***The Curriculum for the Secondary***

***Post Graduate Certificate in Education with QTS***

***2022-23***



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**The Secondary PGCE Curriculum**

Below you will find details of the secondary PGCE Curriculum which are set out in 3 sections as follows: -

1. The generic sessions where all subjects are together to learn about aspects which are common to teaching and learning no matter which subject is being studied. The curriculum outlined below is set out in order of the six themes of the PGCE Curriculum which are Behaviour, Curriculum, Pedagogy, Assessment, Professional Behaviours and Challenging Disadvantage. This is for the Lancaster based core PGCE trainees. School Direct trainees will cover this content but are likely to have different titles for the sessions. The full content/ knowledge and skills of the PGCE Curriculum are set out at the end of this introduction under the heading of **University of Cumbria Secondary PGCE Curriculum Content**
2. The Pedagogy for Learning (PfL) sessions which are the twelve subject sessions that are taught by the subject tutor and are in subject groups
3. The Subject Enrichment (SE) sessions which are only for the core Lancaster based trainees and they are taught by the same subject tutor who teaches the PfL sessions. There are 8 of these sessions. School Direct trainees will have alternative equivalent provision facilitated by their School Direct Alliance during their PGCE year.

The PGCE curriculum is taught in the following way. There are six themes associated with the PGCE Curriculum which are Behaviour, Curriculum, Pedagogy, Assessment, Professional Behaviours, and Challenging Disadvantage. The first 5 themes match the 5 themes of the Core Content Framework (CCF) which can be accessed by [clicking this link](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) .The CCF is a Department for Education (DfE) publication which sets out the minimum entitlement that a trainee undertaking a post graduate teacher training course can expect. The latter theme, Challenging Disadvantage, has been added as it is a key focus for the Institute of Education at the University of Cumbria. We also feel that it helps us to deliver an ambitious curriculum which goes beyond the minimum expectation. The PGCE Curriculum is informed by the 5 themes of the CCF and our own Challenging Disadvantage theme is added to the PGCE curriculum. The 5 themes of the CCF are linked to the 8 Teachers’ Standards that must be met at the expected level by the end of the course. The table below shows the 5 themes of the CCF and the standards that they relate to.

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| --- | --- |
| **Theme** | **Teachers’ Standard(s) The Theme Relates To** |
| **Behaviour** | **S1** - Set high expectations which inspire, motivate and challenge pupils & **S7** - Manage behaviour effectively to ensure a good and safe learning environment) |
| **Curriculum** | **S3** - Demonstrate good subject and curriculum knowledge |
| **Pedagogy** | **S2** - Promote good progress and outcomes by pupils, **S4** - Plan and teach well-structured lessons) & **S5** - Adapt teaching to respond to the strengths and needs of all pupils. |
| **Assessment** | **S6** - Make accurate and productive use of assessment. |
| **Professional Behaviours** | **S8**- Fulfil wider professional responsibilities. |

The curriculum is structured so that key ideas supported by extensive research are introduced at appropriate times by experts (***Learn That***), and those key ideas are then developed further both in the school and university setting with the help of experts (***Learn How To***). These experts are either experienced school colleagues such as mentors or university tutors. Ultimately the strategies of ***Learn That*** and ***Learn How To*** will impact on both the trainees’ practise and on the progress of the pupils they teach.

**Progress Against the Curriculum.**

Trainees’ progress against the themes of the curriculum and hence the Teachers’ Standards will be assessed in various ways which are.

1. Holistic judgements made at Key Assessment Points taking all aspects of the trainee’s practise into account and using the PGCE Curriculum Assessment Matrix related to the PGCE Curriculum, hence linked to the CCF and the Teachers’ Standards.
2. Monthly written reflections on progress through the curriculum. This will be agreed during a monthly meeting between trainee and subject mentor and recorded via the PGCE Curriculum Progress Tracker on Pebble Pad.
3. Progress against weekly formative targets with success criteria set against the PGCE curriculum themes following weekly meetings between trainee and subject mentor. These meetings will be documented and uploaded onto Pebble Pad by the trainee.

Further details of these processes and the related documentation can be found in the Placement Assessment Handbook.

Please note that in many sessions we will touch on many of the six themes of the curriculum. The theme(s) that are named for each session are the ones that best match with the focus of that session. Occasionally a session will cover all themes, for example, tutorials discussing progress at Key Assessment Points.

The taught sessions of the core PGCE Curriculum are set out below and there are references to the PGCE Curriculum knowledge shown at the end of this section on the taught sessions. This will therefore allow all stakeholders to know what is the key component knowledge that is covered in that session.

*Please note that if you are teaching a theme then this is the knowledge that must be learnt by trainees (Learn That). If you are a trainee teacher this is the knowledge that you must learn (Learn That) and then develop (Learn How To), with the help and support of experts, particularly in the school setting. The knowledge that is to be taught and learnt is sometimes referred to as component knowledge which just means all the knowledge set out below.*

| **Theme** | ***Learn That*** | | ***Learn How To*** | |
| --- | --- | --- | --- | --- |
| **Session Title and Content Summary** | **Reference to the PGCE Curriculum Component Knowledge to be taught (Please see pages 40-53 below for full details of the Curriculum content)** | **Follow up Activities (Mostly in School)** | **School experts please support trainees by:- Facilitating clear, consistent and effective mentoring in:-** |
| **Behaviour 1** | **Introduction to Classroom Management**  **Content Summary**   * Establishing routines * Motivating pupils * Creating a positive classroom climate * Teachers as role models * Challenging and stretching pupils * Expectations and values * Relationships * School Behaviour Policies * Intrinsic and extrinsic motivation * Pupils experiencing success supports good behaviour * Planning for Behaviour | **1a,1b,1c,1d,1e,1f,1g,1h,1i,**  **1j,1k,1l,1m,1n** | * Group Seminar * PFL Session * Noticing Booklet * Discussions at mentor meetings * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Assignment PGSC 7012 on the theme of Classroom Management * Pebble pad tasks eg. Curriculum Progress Tracker * Trainee self-study | **How to set achievable** tasks that stretch and challenge pupils  **How to use intentional** and consistent language that promotes challenge and aspiration  **How to create a positive** environment where perseverance, making mistakes and learning from them is routine  **How to engage parents** and carers in the education of their children (e.g. proactively highlighting successes  **How to create a culture of** respect and trust in the classroom (e.g. by modelling the types of courteous behaviour expected of pupils)  **How to teach and** rigorously maintain clear behavioural expectations **How to apply rules,** sanctions, and rewards in line with school policy, escalating behaviour incidents as appropriate  **How to acknowledge and** praise pupil effort and emphasise progress being made |
| **Behaviour 2** | **Further Classroom Management**  **Content Summary**   * Reflections on behaviour management during the IEP * Links to previous behaviour session * Noticing activities * Critical incidents * Your teacher persona * Your personal charter | **1a,1b,1c,1d,1e,1f,1g,1h,1i,**  **1j,1k,1l,1m,1n**  \*Please note this session should revisit the content above after the IEP (the first placement) is completed | * Group Seminar * PFL Session * Discussions at mentor meetings * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Assignment PGSC 7012 on the theme of Classroom Management * Pebble pad tasks eg. Curriculum Progress Tracker * Trainee self-study | **How to set achievable** tasks that stretch and challenge pupils  **How to use intentional** and consistent language that promotes challenge and aspiration  **How to create a positive** environment where perseverance, making mistakes and learning from them is routine  **How to engage parents** and carers in the education of their children (e.g. proactively highlighting successes  **How to create a culture of** respect and trust in the classroom (e.g. by modelling the types of courteous behaviour expected of pupils)  **How to teach and** rigorously maintain clear behavioural expectations **How to apply rules,** sanctions, and rewards in line with school policy, escalating behaviour incidents as appropriate  **How to acknowledge and** praise pupil effort and emphasise progress being made |
| **Curriculum 1** | **What’s the point of Schools? (Intro to the National Curriculum)**  **Content Summary**   * What is the National Curriculum? * How it has come about? * What went before? * What is the political background to curriculum change? * What are the implications? * How are schools compared? * What is the point of education? * Different philosophies of the purpose of education | **2a,2b** | * Group Seminar * PFL Session * Discussions at mentor meetings * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker * Trainee self-study | **Discussing and analysing** the rationale for curriculum choices,  **The process for arriving at** current curriculum choices  **Understanding how the** school’s curriculum materials inform lesson preparation  **Helping the trainee to** gain an understanding of how schools are compared ie Progress 8 etc. |
| **Pedagogy 1**  **(Covered in Induction Week)** | **Introduction to Assignments, Theories of Learning and Writing at Master’s Level**  **Content Summary**   * Narrated power point * Assignment brief * Theories of Learning * Accessing resources * One Search * [skills@cumbria.ac.uk](mailto:skills@cumbria.ac.uk) | **2c,2e,3a,3b,5a** | * Discussions at mentor meetings * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Trainee self-study | **How to recognise learning**  theory in the classroom environment for example, short and long -term memory aspects in lessons and social constructivism.  **How practice is informed** by evidence-based research  **How it is important to** take responsibility for their own professional development |
| **Pedagogy 2** | **Introduction to Learning Theories**  **Content Summary**   * Critical discussion of learning theories related to the classroom. * Myth of learning styles. * Bloom’s taxonomy. Why is it now being questioned? * Memory and its role in learning * Modelling * Scaffolding * Group work | **2c,2g,3a,3b,3f,3m,5a** | * Group Seminar * PFL Session * Noticing Booklet * Discussions at mentor meetings * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker   Trainee self-study | **How to take into account** pupils’ prior knowledge when planning how much new information to introduce.  **How to break complex** material into smaller steps  **How to balance** exposition, repetition and other activities making up the lesson.  **How to use modelling,** explanations, and scaffolds, acknowledging that novices need more structure early in their learning  **How to decide which** strategies will support effective collaborative or paired work  **How to balance input of** new content so pupils master concepts |
| **Pedagogy 3** | **Planning for Learning**  **Content Summary**   * The three phases of planning (Long term/medium term/lesson planning) * Introduction to basics of lesson structure and lesson planning. * Planning sequences of lessons * How do we plan lessons by effectively using objectives/outcomes/success criteria? | **2g,3a,3b,3d,3f,3i,3k,3m,3n** | * Group Seminar * PFL Session * Noticing Booklet * Discussions at mentor meetings * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker * Trainee self-study | **Engaging in joint planning** in the early stages showing how expert colleagues decide on prior knowledge, objectives and outcomes, break tasks down into constituent components, use modelling, devise explanations and scaffolds, provide sufficient opportunity for pupils to consolidate and practise applying new skills and knowledge, and how they make the abstract concrete.  **Supporting trainees in** understanding how planned lessons contribute to schemes of learning, and how this relates to medium- and longer-term planning.  **Supporting trainees by** helping them plan for misconceptions, focus on key subject concepts and to receive and act on feedback in a positive way |
| **Pedagogy 4** | **Introduction to Micro-Teaching**  **Content Summary**   * Introduction to the micro teach activity * Explain its purpose * Practical arrangements * Meet the UPT who will be responsible in school for the group whose microteaching they are observing | **This session is to help revisit and reinforce the areas of the PGCE Curriculum introduced above such as the sessions on lesson planning and theories of learning referred to above.** | * Second session is carrying out the micro teaching to the group of trainees and tutor.   Subsequent feedback will inform strengths and areas for development | **Not necessarily followed** up by experts in school as such but trainee may wish to share their feedback from this activity with mentors for the purpose of initial target setting |
| **Pedagogy 5** | **Introduction to SEN/D**  **Content Summary**   * Historical background * Statutory aspects of SEN/D * Barriers to learning * Targeting support * SEN/D support | **3k,3l,3n,5d** | * Follow up SEN/D with external speaker January * Group Seminar * PFL Session * Noticing Booklet * Discussions at mentor meetings * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker * Trainee self-study | **How to support 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  **How to help trainees** identify pupils who need new content further broken down.  **How to work closely with** the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL)  **How to make effective** use of teaching assistants and other adults in the classroom. |
| **Pedagogy 6** | Assignment Study Day   * Trainees to use this day to work towards completing the formative part of the first assignment PGSC 7011. * It is envisaged that trainees will probably research some of the literature on Theories of Learning in preparation for a critical review of some of this literature | **Trainees to use this day to work towards completing the formative part of the first assignment PGSC 7011.**  **It is envisaged that trainees will probably research some of the literature on Theories of Learning in** **preparation for a critical review of some of this literature**. **This session is to help revisit and reinforce the areas of the PGCE Curriculum introduced above such as the sessions on theories of learning and sessions relating to the first assignment referred to above.** | * Possible tutorial with university tutor * Discussion with library services re- skills of academic writing etc.   Possible discussions with experts in school | **How to relate theories of** learning to what trainees will observe in class |
| **Pedagogy 7** | **Meet the UPT & Micro Teaching day and feedback**  **Content Summary**   * Trainees complete their mini teach by teaching their topic to other trainees and their university tutor * Trainees get feedback from their peers and university tutor | **This session is to help revisit and reinforce the areas of the PGCE Curriculum introduced above such as the sessions on lesson planning and theories of learning referred to above.** | Subsequent feedback will inform strengths and areas for development | **Not necessarily followed** up by experts in school as such but trainee may wish to share their feedback from this activity with mentors for the purpose of initial target setting |
| **Pedagogy 8** | **Memory, Metacognition and Learning**  **Content Summary**   * Memory and its role in learning * Metacognition * Learning involves a lasting change in pupils’ capabilities or understanding. * Memory can be thought of as comprising two elements: working memory and long-term memory. * long-term memory is likely to help pupils learn more complex ideas. * Working memory is where information that is being actively processed is held * Its capacity is limited and can be overloaded. * Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing | **3a,3b,3c,3e,3f** | * Group Seminar * PFL Session * Noticing Booklet * Discussions at mentor meetings * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker * Trainee self-study | **How to take into account** pupils’ prior knowledge when planning how much new information to introduce.  **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).  **How to break complex** material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps.  **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. |
| **Pedagogy 9** | **Adaptive Teaching**  **Content Summary**   * What is adaptive teaching? * Planning for adaptive teaching * Barriers to learning * Targeting support * Different rates of learning * Pupil differences * SEN/D adaptive teaching * Flexible grouping | **3k,3l,3m,3n,5d** | * Group Seminar * PFL Session * Noticing Booklet * Discussions at mentor meeting * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker * Trainee self-study | **How to** Identify pupils who need new content further broken down.  **How to** make use of formative assessment.  **How** expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils could meet expectations and deconstructing this approach  **How to** balance input of new content so that pupils master important concepts.  **How to** 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 |
| **Pedagogy 10** | **Literacy Across the Curriculum**  **Content Summary**   * Overview of literacy * Disciplinary literacy in all subjects * Targeted vocabulary in all subjects * Breaking Down writing tasks * Structured talk * Reading and writing in all subjects | **2e,2i,3k,3l,5d** | * Group Seminar * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions at mentor meeting * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker * Trainee self-study | **How to** teach unfamiliar vocabulary explicitly and plan for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.  **How to** model and require 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).  **How to** support pupils to become fluent readers and to write fluently and legibly.  **How to** model reading comprehension by asking questions, making predictions, and summarising when reading. |
| **Pedagogy 11** | **Revisiting Planning and Adaptive Teaching**  **Content Summary**   * The three phases of planning (Long term/medium term/lesson planning) reflections from IEP * Planning sequences of lessons reflections from IEP * How do we plan lessons by effectively using objectives/outcomes/success criteria? Reflections from IEP * Planning for adaptive teaching reflections from IEP * Barriers to learning reflections from IEP * Targeting support reflections from IEP * Different rates of learning reflections from IEP * Pupil differences reflections from IEP * SEN/D adaptive teaching reflections from IEP * Flexible grouping reflections from IEP | **2g,3a,3b,3d,3f,3i,3k,3m,3n, 3l,5d** | * PFL Session * Discussions at mentor meetings * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker * Trainee self-study | **Supporting trainees in** understanding how planned lessons contribute to schemes of learning, and how this relates to medium- and longer-term planning.  **Supporting trainees by** helping them plan for misconceptions, focus on key subject concepts and to receive and act on feedback in a positive way  **How to** Identify pupils who need new content further broken down.  **How to** make use of formative assessment.  **How** expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils could meet expectations and deconstructing this approach  **How to** balance input of new content so that pupils master important concepts.  **How to** 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 |
| **Pedagogy 12** | **SEN/D Revisited**  **SEN/D in a Special School**  **Content Summary**   * Nature of SEN/D pupils’ needs or disabilities * Support for these pupils * Working with colleagues, families, and pupils to understand barriers * Suitable strategies for these pupils * Social and personal development of these pupils * Working in a special school | **3k,3l,3n,5d** | * Group Seminar * PFL Session * Noticing Booklet * Discussions at mentor meeting * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker   Trainee self-study | **How To support** 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  **How to** work closely with the SENCO and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues  **How to** make effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues. |
| **Pedagogy 13** | **English as an Additional Language**  **Summary Content**   * Understanding who our EAL students are * Recognising prior experiences and learning * What challenges might EAL students experience? * How can we best support EAL students? * Which teaching approaches will facilitate their learning? * Further help | **3k,3l,3n,5d** | * Group Seminar * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker * Trainee self-study * Discussions at mentor meeting * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings | **How to** support pupils with a range of additional needs, including EAL  **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.  **How to** make effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues to support EAL pupils |
| **Assessment 1** | **Introduction to Assessment**  **Content Summary**   * What is assessment? * Types of assessment * Purpose of assessment * Justifying a chosen assessment * Questioning eg. hinge questions * Peer and self -assessment * AfL * How assessment informs teaching | **3h,4a,4b,4c,4d** | * Group Seminar * PFL Session * Discussions at mentor meetings * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker * Trainee self-study | **How to plan formative** assessment tasks linked to lesson objectives and think ahead about understanding (eg. By using hinge questions to pinpoint knowledge gaps **How to draw conclusions** about what pupils have learned by looking at patterns of performance over a number of assessments  **How to structure tasks** and questions to enable the identification of knowledge gaps and misconceptions  **How to monitor pupil** work during lessons, including checking for  **How to ensure feedback** is specific and helpful when using peer- or self-assessment. |
| **Assessment 2** | **Assessment 2 and Use of Data**  **Content Summary**   * Formative and summative assessment * Assessment for Learning (AfL) * Afl activities in the classroom * Questioning * Pupil data and pupil progress * How data is used to compare all schools * Progress 8 and Attainment 8 * EBacc. aspects | **3h,4a,4b,4c,4d** | * Group Seminar * PFL Session * Discussions at mentor meetings * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker * Trainee self-study | **How to plan formative** assessment tasks linked to lesson objectives and think ahead about understanding (eg. By using hinge questions to pinpoint knowledge gaps **How to draw conclusions** about what pupils have learned by looking at patterns of performance over a number of assessments  **How to structure tasks** and questions to enable the identification of knowledge gaps and misconceptions  **How to monitor pupil** work during lessons, including checking for  **How to ensure feedback** is specific and helpful when using peer- or self-assessment.  **How to use** pupil data to promote pupil progress |
| **Professional Behaviours 1** | **Online Session**  **Introduction to Pebble Pad- Electronic Portfolio**  **Content Summary**   * Introduction * Overview and Rationale * Access to and use of the 'resource' * How to attach documents * The first few tasks * The 'verification' process * Safeguarding tasks * Completing the tasks | **5a,5e.**  **This also teaches trainees how to self-assess their progress against the six themes of the PGCE Curriculum** | * Read and understand the school safeguarding policies * Meet the safeguarding officer in school * Discussions at mentor meetings * Applying to trainee’s own teaching * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker   Trainee self-study | **How to know who to** contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures, and incidents to report.  **How to access the schools** Safeguarding Policy and stress the importance to the trainee being fully aware of the contents  **How to recognise where** there might be a situation where safeguarding is an issue.  **How to respond quickly** to any behaviour or bullying that threatens emotional safety.  **How to be responsible** for their own professional development. |
| **Professional Behaviours 2** | **Online Safety**  **Content Summary**   * Self-image and identity * Online Relationships * Online Bullying * Heath Wellbeing & Lifestyle * Online reputation * Privacy & Security * Managing Online Information | **5a,5d, and Part 2 of the Teachers’ Standards** | * Discussions at mentor meetings * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Trainee self-study | **How to know who to** contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures, and incidents to report.  **How to respond quickly** to any behaviour or bullying that threatens emotional safety  **How to make sure that** trainees understand how not to get themselves into ‘difficult’ online situations |
| **Professional Behaviours**  **3** | **Preparing for school placement– Expectations & professionalism. Intro to noticing booklet and pebble pad expectation**  **Content Summary**   * Professional expectations of teachers * Contributing to the wider school * Importance of being a reflective practitioner * Engaging with CPD * Importance of educational research * Safeguarding/ e. Safety /GDPR/ Prevent/ FGM | **5a,5b,5c,5d,5e and Part 2 of the Teachers’ Standards** | * Group Seminar * Noticing Booklet * Discussions at mentor meetings * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker * Trainee self-study | **How to engage in** professional development with clear intentions for impact on pupil outcomes **How to meet Part 2 of the** Teachers’ Standards.  **How to seek feedback** and critique from mentors and other colleagues in an open and trusting working environment.  **How to reflect on progress** made, recognising strengths and weaknesses, and identifying next steps for further improvement. **How to engage critically** with research using evidence to critique |
| **Professional Behaviours**  **4** | **Employment and Employability**  **Content Summary**   * Where to find suitable posts * Employability * Visiting the school * Applying for a post * Job descriptions * Person specifications * Letters of application/ personal statements * References * Typical interview day | **5a,5b** | * Group Seminar * Discussions at mentor meeting * Discussions with experts and peers   Trainee self-study | **How to** look for suitable teaching posts  **How to** write a letter of application or personal statement  **How a** typical interview day will run  **What** are the typical questions they will get asked in an interview |
| **Professional Behaviours**  **5** | **Child Exploitation and Online Protection (CEOP)**  **Content Summary**   * Social Media * Peer pressure * Cyberbullying * Self-esteem * Relationships * Inappropriate texting | **5d,5e and Part 2 of the Teachers’ Standards** | * Group Seminar * Discussions at mentor meeting * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker * Trainee self-study | **How to** undertake the duties relating to Part 2 of the Teachers’ Standards.  **How to** work closely with special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues.  **How to** recognise aspects of the indicative content in the school setting |
| **Professional Behaviours**  **6** | **Education and Research**  **Content Summary**   * Importance of being a reflective practitioner * Engaging with CPD linked to educational research * Importance of educational research * Learning from educational research | **3b,5a,** | * Group Seminar * PFL Session * Noticing Booklet * Discussions at mentor meeting * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker * Trainee self-study | **How to** engage critically with research and using evidence to critique practice.  **How to** strengthen pedagogical and subject knowledge by participating in wider networks.  **How** educational research informs practise |
| **Professional Behaviours and Pedagogy**  **7** | **Working with Other Adults**  **Content Summary**   * Contributing to the wider school community * The ethos of the school * Working with support staff * Blatchford Report * Contacting home * Strategies for parents’ evenings. * Working with SENDCOS and Safeguarding Officers | **5a,5b,5c,5d** | * Noticing Booklet * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker   Trainee self-study | **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.  **How to** work closely with the SENCO and other professionals supporting pupils with additional needs.  **How to** share the intended lesson outcomes with teaching assistants ahead of lessons.  **How to** ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.  **How to** contribute to the wider school culture |
| **Challenging Disadvantage**  **1** | **Equality and Diversity**  **Content Summary**   * What are disadvantaged pupils? * How can we support them? * Pupil premium * Free school meals * Looked after children * Educational Endowment Foundation (EEF) Toolkit * Using the EEF Toolkit * Health and well-being * Building self-esteem * Appropriate curriculum choices | **6a,6b,6c,6d** | * Group Seminar * PFL Session * Noticing Booklet * Discussions at mentor meeting * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker   Trainee self-study | **How to** recognise disadvantaged pupils  **How to** find out who are pupil premium students  **What** we mean by looked after children  **How to** build a pupil’s self-esteem  **How** health and well-being of pupils is important in their progress |
| **Challenging Disadvantage**  **2** | **Community Cohesion and Schools**  **Content Summary**   * Equality Act 2010 * What is community cohesion in schools? * Common vision * Shared values * Democracy * Equality and diversity * Tolerance * Fairness and justice | **6a,6b,6c,6d** | * Group seminar * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker * Trainee self-study | **How experienced** colleagues seek ways to support individual colleagues and work as part of a team.  **How to** contribute positively to the wider school culture and develop 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).  **How to** respond quickly to any behaviour or bullying that threatens emotional safety. |
| **All Themes**  **1** | **KAP 1 Tutorials**  **Content Summary**   * Discussion of progress against the curriculum * Strengths and areas for development * Moving into the SEP | **This session is to support all trainees on all aspects of their IEP placement and the final report. Could link to any aspect of the curriculum.** | This meeting follows on from school discussions with mentors and trainee deciding on the appropriate level of progress as a result of regular observations formative target setting and a holistic overview of all the available evidence | **Facilitating** an appropriate meeting where trainee, mentors, and other colleagues such as PPLs and UPLS on School Direct and UPTs on core PGCE can work together constructively to decide on a suitable level of trainee progress |
| **All Themes**  **2** | **Educational Research Activity (Self Study)**  **Content Summary**  Researching the Educational literature on one of the following areas.   * SEN/D * Classroom management * AfL * Pastoral care and responsibilities * The wider School Curriculum | **This session is to support all trainees in one of the 5 areas that the second assignment asks them to consider. Could link to any aspect of the curriculum depending on their choice. Particular link to 5a.** | * Noticing Booklet * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker   Trainee self-study | **How to** engage critically with research and using evidence to critique practice.  **How to** relate the trainee’s experience in school to the chosen area of study for the assignment |
| **All Themes**  **3** | **Assignment PGSC 7012**  **Content Summary**   * Discussion of this assignment and a brief discussion of the topics below * SEN/D * Classroom management * AfL * Pastoral care and responsibilities * The wider School Curriculum. | **This session is to support all trainees in one of the 5 areas that the second assignment asks them to consider. Could link to any aspect of the curriculum depending on their choice.** | * Group Seminar * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker * Trainee self-study * Discussions at mentor meeting * Applying to trainee’s own teaching * Observation and feedback of teaching | **How to** engage critically with research and using evidence to critique practice.  **How to** relate the trainee’s experience in school to the chosen area of study for the assignment |
| **All Themes**  **4** | **Curriculum review and the Teachers’ Standards Moving towards Assessment for QTS**  **Content Summary**   * Recap links between the PGCE Curriculum and the Teachers’ Standards * PGCE Curriculum assessment matrix * Pen portraits for expected progress * Evidence Bundles * Pebble pad   documentation | **This session is to support all trainees on all aspects of their SEP placement and the final report. Could link to any aspect of the curriculum.** | * Tutorials * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker   Discussions at mentor meeting | **How to** collate the evidence bundle  **How to** reflect on meeting the standards via shading of the matrix  **How to** interpret the pen portrait for expected progress, below expected progress and above expected progress |

**Pedagogy For Learning ( PfL)**

These are the subject sessions where all the trainees both core and School Direct come together to be taught in subject groups. Each subject produces a detailed handbook for these 12 sessions which will outline the indicative content of the sessions and give full details. The PfL tutor will contact subject mentors during the Initial Experience Phase placement to discuss how subject mentors can work with the PfL tutors to support the trainees on placement. The following table summarises the sessions and suggests some generic ways that the experts in school can support trainees in their subject teaching.

**Pedagogy for Learning (Subject Sessions)**

| **Theme** | ***Learn That*** | | ***Learn How To*** | |
| --- | --- | --- | --- | --- |
| **Sessions** | **Indicative Content** | **Follow Up Activities**  **(Mostly in School)** | **School experts please support trainees by:- Facilitating clear, consistent and effective mentoring in-** |
| **Pedagogy and Curriculum**  **(Other PGCE Curriculum themes are also likely to be also considered in these sessions)** | **PFL Sessions 1-12** | This will vary depending on the subject so please see the relevant copy of the PFL Subject Handbook or discuss with the subject tutor | * Noticing Booklet * Discussions at mentor meetings * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker * Trainee self-study * Subject Knowledge Audit | **How to identify essential** concepts, knowledge, skills and principles of the subject.  **How expert colleagues** ensure pupils’ thinking is focused on key ideas within the subject and deconstructing this approach.  **How to accumulate and** refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.  **How to sequence content in** the topics they teach.  **How to be aware of** common misconceptions and how to help pupils master important concepts  **How to revisit the big ideas** of the subject over time and teach key concepts through a range of examples.  **How to address literacy** issues in the subject |

**Subject Enrichment Days (Core PGCE trainees)**

Subject Enrichment (SE) days are eight days that are timetabled for core PGCE trainees. School Direct trainees will have similar experiences organised by their own Alliance and their leaders will inform them separately what they will be doing. As the name suggests, these are days where there are subject based activities which will enhance and enrich the trainees’ understanding of how the subject has many different facets which might not be obvious at first glance. Examples of activities on SE days include visits to organisations who provide education to pupils in a different context such as zoos, museums and wildlife centres, field trips, intervention work with small groups of pupils in their GCSE year, short placements in FE and sixth form colleges plus many other activities.

All subjects are different hence different subjects will do different activities on these SE days. The subject tutor will explain to core PGCE trainees in that subject what activities they will be doing during those eight days.

**Subject Enrichment (SE) Sessions. (Core PGCE trainees only)**

| **Theme** | ***Learn That*** | | ***Learn How To*** | |
| --- | --- | --- | --- | --- |
| **Sessions** | **Indicative Content** | **Follow Up Activities**  **(Mostly in School)** | **School experts please support trainees by:- Facilitating clear, consistent and effective mentoring in-** |
| **Curriculum and Pedagogy**  **(Other PGCE Curriculum themes are also likely to be also considered in these sessions)** | **SE Sessions 1-8** | This will vary depending on the subject so please see the relevant subject tutor for details. | * Noticing Booklet * Discussions at mentor meetings * Applying to trainee’s own teaching * Observation and feedback of teaching * Target setting at review meetings * Discussions with experts and peers * Pebble pad tasks eg. Curriculum Progress Tracker * Trainee self-study * Subject Knowledge Audit | **How to identify essential** concepts, knowledge, skills and principles of the subject.  **How expert colleagues** ensure pupils’ thinking is focused on key ideas within the subject and deconstructing this approach.  **How to master essential** concepts, knowledge, skills and principles of the subject  **How to accumulate and** refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.  **How to sequence content in** the topics they teach.  **How to be aware of** common misconceptions and how to help pupils master important concepts  **How to revisit the big ideas** of the subject over time and teach key concepts through a range of examples.  **How to address literacy** issues in the subject |

**University of Cumbria Secondary PGCE Curriculum Content**

This document is to inform all stakeholders ie tutors, trainees, mentors, other school experts and external examiners the content that must be taught by teaching colleagues and learnt by trainees.

Below is the content that makes up six themes of our PGCE Curriculum. The PGCE Curriculum is informed by the Core Content Framework (CCF) [ITT Core Content Framework (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) and covers all of the CCF which is the minimum entitlement for trainee teachers following a one year teacher training programme.. However, our PGCE Curriculum is ambitious, and the following content goes beyond what is required by the CCF including a whole theme known as Challenging Disadvantage which is a key aim of the University of Cumbria across all our provision. After each theme there is also a link to the literature which supports the CCF. As mentioned earlier our PGCE Curriculum is ambitious and in addition to the resources provided by the CCF there are also references to other literature that we have used in formulating our PGCE Curriculum.

*Please note that if you are teaching a theme then this is the knowledge that must be learnt by trainees (Learn That). If you are a trainee teacher this is the knowledge that you must learn (Learn That) and then develop (Learn How To), with the help and support of experts, particularly in the school setting. The knowledge that is to be taught and learnt is sometimes referred to as component knowledge which just means all the knowledge set out below.*

**Behaviour Theme**

**1. Knowledge to be Learnt in the Behaviour Theme (Informed by the CCF and linked to Teachers’ Standards 1 and 7)**

1. The development of classroom routines and reinforcing routines in a positive way will lead to an appropriate learning environment where pupils feel safe and secure. Discuss strategies for achieving this such as entry to the room, seating arrangements, routines for speaking and listening, moving around the room, silent periods, exiting the room.

**Informed by CCF 7.1**

1. An appropriate learning environment is essential for all pupils to progress especially those with special educational needs and disabilities. Pupils are unlikely to learn if the routines outlined above are not established. An appropriate learning environment should allow pupils to feel safe and secure so that they have the confidence to contribute to the lesson. **Informed by CCF7.2**
2. A teacher must control their emotions as it affects pupils’ learning, their ability to succeed and ultimately their lives going forward. Pupils are influenced by how a teacher behaves so a teacher must model appropriate behaviour that would be expected of a professional adult. Discussions with trainee teachers about what this appropriate behaviour is. Refer also to theme of professional behaviours. This aspect aligns with setting high expectations. **Informed by CCF 7.3**
3. A teacher must plan to allow all pupils the opportunity to succeed as research suggests that this success will motivate them to further engage with the work. It is also likely to increase their belief that they can succeed going forward and to promote resilience and a determination to succeed. Lesson plans should identify activities that give the opportunity for pupils to succeed for example setting tasks in lessons that match the pupils’ abilities, so they are likely to succeed and targeting questions at pupils who are likely to offer the correct answer.

**Informed by CCF 7.4**

1. A good relationship between pupils and their teacher is vital for effective learning and pupil progress. Trainee teachers must discuss with their tutor the nature of this relationship and how it can be developed such as promoting a positive climate in the classroom, treating pupils with respect, offering praise when appropriate and sanctions when appropriate., being consistent, empathetic, and where necessary sympathetic. Relationships take time to develop so trainees should be made aware of this.

**Informed by CCF 7.5**

1. Rewards can be a useful incentive in helping pupils progress. Consider that there are different types of rewards for pupils known as intrinsic and extrinsic. Intrinsic comes from within pupils as part of their being and their values for example a natural desire to do well for their own satisfaction or to please their teachers and parents/carers. They are also motivated by extrinsic motivation which offers tangible rewards. Explain to trainees that the latter whist useful, should not be overly used.

**Informed by CCF 7.6**

1. Pupils will be more motivated to learn if they have had success in the past and less motivated if they have had failure. It is therefore important that at any point pupils have the opportunity to succeed.

**Informed by** **CCF 7.7**

1. The teacher is able to influence the motivation, well-being and behaviour of their pupils and can improve all of these by their approach to their teaching.

**Informed by CCF1.1**

1. A teacher is a key role model who can influence the behaviour, attitudes and values of pupils so must act as a role model that reflects these aspects. For example, be well-organised on time with well planned lessons, treating pupils with respect, being approachable, being inclusive and adaptive.

**Informed by CCF1.2**

1. Having high expectations tends to result in better outcomes for pupils so it is important that teachers set outcomes that are challenging and stretch pupils. The high expectations can help to improve both the classroom and school culture especially if all staff share these expectations.

**Informed by CCF1.3/1.4**

1. Implementing the above aspects of managing behaviour is essential to have high quality teaching. High quality teaching can increase pupils’ life chances especially pupils from disadvantaged backgrounds.

**Informed by CCF1.5/1.6**

1. Discuss School Behaviour Policies and how they can be used effectively if all staff use them consistently and they are supported by senior leaders. **(In addition to CCF)**
2. Discuss the idea that managing behaviour often depends on the personality of the teacher. Some use humour, some are very formal. Trainees need to identify what is their “teacher persona” in this context. **(In addition to CCF)**
3. Discuss the importance of planning for behaviour in lessons and planning strategies to address poor behaviour. **(In addition to CCF)**

**For further reading to develop understanding of this knowledge please refer to the Core Content Reference List pages 32-33 and 45-46 accessible at:** [ITT Core Content Framework (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) **and the reference list below which contains resources recommended by the PGCE programme team and are in addition to the CCF.**

**Capel, S. Leask, M. Younie, S. (2019)**

*Learning to Teach in the Secondary School: A Companion to School Experience.*

Taylor and Francis Group.

**Coe, R., et al (2014)**

*What makes great teaching. Review of the underpinning research*.

Durham University: UK. Available at: <http://bit.ly/2OvmvKO>.

**Leaman, L. (2009)**

*Managing Very Challenging Behaviour. 2nd Edition*

Continuum International Publishing Group London.

**Rogers, B. (2012)**

*You know the Fair Rule. Effective Behaviour Management in Schools.*

Pearson Publications

*Please note PFL tutors may also direct trainees to subject specific literature to support training and development.*

**Curriculum Theme**

**2. Knowledge to be Learnt in the Curriculum Theme (Informed by the CCF and linked to Teachers’ Standard 3)**

1. What is the National Curriculum? Brief explanation of the development of the National Curriculum How does a school decide on its curriculum? What goes into a curriculum? A curriculum is likely to be based on not just knowledge to be learnt but skills, values, and attitudes. It is likely to have a wider remit than the National Curriculum. **Informed by** **CCF 3.1**
2. Trainees must understand the importance of being secure in their subject knowledge. Research suggests that the pedagogy of the subject can only be fully understood if the subject knowledge is secure. This combination of subject knowledge and pedagogical knowledge is likely to lead to effective teaching and motivated pupils. **Informed by** **CCF 3.2**
3. Trainees need to be able to identify the key concepts and knowledge in their subject and then be able to ensure that the pupils they teach can understand them which will allow pupils to gain confidence in their ability to succeed in the subject. **Informed by** **CCF 3.3**
4. Trainees need to be made aware of the misconceptions that pupils have in a particular subject, why these misconceptions occur and the strategies to anticipate and deal with the misconceptions for example planning lessons that consider that there might be misconceptions and having a plan how to deal with them. **Informed by** **CCF 3.4**
5. Trainees must be made aware of the knowledge, skills and processes that make up the subject and furthermore that they must make these aspects very clear to pupils so that the pupils are best placed to progress, and the teaching of the pupils has impact

**Informed by** **CCF 3.5**

1. Promote the idea that pupils must be able to think critically in the subject and that this can only occur if the pupils have a good grasp of the subject knowledge that they need to know in that subject. Explain to trainees what critical thinking means in terms of a particular subject. **Informed by** **CCF 3.6**
2. Discuss and explain the idea that pupils learn new concepts and ideas in a subject by linking those concepts and ideas to existing knowledge. They will develop more complex models known as schemata. It is therefore important that trainees understand that the way they sequence the introduction of new ideas is very important and they should try to promote the idea that pupils need an overview of the links that permeate through a subject. **Informed by** **CCF 3.7**
3. Be aware that pupils will not always find it easy to apply what they have learned in a subject into a different context, and they need to be given support and offered scaffolding to achieve this. **Informed by** **CCF 3.8**
4. Make trainees aware of the ways that they can promote literacy in their subject. This will vary from subject to subject but make trainees aware that they have a responsibility to develop literacy skills at every opportunity. **Informed by** **CCF 3.9**

**For further reading to develop understanding of this knowledge please refer to the Core Content Reference List pages 35-36 accessible at:** [ITT Core Content Framework (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) **and the reference list below which contains resources recommended by the PGCE programme team and are in addition to the CCF.**

**Capel, S. Leask, M. Younie, S. (2019)**

Learning to Teach in the Secondary School: A Companion to School Experience.

Taylor and Francis Group.

**Male, B. Waters, M. (2012)**

The Secondary Curriculum Design Handbook:

Preparing Young People for Their Future.

Bloomsbury Publications PLC

**National Curriculum: Secondary Curriculum**

Available:[**National curriculum in England: secondary curriculum - GOV.UK (www.gov.uk)**](https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum)

*Please note PFL tutors may also direct trainees to subject specific literature to support training and development.*

**Pedagogy Theme**

**3. Knowledge to be Learnt in the Pedagogy Theme (Informed by the CCF and linked to Teachers’ Standard 2,4 and 5)**

1. Discussions on what is learning for example a lasting change in understanding. Discussion about how effective teaching can bring about a change in attitude of pupils to their ability to learn. Consider how learning relies on building on prior knowledge and it will benefit pupils in learning complex ideas when they can commit key facts and information to long term memory. To be effective teachers should introduce new information in small steps and be very explicit in linking the new ideas to ideas that have been previously learned. Link in all of the above to planning of lessons, and sequences of lessons plus discussions of medium and long term planning.

**Informed by CCF 2.1, 2.2, 4.1 4.2**

1. Consider various learning theories appropriate to the classroom for example, Social and Cognitive Constructivism, Behaviourism and Discovery Learning. **In addition to the CCF**
2. Trainees to be taught about working memory and long-term memory where long-term memory can be thought of as a long-term storage area for information that can then be retrieved when required. It will also change as pupils assimilate knew knowledge and integrate it with their current ideas. Working memory, on the other hand is where new knowledge that is still being processed is stored and its capacity is limited so it is important that pupils are not overloaded with new knowledge when they are being taught**.**

**Informed by CCF 2.3,2.4,2.5**

1. Trainees to understand that misconceptions are likely when prior knowledge is weak. Misconceptions are also likely to occur when new information is introduced too quickly. Furthermore, pupils are more likely to remember what they have learned if they are allowed to practice what has been learned. Working through problems step by step showing pupils a suitable method will help them learn new ideas and processes.

**Informed by CCF 2.6,2.7, 2.9**

1. Pupils will be able to retrieve information more efficiently from memory if activities are spaced out and revisited regularly. Many concepts occur in different areas of the pupil’s curriculum and so links can be made to previous learning and an overall “big picture “of a topic can result. **Informed by CCF 2.8**
2. The use of models in teaching pupils can help by making the abstract idea more concrete. This is particularly important in some of the theoretical perspectives around learning such as Cognitive Constructivism in the theories of learning section earlier. Scaffolding tasks can also help pupils in their learning and again links with the section on theories of learning linked to the ideas of Vygotsky and Social Constructivism and the notion of a zone of proximal development. **Informed by CCF 4.3,4.4 and in addition to CCF**
3. Metacognition can help pupils to become independent learners which in turn will help them succeed academically. Trainees should understand what metacognition is and how they can teach pupils metacognitive strategies that will help them develop their knowledge of a subject. **Informed by CCF 4.5**
4. Trainees must learn how to ask questions of pupils. Trainees must learn that questioning is a very important part of their work. Questioning can help with finding out pupils’ prior knowledge, assessing their understanding as the lesson proceeds and can help with problem solving. It also allows pupils to express their ideas and extend their vocabulary. Good questioning can lead to good quality classroom discussion and learning. **Informed by CCF 4.6,4.7**
5. Trainees must consider group work and how to group pupils either in pairs or larger groups. Consider the fact that pupils will need support and guidance in their group work to achieve success. It is important that group work is practiced to make it effective and high expectations are very important in successful group work. Groups should be regularly monitored, and attainment data should also be considered when grouping or changing group structure. **Informed by CCF 4.8,4.9,4.10**
6. Discuss with trainees the purpose of homework and why it is important. Discuss the sort of homework that might be given and why it might be given. Establish the fact that homework must be relevant and meaningful and should support the learning in the classroom.

**Informed by CCF 4.11**

1. Trainees to appreciate that pupils learn at different rates and so the amount of support that they will need from the teacher will vary for example pupils may have different levels of prior knowledge. There is therefore a need for their teaching to be adaptive to the needs of different pupils if pupils are going to be successful. Trainees must also understand the reasons why some pupils have barriers to learning such as Special Educational Needs / Disabilities (SEND) or pupils may not have English as their first language known as EAL pupils. Discuss strategies that can support these types of pupils

**Informed by CCF 5.1,5.2,** **5.3**

1. Adaptive teaching should not create different tasks for different pupils or groups of pupils and should not include having lower expectations of some pupils. Lessons should be approached from a perspective that all pupils will succeed but some will require more targeted support than others. This targeted support should be carefully monitored as it can have an impact on low attaining pupils regarding their engagement, motivation and attitude to their learning. **Informed by CCF 5.4,5.5**
2. Explain to trainees that the idea of Learning Styles which was popular in schools for some time has not got any research evidence to support it and therefore should not be encouraged and is unlikely to result in successful learning. Further explain that they are not theories of learning

**Informed by CCF 5.6**

1. Trainees must understand that for SEND pupils that it is important that they need to work closely with colleagues in school such as the Special Educational Needs Coordinator (SENDCO) and potentially with parents/carers to decide on appropriate strategies to identify barriers to learning of these pupils and to develop strategies to help them learn.

**Informed by CCF 5.7**

**For further reading to develop understanding of this knowledge please refer to the Core Content Reference List pages 34-35, 38-40 & 41-42 accessible at:** [**ITT Core Content Framework (publishing.service.gov.uk)**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) **and the reference list below which contains resources recommended by the PGCE programme team and are in addition to the CCF.**

**Capel, S. Leask, M. Younie, S. (2019)**

Learning to Teach in the Secondary School: A Companion to School Experience.

Taylor and Francis Group.

**Davis, P.et al.(2004)**

Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study. Accessible from: http://dera.ioe.ac.uk/6059/1/RR516.pdf.

**Hernandez, J. Lemov, D. Kim, J. (2016)**

Teach Like a Champion: Field Guide2.0

John Wiley and Sons Inc.

**Powley, R. (2018)**

Powerful Pedagogy: Teach Better Quicker.

Taylor & Francis Group

**Rosenshine, B. (2012)**

Principles of Instruction-Research Based Strategies that All Teachers Should Know.

American Educator Spring 2012

Available: [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT](https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf)

**Sherrington, T. (2019)**

Rosenshine’s Principles in Action

John Catt Educational Ltd.

**Westwood, P. (2018)**

Inclusive and Adaptive Teaching:

Meeting the Challenge of Diversity in the Classroom. Second Edition

Routledge London

*Please note PFL tutors may also direct trainees to subject specific literature to support training and development.*

**4. Assessment Theme**

**4. Knowledge to be Learnt in the Assessment Theme (Informed by the CCF and linked to Teachers’ Standard 6)**

1. Discuss with trainees what assessment is, what its purpose is. Consider both formative and summative assessment. The work of Black and Wiliam (1998) is a useful reading/discussion resource for trainees. Explain that pupil progress is dependent on effective assessment as it allows the teacher to know if pupils have understood and what their needs might be in relation to their learning in the subject. Discuss the use of Assessment for Learning AfL during lessons. **Informed by CCF 6.1**
2. Trainees should be taught to plan for assessment in their lessons and should be clear as to what is the purpose of the chosen assessment. They should be able to justify the assessment they choose to use. They should appreciate that it is important that they rely on assessments to check pupil progress rather than considering other factors such as how busy the pupil appears to be or how much effort they appear to be putting into a task.

**Informed by CCF 6.2,6.3**

1. Trainees must learn about the importance of feedback from assessments in allowing pupils to progress. Feedback can be both verbal and written but it must be of high quality so that pupils know what they must do to improve and can act on that feedback. The feedback should also encourage further effort. The feedback should ultimately aim to help pupils take responsibility for monitoring their own learning and progress.

**Informed by CCF 6.4,6.5,6.6**

1. Trainees must be made aware that their assessments of pupils must be efficient and manageable. Assessment can become very demanding on teachers and can cause excess workload so must be managed sensibly and teachers must work with colleagues to develop appropriate assessments. **Informed by CCF 6.7**

**For further reading to develop understanding of this knowledge please refer to the Core Content Reference List pages 43-44 accessible at:** [**ITT Core Content Framework (publishing.service.gov.uk)**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) **and the reference list below which contains resources recommended by the PGCE programme team and are in addition to the CCF.**

**Black, P. et al. (2004).**

Working inside the Black Box: Assessment for Learning in the Classroom.

Phi Delta Kappan, 86(1), 8–21. Accessible from: <https://eric.ed.gov/?id=EJ705962>

**Black, P. Wiliam, D.(1998)**

Inside the Black Box: Raising Standards Through Classroom Assessment

Available from

[InsideBlackBox.pdf (electronicportfolios.org)](http://electronicportfolios.org/afl/InsideBlackBox.pdf)

**Capel, S. Leask, M. Younie, S. (2019)**

Learning to Teach in the Secondary School: A Companion to School Experience.

Taylor and Francis Group.

**Spendlove, D. (2009)**

Putting Assessment for Learning into Practice.

Bloomsbury Publishing PLC

**Wiliam, D. (2017)**

Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) What Does This Look Like in the Classroom? Bridging the gap between research and practice. Woodbridge: John Catt.

*Please note PFL tutors may also direct trainees to subject specific literature to support training and development.*

**5. Professional Behaviours Theme**

**5. Knowledge to be Learnt in the Professional Behaviours Theme (Informed by the CCF and linked to Teachers’ Standard 8)**

1. Trainees to understand that professional development is a continuous process in teaching and there is an expectation that teachers will work with colleagues to develop their expertise. Trainees and existing teachers must be prepared to accept feedback from experienced colleagues. Discuss the ITT, ECT, Middle Leadership and Senior Leadership continuum as a pathway that is likely to be followed by many. There is also an expectation that trainees and existing teachers will reflect on and learn from educational research and educational debate to develop their practice. Discuss with trainees about all aspects of applying for teaching posts as they have to reflect the professional expectations in their applications **Informed by CCF 8.1,8.2**
2. Discuss with trainees the ways that they can contribute to the wider life of a school for example, extra-curricular activities, school productions, school trips etc. Discuss also the role of the form tutor and pastoral care. Explain that this is also linked to the development of professional relationships with other colleagues in school.

**Informed by CCF 8.3**

1. Trainees to understand the need to build effective relationships with parents and carers. Consider the different situations where teachers may interact with parents and carers and establish how they might be conducted. Trainees to also understand the need for them to liaise with Teaching Assistants and involve them in the planning of lessons using the TA’s knowledge and skills to enhance pupil progress. Discuss any potential problems that may occur when working with TA’s if liaison with them has not taken place.

**Informed by CCF 8.4,8.5**

1. Trainees to be aware that SENDCOs, pastoral leads and other specialist colleagues have a great depth of knowledge and skills in how best to support pupils and it is important that trainees realise that they should develop professional relationships with these colleagues to ensure support is in place for their pupils. It is part of their professional development to engage with this aspect. **Informed by CCF 8.6,8.7**
2. Trainees to be aware of safeguarding procedures in school and be aware of their professional responsibilities regarding safeguarding. Be aware of what to do if they suspect a safeguarding issue. Be aware also, of issues such as online abuse, bullying, inappropriate text messages etc. Trainees to complete the certificated courses on Pebble Pad. Trainees to be made aware of the public expectations on them as teachers related to part two of the Teachers’ Standards

**Informed by CCF 8.3 and Part Two of the Teachers’ Standards**

**For further reading to develop understanding of this knowledge please refer to the Core Content Reference List pages 47-48 accessible at:** [**ITT Core Content Framework (publishing.service.gov.uk)**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) **and the reference list below which contains resources recommended by the PGCE programme team and are in addition to the CCF.**

**Blatchford, P. et al. (2009)**

Deployment and impact of support staff in schools: Characteristics, Working Conditions and Job Satisfaction of Support Staff in Schools. Available: <http://eprints.uwe.ac.uk/12342/>.

**Capel, S. Leask, M. Younie, S. (2019)**

Learning to Teach in the Secondary School: A Companion to School Experience.

Taylor and Francis Group.

**Education Endowment Foundation (2015)**

Making Best Use of Teaching Assistants Guidance Report. [Online] Accessible from:

[Guidance Reports | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/guidance-reports/)

**Gill, V. (2004)**

The Ten Commandments of Professionalism for Teachers: Wisdom From a Veteran Teacher

EDITION 1

SAGE Publications

**Marland, M. Rogers, R. (2004)**

How to Be a Successful Form Tutor.

Bloomsbury Publishing Plc**.**

**Pultorak, E. et al. (2010)**

The Purposes, Practices, and Professionalism of Teacher Reflectivity: Insights for Twenty-First-Century Teachers and Students

R&L Education

*Please note PFL tutors may also direct trainees to subject specific literature to support training and development.*

**6. Challenging Disadvantage Theme**

**6. Knowledge to be Learnt in the Challenging Disadvantage Theme (In Addition to the CCF Minimum Entitlement). This theme whilst not directly linked to the Teachers’ Standards by the CCF will have links with most of the Teachers’ Standards. This is a theme that goes beyond the CCF.**

1. Discuss with trainees what we mean by disadvantaged pupils and there is not an accepted definition of this term but it can include pupils on free school meals, pupils who receive pupil premium funding for their school, looked after children, children brought up in an environment where crime is carried out etc.
2. Discuss the ways in which teachers / schools can support them and help them make maximum progress. Please consult the Educational Endowment Foundation (EEF) Toolkit (reference below) for suitable strategies such as collaborative learning, metacognition, and self-regulation to name just three.
3. Discuss what is meant by the following terms: Pupil Premium, Free School Meals, Looked After Children. Ask trainees to enquire as to how many of these categories of pupils are in their placement schools. Discuss practical issues for disadvantaged pupils such as lack of IT facilities or reading materials at home
4. Discuss with trainees how they might help to build up the self-esteem of disadvantaged pupils and how they might facilitate learning for these pupils using ideas they have learned from the other themes and looking at the information in the references below.

**For further reading to develop understanding of this knowledge please refer to the reference list below.**

**Bernardinelli D. et al. (2015)**

Supporting the attainment of disadvantaged pupils: articulating success and good practice.

Available:

<https://www.gov.uk/.../supporting-the-attainment-of-disadvantaged-pupils>

**Bolton P. & Long R.**

Support for Disadvantaged Children in Education in England

Available

[Support for disadvantaged children in education in England - House of Commons Library (parliament.uk)](https://commonslibrary.parliament.uk/research-briefings/sn07061/)

**Educational Endowment Foundation (2011)**

Teaching and Learning Toolkit

Available:

[Teaching and Learning Toolkit | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/)

**Ofsted (2012)**

The Pupil Premium: How Schools are Using the Pupil Premium Funding to Raise Achievement for Disadvantaged Pupils. Available:

[The pupil premium: how schools used the funding - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/the-pupil-premium-how-schools-used-the-funding)