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PGCE Secondary School Direct

Drama Handbook 2023-24

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 Drama: Vision and Intent

**Vision**

It is our ambition at York St John University to be known for our excellence in the provision for drama teacher education.

We recognise the significance of excellent drama teaching in education as a foundation allowing young people to unlock their full potential. It is our goal to provide a training experience that enables teachers to embark on a successful and enriching career in drama education.

It is our aim to provide a programme that creates a culture of rich theory anchored on a bedrock of practically modelled experience. We believe there is a true value in providing an education that understands the importance of current theory and practice. We offer a course that provides the impetus for students to keep up to date with leading practitioners, theatre companies, current affairs and up-to-date research-based teaching tools. We aim to develop critical thinking skills. Theory and practice go hand in hand with university and school centred-based training, complemented by experience in school.

**Intent**

Our programme of drama education is designed to ensure that students meet the requirement of the  Teachers’ Standards.  Our student teachers are encouraged to further their skills by reflecting and evaluating their own practice through the inclusion of teaching appraisals, audits/target setting and curriculum enrichment throughout their training.  Their critical skills of both theory and practice are further developed and evaluated through two assignments at M level.

 The training programme for drama teachers at York St John University recognises the importance of students learning how to teach drama, theatre studies and performing arts effectively and confidently.  Drama underpins many essential qualities in education such as confidence, creativity, problem solving skills, analytical and evaluative practice, empathy and awareness of the world around us. We aim to support students in becoming creative, empathetic and mature individuals who can enjoy and deliver an enriching drama curriculum.

The Drama training programme is designed to ensure that students:

* develop a holistic understanding of drama in education;
* know and understand how to analyse and evaluate the teaching pedagogy of other practitioners in their subject area in order to develop a successful and personal pedagogical approach;
* have a secure knowledge of effective approaches to the teaching and assessment of drama, and be able to apply these approaches successfully in the classroom, both in discrete drama teaching and in the context of drama across the curriculum;
* become informed teachers of drama who can plan independently and have an understanding of published schemes/resources and how these support the core principles of drama in education;
* both ‘learn that’ and ‘learn to’ by integrating theory and practice through the inclusion of school-based tasks, additional placements and school-experience expectations.

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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. |

PLEASE NOTE AN UPDATED VERSION OF THIS PAGE FOR 2022-2023 IS ON ITS WAY…



# 4. Overview of Drama Provision

# PGCE Secondary Drama - Programme Overview - 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.

|  |  |
| --- | --- |
| * 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:**

|  |  |
| --- | --- |
| **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 |

## 6. 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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date**  **Room** | **Staff** | **Focus for Session** | **Student teachers will learn that…** | **Links to CCF and YSJ curriculum** | **Theoretical Perspective**  Suggested Task, Recommended Reading and Preparation | **Student teachers will learn how to…**  How you can learn from sessions and work with expert colleagues to apply in the classroom |
| Mon  4/9  10-11  DG124 | 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/>  Darling-Hammond, l. (2009) Professional Learning in the Learning Profession. | 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  FT002 | RM | 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://thenationalcollege.co.uk>  <https://chartered.college/> | Access wider support if needed.    Access additional courses  Engage in learning to extend subject and pedagogic knowledge as part of the lesson preparation process. |
| 1-3  DG124 | 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. |
| 3-4  DG124 | 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. (2023) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledge](https://ebookcentral.proquest.com/lib/yorksj/detail.action?docID=7014696)  Kraft, M., Blazar, D., & Hogan, D. (2018) [The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence](https://doi.org/10.3102/0034654318759268). Review of Educational Research, 003465431875926. | 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. |
| 4-5  DG124 | RM/JC | 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. |
| Tues  5/9  9-10  DG124 | CMD | Library Services | 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.  Academic research is crucial in underpinning good pedagogical decisions. | **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](https://yorksj.rl.talis.com/index.html) and identify essential texts to read. | Access a wide range of books, journal articles and policy documentation to support subject knowledge and professional development.  Reflect upon and make links between research, theory and practice. |
| 10-1pm  FT002 | RM | Understanding the importance of safeguarding within schools  (with primary cohort) | 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’](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf)    [FGM information](https://www.who.int/news-room/fact-sheets/detail/female-genital-mutilation)  [Ofsted safeguarding policy](https://www.gov.uk/government/publications/ofsted-safeguarding-policy/ofsted-safeguarding-policy#definitions)  [County Lines](https://www.gov.uk/government/collections/county-lines-criminal-exploitation-of-children-and-vulnerable-adults)  [Prevent](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)  [Data Protection](https://www.gov.uk/data-protection)  [Guidance on Promoting British Values (2014)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)  [NSPPC Learning](https://learning.nspcc.org.uk/) | Know who to contact with any safeguarding concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report.  Completing online training programmes, uploading certificates of completion to PebblePad. |
| 2-4pm  FT002 | ST | Mental Health and well-being (with primary) | 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 1  [Capel, S. A., Leask, M. and Younie, S. (2023) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledge](https://ebookcentral.proquest.com/lib/yorksj/detail.action?docID=7014696) | 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-/> |
| 4-5pm  DG124 | BR | E- safety  (link to RSHE policy) | Cyber bullying awareness and e safety in school are crucial safeguarding elements | **Professional behaviours**  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>  [Statutory Guidance on RSHE](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) | Know who to contact with any safeguarding concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report. |
| Wed  6/9 |  | Alliance/School based  Induction day |  |  |  |  |
| Thur  7/9  9-10.30  DG124 | BR | 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.  [Capel, S. A., Leask, M. and Younie, S. (2023) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledge](https://ebookcentral.proquest.com/lib/yorksj/detail.action?docID=7014696)  [National Curriculum Framework](https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4)  Biesta, G. (2009) Good education in an age of measurement: on the need to reconnect with the question of purpose in education. Educational Assessment, Evaluation and Accountability, 21(1) | Evaluate the wider significance of influence on education and policy. |
| 10.30-12  DG124 | 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.  [Case for a fully Trust Led System](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1076862/The_case_for_a_fully_trust-led_system.pdf)  [Schools White Paper (March 2022)](https://commonslibrary.parliament.uk/research-briefings/cbp-9511/)  [Ingleby, E. (2021) Neoliberalism Across Education. London: Springer International Publishing.](https://prism.librarymanagementcloud.co.uk/yorksj/items/eds/cat01061a/ysjl.SPRML2.978-3-030-73962-1?query=neoliberalism+education&resultsUri=items%3Fquery%3Dneoliberalism%2Beducation%26search%3D%26target%3Deds&target=eds) | Consider how the current National Curriculum and education policy will impact on your practice. |
| 1-3  DG124 | RM | Personal values and philosophy impact on your educational rationale | Individual experiences, backgrounds and beliefs will influence your personal and professional values. | **Professional behaviours**    Personal teaching philosophy | [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. |
| 3-4  DG124 | BR | Placement recording/Pebble Pad | Pebble Pad is a useful online platform used to reflect, record and monitor progress.    Reflection is a key part of development. | **Professional behaviours**  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. |
| 4-5  TBC | BR  Digital Team  IT room | PGC7008M  Introduction to online systems – E.g. Moodle, PebblePad, | As above | As above | As above | As above |
| Fri 8/9  9-10  DG124 | RM | Introduction to academic assessments/handbook | Walk through the key documentation and where to access it. | Professional behaviours    Being a professional | Access assessment handbook on Moodle. | Access documentation and read through to ensure understanding. |
| Fri  8/9  10-12  DG124 | 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 behaviours**    Research engaged  Critical thinking | Read chapter 1, 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)  Wyse, D. and Cowan, K. (2017) The good writing guide for education students. 4th Edn. London: SAGE  [Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999) Common misconceptions of critical thinking. Journal of Curriculum Studies, 31(3), 269-283.](https://www-tandfonline-com.yorksj.idm.oclc.org/doi/pdf/10.1080/002202799183124) | Evaluate the impact of research on practice. |
| 1-2.30  pm  DG124 | BR | Identifying strengths and areas for development/ misconceptions in your subject knowledge  Subject associations | Secure subject knowledge helps teachers to motivate pupils and teach effectively.  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 | **Curriculum**  **Pedagogy**    Being a professional  Being research engaged | Ensure you have accessed and completed your SKA on Moodle before this session. Bring a printed out copy of your SKA to the session.  [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.](https://eds-s-ebscohost-com.yorksj.idm.oclc.org/eds/detail/detail?vid=6&sid=31b7110b-d165-4fd5-9733-4b9ff4469288%40redis&bdata=JkF1dGhUeXBlPWlwLHNoaWImc2l0ZT1lZHMtbGl2ZSZzY29wZT1zaXRl#AN=RN610207560&db=edsbl) | Identify own areas for development and how to address these.  Encourage pupils to share emerging understanding. |
| 2.30-4pm  DG124 | 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. (2023) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledg](https://ebookcentral.proquest.com/lib/yorksj/detail.action?docID=7014696) | Discuss and analyse with expert colleagues how experienced colleagues seek ways to support classes and individual pupils.  . |
| 4-5pm  DG124 | RM | 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**    **Assessment**  Being a professional | [Gibson, S., Oliver, L. and Dennison, M. (2015) *Workload Challenge: Analysis of teacher consultation responses*. Department for Education.](https://www.gov.uk/government/publications/workload-challenge-analysis-of-teacher-responses)    Chapter 1  [Capel, S. A., Leask, M. and Younie, S. (2023) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledge](https://ebookcentral.proquest.com/lib/yorksj/detail.action?docID=7014696) | 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. |
| Mon  11/9  9-12  DG124 | KB | Introduction to learning theories:  traditional  -Behaviourism  -Constructivism  -Social constructivism | 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. | **Pedagogy**  **Curriculum**    Research engaged  Critical thinking | [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)    [Bates, B (2019) Learning Theories Simplified – 2nd Ed, London: Sage](https://app.talis.com/yorksj/player#/modules/5f48bdb152703118d296f56f/textbooks/5f48c47b52703118d296f5d5)    Chapter 2:  Hoult, S. (2005) *Secondary Professional Studies.* Exeter:Learning Matters Ltd.    Chapter 7:  Pollard, A. et al (2008) *Reflective Teaching*. London: Continuum    [Aubrey, K. and Riley, A. (2022) Understanding and Using Educational Theories – 3rd Ed, London: Sage](https://app.talis.com/yorksj/player#/modules/5f48bdb152703118d296f56f/textbooks/62b05531d4762bc1b39e8d74) | 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. |
| 1-4  DG124 | KB | Introduction to learning theories: contemporary  -Working and Long Term memory  -Cognitive Load Theory  -Metacognition  -Self-regulation  -Mindset  -Connectivism | 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**  **Curriculum**    Research engaged  Critical thinking | [Deans for Impact (2015) The Science of Learning [Online]](https://deansforimpact.org/resources/the-science-oflearning/)  [Baddeley, A. (2003) Working memory: looking back and looking forward. Nature reviews neuroscience, 4(10), 829-839](https://www-nature-com.yorksj.idm.oclc.org/articles/nrn1201)  Cowan, N. (2008) What are the differences between long-term, short-term, and working memory? Progress in brain research, 169, 323-338. | 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. |
| 4-5pm  DG124 | BR | SE formative assessment continuum | How to track and monitor your own progress. | **Assessment**  **Professional behaviours**  Being a professional | A copy of the continuum will be provided for you for this session. | How to use the continuum to track your development over time.  How to use the continuum in mentor progression meeting as part of target setting. |

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| Tues  12/9  9-11  DG124 | 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/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  DG124 | BR | 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. |
| 1-3  DG124 | JC | Critical writing Assignment 1  An introduction to the assignment – what is needed and expected and how you can engage purposefully with it from the outset | 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. (2023) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledge](https://ebookcentral.proquest.com/lib/yorksj/detail.action?docID=7014696)  Read though the assessment handbook | Evaluate the impact of research on practice. |
| 3-5  DG124 | DS | Phonics and Implications for Secondary Teaching | 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>    Machin, S., McNally, S., & Viarengo, M. (2018) [Changing how literacy is taught: Evidence on synthetic phonics](https://doi.org/10.1257/pol.20160514). American Economic Journal: Economic Policy, 10(2), 217–241. | 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. |
| Wed  13/9 |  | School |  |  |  |  |
| Thurs  14/9  9-12  DG124 | BR | Introduction to Planning:  What is planning -  Long term, medium and short term | Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning.  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.    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  Critical thinking | 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 | Receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject  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. |
| 1-3  DG124 | KB | Learning 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    Critical thinking | 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>  [Sweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition, 5(4), 360–367.](https://eds-s-ebscohost-com.yorksj.idm.oclc.org/eds/detail/detail?vid=30&sid=31b7110b-d165-4fd5-9733-4b9ff4469288%40redis&bdata=JkF1dGhUeXBlPWlwLHNoaWImc2l0ZT1lZHMtbGl2ZSZzY29wZT1zaXRl#AN=S2211368115000935&db=edselp) | 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. |
| 3-5  DG124 | BR | Planning proforma – examples and practice | 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**  **Assessment**  **Curriculum**  Being a professional  Critical thinking | Copies of the lesson plan proforma will be provided for you.  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. |
| Fri 15/9  ITAP  9-12  DG124 | JC | Introduction to behaviour management ITAP, including handbook  Behaviour Management theories  Behaviour management strategies – creating a climate for learning (expectations and presence) | Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.  Setting clear expectations can help communicate shared values that improve classroom and school culture.  Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. | **Behaviour and expectations**  **Pedagogy**  Research engaged  Personal teaching philosophy  Critical thinking | 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. (2023) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledge](https://ebookcentral.proquest.com/lib/yorksj/detail.action?docID=7014696)  EEF Guidance [Improving Behaviour in Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour)  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.  Yeager, D. S., & Walton, G. M. (2011) [Social-Psychological Interventions in Education: They’re Not Magic.](https://doi.org/10.3102/0034654311405999) Review of Educational Research, 81(2), 267–301. | 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.  Ensure an effective balance between behaviour talk and learning talk. |
| 1-3  DG124 | JC | ITAP focus  Behaviour Management strategies – creating a safe and stimulating learning environment (through routines and transitions) | Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.  Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. | **Pedagogy**  Behaviour and Expectations  Research engaged  Being a professional  Critical thinking | Establish routines, both in classrooms and around the school.  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. |
| 3-4  DG124 | RM | Behaviour policy in school | A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. | **Behaviour and Expectations**  Being a professional  Critical thinking | 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. | Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.  Using early and least-intrusive interventions as an initial response to low level disruption.  Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points)  Reinforcing established school and classroom routines. |
| 4-5  DG124 | JC | Teacher voice | The voice is an important part of the teaching persona  The voice can be trained and protected | **Professional behaviours**  **Behaviour and Expectations**  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.  Using consistent language and non-verbal signals for common classroom directions. |
| **SE1 Placement commences Mon 18/9/23** | | | | | | |
| Wed  20/9  9-11  DG124 | JC  GL | Reflection and review of Behaviour Management ITAP  Trauma informed training: the adolescent brain | 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. | **Professional behaviours**  **Behaviour and Expectations**  Being a professional  Critical thinking | Bring your updated Behaviour Management ITAP handbook to this session.  Kern, L., & Clemens, N. H. (2007) [Antecedent strategies to promote appropriate classroom behavior](https://doi.org/10.1002/pits.20206). Psychology in the Schools, 44(1), 65–75.  Gutman, L. & Schoon, L. (2013) [The impact of non-cognitive skills on the outcomes of young people.](https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Lit_Review_Non-CognitiveSkills.pdf)  DuPaul, G. J., Belk, G. D., & Puzino, K. (2016) Evidence-Based Interventions for Attention Deficit Hyperactivity Disorder in Children and Adolescents. Handbook of Evidence-Based Interventions for Children and Adolescents, 167.  Carroll, J., Bradley, L., Crawford, H., Hannant, P., Johnson, H., & Thompson, A. (2017). [SEN support: A rapid evidence assessment](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_R%20EA_Report.pd).  Lazowski, R. A., & Hulleman, C. S. (2016) [Motivation Interventions in Education: A Meta-Analytic Review. Review of Educational Research](https://doi.org/10.3102/0034654315617832), 86(2), 602–640.  Mitchell, D. (2014). [What really works in special and inclusive education](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation/). Oxford: Routledge. Sibieta, L., Greaves, E. & Sianesi, B. (2014) Increasing Pupil Motivation: Evaluation Report.  Sibieta, L., Greaves, E. & Sianesi, B. (2014) Increasing Pupil Motivation: Evaluation Report.  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. | 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. |
| 11-12  DG124 | BR | Behaviour Management and subject specific scenarios | **Professional behaviours**  **Behaviour and Expectations**  Being a professional  Critical thinking |
| 1-2  DG124 | BR | Behaviour Management and Subject specific scenarios | **Professional behaviours**  **Behaviour and Expectations**  Being a professional  Critical thinking |
| 2-4  DG124 | JC/  RM | Role play and scenarios  -SEND  -Motivation  -Cognition  -Attention Deficit Hyperactivity Disorder  -Self-regulation | **Professional behaviours**  **Behaviour and Expectations**  Being a professional  Critical thinking |
| 4-5  DG124 |  | Independent:  Trauma informed online training. | **Professional behaviours**  **Behaviour and Expectations**  Being a professional  Critical thinking |
| Wed  27/9  1-2.30  DG124 | RM | SE1 briefing |  | **Professional behaviours**  Being a professional |  | Read student/mentor handbook  Become familiar with the SE formative assessment continuum |
| 3-4.30  DG124 | 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  4/10  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. |

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| Wed  11/10  1-2.30  DG124 | RM/KB | Introduction to assessment 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. |
| 3-4.30  DG124 | KB | Self-efficacy and 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. |
| Wed 18/10  1-2.30  DG124 | JC | Revisiting reflections and observations | 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 Chapters 1 and 2:  [Capel, S. A., Leask, M. and Younie, S. (2023) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledge](https://ebookcentral.proquest.com/lib/yorksj/detail.action?docID=7014696) | Seek ways to support classes and individual pupils. |
| 3-4.30  DG124 | BR/KP | Research projects assignment 2 introduction to research and proposals | 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 Part 1  [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. London: Open University Press. | Engage critically with research and use evidence to critique practice. |
| Wed  25/10  1-2.30 pm  DG124 | LS | Introduction to Inclusive 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 | Review [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) prior to the session.    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 (2018) S[utton Trust-Education Endowment Foundation Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit)  Hattie, J. (2009) Visible learning: a synthesis of over 800 meta-analyses relating to achievement. London: Routledge. | Provide opportunity for all pupils to experience success by identifying pupils who need new content further broken down.  Meet individual needs without creating unnecessary workload.  Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. |
| 3-4.30 pm  DG124 | JC | Revisiting assignment 1 – How to plan and structure your response | 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. |
| Wed 8/11  1- 2.30 pm  DG124 | KB | Understanding and supporting Cognitive Load  Working and Long-Term Memory  Schema Theory | 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. | **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)  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.  Gathercole, S., Lamont, E., & Alloway, T. (2006) Working memory in the classroom. Working memory and education, 219-240.  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. | 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. |
| 3-4.30 pm  DG124 | BR | Retrieval and spaced practice | Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. |  | 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.](https://doi.org/10.1080/09658211.2016.1220579.) Memory, 25(6), 764–771.  Baddeley, A. (2003) Working memory: looking back and looking forward. Nature reviews neuroscience, 4(10), 829-839  Roediger, H. L., & Butler, A. C. (2011) [The critical role of retrieval practice in long-term retention](https://doi.org/10.1016/j.tics.2010.09.003). Trends in Cognitive Sciences, 15(1), 20–27. | 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.  Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements). |
| Wed 15/11  9-4  See room info | Subj staff | PGC7008M | Sessions 5-8 | **Curriculum**  **Pedagogy**  **Assessment** |  |  |
| 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. |

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| Wed 22/11  1-2.30  DG124 | KB | Adaptive planning for adaptive teaching | 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 | Hattie, J.A.C., & Brown, G.T.L. (2004). Cognitive processes in asTTle: The SOLO taxonomy. [asTTle Technical Report 43.](https://www.yumpu.com/en/document/view/31644453/43-the-solo-taxonomy-2004pdf-e-asttle) Auckland: University of Auckland/Ministry of Education.  Deans for Impact (2015) The Science of Learning [Online] Accessible from: [https://deansforimpact.org/resources/the-science-of- learning/.](https://yorksj.sharepoint.com/sites/ITEStaffTeam/Shared%20Documents/General/2023-24%20Planning/PGCE%20Secondary%20Planning/Amended%20handbooks/Updated%20Subject%20Handbooks%2023-24/Deans%20for%20Impact%20(2015)%20The%20Science%20of%20Learning%20%5bOnline%5d%20Accessible%20from:%20https:/deansforimpact.org/resources/the-science-of-%20learning/)  Hattie, J. (2012) Visible Learning for Teachers. Oxford: Routledge [pp54-55] | 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. |
| 3-4.30  DG124 | JC | Assignment 1 – How to write your assignment: criticality not description | 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. |
| 4.30-5pm  DG124 | JC | Drop in assignment 1: optional | As above | **Assessment**  Research engaged |  | As above |
| Wed 29/11  1-2.30  DG124 | JC | Literacy across the curriculum  Vocabulary instruction | 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)  Scott, C. E., McTigue, E. M., Miller, D. M., & Washburn, E. K. (2018) [The what, when, and how of preservice teachers and literacy across the disciplines](https://doi.org/10.1016/j.tate.2018.03.010): A systematic literature review of nearly 50 years of research. Teaching and Teacher Education, 73, 1–13. | 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. |
| 3-4.30  DG124 | HSLT | Numeracy 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](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. |
| Wed 6/12  1-2.30  DG124 | JC/RM | Building 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. |
| 3-4.30  DG124 | BR/KP | Research project assignment 2 – methodology and data collection | Data collection is vital to robust research.  Research topics impact data collection methods and methodology. | **Assessment**  Research engaged  Critical thinking | Read chapter 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 chapter 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. |
| 13/12  1-2.30  DG124 | BR/careers | Careers – application forms and personal statements | 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. |
| 13/12  3-4.30  DG124 | RM  JC | Review of SE1 placement |  | **Professional behaviours**  Reflection | Ensure PebblePad is up-to-date. |  |
| 20/12  1.00-1.30  DG124 | JC | ITAP – Inclusion  Introduction to ITAP handbook |  | **Professional behaviours**  **Pedagogy**  Relationships and partnerships  Research engaged |  |  |
| 20/12  1.30-4.30  FT112/  FT113 | KB/RM | Ethics and completion of forms | 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. |
| CHRISTMAS BREAK | | | | | | |

**Induction SE2 school 4th/5th January, 2024– You must check your research project will work in your SE2 school.**

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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  8/1  ITAP  9-10  DG124 | LS  RM | Introduction to Inclusive Practice ITAP, including handbook  Keynote – Inclusive practice: vocabulary instruction for all | 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/)  Carroll, J., Bradley, L., Crawford, H., Hannant, P., Johnson, H., & Thompson, A. (2017). [SEN support: A rapid evidence assessment](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fassets.publishing.service.gov.uk%2Fgovernment%2Fuploads%2Fsystem%2Fuploads%2Fattachment_data%2Ffile%2F628630%2FDfE_SEN_Support_R%2520EA_Report.pd&data=05%7C01%7Cr.matthewson%40yorksj.ac.uk%7Cc1259a957f9341fe4f4308db6b422869%7C5c8ae38ef85b4309b7ec862815a37aee%7C0%7C0%7C638221704103877692%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=GZm%2Bj8pWtb%2F5wRhTg%2FrskHf2ElY9ikv6Fb2HHIueflg%3D&reserved=0). | 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. |
| 10.00-4.30  Various rooms TBC | RM  JC  BR  DN (1) | Workshop  EAL  LGBTQ+  LAC  Traveller  Refugee  SEN  Alternative Provision  Specialist Teaching Teams  Service children  Above all linked to the ITAP foundational concept. | 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**  Relationships and partnerships | Kriegbaum, K., Becker, N., & Spinath, B. (2018) [The Relative Importance of Intelligence and Motivation as Predictors of School Achievement: A meta-analysis.](https://doi.org/10.1016/j.edurev.2018.10.001) Educational Research Review.  OECD (2015) [Pisa 2015 Result: Policies and Practices for Successful Schools](https://doi.org/10.1787/9789264267510-en).  Baker, C., (2011) Foundations of bilingual education and bilingualism, Bristol: Multilingual Matters  Conteh, J., (2019) *The EAL Teaching Book: Promoting Success for Multilingual Learners in Primary and Secondary Schools,*Learning Matters/ Sage.  Leung, C., (2001) English as an additional language: language and literacy development, Royston: UKRA  Strand, S & Hessel, A., (2018)[English as an additional language, proficiency in English and pupils’ educational achievement](https://www.bell-foundation.org.uk/wp-content/uploads/2018/10/EAL-PIE-and-Educational-Achievement-Report-2018-FV.pdf). | 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. |
| Tues 09/01  All day | Alliance led. | PGC7007/8M  Off campus visit Diversity day  Linked to the ITAP foundational concept. | 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. |
| Wed  10/01  9-10  DG124 | BR | Review of diversity day | 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. |
| 10-11  DG124 | MKJ | Decolonising the language of the curriculum – inclusive practice through vocabulary instruction (word consciousness) | 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**  **Pedagogy**  **Critical thinking and reflection** | [h**ttps://curatorialresearch.com/services/research/decolonisation/decolonising-glossary/**](https://curatorialresearch.com/services/research/decolonisation/decolonising-glossary/)  [**https://decolonialdictionary.wordpress.com/**](https://decolonialdictionary.wordpress.com/)  [**file:///C:/Users/user/Downloads/Guide%20to%20race%20related%20terminology%20Update%20May%202021%20(1).pdf**](file:///C:/Users/user/Downloads/Guide%20to%20race%20related%20terminology%20Update%20May%202021%20(1).pdf)  [**https://blogs.glowscotland.org.uk/glowblogs/promotingraceequalityandantiracisteducation/terminology/**](https://blogs.glowscotland.org.uk/glowblogs/promotingraceequalityandantiracisteducation/terminology/)  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/)    <https://blogs.glowscotland.org.uk/glowblogs/promotingraceequalityandantiracisteducation/home/scotlands-curriculum/curriculum-areas/> | 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 |
| 11-12  DG124 | KB | Setting and mixed starting points teaching – inclusive practice through vocabulary instruction (modelling and scaffolding) | 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.  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. | **Pedagogy**  **Curriculum**  Research engaged  Being a professional | Read Chapter 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)  Steenbergen-Hu, S., Makel, M. C., & Olszewski-Kubilius, P. (2016) [What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K-12 Students Academic Achievement: Findings of Two Second-Order MetaAnalyses](https://doi.org/10.3102/0034654316675417). Review of Educational Research (Vol. 86).  Speckesser, S., Runge, J., Foliano, F., Bursnall, M., Hudson-Sharp, N., Rolfe, H. & Anders, J. (2018) [Embedding Formative Assessment: Evaluation Report](https://educationendowmentfoundation.org.uk/public/files/EFA_evaluation_report.pdf).  Tereshchenko, A., Francis, B., Archer, L., Hodgen, J., Mazenod, A., Taylor, B., Travers, M. C. (2018) [Learners’ attitudes to mixed-attainment grouping: examining the views of students of high, middle and low attainment.](https://doi.org/10.1080/02671522.2018.1452962) Research Papers in Education, 1522, 1–20. | 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.  Group pupils effectively, by discussing and analysing with expert colleagues how the placement school changes groups regularly, avoiding the perception that groups are fixed. |
| 1-3  DG124 | LS | Adaptive practice in action – inclusive practice through vocabulary instruction (quality first teaching and tiered language) | 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.  High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. | **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> | Apply high expectations to all groups, and ensure all pupils have access to a rich curriculum. |
| 3-4  DG124 | JC | Developing word consciousness | 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. |
| 4-5  DG124 | KB | Adaptive practice: Debunking myths about language which can limit  -‘Learning Styles’  -‘Growth Mindset’  -Pedagogy | 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. | **Pedagogy**  **Curriculum**  Research engaged  Critical thinking | Dweck, C. (2012) [Mindset: how you can fulfill your potential](https://www.vlebooks.com/Product/Index/220041?page=0&startBookmarkId=-1) London: Robinson  Hattie, J. (2012) Visible Learning for Teachers. Oxford: Routledge [Chapter 19, pp176-186]  Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008) Learning Styles: Concepts and Evidence. Psychological Science in the Public Interest, 9 (3).  Sisk, V. F., Burgoyne, A. P., Sun, J., Butler, J. L., & Macnamara, B. N. (2018) [To What Extent and Under Which Circumstances Are Growth Mind-Sets Important to Academic Achievement? Two Meta-Analyses. Psychological](https://doi.org/10.1177/0956797617739704.) Science, 29(4), 549–571.  Willingham, D. T. (2010) The Myth of Learning Styles, Change, 42(5), 32–35. | Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum. |
| Wed 17/1  9-4  See room info | Subject staff | 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 24/1  1-2.00  DG124 | RM | SE2 briefing | 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. |
| 2.00-3.00  DG124 | JC | Developing questioning | 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. | **Pedagogy**  **Assessment** | [EEF blog: Supporting pupil independence through questioning](https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupil-independence-through-questioning) | Including a range of types of questions in class discussions to extend and challenge pupils.  Providing appropriate wait time between question and response where more developed responses are required. |
| 3.30-4.30  DG124 | DS | Reading across the secondary 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 3](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)  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). |
| 31/1  1-4pm  TBC | RM JC BR Alliance staff | Mock interviews | To gain a greater understanding of the interview process as part of applying for a teaching position in school. | **Professional behaviours**  Being a professional |  | Work together as peers, cooperate with all other professionals. |
| 7/2  1-3pm  DG124 | BR/KP | 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. |
| 3-4.30  DG124 | BR/KP | Assignment 2 – Presenting and Anaylsing data | 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. |
| **Half term 12th-16th February or 19-23rd February** | | | | | | |
| Wed 21/2  1-2.30pm | JC  Online | SE3 focus: Target setting revisited/Pebble pad and continuum | Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. | **Professional Behaviours** | Review and update your PebblePad and continuum. | Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. |
| Wed 21/2  3-4.30pm | DN  Online | Revisiting wellbeing and workload | 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](https://doi.org/10.1007/s11218-016-9363-9). Social Psychology of Education, 20(1), 15–37. | 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. |
| 4.30-5pm | BR  Online | Assignment 2 drop in |  |  |  |  |
| Wed 28/2  1-2.30  DG124 | MKJ | Reconstructing the curriculum | Social justice in education, **across the curriculum** subjects  Multiculturalism and anti-racism; exploring classroom activities for children  Linking climate and racial justice with decolonial practice; opportunities for **cross-curricular** work  Including the voices of marginalised and under-represented groups, for example, Indigenous communities. | **Professional behaviours**  **Curriculum**  **Pedagogy**  **Critical thinking and reflection** | [**https://www.lawsociety.org.uk/topics/ethnic-minority-lawyers/a-guide-to-race-and-ethnicity-terminology-and-language**](https://www.lawsociety.org.uk/topics/ethnic-minority-lawyers/a-guide-to-race-and-ethnicity-terminology-and-language)  [**https://icma.org/page/glossary-terms-race-equity-and-social-justice#R**](https://icma.org/page/glossary-terms-race-equity-and-social-justice#R)  **Teacher resources:**  <https://www.ourmigrationstory.org.uk/information-for-teachers.html> Decolonisation and anti-racism: Challenges and opportunities for (teacher) education: <https://bera-journals.onlinelibrary.wiley.com/doi/10.1002/curj.193> |  |
| 3-4.30  DG124 | Gill Lamb | Managing constructive conversations with parents | 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.pd) | 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. |
| Wed 6/3  1-2.30  DG124 | KB | Feedback in action, how to move pupils forward | 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.  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.  Over time, feedback should support pupils to monitor and regulate their own learning. | **Assessment** | Hattie, J., & Timperley, H. (2007) [The Power of Feedback.](https://doi.org/10.3102/003465430298487) Review of Educational Research, 77(1), 81–112.  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  Rich, P. R., Van Loon, M. H., Dunlosky, J., & Zaragoza, M. S. (2017) [Belief in corrective feedback for common misconceptions: Implications for knowledge revision](https://eds-p-ebscohost-com.yorksj.idm.oclc.org/eds/pdfviewer/pdfviewer?vid=3&sid=11ae790e-cd4b-4ec5-81e1-6581a5bb59d0%40redis). Journal of Experimental Psychology: Learning, Memory, and Cognition, 43(3), 492-501. | Using assessments to check for prior knowledge and pre-existing misconceptions.  Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.  Monitoring pupil work during lessons, including checking for misconceptions  Discussing and analysing with expert colleagues how to ensure feedback is specific and helpful when using peer- or self-assessment.  Focusing on specific actions for pupils and providing time for pupils to respond to feedback. |
| 3-4.30  DG124 | BR | Use of data to track and monitor/ progress 8 | Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs. | **Assessment** | Harlen, W. & James, M. (1997) [Assessment and Learning: differences and relationships between formative and summative assessment](https://www-tandfonline-com.yorksj.idm.oclc.org/doi/pdf/10.1080/0969594970040304), Assessment in Education: Principles, Policy & Practice 4:3, 365-379.  Kluger, A. N., & DeNisi, A. (1996) [The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory](https://doi.org/10.1037/0033-2909.119.2.254.). Psychological Bulletin, 119(2), 254–284. | Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance). |
| Wed 13/3  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  20/3  1-2.30  DG124 | RM | SE3 briefing  and lesson plan proformas | 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. |
| 3-4.30  DG124 | BR | Assignment 2 - presentations | 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. |
| **Easter Break Monday 25th April – 5th April or Monday 1st April to 12th April** | | | | | | |
| **Wed 3rd April or Wed 10th April - Independent study – to work on research presentation** | | | | | | |
| Wed  17/4  9-4  Various Rooms TBC | RM JC KB BR MJ KP | 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. |
| Wed  24/4  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  1/5  1-2.30  DG124 | KB | Visual tools for thinking | 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 | Clark, R., Nguyen, F. & Sweller, J. (2006) Efficiency in Learning: Evidence-Based Guidelines to Manage Cognitive Load. John Wiley & Sons.  Renfro, C. (2017). [The Use of Visual Tools in the Academic Research Process:](https://www-sciencedirect-com.yorksj.idm.oclc.org/science/article/pii/S0099133316302907?via%3Dihub) A Literature Review. The Journal of Academic Librarianship, 43 (2), 95-99 | Utilise visual learning strategies in the classroom.  Integrate aspects of prior learning and new concepts. |
| 3-4.30  DG124 | 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 | Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20.  Tips from ‘The Highly Engaged Classroom’ (Marzano, 2010) <https://www.marzanoresources.com/resources/tips/hec_tips_archive/> | Create a culture of respect and trust in the classroom that supports all pupils to succeed.  Develop strategies to inspire readiness and intellectual curiosity. |
| 8/5  1-2.30  DG124 | BR/KP | National and local policy | 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. |
| 3-4.30  DG124 | 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 | Alexander R.J. (2020) A Dialogic Teaching Companion, London: Routledge.  Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20.  <https://teacherhead.com/2021/12/02/five-ways-to-check-for-understanding/> | Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. |
| Wed  15/5  1-4.30 | RM/JC  Minster visit | 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. |
| 22/5  1-2.30  DG124 | RM | 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. |
| 3-4.30  DG124 | HSLT | RSHE practice  Lawrence Rab | **Professional behaviours**  **Curriculum**  Relationships and partnerships |
| **Half term 27th May – 31st may, 2024** | | | | | | |
| 5/6  1-4.30  DG124 | KB  JC/RM | Review of ITAPs  Cross-curricular learning transfer | Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.  Pupils do not always transfer what has been learnt in one subject to another. | **Pedagogy**  Critical thinking | Pan, A. Agarwal, (2018) P. Retrieval Practice and Transfer of Learning: Fostering Student’s Application of Knowledge [http://pdf.retrievalpractice.org/TransferGuide.pdf](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fpdf.retrievalpractice.org%2FTransferGuide.pdf&data=05%7C01%7Cb.rock%40yorksj.ac.uk%7C700fb2582a454d26458508db7c919acc%7C5c8ae38ef85b4309b7ec862815a37aee%7C0%7C0%7C638240737023095652%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=AGpwze9d1bhCgeuiaeRklawEXxrnzuASGv5mHkQsxRs%3D&reserved=0) [accessed April 2023]  Willingham, D. T. (2002) Ask the Cognitive Scientist. Inflexible Knowledge: The First Step to Expertise. American Educator, 26(4), 31-33 [https://www.aft.org/periodical/american-educator/winter-2002/ask-cognitive-scientist-inflexible-knowledge-first-step](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.aft.org%2Fperiodical%2Famerican-educator%2Fwinter-2002%2Fask-cognitive-scientist-inflexible-knowledge-first-step&data=05%7C01%7Cb.rock%40yorksj.ac.uk%7C700fb2582a454d26458508db7c919acc%7C5c8ae38ef85b4309b7ec862815a37aee%7C0%7C0%7C638240737023095652%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=ILbiBtLCpxorjYen0oqmt7XBC3KlKUoizAtr1JR7So8%3D&reserved=0) | 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”).  Working collegially across departments and disciplines can be an effective learning process. |
| **School based enrichment week 10/6/24 - 15/6/24** | | | | | | |
| Mon 17/6  9-10  DG124 | 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  DG124 | 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  DG124 | 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 | Reflect on progress made, recognise strengths and weaknesses and identify next steps for further improvement. |
| 3-5  FT112/113 | RM/JC | CEDPs |  | **Professional behaviours** | Time to complete your CEDP | Reflect on progress made, recognise strengths and weaknesses and identify next steps for further improvement. |
| Tues 18/6  9-4pm | RM/JC | University based – cross curricular day TBC | | | | |
| Wed  19/6 |  | University – presentation prep | | | | |
| Thus  20/6 |  | University- presentation prep | | | | |
| Fri 21/6  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 and subject days



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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **a 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, through your assignment 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 | | | | | | |
| SKD 1  Wed 4/10/23 9.00-10.30 | BP | **The Subject in Context -**  **An introduction to the history, development and values of Drama** | **Pedagogy**  **What is Drama and its role within the curriculum?**   * The Drama curriculum has a wide range of aims. It is a subject in its own right but also benefits links within cross-curricular subjects. * Drama’s place within the curriculum has changed and developed over time and the implications of current developments and initiatives in the school today. | **Pedagogy**  **Curriculum**  Research based  Critical reflection | Using the Drama reading list do some initial reading around   * Warick Dobson * Andy Kempe * Helen Kempe * Dorothy Heathcote.   Make notes on the key differences of their practice. | Critically evaluate the debates  surrounding Drama teaching.  Identify pedagogies when observing within their school placements.  Communicate a clear understanding of the position Drama holds within the curriculum and how this has changed and developed over time. |
| 10.30-12.00 | BP | **The Subject in Context -**  **National Curriculum for Drama, KS3&4**  **Transition** | **Pedagogy Continued**  **What does truly great teaching look like in Drama?**   * Critical exploration of subject specific pedagogy and its relationship to learning. * Critical exploration of the **role of the Drama teacher.** * There are a range of **Drama Associations** and the importance to network support. * **Transition**. How Drama develops throughout Key Stages 2-5. | **Pedagogy**  **Curriculum**  Research based  Critical reflection | Using the information on the Drama Reading List. Research into and join where possible Drama associations and network support groups.  Investigate into how Drama is taught in Primary school and in Secondary School’s across the UK. | Consider prior learning and subject coverage when planning, teaching  and assessing.  Begin to explore the role and function of our subject across all Key Stages. |
| 1-2.30 | BP | **The Subject in Context -**  **Research and subject priorities** | **Planning**   * The starting points of **planning a truly great Drama lesson**. * The basic overall structure to a lesson. * How the choice of a warm up activity can enhance learning. * An extensive toolkit of adaptable starter activities, Bell work and Plenary task are vitally important for effective lesson plans. * **There are no games in Drama, just practical activities with learning outcomes.** | **Pedagogy**  **Curriculum**  Research based  Critical reflection | Read Beth Pelleymounter Starters, Bell Work and Plenary Activity Handbook – on Moodle.  Highlight exercises you would like to try out and make notes around the activity of how the exercise could be altered to meet the needs of a range of lessons.  Johnston, C: *House of Games*  And  Boal, A: *Games for Actors and Non-Actors*  To collect Drama exercises to trial.  Source an example of a lesson plan from your placement school. Reflect on the similarities and differences between this and the YSJ lesson plan proforma that you will use this year. | Adapt Drama exercises and learn how to adapt to meet the needs of a range of Drama lesson objectives. |
| 2.30-4.00 | BP | **The Subject in Context -**  **SK – History of Theatre** | Secure subject knowledge helps teachers to motivate pupils and teach effectively.  **History of Theatre** is crucial SK and can be applied to all Key Stages. | **Pedagogy**  **Curriculum**  Research based  Critical reflection | Hartnoll, P: *Concise History of the Theatre* | Select effective approaches to different aspects of teaching Drama. |
| 4.00-5.00 |  | **Independent study** | Research Task   * Research into the GCSE Drama Specifications; AQA, EDEXCEL, OCR, WJEC, Eduqas. * Based on the information found, create a comparison grid using the titles on the ppt. | Research based  Critical reflection |  | Navigate around GCSE specification websites to gather key knowledge  and information |
| SKD 2  Wed 15/11/23 9.00-10.30 | BJP | **Planning -**  **The foundational principles**  **Schemes of Learning**  **Sequencing**  **Key reminders**  **Assignment**  **SBSSTs**  **SKA** | **Behaviour management and the Learning Environment**   * Planning and Managing the Learning Environment: Creating a climate for learning is essential. * In Drama it is key to create an emotionally safe and supportive environment for all. * Setting high expectations which inspire, motivate and challenge pupils. * There is a vital importance of learning outside the classroom. * Setting high expectations which inspire, motivate and challenge pupils is vital   **Behaviour Management and Learning Environment**   * There are a range of **Positive Behavioural Management Strategies/Behaviour for** Learning/Classroom management in Drama technique to utilise the power of groupings within Drama * It is essential to continue to trial new techniques to fit each unique situation. (Boal’s Forum Theatre) | **Pedagogy**  **Curriculum**  **Behaviour & Expectations**  Research based  Critical reflection | Taylor, Philip (2000): *The Drama Classroom: Action, Reflection, Transformation*  Bring into the session a SOL that you have seen taught and has made an impact on you. Reflect why you felt this was an effective SOL?  Reflect on what you believe to be the core rules for effective behavioural and classroom management? | Plan effective lessons.  Identify effective ehavioural for learning strategies from observational work in their own placements  Experiment with a full range of behavioural for learning techniques through Boal’s Forum Theatre.  Explore how important it is to bespoke these technique to each unique situation |
| 10.30-12.00 | BP | **Planning** –  **Understanding Data, Transitional information and ensuring Challenge for all.** | **Transition and Challenge for all.**   * Transitions in secondary school settings takes place is important * Secondary schools use Transitional Data and Year 7 testing * It is important to make use of **Data** within planning for bespoke lessons. * How to **differentiate** for both written and practical work. | **Pedagogy**  **Curriculum**  **Behaviour & Expectations**  Research based  Critical reflection | Kempe, A., & Nicholson, H. (2011). *Learning to teach drama 11-18*.  Bring research notes on how Year 7 Transitional data is used. What other methods have schools used to help year 7 settle in? | Plan adaptively for different starting points  Develop professional dialogue with colleagues in your schools setting about whole school topics eg. Transition.  . |
| 1-2.30 | BP | **Planning** -  **Drama Conventions schemes of work** | **Critical thinking skills.**  **Linking new content to existing knowledge** **Pedagogical approaches revisited.**   * It is important to evaluate their own subject knowledge in relation to KS3 and KS4 teaching requirements. * Critical analysis of subject pedagogy and reflection on how this can include this in your planning. * **Drama Conventions** are adaptable and essential to all key stages. * There keys stages to planning and delivering Script Work which can be adapted to all scripts and key stages. | **Pedagogy**  **Curriculum**  Research based  Critical reflection | Taylor, Philip (2000): *The Drama Classroom: Action, Reflection, Transformation*  Bring into the session a SOL that you have seen taught and has made an impact on you. Reflect why you felt this was an effective SOL? | Plan adaptively for different starting points.  Be reflective and evaluative of own subject knowledge and how to apply this to planning and delivery of SOL.  Take opportunities to practice drawing explicit links between new content and core content in your teaching. |
| 2.30-4.00 | BP | **Planning –**  **Embedding Vocabulary** | **Methods of identifying and overcoming misconceptions and ‘bottle neck’ teaching.**   * The importance of how to identify Misconceptions when teaching Drama. * There are a range of methods used to overcome ‘bottle neck’ moments within lesson. * **Active Learning and Decoding** are methods that can be applied effectively to SOL. * The importance of understanding **vocabulary**, ensuring it is age appropriate and subject specific terminology unlocked. | **Pedagogy**  **Curriculum**  Research based  Critical reflection | During observations for a specific SOL; identify key misconceptions and compile a tool kit for methods of overcoming these ‘bottle neck’ moments.  Consider how misconceptions within Drama can be identified.  Read Vocabulary blog <https://educationendowmentfoundation.org.uk/news/eef-blog-when-is-a-word-not-a-word/>  **Research and make notes from the website** olicav.com about what **Dual Coding** is and the work that Oliver Caviglioli | Develop awareness through lesson observations and professional dialogue within department what common ‘bottle neck’ teaching moments are  within our subject.  Identify teaching strategies used to overcome misconceptions.  To research into and reflect upon vocabulary use within lessons.  To consider how to unlock key terminology to overcome learning  obstacles. |
| 4.00-5.00 |  | **Independent study** | * Plan and overview of their own Drama Convention or Scripted SOL using the outline explored this afternoon. |  |  | Planning SOL using structure  scaffolded in the practical session from today. |
| SKD3  Wed 17.1.24  9.00-10.30 | BP | **Assessment** – **Formative Assessment** | * . Formative Assessment is an essential focus of lesson planning to ensure pupil progress. * There are a range of methods to embed **Formative Assessment** within lesson plans and SOL | **Pedagogy**  **Curriculum**  **Assessment**  Research based  Critical reflection | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>  Download the EEF Teacher Feedback to Improve Pupil Learning Guidance Report, read and make notes on the 6 Recommendations. | Use Formative in an effective and purposeful way.  That is bespoke to each lesson/SOL and group of students. |
| 10.30-12.00 | BP | **Assessment- Summative** | * Assessment for Learning, **Formative Assessment and Summative** Assessment need to be understood and included in planning of SOL. * There are range of methods to use both types of assessment within Drama. * Critical thinking   needs to be developed to understand when these strategies are used and to what purpose.   * Assessment modelled in **Scripted SOL** | **Pedagogy**  **Curriculum**  **Assessment**  Research based  Critical reflection |  | Use high quality verbal feedback and questioning to help pupils develop  and progress. |
| 1-2.30 | BP | **Assessment –**  **Marking written work and supporting progress** | * Marking and Feedback methods to utilize progress. * Unlocking the mark scheme to enhance progress | **Pedagogy**  **Curriculum**  **Assessment**  Research based  Critical reflection | Research into Marking and Feedback Policy within your placement school? | Avoid common misconceptions when  assessing pupil work.  Identify how Assessment is used and embedded within SOL from own placement schools. |
| 2.30-4.00 | BP | **Assessment – Marking practical work and supporting progress** | * Marking and Feedback methods to utilise progress. * Unlocking the mark scheme to enhance progress | **Pedagogy**  **Curriculum**  **Assessment**  Research based  Critical reflection | What strategies have you observed in your school placements for ensuring pupils are challenged and motivated? | Provide quality feedback so that pupils know how to regulate and monitor their learning. |
| 4.00-5.00 |  | **Independent study** | * Create your own written feedback proforma using the mark scheme you are currently using in your placement school. |  |  |  |
| SKD 4  Wed 13.3.23 9.00-10.30 | BP | **Curriculum** -  **Principles of design and delivery**  **Adaptive Practice**  **SKA** | **Curriculum Choices and Sequencing**   * Analysis of curriculum choices to ensure carefully sequenced and coherent curriculum is important. * Reflection on what an effective Drama curriculum could look like. * It is important to draw explicit links between new content and core concepts/principles in Drama * The hallmarks of an effective Drama curriculum is unique to our Subject. * Core Knowledge, Cognitive Load and Curriculum Sequencing need to be understood and inform curriculum planning decisions. | **Pedagogy**  **Curriculum**  Research based  Critical reflection | Gather evidence about what the Drama curriculum looks like in your current school?  Seek to understand what has it been sequenced in this way? What is school Drama Department Vision?  Go back to your GCSE comparison grid. So further research into how Devising is assessed within the each GCSE course?  During observations: write a retrospective lesson plan to support your understanding of the planning cycle  Cognitive Load Theory <https://researched.org.uk/2019/02/27/cognitive-load-theory-in-the-classroom/>  <https://schoolsweek.co.uk/cognitive-load-theory-what-does-the-research-say/> | Create a coherent and carefully sequenced curriculum.  Understand and reflect upon what the Drama Curriculum looks like at KS3 in their own placement school?  What would you want it look like in your own departments?  Identify how Devising is explored and assessed at GCSE (and A level) across  range of Specifications. |
| 10.30-12.00 | BP | **Curriculum -**  **SK - Devising** | **Schemes of Work and GCSE, Challenge for all.**   * **Devising** is an important skill within the Drama curriculum. * There are range of ways to plan and structure a devising SOL. * Devising is explored in a range of ways within different exam boards at GCSE and A level. * Cognitive Apprenticeship is a significant tool for understanding an effective Devising process. Modelling, fading and coaching. * Differentiation and Challenge are essential to be embedded in all aspects of planning and teaching. | **Pedagogy**  **Curriculum**  Research based  Critical reflection | Tomsett, J (2021): *Collins Et Al.’s Cognitive Apprenticeship In Action. Making Thinking Visible in Drama by Beth Pelleymounter (P121-123)* | Plan effective Devising SOL, using methods of modelling, fading and coaching. |
| 1-2.30 | BP | **Curriculum** - | * Secure subject knowledge helps teachers to motivate pupils and teach effectively. * There keys stages to planning and **delivering Script** Work which can be adapted to all scripts and key stages. | **Pedagogy**  **Curriculum**  Research based  Critical reflection |  | Secure subject knowledge for pupils before expecting them to think critically about a topic or text. |
| 2.30-4.00 | BJP | **Curriculum -** | * Practitioners can be a power tool for teaching Devising. * **DV8** as a practitioner and how to structure SOL when introducing their work. * How Motif Development can be used at Drama GCSE, A level and KS3.   Differentiation methods and challenge techniques | **Pedagogy**  **Curriculum**  Research based  Critical reflection |  | To understand the work of DV8 and how to use it within Devising work  and Physical Theatre schemes. |
| 4.00-5.00 |  | **Independent study** | Prep for Practitioner presentation and practical exercise delivery. |  | Research into what resources are accessible for teaching and researching into Theatre Practitioners? A starting point is;  <https://www.bbc.co.uk/search?filter=bitesize&scope=bitesize&q=Drama+GCSE&page=1>  <https://www.bbc.co.uk/bitesize/guides/zqx3wmn/revision/1>  <https://www.bbc.co.uk/bitesize/subjects/zk6pyrd>  *British Library*  <https://www.bl.uk/20th-century-literature/themes/theatre-practitioners-and-genres>  *Selection of essays and interviews about Theatre and Practitioners*  <https://essentialdrama.com/> | Plan your own Practitioner Introductory lesson. Weaving in differentiation and challenge.  Also establishing links between new  content and core content in your teaching. |
| Wed 24.4.23 9.00-10.30 | BP | Consolidation - | **SKA – Practitioner Development**  **Enquiry based learning, transferring knowledge and adaptive teaching for high achievers.**   * Deepen understanding and knowledge of key characteristics of **practitioners**. * Understanding of how these apply to exam specifications and core skills at KS3. * Key elements of structuring the teaching of Practitioners. * Understand Brecht SOL as a model. Apply transferable skills to own allocated Practitioner. * How to apply embed enquiry based learning into this work. | **Pedagogy**  **Curriculum**  Research based  Critical reflection |  | Enthuse pupils about post-16 study by having important conversations and building in opportunities to  experience in KS3 and 4. |
| 10.30-12.00 | BP | **Consolidation** | **Practitioners** Continued  Student led teaching of range of practitioners. Pre-prepared from previous session. | **Pedagogy**  **Curriculum**  Research based  Critical reflection | Complete research and practical teaching task of allocated Practitioner activity. Engage with Drama Network and social media support groups as set out in SK day 1 to collect ideas and inspiration. |  |
| 1-2.30 | BP | **Consolidation** - | * In SK4 – Students will decide on what will be included in this session. This will be based on the students’ needs and the areas left for development in their SKA.   In the past this has been;   * **Parental engagement** * **Further mark and feedback** * **Teacher and their voice in the classroom.** * **Interview technique**. | **Pedagogy**  **Curriculum**  Research based  Critical reflection | Anderson, M., & Dunn, J. (2015). *How drama activates learning: contemporary research and practice*. |  |
| 2.30-4.00 | BP | **Consolidation** | * In SK4 – Students will decide on what will be included in this session. This will be based on the students’ needs and the areas left for development in their SKA.   In the past this has been;   * **Parental engagement** * **Further mark and feedback** * **Teacher and their voice in the classroom.** * **Interview technique**. | **Pedagogy**  **Curriculum**  Research based  Critical reflection | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>  Read the EEF research project on Parental Engagement. | Complete research and practical teaching task of allocated Practitioner  activity. Engage with Drama Network and social media support groups as set out in SK day 1 to collect ideas  and inspiration. |
| 4.00-5.00 |  | **Independent study** | Admin catch up – Write up notes re. Practitioner SOL idea and complete practitioner overview grid. |  |  |  |

# 8. Drama Subject Specific School Based Tasks

**Optional tasks to develop your subject knowledge**

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

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| Safeguarding | Ask members of the Drama department how they would deal with a student’s disclosure in response to a text/subject taught. | SE1/2/3 |
| Find out what you should do if a pupil’s creative writing response flags safeguarding concerns. | SE1/2/3 |
| Behaviour and High Expectations | After discussing with expert colleagues, reflect upon how the planning and pacing of writing activities assists with behaviour management. | SE1/2 |
| Detail on your lesson plan explicitly how you will manage group discussion or practical learning effectively. | SE1 |
| Learning Environment | Arrange to observe 1 pupil in several different lessons and learning environments and identify the strengths of the different set ups; then, reflect on the appropriateness for Drama. What ideas could you take forward? | SE1/2 |
| Find out from your host teachers their top tips for creating an excellent learning environment for Drama. What displays (if any) would the recommend? What routines are in place around text use/distribution? | SE1/2 |
| Effective teaching and learning strategies | Discuss with expert teachers what strategies they use to support students build their confidence in performance. | SE1/2 |
| Read The Confident Teacher’s recommendations for closing the gap in writing <https://www.theconfidentteacher.com/resources/> and plan to trial and evaluate at least one of the strategies in your classroom. | SE3 |
| Find out how colleagues in your placement school tackle misconceptions about Drama subject terminology. What are the common misconceptions? What approaches might you trial and adopt? | SE1/2 |
| Assessment and use of data | Trial marking an extended piece of writing using ‘Coded Marking’ that links to the mark scheme. | SE1/2 |
| Select up to 3 Formative Assessment methods to trial across a week.  Reflect on the benefits to pupils and jot down any pitfalls or limitations of the approach.  Return to debates surrounding FA – how has your understanding developed? How might this impact on your practice? | SE2/3 |
| After marking, practically or written, identify three targeted strategies that you could employ in your feedback/next lessons to ensure they make progress. | SE2/3 |
| Social Context of Teaching | Read Chapter 1: *Closing the Vocabulary Gap* (Alex Quigley); identify the issues raised with vocabulary acquisition. Consider the relevance to your placement school. | SE2 |
| Adaptive Teaching | Observe lessons and note down how teachers deliver explicit vocabulary instruction to teach adaptively. | SE1/2 |
| Write down a script of how you would approach introducing and developing the concept of context to a class in Y7, Y9 and Y11.  Annotate the adaptive strategies employed to consider their stage of study. | SE2/3 |
| Read EEF article on effective strategies for deploying TA.  Review a lesson plan with their recommendations in mind.  Have you made the best use of the TA in your Drama classroom?  What might you do differently next time? | SE2/3 |
| Visit the school library to see how they are representing the school community through text choice. What good practice is there? How might this inform your approaches? | SE2/3 |
| Discuss with your mentor what text you would introduce to the Year 9 curriculum to try to promote update for GCSE in this subject.. | SE3 |
| Working memory | Review three recent PPTs that you have used in lessons and evaluate them in terms of cognitive load (specifically split attention theory) and/or dual coding.  Reflect on any changes in practice needed going forward. | SE2 |
| Plan one activity to use in several classes that repeatedly used could improve pupils’ working memories of Drama subject terms. |  |
| SEND | Speak to TAs about best practice in the sharing of communication. Find out what they need from you to best support students in class. What insight can they give you about the how the child presents in Drama? | SE2 |
| <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf> Read Chapter 6 of this document outlining expectations for schools. How does it impact on your understanding of the rights and responsibilities surrounding SEND provision and how might you refine your practice in response? | SE3 |
| EAL | Find out the number of pupils with EAL in your school and how the school supports them to make progress in line with their peers. | SE2 |
| <https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/> Read this document carefully. How might its rationale for pedagogy and underlying teaching principles inform your practice? How might you address their point about vocabulary instruction in your practice? How do we make complex literary texts or figurative language accessible for all? Be ready to share ideas with your mentor. | SE2 |
| Cross curricular themes (including literacy, oracy and mathematical skills) | Arrange an observation of practical lesson such as ART, MUSIC OR PE and explore how reading, writing and oracy are approached in a different subject; which strategies would transfer well to a Drama classsroom? What would you need to take them forward to your practice? | SE3 |
| Find opportunities to present ideas through mathematical concepts (e.g., considering area calculations to explore the impact of a simile or to teach context; studying impact of statistics). Reflect upon these approaches with your mentor. | SE3 |
| Look at the texts you are currently teaching and identify links to other subjects. Discuss with your mentor how best to integrate cross-curricular learning without links being forced. Which ideas might you take forward? |  |
| Mental Health/Wellbeing | Develop and teach a task that focuses on promoting self-regulation in learners.  Review outcomes, evaluating the efficacy of approach. | SE3 |
| Consider how Drama can help the well-being of your pupils. How might reading for pleasure or creative writing, for example, have benefits to mental health? Discuss with your mentor how you might try to incorporate ideas to target mental health and well-being support. | SE3 |
| Workload | Review your three most recent lesson plans.  How could you make better use of annotation/notes/shorthand to introduce more concision?  Are you overplanning? Thinking about your wellbeing, which elements do you find most useful in the process?  Which could you remove? | SE2/3 |
| Discuss with colleagues their strategies to reduce workload. Which would be workable for you? Which could you incorporate now? | SE1/2/3 |
| ECF/Transition | Review your final targets for ECT and begin to map out a plan of how to meet them. |  |
| Review the subject knowledge audit Drama and identify any gaps you still have. What could you do to support these? | SE3 |

# 9. School Based Tasks for School Experiences - compulsory

## (supporting SE formative assessment continuum)

## 9.1 Behaviour and High Expectations

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|  | **Secondary Drama** |
| **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 the relevant area of your Weekly Progression Meeting space.  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 the relevant area of your Weekly Progression Meeting space.  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 the relevant area of your Weekly Progression Meeting space.  Consider targets for future development. |

## 9.2 Pedagogy

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|  | **Secondary Drama** |
| **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 the relevant area of your Weekly Progression Meeting space.  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 the relevant area of your Weekly Progression Meeting space.  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 the relevant area of your Weekly Progression Meeting space.  Consider targets for future development. |

## 9.3 Curriculum

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| --- | --- |
|  | **Secondary Drama** |
| **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 the relevant area of your Weekly Progression Meeting space.  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 the relevant area of your Weekly Progression Meeting space.  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 the relevant area of your Weekly Progression Meeting space.  Consider targets for future development. |

## 9.4 Assessment

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|  | **Secondary Drama** |
| **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 the relevant area of your Weekly Progression Meeting space.  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 the relevant area of your Weekly Progression Meeting space.  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 the relevant area of your Weekly Progression Meeting space.  Consider targets for future development. |

## 9.5 Professional Behaviours

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|  | **Secondary Drama** |
| **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 the relevant area of your Weekly Progression Meeting space.  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 the relevant area of your Weekly Progression Meeting space.  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 the relevant area of your Weekly Progression Meeting space.  Consider targets for future development. |

# 10. Drama Reading & Resource List

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

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

A fuller resource list below:

Anderson, M., & Dunn, J. (2015). *How drama activates learning: contemporary research and practice*.

Boal, A: *Games for Actors and Non-Actors*

Bowell, P. and Heap, B. (2013). *Planning process drama*.

Cassado, D *Teaching Drama: The Essential Handbook*

Clifford, S & Herrmann, A: *Making a Leap; The Facilitators Guide*

Davis, D., Bolton, G. and Fleming, M. (2014). *Imagining the real*: *towards a new theory of drama in education.*

Deer, J: *Directing in Musical Theatre*

Duffy, P: *A Reflective Practitioner’s Guide to (Mis)Adventures in Drama Education – or – What Was I Thinking?*

Fleming, M. (2002) *Teaching Drama in Secondary Schools – An Integrated Approach*

Fleming, M. (2017). *Starting drama teaching*.

Hartnoll, P: *A Concise History of the Theatre*

Hornbrook, D. (2002). *On the subject of drama*.

Jackson, T. (1993). *Learning Through Theatre*.

Johnston, C: *House of Games*

Jones, G: *Raising the Curtain*

Kempe, A., & Nicholson, H. (2011). *Learning to teach drama 11-18*.

Kohlhaas, K: *The Monologue Audition Teachers Manual*

O’Neil, C: *Drama Worlds: A Framework for Process Drama*

O’Neil, C: *Drama Structures: A Practical Handbook for Teachers*

Pollard, A. and Triggs, P. (2001). *Reflective teaching in secondary education*.

Rainer, J. and Lewis, M. (2012). *Drama at the heart of the secondary school: projects to promote authentic learning*.

Spolin, V: *Improvisation for the Theatre*

Taylor, Philip (2000): *The Drama Classroom: Action, Reflection, Transformation*

Tomsett, J (2021): *Collins Et Al.’s Cognitive Apprenticeship In Action*

West, K. (2011). *Inspired Drama Teaching*

**Useful authors & Books**

**Jonathon Neelands**

## *“Structuring Drama Work: 100 Key Conventions for Theatre and Drama”*

## *“With Drama in Mind: Real Learning in Imagined Worlds”*

## *“Beginning Drama 11 – 14”*

## *“Drama and Theatre in Urban Contexts”*

**Warwick Dobson**

* *“Theatre Directions”*
* *“Drama & Theatre Studies at AS & A Level”*
* *“Advanced Drama & Theatre Studies”*

**Andy Kempe**

* “Learning to teach Drama 11 – 18”

## *“Drama, Disability and Education: A critical exploration for students and practitioners”*

## *“Drama Education and Special Needs. A Handbook for Teachers in Mainstream and Special Schools”*

## *“Progression in Secondary Drama”*

**Helen Nicholson**

## *“Applied Drama: The Gift of Theatre (Theatre and Performance Practices)”*

## *“Theatre and Education”*

## *“Theatre, Education and Performance: The Map and the Story”*

**Dorothy Heathcote**

## *“Dorothy Heathcote on Education and Drama: Essential writings”*

## *“Drama for Learning: Dorothy Heathcote's Mantle of the Expert Approach to Education”*

## *“Collected Writings on Education and Drama”*

**Useful links**

*British Library*

<https://www.bl.uk/20th-century-literature/themes/theatre-practitioners-and-genres>

*Selection of essays and interviews about Theatre and Practitioners*

<https://essentialdrama.com/>

*GCSE Specification and Key Terminology*

<https://www.bbc.co.uk/search?filter=bitesize&scope=bitesize&q=Drama+GCSE&page=1>

<https://www.bbc.co.uk/bitesize/guides/zqx3wmn/revision/1>

<https://www.bbc.co.uk/bitesize/subjects/zk6pyrd>

*A level and GCSE Specifications. Key terminology and layout of courses are all online. The main specifications are:*

AQA

Edexcel Pearsons

WJEC

OCR

*National Theatre*

<https://www.nationaltheatre.org.uk/learning/learning-department>

*Kneehigh Theatre Company*

<https://kneehighcookbook.co.uk/cookbook/>

*Frantic Assembly*

<https://www.franticassembly.co.uk/frantic-digital>

*Stage Layouts*

<https://thenikkijeffey.wordpress.com/2015/09/30/task-1-audience-configuration-advantages-and-disadvantages/>

Other useful links

<https://dramaresource.com/useful-links/>

<https://www.digitaltheatre.com/>

www.dramaonlinelibrary.com

<http://ntlive.nationaltheatre.org.uk/>

<https://www.yorktheatreroyal.co.uk/>

www.jstor.org

*Tes.com*

<https://www.tes.com/teaching-resources/gcse-exam-revision/drama>

*The Stage*

<https://www.thestage.co.uk/>

*Facebook Groups*

*These can be useful to join to ask questions. But also if you go to the ‘files’ section there is often a selection of resources that teachers have created for all to use.*

Drama Teachers and Those Interested In Drama Education

Teachers of Edexcel A level Drama and Theatre

Teachers of OCR/Edexcel/AQA GCSE Drama

EDUQAS GCSE/A-level Drama

# 11. 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>.

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>.

**Others report/documents**

Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

Education Endowment Foundation (2018) Improving Secondary Science Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/tools/guidance-reports/

Education Endowment Foundation (2015) Making Best Use of Teaching Assistants Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/tools/guidance-reports/

Education Endowment Foundation (2017) Metacognition and Self-regulated learning Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/tools/guidance-reports/

Department for Education (2018) Schools: guide to the 0 to 25 SEND code of practice, 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.

PISA (2015) PISA in Focus: Do teacher-student relations affect students’ well-being at school? Accessible from: https://doi.org/10.1787/22260919.

# 12. Drama subject specialist staff at YSJ

Our subject specialist for PGCE Secondary Drama is Beth Pelleymounter. Below is some information from Beth about her expertise in Drama:

Drama has been my passion my entire life. I worked as an actor following the completion of my degree in Theatre Acting at Bretton Hall in 2001. I worked as an actor for 3 years doing a range of touring theatre, film and voice over work. I stumbled on my love of Drama education while my freelance acting work provided me with opportunities to lead workshops in a range of schools, adult learning centres and prisons. In 2005 I embarked on my PGCE Drama course at Leeds University. 3 years into my career I was appointed as Head of Drama at Huntington School, York. Since then I have continually developed the assessment and curriculum and directed many shows, striving to provide a wide range of extracurricular opportunities for the students. I have enjoyed working alongside Huntington School’s Research School. I am currently Literacy Curriculum Coordinator alongside my Subject Leader of Drama role. I believe the key to being an effective teacher is one that understands the value of being a lifelong learner. I continue to enjoy seeking out opportunities to develop my pedagogy. I thrive on trialling out new initiatives and strategies based on successful research outcomes. Last year I had a chapter about Cognitive Apprenticeship in Drama published, ‘Collins et al’s Cognitive Apprenticeship’ edited by John Tomsett. I have also been an Associate Researcher and completed a Senior Leadership STARK placement at my school.

Outside of the classroom I have been Governor and then Chair of Governors at Acomb Primary School. I am a member of, Riding Light’s, ‘Right Here Right Now’ Improvisation Group and perform as regularly as I can. I have worked for Selt Publishing as a voice artist for 10 years alongside my teaching role. All of this, I believe, enriches my knowledge and experience of my subject which helps me to support my students as they embark on their own journey through Drama.

I was invited to work as a Drama Subject Lecturer 4 years ago and since then I have also become a Link Tutor. I love working with ITE Drama students and I feel it is a privilege to have the opportunity to have an input into their own journeys as they begin to discover and critically consider the type of Drama teacher they wish to become.