ITT Course Curriculum:

PGDE Post 14 Education

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**How to use this ITT curriculum**

This ITT curriculum outlines what trainees on this course are expected to know and be able to do for each week they are on their ITT and the method by which trainee progression will be assessed. It is Post 14 specific and is informed by pertinent research and underpinned with the Core Content Framework and its associated evidence. It is sequential in its approach, mapped against the various components of the Core Content Framework, the new ETF (Education & Training Foundation) Professional Standards (2022) and shows a purposeful integration of centre-based (university-based) learning into Professional Practice. There is no separate ‘Professional Practice’ curriculum for trainees to follow. Instead, there is one single one single curriculum which encompasses all the learning which should take place throughout the ITT course.

**If you are a trainee:** This is the curriculum you will follow each week throughout your ITT course both when you are at university and when you are on Professional Practice (these weeks are shown in orange). It provides the learning which will be delivered to you on your PGDE, the knowledge, and skills you will be expected to demonstrate each week and the questions which assist you, your personal tutor, and your mentor (during Professional Practice) in assessing if you are making progress or if further support is needed. **You need to complete every week of this curriculum to meet the necessary ETF Professional Standards required for QTLS (Qualified Teacher Learning and Skills) recommendation at the end of this course and to ensure you can transition as an early career teacher within the FE (Further Education) sector**

**If you are an expert colleague (mentor or lead within the Professional Practice setting):** This curriculum outlines what trainees in this subject should know and be able to do throughout their ITT. This includes the weeks when they are on Professional Practice being supported by their expert mentor (these weeks are shown in orange). There is no separate ‘Professional Practice’ curriculum, rather one single subject specific curriculum which encompasses every week of ITT, allowing you to see the prior learning and what trainees can already do and understand prior to working with you. Throughout their course, trainees will continue to have their learning delivered by Edge Hill University colleagues (this will be every week, taking place on a Monday and Tuesday). We ask our expert-colleagues to provide opportunities for trainees to demonstrate, practise, receive feedback, or get better at the skills which they are expected to be ‘able to do’ each week. We also ask mentors to assess the extent to which the trainee has made progress each week using the ‘key questions’ provided and completing the relevant section (2) on the Weekly Development Summary (WDS) during the weekly mentor meeting in addition to confirming on the form if the trainee is making sufficient progress. Additional support for mentors is available via the weekly communications and the [FoE mentor space.](https://sites.google.com/view/foementorspace/secondary-and-further-education/pp-paperwork)

**Rationale of curriculum coverage and sequence including use of pertinent research**

The curriculum of the PGDE Post-14 Education course is modelled and based on dual professionalism, with generic pedagogic expertise underpinned by the ETF Professional Standards (2022). Such 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 each of the 20 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 knowledge that they must be competent and research active within their own subject specialism.

The PGDE Post 14 curriculum is mindful of the ITT Core Content Framework evidence base (as applicable to ITT in Further Education) and has been developed to reflect that, alongside subject-specific input from colleagues and expertise from expert-colleagues during Professional Practice. The PGDE is intended not just to develop committed teachers, with sufficient knowledge of the ETF Professional Standards (2022) and CCF, 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 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 New 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, but also the contextual nature of the Further Education sector in which delivery is coordinated by experienced people from various backgrounds. The curriculum therefore explores perspectives and approaches towards education including essentialism, perennialism, progressivism, 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, that experience (including mistakes) provides the basis for the learning activities, that adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life, and that adult learning is problem-centered 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 curriculum design Such approaches to teaching and learning are explicitly considered within 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 PGDE Post 14 curriculum we ensure that subject specificity is linked to the above themes in context, for instance we look at a contemporary, observational model of Lesson Study (Dudley, 2011; Allan et al. 2018; Allan 2020) which can be utilised within professional practice. Useful when researching collaborative teaching and learning and effective when considering behaviour, assessment, and adaptive teaching of their students. The curriculum allows trainee teachers to show progress on a weekly basis whilst considering the research evidence base 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 et al. (2022) considering resilience as a trainee teacher and 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 Post 14/Further Education sector to develop as academically informed educators.

**Delivery of curriculum outcome(s) into composite and component elements**

Delivery of broad curriculum outcomes is broken down into composite and component elements, for example when trainees learn how an effective curriculum for delivery in their subject specific area is developed. Linking to key themes on how curriculum is designed, the Post-14 ITT curriculum allows for research and development of curriculum and the evidence base around it. For instance, trainees learning about curriculum design considering conflicting approaches from seminal texts including Taba’s (1962) Curriculum Development design and Tyler’s (1969) curriculum instruction models. Using the experience gained in their placement setting and the guidance of their setting-based mentor, trainees then develop their own short curriculum within their subject area with a specific focus or outcome. Curriculum development is considered as a Quality Process with integrated Quality Assurance and continuous improvement in post-14 education (Gravells, 2016). This approach builds upon the fundamentals of teaching and learning that are introduced early in the course (weeks 14 and 15), to which we revisit key themes and build upon them in weeks 22 and 28.

* **How the curriculum enables trainees to develop their sense of social justice including the importance of inclusion and representation in their subject**

Social justice and inclusion are integral to the ETF Professional Standards (2022) and the ETF, alongside WorldSkills UK (United Kingdom) and the Association of Colleges have pledged to ensure that technical and vocational education pathways are made accessible and inclusive to all (ETF, 2021). The importance of how subject specific integration within Post 14 education can support all aspects of equality, diversity and inclusion is embedded into all sessions as well as through stand-alone delivery. For example, during week 15, the curriculum focuses on inclusion of learners with SEND (Special Educational Needs and Disabilities) or who have a specific learning difficulty and how teacher delivery should embed numeracy within a lesson. This can be problematic for some learners and trainee teachers especially within specific subjects in an FE setting. By utilising strategies as suggested by Allan (2017), Maths and numeracy can easily be embedded into all subjects across the FE subject spectrum and inclusive of all learners. As part of an initiative instigated by the ETF (2021), developing a sense of social justice and inclusion is imperative within subjects. The value and championing of diversity, equality of opportunity, inclusion and social equity are taught elements particularly during week 3 & 4 during induction, introducing learners to identify strategies to improve representations that ensure trainees prioritise accessibility through their diverse teaching and learning thereby promoting equality. This is then revisited during weeks 23 & 24 thereby encouraging deeper knowledge and understanding of social justice issues

* **Opportunities to revisit key learning**

Trainees routinely revisit key learning regularly throughout the programme and build on the earlier work on the curriculum to consider how students learn with an acknowledgement that Cognitive Load Theory is the current predominant model of learning. They gain a knowledge of a range of learning theories by being asked to consider the ways in which the teaching of adult learners through andragogical approaches is influenced by key theorists (e.g. Knowles, 1980). There are strong and coherent links between this work and the subject-specific content in the earlier curriculum; for example, trainees are required to practice and apply their knowledge of andragogical approaches (initially considered in week 6) to the content on assessment, adaptive teaching, and planning in relation to their understanding of their curriculum (in weeks 12-15). Similarly, although there is a strong emphasis on the way in which, for example, Adaptive Teaching relates to teachers in week 4, trainees are also encouraged to reconsider this content in how it supports approaches to modelling and scaffolding in weeks 15 & 16. In addition to sessions dedicated to content, trainees are encouraged to consider their teaching careers with a clear understanding of the importance of research in practice and understanding a sustainable model of leadership within Further Education.

References

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* ETF Inclusive FE <https://www.et-foundation.co.uk/resources/inclusivefe/>
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* 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>

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| **Week** | **For the subject they are training in, trainees should know:** | **For the subject they are training in, trainees should be able to:** | **Key questions** | **Links to the ETF Professional Standards (2022)** | **Method of assessment** |
| --- | --- | --- | --- | --- | --- |
| **(w/c 12th Sept 22)**  **3** | 1. That effective Relationship and Sexual Education (RSE) supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate life stag  2. The importance of Safeguarding Training / PREVENT and Fundamental British Values (FBV) within an educational setting  3. Know who to contact with any safeguarding concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report. | 1. Demonstrate they have a clear understanding of RSE and its importance within the wider curriculum of their subject  2. Implement the RSE (2021) statutory guidance whilst teaching the 4 core areas of the curriculum: Identity, gender and sexuality, consent and healthy relationships, Anatomy, sexual health and fertility, and RSE in a digital context within a safe space.  3. 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 | 1. Thinking about what you have learnt in relation to Safeguarding / PREVENT and FBV – how do you think you would deal with this in your setting? What research did you carry out to help you understand this further? What do you think would be your strengths and weaknesses?  2. How do you think you would manage teaching RSE in your FE setting? What research could you carry out to help you with this? | 1,3,7 | Weekly Development Summary |
| **4** | 1. How the ETF Professional Standards link to Teaching and Learning in their subject and what is meant in terms of standards and expectations  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 student progression  2. Establish links with the ETF Professional Standards and how this can impact 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. Explain why you think it’s important to plan a lesson?  2. Explain why action verbs are useful when creating learning outcomes for your lesson planning?  3. Describe how you think the ETF Professional Standards link to lesson planning? | 8, 12, 15, 16, 17 | Weekly Development Summary |
| **CCF Evidence Based** | 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>.  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> | | | | |
| **5** | 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 Lesson Study  3. The importance of subject knowledge in motivating students, teaching effectively and being able to identify gaps in the conceptual, processual, and content demands of their own subject specialism. | 1. Underpin the principles of teaching and learning and the implications for professional practice using research and strategies learned  2. Contribute to a discussion on teaching and learning principles so they are able to share their experiences.  3. Identify areas of development within their own subject knowledge and put a plan in place to address these. | 1. Explain the strengths and weaknesses for collaboration when planning a lesson?  2. Why do we need to consider students’ prior knowledge and understanding when planning lessons  3. How does appropriate educational research inform your planning? | 5, 6, 8, 9 | Weekly Development Summary |
| **CCF Evidence Based** | EEF Teaching and Learning Toolkit - <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring>  Allan, D. (2015) I think, therefore I share: Incorporating Lesson Study to enhance pedagogical knowledge exchange. Educate 15 (1), pp. 2-5 <https://research.edgehill.ac.uk/ws/portalfiles/portal/20184385/Allan+2015.+I+think%2C+therefore+I+share.pdf>  What is Peer Teaching? - <https://youtu.be/ScESS8dueLw> | | | | |
| **6** | 1. How to plan and deliver a 5-minute lesson (microteach) on their subject specialism ensuring it is inclusive for students 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 student 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. Why is constructive feedback useful and why it is important to reflect on your teaching?  2. Explain how you engaged the audience in your teaching?  3. How do you plan to check for prior knowledge and pre-existing misconceptions? | 1, 3, 15,16 | Weekly Development Summary |
| **CCF Evidence Based** | Johnson, S., Buckingham, M., Morris, S., Suzuki, S., Weiner, M., Hershberg, R., B. Weiner, Hershberg, R., Fremont, E.,Batanova, M., Aymong, C., Hunter, C., Bowers, E., Lerner, J., & Lerner, R. (2016) Adolescents’ Character Role Models: Exploring Who Young People Look Up to as Examples of How to Be a Good Person. Research in Human Development, 13(2),126–141. <https://doi.org/10.1080/15427609.2016.1164552> | | | | |
| **7** | 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 such as Gibbs Reflective Model (1984) and Ghaye and Lillyman (2010) within their 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 on Lesson Study | 1. What have you learned by working collaboratively with your peers? Has it been a positive experience?  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 Lesson Study? | 1, 6, 7 | Weekly Development Summary |
| **CCF Evidence Based** | Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013) Improving students’ 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> | | | | |
| **8** | 1.There are theories linked to how students learn, and that Cognitive Load Theory is the predominant at present.  2. Students 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 students.  3. DSLs (Designated Safeguarding Lead) and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for students. | 1.Structured tasks and questions can allow teachers and students to easily identify misconceptions and knowledge-gaps and address them using concrete examples.  2.Plan a sequence of learning to deliver to peers 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. This also includes knowing the safeguarding procedures for their educational establishment. | 1.How do you plan to check for prior knowledge and pre-existing misconceptions?  2.How does research and theories inform lesson planning?  3.Why is it important to work closely with colleagues/families and other professionals to support students with specific needs? | 5, 8, 12 | Weekly Development Summary |
| **CCF Evidence Based** | Lazowski, R. A., & Hulleman, C. S. (2016) Motivation Interventions in Education: A Meta-Analytic Review. Review of Educational Research, 86(2), 602–640. <https://doi.org/10.3102/0034654315617832> .  Murdock-Perriera, L. A., & Sedlacek, Q. C. (2018) Questioning Pygmalion in the twenty-first century: the formation, transmission, and attributional influence of teacher expectancies. Social Psychology of Education, 21(3), 691–707. <https://doi.org/10.1007/s11218-018-9439-9> | | | | |
| **24.10.22**  **(9)** | **HALF TERM** | | | | |
| **10** | 1. High-quality classroom talk can support students to articulate key ideas, consolidate understanding and extend their vocabulary. This should also incorporate EAL 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. Rosenshine’s Principles of instruction and the response to Sweller’s Cognitive Load theory reduces cognitive overload in the classroom. | 1.Identify and address any EAL students’ language needs utilising strategies that can support language development.  2.Break down tasks into constituent components when first setting up independent practice and begin to scaffold and guide students through work/assessments against learning outcomes and develop strategies for prior knowledge retrieval.  3. Use retrieval, scale switching, spaced and interweaving in planning sequentially to helps students improve their historical memories. Using expositions in the form of analogies, knowledge organisers, storytelling, memory aids, worked examples to avoid cognitive overload. | 1. How could you introduce unfamiliar vocabulary in a new topic?  2. Read Fordham’s (2017) article on Cognitive Science and discuss the role of memory education.  3. What questions can you ask students to help them develop their own learning (metacognition)? | 9, 10 | Weekly Development Summary |
| **CCF Evidence Based** | Chetty, R., Friedman, J. N., Rockoff, J. E. (2014) Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood. American Economic Review, 104(9), 2633–2679. <https://doi.org/10.1257/aer.104.9.2633>  \*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> | | | | |
| **07.11.22**  **START OF PLACEMENT**  **11** | 1.Teachers are key role models, who can influence the attitudes, values and behaviours of their students.  2.That a culture of mutual trust and respect supports effective relationships and how using Bronfenbrenner’s ecological systems theory (1977) especially when teaching can impact teacher delivery.  3. A positive and safe learning environment rooted in routines and the building of trusting relationships benefits all students, especially for those students who have a particular learning difficulty or SEND. | 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 and young people safe  2. Create a culture of respect and trust in the classroom that supports all students to succeed (e.g. by modelling the types of courteous behaviour expected of students) 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 student effort. | 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 Standards which you are held to. Why are such standards important?  3. What have you learned from observing other colleagues from other departments? | 10, 11, 12 | Weekly Development Summary |
| **CCF Evidence Based** | 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>  Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A., & Webster, R. (2009) Deployment and impact of support staff in schools: Characteristics, Working Conditions and Job Satisfaction of Support Staff in Schools. Retrieved from <http://eprints.uwe.ac.uk/12342>  Bronfenbrenner, U., & Evans, G. W. (2000). Developmental science in the 21st century: Emerging questions, theoretical models, research designs and empirical findings. Social development, 9(1), 115-125. <https://www.simplypsychology.org/Bronfenbrenner.html> | | | | |
| **12** | 1. Model courteous and aspirational behaviour.  2. Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine.  3. Contact the designated safeguarding lead (DSL) and related colleagues and have a clear understanding of how to report safeguarding concerns (and what such concerns may look like). | 1. Have completed safeguarding training and have been briefed on Prevent.  2. Discuss teaching and learning strategies for students with a range of abilities, including SEND specialists.  3. Tutors provided some examples of subject specific reading and advice that would enhance subject knowledge within their specialist areas. | 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 university learning?  3. How have you been able to identify any effective / ineffective practice during your observations of experienced teachers this week? | 4, 7 | Weekly Development Summary |
| **CCF Evidence Based** | 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>  Chapman, R. L., Buckley, L., & Sheehan, M. (2013) School-Based Programs for Increasing Connectedness and Reducing Risk Behaviour: A Systematic Review, 25(1), 95–114.  <https://eprints.qut.edu.au/218928/1/56849.pdf> | | | | |
| **13** | 1. How to set clear behavioural expectations and routines which establish a consistent and inclusive learning environment.  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 student’s emotional safety | 1.Working 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 student behaviour.  3. Recognise that knowing student names, planning a lesson, adapting resources, embedding current literature, and having a safe and inclusive classroom are all important factors when planning for teaching. | 1. How have you been able to identify any inspirational or challenging language? 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? Have you seen any effective /ineffective examples of this? | 3, 13 | Weekly Development Summary |
| **CCF Evidence Based** | 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>.  Sibieta, L., Greaves, E. & Sianesi, B. (2014) Increasing Pupil Motivation: Evaluation Report. [Online] Accessible from:  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation/> | | | | |
| **14** | 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 students to learn and master essential concepts, knowledge and skills in that subject  3. Consider the delivery of sequencing curriculum which encompasses key ideas and principles within the subject. | 1 Transfer knowledge gained from the collaborative Peer Teach to adapt their teaching to the classroom environment.  2. Consider the research shared through taught sessions, discuss ideas and resources which are embedded into their own teaching and learning. | 1. Consider your ETF Professional Standards Audit. 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 students supported in knowing concepts in your subject? What made this effective? | 8, 10 | Weekly Development Summary |
| **CCF Evidence Based** | 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>  Post 16 -<https://educationendowmentfoundation.org.uk/guidance-for-teachers/post-16>  Evidence Reviews - <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews> | | | | |
| **15** | 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.Ensure that learning is sequenced so that students’ master initial concepts before moving on and address misconceptions  3. Plan for and encourage the promotion of embedded literacy and numeracy in lessons | 1. Deliver a lesson based on their subject specialism and the appropriate age stage.  2. Adapt their teaching to engage students based on specific learner requirements.  3. Develop their use of effective questioning to check for progress | 1. Which aspects of the ETF Professional Standards (2022) do you feel you have covered this week?  2. How effective have you been in helping to address students’ misconceptions? How could you develop this?  3.How do you feel you are developing in your use of questioning and effective classroom talk? | 16, 17, 18 | Weekly Development Summary |
| **CCF Evidence Based** | 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.  Agarwal, P. K., Finley, J. R., Rose, N. S., & Roediger, H. L. (2017) Benefits from retrieval practice are greater for students with lower working memory capacity. Memory, 25(6), 764–771. <https://doi.org/10.1080/09658211.2016.1220579>.  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/> | | | | |
| **16** | 1.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 students 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 students can apply such structures to prior learning | 1. Provide students with opportunity to consolidate and practise 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 students 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. How is learning structured in your setting? Can you link this to any of your university learning?  2. What have students 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 students. How have you carried this out? | 9, 19 | Weekly Development Summary |
| **CCF Evidence Based** | 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>  Van de Pol, J., Volman, M., Oort, F., & Beishuizen, J. (2015) The effects of scaffolding in the classroom: support contingency and student independent working time in relation to student achievement, task effort and appreciation of support. Instructional Science, 43(5), 615-641 - <https://files.core.ac.uk/pdf/2612/81881353.pdf> | | | | |
| **19.12.22 (17)** | **CHRISTMAS BREAK** | | | | |
| **26.12.22**  **(18)** |
| **19** | 1.How to identify students who need new content further broken down and/or who benefit from additional adaptions  2.How to support students with a range of educational needs.  3. Embrace social change and recognise that the practice of EDI is ever-changing appreciating the diversity of people and values in our society: that there will always be ignored existing inequality (such as social class) and new and emerging inequalities. | 1. Adapt their teaching practice for those learners who do have a SpLD or SEND and plan accordingly.  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 students to illicit deep responses from students using explicit subject specific terminology | 1.How have you adapted your teaching to meet the needs of SEND students? How effective has this been?  2.How have you challenged your students in your lessons? 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? | 5, 14, 15 | Weekly Development Summary |
| **CCF Evidence Based** | 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> | | | | |
| **20** | 1.How teachers are generators of educational knowledge and how action research can be used as a tool to help develop student 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 | 1.What ideas from research and first-hand experience have you used, adapted, and developed to inspire and motivate students in your classroom?  2.Think about something you have learnt – how would you do things differently next time?  **3.** What research did you carry out to help you understand this further? What are your strengths and weaknesses? | 19 | Weekly Development Summary |
| **CCF Evidence Based** | Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> | | | | |
| **21** | 1.Prompt students to elaborate on their responses to check secure understanding  2.Check student understanding (inc. checking for misconceptions) of the topic  3. Provide specific and helpful feedback which assist students in progressing, focussing on specific actions using strategies such as formative verbal feedback | 1. Plan lessons affectively to ensure that throughout the lesson there are opportunities to carry out formative assessment.  2. Gain an understanding of what the students know via discussion and engaging in reflection on feedback.  3. Use retrieval tasks to check prior learning thereby supporting students to monitor and regulate their own learning. | 1.How have you developed in your understanding and ability to set formative assessment tasks linked to objectives? What are your areas of development?  2.How do you ensure that you are checking students have developed in their understanding rather than just checking they understand the task or completed the work?  3. Why is this important?  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? | 14, 15, 18, 19, | Weekly Development Summary |
| **CCF Evidence Based** | Hattie, J., & Timperley, H. (2007) The Power of Feedback. Review of Educational Research, 77(1), 81–112.<https://doi.org/10.3102/003465430298487>  Speckesser, S., Runge, J., Foliano, F., Bursnall, M., Hudson-Sharp, N., Rolfe, H. & Anders, J. (2018) Embedding Formative Assessment: Evaluation Report. <https://educationendowmentfoundation.org.uk/public/files/EFA_evaluation_report.pdf>  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 <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/> | | | | |
| **22** | 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. Trainees are able to construct a curriculum design and know how it impacts on subject delivery incorporating active and innovative teaching and learning methods.  2. Trainees are able to use strategies based on practical and creative approaches to teaching, learning and assessment.  3. Trainees are able to articulate high-quality feedback whether that be written or verbal, to encourage further effort, and provide specific guidance on how to improve | 1.How do assessment practices in your college or training provider motivate students to take ownership of their learning?  2 How are you managing the workload of assessment?  3. Have you been able to identify any effective practice which would make assessment less onerous? If so, what? | 14, 15, | Weekly Development Summary |
| **CCF Evidence Based** | 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). | | | | |
| **23** | 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  2. Distinguish and have a clear understanding of what sorts of behaviour, disclosures and incidents to report is also important.  3.Trainees have been taught about engagement with BM and useful strategies | 1. How well are you collaborating with other expert colleagues in your department and/or 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? | 1, 6 | Weekly Development Summary |
| **CCF Evidence Based** | Skaalvik, E. M., & Skaalvik, S. (2017) Still motivated to teach? A study of school context variables, stress and job satisfaction among teachers in senior high school. Social Psychology of Education, 20(1), 15–37. <https://doi.org/10.1007/s11218-016-9363-9> | | | | |
| **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 students.  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 students within the setting  2. Effectively communicate with teaching assistants in lessons to enable specific student 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 students | 1.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 ITT course to develop these? | 7, 20 | Weekly Development Summary |
| **CCF Evidence Based** | \*Education Endowment Foundation (2015) Making Best Use of Teaching Assistants Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/>  Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> | | | | |
| **13.02.23**  **(25)** | **HALF TERM** | | | | |
| **26** | 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 students’ 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 students of all abilities. This may include critically reflecting on the use of modelling and scaffolding.  2. Use a variety of questioning strategies ensuring all students are able to engage and understand  3. Develop strategies to support EAL pupils ensuring learning opportunities are inclusive (noting the difference between inclusion and inclusive) | 1.What knowledge and understanding of the issues related to Higher Education have you gained through your academic reading? How does this relate to your current practice?  2.How have your expectations of students’ learning and progress developed and/or changed during your placement experience?  3.How can you ensure students are motivated? | 15, 18 | Weekly Development Summary |
| **CCF Evidence Based** | EEF - Three keys to unlocking positive learning behaviours  <https://educationendowmentfoundation.org.uk/news/eef-blog-three-keys-to-unlocking-positive-learning-behaviours> | | | | |
| **27** | 1.Respond consistently and decisively to student behaviour (including the use of rewards, praise and sanctions)  2. Motivate students by engagement of challenging content, building towards the students’ long-term goals and aspirations  3. Work alongside and learn from 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 students’ understanding of instructions before a task begins is paramount in 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.Based on the CCF reading from the previous week, how has this knowledge informed your management of learning behaviours? What adaptations might need to be made and why?  2.Based on your experiences and academic reading, what promotes high expectations and/or a high level of behaviour management?  3.What are your areas of development with regards setting high expectations and managing behaviour? What impact will these developments have on the learning in your classroom? | 3, 11 | Weekly Development Summary |
| **CCF Evidence Based** | Evidence into Action’ – EEF podcast returns with new episode on ​‘Managing behaviour and building habits  <https://educationendowmentfoundation.org.uk/news/evidence-into-action-eef-podcast-returns-with-new-episode-on-managing-behaviour-and-building-habits>  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>    Lazowski, R. A., & Hulleman, C. S. (2016) Motivation Interventions in Education: A Meta-Analytic Review. Review of Educational Research, 86(2), 602–640. <https://doi.org/10.3102/0034654315617832>    Sibieta, L., Greaves, E. & Sianesi, B. (2014) Increasing Pupil Motivation: Evaluation Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation/> | | | | |
| **28** | 1. How to plan and deliver a carefully sequenced curriculum which encompasses the college / setting’s vision for its knowledge, skills and values.  2. To support students in building increasingly complex mental schemas over a period of time  3. Draw explicit links between new content and the core knowledge in the subject area and revisit the big ideas of the subject and teach key concepts through a range of examples | 1. Show that modelling helps students understand new processes and ideas; good models make abstract ideas concrete and accessible.  2. Share subject specific guides, scaffolds and worked examples which can help students apply new ideas to their own work  3. Know when learning strategies can be gradually removed as student expertise increases. | 1.How does the curriculum in your subject area promote the wider vision, values and skills of the college or setting?  2.What is the rationale behind the curriculum sequence and design in your subject area?  3.Critically review your subject knowledge for this setting and suggest ways you could develop this. | 8, 15, 16 | Weekly Development Summary |
| **CCF Evidence Based** | \*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>  Donker, A. S., de Boer, H., Kostons, D., Dignath van Ewijk, C. C., & van der Werf, M. P. C. (2014) Effectiveness of learning strategy instruction on academic performance: A meta-analysis. Educational Research Review, 11, 1–26. <https://doi.org/10.1016/j.edurev.2013.11.002> | | | | |
| **29** | 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 students to learn key ideas securely  3. Interleave concrete and abstract examples via the use of examples, analogies, or metaphors. | 1. Utilise student 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. Balance exposition of new content, repetition, and practice of new skills and knowledge before encountering more complex content | 1.What effective/ineffective practice have you observed with regards the retrieval and spaced practice of subject knowledge content?  2. What was it? Why did it work/not work?  3.How has university teaching and/or independent study contributed to your knowledge and understanding about retrieval practice and Cognitive Load Theory? | 9, 10 | Weekly Development Summary |
| **CCF Evidence Based** | 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>. | | | | |
| **30** | 1. Carrying out collaborative, paired or group work, when planning can assist them so that 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.Planning for, regularly reviewing and practicing key concepts over time (for example, through the use of effective discussions and/or structured talk activities) is an effective strategy to help manage cognitive load | 1. Plan a curriculum of learning signposting adaptive teaching in a responsive way, including by providing targeted support to students who are struggling, thereby increasing  student success.  2. Seek to understand students’ differences, including their different levels of prior knowledge and potential barriers to learning, is  an essential part of teaching  3. Know that students learn at different rates and require different levels and types of support from teachers in which to succeed. | 1.How effectively do all students learn in your lessons? How do you know this? What promotes the learning? What hinders?  2.Critically reflect on how well you have adapted your teaching this week.  3.Why is it important to talk about adaptive teaching rather than differentiated teaching? | 12, 15, 18 | Weekly Development Summary |
| **CCF Evidence Based** | 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> | | | | |
| **31** | 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 students. | 1.Reframe questions to provide greater scaffolding or greater challenge  2. Plan for those students who have a specific learning need by utilising teaching assistants and other adults to support learning.  3. Apply high expectations of all groups, and ensure all students have access to a rich curriculum, however are aware of embedding EDI within all aspects of curricula, teaching, assessment and organisational life | 1.How successful are you at making use of specialist support (such as TA’s) in your lessons? How could this be developed?  2.Critically reflect on your use of modelling and scaffolding.  3.What knowledge and understanding of teaching students 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? | 5, 11 | Weekly Development Summary |
| **CCF Evidence Based** | Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A., & Webster, R. (2009) Deployment and impact of support staff in schools: Characteristics, Working Conditions and Job Satisfaction of Support Staff in Schools. Retrieved from <http://eprints.uwe.ac.uk/12342/>.  Education Endowment Foundation (2015) Making Best Use of Teaching Assistants Guidance Report. [Online] Accessible from:  <https://educationendowmentfoundation.org.uk/tools/guidance-reports/> .  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 students of high, middle and low attainment. Research Papers in Education, 1522, 1–20. <https://doi.org/10.1080/02671522.2018.1452962> | | | | |
| **03.04.23**  **(32)** | **EASTER BREAK** | | | | |
| **10.04.23**  **(33)** |
| **34** | 1.That recording data is useful for the purpose of improving student 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.How well are you balancing the demands of assessment procedures? Have you identified any practice which is highly effective and not onerous?  2.Have you identified 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 student outcomes? | 4, 14 | Weekly Development Summary |
| **CCF Evidence Based** | 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>  Hattie, J., & Timperley, H. (2007) The Power of Feedback. Review of Educational Research, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>  Feedforward – Leadership Excellence Marshall Goldsmith (2007) <https://marshallgoldsmith.com/articles/1438/> | | | | |
| **35** | 1.How to prioritise the marking of errors relating to misunderstandings/misconceptions rather than careless mistakes made whilst working and why such a strategy is more effective for learning in that subject  2.How to provide feedback which takes into account the range of factors which can impact on students’ understanding of the feedback (such as their age or the message the feedback contains)  3. How to utilise external materials (such as specifications or examiners reports) to assist with providing accurate assessment and feedback to students in line with external benchmarking (such as GCSE 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 students to respond to the information given | 1.How effective is your written feedback to students? 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 students for GCSE /A level / BTEC outcomes.  3.Reflect on a lesson you taught this week. How did you ensure it was sequenced so that it built on prior knowledge and prepared students for the next step? | 18, 19 | Weekly Development Summary |
| **CCF Evidence Based** | 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_-%20_Workload_Challenge_Analysis_of_teacher_consultation_responses_sixth_form_colleges.pdf) | | | | |
| **36** | 1.Engage with parents/carers and colleagues in helping to support and manage student behaviours (for example, strategies to best support specific students  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 | 1. Reinforce established classroom routines allowing for effective learning behaviour and ensuring students take ownership of such matters  2.Liaise with parents, carers and colleagues to better understand the students’ individual circumstances and how they can be supported to meet high academic and behavioural expectations.  3. Contribute to the settings Open Evenings, Parent/Carer Evenings (or other such events) so they are able to see the benefit of strong setting/parental relationships.  and be able to communicate via phone or email as part of teacher professionalism | 1.How effective is your communication to parents/carers in relation to student’s achievements and well-being?  2. Are you able to access communication with caregivers 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? | 6 | Weekly Development Summary |
| **CCF Evidence Based** | 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 Endowment Foundation (2015) Making Best Use of Teaching Assistants Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/> | | | | |
| **37** | 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 student 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 focussing 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 how you been involved with any CPD to improve teaching outside of your programme of ITT?  2. If not, what could this look like?  3. What CPD may you find it useful to engage with in the future (if carrying out QTLS for example)? | 7, 12 | Weekly Development Summary |
| **CCF Evidence Based** | \*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> .  QTLS is a Professional Status recognised in the Education sector, which is gained after successfully completing a six-month period of Professional Formation and maintained through membership to the Society for Education and Training - <https://set.et-foundation.co.uk/professional-status/qtls> | | | | |
| **38** | 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 key areas.  3. Embed and practice EDI throughout subject specialism and/or occupational pathways and assessments based on real world examples, that are respectful and relevant to learners. | 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.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 the difference between Pedagogy and Andragogy in relation to Teaching and Learning in FE settings. Why is this difference important to you as a professional? | 12, 20 | Weekly Development Summary |
| **CCF Evidence Based** | Basma, B. & Savage, R. (2018) Teacher Professional Development and Student Literacy Growth: a Systematic Review and Meta analysis. Education Psychology Review. 30: 457 <https://doi.org/10.1007/s10648-017-9416-4> | | | | |
| **39** | 1. How to familiarise themselves with the post-qualifying route for their ITT course, which is the QTLS process of Professional Formation.  2. How to identify areas that are a current strength and suggest ways in which they could develop these areas next year. | 1.Critically reflect on their own practice  2. Ask a range of questions (in relation to working with their mentor) to ensure progression of knowledge / pedagogies / application  3. Work with mentors to develop effective relationships and act on the coaching support. | ‘No one is born a great teacher. Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching’ (DfE, 2019, p.3). 1. Critically reflect on this statement on what this statement means for you.  2. Do you agree?  3. To what extent is this true for you? | 1 | Weekly Development Summary |
| **CCF Evidence Based** | Hughes, D., Mann, A., Barnes, S., Baladuf, B. and McKeown, R. (2016). Careers education: International literature review. <https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/careers-education/> | | | | |
| **29.05.23**  **(40)** | **WHIT WEEK (HALF TERM)** | | | | |
| **41** | 1.The importance and development of professional identity and educational philosophies  2. How to use different models of reflection e.g., Gibbs (1988) when completing their rationales  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. | 1. Reflecting on your PGDE course, how do you feel you have developed as a trainee teacher in your subject?  2. How has the university taught element of your course impacted on you as a trainee teacher? | 1 | End of Placement Progress Review |
| **CCF Evidence Based** | Hughes, D., Mann, A., Barnes, S., Baladuf, B. and McKeown, R. (2016). Careers education: International literature review.  <https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/careers-education/>  Kraft, M., Blazar, D., & Hogan, D. (2018) The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research, 003465431875926. <https://doi.org/10.3102/0034654318759268> | | | | |
| **42** | 1.How to join or engage with ongoing CPD in their subject area recognise this is important for professional and personal development in teaching e.g. being part of a professional organisation within your own subject and widening your professional profile. | 1. Set targets and identity next steps for career and/or QTLS progression 2. Reflect on their ongoing contribution to the effective working of your subject department 3. Utilise resources and materials within your subject to support further development within your first year of teaching and enable an effective transition | 1.As you prepare for your Professional Reflective Viva, what are the areas that you need to develop or focus on as you progress as an early career teacher?  2. How could you develop in these areas?  3. If considering QTLS in your new role 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? | 12, 20 | Professional Reflective Viva |
| **CCF Evidence Based** | QTLS is a Professional Status recognised in the Education sector, which is gained after successfully completing a six-month period of Professional Formation and maintained through membership to the Society for Education and Training - <https://set.et-foundation.co.uk/professional-status/qtls>  Skaalvik, E. M., & Skaalvik, S. (2017) Still motivated to teach? A study of school context variables, stress and job satisfaction among teachers in senior high school. Social Psychology of Education, 20(1), 15–37. <https://doi.org/10.1007/s11218-016-9363-9> | | | | |