|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date**  **Room** |  | **Staff** | **Focus for Session** | **Student teachers will learn that…** | **Links to ITTECF 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  2/9  10-11 |  | RM | 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. (S81)    Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. (S82) | **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. |
| 11.00-12.00  FT002 |  | RM | Benefits of Union membership | 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. |
| 1.00-3.00  FS036 |  | RM | Members of the team  Moodle, modules and assessment | A culture of mutual trust and respect supports effective relationships. (S15)    High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. (S16) | **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. (S1c)    Create a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. (S8a) |
| 3-4  FS036 |  | BR | 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. (S82)    Engaging in high-quality professional development can help teachers improve. (S87)  Pupils’ experiences of school and their readiness to learn can be impacted by their home life and circumstances, particularly for EAL pupils, young carers, and those living in poverty (s18) | **High Expectations**    Being a professional    Relationships and partnership | 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. (S1c)    Receive clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers’ Standards. (S8a) |
| 4-5  FS036 |  | 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. | Get to know your fellow student teachers across the whole cohort, within subject groups and within your alliance too. |
| Tues  3/9  9-10  FS036 |  | CMD | Library Services | There is a wide range of books, articles and policies available to support subject knowledge and professional development. Engaging in high-quality professional development can help teachers improve (S87)  Research evidence can vary in its level of reliability, which is determined by how research was conducted and other factors that might introduce bias. (S89) | **Curriculum**    Research engaged  Being a professional | 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. | Engaging critically with research and using evidence to critique practice. (S8d)  Strengthening pedagogical and subject knowledge by participating in wider networks. (S8b) |
| 10.00-1pm  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. (S86)    Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success. (S84) | **Professional behaviours**    Being a professional    Relationships and partnership | Read the 2024 DfE document  Keeping children safe in education 2024    [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. (S8l)  Working closely with the Designated Safeguarding Lead. (S5d)  Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers’ Standards. (S8b)  Completing online training programmes, uploading certificates of completion to PebblePad. |
| 2-4pm  FT002 |  | ST | Mental Health and well-being (with primary cohort) | Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. (S11)    Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. (S51)    Teaching and modelling a range of social and emotional skills (e.g. how to recognise and understand feelings, manage emotions, and sustain positive relationships) can support pupils’ social and emotional development. (S78) | **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) | Making use of well-designed resources (e.g. textbooks). (S5k)  Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing. (S8p)    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  FT002 |  | BR | E- safety  (link to RSHE policy)  (with primary cohort)  Complete Safeguarding, prevent and FGM online courses in own time | Cyber bullying awareness and e safety in school are crucial safeguarding elements  Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. (S71)  A key influence on a pupil’s behaviour in school is being the victim of bullying. (S711) | **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. (S8l) |
| Wed  4/9 |  |  | Alliance/School based  Induction day |  |  |  |  |
| Thur  5/9  9-10.30  SK128 |  | KP | Setting the scene –Aims, purpose and historical context of Education | The purpose of education has evolved over time    Education is influenced by social, historical, political and cultural factors  that change over time  High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. (S16) | **Curriculum**    Personal teaching philosophy    Critical reflection | 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) | Evaluate the wider significance of influence on education and policy.  Engaging critically with research and using evidence to critique practice. (S8d) |
| 10.30-12.00  SK037 |  | 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.    Learning involves a lasting change in pupils’ capabilities or understanding. (S21) | **Curriculum**    Critical reflection  Personal teaching philosophy | [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.  Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice). (S8f) |
| 1.00-2.30  SK037 |  | RM | Personal values and philosophy impact on your educational rationale | Individual experiences, backgrounds and beliefs will influence your personal and professional values.  Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. (S12) | **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.  Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that 10 supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils). (S1e) |
| 3-5  TBC |  | BR  Digital Team  IT room | Introduction to online systems – E.g. Moodle, PebblePad,  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.  Upload your CV |
| Fri 6/9  9-10  FS036 |  | RM | Introduction to academic assessments/handbook | Walk through the key documentation and where to access it. | Professional behaviours    Being a professional  Critical thinking | Access assessment handbook on Moodle. | Access documentation and read through to ensure understanding. |
| 10-11  SK037 |  | RM | Managing workload | 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. (S85)    Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload. (S67) | **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) | Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach. (S8m)    Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing. (S8p) |
| 11.00-12.00  SK037 |  | 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. (S32)  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. (S34) | **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.  Making use of well-designed resources (e.g. textbooks). (S5k)  Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts (S5h) |
| 1.00-3.00  FS036 |  | JC | 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. (S82)    Engaging with high-quality professional reading can help teachers improve. (S87) | **Assessment**    **Professional behaviours**    Critical thinking  Research engaged | 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)  [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) | Strengthening pedagogical and subject knowledge by participating in wider networks. (S8b)  Engaging critically with research and using evidence to critique practice. (S8d) |
| 3.30-5pm  FS036 |  | BR | 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. (S82)    Engaging in high-quality professional development can help teachers improve. (S87) | **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) | Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. (S8e)  Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons. (S8j) |
| Mon  9/9  9-12  FS036 |  | KB | Introduction to learning theories:  traditional  -Behaviourism  -Constructivism  -Social constructivism | Learning involves a lasting change in pupils’ capabilities or understanding. (s21)    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. (S22)  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. (S56)  Teaching typically expected behaviours will reduce the need to manage misbehaviour. (S79)    Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. (S25) | **Pedagogy**    Research engaged  Critical thinking | [Bates, B (2019) Learning Theories Simplified – 2nd Ed, London: Sage](https://app.talis.com/yorksj/player#/modules/5f48bdb152703118d296f56f/textbooks/5f48c47b52703118d296f5d5)    [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. (S2a)    Discussing and analysing with expert colleagues how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content) (S2b) |
| 1-4  FS036 |  | KB | Introduction to learning theories: contemporary  -Working and Long Term memory  -Cognitive Load Theory  -Metacognition  -Self-regulation  -Mindset  -Connectivism | An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. (S23)  Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. (S24)  Pupils have different working memory capacities; some pupils with SEND may have more limited working memory capacity than their peers without SEND (S26) | **Pedagogy**  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) | Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. (S2j)  Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements). (S2k) |
| 4-5pm  FS036 |  | BR | SE formative assessment continuum | How to track and monitor your own progress.  Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. (S81) | **Assessment**  **Professional behaviours**  Being a professional | A copy of the continuum will be provided for you for this session. | How to use the continuum in mentor progression meeting as part of target setting.  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. (S8a) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Tues  10/9  9-10.30  SK036 | RM | Principles of instruction | Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. (S42)    Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. (S43) | **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) | Use modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. (S4a)  Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). (S2b) |
| 10.30-12.00  SK128 | KB | Introduction to motivation intrinsic and extrinsic | Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. (S11)  Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). (S76) | **Behaviour and expectations**  Relationships and partnerships  Research engaged | [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. (S7n)  Provide opportunities for pupils to articulate their long-term goals and help them to see how these are related to their success in school. (S7o)  Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. (S7p) |
| 1-2.30  FS036 | RM | SE1 briefing | Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. (S82)  Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues (S83) | Being a professional |  | Read through the general handbook  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. (S8a) |
| 3-5  FS036 | 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. (S82)    Engaging in high-quality professional research and reading can help teachers improve. (S87) | **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  Engaging critically with research and using evidence to critique practice. (S8d)  Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons. (S8j) |
| Wed  11/9 |  | School |  |  |  |  |
| Thurs  12/9  9-10  FS036  10-11  SK037  11-12  SK128  1-2.30  FS036  3-5  FS036 | BR  BR  KB  RM  JC | Introduction to Planning:  What is planning -  Long term, medium and short term  YSJ lesson plan proforma and completion  Learning objectives and success criteria  Planning proforma – examples and practice  Meaningful impact of planning | Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning. (S41)  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. (S31)    Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases (S44)    Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed (S52)    Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed. (S33)    Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. (S35) | **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        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>  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) | Plan effective lessons by:  Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. (S4a)  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. (s4e)  Using evidence of prior learning to provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. (S4d)  Draw explicit links between new content and the core concepts and principles in the subject. (S3i)  Identify essential concepts, knowledge, skills and principles of the subject. (S3a)    Ensure pupils’ thinking is focused on key ideas within the subject. (S3b)    Articulate the process for arriving at current curriculum choices and how the school’s curriculum materials inform lesson preparation.  Build on pupils’ prior knowledge, by:  Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known). (S2e)  Sequencing lessons so that pupils secure foundational knowledge before encountering more complex content. (S2f)  Identifying possible misconceptions and planning how to prevent these forming. (S2d)  Balancing exposition, repetition, practice and retrieval of critical knowledge and skills (S2h) |
| Fri 13/9  ITAP  T&R  9-12  FS036 | 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. (S12)  Setting clear expectations can help communicate shared values that improve classroom and school culture. (S14)  Teaching typically expected behaviours will reduce the need to manage misbehaviour.  (S79) | **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)  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. | Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration). (S1f)  Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate. (S1g)  Acknowledging and praising pupil effort and emphasising progress being made. (S1h) |
| 1-2.30  SK037 | JC | ITAP focus  Behaviour Management strategies – creating a safe and stimulating learning environment (through routines and transitions) | Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. (S71)  Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). (S76)  Pupils who need a tailored approach to support their behaviour do not necessarily have SEND and pupils with SEND will not necessarily need additional support with their behaviour. (S710) | Behaviour and Expectations  Being a professional  Critical thinking | Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school. (S7h)  Using early and least-intrusive interventions as an initial response to low level disruption. (S7f)  Reinforcing established school and classroom routines (e.g. by articulating the link between time on task and success). (7j) |
| 2.30-4  SK128 | RM | Behaviour policy in school | A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. (S72)  Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. (S74) | **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. | Using consistent language and non-verbal signals for common classroom directions. (S7e)  Responding consistently to pupil behaviour (S7m)  Practising school and classroom routines at the beginning of the school year. (S7i) |
| 4-5  FS036 | 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. (S7e) |
| **SE1 Placement commences Mon 16/9/23** | | | | | | |
| Wed  18/9  9-10.30  RW006 | JC | Reflection and consolidation of ITAP | Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. (S71)  A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs. (S72)  Building effective relationships is easier when pupils believe that their feelings will be considered and understood. (S75)  Setting clear expectations can help communicate shared values that improve classroom and school culture. (S14)  Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure. (S77) | **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.  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.  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. (S7g)  Establish a supportive and inclusive environment with a predictable system of reward and sanction in the classroom. (S7a)  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). (S7b)  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. (S7c)  Use early and least-intrusive interventions as an initial response to low level disruption. (S7f) |
|  |  | Reflection and review of Behaviour Management ITAP |
| Wed  18/9  11.00-12.15 | GL | Trauma informed training: the adolescent brain  Online training (45mins following the day) |
| 1.00-2.30 | BR | Behaviour Management and subject specific scenarios |
| 3.00-5.00 | JC | Role play and scenarios  ITAP reflection and evaluation |
| Wed  25/9  9-4  See Room Info | YSJ staff | Subject session 1-4 | See subject handbook for details | **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. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Wed  2/10  1-2.30  SK037 | RM | Introduction to assessment and feedback | Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs. (S61)  Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. (S62) | **Assessment**  **Curriculum**  Research engaged | Read through:  <https://www.shirleyclarke-education.org/what-is-formative-assessment/>    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) | Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). (S6a)  Choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. (S6c)  Using available evidence to accurately identify what is required for individuals to meet their next steps and use this understanding to guide teaching adjustments for sub-group and individual pupils. (S6d)  Scaffolding self-assessment by sharing model work with pupils, highlighting key details (S6k) |
| 3-4.30  DG125 | KB | Emotional climate for learning | Building effective relationships is easier when pupils believe that their feelings will be considered and understood. (S75)  The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives. (S73)  A predictable and secure environment benefits all pupils, including younger pupils, but is particularly valuable for pupils with special educational needs. (S72) | **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>  Ryan and Deci Self Determionation Theory [Link here](https://eds.p.ebscohost.com/eds/pdfviewer/pdfviewer?vid=3&sid=f01c3520-a0d4-44c4-bac8-d68472ff12d2%40redis) | Giving manageable, specific and sequential instructions (S7c)  Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. (S2j) |
| 9/10  1-2.30  TW  007 | 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. (S8  Engaging in high-quality professional development can help teachers improve. (S87) | **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) | Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. (S8g)  Receiving clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.(S8k) |
| 3-4.30 | ST | Introduction to Inclusive Practice    Policy  History  4 areas | 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. (S54)  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. (S57) | **Professional behaviours**  Research engaged  Relationships and partnerships | [SEND code of practice 0-25 years](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)  Education Endowment  Foundation – various authors  (2022) Special Educational Needs in Mainstream Schools: Guidance report. Available at: <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1678801845>  Goepel, J., Scruton, J., &  Wheatley, C., (2020) A Critical  Guide to the SEND Code of  Practice 0-25 years, St Albans:  Critical Publishing | Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher. (S8k).  Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues. (S5e)  Working with the SENCO, other SEND specialists or expert colleagues if a pupil needs more intensive support with their behaviour to understand how the approach may need to be adapted to their individual needs. (S7k)  Liaising with parents, carers and colleagues to better understand pupils’ individual circumstances and how they can be supported to meet high academic and behavioural expectations.(S7l) |
| 16/10  1-2.30  DG125 | KP | Construction of policy | High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. (S16)  Engaging in high-quality professional development can help teachers improve. (S87) | **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. (S8d)  Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice). |
| 3-4.30 pm  SK037 | 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. (S82)  Engaging in high-quality professional development can help teachers improve. (S87) | **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.  Strengthening pedagogical and subject knowledge by participating in wider networks. (S8b)  Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. (S8e) |
| Wed  24/10  1-2.30  FS036 | RM | SE1 updates and review and introduce ITAP sequencing of learning | Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. (S82)  Engaging in high-quality professional development can help teachers improve. (S87) | **Curriculum**  Research engaged  Professional behaviour |  | Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. (S8e)  Engaging critically with research and using evidence to critique practice. (S8d) |
| 3-4.30  FS036 | ST | Developing Inclusive Practice  Barriers to learning  Quality first teaching | Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. (S51)  Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. (S53)  Technology, including educational software and assistive technology, can support teaching and learning for pupils with SEND (S59)  Pupils who need a tailored approach to support their behaviour do not necessarily have SEND and pupils with SEND will not necessarily need additional support with their behaviour (S710) | **Pedagogy**  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) | 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. (S5e)  Receiving clear, consistent and effective mentoring in how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching. (S8i)  Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum. (S5p) |
| w/b 28/10 | **HALF TERM WEEK** | | | | | |
| Wed 6/11  ITAP  9-10.30  RW  006 | KB | ITAP Sequencing  Working and Long-Term Memory | Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. (S24)  Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. (S25)  Pupils have different working memory capacities; some pupils with SEND may have more limited working memory capacity than their peers without SEND. (S26) | **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)  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 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. (S2a)  Discussing and analysing with expert colleagues how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content) (S2c) |
| 10.30-12.00  HG136 | BR | Embedding metacognitive strategies into the classroom | 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. (S36)  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. (S37)  Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. (S45) | **Pedagogy**  **Curriculum**  Research engaged  Critical thinking | 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/Professional%20Studies%20Outline/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] | Receiving clear, consistent and effective mentoring in how to take into account pupils’ prior knowledge when planning how much new information to introduce. (S2a)  Balance input of new content so that pupils master important concepts. (S5h)  Connect new content with pupils' existing knowledge or provide additional pre-teaching if pupils lack critical knowledge. (S5l)  Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate. (S4g)  Exposing potential pitfalls and explaining how to avoid them. (S4k) |
| 1.00-  2.30  DG125 | BR | Retrieval and spaced practice  -strategies to support | Worked examples that take pupils through each step of a new process are also likely to support pupils to learn. (S29)  Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. (S28) | **Curriculum**  Research engaged  Critical thinking | 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.  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. (S2j)  Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements). (S2k).  Providing new opportunities to exercise self-regulation and for the youngest pupils to practice impulse control. (S7r) |
| 3-4.30  SK037 | JC | Building schemes of work and transfer of learning | 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. (S37)  Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context. (S36) | **Pedagogy**  **Curriculum**  Being a professional  Relationships and partnerships | 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) | Draw explicit links between new content and the core concepts and principles in the subject.(S3i)  Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations. (S3c)  Planning regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities). (S2i)  Balancing exposition, repetition, practice and retrieval of critical knowledge and skills. (S2f) |
| 4.30-5  FS036 | JC | Reflections and ITAP handbook  evaluation | Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. (S82)  Effective professional development is likely to be sustained over time, building knowledge, motivating staff, developing teaching techniques, and embedding practice (S81) |  |  | Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. (S8c)  Engaging with research evidence by accessing reliable sources, seeking support for how findings can inform practice, and monitoring the impact of applications. (S8d) |
| Wed 13/11  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. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Wed 20/11  1-2.30  DG125 | KB | Taking your questioning further | Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems. (S46)  High quality classroom talk (sometimes referred to as oracy), can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. (S47) | **Pedagogy**  **Assessment**  Curriculum | [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. (S4m)  Providing appropriate wait time between question and response where more developed responses are required. (S4n) |
| 3-4.30 | JC | Assignment 1 – How to write your assignment: criticality not description | Engaging in high-quality professional development can help teachers improve. (S87)  Research influences practice and pedagogy (S89) | **Assessment**  Research engaged  Critical thinking | Please come to this session with a **draft of your introduction** and any notes you have made during your engagement with academic reading. | Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. (S8a)  Engaging with research evidence by accessing reliable sources, seeking support for how findings can inform practice, and monitoring the impact of applications. (S8d) |
| Wed 27/11  1-2.30  SK037 | JC | Literacy across the curriculum | Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. (S310)  Pupils' oral language skills can be supported by teaching new words and how to use and understand words within sentences or longer texts. This can help to address speech and language difficulties, especially for children in their early (S312) | Being a professional  **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. (S3q)  Teaching, modelling, and requiring high quality oral language, sometimes known as oracy, recognising that spoken language underpins the development of reading and writing (e.g. where appropriate, develop pupils’ responses to questions into full sentences). (S3s)  Teaching different forms of writing by modelling planning, drafting and editing. (S3t) |
| 3-4.30  DG125 | MJ | Numeracy across the curriculum – | .Pupils’ positive dispositions and attitudes towards mathematics are associated with positive outcomes on learning. (S311) | **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).  Ofsted Coordinating mathematics  [subject report](https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report) | Being aware of common misconceptions and discussing with experienced colleagues how to help pupils, master important concepts. (S3e)  Balancing exposition, repetition, practice of critical skills and knowledge. (S3g) |
| Wed 4/12  1-2.30  DG125 | DN | Introduction to PSHE | 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. (S37)  A key influence on a pupil’s behaviour in school is being the victim of bullying (S711)  Teaching and modelling a range of social and emotional skills (e.g. how to recognise and understand feelings, manage emotions, and sustain positive relationships) can support pupils’ social and emotional development. (S78) | **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> | Ensuring pupils’ thinking is focused on key ideas within the subject. (S3b)  Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations. (S3c) |
| 3-4.30  SK037 | DS | Phonics and 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. (S39)  Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. (S310) | **Professional Behaviours**  **Curriculum**  Being a professional  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. | Demonstrating a clear understanding of systematic synthetic phonics, and the necessary prerequisite knowledge, particularly if teaching early reading and spelling. (S3n)  Supporting younger pupils, especially those with reading difficulties, to become fluent readers by building automatic and accurate decoding with various texts and repeated reading of texts with modelling and feedback. Support pupils to become fluent readers.(S3o)  Promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high quality texts to pupils) (s3r) |
| 11/121.00-2.30  FS036 | RM | SE2 briefing | Effective professional development is likely to be sustained over time, building knowledge, motivating staff, developing teaching techniques, and embedding practice. (S81)  Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. (S8)  Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues (S83) | **Professional behaviours**  Relationships/partnerships  Reflection | Ensure PebblePad is up-to-date. | Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. (s81)  Knowing who to contact with any safeguarding, or any pupil mental health concerns. (S8l) |
| 11/12  3.00-4.30  FS036 | BR | Careers – application forms and personal statements | Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. (S11)  Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. (S12) | **Professional behaviours**  Personal teaching philosophy  Being a professional | 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.  Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school. (S8f)  Seeking ways to support individual colleagues and working as part of a team (S8g) |
| 18/12  1.00-2.30  FS036 | JC | ITAP – Inclusion  Introduction to ITAP handbook | Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. (S52)  Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. (S53) | **Professional behaviours**  **Pedagogy**  Relationships and partnerships  Research engaged |  | Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations (S5g)  Identifying pupils who need new content further broken down. (S5a)  Working closely with the Special Educational Needs Co-ordinator (SENCO) and other SEND specialists or expert colleagues. (s5c) |
| 3-4.30  FS036 | RM | Review of the term and Christmas quiz |  |  |  |  |
| **CHRISTMAS BREAK** | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Staff** | **Focus for Session** | **Student teachers will learn that…** | **Links to ITTECF 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  6/1  ITAP  Conference  9-10  FT002 | 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. (S57)  Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. (s71) | **Professional behaviours**  **Pedagogy**  Relationships and partnerships  Research engaged | <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>    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.)    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). | Identifying pupils who need new content further broken down. (s5a)  Building in additional practice or removing unnecessary expositions. (S5m)  Utilising existing opportunities to engage with parents and carers to better understand pupils’ individual needs (e.g. meetings with parents). (S5f) |
| 10.00-4.30  10.30-12.30  1.30-3.30  3.30-4.30  Various rooms FT002 | RM (4)  JC (2)  BR (2) | 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. (s53)  High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. (S17) | **Professional behaviours**  **Pedagogy**  Relationships and partnerships | Conteh, J., (2019) The EAL Teaching Book: Promoting Success for Multilingual Learners in Primary and Secondary Schools, Learning Matters/ Sage.  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). | Creating a culture of inclusion, respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils). (S1e)  Making effective use of teaching assistants and other adults in the classroom. (S5i)  Making effective and judicious use of specialist technology to support pupils with SEND. (S5j) |
| Tues 07/01  All day | Alliance led. | PGC7007/8M  Off campus visit Diversity day  Linked to the ITAP foundational concept. | Pupils’ experiences of school and their readiness to learn can be impacted by their home life and circumstances, particularly for EAL pupils, young carers, and those living in poverty. (s18)  High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. (S16) | **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 | Creating a culture of inclusion, respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils). (S1e)  Making effective use of teaching assistants and other adults in the classroom. (S5i)  Making effective and judicious use of specialist technology to support pupils with SEND. (s5j) |
| Wed  18/01  9-10.30  SK037 | JC | Developing word consciousness | Pupils' oral language skills can be supported by teaching new words and how to use and understand words within sentences or longer texts. This can help to address speech and language difficulties, especially for children in their early school years. (s312) | **Pedagogy**  **Curriculum**  Research engaged  Critical thinking | Quigley, J. (2018) Closing the Vocabulary Gap, Routledge, London <https://my.chartered.college/impact_article/skilful-questioning-the-beating-heart-of-good-pedagogy/>  EEF Vocabulary in Action [link here](https://educationendowmentfoundation.org.uk/reading-house/vocabulary) | Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught. (s3p)  Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject. (S3l)  Using intentional and consistent language that promotes challenge and aspiration. (S1a) |
| 10.30-12.00  DG125 | KB | Talk for learning  – 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. (S47)  How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation. (S410)  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. (S55) | **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)  [MetaAnalyses](https://doi.org/10.3102/0034654316675417). Review of Educational Research (Vol. 86).  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. | Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain (S4a)  Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils’ attention to links with prior knowledge). (S4i)  Providing scaffolds for pupil talk to increase the focus and rigour of dialogue. (S4p) |
| 1.15-2.45  DG125 | BR | Tiered Language | 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. (S39)  Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. (S310) | **Pedagogy**  **Curriculum**  Research engaged | Quigley, J. (2018) Closing the Vocabulary Gap, Routledge, London  Various resources from the Bell foundation [link](https://www.bell-foundation.org.uk/) | Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught. (S3P)  Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary). (S3Q) |
| 3-4.30  SK037 | LS | Adaptive practice in action – inclusive practice through vocabulary instruction | 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. (S57)  High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. (S58) | **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>  Cullen, M. A., Lindsay, G.,  Hastings, R., Denne, L. and  Stanford, C. with Beqiraj, L.,Elahi,  F., Gemegah, E., Hayden,  N.,Kander, I., Lykomitrou, F. and  Zander, J. (2020) ‘SEND Evidence  Review: Best Available Evidence.  A Report to the Education  Endowment Foundation’,  London: [link here](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/EEF_SEND_Evidence_Review.pdf?v=1720016432) | Working closely with the Special Educational Needs Co-ordinator (SENCO) and other SEND specialists or expert colleagues. (S5c)  Working closely with the Designated Safeguarding Lead. (S5d)  Supporting pupils with a range of additional needs and using the SEND Code of Practice: 0 to 25 years, which provides guidance on effective school systems and approaches for identifying and supporting the special educational needs of pupils with SEND. (S5e)  Utilising existing opportunities to engage with parents and carers to better understand pupils’ individual needs (e.g. meetings with parents). (S5f) |
| 4.30-5  FS036 | BR | ITAP reflection and target setting | Teacher attitudes towards inclusion and SEND are a key determinant in the school experience of pupils with SEND. (S88)  Effective professional development is sustained over time. (S81) | **Professional Behaviours**  Critical reflection | Bring your reflective notes to this session. | Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching. (S8i)  Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher. (S8k) |
| Wed 15/1  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 22/1  1-2.30  FT111 | RM | SE2 updates | Effective professional development is likely to be sustained over time, building knowledge, motivating staff, developing teaching techniques, and embedding practice. (S81)  Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement (S82) | **Professional behaviours**  Critical reflections | List any questions you have about SE2. | Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. (s8a)  Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement (s8e) |
| 3.00-4.30  RW006 | BR | The nature of educational research and the link to Policy & analysis on one example | Changes in practice should be evidence informed.    It is important to keep up to date with current policy and guidance but a background knowledge of seminal research will deepen your understanding  Engaging in high quality professional development can help teachers improve. (S87) | Being a professional  Research engaged    Creative and critical thinking    Personal teaching philosophy | Abbott, I., Huddleston, P. & Middlewood, D. (2019) Preparing to teach in secondary schools: a student teacher’s guide to professional issues in secondary education, 4th ed. Maidenhead: Open University Press. | Begin to investigate one are of school practice that has been informed by current educational policy  Engaging with research evidence by accessing reliable sources, seeking support for how findings can inform practice, and monitoring the impact of applications. (s8d) |
| 29/1  1-4pm  RW006  FT111 | BR/JC  Alliance staff | Mock interviews | To gain a greater understanding of the interview process as part of applying for a teaching position in school.  Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. (S11) | **Professional behaviours**  Being a professional  Partnership and relationships | See info on Moodle | Practice peer review questions within small groups |
| Wed  5/2  1-2.30pm  SK037 | KP | Assignment 2 –  Guidance for the second assignment and selecting an appropriate focus | Current practice in school is driven by changes in central policy and this leads to rapid change  Research evidence can vary in its level of reliability, which is determined by how the research was conducted and other factors that might introduce bias, such as the level of independence. High quality research communicates methods and limitations transparently (S89)  A deeper understanding of school policy can improve teaching confidence and practice.    School policy is informed by central policy and research. | **Pedagogy**  **Professional behaviours**    Critical thinking and reflection    Research engaged | Alexander, R. (2022) Education in spite of policy. London: Routledge | Select an area of policy that will be your focus.  Engaging with research evidence by accessing reliable sources, seeking support for how findings can inform practice, and monitoring the impact of applications. (s8d)  Discuss your focus with key staff, e.g. SENCo or behaviour lead.    Investigate central policy and research that informs school policy. |
| 3-4.30  DG125 | BR | Assignment 2 –  A focused case study. Deep dive into one area of educational policy.  A review of research and the link to current practice | **Professional Behaviours**  **Pedogogy**  Research engaged | 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) |
|  |  |  |  |  |  |  |
| Wed 12/2  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. |
| w/b 17/2 | **HALF TERM BREAK** | | | | | |
| Wed 26/2  1-2.30  3-4.30pm | MJ  online | Reconstructing the curriculum | Social justice in education, across the curriculum and subjects  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.  Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned (s28) | **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://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> | Identifying possible misconceptions and planning how to prevent these forming.(S1d)  Creating a culture of inclusion, respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils). (S1e) |
| Wed 5/3  1-2.30  3-4.30pm | RM/JC | Cross Curricular Day – York Minster visit | 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. (S37)  Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context. (s38) |  | Loughran, S. (2005) Thematic  Teaching in Action  Sealy, C. *Memory not memories:*  *Teaching for Long-Term*  *Learning.* Blog  [https://primarytimery.com/20109/16/memory-not-memories-teaching-for-long-term-learning](https://primarytimery.com/2017/09/16/memory-not-memories-teaching-for-long-term-learning)  Council for LOTC www.lotc.org.u | Revisiting the big ideas of the subject over time and teaching key concepts through a range of examples. (S3h)  Making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories). (S4j) |
| Wed  12/3  1-2.30 | RM | SE3 briefing | A culture of mutual trust and respect supports effective relationships. (S15)  Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. (S82)  Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues (S83) | **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.  Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. (S8a)  Strengthening pedagogical and subject knowledge by participating in wider networks and as part of the lesson preparation process. (S8b) |
| 3-4.30pm | RM | lesson plan proformas | Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed. (S33)  Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning. (S41) | **Curriculum**  **Assessment**  Being a professional | See Moodle for various examples | Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. (S4a)  Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge (S4b)  Ensuring pupils’ thinking is focused on key ideas within the subject. (S3b) |
| ITAP  feedback  19/3  9-10.30  RW006 | KB | Establishing effective feedback cultures and characteristics | Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs. (S61)  Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear (S62) | **Assessment**  Research engaged  Critical thinking | Hattie, J. and Timperley, H. (2007) The Power of Feedback. Review of Educational Research, 77(10) 81-112 [Link here](https://journals.sagepub.com/doi/10.3102/003465430298487)  EEF Teacher Feedback to improve all learning [link here](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback)  Hattie, J. and Clark, S. (2019) Visible Learning: Feedback. Routledge  Black, P. Harrison, C. Lee, C. Marshall, B. and William, D. (2004) Working inside the Black Box: Assessment for learning in the classroom. Phi Delta Happan, 86(1), 8-21.  EEF (2018) Sutton Trust Education Endowment Foundation Teaching and Learning Toolkit: [link here](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | Using assessments to check for prior knowledge and pre-existing misconceptions. (S6e)  Monitoring pupil work during lessons, including checking for misconceptions. (S6h)  Starting expositions at the point of current pupil understanding. (S4f)  Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment. (S6l) |
| 10.30-12.00  HG136 | KB | Flexing verbal feedback to guide pupil outcomes. | 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. (S65)  Over time, feedback should support pupils to monitor and regulate their own learning. (S66) | **Assessment**  Research engaged  Critical thinking | Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). (S6f)  Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. (S6g)  Using verbal feedback during lessons in place of written feedback after lessons where possible. (S6o) |
| 1.00-2.30  DG125 | JC | The power of feedback during the learning instance | 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. (S64)  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. (S65) | **Assessment**  Research engaged  Critical thinking | Focusing on specific actions for pupils and providing time for pupils to respond to feedback. (S6i)  Appreciating that pupils’ responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child). (S6j)  Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment. (S6l) |
| 3-4.30  SK037 | BR | Using summative tests as formative classroom tools [KS4 focus] | 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. (S64)  Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs. (S61) | **Assessment**  Research engaged  Critical thinking | Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance) (S6b)  Recording data only when it is useful for improving pupil outcomes. (S6m)  Using available evidence to accurately identify what is required for individuals to meet their next steps and use this understanding to guide teaching adjustments for sub-group and individual pupils. (S6d) |
| 4.30-5 | BR | Reflection from ITAP and target setting | Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. (S82) | **Assessment**  Research engaged  Critical thinking | Bring all ITAP notes and reflections/handbook | Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes. (S8a) |
| Wed 26/3  9-4 | Subject staff | PGC7016M  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  2/4  1-2.30  3-4.30  SK037 | KB | Taking your questioning further | Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems. (S46)  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. (S36) | **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 (e.g. by modelling new vocabulary or asking pupils to justify answers). Elaborate on and query pupil contributions to support pupils’ oral language skills, and knowledge development. (S4m)  Providing appropriate wait time between question and response where more developed responses are required. (S4n) |
| 3-4.30  DG125 | BR | Assignment 2 input  Presentation | Presentation skills are an important aspect of continued professional development.  Research evidence can vary in its level of reliability, which is determined by how the research was conducted and other factors that might introduce bias, such as the level of independence. High quality research communicates methods and limitations transparently. (S89) | **Professional Behaviours**  Critical thinking  Research engaged | Come to the session ready with questions you need answering regarding the presentation | Integrate research and findings into concise and effective presentations.  Engaging with research evidence by accessing reliable sources, seeking support for how findings can inform practice, and monitoring the impact of applications. (S8d) |
| **Easter Break Monday 7th April – 18th April or Monday 14th April to 25th April** | | | | | | |
| Wed  23/4  1-2.30 | ST  Online | SEND and supporting assessment | Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. (S52)  Flexibly grouping pupils within a class to provide more tailored support can support learning, but care should be taken to monitor its impact on attainment, behaviour, engagement and motivation, particularly for low attaining pupils. (S55) | Profess Behaviours  Being a proff  Relationships/ partnerships | Hellawell, B. (2019)  Understanding & Challenging the  SEND Code of Practice, London:  Sage  Mitchell, D. (2014) What Really  Works in Special and Inclusive  Education, Oxford: Routledge.  Skipp, A and Hopwood, V (2017)  SEN support: Case studies from  schools and colleges DFE [link here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/636465/DfE_SEN_Support_Case_studies.pdf) | Making use of formative assessment (S5b)  Building in additional practice or removing unnecessary expositions. (S5m)  Reframing questions to provide greater scaffolding or greater stretch. (S5n) |
| Wed  23/4  3-4.30 | Online  ST | Supporting individuals with additional needs  (EHCP’s) | Pupils with SEND are likely to require additional or adapted support; working closely with colleagues, parents/carers, and pupils to understand barriers to learning and identify effective strategies is essential. (S57)  High quality teaching for all pupils, including those with SEND, is based on strategies which are often already practised by teachers, and which can be developed through training and support. (S58) | Profess Behaviours  Being a proff  Relationships/ partnerships | Webster, R. and Blatchford, P.  (2017) ‘The Special Educational  Needs in Secondary Education  (SENSE) Study’. Available at:  [http://maximisingtas.co.uk/asses/content/](http://maximisingtas.co.uk/assets/content/) sense-final  report.pdf  https://nasen.org.uk/uploads/asets/08ab8e82-ec23-4d2c-9ab5bd6b8d38736b/National-SENCO-Workload-Survey-Report-Jan-2020.pdf | Working closely with the Special Educational Needs Co-ordinator (SENCO) and other SEND specialists or expert colleagues. (S5c)  Utilising existing opportunities to engage with parents and carers to better understand pupils’ individual needs (e.g. meetings with parents) (S5f) |
| Wed  30/4  1-2.30  SK037 | RM | Progress review meetings | Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. (S82) | **Assessment**  Being a prof.  Personal teaching phil | See Moodle powerpoint | Strengthening pedagogical and subject knowledge by participating in wider networks and as part of the lesson preparation process. (S8b)  Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment (S8c) |
| 3-4.30  DG125 | 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.  Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly (S27) | **Pedagogy**  **Assessment**  **Curriculum**  Research engaged  Critical thinking | Alexander R.J. (2020) A Dialogic Teaching Companion, London: Routledge.  <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.  Taking into account pupils’ prior knowledge when planning how much new information to introduce. (S2a)  Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge. (S4b) |
| 7/5  1-2.30  DG125 | KB | Visual tools for thinking | Visual learning enables students to recognise how their learning is organised and connected.  Worked examples that take pupils through each step of a new process are also likely to support pupils to learn. (S210) | **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.  Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, manipulatives for counting, examples and nonexamples). (S4h)  Making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories). (S4j) |
| 3-4.30  SK037 | JC | Engagement Strategies | Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success. (S48)  High quality teaching is underpinned by positive interactions between pupils, their teachers and their peers. (S17) | **Pedagogy**  **Assessment**  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](https://www.marzanoresources.com/resources/tips/hec_tips_archive/) | Develop strategies to inspire readiness and intellectual curiosity.  Acknowledging and praising pupil effort and emphasising progress being made. (S1h) |
|  | **FULL TIME IN SCHOOL** | | | | | |
| **Half term 27th May – 31st may, 2024** | | | | | | |
| 30/6  1/7  2/7 | **School based enrichment**  **Online academic tutor meetings will also take place – confirmation meeting** | | | | | |
| Thurs  3/7  9-10 | BR | Reflecting on the year and enrichment week | Enrichment opportunities should continue throughout your career. | **Professional behaviours**  **Pedagogy** | Reflect on your enrichment days  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 | RM | Early Career teacher transition session | Transition and support into your ECT years.  Continued support throughout 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 | JC/RM | 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 | RM/JC | CEDPs | CEDPs can help identify next steps and priorities | **Professional behaviours** | Time to complete your CEDP | Reflect on progress made, recognise strengths and weaknesses and identify next steps for further improvement. |
| Fri 21/6  Temple Hall  10-12 | RM | Supply Agencies  Unions | | | | |
| Temple Hall  1.30-4pm | RM  All staff  Alliance staff | Guest speaker  Final celebration afternoon | | | | |