



Primary School Direct Distance
Module Guide
2022-23

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This module guide should be read alongside the detailed Programme Handbook which includes dates, policies, procedures, roles and expectations for the PGCE course as a whole.

Introduction: the School Direct Distance Primary Course

Primary School Direct Distance PGCE Programme Values and Beliefs

All children deserve to be able to access, participate in and engage with learning, and have the best possible experience of education. We know that good teachers are at the heart of this. With this in mind, we aim to develop critically reflective teachers - able to challenge existing assumptions (including their own) in order to adapt and develop their practice to meet the changing needs of their pupils. Our programme is designed to enable you to understand and interrogate the principles of teaching and learning which lie beneath practice, so that you can make informed choices in your own practice. We aim to develop your confidence in engaging with research by helping you to understand and interpret research findings, and also through direct experience of undertaking small-scale, applied research. Through this, we support you in developing agency: becoming adaptable, informed and passionate about pupil learning. The Primary School Direct Distance PGCE programme is designed to enable you to develop your pedagogical subject knowledge across the primary curriculum as well as developing your understanding of wider issues in education so that you are prepared to join a wide community of teachers making a positive contribution to schools and a difference to children's lives.

Introduction

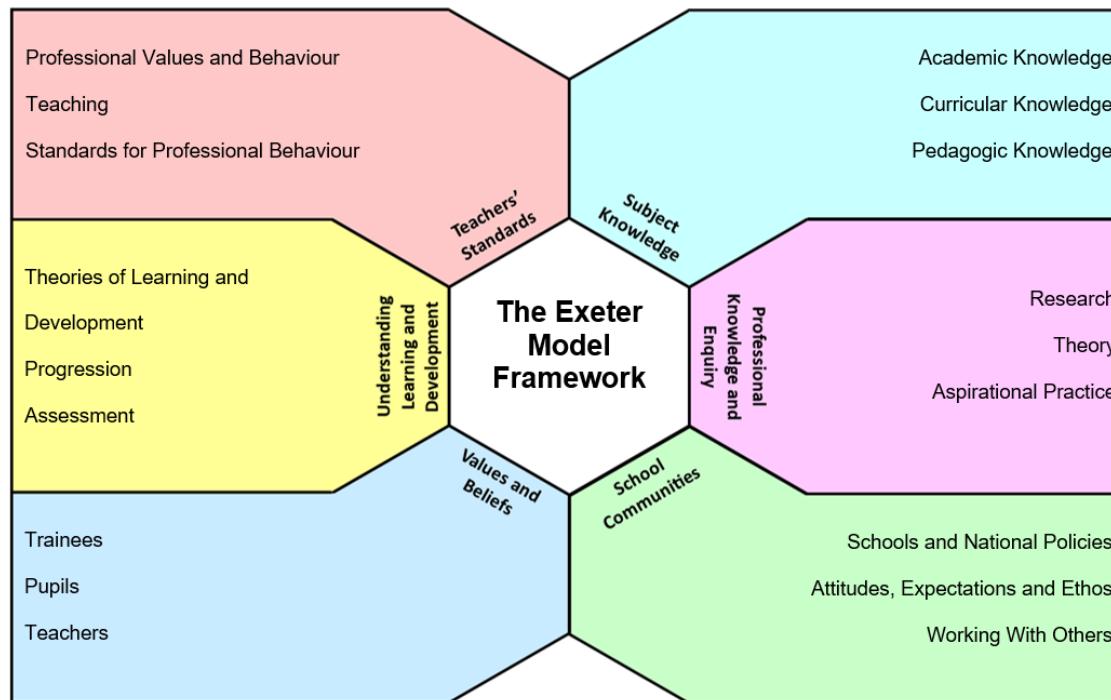
Your training year is just the beginning of your development as a teacher, and you will *not* exit the year knowing everything there is to know about teaching and learning. Instead, we aim to support you in becoming an autonomous, independent, critically-aware and reflective practitioner - someone who is able to identify your strengths and areas for development, with a desire to keep learning, to keep growing and to keep engaging with developments in our wider understanding of teaching.

This course is founded on the concept of **principled, reflective practice**, the idea that we should approach teaching with an informed understanding of pedagogy, how children learn, and what values drive what we do in the classroom. Smagorinsky describes how different this is to the "silver bullet" notion of "best practice" (2009, p.15). While the idea of 'best' implies that there might be a fixed set of approaches to teaching that are always superior, the concepts of 'reflective practice' and 'principled practice' instead focus on thinking about why we teach in certain ways, and the impact this might have on our students. This focus on 'why' invites you to make links between research and practice, to reflect on your own values, to unpick the hidden assumptions that can lie beneath the surface of any teaching activity, and to consider how teaching and learning always operates in context.

Above all, we invite you to view your knowledge of how to teach as an evolving, flexible entity. You are not accumulating a fixed and static body of knowledge about practice, ready to transfer into your teaching; rather, you are learning about evidence-informed, research-inspired approaches to teaching that you can try out, reflect on and develop in your own classrooms. Just as research is always marching forward, as a teacher the way that you teach will likely evolve and change considerably over time. Our curriculum map offers one synthesis of current knowledge: but the principles that underlie your teaching will ultimately be your own.

Theoretical Framing

Our curriculum coheres around the *Exeter Model Framework* which draws together a spectrum of issues that sociocultural theories identify as important in educational decision making. This framework is used in a number of ways - not least as tool that you'll use to explore the key topics within our curriculum through *framework reflections*.



The overall course is based on principles drawn from socio-cultural theories of learning. Learning to teach involves:

- Situated activity - learning within a school context ('Community of Practice' –Lave and Wenger 1991)
- Opportunities for dialogue with others, particularly those more experienced (Vygotsky 1978; Mercer, Wegerif & Major 2019)
- Scaffolded progress towards independent practice (see Wood, Bruner, Ross 1976)
- Tools to make sense of the knowledge, skills and social and political contexts of teaching (see Engeström, 1999)
- Deliberately reflective thinking about teaching and learning, strengthened through engagement in classroom research (Schon 1987; Beauchamp 2015)
- Understanding that contradictions (e.g. between theory and current practice or between a teachers' view and a trainees' expectations) are stimuli for exploration of why these differences occur and for new thinking and practice. They are points of creative growth for individuals and ultimately for the system.

Beauchamp, C. (2015). Reflection in teacher education: issues emerging from a review of current literature. *Reflective Practice*, 16(1), 123-141.

Engeström, Y. (1999). Activity theory and individual and social transformation. *Perspectives on activity theory*, 19(38), 19-30.

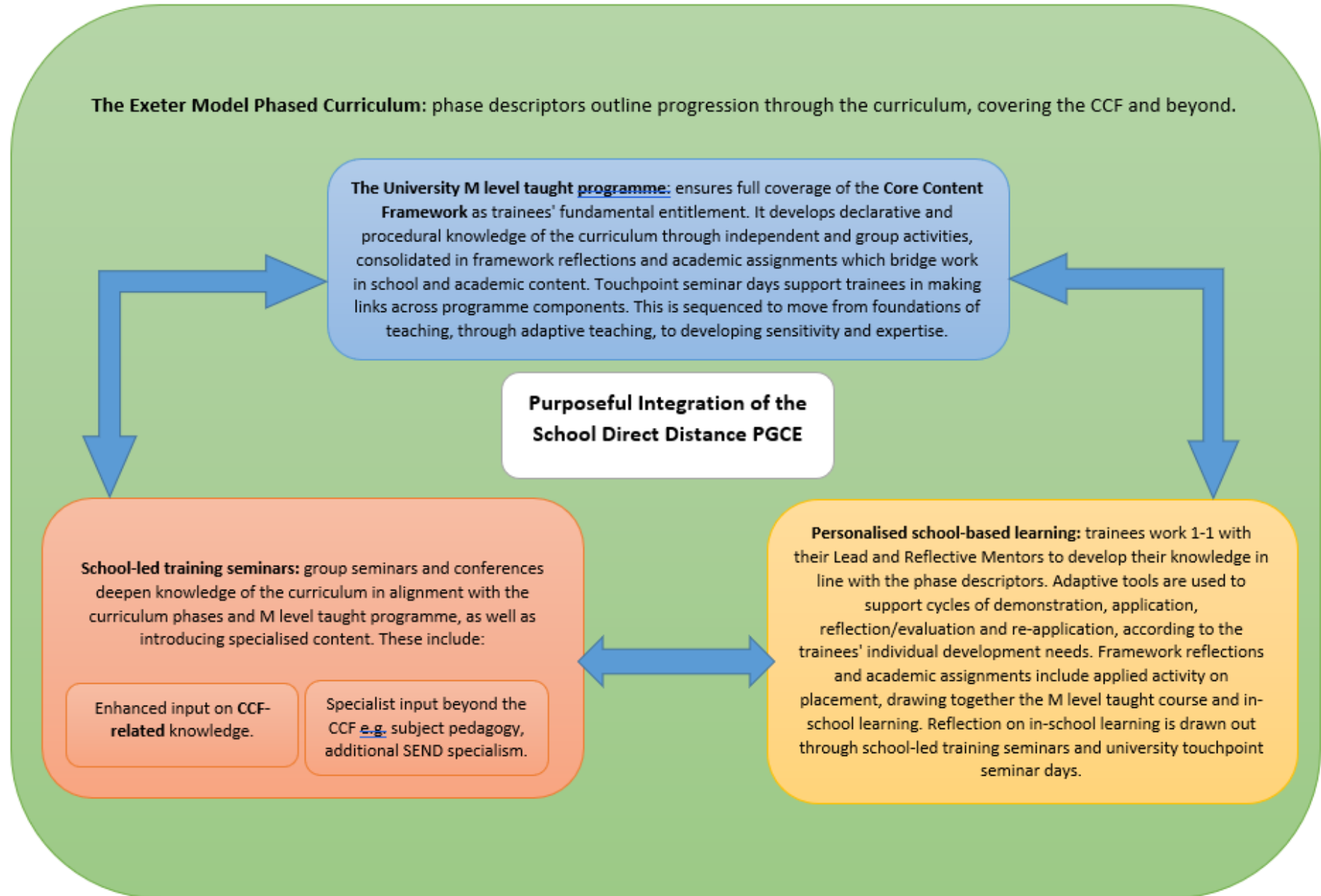
Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge university press.

Mercer, N., Wegerif, R., & Major, L. (Eds.). (2019). *The Routledge international handbook of research on dialogic education*. Routledge.

Schön, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. Jossey-Bass.

Smagorinsky, P. (2009). EJ Extra: Is It Time to Abandon the Idea of " Best Practices" in the Teaching of English?. *The English Journal*, 98(6), 15-22

Vygotsky, L. S. (1978). Socio-cultural theory. *Mind in societv*, 6, 52-58.



Course Overview: Core Concepts

The topics that we cover in the credit-bearing university modules introduce **core concepts**. These are sequenced by term, moving from foundation concepts towards adaptive expertise. Your understanding of how to engage critically with research and to develop your reflective practice is also sequenced through a termly progression which starts with reading and reflecting on research, then moves into developing confidence in conducting your own research.

Term 1	Term 2	Term 3
<p><i>Foundation Concepts in Education</i></p> <ul style="list-style-type: none"> • Safeguarding • Challenging the Gap • Learning - theories of learning, what neuroscience can tell us about learning • Talk for Learning and Dialogic Teaching • Scaffolding, Planning and Sequencing • Motivation and Behaviour • Assessment 	<p><i>Adaptive Teaching and Individual Needs</i></p> <ul style="list-style-type: none"> • Interpreting Data • SEND I: Individual Needs • SEND II: Adaptive Teaching 	<p><i>Developing Sensitivity and Expertise</i></p> <ul style="list-style-type: none"> • Diversity, including race and education • Challenging Notions of Ability and Intelligence • Child and Adolescent Mental Health • English as an Additional Language • Digital Futures in Education • Education and Sustainability
<p><i>Critical Reflective Practice</i></p> <ul style="list-style-type: none"> • Reflection • Critical Reading and Writing 	<p><i>Critical Reflective Practice</i></p> <ul style="list-style-type: none"> • Evidence-informed practice • Critical Reading and Writing • Critical Engagement with Research 	<p><i>Critical Reflective Practice</i></p> <ul style="list-style-type: none"> • Reflecting on your learning and development - revisiting the framework tasks
<p><i>Independent development</i></p> <ul style="list-style-type: none"> ➤ Subject and Curriculum Studies Assignment: Reflective Journal: Curriculum, Problems & Misconceptions, Scaffolding learning in lesson planning 	<p><i>Independent development</i></p> <ul style="list-style-type: none"> ➤ EPS assignment: Reflective Investigation: an exploration of a key issue in primary education 	<p><i>Independent development</i></p> <ul style="list-style-type: none"> ➤ Optional topics: Leadership; Informal and out of School Learning ➤ Planning for your future professional development

Online Seminar Days

Alongside these core concepts, a series of seminar days will develop your knowledge of **subject-specific pedagogy** in a range of primary subject areas. The sequence of these can shift, but all will give you a chance to explore and consolidate your understanding of pedagogical principles as they relate to specific areas of the curriculum. Both of these strands - the core concepts and the subject-sessions on seminar days - work alongside your **school-led training** which offers more contextual, situated sessions to help you to translate theory into practice.

Seminar Days start at **9.15** and end by **4.30**

The week before each seminar day, there will be **preparatory activities** to complete as part of the weekly online course. Please make sure that you prioritise completing these activities, as it will otherwise hinder your involvement in the taught sessions.

Induction Friday 9th September	<ul style="list-style-type: none"> • Induction (Exeter Model, Challenging the Gap, Reflective Practice)
1. Monday 3 rd October	<ul style="list-style-type: none"> • Reading incl. Phonics and the simple view of reading • Masters level writing input
2. Monday 7 th November	<ul style="list-style-type: none"> • Maths • Planning for Learning
3. Monday 9 th January	<ul style="list-style-type: none"> • Science • Writing with children
4. Monday 6 th Feb	<ul style="list-style-type: none"> • Humanities • Computing
5. Monday 24 th April	<ul style="list-style-type: none"> • Modern Foreign Languages • English as an Additional Language
6. Monday 12 th June	<ul style="list-style-type: none"> • Current issues in Primary PE • Geography & Education for Sustainability

The Online Weekly Programme

The outline below indicates the topics and main outcomes for the weekly online learning. You should be able to complete most of the work required for the Masters during your designated day each week. However, there will be some activities which you will also need to do in school: for example, framework reflections often require you to talk to key members of staff, to examine school policies, and to plan, teach and evaluate particular lessons. You might like to think of your study days as the 'anchor points' in developing your knowledge of our core curriculum, but the nature of the course integrates theory and practice, so the work will span across your experience in school too.

Week beg	Autumn Term: Masters Programme	
29/08	BEFORE THE COURSE Trainees should have accessed and completed initial needs analyses and fundamental English / Maths audits , available here: https://www.exeter.ac.uk/teachertraining/offerholders/pre-courseinformationandtasks/schooldirectpre-coursetasks/ During this fortnight, trainees will be sent information regarding: introduction to online working including e-safety; help accessing and understanding ELE (our VLE); introduction to the Exeter Model of ITE	
05/09 Induction 9th September (on campus)	<p><i>Topic:</i> Challenging the Gap</p> <p><i>Topic:</i> Safeguarding 5 simple steps</p> <ul style="list-style-type: none"> • PREVENT Certificate • Challenging the Gap framework reflection • Academic Honesty and Plagiarism module 	
12/09	<i>Topic:</i> Curriculum	<i>SCS Assignment: Curriculum</i>
19/09	<i>Topic:</i> What is learning? (Part One)	<i>Framework reflection: Learning</i>
26/09	<i>Topic:</i> Talk for learning and dialogic teaching Preparation for seminar day 1	<i>Framework reflection: Learning</i>
03/10	Seminar Day 1 - Monday 3rd October (online) <i>Topics:</i> Reading including phonics and the simple view of reading and Master's-level writing input	<i>SCS Assignment: Problems & Misconceptions</i>
10/10	<i>Topic:</i> scaffolding, planning & sequencing	<i>SCS Assignment: Scaffolding in Lesson Planning</i>
17/10	<i>Topic:</i> Motivation and Behaviour	<i>Framework reflection: Behaviour</i>
24/10	<i>Half Term</i>	

Week beg	Autumn Term: Masters Programme	
31/10	Preparation for Seminar Day 2	<i>Framework reflection: Maths</i>
07/11	Seminar Day 2 - Monday 7th November (online) <i>Topics: Maths and Planning for Learning</i>	
14/11	<i>Topic: Assessment</i>	<i>Framework reflection: Assessment</i>
21/11	Independent Assignment Work	
28/11	Independent Assignment Work	
5/12	<i>Topic: What is learning (II)?</i>	
12/12	<i>Topic: Evidence-informed practice</i>	<i>Framework reflection: Interpreting Data</i>
Week beg	Spring Term: Masters Programme	
02/01	Preparation for Seminar Day 3	
10/01	Seminar Day 3 - Monday 9th January (online) <i>Topics: Science and Master's Level writing input</i>	
16/01	<i>Topic: Critical reading</i>	<i>Formative EPS Assignment</i>
23/01	<i>Topic: Engaging with Research</i>	<i>Formative EPS Assignment</i>
30/01	Preparation for Seminar Day 4	
06/02	Seminar Day 4 - Monday 7th February (online) <i>Topics: Humanities and Computing</i>	
13/02	Independent assignment work	
20/02	<i>Half Term</i>	
27/02		

Week beg	Autumn Term: Masters Programme	
06/03	Independent assignment work	
13/03	Topic: SEND I; policy and understanding individual needs	<i>Framework reflection: SEND</i>
20/03		
27/03	<i>Topic: SEND II: Adaptive Teaching</i>	<i>Revisit SEND framework reflection</i>
3/04	Independent assignment work	
Week beg	Summer Term: Masters Programme	
17/04	Preparation for Seminar Day 5 - Monday 17th April	
24/04	Seminar Day 5 <i>Topics: EAL & MFL</i>	<i>Framework Reflection: EAL</i>
1/05	<i>Topic: Diversity I</i>	<i>Topic: Framework Reflection: Race & Education</i>
08/05	<i>Topic: Diversity II</i>	<i>Framework Reflection: Race & Education</i>
15/05	Challenging notions of ability and intelligence	
22/05	<i>Topic: Child and Adolescent Mental Health</i>	
3295	<i>Half Term</i>	
05/06	Preparation for Seminar Day 6	
12/06	Seminar Day 6: Monday 12th June <i>Topics: PE and Geography with Education for Sustainability</i>	
19/06	<i>Career Entry Development Profile (CEDP)</i>	
27/06	<i>Topic: Digital Futures and Challenging the Gap revisited</i>	<i>Optional Leadership topic</i> <i>Optional Informal and Out of School Learning topic</i>

The Teachers' Standards for QTS and the Core Content Framework (CCF) for Initial Teacher Training

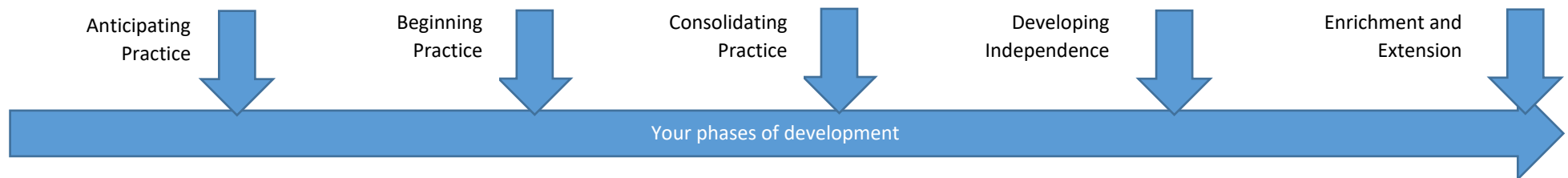
Our curriculum does not separate out the [Teachers' Standards](#) and address them one by one. This is because we recognise how interrelated many of the standards are, and that you will be constantly developing your understanding and skills across all of the standards.

However, the Department for Education has published recommended 'Core Content' for Initial Teacher Training which offers a framework which should be considered a "minimum entitlement" for all trainees, and this presents the content atomistically against each standard: <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>. In an appendix to this study guide, you will find a table which presents the DfE core content, and shows the key areas where we integrate this information into our course - through topics, tasks, assignments and seminars. The table also indicates some of the ways in which our course goes beyond this minimum entitlement, outlining some additional ideas that you will explore.

Each year there are also additional optional enrichment opportunities, including the Graduate School of Education Research Lecture series in which leading experts present on a range of important educational topics each year.

Alongside the academic content, we support your progress towards the standards through our **phases**. There are different expectations within each phase - for example, of how much classroom contact time you have, or which training tools you use to evaluate and reflect. This *scaffolds* your progress in a gradual sequence which moves towards independent practice.

The 'profile descriptor' of each phase describes the knowledge, understanding and skills that we expect you to be able to demonstrate at the end of it. The movement through the phases is **flexible**, depending on your needs. Meeting the 'Developing Independence' phase indicates that you have met the standards required for the award of QTS.



General Assignment Information

The sections that follow present information about your two 30 credit Masters level assignments. You will find further information built into the online weekly learning on ELE - particularly for the EPS Critical Investigation, where the first 3 weeks of the Spring Term take you through the process of understanding the nature of small scale classroom research, identifying an issue and working with research literature, and planning methods of data collection.

Also on ELE you will find information about academic practice and referencing, how to read and write critically, and links to the Study Zone for further academic support.

If you have particular learning needs, please contact [AccessAbility](#) to arrange an individual learning plan (ILP). We can only apply marking guidelines which take account of specific difficulties if you have a formal ILP arrangement.

Please also note the information in the Programme Handbook and on the ELE Core Documents page regarding:

- how to present and submit your assignment
- our marking and assessment policy
- how to submit an extension request
- penalties for non-completion, late completion and being over the word limit.

Submitting Assignments

- Formative assignments should be emailed to your designated university tutor.
- Detailed information about how to submit your summative assignments will be emailed to you approximately one month before the submission deadline.

School Direct Distance PGCE
Assignment 1, SCS:
The Reflective Journal

Reflection is an essential component of the Exeter model and underpins many of the training activities we ask you to do. It involves *questioning* - what is happening, what you think, what you do - *making links* between different ideas and perspectives, *experimenting* and *drawing conclusions*.

Reflection can be a powerful tool, but it is not always straightforward. At its best, reflection can "empower" you to understand and evaluate your practice, and ultimately to develop a deeper understanding of teaching and learning (Dyer & Taylor 2012 p.561). It is the bridge between the taught content of the PGCE course and your experience in the classroom. We ask you to draw on the concepts, ideas and information you've encountered in your training, reading and research, and use these to think about *what* you're doing, *how* pupils are responding, *why*, and *what you can do next*.

However, reflection can suffer from being superficial, biased, or constrained by external pressures and hierarchies. It can become kneejerk and formulaic, particularly if you don't believe in its value, or you do it only to satisfy external requirements, or you don't have enough faith in your own experiences or judgements, or enough flexibility to find a useful format for reflection (Beauchamp 2015). We ask you to share your professional reflections in various ways (including this assignment), but we encourage you to also keep a private reflective space (on paper or screen - however you wish) in order to experiment with finding ways to reflect that genuinely help you to think and develop.

Why write?

You might be wondering why it's not sufficient for you to reflect 'in your head'. There is evidence that the act of writing can help you to develop and organise your thoughts - this is researched under the concepts of 'discovery writing' and 'writing to learn' (Galbraith 2009; 2015) - the idea that we can write to find out what we think. Written reflections can also form a bridge between implicit, unconscious, automated or procedural knowledge and explicit, conscious, and declarative knowledge (Woolfolk et al. 2008). Much of our behaviour is driven by implicit assumptions, and writing reflectively can draw these out, make them visible and therefore help us to explore, challenge and change (or consolidate) those ideas. Putting ideas into words also enables us to share them with each other, and some of your reflections will form the basis for conversations with mentors and tutors.

The Teachers' Standards and your progress through our Curriculum

The **SCS assignment** asks you to develop and apply your knowledge in relation particularly to:

How Pupils Learn (S2). Promote good progress and outcomes, demonstrating your understanding of how students learn in a particular subject and phase and of typical problems and misconceptions

Subject & Curriculum (S3). Demonstrate good subject and curriculum knowledge, demonstrating your understanding of progression and sequencing in a particular subject and phase, as well as a critical understanding of curriculum design

Classroom Practice (S4). Plan and teach well-structured lessons, demonstrating your knowledge of how to structure and scaffold learning in a particular subject and phase, and to articulate how your chosen activities relate to your knowledge of how children learn, as well as your ability to evaluate your impact on pupil learning.

You may also touch on aspects of the other standards - perhaps around setting High Expectations (S1), *Adaptive Teaching* (S5) or formative and summative *Assessment* (S6), but the standards in bold above are the key focuses for this assignment.

Guidance on Reflection

Our reflective tools are informed by the idea that reflection can operate on different levels. Our aim is for you achieve dialogic and critical reflection. The explanation below is drawn from Hatton and Smith (1995):

- **Descriptive writing** - not reflective; description of events that occurred; no attempt to provide reasons/justifications.
- **Descriptive reflection** - not just a description but some attempt to provide reason or justification for events or actions, but in a reporting or descriptive manner.
- **Dialogic reflection** - stepping back from the events/actions; mulling over; discourse with oneself; considering alternatives.
- **Critical reflection** – demonstrating an awareness that actions and events are located in and shaped by social, cultural and/or political structures.

For your first assignment, we ask you to write **2 Critical Reflections** which link theory to practice.

These reflections will be written up as a reflective journal and submitted according to the instructions for assignment submission which will be emailed to you. Please note the strict submission deadline in the programme handbook.

Please also refer to the information under 'M level Assignments' on ELE. This includes marking criteria, information about reflective writing and referencing, exemplars and FAQs. Note that you will need to use the **first person** throughout this assignment.

Each reflection is approximately 2,000 words, with a combined maximum word count of 4,000 words.

For all of these, you will need to find and read relevant academic literature and make links between your reading and your experience in school. You will also be able to selectively draw on some of the content of the online modules.

In each entry, you should **focus on one particular subject or curriculum area**. This should stay the same throughout the assignment, though you might want to look at slightly different but related areas: e.g. for Primary science, you could look at the *working scientifically (disciplinary knowledge) curriculum* for entry 1, and plan a lesson on *substantive knowledge* for entry 2, or vice versa.

There is no fixed template for these reflections, as we want you to have freedom within the brief to structure them as you wish. However, we strongly encourage you to use subheadings within each entry to organise your ideas and to guide the reader through.

The formative assignment: Curriculum Framework Reflection (1500 words equivalent = 500 for framework interview, 1000 prose reflection)

Interview a teacher in your school about the curriculum, using the prompt questions on the curriculum framework reflection (see below). The interview should take approx. 20-30 minutes. This interview is 'equivalent' to 500 words but the actual word count of the notes you make does not matter – it will not form part of your final word count.

- In primary, you should choose *one focus subject* - e.g. art, geography, PE, science, maths, English etc. Choose carefully as this will become the focus curriculum area for your first summative assignment. This can also be a smaller subject area, such as guided reading, or sustainability.

Write up your reflection on this interview in c.1000 words of prose, using paragraphs and subheadings. Link your findings to independent research you have read about the curriculum, particularly looking at any particular issues or debates around the focus subject or key stage. *You will receive formative feedback on this, and can use the ideas in your summative assignment, where you should expand on and develop them in entry 1.*

*Your formative assignment will also be used to formatively assess your fundamental English. We will be checking the accuracy and clarity of your written expression. This may result in a **cause for concern for fundamental English** if there are numerous errors or unclear expression. The cause for concern will map out how you can develop and evidence your ability to use written English accurately.*

The Summative Assignment: Critical Reflective Journal (4000 words = approximately 2000 per entry)

Entry 1: Curriculum (2000 words approx)

Taking the curriculum area you focused on in your formative assignment, research current issues / debates about the curriculum. What is a current trend, or concern, or area of tension?

Relate this to your placement school's curriculum, drawing on your formative assignment. What is the rationale behind how your school has designed this strand or key stage of their curriculum, and how does this link to the current issues and debates you have read about? What values or ideology underpins their curriculum and how is that similar or different to other opinions or articles you have read?

Research common pupil misconceptions or problems that teachers encounter in your chosen curriculum area. What does literature suggest is problematic about this domain? What do students find difficult? What are the implications of this for teachers?

Relate this to your experience of observing or teaching in school. Where do you see problems or misconceptions occurring? How do teachers tackle them? How do you tackle them? What have you learned from thinking about this, and what questions still remain for you?

Entry 2: Scaffolding in Lesson Planning (2000 words approx)

Design and deliver a lesson for the curriculum area you've chosen. Reflect on the success of your lesson, drawing explicitly on the concept of scaffolding and your knowledge of subject-specific pedagogy. Explain how you scaffolded learning in the lesson, and relate this to academic literature about scaffolding and how children learn, as well as reading about subject-specific pedagogy (e.g. you might also link to talk / classroom discourse, constructivist and social-constructivist conceptions of learning, cognitive load theory, working and long term memory, or other topics that might be relevant such as creativity). Evaluate the impact your lesson had on your pupils' learning.

Look for opportunities to link this entry to entry 1 - e.g. you might explain near the start how this lesson fits into your placement school's curriculum, and it might be relevant to make links to misconceptions when you explain your scaffolding or evaluate pupil learning.

Include your lesson plan as an appendix (not directly assessed and not included in the word count).

The best assignments will interweave research and practice, using your independent reading to reflect on your experiences in school, rather than discussing literature and practice separately. They will also engage critically with research literature - noting where there are limitations, gaps, questions still to be answered, areas of agreement or disagreement, tensions between practice and research.

On the next page there are some extracts from successful reflective journals.

As you read these, you should be able to see:

- Use of the first person "I" along with an appropriately formal tone (i.e. avoiding informal contractions)
- Confident interweaving of research and reflection on experiences in school
- Use of specific terminology which shows understanding of key concepts (e.g. scaffolding, modelling, consolidation)
- Reference to personal values and experiences
- Use of contrast or counterpointing - e.g. "However," to show the complexity of teaching and different perspectives from research literature
- Precise and specific examples from teaching experience, not just described but explained and analysed with reference to academic reading
- Justification of decisions made - explaining 'why'
- Evaluations of decisions made - for example, pointing out where things were not perfect, why and how they may have been done differently.

You might not see all of these things simultaneously, of course!

Extracts from reflective journals

This entry critically evaluates a mathematics lesson plan which I created and delivered to a Year 4 class, as a trainee teacher during the beginning phase of my training. The evaluation addresses my reflective practice and my understanding of scaffolding, planning and sequencing.

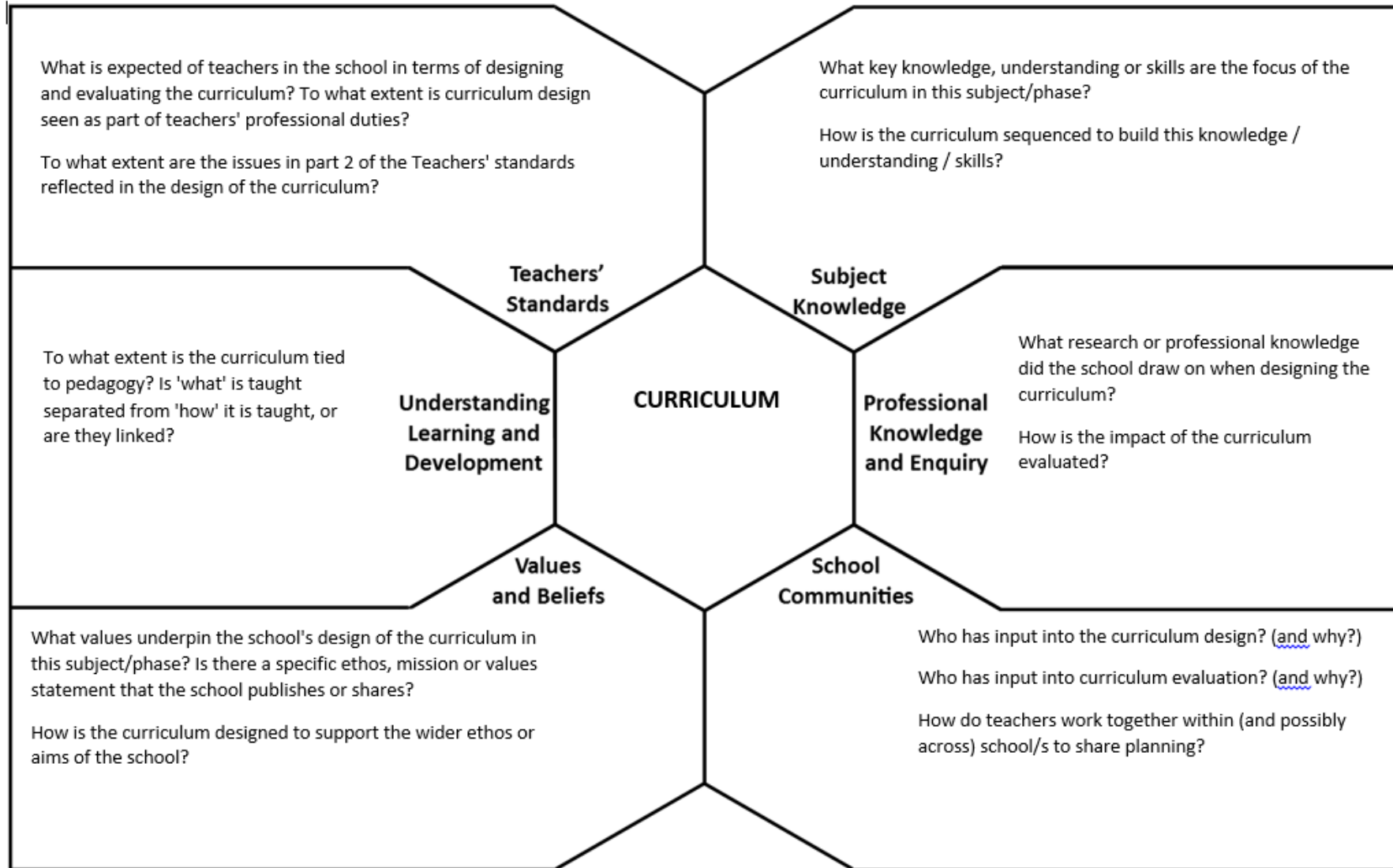
A chief aim of mathematics education in this age of uncertainty must be to go beyond motivating students to learn the mathematics that we think they are going to need (which is impossible to predict), to convincing them that they can learn mathematics, in the hope that they will continue to learn, to adapt to the mathematical challenges with which their future lives will present them.

(Sullivan, 2011, p iii).

Reading this quote that I had found and recorded in my reflective journal reminded me of the importance of having a clear understanding of the current debates concerning the teaching and learning of mathematics. It is often said that some adults have had difficult experiences with learning mathematics at school. Even the National Numeracy Organisation (2015, p. 1) acknowledged that “the negative attitudes, rather than a lack of innate talent, are at the root of our numeracy crisis.” Such beliefs can influence young learners when they begin to learn mathematics at school. As a child, I can recollect an occasional sense of helplessness trying to understand main concepts during my maths lessons. That experience motivated me as a trainee teacher to find ways to empower children to become not only competent in the subject, but also learn to appreciate it. Following Sullivan’s viewpoint (2011), enabling children to have a positive attitude towards learning mathematics may result in their own interest to keep learning in the future.

On reflection, having identified the importance of showing the children how and why to use a resource, I should have included this in my learning objective. Medwell (2018) suggests that teachers must be clear about what the children will learn, understand or do as a result of the lesson, and that this should also be understood by the children. By not explicitly identifying this as an aim, I did not make it clear to the children how to use a resource to problem solve. Haylock & Manning (2019) reinforce the importance of this, suggesting that children should learn to represent and model situations using a range of tools. However, Hiebert and Wearne (as cited in Moyer-Packenham 2001, p.177) suggest that manipulatives are often learnt by rote, and consequently that children do not always have a clear understanding of why they are using the resources and how to use them independently. As the children followed my demonstration without an explanation of why and how I was using the resource (a number bead), the children did not understand how to use it independently, as evidenced in the consolidation activity. To improve, I need to explain clearly and explicitly during the whole-class input how we can use resources to support independent learning, considering the aims of the lesson closely and what I want the children to achieve.

The fact that I had the opportunity to teach the same lesson in two year three classes, provided valuable contrasting experiences and food for thought. In class A, keen to start conversations about language similarities, I cold-called the only EAL student present that day, asking if Arabic had gendered nouns like Spanish. He responded quietly, saying he wasn’t sure. By asking this student to share his insight, it was my intention to help foster a safe and democratic class environment in which all voices and experiences were heard and valued equally. I realise on reflection that, by calling on this student for his input, I was placing him ‘in the role of native informant’, assigning him an unfair responsibility in the classroom and potentially objectifying him and his experience (hooks, 1994, p. 44 – 45.). His unenthusiastic response is, unfortunately, testament to that. This experience provided a valuable learning moment in my teaching practice and will be something I will endeavour not to repeat in the future.



School Direct Distance PGCE
Assignment 2, EPS:
Reflective Investigation: A reflective
exploration of a key issue in primary
education

Engaging with Research

Research 'engagement' is increasingly seen as an important professional hallmark for teachers. The Core Content for ITT refers to research under Teachers' Standards **S8**, noting that beginning teachers should learn that "reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement", and should be able to engage "critically with research", "using evidence to critique practice."

What it means to 'engage critically with research' can take many forms. It might mean:

1. Reading *recommendation* documents based on research, such as those produced by the EEF in their Guidance Reports:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/>

2. Reading *secondary summaries* of research, such as those in the EEF toolkit:

<https://educationendowmentfoundation.org.uk/news/the-teaching-and-learning-toolkit-what-are-the-risks-and-how-do-we-address/> (this is a good critical overview of the value and limitations of their meta-analyses)

3. Being a *research participant* in a study organised by someone else.

4. Reading *primary research* articles on a particular topic to develop your own understanding of an issue, then putting your insights into practice in your teaching

5. Conducting your *own research*, to systematically explore an issue that you want to understand better, in your own context.

The aim of this assignment is to develop your confidence in these forms of 'research engagement.' We want you to recognise that research is not something that is done 'out there' by other people, that produces neat, final, easy answers that you can just import directly into your teaching practice. Our concept of 'research engagement' recognises that the most powerful research often entails teachers developing authority, confidence and agency by reading a range of prior research about a topic of professional interest, developing their own insights with an awareness of the gaps and limitations of what they've read, and then using this to develop their own systematic inquiry within their own particular context (Wolkenhauer, Boynton & Dana 2011).

We do not expect you to engage deeply (if at all) with research paradigms, philosophies or methodologies. We do, however, want you to develop a critical eye for what different forms of data can and can't tell you. We want you to be able to notice when correlation is confused with causation, or generalizable claims are based on non-generalizable data; when context is ignored (e.g. when all studies in a meta-analysis are American), or implicit values or ideology are not challenged (e.g. is it worth adding +2 months to reading comprehension if the educational intervention makes children hate reading?).

The Teachers' Standards and your progress through our Curriculum

The **EPS assignment** asks you to develop and apply your knowledge in relation particularly to:

Professional behaviours (S8). Fulfil wider professional responsibilities

As noted above, it relates particularly to the core content (CCF) statements:

- Learn that, statement 2 - *Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.*
- Learn how, statement 7 - *Engaging critically with research and using evidence to critique practice.*

However, it also goes significantly beyond the Core Content in enabling you to undertake your own research in order to inform your practice, with a particular focus on systematic exploration of an issue that you believe is important in your classroom.

Adaptive Teaching (S5). Adapt teaching to respond to the strengths and needs of all pupils

You will explore an issue that you believe is relevant to your practice, and which will help you to support pupil engagement or learning. This will inevitably develop your sensitivity to a range of pupil attitudes, attainment or needs. The exact focus will depend on the topic you choose to explore.

Reflective Investigation

There are many models of teacher research or enquiry, for example Lesson Study or Action Research. We frame this assignment quite broadly as a 'reflective investigation' as we do not expect you to do extensive reading about research methodologies. Instead, we want you to focus on developing your understanding of a particular issue and how it manifests in your particular context.

The nature of Reflective Investigation:

- It is a focused analysis of a particular case
- It illuminates through close examination
- Its goal is particularity, not generalisability
- It is concerned with in-depth understanding of a case
- It links research to professional practice
- It is intended to develop your ability to analyse and reflect on [your] classroom practice with intellectual integrity
- It is evidence-based
- It is counter to the use of anecdote, opinion, and mythology as the basis for developing professional practice.

Your purpose is to show that you can make a detailed investigation of the learning of an individual or group and recommend future actions.

You can choose any topic for this particular assignment, but you can pick a topic from the online training course if you wish.

The Formative Assignment: Assignment Proposal (1500 words equivalent)

This asks you to identify a focus to investigate, explain why you have chosen it, do some preliminary reading about it and create a plan for how to write it up. The suggested structure for this is that you write about 1000 words as a **literature review**, then about **500 words as an action plan** for how you intend to study this for your summative assignment. The Exeter Model training tools are ideal for this – you may wish to use the reflection frameworks, or a series of demos & agendas to help with your investigation.

The Summative Assignment: Reflective Investigation (4000 words)

Here you present your overall investigation, including a literature review, explanation of the tools you used to make your enquiry, discussion and implications. There is a writing frame (below) which indicates how to structure and write up the assignment.

The best assignments interweave research and practice, using independent reading to reflect on experiences and research findings, rather than discussing literature and practice separately. They also engage critically with research literature - noting where there are limitations in research, gaps, questions still to be answered, areas of agreement or disagreement, tensions between practice and research. Reading should focus on peer-reviewed academic sources rather than blogs, media articles or 'grey literature' (e.g. government reports, policy documents), although it may sometimes be appropriate to draw on policy and reports when discussing national concerns or priorities. Literature reviews tend to use subheadings, and are structured to highlight key points or issues, rather than describing research articles one by one.

Good assignments also include a clear explanation of the research question, the context, with some discussion of the strengths and limitations of the study (possibly linking to literature about research, but that's not a requirement). They present conclusions and reflections clearly and systematically with any charts/figures are clearly labelled and easy to understand. Strong discussions relate your reflections to the issues discussed in the literature review in order to suggest (tentative) reasons, and consider what next steps might be - for both teaching and further investigation. They link the findings clearly to practice, showing how this assignment has developed knowledge for teaching. Importantly, good assignments show awareness of the limitations as well as the value of the investigation, and are appropriately tentative in making any claims.

On the next page, there are some extracts from successful reflective investigations.

As you read these, you should be able to see:

- Use of the first person "I" along with an appropriately formal tone (i.e. avoiding informal contractions)
- Clear, focused topic of investigation
- Definitions of key terms
- Use of a range of different research sources. These are synthesised - so brought together rather than discussed one by one - in an argument which highlights key points
- Links to research literature used to illuminate the findings
- A clear explanation of how the findings from the literature review and your reflections will inform future practice.
- An appropriately tentative tone and awareness of limitations when discussing findings.

Extracts from Reflective Investigations

Introduction (clear explanation of the problem, defines key terms, states question)

Investigation Question: *How can teacher feedback be used to promote pupils' self-efficacy in their creative and artistic abilities?*

Teaching for creativity implies helping students to find their artistic voices, to feel empowered and encouraged to express their creative ideas. The NACCCE report (1999) defines teaching for creativity as a process which encourages students to have belief in their creative identity, identifies their creative abilities and fosters them. I intend to use this definition as a starting point for my assignment and to explore how teachers can use feedback to develop their students' self-efficacy.

There has been much debate about the definition of creativity and whether it is a skill that can be taught. Best (1982) indicates there is a common assumption that there is no apparent objective criteria for creativity, that it is a subjective inner activity which consequently cannot be taught. For the basis of my assignment, I am going to explore from the stance that creativity can be taught and focus on how a teacher can nurture this skill in an effective way via feedback.

Literature review (draws from a range of research literature to explore an issue; uses subheadings)

Advantages of handwriting

Writing is a way of using symbols or letters to visually represent thoughts. It is a complex, cognitive process, a set of cultural tools that need to be learned (Mangen and Balsvik 2016). The teaching of writing can be done using digital devices and typing or pen and paper. Internationally, the increase in the use of computers has resulted in a lack of focus on handwriting (Dinehart 2015); for example, in Finland, touch typing is now taught from early years (Medwell and Wray 2017). In research by James and Englehart (2012), during an MRI scan, young pupils aged 4 and 5, were asked to recognise letters after either writing symbols by hand, or finding them on a keyboard. It was found that the areas of the brain associated with letter processing and reading systems were more active after writing by hand and areas of the brain associated with writing were also involved in letter processing (Alonso 2014, James and Englehart 2012). This indicates that writing by hand supports recognition of letters in younger children, increases processing and develops networks in the brain. This supports the theory of embodied cognition, which states that both visual perception of the written word and motor actions work in unison (Mangen and Velay 2010).

Writing by hand can also benefit recall (Webb 2017, Alonso 2014). In a research study by Mueller and Oppenheimer (2014) students were asked to take lecture notes either by hand or on a laptop. Although students with laptops were able to write more, students who wrote by hand had a better conceptual understanding and after a week were able to recall more facts than those who used a laptop. This could be because students writing by hand were more selective and were not able to transcribe the whole lecture, which gave them more time to process the information.

Use of Exeter Model Training Tools (clear explanation and justification of your choice of tool)

For this investigation, I will use a reflective framework, which will focus on my school's sustainability programme. I will develop a series of reflective questions to investigate, including questions on *subject knowledge, professional knowledge and enquiry, school communities, Values and beliefs, understanding learning and development and the core content framework (CCF)*. This will enable me to gain an holistic view of the way sustainability is approached in my school community, as well as enabling me to gain a collaborative view by using the perspectives of my peers and colleagues, as well as those of research, policy and literature

Discussion (draws out key points and relates to the research literature)

Here you will need to bring together the findings you have from your Exeter Model Tool/s (reflection frameworks, demo/agendas, lesson observations etc), and relate these with your literature review.

Implications (shows clearly how the project has informed their understanding and practice)

The challenges faced by pupils, and in particular pupils of a lower SES, in developing a rich and varied vocabulary will influence my future practice. In terms of my own teaching strategies, I will take a creative approach to teaching vocabulary, endeavouring to make vocabulary development engaging and memorable for pupils. It was highlighted by the EAL that children who lack a solid foundation of vocabulary often struggle with understanding instructions, reading fluency and engaging with academic talk. To address this in my own practice I will consider how to pay attention to explicit and implicit vocabulary teaching when planning lessons across all subjects. Furthermore, this project has highlighted the positive impact of using subject specific, specialist vocabulary. I have found the use of this language to be effective in immersing pupils in the subject content. Additionally, it encourages them to use the technical vocabulary associated with a topic that is needed to enable them to talk like a specialist. I believe that using this language in conjunction with more general vocabulary development can have a positive impact on improving pupil's aspirations, giving them the confidence to feel that any vocation is achievable.

EPS Formative Assignment: Reflective Investigation Proposal (~1,250 words equivalent)
Name:
Phase:
Working title of your reflective investigation:
Part 1: Essay Design (~250- 500 words)
<p>Describe the issue (300 words) <i>What is the issue you want to investigate? How does this 'issue' manifest in your school and/or classroom? What has your background reading told you about this issue so far?</i></p>
<p>The investigation question (up to 50 words): <i>Provide a focused & precisely worded research question. It should not be a 'yes or no' question as you will not produce conclusive, generalizable answers - consider using 'How does...?' 'What might....?' 'Which strategies....?' 'Why....'</i></p>
<p>What search terms or key words will you use to locate research articles on this topic? (a maximum of 7 search terms or key words) <i>In the light of your research question, what key search words will you use?</i></p>
<p>What Exeter Model Training Tools are you going to use to explore the issue? (400 words) <i>Which tools will you use and why? How will these tools enable you to 'answer' your research question? What are the advantages and limitations of these methods? Agendas, observations, work scrutiny, Framework Reflections</i></p>
<p>Data Protection and Anonymity <i>You must ensure the anonymity of schools. Do not name schools or students in your assignment. You must not provide any contextual information, which identifies the school, or students (if you want to refer to Ofsted reports, for example, paraphrase or summarise information about the school).</i></p>
Part 2: Literature Review (~750-1000 words)
<p>These categories are taken from the marking criteria against which your assignment will be awarded a mark.</p> <p>Knowledge of the subject <i>Have you shown good knowledge of the topic and some critical awareness of key issues?</i></p> <p>Understanding of subject <i>Is there evidence of both depth and breadth of understanding?</i></p> <p>Critical analysis <i>Is there critical analysis, with some evidence of critical evaluation?</i></p> <p>Argument <i>Is there the development of a critical argument, with some originality?</i></p> <p>Use of literature/sources <i>Have you used a good range of source, some from seminal works, and some for contemporary research? Is there examples of reading from policy and theoretical sources?</i></p> <p>Organisation and presentation</p>

Is your writing well-structured and signposted, with fluency? Is your written English clear, with correct SPaG
Professional skills
Have you begun to link theory to your practice? Have you shown evidence of critical reflection?

Part 3: Time Schedule

<i>Time schedule for completing your EPS Formative & Summative Assignment</i>	DEADLINE
Date EPS (Formative) Assignment Investigation Proposal	
Writing the introduction (<i>your school context; the issue</i>)	
Reading and writing the literature review	
Conducting your training tools	
Reporting/Writing up	
Date EPS (Summative) Assignment due	

List any questions you would like to ask your university tutor or school colleagues about your critical investigation

PART 4: Feedback from university tutor	
Investigation Plan (and time schedule)	
<p><i>Is the investigation question appropriate and focused?</i></p> <p><i>Is there evidence of background reading?</i></p> <p><i>Is the literature review written at Master's level?</i></p> <p><i>Are the training tools used robust and relevant?</i></p> <p><i>Any other comments / suggestions?</i></p>	

Signed:

(University Tutor)

Date:

Use this table as a guide for writing up your assignment. Note that we do not intend you to write *inside* the table, but rather to use it to help you to structure your writing up and to make sure that you have everything covered.

EPS Summative Assignment: Writing Frame (4000 words)									
Include the following:	Word count (word count is approximate)								
<p>Response to formative feedback At the start, include a table with brief details of how you amended your investigation proposal in response to formative feedback (see example below).</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th style="text-align: left;">Tutor feedback:</th> <th style="text-align: left;">How did I amend my research project in response?</th> </tr> </thead> <tbody> <tr> <td>Point 1: <i>Consider narrowing the focus of your study, SEND is a very broad area.</i></td> <td><i>I have decided to focus in on an investigation into children with ASD, rather than SEND globally. This will enable me to really go into depth and understand both ASD and also the children I work with who have ASD.</i></td> </tr> <tr> <td>Point 2:</td> <td></td> </tr> <tr> <td>Point 3:</td> <td></td> </tr> </tbody> </table>	Tutor feedback:	How did I amend my research project in response?	Point 1: <i>Consider narrowing the focus of your study, SEND is a very broad area.</i>	<i>I have decided to focus in on an investigation into children with ASD, rather than SEND globally. This will enable me to really go into depth and understand both ASD and also the children I work with who have ASD.</i>	Point 2:		Point 3:		100
Tutor feedback:	How did I amend my research project in response?								
Point 1: <i>Consider narrowing the focus of your study, SEND is a very broad area.</i>	<i>I have decided to focus in on an investigation into children with ASD, rather than SEND globally. This will enable me to really go into depth and understand both ASD and also the children I work with who have ASD.</i>								
Point 2:									
Point 3:									
<p>Introduction</p> <p>Outline the issue you identified and how it manifests in your school or classroom.</p> <p>Include your investigation question here.</p>	300								
<p>Literature Review</p> <p>The literature review must relate to the identified issue/research question. A good literature review is critical and analytical: it does not simply describe research studies. The literature review should:</p> <ul style="list-style-type: none"> • identify the key parts of your research topic and discuss their meaning, qualities and inter-relationships in order to discuss the topic as a whole; • compare and contrast ideas and theories, present arguments and make judgments. • be detached and objective, but able to demonstrate a personal response • present a reasoned response or argument, rather than a factual description; • explain and elaborate arguments, justifying them with textual evidence through quotation or paraphrase. 	1500								
<p>Description of Exeter Model Training Tools</p> <p>Describe what you did to ‘answer’ your research question. Explain and justify your choice of which Exeter model training tools you used, acknowledging any limitations. Remember to mention the ethical considerations of your investigation (i.e. making sure your school, staff and pupils are anonymous). You can use pseudonyms for children’s names if you wish.</p>	200								
<p>Critical reflection</p>	1500								

<p>Explain what you have discovered from your investigation, and relate this to your literature review making links back to the literature. What are the big ideas coming out of your investigation? Your investigation might confirm, extend or contradict something in the literature review.</p>	
<p>Implications for Practice</p> <p>What are the implications for your own professional practice? Have you shared your investigation with colleagues/ peers?</p> <p>Are there implications for future study? Does your investigation raise further research questions?</p>	500
<p>Appendices:</p> <ul style="list-style-type: none"> • Include the signed version of your formative task (the investigation proposal) • Please include any Exeter model tools/plans you have used. 	

Appendix: Core Content for ITT

This appendix contains the 'Core Content for ITT' mandated by the DfE and indicates where our provision covers the content, and some of the ways in which it goes significantly beyond that content.

The Core Content does not address the Preamble or Part II of the Teachers' Standards, so our programme also goes beyond the 'CCF' in developing your understanding of teacher's professional duties, particularly in relation to safeguarding, e-safety and digital literacy.

High Expectations (Standard 1 – ‘Set high expectations’)

Learn that...	Learn how to...	You will find these ideas in....
<ol style="list-style-type: none"> 1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 4. Setting clear expectations can help communicate shared values that improve classroom and school culture. 5. A culture of mutual trust and respect supports effective 	<p>Communicate a belief in the academic potential of all pupils, by:</p> <ul style="list-style-type: none"> • <i>Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Using intentional and consistent language that promotes challenge and aspiration.</i> • <i>Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.</i> • <i>Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil.</i> <p>Demonstrate consistently high behavioural expectations, by:</p> <ul style="list-style-type: none"> • <i>Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Teaching and rigorously maintaining clear behavioural expectations (e.g. for</i> 	<ul style="list-style-type: none"> ➤ Topics: Motivation and Behaviour, Challenging the Gap, Diversity ➤ Framework reflections: Behaviour, Challenging the Gap, Race and Education <p>In addition, you will learn about....</p> <ul style="list-style-type: none"> • Theories of motivation, how these relate to behaviour, teacher attitudes and expectations, and students' learning • The relationship between socio-economic factors and student self-efficacy and attainment - the importance of children feeling that they can be successful, and that they 'belong' in school • Bias and unconscious bias (particularly in relation to race and ethnicity) and how this can affect pupil outcomes

<p>relationships.</p> <p>6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.</p>	<p><i>contributions, volume level and concentration).</i></p> <ul style="list-style-type: none"> • <i>Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.</i> • <i>Acknowledging and praising pupil effort and emphasising progress being made.</i> 	
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How Pupils Learn (Standard 2 – ‘Promote good progress’)

Learn that...	Learn how to...	You will find these ideas in...
<ol style="list-style-type: none"> 1. Learning involves a lasting change in pupils’ capabilities or understanding. 2. 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. 3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. 4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. 5. Long-term memory can be considered as a store of 	<p>Avoid overloading working memory, by:</p> <ul style="list-style-type: none"> • <i>Receiving clear, consistent and effective mentoring in how to take into account pupils’ prior knowledge when planning how much new information to introduce.</i> • <i>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).</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).</i> <p>Build on pupils’ prior knowledge, by:</p> <ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content.</i> • <i>Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.</i> • <i>Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).</i> 	<ul style="list-style-type: none"> ➤ Topics: What is learning? Talk for learning and dialogic teaching; Scaffolding, planning and sequencing. ➤ Framework reflections: Learning ➤ SCS Assignment: Curriculum, Tackling Misconceptions, Planning for Learning. ➤ Seminar Days: Subject sessions <p>In addition, you will learn about....</p> <ul style="list-style-type: none"> • Different ways of conceptualising learning, including those which focus on individual cognition and those which position learning as a social process • The essential role that 'talk' plays in learning, the concept of 'dialogic learning' and how teachers can orchestrate talk effectively by using talk types • The fundamental concept of scaffolding, its provenance, principles, practical implementation and pitfalls

<p>knowledge that changes as pupils learn by integrating new ideas with existing knowledge.</p> <p>6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.</p> <p>7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.</p> <p>8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.</p> <p>9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.</p>	<p>Increase likelihood of material being retained, by:</p> <ul style="list-style-type: none"> • <i>Observing how expert colleagues plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstructing this approach.</i> • <i>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.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.</i> • <i>Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).</i> 	<ul style="list-style-type: none"> • The relationship between learning and motivation • The importance of engaging critically with research and being able to identify what is a 'neuromyth' • How the generic ideas in the Core Content are shaped differently in specific curriculum areas.
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Subject and Curriculum (Standard 3 – ‘Demonstrate good subject and ‘curriculum knowledge’)

Learn that...	Learn how to...	You will find these ideas in....
<p>1. 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.</p> <p>2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.</p> <p>3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.</p> <p>4. 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.</p>	<p>Deliver a carefully sequenced and coherent curriculum, by:</p> <ul style="list-style-type: none"> • <i>Receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject.</i> • <i>Observing how expert colleagues ensure pupils’ thinking is focused on key ideas within the subject and deconstructing this approach.</i> • <i>Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school’s curriculum materials inform lesson preparation.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.</i> • <i>Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.</i> • <i>Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content).</i> • <i>Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.</i> <p>Support pupils to build increasingly complex mental models, by:</p>	<ul style="list-style-type: none"> ➤ Topics: Curriculum; What is learning?; Scaffolding, planning and sequencing ➤ Framework reflections: Learning ➤ SCS Assignment: Curriculum, Misconceptions, Planning for Learning. ➤ Seminar days: Subject sessions, Planning session <p>In addition, you will learn about....</p> <ul style="list-style-type: none"> • The different meanings that can be attached to the term 'curriculum,' how all curricula are underpinned by ideology and assumptions about what should be learned • How to engage critically with research into subject-specific pedagogy in order to develop informed teaching approaches • How to develop creativity • How the generic ideas in the Core Content

<p>5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.</p> <p>6. 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.</p> <p>7. 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.</p> <p>8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.</p> <p>9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and</p>	<ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues how to revisit the big ideas of the subject over time and teach key concepts through a range of examples.</i> • <i>Discussing and analysing with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Drawing explicit links between new content and the core concepts and principles in the subject.</i> <p>Develop fluency, by:</p> <ul style="list-style-type: none"> • <i>Observing how expert colleagues use retrieval and spaced practice to build automatic recall of key knowledge and deconstructing this approach.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).</i> <p>Help pupils apply knowledge and skills to other contexts, by:</p> <ul style="list-style-type: none"> • <i>Observing how expert colleagues interleave concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems and deconstructing this approach.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at: <i>Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.</i></p> <p>Develop pupils’ literacy, by:</p> <ul style="list-style-type: none"> • <i>Observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach.</i> 	<p>are shaped differently in specific curriculum areas</p>
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<p>language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.</p> <p>10. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.</p>	<ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues how to support younger pupils to become fluent readers and to write fluently and legibly.</i> • <i>Receiving clear, consistent and effective mentoring in how to model reading comprehension by asking questions, making predictions, and summarising when reading.</i> • <i>Receiving clear, consistent and effective mentoring in how to promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children).</i> • <i>Discussing and analysing with expert colleagues how to teach different forms of writing by modelling planning, drafting and editing.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.</i> • <i>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).</i> 	
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Classroom Practice (Standard 4 – ‘Plan and teach well-structured lessons’)

Learn that...	Learn how to...	You will find these ideas in...
<ol style="list-style-type: none"> 1. Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning. 2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. 3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. 4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. 5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. 6. Questioning is an essential tool for 	<p>Plan effective lessons, by:</p> <ul style="list-style-type: none"> • <i>Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</i> • <i>Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.</i> • <i>Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.</i> • <i>Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.</i> <p>Make good use of expositions, by:</p> <ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Starting expositions at the point of current pupil understanding.</i> • <i>Combining a verbal explanation with a relevant graphical representation of the</i> 	<ul style="list-style-type: none"> ➤ Topics: What is learning?; Scaffolding, planning and sequencing; Talk for learning and dialogic teaching. ➤ Framework reflections: Challenging the Gap, Learning ➤ SCS Assignment: Planning for Learning. ➤ Seminar days: Subject sessions, Planning session. <p>In addition, you will learn about....</p> <ul style="list-style-type: none"> • The relationship between planning, engagement, pupil behaviour and classroom management • The importance of scaffolds not becoming straitjackets • How the practicalities of planning change over time, with the confidence and competence of the teacher, and how to manage the

<p>teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.</p> <p>7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.</p> <p>8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.</p> <p>9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.</p> <p>10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.</p> <p>11. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.</p>	<p><i>same concept or process, where appropriate.</i></p> <p>Model effectively, by:</p> <ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>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).</i> • <i>Exposing potential pitfalls and explaining how to avoid them.</i> <p>Stimulate pupil thinking and check for understanding, by:</p> <ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues how to consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).</i> • <i>Receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Planning activities around what you want pupils to think hard about.</i> • <i>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).</i> • <i>Providing appropriate wait time between question and response where more developed responses are required.</i> 	<p>workload associated with planning</p> <ul style="list-style-type: none"> • Approaches to digital and online education, and how these tools might be integrated into schools • How the generic ideas in the Core Content are shaped differently in specific curriculum areas
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Adaptive Teaching (Standard 5 – ‘Adapt teaching’)

Learn that...	Learn how to...	You will find these ideas in...
<ol style="list-style-type: none"> 1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. 2. Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. 3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 4. 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. 5. 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 	<p>Develop an understanding of different pupil needs, by:</p> <ul style="list-style-type: none"> • <i>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.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Identifying pupils who need new content further broken down.</i> • <i>Making use of formative assessment.</i> • <i>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.</i> <p>Provide opportunity for all pupils to experience success, by:</p> <ul style="list-style-type: none"> • <i>Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.</i> • <i>Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues.</i> 	<ul style="list-style-type: none"> ➤ Topics: SEND I and II (Individual Needs; Adaptive teaching); Diversity; Challenging Notions of Ability and Intelligence; Assessment for Learning ➤ Framework reflections: Challenging the Gap, SEND, Assessment, EAL, Race & Education, Interpreting Data ➤ SCS Assignment: Planning for Learning. ➤ EPS Assignment: Focus on an issue in your classroom ➤ Seminar days: Subject sessions, EAL session <p>In addition, you will learn about....</p> <ul style="list-style-type: none"> • How to support students with English as an Additional Language • The value of data for identifying student needs and developing progress, and what the data typically can / can't tell you • How to engage critically with research

<p>motivation, particularly for low attaining pupils.</p> <p>6. 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.</p> <p>7. 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.</p>	<p>Meet individual needs without creating unnecessary workload, by:</p> <ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Making use of well-designed resources (e.g. textbooks).</i> • <i>Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge</i> • <i>Building in additional practice or removing unnecessary expositions.</i> • <i>Reframing questions to provide greater scaffolding or greater stretch.</i> <p>Group pupils effectively, by:</p> <ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues how the placement school changes groups regularly, avoiding the perception that groups are fixed.</i> • <i>Discussing and analysing with expert colleagues how the placement school ensures that any groups based on attainment are subject specific.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.</i> 	<p>in order to develop informed, personal approaches to supporting diverse needs</p> <ul style="list-style-type: none"> • How race intersects with education, the local and national context around race and education, your professional obligations with regards to equalities, key concepts including white privilege and microaggressions • The idea that how we conceptualise 'ability' is value-laden • How the generic ideas in the Core Content are shaped differently in specific curriculum areas.
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Assessment (Standard 6 – ‘Make accurate and productive use of assessment’)

Learn that...	Learn how to...	You will find these ideas in...
<ol style="list-style-type: none"> 1. Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs. 2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. 3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. 4. 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. 	<p>Avoid common assessment pitfalls, by:</p> <ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).</i> • <i>Discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance).</i> <p>Check prior knowledge and understanding during lessons, by:</p> <ul style="list-style-type: none"> • <i>Receiving clear, consistent and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Using assessments to check for prior knowledge and pre-existing misconceptions.</i> • <i>Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.</i> • <i>Monitoring pupil work during lessons, including checking for misconceptions.</i> <p>Provide high-quality feedback, by:</p> <ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues how pupils’ responses to feedback can</i> 	<ul style="list-style-type: none"> ➤ Topics: Assessment ➤ Framework reflections: Challenging the Gap, Assessment, Interpreting Data ➤ Seminar days: Subject sessions <p>In addition, you will learn about....</p> <ul style="list-style-type: none"> • The value of data for identifying student needs and developing progress, and what the data typically can / can't tell you • The relationship between assessment, feedback and motivation • The difference between formative assessment and monitoring, and some of the problems with how assessment has been implemented in schools • The challenges of self and peer assessment, and how to scaffold / use these so that they go beyond surface features

<p>5. 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.</p> <p>6. Over time, feedback should support pupils to monitor and regulate their own learning.</p> <p>7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.</p>	<p><i>vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).</i></p> <ul style="list-style-type: none"> • <i>Receiving clear, consistent and effective mentoring in how to scaffold self-assessment by sharing model work with pupils, highlighting key details.</i> • <i>Discussing and analysing with expert colleagues how to ensure feedback is specific and helpful when using peer- or self- assessment.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Focusing on specific actions for pupils and providing time for pupils to respond to feedback.</i> <p>Make marking manageable and effective, by:</p> <ul style="list-style-type: none"> • <i>Receiving clear, consistent and effective mentoring in how to record data only when it is useful for improving pupil outcomes.</i> • <i>Discussing and analysing with expert colleagues to develop an understanding that written marking is only one form of feedback.</i> • <i>Discussing and analysing with expert colleagues how to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment) and deconstructing this approach.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Using verbal feedback during lessons in place of written feedback after lessons where possible.</i> • <i>Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).</i> • <i>Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.</i> 	
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Managing Behaviour (Standard 7 – ‘Manage behaviour effectively’)

Learn that...	Learn how to...	You will find these ideas in...
<ol style="list-style-type: none"> 1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. 2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. 3. The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives. 4. Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. 5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood. 6. Pupils are motivated by intrinsic factors 	<p>Develop a positive, predictable and safe environment for pupils, by:</p> <ul style="list-style-type: none"> • <i>Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.</i> • <i>Working 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).</i> • <i>Giving manageable, specific and sequential instructions.</i> • <i>Checking pupils’ understanding of instructions before a task begins.</i> • <i>Using consistent language and non-verbal signals for common classroom directions.</i> • <i>Using early and least-intrusive interventions as an initial response to low level disruption.</i> <p>Establish effective routines and expectations, by:</p> <ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.</i> <p>And - following expert input - by taking opportunities to practise, receive</p>	<ul style="list-style-type: none"> ➤ Topics: Motivation and Behaviour, Challenging the Gap, SEND I & II, Child and Adolescent Mental Health ➤ Framework reflections: Behaviour, Challenging the Gap <p>In addition, you will learn about....</p> <ul style="list-style-type: none"> • Theories of behaviour and motivation, and how different approaches to behaviour management align with different assumptions and values. • How behaviour can intersect with Mental Health, SEND, and Socioeconomic factors.

<p>(related to their identity and values) and extrinsic factors (related to reward).</p> <p>7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.</p>	<p>feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).</i> • <i>Reinforcing established school and classroom routines</i> <p>Build trusting relationships, by:</p> <ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues effective strategies for 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.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Responding consistently to pupil behaviour.</i> • <i>Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both informal and informal settings.</i> <p>Motivate pupils, by:</p> <ul style="list-style-type: none"> • <i>Observing how expert colleagues support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach.</i> • <i>Discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.</i> • <i>Discussing and analysing with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.</i> 	
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Professional Behaviours (Standard 8 – ‘Fulfil wider professional responsibilities’)

Learn that...	Learn how to...	You will find these ideas in...
<ol style="list-style-type: none"> 1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. 2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. 3. 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. 4. Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success. 	<p>Develop as a professional, by:</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers’ Standards.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Strengthening pedagogical and subject knowledge by participating in wider networks.</i> • <i>Learning to extend subject and pedagogic knowledge as part of the lesson preparation process.</i> • <i>Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.</i> • <i>Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.</i> • <i>Engaging critically with research and using evidence to critique practice.</i> <p>Build effective working relationships, by:</p> <ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team.</i> • <i>Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents’ evenings to engage parents and carers in their children’s schooling and deconstructing this approach.</i> • <i>Receiving clear, consistent and effective mentoring in how to work closely with the</i> 	<ul style="list-style-type: none"> ➤ All of your professional engagement with the Exeter model training tools and reflective activities. ➤ Topics: SEND I&II ➤ SCS Assignment ➤ EPS Assignment ➤ Seminar days: Subject sessions, Critical Reading/Writing, Critical Engagement with Research <p>In addition you will learn about:</p> <ul style="list-style-type: none"> • How different types of research can provide valuable insights into teaching, including everything from large-scale RCTs and meta-analyses to small-scale case studies, and the fact that all of these have limitations. • How teachers can draw on research to support their practice, while recognising that all research is

<p>5. 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.</p> <p>6. SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.</p> <p>7. Engaging in high-quality professional development can help teachers improve.</p>	<p><i>SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching.</i></p> <ul style="list-style-type: none"> • <i>Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons.</i> • <i>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.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>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).</i> • <i>Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.</i> • <i>Preparing teaching assistants for lessons under supervision of expert colleagues.</i> <p>Manage workload and wellbeing, by:</p> <ul style="list-style-type: none"> • <i>Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach.</i> • <i>Discussing and analysing with expert colleagues the importance of the right to support (e.g. to deal with misbehaviour).</i> • <i>Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).</i> 	<p>contextual, and that findings should be used to inform practice but not as a fixed 'formula'.</p> <ul style="list-style-type: none"> • How to pursue your own small-scale research project, in order to investigate an issue in your teaching in a systematic, informed way which yields implications for your teaching practice and develops your professional confidence.
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