

Primary PGCE Reflective Professional Studies Handbook

2020– 2021

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INTRODUCTION

The Reflective Professional Studies course lies at the heart of the Primary PGCE programme – it complements and underlies all other programme elements, integrating institution and school-based experience. The course introduces students to the general pedagogical issues involved in primary school teaching. It will enable students to demonstrate professional standards necessary to gain Qualified Teacher Status. The course aims to provide students with the foundation to become a ‘competent and confident’ teacher.

However, in this M. level course we aim far more than for students to meet the Teachers’ Standards. We believe that teachers need to have an understanding of the social, historical and cultural context of the education system they work in, to be able to reflect critically on changes within that context, and to be able to develop their opinions and voice these. In the sessions students will therefore have the opportunity to explore many of the issues underlying the QTS standards from a number of perspectives. We also believe that much of education cannot and should not be compartmentalised. Therefore, although the professional standards addressed in each session will be highlighted, these will often overlap with those in other sessions, allowing students to deepen their understanding of the issues involved.

The Reflective Professional Studies course comprises a number of different elements which are described in sections 2 and 3. As in all other elements of the course, students are expected to engage actively with the content both before and during the sessions for their own benefit as well as that of others - it is, for example, essential that students carry out the set reading tasks. Essentially, we hope that students, as reflective practitioners, will feel as passionate about their own learning as they will be about that of their pupils.

*The Primary PGCE team
Newcastle University*

SECTION 1

Summary of course aims and objectives

Course aims:

- a) To prepare students to become competent and confident Primary practitioners who meet all professional standards for teachers;
- b) To enable students to develop as critical and analytical teachers through their reflective practice and engagement with research;
- c) To allow students to acquire the teamwork skills and professional values necessary for them to work successfully with a range of colleagues and agencies;
- d) To engage students' interest in both pupil and professional learning.

Some specific course objectives: *(Not in order of importance)*

- To consider a range of views on learning theory and children's cognitive and affective development;
- To consider factors which influence progress and well-being and strategies to maximise equity;
- To explore existing education frameworks in their social, historical and cultural context;
- To explore perspectives on generic teaching methods and strategies, and perspectives on behaviour and classroom management;
- To consider perspectives on assessment, including Assessment for Learning, and how this can be used to personalise teaching and to raise achievement;
- To explore a range of curriculum innovation methods, including Philosophy for Children, critically and creatively;
- To consider the importance and implications of collaborative and cooperative work with in-school staff and colleagues from other agencies;
- To provide an introduction into issues and strategies for the inclusion of black and minority-ethnic pupils and pupils with EAL;
- To provide students with the understanding and tools to cater for pupils with a range of Special Education Needs and Disabilities;
- To consider a range of strategies to cater for pupils' social and affective learning needs;
- To provide students with the understanding and tools to carry out Action Research;
- To provide students with the understanding and tools for teachers' personal and professional development.

Learning and Teaching Strategy

The course involves the following: present-in-person taught sessions; synchronous online learning; peer input and discussion groups; non-synchronous learning materials and directed tasks; placement-based tasks; independent study; and tutorial support in monitoring evidence of achievement against the Teachers' Standards. Students are encouraged to read critically and extensively. It is important to remember that all knowledge is provisional and culturally and socially constructed within the historical context that it was/is written.

The following is an indicative list of books and key documents that will be both relevant and useful for this programme. However you will be expected to research the literature using peer reviewed journals in teaching, learning, curriculum, creativity, philosophy of education, etc. You will be given advice on specific articles to read and areas to follow up.

Reading tasks will be announced on Canvas at the beginning of the course.

Additionally, please note that for a number of sessions particular reading material has been stipulated in Section 3 of this handbook. Some of these texts will be made available on Canvas.

The University has extensive links to e-journals and books via the library website. Explore the 'Google scholar' website and the ERIC website: <https://eric.ed.gov/> to further research the literature and current research in education, learning and pedagogy theories.

Key Reading (Texts referred to in sessions)

BARTLETT S., BURTON D.M. (2020)

Introduction to Educational Studies (5th edition). SAGE, London

HANSEN, A. (Ed) (2018)

Primary Professional Studies (4th edition) – Learning Matters, SAGE, London

MACBLAIN, S (2014)

How Children Learn – SAGE, London

POLLARD, A et al (2018)

Reflective Teaching in Schools, (5th edition) Continuum, London

UNIVERSITY OF BRISTOL (2020)

The Bristol Guide - Professional Responsibilities and Statutory Frameworks for Teachers and Others in Schools. The Document Summary Service, Graduate School of Education, University of Bristol

Government policy documents and legislation:

Items are listed for reference.

DFE (revised 2018)

Induction for newly qualified teachers (England): Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies. DFE

DFE (2017)
Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five (Published March 2017. Effective April 2017). DFE

DFE (2011)
Teachers' Standards: Guidance for school leaders, school staff and governing bodies July 2011(introduction updated June 2013). DFE

DFE (2013)
National Curriculum: The national curriculum for England to be taught in all maintained schools. (Updated May 2015) DFE

Reference Texts (Texts of interest)

ALEXANDER, R. (2001)
Culture and Pedagogy: international comparisons in primary education.
Oxford: Blackwell.

ALEXANDER, R. (2004a)
'Excellence, enjoyment and personalised learning: a true foundation for choice?' Education Review 18 (1): 15-33.

ALEXANDER, R. (2004b)
'Still no pedagogy? Principle, pragmatism, and compliance in primary education', Cambridge Journal of Education 34 (1): 7-33

ALEXANDER, R. (2006)
Towards Dialogic Teaching, Dialogos, York.

ALEXANDER, R (ed) (2010)
Children, their World, their Education- Final report and recommendations of the Cambridge Primary Review. London; New York: Routledge.

BEIJAARD, D. VERLOOP, N. and VERMUNT, J.D. (2000)
'Teachers' perceptions of professional identity: an exploratory study from a personal knowledge perspective'. Teacher and Education 16, pp. 749-764

BRIGGS, M, et al (2016)
Primary Assessment Now: The why, what and how of formative and summative assessment without levels. Learning Matters.

BURMAN, E. (2008)
Developments: Child, Image, Nation. Routledge.

CHEMINAIS, R. (2006)
Every Child Matters: A Practical Guide for Teachers - Learning Matters

CLARKE S. (2005)
Formative Assessment in Action – Hodder Murray

- COCHRAN-SMITH, M. (Nov 2000)
'The questions that drive reform' Journal of teacher Education 51, (5), p 331
- COHEN, L. (2000)
Research methods in education. - 5th ed. - London; New York: Routledge
- CRAFT, A. (2000)
Creativity across the primary curriculum- London; New York: Routledge
- CRAFT, A. (2005)
Creativity in Schools: Tensions and Dilemmas. London: Continuum.
- CREMIN T; BURNETT C, ED. (2018)
Learning to Teach in the Primary School 4th Edition. Routledge.
- DANIELS, H. (ed.) (2005)
An Introduction to Vygotsky. (2nd Edition) Abingdon: Routledge.
- DESAILLY, j (2012)
Creativity in the Primary Classroom – London, SAGE
- DEWEY, J. (1916)
Democracy and Education. New York: The Free Press
- DONALDSON, M. (1999)
Children's Minds Fontana.
- ENGLISH, E. and NEWTON, L. (2005)
Professional Studies in the Primary School David Fulton
- GARDNER, H. (2006)
Multiple Intelligences: New Horizons in theory and practice. New York: Basic Books
- HAYES, D. (2007)
ICT and learning: Lessons from Australian Classrooms. Computers & Education 49 (2) pp. 385-395
- HAYNES, J. (2002)
Children as Philosophers. London; New York: Routledge.
- HIGGINS, S, (2001)
Thinking Through Primary Teaching, Chris Kington Publishing, Cambridge.
- HOLT, J. (1995)
How Children Fail, DaCapo Press; Rev. Ed edition
- JARVIS, M. (2003)
Using ICT in Primary Humanities Teaching. Exeter: Learning Matters

- KNOWLES G (2006)
Supporting Inclusive Practice - David Fulton
- KOHN, A(1999)
Punished by Rewards, Houghton Mifflin Company, New York.
- LINDON, J. (2005)
Understanding Child Development Linking Theory and Practice – Hodder Arnold
- LIPMAN, M. (2003)
Thinking in Education (second edition). Cambridge: Cambridge University Press.
- MCNIFF, J. (2005)
Action Research for Teachers: A Practical Guide. London: David Fulton.
- MEADE, A. and CUBEY, P. (2008)
Thinking Children. McGraw-Hill/OUP.
- MITCHELL, P. and ZIEGLER, F. (2007)
Fundamentals of Development, the psychology of childhood, Psychology Press, Hove.
- MOYLES, J. (ed.) (2005)
The excellence of play (2nd edition) Berkshire: Open University Press.
- MOYLES J and ROBINSON G (2002)
Beginning Teaching: Beginning Learning in Primary Education – OUP
- MURRIS, K. (2000)
'Can children do philosophy?' *Journal of Philosophy in Education* 34 (2): 261-279.
- NATIONAL ADVISORY COMMITTEE ON CREATIVE AND CULTURAL EDUCATION (1999)
All Our Futures: Creativity, Culture and Education, London DfEE
- POULSON, L. (2001)
Paradigm lost? Subject Knowledge, primary teachers and education policy. *British Journal of Educational Studies*. 49 (1) pp 40-55
- RAZ, J. (2003)
The Practice of Value. Oxford: Clarendon Press
- ROGERS, B. (2015)
Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support (4th revised edition). Paul Chapman.

- SCOTT, D. (2000)
Reading Educational Research and Policy. Routledge Falmer.
- SMEETS, E. (2005)
Does ICT contribute to powerful learning environments in primary education?
Computers & Education 44 (3) pp. 343-355
- SMITH, F (1998)
The Book of Learning and Forgetting, London: Teachers College Press.
- SMITH F. (1988)
Insult to Intelligence: The Bureaucratic Invasion of Our Classrooms. London: Heinemann.
- STANNARD, J. and HUXFORD, L. (2007)
The Literacy Game: The story of the National Literacy Strategy. London: Routledge.
- TAYLOR, T (2016)
A Beginner's Guide to Mantle of the Expert- a transformative approach to education, Norwich: Singular Publishing
- TRICKEY, S. and TOPPING, K. J. (2004)
'Philosophy for children: a systematic review.' *Research Papers in Education* 19 (3): 365-380
- VYGOTSKY, L. (1978)
Mind in Society. Cambridge, MA: Harvard University Press.
- WEBB, R., and VULLIAMY, G. (2006)
Coming full circle? The impact of new labour's education policies on primary school teachers' work. London: The Association of Teachers and Lecturers.
- WHITE, J. (2007)
What schools are for and why, IMPACT Paper No. 14. Philosophy of Education Society of Great Britain.
- WOOD, D. (1998)
How Children Think and Learn, Blackwell Publishing, Oxford.
- WOOD, E. (2007)
'Reconceptualising child-centred education: contemporary directions in policy, theory and practice in early childhood' *Forum* 49 (1 and 2): p 119-135.
- WOOD, E. and ATTFIELD, J. (2005)
Play, Learning and the Early Childhood Curriculum. Paul Chapman
- WRIGLEY, T. (2006)
Another school is possible. Bookmarks publications

Resources

The archive of the Teacher Training Resource Bank (TTRB) provides teacher trainers and students with a range of knowledge about effective teacher training, and reflects educational debates. It is available at:

<http://webarchive.nationalarchives.gov.uk/20101021152907/http://www.ttrb.ac.uk/>

The Teachers TV archive has programmes online discussing and exemplifying all aspects of pedagogy and educational issues. The archive videos are available through your VEO account and from:

<https://www.gov.uk/government/publications/teachers-tv/teachers-tv>

Frameworks

Data protection: toolkit for schools

<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

Guide to the General Data Protection Regulation

<https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>

Equality

The Equality Act (2010) is available at:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Information and guidance on the Equality Act 2010, including age discrimination and public sector Equality Duty is available at:

<https://www.gov.uk/equality-act-2010-guidance> (Last updated 16 June 2015)

Safeguarding

DFE (2020) Keeping children safe in education: Statutory guidance for schools and colleges is available at: <https://www.gov.uk/government/publications/keeping-children-safe-in-education> (Last updated September 2020)

DFE (2018) Statutory guidance on inter-agency working to safeguard and promote the welfare of children: *Working Together to Safeguard Children. A guide to inter-agency working to safeguard and promote the welfare of children.*

<https://www.gov.uk/government/publications/working-together-to-safeguard-children-2>

UK Council for Child Internet Safety (UKCCIS) is available at:

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

DCSF (2008) Safer Children in a Digital World: the report of the Byron Review is available at:

<http://webarchive.nationalarchives.gov.uk/20120106161038/https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00334-2008>

The Sexual Offences (Amendment) Act (2000), Section 3 is available at:

www.opsi.gov.uk/ACTS/acts2000/ukpga_20000044_en_1#1g3

Special educational needs

DFE (2015) SEND code of practice: 0 to 25 years: Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

(Last updated 1 May 2015)

DFE Advice on Children with special educational needs (SEN)

<https://www.gov.uk/children-with-special-educational-needs>

Employment

DFE School teachers' pay and conditions 2019, available at:

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

(Last updated September 2019)

Health and safety: advice for schools is available at:

<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>

(Last updated November 2018)

The Health and Safety at Work etc. Act (1974) is available at:

<http://www.hse.gov.uk/legislation/hswa.htm>

The Education (Specified Work and Registration) (England) Regulations (2003) is available at: <http://www.legislation.gov.uk/ukxi/2003/1663/contents/made>

Curriculum

DFE (2013) The national curriculum for England to be taught in all maintained schools: <https://www.gov.uk/government/collections/national-curriculum>

SECTION 2

Overview of Reflective Professional Studies Course

Please note that the organisation of the Reflective Professional Studies Course is subject to change. Whilst any changes will be kept to a minimum, please check Canvas regularly for any announcements relating to amendments to the course.

Term 1	
Date	Focus
Tuesday 8 th September	Children and how they learn: Learning and Teaching Part 1 NASUWT Teaching Union
Tuesday 15 th September	Children and how they learn: Learning and Teaching Part 2 NEU Teaching Union
Wednesday 16 th September	How to Evidence the Teachers' Standards Keeping a Learning Journal
Tuesday 22 nd September	Children and how they learn: Learning and Teaching Part 3
Tuesday 29 th September	Differentiation Assessment for Learning
Tuesday 6 th October	What factors affect progress and well-being? Questioning questions.
Wednesday 7 th October	Group Tutorial
Tuesday 13 th October	Teacher resilience; Social and Emotional Dimensions of Learning
Friday 16 th October	Teachers and the Law Chartered College
Tuesday 20 th October	How can group work help children to learn? Keynote Lecture - Understanding Behaviour Behaviour for Learning Catering for pupils with social, emotional and mental health difficulties
Friday 23 rd October	Preparation for Philosophy for Children
Wednesday 28 th October	The Teaching of Thinking Skills Philosophy for Children (P4C) Introduction Day 1
Thursday 29 th October	Philosophy for Children Day 2 (optional) Please make sure to register for this day if you wish to attend (details will be announced on Canvas)
Tuesday 3 rd November	Individual Progress Review Tutorial Safeguarding Children Overview of School Experience One; School Expectations & Working with Others
Thursday 5 th November	Keynote Lecture: Special Educational Needs - The Code of Practice Enabled or Disabled? Special Educational Needs- Attitudes, values and beliefs about inclusion Dyslexia Awareness Working with pupils who have autistic spectrum disorders Working with pupils who have hearing impairment
Monday 9 th November	Diversity and Equality (am Group A); (pm Group B)
Tuesday 10 th November	Diversity and Equality (am Group C); (pm Group D)
Wednesday 2 nd December (Twilight)	Group Tutorial Evaluating Behaviour for Learning and Classroom Management
Wednesday 9 th December (Twilight)	Evaluating Assessment Evaluating Pupil Premium
Term 2	
Monday 4 th January	Reflective Practitioner (RP) Introduction Reflective Practitioner 'Reflecting on what?'
Tuesday 5 th January	Diversity and Equality (am Group A); (pm Group B)
Wednesday 6 th January	Diversity and Equality (am Group C); (pm Group D)
Thursday 7 th January	Making job applications and interview experience Prevent Strategy Training
Friday 8 th January	Overview of School Experience Placement Two
Monday 11 th January	Reflective Practitioner - Playtimes and Playgrounds Reflective Practitioner - Creativity and Education
Wednesday 13 th January	Group Tutorial The SEND personalised learning enquiry Diversity and Equality
Monday 25 th January	Reflective Practitioner - Income and Outcomes: Challenging Inequality; (Group B and D) Reflective Practitioner - Critical perspectives on diversity, equality and education (Group A and C)
Tues 26 th – Fri 29 th January	Diversity Mini-Placement for Group A & C
Thursday 28 th January	The Mantle of the Expert for Group B & D
Monday 1 st February	Reflective Practitioner - Income and Outcomes: Challenging Inequality (Group A and C); Reflective Practitioner - Critical perspectives on diversity, equality and education (Group B and D)
Tues 2 nd – Fri 5 th February	Diversity Mini-Placement for Group B & D
Thursday 4 th February	The Mantle of the Expert for Group A & C

Term 3	
Monday 19 th April	Evaluating the SEND personalised learning enquiry Racism and homophobia Overview of School Experience Placement Three Individual Progress Review Tutorial
Monday 26 th April	Overview of visit to the SEND specialist school Working with pupils who have PMLD Working with pupils who have visual impairment Working with pupils who have speech, language and communication needs
Tues 27 th & Wed 28 th April	Visit to SEND School setting. See Canvas for your visit group.
Tuesday 1 st June	Induction, the Career Entry Development Profile, Experiences of the NQT Induction Year and the Early Career Hub
Friday 23 rd July	CEDP Tutorial (*Times to be confirmed by Personal Tutor) and Emerging as Professional

SECTION 3

DETAILED PROGRAMME OF SESSIONS AND ASSOCIATED PROFESSIONAL LEARNING ACTIVITIES

Term 1

8th September

Children and how they learn

Learning and Teaching Part 1

Leader: Gail Edwards

Synopsis:

Students will critically examine the major theories and theorists of learning, their underlying assumptions about human beings and how they have influenced educational practice. In part 1, we look at behaviourism in detail.

Suggested Readings:

Chapters 8 and 9 of your Bartlett and Burton text are useful introductions for all these sessions. See also the reading list in this handbook.

Standards addressed: TS Part One: Teaching 1, 3, 5, 7, 8

NASUWT Teaching Union

Synopsis:

Although Union membership is, of course, a personal choice, most of us feel that membership of a teachers' union is to be encouraged for a number of reasons.

15th September

Learning and Teaching Part 2

Leader: Gail Edwards

Synopsis:

This session builds on the session examining theories of learning. This week we will look at cognitivism in more detail, including 'cognitive load theory'.

Reading:

As Part 1

Standards addressed: TS Part One: Teaching 1, 2, 4, 5, 6, 7, 8

NEU Teaching Union

Synopsis:

Although Union membership is, of course, a personal choice, most of us feel that membership of a teachers' union is to be encouraged for a number of reasons.

Standards addressed: TS Part One: Teaching 1, 5, 7, 8; TS Part Two: Personal & Professional Conduct

16th September

How to Evidence the Teachers' Standards; Keeping a Learning Journal;

Leader: Fred Clark

Synopsis:

The Teachers' Standards, and a format for a Learning Journal will be presented in this workshop.

Reading:

Pollard, Andrew (2018) *Reflective Teaching in Schools - Chapter 3: Reflection. How can we develop the quality of our teaching?*

Standards addressed: TS Part One: Teaching 1, 5, 6, 8; TS Part Two: Personal & Professional Conduct

22nd September

Learning and Teaching Part 3

Leader: Gail Edwards

Synopsis:

This week we will examine social constructivism. We will consider its application to classrooms for teachers' and children's learning.

Reading:

The Vygotsky related texts listed in this handbook are useful background readings to this session.

Standards addressed: TS Part One: Teaching 1, 2, 3, 5, 6, 7, 8

29th September

Differentiation

Leader: Heather Smith

This workshop will begin by introducing varied conceptual bases of differentiation from cognitive to social constructivism, and ask why differentiation is employed in the classroom, drawing on recent debates between whole class teaching for mastery and more group/pair/individualised differentiated work. The majority of the session will focus on how to differentiate in class with variations in content, process, product and affective environment. Finally, in a bid to understand why things can go awry, students will also be asked to consider the need for flexibility in creating a classroom environment, appropriate continual assessments (a study of which is part of other sessions), and self-reflection on pupil expectation (a focus also of later sessions).

Readings:

A basic account of differentiation: Pollard, Andrew (2018) *Reflective Teaching in Schools - Chapter 10*

For a sociocultural account of differentiation try: Denessen, E and Douglas, AS. (2015) *Teacher expectations and within-classroom differentiation*. In Rubie-Davies, C., Stephens, JM., and P. Watson (Eds.) *The Routledge International Handbook of Social Psychology of the Classroom* (pp. 296-303). Routledge: Abingdon (an electronic copy will be on Canvas)

For an argument away from differentiation, read: Harris, R. (2005) *Does Differentiation have to mean different?* *Teaching History* 118, pp.5-12.

Standards addressed: TS Part One: Teaching 1, 2, 3, 4, 5, 6

Assessment for Learning.

Leader: Fred Clark

Synopsis:

In this session a range of forms of assessment and their purposes will be explored. A major focus will be on 'Assessment for Learning' and how this can be achieved. Implications for practice from research findings will be considered.

Reading:

Pollard, Andrew (2018) *Reflective Teaching in Schools - Chapter 13: Assessment. How can assessment enhance learning?* Continuum.

Hansen, A. (Ed) (2018) Primary Professional Studies 4th Edition –*Chapter 16: Assessment, Learning Matters.*

Standards addressed: TS Part One: Teaching 1, 2, 4, 5, 6, 7, 8

6th October

What factors affect progress and well-being?

Leader: Hanneke Jones

Synopsis:

How do personal and social influences affect the progress and well-being of children? A range of factors will be explored in this session in order to raise students' awareness and to discuss ways in which equity may be maximised.

Reading:

Pollard, Andrew (2018) Reflective Teaching in Schools - *Chapter 15: Inclusion. How are we enabling learning opportunities?*

Standards addressed: TS Part One: Teaching 1, 2, 3, 4, 5, 6, 7, 8

Questioning questions.

Leader: Heather Smith

Synopsis:

Teacher questions are a prevalent feature of today's classrooms. Effective questioning plays a fundamental role in the process of teaching and learning. This workshop draws on research into typical classroom interaction features to support an argument for a more critical approach to questioning in the classroom. Students will consider the difference and appropriateness of open versus closed questions. Activities will prompt students to consider questioning techniques which support inclusive and more symmetric whole class interaction, including using alternatives to questions.

Reading:

(Available online) Myhill, D (2006) Talk, talk, talk: teaching and learning in whole class discourse. **Research Papers in Education** 21(1), p. 19-41.

(Available online) Smith, H.J. & Higgins, S.E. (2006) Opening Classroom Interaction: The Importance of Feedback. **Cambridge Journal of Education** 36(4) p. 485-502.

Standards addressed: TS Part One: Teaching 1, 4, 6, 7, 8

7th October

Group Tutorial

13th October

Teacher Resilience

Leader: Ben Greenfield

Synopsis: (Further details to follow, please refer to Canvas)

Social and emotional dimensions of learning

Leader: Ben Greenfield

Synopsis:

The focus of this session is on the well-being of children. Teaching strategies to help children develop their personal and interpersonal skills will be explored.

Standards addressed: TS Part One: Teaching 1, 3, 4, 5, 6, 8; TS Part Two: Personal & Professional Conduct.

16th October

Teachers and the law

Leader: National Education Union representative

Synopsis:

In this workshop an overview will be presented by a member of the National Education Union of the legal duties, rights and responsibilities of teachers and of some of their colleagues.

Reading:

The Bristol Guide - Professional Responsibilities and Statutory Frameworks for Teachers and Others in Schools. The Document Summary Service, Graduate School of Education, University of Bristol.

Hansen, A. (Ed) (2018) *Primary Professional Studies 4th Edition - Chapter 9: Teaching as a profession*, Learning Matters.

Standards addressed: TS Part One: Teaching 1, 5, 7, 8; TS Part Two: Personal & Professional Conduct.

Chartered College of Teaching

Leader: To be confirmed

Synopsis: content to be confirmed, please refer to Canvas.

20th October

How can group work help children to learn?

Leader: Heather Smith

Synopsis:

The workshop will focus on the theoretical association between talk and learning, providing a foundation for understanding the role of group talk in pupil learning, and the possible pitfalls of such classroom organisation. Attention will also be drawn to practical aspects of group work in class, e.g. organisational features on how to group and how to ensure effective group work in pupils using talk to learn. Students will experience working in jigsaw groups to complete an investigation of grouping techniques.

Reading:

(Available online) Blatchford, P., Kutnick, P., Baines, E., Galton, M. (2003) *Toward a social pedagogy of classroom group work* **International Journal of Educational Research** 39 p153–172

Standards addressed: TS Part One: Teaching 1, 4, 5, 7, 8

Understanding Behaviour

Leader: Richard Parker

Synopsis: content to be confirmed, please refer to Canvas.

Behaviour for Learning

Leader: To be confirmed

Synopsis:

In this session student teachers will explore the challenges of working in a primary classroom and the strategies used to help pupils manage their behaviour. The session will include:

- Rights and responsibilities
- Dealing with disputes and differences of opinion
- What to do if a pupil refuses to co-operate

Readings:

Hansen, A. (Ed) (2018) Primary Professional Studies 4th Edition - *Chapter 18: Managing behaviour for learning*. Learning Matters;

Pollard, Andrew (2018) Reflective Teaching in Schools - *Chapter 7: Engagement. How are we managing behaviour?*

Behaviour and discipline in schools: Departmental advice for school leaders and school staff on developing a school behaviour policy, DFE
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Getting the Simple Things Right: Charlie Taylor's behaviour checklists:
<http://www.education.gov.uk/schools/pupilsupport/behaviour/a00199342/getting-the-simple-things-right-charlie-taylors-behaviour-checklists>

Familiarise yourself with the materials available at:
<http://webarchive.nationalarchives.gov.uk/20101021152907/http://www.behaviour4learning.ac.uk>

Rogers, Bill (2015) *Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support 4th Edition*. Paul Chapman.

Standards addressed: TS Part One: Teaching 1, 2, 4, 5, 6, 7, 8; TS Part Two: Personal & Professional Conduct

Catering for pupils with social, emotional and mental health difficulties

Leader: Vincent Sinclair

Synopsis: content to be confirmed, please refer to Canvas.

23rd October

Preparation for Philosophy for/with Children (P4C)

28th October

The Teaching of Thinking Skills

Leader: Hanneke Jones

Synopsis:

The belief that children's ability to think can be developed if they are given the right opportunities, is fundamental to the fact that many teachers engage with teaching thinking enthusiastically, and the School of Education, Communication and Language Sciences has a large amount of longstanding research expertise in this area. But what are thinking skills, how do we teach them, and does it really work?

Philosophy for/with Children

Leaders: Hanneke Jones and Anne de A'Echevarria

Synopsis:

Philosophy for Children is a thinking skills approach which is used in increasing numbers of schools to develop critical, caring, creative and collaborative thinking. Using this approach, the class becomes a Community of Enquiry in which participants create their own philosophical questions and in which the group collaboratively explores possible answers. Philosophy for Children is an effective medium for teaching Speaking and Listening skills; and PSHE and Citizenship. It can also be applied to a range of curriculum areas.

On this first day of the introductory course to P4C, you will find out what Philosophy for Children is and why and how it is used; and take part in at least one philosophical Community of Enquiry session. You will also explore a number of exercises used to develop philosophical thinking.

Standards addressed: TS Part One: Teaching 1, 3, 4, 5, 6, 7, 8

29th October

Optional Philosophy for/with Children session

Leaders: Hanneke Jones and Anne de A'Echevarria

Synopsis:

This optional day of the Philosophy for Children course will enable to deepen your understanding further and prepare you to facilitate Community of Enquiry sessions yourself, and how to apply Philosophy for Children to the curriculum. A range of resources will be discussed, and there will be opportunities to discuss your experiences and to ask and answer questions, to enable you to carry out your own philosophical enquiries on placement.

Please make sure to register for this day if you wish to attend (details will be announced on Canvas)

Reading:

Research articles available on <http://www.sapere.org.uk/>

There is a good selection of Philosophy for Children materials in the Resource Centre, such as:

Cam, P. (1995) *Philosophical Inquiry for the Classroom*

Fisher, R (1998): *Teaching Thinking: Philosophical Enquiry in the Classroom*

Haynes: J. (2002): *Children as Philosophers*

Standards addressed: TS Part One: Teaching 1, 3, 4, 5, 6, 7, 8

3rd November

Individual Progress Review Tutorial

Placement Preparation

Safeguarding Children.

Synopsis:

This session will provide an introduction to Child Protection issues, including the four forms of child abuse and the legal frameworks.

Reading:

Hansen, A. (Ed) (2015) *Primary Professional Studies 3rd Edition - Chapter 10: Safeguarding Children*. Learning Matters;

The Bristol Guide - Professional Responsibilities and Statutory Frameworks for Teachers and Others in Schools. The Document Summary Service, Graduate School of Education, University of Bristol; *Keeping children safe in education: Statutory guidance for schools and colleges on safeguarding children, including safer recruitment, DFE (2014)*

Standards addressed: TS Part One: Teaching 1, 4, 5, 6, 8; TS Part Two: Personal & Professional Conduct

Overview of School Experience One

Leader: Fred Clark

Synopsis:

In this lecture an overview will be given of the School Experience One (SE1) placement. Timings, expectations, tasks and documentation will be discussed.

Standards addressed: TS Part One: Teaching 1, 5, 6, 8; TS Part Two: Personal & Professional Conduct

School expectations and working with others

Leader: Fred Clark

Synopsis:

In this session the professional values, knowledge and understanding and skills which are essential for working with colleagues in school will be explored.

Standards addressed: TS Part One: Teaching 1, 5, 6, 8; TS Part Two: Personal & Professional Conduct

5th November

Introduction to SEND - Statutory requirements

Keynote Lecture - Special Educational Needs and Disability - The Code of Practice: An introduction to disability legislation

Leader: To be confirmed

Synopsis

Special Educational Needs (SEN) has seen many changes over the years and this session will highlight some of the key issues in the evolution of SEN. Students will understand the concept of special educational needs and know some definitions of disability. Students will understand the legal requirements that relate to the education of disabled pupils.

Reading:

Visit: <https://www.gov.uk/children-with-special-educational-needs>

Read: DFE Advice on Children with special educational needs (SEN)

Standards addressed: TS Part One: Teaching 1, 3, 5, 6, 7, 8; TS Part Two: Personal & Professional Conduct

Enabled or Disabled? Special Educational Needs – Attitudes, values and beliefs about inclusion

Leaders: Fred Clark

Synopsis:

Students will reflect on their own attitudes, values and beliefs about inclusion. Differences between social and medical models of disability will be considered.

Standards addressed: TS Part One: Teaching 1, 3, 5, 6, 7, 8; TS Part Two: Personal & Professional Conduct

Working with dyslexic pupils

Leader: Liz Ferguson

Synopsis:

In today's classrooms there are children who are diagnosed as dyslexic, and as practitioners, it is our role to ensure that their needs are identified and targeted. This session is delivered by an experienced practitioner. Throughout the session they will draw on their own practice to enable students to understand how dyslexia can impact upon individuals and to know characteristics associated with dyslexia and a range of strategies for working with dyslexic pupils.

Standards addressed: TS Part One: Teaching 1, 3, 5, 6, 7, 8; TS Part Two: Personal & Professional Conduct

Working with pupils who have autistic spectrum disorders

Leader: Abbie Cowie

Synopsis

This session is delivered by a practitioner who works with autistic pupils. A range of characteristics associated with autism will be considered; Student teachers will begin to appreciate the impact of teaching pupils with autism and consider how pupils with autism perceive their education.

Standards addressed: TS Part One: Teaching 1, 3, 5, 6, 7, 8; TS Part Two: Personal & Professional Conduct

Working with pupils who have hearing impairment

Leader: To be confirmed

Synopsis:

This session is delivered by a practitioner who works with deaf and hearing impaired pupils. Throughout the session she will draw on her own practice and the experiences of students with whom she works to enable students to know the signs of hearing loss; understand the implications on cognitive development and know a range of strategies for promoting access to the curriculum.

Standards addressed: TS Part One: Teaching 1, 3, 5, 6, 7, 8; TS Part Two: Personal & Professional Conduct

9th November

Diversity and Equality, in university for Group A (am); Group B (pm)

Leader: Heather Smith

Synopsis: This session provides a critical overview and introduction to the inclusion of pupils with English as an additional language and pupils with BAME heritage. Students are further supported by materials on CANVAS. This session provides a foundation for further sessions.

10th November

Diversity and Equality, in university for Group C (am); Group D (pm)

Leader: Heather Smith

Synopsis: This session provides a critical overview and introduction to the inclusion of pupils with English as an additional language and pupils with BAME heritage. Students are further supported by materials on CANVAS. This session provides a foundation for further sessions.

2nd December (Twilight)

Reviewing Professional Learning

Group Tutorial followed by

Evaluating Behaviour for Learning and Classroom Management

Leader: To be confirmed

Synopsis:

In this workshop you will get the opportunity to share and reflect on behaviour management approaches which you have observed and used in SE1. Such questions as 'What worked, how and why did this work', 'what do you think of these approaches' and 'which of these approaches will you want to develop further?' will be discussed'.

Standards addressed: TS Part One: Teaching 1, 2, 5, 7, 8; TS Part Two: Personal & Professional Conduct

9th December (Twilight)

Reviewing Professional Learning

Evaluating Assessment at placement schools

Leader: To be confirmed

Synopsis:

In this workshop you will get the opportunity to share and reflect on forms and methods of assessment and record keeping which you have observed and used in SE1. During this workshop your understanding of a range of approaches and their purposes will develop. **You must share your SE1 record keeping and assessment in this session.**

Standards addressed: TS Part One: Teaching 1, 2, 6

Evaluating Pupil Premium

Leader: Hanneke Jones

Synopsis:

In this workshop we will share and compare the findings from your SE1 *Pupil Premium Task* in order to find out how, across the Primary PGCE partnership, the Pupil Premium is received, used and thought about. It is essential that you carry out the Pupil Premium task before the session and that you bring your findings to the session. Further details about the task are provided in the SE1 handbook.

Term 2

4th January

Reflective Practitioner (RP) Introduction. Leader: Hanneke Jones

Reflective Practitioner (RP) Reflecting on what? Leader: Gail Edwards

5th January

Diversity and Equality, in university for Group A (am); Group B (pm)

Leader: Heather Smith

Synopsis: This session will provide students with practical guidance for specific pedagogies for pupils with EAL and in terms of diversifying the curriculum. The session will provide ideas, guidance and practical materials in preparation for the specialist D+E placements. Materials also provided on CANVAS.

6th January

Diversity and Equality, in university for Group C (am); Group D (pm)

Leader: Heather Smith

Synopsis: This session will provide students with practical guidance for specific pedagogies for pupils with EAL and in terms of diversifying the curriculum. The session will provide ideas, guidance and practical materials in preparation for the specialist D+E placements. Materials also provided on CANVAS.

7th January

Making Effective Job Applications and Job Interview Experience

Leaders: To be confirmed

Synopsis:

This session will explore how to write effective personal statements and letters of application for teaching posts. How to compile a portfolio of personal achievement will be explored.

The session will also consider how to prepare for the interview process. This session will explore the processes used by schools when selecting and recruiting staff. Interview techniques and typical interview questions will be examined.

Associated tasks:

Register with the Times Educational Supplement on-line to receive details of NQT posts. Following the sessions, compile a personal statement.

Standards addressed: TS Part One: Teaching 1, 8

Prevent Training & Fundamental British Values (Details to follow, please refer to Canvas)

Leader: Phil Andre

Synopsis: content to be confirmed, please refer to Canvas.

Afterwards student teachers must complete the online Prevent training and print of the certificate upon completion.

8th January

Overview of School Experience Two

Leader: Fred Clark

Synopsis:

In this lecture an overview will be given of the School Experience Two (SE2) placement. Timings, expectations, tasks and documentation will be discussed.

Standards addressed: TS Part One: Teaching 1, 5, 6, 8; TS Part Two: Personal & Professional Conduct

11th January

Reflective Practitioner (RP): Playtimes and Playgrounds

Leader: Maria Mroz

Reflective Practitioner (RP): Creativity and Education

Leader: Hanneke Jones

13th January

Group Tutorial

The SEND personalised learning enquiry

Leader: Maria Mroz

Synopsis:

In this session an overview will be given of the SEND personalised learning enquiry.

Standards addressed: TS Part One: Teaching 1, 5, 8; TS Part Two: Personal & Professional Conduct

Diversity and Equality

Leader: Heather Smith

Synopsis:

Session 1: students will be introduced to their D+E placement schools and the placement activities (as below).

Session 2: students will learn about the barriers to education for Traveller families and ways of overcoming these.

Session 3: students will learn about the very specific needs of pupils who have arrived in the UK seeking refuge and/or have been granted asylum/leave to remain. Students will hear first-hand from a father who has experienced this with his family and what it was like for his children coming to the UK and going to school here for the first time. Students are provided with some guidance on inclusive practices.

25th January

Groups B and D: Reflective Practitioner (RP): Income and Outcomes: Challenging Inequality

Leader: Hanneke Jones Reflective Practitioner (RP)

Groups A and C: Reflective Practitioner (RP): Critical perspectives on diversity, equality and education.

Leader: Heather Smith

26th – Fri 29th January

Diversity Mini-Placement (Groups A & C)

Synopsis:

Synopsis:

Students are placed in pairs in local schools to practice and learn more about teaching pupils with EAL and in terms of providing a diverse and anti-racist curriculum.

28th January

The Mantle of the Expert (Groups B & D)

Synopsis:

Tim Taylor will introduce the approach of The Mantle of the Expert, which was developed by Dorothy Heathcote, and show its potential for enquiry, engagement and learning. You will get the opportunity to be a participant in a *Mantle of the Expert* session, and to discuss how you could start using this approach in your own teaching.

Reading:

Familiarise yourself with the materials available at <http://www.mantleoftheexpert.com/>

Standards addressed: TS Part One: Teaching 1, 3, 7, 8

See also Taylor, T (2016), *A Beginner's Guide to Mantle of the Expert- a transformative approach to education*, Norwich: Singular Publishing

1st February

Groups A and C: Reflective Practitioner (RP): Income and Outcomes: Challenging Inequality

Leader: Hanneke Jones Reflective Practitioner (RP)

Groups B and D: Reflective Practitioner (RP): Critical perspectives on diversity, equality and education.

Leader: Heather Smith

Tues 2nd – Fri 5th February

Diversity Mini-Placement (Groups B & D)

Synopsis:

Students are placed in pairs in local schools to practice and learn more about teaching pupils with EAL and in terms of providing a diverse and anti-racist curriculum.

4th February

The Mantle of the Expert (Groups A & C)

Synopsis:

Tim Taylor will introduce the approach of The Mantle of the Expert, which was developed by Dorothy Heathcote, and show its potential for enquiry, engagement and learning. You will get the opportunity to be a participant in a *Mantle of the Expert* session, and to discuss how you could start using this approach in your own teaching.

Reading:

Familiarise yourself with the materials available at <http://www.mantleoftheexpert.com/>

Standards addressed: TS Part One: Teaching 1, 3, 7, 8

See also Taylor, T (2016), *A Beginner's Guide to Mantle of the Expert- a transformative approach to education*, Norwich: Singular Publishing

Term 3

19th April

Evaluating the SEND personalised learning enquiry

Leader: Maria Mroz

Synopsis:

In this workshop you will get the opportunity to share and reflect on the outcomes of your SEND personalised learning enquiry. You must share the outcomes of your SEND personalised learning enquiry in this session.

Standards addressed: TS Part One: Teaching 1, 2, 6

Racism and homophobia

Leader: Kate Hinton

Synopsis:

This session will explore what racist (and homophobic) bullying looks like and can lead to (how it is distinguished from other forms of bullying); and will consider strategies for prevention; and how to respond to incidents (school policies; duties etc.)

Reading:

Bullying at school:

<https://www.gov.uk/bullying-at-school>

Racist bullying:

<http://tna.europarchive.org/20070705163847/http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/>

Standards addressed: TS Part One: Teaching

1, 5, 7, 8; TS Part Two: Personal & Professional Conduct

Overview of School Experience Three

Leader: Fred Clark

Synopsis:

In this lecture an overview will be given of the School Experience Three (SE3) placement. Timings, expectations, tasks and documentation will be discussed.

Standards addressed: TS Part One: Teaching 1, 5, 6, 8; TS Part Two: Personal & Professional Conduct

Individual Progress Review Tutorial

26th April
SEND

Overview of the provision at a SEND specialist school

Leader: Jo Allen

Synopsis:

This session will provide an outline of the provision at a Special Educational Needs setting.

Standards addressed: TS Part One: Teaching 1, 3, 5, 6, 7, 8; TS Part Two: Personal & Professional Conduct

Working with pupils who have PMLD

Leader: Julia Patterson

Synopsis:

This session is delivered by an experienced practitioner who works in a local school that caters for pupils with a range of needs. Throughout the session she will draw on her own practice to provide students with an overview of how to meet the range of needs of pupils, how to use a range of appropriate resources and strategies to enable pupils' access to an appropriate curriculum.

Standards addressed: TS Part One: Teaching 1, 3, 5, 6, 7, 8; TS Part Two: Personal & Professional Conduct

Working with pupils who have visual impairment

Leader: Claire Ramsay

Synopsis:

This session is delivered by a practitioner who works with visually impaired pupils. Throughout the session she will draw on her own practice and the experiences of students with whom she works to enable students to understand a range of visual impairments; understand the implications on cognitive development and know a range of strategies for promoting access to the curriculum.

Standards addressed: TS Part One: Teaching 1, 3, 5, 6, 7, 8; TS Part Two: Personal & Professional Conduct

Working with pupils who have speech, language and communication needs

Leaders: Derek Burgon

Synopsis

This session is delivered by speech and language therapists who work with pupils who have communication difficulties. Throughout the session they will draw on their own practice. Skills involved in communication will be shared. Language disorders and the role of speech and language therapists in schools will be discussed.

Standards addressed: TS Part One: Teaching 1, 3, 5, 6, 7, 8; TS Part Two: Personal & Professional Conduct

27th and 28th February

Visit to a Special Educational Needs setting:

(Please refer to Canvas for group membership and settings)

Synopsis:

Students will be assigned to a group and will visit on 2 days to gain first-hand experience of a Special Educational Needs School. Students will see many ways of communicating and will consider the range of difficulties experienced by pupils and how these difficulties affect the pupils. Students will observe methods/types of

communication and appreciate how to make a classroom a communicative environment.

A complete programme for the visit will be announced nearer the time.

Standards addressed: TS Part One: Teaching 1, 3, 5, 6, 7, 8; TS Part Two: Personal & Professional Conduct

1st June

Induction, the Career Entry Development Profile, Experiences of the NQT Induction Year and the Early Career Hub

Leader: Fred Clark

Synopsis:

The induction period is designed to ensure all newly qualified teachers are supported in their first year of teaching after gaining qualified teacher status (QTS). It combines a personalised programme of development, support and professional dialogue, with monitoring and an assessment of performance against the core standards. This session will start to prepare you for your induction period by developing your understanding of your role in the process. A former PGCE student teacher will discuss their NQT experiences of the Induction Year. As part of this process you will need to consider your experiences before, during and outside your formal training programme, and identify your achievements and aspirations. You will consider your strengths, aspects that interest you and areas where you need to gain more experience.

Reading:

Induction for newly qualified teachers (England): Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies.DFE.

Standards addressed TS Part One: Teaching 1, 4, 6, 8, TS Part Two: Personal & Professional Conduct.

23rd July

**Career Entry Development Profile Tutorial and Emerging as Professional
(*Times to be confirmed by Personal Tutor)**

