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PGCE Secondary School Direct

Biology Handbook 2022-23

In partnership with:

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***YSJ ITE Partnership: Children and young people at the centre of our learning community since 1841***

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# York St John University Partnership Mission, Vision and Values

Mission Statement:

York St John University’s heritage is anchored in teacher training and education. YSJ established in 1841, developing as a teacher training college and later a university and has a successful history of working in partnership with schools to educate and train outstanding student teachers for the benefit of children and young people in our schools. Hence our mission statement is as follows:

***YSJ ITE Partnership: Children and young people at the centre of our learning community since 1841***

Vision and Values:

Partnership is at the heart of our provision with a strong commitment from the university and schools to work together to educate and train future teachers. The YSJ ITE partnership is driven by a strong belief that teaching is a challenging, complex, intellectual and ethical endeavour. The partnership recognises the civic duty involved in developing teachers to fulfil a fundamental need in society for our children and young people to have access to high quality education. The profession requires teachers who are committed to the education of children and young people to ensure they acquire the knowledge, understanding and skills needed to develop and achieve their ambitions and improve their life chances. We believe that the lives can be transformed through education. Hence, it is crucial that student teachers receive high quality initial teacher education that is underpinned by quality research and evidence. The partnership is committed to developing student teachers who are:

* competent and confident professionals who learn that intellectual endeavour, criticality, and personal reflection are key to developing outstanding teaching practice.
* epistemic agents who act as independent thinkers, searching and critiquing a wide range of theories and research that can underpin, challenge or illuminate their practice.
* able to engage in enquiry-rich practice and are intellectually curious about their work in order to be innovative, creative and receptive to new ideas.
* responsible professionals who embody high standards of professional ethics, acting with integrity and recognising the social responsibilities of education to create a more social just world

# PGCE Secondary Biology: Vision and Intent

**Vision**

At YSJU, we believe that our secondary student and early career teachers be inspired to ‘maintain curiosity’ in science, irrespective of their specialist subject. Within a YJSU science curriculum that models the principles, theory and ‘Big Ideas’ within the subject, we develop reflective practitioners who can put these into practice across a range of age groups and settings, enabling pupils of all starting points to make progress and in Ofsted’s words, ‘to explain the material world and develop a sense of excitement and curiosity about natural phenomena’ (Ofsted, 2021).

From the start, student teachers of science and chemistry are shown the critical need to have fully developed science curricula that enables progression in substantive (subject) and disciplinary (Working Scientifically) content and across age phases. Within our partnership, we seek to grow our secondary teachers to enable their pupils to become producers, not consumers of science and STEM, and to champion the value of science as leaders and ambassadors for this creative and significant subject.

**Intent**

Our science programme materials are co-constructed by the science team drawing upon classic and recent developments in the field and are regularly reviewed and evaluated.

Science subject development days are limited and thus have to be utilised to the fullest extent. The content is carefully curated in partnership with a senior school colleague in science to ensure its utmost relevance. The ‘learn that…’ and ‘learn how to…’ are woven and modelled throughout so that the innovative and evidence-informed sequence of learning emphasises the importance of student teacher science subject knowledge underpinning and informing pedagogical principles.

Student teachers are expected to maintain and improve their science subject knowledge through auditing, critical reflection and curriculum enrichment. Through dynamic and responsive review, the science team ensure that developments within the science education field and policy are shared and are foundational in ensuring issues such as social justice and diversity are represented within science.

The science education training programmes at YSJU ensure that an effective teacher of science:

* uses the science phenomena itself as the interesting core of the lesson; pupils experience the pleasure of understanding a concept for themselves, and their teachers do not just tell them the answer;
* can contextualise science well, and relate it to pupils’ everyday lives;
* has a personal enthusiasm for science coupled with the ability to inspire and motivate students;
* has high expectations of what pupils can achieve and take responsibility for the achievement of all students;
* is highly skilled at assessing individuals’ understanding and progress during lessons, adapting teaching and support accordingly to address misconceptions;
* provides plenty of opportunities for experimental and investigative work, addressing the *substantive* content through the *disciplinary*;
* delivers a real focus on developing pupils’ sense of curiosity, amazement, and appreciation of the material world around them;
* uses assessment well to plan lessons that effectively differentiate resources and enquiry-based learning, and challenge all students from the outset, not just by outcome;
* understands the essential attributes of science well enough to ensure that the pupils recognise when they are doing science and why it matters;
* gives clear and lucid explanations, including using models, to explain difficult concepts with a strong emphasis on scientific literacy.

(adapted from Ofsted, 2013b, 2019, 2021)

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| PGCE Secondary School Direct - Rationale, Aims and Overview | |
| Rationale for Programme | The PGCE secondary school direct programme has been written in collaboration with school partners to reflect the attributes, skills and knowledge needed to be an effective teacher in today’s schools. The programme not only considers the current national priorities within education but is enriched to ensure that our student teachers meet the educational needs of pupils within the social context and geographical area in which they are trained.  The PGCE secondary school direct programme is a truly collaborative model and is strategically driven and delivered by dedicated members of York St John University and our partnership schools. Collectively we plan, monitor and review the programme for each subject area to ensure our student teachers are responsible and committed professionals who recognise the social responsibilities of education.  Our student teachers begin the programme with differing levels of experience, some previously working as teaching assistants, other are less experienced. However, the partnership model offered on the school direct programme provides targeted support and challenge, regardless of starting point and through the support of a range of staff - academic tutors, link tutors, subject specific mentors, professional mentors, alliance leads and programme lead - our student teachers develop into competent, confident and critically reflective professionals who are both classroom ready and able to meet the rigour of the secondary school subject they are trained in, and beyond. |
| Aims of the Programme | The key aim of the PGCE secondary programme is to deliver a high quality current and relevant programme of education and training that equips student teachers with the professional knowledge, understanding, skills and attributes that they need to become outstanding teachers and leaders in our local and national secondary schools.  Working in partnership with schools, the programme aims to:   * Provide a broad and enriching curriculum that incorporates the Core Content Framework and the YSJ Themes and enables students to meet statutory requirements by the end of their programme * Develop high academic and professional standards for new teachers entering the profession underpinned by the development of ‘principle-based’ values * Support student teachers in developing their own personal teaching philosophy and identity as a teacher with a commitment to critical reflective practice * Integrate theory and practice throughout the programme to support professional learning, subject knowledge and pedagogy * Promote the intellectual and professional development of student teachers through engagement with current research and policy in teaching and wider education * Develop student teachers as independent researchers who are able to critically engage and influence their professional community * Enable student teachers to become skilled, creative, reflective and transformative professionals equipped to take responsibility for the progress of all children and young people * Provide a high-quality experience of Initial Teacher Education within the partnership that fosters retention and a commitment to on-going professional development |
| Induction | Student teachers receive a structured and detailed induction period which begins before the programme commences. Student teachers are offered opportunities through remote and face-to-face training to audit and develop subject knowledge, engage in critical reading and writing activities and begin to understand the importance of safeguarding. They complete a piece of academic writing prior to the start of the course to support their academic writing needs if required. Further targeted induction support is offered once the programme has begun and all student teachers engage in induction tasks that support their understanding of key priorities, for example, behaviour management and assessment. From the very beginning of the programme, our student teachers are offered opportunities to obverse experienced colleagues and reflect on the practice they see. Student teachers also undertake a comprehensive induction within schools through their Alliance leads and professional mentors alongside their mentors. |
| Design of the Programme | The PGCE secondary school direct programme has been carefully designed in partnership with all Alliances to provide a sequenced and progressive model of training that draws upon expertise in both university and school staff. Our secondary curriculum goes beyond statutory requirements and provides training opportunities that are both driven by up-to-date research, school policy and our unique YSJ themes. Student teachers undertake both subject specific sessions and professional sessions throughout the year to develop their knowledge and understanding. Our aim is to develop secure subject knowledge and subject specific pedagogy throughout the programme to support the confidence and competence of our student teachers. Our programme has been designed to facilitate the development of personal teaching philosophy. Many key concepts are returned to throughout the training to support confidence and deepen understanding. Due to the school-based structure of the programme student teachers then have the opportunity to apply and receive feedback on that new knowledge instantly before reflecting on their own practice. |
| Design of School Experience | School experience and assessed placements are designed to ensure our student teachers have opportunities to apply training in a progressive and sequenced manner. University and school-based training has been designed to support early development and confidence is built through the expectation of reflective observation and use of formative mentor feedback. Student teachers are encouraged to share with mentors their university session content to ensure this training can be applied within the student teacher’s practice and mentors are able to offer feedback that is relevant and appropriate to the student teacher’s developmental stage.  The school experience model ensures compliance and offers our student teachers the opportunity to capitalise on early success within the final school placement. A progressive model of expectations is communicated to both mentors and student teachers through the use of the School Experience Formative Assessment Continuum and this is used as a diagnostic tool to support self-reflection and target setting. As additional support in meeting the expectations of the School Experience Formative Assessment Continuum student teachers have a number of school-based tasks and subject specific based tasks to complete during their time in school. |
| Key Assessment Points | Review points are placed at the midpoint and final week of all assessed placements. However, formative assessment is ongoing throughout the programme through the use of weekly progress meetings, target setting and use of the School Experience Formative Assessment Continuum. Progress towards the Teachers’ Standards is evaluated during the final placement and these are used as a summative assessment mechanism at the end of the programme. Academic assessments underpin school experience and offer student teachers the opportunity to critically reflect on their own practice and also engage in research. Review points are scrutinized by alliance leads and the programme lead, and with input from the school mentor support is tailored to those students who require additional input via the use of intervention logs and action plans. |
| Formative and Summative Student Teacher Assessment | Our student teachers are assessed against curriculum expectations and using the School Experience Formative Assessment Continuum as guidance to inform assessment and target setting. Targets are reviewed on a weekly basis to ensure that progression is maintained and needs can be identified. This process also ensures that intervention can be swiftly implemented and the impact monitored. All placements are quality assured by alliance leads and university link tutors to ensure that mentor judgements are secure. This process enables programme staff to identify mentor training needs and supports summative end of programme judgements. |
| Support | Student teachers are supported throughout the programme by university and school staff. Each student is supported by a personal academic tutor who offers pastoral as well as robust academic support. An additional research tutor, whose role is to support the research assessment, is also available for regular support. Our student teachers are supported in school by trained subject mentors as well as the school professional mentor. Each student also has access to an alliance lead whose role is to oversee school-based training and offer pastoral support. The alliance leads work closely with university tutors and the programme lead to ensure the support offered is cohesive. The student teacher also has access to all of the other support systems in place from the University such as academic support and wellbeing. As an additional measure of support our student teachers receive a weekly ‘keeping in touch’ email from the programme lead to reinforce key programme information and support effective communication about the programme expectations. Alliance leads are copied into these emails to further enhance communication and consistency. |
| Transition to ECT | Student teachers are fully prepared for the rigorous expectations of the Early Career Framework and transition training is delivered towards the end of the programme. The transition between ITE and Early Career Teacher (ECT) is communicated through the use of the Career Entry Development Profile where ECT targets are identified and end of programme reflections set expectations for the beginning of the ECT period. Student teachers are provided with ongoing ECT support via our ECT lead with a calendar of events and remote resources. |

# 4. Overview of Biology Provision



# PGCE Secondary Biology - Programme Overview 2022-23 - Introduction

**Programme Design** The programme is jointly designed by the partnership and is reviewed and developed each year in response to feedback from a variety of groups. This includes student feedback and is in many forms: within sessions, informal and formal surveys and student representative meetings. Annually, external examiners critically engage with all aspects of the programme and suggest areas for improvement. As a partnership team we analyse outcomes and consider areas for developing linked to national priorities.

Core principles and values underpin the design of the programme and the curriculum reflects the YSJ key themes and ITT Core Content Framework (DfE:2020) as indicated in the diagram below. The programme reflects the ‘Learn that…..’ and ‘Learn how to……’ statements outlined in the Core Content Framework (CCF) and draws on research -led evidence and statements from the framework. This mirrors what you will encounter in your first year as a teacher in the Early Career Framework and will support your transition.

**Expectations**

This is a professional programme and the expectation is that you will engage with all elements of the sessions, including the prior reading and preparation tasks. The curriculum supports the integration of analysis and critique of theory; research and expert practice within programmes is key to high quality training and education. Great teaching is underpinned by evidence and it is crucial that you view the programme in a holistic way rather than as two separate experiences of university and school.

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## 5.1 Useful information

**A reminder of key induction communication (sent pre-programme)**

This communication and any tasks set will be built upon through the programme. You will need to make sure that all the tasks are completed as we will be referring to them in sessions.

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| * Introduction to KIT emails and calendars * Reading lists and staff introductions * Subject knowledge audits made available * Online introductory session * Critical reading | * Online research workshop * Critical writing workshop * Handbooks made available * Online training sent out * Live group session |

**Glossary of key terminology used throughout the programme:**

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| **Programme Lead –** YSJ contact who has overall responsibility for the programme  **Alliance Lead** – Key contact for your alliance.  **Subject mentor** – Expert colleague in school who will mentor you on your school placement.  **Link tutor** – Expert staff in university who quality assures and liaises with the school mentor.  **Subject tutor** – Expert staff in university who lead the subject knowledge days etc.  **SKA** – Subject knowledge audit | **PP** – Pupil premium  **MH** – Mental health  **SEND** – Special educational needs and disability. Also referred to as additional needs.  **EAL** – English as an additional language  **KS** – Key stage  **TS** – Teachers’ standards  **CCF** – Core Content Framework |

**Primary school experience:** During the programme you will undertake a primary school experience organised by your alliance.

The purpose of a primary school experience is to:

1. Critically analyse and synthesise theory and practice relating to transition

2. Demonstrate an understanding of the influences which may impact upon pupils in your subject as they transition from KS2 to KS3

3. Critically evaluate and reflect on the primary experience in order to understand the foundations for teaching and learning that is provided by KS2

It will also help you understand:

Progression and transition within subject area

Phonics and strategies for early reading/literacy

## 6.0 Core Programme Outline

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 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 secondary education. Your alliance will provide you with details about their curriculum.

Some sessions are likely to change because your programme needs to be flexible enough to respond to educational initiatives.

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| --- | --- | --- | --- | --- | --- | --- |
| **Date/**  **Room** | **Staff** | **Focus for Session** | **Student teachers will learn that…** | **Links to CCF and YSJ curriculum** | **Theoretical Perspective**  Reading, Preparation & SOL | **Student teachers will learn how to…**  How you can learn from sessions and work with expert colleagues to apply in the classroom |
| Mon  5/9  10-11  SK128 | RM  JC | PGC7008M  Welcome  Introduction to programme documentation | Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.  Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. | **Professional behaviours**  Being a professional  Relationships and partnership | Ensure tasks detailed on the YSJ Blog have been completed <https://blog.yorksj.ac.uk/ite/induction/> | Consider how placement can support you in receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.  Receive clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers’ Standards. |
| 11-12  FT | RM  JC | PGC7007/8M  Benefits of Union membership  The Chartered College | There is a wider support network  Additional resources and courses available to you. | **Professional behaviours**  Being a professional | Read more about the unions here:  [https://neu.org.uk](https://neu.org.uk/)    [https://www.nasuwt.org.uk](https://www.nasuwt.org.uk/)  <https://chartered.college/> | Access wider support if needed.  Access additional courses |
| 1-2  SK128 | RM | PGC7007/8M  Members of the team  Moodle, modules and assessment | A culture of mutual trust and respect supports effective relationships.  High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. | **High Expectations**  Being a professional  Research engaged | Ensure you have logged on to Moodle and have begun to familiarise yourselves with the course pages. | Critically reflect on your own academic development through engaging with academic reading and responding to feedback.  Create a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. |
| 2-3  SK128 | BR | PGC7007/8M  The role of the mentee  Expectations and building relationships | Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.  Engaging in high-quality professional development can help teachers improve. | **Behaviour and expectations**  **High Expectations**  Being a professional  Relationships and partnership | List any questions that you have about expectations of you on placement and bring to this session.  Chapter 1  [Capel, S. A., Leask, M. and Younie, S. (2016) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledge](http://yorksj.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1202221&site=eds-live&scope=site&ebv=EB&ppid=pp_302) | Engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.  Receive clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers’ Standards. |
| 3-4  SK128 | RM | Team building | YSJ campus facilities both effective learning and social opportunities | Relationships and partnership | Get to know other trainees in your subject area and Alliance. | Navigate round the campus and to access key student services. |
| 4-5  SK128 | ES | Widening participation and independent study | There are additional opportunities to support students | Relationships and partnership | Consider before the session whether you have any particular questions about the support, facilities and opportunities we can offer. | Manage time effectively and access student services. |
| Tue  6/9  9-10.30  SK128 | RM | Aims and purpose of Education | The purpose of education has evolved over time  Education is influenced by social, historical, political and cultural factors that change over time | **Curriculum**  Personal teaching philosophy | Read chapter 7.1 and 7.2  [Capel, S. A., Leask, M. and Younie, S. (2016) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledge](http://yorksj.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1202221&site=eds-live&scope=site) | Evaluate the wider significance of influence on education and policy. |
| 10.30-12  SK128 | JC | Our evolving education system | 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**  Critical reflection | As above. | Consider how the current National Curriculum will impact on your practice. |
| 1-2.30  SK128 | RM | Personal values impact on your educational rationale | Individual experiences, backgrounds and beliefs will influence your personal and professional values. | **Professional behaviours**  Personal teaching philosophy | Read:  [Brooks, V, Abbott, I, & Huddleston, P 2012, Preparing To Teach In Secondary Schools : A Student Teacher's Guide To Professional Issues In Secondary Education, McGraw-Hill Education, Maidenhead.](https://ebookcentral-proquest-com.yorksj.idm.oclc.org/lib/yorksj/reader.action?docID=990488&ppg=31) | Observe and respect other people's values and to consider how your own are reflected in practice. |
| 2.30-3.30  SK128 | RM | Handbooks and documentation | Walk through of all key documentation and where to access it. | **Professional behaviours**  Being a professional | <https://blog.yorksj.ac.uk/ite/pgce-secondary-education/> | Access documentation and read through to ensure understanding. |
| 3.30-5  TBC | BR  Digital Team  IT room | PGC7008M  Introduction to online systems – E.g. Moodle, Pebblepad, | Pebble pad is useful online platform used to reflect, record and monitor progress.  Reflection is a key part of development. | Being a professional  Personal teaching philosophy | Read about the key reflective practice theorists:  <http://edshare.soton.ac.uk/11124/1/index.htm> | Use pebble pad effectively to submit weekly mandatory documentation. |
| Wed  7/9 |  | School based  Induction day |  |  |  |  |
| Thurs  8/9  9-11  SK128 | JC | PGC7008M  Critical Writing - Introduction to Masters level writing. | Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.  Engaging with high-quality professional reading can help teachers improve. | **Assessment**  Professional behaviour  Research engaged | Make notes on critical thinking: Fisher, A. (2011) Critical Thinking – second edition – [You can access this text here](https://books.google.co.uk/books?hl=en&lr=&id=wMhBQ0WdjF4C&oi=fnd&pg=PR1&dq=critical+thinking&ots=q2auvzTQLS&sig=PRtDd7YmMIPLVU_t1Tu53cUB-H0&redir_esc=y) | Evaluate the impact of research on practice. |
| 11-12  SK128 | CMD | PGC7007M  Library | The library is a valuable resource to support your academic writing  There is a wide range of books, articles and policies available to support subject knowledge and professional development. | **Curriculum**  Research engaged | Look at the library website and familiarise yourself with key areas.  <https://www.yorksj.ac.uk/students/library/>  Look through your reading lists and identify essential texts to read. | Access s a wide range of books, articles and policies to support subject knowledge and professional development. |
| 1-5pm  SK  128  (last hr. IT room TBC) | RM | Understanding the importance of safeguarding within schools  Complete online safeguarding modules | SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.  Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success | **Professional behaviours**  Being a professional  Relationships and partnership | Read the 2022 DfE document  [‘Keeping Children Safe in Education’](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)  Access ‘Preventing and Tackling Bullying’  [Access ‘Preventing and Tackling Bullying’](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf)  Here you can read about FGM  [FGM information](https://www.who.int/news-room/fact-sheets/detail/female-genital-mutilation) | Know who to contact with any safeguarding concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report. |
| Fri  9/9  9-10.30  SK128 | JC | Effective observations in school | Reflecting practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.  Engaging in high-quality professional development can help teachers improve. | **Professional behaviours**  Relationships and partnership  Being a professional | Read Chapter 1 and 2  [Capel, S. A., Leask, M. and Younie, S. (2016) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledge](http://yorksj.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1202221&site=eds-live&scope=site&ebv=EB&ppid=pp_302) | Discuss and analyse with expert colleagues how experienced colleagues seek ways to support classes and individual pupils.  . |
| 10.30-12  SK128 | BR | Managing workload | Personal systems and routines can support highly efficient time and task management.  Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload. | **Professional behaviours**  Being a professional | Gibson, S., Oliver, L. and Dennison, M. (2015) *Workload Challenge: Analysis of teacher consultation responses*. Department for Education. Accessible from: <https://www.gov.uk/government/publications/workload-challenge-analysis-of-teacher-responses>  Chapter 1.3  [Capel, S. A., Leask, M. and Younie, S. (2016) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledge](http://yorksj.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1202221&site=eds-live&scope=site&ebv=EB&ppid=pp_302) | Observe how expert colleagues manage time effectively.  Make marking manageable and effective by recording data only when it is useful for improving pupil outcomes; recognise that written marking is only one form of feedback; and identifying efficient approaches to marking and alternative approaches to providing feedback. |
| 1-3  SK128 | BR | PGC7008M  E-safety | Cyber bullying awareness and e safety in school are crucial safeguarding elements | Being a professional  Relationships and partnership | Engage with the following links  <https://nationalonlinesafety.com/guides>  [Teaching online safety](https://www.gov.uk/government/publications/teaching-online-safety-in-schools)  <https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools> | Know who to contact with any safeguarding concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report. |
| 3-5pm  SK128 | ST  HB | Pupils and staff mental health awareness | Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.  Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. | **Professional behaviours**  Being a professional  Relationships and partnership | 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/>  Chapter 4  [Capel, S. A., Leask, M. and Younie, S. (2016) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledge](http://yorksj.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1202221&site=eds-live&scope=site&ebv=EB&ppid=pp_302) | Develop an understanding of different pupil needs, by receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs.  Work closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues.  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-/> |

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| **Date** | **Staff** | **Focus for Session** | **Student teachers will learn that…** | **Links to CCF and YSJ curriculum** | **Theoretical Perspective**  Reading, Preparation & SOL | **Student teachers will learn how to…**  How you can learn from sessions and work with expert colleagues to apply in the classroom |
| Mon  12/9  9-10  SK128 | JC | Critical writing – An introduction to assignment 1 | Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.  Engaging in high-quality professional research and reading can help teachers improve. | **Assessment**  Professional behaviour  Research engaged | McPeck, J. (2016) Critical Thinking and Education – [you can preview the first three chapters of this text here](https://books.google.co.uk/books?hl=en&lr=&id=E1IPDQAAQBAJ&oi=fnd&pg=PT8&dq=critical+thinking&ots=87m-s9z_Jz&sig=D3Wn8ZUhI-ab5t6dh_I2Ke3YJqk&redir_esc=y)  Chapter 5  [Capel, S. A., Leask, M. and Younie, S. (2016) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledge](http://yorksj.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1202221&site=eds-live&scope=site&ebv=EB&ppid=pp_302)  Read though the assessment handbook | Evaluate the impact of research on practice. |
| 10-12  SK128 | KB | Learning theories – traditional | Learning involves a lasting change in pupils’ capabilities or understanding.  Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.  An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. | **Pedagogy**  Research engaged | Reading list focus  Brooks et al chapter 2.4  Capel et al chapter 5.1  Ellis chapter 4  Hoult chapter 2  Pollard chapter 7  Aubey and Riley  Deans for Impact (2015) The Science of Learning [Online] Accessible from:  <https://deansforimpact.org/resources/the-science-of-learning/> | Avoid overloading working memory, by considering pupils’ prior knowledge when planning how much new information to introduce.  Build on pupils’ prior knowledge, by sequencing lessons so that pupils secure foundational knowledge before encountering more complex content. |
| 1-3  SK128 | KB | Learning theories – contemporary | As above | **As above** | As above | As above |
| 3-5  SK128 | DS | Phonics | To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.  Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. | **Pedagogy**  **Curriculum**  Research engaged | <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf> | Demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach.  Support pupils to become fluent readers and to write fluently and legibly. |
| Tues  13/9  9-11  SK128 | RM | Principles of instruction | Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.  Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. | **Pedagogy**  Research engaged  Being a professional | 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> | Break tasks down into constituent components when first setting up independent practice.  Use modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. |
| 11-12  SK128 | JC | Introduction to subject knowledge audits | Secure subject knowledge helps teachers to motivate pupils and teach effectively. | **Curriculum**  Being a professional | Ensure you have accessed and completed your SKA on Moodle before this session. | Identify own areas for development and how to address these. |
| 1-2  SK128 | BR | Introduction to planning – long, medium and short term | Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning.  Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases  Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed  Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. | **Curriculum**  **Assessment**  **Pedagogy**  Being a professional | Read Ch 10  [Pollard, A, Black-Hawkins, K, Cliff, HG, Dudley, P, James, M, Linklater, H, Swaffield, S, Swann, M, Turner, F, & Warwick, P 2014, Reflective Teaching in Schools, Bloomsbury Publishing, New York.](https://ebookcentral-proquest-com.yorksj.idm.oclc.org/lib/yorksj/reader.action?docID=1630373&ppg=312)  Muijs, D., & Reynolds, D. (2017) Effective teaching: Evidence and practice. Thousand Oaks, CA: Sage    Watch the video on Moodle from a previous student about how to approach lesson planning as a student teacher. | Plan effective lessons, by breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach. |
| 2-4  SK128 | BR | Lesson objectives and success criteria | Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.  Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. | **Curriculum**  **Assessment**  **Pedagogy**  Being a professional | Watch the following clip. How does it add to the debate about the efficacy of lesson objectives?  <http://joe-bower.blogspot.com/2011/10/stop-writing-objectives-on-board.html> | Identify essential concepts, knowledge, skills and principles of the subject.  Ensure pupils’ thinking is focused on key ideas within the subject.  Articulate the process for arriving at current curriculum choices and how the school’s curriculum materials inform lesson preparation. |
| 4-5  SK128 | KB | Introduction to motivation - intrinsic and extrinsic | Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.  Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).  Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure. | **Behaviour and expectations**  Relationships and partnerships | [Ursache, A., Blair, C., & Raver, C. C. (2012) The promotion of self‐regulation as a means of enhancing school readiness and early achievement in children at risk for school failure. Child Development Perspectives, 6(2), 122-128.](http://yorksj.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2012-13095-003&site=eds-live&scope=site) | Support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach.  Provide opportunities for pupils to articulate their long-term goals and help them to see how these are related to their success in school. |
| Wed  14/9  9-4  See Room Info | YSJ staff | Subject session 1-4 |  | **Assessment**  **Curriculum**  **Pedagogy**  Research engaged  Creative and critical thinking |  |  |
| 4-5 |  | Independent study |  |  |  | Subject based tasks to complete and reflect upon through the weekly reflection page on pebblepad. Discuss these tasks with your school mentor and how they will support your subject knowledge. |
| Thur  15/9 |  | School based induction day |  |  |  |  |
| Fri  16/9  9-12  SK128 | JC | PGC7008M  Behaviour management and the learning environment | Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.  A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs.  Building effective relationships is easier when pupils believe that their feelings will be considered and understood.  Setting clear expectations can help communicate shared values that improve classroom and school culture.  A culture of mutual trust and respect supports effective relationships. | **Behaviour and expectations**  **Pedagogy**  Research engaged  Personal teaching philosophy | Read Ch 1:  [Porter, L. (2014) Behaviour in Schools: Theory and Practice for Teachers. McGraw-Hill Education, Maidenhead.](https://ebookcentral-proquest-com.yorksj.idm.oclc.org/lib/yorksj/reader.action?docID=6212071&ppg=8)  Chapter 3  [Capel, S. A., Leask, M. and Younie, S. (2016) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledg](http://yorksj.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1202221&site=eds-live&scope=site&ebv=EB&ppid=pp_141) | Respond quickly to any behaviour or bullying that threatens emotional safety.  Establish a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.  Work alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).  Give manageable, specific and sequential instructions; check pupils’ understanding of instructions before a task begins; use consistent language and non-verbal signals for common classroom directions.  Use early and least-intrusive interventions as an initial response to low level disruption.  Establish routines, both in classrooms and around the school. |
| 1-3  SK128 | BR | Self-efficacy & resilience models | Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.  Building effective relationships is easier when pupils believe that their feelings will be considered and understood.  The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives. | **Pedagogy**  **Professional behaviours**  Research engaged  Relationships and partnerships | [Watch this Ted Talk](https://youtu.be/agwsjYg9hJ8) on self-efficacy.  <https://www.simplypsychology.org/self-efficacy.html> | Use early and least-intrusive interventions as an initial response.  Respond quickly to any behaviour or bullying that threatens emotional safety. |
| 3-5  SK128 | JC | Climate for learning – creating classroom presence | Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.  Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. | **Pedagogy**  Research engaged  Being a professional | Read 3.1, 3.2 and 3.3:  [Capel, S. A., Leask, M. and Younie, S. (2016) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledge](http://yorksj.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1202221&site=eds-live&scope=site&ebv=EB&ppid=pp_141) | Use intentional and consistent language that promotes challenge and aspiration.  Create a positive environment, where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. |

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| Wed  21/9  1-2  SK128 | JC | Revisiting and reflecting on observations in schools | Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.  Engaging in high-quality professional development can help teachers improve. | **Professional behaviours**  Relationships and partnership  Being a professional | Revisit your notes on Unit 1:  [Capel, S. A., Leask, M. and Younie, S. (2016) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledge](http://yorksj.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1202221&site=eds-live&scope=site&ebv=EB&ppid=pp_302) | Seek ways to support classes and individual pupils. |
| 2-4  DG124 | KB | PGC7007M  Introduction to memory and cognitive load | Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.  Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.  Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. | **Pedagogy**  **Curriculum**  Research engaged | [Kirschner, P., Sweller, J., Kirschner, F. & Zambrano, J. (2018) From cognitive load theory to collaborative cognitive load theory. In International Journal of Computer-Supported Collaborative Learning, 13(2), 213-233.](https://www.researchgate.net/publication/324757820_From_Cognitive_Load_Theory_to_Collaborative_Cognitive_Load_Theory)  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>. | Avoid overloading working memory, by taking into account pupils’ prior knowledge when planning how much new information to introduce and by reducing distractions that take attention away from what is being taught. |
| 4-5  DG124 | RM | SE1 Briefing |  |  |  | Read student/mentor handbook  Become familiar with the SE formative assessment continuum |
| Wed 28/9  1-2  SK128 | JC | PGC7007M  Critical Writing - Revisiting assignment 1 | Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.  Engaging in high-quality professional development can help teachers improve. | **Assessment**  Professional behaviour  Research engaged | Read Chapter 7 of:  Fisher, A. (2011) Critical Thinking – second edition – [You can access this text here](https://books.google.co.uk/books?hl=en&lr=&id=wMhBQ0WdjF4C&oi=fnd&pg=PR1&dq=critical+thinking&ots=q2auvzTQLS&sig=PRtDd7YmMIPLVU_t1Tu53cUB-H0&redir_esc=y) | Evaluate the impact of research on practice. |
| 2-4  DG124 | White Rose | PGC7007M  Introduction to inclusive and adaptive practice | Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success  Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. | **Pedagogy**  **Curriculum**  Being a professional  Research engaged | <https://www.tandfonline.com/doi/full/10.1080/02671522.2018.1452962>  [https://royalsociety.org/news/2021/03/stem-ethnicity-report/](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Froyalsociety.org%2Fnews%2F2021%2F03%2Fstem-ethnicity-report%2F&data=04%7C01%7Ce.thraves-ferguson%40yorksj.ac.uk%7C7f055e7effab4465bc4708d95a651be0%7C5c8ae38ef85b4309b7ec862815a37aee%7C0%7C0%7C637640215067923239%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=3rl4BkEqy5XW7fczXhO%2Fv9rgq8QMC53FTFuMNICj7IA%3D&reserved=0)  [https://journals.sagepub.com/doi/full/10.3102/0013189X20972718](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fjournals.sagepub.com%2Fdoi%2Ffull%2F10.3102%2F0013189X20972718&data=04%7C01%7Ce.thraves-ferguson%40yorksj.ac.uk%7C7f055e7effab4465bc4708d95a651be0%7C5c8ae38ef85b4309b7ec862815a37aee%7C0%7C0%7C637640215067923239%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=tgXbLRIfdbWE%2BLhHmVFG1MAWOcYM5LtByxfK6zuSvLo%3D&reserved=0)  [https://www.hamiltoncommission.org/](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.hamiltoncommission.org%2F&data=04%7C01%7Ce.thraves-ferguson%40yorksj.ac.uk%7C7f055e7effab4465bc4708d95a651be0%7C5c8ae38ef85b4309b7ec862815a37aee%7C0%7C0%7C637640215067923239%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=tSMH%2BJx1HTGjEV5s983FifofzKz59d9dd%2BwnnFfb2Qo%3D&reserved=0)  [https://www.lifescied.org/doi/full/10.1187/cbe.20-12-0291](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.lifescied.org%2Fdoi%2Ffull%2F10.1187%2Fcbe.20-12-0291&data=04%7C01%7Ce.thraves-ferguson%40yorksj.ac.uk%7C7f055e7effab4465bc4708d95a651be0%7C5c8ae38ef85b4309b7ec862815a37aee%7C0%7C0%7C637640215067933196%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=sTUa%2BS%2B7X5gBkvEePS8jObVAErHvHfgJUEIkGTHD8t4%3D&reserved=0) | Provide opportunity for all pupils to experience success.  Meet individual needs without creating unnecessary workload. |
| 4-5  DG124 | BR | Subject Associations and Chartered College of Teaching | Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.  Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. | **Professional behaviours**  Relationships and partnerships  Creative, critical reflection | Make sure you’re a member of your subject association. Take some time to look at the latest resources and research updates.    <https://www.subjectassociations.org.uk/about-us/> | Strengthen pedagogical and subject knowledge by participating in wider networks.  Extend subject and pedagogic knowledge as part of the lesson preparation process.  Seek challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment  Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement  Engage critically with research and using evidence to critique practice. |
| Wed  5/10  1-3  SK128 | BR | PGC7007M  Modelling abstract concepts and misconceptions | Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.  Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable  Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. | **Pedagogy**  **Curriculum**  Research engaged | Rich, P. R., Van Loon, M. H., Dunlosky, J., & Zaragoza, M. S. (2017) Belief in corrective feedback for common misconceptions: Implications for knowledge revision. Journal of Experimental Psychology: Learning, Memory, and Cognition, 43(3), 492-501. <http://dx.doi.org/10.1037/xlm0000322>. | Encourage pupils to share emerging understanding.  Model effectively, by making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories). |
| 3-4  4-5  DG124 | KB  RM | PGC7007M  Introduction to assessment- formative and feedback | Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs.  Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.  Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.  To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. | **Assessment**  **Curriculum**  Research engaged | Read through:  <https://www.shirleyclarke-education.org/what-is-formative-assessment/>    Critically read through this [blog](https://www.nwea.org/blog/2020/how-formative-assessment-boosts-metacognition-and-learning/) on metacognition and formative assessment. What are your thoughts? Have you seen this in the classroom?    Read chapter 2 from page 39  [Wiliam, D (2017). Embedded Formative Assessment : (Strategies for Classroom Assessment That Drives Student Engagement and Learning). Solution Tree, Bloomington, Indiana](https://ebookcentral-proquest-com.yorksj.idm.oclc.org/lib/yorksj/reader.action?docID=5105912&ppg=49) | Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps)  Choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.  Draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments. |
| Wed 12/10  1-2  SK128 | JC | PGC7008M  The teacher voice | The voice is an important part of the teaching persona  The voice can be trained and protected | **Professional behaviours**  Being a professional | What is your teacher voice?[Blog link](https://www.theconfidentteacher.com/2016/09/what-is-your-teacher-voice/) | Project your voice without damage.  Use your voice to support behaviour. |
| 2-4  DG124 | KB | PGC7007M Using SOLO Taxonomy for planning, adaptive teaching and assessment | In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.  Research provides insight into the efficacies of taxonomies in supporting learning. | **Pedagogy**  **Assessment**  **Curriculum**  Research engaged  Critical thinking | TBC | Ensure pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.  Balance input of new content so that pupils master important concepts.  Connect new content with pupils' existing knowledge or provide additional pre-teaching if pupils lack critical knowledge. |
| 4-5  DG124 | HSLT | PGC7008M  Intro to engaging with parents | Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success | **Professional behaviours**  Relationships and partnerships  Being a professional | Parental Engagement - EEF  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/>    <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/634733/Practice_example-Engaging_parents_and_families.pdf> | Communicate with parents and carers proactively and make effective use of parents’ evenings to engage parents and carers in their children’s schooling. |
| Wed 19/10  9-4  See room info | Subj staff | PGC7008M | Sessions 5-8 |  |  |  |
| 4-5 |  | Independent study |  |  |  | Subject based tasks to complete and reflect upon through the weekly reflection page on pebblepad. Discuss these tasks with your school mentor and how they will support your subject knowledge. |
| **Half Tern Break**  **Monday 24th – 28th October 2022** | | | | | | |

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| Wed 02/11  1-2  SK128 | Macmillan | PGC7008M  The role of the form tutor and pastoral leaders | Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.  SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. | **Professional behaviours**  Being a professional  Relationships and partnerships | Research and make notes on the role of the form tutor in schools. | Contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils within the school. |
| 2-4  SK128 | JC | PGC7007M  Writing instruction across the curriculum | Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. | **Pedagogy**  **Curriculum**  Being a professional  Research engaged | Read Chapter 3 <https://ebookcentral-proquest-com.yorksj.idm.oclc.org/lib/yorksj/reader.action?docID=5323091>  Read Chapter 5 <https://ebookcentral-proquest-com.yorksj.idm.oclc.org/lib/yorksj/reader.action?docID=5323091> | Support pupil writing skills through guiding the process from plan to composition. |
| 4-5  SK128 | JC | PGC7007M Critical writing –assignment 1 progress check | Engaging in high-quality professional development can help teachers improve  Research influences practice and pedagogy | **Assessment**  Research engaged | Please come to this session with a **draft of your introduction** and any notes you have made during your engagement with academic reading. | Reflect on critical writing process and progress, evaluating the impact on practice and re-evaluating critical reading. |
| Wed 9/11  1-3  SK128 | RM/ JC | PGC7007M Building subject knowledge/  schemes of work | In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.  Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context. | **Pedagogy**  **Curriculum**  Being a professional  Relationships and partnerships | 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>. | Draw explicit links between new content and the core concepts and principles in the subject.  Use retrieval and spaced practice to build automatic recall of key knowledge. |
| 3-5  SK128 | KB/BR | PGC7007M  Planning a sequence of learning | Secure subject knowledge helps teachers to motivate pupils and teach effectively.  Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed. | **Pedagogy**  **Curriculum**  Being a professional  Research engaged | 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>.  Chapter 1  <https://ebookcentral-proquest-com.yorksj.idm.oclc.org/lib/yorksj/reader.action?docID=6269344> | Draw explicit links between new content and the core concepts and principles in the subject.  Use retrieval and spaced practice to build automatic recall of key knowledge. |
| Wed 16/11  1-2  SK128 | BR | PGC7008M  Research Project – introduction & proposal - assignment 2 | Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. | **Assessment**  Research engaged | Read P62-65: [Bryan, H, Carpenter, C, & Hoult, S 2010, Learning and Teaching at M-Level : A Guide for Student Teachers, SAGE Publications, London.](https://ebookcentral-proquest-com.yorksj.idm.oclc.org/lib/yorksj/reader.action?docID=743516&ppg=61)  Bell, J. and Wats, S. (2018) Doing your research project: A guide for first time researchers | Engage critically with research and use evidence to critique practice. |
| 2-3.30  SK128 | BR | PGC7008M National policies and key issues | Engaging with national policies is a vital part of effective practice. | **Professional behaviours**  Relationships and Partnerships  Being a professional | Check these websites to keep up to date with educational issues:   * [BBC - Education](https://www.bbc.co.uk/news/education) * [The Guardian - Education](https://www.theguardian.com/education) * [GOV.UK - Education, training and skills](https://www.gov.uk/education) * [TES](https://www.tes.com/news) * [The Independent](https://www.independent.co.uk/) * [The Glossary of Education Reform](https://www.edglossary.org/) * [UK Parliament](https://www.parliament.uk/)   Read chapter 3:  [Brooks, Valerie, et al. Preparing To Teach In Secondary Schools : A Student Teacher's Guide To Professional Issues In Secondary Education, McGraw-Hill Education, 2012.](https://ebookcentral-proquest-com.yorksj.idm.oclc.org/lib/yorksj/reader.action?docID=990488&ppg=52) | Develop as a professional by receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers’ Standards. |
| 3.30-5  SK128 | JC | PGC7007M Critical Writing – Assignment 1 drop-in session |  | Assessment |  |  |
| Wed 23/11  9-4  See room info | Subject Day | PGC7007M  Sessions 9-12 |  |  |  |  |
| 4-5 |  | Independent study |  |  |  | Subject based tasks to complete and reflect upon through the weekly reflection page on pebblepad. Discuss these tasks with your school mentor and how they will support your subject knowledge. |
| Wed 30/11  1-3  SK128 | HSLT – Fiona Hunter | PGC7008M  Adaptive Teaching  Effective use of support staff | 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, engaging with the SEND Code of Practice, and understanding your (multi-agency) role as a teacher is essential.  Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. | **Professional behaviours**  **Pedagogy**  Relationships and partnerships  Research engaged | Arrange to speak with your school SENCo before this session  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf>    Read 4.6  [Capel, S. A., Leask, M. and Younie, S. (2016) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledge](http://yorksj.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1202221&site=eds-live&scope=site&ebv=EB&ppid=pp_302)    Look at the resources available here.  <https://www.sendgateway.org.uk/whole-school-send/what-works/>    [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.)    [Education Endowment Foundation (2015) Making Best Use of Teaching Assistants Guidance Report.](https://educationendowmentfoundation.org.uk/tools/guidance-reports/) | Improve at preparing teaching assistants for lessons under supervision of expert colleagues.  Make effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues.  Meet individual needs without creating unnecessary workload. |
| 3-5  SK128 | BR | PGC7008M  Research Project – Methodology and Data Collection – assignment 2 | Data collection is vital to robust research.  Research topics impact data collection methods and methodology. | **Assessment**  Research engaged  Critical thinking | Read ch 4  [Denby, N, Butroyd, R, Swift, H, Price, J, & Glazzard, J (2008) Master's Level Study in Education: a Guide to Success for PGCE Students, McGraw-Hill Education, Berkshire.](https://ebookcentral-proquest-com.yorksj.idm.oclc.org/lib/yorksj/reader.action?docID=369497&ppg=84)    Read ch 7  [Bryan, H, Carpenter, C, & Hoult, S (2010), Learning and Teaching at M-Level : A Guide for Student Teachers, SAGE Publications, London.](https://ebookcentral-proquest-com.yorksj.idm.oclc.org/lib/yorksj/reader.action?docID=743516&ppg=108)  [E., Wilson (2018) School-based research- A guide for Education Students](https://app.talis.com/yorksj/player#/modules/5f48bdb152703118d296f56f/resources/5f48ed2352703118d296f812) | Critically evaluate data collection methods with a view to selecting the appropriate one for your research project. |
| Wed 7/12  1-2  SK128 | RM | PGC7008M  Wellbeing & mental health revisited | Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.  Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.  We can take steps to support our mental health. | **Professional behaviours**  Research engaged  Creative, critical reflection | 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> | Make marking manageable and effective, by recording data only when it is useful for improving pupil outcomes.  Understand that written marking is only one form of feedback  Identify efficient approaches to marking and alternative approaches to providing feedback. |
| 2-5  FT112  FT113 | BR/KB | PGC7008M  Ethics  In two groups | There are ethical implications for research in schools  Ethical clearance is a compulsory and important aspect of research | **Assessment**  Research engaged | Read through the ethical clearance document available [here](https://www.yorksj.ac.uk/policies-and-documents/research/ethics-and-integrity/)    Read through the [British Educational Research Association guidelines](https://www.bera.ac.uk/wp-content/uploads/2018/06/BERA-Ethical-Guidelines-for-Educational-Research_4thEdn_2018.pdf) | Complete the ethical clearance document and submit it to Moodle. |
| Wed 14/12  1-2  SK128 | All Saints | PGC7008M  Supporting students with high starting points | High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.  How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation. | **Pedagogy**  **Curriculum**  Research engaged  Being a professional | Read Ch 3 and consider in light of what you now know about adaptive practice:  [Cowley, S (2018) The Ultimate Guide to Differentiation : Achieving Excellence for All, Bloomsbury Publishing Plc, London.](https://ebookcentral-proquest-com.yorksj.idm.oclc.org/lib/yorksj/reader.action?docID=5231539&ppg=72) | Communicate a belief in the academic potential of all pupils, by receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum. |
| 2-3 | HSLT  SK128 | ISSP | We need to adapt lessons to meet the needs and strengths of all pupils. | **Pedagogy**  **Curriculum**  Research engaged  Being a professional | Learn more about ISSP York  <https://yorkissp.org/> | Communicate a belief in the academic potential of all pupils, by receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum. |
| 3-4 | BR  SK128 | PGC7008M  Metacognition and self-regulation | Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. | **Pedagogy**  Research engaged | Education Endowment Foundation (2017) Metacognition and Self-regulated learning Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/> | Narrate thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils’ attention to links with prior knowledge). |
| 4-5 | KB  SK128 | PGC7008M  Target setting/ formative progress review  Feedback | Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.  Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. | **Professional behaviours**  Being a professional  Critical thinking | Read Ch 8.3  [Capel, S. A., Leask, M. and Younie, S. (2016) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledge](http://yorksj.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1202221&site=eds-live&scope=site&ebv=EB&ppid=pp_561) | Reflect on your recent school experience and review your progress. Set individual SMART targets for future development. Consider how to improve professional practice as part of reflective practice and your developing critical voice. |
| **Christmas Holiday**  **Monday 19th December – Monday 2nd January, 2023** | | | | | | |

**Seasonal Break – End of Term 1**

**Induction SE2 school 5th/6th January, 2023 – You must check your research project will work in your SE2 school.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Staff** | **Focus for Session** | **Student teachers will learn that…** | **Links to CCF and YSJ curriculum** | **Theoretical Perspective**  Reading, Preparation & SOL | **Student teachers will learn how to…**  How you can learn from sessions and work with expert colleagues to apply in the classroom |
| Mon 09/01  All day | Alliance led. | PGC7007/8M  Off campus visit – 6th form | Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.  Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. | **Pedagogy**  **Curriculum**  **Assessment**  Relationships and partnerships  Being a professional | Engage with the post-16 syllabus for your subject.  Try to observe any additional post 16 teaching where possible | Develop a repertoire of pedagogical approaches to teaching the post-16 curriculum.  Adapt teaching for post-16 assessment objectives. |
| Tue  10/1  9-11  SK128 | KB | PGC7007M  Taking your questioning further | Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems.  High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. | **Pedagogy**  **Assessment**  **Curriculum**  Research engaged  Critical thinking | <https://my.chartered.college/impact_article/skilful-questioning-the-beating-heart-of-good-pedagogy/> | Plan activities around what you want pupils to think hard about.  Include a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).  Provide appropriate wait time between question and response where more developed responses are required. |
| 11-12  SK128 | Careers  JC | Career input | There are key issues, opportunities and challenges for new teachers at a local level. | **Professional behaviours**  Personal teaching philosophy | Sign up for [Launchpadonline](https://yorksj.jobteaser.com/en/users/sign_in?back_to_after_login=%2F)  For help with job applications, email [careers@yorksj.ac.uk](mailto:careers@yorksj.ac.uk)  See ´[YSJ Launchpad YouTube Channel](https://www.youtube.com/channel/UCRSU2wI0vEVE10TLHLVhW_g/videos) for videos and helpful support  Chapter 8  [Capel, S. A., Leask, M. and Younie, S. (2016) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledge](http://yorksj.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1202221&site=eds-live&scope=site&ebv=EB&ppid=pp_561) | Identify which schools you would like to work in.  Approach applications. |
| 1-4  SK128 | RM | PGC7008M  SE1 reflections  SE2 briefing  SBT  Diversity handbook  Walk through | Transition points between placements are an important process of reflection and forward thinking.  Effective professional development comes from experiences in different settings. | **Professional behaviours**  Critical reflections | List any questions you have about SE2. | Reflect on your recent school experience and review your progress.  Set individual SMART targets for future development. Consider how to improve professional practice as part of reflective practice and your developing critical voice.  Work effectively with colleagues on short placement experiences. |
| 4-5  SK128 | BR | PGC7007M  Local policy | Teachers can make valuable contributions to the life of the school by supporting school and local policies. | **Professional behaviours**  Being a professional | Find out from your placement school how local policy impacts practice and provision. | Contribute positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school.  Contribute positively by supporting school policies consistently. |
| Wed 11/1  All day | Alliance led off campus | PGC7008M  Diversity enrichment day | Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.  A culture of mutual trust and respect supports effective relationships.  High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. | **Professional behaviours**  **Pedagogy**  Personal teaching philosophy | <https://naldic.org.uk/the-eal-learner/eal-learners-uk/>    <https://ealresources.bell-foundation.org.uk/teachers>    [Take a look at some of the resources from a local authority](https://wsh.wokingham.gov.uk/learning-and-teaching/mea/eal/eal-guidance/)  Read through the diversity handbook on moodle and complete the trackers | Plan effectively for inclusion, with appropriate provision for all pupils and those at risk of underachievement.  Be aware of effective behaviour/classroom management strategies being employed to support learning and progress.  Understand how EAL pupils’ language needs are addressed and assessed and how teachers can support language development within mainstream/subject classes. |
| Thur 12/1  9-12  SK128 | MJ | PGC7008M  Decolonising the curriculum | Education should be inclusive of all, including the most vulnerable learners.  Developing positive relationships with the whole school community is important for effective teaching.  Creative thinking is complex and can take many forms such as problem solving/PBL, critical reflection, dialogic talk, questioning, flipped learning activities and SBL. | **Professional behaviours**  **Curriculum**  Critical thinking and reflection | Read through the contributions on the Padlet compiled by YSJ tutors: <https://padlet.com/mjagdev1/mq0v0wrwvjr4v7ai>  <https://www.bbc.co.uk/teach/black-lives-black-history-resources/zy7sm39>    [The Black Curriculum](https://theblackcurriculum.com/)    Peggy McIntosh’s paper: Unpacking the Knapsack – See Moodle  [Welsh curriculum and mandatory Black History lessons](https://www.bbc.co.uk/news/uk-wales-56447682)    [Stephen Lawrence Day: 22 April 2021](https://www.youtube.com/watch?v=tk-Tc2g5hSc) | Communicate a belief in the academic potential of all pupils, by receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum.  Use intentional and consistent language that promotes challenge and aspiration.  Become teacher-researchers, evolving your practice through experimentation and evaluation |
| 1-3  SK128 | BR | PGC7008M  Research Project – Writing the literature review and methodology - assignment 2 | A literature review is a critical evaluation not a report.  Language should be cautious and not absolute.  The review needs to be grounded in and supported by informed opinion and sources, not only personal opinion and experience. | **Pedagogy**  **Professional behaviours**  Critical thinking and reflection  Research engaged | Recap your learning from:  Read Ch 4  [Denby, N, Butroyd, R, Swift, H, Price, J, & Glazzard, J (2008) Master's Level Study in Education: a Guide to Success for PGCE Students, McGraw-Hill Education, Berkshire.](https://ebookcentral-proquest-com.yorksj.idm.oclc.org/lib/yorksj/reader.action?docID=369497&ppg=84)    Read Ch 7  [Bryan, H, Carpenter, C, & Hoult, S 2010, Learning and Teaching at M-Level : A Guide for Student Teachers, SAGE Publications, London.](https://ebookcentral-proquest-com.yorksj.idm.oclc.org/lib/yorksj/reader.action?docID=743516&ppg=108) | Compose an effective literature review that has critical evaluation at its heart.  Employ tentative language appropriately. |
| 3-4  SK128 | JC | PGC7008M  British Values | Citizenship comprises British Values.  We are all expected to promote the basic British values of democracy, the tule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. | **Professional Behaviours**  **Curriculum** | British Values guidance  <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published#:~:text=We%20want%20every%20school%20to,of%20different%20faiths%20and%20beliefs>. | Develop pupils’ understanding of British Values by discussing and analysing with expert colleagues how to consider and to build these into individual lessons and within a Scheme of Learning. |
| 4-5  SK128 | LS | PGC7008M  Pastoral Leadership | SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. | **Professional Behaviours**  Being a professional | Speak to your mentor before this session about the structure of pastoral leadership in your placement school. | Consider your career path by gaining insight into various routes of progression in schools. |
| Fri 13/1  9-10.30  SK128 | HSLT | PGC7008M  PSHE | The responsibility of the subject specialist extends to other curriculum areas.    PSHE is a non-statutory subject meaning that units can be tailored to the needs of the pupils in individual schools. | **Professional Behaviours**  **Pedagogy**  **Curriculum**  Relationships and partnerships | PSHE Framework  <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education> | Work with expert colleagues to develop confidence and competence in delivering lessons outside of your subject specialism. |
| 10.30-12  SK128 | HSLT | PGC7008M  Citizenship | The responsibility of the subject specialist extends to other curriculum areas.  Citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society.  It should foster pupil awareness of democracy, government and laws. | **Professional Behaviours**  **Pedagogy**  **Curriculum**  Relationships and partnerships | Citizenship Framework  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908347/SECONDARY_national_curriculum_-_Citizenship.pdf> | Work with expert colleagues to develop confidence and competence in delivering lessons outside of your subject specialism. |
| 1-3  SK128 | BR | PGC7008M  Reflective seminar – diversity and enrichment | Reflective practice is likely to support improvement.  Effective professional development is sustained over time. | **Professional Behaviours**  Critical reflection | Bring your reflective notes to this session. | Reflect on and discuss effectively issues raised from enrichment week.  Extend pedagogical and subject knowledge by participating in wider networks. |
| 3-4  SK128  4-5  SK128 | RM  RM | PGC7008M  Feedback session - student voice  SE2 drop in and SKA updated | Effective feedback can lead to change.  Teaching is a generous profession with feedback about our experiences refining provision for others. | **Professional Behaviours**  Being a professional  Critical reflection | You will have been asked to contribute to student feedback prior to this session. | Contribute effectively to the continuous improvement of education communities. |
| Wed 18/1  9-4  See room info | Subject staff | PGC7007M  Sessions 13-16 |  |  |  |  |
| 4-5 |  | Independent study |  |  |  | Subject based tasks to complete and reflect upon through the weekly reflection page on pebblepad. Discuss these tasks with your school mentor and how they will support your subject knowledge. |
| Wed 25/1  1-3  SK128 | Jenn Cassarly | PGC7007/8  RSHE | The responsibility of the subject specialist extends to other curriculum areas.  RSE is compulsory in every secondary school.  RSHE is compulsory in every state funded secondary school. | **Professional Behaviours**  **Curriculum**  Being a professional | <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>    <https://pshe-association.org.uk/> | Seek to break down complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).  Discuss and analyse with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content.  Discuss and analyse with expert colleagues how to identify possible misconceptions and plan how to prevent these forming |
| 3-4  SK128 | HSLT | PGC7007/8M  Mathematics across the curriculum | Every teacher can improve pupils’ numeracy skills by explicitly teaching skills relevant to subject disciplines. | **Professional Behaviours**  **Curriculum**  **Pedagogy**  Being a professional | Hodgen, J., Foster, C., Marks, R. & Brown, M. (2018) Improving Mathematics in Key Stages Two and Three: Evidence Review. [Online] Accessible from  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3> | Take opportunities in subjects to make links to numeracy.  Support pupils’ skills in numeracy by observing how expert colleagues integrated numeracy in lessons. |
| 4-5  SK128 | BR/  Careers | Job application support | Understand the process of writing job applications and interview process | **Professional Behaviours** | Sign up for [Launchpad online](https://yorksj.jobteaser.com/en/users/sign_in?back_to_after_login=%2F)  For help with job applications, email [careers@yorksj.ac.uk](mailto:careers@yorksj.ac.uk)  See ´[YSJ Launchpad YouTube Channel](https://www.youtube.com/channel/UCRSU2wI0vEVE10TLHLVhW_g/videos) for videos and helpful support | Sign up to job alerts in your area  Begin to draft your covering letter |
| Wed  1/2  1-4  FT112  FT113 | RM/JC  IT rooms | PGC7007/8  Cross curricular workshop and micro teaching afternoon | Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.  Engaging in high-quality professional development can help teachers improve. | **Professional Behaviours**  Being a professional  Critical reflection  Research engaged | Read: Oxford education Blog  <https://educationblog.oup.com/secondary/mfl/the-value-of-teachmeets> | Work together to produce effective CPD and to inspire others when sharing practice.  Network with colleagues. |
| 4-5  SK128 | White Rose | PGC7007/8M  Literacy across the curriculum | Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. | **Professional Behaviours**  **Pedagogy**  **Curriculum** | [Education Endowment Foundation (2019) Improving Literacy in Secondary Schools: Guidance report](https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf) | Model reading comprehension by asking questions, making predictions, and summarising when reading.  Promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children).  Teach different forms of writing by modelling planning, drafting and editing. |
| Wed 8/2  1-3  SK128 | KB | PGC7008M  Revisiting motivation and regulation | Teachers can affect and improve the wellbeing, motivation and behaviour of their pupils.  Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).  Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure. | **Behaviour and expectations**  Relationships and partnerships | 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>. | Support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach.  Provide opportunities for pupils to articulate their longterm goals and help them to see how these are related to their success in school. |
| 3-4  SK128 | Campus Stockton | PGC7008M  Revisiting parental engagement – difficult conversations | Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success. | **Behaviour and expectations**  Relationships and partnerships | How to involve hard-to-reach parents: encouraging meaningful parental involvement with schools  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/340369/how-to-involve-hard-to-reach-parents-full-report.pdf> | Communicate with parents and carers proactively and make effective use of technology, data, reporting and feedback methods to engage parents and carers in their children’s schooling. |
| 4-5  SK128 | JC | PGC7007/8M  Vocabulary instruction | Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.  Vocabulary instruction can improve literacy and learning in all subjects. | **Professional Behaviours**  **Pedagogy**  Research engaged | Read Chapter 1  <https://ebookcentral-proquest-com.yorksj.idm.oclc.org/lib/yorksj/reader.action?docID=5323091> | Teach unfamiliar vocabulary explicitly and plan for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.  Model and require high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary). |
| **Half term 13th-17th February** | | | | | | |
| Wed 22/2  1-3  SK128 | BR | PGC7008M  Research Project – Presenting and analysing data – assignment 2 | How you present your data impacts on the accessibility and efficacy of your research.  There are different ways of presenting data which are influenced by your methodology and findings. | **Professional Behaviours**  Research engaged | Consider how data is presented to you in daily life and how it impacts on the way you receive the findings. Arrive with specific examples and ideas to share. | Present data effectively. |
| 3-4  SK128 | HSLT | PGC7008M  RSHE policy | The responsibility of the subject specialist extends to other curriculum areas.  RSE is compulsory in every secondary school.  RSHE is compulsory in every state funded secondary school. | **Professional behaviours**  **Curriculum**  Relationships and partnerships | RSHE framework  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf> | Develop pupils’ understanding of relationships, sex and health by observing and discussing with expert colleagues how to integrate this purposefully into subjects and curriculum. |
| 4-5  SK128 |  | Independent study | Assignment 2 independent work |  |  |  |
| Wed 01/03  1-2  SK128 | BR | PGC7008  Research Project - Presentation preparation, Q&A | Presentation skills are an important aspect of continued professional development.  A successful research project culminates in the presentation of findings. | **Professional Behaviours**  Critical thinking  Research engaged | Come to the session ready with questions you need answering. | Integrate research and findings into concise and effective presentations.  Present to peers and research engaged experts. |
| 2-3  SK128 | BR | PGC7008M  Revisiting pastoral roles in school | SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. | **Professional Behaviours**  Being a professional | An example of a pastoral leader job description:  <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjUzqKLwJfyAhXEg_0HHVc1DmkQFnoECAcQAw&url=https%3A%2F%2Fmy.redbridge.gov.uk%2FJobs%2FShowFile%2F10179&usg=AOvVaw2K51UYk6nYXUlVgFNR79vB> | Contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities). |
| 3-5  SK128 | RM | PGC7007/8M  SE3 briefing &SBT | School-based tasks and subject specific school-based tasks can be tailored to your needs in SE3.  Professional development is a continuous cycle of reflection and planning. | **Professional Behaviours**  Critical reflection and thinking  Being a professional | List any questions you have about SE3 and bring them to this session. | Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. |
| Wed 8/3  9-4  See room info | Subject staff | PGC7007M  Sessions 17-20 |  |  |  |  |
| 4-5 |  | Independent study |  |  |  | Subject based tasks to complete and reflect upon through the weekly reflection page on pebblepad. Discuss these tasks with your school mentor and how they will support your subject knowledge. |
| Wed 15/3  1-4  SK128 | LS | PGC7008M  Revisiting SEND adaptive and inclusive practice | Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for pupils with low starting points.  There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.  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. | **Behaviour and Expectations**  **Pedagogy**  Being a professional  Research engaged | Read and recap:  <https://www.gov.uk/government/publications/send-and-ap-green-paper-responding-to-the-consultation/summary-of-the-send-review-right-support-right-place-right-time> | Group pupils effectively, by discussing and analysing with expert colleagues how the placement school changes groups regularly, avoiding the perception that groups are fixed.  Apply high expectations to all groups, and ensure all pupils have access to a rich curriculum. |
| 4-5  SK128 | BR | Research Project - Presentation drop-in |  |  |  |  |
| Wed 22/3  1-3  SK128 | RM | PGC7007/8M  Preparing for the consolidation phase for after Easter  Continuum/ progress review meeting | Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. | **Professional Behaviours**  Critical reflection  Being a professional | Arrive at the session with any questions you may have ready. | Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. |
| 3-5  SK128 | DS | PGC7007/8M  Reading across the curriculum | To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.  Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. | **Professional Behaviours**  **Curriculum**  **Pedagogy**  Being a professional  Research engaged | EEF Improving literacy in Key Stage 2 (2021) available from <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>  Krashen, s. (2004) The Power of Reading available from <https://www.researchgate.net/publication/247950880_The_Power_of_Reading_Insights_from_the_Research> | Support pupils to become fluent readers.  Mode reading comprehension by asking questions, making predictions, and summarising when reading.  Promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children). |
| Wed 29/3  9-4  SK128 | All staff | PGC7008M  Research presentations | Evaluation of appropriate research processes and methodologies of educational enquiry are integral to the development of the profession.  We can learn from the enquiry of other practitioners, whatever stages of their career.  Professional learning and future practice is informed by critical analysis. | **Professional Behaviours**  Critical reflection  Research engaged | Prepare a 15min presentation and handout – see info on Moodle | Respond to and question the research of peers to inform your practice and wider debates about educational policy and pedagogy. |
| **Easter Holidays 3rd-14th April, 2023** | | | | | | |
| Wed 19/4  1-2.45  SK128 | KB | PGC7007M  Using visual tools for structuring thinking and learning | Visual learning enables students to recognise how their learning is organised and connected.  New concepts are more easily integrated with prior learning, and aspects of critical thinking can be explored, discussed and exemplified. | **Pedagogy**  **Assessment**  **Curriculum**  Research engaged  Critical thinking | TBC | Utilise visual learning strategies in the classroom.  Integrate aspects of prior learning and new concepts. |
| 2.45-4.30  SK128 | KB | PGC7007M  Summarisation activities | Summarisation techniques often require multiple complex cognitive processes and these need to be directly modelled and practiced with students.  Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practice, with appropriate guidance and support, increases success.  It is increasingly understood from neuroscience and educational psychology that learners need several reconceptualisations of material for it to go into longer term memory. | **Pedagogy**  **Assessment**  **Curriculum**  Research engaged  Critical thinking | TBC | Plan regular reviews and practice key ideas and concepts over time (e.g. through careful planning and use of structured talk activities) and deconstruct this approach.  Design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. |
| Wed  26/4  1-2.45  SK128 | KB | PGC7007M  Modelling thinking strategies | Research offers evidence as to what constitutes best practice.  Teaching about thinking approaches (based on a definitive review of research in this area by Hattie, Biggs and Purdie) are shown to raise grades by 1-2 levels. | **Pedagogy**  **Assessment**  **Curriculum**  Research engaged  Critical thinking | TBC | Narrate thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils’ attention to links with prior knowledge). |
| 2.45-4.30  SK128 | KB | PGC7007M  Engagement strategies | Engagement is the gatekeeper to mental readiness, consisting of four parts: paying attention, being energised, being intrigued and being inspired. | **Pedagogy**  **Assessment**  **Curriculum**  Research engaged  Critical thinking | TBC | Create a culture of respect and trust in the classroom that supports all pupils to succeed.  Develop strategies to inspire readiness and intellectual curiosity. |
| Wed 3/5  1-2.45  SK128 | KB | PGC7007M  Using co-operative learning strategies | Co-operative learning has been used preferentially for both academic and interpersonal functions.  Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.  Its benefits are enhanced when there is sufficient debriefing of the activities for the students to realise how as well as what they have learned collaboratively. Effect size exceeds that of more traditional competitive learning approaches. | **Pedagogy**  **Assessment**  **Curriculum**  Research engaged  Critical thinking | TBC | Stimulate pupil thinking by considering the factors that will support effective collaborative work. |
| 2.45-4.30  SK128 | KB | Checking for understanding | There are a range of diagnostic formative approaches that help provide teachers and their pupils with information about their factual, procedural and conceptual knowledge in order for next steps to be taken. | **Pedagogy**  **Assessment**  **Curriculum**  Research engaged  Critical thinking | TBC | Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. |
| Wed  10/5  1—5  FT112  FT113 | RM/JC  IT Room | Cross Curricular Teaching | Collaborating across departments and learning from other subjects and disciplines is a key part of teacher development. | **Professional Behaviours**  **Pedagogy**  Relationships/ partnerships  Research engaged | Bring ideas to this session as to what aspects of your subject you would like to teach those from different departments. | Work together to produce effective CPD and to inspire others when sharing practice.  Network with colleagues. |
| 17/5  24/5  5/6 | **2 weeks full time in school plus 1 extra week after half term w/b 5th Jun**e | | | | | |
| Half term 29th May – 2nd June, 2023  SE3 Placement ends Friday 9th June 2023  School Based Enrichment Week 12th – 16th June | | | | | | |
| Mon 19/6  9-10  SK128 | BR | PGC7007/8M  Reflecting on the year and enrichment week | Enrichment opportunities should continue throughout your career. | **Professional behaviours**  **Pedagogy** | Reflect on your enrichment week  Reflect on the last year, what have been your strengths and development areas. | Strengthen pedagogical and subject knowledge by participating in wider networks.  Reflect on progress made, recognise strengths and weaknesses and identify next steps for further improvement. |
| 10-12  SK128 | LW/RM | PGC7008M  Early Career teacher transition session | YSJ will help you in your transition to your ECT years.  YSJ will continue to support your development in your ECT years. | **Professional behaviours** | You will need your final report from pebblepad and 3 ECT targets | Seek challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.  Reflect on progress made, recognise strengths and weaknesses and identify next steps for further improvement. |
| 1-3  SK128 | BR/JC | PGC7008M  CPD task | CPD continues throughout your career.  CEDPs can help identify next steps and priorities. | **Professional behaviours** | Working through the ECT content and expectations |  |
| 3-5  SK128 | RM/JC | Independent study CEDPs |  | **Professional behaviours** | Time to complete your ECDP | Reflect on progress made, recognise strengths and weaknesses and identify next steps for further improvement. |
| Tues 20/6  9-4pm | RM/JC | University based – cross curricular day | | | | |
| Wed  21/6 |  | University – presentation prep | | | | |
| Thus  22/6 |  | University- presentation prep | | | | |
| Fri 23/6  Temple Hall  9-12 | RM | Presentation set up  CPD presentations | | | | |
| Temple Hall  1-4pm | RM  All staff  Alliance staff | Guest speaker  Final celebration afternoon | | | | |

# 7.1 Subject knowledge development - SKA



York St John places great importance on student teachers’ subject knowledge development and the auditing process to ensure that student teachers develop as confident, competent and reflective practitioners who meet the high expectations of subject knowledge demanded to teach your subject(s) across the full secondary age range. Core principles and values underpin all curriculum decisions. The auditing process for your subject knowledge is a formative process that encourages you, the student teacher, to take ownership through ongoing self-assessment, review and reflection, and to share this process with your subject tutor (ST), school mentor (SM) and Academic Tutor (AT).

* It is important to **continually review**subject knowledge to increase confidence in both teaching and assessment practice.
* By **systematically improving** subject knowledge student teachers will be in a stronger position to provide appropriate challenge and next steps for all children, impacting positively on pupil progress.

**7.1 Subject Knowledge Auditing Process – PGCE Secondary**

* **Initial/Baseline Subject Knowledge Audits** completed; share these **via email/Pebble Pad** with your ST, AT and SM.
* **Independent Study** – Identify your gaps and create an Action Plan. ST and SM will be able to help you establish priorities and direct you to subject/topic specific resources, reading lists and Subject Associations.

**Subject Knowledge Auditing Process – PGCE Secondary**

**SE2**

**SE3**

**ECT**

**Induction Weeks**

* **Subject Days 1-3:** Your tutor will enhance your subject knowledge within 12 face-to-face workshops in accordance with their carefully sequenced curriculum and subject vision and intent.
* **SKA/Action Plan:** shared and discussed in **Subject Days 1, 2 and 3** and **updated and shared at the end of SE1.**
* **School Experience:** SE1 allows subject knowledge to be discussed in weekly review meetings with mentors and any key strengths and targets in relation to curriculum are captured on Pebble Pad.
* **PGC7007 module will focus on Subject Knowledge:** Preparation for and engagement with your assignment will include a critical evaluation of the role of Subject Knowledge within your emerging practice and your developing understanding of Subject Pedagogy.
* **PGC7008 module:** Your choice of research area and your engagement with reading will further enhance your subject knowledge.
* **School Experience Formative Assessment Continuum:** This clearly indicates Subject Knowledge as a key component the staged expectations within curriculum for SE1, SE2, SE3 and Beyond SE3. This reimagined summative grading process allows for regular constructive feedback dialogue between you and your mentor focussed on subject knowledge.
* **Academic Tutor Subject Knowledge Discussion:** AT meeting schedules identify time to monitor progress in relation to Subject Knowledge Audits in addition to Subject Days 1, 2 and 3.

**SE1**

* **Subject Day 4:** Your tutor will continue to enhance your subject knowledge in a further 4 sessions.
* **Subject Knowledge Re-Audits completed** at the **end of** **SE2.** These are once again shared electronically with your ST, SM, and AT. Action Plans are updated.
* **School Experience:** SE2 allows you to develop your subject knowledge in a different setting. Again, this will be discussed in weekly review meetings with mentors and any key strengths and targets in relation to curriculum will be captured on Pebble Pad.
* **Academic Tutor Subject Knowledge Discussion**: AT meeting schedules identify time to monitor progress in relation to Subject Knowledge Audits.
* **PGC7007 module:** feedback from this assignment will include subject specific targets as well as academic targets.
* **PGC7008 module:** You will continue to engage with relevant academic sessions and literature which will enhance your subject knowledge.
* **School Experience Formative Assessment Continuum:** This continues to capture your development in this key component and allows for regular constructive feedback dialogue between you and your mentor focussed on subject knowledge.
* **Subject Day 5:** Your tutor will continue to enhance your subject knowledge in these final 4 sessions.
* **Subject Knowledge Re-Audits completed** again **at the end of SE3** and shared with ST, mentor and AT. Action Plans should be updated.
* **School Experience:** SE3 allows subject knowledge to be continued to be discussed in weekly review meetings with mentors and any key strengths and targets in relation to curriculum are captured on Pebble Pad.
* **PGC7008 module:** During the Research Presentations Day, engagement with your peers’ research provides insight into further areas of subject knowledge.
* **Academic Tutor Subject Knowledge Discussion:** AT meeting schedules identify time to monitor progress in relation to Subject Knowledge Audits.
* **School Experience Formative Assessment Continuum:** This is used to capture your development and informs **Progress Reviews** and the setting of final targets, including for ECT year.
* **Webinars:** Subject tutors involved in webinars when appropriate to needs.
* Updates in termly newsletter include key curriculum and subject focus when appropriate to needs.
* **Subject Associations and Teacher Research Groups:** Promoting engagement.

# 7.2 Subject knowledge days

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Staff** | **Focus for Session** | **Student teachers will learn that…** | **Links to CCF and YSJ curriculum** | **Theoretical Perspective**  Reading, Preparation & SOL | **Student teachers will learn how to…**  How you can learn from sessions and work with expert colleagues to apply in the classroom |
| Subject knowledge and pedagogy will be developed throughout your school experiences and Professional Studies sessions, through your assignments and wider reading, and in your Subject Days below.    Please note, as well as the content specified in this table, we will be integrating the following themes across all sessions:   * Behaviour management * Inclusive practice * Adaptive practice * Critical evaluation * Cross-curricular learning | | | | | | |
| Wed  14/9 9.00-10.30 | KB | Key reminders  School & Subject Based Tasks  SKA  Assessments/assignment    Theme: The nature of learning and teaching biology  1. Introduction and awareness around the spiral curriculum and the nature of the Programme of Study for science | A complete understanding of the science national curriculum, the statutory and non-statutory, and the topics included is part of being an effective teacher.    A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the science national curriculum within a coherent wider vision for successful learning. | **Pedagogy**  **Curriculum**      Being a professional    Relationships and partnerships | DfE (2014) National Curriculum: Programme of Study for Science    Read chapter 1 of Sherrington (2014), relating to science teaching  Sherrington, T. (2014). Teach Now! Science: The Joy of Teaching Science (1st ed.). Routledge. <https://doi-org.yorksj.idm.oclc.org/10.4324/9781315767925> | Critically evaluate the debates  surrounding the teaching of  Science and Biology.    Deliver a carefully sequenced and  coherent curriculum, by:    ... discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at  current curriculum choices and how  the school’s curriculum materials  inform lesson preparation. |
| 10.30-12.00 | KB | 2. The importance of Working Scientifically as a strand in its own right | Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. | **Pedagogy**  **Curriculum**    Being a professional    Relationships and partnership | Read chapters 2-3 of Sherrington (2014), relating to science teaching  Sherrington, T. (2014). Teach Now! Science: The Joy of Teaching Science (1st ed.). Routledge. <https://doi-org.yorksj.idm.oclc.org/10.4324/9781315767925> | Include and develop skills related to the aims of the four areas of the science national curriculum (including working scientifically) |
| 1-2.30 | KB | 3. The Big Ideas and principles of science education | 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. | **Pedagogy**  **Curriculum**    Research engaged    Critical reflection | Big Ideas booklets (provided in session)    Green, J. (2021) Powerful ideas of science and how to teach them. <https://tinyurl.com/45zcdms6> Sections 1 & 2 outline aims and how we learn about science well. | Provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject    Consider prior learning and subject coverage when planning, teaching and assessing. |
| 2.30-4.00 | KB | 4. The pillars of progression in science | Setting clear expectations can help communicate shared values that improve classroom and school culture. | **Pedagogy**  **Curriculum**    Research based    Critical reflection | Read pp 24-27 on ‘models of progression’ from Principles and Big Ideas of Science Education (2010), then Section 4 pp42-40. | Observe how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach. |
| 4.00-5.00 | KB | Independent study | Reading around cross curricular links and Science    Subject based tasks  Safeguarding  Behaviour and high expectations  Learning environment |  |  |  |
| Wed 19/10 9.00-10.30 | KB | Key reminders  School/Subject Based Tasks  SKA – two biology targets and one non-specialist target  Assessments/assignments    Theme – Planning and thinking about your own science teaching    5. Substantive and disciplinary knowledge in science | Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.  Secure subject knowledge helps teachers to motivate pupils and teach effectively. | **Pedagogy**  **Curriculum**    Research based    Critical reflection | Research Review series: Science  [Ofsted review series](https://www.gov.uk/government/publications/research-review-series-science/research-review-series-science) | Receive clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject. |
| 10.30-12.00 | KB | 6. Behaviour management in science | Teachers are key role models, who can influence the  attitudes, values and behaviours of their pupils. | **Pedagogy**  **Curriculum**    Being a professional    Relationships and partnership | Read chapter 5 of Sherrington (2014), relating to science teaching  Sherrington, T. (2014). Teach Now! Science: The Joy of Teaching Science (1st ed.). Routledge. <https://doi-org.yorksj.idm.oclc.org/10.4324/9781315767925> | Teach and rigorously maintain clear behavioural expectations (e.g. for contributions, volume level and concentration) with emphasis on behaviour for practical science |
| 1-2.30 | KB | 7. Critical thinking in science | In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important. | **Pedagogy**  **Curriculum**    Research based    Critical reflection | Read <https://reboot-foundation.org/critical-thinking-in-science/> | Provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject. |
| 2.30-4.00 | KB | 8. Formation of pupil preconceptions in science | Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed. | **Pedagogy**  **Curriculum**    Research based    Critical reflection | Access Allen, M. (2021) to encounter likely pupil misconceptions from primary school <https://tinyurl.com/bde39kuu> | Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts. |
| 4.00-5.00 | KB | Independent study | Review schemes of work at your school. Select 1 activity area and review the progression across the scheme and KS.    Subject based tasks  Effective teaching and learning  Cross curricular themes  workload |  |  |  |
| Wed 23/11 9.00-10.30 | KB | Key reminders  School/Subject Based Tasks  SKA  Assessment/assignment    Theme – Assessment  9. Using models and analogies to assess and teach | Before using any assessment, teachers should be clear about the decision it will be used to  support and be able to justify its use. Models & analogies are key in understanding key scientific ideas and challenging misconceptions. | **Pedagogy**  **Curriculum**  **Assessment**    Research based    Critical reflection | [Assessing without levels](https://www.gov.uk/government/publications/approaches-to-assessment-without-levels-in-schools) | Discuss and analyse with expert colleagues how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding; how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).  Using assessments to check for prior knowledge and pre-existing misconceptions. |
| 10.30-12.00 | KB | 10. Formative and summative assessment | To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. | **Pedagogy**  **Curriculum**  **Assessment**    Research based    Critical reflection | Become familiar with examination Biology Science boards for KS4, including Required Practicals | Discuss and analyse with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. |
| 1-2.30 | KB | 11. Co-construction of success criteria in science | Over time, feedback should support pupils to monitor and regulate their own learning. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. | **Pedagogy**  **Curriculum**  **Assessment**    Research based    Critical reflection | Clarke, S. (2021) Unlocking Learning Intentions and Success Criteria: Shifting From Product to Process Across the Disciplines <https://ebookcentral-proquest-com.yorksj.idm.oclc.org/lib/yorksj/detail.action?docID=6507227> | Discuss and analyse with expert colleagues how to design  practice, generation and retrieval tasks that provide just enough  support so that pupils experience a high success rate when  attempting challenging work. |
| 2.30-4.00 | KB | 12. The assessment face of sequencing learning | Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs, and this feeds back into planning substantive and disciplinary science | **Pedagogy**  **Curriculum**  **Assessment**    Research based    Critical reflection | BEST materials: Best Evidence Science Teaching (age 11-16) <https://www.stem.org.uk/best-evidence-science-teaching> | Practise, receive feedback and improve at breaking complex material into smaller steps (e.g., using partially completed examples to focus pupils on the specific steps).  Discuss and analyse with expert colleagues how to ensure feedback is specific and helpful when using peer- or self-assessment. |
| 4.00-5.00 | KB | Independent study | Subject based tasks -  Social context of teaching  Assessment and use of data  Wellbeing |  |  |  |
| Wed 18/1 9.00-10.30 | KB | Key reminders  school/Subject Based Tasks  SKA  Assessment/assignment    Theme – curriculum and pedagogy    13. Mapping progression in Working Scientifically | Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context. | **Pedagogy**  **Curriculum**    Research based    Critical reflection | **Bring a KS3 & KS4 Scheme of science learning**              Required Practicals at GCSE (exam board dependant) | Draw explicit links between new content and the core concepts, principles and disciplines in the biology and science. |
| 10.30-12.00 | KB | 14. Using different forms of enquiry in science | Regular purposeful practice of what has  previously been taught can help consolidate  material and help pupils remember what they  have learned. | **Pedagogy**  **Curriculum**    Research based    Critical reflection | Using the Practical Activity Analysis  Inventory (PAAI) (Millar, 2009)  <https://www.rsc.org/cpd/teachers/content/filerepository/frg/pdf/ResearchbyMillar.pdf> | Use modelling, explanations and scaffolds, acknowledging that  novices need more structure early in a domain.  Enable critical thinking and problem solving by first teaching the  necessary foundational content knowledge. |
| 1-2.30 | KB | 15. Auditing your adaptive teaching practice | Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure. | **Pedagogy**  **Curriculum**    Research based    Critical reflection | Education Endowment Foundation  [Five recommendations on special education needs in mainstream schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_searchh&search_term) | Observe how expert colleagues adapt lessons, whilst maintaining  high expectations for all, so that all pupils have the opportunity to  meet expectations and deconstruct this approach.    Discuss and analyse with expert colleagues how to balance  input of new content so that pupils master important concepts. |
| 2.30-4.00 | KB | 16. Adopting a Content-Process-Product approach to adaptive teaching | Guides, scaffolds and worked examples can help pupils apply new ideas but should be gradually removed as pupil expertise increases. | **Pedagogy**  **Curriculum**    Research based    Critical reflection | Using your schemes of learning to adapt your teaching | Remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material. |
| 4.00-5.00 | KB | Independent study | Subject based tasks -  Diversity and inclusion  Working memory  Adaptive teaching  SEND |  |  |  |
| Wed 8/3 9.00-10.30 | KB | Key reminders  Subject Based Tasks  SKA  Assessments      Theme - Consolidation    17. Inclusion in science | Pupils are likely to learn at different rates and  to require different levels and types of support  from teachers to succeed.  Seeking to understand pupils’ differences,  including their different levels of prior  knowledge and potential barriers to learning, is  an essential part of teaching. | **Pedagogy**  **Curriculum**    Research based    Critical reflection | Thinking Inclusive Science Education from two Perspectives: inclusive Pedagogy and Science Education  (Stinken-Rösner et al., 2020) [RISTAL](https://www.ristal.org/volumes/2020/volume-32020/news/thinking-inclusive-science-education-from-two-perspectives-inclusive-pedagogy-and-science-education). Research in Subject-matter Teaching and Learning 3 (2020), pp. 30-45 | Check pupils’ understanding of instructions before a task begins. |
| 10.30-12.00 | KB | 18. Literacy in science | Engaging in high-quality professional development can help teachers improve.  Every teacher can improve pupils’ literacy,  including by explicitly teaching reading, writing  and oral language skills specific to individual  disciplines. | **Pedagogy**  **Curriculum**    Research based    Critical reflection | [Literacy Teaching Toolkit: Introduction to literacy in science.](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/introduction_to_literacy_in_science.aspx#:~:text=Literacy%20in%20Science%3A,understand%20and%20communicate%20scientific%20knowledge.) Useful overview | Teach unfamiliar vocabulary explicitly and planning for pupils to be  repeatedly exposed to high-utility and high-frequency vocabulary in  what is taught. |
| 1-2.30 | KB | 19. Teaching models and PCK | Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. | **Pedagogy**  **Curriculum**    Research based    Critical reflection | [The Refined Consensus Model of Pedagogical Content Knowledge in Science Education](https://link.springer.com/chapter/10.1007/978-981-13-5898-2_2) (Carlson et al., 2019)  *Repositioning Pedagogical Content Knowledge in Teachers’ Knowledge for Teaching Science* (Hume, Cooper & Borowski, 2021). Download book [here](https://link.springer.com/content/pdf/10.1007/978-981-13-5898-2.pdf) | Observe how expert colleagues ensure pupils’ thinking is focused on key ideas within the subject and deconstructing this approach.  Discuss and analyse with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge. |
| 2.30-4.00 | KB | 20. TBC | Placeholder for developing needs as they are identified | **Pedagogy**  **Curriculum**    Research based    Critical reflection |  |  |
| 4.00-5.00 | KB | Independent study | Subject based tasks  Cross curricular themes  (literacy and numeracy)  EAL  ECF/transition |  |  |  |

**8. Biology Subject Specific School Based Tasks**

**Compulsory tasks to follow each subject day**

**School Based Tasks to support and develop subject specific knowledge and subject pedagogy related to Biology and Science: it is important that these tasks do not become a tick-box exercise. Completed properly, they should form the basis for discussion with your tutor and inform and impact your practice. For example, if you find out how expert colleagues check for understanding, you should then discuss your observations with your mentor, pinpointing any implications for practice, before taking this forward into your planning and delivery.  It’s a matter of thinking, *so what?* Then, *now what*? If there is a reason why you cannot complete a compulsory task at the specified time, please let your subject tutor know in advance so that they can suggest a tweak/alternative.**

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| **Area** | **PE focused SBT** | **To do?** |
| Compulsory SSSBTs – set in and reviewed during Subject Days | | |
|  | Subject Day 1  Observe expert colleagues and note down:   1. How expert colleagues plan for behaviour in science/biology, both in practical and theory lessons. How do teachers influence behaviour for learning, particularly when undertaking practical activities so that safety concerns are mitigated? 2. How departments cover the NC science/biology across KS3 and 4 3. During observations, consider how the teacher plans for progression in any of the four pillars. Is there a type that dominates? Are there adaptations that you could consider to ensure use of the different pillars to measure pupil progress over time? What impact would this have on your planning?   Discuss these with your mentor and articulate what impact your observations have on your future practice. | By Subject Day 2 |
| Subject Day 2  Discuss with expert colleagues how they:   1. Ensure you add any misconceptions to your subject audit development plan.  Consider any topic-specific pedagogy that would enable you (and subsequently your pupils) to move past these misconceptions. 2. Consider how teachers plan for and remediate pupils’ misconceptions. What teaching approaches do they use, such as critical thinking? 3. Implement different science-specific pedagogies into their teaching/schemes 4. Have used the Ofsted review series science report to influence their programme of study. Ensure you have read this document first!   Discuss these with your mentor and articulate what impact your findings will have on your practice. | By Subject Day 3 |
| Subject Day 3   1. Discuss with an expert colleague how they map out a Sequence of Learning within a topic, and how they have identified key ideas, knowledge and processes to be explored with the pupils. Work within Biology initially. 2. Observe how different teachers use both summative and formative assessment approaches. How are pupil outcomes measured? What different ways do you observe this being done? Make a list of effective AfL approaches. 3. Discuss with expert colleagues their KS4 examination choice offered for Biology and Science (‘Triple’ and ‘Double’) 4. Observe and assess GCSE ‘Required Practical’ activities alongside an expert colleague   Discuss what you have found out with your mentor and reflect upon how these added insights might impact and inform your planning and practice. | By Subject Day 4 |
| Subject Day 4   1. Use the ideas from the Adaptive teaching session to plan for your own teaching, deciding on measurables for Content, Process &/or Output. Reflect on this approach and return to the audit you did in the session to action plan next steps and targets for your own development in this area. 2. Consider different adaptive strategies you could apply through practical science to support different needs - note these down or present as a power point slide. Ensure that you focus on a strategy identified from your Adaptive Teaching audit. 3. Consider your next topic SoL and map out the different enquiry approaches and activities. Can these be flexed to ensure skill development is underpinned more through your own planning?   Discuss with your mentor the above areas and how these could influence your teaching. | By Subject Day 5 |
| Subject Day 5  Plan and teach/use as an ongoing feature in a (series of) lesson(s):   1. That are strongly focused on the use of science literacy 2. Aspects that challenge the stereotypical nature of science 3. Consider the different pedagogies you would use too and why? How might using a constructing meaning approach be more effective than a deductive or DIT approach, for example?   Reflect upon your delivery and consider what the positives were and what you would change for next time. | By end of SE |

**9. PGCE Secondary Science: Biology**

**School Based Tasks to support and develop subject specific knowledge and subject pedagogy related to:**

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| **Area** | **Biology focused SBT** | **To do SE2/SE3?** |
| Safeguarding | Ensure that you read all the [CLEAPPS bulletins](http://science.cleapss.org.uk/Resources/Bulletins/) (issued termly) to ensure that general and specific hazards are accounted for and that pupils undergo safe and exciting experiences in biology and science | SE2 |
| Behaviour and High Expectations | Use this [stretch and challenge activity booklet](https://my.optimus-education.com/sites/optimus-education.com/files/session_1c_-_supporting_material_1.pdf) to include practical ideas when lesson planning. Select two or three to try and ensure they have a science focus. Analyse how their use has impacted on the effort expended by pupils in their learning. | SE2 |
| Learning Environment | This [study unit](https://www.stem.org.uk/elibrary/resource/36830) offers some practical strategies that teachers use to improve the climate for learning. Try out some of the techniques suggested and reflect upon their efficacy. | SE2 |
| Effective teaching and learning strategies | Continue to observe experienced teachers in your science department and reflect on their differing approaches. What strategies do you see working well and which you would like to incorporate within your own practice? Why? Can you analyse what it is about these approaches that make them effective? | SE2 |
| Assessment and use of data | Read some of the Examiners reports in biology from your awarding organisation. Which aspects of biology were most confused or commonly misunderstood? Use this to inform your planning around pupil pre- and misconceptions.  You may also find this (historic) [analysis](https://webarchive.nationalarchives.gov.uk/ukgwa/20110814000742/http:/nsonline.org.uk/node/256404?uc=force_uj) helpful: are the same issues still seen in biology learning and teaching? | SE3 |
| Social Context of Teaching | Teachers are a primary influence on issues beyond learning and teaching in the classroom. Use this [Social Context of the Classroom](https://www.aft.org/sites/default/files/socialcontext.pdf) document from the American Federation of Teachers  to answer the following key questions:  Which factors create a social context in the classroom that contributes to high levels of student engagement?  Which aspects of a positive social context can educators influence, and how? | SE3 |
| Adaptive Teaching | Use the ideas from the Biology Adaptive teaching session to plan for your own teaching, deciding on *measurables* for Content, Process &/or Output. Reflect on this approach and return to the audit you did in the session to action plan next steps and targets for your own development in this area. | SE3 |
| Diversity and Inclusion (e.g. social, cultural) | Teach in contexts that highlight inclusion and diverse scientists, such as Nobel winners (and losers such as Rosalind Franklin, who despite her work on the structure of DNA, lost out to Watson & Crick), appropriation (Alice Ball, a black chemistry professor, whose work was stolen by her supervisor after she died at just 24), pioneers etc. | SE3 |
| Working memory | This [Classroom guide to working memory](https://www.mrc-cbu.cam.ac.uk/wp-content/uploads/2013/01/WM-classroom-guide.pdf) is particularly helpful for strategies supporting children with poor working memory skills that you can integrate within your planning and teaching. | SE3 |
| SEND | Although written for the previous Act, this [ASE resource Supporting access in science](https://www.stem.org.uk/elibrary/resource/26516) has some practical tips and approaches for you to consider in your biology and science laboratories, depending on the learning need presented by your pupils. Use this in your planning stage to ensure that you accommodate differing learning needs. | SE2 |
| EAL | Integrate this [ASE collection of science wordlists](https://www.stem.org.uk/resources/elibrary/resource/26511/word-banks-and-keywords) into your planning and teaching to support technical language acquisition for EAL learners and also note its *impact* on non-EAL in PebblePad | SE2 |
| Cross curricular themes (including literacy, oracy and mathematical skills) | Cross-curricular themes integrate learning across subjects, rather than pupils seeing knowledge and skills as compartmentalised. [This resource](https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=160556&section=4.5) has useful ideas for promoting such links as well as literacy skills; consider surface tension from the perspective of an insect; what are the ethical, economic and social geography issues of tantalum mining in Africa etc.? Consider what you have to prepare prior to teaching. Who else might get involved from another subject? Reflect on how these approaches impact on your pupils’ learning. | SE3 |
| Mental Health/Wellbeing | Continually review your cognitive, emotional, social and physical wellbeing, since challenges in any one of these can lead to stress. Ensure that you have someone you can talk to professionally about any issue (as well as personally) for support. | SE2/3 |
| Workload | You will have experienced both planning and marking in adding to your workload. This useful booklet, [Effective Marking](https://educatingmatters.files.wordpress.com/2012/04/effective-marking-teachers-handbook-2013-2014-new.pdf) provides lots of useful tips to help you manage in future. Choose 2-3 and implement, reflecting on their impact. | SE3 |
| ECF/Transition | In preparation for showing that you have evidence to meet the Teachers' Standards and progress to ECT, download these useful checklists from the [National STEM Learning Centre](https://www.stem.org.uk/secondary-science/teachers-standards) and audit your own practice. You will need to go into each standard to access the checklist which is a pdf. You will also find a lot of other supporting resources for that Standard area. | SE3 |

# 10. School Based Tasks for School Experiences - compulsory

## (supporting SE formative assessment continuum)

## 10.1 Behaviour and High Expectations

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|  | **Secondary Biology** |
| **SE1** | **Observe and record** how expert colleagues**:**   * Create a safe and stimulating learning environment; * Model, set and maintain high expectations; * Promote positive behaviour and learning.   **Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.  **Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.  **Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |
| **SE2** | **Observe/reflect and record how you and expert colleagues:**   * Consistently use strategies to promote positive behaviour; * Respond to inappropriate behaviour; * Make use of the learning space, resources, transition strategies and school policy to support behaviour.   **Discuss** your reflections, observations and questions you have identified, with your mentor with a view to application to your own practice.  **Practise** using these strategies consistently in your next lesson and identify elements that weresuccessful or unsuccessful.  **Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |
| **SE3** | **Observe/reflect and record how you and expert colleagues:**   * Use positive behaviour management consistently and effectively to motivate pupils and encourage pupils to self-regulate their learning and behaviour; * Balance teacher/pupil talk and focus on learning rather than behaviour-talk.   **Discuss** your reflections, observations and questions you have identified, with your mentor with a view to application to your own practice.  **Practise** using these strategies consistently in your next lesson and identify elements that weresuccessful or unsuccessful.  **Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |

## 10.2 Pedagogy

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|  | **Secondary Biology** |
| **SE1** | **Observe and record** how expert colleagues**:**   * Break down learning into smaller, incremental steps; * Encourage pupils to reflect on their own learning; * Structure lessons to support learning; * Make use of resources and strategies to bring about a change in long term memory/ learning.   **Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.  **Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.  **Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |
| **SE2** | **Observe/reflect and record** how you and expert colleagues**:**   * Plan for pupils’ learning to be focused on key aspects/concepts/ideas/perspectives in the subject and consider how these could be modelled using subject specific pedagogies; * Use open questions / talk to address misconceptions and break down learning; * Use different groupings flexibly in order to consider pupil attainment, behaviour and motivation; * Plan for additional learning needs and adapt teaching to support progress.   **Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.  **Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.  **Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |
| **SE3** | **Observe/reflect and record** how you and expert colleagues**:**   * Make use of meta-cognitive strategies to promote pupil reflection and learning; * Apply the findings from research /CPD to practice, including subject specific pedagogies; * Use strategies to maximise learning in the long-term e.g. reviewing /retrieving material, modelling, scaffolded activities.   **Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.  **Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.  **Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |

## 10.3 Curriculum

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|  | **Secondary Biology** |
| **SE1** | **Observe and record** how expert colleagues**:**   * Use subject knowledge to inform their teaching; * Develop any cross curricular links; * Support development of literacy and mathematical skills through teaching of subject.   **Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.  **Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.  **Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |
| **SE2** | **Observe/reflect and record** how you and expert colleagues:   * Sequence learning of subject content within and across lessons to support learning and progress; * Mitigate and remedy misconceptions in the subject; * Use strategies to support cross curricular links and develop literacy and mathematical skills; * Engage with and apply CPD opportunities, including via engagement with subject associations.   **Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.  **Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.  **Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |
| **SE3** | **Observe/reflect and record** how you and expert colleagues**:**   * Promote and develop depth of subject knowledge and pupil understanding of the connections between topics; * Integrate subject specific pedagogy into practice; * Use strategies to support pupils critically engaging with learning activities, including development of oracy.   **Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.  **Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.  **Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |

## 10.4 Assessment

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|  | **Secondary Biology** |
| **SE1** | **Observe and record** how expert colleagues use hinge questioning\* and activities to:   * deepen understanding; * identify and address misconceptions; * assess progress.   **Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.  **Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.  **Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development.  \*Hinge questions are a check for understanding at a ‘hinge-point’ in a lesson, i.e. the point where you move from one key idea/activity/point on to another and understanding the content is needed for the next chunk of learning. (<https://improvingteaching.co.uk/2013/08/17/do-they-understand-this-well-enough-to-move-on-introducing-hinge-questions/>) See also <https://www.youtube.com/watch?v=Mh5SZZt207k> |
| **SE2** | **Observe/reflect and record how you and expert colleagues:**   * Use assessment information to inform future plans; * Provide constructive and timely feedback which supports progress; * Keep accurate records to monitor progress.   **Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.  **Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.  **Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |
| **SE3** | **Observe/reflect and record how you and expert colleagues:**   * Manage expectations for statutory assessment for KS4 (and KS5 if appropriate); * Use school data to monitor and track pupil attainment in your classes; * Monitor the progress of groups and classes using diagnostic prompts; * Engage pupils in the co-construction of success criteria and use these to promote self-evaluation.   **Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.  **Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.  **Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |

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## 10.5 Professional Behaviours

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|  | **Secondary Biology** |
| **SE1** | **Observe and record** how expert colleagues:   * apply the school’s safeguarding policy (make sure you read the policy too); * manage work life balance through the use of effective time management strategies; * maintain positive professional relationships with all colleagues.   **Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.  **Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.  **Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |
| **SE2** | **Observe/reflect and record how you and expert colleagues:**   * Build and maintain positive relationships with parents; * Work collaboratively with teaching assistants and other colleagues to promote pupil progress; * Apply the school’s safeguarding policy (make sure you read the policy too); * Manage time efficiently and effectively to meet deadlines and manage workload.   **Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.  **Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.  **Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |
| **SE3** | **Observe/reflect and record how you and expert colleagues:**   * Communicate formally and informally with parents; * Contribute to the wider life of the school; * Apply the school’s safeguarding policy (make sure you read the policy too).   **Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.  **Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.  **Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |

# 11. Biology Reading & Resource List

The reading and resource list for Biology can be accessed via the TALIS link on Moodle:

<https://rl.talis.com/3/yorksj/lists/8C8ABE6A-D11A-B665-16F3-2D5A88C26453.html>

**A full resource list for Biology is below:**

**Essential**

Driver, R., Squires, A., Rushworth, P. and Wood Robinson, V. (2014) *Making Sense of Secondary Science; Research into Children’s Ideas.* London: Routledge.

**Recommended**

Black, P. and Harrison, C. (1990) *Science Inside the Black Box*. London: GL Assessment

Chalmers, A. F. (2013) *What is this thing called science?* 4th Edition. Open University Press.

Green, J. (2020). Powerful ideas of science and how to teach them. David Fulton (link to this book on Moodle reading list)

Hollins, M (Ed) (2011) *ASE Guide to Secondary Science Education*. Hatfield: Association of Science Education

Loughran, J. (2015) *What Expert teachers do: Enhancing professional knowledge for classroom practice*. London: Routledge.

Millar, R., Leach, J., Osborne, J., and Ratcliffe, M. (2006). *Improving subject teaching: lessons from research in science education.* London: Routledge.

Oversby, J. (Ed) (2012) *ASE Guide to Research in Science Education*. Hatfield: Association of Science Education Reiss, M.(Ed) (2011) Teaching Secondary Biology. London: Hodder Education

Sang, D. and Wood-Robinson, V. (eds.) (2002) *Teaching Secondary Scientific Enquiry* (ASE John Murray Science Practice). London: Hodder Education.

Sherrington, T. (2014) *Teach now! The joy of teaching science.* London: David Fulton

Taber, K. and Pack, M. (2002) *Chemical misconceptions – prevention, diagnosis and cure.* Volume 1 Theoretical Background London: Royal Society of Chemistry

Taber, K. (ed.) (2012) *Teaching Secondary Chemistry* (ASE John Murray Science Practice). London: Hodder Education.

Toplis, R. (ed.) (2011) *How Science Works: Exploring effective pedagogy and practice.* London: Routledge.

Toplis, R. (ed.) (2015) *Learning to Teach Science in the Secondary School: A Companion to School Experience*. London: Routledge.

Wellington, J. and Ireson, G. (2017) *Science Learning, Science Teaching.* (4th edition) London: Routledge.

Williams, J.D. (2011) *How Science Works: Teaching and Learning in the Science Classroom.* London: Continuum

**Science Subject Knowledge Enhancement Books**

*The following books provide subject knowledge support for teachers and are useful for non-specialists:*

Kind, V. and Kind, P. M. (eds.) (2008) *Teaching Secondary How Science Works* (ASE John Murray Science Practice). London: Hodder Education.

Reiss, M. (ed.) (2011) *Teaching Secondary Biology.*(ASE John Murray Science Practice). London: Hodder Education.

Sang, D. (ed.) (2011) *Teaching Secondary Physics.* 2nd Edition (ASE/Open University). London: Hodder Education.

Taber, K. (ed.) (2012) *Teaching Secondary Chemistry.* (ASE John Murray Science Practice). London: Hodder Education.

**Science Journals**

ASE’s School Science Review <https://www.ase.org.uk/resources/school-science-review>

SAGE journals: Public Understanding of Science <https://journals.sagepub.com/home/pus>

CERP-/Chemistry Education Research and Practice [http://pubs.rsc.org/en/journals/journalissues/rp#](http://pubs.rsc.org/en/journals/journalissues/rp)

**Selected others:**

Education in Science

International Journal of Science Education

Journal of Research in Science Teaching

Science Education

The Science Teacher

**Recent research linked to DfE, Ofsted, virtual learning and Covid 19**

GOV.UK <https://www.gov.uk/government/publications/remote-education-research/remote-education-research>

Teaching a broad and balanced curriculum for education recovery <https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery>

Ofsted Research review series: science <https://www.gov.uk/government/publications/research-review-series-science>

National Foundation for Educational Research (NFER) [https://www.nfer.ac.uk/news-events/press-releases/new-report-highlights-that-some-of-the-most-deprived- schools-require-additional-support-now-to-meet-the-costs-of-covid-19/](https://www.nfer.ac.uk/news-events/press-releases/new-report-highlights-that-some-of-the-most-deprived-%20schools-require-additional-support-now-to-meet-the-costs-of-covid-19/)

[https://www.nfer.ac.uk/schools-responses-to-covid-19-the-challenges-facing-schools-and-pupils-in- september-2020/](https://www.nfer.ac.uk/schools-responses-to-covid-19-the-challenges-facing-schools-and-pupils-in-%20september-2020/)

Nuffield Foundation <https://www.nuffieldfoundation.org/project/impact-of-covid-19-mainstream-schools-england>

# 12. Professional Studies/General Reading and Resources

The professional studies/general reading and resource list can be accessed via the TALIS link on Moodle:

<https://rl.talis.com/3/yorksj/lists/6D83213F-A75C-E543-B25E-81DAC5C71D29.html>

A fuller resource list for professional studies is below:

**Essential**

Abbott, I., Huddleston, P., Middlewood D, (2018*) Preparing to teach in secondary school*, Open University Press

Alexander R.J. (2020) *A Dialogic Teaching Companion*, London: Routledge.

Allen, B. and Sims, S. (2018) *The Teacher Gap*. Abingdon: Routledge.

Aubrey, K., (2019) *Understanding & using educational theories*, Sage

Bandura, A. (1986) *Social foundations of thought and action: a social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.

Bell, J., Waters, S., (2018) *Doing your research project: a guide for first-time researchers*, Open University Press, McGraw Hill Education

Black, P; Harrison, C, (2014) *Working inside the black box: assessment for learning in the classroom,* Learning Sciences

Brooks, V., Abbott, I., Huddleston, P., (2012) *Preparing to teach in secondary schools: a student teacher's guide to professional issues in secondary education*, McGraw-Hill/Open University Press

Capel, S., Leask, M., Younie, S., (2019) *Learning to teach in the secondary school: a companion to school experience*, 8th Edition, Routledge

Dikilitas, K., Bostancioglu, A., (2019) *Inquiry and Research Skills for Language Teachers*, Springer Nature Switzerland AG

Hattie, J. (2012) *Visible Learning for Teachers*. Oxford: Routledge.

Hirsch, E.D., (1999) *Schools We Need: And Why We Don't Have Them*, Knopf Doubleday Publishing Group

Kyriacou, C. (2018) *Essential Teaching Skills* – 5th Edition, OUP Oxford

Maguire, M., Gibbons, S., Glackin, M., Pepper, D., Skilling, K., (2018) *Becoming a Teacher: Issues in Secondary Education,* Open University Press

Muijs, D., & Reynolds, D. (2017) *Effective teaching: Evidence and practice.* Thousand Oaks, CA: Sage.

Pollard, A., (2019) *Reflective teaching in schools,* Bloomsbury Academic

Wilson, E., (2017) *School-based research: a guide for education students*, Sage

Wyse, D., Cowan, K., (2017) *The good writing guide for education students*, Sage.

**Other reading**

Clarke, S. (2001) *Unlocking Formative Assessment*, London: Hodder and Stoughton

Christodoulou, D. (2017) *Making Good Progress: The Future of Assessment for Learning*. Oxford: OUP

Hattie, J. (2009) *Visible learning: a synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.

Mitchell, D. (2014). *What really works in special and inclusive education*. Oxford: Routledge.

Wiliam, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) *What Does This Look Like in the Classroom? Bridging the gap between research and practice*. Woodbridge: John Catt.

Willingham, D. T. (2009) *Why don’t students like school?* San Francisco, CA: JosseyBass.

Wubbels, T., Brekelmans, M., den Brok, P., Wijsman, L., Mainhard, T., & van Tartwijk, J. (2014) Teacher-student relationships and classroom management. In E. T. Emmer, E. Sabornie, C. Evertson, & C. Weinstein (Eds.). *Handbook of classroom management: Research, practice, and contemporary issues* (2nd ed., pp. 363–386). New York, NY: Routledge.

**Journals**

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>.

Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999) Common misconceptions of critical thinking. *Journal of Curriculum Studies*, 31(3), 269-283.

Bennett, R. E., (2011) Formative assessment: a critical review in Assessment in Education: *Principles, Policy & Practice*

Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability,* 21(1), pp.5-31.

Chapman, R. L., Buckley, L., & Sheehan, M. (2013) School-Based Programs for Increasing Connectedness and Reducing Risk Behavior: A Systematic Review, 25(1), 95–114.

Clark, R., Nguyen, F. & Sweller, J. (2006) Efficiency in Learning: Evidence-Based Guidelines to Manage Cognitive Load. John Wiley & Sons.

Cowan, N. (2008) What are the differences between long-term, short-term, and working memory? *Progress in brain research*, 169, 323-338.

Hattie, J., & Timperley, H. (2007) The Power of Feedback. *Review of Educational Research,* 77(1), 81–112. <https://doi.org/10.3102/003465430298487>

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>.

Slater, H., Davies, N. M., & Burgess, S. (2011) Do Teachers Matter? Measuring the Variation in Teacher Effectiveness in England. Oxford Bulletin of Economics and Statistics, <https://doi.org/10.1111/j.1468-0084.2011.00666.x>.

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>.

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# 13. Biology subject specialist staff at YSJ

Our subject specialist for PGCE Secondary Biology is Dr Katy Bloom. Below is some information from Katy about her expertise in science.

From an early age, I knew I wanted to be a scientist, inspired by my teacher mother who would take me on long nature walks and challenge me to learn more about the natural world. I studied Geology at BSc level, then specialised with a Masters in Geophysics, spending seven years as an Exploration Geophysicist in the oil industry in the UK and abroad before completing a PGCE in Science and Physics.

Bringing experience from the STEM world was an advantage in secondary science, enabling me to contextualise my teaching and be a role model for women in STEM. I gained Advanced Skills Teacher status in 2001, which involved outreach in LA schools, working on researching and developing assessment strategies that were utilised authority wide and secondment to National Strategies for science. At this time, I was invited to take part in the Evidence-based Practice in Science Education research project at the University of Leeds, where I also tutored ITE student teachers. Over time, I also took on other responsibilities for KS3 lead and Head of Physics in school, subsequently taking up an appointment as Head of Science Faculty at a Specialist Science College.

In 2008, I was invited to become a Professional Development Leader at the National STEM Learning Centre [NSLC] in York, where I also acted as the Engineering Lead for the DfE’s STEM Cohesion team. With my industrial background, I had particular interests in furthering STEM and applied science interests, and developed residential courses for teachers in engineering, numeracy for scientists, and science and electronics support for D&T teachers, bringing together a range of subject association and institutional stakeholders. I also used my developing pedagogy research, scholarship and knowledge exchange to underpin the development of the ground-breaking, evidence-informed ‘Good to Outstanding’ five-day professional development course, which became one of the flagship courses at NSLC, offered nationally to teachers.

I moved to a career fulltime in Initial Teacher Education as an Associate Principal Lecturer at Leeds Trinity University in 2014, where I developed and led the Science PGCE, and subsequently to my current role as a Senior Lecturer in Science Education at York St John University, leading on both primary and secondary science for ITE. I also hold the post of Learning and Teaching Lead for the School of Education, Languages and Psychology and use my pedagogic scholarship to support my colleagues as well as student teachers. It is privilege to be able to work with future teachers of science to inspire the next generation of students and build science capital.

My research interests are pedagogically based in both evidence-informing science education, and in assessment and feedback practices; my PhD focused on how the role of teachers’ verbal self-regulation and process feedback impacted positively on students’ self-belief systems (comprising self-concept, self-efficacy, anxiety, mindset). My most recent research was the ‘Research-2-Practice' evidence-informed science lesson project funded by the Wellcome Trust.