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PGCE Secondary School Direct

Music 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 Music: Vision and Intent

**Vision**

It is our ambition for all our student teachers to become confident, knowledgeable, skilled and motivated teachers of music, recognising the value the subject itself affords learners and also what it brings to a broad and balanced primary curriculum.  We believe that the positive ‘effects of arts participation on the processes involved in learning, remembering and problem-solving, and the formation of transferable skills, such as communication skills and social competency skills’ (Crossick  & Kaszynska, 2016, p. 116), have broader implications for learning beyond individual arts subjects, such as music.

**Intent**

The secondary music curriculum:

* views the definition of music as ultimately the conveying of meaning- about you, your relationships and your world;
* offers support for holistic development, e.g. self- esteem, social development, cultural understanding, inclusion and diversity;
* encourages imagination, critical thinking, problem solving, reflection and empathy;
* models both structured skill development and creative opportunities/open-ended learning;
* is built on a foundation of carefully structured and scaffolded skill development providing sufficient opportunity for learners to consolidate and practise new skills before moving on;
* prioritises learning through practical experiences and access to a range of resources during, and after, taught sessions;
* emphasises constant review, evaluation, collaborative learning and self-regulation;
* provides a consistent model of a sequence of learning that can be applied to any technique, musical form, or year group;
* seeks to give access to a range of musical forms;
* at every stage, teaches student teachers how to modify taught content to suit learning needs;
* includes explicit modelling and clear guidance on classroom organisation and behaviour management in relation to the teaching of music.

**Reference:**

Crossick, G. and Kaszynska, P. (2016) *Understanding the Value of Arts and Culture*. Arts and Humanities Research Council.

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



# 4. Overview of Music Provision

# PGCE Secondary Music - 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.

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

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

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Staff** | **Focus for Session** | **Student teachers will learn that…** | **Links to CCF and YSJ curriculum** | **Theoretical Perspective**  Reading, Preparation & SOL | **Student teachers will learn how to…**  How you can learn from sessions and work with expert colleagues to apply in the classroom |
| Subject knowledge and pedagogy will be developed throughout your school experiences and Professional Studies sessions, through your assignments and wider reading, and in your Subject Days below.  Please note, as well as the content specified in this table, we will be integrating the following themes across all sessions:   * Behaviour management * Inclusive practice * Adaptive practice * Critical evaluation * Cross-curricular learning | | | | | | |
| Wed  4/10 9.00-10.30 | DWE | Key reminders  School & Subject Based Tasks  SKA  Assessments/assignment  The Subject in Context - Value and Rationale for teaching music | It is important to be able to articulate why we teach music in terms of both a systemic (school, trust national) and personal rationale  It is important to build their own prior knowledge into their planning and practice  Continuing development is an essential part of music education for pupils and teachers | **Pedagogy**  **Curriculum**  Relationships and partnerships  Being a professional | Music in schools: wider still and wider – Ofsted  The power of music to change lives: a national plan for music education DfE, Gov.uk  Learning to Teach Music in the Secondary School, Carolyn Cooke  The Magic Weaving Business - Sir John Jones  **Practical Focus:**  **Performance;** Voice, Classroom percussion, keyboards | Reflect on their own experiences of musical learning  Evaluate their own knowledge based on the SKA  Express the importance of teaching music within a broad and balanced curriculum |
| 10.30-12.00 | DWE | The Subject in Context -  National Curriculum structures at KS3,4, Historical perspective and development over time re rationale | curriculum ensures that each of the identified strands of the music curriculum are essential and integrated  A diverse range of musical styles cultures and activities promotes equality of access for pupils | **Pedagogy**  **Curriculum**  Being a professional  Relationships and partnership | Understand progression from KS2-5 and the context of the learning that they will deliver  Use transition work as a strong foundation for progress |
| 1-2.30 | DWE | The Subject in Context –  Modelling musical values through practical music making | Pupils understand value through lived experiences  Students assess teacher authenticity and associate corresponding value  The new national plan expects pupils to experience instrumental learning | **Pedagogy**  **Curriculum**  Research engaged  Critical reflection | Structure the range of teaching activities in order to demonstrate musical values  Choose and structure appropriate teaching activities to create/ reinforce targeted values |
| 2.30-4.00 | DWE | The Subject in Context - Observation of musical learning and teaching | Observations of lessons will form the basis of their understanding of pedagogy and practice  Observations of learning and teaching share many common features across all key stages/subjects  observations of differences in learning and teaching may be based on subject, stage, Trust, School or individual | **Pedagogy**  **Curriculum**  Research based  Critical reflection | Observe lessons effectively and extract meaning and context from those observations with additional focus on learning and teaching in music specific contexts  Identify and explain similarities and differences in observed learning and teaching  Reflectively apply observed learning and teaching approaches to own practice |
| 4.00-5.00 | DWE | Independent study | Schools’ music curriculae exist within a national framework | Curriculum | Read the Governments national plan for music and the Covid recovery document | Develop a broader understanding of how their SE1 curriculum links to national contexts |
| Wed 13/11 9.00-10.30 | DWE | Key reminders  school/Subject Based Tasks  SKA  Assessments/assignments  Planning - Explanations: De-construction of musical concepts | Abstract musical concepts can be difficult to explain  They need to reflect on their own internalised understanding in order to offer pupils clear explanations  Demonstration, modelling and metaphor are useful tools in explanations  It is important to create/reinforce Kolbian concrete experiences in music teaching | **Pedagogy**  **Curriculum**  Research based  Critical reflection | National Curriculum in England: Music Key Stages 1-3 and Programmes of Study  ISM National Curriculum for music support booklet -  <https://www.ism.org/images/images/ISM_The-National-Curriculum-for-Music-booklet_KS3_2019_digital.pdf>  Home school KS3 Curriculum, learning journey or Scemes of Work overview.  The Pivotal podcast  When the Adults Change everything changes - Paul Dix  **Practical Focus:**  **Performance - arranging;** Please bring own instrument | Deconstruct musical concepts in order to explain them at a variety of levels  Challenge their own preconceptions and assumptions  Realise abstract concepts in the music curriculum such as rhythm, pitch, harmony |
| 10.30-12.00 | DWE | Planning -  . Medium and long term planning structures | Adapting activities and plans to suit all learners is a key feature of teaching music and making it accessible for all.  Recall, retention and reinforcement differs for individuals inc. for knowledge vs skills | **Pedagogy**  **Curriculum**  Research based  Critical reflection | Create sequences of learning that address music concepts/misconceptions  Create a variety of activities to deliver similar musical learning  structure critical thinking skill activities in their planning and delivery |
| 1-2.30 | DWE | Planning -  Planning for progress in musical environments | Sequences of learning should be identifiable at every level of planning and delivery | **Pedagogy**  **Curriculum**  Research based  Critical reflection | Break subject content down into accessible portions and units.  Adapt the teaching to include all students of all backgrounds, levels of ability and cultures |
| 2.30-4.00 | DWE | Planning -  Planning for safety in musical environment | Classroom management is more powerful/easier when in line with a whole school approach; reinforcement and repetition  Planning for good behaviour is integral to planning for good progress and should be proactive.  There is significant power in creating expectations, routines, organisation, seating plans etc  Simple NLP techniques can be effective in quickly establishing positive relationships with pupils  Body language, presence and positioning are important in establishing a controlled classroom environment  The structures for good behaviour in extra curricular activities are interdependent with those in the classroom  Musical learning often requires emotionally secure environments and this can link to wider safeguarding considerations | **Pedagogy**  **Curriculum**  Research based  Critical reflection | Plan for a learning environment in terms of physical and emotional requirements for learning to take place  Actively consider/reflect on their own influence and control in creating an appropriate learning environment  Observe the minutiae of skilled practitioners /mentors when in ‘flow’  Plan for points of organisational transition within the classroom  Consider the wider range of factors that can influence the classroom environment |
| 4.00-5.00 | DWE | Independent study | Pupils develop misconceptions no matter how well planned the schools curriculum is | Pedagogy | SE1 department SoLs, review and identify common misconceptions from observation notes | Identify where misconceptions could occur in SOLs; plan activities to explain abstract subject specific concepts |
| Wed 15/01 9.00-10.30 | DWE | Key reminders  school/Subject Based Tasks  SKA  Assessment/assignment  Assessment –  National assessment structures: evidence based evaluative judgements and  sustainable self-improvement | Some forms of data are common across different contexts and audiences  They need to be familiar with the most common formats  Appropriate assessment must be chosen carefully to support the evaluation of learning and teaching  Their contribution to music as a subject should be viewed in the context of the history of the music curriculum and the current national curriculum framework and definitions of progress | **Pedagogy**  **Curriculum**  **Assessment**  Research based  Critical reflection | Bring examples of data used at a departmental and whole school level showing progress in music at your school and be prepared to present a brief explanation of how it is used.  Measuring Up - Daniel Koretz  Assessment in Music Education – Martin Fautley  ISM assessment booklet  **Practical Focus:**  **Composition;** Voice, ukelele, keyboards | Make use of a wide range of data from all key stages and including a variety of methodologies, FFT, ALIS, ALPS, KS2 etc structure assessments both formative and summative  Draw 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).  advocate for music with parents SLT, Ofsted and the wider community, based on a considered response to existing assessment, curriculum structures and national standards |
| 10.30-12.00 | DWE | Assessment -  Progress over time, how to interpret data and uses of data | Appropriate data can create powerful communication for all stakeholders  The value of music as a subject may be judged based on the contribution the subject makes to individuals and cohorts accredited performance  Students’ progress in music can be judged in relativity to a wide range of factors that can include externally defined success criteria  data is a useful tool to analyse and diagnose student progress and performance - this can be summative and/or used formatively to inform planning | **Pedagogy**  **Curriculum**  **Assessment**  Research based  Critical reflection | Include assessment in planned sequences of learning to support and/or demonstrate progress |
| 1-2.30 | DWE | Assessment -  Formative and Summative assessment in music | Summative and formative assessment can both be useful to a music teacher  Abstract concepts can be a barrier to learning and understanding for many students  Formative assessment can give teachers insight leading to creative approaches for teaching these abstract concepts that enable larger numbers of students to overcome these barriers | **Pedagogy**  **Curriculum**  **Assessment**  Research based  Critical reflection | Integrate critical thinking skills into a broad spectrum of musical teaching activities  Link the teaching of critical thinking skills to the use of formative assessment  Create supportive yet musically ‘critical’ environments to support further progress |
| 2.30-4.00 | DWE | Assessment -  . Inclusion and engagement: Adaptive teaching, differentiation, scaffolding, support and inclusion | Students learn in different ways and any preconceptions of teaching strategies should be challenged  Students develop misconceptions in their own learning, which also need to be challenged  Adaptive teaching rooted in formative assessment is integral to quality first music teaching | **Pedagogy**  **Curriculum**  **Assessment**  Research based  Critical reflection | Identify barriers and common misconceptions through use of data  Generate data that demonstrate progress for all groups of students |
| 4.00-5.00 | DWE | Independent study | Assessment should provide useful feedback for teaching and learning | Assessment  Pedagogy | SE1 data sets and/or assessment policies; dependent upon SE1 schools | Reflect on formative and summative assessments used, administered or observed during SE1 in relation to input of subject day |
| Wed 11/3 9.00-10.30 | DWE | Key reminders  school/Subject Based Tasks  SKA  Assessment/assignment  Curriculum - National Curriculum structures at KS3/4; Historical perspective and development over time – practical implications | The current music national curriculum has a history of development  There are current structures in place including qualifications that support music teaching at KS3,4,5  Music contributes to Ofsted judgements about the school within and beyond the classroom  Specific Curricula are best when fit for purpose and context | **Pedagogy**  **Curriculum**  Research based  Critical reflection | Home school KS3 Curriculum, learning journey or Schemes of Work overview  National Curriculum in England: Music Key Stages 1-3 and Programmes of Study  ISM National Curriculum for music support booklet -  <https://www.ism.org/images/images/ISM_The-National-Curriculum-for-Music-booklet_KS3_2019_digital.pdf>  KS4/5 Course specifications  **Practical Focus:**  **Listening and Appraising;** Classroom percussion, keyboards | Use existing frameworks and structures to contextualise and reference their teaching planning and practice.  Advocate for music with parents SLT, Ofsted and the wider community, based on a considered response to existing assessment, curriculum structures and national standards |
| 10.30-12.00 | DWE | Curriculum -  Schemes of work and curriculum choices.  (Sequencing) | Learners preferred activities and influences are varied they benefit from the opportunity to cross reference their learning and make connections with their prior knowledge in order to form schemata  A broad and balanced curriculum ensures that each of the identified strands of the music curriculum are essential and integrated | **Pedagogy**  **Curriculum**  Research based  Critical reflection | Relate specific musical learning to wider structures across SoW, Term, Year, School  Communicate the importance of musical learning within a broad and balanced curriculum |
| 1-2.30 | DWE | Curriculum -  GCSE | All strands of teaching music can be interwoven and should be linked to formal structures eg set work in GCSE - clock symphony | **Pedagogy**  **Curriculum**  Research based  Critical reflection | Interpret examples of course specifications  Develop support networks to access subject specific support |
| 2.30-4.00 | DWE | Curriculum -  Challenge for all. | All students learn in different ways and any preconceptions of teaching strategies should be challenged  Students develop misconceptions in their own learning, which also need to be challenged  adaptive teaching rooted in formative assessment is integral to quality first music teaching | **Pedagogy**  **Curriculum**  Research based  Critical reflection | Identify students’ barriers to learning  Plan sequences of learning to address student need  Adapt including for the most able in order to provide sufficient challenge |
| 4.00-5.00 | DWE | Independent study | Different school contexts require different enactments of differing policies within broad national frameworks | Curriculum Assessment  Pedagogy | SE1 and SE2 PP and SEND policies | Review differing policy documents to identify common themes and differing applications of national frameworks and policies, specifically regarding PP and SEND in music |
| Wed 22/4 9.00-10.30 | DWE | Consolidation -  Key reminders  Subject Based Tasks  SKA  Assessments  Specific structure of sessions 1-4 to be determined based on days 1-4, SE1/2 reviews, mentor feedback and ongoing student self-assessment based on Subject Knowledge audits  To include - How enquiry-based learning in your subject can offer opportunities for pupils to deepen their knowledge. | Different models of learning can be applied in a variety of contexts to musical learning  They must become self- reflective and take control of their own development by identifying areas where further evidence could be useful to justify observed successful teaching techniques and pedagogy by reflecting on experiences to date  It is vitally important to critically reflect on whether their own development is on track based on evidence | **Pedagogy**  **Curriculum**  Research based  Critical reflection | Bring in examples of areas that you need to further develop based on your SKA and observations to date  Be prepared to share these areas for development with group and brainstorm alternative approaches or methods for trying new approaches | Independently scaffold their own professional development by engaging with action research style projects  Experiment with teaching activities and styles to ensure that they are optimising what they have learnt and are able to sustain self development in the early stages of their career. |
| 10.30-12.00 | DWE | **Pedagogy**  **Curriculum**  Research based  Critical reflection |
| 1-2.30 | DWE | **Pedagogy**  **Curriculum**  Research based  Critical reflection |
| 2.30-4.00 | DWE | **Pedagogy**  **Curriculum**  Research based  Critical reflection |
| 4.00-5.00 | DWE | Independent study | It is important to maintain and update personal musical skills | Professional Behaviours | Personal performance target | Maintain/develop personal performing skills |

# 8. Optional tasks to develop your subject knowledge

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

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| --- | --- | --- |
| Additional Subject School Based Tasks – please select from across the different areas | | |
| Safeguarding | Discuss with your mentor what you should do if a child makes a disclosure in your lesson. | SE1/2/3 |
| Discuss with your mentor what you understand to be the procedures you need to undertake if you have a concern about a student in your class. | SE1/2/3 |
| Find out the Safeguarding Lead in your placement school and arrange time to interview them- What do you understand the term safeguarding to mean? Would you know the process for reporting a safeguarding worry in your school/department? Discuss with your mentor additional safeguarding protocol when taking pupils to a concert or performance outside of school. | SE1 |
| Behaviour and High Expectations | Discuss with host teachers how they implement the school behaviour policy in their classroom. | SE1/2 |
| Discuss with your mentor the best strategies to establish high expectations in your classroom and trial these in your practice. Reflect upon their efficacy. | SE1 |
| Work with your mentor to identify one student that is working beyond expectations and one that is working below. Briefly interview them to gain an understanding of their prior musical experiences, musical likes/dislikes and explore their attitude to music and motivation. Ideally choose two students in the same year group, same gender, similar target grade etc and as them the same questions to eliminate superficial reasons for different attitudes to the subject | SE1/2 |
| Observe different staff members using different behaviour tracking tools and then try to apply these into your own practice. How does this link to the school's behaviour policy? | SE3 |
| Learning Environment | Discuss with your mentor and host teachers what routines they use to create an effective learning environment. | SE1/2 |
| Write a paragraph that would be a rationale for an ideal music department in a main-stream secondary school which was broadly average in all aspects. Try to create a one sentence mission statement based on your paragraph | SE1/2 |
| Research classroom displays. What does an effective one look like in the music classroom? | SE1/2 |
| Observe 2 different members of staff and how they set up their learning environment and begin their lesson. Reflect upon this and consider what you could do to further your practice | SE1/2/3 |
| What additional considerations do you need to remember during a practical lesson? | SE1 |
| Effective teaching and learning strategies | Discuss with your mentor what research the department uses as a base for its practice. | SE1/2 |
| Discuss with host teachers what theories they base their lessons on and do further research into these before trailing in your practice. | SE1/2 |
| Through lesson observation, conversations with colleagues and examination of schemes of work: reflect on how you have observed different colleagues breaking down the same abstract musical concept in different ways for different pupils? How are varying pupil needs catered for in the classroom? (Try to notate three specific examples). This could include: literacy, G&T, EAL and SEND | SE1/2/3 |
| Assessment and use of data | As you begin SE3 review all available data about a KS4 class and note down how this will support your planning. | S3 |
| Revisit a practical lesson plan you have delivered this week and highlight the formative assessment strategies used. How effective and appropriate were they? | SE3 |
| Social Context of Teaching | Reflect back on your teaching week and consider all the opportunities for pupils to socially engage with others? What are the key benefits of this? | SE2 |
| From lesson observations, how are positive but appropriate relationships maintained in the music classroom? | SE2/3 |
| Adaptive Teaching | Observe lessons and note down how teachers deliver explicit vocabulary instruction to teach adaptively. | SE1/2 |
| Research adaptive teaching in music explicitly. Discuss your findings with your mentor and then decide on three strategies to trial and reflect on. | SE2/3 |
| Diversity and Inclusion (e.g. social, cultural) | Examine the schemes of work/programmes of work for music.  How are diversity and inclusion included at Key Stage 3, 4 and 5? | SE1 |
| Examine the schemes of work/programmes of work for music at your new placement school. How are diversity and inclusion included at Key Stage 3, 4 and 5? What accounts for any differences and what would you take forward to your practice? | SE2 |
| Examine the schemes of work/programmes of work for music. How are diversity and inclusion included at Key Stage 3, 4 and 5? Ensure that you have a copy of these documents, have discussed them with your mentor | SE1/2 |
| Devise a 10 minute listening task that would introduce pupils to a complimentary piece to either broaden or deepen their understanding of a set work from the spec. |  |
| Working memory | Observe expert colleagues and identify how they support the development of pupils’ working memory in music. | SE2 |
| Discuss with your mentor what you have learned about working memory and music teaching; is there anything specific to music that aids the working memory? How might you utilise this in your practice? | SE3 |
| Review three recent PPTs that you have used in examination lessons and evaluate them in terms of cognitive load (specifically split attention theory). Reflect on any changes in practice needed going forward. Then, plan one activity to use in a theory lesson that could improve pupils’ working memory. Consider what retrieval strategies you have used | SE2/3 |
| 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 Music? | SE1/2 |
| Research the benefits of music lessons to students with SEND and consider how you could share this effectively and sensitively with your pupil. | SE2 |
| Look at the SEND Code of Practice: 0-25 years (2014) consider strategies to support pupils from each of the 4 identified areas <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> Reflect on the above and amend with additional strategies as our experience has developed | SE3 |
| EAL | Top tips to support pupils with EAL  <https://czone.eastsussex.gov.uk/media/3521/20-top-tips-for-schools-with-eal-pupils.pdf>  Which will be most helpful during the practical elements of music lessons? | SE1/2 |
| Research the benefits of music lessons to students with EAL. Consider how to share and celebrate this effectively with your pupils. | SE2/3 |
| Identify a class with EAL in music. Interview your mentor or class teacher to consider: How do you plan to differentiate for EAL? What has been the biggest barrier you have encountered so far? Specifically, what strategies are in place for comprehension, key terms and developing writing skills?  If your mentor can arrange, observe a lesson of and/or speak with a teacher of the same class, preferably in a literacy-based subject. With what strategies are they having success? How are they overcoming barriers? | SE1/2/3 |
| Cross curricular themes (including literacy, oracy and mathematical skills) | Reflect on 2 lesson plans and highlight or consider points where you have included links to mathematical skills. | SE3 |
| Look through 1 topic of the GCSE syllabus for music and consider all cross curricular links with other subject. | SE3 |
| Mental Health/Wellbeing | Develop and teach a task that focuses on promoting resilience in learners.  Review outcomes, evaluating the efficacy of approach. | SE2 |
| Develop and teach a task that focuses on promoting the benefits of music to mental health. Review and reflect on the outcomes. | SE3 |
| Consider the relationship between music and well-being, what could you do to support the well-being of pupils? Consider 3 activities. How is Mental Health/Wellbeing promoted in your department/school? | SE3 |
| Workload | Discuss with your mentor how you are balancing school and university demands. | SE2 |
| Review lesson planning. Are you overplanning? Are there ways of reducing the amount of time writing the lesson plan itself? What are the processes you have to go through? Are there any that you no longer need? | SE3 |
| Talk to members of your department about work life balance and any tips they can share with you. Reflect on your timetable for the week and consider how you could best use your non-contact time to support your workload. | SE1/2/3 |
| ECF/Transition | Discuss with your mentor any final gaps in SKA. | SE3 |
| Review your final targets for ECT and begin to map out a plan of how to meet them. |
| When applicable, get in touch with your next school and find out what you will be teaching next year. Consider how you address any gaps in subject knowledge – and create a plan of action. |

# 9. School Based Tasks for School Experiences - compulsory

## (supporting SE formative assessment continuum)

## 9.1 Behaviour and High Expectations

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|  | **Secondary Music** |
| **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 Music** |
| **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 Music** |
| **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 Music** |
| **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 Music** |
| **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. Music Reading & Resource List

The reading and resource list for Music 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:

**Essential reading list**

Amp, A., Black, C., (2017) *100 ideas for Secondary Teachers*, HarperCollins UK

Booth, E. (2009) *The music teaching artist’s bible,* Oxford University Press, New York

Bowman, D., (2001) *Rhinegold Dictionary of Music in Sound*. Rhinegold Publishing Ltd

Burkholder, J.P., Grout, D.J. and Palisca, C.V. (2014) A history of Western music. Ninth ed. New York, W.W. Norton & Company.

Gleadhill, A. (2009) *Andy Gleadhill’s Brazilian Samba*. Bristol, Audible Music.

Gleadhill, A. (2013) *Andy Gleadhill’s African Drumming*. Bristol, Audible Music.

Graham Redwood (1998) *Creative musical techniques*. London, Alchemuse.

McPherson, G. ed. (2016) *The child as musician: a handbook of musical development*. Second ed. Oxford, Oxford University Press.

Shapey, R., (2020) *How to teach composition in the secondary classroom*, HarperCollins Ltd

Swanwick, K. (2012) *Teaching music musically*. Classic ed. Abingdon, Oxon, Routledge

Tenzer, M. and Moja, I.M. (2011) *Balinese Gamelan Music*. Boston, Tuttle Publishing

**Suggested reading list**

Doan, H., Guinane, D., (2017) *How to teach secondary music - 100 inspiring ideas for secondary teachers,* Collins music.

Redwood, G., (1998) *Creative Musical Techniques. Harmony and Counterpoint in Action*, AlcheMuse

Various Study guides and revision guides from Rhinegold for each specification

# 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

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# 12. Music subject specialist staff at YSJ

Our subject specialist for PGCE Secondary Music is Doug Elliott.

Doug was fortunate to grow up in Bolton and benefitted from the local Authorities outstanding music service. Attending a local authority primary school he qualified for free instrumental tuition, starting on Cornet he quickly transitioned to Tenor and later French Horn. He played with school and town ensembles from an early age including the award winning Bolton Youth Concert Band and Bolton Youth Orchestra, performing and competing nationally and internationally. He benefitted from inspirational music educators including Nigel Taylor, Paul Paynton, Chris Wormald and Tony Bird the vast majority of this education was provided as part of free state funded education programmes. These experiences inspired him to go on to read Music at the University of Leeds in the early 1990s, gaining an honours degree, specialising in composition and conducting with tutors including Philip Wilby, Julian Rushton and Peter Dawson.

Doug qualified as a teacher in 1995 at the University of Leeds. His education practice is equally informed by the attitudes and experience that he gained in his second subject, outdoor education, with Will Patterson. He is a strong advocate of experiential learning with real consequences for learners.

In his career Doug worked at a number of schools, as a music teacher, head of department, Director of Arts and then as a Senior Leader, covering every aspect of school leadership at increasingly challenged and challenging schools and academies. In just a few of his leadership roles he led Specialist Arts Colleges, networks of primary music specialists, the national pilot that shaped the new qualification of the Creative and Media National Diploma and he has contributed to local and national networks focussed on all aspects of education from music to assessment to data systems to behaviour management and has included key note delivery to national organisations such as PiXL and ASCL.

Throughout this he continued to enjoy making music with young people at his schools or through local authority structures, similar to those that he benefitted from when he was growing up including at the City of York’s Music Centre, conducting the York and Surrounding Area Schools’ Concert Band (YASSCB).

In 2018 his passion for Learning and Teaching led him back to the classroom, resigning from his position as the Principal of a large Secondary Academy within the country’s largest Academy Trust he returned to teaching Music and Media and took up the role of Music Subject Specialist at York St. John.

He currently balances a number of roles, teaching Music and Media at St. Aidan’s C of E High School, where he conducts the Symphonic Wind Band and Junior Band, delivery on this Secondary PGCE course and with his own consultancy, DE-velop.org where he works with other learning and leadership organisations including the Natural Leader programme and Primeast.