University Curriculum Overview, Reading and Tasks

You will engage in a range of learning opportunities during your time on the programme. This will include direct teaching from expert colleagues. Attendance to all workshops, sessions and training is compulsory but this is only part of how you will learn to become a teacher. There will be focussed readings, tasks to carry out in school when you aren’t teaching, independent writing and reflections on your experiences. These will help you build upon your learning and consolidate your understanding. You will then be expected to demonstrate how you are applying this theory to your practice in the classroom and the wider school. To support this, additional follow-up activities have been identified

The schedule below is the overview of the taught curriculum in university so you can note what will be included each week. Additional sessions may be added/adapted as necessity arises so that your programme is as current as possible and reflects the changing landscape of primary education. Your alliance will provide you with details about their curriculum. You should insert this into this folder.

Some sessions are likely to change because your programme needs to be flexible enough to respond to educational initiatives. You can add notes for further curriculum sessions at the end of each week.

**Induction Week: WB 5th September 2022**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ**  **Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 5/9/22  10:00-12:00  Whole cohort lecture | DS, RD, AA,  Teaching Unions & Chartered College: | PGC7004M  Welcome to the programme and the teaching profession | Be introduced to the university and the support available and learn who to contact. Be introduced to the CCF and understand its significance in relation to the PGCE programme.  Learn the role of the teachers’ union and how support can be provided during the PGCE. | Professional behaviours  Being a professional | Read through the Student Handbook to ensure you are aware of expectations.  Access Moodle and locate your modules. | Learn how to join a union and how to access support and CPD opportunities.  Research union services following input and talk to expert colleagues in school about being a member of a teaching union. |
| 5/9/22  12:30-14:00  Group workshop | DS, RD, AA | PGC7004M  Introduction to the library, VLE and programme assessments | Know how to access the library website and use databases and search engines.  Know how to access Moodle modules.  Have an overview of the academic assessments and expectations. | Professional behaviours  Research engaged  Being a professional | Read through the Assessment Handbook in  Read Chapters 1 & 2 in Denby et al (2008) Master’s Level Study in Education: Reading and writing at M level. | Know how to log on to library web pages and to search data bases. Know how to locate resources on Moodle.  Access the library guidance on referencing: <https://www.yorksj.ac.uk/students/referencing/> |
| 5/9/22  14:30-16:30  Group workshop | DS, RD, AA | PGC7004M  Professionalism and British Values | Know what is meant by being a professional. To understand that teachers are role models and so can influence behaviours and values. To know that sharing positive values can create a supportive school culture.  Identify what is meant by British Values and how these are shared within the school culture. | Professional behaviours  Behaviour & high expectations  Being a professional  Personal teaching philosophy  Relationships and partnerships | Read the information at <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf>  Reflect on what it means to ‘uphold public trust in the profession’ and bring thoughts to the workshop on how you are going to achieve this. | Begin to know how to identify educational/societal values within the school environment.  Look around your school and identify how it is helping children understand British values.  Access the website and review some of the resources: <http://www.preventforschools.org/index.php?category_id=62> |
| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 6/9/21  10:00-13:00  Whole cohort remote lecture | ST | PGC7004M  Safeguarding, child protection and teacher responsibility | Become familiar with recent safeguarding policy and advice.  Know how to access specialist help and support. | Professional behaviours  Relationships and partnership  Being a professional | Read the 2021 DfE document [‘Keeping Children Safe in Education’](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999348/Keeping_children_safe_in_education_2021.pdf)  Access ‘Preventing and Tackling Bullying’ at  <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368340/preventing_and_tackling_bullying_october14.pdf> | Know what procedures to follow when raising safeguarding concerns.  Read school policy relating to safeguarding and wellbeing.  Speak to the Designated Safeguarding Person in school. |
| 6/9/21  14:00  -  16:00  Whole cohort remote lecture | ST | PGC7004M  Children’s mental health awareness | To become familiar with strategies that can build resilience and promote wellbeing within your professional role to ensure pupils are motivated to learn and feel valued. To understand that building effective relationships is easier when pupils believe that their feelings will be considered and understood. | High expectations  Professional behaviours  Relationships and partnership  Being a professional | Access guide to CAMHS and understand how this service supports pupils, parents and carers.  <https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/> | To become familiar with strategies that can build resilience and promote wellbeing within your professional role to ensure pupils are motivated to learn and feel valued. Review wellbeing servicers offered by York St John and understand how these services can support your own mental health.  <https://www.yorksj.ac.uk/student-services/health-and-wellbeing-/> |

**WB 12th September 2022**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 15/9/22  10:00-12:00  13:00  -  16:00  Group Workshop | DS, RD, AA | PGC7003M  Learning Theories 1:  overview of current theories of child development | Understand that learning provides a lasting change in children’s understanding and capabilities. Know that pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”) and to facilitate learning teachers must plan to sequence the introduction of new knowledge. | Pedagogy  Creative and critical thinking  Research engaged | Engage in reading related to Learning Theories (child development, influences on children’s development, learning theorists. Read 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> | Gather evidence of children’s prior knowledge and learn how to use this information to plan next steps.  Look for evidence of children’s development in school and relate this to theory. Reflect on the National Curriculum age related expectations in light of child development. Continue with induction tasks and relate these to workshop content. |
| 16/9/22  10:00-  12:00  Whole cohort lecture | AA  CMcD | PGC7004M  Introduction to study at M-Level  Introduction to the research project & library services | Begin to understand the expectation of M-Level study. Be aware of what critical reading and writing involves. | Professional behaviours  Creative and critical thinking  Research engaged | Read article ‘Move over Nelly: lessons from 30 years of employment-based initial teacher education in  England’ | Know how to construct a critical discussion.  Finalise a 500 word critical written response to the article and **submit by 28th September** |
| 13:00-  16:00  Group workshop | DS, AA, RD | PGC7004M  IT ROOMS  Introduction to documentation and the online portfolio | To begin to become familiar with key documentation, the online portfolio and how to keep accurate records to provide evidence towards engagement with the formative framework. Discuss expectations of weekly reflections. | Professional behaviours  Being a professional | Read [The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence](https://www.researchgate.net/publication/323344838_The_Effect_of_Teacher_Coaching_on_Instruction_and_Achievement_A_Meta-Analysis_of_the_Causal_Evidence) and reflect on the key messages of professional development in relation to the role of the mentor and student teacher. | Know how to access and record evidence on Pebblepad.  Speak to your mentor about expectations relating to your records of progress and mentor expectations for your weekly progress meeting |

**WB 19th September 2022**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | | **Practical Application & CPD**  **Learn how to…** | |
| 19/9/22  10:00 - 12:00  Group workshop | AA, RD, DS | PGC7003M  Introduction to planning and a focus on the importance of prior knowledge. | Know what a LT, MT and lesson plan looks like and how this supports curriculum design and sequence of learning. Learn that effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. Explore the importance of learning objectives and success criteria. Consider how to effectively structure a lesson or learning opportunity making links to prior learning. | Pedagogy  Subject & Curriculum  Creative and critical thinking  Being a professional  Personal teaching philosophy | Use the assessment cycle in the Planning and Assessment Guidance Handbook to understand the planning process. | Begin to know how to plan a lesson that is based upon clear objectives that move learning forward.  Gather examples of planning from school. Talk to teachers about how these are written.  Use the YSJ session plan to retrospectively plan an observed lesson. | |
| 19/9/22  13:00 - 16:00  Group workshop | AJ, RD, DS | PGC7003M  Introduction to assessment | Understand how AFL informs future planning. Learn that planned and clear assessment provides evidence of progression. Understand the value of both written and verbal feedback and how this supports intervention and leads to progress. Become familiar with ways of recording assessment information to evidence pupil progress. | Assessment  Pedagogy  Subject & Curriculum  Relationships and partnerships  Being a professional | Read [Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), pp.5-31.](https://kclpure.kcl.ac.uk/portal/files/9119063/Black2009_Developing_the_theory_of_formative_assessment.pdf) Access [Teacher Feedback to Improve Pupil Learning](https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/) and identify effective strategies for effective feedback | Begin to plan for formative assessment opportunities and reflect on how this informs future planning, teaching and learning.  Investigate school assessment, feedback and tracking procedures and talk to teachers about how they use these. Discuss with expert colleagues how assessment inform intervention and progression. | |

**WB 19th September 2022**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 21/9/22  Group 1 , Esk, & Polaris  10:00-  16:00  Group workshop | DS | PGC0073M  Subject knowledge 1 English | Learning outcomes will be driven by student audits and key priorities within each subject. | Curriculum & subject knowledge  Personal teaching philosophy  Creative & critical thinking | Read Letters and Sounds Notes of Guidance and Teaching Programme. Access phonic area of Moodle and use the independent study material to support subject knowledge. Read Machin, S., McNally, S., & Viarengo, M. (2018) Changing how literacy is taught: Evidence on synthetic phonics. American Economic Journal: Economic Policy, 10(2), 217–241. <https://doi.org/10.1257/pol.20160514>.  Use the subject knowledge audits & NC glossary to revise grammar content. | Observe phonics teaching in different age groups. Use the weekly planning pro forma to retrospectively plan the observed lesson.  Speak to EYFS/KS1 colleagues to identify school schemes of work/resources that support SSP. |
| 23/9/22  Group 3  MSTA  10:00  -  16:00  Group workshop | LM | PGC7003M  Subject knowledge 1 Maths | Learning outcomes will be driven by student audits and key priorities within each subject. | Curriculum & subject knowledge  Personal teaching philosophy  Creative & critical thinking | Suggested further reading:  Drews, D. (2011) Errors and misconceptions: the teacher’s role In: Hansen, A. Children’s Errors in Mathematics. 2nd Exeter, Learning Matters. Pp.11-19  Matthews, J. (2014) Children Talking about Mathematics In: Taylor, H. and Harris, A Learning and Teaching Mathematics 0-8 London, Sage, pp. 20-31 | Ask the Maths Leader in school how they plan to address misconceptions. Observe maths lessons across the age ranges and make notes on these. |
| 23/9/22  Group 2  Camp St  10:00  -  16:00  Group workshop | KB | PGC0073M  Subject knowledge 1 Science | Learning outcomes will be driven by student audits and key priorities within each subject. | Curriculum & subject knowledge  Personal teaching philosophy  Creative & critical thinking | Use the audit results to identify gaps in your subject knowledge and start addressing these through planned revision. | Identify how your school plans for and teaches working scientifically. |

**WB 26th September 2022**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 26/9/22  Group 3  MSTA  10:00  -  16:00  Group workshop | KB | PGC0073M  Subject knowledge 2  Science | Learning outcomes will be driven by student audits and key priorities within each subject. | Curriculum & subject knowledge  Personal teaching philosophy  Creative & critical thinking | Use the audit results to identify gaps in your subject knowledge and start addressing these through planned revision. | Identify how your school plans for and teaches working scientifically. |
| 26/9/22  Group 1  , Esk, & Polaris  10:00-  16:00  Group workshop | LM | PGC7003M  Subject knowledge 2  Maths | Learning outcomes will be driven by student audits and key priorities within each subject. | Curriculum & subject knowledge  Personal teaching philosophy  Creative & critical thinking | Suggested further reading:  Drews, D. (2011) Errors and misconceptions: the teacher’s role In: Hansen, A. Children’s Errors in Mathematics. 2nd Exeter, Learning Matters. Pp.11-19  Matthews, J. (2014) Children Talking about Mathematics In: Taylor, H. and Harris, A Learning and Teaching Mathematics 0-8 London, Sage, pp. 20-31 | Ask the Maths Leader in school how they plan to address misconceptions. Observe maths lessons across the age ranges and make notes on these. |
| 26/9/22  Group 2  Camp St  10:00  -  16:00  Group workshop | DS | PGC0073M  Subject knowledge 2  English | Learning outcomes will be driven by student audits and key priorities within each subject. | Curriculum & subject knowledge  Personal teaching philosophy  Creative & critical thinking | Read Letters and Sounds Notes of Guidance and Teaching Programme. Access phonic area of Moodle and use the independent study material to support subject knowledge. Read Machin, S., McNally, S., & Viarengo, M. (2018) Changing how literacy is taught: Evidence on synthetic phonics. American Economic Journal: Economic Policy, 10(2), 217–241.<https://doi.org/10.1257/pol.20160514>.Use the subject knowledge audits & NC glossary to revise grammar content. | Observe phonics teaching in different age groups. Use the weekly planning pro forma to retrospectively plan the observed lesson.  Speak to EYFS/KS1 colleagues to identify school schemes of work/resources that support SSP. |

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &**  **YSJ**  **Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 27/9/22  10:00  -  16:00  Group workshop | AA, RD, DS | PGC7003M  Learning Theories 2:  Cognitive load, working memory & long-term memory, growth mindset, | Memory is a significant factor in pupils’ learning and begin to understand the importance of short term and long term memory. Understand that new information is stored in our short term memory and its capacity can be limited. Know that new information, once processes can be stored in the long term memory and this is how new learning can happen. However, to facilitate this, new learning must be linked to prior learning and broken down into sequential steps.  Begin to understand the significance of meta cognition and this supports self-regulated learning, encouraged independence and has an impact on progression.  Consider the place of mindset theory and how this supports progression and educational values. | Pedagogy  Curriculum and subject knowledge  Research engaged  Personal teaching philosophy  Creative & critical thinking | Selected readings:  <https://journals.sagepub.com/doi/full/10.1177/1529100612453266> 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.  Read [Zimmerman, B. J. (2002) Becoming a Self-Regulated Learner: An Overview, Theory Into Practice. *Theory Into Practice*, *41*(2), 64–70](https://www.jstor.org/stable/1477457?seq=1#page_scan_tab_contents.). | Begin to plan lessons that limit cognitive load and are based upon known prior understanding.  Look for examples of theories within the classroom and make notes in your reflections .  Consider the application of cognitive load on the planning process and discuss with expert colleagues how this allows teachers to break learning down into sensible sequential steps. |

**WB 3rd October 2022**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | | **Links to CCF &**  **YSJ**  **Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | | **Practical Application & CPD**  **Learn how to…** | |
| 6/10/22  Group 3  MSTA  10:00  -  16:00  Group workshop | DS | PGC0073M  Subject knowledge 3  English | Learning outcomes will be driven by student audits and key priorities within each subject. | Curriculum & subject knowledge  Personal teaching philosophy  Creative & critical thinking | | | Read Letters and Sounds Notes of Guidance and Teaching Programme. Access phonic area of Moodle and use the independent study material to support subject knowledge. Read Machin, S., McNally, S., & Viarengo, M. (2018) Changing how literacy is taught: Evidence on synthetic phonics. American Economic Journal: Economic Policy, 10(2), 217–241. <https://doi.org/10.1257/pol.20160514>.  Use the subject knowledge audits & NC glossary to revise grammar content. | | Observe phonics teaching in different age groups. Use the weekly planning pro forma to retrospectively plan the observed lesson.  Speak to EYFS/KS1 colleagues to identify school schemes of work/resources that support SSP. | |
| 6/10/22  Group 1  Esk, Park & Polaris  10:00-  16:00  Group workshop | KB | PGC0073M  Subject knowledge 3  Science | Learning outcomes will be driven by student audits and key priorities within each subject. | Curriculum & subject knowledge  Personal teaching philosophy  Creative & critical thinking | | | Use the audit results to identify gaps in your subject knowledge and start addressing these through planned revision. | | Identify how your school plans for and teaches working scientifically. | |
| 6/10/22  Group 2  Camp St  10:00  -  16:00  Group workshop | LM | PGC7003M  Subject knowledge 2  Maths | Learning outcomes will be driven by student audits and key priorities within each subject. | Curriculum & subject knowledge  Personal teaching philosophy  Creative & critical thinking | | | Suggested further reading:  Drews, D. (2011) Errors and misconceptions: the teacher’s role In: Hansen, A. Children’s Errors in Mathematics. 2nd Exeter, Learning Matters. Pp.11-19  Matthews, J. (2014) Children Talking about Mathematics In: Taylor, H. and Harris, A Learning and Teaching Mathematics 0-8 London, Sage, pp. 20-31 | | Ask the Maths Leader in school how they plan to address misconceptions. Observe maths lessons across the age ranges and make notes on these. | |

WB 3rd October 2022

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| Date | Staff | Focus for Session | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &**  **YSJ**  **Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 7/10/22  10:00-12:00  Whole cohort lecture | LS | PGC7003M  Diverse and vulnerable groups | Explore the needs of different minority groups.  Consider the potential barriers to learning within these groups and how they can be overcome through the use of adaptive teaching | Professional behaviours  High expectations  Pedagogy  Personal teaching philosophy  Relationships and partnerships | Research one minority group in depth and be prepared to share your findings with the group.  Watch Inclusion:. Focusing on Traveller’s cultural background. Duration 15 mins. Available to view at: <https://shibboleth-sp.prod.proquest.com/Shibboleth.sso/SAML2/POST> | Learn how to adapt your own practice to meet the needs of specific children in your class.  Gather evidence to demonstrate how your school promotes inclusion and include in weekly reflections and spend time discussing adaptive teaching approached with your mentor/SENCo |
| 13:00-16:00  Whole cohort lecture | LS | PGC7003M  SEND learners | Consider how the SEND Code of Practice impacts on your role as trainee teacher and future ECT.  Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential. | Professional behaviours  High expectations  Pedagogy  Personal teaching philosophy  Relationships and partnerships | Read [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](http://dera.ioe.ac.uk/6059/1/RR516.pdf). Access [Special Educational Needs in Mainstream Schools](https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/) Read the SEND Code of Practice  <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf> | Know how to adapt your practice to meet the needs of children in your class. Speak to expert colleagues and school SENCO to discuss SEND provision in school. Reflect upon how the code of practice supports individual children and families in your school setting. Observe and reflect on how adaptive teaching supports individual children with specific needs. |

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| Half term study week | DS  AA  DS | Academic tutor meeting | Please contact your academic tutor and make arrangements for a progress tutorial to discuss expectations for upcoming academic submissions and further support that may be needed. |

WB 5th December 2022

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| Date | Staff | Focus for Session | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 5/12/22  10:00  –  16:00  Group workshops | AA, DS, RD | PGC7003M  Introduction to the wider curriculum.    Curriculum design. How to construct and plan a broad and balanced curriculum that meets the needs of children.  How to ensure children are challenged and motivated. | Demonstrate your understanding of cross-curricular planning, teaching & assessment. Consider the balance of the curriculum as the central core of a school and how to plan to ensure children are motivated by relevant content. Understand a school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. | Curriculum and subject knowledge  Pedagogy  Assessment  High expectations  Being a professional  Creative & critical thinking  Personal teaching philosophy | Read Ofsted's Chief Inspector, Amanda Spielman, discusses findings from recent research into the primary and secondary curriculum.  <https://www.gov.uk/government/speeches/hmcis-commentary-october-2017> | Know how to structure/plan a topic which builds upon prior knowledge and matches the age-related expectations of the curriculum.  Speak to subject leaders within school to investigate how they contribute to curriculum design and ensure progression is achieved within foundation subjects. |
| 7/12/22 | LS, SJ, JC | Foundation subjects – MFL, geography & RE  Subject and phase specific expectations. | To understand the subject and phase specific requirements for the foundation subjects. To become familiar with key research and policy that underpins each of the foundation subjects. To develop greater subject knowledge relating to each of the foundation subjects and consider how this translates into your own practice.  These workshops will then feed into subjects specific training within your alliances that has a greater focus on subject specific pedagogies. | See Moodle | Ensure you are familiar with the age-related expectations for the wider curriculum relating to your SE2 class.  Use your curriculum tracker to identify where you may lack experience of teaching specific foundation subjects and use CPD time to observe subject leaders in school and audit school resources.  During SE2 observe and gain experience of teaching the wider curriculum. |
| 8/12/22 | JH, SJ, RU | Foundation subjects – art, history & music  Subject and phase specific expectations. | See Moodle |
| 9/12/22 | JH, RS, LW | Foundation subjects – DT, computing & PSHCE  Subject and phase specific expectations. | See Moodle |

WB 12th December 2022

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| Date | Staff | Focus for Session | **Learning Outcomes**  **Student teachers will:**  Learn that… | **Links to CCF &** **YSJ**  Curr | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  Learn how to… |
| 12/12/22  9 – 12  Polaris & Esk 9am-12 noon  12/12/22  1pm-4pm  MSTA & CSTA | FA staff  At YSJ Sports Barn, Haxby Road, York | FA primary teachers award  This practical workshop provides opportunities for you to apply what has been learnt following completion of the online FA modules. | To plan, teach and assess primary physical education and put into practice the modules already covered within this programme. | Curriculum & subject knowledge  High expectations & behaviour  Assessment  Being a professional | Following the completion of the FA remote modules and links to theory, this workshop gives you the opportunity to apply this in a practical way. | Reflect on your own teaching of PE and consider changes you could make to your own practice. Speak to your PE lead in relation to progression and assessment of PE within school. |

WB 2nd January 2023

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ**  **Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 6/1/23  10:00-12:00  Group workshops | AA, RD, DS | PGC7004  The nature of educational research  The Literature Review | Identify what makes a good research enquiry.  Decide on an appropriate title for a small scale enquiry.  Critique examples of research project titles. | Being a professional  Research engaged  Creative and critical thinking  Personal teaching philosophy | Examine a range of examples of Literature Reviews.  Begin to clarify the focus for your research.  Read relevant sections of  Wilson, E (2013), London, Sage. | Know how to select an area of your own practice to research.  Consider your school context and what would be an appropriate and manageable area to research. |
| 6/1/23  13:00-16:00  Group workshops | AA, RD, DS | PGC7004  Research methodology and ethical considerations | Identify an appropriate methodology for a small scale enquiry.  Know how to eliminate any ethical concerns.  Know how to complete the correct ethics forms. | Being a professional  Research engaged  Creative and critical thinking  Personal teaching philosophy | Refer to Cohen, L, Manion, L, Morrison, K. (2013), Research Methods in Education, London, Routledge to clarify your understanding. | List all the ethical considerations for your own research enquiry and identify how you will eliminate these. Know how to mitigate against possible bias and have a clear understanding of how you can gather data. |

WB 9th January 2023

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| Date | Staff | Focus for Session | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ**  **Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 11/1/23  10:00-12:00  13:00-  16:00  Group workshops | RD, DS, AA | PGC7004M  Planning a small-scale research enquiry | Identify ways of generating and collecting data.  Know the difference between methodology and methods of collecting data.  Write a plan for carrying out your research enquiry. | Being a professional  Research engaged  Creative and critical thinking  Personal teaching philosophy | Ensure your research supervisor has signed the ethical consideration form before you carry out any research. Discuss any final issues with your research supervisor. | Talk to your teacher and mentor about the suitability of your research proposal.  Ensure your head teacher has signed the Ethics Consent Form and your school knows what time you need and who to arrange meetings with. |

WB 20th February 2023

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ**  **Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| Half term study  week  Individual support | Tutors | PGC7004M  Research discussion with your supervisor | To begin to reflect on initial findings and relate these back to your literature review. | Being a professional  Research engaged  Creative and critical thinking  Personal teaching philosophy | Continue to read around your research focus and consider what key themes are emerging from your data | Continue to gather data and priorities actions that have emerged from your supervision meeting. |

**WB 6th March 2023**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcome**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ**  **Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 10/3/23  10:00 -  12:00 | AA, RD. DS, | PGC7003  Using whole school and class data to evidence progress and inform intervention and next steps | To be of value teachers use information from assessments to inform the decisions they make and in turn, pupils must be able to act on feedback for it to have an effect. To understand that systems of assessment should not be too onerous and should support teacher workload. | Assessment  Curriculum and subject knowledge  Being a professional | Reading *Outstanding formative assessment: culture and practice*  [LINK](https://capitadiscovery.co.uk/yorksj/items/100174?query=primary+assessment&resultsUri=items%3Fquery%3Dprimary%2Bassessment%26facet%255B0%255D%3Dfulltext%253Ayes%26facet%255B1%255D%3Dpublishedyear%253A%255B2014%2BTO%2B2017%255D%26target%3Dcatalogue%26offset%3D0%26aj%3Dt&facet%5B0%5D=fulltext%3Ayes&facet%5B1%5D=publishedyear%3A%5B2014+TO+2017%5D&target=catalogue) Access Wiliam, D. (2010) What Counts as Evidence of Educational Achievement? The Role of Constructs in the Pursuit of Equity in *Assessment. Review of Research in Education*, 34, pp. 254-284. | Know how to track progress in your class and how to record assessment outcomes using school systems.  Consider statutory assessment requirements in school and speak to expert colleagues to understand how workload is balanced. |
| 13:00 – 16:00  Group workshops | AA, RD. DS, | PGC7004M  Effective communication with parents | Understand that building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success. Understand the role of reporting progress to parents is a key role of the teacher. | Being a professional  Being a professional | Access [Working with Parents to Support Children’s Learning](https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/) | Speak to expert colleagues to identify how your setting works with parents to support pupils’ learning. Participate in parent consultation meeting. Investigate reporting systems in school. |

**WB 13th March 2023**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 13/3/23  10:00 – 12:00 | PGC7003M  AA, RD. DS | PGC7003M  Adaptive Teaching  & presentation | Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. Understand the significance of prior learning and how this supports a pupil’s potential to make progress. Understand that individual pupils have specific barriers to learning and adaptive teaching can support attainment and should not be reliant upon the provision of separate tasks for specific pupils. | Pedagogy  Personal teaching philosophy  Being a professional | Read [Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., & Bosker, R. J. (2018) Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education.](https://doi.org/10.1016/j.edurev.2018.02.002) | Reflect on your current provision and how targeted intervention will support individual pupils.  Speak to expert colleagues to reflect on how your feedback informs next steps and what possible intervention might be need for individual children. |
| 13:00- 16:00  Group workshops | PGC7004M  AA, RD. DS | Priority intervention moving to SE3 and preparation for final assessed placement | Reflect on the strengths and areas of development in preparation for SE3. Learn to adapt planning expectations in relation to workload. | Assessment  Curriculum & subject knowledge  Being a professional | Using the formative assessment criteria, be clear on SE3 expectations and areas to prioritise. | Speak to school-based mentors about identified priority areas at the beginning of SE3. |

**WB 20th March 2023**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 20/3/23  10:00 – 12:00  Group workshops | PGC7003M  AA, RD. DS | PGC7003M  Return to planning and assessment | To structure lessons that build on prior knowledge and offer opportunities for retrieval, practice and application.  To plan homework and consider the evidence that supports its use.  To effectively deploy additional adults to maximise the impact on learning and quality feedback. | Pedagogy  Personal teaching philosophy  Being a professional | Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>  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/> . | Reflect on your current provision and how targeted intervention will support individual pupils.  Speak to expert colleagues to reflect on how your feedback informs next steps and what possible intervention might be need for individual children.  Observe experience practitioners and reflect on the use of additional adults. Priorities the use of additional adults within your own planning. |
| 13:00- 16:00  Group workshops | PGC7004M  AA, RD. DS | PGC7004  Priority intervention moving to SE3 and preparation for final assessed placement | Reflect on the strengths and areas of development in preparation for SE3. Learn to adapt planning expectations in relation to workload. | Assessment  Curriculum & subject knowledge  Being a professional | Using the formative assessment criteria, be clear on SE3 expectations and areas to prioritise. | Speak to school-based mentors about identified priority areas at the beginning of SE3. |

**WB 27th March 2023**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ**  **Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 29/03/23  30/03/23  31/03/23  PGCE Research Conference | Research tutors | PGC7004  Research conference  ASSESSMENT  MULTIPLE ROOMS | Present your findings on your research project.  Listen to other presentations. | Being a professional  Creative & critical thinking  Research engaged  Personal teaching philosophy | Prepare a 15 minute presentation and handout. | Reflect on your research and presentation and share with your colleagues in school. Discuss ways in which your research could be continued if appropriate. Access information about continuing with a part-time MA at YSJ. |

**WB 19th June 2023**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ**  **Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 23/6/23  10:00 – 12:00  12:30 – 13:30  14:00 – 16:00 | DS, RD, AA,  Union | PGC7004M  ECT development and transition | To understand the expectations of the ECT period and develop a deeper understanding of the extended role of the class teacher. To understand the expectations of the ECF and the support available throughout this time. | Being a professional  Being a professional  Relationships and partnerships | Preparation of your CEDP and investigate the ECF provided during the transition to ECTs. | Know how to access continued support provided by your alliance and YSJ ECT leader.  Use the remainder of the academic year to support transition and investigate support for your ECT period |