# Professional Practice Curriculum Handbook

Secondary PGCE (11-16) with QTS\*

(All courses)

Trainees should use this handbook in conjunction with the module handbook for S\*\*4003: The teacher at work

# AY 2021/22



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# Welcome

I would like to take this opportunity to welcome you on the commencement of your studies and training with us. Each year, as students begin their PGCE programme, they repeatedly bring with them a great sense of energy and freshness to our Department. The launching of these courses always helps to reawaken, rejuvenate, and refocus our commitment to the construction and development of a partnership whose goal it is to consistently improve the educational experiences and outcomes for the learners with whom our graduates will work for decades into the future.

In joining the Department of Secondary and Further Education, you are now a member of a large group of people all of whom share a passion and commitment to improve and develop their own knowledge and skills and, through doing so, motivate, inspire, and challenge children, adolescents, and adults throughout their careers. Numbering more than 30 academic staff and over 400 students, the Department of Secondary and Further Education is founded upon the principles of personal excellence, intellectual and professional partnership, as well as honest and transparent reflection aimed at facilitating continual improvement.

Our Department is focussed upon providing demonstrably excellent teaching to its students that is built upon the passion and research of its staff and which provides the foundations for long and productive careers in the education sector and beyond. We aim to produce graduates who carry with them the knowledge, energy, resilience, and motivation to become forces for positive change in the communities in which they will work. We intend to achieve this through the creation of a learning environment where students and staff are facilitated in developing close and lasting academic relationships that transcend individual modules and courses.

In becoming an integral member of this learning environment and professional partnership, you will have the opportunity to help improve the minds and lives of thousands of learners across this country and beyond. The Department’s goal is to provide you with the best learning and training experiences possible; your goal is to fully commit yourself to striving towards the highest levels of intellectual development and professional practice that you can possibly achieve. Neither you nor the Department will be able to achieve their goals without working closely together, listening to each other, coaxing, prodding, critiquing and ultimately sharing and celebrating our successes: your success is our success, and ours is yours.

We all look forward to working with you over the course of your studies as well as supporting and guiding you through a period of personal and professional development that will fundamentally shape the rest of your career.

Good luck on your journey: in scientia opportunitas.

Prof David Aldridge

Head of Secondary and Further Education

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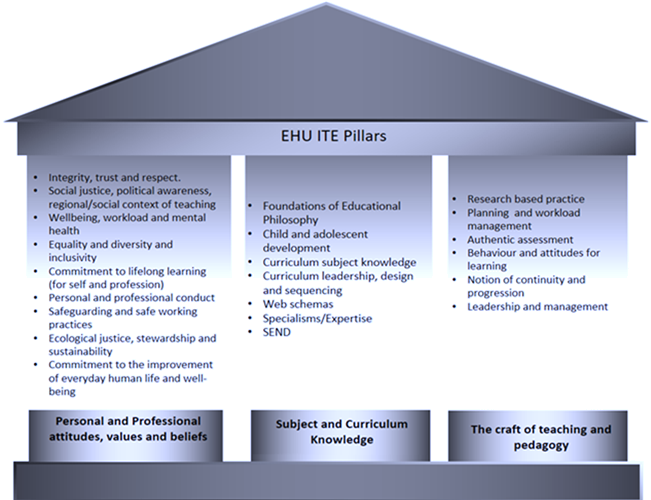
# Intent:

It is our intentto provide all trainee teachers with a broad, balanced and challenging curriculum, which is sufficiently flexible to meet personal, local or national priorities and needs.  The quality of curriculum can be judged on how effectively we provide our trainees with opportunity to develop in terms of the [ITE Core Content Framework (CCF)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) and the Edge Hill ITE ‘pillars’, both of which underpin all provision.

## What are the EHU ITE Pillars?

All ITE at Edge Hill is underpinned by the three ITE pillars. Each pillar represents a different aspect of effective teaching and collectively, they represented the collective philosophy and vision for ITE at Edge Hill.

As demonstrated below, each of the three modules on the Secondary PGCE aligns with one of the pillars. This helps to shape both our curriculum intention and implementation, demonstrating how our curriculum is not only ambitious but also rooted in educational beliefs and values focussed on social justice.



|  |  |  |
| --- | --- | --- |
| **The effective teacher:** Explorations in method, policy & practice | **The expert teacher:**  Subject knowledge as the foundation | **The teacher at work:** Combining knowledge, theory, and method |

## What is the ITE Core Content Framework?

From September 2020, all ITE providers are expected to deliver a curriculum which is aligned to and underpinned by the [ITE Core Content Framework (CCF).](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) **The framework is not an assessment criteria nor is it a curriculum**. Instead it defines in detail, the minimum entitlement of all trainee teachers. It aligns with our own ambitious and much richer curriculum of the EHU ITE Pillars and both documents have been used to support the design of the sequencing and progression of our own provision, programme by programme.

The CCF has been designed to support trainee development in 5 core areas: behaviour management, pedagogy, curriculum, assessment, and professional behaviours and is presented within 8 key sections: High Expectations, How Pupils Learn, Subject and Curriculum, Classroom Practice, Adaptive Teaching, Assessment, Managing Behaviour and Professional Behaviours.

**Each section of the CCF contains a series of ‘learn that’ and ‘learn how to’ statements or principles which guide curriculum design however, this is not an assessment framework and should not be used as such**. To provide guidance in terms of trainee progression, a summarised overview of the knowledge and understanding which trainees should have at each stage of their initial/developmental/consolidation phases of placements has been provided, demonstrating the levels of detail and complexity commensurate with the stage of the programme. There is an explicit focus on trainees being able to demonstrate evidence that they ‘*know more’* and can ‘*remember more’* of their ITE curriculum and that they can put this into practice, rather than working towards a set of competencies, such as the Teachers’ Standards. In addition, **trainees should be fully aware of the principles underpinning the CCF and be familiar with the language adopted, rather than being encouraged to refer to competencies such as the Teachers’ Standards**.

The CCF dovetails with the Early Career Framework (ECF) where Early Career Teachers (ECTs) further develop their skills through a structured programme of support in their first two years of teaching. A full bibliography is provided within the framework which should be shared with trainees to support their critical engagement with research and is a useful resource for school-based mentors. Trainees are required to engage with these materials both whilst at school and at centre-based university training via the teaching which is delivered in each of the taught modules.

### Further support and resources

* [ITT Core Content Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf)
* [ITT Core Content Framework Exemplification Resource Materials](https://www.ucet.ac.uk/12124/itt-core-content-framework-exemplification-resourcesept-2020)
* [ITT Core Content Trainee Teacher Behavioural Toolkit: A Summary](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary)
* [Adaptive Teaching Adaptive teaching: Rethinking the nature of learning in schools: BOLD](https://bold.expert/adaptive-teaching-rethinking-the-nature-of-learning-in-schools/)
* [Early Career Framework: Learning about adaptive teaching](https://www.early-career-framework.education.gov.uk/edt/edt-early-career-framework/self-directed-study-materials/3-developing-effective-classroom-practice-%E2%80%92-teaching-and-adapting/3-4-learning-about-adaptive-teaching/)
* [The Early Career Framework Reforms Overview (ECF)](https://www.gov.uk/government/publications/early-career-framework-reforms-overview)
* [The Early Career Framework (ECF)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf)

# Implementation:

During their training period, we use a number of interconnected and sequential mechanisms to support the development of our trainees’ knowledge and skills including:

* Centre based training led by Expert Practitioners
* School based training led by expert mentors
* Online learning and guided independent self-study
* Managed workload and well being
* Differentiated learning support for individuals and groups of trainees
* Coherence and consistency of the trainee teacher experience
* High quality CPD of mentors and tutors
* University-based assessment and QA mechanisms

Module coverage across the courses is underpinned and mapped against the ITT Core Content Framework (CCF) however our curriculum goes beyond this and is ambitious, ensuring that our trainees are equipped as critical and reflective practitioners who recognise the role that high quality teaching plays in social justice and equality.

The three interconnected but also distinct modules run parallel to each other throughout the PGCE year. Learning is sequential, not only ensuring that trainees have opportunity to build up foundational concepts but to also assist with managing trainee workload and well-being throughout the course. Teaching utilises PiP (Present in Person) and synchronous/online methods combined with periods of structured guided independent study. Expert colleagues from within the school-partnership are utilised to both support and deliver elements of the curriculum. Such partnership not only allows for greater collaboration between university-based and school-based expert colleagues, but also ensures that trainees are adequately supported in ‘practising key skills as well as an opportunity to work with and learn from expert colleagues as they apply their knowledge and understanding of the evidence in the classroom’ (DfE, 2019, p.5).

Secondary PGCE programme structure (AY 2020/21)

**All eight courses on the Secondary PGCE programme follow the same structure in terms of module delivery, assignment submissions, and placement arrangements**. The table below summarises this structure over the 44 weeks of the course taking into account the three modules delivered. Please note that all three modules have teaching hours. Thus, teaching will be delivered on campus prior to the start of PP1 and **once placement has commenced**, **teaching will be delivered online by the course tutors for the duration of Professional Practice (PP). This is reflected in the information provided to mentors regarding placement expectations and curriculum.**

| Week beginning | The expert teacher: Subject knowledge as the foundation | The effective teacher: Explorations in method, policy & practice | The teacher at work: Combining knowledge, theory, and method | PP (part of the ‘teacher at work’ module) |
| --- | --- | --- | --- | --- |
| 30.8.21 | Induction | | |  |
| 6.9.21 |  |  |  |  |
| 13.9.21 |  |  |  |  |
| 20.9.21 |  |  |  |  |
| 27.9.21 |  |  |  |  |
| 4.10.21 |  |  |  |  |
| 11.10.21 |  |  |  |  |
| 18.10.21 |  |  |  |  |
| 25.10.21 | Half term | | | |
| 1.11.21 |  |  |  | PP1 start 1.11.21 |
| 8.11.21 |  |  |  | PP1 |
| 15.11.21 |  |  |  | PP1 |
| 22.11.21 |  |  |  | PP1 |
| 29.11.21 |  |  |  | PP1 |
| 6.12.21 |  |  |  | PP1 |
| 13.12.21 |  |  |  |  |
| 20.12.21 | Christmas vacation | | | |
| 27.12.21 |
| 3.1.22 |  |  |  | PP1 |
| 10.1.22 | Assignment submission |  |  | PP1 |
| 17.1.22 |  |  |  | PP1 |
| 24.1.22 |  |  |  | PP1  PP1 end 28.1.22 |
| 31.1.22 |  |  |  |  |
| 7.2.22 |  |  |  |  |
| 14.2.22 | Half term | | | |
| 21.2.22 |  |  |  | PP2 start 21.2.22 |
| 28.2.22 |  | Assignment submission |  | PP2 |
| 7.3.22 |  |  |  | PP2 |
| 14.3.22 |  |  |  | PP2 |
| 21.3.22 |  |  |  | PP2 |
| 28.3.22 |  |  |  | PP2 |
| 4.4.22 |  |  |  | PP2 |
| 11.4.22 | Easter Vacation | | | |
| 18.4.22 |
| 25.4.22 |  |  |  | PP2 |
| 2.5.22 |  |  |  | PP2 |
| 9.5.22 |  |  | Assignment submission (CW1) | PP2 |
| 16.5.22 |  |  |  | PP2 |
| 23.5.22 |  |  |  | PP2 |
| 30.5.22 | Half term | | | |
| 6.6.22 |  |  |  | PP2 |
| 13.6.22 |  |  |  | PP2 |
| 20.6.22 |  |  | Assignment submission (CW2) | PP2 end 22.6.22 |
| 27.6.22 |  |  |  |  |

# Expectations of trainee progression during Professional Practice

All teaching and course delivery on the Secondary PGCE is underpinned by the ITT Core Content Framework (CCF). Structured around a series of ‘Learn that’ and ‘Learn how to’ statements, the framework sets out the minimum expectations and content delivery for all ITT courses (from September 2020). The framework is not an assessment tool nor is it a standardised curriculum. Rather, it informs the ambitious curriculum delivered as part of the Edge Hill Secondary PGCE programme. **By engaging fully with this curriculum, trainees will be able to demonstrate the necessary progress required for the award of QTS at the culmination of their ITE course and be ready to transition into their Early Career Teacher (ECT) phase. Thus, assessment throughout the PP is via trainees’ demonstration of the knowledge and understanding gained from their ITE curriculum.**

Trainees will be required to engage with their modules during PP, including the (online) teaching delivered during that period. This is reflected in their timetabled teaching commitments of 4.5 days a week with Thursday afternoons (from 1pm) each week given over to engage with online teaching. **There is no requirement for trainees to be teaching a set number of hours/classes at any point during their PP and no requirement for trainees to be formatively assessed and/or demonstrate progress against a set of competencies (such as the Teachers’ Standards).** Instead, the placement focus should be on providing opportunities for trainees to observe, practise, receive feedback and improve in line with the ‘Learn how to’ statements as set out in the CCF and to engage with all aspects of the Secondary PGCE curriculum.

We recognise the expertise of our school-based colleagues to assist in the delivery of our curriculum, therefore, to support trainees and expert colleagues in this progression, this handbook contains two pieces of key documentation; the **Scheme of Learning for ‘The teacher at work’** (module S\*\*4003) and the **progression overview** which includes the learning trainees should be able to demonstrate at key points throughout the placement and which will act as a progression indicator.

# Professional Practice Scheme of Learning (The teacher at work): Guidance for Weekly Development Meetings (WDM)

To support the delivery of this module during Professional Practice, the following week-by-week guidance has been devised for use by mentors and trainees for the duration of both of their PP experiences.

During the WDM, the trainee should be provided with opportunity and guidance to:

1. Reflect on their development that week against the taught curriculum, drawing from all areas of their practice (see Progression Overview)
2. Set their own targets (in agreement with their mentor) for their further development.
3. Reflect on and respond to the 3 weekly prompt questions listed making use of their academic reading. This should be recorded on the Weekly Development Summary (WDS)

When complete, the WDS should be uploaded to the trainee’s e-portfolio and InPlace for formative assessment purposes by the relevant Link Tutor.

| **Core Content Framework** | **Edge Hill Faculty of Education ITE Pillars** |
| --- | --- |
| **High Expectations (HE)**  **How Pupils Learn (HPL)**  **Subject & Curriculum (S&C)**  **Classroom Practice (CP)**  **Adaptive Teaching (AT)**  **Assessment (A)**  **Managing Behaviour (MB)**  **Professional Behaviours (PB)** | **Pillar 1: Personal and professional values, attitudes and beliefs (P1)**  **Pillar 2: Personal values, attitudes & beliefs (P2)**  **Pillar 3: The craft of teaching and pedagogy (P3)** |

| **START OF PROFESSIONAL PRACTICE 1** | | | | **What will trainees have already been taught?**  **What will trainees already be able to do?** |
| --- | --- | --- | --- | --- |
| Start of PP1 initial phase | | | |
| **No./wk. beg.** | **CCF Focus** | **Following expert input and mentoring via**   * **Observation** * **Practise** * **Receiving feedback** * **Improving**   **Trainees should learn how to:** | **During their Weekly Development Meeting (WDM), trainees should be guided to reflect on and respond to the following questions (both in the meeting and their weekly reflective task). They should draw from their academic reading.**  **Reflections should be completed weekly and uploaded to your e-portfolio and InPlace on a weekly basis.** |
| 10/1.11 | High Expectations & Managing behaviour | 1. Model courteous and aspirational behaviour. 2. Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises pupil effort. Set tasks which stretch pupils, but which are achievable. 3. Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine. 4. Contact the DSL and related colleagues and have a clear understanding of how to report safeguarding concerns (and what such concerns may look like). | * What have you learnt about the importance of having high expectations? * How has your understanding of managing behaviour developed this week? Can you link this to any learning from your university learning? * Have you been able to identify any effective/ineffective practice during your observations this week? What was it? Why did it work/not work? | Trainees will have already been taught…   * The idea of the learning pit and it’s relationship with developing high expectations. * Trainees have learned how teaching engaging with appropriate challenge will motivate pupils. |
| Trainees will already be able to…   * Begin to plan well-structured lesson following the accelerated learning cycle * Begin to use positive framing to set high expectations and develop motivated students |
| 11/8.11 | High Expectations & Managing behaviour | 1. Set clear behavioural expectations and routines which establish a consistent and inclusive learning environment. 2. Apply rules, sanctions, rewards, and praise in line with the school policy. 3. Respond to any behaviour or bullying which threatens pupil’s emotional safety 4. Establish and build positive and professional relationships which assist with managing behaviour (e.g. learning pupil names) | * Have you been able to identify any inspirational or challenging language? What impact did this have on the learning in that classroom? * What do you think a positive learning environment looks like in your subject? How would you plan for this? * How do staff in your school ensure there is a culture of respect and trust? Have you seen any effective/ineffective examples of this? | Trainees will have already been taught…   * To be aware of some of the common behavioral issues found in the classroom. * That Dweck’s’ (2006) Growth Mindset alongside a positive mental attitude is important in the classroom. |
| Trainees will already be able to…   * Begin to know ways to foster relationships with pupils * Relate to school policies on behaviour for learning and |
| 12/15.11 | Subject & Curriculum Knowledge | 1. Identify essential concepts, knowledge and skills within a carefully sequenced and coherent curriculum 2. Provide opportunity for all pupils to learn and master essential concepts, knowledge and skills in that subject 3. Plan and deliver a carefully sequencing curriculum which encompasses the school’s vision for its knowledge, skills and values. 4. Ensure that pupils’ thinking is focused on key ideas and principles within the subject | * What are your areas for subject knowledge development? How will you address these? * What are the essential skills, knowledge, concepts and principles in your subject area? Can you identify this in the department’s approach to T&L? * Have you been able to identify how students are supported in mastering important concepts in your subject? What made this effective? | Trainees will have already been taught…   * The key concepts and skills required in X that are taught within secondary education. * Bruner’s (1960) Spiral Curriculum and its relevance to revisiting and mastering curriculum knowledge |
| Trainees will already be able to…   * Begin to incorporate daily review and interleaving into curriculum planning. * Critique the core subject concepts and skills to allow for contemporary in-roads into the subject. |
| 13/22.11 | Subject & Curriculum Knowledge | 1. Collaborate with colleagues to effectively use resources and materials (such as shared planning or textbooks) 2. Ensure that learning is sequenced so that pupils’ master foundational concepts before moving on 3. Anticipate, plan for and encourage pupils to share common misconceptions to they can be addressed, and pupils have relevant and accurate subject specific knowledge. 4. Promote/improve pupils’ literacy levels in the subject (inc. the use of subject specific language) | * Which aspects of the EHU ITT pillars do you feel you have covered this week? * How effective have you been in helping to address pupils’ misconceptions? How could you develop this? * How do you feel you are developing in your use of questioning and effective classroom talk? | Trainees will have already been taught…   * About some of the misconceptions within their subject area. * Bloom’s Taxonomy is one theory that helps develop understanding of questioning approaches. |
| Trainees will already be able to…   * Begin to use a range of questioning strategies * Create resources that allow pupils to easily identify misconceptions. |
| 14/29.11 | How Pupils Learn, Classroom Practice and Adaptive Teaching | 1. Start expositions at the point of pupil understanding. Avoid overloading working memory by taking prior learning into account when introducing new content and breaking such content into smaller steps/the constituent parts. 2. Sequence learning so pupils are secure in foundational knowledge before introducing more complex material 3. Use modelling, scaffolding and explanations to assist with structuring learning, and recognise the need to remove this when pupils can apply such structures to prior learning 4. Provide pupils with opportunity to consolidate and practise new knowledge and skills | * How is learning structured in your department? Can you link this to any of your university learning? * How have pupils learnt in your lessons this week? How do you know this? What promotes this? What hinders? * In what ways have aspects of learning been broken down into manageable chunks for the pupils – when have things needed to be broken down and why? | Trainees will have already been taught…   * The steps of Smith’s (1998) Accelerated Learning Cycle as an example of an effective planning strategy. * Rosenshine’s Principles of instruction and the response to Sweller’s Cognitive Load theory to reduce cognitive overload in the classroom. |
| Trainees will already be able to…   * Begin to model exemplar answers to pupils with rationale provided. * Begin to scaffold and guide pupils through work/assessments against learning outcomes. * Develop strategies for prior knowledge retrieval. |
| 15/6.12 | How Pupils Learn, Classroom Practice and Adaptive Teaching | 1. Identify pupils who need new content further broken down and/or who benefit from additional adaptions 2. Support pupils with a range of educational needs including how to use guidance in the SEND code of practice. 3. Ensure that all pupils have the opportunity to meet high expectations, rather than artificially creating distinct tasks for specific classes/pupils 4. Plan and include questions and discussions to extend and challenge pupils. | * How have you adapted your teaching to meet the needs of SEND pupils? How effective has this been? * What does challenging pupils look like in your lessons? How could you develop this? * Thinking about one of your lessons this week, how did this fit into the broader curriculum picture? | Trainees will have already been taught…   * There are a number of different theories linked to SEND provision such as: Gestalt, Connection, Conditions of Learning, Component Display and Sign. * The work of Hornby (2015) investigating improvements in educational outcomes and inclusiveness through special educational needs provision. * Trainees have also studied a range of special educational needs identifying key features and needs. * Trainees have explored Vygotsky’s Zone of Proximal development (1978) linked to both SEND/ stretch as well as Dweck’s (2006) idea of ‘Growth Mindset’. |
| Trainees will already be able to…   * Adapt resources to bespoke needs of the learners. * Use subject specific examples to stretch and challenge learners |
| 16/13.12 | Assessment | 1. Plan formative assessment tasks linked to lesson objectives and how to think ahead about what would indicate understanding (e.g. using hinge questions) 2. Structure assessment tasks to check for prior knowledge, knowledge gaps, and pre-existing misconceptions 3. Draw conclusions about the level of pupil learning based on effective assessment tasks | * Where have you been able to utilise summative and formative assessment? How effectively do you utilise your formative feedback to help pupils progress? * How does your department assess pupils? How is this reflected in your planning and teaching? * How do you plan for formative assessment tasks linked to lesson objectives? How could you develop this area of your practice? | Trainees will have already been taught…   * The difference between Assessment of learning and Assessment For learning- including purpose and type. * Black and William’s approach to ‘ Inside the Black box’- raising classroom standards by assessment.. * Know the importance of data from assessment. |
| Trainees will already be able to…   * Use spaced repetition, through planning and retrieval practice to demonstrate assessment of prior knowledge. * Use subject specific examples to assess pupils both summatively and formatively. * Provide a range of interventions based on data analysis. |
| 17&18 |  | **CHRISTMAS VACATION**  (End of initial phase) | |  |
|  |  | Start of PP1 developmental phase | | **How does the PP curriculum link to centre-based teaching?** |
| 19/3.1 | Assessment | 1. Prompt pupils to elaborate on their responses to check secure understanding 2. Monitor pupil understanding during lessons (inc. checking for misconceptions) as opposed to how busy they are or their understanding of the task. 3. Provide specific and helpful feedback which assist pupils in progressing, focussing on specific actions for pupils such as verbal feedback in lessons. | * How have you developed in your understanding and ability to set formative assessment tasks linked to objectives? What are your areas of development? * How do you ensure that you are checking pupils have developed in their understanding rather than just checking they understand the task or completed the work? Why is this important? * Have you been able to identify any effective/ineffective assessment practice during your observations this week? What was it? Why did it work/not work? | Trainees will have already been taught…   * The importance of marking and feedback. * The marking and feedback assessment cycle. * The importance of success criteria and outcomes. * The Hattie (2007) model of effective feedforward. |
| Trainees will already be able to…   * Plan the use of practical strategies for feedback/feedforward into lessons. * Critique the feedback/feedforward process. |
| 20/10.1 | Assessment | 1. How to utilise externally validated material (such as past papers) to structure assessment tasks. 2. Draw conclusions about pupil learning based on patterns of performance over a period of time 3. Scaffold and structure self and peer assessment, making use of model answers which highlight key details. 4. Provide specific and helpful feedback which assist pupils in progressing, focussing on specific actions for pupils and giving them time to respond to such feedback (e.g. responding to feedback in their book) | * How do assessment practices in your school motivate pupils to take ownership of their learning? How does it prepare them for GCSE or future study? * How do you plan to check for prior knowledge and pre-existing misconceptions? * How are you managing the workload of assessment? Have you been able to identify any effective practice which would make assessment less onerous? | Trainees will have already been taught…   * Scaffolding and modelling helps to reduce cognitive load. * The subject specific assessment criteria at GCSE level. |
| Trainees will already be able to…   * Use data to effectively enable pupils to learn and make progress. * Identify common strategies to provide feedback/feedforward to pupils * Use subject examination material to structure assessment tasks. |
| 21/17.1 | Professional Behaviours | 1. Reflect on progress made, recognising strengths and weaknesses and identify next steps for improvement. 2. Seek challenge, feedback and critique from mentors and other colleagues in an open, trusting and professional environment 3. Develop as a professional in line with Part 2 of the Teachers’ Standards. 4. Seek appropriate support when dealing with specific issues (such as dealing with misbehaviour) | * How well are you collaborating with other expert colleagues in your department and/or school? * How effective is your understanding of the school’s safeguarding policy? Has this knowledge been put to the test? * Thinking about your personal and professional conduct, attendance, and punctuality, could these be improved? Why are they important? | Trainees will have already been taught…   * The importance of setting high expectations * Gibbs’ Reflective model and its linked to critical self-reflection. * An introduction to safeguarding (and completed assessment) |
| Trainees will already be able to…   * Ask critical questions to enable them and pupils to develop * Know generic safeguarding strategies * Know the response to a range of behavioural/ safeguarding situations |
| 22/24.1 | Professional Behaviours | 1. Strengthen pedagogical and subject knowledge by engaging in wider networks 2. Contribute to the wider life of the school and its culture to enable a shared responsibility for improving the lives of pupils. 3. Personalise systems and routines which promote efficient time and task management. 4. Protect time for rest and recovery and how to promote good mental well-being. | * Do you promote equality in your practice? What evidence is there of this? * How well do you react to formative feedback? How have you acted on the feedback you have received this week? * What are your areas for CPD looking ahead to PP2? What opportunities exist outside of your ITT course to develop these?   In addition:  Trainees should be guided to reflect on all areas of the CCF in line with the End of Placement procedures, ensuring they can identify areas for further development. | Trainees will have already been taught…   * The importance of personal well-being for teachers. * The benefits of independent study for pupils. |
| Trainees will already be able to…   * Plan to manage their work/life balance * Use a range of strategies that allows pupils to work independently in lessons. * Critically reflect on performance |
| **\*CONCLUSION OF PROFESSIONAL PRACTICE 1 (28.1.22)**  (End of PP1 developmental phase) | | | |  |
| **START OF PROFESSIONAL PRACTICE 2 (21.2.22)** | | | |  |
| Start of PP2 consolidation phase | | | | **How does the PP curriculum link to centre-based teaching?** |
| **No./wk. beg.** | **CCF Focus** | **Following expert input and mentoring via**   * **Observation** * **Practise** * **Receiving feedback** * **Improving**   **Trainees should learn how to:** | **During their Weekly Development Meeting (WDM), trainees should be guided to reflect on and respond to the following questions (both in the meeting and their weekly reflective task).**  **Reflections should be completed weekly and uploaded to your e-portfolio on a weekly basis.** |  |
| 26/28.2 | High Expectations & Managing behaviour | 1. Give clear, manageable, specific and sequential instructions for tasks and behaviour which use consistent language and/or non-verbal signals 2. Check pupils’ understanding of a task before it begins and address any misconceptions 3. Reinforce established school and classroom routines which maximise time for learning 4. Engage with parents/carers and colleagues in helping to support and manage pupil behaviours (for example, strategies to best support specific pupils) | * What knowledge and understanding of the issues related to HE and MB have you gained through your academic reading? How does this relate to your current practice? * How have your expectations of pupils’ learning and progress developed and/or changed in light of your previous placement experience? * How can you ensure pupils are motivated? | Trainees will have already been taught…   * Dweck’s (1996) idea of Growth Mindset linked to attitudes towards learning and high expectations. * Skinner’s (1953) theory of Operant conditioning linked to behaviour management. |
| Trainees will already be able to…   * Manage pupil behaviour using a range of strategies * Set high expectations * Address misconceptions by re-teaching or providing additional resources/strategies to aid understanding. |
| 27/7.3 | High Expectations & Managing behaviour | 1. Respond consistently and decisively to pupil behaviour (inc. the use of rewards, praise and sanctions) 2. Motivate pupils via the use of challenging content which builds towards pupils’ long-term goals and aspirations 3. Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically 4. Work alongside and learn from expert colleagues as part of a wider system of behaviour management | * How does the behaviour policy in your school operate?  How well does it work? Are there exceptions? Does it reach all children? – If not, what adaptations might need to be made and why? * Based on your experiences and academic reading, what promotes high expectations and/or a high level of behaviour management? * What are your areas of development with regards setting high expectations and managing behaviour? What impact will these developments have on the learning in your classroom? | Trainees will have already been taught…   * Bronfenbrenner’s (1979) ecological systems theory related to behaviour management and relationships. * The difference between intrinsic and extrinsic rewards |
| Trainees will already be able to…   * Effectively apply a range of behaviour management strategies * Use positive framing to set high expectations and develop motivated students |
| 28/14.3 | Subject & Curriculum Knowledge | 1. Plan and deliver a carefully sequencing curriculum which encompasses the school’s vision for its knowledge, skills and values. 2. Support pupils in building increasingly complex mental schemas over a period of time 3. Draw explicit links between new content and the core knowledge in the subject area 4. Revisit the big ideas of the subject and teach key concepts through a range of examples | * How does the curriculum in your subject area promote the wider vision, values and skills of the school? * What is the rationale behind the curriculum sequence and design in your subject area? You may find it useful to liaise with the HOD about this. * Critically review your subject knowledge for this setting and suggest ways you could develop this. | Trainees will have already been taught…   * The notion of schema and schemata linked to subject knowledge, content, and learning * Bruner’s (1960) Spiral Curriculum linked to curriculum design and sequencing. * Key subject content skills and ideas necessary within the subject banner. |
| Trainees will already be able to…   * Plan subject curriculum over a range of scales to draw on prior learning. * Teach lessons using the core concepts and skills necessary for learning within the subject. * Review subject knowledge and set targets for personal development. |
| 29/21.3 | Subject & Curriculum Knowledge | 1. Use retrieval and spaced practice to build recall of key knowledge over time 2. Provide tasks that support pupils to learn key ideas securely (such as low-level retrieval tasks) 3. Interleave concrete and abstract examples via the use of examples, analogies, or metaphors. 4. Balance exposition of new content, repetition, practice of new skills and knowledge | * What effective/ineffective practice have you observed with regards the retrieval and spaced practice of subject knowledge content? What was it? Why did it work/not work? * How has university teaching and/or independent study contributed to your knowledge and understanding about a particular topic? * Critically reflect on your progression so far against the EHU ITE pillars. | Trainees will have already been taught…   * The value of retrieval and spaced practice and interleaving to build recall over time- through exploring Rosenshine’s (1985) Principles of Instruction. * Subject examples and analogies are important to reinforce learning |
| Trainees will already be able to…   * Evaluate strategies previously implemented for knowledge retrieval. * Plan bespoke examples into lessons to ensure ideas are learned securely. |
| 30/28.3 | How Pupils Learn, Classroom Practice and Adaptive Teaching | 1. How to support collaborative/paired/group work so that engagement and motivation are not negatively affected. 2. Keep the complexity of a task to a minimum so that attention is focused on content 3. Plan, regularly review and practice key concepts over time (for example, through the use of effective discussions and/or structured talk activities) 4. Design practice and retrieval tasks that provide the right level of support so that pupils experience a high success rate when attempting challenging work | * How effectively do all pupils learn in your lessons? How do you know this? What promotes the learning? What hinders? * Critically reflect on how well you have adapted your teaching this week. * Why is it important to talk about *adaptive* teaching rather than *differentiated* teaching? | Trainees will have already been taught…   * The importance of groupwork/talk and debate * Theories linked to SEND * Vygotsky’s (1978) Zone or proximal development and approaches to support/provision within adaptive teaching |
| Trainees will already be able to…   * Scaffold tasks effectively * Use/create a range of adaptive teaching strategies |
| 31/4.4 | How Pupils Learn, Classroom Practice and Adaptive Teaching | 1. Under the supervision of expert colleagues, effective use of TAs, additional support staff and specialist support (e.g. SENCO, DSL) 2. Plan for the use of TAs in lessons, recognising this is in addition to, rather than replacement of, support from the teacher. 3. Decide whether intervention work with small groups within a lesson is more effective than planning different lessons for different groups of pupils. 4. Reframe questions to provide greater scaffolding or greater challenge. | * How successful are you at making use of specialist support (such as TA’s) in your lessons? How could this be developed? * Critically reflect on your use of modelling and scaffolding. * What knowledge and understanding of teaching pupils for whom English is an additional language  have you gained through your academic reading? How does this relate to your current practice and/or setting? | Trainees will have already been taught…   * Positive framing plays an important part in developing a growth mindset * Additional members of staff provide valuable support with individual/ groups of pupils * The issues and challenges facing EAL pupils |
| Trainees will already be able to…   * Develop activities that can stretch and challenge pupils of all abilities * Critically reflect on their ability to model and scaffold * Use a variety of questioning strategies * Use Support staff effectively * Develop strategies to support EAL pupils |
| 32&33 |  | **HALF TERM** | |  |
| 34/25.4 | Assessment | 1. Record data only when it is useful for the purpose of improving pupil outcomes 2. Utilise cost marking strategies (e.g. using abbreviations or codes) when providing written feedback, recognising that marking is only one form of feedback. 3. Where possible, use high quality verbal feedback during lessons and written feedback after lessons. 4. Identify effective approaches to marking and alternative approaches to providing feedback | * How well are you balancing the demands of assessment procedures? Have you identified any practice which is highly effective and not onerous? * Have you (ether in observations or your own lessons) identified any effective practice with regards verbal feedback? What was it? What impact did it have? * Critically reflect on how your setting collects and utilises assessment data. Does this assist with improving pupil outcomes? | Trainees will have already been taught…   * Strategies to critically reflect on their own practice * The benefits of the coaching TGROW model for mentor support to them * Ways to harness and utilise data effectively to inform planning. * That marking and feedback should be regular and consistent. |
| Trainees will already be able to…   * Use effective marking and feedback/feedforward strategies * Plan interventions based on the outcomes of data analysis |
| 35/2.5 | Assessment | 1. Prioritise the marking of errors relating to misunderstandings/misconceptions rather than careless mistakes made whilst working. 2. Provide feedback which considers the range of factors which can impact on pupils’ understanding of the feedback (such as their age or the message the feedback contains) 3. Provide accurate assessment and feedback to pupils in line with external benchmarking (such as GCSE or A level requirements) | * How effective is your written feedback to pupils? To what extent to you focus on correct misconceptions rather than careless mistakes? * How has your understanding of summative assessment practice developed? Think specifically about those which prepare pupils for GCSE and/or A level outcomes. * Reflect on a lesson you taught this week. How did you ensure it was sequenced so that it built on prior knowledge and prepared pupils for the next step? | Trainees will have already been taught…   * How learning is structured in a range of contexts in relation to subject misconceptions. * Where to find subject specific summative practice criteria and understand its application. |
| Trainees will already be able to…   * Plan lessons that allow for misconceptions to be consistently addressed in a bespoke manner. * Use data to inform feedback. * Use feedback to summative assessment that correlates with GCSE/A Level specification criteria. |
| 36/9.5 | Professional Behaviours | 1. Engage parents/carers in the education of their children (including effective use of parents’ evenings) 2. Critically engage with research and use evidence to critique practice 3. Identify areas for development and engage in appropriate CPD with clear intentions for pupil outcomes 4. Build effective working relationships by working with colleagues as part of a team | * How effective is your communication to parents/carers in relation to pupil’s achievements and well-being? * Have you been involved with any CPD to improve teaching outside of your programme of ITT? If not, what could this look like? What CPD may you find it useful to engage with in the future (during your ECT phase for example)? * How has your understanding of ‘professionalism’ developed since the start of your ITT programme? What insights have you made? | Trainees will have already been taught…   * How to develop relationships with pupils/parents/carers * How action research can be used as a tool to help develop pupil learning |
| Trainees will already be able to…   * Work effectively individually and as part of a team * Deliver high quality teacher exposition, with effective questioning and modelling on a consistent basis. |
| 36/9.5 | Submission (Part A) | | |  |
| **CONCLUSION OF MODULE: ‘THE TEACHER AT WORK’.** | | | |  |
| Following the conclusion of the module, trainees should continue to be guided to reflect on and respond to the following questions: | | | | **How does the PP curriculum link to centre-based teaching?** |
| 37 | * Review your weekly reflective tasks during the course of PP1 and PP2. Critically reflect on your progression so far against any one of the EHU ITE pillars. | | | Trainees will have already been taught…   * Dominant cycles of reflection and application. |
| Trainees will already be able to…   * Critique their own performance setting new targets for development. |
| 38 | * ‘No one is born a great teacher. Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching’ (DfE, 2019, p.3). Critically reflect on this statement. Do you agree? To what extent is this true for you? | | | Trainees will have already been taught…   * The importance and development of professional identity and educational philosophies * Prominent models of reflection e.g., Gibbs (1988) * Know how asking questions and researching subject knowledge and content can aid their development as a teacher. |
| Trainees will already be able to…   * Critically reflect on their own practice * Ask a range of questions (in relation to working with their mentor) to ensure progression of knowledge/pedagogies/application. |
| 39 | Half term | | |  |
| 40 | * Familiarise yourself with the [Early Career Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf). Identify areas that you feel are a current strength for you and suggest ways in which you could develop these areas next year. | | | Trainees will have already been taught…   * The importance of CPD beyond the PGCE: Looking ahead to Early Career Teaching, MA and Doctoral study |
| Trainees will already be able to…   * Work with mentors to develop effective relationships and act on the coaching support. |
| 41 | * Familiarise yourself with the [Early Career Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf). Identify areas that you feel are in need of development for next year and suggest ways in which you could develop in these areas. | | | Trainees will have already been taught…   * The importance of CPD beyond the PGCE: Looking ahead to Early Career Teaching, MA and Doctoral study |
| Trainees will already be able to…   * Use subject association resources and materials to support further development. |
| 42 | * Reflect on all areas of the CCF in line with the End of Placement procedures, ensuring they can identify areas for further development. | | | Trainees will have already been taught…   * Areas of curriculum that are controversial * Awareness of standards required by classroom teachers * Strategies to critique performance |
| Trainees will already be able to…   * Critique theory and practice * Use research informed methods/results to offer insights into how curriculum and practice can be enhanced. |
| **PROFESSIONAL PRACTICE 2 CONCLUDES 22.6.22**  (End of PP2 consolidation phase) | | | |  |

# Progression overview throughout PP

**When assessing trainees’ progression throughout the placement, expert colleagues and trainees should consider the extent to which progress has been made against the Secondary PGCE curriculum**, identifying areas of strength and those in need of further development. What progression may look like throughout the stages of the programme is outlined below for guidance and should be used for all progression monitoring. Text in bold denotes new learning since the last monitoring point.

## Prior to PP:

Prior to starting placement, trainees will have learnt:

| The expert teacher: Subject knowledge as the foundation | The effective teacher: Explorations in method, policy & practice | The teacher at work: Combining knowledge, theory, and method |
| --- | --- | --- |
| * The importance and place of their subject in the current curriculum * Aims, debates and current national foci in their subject * How the subject is informed by and informs educational policy * Subject specific pedagogies and concepts * KS3 & KS4 curriculum in their subject * Sequencing of subject knowledge in their subject | * The importance and development of professional identity and educational philosophies * History, development and contemporary issues in educational policy and how such issues impact on their practice * Conduct themselves as a professional * Key issues/processes in child protection & safeguarding procedures | * The difference between teaching and learning * Dominant theories of learning * Concepts and critiques related to Cognitive load theory (CLT) * Effective teaching, learning, assessment cycles in their subject * How CLT relates to lesson planning * Modelling & scaffolding in in their subject * What assessment *of* and Assessment *for* Learning looks like in their subject * What effective feedback in their subject looks like and the impact of this |

## End of initial phase on PP1

By the end of their initial phase on PP1, trainees should have learnt and/or know how to:

| The expert teacher: Subject knowledge as the foundation | The effective teacher: Explorations in method, policy & practice | The teacher at work: Combining knowledge, theory, and method |
| --- | --- | --- |
| * The importance and place of their subject in the current curriculum * Aims, debates and current national foci in their subject * How the subject is informed by and informs educational policy * Subject specific pedagogies and concepts * KS3 & KS4 curriculum in their subject and the importance of accurate subject knowledge * How to sequence of subject knowledge in their subject * How to build on subject knowledge from KS2 and prepare pupils for subject knowledge post-16. * Address and respond to common misconceptions in their subject * How to develop cross-curricular links * How their subject contributes to the development of literacy and numeracy | * The importance and development of professional identity and educational philosophies * History, development and contemporary issues in educational policy and how such issues impact on their practice * Conduct themselves as a professional * Key issues/processes in child protection & safeguarding procedures * **How to support mental well-being to assist with their own professional-self care** * **Effective mentoring conversations** * **How to be inclusive of protected characteristics and why de-colonisation of the curriculum is important for representation.** * **How to support and develop SEND pupils including key documentation.** * **How to support and develop EAL pupils** * How to support Fundamental British Values and why this may be a contentious issue * What effective Relationship and Sex Education look like and why it is important. | * The difference between teaching and learning * Dominant theories of learning * Concepts and critiques related to Cognitive load theory (CLT) * Effective teaching, learning, assessment cycles in their subject * How CLT relates to lesson planning * Modelling & scaffolding in in their subject * What assessment *of* and Assessment *for* Learning looks like in their subject * What effective feedback in their subject looks like and the impact of this * **What constitutes effective questioning and classroom talk in their subject** * **How to plan to support and challenge pupils in their subject** * **How to adapt their teaching to meet the needs of SEND pupils** * **The importance of relationships when managing behaviour** * **The importance of a secure learning environment to assist with managing behaviour** * **The role emotional intelligence plays when managing behaviour** |

## End of developmental phase on PP1:

By the end of their developmental phase on PP1, trainees should have learnt and/or know how to:

| The expert teacher: Subject knowledge as the foundation | The effective teacher: Explorations in method, policy & practice | The teacher at work: Combining knowledge, theory, and method |
| --- | --- | --- |
| * The importance and place of their subject in the current curriculum * Aims, debates and current national foci in their subject * How the subject is informed by and informs educational policy * Subject specific pedagogies and concepts * KS3 & KS4 curriculum in their subject and the importance of accurate subject knowledge * How to sequence of subject knowledge in their subject * How to build on subject knowledge from KS2 and prepare pupils for subject knowledge post-16. * Address and respond to common misconceptions in their subject * How to develop cross-curricular links * How their subject contributes to the development of literacy and numeracy | * The importance and development of professional identity and educational philosophies * History, development and contemporary issues in educational policy and how such issues impact on their practice * Conduct themselves as a professional * Key issues/processes in child protection & safeguarding procedures * How to support mental well-being to assist with their own professional-self care * Effective mentoring conversations * How to be inclusive of protected characteristics and why de-colonisation of the curriculum is important for representation. * How to support and develop SEND pupils including key documentation. * How to support and develop EAL pupils * How to support Fundamental British Values and why this may be a contentious issue * What effective Relationship and Sex Education look like and why it is important. * **How teachers can be generators of educational knowledge and how to utilise action research to develop pupil learning** * **The importance of CPD beyond the PGCE: Looking ahead to Early Career Teaching, MA and Doctoral study** | * The difference between teaching and learning * Dominant theories of learning * Concepts and critiques related to Cognitive load theory (CLT) * Effective teaching, learning, assessment cycles in their subject * How CLT relates to lesson planning * Modelling & scaffolding in in their subject * What assessment *of* and Assessment *for* Learning looks like in their subject * What effective feedback in their subject looks like and the impact of this * What constitutes effective questioning and classroom talk in their subject * How to plan to support and challenge pupils in their subject * How to adapt their teaching to meet the needs of SEND pupils * The importance of relationships when managing behaviour * The importance of a secure learning environment to assist with managing behaviour * The role emotional intelligence plays when managing behaviour * **Intrinsic and extrinsic motivation and how this links to behaviour management** * **How action research can be used as a tool to help develop pupil learning** |

## Interim point on PP2 consolidation phase:

By the interim point of their consolidation phase on PP2, trainees should have learnt and/or know how to:

| The expert teacher: Subject knowledge as the foundation | The effective teacher: Explorations in method, policy & practice | The teacher at work: Combining knowledge, theory, and method |
| --- | --- | --- |
| * The importance and place of their subject in the current curriculum * Aims, debates and current national foci in their subject * How the subject is informed by and informs educational policy * Subject specific pedagogies and concepts * KS3 & KS4 curriculum in their subject and the importance of accurate subject knowledge * How to sequence of subject knowledge in their subject * How to build on subject knowledge from KS2 and prepare pupils for subject knowledge post-16. * Address and respond to common misconceptions in their subject * How to develop cross-curricular links * How their subject contributes to the development of literacy and numeracy | * The importance and development of professional identity and educational philosophies * History, development and contemporary issues in educational policy and how such issues impact on their practice * Conduct themselves as a professional * Key issues/processes in child protection & safeguarding procedures * How to support mental well-being to assist with their own professional-self care * Effective mentoring conversations * How to be inclusive of protected characteristics and why de-colonisation of the curriculum is important for representation. * How to support and develop SEND pupils including key documentation. * How to support and develop EAL pupils * How to support Fundamental British Values and why this may be a contentious issue * What effective Relationship and Sex Education look like and why it is important. * How teachers can be generators of educational knowledge and how to utilise action research to develop pupil learning * The importance of CPD beyond the PGCE: Looking ahead to Early Career Teaching, MA and Doctoral study | * The difference between teaching and learning * Dominant theories of learning * Concepts and critiques related to Cognitive load theory (CLT) * Effective teaching, learning, assessment cycles in their subject * How CLT relates to lesson planning * Modelling & scaffolding in in their subject * What assessment *of* and Assessment *for* Learning looks like in their subject * What effective feedback in their subject looks like and the impact of this * What constitutes effective questioning and classroom talk in their subject * How to plan to support and challenge pupils in their subject * How to adapt their teaching to meet the needs of SEND pupils * The importance of relationships when managing behaviour * The importance of a secure learning environment to assist with managing behaviour * The role emotional intelligence plays when managing behaviour * **Intrinsic and extrinsic motivation and how this links to behaviour management** * **How action research can be used as a tool to help develop pupil learning** * **Cognitive load theory in practice: reflecting on PP1 and looking ahead to PP2** * **Alternative approaches to learning in their subject** * **How learning is structured in a range of contexts (such as PP2)** * **How to plan to support retention and retrieval in their subject** * **How to make effective use of data to inform planning** * **How to plan and adapt to meet the needs of all pupils** * **How to plan and adapt to meet the needs of priority groups (e.g. EAL, PP)** |

## End of consolidation phase on PP2:

By the end of their consolidation phase on PP2, trainees should have learnt and/or know how to:

| The expert teacher: Subject knowledge as the foundation | The effective teacher: Explorations in method, policy & practice | The teacher at work: Combining knowledge, theory, and method |
| --- | --- | --- |
| * The importance and place of their subject in the current curriculum * Aims, debates and current national foci in their subject * How the subject is informed by and informs educational policy * Subject specific pedagogies and concepts * KS3 & KS4 curriculum in their subject and the importance of accurate subject knowledge * How to sequence of subject knowledge in their subject * How to build on subject knowledge from KS2 and prepare pupils for subject knowledge post-16. * Address and respond to common misconceptions in their subject * How to develop cross-curricular links * How their subject contributes to the development of literacy and numeracy | * The importance and development of professional identity and educational philosophies * History, development and contemporary issues in educational policy and how such issues impact on their practice * Conduct themselves as a professional * Key issues/processes in child protection & safeguarding procedures * How to support mental well-being to assist with their own professional-self care * Effective mentoring conversations * How to be inclusive of protected characteristics and why de-colonisation of the curriculum is important for representation. * How to support and develop SEND pupils including key documentation. * How to support and develop EAL pupils * How to support Fundamental British Values and why this may be a contentious issue * What effective Relationship and Sex Education look like and why it is important. * How teachers can be generators of educational knowledge and how to utilise action research to develop pupil learning * The importance of CPD beyond the PGCE: Looking ahead to Early Career Teaching, MA and Doctoral study | * The difference between teaching and learning * Dominant theories of learning * Concepts and critiques related to Cognitive load theory (CLT) * Effective teaching, learning, assessment cycles in their subject * How CLT relates to lesson planning * Modelling & scaffolding in in their subject * What assessment *of* and Assessment *for* Learning looks like in their subject * What effective feedback in their subject looks like and the impact of this * What constitutes effective questioning and classroom talk in their subject * How to plan to support and challenge pupils in their subject * How to adapt their teaching to meet the needs of SEND pupils * The importance of relationships when managing behaviour * The importance of a secure learning environment to assist with managing behaviour * The role emotional intelligence plays when managing behaviour * Intrinsic and extrinsic motivation and how this links to behaviour management * How action research can be used as a tool to help develop pupil learning * Cognitive load theory in practice: reflecting on PP1 and looking ahead to PP2 * Alternative approaches to learning in their subject * How learning is structured in a range of contexts (such as PP2) * How to plan to support retention and retrieval in their subject * How to make effective use of data to inform planning * How to plan and adapt to meet the needs of all pupils * How to plan and adapt to meet the needs of priority groups (e.g. EAL, PP) * **Implementing and critiquing school behaviour policies** * **The school as a community of support and practice (including TAs, parents, specialist staff etc.)** |

## References

* Department for Education (DfE), 2019. Early Career Framework [online]. <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf> (Accessed 9.6.21)