

Course preparation for Primary Initial Teacher Education Programmes 2024/25

Congratulations on your offer of a place to study on our Primary Initial Teacher Education programme. ITE team in the School of Education has put together some pre-course activities designed to get you thinking about primary education and your professional learning and development journey towards Early Career Teacher (formerly NQT) status.

Pre-course activities have been divided into four areas:

Professional behaviours	interview feedback and the role of the teacher
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Behaviour management	a toolkit for first steps
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Pedagogy	SEND and educational matters in the primary sector
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Curriculum	developing subject and curriculum knowledge
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There is no pressure to complete everything. Do as much as you are motivated and able to do between now and the start of your programme. We'll look at these in the first weeks of the programme. The readings and websites we've referenced will be explored in detail at various points in the programme, but it's useful to have time to familiarise yourself with these in advance.

Professional behaviours

Interview feedback

Reflecting on your experience of the interview process, aim to review and take steps to address any feedback that you received.

- You may find that the following activities will provide you with a structured way to address some aspects of feedback.

The role of the teacher

Course reader: Cremin, T. and Burnett, C. (2018) Learning to Teach in the Primary School: 4th edition. London: Routledge.

- When you are registered as a student of the University, you will be able to access the course reader as an eBook via your online library and so don't feel you have to purchase a copy. That said, for those who prefer to own their own hard copy of the text, the reference is listed above. Although page numbers may differ etc..., you may be able to pick up a less expensive past edition and that's fine.

Read the following chapters and make a note of the key issues that emerge for you as a student teacher. Aim to identify activities that you could undertake in your school or discussions that you could have with expert colleagues to support your professional learning and development in relation to the issues that you have identified.

Chp. 2.1 Looking at children

Chp. 2.4 Moving from novice to expert

Chp. 2.5 Building on firm foundations: early years practice

Chp. 3.4 Managing classroom behaviour

Chp. 4.1 Investigating the aims, values and purposes of primary education

Chp. 6.3 Teaching for social justice

Responsible and aware social media use

Student teachers will want to ensure that their social media/online footprint does not show conduct unbecoming. Be mindful of:

- what is shared on social media and what pupils may see if they were to 'google' their teacher
- what is said on social media/online platforms
- what privacy settings need to be applied to social media accounts

Teaching unions provide useful information for teachers' online media use. Please read the following guidance from the National Education Union (NEU):

- <https://neu.org.uk/advice/social-media-and-online-safety>

Behaviour management

Have a read through of the following key areas. You may find it useful to make your own notes about what you are reading and your thinking as it emerges.

Behaviour management

[Bennett, T \(2019\) The trainee teacher behavioural toolkit: a summary. DfE](#)

[Skipp, A and Hopwood, V \(2017\) Case studies of behaviour management practices in schools rated Outstanding: research report. DfE](#)

Pedagogy

SEND and educational matters in the primary sector

[EEF \(2019\) Special Educational Needs in mainstream schools](#)

[EEF Summary of recommendations poster](#)

[EEF Four common SEND misconceptions](#)

Register for free access to [NASEN](#) (national association for special education needs) and download the [SEND Code of Practice Mini Guide](#) and read Background, Chp 1: Principles and Chp 6: Schools

Early Years Foundation Stage and child development

Read the areas of learning and development in the [Statutory Framework for EYFS](#) pages 7-15. This gives an overview of each area of learning as well as the Early Learning Goals.

Read [Development Matters](#) guidance pages 5-12 which outlines the *Seven Key features of Effective Practice and the Characteristics of Effective Learning* (it's very accessible and gives very helpful examples and gives a clear sequence of learning in each characteristic). Reflect on the following questions:

Choose one Early Learning Goal (ELG) in the EYFS (e.g. ELG: Building Relationships) and consider the journey that child has made to achieve this.

- What characteristics of effective learning have taken place?
- How might adults have supported them to achieve this Early Learning Goal?

Remote education

[DfE \(May 2020\) Adapting the curriculum for remote education](#)

Safeguarding

[Keeping children safe in education: information for all school and college staff \(publishing.service.gov.uk\)](#)

[Ofsted \(2021\) Review of sexual abuse in schools and colleges](#)

Tackling social disadvantage and injustice

[Reay, D \(2012\) What would a socially just education system look like? Centre for labour and social studies](#)

Curriculum

Developing subject and curriculum knowledge

A key aspect of being an effective teacher is having excellent subject knowledge for teaching (SKfT) and being prepared to work on areas of subject knowledge which may be less secure. The model below outlines four dimensions which comprise effective SKfT:



Subject knowledge is the student teacher's own subject knowledge per se. This is influenced by one's own education, skills, and experience. Many student teachers have subject specialist degrees, but will not be experts in the broad range of subject areas which comprise primary national curriculum subjects.

Curriculum knowledge is what the subject looks like in education and how it is experienced by learners in the context of what we mean by curriculum: the national curriculum; the school's enactment of the national curriculum through its subject curriculum across the age range and key stages. It is useful to identify one's subject knowledge strengths and areas for development in relation to how the subject as it is framed within education.

Pedagogical knowledge: is about ways of teaching the subject as appropriate to the topic content, knowledge, understanding, skills, and concepts. It is the strategies and teaching methods a subject specialist may choose to employ to support pupils to learn the subject area. Overarching approaches and theories of learning may underpin pedagogical choices, but there will be approaches that best suit the subject and context in which it is being taught.

Knowledge of learners and how children learn is about how student teachers acquire an understanding of the needs of the pupils they work with over time and how they plan high-quality teaching to enable all pupils to participate, learn, enjoy and make progress.

Activity 1: reviewing your subject knowledge in the primary national curriculum

A sensible starting point is to review and audit your subject knowledge against the subject as presented in the primary national curriculum. A useful way of auditing your knowledge is to review the substantive knowledge of primary subjects as it appears in the national curriculum

for KS1 and KS2. This will enable you to identify subject knowledge strengths and areas for development that you may begin to address prior to starting your programme.

The National Curriculum

Familiarise yourself with the primary national curriculum at KS1 and KS2. Choose one or two subjects that you would like to review your knowledge in detail so that you can identify strengths and areas for development.

You may find it helpful to record this as a table so that you may discuss this with your specialist subject tutors and mentors.

Curriculum/topic area	Initial confidence and competence rating Scale: 1 to 5 1 = poor 5 = excellent	Planned actions to address curriculum areas where you feel your current knowledge is insufficient

Activity 2: demonstrating competency in fundamental English and maths

All student teachers must demonstrate that they are competent in English and maths prior to being recommended for Qualified Teacher Status (QTS). All candidates have met the required standard of GCSE in English and maths to be accepted onto the programme. Each candidate has undertaken a written assessment in English as part of the interview and selection process. To support you to identify your own competency in maths, we strongly advise you to complete the free [national numeracy challenge](#) It gives you the opportunity to use and apply mathematical knowledge in real life contexts and you receive a grade and a certificate of completion.

Activity 3: English, maths and science

The following activities have been designed to get you thinking about primary core subjects; Engage with as much as you are motivated and able to do.

English

The Primary English team (Kelly, Gosia, Kate and Libby) at the University of Hertfordshire are unapologetically enthusiastic advocates of the power of reading. We would urge you to spend time familiarising yourself with some of your favourite books from your childhood as well as exploring some of the exciting books available to young people today.

All primary school teachers are teachers of English and the greater your knowledge about children’s literature, the more you will be able to make recommendations to the children in your class and have a great source of knowledge to draw on for all your lessons.

Research clearly demonstrates that children who are readers are more likely to be able to access the school curriculum and therefore have more successful outcomes overall. More

than that, it is the responsibility of every teacher to expose children to the pure joy of getting lost in a book, of discovering wonderful new words, characters and settings and of being provoked to use our imagination and explore our deepest thoughts.

The link below will take you to a wonderful website (which we draw on a lot) called the CLPE – [CLPE | Centre for Literacy in Primary Education](#). There are many different themed lists and recommendations for you to enjoy. Please aim to explore a range of picture books, non-fiction, fiction and poetry.

We would love for you to share with us a book that you have particularly enjoyed! If you are happy for us and other students to watch, then please post a video of yourself talking about your favourite book in the link here: [PG Book recordings](#)

Science

The science team at UH would like to share our passion for science with you. Our aim is to develop your sense of excitement and curiosity about natural phenomena that you will then communicate to your pupils.

Task 1

Please read the article ‘Developing talk in the primary science classroom’ by Jo Moore in PSEC special edition of Primary Science Journal from the Association of Science Education.

[Developing Talk in the primary science classroom](#)

After you have read the article, reflect on these questions:

1. What new things have you learnt from reading the article?
2. What questions have been raised that need further research?
3. What approaches will you now use when teaching your science lessons?

Task 2

Watch this video from the Natural History Museum which explores the impact of learning in science:

<https://www.nhm.ac.uk/schools/working-with-educators/how-teachers-can-spark-a-passion-for-science.html>

After you have watched the video, reflect on these questions:

1. What are your personal reflections and responses to the video?
2. How can teachers spark a passion for science in children?

Maths

“Being a successful learner in mathematics involves constructing understanding through exploration, problem solving, discussion and practical experience – and also through

interaction with a teacher who has a clear grasp of the underlying structure of the mathematics being learnt. For children to enjoy learning mathematics it is essential that they should understand it; that they should make sense of what they are doing in the subject, and not just learn to reproduce procedures and recipes that are low in meaningfulness and purposefulness.” Haylock (2019: 3)

The core text that we will be using is Haylock, D. (2019) *Mathematics Explained for Primary Teachers*, (6th Ed) London, SAGE. You will be able to access this via our online library when you register as a student.

Go to NCETM (National Centre for Excellence in the Teaching of Mathematics) website at www.ncetm.org.uk This organisation produces magazines for each school phase which contains teaching ideas, subject knowledge enhancement and commentary on latest research. Follow the links on the homepage and read one issue of the Primary Magazine and one issue of the Early Years Magazine (which may be accessed from the archive).

Please also read chapter 8 (Pg 178) from by Cline (2015), [‘Why does mathematics make so many people fearful’](#) and think about what this means for you as a teacher of mathematics:

- How would you characterise your experience of learning mathematics and how has your view of mathematics as a subject been affected by your own school experience?

Cline, T. (2015). Why does mathematics make so many people fearful. *Educational Psychology*, 178, 1-10.

We look forward to welcoming you in September.