carry out formative assessment.  2. Gain an understanding of what the learners know via discussion and engaging in reflection on feedback.  3. Use retrieval / reflection tasks to check prior learning thereby supporting learners to monitor and regulate their own learning. | | 1. Observe an expert colleague within your subject carry out learner questioning thereby gaining an insight as to what they have understood  2. Create a formative assessment strategy to deliver in your next lesson  3. Update your IDP based around assessment | | 1.How have you developed in your knowledge and ability to set formative assessment tasks linked to objectives? What are your areas of development?  2.How do you ensure that learners have developed their understanding rather than just checking they understand the task or completed the work? Why is this important?  3.Have you been able to identify any effective / ineffective assessment practice during your observations this week? What was it? Why did it work/not work? | **ETF**  **4, 5, 10, 14,15,18,19** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappa, 86(1), 8–21 <https://doi.org/10.1177%2F003172170408600105>  Christodoulou, D. (2017). Making Good Progress: The Future of Assessment for Learning. Oxford, OUP <https://daisychristodoulou.com/2017/01/making-good-progress-the-future-of-assessment-for-learning/>  Hattie, J., & Timperley, H. (2007) The Power of Feedback. Review of Educational Research, 77(1), 81 112 <https://doi.org/10.3102/003465430298487> | | | | | | | |
| 23 – 29/01/24 (**Enhancement Week in contrasting setting)** | 1.Reflect on progress made, recognising strengths and opportunities for development and identify next steps for improvement.  2. Seek challenge, feedback and critique from mentors and other colleagues in an open, trusting, and professional environment  3. Develop as a professional in line with ETF Professional Standards | 1. Be aware and have carried out training in relation to Safeguarding Training, knowing who to contact with any safeguarding concerns within this setting.  2. Distinguish and have a clear understanding of what sorts of behaviour, disclosures and incidents to report is also important within this setting  3.Utilise gained experience within BM and assessment | | 1. Introduce yourself to the Safeguarding Lead  2. Observe expert colleagues in this new setting and consider the BM methods used | | 1. How well are you collaborating with colleagues in this college or training provider?  2. How effective is your understanding of the college or training provider’s safeguarding policy? Has this knowledge been put to the test?  3. Thinking about your personal and professional conduct, attendance, and punctuality, could these be improved? Why are they important? | **ETF**  **6, 12, 20** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Education and Training Foundation - The role of the Designated Safeguarding Lead (DSL, DDSL) - <https://www.et-foundation.co.uk/professional-development/safeguarding-prevent/designated-safeguarding-lead/>  Rocks, E., & Lavender, P. (2018). Exploring transformative journeys through a higher education programme in a further education college. Education Training, 60(6), 584–595. <https://doi.org/10.1108/ET-02-2018-0047> | | | | | | | |
| 24 – 05/02/24  **(Enhancement week in contrasting setting**) | 1.Respond consistently and decisively to learner behaviour (including the use of rewards, praise, and sanctions)  2. Motivate learners by engagement of challenging content, building towards the learners’ long-term goals and aspirations  3. Work alongside and learn from new expert colleagues as part of a wider system of behaviour management | 1. Promote and establish a supportive and inclusive environment with a  predictable system of reward and sanction in the classroom  2. Give manageable, specific, and sequential instructions and checking learners’ understanding of instructions before a task begins to establish an effective learning environment.  3. Use consistent language and non-verbal signals for common classroom directions allows for early and least-intrusive interventions as an initial response to low level disruption | | 1. Familiarise yourself with the EDI policy in the setting. How does it ensure a supportive environment?  2. Describe the routine followed by teachers when teaching their class  3. Complete your Placement 2 reflection and IDP | | 1.Based on what you have previously learned, how has knowledge gained of learning behaviour informed this practice? What adaptations have you made and why?  2.Based on your prior experiences and academic reading, what promotes high expectations of effective behaviour management in this setting?  3.What are your areas of development with regarding setting high expectations and managing behaviour? What impact will these developments have on the learning in your classroom? | **ETF**  **7, 8,13** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Education Training Foundation (2020) – Promoting positive behaviour in FE Colleges - <https://repository.excellencegateway.org.uk/Promoting_positive_behaviour_-_Sep_2020.pdf>  Managing difficult behaviour in colleges (2018) - <https://www.unison.org.uk/content/uploads/2018/04/24890.pdf> | | | | | | | |
|  | | | | | | | | |
| Key reading |  | | | | | | | |
| 25 – 12/02/24 | 1.How to utilise externally validated material (such as past papers at GCSE, BTEC or A level) to structure assessment tasks.  2.Scaffold and structure self and peer assessment, making use of model answers which highlight key details.  3. Strategies such as managing workload, resilience (Allan, 2020) and planning will help them to protect time for rest and recovery and promote good mental well-being | 1. Construct a curriculum design and know how it impacts on subject delivery incorporating active and innovative teaching and learning methods.  2. To use strategies based on practical and creative approaches to teaching, learning and assessment.  3. To articulate high-quality feedback whether that be written or verbal, to encourage further effort, and provide specific guidance on how to improve | | 1.Consider how expert colleagues have carried out assessment in their lessons in your subject  2.Demonstrate in your lesson plan where and how you have assessed learners.  3.Familiarise yourself with the EEF blog (assessment and feedback) - [**https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback**](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback)  4. Explore the support offered by the EHU learner support team including the wellbeing team  [**https://www.edgehill.ac.uk/departments/support/learnerservices/wellbeing/**](https://www.edgehill.ac.uk/departments/support/studentservices/wellbeing/) | | 1.How do assessment practices in your college or training provider motivate learners to take ownership of their learning?  2 How are you managing your workload. What strategies or support have you found to be of use?  3. Have you been able to identify any effective practice which would make assessment less onerous? If so, what? | **ETF**  **7, 8, 14,15, 19** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| 25 – 12/02/24  **Subject / VOC specific input (Assessment)** | 1. The different types of assessment (formative and summative) and what it looks like in their subject area.  2.How to ensure assessment opportunities are carried out throughout the lesson (and not just at the end) in their subject. | 1.Consider the different approaches to formative and summative assessment applicable to their subject. | | 1. Consider alternate formative assessment strategies in your subject.  2. Create a range of assessment strategies for a lesson in your subject. | | 1.How do assessment practices in your college or training provider motivate learners to take ownership of their learning?  2. How are you managing your workload. What strategies or support have you found to be of use?  3. Have you been able to identify any effective practice which would make assessment less onerous? If so, what? | **ETF**  **7, 8, 14,15, 19** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Gibson, S., Oliver, L. and Dennison, M. (2015) Workload Challenge: Analysis of teacher consultation responses. Department for Education  [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/485075/DFE-RR456A\_ Workload\_Challenge\_Analysis\_of\_teacher\_consultation\_responses\_sixth\_form\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/485075/DFE-RR456A_%20%20Workload_Challenge_Analysis_of_teacher_consultation_responses_sixth_form_colleges.pdf). | | | | | | | |
| 26 – 19/02/24 | **HALF TERM** | | | | | | | |
| Key Reading | N/A | | | | | | | |
| 27 – 26/02/24 | 1.Strengthen pedagogical and subject knowledge by engaging in wider networks  2.Contribute to the wider life of the college or training provider and its culture to enable a shared responsibility for improving the lives of learners.  3.Personalise systems and routines which promote efficient time and task management. | 1.Contribute positively to the wider setting culture and develop a feeling of shared responsibility for improving the lives of all learners within the setting  2. Effectively communicate with teaching assistants in lessons to enable specific learner progression.  3. Communicating with parents and carers proactively and make effective use of parents’ evenings / open days thereby reducing barriers and is a useful approach to know their learners | | 1. State the opportunities you have had in contributing to the wider life of the setting.  2. Discuss how you communicate with TA / Technicians you work with on a daily basis.  3. Familiarise yourself with the EDI section of the minimum core and how you would translate this to your subject (p22-25).  4. Speak to your mentor about the subject networks and support available in your subject. | | 1. How do you promote equality in your practice? What evidence is there of this?  2.How well do you react to formative feedback? How have you acted on the feedback you have received this week?  3.What are your areas for CPD looking ahead? What opportunities exist outside of your ITE course to develop these? | **ETF**  **7, 9, 20** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | ETF – Equality and Inclusive Education – Blog - <https://www.et-foundation.co.uk/resources/inclusivefe/> and ETF #InclusiveFE @ <https://www.et-foundation.co.uk/the-etf-thinks/podcast/#Pod-EDI>  Pishchukhina, O., Allen, A., (2021) 30th Annual Conference of the European Association for Education in Electrical and Information Engineering (EAEEIE) Prague, Czech Republic 2021 Sept. 1 - 2021 Sept. 4. - In Supporting learning in large classes: online formative assessment and automated feedback (pp. 1–4). essay, IEEE. <https://doi.org/10.1109/EAEEIE50507.2021.9530953> | | | | | | | |
| **End of developmental Professional Practice phase (week 27)** | | | | | | | | |
| **Start of consolidation Professional Practice phase (week 28)** | | | | | | | | |
| 28 – 04/03/2024 | 1. How to give clear, manageable, specific and sequential instructions for tasks and behaviour which use consistent language and/or non-verbal signals  2. Check learners’ understanding of a task before it begins and address any misconceptions before teaching occurs  3.Reinforce established college / settings classroom routines which maximise time for learning | 1.Develop activities that can stretch and challenge learners of all abilities. This may include critically reflecting on the use of modelling and scaffolding.  2. Use a variety of questioning strategies ensuring all learners can engage and understand subject specific content.  3. Develop strategies to support EAL/SEND pupils ensuring learning opportunities are inclusive | | 1. Discuss with expert colleagues how you embed EDI opportunities within your subject  2. Observe expert colleagues how they motivate learners to learn and reflect on how you could use this in your teaching.  3. Seek support from the EAL and/or SEND lead in your setting | | 1.What knowledge and understanding of the issues related to Further Education have you gained through your academic reading? How does this relate to your current practice?  2.How have your expectations of learners’ learning and progress developed and/or changed during your placement experience?  3.How can you ensure learners are motivated to learn? | **ETF**  **7, 9, 15,18** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Education Endowment Foundation - Three keys to unlocking positive learning behaviours  <https://educationendowmentfoundation.org.uk/news/eef-blog-three-keys-to-unlocking-positive-learning-behaviours> | | | | | | | |
| **Developmental placement ends (week 28)** | | | | | | | | |
| 29 – 11/03/2024 | 1. How to deliver a carefully sequenced curriculum which encompasses the college / setting’s vision for its knowledge, skills and values.  2. To support learners in building increasingly complex mental schemas over a given period.  3. Draw explicit links between new content and the key knowledge in their subject areas and revisit aspects of the subject proving difficult to understand. | 1. Show that modelling helps learners understand new processes and ideas thereby making abstract ideas concrete and accessible.  2. Share subject specific guides, exemplars, scaffolds, and worked examples which can help learners apply new ideas to their own work  3. Know when learning strategies can be gradually removed as learner expertise increases. | | 1. Observe expert colleagues in the way they include digital literacies in their teaching and learning  2. Outline the key points of an effective lesson which includes the use of digital literacies in your subject (P14-17) of the Minimum Core. | | 1.How does the curriculum in your subject area promote the use of EDI and digital skills?  2.Looking at your subject knowledge, critically review ways you could develop this considering the Minimum Core.  3. Considering your understanding and critical appreciation of diversity, inclusion, and sustainability, how does your subject curriculum recognise individual needs and a greater understanding of others. | **ETF**  **5, 8,16** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | ETF – Equality and Inclusive Education – Blog - <https://www.et-foundation.co.uk/resources/inclusivefe/> and ETF #InclusiveFE @ <https://www.et-foundation.co.uk/the-etf-thinks/podcast/#Pod-EDI>  ETF - Education for sustainable development (ESD) in different subject areas - <https://www.et-foundation.co.uk/resources/esd/esd-resources/esd-in-different-subject-areas/>  White, J. (2015). Digital literacy skills for FE teachers. SAGE/Learning Matters. <https://edgehill.on.worldcat.org/oclc/1013730273> | | | | | | | |
| 30- 18/03/2024 | 1.How to use retrieval and spaced practice to build recall of key knowledge over time (e.g. over a topic or longer duration of study)  2. How to provide tasks (such as low stake retrieval tasks) which support learners to learn key ideas securely  3. Know the importance of Action Research and other research models when considering learner learning | 1. Utilise learner metacognitive strategies linking to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.  2. Plan for retrieval practice to occur thereby embedding and consolidating learned content.  3. Consider research models when carrying out investigations on how learners retain information | | 1. Demonstrate how you have considered effective retrieval practice in your subject.  2. Discuss with expert colleagues Action Research and how it can inform teaching practice | | 1.What effective/ineffective practice have you observed with regards the retrieval practice of your subject knowledge content?  2. What was it? Why did it work/not work?  3.How has your WMC taught sessions and/or independent study contributed to your knowledge and understanding of research models including action research? | **ETF**  **4, 9,10, 18** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Willingham, D. T. (2002) Ask the Cognitive Scientist. Inflexible Knowledge: The First Step to Expertise. American Educator,26(4), 31-33.  Accessible from: <https://www.aft.org/periodical/american-educator/winter-2002/ask-cognitive-scientist>  Sweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition, 5(4), 360–367. <http://doi.org/10.1016/j.jarmac.2015.12.002> | | | | | | | |
| 31 – 25/03/2024 | 1. Carrying out collaborative, paired or group work, when assessing can assist learners so engagement and motivation are not negatively affected.  2.That keeping the complexity of a task to a minimum ensures attention is focused on content.  3. Regularly reviewing and practicing key concepts over time (for example, using effective discussions and/or structured talk activities) is an effective strategy to help manage cognitive load. | 1. Adapt teaching in a responsive way, including by providing targeted support to learners who are struggling, thereby increasing learner success.  2. Seek to understand learners’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.  3. Know that learners learn at different rates and require different types of support from teachers in which to succeed. | | 1. Identify in your lesson plan for this week how you have adapted your teaching.  2. Discuss in your reflection how you have considered prior learning in your subject. | | 1.How effectively do all learners learn in your lessons? How do you know this? What promotes the learning? What hinders?  2.Critically reflect on how well you have carried out assessment within your teaching this week. What methods have you engaged with?  3.Why is it important to talk about adaptive teaching rather than differentiated teaching? | **ETF**  **4, 11, 12,15,18** |  |
| Key reading | Sisk, V. F., Burgoyne, A. P., Sun, J., Butler, J. L., & Macnamara, B. N. (2018) To What Extent and Under Which Circumstances Are Growth Mind-Sets Important to Academic Achievement? Two Meta-Analyses. Psychological Science, 29(4), 549–571. <https://doi.org/10.1177/0956797617739704>  Assess, adjust, adapt – what does adaptive teaching mean to you? <https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you> | | | | | | | |
| 32 – 01/04/2024 | **EASTER VACATION** | | | | | | | |
| 33 – 08/04/2024 |
| 34 – 15/04/2024 | 1. Effective use of TAs, additional support staff and specialist support (e.g. SENCO, DSL) is paramount when delivering inclusive teaching and learning  2. Planning for the use of TAs in lessons and recognising this is in addition to, rather than replacement of, support from the teacher, is an effective strategy to meet the need of learners.  3. Intervention work with small groups is more effective than planning different lessons for different groups of learners. | 1.Reframe questions to provide greater scaffolding or greater challenge  2. Plan for those learners who have a specific learning need by utilising teaching assistants and other adults to support learning.  3. Are aware of embedding EDI within all aspects of curricula, teaching, assessment, and organisational life. | | 1. Familairise yourself with the EEF blog based around use of technicians and TAs in your lesson  [**https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants**](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants)  2. Discuss with mentor how you think intervention works with small groups in your subject. | | 1.How successful are you at making use of specialist support (such as TA’s or technicians) in your lessons? How could this be developed?  2.Critically reflect on how you use intervention strategies when working with small groups.  3.What knowledge and understanding of teaching learners for whom English is an additional language have you gained through your academic reading? How does this relate to your current practice and/or setting? | **ETF**  **5,11,19** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Education Endowment Foundation (2015) Making Best Use of Teaching Assistants Guidance Report. [Online] Accessible from:  <https://educationendowmentfoundation.org.uk/tools/guidance-reports/> | | | | | | | |
| 35 – 22/04/2024 | 1.That recording data is useful for the purpose of improving learner outcomes when taking into consideration progression  2. Written marking is only one form of feedback and making use of marking strategies (e.g., using abbreviations or codes) is beneficial to help manage workload.  3. High quality verbal feedback should be given during a lesson and written feedback is typically more effective after | 1.Identify effective approaches to marking and alternative approaches to providing feedback as a way to manage workload and focus on learner understanding in that subject.  2. Give feedback both verbally and written through techniques learnt on professional practice  3. Utilise other efficient approaches to assessment and include using whole class feedback or well supported peer- and self-assessment and deconstructing this approach. | | 1. Observe and discuss with your mentor how they provide alternate forms of formative feedback to help manage their workload.  2. Discuss with your mentor how tracking of assessment data is carried out. | | 1.How well are you balancing the demands of assessment procedures? Have you identified any practice which is highly effective and not onerous?  2. Identify any effective practice with regards verbal feedback. What was it? What impact did it have?  3.Critically reflect on how your setting collects and utilises assessment data. Does this assist with improving learner outcomes? | **ETF**  **4, 10, 14,19** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappan, 86(1), 8–21. Accessible from: <https://eric.ed.gov/?id=EJ705962>  Goldsmith M., (2007) Leading Excellence – Feedforward - <https://marshallgoldsmith.com/articles/1438/>  Hattie, J., & Timperley, H. (2007) The Power of Feedback. Review of Educational Research, 77(1), 81–112. <https://doi.org/10.3102/003465430298487> | | | | | | | |
| 36 – 29/04/2024 | 1.How to prioritise the marking of errors relating to misunderstandings / misconceptions and why such a strategy is more effective for learning in that subject  2.How to provide feedback which considers the range of factors which can impact on learners’ understanding of the feedback  3. How to utilise external materials (such as specifications or examiners reports) to assist with providing accurate assessment and feedback to learners in line with external benchmarking (such as GCSE, BTEC, or A level requirements) | 1. Carry out summative assessment with colleagues in setting and know that using verbal feedback during lessons in place of written feedback after lessons will reduce workload.  2. Utilise the opportunity of marking using abbreviations and codes in written feedback.  3. Use feedforward techniques (Goldsmith, 2012) ensuring they are specific, with measurable actions, providing time for learners to respond to the information given | | 1. Observe and discuss with expert colleagues how they give written feedback on learner’s work  2. Demonstrate to your mentor your own feedback on learners work.  3. Read the EEF blog based on assessment and feedback  [**https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback**](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback) | | 1.How effective is your written feedback to learners? To what extent to you focus on correct misconceptions rather than careless mistakes?  2.How has your understanding of summative assessment practice developed? Think specifically about those which prepare learners for GCSE /A level / BTEC outcomes.  3.Reflect on a lesson you taught this week. How did you ensure it was delivered so that it built on prior knowledge and prepared learners for the next step? | **ETF**  **1, 9, 18,19** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Gibson, S., Oliver, L. and Dennison, M. (2015) Workload Challenge: Analysis of teacher consultation responses. Department for Education. Accessible from: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/485075/DFE-RR456A\_- Workload\_Challenge\_Analysis\_of\_teacher\_consultation\_responses\_sixth\_form\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/485075/DFE-RR456A_-%20Workload_Challenge_Analysis_of_teacher_consultation_responses_sixth_form_colleges.pdf)  Tummons, J., Orr, K. and Atkins, L. (2013) Teaching higher education courses in further education colleges. London: Learning Matters (Achieving QTLS Series) <https://edgehill.on.worldcat.org/oclc/931600249> | | | | | | | |
| 37 – 06/05/2024 | 1.Engage with parents/carers and colleagues in helping to support and manage learner outcomes.  2. How to build effective working relationships by working with colleagues as part of a team, for example a subject or departmental team.  3. How to use specific EDI related events and celebrations as well as naturally occurring moments within your teaching on a daily basis. | 1.Liaise with parents, carers and colleagues to better understand the learners’ individual circumstances and how they can be supported to meet high academic and behavioural expectations.  2. Contribute to Open Evenings, Parent / Carer Evenings (or other such events).  3. Be able to communicate with parents and colleagues via phone, email, or the settings communication portal as part of teacher professionalism | | 1. Observe expert colleagues and their interaction and communication skills with parents / carers.  2. Attend a departmental or learner support meeting and observe how professional relationships and decisions are made. | | 1.How effective is your communication to parents/carers in relation to learner’s achievements and well-being?  2. Are you able to access communication with other colleagues in real time in your setting? If so, how do you do this?  3.How has your understanding of professionalism developed since the start of your ITT programme? What insights have you made? | **ETF**  **6, 10, 20** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Shepherd, J. (2022) “Beyond Tick-Box Transitions? Experiences of Autistic Learners Moving from Special to Further Education,” International Journal of Inclusive Education, 26(9), pp. 878–892. Doi: 10.1080/13603116.2020.1743780. <https://edgehill.on.worldcat.org/oclc/9538031318>  Skellern, J. and Astbury, G. (2014) “Gaining Employment: The Experience of Learners at a Further Education College for Individuals with Learning Disabilities,” British Journal of Learning Disabilities, 42(1), pp. 58–65. doi: 10.1111/bld.12012 <https://edgehill.on.worldcat.org/oclc/5528141597> | | | | | | | |
| 38 – 13/05/2024 | 1. The importance of reviewing and reflecting on the weekly targets they have been set during Professional Practice and how to set their own targets for ongoing professional development  2. How to reflect on their progression across the ETF Professional Standards and incorporated the Minimum Core in key areas.  3. Embed and practice EDI / Digital Literacies and Sustainability throughout their subject specialism. | 1. Critique their own performance on Professional Practice and set new targets for professional development  2. Recognise the importance and development of professional identity and educational philosophies for their ongoing development as a teacher in their subject area | | 1. Update your IDP based around EDI and the minimum core in your subject.  2.Update your IDP based on Digital Literacies and the minimum core in your subject.  3. Update your IDP based on Sustainability and the minimum core in your subject. | | 1.How has target setting facilitated your progress on placement and the course?  2.Why is it important to relate research to current teaching and learning practices?  3.Explain how the difference between Pedagogy and Andragogy in relation to Teaching and Learning is important to you as a professional as you move to the next stage of your teaching career. | **ETF**  **6, 9, 12,20** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Allison, J. (2020) International Conference on Computational Science and Computational Intelligence (CSCI) Las Vegas, NV, USA 16 - 18 Dec (2020) in A Framework for Effective Continuing Professional Development: The Case of Computer Science Teachers Within Further Education Colleges. IEEE, pp. 898–903. doi: 10.1109/CSCI51800.2020.00168. <https://edgehill.on.worldcat.org/oclc/9103213668>  Gaining QTLS – ETF (2023) - <https://www.et-foundation.co.uk/news/updates-to-qualified-teacher-learning-and-skills-status-application-process-announced/> | | | | | | | |
| 39 – 20/05/2024 | 1. Critically engage with research and use evidence to critique practice.  2. Identify areas for development and engage in appropriate and subject specific CPD with clear intentions for learner outcomes in your subject areas (for example, subject associations, exam boards etc)  3. How to apply for roles within the FE sector and write an effective letter of application. | 1. To access subject specific CPD and training focusing on the QTLS application and what it offers.  2. Work as a professional teacher and know what responsibility the position holds by reflecting on progress made.  3. Recognise strengths and weaknesses and identifying next steps for professional development (for example, as part of the QTLS process) | | 1. Discuss with expert colleagues subject specific associations to be involved with as you enter the next phase of your teaching career.  2. Create an action plan with achievable goals as you progress into the next phase of your career. | | 1.Discuss any involvement with CPD to improve teaching outside of your FET programme.  2. How has this enhanced your knowledge as a trainee teacher in your subject?  3. What CPD may you find useful to engage with in the future as you progress towards QTLS? | **ETF**  **7,12,20** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Hagen, M. and Park, S. (2016) “We Knew It All along! Using Cognitive Science to Explain How Andragogy Works,” European Journal of Training and Development, 40(3), pp. 171–190. doi: 10.1108/EJTD-10-2015-0081. <https://edgehill.on.worldcat.org/oclc/7054572940>  Glassner, A. and Back, S. (2020) Exploring Heutagogy in Higher Education: Academia meets the Zeitgeist. Singapore: Springer. <https://edgehill.on.worldcat.org/oclc/1152057646> | | | | | | | |
| 40 – 27/05/2024 | **HALF TERM** | | | | | | | |
| 41 – 03/06/2024 | 1.The importance and development of professional identity and educational philosophies  2. How to use different models of reflection when completing their professional portfolio.  3. Know how continuing to ask questions and researching subject knowledge and content can aid their development as a teacher in their first year in role as a teacher | 1.Critique the links they have established between theory and practice  2.Use research informed methods/results to offer insights into how curriculum and practice can be enhanced.  3.Utilise resources and materials within your subject to support further development within your first year of teaching and enable an effective transition | | 1. Familiarise yourself with the QTLS Professional Formation procedure  [**https://set.et-foundation.co.uk/your-career/qtls**](https://set.et-foundation.co.uk/your-career/qtls)  2. Ensure any target setting required is completed  3. Identify areas for improvement in your subject in readiness for the Professional Reflective Viva | | 1.As you prepare for your Professional Reflective Viva, what subject areas do you need to develop or focus on as you progress as an early career teacher?  2. How could you develop in these areas?  3. Look at the expectations as laid out by SET for carrying out QTLS. What aspects do you need to focus on in relation to gaining QTLS? | **ETF**  **1, 9, 20** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| Key reading | Gaining QTLS – ETF (2023) - <https://www.et-foundation.co.uk/news/updates-to-qualified-teacher-learning-and-skills-status-application-process-announced/> | | | | | | | |
| **End of consolidation Professional Practice phase (week 41)** | | | | | | | | |
| 42 – 10/06/2024 | **1.**Ongoing CPD is important for professional and personal development in teaching and learning.  **2.**  Professional development is a sustained process over time that will impact positively on learner outcomes thereby ensuring effective up to date knowledge | 1.Critique the links you have established between theory and practice  2.Use research informed methods / results to offer insights into how curriculum and practice can be enhanced.  3. To ensure progression of knowledge which is enquiry based and plans for and assesses learner outcomes. | | 1. Update your IDP and target setting section of your portfolio in preparation for your Professional Reflective Viva (PRV)  2. Complete your reflective rationale  3. Prepare for your PRV using the guidance and support provided. | | 1.Reflecting over the past 41 weeks of your ITE course, in what ways do you feel you have developed as a teacher within the Further Education Sector within your subject?  2. What have you excelled in and what have you found challenging? | **ETF**  **1, 9, 20** | **WEEKLY DEVELOPMENT SUMMARY (WDS)** |
| 43 – 17/06/2024 | **End of Consolidation placement** | | | | | | | |
| 44 – 24/06/2024 |  |  |  | | |  |  |  |
| **Course end** | | | | | | | | |

# Curriculum Design Quality Assurance Processes 2023/24

In designing and Quality Assuring this curriculum, the following partners and external bodies have been consulted:

| Name | Role | Organisation |
| --- | --- | --- |
| Lynn Adam | Assistant Principle for Higher Education | Wirral Metropolitan College |
| Bethany Dodd | Lecturer in Further Education and Training | Wirral Metropolitan College |
| Jacqui Harrison | Lecturer and CPD Lead | Wigan and Leigh College |
| Natalie Moore | Pedagogical Lead and Teacher Training Lead and Lead Contact | City of Liverpool College |
| Fiona Brown | Deputy Head of Creative Arts and Mentor | City of Liverpool College |
| Robert Cobourne | RE & Classics Lecturer and Mentor | Runshaw College |
| Dan Seddon | English Lecturer  and Mentor | Access to Music, Manchester |

Revise subject curriculum aims and objectives considering Ofsted research and ITE frameworks.

Outline the knowledge, skills and behaviours gained at each stage in learning.

Work in course team to redesign curriculum area

Review curriculum maps at programme level ensuring appropriate sequencing, coherence, inclusion and ambition.

Peer reviews with senior Leadership Team external ITE partners and external examiners.

Revise considering feedback.

Consult with expert colleagues from subject associations as well as peers from across the faculty and other universities.

Share with selected mentors and ITE partners and revise planning based on feedback.

Review and revise the curriculum with Strategic Partnership Board

Consult learner body via fora and revise planning based on feedback.

Revisions made in respect of recommendations made by

Strategic Development and Quality Committee

Revisions made in respect of recommendations made by the Curriculum Development Group

Amend at key points during the year to reflect feedback, impact and trainee progress.

# The ETF Minimum Core & ETF Professional Standards (2022)

The ETF Professional Standards for Teachers and Trainers have been developed with sector professionals and experts to support professional learning and career development amongst those who wish to be eligible for QTLS once they are in post. The Standards were introduced in 2014 and have been updated in 2022.  They consist of 20 standards organized into three domains of practice; professional values and attributes, professional knowledge and understanding, and professional skills.

The table below indicates where trainees will engage with the aspects of the Professional Standards throughout the year. Mapping exercise completed with direct reference to the ETF Professional Standards (2022) guidance: <https://www.et-foundation.co.uk/professional-standards/teachers/>

Updated in 2022, the Minimum Core details the elements of English, mathematics, digital skills, EDI and sustainability that every further education teacher should know, understand and be able to use. Teachers who do not have these skills and knowledge themselves will have difficulty supporting the development needs of their learners in these important subject areas.

The table below indicates where trainees will engage with the aspects of the Minimum Core throughout the year. Mapping exercise completed with direct reference to the Minimum Core (2022) guidance: <https://www.et-foundation.co.uk/resources/teacher-education/the-minimum-core/>

|  | Minimum Core English | Minimum Core Maths | Minimum Core Digital | Minimum Core Sustainability | Minimum Core Equality, Diversity, and Inclusion | ETF Professional Standards: Professional Values and Attributes | ETF Professional Standards: Professional Knowledge and Understanding | ETF Professional Standards: Professional Skills |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Pre course tasks |  |  |  |  |  |  |  |  |
| Week 1 | N/A | | | | | | | |
| Week 2 |
| Week3 | **X** |  | **X** |  | **X** | **1** | **12** | **n/a** |
| Week 4 | **X** |  | **X** | **X** | **X** | **1** | **8** | **13** |
| Week 5 | **X** | **X** | **X** | **X** | **X** | **5** | **8** | **15** |
| Week 6 | **X** |  | **X** | **X** | **X** | **6** | **9** | **15** |
| Week 7 | **X** | **X** | **X** | **X** | **X** | **3** | **11** | **16** |
| Week 8 | **X** | **X** | **X** | **X** | **X** | **7** | **8** | **13** |
| Week 9 | **X** |  | **X** |  | **X** | **1** | **9** | **15** |
| Week 10 | **X** |  | **X** |  | **X** | **6** | **11** | **13** |
| Week 11 | **X** |  | **X** |  | **X** | **4** | **11** | **15** |
| Week 12 | **X** |  | **X** |  | **X** | **3** | **10** | **13** |
| Week 13 | **X** | **X** | **X** |  | **X** | **4** | **8** | **15** |
| Week 14 | **X** | **X** | **X** | **X** | **X** | **4** | **8** | **14** |
| Week 15 | **X** | **X** | **X** |  | **X** | **6** | **10** | **19** |
| Week 16 | **X** | **X** | **X** |  | **X** | **6** | **11** | **16** |
| Week 17 | **X** |  | **X** |  |  | **7** | **8** | **18** |
| Week 18 | **X** |  | **X** |  |  | **7** | **11** | **17** |
| Week 19 | **X** | **X** | **X** |  | **X** | **7** | **9** | **19** |
| Week 20 | **X** | **X** | **X** |  | **X** | **2** | **11** | **14** |
| Week 21 | **X** |  | **X** |  | **X** | **4** | **12** | **19** |
| Week 22 | **X** |  | **X** |  | **X** | **5** | **10** | **18** |
| Week 23 | **X** | **X** | **X** | **X** | **X** | **6** | **12** | **20** |
| Week 24 | **X** |  | **X** |  |  | **7** | **8** | **13** |
| Week 25 | **X** |  | **X** |  |  | **1** | **9** | **15** |
| Week 26 | **X** | **X** | **X** |  | **X** | **8** | **14** | **19** |
| Week 27 | **X** |  | **X** | **X** | **X** | **7** | **9** | **20** |
| Week 28 | **X** | **X** | **X** | **X** | **X** | **9** | **15** | **18** |
| Week 29 | **X** |  | **X** |  | **X** | **5** | **8** | **16** |
| Week 30 | **X** |  | **X** |  | **X** | **4** | **10** | **18** |
| Week 31 | **X** | **X** | **X** | **X** | **X** | **4** | **12** | **15** |
| Week 32 | **X** |  | **X** |  |  | **1** | **9** | **15** |
| Week 33 | **X** |  | **X** |  | **X** | **1** | **9** | **15** |
| Week 34 | **X** |  | **X** |  | **X** | **5** | **11** | **19** |
| Week 35 | **X** |  | **X** |  |  | **4** | **10** | **14** |
| Week 36 | **X** | **X** | **X** |  | **X** | **1** | **9** | **18** |
| Week 37 | **X** |  | **X** |  | **X** | **6** | **10** | **20** |
| Week 38 | **X** |  | **X** | **X** | **X** | **7** | **12** | **20** |
| Week 39 | **X** | **X** | **X** |  |  | **6** | **12** | **20** |
| Week 40 | **X** |  | **X** |  |  | **7** | **10** | **19** |
| Week 41 | **X** | **X** | **X** |  |  | **1** | **9** | **17** |
| Week 42 | **X** |  | **X** | **X** | **X** | **7** | **12** | **16** |
| Academic assignments | **X** | **X** | **X** | **X** | **X** | **1** | **10** | **15** |
| Subject knowledge audits | **X** | **X** | **X** | **X** | **X** | **2** | **12** | **13** |
| Engagement with conference activities | **X** |  | **X** | **X** |  | **7** | **11** | **20** |
| Mentor Progress Meetings | **X** | **X** | **X** | **X** | **X** | **1** | **8** | **14** |
| Library & Online Resources | **X** |  | **X** | **X** | **X** | **2** | **9** | **16** |
| Personal Reading & Reflection | **X** |  | **X** | **X** | **X** | **1** | **12** | **18** |
| Placement based training | **X** | **X** | **X** | **X** | **X** | **3** | **10** | **20** |
| Safeguarding, Feminista and PREVENT training | **X** |  | **X** |  | **X** | **6** | **12** | **15** |

# Appendix: Progress Support Plans

# A diagram of elements of Progress Supprt Plans

# 

All information contained in this document correct at time of creation (July 2023). We will endeavor to provide any updates should key information change during the academic year.

