Postgraduate Primary PLD

The modules which comprise our Initial Teacher Education courses are structured into three curriculum areas: professional learning and development; subject and curriculum knowledge; and school-based training (placement). Each curriculum area is represented by a model/framework to provide a frame of reference for the content and intention of the modules that are aligned to the area. Underpinning each area is the ITT Core Content Framework ‘Learn that’ and ‘learn how to’ statements. Over the three stages of training student teachers acquire knowledge, understanding and skill in relation to the five core areas of practice – behaviour management, pedagogy, curriculum, assessment and professional behaviours - to best enable the pupils they teach to participate, learn, enjoy and make progress. Student teachers’ knowledge, understanding and skills is applied to the context in which they are practising and assessed at each Progress Review Point (see Progress Review Point Profiles). Meeting the Teachers’ Standards as a by-product, at Final Assessment student teachers have learned the curriculum and are ready to begin their Early Career Teacher induction having developed our partnership’s values and attributes which recognises the importance of sustained and structured professional learning.

- Professional learning and development is represented through our inclusive practice model, informed by: the ITT Core Content Framework; Keeping Children Safe in Education; the National Curriculum statement on inclusion (section 4); SEND code of Practice; and the Equality Act 2010. The curriculum area seeks to enable student teachers to develop a secure knowledge-base for inclusive practice and high-quality teaching for all. We explicitly use the following terms: inclusion; inclusive practice; anticipating and removing barriers to learning; adaptive practice; protected characteristics (age; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation); enabling access and participation. We interrogate substantive knowledge, including the concept and practice of social justice within one’s classroom. Our centre-based approach is one of reflective, critical pedagogy predicated on a how children learn.
How do we respond to pupils’ needs and overcome potential barriers to learning so that all pupils make progress and achieve? Choose one of the following broad areas of SEND as the focus of your critical analysis of provision and practice in your school:

1. Communication and interaction difficulties
2. Cognition and learning needs – MLD; SLD; PMLD; SpLD
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

5 Core Areas of the ITE Curriculum

The five core areas are underpinned by the ITT Core Content Framework

| UH Week | Date | Title/Aims – Learn that | Reading | School-based follow-up – Learn how to by….
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<tr>
<td>8</td>
<td>15th Sep</td>
<td>Welcome, Introduction and Expectations of the Course</td>
<td>✓ Learn that high-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. ✓ Learn that teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. ✓ Learn that a culture of mutual trust and respect supports effective relationships. In this 4-minute video Dylan Wiliam provides a simple introduction to the concept of teachers’ reflective practice and how this sets the context for teaching and learning: <a href="https://www.youtube.com/watch?v=0qIFJMYv1JY">https://www.youtube.com/watch?v=0qIFJMYv1JY</a> This 10-minute video provides some time saving workload tips for new teachers: <a href="https://www.youtube.com/watch?v=OKW_Y2E7Kk8">https://www.youtube.com/watch?v=OKW_Y2E7Kk8</a> Capel, Leask and Younie (2019) Learning to Teach in the Secondary School: A Companion to School Experience, 8th edition. London: Routledge. Chp. 8.3</td>
<td>1. Discuss with an expert colleague what high quality teaching means to you as a beginning teacher. Talk to your colleague about how they see themselves as a role model and how they promote their own high expectations. 2. Reflect on this in section A of your Weekly Mentor Meeting.</td>
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<tr>
<td>8</td>
<td>15th Sep</td>
<td>Language Development Phase 1</td>
<td>✓ Learn how to teach unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught. ✓ Learn how to model 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). This article explains that every teacher is a teacher of literacy. It suggests practical ideas and advice for teachers to boost pupils’ speaking and listening skills: <a href="https://www.sec-ed.co.uk/best-practice/speaking-and-listening-skills-every-teacher-is-a-teacher-of-literacy-part-3/">https://www.sec-ed.co.uk/best-practice/speaking-and-listening-skills-every-teacher-is-a-teacher-of-literacy-part-3/</a></td>
<td>1. Complete a dialogic-focused observation (i) within your subject and (ii) outside of your subject. What literacy challenges do students face and how do teachers work to overcome these? Talk to your mentor about what you have observed and discuss strategies for overcoming challenges with literacy. 2. Reflect on this in section A of your Weekly Mentor Meeting.</td>
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<td>8</td>
<td>15th Sep</td>
<td>Getting Started with Lesson Planning</td>
<td>✓ Learn how to plan regular review and practice of key ideas and concepts over time ✓ Learn how to enable critical thinking and problem solving by first teaching the necessary foundational content knowledge ✓ Learn how to plan activities around what you want pupils to think hard about This article in the Chartered College of Teaching’s Impact journal provides trainees with some initial starting points for lesson planning. It suggests 7 steps to effective planning: <a href="https://impact.chartered.college/article/mcgill-lesson-planning/">https://impact.chartered.college/article/mcgill-lesson-planning/</a></td>
<td>1. Plan together a lesson with an expert colleague. Talk to your colleague about their thinking behind the way in which they have sequenced the learning in the lesson. 2. Reflect on this in section A of your Weekly Mentor Meeting.</td>
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<tr>
<td>Date</td>
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| 8    | 15th Sep | Establishing and Sustaining Professional Relationships Across the School:  
- Learn that in order to sustain effective professional development over time we must access expert support, coaching, opportunities for collaboration.  
- Learn how to reflect on practice to continue improving by accessing feedback from observation of experienced colleagues, engaging in professional debates and learning from education research.  
- To know how to 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.  
- Learn that SENCOs, pastoral leaders, careers advisors and other specialist colleagues have valuable expertise to ensure that appropriate support is in place for pupils. |
| 8    | 15th Sep | What’s the Big Idea? An Introduction to Social, Intellectual and Dispositional Aspects of Learning:  
- Learn that there are different, overlapping and interconnected dimensions to learning.  
- Identify the key ideas, thinkers and advocates of social, intellectual and dispositional aspects of learning. |
| 10   | 29th Sep | Introduction to Planning a Lesson Within a Sequence of Lessons:  
- Learn how to plan regular review and practice of key ideas and concepts over time.  
- Learn how to enable critical thinking and problem solving by first teaching the necessary foundational content knowledge.  
- Learn how to plan activities around what you want pupils to think hard about. |
| 10   | 29th Sep | Who am I? Who are My Students? Being a Positive Role Model to All:  
- Learn to understand the diversity of the 21st century classroom.  
- Learn what is meant by being a positive role model to all pupils.  
- Learn to critically explore the relationship between language, culture, identity and knowledge.  
- Learn how to support the development of effective relationships by establishing and embedding a culture of mutual trust and respect. |
| 10   | 29th Sep | Fundamental British Values and the Prevent Strategy:  
- Learn about the key principles and purpose of Fundamental British Values and the Prevent Strategy. |

In this 4-minute video Dylan Wiliam provides a simple introduction to the concept of teachers’ reflective practice and how this sets the context for teaching and learning: https://www.youtube.com/watch?v=0qiFjMYvIjY


Revisit this article in the Chartered College of Teaching’s Impact journal which provides trainees with some initial starting points for lesson planning. It suggests 7 steps to effective planning: https://impact.chartered.college/article/mcgill-lesson-planning/

This 10-page Education Hub New Zealand Research Guide considers why high expectations are important, key differences between high and low expectations, how to adopt the teaching practices of high expectation teachers and how a teacher can transform their own pedagogical thinking. It provides a short self-assessment checklist for teachers to review their own practice: https://theeducationhub.org.nz/wp-content/uploads/2018/06/How-to-develop-high-expectations-teaching.pdf

Promoting fundamental British values as part of SMSC in schools https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc

1. Develop your understanding of the staffing structure of the school and those staff who have key roles and responsibilities by discussing with your TM and other colleagues.
2. Share and discuss your reflection from this week’s PLD session in Section A of your Weekly Mentor Meeting with your TM.

1. Plan together a lesson with an expert colleague. Talk to your colleague about how they sequence activities within a lesson and where the lesson ‘sits’ in relation to the overarching objectives of the sequence of learning over time. What will the pupils do next?
2. Reflect on this in section A of your Weekly Mentor Meeting.

1. Observe a lesson taught by an expert colleague and talk to your colleague about the types of learning that they focused on during the lesson and how they are interconnected.
2. Reflect on this in section A of your Weekly Mentor Meeting.

1. Find out how Fundamental British Values and Prevent Strategy is implemented in your school placement. Talk to an expert colleague about how FBV and the Prevent Strategy is taught in your school.
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<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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| 12th 3rd Oct 10 | A Simple Model of the Mind (Working Memory Model/Long Term Memory Model, Attention, Encoding and Retrieval) | 1. Know that a culture of mutual trust and respect supports effective relationships.  
3. Reflect on this in section A of your Weekly Mentor Meeting.  
4. Read your school’s SEND policy document and apply it to your departmental practice.  
5. Arrange to meet with the SENCo to find out more about their role in the school. Talk to your SENCo about the key things you should focus on in your lessons as a beginning teacher.  
6. Reflect on this in Section A of your Weekly Mentor Meeting and discuss with your mentor how you can use this within your lesson planning and delivery.  
7. Arrive to observe and discuss with an expert colleague how they consider the limited nature of the working memory.
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<tr>
<th>Date</th>
<th>Instructional Design and Cognitive Load Theory</th>
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| 17th Nov | ✓ Learn the principles for the working memory model learn how to design slideshows that are more sympathetic to how we learn.  
|       | ✓ Learn how to break complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).  
|       | ✓ Learn how to increase challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).  
|       | ✓ Learn how to break tasks down into constituent components when first setting up independent practice  
|       | ✓ Learn how to use modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain  
|       | ✓ Learn how to remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material  
|       | This article from the Chartered College of Teaching’s Impact journal is about using cognitive load theory to design a slideshow and complements the session: https://impact.chartered.college/article/using-cognitive-load-theory-improve-slideshow-presentations/  
|       | 1. Plan a lesson with an expert colleague with a focus on instructional design.  
|       | Talk to your colleague about how the planned lesson aims to reduce extraneous cognitive load.  
|       | 2. Discuss in your WMM how Cognitive Load Theory can inform how you plan a lesson.  

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<th>Date</th>
<th>Modelling &amp; Scaffolding</th>
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| 17th Nov | ✓ Learn effective strategies for liaising with parents, carers and colleagues to better understand pupils’ individual circumstances and how they can be supported to meet high academic and behavioural expectations.  
|       | ✓ Learn how to regulate one’s own emotions affects pupils’ ability to learn and succeed.  
|       | ✓ Learn how to support pupils to become fluent readers.  
|       | ✓ Learn how to teach unfamiliar vocabulary explicitly and plan for pupils to be repeatedly exposed to high-use and high-frequency vocabulary within topics/subjects.  
|       | ✓ Learn how to support pupils to become fluent readers.  
|       | ✓ Learn how to use modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain  
|       | ✓ Learn how to remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material  
|       | This TES article explains 3 practical approaches that use scaffolding to support pupils and build on their learning: https://www.tes.com/news/how-scaffold-learning-three-steps  
|       | 1. Arrange to observe and discuss with an expert colleague use of modelling/scaffolding in lessons.  
|       | Talk to your colleague about how they broke down complex material and used modelling/scaffolding to help pupil progress.  
|       | 2. Reflect on this in section A of your Weekly Mentor Meeting.  

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<th>Date</th>
<th>Language Development Phase 2</th>
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| 8th Dec | ✓ Learn how to teach oracy and literacy skills specific to individual subjects  
|       | ✓ Learn how to teach unfamiliar vocabulary explicitly and plan for pupils to be repeatedly exposed to high-use and high-frequency vocabulary within topics/subjects.  
|       | ✓ Learn how to support pupils to become fluent readers.  
|       | ✓ Learn how to teach different forms of writing by modelling planning, drafting and editing.  
|       | This guidance report offers seven practical evidence-based recommendations, relevant to all students, based on the key concept of disciplinary literacy Education Endowment Foundation (2018) Improving Literacy in Secondary Schools. Accessible from: https://educationendowmentfoundation.org.uk/public/files/Publication s/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf  
|       | 1. Select a section of a GCSE text/textbook for your subject (e.g. a scene, a chapter, a topic) and identify the vocabulary that might challenge students and explore why.  
|       | 2. Reflect on this in section A of your Weekly Mentor Meeting.  
|       | 3. Discuss with your TM strategies that could be implemented to encourage students to become familiar with new vocabulary.  

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<th>Date</th>
<th>Establishing High Expectations</th>
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| 8th Dec | ✓ Learn that pupils are able to improve their wellbeing, motivation and behaviour when supported by teachers to do so  
|       | ✓ Learn how to set goals that challenge and stretch all pupils of all backgrounds, abilities and levels of literacy  
|       | 1. Arrange to observe and discuss with an expert colleague how they provide challenge in their lessons for all pupils.  
|       | 2. Share and discuss your reflection from this week’s PLD session in Section A of your Weekly Mentor Meeting with your TM.  

2. Share and discuss your reflection from this week’s PLD session in Section A of your Weekly Mentor Meeting with your TM.
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<td>20th Dec</td>
<td><strong>Formative Assessment</strong>&lt;br&gt; ✓ Learn how to use verbal feedback during lessons in place of written feedback after lessons where possible and reduce the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).&lt;br&gt; ✓ Learn how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).&lt;br&gt; ✓ Learn how to scaffold self-assessment by sharing model work with pupils, highlighting key details.&lt;br&gt; ✓ To discuss and analyse with expert colleagues how to ensure feedback is specific and helpful when using peer- or self-assessment.</td>
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<td>15th Dec</td>
<td><strong>Parliament Education</strong>&lt;br&gt; ✓ Learn how to develop a positive teacher identity as a key role model who can influence the attitudes, values and behaviours of their pupils.&lt;br&gt; ✓ Learn how to continue to develop an understanding of the key principles and purpose of Fundamental British Values.</td>
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<td>19th Jan</td>
<td><strong>Dialogue &amp; Collaboration Phase 1</strong>&lt;br&gt; ✓ Learn how to consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).</td>
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<td>26 Jan</td>
<td>Sustaining Professional Relationships in the Classroom</td>
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<td>26 Jan</td>
<td>The Pastoral Role of the Teacher</td>
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<td>26 Jan</td>
<td>Adaptive Practice: SEND Phase 2</td>
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<td>28 Feb</td>
<td>Sequencing Within a Lesson/a Sequence of Lessons</td>
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<td>28 Feb</td>
<td>Motivation to Learn</td>
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| 29 Feb | Language Development Phase 3 | ✓ Learn that teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.  
✓ Learn to consider how pupils’ prior experiences and perceptions of success and failure impacts on their investment in learning.  
This research considers how many years it takes for New Arrival EAL students to become fully fluent in English in Britain. Demie, F. (2013) “English as an additional language: how long does it take to acquire English fluency?” Language and Education, vol. 27, no. 1, pp. 59-69.  
1. MFL teachers are skilled practitioners in the pedagogy of language acquisition. Arrange to observe the teaching of MFL over the course of a sequence of lessons. Find out how teachers of MFL use target language, active and receptive skills to sequence the learning and progress of pupils learning languages?  
2. Find out who has responsibility for tracking the progress of groups of students in your school and arrange to talk to them about how they track and monitor progress of EAL pupils.  
3. Reflect on this in section A of your Weekly Mentor Meeting. |
| 9th Feb | Use of Questioning Phase 2 | ✓ Learn how to develop the range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).  
✓ Learn how to develop how to provide appropriate wait time between question and response where more developed responses are required.  
✓ Learn how to develop questioning into whole-class discussion and debate.  
This article from the Chartered College of Teaching’s journal Impact summarises key research into questioning and presents effective strategies that can be used in the classroom – https://impact.chartered.college/article/doherty-skilful-questioning-beating-heart-pedagogy/  
In this 3-minute video Dylan Wiliam explains the use of hinge questions to assess pupils’ understanding and pinpoint knowledge gaps – https://www.youtube.com/watch?v=Mh5SZZi207k  
1. Plan and deliver a lesson with an expert colleague with a focus on developing the use of questioning in the lesson.  
Talk to your colleague about how and when to use different types of questions (i.e. closed/open) and questioning techniques (i.e. cold calling, pause/pause/pounce).  
2. Reflect on this in section A of your Weekly Mentor Meeting. |
| 9th Feb | Assessment for Learning | ✓ Learn strategies to implement assessment for learning into lessons.  
✓ Learn efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment).  
✓ Explore how strategies to aid retrieval can support long-term retention.  
This weblink uses text and short videos to introduce trainees to the idea of assessment for learning (AfL). This detailed weblink explains the theory behind AFL and how it can be put into practice when teaching in primary and secondary classrooms. It also includes an assessment glossary at the end of the weblink – https://cambridge-community.org.uk/professional-development/gswafl/index.html  
1. Discuss with a colleague and practise using different approaches to marking and feedback (e.g. whole class feedback).  
Talk to your colleague about how, when and why they use whole-class feedback and peer/self-assessment.  
2. Reflect on this in Section A of your Weekly Mentor Meeting. |
| 2nd Mar | EAL Conference | ✓ Learn that understanding the values and knowledge of other cultures and languages that EAL pupils bring benefits all pupils, as it facilitates an understanding and respect of difference  
✓ Learn that EAL pupils actively use the language(s) they know to learn English and learn through English  
✓ Learn that EAL pupils are a heterogenous group and that individuals vary greatly in their cognitive abilities, prior knowledge of curricular subjects, proficiency in English, literacy in their home language(s), and cultural experiences that they bring to classrooms  
✓ Learn that bilingualism/multilingualism is an asset to the individual pupil, their class, the school and the wider community  
This research explores the challenges EAL students face when linguistic deficiency is prioritised over prior knowledge and experiences. Sharples, R. (2017) ‘Local practice, translocal people: conflicting identities in the multilingual classroom’ in Language in Education, Vol. 31, No. 2, pp169-183  
1. Review a sequence of lessons you are teaching and consider the opportunities available to review and practice language to express the key ideas and concepts over time.  
2. Plan and deliver a lesson with an expert colleague with a focus on teaching language skills. This can include teaching unfamiliar vocabulary explicitly (including high-utility and high-frequency phrases beyond isolated, subject specialist ‘key words’), oracy or literacy skills. Talk to your colleague about how and when to support pupils with language barriers. |
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| 34     | 16<sup>th</sup> Mar  Metacognition & Self-Regulation                | This weblink uses text and short videos to comprehensively explain how student teachers can get started with metacognition. It clarifies the difference between metacognition knowledge and metacognition regulation and explains how both can be encouraged in the classroom. It includes a checklist and glossary: [https://cambridge-community.org.uk/professional-development/qswmeta/index.html](https://cambridge-community.org.uk/professional-development/qswmeta/index.html) | 1. Plan and deliver a lesson with an expert colleague to develop pupils’ own understanding of how they learn. Talk to your colleague about the strategies that they use to support pupils in regulating their own learning.  
2. Reflect on this in section A of your Weekly Mentor Meeting. |
This 4-minute video focuses on the Education Endowment Foundation’s evidence around teaching assistant deployment at a classroom level: [https://www.youtube.com/watch?v=SkUDchYjpw](https://www.youtube.com/watch?v=SkUDchYjpw) | 1. Complete an observation trail of a SEND student and/or a TA, making a note of best practice.  
2. How to school-parent communications take place for SEND pupils? Reflect on the strengths and challenges of these systems.  
3. Using this research and your PLD assignment research, discuss the impact of your own/observed adaptive progress and the impact it has had on pupil progress with your TM during a WMM. |
Focus on structured group work and pupil collaborative working in the classroom.  
Talk to your colleague about how, when and why they use pair work and group work in their lessons and what they do to make this effective.  
2. Reflect on this in section A of your Weekly Mentor Meeting. | 1. Plan and deliver a lesson with an expert colleague with a focus on structured group work and pupil collaborative working in the classroom.  
2. Reflect on this in section A of your Weekly Mentor Meeting. |
| 35     | 23<sup>rd</sup> Mar  Summative Assessment                           | This short article offers 12 pieces of practical guidance to teachers about timely and effective high-quality feedback practices: [https://www.sec-ed.co.uk/best-practice/effective-teacher-student-feedback-practices/](https://www.sec-ed.co.uk/best-practice/effective-teacher-student-feedback-practices/)  
This short article in the Chartered College of Teaching’s Impact journal explains how peer assessment (a formative assessment strategy that encourages students to comment on the work of their peers) can be used as an effective learning strategy: [https://impact.chartered.college/article/using-peer-assessment-effective-learning-strategy-classroom/](https://impact.chartered.college/article/using-peer-assessment-effective-learning-strategy-classroom/) | 1. To discuss with an expert colleague the collection and analysing data to improve pupil outcomes  
2. Reflect on this in section A of your Weekly Mentor Meeting. |
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<th>Date</th>
<th>Event</th>
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<td>35 Mar</td>
<td>Decolonising the Curriculum</td>
<td>Learn how a school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn. Learn how pupils are motivated by intrinsic factors (related to their identity and values). Explore the terms “diversity” and “decolonising” when considering the secondary school curriculum.</td>
<td>Capel, Leask and Younie (2019) <em>Learning to Teach in the Secondary School: A Companion to School Experience</em>, 8th edition. London: Routledge. Chp. 7.1 &amp; 7.2. In this webinar recording, Professor Paul Washington Miller, Naheeda Maharasingam and Professor Dame Alison Peacock discuss anti-racism, de-colonising the curriculum and approaches to building greater diversity across the profession. Chartered College of Teaching Webinar: Diversifying and decolonising the curriculum <a href="https://my.chartered.college/2020/07/webinar-diversifying-and-decolonising-the-curriculum/">https://my.chartered.college/2020/07/webinar-diversifying-and-decolonising-the-curriculum/</a> 1. Discuss with an expert colleague the rationale and purpose of your subject’s curriculum. Talk to your TM about the topics taught for the KS3 or KS4 curriculum of your subject, the reasons behind these choices and the difficulties faced. 2. Reflect on this in section A of your Weekly Mentor Meeting.</td>
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<td>36 Mar</td>
<td>Adaptive Practice: Supporting High Achievers</td>
<td>Learn how to adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach. Learn how to change pupil groups regularly, avoiding the perception that groups/attainment are fixed. Learn how to balance input of new content so that pupils master important concepts. Learn how to reframe questions to provide greater scaffolding or greater stretch.</td>
<td>Capel, Leask and Younie (2019) <em>Learning to Teach in the Secondary School: A Companion to School Experience</em>, 8th edition. London: Routledge. Chapter 5.7. This report examines the barriers faced by those of high potential, and indicates how to make sure the school system helps to fulfil that promise Montacute, R. (2018) <em>Potential for Success: Fulfilling the promise of highly able students in secondary schools</em>. <a href="https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf</a> 1. Complete an observation trail of a MA student and/or a high achieving set, making a note of best practice. 2. Observe A Level/BTEC L3 lessons in your subject and consider the similarities/differences in expectations and challenge at this key stage. 3. Discuss your observations in WMM</td>
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<td>36 Mar</td>
<td>External Exams and Assessment</td>
<td>Learn how to draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance).</td>
<td>The Education Endowment Foundation’s summary of feedback research explains how teachers use assessment to understand pupils’ strengths, weaknesses and progress and how these can be addressed through feedback: <a href="https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/">https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/</a> 1. To discuss and conduct joint-marking with an expert colleague GCSE, A-Level or BTEC pupil internal assessments for a class that you are teaching. Talk to your colleague about colleague about how they use mark schemes/assessment criteria to determine marks/levels/grades awarded for summative assignments. 2. Reflect on this in section A of your Weekly Mentor Meeting.</td>
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<td>39 Apr</td>
<td>Behaviour Management Master Class and Q&amp;A Panel</td>
<td>Revisit the transcript for establishing effective rules and routines</td>
<td>National STEM Learning Centre. Managing behaviour for learning. 1. Plan and deliver a lesson with a focus on behaviour management with an expert colleague observing. Discuss feedback with them afterwards about the routines, language</td>
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Learn how establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.

Learn how a predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs.

Learn how to communicate with pupils using consistent language and non-verbal signals for common classroom directions.

Learn how to build effective relationships is easier when pupils believe their feelings are being considered.

Learn to continue developing an understanding of how to embed a culture of mutual trust and respect that supports effective relationships.

Learn that pupils are motivated by intrinsic factors (related to their identity and values).

Learn how to create a secure environment benefits all pupils and non-verbal signals used to help create a positive learning environment.

1. Reflect on your own views, values and experiences of promoting anti-racism and social justice
   Talk to your TM about the how they promote social justice in their lessons and address issues such as racism.

2. Reflect on this in section A of your Weekly Mentor Meeting.


This video shows a panel of experts discussing the need for an anti-racist approach and sharing practical actions that school leaders and teachers can take to challenge racism and racial inequalities, both in the classroom and school wide. Teach First (2021)
https://www.teachfirst.org.uk/blog/becoming-anti-racist-school

1. Discuss with an expert colleague your preparedness of an Early Career Teacher role.
   Discuss with your TM your relative strengths and areas for development as a beginning teacher that you can build upon in the next stage of your teaching career.

2. Reflect on this in section A of your Weekly Mentor Meeting and start working on your Early Professional Development Profile (EPDP).


1. Reflect on your own views, values and experiences of mental health and wellbeing in schools.
   Talk to your TM or an expert colleague about how they support pupils, colleagues and themselves with the promotion of mental health and wellbeing.

2. Reflect on this in section A of your Weekly Mentor Meeting.

This 9-minute TED talk explains the importance of self-care for teachers and how they need to prioritise their own well-being in the same way as they do for the pupils they teach.
https://www.youtube.com/watch?v=503Qlg3Dxjg


1. Reflect on your own views, values and experiences of mental health and wellbeing in schools.
   Talk to your TM or an expert colleague about how they support pupils, colleagues and themselves with the promotion of mental health and wellbeing.

2. Reflect on this in section A of your Weekly Mentor Meeting.