

Secondary Initial Teacher Education Partnership Foundational Curriculum

Professional Studies and ITAPs

2024-2025



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Introduction

Professional Studies (PS) form a vital part of our Initial Teacher Education (ITE) curriculum; they provide a foundation for key concepts around secondary education and pedagogy. These ideas are revisited and explored further in Subject Method sessions, and contextualised and critiqued in school-based PS programmes.

The PS curriculum begins with the Reading Partnership Teacher (RPT) as an individual, before zooming out to look at wider societal factors. Our experience suggests that beginning to teach is most effective when the individual starts with themselves - their ambitions, their priorities, their areas of ignorance, and their values. RPTs the start to map how they will function and thrive within the wider landscape, and anticipate actions to achieve their goals. This value-driven, proactive spirit is characterised by our aim for all RPTs to become *ethical, community participants*.

The PS programme aims to develop RPTs' understanding of teaching and learning through knowledge acquisition, discussion, application and reflection on practice. Drawing on Professor Richard Harris' model of curriculum theorising (Figure 1), the University of Reading seeks to develop RPTs as *critical curriculum thinkers*. The PS curriculum builds opportunities for beginning teachers to think about the 'what' and 'why' of the curriculum, not just the 'how'; thus, developing them into truly *responsive and reflective* practitioners. Even when PS content is not directly relevant to an RPT's immediate teaching priorities, every aspect of the course contributes to a broader understanding of children, schools and the impact teachers can have.

Underpinning everything is an emphasis on research, and on critiquing evidence. Our PS curriculum ensures that RPTs engage with a wide range of ideas, theories and approaches, supported by different sample sizes, different provenances, and different contexts. Part of this involves learning, revisiting, exploring and critiquing the DfE's Core Content Framework (CCF), a minimum curriculum entitlement for all new teachers. The CCF is explicitly introduced and revisited throughout the PS curriculum. We insist RPTs become *research-informed professionals*, who are prepared to challenge initiatives, and root all their actions within specific and evidenced frames of reference.

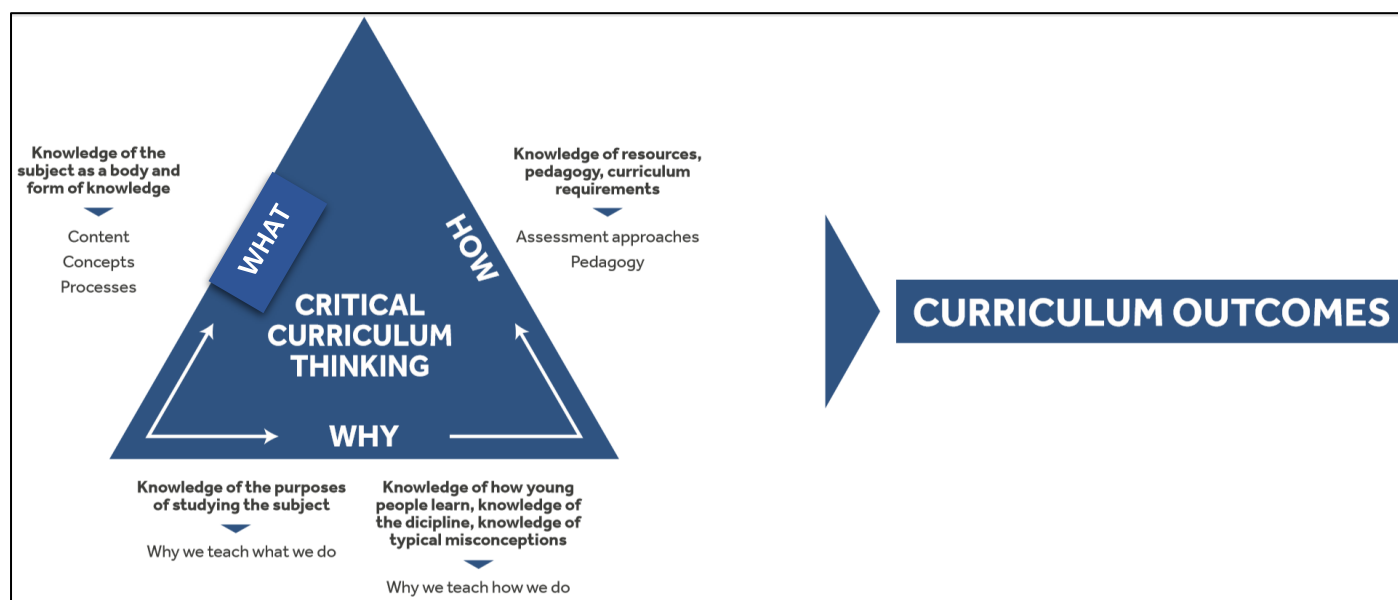


Figure 1: A model of curriculum thinking designed by Prof. Richard Harris.

PS Sessions Outline

The programme is based around the following themes that reflect the developing understanding of beginning teachers in their first year of training:

- Induction, Expectations and Values
- How Children Learn
- Curriculum, Assessment and Feedback
- Becoming Independent
- Being *their* teacher
- Meeting the Teachers' Standards
- Thriving and Surviving as an Early Career Teacher

Intensive Training and Practice Units

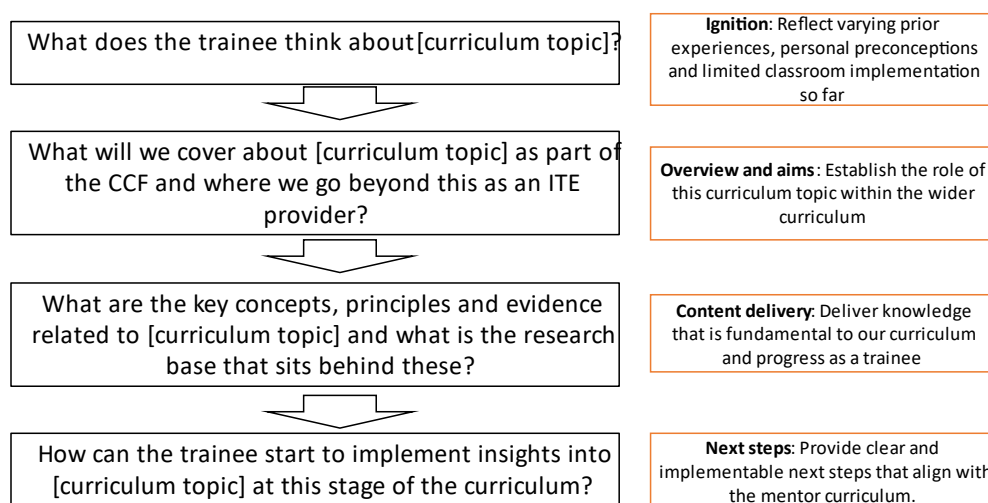
Integrated within this curriculum are four themes that introduce foundational content as part of our Intensive Training and Practice (ITAP) units of the programme (see Manual of Guidance, Section 12 for more detail about ITAPs). These themes are:

- Observing Expert Colleagues
- Embedding Professional Behaviours within a School Context
- Being and Inclusive and Adaptive Teacher
- Assessing and Providing Feedback for Progress Over Time

The Introductory sessions to each of these ITAP units will be timetabled and taught as part of the PS curriculum and session details are included within this guide. The difference that RPTs will experience in these sessions is that there are workbooks to complete during/after each session and standardized expectations for following up in Subject Method sessions and on school placements.

PS Pedagogy

Most PS sessions will be planned and taught in an '*Introduction to...*' format. This means they will be delivered in workshops or short lectures where key content and issues are introduced, and further exploration is signposted.



Typical template of a Professional Studies lecture introducing a foundational concept.

The content covered will be explored in Subject Method sessions, and further contextualised and critiqued in school-based Professional Studies sessions. Topics will be more relevant to different RPTs at different points in the year, and our intention is for them to be re-watched or revisited to help with meaningful application and long-term retention.

PS Discussions, Targets, Reflection and Consolidation

The nature of the ITE year means that RPTs can't always observe, implement, or critique learning from PS in the days immediately after the taught sessions. In order to give RPTs as much support as possible in actively engaging with the PS content when on placement, we run a 'PS*' day on Being *their* Teacher. This day has PS sessions from 9.30-3pm and then RPTs will be in subject groups from 3.30-4.30. In these subject groups, they will discuss how the PS content might be seen and applied in a subject context, and decide realistic targets to ensure they grapple with the learned content over the coming weeks. All PS and ITAP sessions will be revisited, analysed, critiqued and reflected upon in subject sessions to ensure deep learning takes place and their knowledge and understanding is secure.

PS Remote Curriculum Days

Throughout the programme structure, RPTs have Remote Curriculum Days after three consecutive days of university sessions. These are designed to help with the cognitive load of such an ambitious programme. These Remote Curriculum Days provide structured reviewing time, and opportunities for RPTs to discuss, collaborate and contextualise content and issues with peers.

Breakdown of PS Sessions

The remainder of the Supplementary Guide outlines the programme of study. All sessions are mandatory, and attendance and positive engagement is required as part of the awarding of Qualified Teacher Status. It is the RPTs responsibility to make sure they are present at the right time.

Each session has some key questions to help scaffold thinking, and will give RPTs something to return to when they revisit their notes. Each session also has linked reading if RPTs wish to explore issues further. A significant number of sessions indicate where Core Content Framework is being explicitly introduced – this isn't the only time RPTs will encounter this content, it is simply a signposting exercise to make it clear where these ideas have been explicitly introduced in our teaching. Many of these will be revisited in other Professional Studies sessions, and all will be revisited in subject sessions and school-based Professional Studies.

Professional Studies sessions are a crucial part of this Professional and Academic Qualification, and as such all RPTs must be engaged in sessions. Unprofessional behaviour, such as scrolling social media sites or distracting peers during lectures can be deemed contrary to the expectations of Teacher Standard 8 (Professional Behaviours).

We encourage RPTs to make notes for all of the Professional Studies sessions and reflect on them in their Weekly Reflections on Progress (WROPs).

RPTs must email Subject Leaders (or tutors if different from Subject Leaders) before 9am if they are to miss a Professional Studies/ITAP session. A short summary explaining the absence is always required. As this is a professional qualification, upon returning to the programme, RPTs must complete a very short form explaining how they will catch up on missed curriculum content. It is the responsibility of RPTs to update their attendance sheet each week on their EPortfolio – this is particularly important after any absence.

PS Session Overview

Weeks 1-5: Induction Stage

Professional Behaviours and Teacher Wellbeing	High Expectations and Managing Behaviour	Curriculum and Subject Knowledge	Planning, Teaching and Adaptive Practice	Progress, Assessment and Feedback
<u>Expectations of course</u> <u>Safeguarding</u> <u>Prevent</u> <u>British Values</u> <u>Social Justice</u> Professional Well-being Introduction to XXX sessions Importance of high-quality professional development in XXX	<u>Inclusion of all communities</u> <u>Social Justice in Teaching</u> <u>Special Educational Needs</u> <u>Being an Ethical Community Participant as a Teacher</u> <u>Motivation to learn</u>	Purpose of XXX in the curriculum Content of XXX in the National Curriculum Difficulties and things pupils find challenging in XXX difficult The power of knowledge in XXX	<u>How children learn</u> <u>Introduction to cognitive science</u> <u>How to observe a lesson</u> <u>Different pedagogical approaches</u> <u>Making the Most of the School Experience</u> Making the Most of the School Experience in XXX Planning parts of lessons in XXX Designing meaningful activities in XXX	Progression in XXX

(Content underlined is covered in Professional Studies sessions)

PS Session 1: Induction, Expectations and Values

Wednesday 4 September 2024

Van Emden Lecture Theatre, Edith Morley Building, Whiteknights Campus

9.30-10.40			
Session Title	ITE Curriculum, Assessment and Expectations	Presenter	Will Bailey-Watson
Key Questions	<ul style="list-style-type: none">• What is school-based Professional Studies and what is university-based Professional Studies?• What is the Core Content Framework and why should you care?• What is the curriculum intent, implementation and impact?• How does the Professional Studies curriculum join up together with subjects and schools?• How will RPTs be assessed?		
CCF	8.1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. 1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 1.2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 1.3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 1.4. Setting clear expectations can help communicate shared values that improve classroom and school culture.		
Linked reading	Manual of Guidance and Professional Studies Handbook		
Follow-up	Watch video showing how to use technology on the PGCE course.		
11-12			

Session Title	Safeguarding: Keeping Children Safe in Education	Presenter	Will Bailey-Watson
Key Questions	<ul style="list-style-type: none">What is safeguarding and why is it important?What are the legal responsibilities of being a teacher?How do safeguarding procedures work in schools?How can I keep myself safe and what implications does this have for my professional behaviour and online presence?How has e-safety changed support needed for teachers and pupils?		
CCF	8.6. SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. 1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 1.2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.		
Linked reading	<ul style="list-style-type: none">Keeping Children Safe in Education' (DfE, 2023): Keeping children safe in education - GOV.UK (www.gov.uk)'Prevent Duty: Revised Prevent Duty Guidance for England and Wales' (HM Gov, 2015) https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty'Information Sharing' (HM Gov, 2018): https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice'What to do if you're worried a child is being abused' (HM Gov, 2015): https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2		
Follow-up	Save the linked reading documents to your computer. You will have structured activities to complete on Thursday this week. Revisit them after your safeguarding training on school placement.		
1-2			
Session Title	Teacher Positionality and Social Justice	Presenter	Will Bailey-Watson
Key Questions	<ul style="list-style-type: none">What does it mean to be a colleague?What does it mean to be a professional?What values underpin your desire to be a teacher?What values underpin the ITE curriculum at the University of Reading?What societal issues are teachers tackling?How can teachers use their teacher identity and knowledge to improve the lives of children?		
CCF	1.6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds 7.7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure. 7.5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood. 5.2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. 1.5. A culture of mutual trust and respect supports effective relationships.		
2.15-3.45			

Session Title	Teacher Identity and Knowledge	Presenter	Rachel Roberts
Key Questions	<ul style="list-style-type: none">How might my experiences so far influence how I learn?What does it mean to learn to be a teacher and what kinds of ‘knowledge’ will it entail?What dispositions help new teachers learn most effectively?How can I cultivate my identity as a teacher?		
CCF	8.7. Engaging in high-quality professional development can help teachers improve 3.2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.		
	Pollard, A. (Ed.) (2014). <i>Reflective Teaching in Schools</i> . (4 ed.) (Reflective Teaching), Bloomsbury Academic (Chapter 1: ‘Identity: Who are we, and what do we stand for?’). Hattie, J., & Yates, G.C.R. (2013). <i>Visible Learning and the Science of How We Learn</i> (1st ed.). Routledge (especially Chapter 4). Burn, K., Hagger, H. & Mutton, T. (2015). <i>Beginning Teachers' Learning</i> . St Albans: Critical Publishing.		
3.50-4.30			
Session Title	Teacher Wellbeing	Presenter	Will Bailey-Watson
Key Questions	<ul style="list-style-type: none">What are the pressures and stresses of being a teacher?What has the programme done to try and support you?What can you do to support your own mental well-being and that of those around you?		
Linked reading	Rogers, W. (2012). <i>Essential Guide to Managing Teacher Stress</i> . Harrow: Pearson. Kell, E. (2018). <i>How to Survive in Teaching</i> . London: Bloomsbury.		
Follow-up	Make a plan of non-negotiable actions you will take this year to promote healthy and positive living.		



[ITAP1: Observing Expert Colleagues](#)

Friday 6 September 2024

London Road Campus. The whole day will be spent in three groups.

Session Title	Research-Informed Practice	Presenter	Will Bailey-Watson (Art, DT, History, PE), Rachel Roberts (English, MFL, Geography), Andrew Happle (Science, Maths)
Key Questions	<ul style="list-style-type: none"> What is research-informed practice in a social science like teaching? How are RPTs supported to develop as research-informed professionals? What are the requirements of EDMPT? What does an effective literature review look like? How will the content of this session affect my placement experience? 		

CCF	This session will discuss the importance of the research basis for the CCF and introduce a range of relevant ‘Learn How’ components related to ‘observing expert colleagues’ in order to see the CCF as a holistic document.		
Linked reading	Read through the Core Content Framework to see where all RPTs will need to ‘observe expert colleagues’.		
Follow-up	Complete relevant section of ITAP workbook.		
11.20-12.10, 12.15-1.05, 1.55-2.45			
Session Title	Choosing a Focus to Observe: Talk, Inclusion or Motivation	Presenter	Simon Floodgate (Talk), Richard Harris (Inclusion) and Mark Aitchison (Motivation)
Key Questions	<ul style="list-style-type: none">What does the literature and research say about using talk in teaching?What does the literature and research say about generating motivation through behaviour management?What does the literature and research say about ensuring inclusive teaching through your expectations?How might you observe these different themes in the classroom?How are each of these themes shown in the CCF?How will you decide which theme you want to focus on as part of EDMPT and the ITAP?		
CCF	<p>Talk: 4.7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. 4.9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice. 4.10. 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>Inclusion: 5.1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. 5.2. Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. 5.3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</p> <p>Motivation: 7.4. Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. 7.5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood. 7.6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). 7.7. Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure.</p>		
Linked reading	Reading lists on Tallis.		
Follow-up	Complete relevant section of ITAP workbook.		
3-4			
Session Title	What makes an effective lesson and what this looks like to an observer	Presenter	Will Bailey-Watson (Art, DT, History, PE), Rachel Roberts (English, MFL, Geography), or TBC (Science, Maths)
Key Questions	<ul style="list-style-type: none">What does the CCF say about teaching and learning?Which components of the CCF should you be looking for in your early observations?Which components of the CCF will be particularly relevant to talk, inclusion and motivation?What sorts of questions should you be asking expert colleagues before and after you’ve observed them?		

	<ul style="list-style-type: none"> What can you learn about effective lessons, your own practice, and pupil learning from observing expert colleagues?
CCF	<p>2.9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.</p> <p>4.2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.</p> <p>4.3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.</p> <p>4.4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.</p> <p>4.5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.</p> <p>4.6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.</p> <p>4.8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.</p>
Linked reading	Roberts, R. (2014). ‘Trainee Teachers Learning from Observing’
Follow-up	Complete relevant section of ITAP workbook.
At 4pm there will be an opportunity to discuss and complete ITAP Reflections.	



PS Session 2: How Pupils Learn

Wednesday 18 September 2024

Van Emden Lecture Theatre, Edith Morley Building, Whiteknights Campus

9.30-11			
Session Title	What is learning and how do humans learn?	Presenter	Will Bailey-Watson
Key Questions	<ul style="list-style-type: none"> What do we mean by ‘learning’? How does the brain and memory function and what role does it play in learning? What are the key learning theories and why does this matter? What ‘neuromyths’ are there and why do you need to be aware of them? How can an understanding of cognitive science aide teachers? 		
CCF	<p>2.1 Learning involves a lasting change in pupils’ capabilities or understanding.</p> <p>2.2. 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.</p> <p>2.3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.</p> <p>2.4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.</p> <p>2.5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.</p>		

	2.6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. 5.6. 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.		
Linked reading	Willingham, D. T. (2009). <i>Why don't students like school? A cognitive scientist answers questions about how the mind works and what it means for the classroom</i> , Jossey-Bass/Wiley. Kirschner, P. A., Sweller, J., Kirschner, F., & Zambrano R., J. (2018). 'From cognitive load theory to collaborative cognitive load theory', <i>International Journal of Computer-Supported Collaborative Learning</i> , 13(2), 213–233.Muijs, D., & Reynolds, D. (2017) <i>Effective teaching: Evidence and practice</i> Sweller, J. (2016). 'Working memory, long-term memory, and instructional design', <i>Journal of Applied Research in Memory and Cognition</i> , 5(4), 360–367.		
Follow-up	After the first two sessions today, write down key takeaways that will underpin your observations and early teaching on school placement.		
11.20-12.30			
Session Title	How children learn: scrutinizing the CCF	Presenter	Martin Sutton
Key Questions	<ul style="list-style-type: none">• How can scrutinizing Standard 2 and Standard 3 in the CCF help RPTs in their development?• What is the research basis of the CCF?• What will support in school look like for RPTs as they develop in Standard 2 of the CCF?• What common language and shared understandings are important across the programme?• What will all RPTs take away from today's Professional Studies sessions?		
CCF	This session explores both the Learn That and Learn How components of Standard 2 and Standard 3 of the CCF, including: 3.5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.		
1.30-3			
Session Title	What actions good teachers do to make learning happen	Presenter	Rachel Roberts
Key Questions	<ul style="list-style-type: none">• What are the fundamentals of learning that every new teacher needs to know?• How can cognitive science help teachers understand their pupils' learning better?• What makes a good lesson?		
CCF	3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed. 3.4. 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. 2.7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. 2.8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. 4.1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.		
Linked reading	Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) <i>What makes great teaching? Review of the underpinning research</i> , What-makes-great-teaching-FINAL-4.11.14-1.pdf (suttontrust.com)		

	Education Endowment Foundation (2018) <i>Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit</i>
Follow-up	After the first two sessions today, write down key takeaways that will underpin your observations and early teaching on school placement.

ITAP2: Professional Behaviours

Monday 23 September 2024

This day will take place online.

9.30-11.30			
Session Title	Managing Behaviours	Presenter	Will Bailey-Watson (pre-recorded)
Key Questions	<ul style="list-style-type: none">• Why is managing behaviour vital to professional behaviours?• Why are whole school systems so important for all teachers?• How can trainee teachers use whole school systems to help their behaviour management?• What are the basic elements of effective behaviour management?• How might I begin start to employ these from the outset of my teaching practice?• Including: Setting expectations; building relationships; setting expectations and establishing routines; using your school’s behaviour policy		
CCF	7. 1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. 7.2. Predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.		
Linked reading	Bennett, T. (2020). <i>Running the Room: A Teacher’s Guide to Behaviour</i> . Woodbridge: John Catt Education Ltd. Rogers, B. (2011). <i>Classroom Behaviour</i> . London: Sage. Pollard, A. (Ed.) (2014). <i>Reflective Teaching in Schools</i> . (4 ed.), Bloomsbury Academic (Chapter 6: “Relationships: How are we getting on together?”). Hattie, J., & Yates, G.C.R. (2013). <i>Visible Learning and the Science of How We Learn</i> , Routledge (Chapter 3: ‘The teacher-student relationship’). DfE (2020) <i>Beginning Teachers’ Behaviour Toolkit</i> : https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/844181/Tom_Bennett_summary.pdf		
Follow-up	Complete relevant section of ITAP workbook.		
12-1			
Session Title	Reflective Practice	Presenter	Rachel Roberts (Live)
Key Questions	<ul style="list-style-type: none">• What is reflective practice and why is it important?• What does reflective practice look like as an RPT?		
CCF	8.2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.		
Linked reading	Mercier, C.; Philpott, C., & Scott, H. (2013). <i>Professional Issues in Secondary Teaching</i> . London: Sage. (Chapter 4: ‘Why is critical reflection important?’)		

	Pollard, A. (Ed.) (2014). <i>Reflective Teaching in Schools</i> . (4 ed.), Bloomsbury Academic (Chapter 3: ‘Reflection: How can we develop the quality of our teaching?’).		
Follow-up	Complete relevant section of ITAP workbook.		
2-3			
Session Title	Resilience, Receiving Feedback and Being an Ethical Community Participant	Presenter	Will Bailey-Watson (Pre-recorded)
Key Questions	<ul style="list-style-type: none">• What are the expectations of this ITAP?• What is professionalism and what do I do if I disagree with someone else’s definition of ‘professionalism’?• Where do RPTs struggle to show resilience?• What does it mean to be an ethical community participant?		
CCF	1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 1.2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 1.5. A culture of mutual trust and respect supports effective relationships.		
Follow-up	Complete relevant section of ITAP workbook.		
3.15-4			
Session Title	Contributing to the School Community	Presenter	Emma Walters (Live)
Key Questions	<ul style="list-style-type: none">- What do schools want from their colleagues?- What are the different ways that RPTs can positive affect school communities?- How will I capture evidence of my contributions to the school communities?- How will I demonstrate positive contributions as part of this ITAP?		
CCF	8.3. 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. 8.4. Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success.		
Follow-up	Complete relevant section of ITAP workbook.		
At 4pm there will be an opportunity to discuss and complete ITAP Reflections.			

Weeks 6-16: Shared Implementation Stage

Professional Behaviours and Teacher Wellbeing	High Expectations and Managing Behaviour	Curriculum and Subject Knowledge	Planning, Teaching and Adaptive Practice	Progress, Assessment and Feedback
Creating a safe classroom culture Being a Reflective Practitioner Supporting pupil mental health	Making learning objectives meaningful and subject-specific in XXX Preventing teacher biases Establishing positive routines in XXX	Establishing, nurturing and extending foundational concepts in XXX Sequencing lessons in XXX Making curriculum choices in XXX Develop literacy in XXX	Planning lessons in XXX Planning lesson beginnings and conclusions in XXX Using different pedagogical approaches in XXX Using cognitive science meaningfully in XXX Modelling and scaffolding in XXX Role of high-quality talk in teaching Meaningful group work in XXX	Introduction to formative and summative assessment Introduction to meaningful feedback Questioning in XXX Assessment and feedback in XXX Assessment and progress in XXX

PS Session 3: Critical Curriculum Thinking, Assessment and Feedback

Tuesday 1 October 2024

This day will take place online.

9.30-10.45			
Session Title	Whole School Level: Critical Curriculum Thinking	Presenter	Rachel Roberts
Key Questions	<ul style="list-style-type: none">• What is the school curriculum and why does it matter?• How do subjects fit into the bigger picture?• What strategic decisions do schools make about curricula?• What impact on the wider school curriculum can RPTs have?		
CCF	3.1 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.		
Linked reading	Ashbee, R. (2021). <i>Curriculum: Theory, culture and the subject specialisms</i> . Routledge (Chapter 3: 'Curriculum Theory') Counsell, C (2018) ' Senior curriculum leadership 1: the indirect manifestation of knowledge: (B) final performance as deceiver and guide '. Hirsch, E. D., Kett, J. F., & Trefil, J. (1987). <i>Cultural literacy: what every American needs to know</i> . Boston, Houghton Mifflin. Counsell, C. (2018). 'Taking curriculum seriously', <i>Impact – Journal of the Chartered College of Teachers</i> – available at: https://impact.chartered.college/article/taking-curriculum-seriously/ Young, M. (2007). <i>Bringing Knowledge Back In: From Social Constructivism to Social Realism in the Sociology of Education</i> (1st ed.). Routledge.		
11-12.30			
Session Title	RPT Critical Curriculum Thinking	Presenter	Will Bailey-Watson (pre-recorded)
Key Questions	<ul style="list-style-type: none">• What assumptions do I have about 'the' curriculum?• What is my positionality as a teacher concerning: Politics? Race? Sexuality? Climate change?• What is the difference between powerful knowledge and the knowledge of the powerful?• What do we mean, and what could we mean, by a 'knowledge-rich' education?		

	<ul style="list-style-type: none">• Why do selection, sequencing, retention, application matter so much?• Why are people debating the decolonising of the curriculum?• What sorts of questions do you need to be asking of your department's curriculum?		
CCF	4.1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning. 3.2. Secure subject knowledge helps teachers to motivate pupils and teach effectively. 3.4. 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. 3.5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. 3.6. 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. 3.7. 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.		
Linked reading	Applebee, A. (1996) <i>Curriculum as conversation : transforming traditions of teaching and learning</i> , University of Chicago Press. Ashbee, R. (2021). <i>Curriculum: Theory, culture and the subject specialisms</i> . Routledge Counsell, C. (2018). 'Taking curriculum seriously', <i>Impact – Journal of the Chartered College of Teachers</i> – available at: https://impact.chartered.college/article/taking-curriculum-seriously/		
1.30-3			
Session Title	Assessment and Feedback	Presenter	TBC
Key Questions	<ul style="list-style-type: none">• What is formative assessment and what is summative assessment?• How can assessment be used effectively as part of the plan-teach-assess cycle?• What are misleading proxies of assessment?• What different approaches to feedback can teachers use?• What does 'feedback not marking' mean in schools?• How can feedback be used as a tool to drive learning forward?		
CCF	6.1: Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. 6.2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. 6.3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. 6.4. 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. 6.5. 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. 6.6. Over time, feedback should support pupils to monitor and regulate their own learning.		
Linked reading	Black, P., & Wiliam, D. (2010). <i>Inside the black box: Raising standards through classroom assessment</i> . Black, P., & Wiliam, D. (2009) <i>Developing the theory of formative assessment</i> . Christodoulou, D. (2017) <i>Making Good Progress: The Future of Assessment for Learning</i> . Cole, C. (2013). 'How should I engage with classroom assessment?' in Mercier et al. <i>Professional Issues in Secondary Teaching</i> . De Bruyckere, P. (2018). <i>The Ingredients for Great Teaching</i> . London: Sage. Lemov, D. (2016). <i>Teach Like a Champion</i> .		

	Hattie, J., & Timperley, H. (2007). The power of feedback. <i>Review of Educational Research</i> , 77(1), 81-112. https://evidencebased.education/the-feedback-pendulum/ 40 min podcast Chiles, M. (2021) <i>The Feedback Pendulum: A manifesto for enhancing feedback in education</i> .		
3.15-4			
Session Title	Artificial Intelligence: using effectively and responsibly	Presenter	Will Bailey-Watson (pre-recorded)
Key Questions	<ul style="list-style-type: none">- What is generative AI?- What does every teacher need to know about the issues with AI?- What are some of the opportunities for teachers using AI?- How might AI be used effectively and appropriately on this programme?		
Follow-up	Speak to your placement school about what their policy or guidance is for teachers using AI.		



ITAP3: Adaptive and Inclusive Practice

Monday 4 November 2024

Palmer Building, Whiteknights Campus

9.30-11 Palmer 109 Lecture Theatre			
Session Title	Special Educational Needs and Disabilities	Presenter	Lindsey Ford
Key Questions	<ul style="list-style-type: none"> • Who might need different sorts of support in a school? • What is the current system of support for individuals with SEND and what changes have there been in the new Code of Practice? • What are the challenges for those with SENDs in schools? • What support is available and what does recent research suggest? • Why is the SEND label often unhelpful? • What sorts of teacher bias do teachers need to be aware of when adapting practice? 		
CCF	5.2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. 5.3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 5.7. 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. 8.5. 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.		
Linked reading	Mercier, Philpot & Scott (2013) <i>Professional Issues in Secondary Teaching</i> (Ch 10: 'What is diversity and how can I respond to it?').		

	Mujis, D. & Reynolds, D. (2018) <i>Effective Teaching: Evidence and Practice</i> (Part 3: 'Adaptive Teaching')		
	Ruijs, N. (2017). 'The impact of special needs students on classmate performance'. <i>Economics of Education Review</i> , 58, 15-31.		
	Hehir, T., Grindal, T., Freeman, B., Lamoreau, R., Borquaye, Y., & Burke, S. (2016). A Summary of the Evidence on Inclusive Education		
	Pollard, A. (2018) <i>Reflective Teaching in Schools</i> (Chapter 15: 'Inclusion: How are we enabling learning opportunities?')		
Follow-up	Complete relevant section of ITAP workbook.		
11.30-12			
Session Title	English as an Additional Language	Presenter	Barbara King
Key Questions	<ul style="list-style-type: none">What is EAL?Why isn't EAL an SEND?What particular strengths do EAL pupils bring to lessons?What barriers do EAL pupils have in accessing lessons?How can all teachers support EAL pupils?		
CCF	5.4. 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. 5.5. 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 motivation, particularly for low attaining pupils. 3.8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.		
Linked reading	Flynn, N., Pim, C., & Coles, S. (n.d.), <i>English as an additional language</i> . MESHguides. https://www.meshguides.org/guides/node/112?n=132 Bell Foundation, (n.d.). <i>EAL strategies and great ideas</i> . Bell Foundation Resource Library. https://www.bell-foundation.org.uk/resources/great-ideas/		
Follow-up	Complete relevant section of ITAP workbook.		
12-12.30			
Session Title	Phonics and Low Literacy	Presenter	Rachel Roberts
Key Questions	<ul style="list-style-type: none">What are phonics? Why is it important for every teacher to know about phonics?Where will phonics be important in different subjects?What does the CCF say about phonics?How can RPTs learn more about phonics over the course of the year?		
CCF	5.1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. 3.9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode. 3.10. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.		
Linked reading	DfE (2023), <i>The Reading Framework</i> , The reading framework (publishing.service.gov.uk)		
Follow-up	Complete relevant section of ITAP workbook.		
1.30-2.15, 2.30-3.15, 3.30-4.15			
These sessions will take place in one of: Palmer 105, Palmer 106, Palmer 107			
Session Title	SEND and Inclusion Scenarios, Different Communities, Neurodiversity	Presenter	Harvey Grout (SEND and Inclusion Scenarios), Richard Harris (Different Communities), and Yota

			Dimitriadi and Mark Aitchison (Neurodiversity)
Key Questions	<ul style="list-style-type: none"> Which other communities are often not made to feel included in schools? How can schools create safe spaces for LGBTQ+ pupils? What sorts of curriculum and pedagogical choices might make school communities more inclusive? How might you adapt your practices to become more inclusive? 		
CCF	<p>7.3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.</p> <p>7.5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.</p> <p>5.6. 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>		
Follow-up	Complete relevant section of ITAP workbook.		

Weeks 19-29: Guided Implementation Stage

Professional Behaviours and Teacher Wellbeing	High Expectations and Managing Behaviour	Curriculum and Subject Knowledge	Planning, Teaching and Adaptive Practice	Progress, Assessment and Feedback
<i>Teaching Difficult and Sensitive Topics in subject-specific sessions</i> <i>Racial Literacy</i> <i>Working Efficiently as a Busy Teacher</i> <i>Applying for jobs/what to expect at interviews</i> <i>Managing an Increased Workload</i>	<u>Revisiting behaviour management</u> <i>Revisiting high expectations in XXX to push them to be even more ambitious</i>	<i>Contributing to the medium-term curriculum</i> <i>Climate Education in XXX</i>	<i>Planning lessons from scratch in XXX</i> <i>Planning lessons in sequences in XXX</i> <i>Using different sorts of adaptive practice in XXX</i>	<i>Working with exam specifications and mark schemes in XXX</i> <i>Supporting the pupils to monitor and regulate their own learning in XXX</i>

PS Session 4: Becoming Independent

Wednesday 26 February 2025

L22 G04 London Road Campus. This day will be run as a hybrid day where students can opt whether to attend in person or online.

9.30-10.30			
Session Title	Managing Workload	Presenter	Martin Sutton
Key Questions	<ul style="list-style-type: none">- What takes a lot of time as a teacher?- What barriers are there to being efficient?- What habits to efficient teachers display?- How can RPTs improve their efficiency as they become more independent?		
CCF	6.7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.		
11-12			
Session Title	Revisiting Behaviour: a core UoR focus	Presenter	TBC

Key Questions	<ul style="list-style-type: none">- What routines and strategies do RPTs need to be consistently implementing by now?- What do senior leaders want from their teachers?- What practical strategies can help RPTs as they become more independent?		
Linked reading	Bennett, T. (2020) <i>Running the Room: A Teacher's Guide to Behaviour</i> . Rogers, B. (2011). <i>Classroom Behaviour</i> .		
1-2			
Session Title	Revisiting SEND and Inclusion	Presenter	Will Bailey-Watson
Key Questions	<ul style="list-style-type: none">- How did the ITAP influence your practice?- Where have you supported pupils who have SEND, EAL, low literacy, neurodiversity and any additional needs this year?- What sorts of adaption can be effective for different special educational needs?- How can you find out more about the specific needs and the possible support?- Where is it possible for teachers see special educational needs as opportunities?		
Session Title	Update on EDMPIP	Presenter	TBC



PS Session 5: Being *their* teacher

Tuesday 4 March 2025

L22 G01 and G03, London Road Campus. The whole day will be spent in two groups.

9.30-10.45			
Session Title	Mental Health in Schools	Presenter	TBC
Key Questions	<ul style="list-style-type: none">- How can an understanding of trauma-informed practice support your practice?- How can all teachers have a positive impact on pupil wellbeing?- What sorts of support is it appropriate for teachers to offer pupils struggling with mental illness?- How can teachers support pupils in cases of bereavement?- How can teachers support pupils in different scenarios?		
11.15-12.30			
Session Title	Being an inclusive teacher: Race, Language and Classroom Culture	Presenter	TBC
Key Questions	<ul style="list-style-type: none">- What impact can language have on pupils?- How can teachers shape a positive and constructive discourse in their teaching?- What sorts of action, particularly involving race, can make classrooms safe spaces for everyone?- How can teachers support pupils in different scenarios?		
1.30-2.15			
Session Title	Climate and Sustainability Education	Presenter	Will Bailey-Watson
Key Questions	<ul style="list-style-type: none">- Why is climate education important?- What are the arguments to convince sceptic colleagues about climate education?- What sorts of support is there for any teacher to deliver climate education?- What can any teacher do to build pupil understanding of climate issues?		

	<ul style="list-style-type: none">- How can teachers collaborate in cross-curricular ways on climate and sustainability education?		
2.30-3.15			
Session Title	Introduction to Placement B and collecting evidence	Presenter	Rachel Roberts
Key Questions	<ul style="list-style-type: none">- How will Placement B differ to Placement A?- What do you hope to achieve from Placement B?- How can you start collecting evidence for the Best Evidence Guide?		
3.30-4.30			
Session Title	Creative Curriculum Design and Pedagogies in subjects: Climate and Sustainability Education	Presenter	All Subject Leads
Key Questions	<ul style="list-style-type: none">- How can all teachers lead on climate education?- What will you do?		
Follow-up	Over the next two weeks, look for opportunities to observe, implement and reflect upon the target and actions agreed in the final session.		

Weeks 30-43: Independent Implementation Stage

Professional Behaviours and Teacher Wellbeing	High Expectations and Managing Behaviour	Curriculum and Subject Knowledge	Planning, Teaching and Adaptive Practice	Progress, Assessment and Feedback
<i>Being a consistently effective ethical community participant in XXX</i> <i>Creating a school culture and school leadership</i> <i>Thriving as an ECT and making the most of the ECF support</i>		<i>Long term planning and department leadership in XXX</i> <i>Being a consistently effective critical curriculum thinker in XXX</i>	<i>Being a consistently effective responsive and reflective practitioner in XXX</i>	

ITAP4: Assessing and Providing Feedback for Progress Over Time

Monday 24 March 2025

London Road Campus. This day will be run as a hybrid day where students can opt whether to attend in person or online

9.30-10.45			
Session Title	Using the CCF as a basis for improving assessment practices	Presenter	Will Bailey-Watson
Key Questions	<ul style="list-style-type: none">• How secure is your knowledge about assessment?• Which assessment practices have you embedded so far?• How does assessing over time differ from assessing within lessons?• What can assessment over time look like?• How can the CCF components be adapted to make assessment over time particularly effective?		
CCF	6.1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. 6.2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. 6.3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. 6.4. 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.		
Follow-up	Complete relevant section of ITAP workbook.		
11-12.15			
Session Title	Planning, teaching and assessing for progress over time as an independent RPT	Presenter	Rachel Roberts
Key Questions	<ul style="list-style-type: none">• What is this ITAP and what will you be expected to do on placement?• What does the DfE's workload report say about medium term planning, and why does it connect with teacher well-being?• How effectively have you used medium term plans so far?• How do medium term plans differ across subjects and why is this?		

	<ul style="list-style-type: none">• What opportunities do you have to plan, and improve your planning, in longer sequences?• What sorts of freedom do you want to have in your planning and teaching, and where will it be best to follow department guidance and practice?• How does homework fit into your medium term plans?• What opportunities do you have to assess and give feedback over the next 3-6 lessons?		
CCF	6.7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload. 4.11. 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.		
Follow-up	Complete relevant section of ITAP workbook.		
1.15-2.30			
Session Title	Making feedback meaningful and lasting	Presenter	Martin Sutton
Key Questions	<ul style="list-style-type: none">• How secure is your knowledge about feedback?• Which feedback practices have you embedded so far?• What are you confident and nervous about with exam assessment and feedback?• How can feedback have a lasting impact when teachers plan for progress over longer periods?• How can self and peer assessment be used effectively?		
CCF	6.5. 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. 6.6. Over time, feedback should support pupils to monitor and regulate their own learning.		
Follow-up	Complete relevant section of ITAP workbook.		
At 2.30 there will be an opportunity to discuss and complete ITAP Reflections.			
3-4.15			
Session Title	Achieving QTS and meeting the Teachers' Standards	Presenter	Will Bailey-Watson
Key Questions	<ul style="list-style-type: none">• What counts as evidence towards the Teachers' Standards?• How do you collect and collate this evidence?• What does a Best Evidence Guide look like?		
Follow-up	Review the possible evidence you have already collected and discuss with your mentor where you will need to focus attention over the coming weeks.		



PS Session 6: Thriving and Surviving as an Early Career Teacher

Tuesday 24 June 2025

Van Emden Lecture Theatre, Edith Morley Building, Whiteknights Campus

9.30-10.10

Session Title	Thriving as an Early Career Teacher and making the most of the Early Career Framework support	Presenter	Teaching School Hub
Key Questions	What is the ECF? What support can ECTs expect? How do excellent ECTs thrive within the ECF?		
Follow-up	Find out what ECT provider your employer is using and read through the programme of study.		
10.10-10.50			
Session Title	From RPT to ECT to school leadership	Presenter	School Partners
Key Questions	What habits can help develop competencies and reputations during the ECT year? What are the positive actions and behaviours that develop leadership capacity and can be demonstrated during the ECT year?		
Follow-up	Write down the key actions and behaviours you want to try and display on your ECT year based on the advice of successful teachers.		
11-12.30			
Session Title	"Our PGCE Year"	Presenter	All Subject Leads
Details	Each subject cohort will have five minutes to present on 'Our PGCE Year...' This can whatever form decided as a cohort, with previous years seeing a wide range of possibilities - quizzes, songs, plays, videos, memes, poems, and many more besides. They are often random, eccentric and memorable. Please speak to your Subject Leader or former RPTs in your school if your cohort wants inspiration.		

Topics for school PS sessions

Rationale and relationship to University Professional Studies

The purpose of the school-based PS sessions is to develop and contextualise research and content covered in university PS sessions. In order to support ITTCos in referring to the wider university ITE curriculum, the relevant university PS sessions are in brackets.

Combining topics

There are more topics than weeks, so we suggest that ITTCos organise sessions as they see fit, which may mean combining some topics (such as *Safeguarding* and *PREVENT*; or *Induction into the Department* and *Induction into the School*, etc).

School Alliances

Where schools deliver PS as part of an alliance of schools (these can be through our Lead Partner's ITE Hubs or through other alliances), we support the use of online delivery given the time, cost, and environmental benefits. We do ask that if RPTs in a school are attending an online PS session that they always *gather in the same room to access the online material* so they can discuss and share experiences in a live and generative way.

Intensive Training and Practice (ITAP) Content

Some weeks will require ITTCos to oversee, organise and review some experiences outlined as part of the ITAPs. This can be included in PS sessions if PS falls on days when RPTs are completing their ITAPs. We encourage ITTCos to be creative and flexible with how the ITAP units are integrated within their wider PS curriculum.

Contextualising the Core Content Framework

In order to support ITTCos cover the Core Content Framework, the sessions are mapped against our five curriculum strands, which encompass every aspect of the Core Content Framework. These are:

Professional Behaviours and Teacher Wellbeing: Core Content Framework 8

High Expectations and Managing Behaviours: Core Content Framework strand 1 & 7

Subject and Curriculum Knowledge: Core Content Framework strand 3

Planning, Teaching and Adaptive Practice: Core Content Framework strand 4 & 5

Progress, Outcomes and Assessment: Core Content Framework strand 2 & 6

School-based Professional Studies topics

Term and School Placement	Topics
Induction Wks 3-5 School A	<ul style="list-style-type: none"> Getting to know people at the school, including: Headteacher, ITTCo, Mentor, department, SLT, RPTs, ECTs, SENDCo Induction into the School, including: safeguarding, contextual safeguarding or this particular school context, available and preferred technology, school platforms, finding way round, and school ethos Induction into the Department, including: meeting staff, involvement in staff meetings, finding way around, supportiveness of department

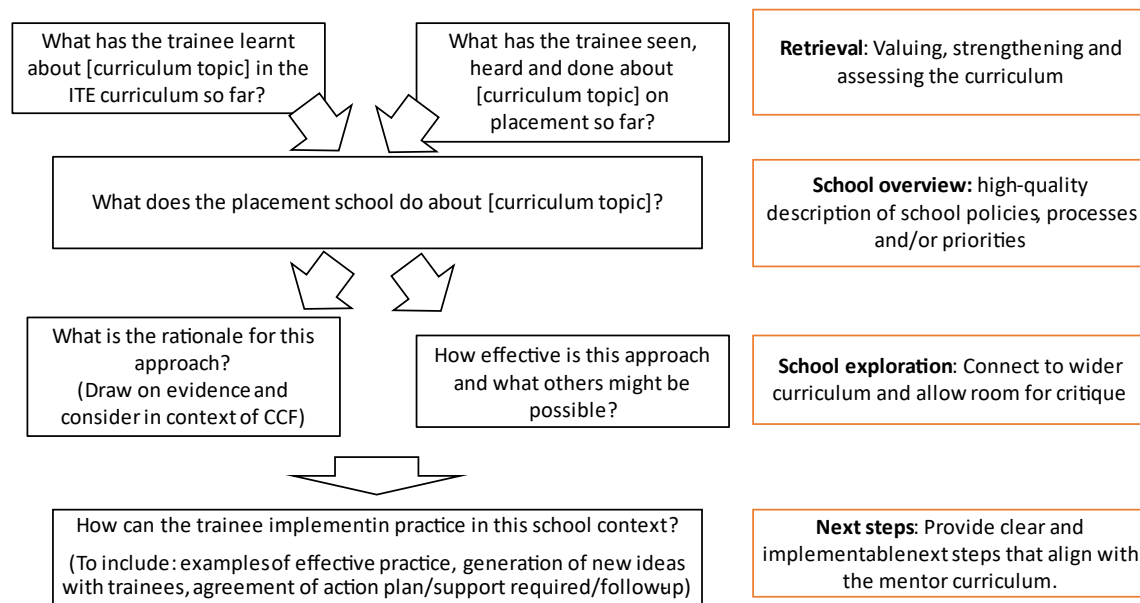
	<ul style="list-style-type: none"> Commencing training, including: observations, pupil pursuits, advice from Mentor and ITTCO Expectations of mentoring and what to do if mentoring experience is not fulfilling expectations. Preparation for teaching, including: arranging timetable, finding resources, lesson preparation Context of local primary schools, including how pupils are supported during key transitions. <p>In Week 5, Professional Studies to focus on ITAP: Embedding Professional Behaviours within a School Context.</p>	
Shared Implementation Wks 6-16 School A	Topics to be included. Not all will require a whole session, and some may be revisited on several occasions this term. The sequence is up to the ITTCO:	
	Topic	Where this topic was introduced in the University curriculum
	<ul style="list-style-type: none"> Professionalism & wellbeing 	ITAP Professionalism
	<ul style="list-style-type: none"> Inclusion, diversity, and high expectations of all pupils. Different communities in your school (and how the school ensures all are included) 	ITAP Inclusion
	<ul style="list-style-type: none"> Health and safety; Safeguarding and Child Protection (including FGM) 	PS Expectations and Values
	<ul style="list-style-type: none"> PREVENT/ Fundamental British Values 	PS Expectations and Values
	<ul style="list-style-type: none"> GDPR/Use of social media/e-safety 	PS Expectations and Values
	<ul style="list-style-type: none"> SEND, Mental Health and EAL following university sessions and observations 	ITAP Inclusion
	<ul style="list-style-type: none"> Conversations to have with your mentor: critiquing the curriculum (selection, sequencing, coherence), co-construction of lessons, sharing your expertise 	PS How Children Learn
	<ul style="list-style-type: none"> Lesson planning following university sessions and observations 	PS How Children Learn
	<ul style="list-style-type: none"> Receiving feedback – and how everything might not go to plan 	ITAP Professionalism
	<ul style="list-style-type: none"> Behaviour Management – effective implementation of school routines 	ITAP Professionalism
	<ul style="list-style-type: none"> Curriculum priorities in this school: what expectations are for all teachers 	PS Curriculum and Assessment
	<ul style="list-style-type: none"> Assessment and feedback in this school – with a focus on questioning and formative assessment 	PS Curriculum and Assessment

	<p>In Week 11, Professional Studies to focus on ITAP: Being an Inclusive and Adaptive Teacher (ITAP Inclusion).</p> <p>In November, one PS session will include an audit of how the CCF has been covered, and what it means for school practice.</p>	
Guided Implementation Wks 19-29 Schools A and B	Topics to be included. Not all will require a whole session, and some may be revisited on several occasions this term. The sequence is up to the ITTCO.	
	<ul style="list-style-type: none"> Revisiting Behaviour Management: what habits are now embedded as routines, which habits require practice 	ITAP Professionalism
	<ul style="list-style-type: none"> Assessment and feedback – with a focus on use of data 	PS Curriculum and Assessment
	<ul style="list-style-type: none"> Tracking and recording progress – including sub-groups of pupils (EAL, high prior attaining, PP, FSM, SEND) 	ITAP Inclusion
	<ul style="list-style-type: none"> Contact with parents/carers 	ITAP Professionalism
	<ul style="list-style-type: none"> Applying for jobs/what to expect at interviews 	University Subject Method sessions
	<ul style="list-style-type: none"> Continual Professional Development: Positive stories about the Early Career Framework 	PS Values and Expectations
	When the RPTs move to their Placement B schools, the following topics must be revisited in the Placement B context so RPTs can compare and synthesise experiences:	
	<ul style="list-style-type: none"> Revisiting behaviour management: how this school manages behaviour 	
	<ul style="list-style-type: none"> Revisiting SEND: how this school adapts practice and supports all pupils 	
	<ul style="list-style-type: none"> Revisiting planning: moving from individual lesson plans to sequences 	
	<ul style="list-style-type: none"> Revisiting curriculum design: how and why does this school choose to teach different content and achieve different outcomes? 	
	<ul style="list-style-type: none"> Revisiting professionalism and teacher wellbeing 	
	<ul style="list-style-type: none"> Revisiting inclusion and welfare – such as Health and safety; Safeguarding, contextual safeguarding, and Child Protection (including FGM), PREVENT/ Fundamental British Values, GDPR/Use of social media/e-safety with focus on Placement B setting 	
	<ul style="list-style-type: none"> Context of local primary schools, including how pupils are supported during key transitions. 	
	In March, one PS session will be an audit of how the CCF has been covered, and what it means for school practice.	

Independent Implementation Wks 30-42 School B	Topics to be included. Not all will require a whole session, and some may be revisited on several occasions this term. The sequence is up to the ITTCO: <i>ITTCOs may wish to revisit some elements of Professional Studies to further build the RPTs' understanding and confidence, and to tailor provision to their RPTs as appropriate during the final school placement.</i>	
	Review of local primary school visit, including how pupils are supported with phonics and transition.	
	Role of the tutor	PS Being their Teacher
	Cross curricular activities, trips and their value	PS Being Their Teacher
	Review of school's curriculum aims for climate and sustainability education, and how far this has been implemented	PS Becoming Independent)
	Role of the tutor	PS Being their Teacher)
	Working with TAs, other adults and external agencies	PS Being Their Teacher)
	Literacy & numeracy across the curriculum	PS How Children Learn)
	Report-writing and contact with parents/carers	PS Being Their Teacher)
	SMSC	PS Expectations and Values)
	Use of technology in the classroom	Refer to university subject sessions)
	Collaborative practice between school staff/MAT staff and CPD (e.g. Lesson study)	PS Expectations and Values)
	PSHE	Being Their Teacher)
	Transition and Induction KS2/3/4/5	Refer to university subject sessions and Primary school visits)
	Role of the governing body	This discussion only takes place in schools.
	The ECT year and beyond	PS Thriving as an ECT
	In Week 30, Professional Studies to focus on ITAP: Assessing and Providing Feedback for Progress over Time	

Teaching Template

ITTCOs and school alliances can deliver Professional Studies however they wish. In order to help ITTCOs see a common and useful structure, the template below outlines an effective Professional Session. It is broken into four sections: retrieval, school overview, school exploration and next steps.



Example of a simple template for Professional Studies sessions.

Core reading list

(All core reading will be available via the University's online library, TALIS, via Blackboard.)

- Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) *What makes great teaching*. Review of the underpinning research. Durham University: UK. Available at: <http://bit.ly/2OvmvKO>
- Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> [retrieved 10 October 2018].
- Hattie, J. & Yates, G. (2014). *Visible Learning and the Science of How We Learn*. Abingdon: Routledge.
- Kirschner, P., Sweller, J., Kirschner, F. & Zambrano, J. (2018) From cognitive load theory to collaborative cognitive load theory. In *International Journal of Computer-Supported Collaborative Learning*, 13(2), 213-233.
- Mercier, Philpot & Scott (eds), (2013). *Professional Issues in Secondary Teaching*. London: Sage.
- Pollard et al. (2018). *Reflective Teaching in Schools*. London: Bloomsbury. There is an e-copy available of the 2014 edition and the 2018 publication is supported by a range of online learning materials that follow the book's structure: <http://reflectiveteaching.co.uk/>
- Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. *American Educator*, 12–20. Willingham, D. (2009). *Why Don't Students Like School?* San Francisco: Jossey-Bass.
- Sweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design. *Journal of Applied Research in Memory and Cognition*, 5(4), 360–367.

Curriculum Strands reading list to support engagement with ITE curriculum and CCF

Professional Behaviours and Teacher Wellbeing Reading List

- Chartered College of Teaching (2020) *The Early Career Framework Handbook*.
- Department for Education (2018) *Schools: guide to the 0 to 25 SEND code of practice*.
- Department for Education (2018) *Keeping Children Safe in Education*.
- Department for Education (2015) *Prevent Duty: Revised Prevent Duty Guidance for England and Wales*.
- Department for Education (2018) *Information Sharing Advice for Safeguarding Practitioners*.
- Department for Education (2015) *What to do if you're worried a child is being abused*.
- Education Endowment Foundation (2015) *Making Best Use of Teaching Assistants Guidance Report*.
- Hattie, J. & Yates, G. (2014) *Visible Learning and the Science of How We Learn* (especially Chapter 4).
- Kraft, M., Blazar, D., & Hogan, D. (2018) *The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence*. *Review of Educational Research*.
- Pollard, A. (2018) *Reflective Teaching in Schools* (especially Chapters 1 and 3).
- Rogers, W. (2012). *Essential Guide to Managing Teacher Stress*.
- Skaalvik, E. M., & Skaalvik, S. (2017) *Still motivated to teach? A study of school context variables, stress and job satisfaction among teachers in senior high school*. *Social Psychology of Education*, 20(1).
- Webster, R. (2020) 'Building effective relationships with teaching assistants, the SENCO, SEND specialists and parents/carers', *The Early Career Framework Handbook*.

High Expectations and Managing Behaviours

- Archer, L. (2008) the impossibility of minority ethnic educational 'success'? An examination of the discourses of teachers and pupils in British secondary schools, *European Educational Research Journal* 7 (1)
- Bennett, T. (2020) *Running the Room: A Teacher's Guide to Behaviour*.
- Education Endowment Foundation (2018) *Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit*.

- Harris, R., Wilson-Daily, A. & Fuller, G. (2021): 'Exploring the secondary school experience of LGBT+ youth: an examination of school culture and school climate as understood by teachers and experienced by LGBT+ students', *Intercultural Education*, 32:4.
- Hehir, T., Grindal, T., Freeman, B., Lamoreau, R., Borquaye, Y., & Burke, S. (2016). *A Summary of the Evidence on Inclusive Education*.
- Lemov, D. (2014). *Teach Like a Champion 2.0*.
- Mercier, Philpot & Scott (2013) *Professional Issues in Secondary Teaching* (especially Chapter 10).
- Muijs, D., & Reynolds, D. (2017) *Effective teaching: Evidence and practice*.
- Pollard, A. (2018) *Reflective Teaching in Schools* (especially Chapters 6 and 7).
- Rogers, B. (2011). *Classroom Behaviour*.
- Rose, J.(2009) *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties* ('Rose Report').
- Sherrington, T. (2019). *Rosenshine's Principles in Action*. Woodbridge: John Catt Education Ltd.
- Snowling, M. (2019) *Dyslexia: A Very Short Introduction*.

Subject and Curriculum Knowledge

- Ashbee, R. (2021). Curriculum: Theory, Culture and the Subject Specialisms. (especially in Chapter 3)
- Counsell, C (2018) 'Senior curriculum leadership 1: the indirect manifestation of knowledge: (B) final performance as deceiver and guide', <https://thedignityofthethingblog.wordpress.com/2018/04/12/senior-curriculum-leadership-1-the-indirect-manifestation-of-knowledge-b-final-performance-as-deceiver-and-guide/>.
- Counsell, C. (2018). Taking curriculum seriously. *Impact – Journal of the Chartered College of Teachers*
- Carl, A. E. (2012). *Empowerment through Curriculum Development: Theory into Practice*
- Hirsch, E. D., Kett, J. F., & Trefil, J. (1988). *Cultural literacy: What every American needs to know*.
- Young, M. (2007) *Brining knowledge back*.

Planning, Teaching and Adapting Practice

- Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) *What makes great teaching? Review of the underpinning research*.
- Education Endowment Foundation (2018) *Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit*.
- Hattie, J. & Yates, G. (2014) *Visible Learning and the Science of How We Learn* (especially Chapters 16 and 17).
- Kirschner, P., Sweller, J., Kirschner, F. & Zambrano, J. (2018) 'From cognitive load theory to collaborative cognitive load theory', *Intern. J. Comput.-Support. Collab. Learn*, 13.
- Mercier, Philpot & Scott (2013) *Professional Issues in Secondary Teaching* (especially Chapter 8).
- Muijs, D., & Reynolds, D. (2017) *Effective teaching: Evidence and Practice*.
- Sweller, J. (2016) *Working Memory, Long-term Memory, and Instructional Design*
- Rosenshine, B. (2012) 'Principles of instruction: Research-based strategies that all teachers should know', *American Educator*, 36.1.
- Willingham, D. T. (2002) *Ask the Cognitive Scientist. Inflexible Knowledge: The First Step to Expertise*.
- Willingham, D. T. (2021) *Why don't students like school?: a cognitive scientist answers questions about how the mind works and what it means for your classroom*.

Progress Outcomes and Assessment Reading List

- Black, P., & Wiliam, D. (2010). *Inside the black box: Raising standards through classroom assessment*.
- Black, P., & Wiliam, D. (2009) *Developing the theory of formative assessment*.
- Christodoulou, D. (2017) *Making Good Progress: The Future of Assessment for Learning*.

- Cole, C. (2013). 'How should I engage with classroom assessment?' in Mercier et al. *Professional Issues in Secondary Teaching*.
- De Bruyckere, P. (2018). *The Ingredients for Great Teaching*.
- Hattie, J., & Timperley, H. (2007). 'The power of feedback', *Review of Educational Research*, 77 (1).
- Hattie, J. (2012) *Visible Learning for Teachers*.
- Lemov, D. (2014). *Teach Like a Champion 2.0*.
- Mujs, D. & Reynolds, D. (2018) *Effective Teaching: Evidence and Practice*.
- Pollard, A. (2018) *Reflective Teaching in Schools* (especially Chapters 13 and 14).
- Willingham, D. T. (2021) *Why don't students like school?: a cognitive scientist answers questions about how the mind works and what it means for your classroom*.
- Wiliam, D. (2017) 'Assessment, marking and feedback' In Hendrick, C. and McPherson, R. (Eds.) *What Does This Look Like in the Classroom? Bridging the gap between research and practice*.