Secondary ITE Curriculum

University of Hertfordshire **UH**

Partnership Vision

Agency – Professional Voice – Resilience – Social Justice

Postgraduate: UL PGCE and SD PGCE

Qualification Aim: Postgraduate Certificate of Education

(60 Masters Level credits and QTS)

L7

Postgraduate: School Direct Salaried (SDS)

Qualification Aim: QTS
L7

Expertise – Enrichment – Opportunity

Modules:

Professional learning and development – Subject and curriculum knowledge – School-based
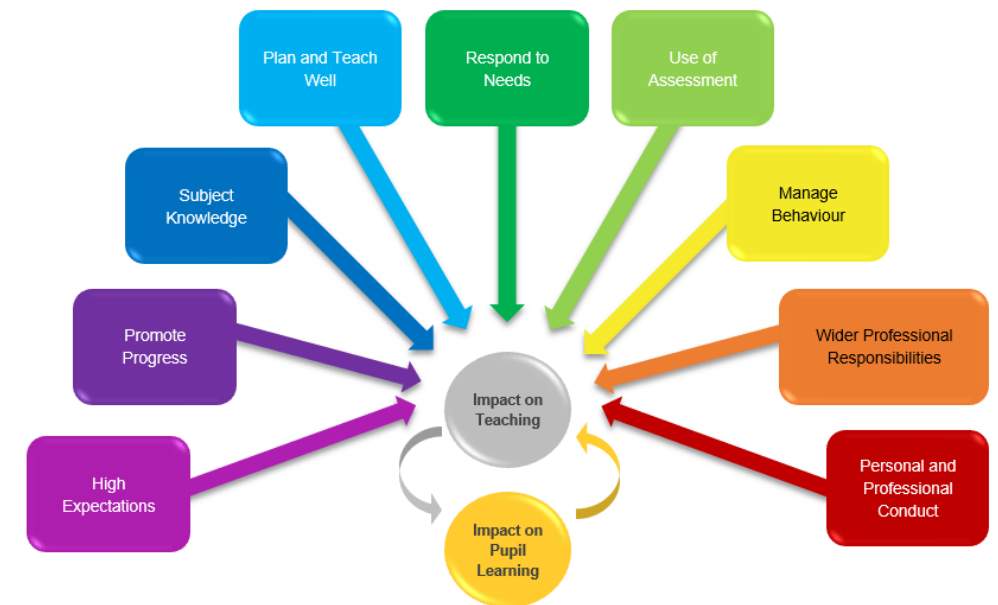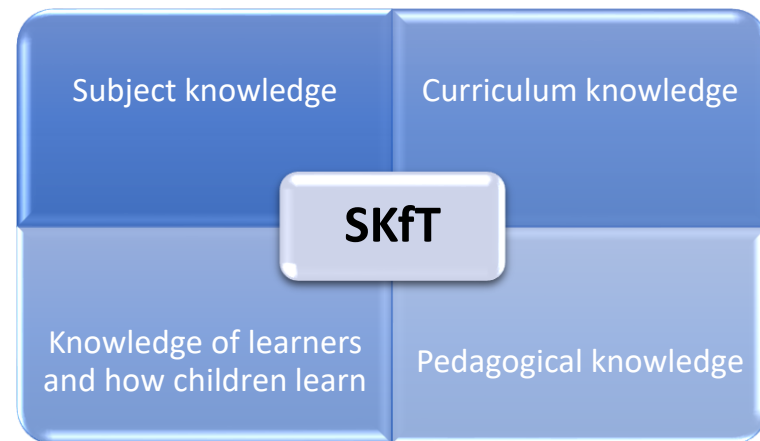

Principles for inclusive practice

Have high expectations for all students – TS 1.
Assessment of/for learning TS6.
Relationship TS7
Awareness of how pupils' learn TS2

Anticipate possible barriers to learning and plan to remove/minimise so that pupils can learn, make progress and achieve.

Setting suitable challenges

Inclusion

Overcoming potential barriers

Responding to pupils' needs

Know the needs of the child you teach
SEND? EAL? Most able?
Inclusion register
Past reports
Talk to other professionals
Involve pupils in their learning

Equality Act 2010 - SEND Code of Practice - Keeping children safe in education

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Subject knowledge | Curriculum knowledge

SKfT

Knowledge of learners and how children learn | Pedagogical knowledge

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Plan and Teach Well

Respond to Needs

Use of Assessment

Subject Knowledge

Manage Behaviour

Promote Progress

Impact on Teaching

Wider Professional Responsibilities

High Expectations

Impact on Pupil Learning

Personal and Professional Conduct

Teachers' Standards

Agency – Professional Voice – Resilience – Social Justice

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Key reading

DfE ITT Criteria and Supporting Advice https://www.gov.uk/government/publications/initial-teacher-training-criteria (statutory)

ITT Core Content Framework (2016)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536890/Framework_Report_11_July_2016_Final.pdf (non-statutory)

ITE Core Content Framework (Nov, 2019) https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework

Teachers' Standards https://www.gov.uk/government/publications/teachers-standards (statutory)

Secondary National Curriculum https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum (statutory) **Inclusion statement**

Primary National Curriculum (2014) https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum

Teacher Recruitment and Retention Strategy https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy

(Removal of unnecessary workload **– Early Career Framework** – Flexible working)

Education Inspection Framework https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education **Equality, diversity and inclusion statement**

Equality Act 2010 https://www.gov.uk/guidance/equality-act-2010-guidance Protected characteristics https://www.gov.uk/discrimination-your-rights

SEND Code of Practice (2015) https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

ALT Achievement for All (2016) https://www.atl.org.uk/system/files_force/publication-files/achievement-for-all-oct-2016_0.pdf?download=1

Education Inspection Framework https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education