

# PCET PASSPORT

TRAINEE TEACHER AND MENTOR  
GUIDANCE



University of  
Sunderland



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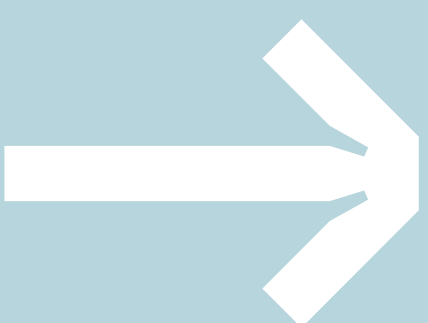
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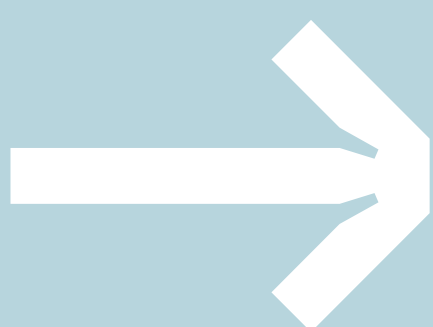
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## FOUNDATION CONCEPTS

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# OVERARCHING INTENT AND ETHOS OF THE PROGRAMME



## **The ambition of the PCET curriculum is demonstrated in both its solid foundations and in the super structure built upon these ground works.**

The programme intends to provide trainees with a solid grounding in the foundations of teaching and learning. We have identified 5 Foundation Concepts that underpin the competence of a beginning teacher. These 5 Foundation Concepts are formatively assessed throughout the programme. Formative assessment activities include, trainee's progress review with placement mentors and the formal review of progress at initial, developing and consolidating points with the university tutor. Where relevant, next steps to success, are focused on specific targets couched in terms that distinguish between '*learn that*' and '*learn how to*'. For more information on the Foundation Concepts please see the appendices at the end of this Passport.

The ambition of this curriculum is further established by its commitment to go beyond these foundations to support trainees to critically engage with research and work collaboratively to develop thinking and professional practice. The intention of this further work is to support and nurture 'a career long fascination with teaching and learning' (Gregson et al, 2020).

Our 5 Foundation Concepts are:

- (FC1) Professional Behaviours
- (FC2) High expectations & Managing behaviour
- (FC3) Classroom practice, How students learn & Adaptive teaching
- (FC4) Subject knowledge & subject curriculum
- (FC5) Assessment

These 5 Foundation Concepts are important because:

- They provide a clear focus for the PCET curricula, informing PCET curriculum planning, implementation, and the evaluation of impact.
- They provide a sharp focus for progress monitoring for individual trainees, cohorts and across centres.
- They give trainees a clear focus of study and practice. Mastery of these 5 Foundation Concepts in terms of 'knowing what matters' and 'knowing how to do it' will equip trainees to get off to a flying start in their first teaching post.
- They make it possible to focus assessment on the formative development of trainee knowledge and skills.
- They provide a framework to support mentor and trainee in negotiating the purposeful integration of centre-based work and professional teaching practice experience.



# Welcome to the PCET PASSPORT



This passport serves as a guide for PGCE PCET mentors and trainees. As such it has two main aims:

1. To help trainees review, on an ongoing basis, what has been taught throughout the year during their centre-based sessions. This will help strengthen and reinforce trainee understanding of key pedagogical knowledge and skills.
2. To show mentors what trainees are currently studying and to suggest “learn how to” statements for mentors and trainees to work through together. This will help mentors offer precise feedback on topics in education that are currently being taught. It will also scaffold an approach to mentoring that will allow trainees to rehearse and practice the skills needed to make a success of teaching in the Further Education and Skills sector.

We appreciate that mentors are in a privileged position to support new and developing teachers as they begin to move into the profession. We want to enable mentors to support their mentees in the most effective and efficient way possible, and to ensure that our mentors feel comfortable and confident in their role. We believe that mentors examining their own practice, outlining their thinking process, and modelling effective teaching strategies is key in making vital differences to the development of a trainee teacher.

This guide will ensure mentors are kept aware of the centre-based sessions that trainees are undertaking during their initial teacher training course. It is important that trainees are given the opportunity to discuss the realities of teaching with expert colleagues, and that they have the space to observe, deconstruct, rehearse, and practice these realities in a teaching environment.

Throughout this passport you will find infographics that summarise the material currently being studied in centre-based sessions, as well as guidance on key literature and up to date theory. Importantly, you will also see “*learn how to*” statements and activities. We ask that mentors and trainees review these activities together, and that space is made to complete them in the teaching practice organisation.

We have provided a key for these “*learn how to*” activities. Below are ten ways for mentors and trainees to examine and demonstrate good practice.



Discuss with mentor



Collaborative planning



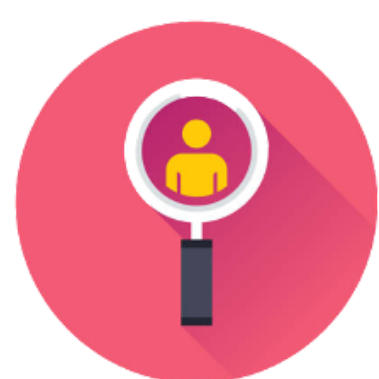
Analyse artefacts



Sharing of practice



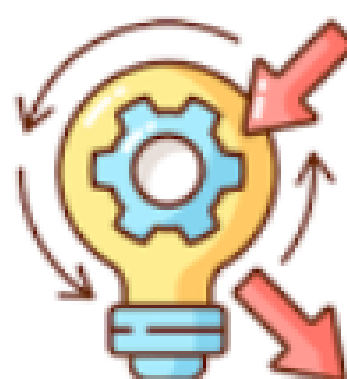
Rehearsal



Self-assessment



Action planning



Reflection



Observe a colleague



Putting into practice



# EXPERT MENTORS . . .



- 1** Ensure they have a clear understanding of the role of a mentor and how this is adapted in the Professional Teaching Practice by engaging with University of Sunderland mentor training and development opportunities
- 2** Provide the trainee teacher with opportunities that will help them to develop and hone their pedagogical skills
- 3** Meet with the trainee teacher on a regular basis to ensure that teaching is reviewed in depth and subject knowledge is constantly being developed
- 4** Ensure the trainee teacher receives a four formal mentor observations. Feedback should be given to the trainee teacher as soon as practical so they can reflect on their strengths and areas for development
- 5** Enable the trainee teacher to have opportunities to engage with wider professional responsibilities and CPD
- 6** Assist the trainee teacher to collect appropriate evidence to demonstrate they are meeting the Foundation Concepts in preparation for practical observations
- 7** Where there are any concerns regarding the trainee teacher progress, that these are raised with the University Tutor and implement a Support Plan if necessary
- 8** Engage with External Examiners where appropriate

# SAFEGUARDING



We are aware of our legal responsibilities and our enhanced duty of care to children, learners and vulnerable adults. We play host to children and vulnerable adults who come onto University premises to study and to visit. We also undertake academic activities which involve staff and students spending time in both internal and external environments, within which they have contact with children and/or vulnerable adults.

This is a particularly important consideration for trainees and tutors when visiting Placement Organisations and other placement providers.

Accordingly, we have developed appropriate policies and arrangements to create an environment which actively promotes their health, safety and welfare.

Please see our website for the following policies:

## **Policy and Procedure for the Protection of Children and Vulnerable Adults ('Safeguarding')**

### **Protecting Children and Vulnerable Adults - Code of Practice**

### **Safeguarding - When to Refer**

### **University Equality Policy**

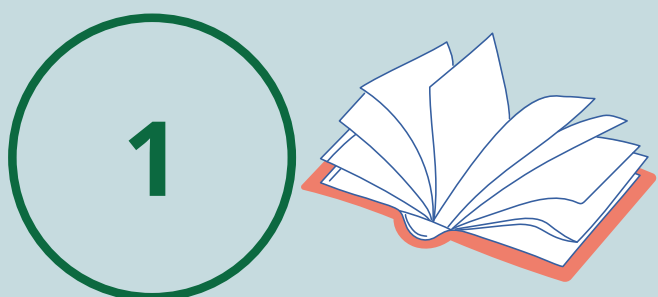
### **Single Equality Scheme**

### **Equality and Diversity Policy**

All trainees as part of their programme are required to become familiar with, and follow, key school policies and systems including:

- Safeguarding
- Child Protection
- Prevent

Our Faculty safeguarding Officer is Duncan Cross: [duncan.cross@sunderland.ac.uk](mailto:duncan.cross@sunderland.ac.uk)  
0191 515 2038



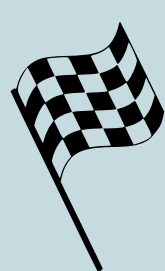
...read a wide evidence base so teaching can be research informed



...script and rehearse explanations before lesson exposition



...always have high expectations of learners



...create a purposeful start that engages learners



...encourage learners to retrieve prior knowledge



...share worked examples and live models



...reduce workload by providing a range of feedback



...teach to the top and scaffold learning



...use formative assessment to close gaps in knowledge

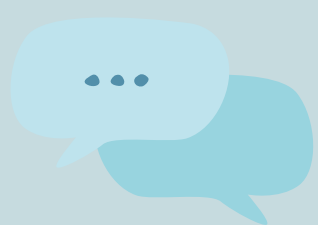


...use a range of engagement and participation methods

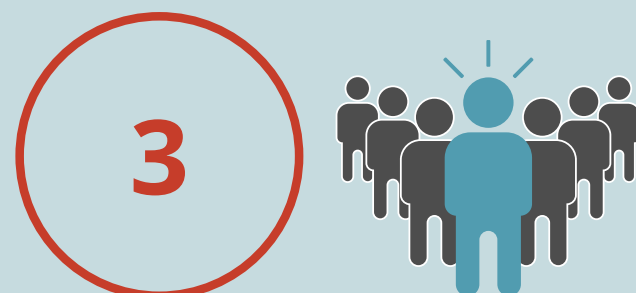
DO . . .

# TRAINEES

DON'T . . .



...reduce teacher talk



...differentiate by task, objective or demographic



...employ learning styles



...set ridiculously high expectations



...have learners teach one another without prior training



...plan "fun" tasks that are unrelated to the learning



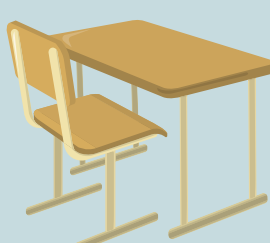
...constantly change seating plans and routines



...skip on important subject knowledge, context and information



...only give bad feedback and avoid positive praise and progress



...set rules that are agreed by the learners



1



...talk to your trainee about their centre based training

2

...make targets small and manageable

3



...rehearse and model good practice



4

...read up to date pedagogical research



5

...deconstruct expert practice through observations of wider colleagues



6



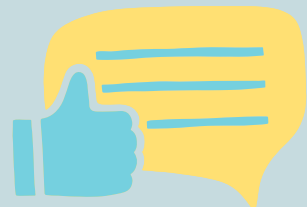
...ask probing questions to encourage reflection

9

...use metaphors and analogies



7



...give effective and purposeful feedback



8

...allow for articulation of mental models

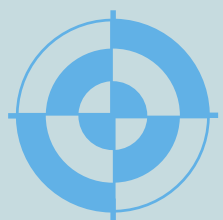


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...work alongside university tutors

# DO . . . MENTORS

## DON'T . . .



1

...give abstract targets

3



...always dictate what development your trainee needs

4

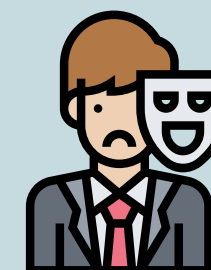


...just allow trainees to observe

2

...encourage learning styles or differentiation

5



...pretend to have all the answers



6

...rely only on experience



9

...work in isolation

7



...forget the automaticity

8



...expect too much straight away



10

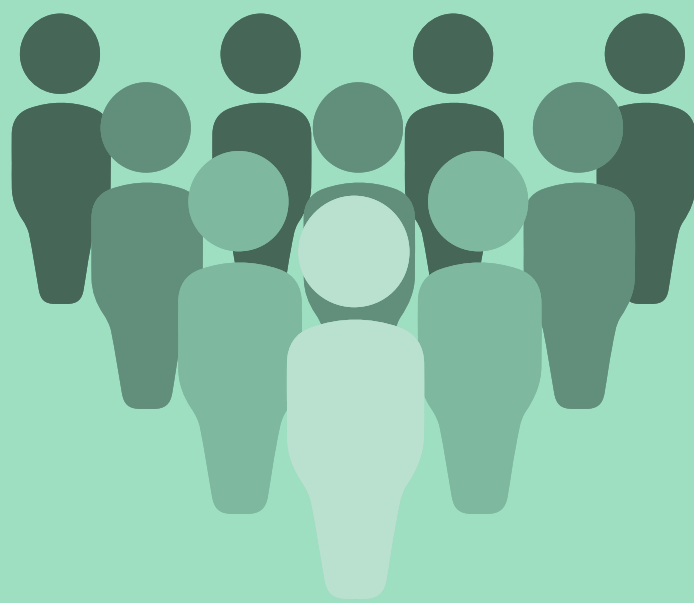


...challenge too much and be negative

# INDUCTION

## SAFEGUARDING

Safeguarding is most successful when all aspects are integrated together. Three key elements include a clear safeguarding ethos, a policy that sets out clear expectations and processes, and high-quality training that ensures trainees know what to do and do it consistently teaching their teaching.



## PREVENT

Organisations should provide a safe space in which teachers can understand the risks associated with terrorism and develop the knowledge and skills to challenge extremist arguments. Teachers need to work towards establishing norms and expectations which create a sense of psychological safety for learners.

## GROUND RULES

Ground rules are boundaries expectations to help create suitable conditions within which learners (and yourself) can safely learn.

Establishing ground rules with your learners will help underpin appropriate behaviour and respect throughout their time with you, and help the sessions run smoothly.

Set clear ground rules for learners, ensuring to outline your expectations and establish a safe learning environment. These should not be dictated by the learners, however it is important to review these with the class to ensure that all are aware of your high expectations and teaching to the top.



## What are the roles and responsibilities of a teacher?

Roles are the overarching themes or jobs that teachers will fulfil during their time in teaching & learning.

Responsibilities are the specific tasks or duties that teachers are expected to complete according to their role.





# INDUCTION





## Roles and Responsibilities of a Teacher



Trainees will think about the Roles and Responsibilities of a practitioner in the Further Education and Skills Sector. They will draw on previous positive and negative experiences of education to consider the type of teacher they want to be.

Trainees are introduced to some of their key, legal and moral responsibilities, including the importance of Safeguarding and the Prevent strategy. Trainees will also begin to consider how they can ensure an atmosphere conducive to learning, that supports the emotional and physical wellbeing of their learners.

To do this, trainees will be introduced to some initial behaviour management techniques, such as setting ground rules.

<b>Learning "how to"</b>	Apply rules, sanctions and rewards in line with organisational policy, escalating behavioural incidents as appropriate	Work closely with the Designated Safeguarding Lead (DSL) under supervision of expert colleagues	Contact the appropriate person with safeguarding concerns and have a clear understanding of what to report	
<b>Clarifying "how to"</b>	Discuss how to create a safe, inclusive and positive environment where making mistakes and learning from them, and the need for effort and perseverance, are part of the daily routine where all learners are respected and valued. Ensure that trainees are able to identify any issues relating to Safeguarding and Prevent and that they know the appropriate person in the organisation to contact.			
<b>Building "how to"</b>	 Model how to create a safe and inclusive learning environment	 Discuss how experienced colleagues identify Prevent and Safeguarding issues	 Arrange a meeting with your organisation's Designated Safeguarding Lead	 Review ETF and DFE guidance on Prevent and Safeguarding

### Engaging in Research:

- ★ The Education and Training Foundation. (n.d) *Safeguarding and Prevent*. Available: <https://www.et-foundation.co.uk/professional-development/safeguarding-prevent/>
- ★ Department for Education. (2023) *Keeping Children Safe in Education*. Available: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1161273/Keeping\\_children\\_safe\\_in\\_education\\_2023\\_-\\_statutory\\_guidance\\_for\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf)

### Further Reading:

- Bennett, T. (2017) *Creating a culture: how school leaders can optimise behaviour*. DfE
- Department for Education. (2018) *Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children*. DfE
- Mansworth, M. (2021) *Teaching to the Top: Aiming High for Every Learner*. Woodbridge: John Catt Educational Ltd



# INDUCTION

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

A young person or adult has special educational needs if they have a learning difficulty or disability that make it more difficult for them to learn than most people their age. They may have problems with academic work, communication or behaviour.

A learning disability affects the way a person learns new things throughout their lifetime. It affects the way an individual understands information and how they communicate.

This means they may have difficulty:

- Understanding new or complex information
- Learning new skills
- Coping independently



★ See Chapter 7 of the  
SEND Code of Practice

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

EAL is used to describe a diverse group of learners who speak 'English as an Additional Language'.

In England, EAL learners are defined as those who have been exposed to a language at home that is known or believed to be other than English.

EAL pedagogy is underpinned by the following principles:

- Bilingualism and multilingualism are an asset
- Cognitive challenge should be kept appropriately high
- Learners' proficiency in English is closely linked to academic success



## MENTAL HEALTH & WELLBEING

Wellbeing is about our own and learners' physical, mental and emotional health. The emphasis is on achieving balance – when we feel good across these areas our wellbeing is good. This can be thought of in terms of scales with teacher wellbeing at the centre. Good wellbeing is achieved when there is a balance between the resources teachers have available and the challenges faced.

When challenges outweigh the resources have, things can become off balance.



↪ The Education Staff Wellbeing Charter ↩

# INDUCTION

## Inclusive Teaching



Trainees will think about the Roles and Responsibilities of a practitioner in the Further Education and Skills Sector. They will draw on previous positive and negative experiences of education to consider the type of teacher they want to be.

Trainees will explore approaches to inclusive teaching including discussing the importance of adapting teaching for SEND and EAL learners. Trainees will investigate how inclusive learning is one of the most effective ways of ensuring that individuals not only learn effectively, but how learners are able to get the most out of the learning experience in a broader sense. Trainees will also consider the importance of wellbeing with regards to their role as a teacher but also as pastoral support for their learners.

<b>Learning "how to"</b>	Identify learners with additional needs including SEND and EAL	Contact the SENCo with learning strategies to ensure all learning needs are being met	Work closely with the wellbeing team under supervision of expert colleagues	
<b>Clarifying "how to"</b>	Discuss the importance of SEND, EAL and inclusive teaching as core components of Teaching, Learning and Assessment, exploring how to support learners with a range of additional needs, including reinforcing the use of the SEND Code of Practice. Trainees will also discuss the importance of wellbeing and drawing a line between work and home life.			
<b>Building "how to"</b>	 Model how to be inclusive and acknowledge the background of all learners	 Discuss how experienced colleagues identify learners with additional needs	 Arrange a meeting with your organisation's SENCo	 Review SEND Code of Practice

### Engaging in Research:

- ★ Department for Education. (2015) *Schools: guide to the 0 to 25 SEND code of practice*. Available: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- ★ Department for Education. (2021) *The Education Staff Wellbeing Charter*. Available: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1034032/DfE\\_Education\\_Workforce\\_Welbeing\\_Charter\\_Nov21.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1034032/DfE_Education_Workforce_Welbeing_Charter_Nov21.pdf)

### Further Reading:

- Mitchell, D. (2014) *What really works in special and inclusive education*. Oxford: Routledge
- Tsiplakides, I. & Keramida, A. (2010)'The relationship between teacher expectations and student achievement in the teaching of English as a foreign language', *English Language Teaching*. 3(2), p.22
- Coulombe, S., Hardy, K. & Goldfarb, R. (2020)'Promoting wellbeing through positive education: A critical review and proposed social ecological approach', *Theory and Research in Education*. 18(3)



# INDUCTION

## BEHAVIOUR POLICY

The purpose of an organisation's behaviour policy is to encourage and motivate all learners towards positive behaviours and to support staff when they become challenged by the behaviours exhibited by individuals or groups of learners. The policy outlines the high expectation of learner behaviour and the consequences of failing to meet these expectations.



## BRITISH VALUES



DEMOCRACY



RULE OF LAW



INDIVIDUAL LIBERTY



RESPECT & TOLERANCE

## AN INCLUSIVE TEACHING ENVIRONMENT

Building an inclusive classroom environment requires trust and respect among learners. If teachers are teaching a sensitive curriculum that challenges values and personal ideals, establishing specific ground rules will help learners safely share their thoughts and feelings.

Consider the following:

- Actively promoting learner wellbeing and fostering positive professional relationships
- Providing opportunities for an open and respectful dialogue with learners, colleagues, parents and carers
  - Reflecting on lesson planning that scaffolds and chunks knowledge
  - Keeping instructions clear, concise and using organisational support
- Supporting learners with additional needs by using accessible resources and materials



## VULNERABLE LEARNERS

Vulnerable learners are defined as having an Education, Health and Care Plan (EHCP), in need of SEND support, are assessed as being in need under section 17 of the Children Act 1989 or have been assessed as otherwise vulnerable by educational providers or local authorities including young people on the edge of receiving support from social care services or being adopted.



# INDUCTION

## Behaviour Policy and Vulnerable Learners



Trainees will explore the Roles and Responsibilities of a practitioner in the Further Education and Skills Sector. They will draw on previous positive and negative experiences of education to consider the type of teacher they want to be.

Trainees will consider the role that the organisation's behaviour policy plays in shaping their responses to learners in the classroom, considering how to use this to aid behaviour management. British Values will be explored to highlight the importance of embedding these within subject specialism teaching. Knowledge on safeguarding and inclusive learning will help trainees identify vulnerable learners in the classroom and how best to support them.

<b>Learning "how to"</b>	Identify the organisational behaviour policy and discuss what this looks like in practice	Embed British Values within a safe and inclusive classroom that promotes the potential for all learners	Work closely with wider colleagues to ensure the safety and progression of vulnerable learners	
<b>Clarifying "how to"</b>	Explore the organisations behaviour policy and discuss what that looks like in practice, considering how to promote the use of British Values within subject specialism teaching. Furthermore, consider how to identify vulnerable learners, drawing on knowledge from safeguarding and inclusive learning to provide a safe learning environment.			
<b>Building "how to"</b>	 Model how to embed British Values within trainee subject specialism	 Discuss how to identify vulnerable learners	 Share with experienced colleagues use of the behaviour policy	 Review organisational behaviour policy

### Engaging in Research:

- ★ Department for Education. (2023) *Keeping Children Safe in Education*. Available: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1161273/Keeping\\_children\\_safe\\_in\\_education\\_2023\\_-\\_statutory\\_guidance\\_for\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf)
- ★ Education and Training Foundation. (n.d.) *Further Prevent and British Values Resources*. Available: <https://www.et-foundation.co.uk/professional-development/safeguarding-prevent/legislation-guidance-resources/further-prevent-british-values-resources/>

### Further Reading:

- Bennett, T. (2017) *Creating a culture: how school leaders can optimise behaviour*. DfE
- Sanger, C.S. (2020) *Inclusive Pedagogy and Universal Design Approaches for Diverse Learning Environments*. In: Sanger, C., Gleason, N. (eds) *Diversity and Inclusion in Global Higher Education*
- Strickland, S. (2022) *The Behaviour Manual: An Educator's Guide*. Woodbridge: John Catt Educational Ltd

# PLANNING

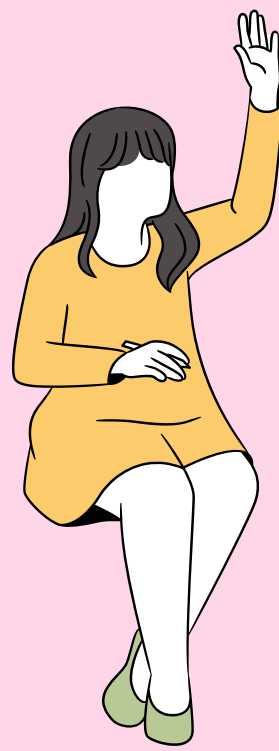
## Intent

Enables teachers and learners to talk about the learning process and explore how to move their thinking forward by drawing on prior established knowledge and learning.



## Implementation

Learners are guided through a course of action as each action has a corresponding set of key questions and activities used to interrogate essential knowledge and core subject concepts.



Challenge  
Inspire  
Nurture

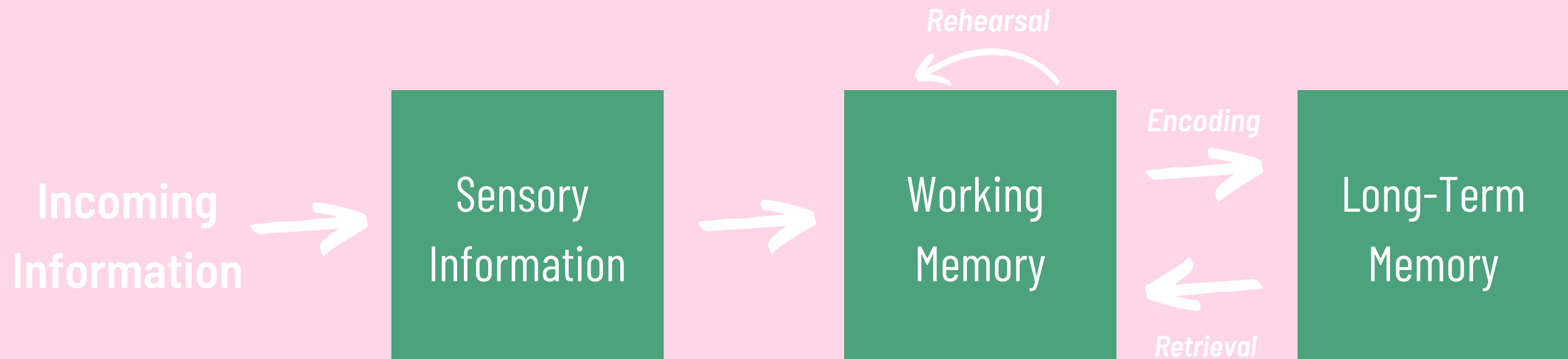
## Impact

Teachers can use the learning intent with key questions to help develop purposeful assessment tools that check for deeper knowledge and address misconceptions.



Progress  
Adaptive  
Inclusive

## Sequencing and Cognitive Load Theory



Cognitive Load Theory (CLT) is an instructional design theory that reflects "cognitive architecture," or the way that learners process information.

During learning, information must be held in the working memory until it has been processed sufficiently to pass into the long-term memory. Learner working memory capacity is very limited - when too much information is presented at once, it becomes overwhelming and much of that information is lost. CLT makes learning more efficient by using training methods that reflect this:

- Measuring expertise and adapting instruction accordingly
- Reducing the problem space by breaking problems down into parts - using partially completed problems and worked examples
- Merging together multiple sources of visual information
- Extending the capacity of working memory by using both visual and auditory channels









# PLANNING

## Intent, Implementation and Impact & CLT

Trainees will explore lesson planning and consider how to identify key concepts and sequence these over a long period of teaching. Trainees will work towards planning a Micro-Teach session in their subject specialism.

Trainees will investigate how to plan lessons to ensure all learners participate and are effectively challenged. Trainees will be introduced to Cognitive Load Theory (CLT) to highlight the importance of not overloading learners but instead how to challenge and use prior knowledge to inform development. In this way, trainees will begin to work towards planning short-term lessons for their subject specialism.

<b>Learning "how to"</b>	Set high expectations for all learners in the classroom	Consider intent, implementation and impact for learner progression in trainee subject specialism	Reduce cognitive overload and improve memory retention by linking prior learning to new knowledge	
<b>Clarifying "how to"</b>	Discuss what excellence and high challenge look like in their subject specialist area and the differences between working memory and long-term memory. Explore the concept of schemas and how these impact on curriculum sequencing and content.			
<b>Building "how to"</b>	 Discuss how to link prior learning to new knowledge by developing schematic subject knowledge	 Deconstruct a lesson plan and examine how challenge has been embedded throughout	 Observe how an expert colleague reduces cognitive load	 Rehearse breaking a complex task down into composite parts

### Engaging in Research:

- ★ Kirschner, P., Sweller, J., Kirschner, F. & Zambrano, J. (2018)'From cognitive load theory to collaborative cognitive load theory', *International Journal of Computer-Supported Collaborative Learning*. 13(2), pp.213-233
- ★ Fernandez, J. (2022). *How memory works is actually how curriculum should work*. Available: [https://my.chartered.college/impact\\_article/how-memory-works-is-actually-how-curriculum-should-work/](https://my.chartered.college/impact_article/how-memory-works-is-actually-how-curriculum-should-work/)

### Further Reading:

- Agarwal, P. K., Finley, J. R., Rose, N. S., & Roediger, H. L. (2017)'Benefits from retrieval practice are greater for students with lower working memory capacity', *Memory*. 25(6), pp.764-771
- Clark, R., Nguyen, F. & Sweller, J. (2006)*Efficiency in Learning: Evidence-Based Guidelines to Manage Cognitive Load*. John Wiley & Sons
- Gathercole, S., Lamont, E., & Alloway, T. (2006)'Working memory in the classroom', *Working memory and education*. pp.219-240



# PLANNING

Instructional design applies a systematic methodology (rooted in instructional theories and models) to design and develop learning content, experiences, and other pedagogical solutions to support the acquisition of new knowledge or skills. Using this theory, begin by conducting a diagnostic assessment to determine the needs of the learners and identify any pitfalls or misconceptions. It is important to consider what the learners should know and be able to do as a result of prior knowledge, and what learners will know and will be doing.

## ROSENSHINE'S PRINCIPLES OF INSTRUCTIONAL DESIGN



**Daily  
review**



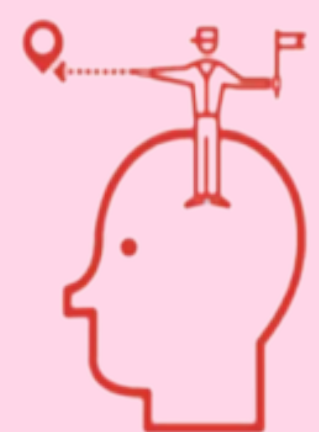
**Material in  
small steps**



**Ask  
questions**



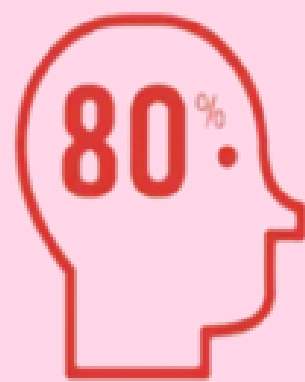
**Provide  
models**



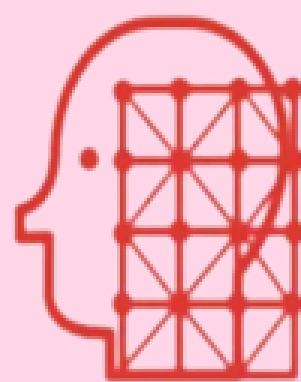
**Guide  
practice**



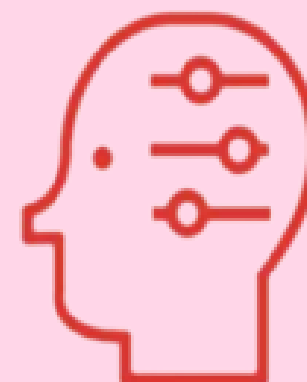
**Check  
comprehension**



**High  
success rate**



**Scaffold and  
sequence**



**Independent  
practice**



**Weekly &  
monthly review**

### SIMPLIFY COMPLEX INFORMATION

Break tasks down into small steps. Use simple-to-complex sequencing and pair verbal explanations with visuals. Avoid designs that split attention between two sources of information or require holding multiple pieces of information in mind.

### PROVIDE EXAMPLES EARLY

Cognitive load theory states to start with examples when introducing something new. Starting with an unguided task may overload working memory.

### CUT EXTRANEOUS INFORMATION

Cognitive load theory states that learner working memory is easily overloaded therefore remove unnecessary text, graphics, videos and anything distracting, redundant or irrelevant to the task.

### SLOWLY FADE GUIDANCE

As proficiency grows, supports can be gradually removed. For all learners, but especially learners with additional learning needs, this might be more gradual than expected.







# PLANNING

## Instructional Design and Scaffolding

Trainees will explore lesson planning and consider how to identify key concepts and sequence these over a long period of teaching. Trainees will work towards planning a Micro-Teach session in their subject specialism.

Trainees will explore instructional design and the importance of breaking down key information into manageable chunks for learning. Learners can then scaffold these ideas to form a key part of their learning.

Trainees will also investigate the differences between pedagogy and andragogy to demonstrate the importance of teaching strategies across the Further Education and Skills sector.

<b>Learning "how to"</b>	Explore the implications of pedagogy and andragogy on trainee practice	Consider how to breakdown key concepts to ensure learners are not cognitively overloaded	Use scaffolding in delivery to ensure that learners are appropriately challenged with key concepts and knowledge	
<b>Clarifying "how to"</b>	Discuss how learners gain knowledge, explaining learning on working memory, schemas and cognitive load to support learner development. Demonstrate how to avoid cognitive overload within lesson planning by breaking down key concepts into a variety of activities and resources that inform the bigger picture.			
<b>Building "how to"</b>	 Discuss how to chunk a complex task when teaching learners	 Observe how retrieval practice is used across a series of lessons	 Rehearse breaking a complex task down into composite parts	 Create a resource using principles of how learners gain new knowledge

### Engaging in Research:

- ★ Sherrington, T. (2019) *Rosenshine's Principles in Action*. Woodbridge: John Catt Edccational Ltd
- ★ Jones, K. (2019) *Retrieval Practice: Research & Resources for every classroom*. Woodbridge: John Catt Educational Ltd

### Further Reading:

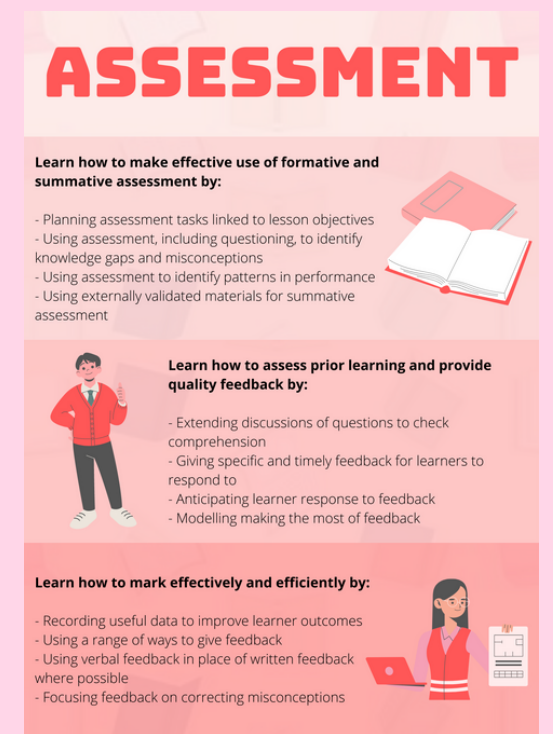
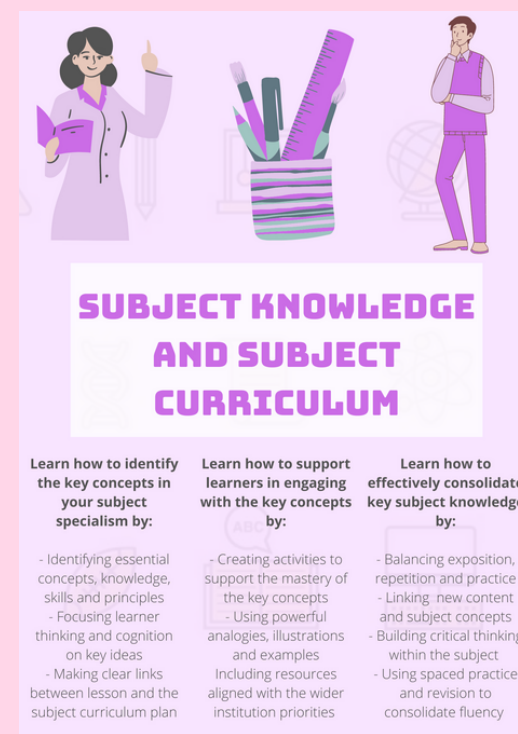
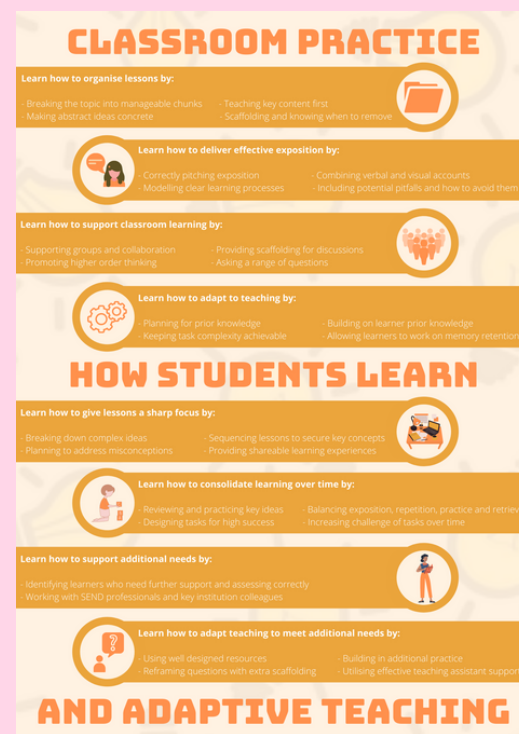
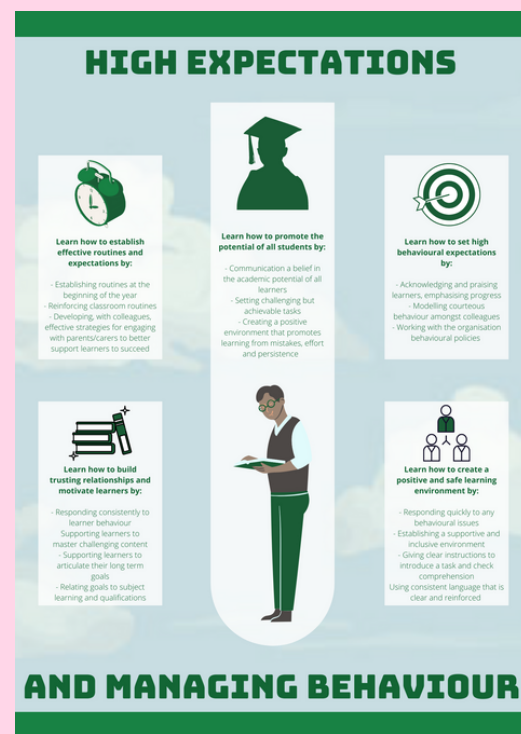
- Agarwal, P. K., Finley, J. R., Rose, N. S., & Roediger, H. L. (2017)'Benefits from retrieval practice are greater for students with lower working memory capacity', *Memory*. 25(6), pp.764-771
- Baddeley, A. (2003)'Working memory: looking back and looking forward', *Nature reviews neuroscience*. 4(10), pp.829-839
- Simonsmeier, B., Flaig, M., Deiglmayr, A., Schalk, L. & Schneider, M. (2021)'Domain-Specific Prior Knowledge and Learning: A Meta-Analysis', *Educational Psychologist*



# PLANNING

## PGCE PCET FOUNDATION CONCEPTS

*\*Chapter 10 for more information*



## Observing Expert Teachers

Expert teachers provide themselves to frequently observe expert colleagues and share feedback to strengthen development. Not only does this demonstrate that seeking challenge, feedback and critique from expert colleagues is normal and vital, but it gives an opportunity to deconstruct how to observe lessons, what to look for and how to give both purposeful and specific feedback including on subject knowledge and pedagogy.



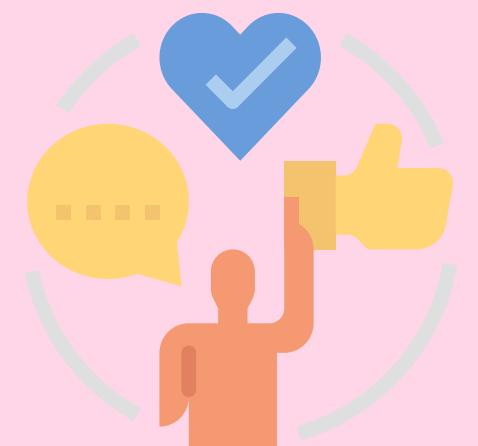
Purposeful starts to the lesson, meeting and greeting and having smooth transitions



Learner's actions and responses to feedback



Adapt teaching for learners with SEND, EAL and additional learning needs



Strategies for tackling low level behavioural disruption



Teach to the top and scaffold up for learners, so there is challenge for all



Self-regulation, metacognition, and peer and self-assessment



Break tasks down into constituent components



Embed fundamental skills - English, Maths and Digital






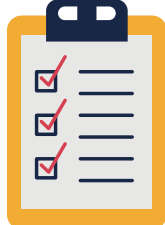
# PLANNING

## Observing Expert Colleagues

Trainees will explore lesson planning and consider how to identify key concepts and sequence these over a long period of teaching. Trainees will work towards planning a Micro-Teach session in their subject specialism.

Trainees will deliver their Micro-Teach sessions and will observe peers and expert colleagues, analysing teaching, learning and assessment to reflect and improve on pedagogy.

Trainees will also consider how to give feedback and how to shape the delivery of their subject specialism using advice and guidance from expert colleagues.

<b>Learning "how to"</b>	Draw on current knowledge of intent, implementation and impact to deliver a Micro-Teach	Critically reflect on pedagogy and practice using theoretical frameworks	Give constructive and specific feedback to help improve pedagogy and professional development	
<b>Clarifying "how to"</b>	Recall the core concepts in trainee subject specialism and use a reflective framework to encourage reflection on lesson planning and observations of an expert colleague to inform future action plan and targets. Discuss how to translate general pedagogy from the Foundation Concepts into lesson planning and subject specific teaching strategies.			
<b>Building "how to"</b>	 Discuss how to give purposeful and specific subject feedback	 Observe how to create purposeful starts to the lesson	 Reflect on planning effective lessons that adapts teaching	 Formulate an action plan for targets informed by the Foundation Concepts

### Engaging in Research:

- ★ Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) *What makes great teaching. Review of the underpinning research.* Durham University: UK
- ★ Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. & Coe, R. (2015) *Developing Great Teaching*

### Further Reading:

- Kraft, M., Blazar, D. & Hogan, D. (2018)'The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence', *Review of Educational Research*
- Jussim, L. & Harber, K., (2005)'Teacher Expectations and Self-Fulfilling Prophecies: Knowns and Unknowns, Resolved and Unresolved Controversies', *Personality and Social Psychology Review.* 9(2), pp.131-157
- Shandomo, H.M. (2010)'The Role of Critical Reflection in Teacher Education', *School-University Partnerships.* 4(1)



# ASSESSMENT

The goal of formative assessment is to monitor learner knowledge acquisition to provide ongoing feedback. This can be used by teachers to improve pedagogy and by learners to improve their learning.



Retrieval practice is the act of recalling learned information from memory. Every time that information is retrieved, or an answer is generated, it changes the original memory to make it stronger.

Poor Proxies for learning is a powerful prompt to probe further to establish whether learning has happened rather than to assume. It is a reminder of the danger of focusing too much on task completion, immediate performance and behavioural compliance when learners may or may not in themselves foster the learning a teacher is seeking.

Don't make assumptions about learning in the classroom - avoid these poor proxies for learning:



Learners are busy



Learners are engaged and motivated



Learners receive feedback



Learning is ordered and calm



Curriculum has been presented



Learners give correct answers

*The main point is to make sure the tasks learners are set require them to think hard; actually - to require them ALL to think hard.*

# ASSESSMENT





## Poor Proxies for Learning & Retrieval Practice



Trainees will investigate assessment as a key component of teaching and learning. Trainees will explore a range of assessment methods, and how to use assessment to identify misconceptions and inform future planning and delivery.

Trainees will explore formative assessment as method of diagnostic evaluation of learning in the class including the use of retrieval practice to naturalise knowledge and information recall.

Trainees will also be introduced to poor proxies for learning, highlighting responses and strategies to ensure that learners are on track and participating in lessons and not appearing to be "busy".

<b>Learning "how to"</b>	Identify the importance of formative assessment and the use of it to highlight learner progression	Investigate subject specific retrieval practice strategies to help learners recall key information	Explore poor proxies for learning to ensure that learners are participating and engaging in learning	
<b>Clarifying "how to"</b>	Discuss why effective assessment is critical to teaching as it provides teachers with information about learners’ understanding and needs. Discuss poor proxies for learning and how good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy learners appear.			
<b>Building "how to"</b>	 Discuss how to use diagnostic assessments to inform planning	 Observe how colleagues ensure they do not fall for poor proxies for learning	 Rehearse formative assessment tasks linked to learning intent including retrieval practice	 Practice responses and strategies to tackle poor proxies for learning

### Engaging in Research:

★ Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability. 21(1), pp.5-31

★ Sherrington, T. (2021) *Poor Proxies for Learning. Powerful insights from Prof Coe*. Available: <https://teacherhead.com/2021/07/12/poor-proxies-for-learning-powerful-insights-from-prof-coe/>

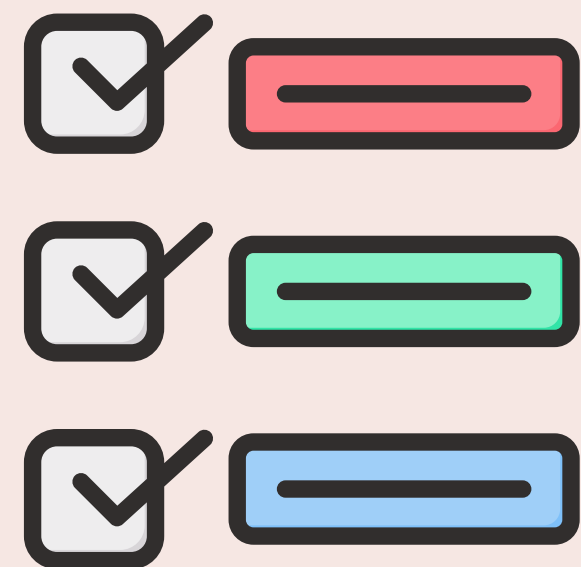
### Further Reading:

- Jones, K. (2021) *Five Formative Assessment Strategies in Action*. Woodbridge: John Catt
- Black, P. and Wiliam, D. (1998) 'Inside the black box, Raising standards through classroom assessment', *Phi Delta Kappan*.80(2)
- Speckesser, S., Runge, J., Foliano, F., Bursnall, M., Hudson-Sharp, N., Rolfe, H. & Anders, J. (2018) *Embedding Formative Assessment: Evaluation Report*. Education Endowment Foundation



# ASSESSMENT

Assessment criteria is crucial in establishing a clear understanding between teachers and learners about what is expected from assessed work. It should specify clearly the standards that must be met and what evidence will be used to show achievement of the learning intent, implementation and impact.



Posing a question to the class, allowing for effective wait time, and then calling for answers is one simple strategy for engaging learners in better academic discourse. Socratic questions help probe answers from learners, addressing misconceptions and identifying areas where more cognitive development is needed.



**Make a statement**  
*Ask students their opinion*



**Collective response**  
*Encourage group discussion*



**Scan the room**  
*Develop a secure overview*



**Paraphrase**  
*Pose questions when walking*



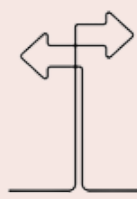
**Ask 'Why?' or 'How?'**  
*Seek a deeper evaluation*



**Who can tell me?**  
*Avoid opt-out questions*



**Make mistakes**  
*Pose incorrect statements*



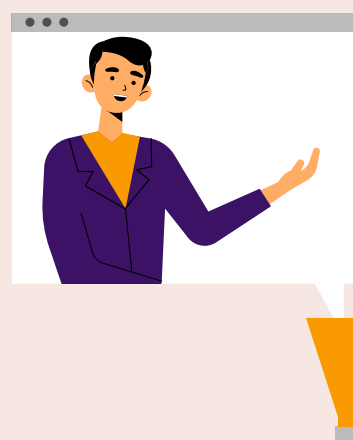
**Multiple choice**  
*Increase the difficulty*



**Select carefully**  
*Too much or too little?*



**Vary the thinking**  
*Use the question matrix*



Example comment feedback



Encouragement & pointer feedback



Scaffolding feedback



# ASSESSMENT





## Questioning and Closing the Loop Feedback



Trainees will investigate assessment as a key component of teaching and learning. Trainees will explore a range of assessment methods, and how to use assessment to identify misconceptions and inform future planning and delivery.

Trainees will develop their knowledge on assessment to highlight how to use effective questioning techniques to probe a deeper level of knowledge and understanding from learners.

Trainees will also explore how to use a range of feedback to motivate learners and set targets to help close the gap with developing knowledge and achievement.

<b>Learning "how to"</b>	Explore assessment criteria to further link intent and impact to lesson planning	Use a range of questioning techniques to formatively assess learner understanding and highlight misconceptions	Give constructive and positive feedback to ensure learners are on track and are aware of how they need to develop	
<b>Clarifying "how to"</b>	Discuss how the use of questioning (whole class, peer to peer, through task design, socratic) can develop subject specific thinking and the identification of misconceptions. Furthermore explore what marking and feedback looks like in trainee subject specialism and phase, considering alternative feedback to written commentary.			
<b>Building "how to"</b>	 Analyse subject specific assessment criteria and learning impact	 Discuss how to address subject misconceptions through questioning	 Observe how expert colleagues employ questioning and feedback	 Challenge learner understanding using Socratic questioning

### Engaging in Research:

- ★ Christodoulou, D. (2017) *Making Good Progress: The Future of Assessment for Learning*. Oxford: OUP
- ★ Hattie, J. & Timperley, H. (2007) 'The Power of Feedback', *Review of Educational Research*. 77(1), pp.81-112

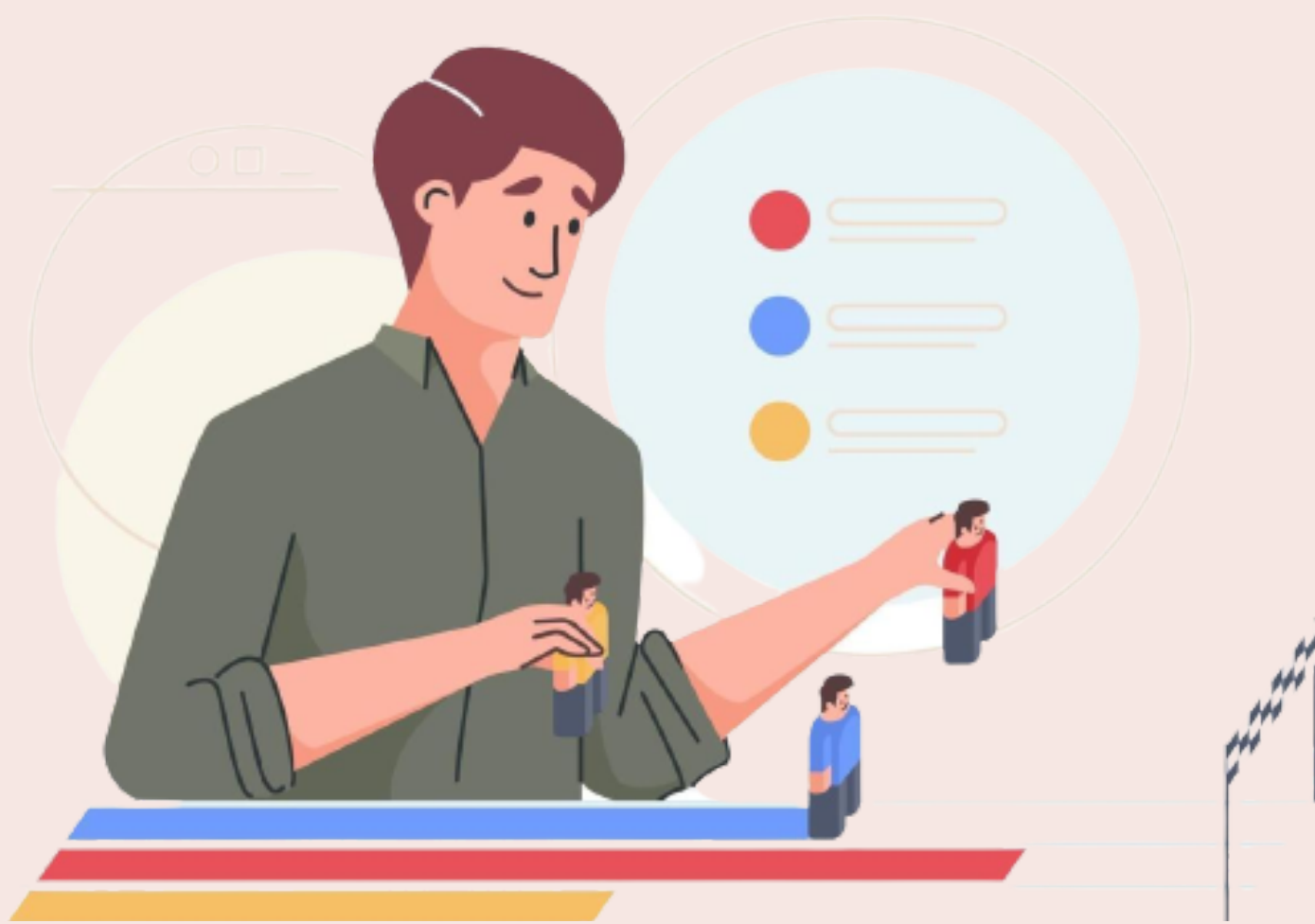
### Further Reading:

- Griffin, P., Jeavons, C., Paul, J., Perring, R. & Bretscher, N. (2017) *Teaching for Mastery: Questions, tasks and activities to support assessment*. Oxford: OUP
- Wiliam, D. (2017) *Assessment, marking and feedback*. In Hendrick, C. & McPherson, R. (Eds.) *What Does This Look Like in the Classroom? Bridging the gap between research and practice*. Woodbridge: John Catt
- Black, P., Harrison, C., Lee, C., Marshall, B. & Wiliam, D. (2004) 'Working inside the Black Box: Assessment for Learning in the Classroom', *Phi Delta Kappan*. 86(1), pp.8-21



# ASSESSMENT

The deliberate-practice method aims to teach skills indirectly by breaking them down into their component parts and then work on developing these instead. Lessons here may look very different from the final skill that the teacher is hoping to instil.



Learner tracking helps monitor the progress of individual learners and groups across a range of learning areas, tracking this achievement throughout the academic year. The data can be used to identify where a learners are placed in relation to their personal learning goals from a diagnostic assessment, other learners in the class or against targeted benchmarks.

Metacognition and self-regulation approaches to teaching support learners to think about their own development more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their own learning.



*Cognition* – the mental process involved in knowing, understanding, and learning



*Metacognition* – often defined as 'learning to learn'



*Motivation* – willingness to engage both metacognitive and cognitive skills

# ASSESSMENT





## Deliberate Pracice, Tracking and Metacognition



Trainees will investigate assessment as a key component of teaching and learning. Trainees will explore a range of assessment methods, and how to use assessment to identify misconceptions and inform future planning and delivery.

Trainees will continue to develop their knowledge on assessment, consolidating prior learning in relation to summative assessment, deliberate-practice, the importance of tracking learners progress and how to provide high quality feedback.

Trainees will also explore how to develop learner autonomy, develop metacognition and self-assessment using assessment criteria and frameworks.

<b>Learning "how to"</b>	Explore how summative assessment is informed by deliberate-practice formative assessment	Track learner progression using diagnostic and summative assessment	Promote metacognition and self-regulation frameworks to develop learner autonomy in knowledge acquisition	
<b>Clarifying "how to"</b>	Discuss and demonstrate what tracking data looks like in your subject specialism and how to spot trends and patterns to intervene if needed. Consider how to use self and peer assessment frameworks to develop learner autonomy, identifying targets to work towards in relation to summative assessment and final projects.			
<b>Building "how to"</b>	 Discuss the importance of learner tracking and key areas to monitor	 Observe how colleagues scaffold self-assessment by sharing model work	 Rehearse using marking codes for assessments and whole class feedback	 Practice setting key targets for learners to inform progression

### Engaging in Research:

- ★ Christodoulou, D. (2017) *Making Good Progress: The Future of Assessment for Learning*. Oxford: OUP
- ★ Winne, P. & Azevedo, R. (2022) *Metacognition and Self-Regulated Learning*. In R. Sawyer (Eds.) *The Cambridge Handbook of the Learning Sciences*. Cambridge: Cambridge University Press, pp. 93-113

### Further Reading:

- Sadler, D. (1989) 'Formative assessment and the design of instructional systems', *Instructional Science*. 18(2), pp.119-144
- EEF. (2018) *Metacognition and Self-Regulated Learning Guidance Report*. Available: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>
- Harlen, W. & James, M. (1997) 'Assessment and Learning: differences and relationships between formative and summative assessment, Assessment', *Education: Principles, Policy & Practice*. 4(3), pp.365-379



# BEHAVIOUR MANAGEMENT

A positive behaviour culture is built of routines which are repeatedly reinforced. In addition to this, a culture is built of effective systems and structures, including for the provision of rewards and sanctions.

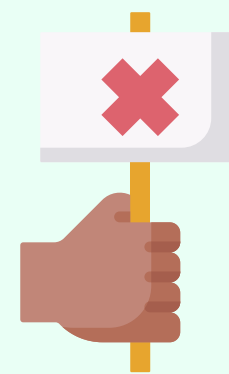
A whole-organisation culture and behavioural policy works best when it is the result of a wide-ranging consultation, particularly with regards to agreeing a set of social norms – the rules and routines teachers should expect every learner (and indeed every member of staff) to follow every day. This positive behaviour culture works best when it is effectively communicated to all and is upheld by all consistently.



Adjust speaking volume



Move around the room



Shut out negativity



Know your learners



Control the space



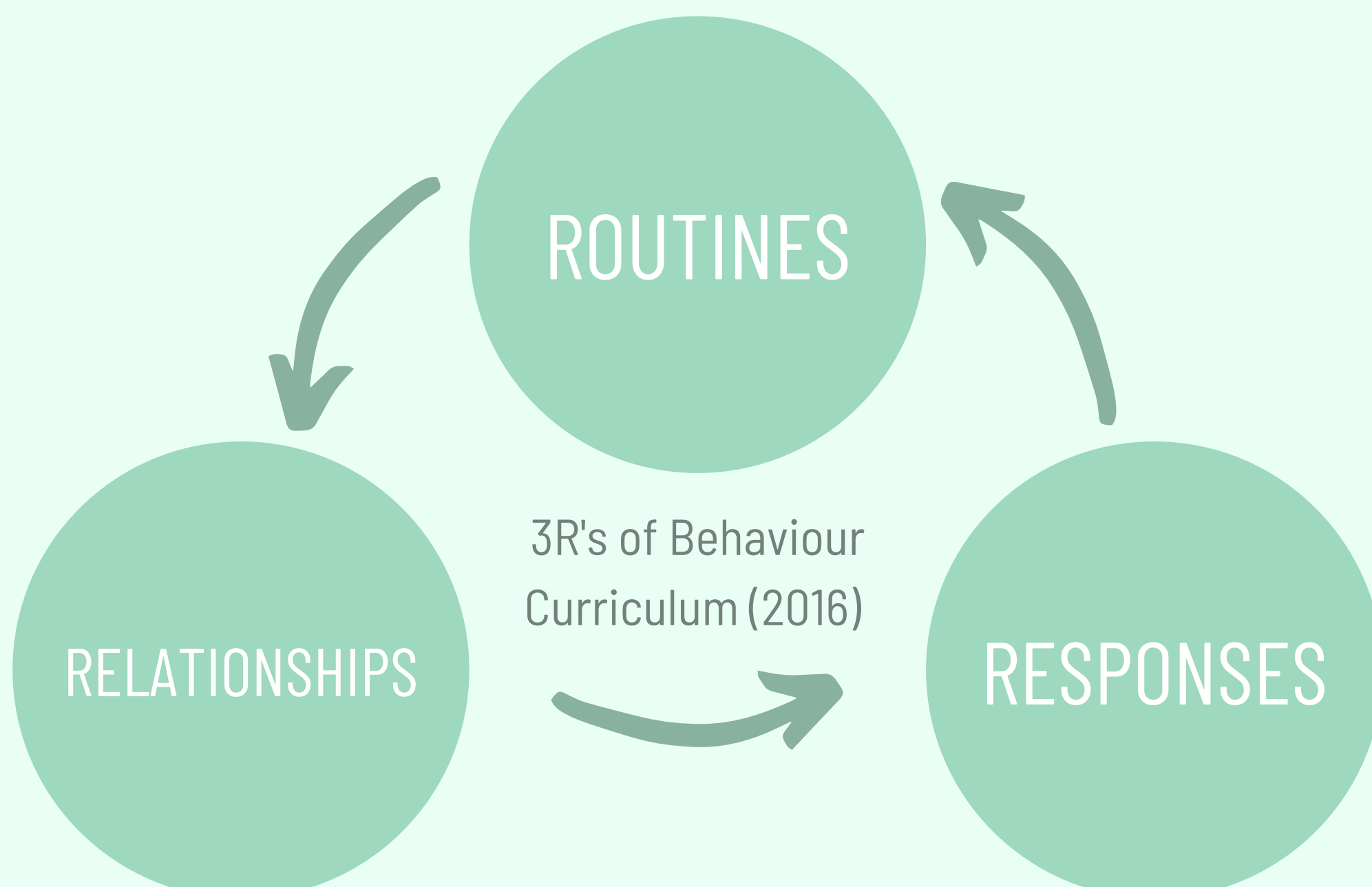
Stay calm



Share high expectations



Vary activities



# BEHAVIOUR MANAGEMENT

## Low-Level Behavioural Disruptions



Trainees will develop their knowledge on barriers to learning and behaviour management, seeking how to identify, assess for and tackle barriers to learning, working towards an inclusive education. Trainees will also revisit behaviour, seeking to address this at both low and high levels of disruption.

Trainees will revisit organisational behaviour policy with a focus on low-level disruption and practical strategies to address this in the classroom.

Trainees will also explore the 3R's of behaviour curriculum: Routines, Relationships and Responses - considering how to apply these in practice.

<b>Learning "how to"</b>	Continue to adapt lessons, whilst maintaining high expectations for all learners	Respond effectively to any behaviour or bullying that threatens learning in the classroom	Confidently deal with common disruptive behaviour incidents in the classroom	
<b>Clarifying "how to"</b>	Recap the behaviour policy of placement organisation and discuss what this looks like in practice, discussing how trainees can respond to low-level behavioural disruptions such as chatter or mobile phones. Finally discuss how to continue to identify which learners need support and how to address their various learning and behavioural needs.			
<b>Building "how to"</b>	 Refer back to the organisational behaviour policy	 Discuss strategies to deal with disruptive behavioural incidents	 Share ideas with expert colleagues on how to manage learner behaviour	 Apply rewards and sanctions in practice to manage behaviour

### Engaging in Research:

★ Bennet, T. (2016). *Developing behaviour management content for initial teacher training (ITT)*. Available:[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/536889/Behaviour\\_Management\\_report\\_final\\_\\_11\\_July\\_2016.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536889/Behaviour_Management_report_final__11_July_2016.pdf)

★ Vizard, D. (2007). *How to Manage Behaviour in Further Education*. UK: Sage Publications Ltd

### Further Reading:

- Kern, L. & Clemens, N. H. (2007)'Antecedent strategies to promote appropriate classroom behavior', *Psychology in the Schools*. 44(1), pp.65-75
- Lazowski, R. A. & Hulleman, C. S. (2016)'Motivation Interventions in Education: A Meta-Analytic Review', *Review of Educational Research*. 86(2), pp.602-640
- Yeager, D. S. & Walton, G. M. (2011)'Social-Psychological Interventions in Education: They're Not Magic', *Review of Educational Research*. 81(2), pp.267-301

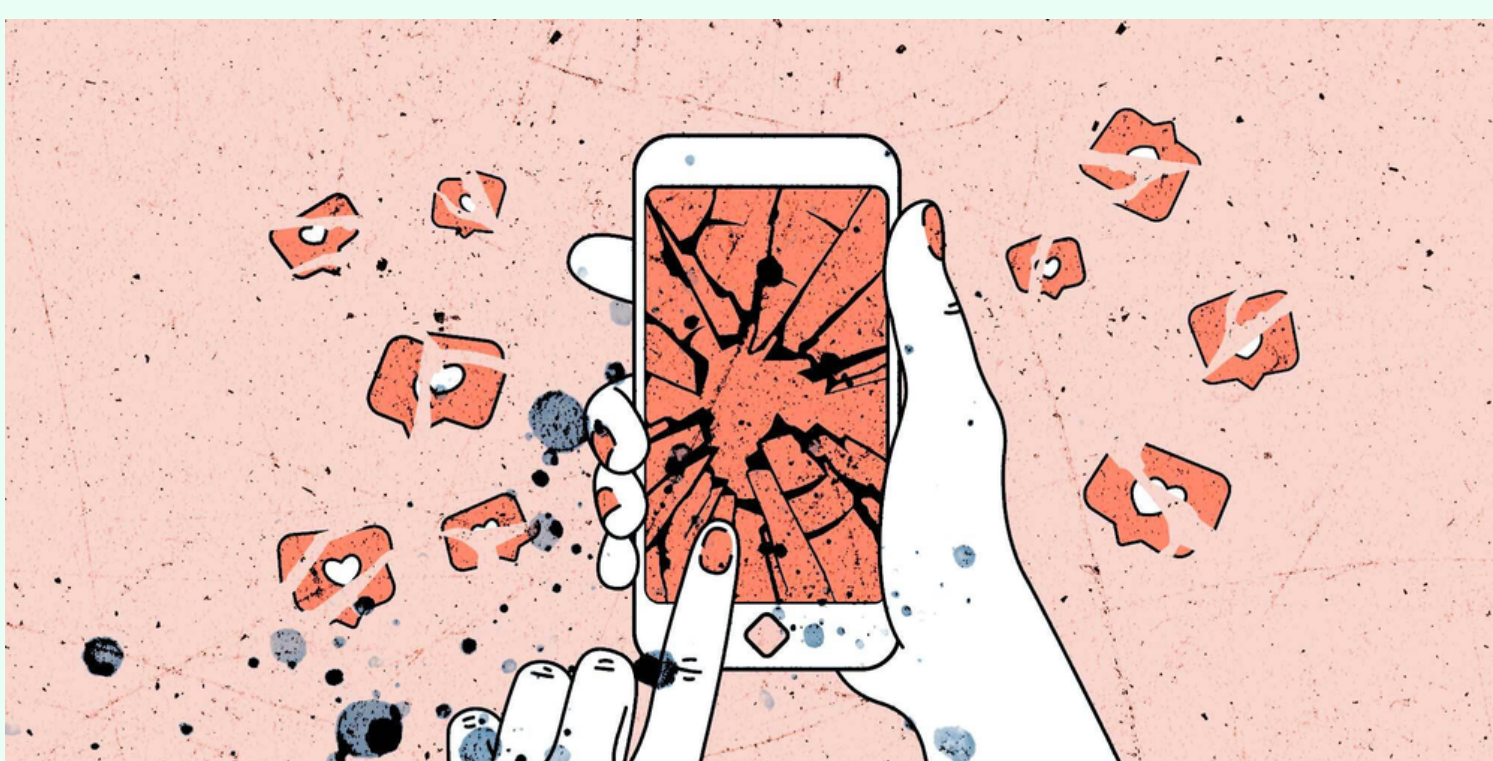


# BEHAVIOUR MANAGEMENT

High-level disruptive behaviour, such as aggression, abusive language or violence, endangers other learners and staff; and brings both learning and teaching to a shuddering halt. Teachers and organisations can minimise disruption in the classroom; and most importantly, engage those who are opting out of learning.

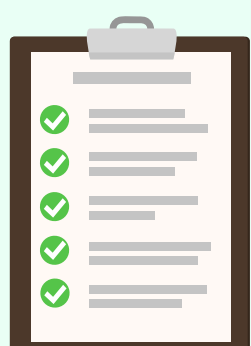


Organisations can tackle prejudice and discrimination by promoting British Values, respect for human rights and citizenship. To ensure that all needs are met equally, organisations should prioritise language and cultural competences, multiperspectivity in history and gender equality. In this way, learners can acquire competences for democratic culture, to fulfil their potential in education as well as in society.



Organisations should review preventative measures put in place to guard against sexual harassment and abuse, including relationships, sex, and health education curriculum, behaviour policies, and pastoral support.

## Tackling Digital Disruptions



Rules



Mute



Camera



Removal







# BEHAVIOUR MANAGEMENT

## High-Level Behavioural Disruptions



Trainees will develop their knowledge on barriers to learning and behaviour management, seeking how to identify, assess for and tackle barriers to learning, working towards an inclusive education. Trainees will also revisit behaviour, seeking to address this at both low and high levels of disruption.

Trainees will investigate behaviour policy and theory to gain further knowledge on behaviour management and apply this to both low and high-level behavioural disruptions. This includes tackling prejudice and discrimination, 'normalised' sexual harassment and managing behaviour through online delivery.

<b>Learning "how to"</b>	Tackle prejudice and discrimination through the use of subject specific material and content	Respond to 'normalised' sexual harrassment in the classroom and in the wider organisation	Address digital behavioural disruptions, considering how to prevent and remediate these in practice	
<b>Clarifying "how to"</b>	Discuss any instances where learning, subject content or material has addressed tackling prejudice and discrimination in the classroom environment with regards to the Equality Act 2010. Furthermore consider how to prevent or remedy high-level behaviour disruptions including knowing when to refer and how to deal with digital disruptions.			
<b>Building "how to"</b>	 Discuss how to pre-emptively tackle prejudice through subject content	 Arrange to meet learning support colleagues who help disengaged learners	 Embed diveristy through subject curriculum as a preventative measure	 Rehearse responses to tackle high-level behavioural disruption

### Engaging in Research:

★ Ofsted. (2021) *Review of sexual abuse in schools and colleges*. Available: <https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>

★ DfE. (2014) *The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities*. Available: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

### Further Reading:

- Howarth, C. & Andreouli, E. (2015) 'Changing the context': tackling discrimination at school and in society', *International Journal of Educational Development*. 41, pp.184-191

- Vaaland, G. & Serpa, S. (2017) 'Back on track: Approaches to managing highly disruptive school classes', *Cogent Education*, 4(1)

- Meinokat, P. & Wagner, I. (2022) 'Causes, prevention, and interventions regarding classroom disruptions in digital teaching: A systematic review', *Educ Inf Technol*. 27

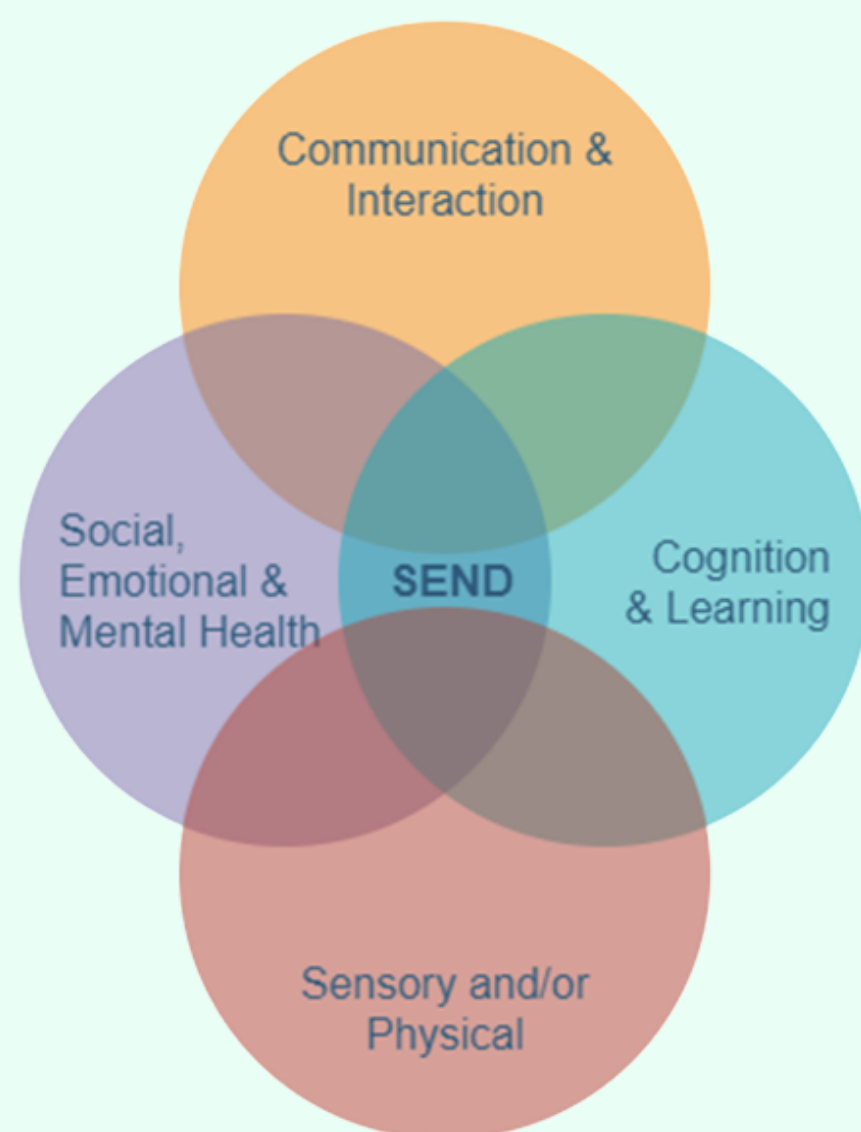


# BARRIERS TO LEARNING

A barrier to learning is anything that prevents learners from fully engaging in education. Throughout education, most - if not all - learners will face several different barriers to learning. Think, for example, a learner who has left their textbooks at home, an employee who hasn't received the preparation notes for a training workshop, or a learner who cannot complete their final online assessment because of a distraction-filled workplace.



## FOUR BROAD AREAS OF SEND



**Communication & Interaction** - Individuals that find communicating and understanding language difficult

**Cognition & Learning** - Individuals that have difficulties or disabilities meaning they struggle learning cognitively

**Sensory and/or Physical** - Individuals with disabilities that impact their ability to access the physical environment or learning

**Social, Emotional & Mental Health** - Individuals that have severe difficulties in managing their emotions or behaviour



A learner who might potentially be experiencing their first encounter with the British education system will face many obstacles to successful integration, above and beyond simply learning a new language. There can be the desire to make new friends, misunderstandings about behavioural or cultural norms, being overwhelmed by unfamiliar settings, and in some cases there may be past trauma that contributes to behavioural issues.

# BARRIERS TO LEARNING





## Learners with Additional Needs



Trainees will develop their knowledge on barriers to learning and behaviour management, seeking how to identify, assess for and tackle barriers to learning, working towards an inclusive education. Trainees will also revisit behaviour, seeking to address this at both low and high levels of disruption.

Trainees will revisit SEND and explore this in greater depth, looking at the four broad areas of Special Educational Needs and Disabilities and Adverse Childhood Experiences (ACEs) and how this impacts learners in the classroom.

EAL pedagogy will also be considered to address how to be inclusive to enhance and develop learner cognition, language acquisition and participation in class.

<b>Learning "how to"</b>	Identify barriers to learning, using learner trackers to provide targeted support	Develop SEND target teaching strategies to promote inclusive and mitigate learners falling behind	Develop the vocabulary for EAL learners in trainee subject specialism, highlighting key concepts	
<b>Clarifying "how to"</b>	Discuss knowledge and understanding of potential barriers to learning, considering how teachers can meet individual needs without creating unnecessary workload through the use of learners trackers. Furthermore, discuss adult, SEND and EAL barriers to learning and how these may present in the classroom with practical strategies to support this.			
<b>Building "how to"</b>	 Revisit <i>Chapter 7</i> of the SEND Code of Practice to identify SEN barriers	 Discuss use of learner trackers, identifying initial barriers to learning	 Observe how expert colleagues promote inclusive learning	 Practice supporting learners with specific additional learning needs

### Engaging in Research:

★ Department for Education. (2015) *Schools: guide to the 0 to 25 SEND code of practice*. Available: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

★ Tsiplakides, I. & Keramida, A. (2010) 'The relationship between teacher expectations and student achievement in the teaching of English as a foreign language', *English Language Teaching*. 3(2), p.22

### Further Reading:

- Mitchell, D. (2014) *What really works in special and inclusive education*. Oxford: Routledge
- Carroll, J., Bradley, L., Crawford, H., Hannant, P., Johnson, H. & Thompson, A. (2017) *SEN support: A rapid evidence assessment*. Department for Education
- Pennacchia, J., Jones, E. & Aldridge, A. (2018) *Barriers to learning for disadvantaged groups*. Department for Education



# BARRIERS TO LEARNING

Learning support assistant (LSA) interventions have a significant impact through providing additional support for learners that is targeted to their needs. High quality communication between learning support assistants and teachers is likely to support good implementation of effective and targeted interventions to overcome in class barriers to learning. In order to have the desired effect, organisations may consider:

- Careful assessment of learners' needs to target support
- Training learning support assistants so interactions are high quality
- Ensuring interventions are well-linked to classroom content (intent, implementation and impact) and does not reduce high quality interactions with teachers



## Tracking Barriers to Learning



Class work



Assessment



Observation



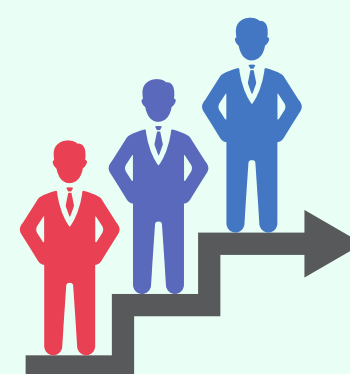
Discussion



Academic Support



Library Services



Career Guidance



Peer Mentoring



Wellbeing & Counselling



Clubs & Societies



Disability Support



Faith Services

# BARRIERS TO LEARNING





## Learning Support Systems



Trainees will develop their knowledge on barriers to learning and behaviour management, seeking how to identify, assess for and tackle barriers to learning, working towards an inclusive education. Trainees will also revisit behaviour, seeking to address this at both low and high levels of disruption.

Trainees will continue to develop their knowledge on learners with additional needs, exploring how to use learner trackers to identify areas of support needed and signpost to the wider support network within the organisation.

Trainees will also explore how to use learning support assistants in the classroom effectively to enhance learning and develop learner progression and confidence.

<b>Learning "how to"</b>	Use learning support assistants in the classroom, targeted at learners with additional needs	Use learner trackers to monitor and put strategies in place for learners with additional needs	Refer learners to wider support systems within the organisation to help with development	
<b>Clarifying "how to"</b>	Discuss the effectiveness of learning support assistants in one-to-one or group settings in a classroom to enhance the teaching and learning of the trainee. In addition to this, how to develop learner tracking knowledge to monitor barriers to learning and how to use organisational support to ensure the development and progression of the learner.			
<b>Building "how to"</b>	 Discuss how to make effective use of learning support assistants in the classroom	 Observe how expert colleagues utilise organisational support	 Work with learning support assistants to target individual with barriers to learning	 Make use of organisational support including wider organisation services

### Engaging in Research:

★ Department for Education. (2014) *Schools: guide to the 0 to 25 SEND code of practice*. Available: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/349053/Schools\\_Guide\\_to\\_the\\_0\\_to\\_25\\_SEND\\_Code\\_of\\_Practice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf)

★ Education and Training Foundation. (2019) *Learning Support Assistants in Further Education*. Available: [https://repository.excellencegateway.org.uk/190604\\_-\\_ETF\\_Guidance\\_for\\_Leaders\\_and\\_Manager\\_v9.pdf](https://repository.excellencegateway.org.uk/190604_-_ETF_Guidance_for_Leaders_and_Manager_v9.pdf)

### Further Reading:

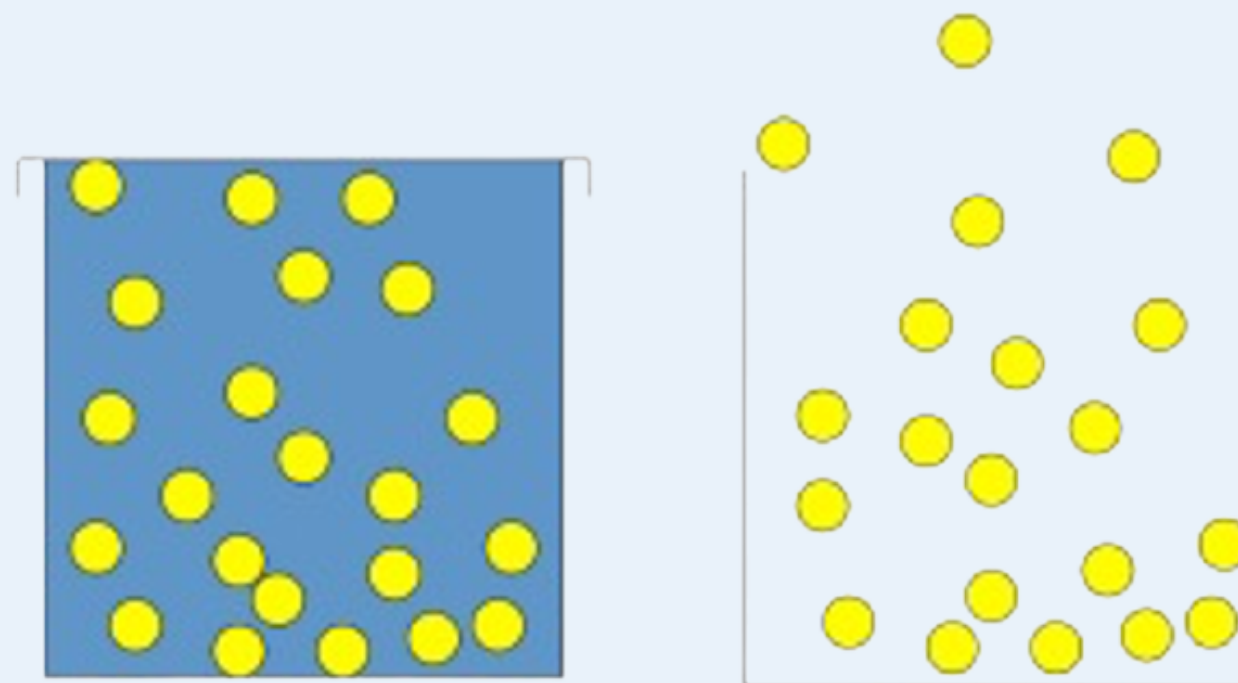
- Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A. & Webster, R. (2009) *Deployment and impact of support staff in schools: Characteristics, Working Conditions and Job Satisfaction of Support Staff in Schools*.
- Carroll, J., Bradley, L., Crawford, H., Hannant, P., Johnson, H. & Thompson, A. (2017) *SEN support: A rapid evidence assessment*. Department for Education
- Davis, P., Florian, L., Ainscow, M., Dyson, A., Farrell, P., Hick, P. & Rouse, M. (2004) *Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study*. Department for Education and Skills



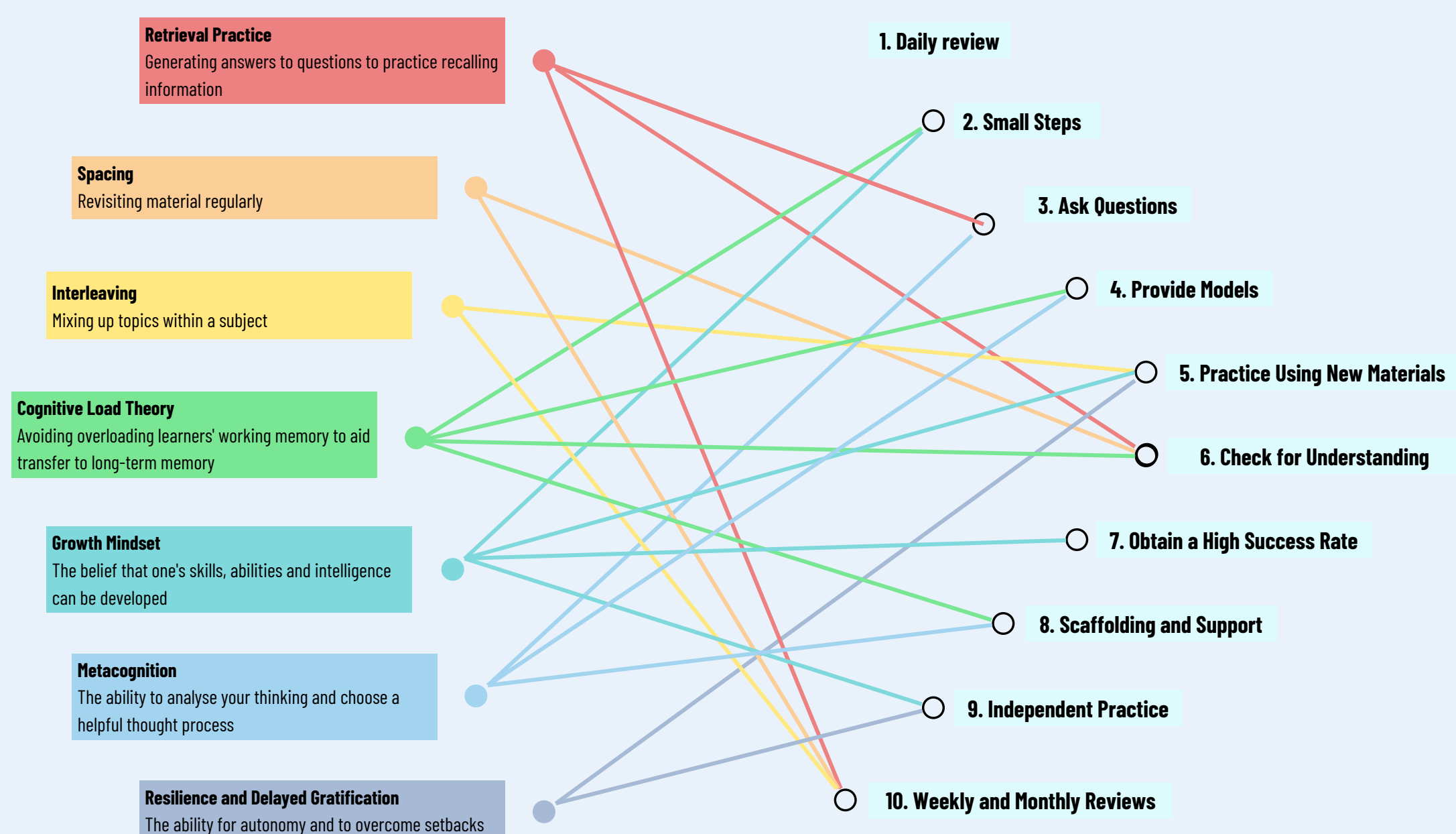
# CURRICULUM

All trainees should have deep knowledge of the subject they teach as when knowledge falls below a certain level it is a significant impediment to learner development and progression.

Having secure subject knowledge not only allows teachers to instruct (in-depth) with confidence, but it ensures that teachers are more able, and prepared, to address misconceptions that have a detrimental effect on learner knowledge acquisition and comprehension. Teachers should therefore consider the curriculum and plan activities based on the capabilities of the highest attainers as a total priority – lifting the lid. Providing appropriate scaffolds for other learners flows from this but teachers need to have the courage and confidence to challenge at the top end.



Rosenshine's Principles of Instruction have a solid evidence base to support their effectiveness. These principles are most effective where the objective is to master a body of subject knowledge or key skill involving clearly laid out steps, which learners are expected to apply. As with any educational strategy, it is down to the professional judgement of the teacher to decide how and when to apply these principles within the classroom.









# CURRICULUM

## Teach to the Top and Principles of Instruction

Trainees will consolidate knowledge on subject curriculum and pedagogy, exploring the overlap of policy and practice. Trainees will further consider how learning is developed and sequenced to allow for a deeper understanding which supports learners in the Further Education and Skills sector.

Trainees will consider the core components of their subject specialism, highlighting how to "Teach to the Top" and ensure that all learners are motivated to learn.

Trainees will also continue to demonstrate how to identify subject misconceptions and consider how to confidently employ the use of instructional design to break down and scaffold learning.

<b>Learning "how to"</b>	Further improve and develop subject knowledge and pedagogy	Develop "Teach to the Top" strategies to stretch all learners	Use subject misconceptions to inform planning and scaffolding of learning	
<b>Clarifying "how to"</b>	Recap subject misconceptions and key concepts in trainee subject specialism, considering how to enhance the teaching for learners through research and curriculum analysis. Demonstrate how trainees would remediate particular misconceptions in planning through the use of assessment, scaffolding and breaking down key concepts.			
<b>Building "how to"</b>	 Analyse subject specification and curriculum	 Recap subject concepts and how misconceptions are addressed	 Observe how expert colleagues teach to the top for all learners	 Practice breaking down learning and addressing misconceptions

### Engaging in Research:

- ★ Sherrington, T. (2019) *Rosenshine's Principles in Action*. Woodbridge: John Catt
- ★ Mansworth, M. (2021) *Teach to the Top: Aiming High for Every Learner*. Woodbridge: John Catt

### Further Reading:

- Agarwal, P. K., Finley, J. R., Rose, N. S. & Roediger, H. L. (2017) 'Benefits from retrieval practice are greater for students with lower working memory capacity', *Memory*. 25(6), pp.764-771
- Hattie, J. (2012) *Visible Learning for Teachers*. Oxford: Routledge
- Kirschner, P., Sweller, J., Kirschner, F. & Zambrano, J. (2018) 'From cognitive load theory to collaborative cognitive load theory', *International Journal of Computer-Supported Collaborative Learning*. 13(2), pp.213-233



# CURRICULUM

## BEHAVIOURISM

Behaviourism is a theory of learning based on the idea that all behaviours are acquired through conditioning, and conditioning occurs through interaction with the environment. Behaviourists believe that our actions are shaped by environmental stimuli.



## SOCIAL CONSTRUCTIVISM



Social constructivism emphasises the collaborative nature of learning. It emphasises the role of language and culture in cognitive development as language and culture play essential roles both in human intellectual development and in how humans perceive the world.

## COGNITIVISM

Cognitivism focusses on how information is received, organised, stored and retrieved by the mind. It uses the mind as an information processor, like a computer. Cognitivism looks beyond observable behaviour, viewing learning as an internal mental process.



### COGNITIVE LOAD THEORY (CLT)

CLT is concerned with the amount of information our working memory can hold and since it has a limited capacity. Instructional methods should avoid overloading learners with additional activities that don't directly contribute to learning (Sweller, 1988).

# CURRICULUM





## Theories of Learning



Trainees will consolidate knowledge on subject curriculum and pedagogy, exploring the overlap of policy and practice. Trainees will further consider how learning is developed and sequenced to allow for a deeper understanding which supports learners in the Further Education and Skills sector.

Trainees will explore theories of learning that underpin subject specialist curriculum, knowledge and pedagogy, considering how learners gain knowledge and how to address motivation and participation.

Trainees will revisit Cognitive Load Theory and address how sequencing can impact learner knowledge acquisition in preparation for summative assessments.

<b>Learning "how to"</b>	Explore cognitivism and cognitive load theory to sequence learning	Employ effective use of behaviourism with regards to rewards and sanctions	Further develop effective paired and group work learning activities	
<b>Clarifying "how to"</b>	Discuss how to deliver subject specialist knowledge underpinned by theories of learning related to curriculum development ( <i>curriculum intent, implementation and impact; core components, misconceptions, scope, coherence, sequencing and rigour</i> ) and recap previous discussions on cognitive load theory.			
<b>Building "how to"</b>	 Discuss how to increase challenge as knowledge becomes more secure	 Observe how expert colleagues embed sequencing and group work	 Rehearse strategies for delivery, allowing for group work and collaboration	 Practice sequencing and scaffolding to allow for purposeful learning

### Engaging in Research:

★ Biesta, G. (2020) 'What constitutes the good of education? Reflections on the possibility of educational critique', *Educational Philosophy and Theory*. 52(10)

★ Clark, R., Nguyen, F. & Sweller, J. (2006) *Efficiency in Learning: Evidence-Based Guidelines to Manage Cognitive Load*. United States: John Wiley & Sons

### Further Reading:

- Agarwal, P. K., Finley, J. R., Rose, N. S. & Roediger, H. L. (2017) 'Benefits from retrieval practice are greater for students with lower working memory capacity', *Memory*. 25(6), pp.764-771

- Cowan, N. (2008) 'What are the differences between long-term, short-term, and working memory?', *Progress in brain research*. 169, pp.323-338

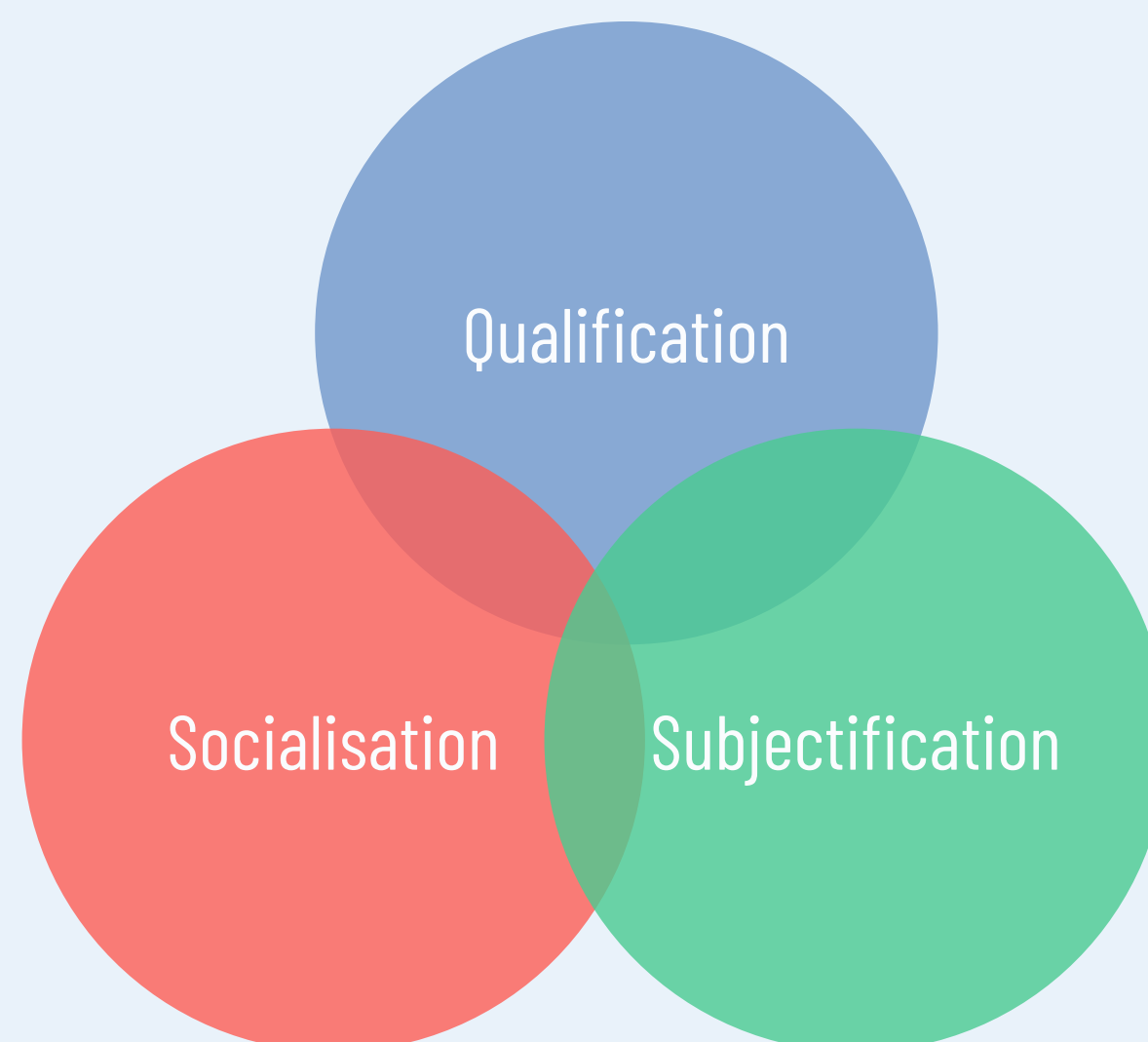
- Simonsmeier, B., Flaig, M., Deiglmayr, A., Schalk, L. & Schneider, M. (2021) 'Domain-Specific Prior Knowledge and Learning: A Meta-Analysis', *Educational Psychologist*



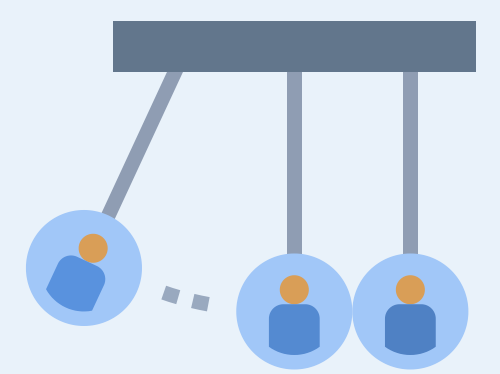
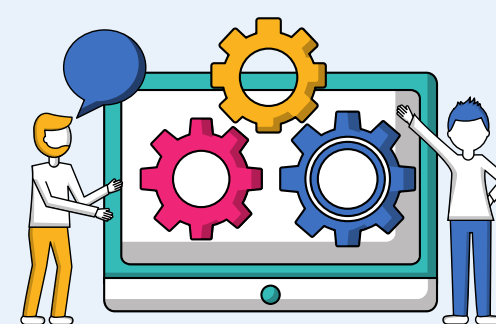
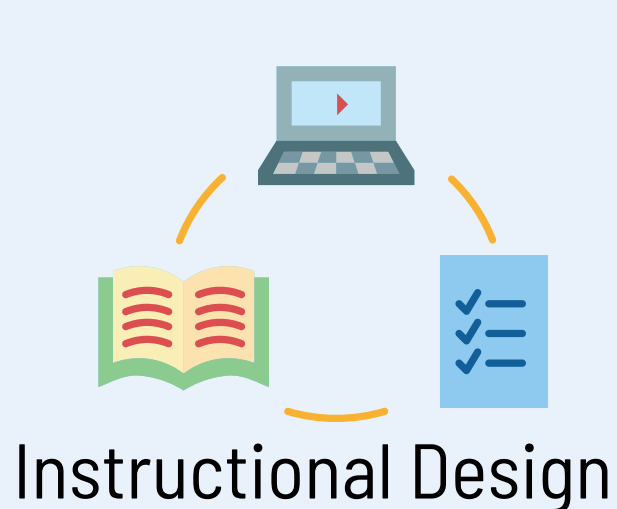
# CURRICULUM

The purpose of education is multidimensional and for education to be purposeful for learners, there needs to be a balance and synergy between the theories and decisions that impact curriculum intent, implementation and impact. There are three areas outlined by Biesta which help to focus and reframe the purpose of education.

1. **Qualification:** The ways in which education qualifies a learner and therefore provides them with the necessary knowledge, skills and dispositions
2. **Socialisation:** The ways in which a learner can become part of and identifies with the existing social, cultural and political practices or traditions
3. **Subjectification:** The way in which education impacts on the learner and how they exist outside of the existing orders of the educational organisation through their own initiative and responsibility



## TOOLS FOR CURRICULUM ANALYSIS









# CURRICULUM

## Purpose of Education and Curriculum Analysis

Trainees will consolidate knowledge on subject curriculum and pedagogy, exploring the overlap of policy and practice. Trainees will further consider how learning is developed and sequenced to allow for a deeper understanding which supports learners in the Further Education and Skills sector.

Trainees will explore the purpose of education with regards to the curriculum of their subject specialism.

Trainees will also focus on how to analyse the delivered curriculum and seek to highlight areas for further development to suit the varied needs of learners.

<b>Learning "how to"</b>	Explore the purpose of education in the Further Education and Skills sector	Analyse curriculum intent, implementation and impact across national and international level	Suggest strengths and further developments to enhance learner progression and development	
<b>Clarifying "how to"</b>	Discuss the purpose of education in relation to the Further Education and Skills sector, highlighting the purpose of study across phases, levels and institutions – both nationally and internationally. Discuss how prior education feeds into the Further Education and Skills sector, progressing onto next steps and links with future employment.			
<b>Building "how to"</b>	 Discuss curriculum design, intent, implementation and impact of subject specialism	 Observe how expert colleagues plan, review and practice key ideas	 Analyse a scheme of work paying attention to assessment and impact	 Reflect on strengths and developments of subject specialist curriculum

### Engaging in Research:

★ Biesta, G. (2009) 'Good education in an age of measurement: on the need to reconnect with the question of purpose in education', *Educational Assessment, Evaluation and Accountability*. 21(1)

★ Biesta, G. (2020) 'What constitutes the good of education? Reflections on the possibility of educational critique', *Educational Philosophy and Theory*. 52(10)

### Further Reading:

- Coe, R., Aloisi, C., Higgins, S. & Major, L. E. (2014) *What makes great teaching. Review of the underpinning research*. UK: Durham University

- Willingham, D. T. (2002) 'Ask the Cognitive Scientist. Inflexible Knowledge: The First Step to Expertise', *American Educator*. 26(4), pp.31-33

- Willingham, D. T. (2010). 'The Myth of Learning Styles', *Change*. 42(5), pp.32-35



# CURRICULUM

Trainees should consider the balance between breadth and depth, idea sequencing, factual and conceptual knowledge, and choice of texts; all this comes before planning lessons and gathering resources. Curriculum making, then, is guided by intent and impact before the overarching success criteria and end goal. In doing so, teachers can provide learners with metaphors, analogies, illustrations and examples that will help to contextual knowledge and break down cognitively challenging concepts.



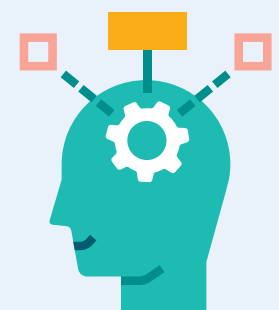
Introduce new concepts



Provide context



Make learning engaging



Promote critical thinking



Recall prior learning



Break down learning

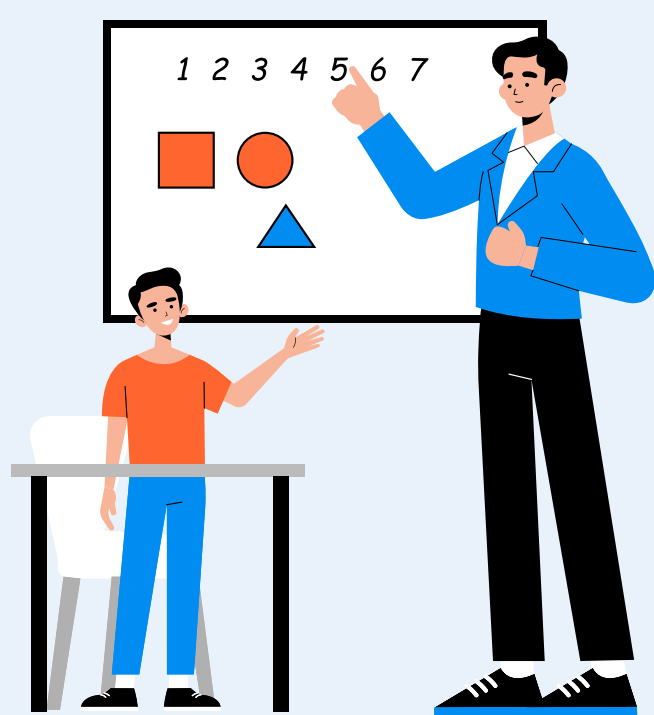


Assess learner knowledge



Improve communication

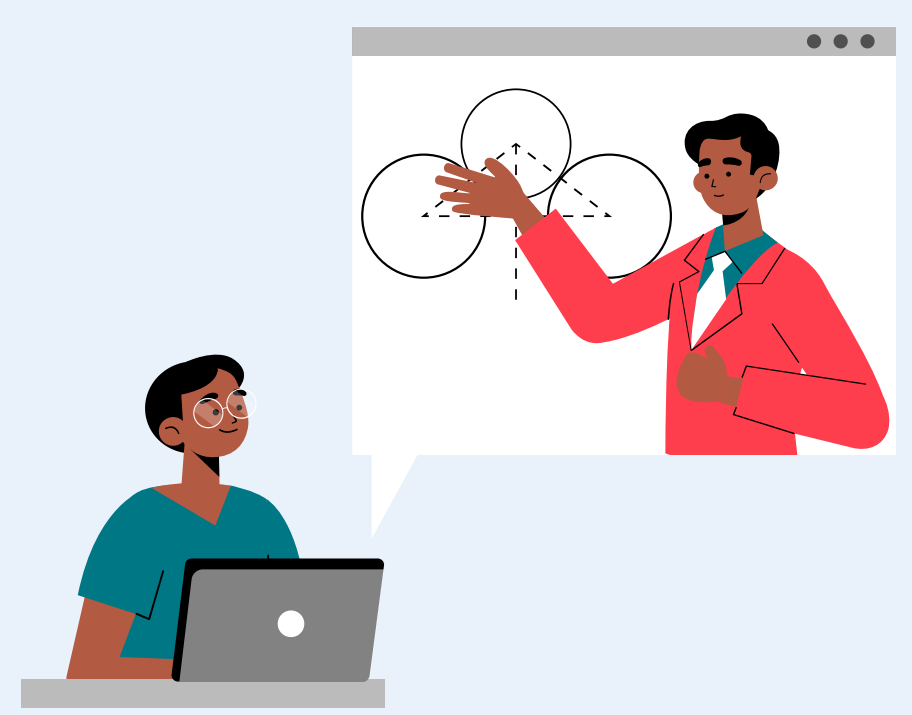
Powerful knowledge can enable learners to acquire knowledge that takes them beyond their own experiences. This is particularly important in disadvantaged contexts in relation to the promotion of social justice. Knowledge-led curricula can attempt to provide learners with an educational experience that enables them to be socially mobile, for this is at the core of what social justice is. This enables all individuals, regardless of socio-economic background, to be provided with the opportunities to succeed in life.



Knowledge is distinct from '*common sense*'



Knowledge is systematic



Knowledge is specialised



# CURRICULUM

## Metaphors, Analogies and Powerful Knowledge

Trainees will consolidate knowledge on subject curriculum and pedagogy, exploring the overlap of policy and practice. Trainees will further consider how learning is developed and sequenced to allow for a deeper understanding which supports learners in the Further Education and Skills sector.

Trainees will draw on previous knowledge of curriculum analysis, subject misconceptions and instructional design to consider how learner can be broken down and scaffolded with metaphors and analogies to provide further context and support learning of key concepts.

<b>Learning "how to"</b>	Deconstruct key ideas and concepts of subject specialism into themes and topic areas	Provide key metaphors, analogies and examples to reinforce key subject concepts	Further support learners to apply prior learning to new knowledge across a range of subjects and areas	
<b>Clarifying "how to"</b>	Discuss the use of powerful analogies, illustrations, examples, explanations and demonstrations in trainee subject specialism, considering how to help learners, including those with EAL and learners with additional needs to grasp complex concepts.			
<b>Building "how to"</b>	 Discuss key examples that support learning in subject specialism	 Reflect on personal experiences to provide anecdotes	 Observe how expert colleagues use examples to address misconceptions	 Practice using powerful knowledge to enhance social learning

### Engaging in Research:

★ Wittwer, J. & Renkl, A. (2010) 'How Effective are Instructional Explanations in Example-Based Learning? A Meta-Analytic Review', *Educational Psychology Review*. 22(4), pp.393–409

★ Young, M. (2014) *Knowledge, curriculum and the future school*. In Young, M., Lambert, D., Roberts, C. & Roberts, M. *Knowledge and the future school: curriculum and social justice*. London: Bloomsbury Academic. pp.8–40

### Further Reading:

- Coe, R., Aloisi, C., Higgins, S. & Major, L. E. (2014) *What makes great teaching. Review of the underpinning research*. UK: Durham University

- Siegler, R.S. & Shipley, C. (1995) *Variation, selection, and cognitive change*. In Simon, T., Halford, G., (Eds.). *Developing cognitive competence: New approaches to process modeling*. Hillsdale, NJ: Erlbaum. pp.31–76

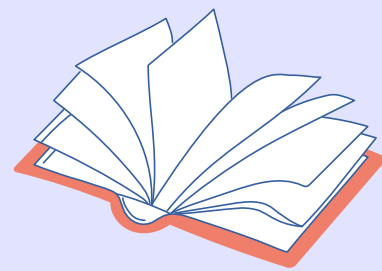
- Willingham, D. T. (2002). 'Ask the Cognitive Scientist. Inflexible Knowledge: The First Step to Expertise', *American Educator*. 26(4), pp.31–33



# GOVERNMENT PRIORITIES



Consider how teachers are embedding **English** skills within learning. Consider how teachers can develop a good knowledge of English language and literacy to support learners.



Reading



Writing



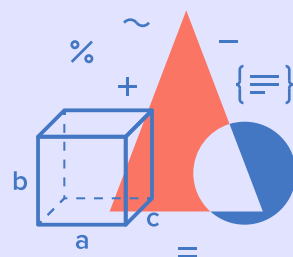
Speaking



Listening



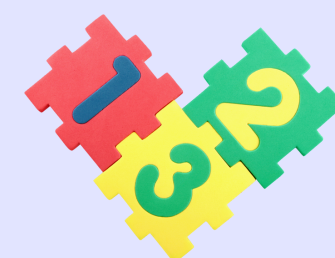
Consider how teachers are embedding **mathematic** skills within learning. Consider how teachers can develop a good knowledge of mathematics to support learners.



Geometry



Patterns



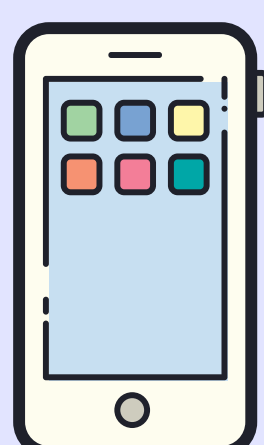
Numbers



Statistics



Consider how teachers are embedding **digital** skills within learning. Consider how teachers can develop a good knowledge of technology and digital skills to support learners.



Applications



Websites



Multimedia





# GOVERNMENT PRIORITIES

## Fundamental Skills



Trainees will consider the current government priorities and policies that impact on teaching, learning and assessment in the Further Education and Skills sector. Trainees will explore strategies and activities to embed these priorities within their subject specialism.

Trainees will self-assess their personal knowledge and learning within English, maths and their digital pedagogy to ensure they develop these for their learners. Trainees will highlight effective and meaningful instances in the curriculum to promote these fundamental skills and to support the holistic development of learners.

<b>Learning "how to"</b>	Embed reading, writing, speaking and listening with trainee subject specialism	Embed numeracy and mathematical skills with trainee subject specialism	Embed technology and digital skills with trainee subject specialism	
<b>Clarifying "how to"</b>	Discuss the importance of embedding fundamental skills in subject specialisms across the Further Education and Skills sector and how to embed fundamental skills to promote learner development. Discuss ways that the organisation supports learners with developing English, maths, and digital skills including EAL, SEND and learners with additional needs.			
<b>Building "how to"</b>	 Discuss how to plan, and deliver sessions that embed key fundamental skills	 Self-assess knowledge and comprehension of fundamental skills	 Collaborate with support services such as the library	 Embed fundamental skills within subject specialist teaching

### Engaging in Research:

- ★ OECD. (2019) *Conceptual Learning Framework: Skills for 2030*. Available: [https://www.oecd.org/education/2030-project/teaching-and-learning/learning/skills/Skills\\_for\\_2030\\_concept\\_note.pdf](https://www.oecd.org/education/2030-project/teaching-and-learning/learning/skills/Skills_for_2030_concept_note.pdf)
- ★ Sharrock, T. (2016) *Embedding English and Maths: Practical Strategies for FE and Post-16 Tutors (Further Education)*. Hertfordshire: Critical Publishing

### Further Reading:

- Kay, J. (2021) *Improving Maths and English in Further Education: A Practical Guide*. United Kingdom: Open University Press
- Falloon, G. (2020) 'From digital literacy to digital competence: the teacher digital competency (TDC) framework', *Education Tech Research Dev.* 68
- White, J. (2015) *Digital Literacy Skills for FE Teachers*. London: Sage Publishing



# GOVERNMENT PRIORITIES

**Safeguarding** and promoting the welfare of children is responsibility of all. Everyone who comes into contact with children, vulnerable adults and their families has a role to play. In order to fulfil this responsibility effectively, all teachers should make sure their approach is learner-centred. This means that they should consider, at all times, what is in the best interests of the learner.



A strong **wellbeing** and positive mental-health ethos that is embedded into teaching allows teachers to support learners with mild to moderate mental health issues in their organisation. This can extend to supporting without having to refer to external providers, map what provision is already in place in and around the organisation and where the gaps are, and coordinate quickly with external agencies where this is needed.



Leading Change



Working Together



Understanding Need



Promoting Wellbeing



Supporting Staff

**Education for Sustainable Development (ESD)** is an interdisciplinary approach to learning that covers the integrated social economic and environmental dimensions of the formal and informal curriculum. ESD is a pedagogical approach that can help teachers develop the skills knowledge and experience to contribute to an environmentally and ethically responsible society and pursue a career that reflects those values.



Sustainable Development Goals for the 2030 agenda

# GOVERNMENT PRIORITIES

## Safeguarding, Wellbeing and ESD



Trainees will consider the current government priorities and policies that impact on teaching, learning and assessment in the Further Education and Skills sector. Trainees will explore strategies and activities to embed these priorities within their subject specialism.

Trainees will revisit Safeguarding and consider both the wellbeing of learners and themselves, identifying support services that can offer help, support and guidance.

Trainees will also revisit Educational for Sustainable Development (ESD) and how to embed this within their subject specific teaching, learning and assessment.

<b>Learning "how to"</b>	Ensure learner and personal wellbeing by provide pastoral support and care	Highlight opportunities to promote ESD with subject specialism	Work with organisational support services to support learner wellbeing	
<b>Clarifying "how to"</b>	Discuss the importance of wellbeing and drawing a line between work and home life for both trainee and learners, and consider the referral process to support learner wellbeing. Explore how to embed Education for Sustainable Development (ESD) within subject specialism teaching to address global needs.			
<b>Building "how to"</b>	 Discuss how to plan, and deliver sessions that support learner wellbeing	 Self-assess current knowledge of wellbeing and sustainability	 Collaborate with organisational support services such as wellbeing	 Rehearse responses and referrals to support learner wellbeing

### Engaging in Research:

★ Coulombe, S., Hardy, K. & Goldfarb, R. (2020) 'Promoting wellbeing through positive education: A critical review and proposed social ecological approach', *Theory and Research in Education*. 18(3)

★ UNESCO. (2020) *Education for Sustainable Development: A Roadmap*. Available: <https://unesdoc.unesco.org/ark:/48223/pf0000374802/PDF/374802eng.pdf.multi>

### Further Reading:

- Summers, D. & Cutting, R. (2016) *Education for Sustainable Development in Further Education*. London: Palgrave Macmillan
- Ofsted. (2019) *Teacher well-being at work in schools and further education providers*. Available: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/936253/Teacher\\_well-being\\_report\\_110719F.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936253/Teacher_well-being_report_110719F.pdf)
- Carroll, C. & Hurry, J. (2018) 'Supporting pupils in school with social, emotional and mental health needs: a scoping review of the literature', *Emotional and Behavioural Difficulties*. 23(3)



# GOVERNMENT PRIORITIES



Given the rise of extremist voices it is important to embed **Prevent** to protect learners from threats and increase resilience:

- Make sure the classroom is a safe space where learners can discuss ideas and controversial issues freely and openly
- Provide skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments
- Promote the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs

## Anti-racist education

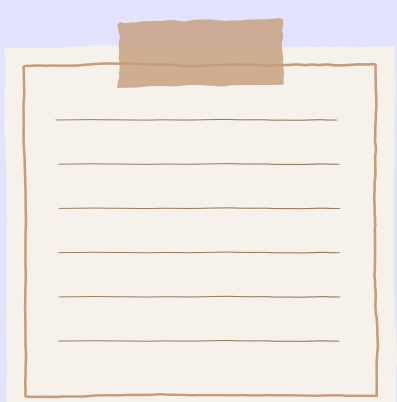
empowers learners to engage in an increasingly diverse and globalised world where people can be united by their common humanity and enhanced by their diversity.

All behaviour policies must support positive behaviour for learning and support learners to take responsibility for their behaviour.

An anti-racist behaviour policy helps learners to understand the harmful consequences of racism and to actively challenge it wherever it occurs, ensuring the learning environment is inclusive, without racial inequality or racism.

## Decolonising education

means rebuilding an organisational system that is responsive and supports all learners, staff and teachers. It allows for creating spaces and resources for a dialogue among all members of an organisation on how to imagine and envision all cultures and knowledge systems in the curriculum, and with respect to what is being taught and how it frames the world. Decolonising education involves examining the limitations and biases of the current curriculum and examining political and societal legacies of colonialism and how it has influenced education.



Set clear rules



Challenge attitudes



Avoid stereotypes



Multicultural examples



Promote diversity

# GOVERNMENT PRIORITIES





## Promoting Racial Diversity



Trainees will consider the current government priorities and policies that impact on teaching, learning and assessment in the Further Education and Skills sector. Trainees will explore strategies and activities to embed these priorities within their subject specialism.

Trainees will further develop their knowledge of Prevent and seek to develop strategies to tackle racism and promote racial diversity through subject specialism teaching.

Trainees will also explore how to highlight voices of colour and promote decolonising the curriculum based on prior curriculum analysis.

<b>Learning "how to"</b>	Promote racial diversity and inclusion within teaching including EAL, SEND and learners with additional needs	Decolonise the curriculum, providing examples and analogies that promote diversity	Collaborative, develop and produce effective resources to highlight diversity	
<b>Clarifying "how to"</b>	Discuss how to create a safe, inclusive and positive environment where racial diversity is celebrated and exemplified to learners, ensuring all voices are acknowledged and promoted. Ensure that trainees are up to date with knowledge on Prevent and how to decolonise the curriculum.			
<b>Building "how to"</b>	 Discuss how to plan, and deliver sessions that support racial diversity	 Self-assess current knowledge of racial diversity and anti-racism	 Collaborate with organisational support services	 Create resources that promote diversity and racial equality

### Engaging in Research:

★ Education and Training Foundation. (n.d.) *Further Prevent and British Values Resources*. Available: <https://www.et-foundation.co.uk/professional-development/safeguarding-prevent/legislation-guidance-resources/further-prevent-british-values-resources/>

★ Arshad, R. (2021) 'Decolonising the curriculum – how do I get started?', *Times Higher Education*. 14 Sep

### Further Reading:

- Arneback, E. (2022) 'Becoming an anti-racist teacher: countering racism in education', *Teachers and Teaching*. 28(3)
- Advance HE. (n.d.) *Anti-Racist Curriculum Project*. Available: <https://www.advance-he.ac.uk/anti-racist-curriculum-project/project-guide>
- NEU. (n.d.) *Anti-racism charter*. Available: <https://neu.org.uk/anti-racism-charter>



# GOVERNMENT PRIORITIES



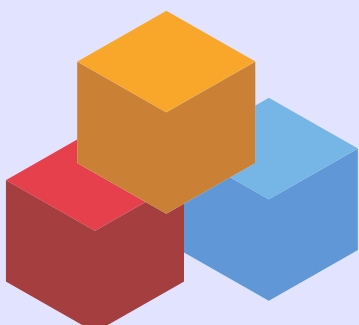
Inclusive learning recognises that all learners, including **SEND** and **EAL** are entitled to experience learning that respects diversity, enabling them to be fully involved in the curriculum. It enables participation, removes barriers to learning, and considers the variety of learning needs and preferences. Inclusive learning also enables learners to be fully engaged and involved in the learning process. Views are respected and teaching practices are flexible in meeting the learning needs of a diverse population.



Communication



Flexibility



Scaffolding



Learner-centred



Collaboration



**Inspection and regulation** provides important information to parents, carers, learners, employers and stakeholders about the quality of education, training and care. These groups should then be able to make informed choices based on the information published in inspection reports in order to provide the most for learners and their development.



Quality of education



Behaviours and attitudes



Personal development



Leadership and management

# GOVERNMENT PRIORITIES





## Inclusion, Inspection and Regulation



Trainees will consider the current government priorities and policies that impact on teaching, learning and assessment in the Further Education and Skills sector. Trainees will explore strategies and activities to embed these priorities within their subject specialism.

Trainees will further consolidate knowledge on how to support learners with additional needs, highlighting the importance of inclusion informed by the SEND Code of Practice and EAL pedagogy.

Trainees will also develop their knowledge of Ofsted's Education Inspection Framework (EIF) and will explore strategies to meet external requirements through their subject specialism.

<b>Learning "how to"</b>	Use the SEND Code of Practice to enhance inclusion through pedagogy	Analyse the Educational Inspection Framework to map against current teaching	Identify areas for improvement based on teaching, learning and assessment	
<b>Clarifying "how to"</b>	Explain the protocol for inspection in the trainees' organisation, highlighting systems and routines to support efficient time and task management. Recap where trainees can receive support within the organisation for supporting learners with additional needs including SEND and EAL.			
<b>Building "how to"</b>	 Discuss the process of inspection and regulation using previous frameworks	 Self-assess knowledge of inclusion and supporting SEND and EAL learners	 Collaborate with organisational support services including SENCo	 Rehearse responses to internal and external inspections

### Engaging in Research:

- ★ Office for Standards in Education [Ofsted]. (2023) *Further Education and Skills handbook*. Available: <https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif/further-education-and-skills-handbook-for-september-2023>
- ★ Department for Education. (2015) *Schools: guide to the 0 to 25 SEND code of practice*. Available: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

### Further Reading:

- Johnstone, L. (2022). 'Obstacles to opportunities: Towards a model of school improvement through Appreciative Inquiry', *BERA*
- Tsiplakides, I. & Keramida, A. (2010) 'The relationship between teacher expectations and student achievement in the teaching of English as a foreign language', *English Language Teaching*. 3(2), p.22
- Mitchell, D. (2020) *What really works in special and inclusive education: Using Evidence-Based Teaching Strategies*. Oxford: Routledge



# PROFESSIONAL DEVELOPMENT

When considering applying for jobs, teachers should reflect on their experiences and development to highlight this to potential employers. Here are some important points to consider for both writing a CV and giving responses to questions at an interview:

- Teaching skills, experience and responsibilities
- Educational history
- Use of keywords
- CPD and professional development
- Showcasing good practice with examples



Contact details



Education



Experience



Skills



References



Personal profile



Achievements



Interests

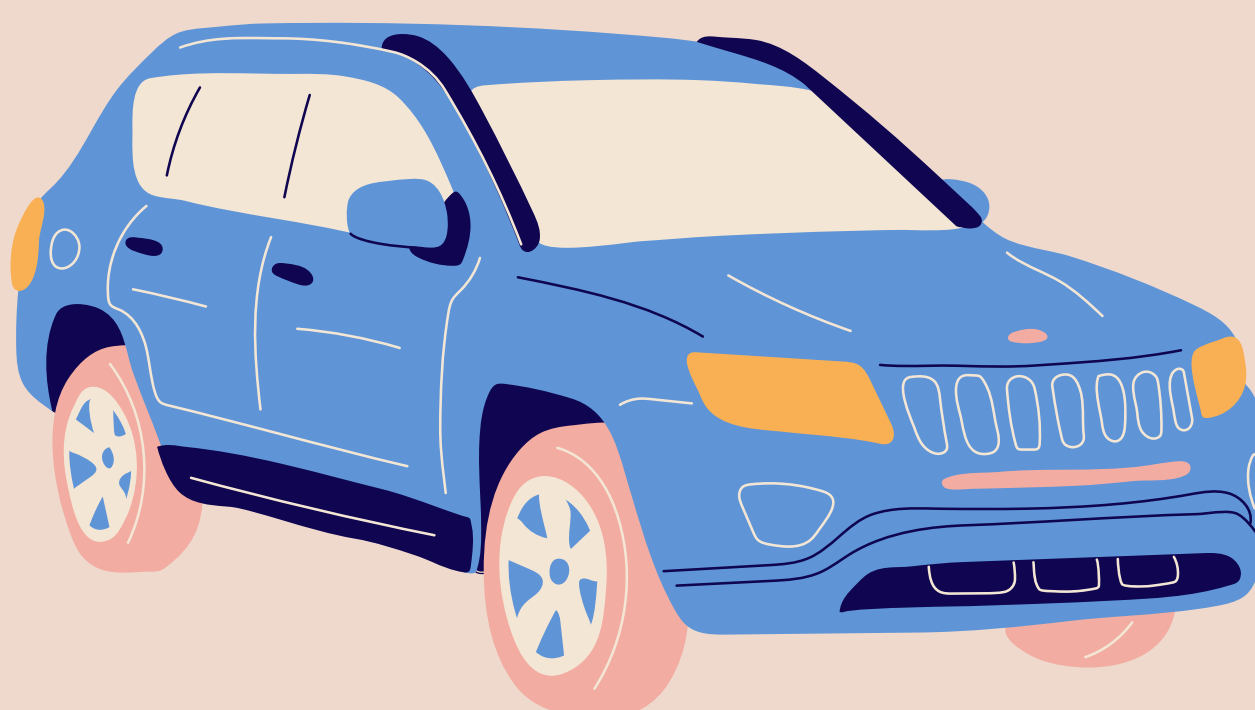
*Optional*

The golden rule when answering interview questions is to follow what is known as *CAR*:  
Context, Action, Result

**Context** is about describing a situation and setting the scene for a relevant example from the past. The key here is to choose an example well – one that clearly demonstrates the quality or skill the employer is asking about.

**Action** is about explaining what action was taken. Be specific rather than making vague statements and outline the steps and rationale.

**Result** is about detailing the outcome of the action. Offer specific facts relating to the result. For instance, quote figures and statistics, or feedback from a manager, that back up the assertion.



# PROFESSIONAL DEVELOPMENT

## Career Progression and Applications



Trainees will consider the impact of their teaching and reflect on how to continuously develop as a professional in the Further Education and Skills Sector. Trainees will highlight personal areas of strengths and further development, seeking to enhance and develop their pedagogy and practice.

Trainees will reflect on progress made and seek to address how to apply for teaching positions with organisations in the varied Further Education and Skills sector.

Trainees will also explore how to respond to key interview questions and scenarios, drawing on experience and knowledge from the programme and practice.

<b>Learning "how to"</b>	Discuss professional development and reflect on pedagogical progress	Identify strengths and areas for development to highlight CPD opportunities	Write a professional teaching CV and respond to interview questions and scenarios	
<b>Clarifying "how to"</b>	Discuss professional behaviours, how to further develop a professional teaching identify and how to improve existing skills. Discuss the process of applying for teaching positions and where to look, including effective interview techniques and responses to questions.			
<b>Building "how to"</b>	 Reflect on personal, professional and organisational development	 Discuss strengths and developmental points for next steps	 Work with wider colleagues for further CPD opportunities	 Rehearse responses to interview questions and scenarios

### Engaging in Research:

- ★ Bartleton, L. (2018) 'Teachers' Perceptions of the Impact of Continuing Professional Development on Their Professional Practice in a Further Education College in the West Midlands', *Educational Futures*. 9(2)
- ★ Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. & Coe, R. (2015) 'Developing Great Teaching', *Project Report*. London: Teacher Development Trust

### Further Reading:

- Armstrong, C. (n.d) *How to Apply for an Academic Job*. Available: <https://www.jobs.ac.uk/enhanced/careers-media/how-to-apply-for-an-academic-job-ebook.pdf>
- Opfer, V.D & Pedder, D. (2010) 'Benefits, status and effectiveness of Continuous Professional Development for teachers in England', *Curriculum Journal*. 21, pp.413-431
- Buckley, C. & Husband, G. (2020) 'Lecturer Identities and Perceptions of CPD for Supporting Learning and Teaching in FE and HE in the UK', *International Journal of Management and Applied Research*. 7(4), pp.432-453



# PROFESSIONAL DEVELOPMENT

## HOW DO TEACHERS ADDRESS SUBJECT MISCONCEPTIONS AND GAPS IN KNOWLEDGE THROUGH RESEARCH?



Qualitative

Qualitative research involves collecting and analysing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research.

Quantitative research is the process of collecting and analysing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalise results to wider populations.



Quantitative

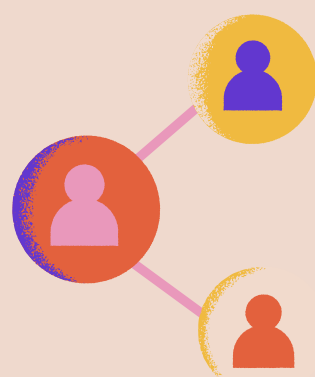
*Pedagogy informed research can:*



Address classroom problems



Underpin professional learning



Support professional networking



Inform pedagogical and curriculum



Impact educational policy



Give practitioner voice and self-efficacy

# PROFESSIONAL DEVELOPMENT

## Pedagogy Informed Educational Research



Trainees will consider the impact of their teaching and reflect on how to continuously develop as a professional in the Further Education and Skills Sector. Trainees will highlight personal areas of strengths and further development, seeking to enhance and develop their pedagogy and practice.

Trainees will carry out research to enhance the teaching, learning and assessment within their subject specialism. They will consider how to address subject misconceptions and explore how to further develop the taught curriculum.

Trainees will have the opportunity to share this research with wider colleagues seeking to positively impact organisational changes and curriculum development.

<b>Learning "how to"</b>	Carry out effective research that is responsive to problems in subject specialism	Reflect on research impact and changes to subject knowledge implementation	Share and collaborate research findings to impact wider curriculum and organisational development	
<b>Clarifying "how to"</b>	Discuss what makes effective professional development to highlight personal development activities and teaching strategies. Discuss what makes credible research and demonstrate how this influences the intent, implementation and impact of learner progression in trainee subject specialism.			
<b>Building "how to"</b>	 Discuss professional learning experiences and engagement with research	 Practice implementing changes as evidenced by trainee research	 Use the Foundation Concepts to map progress against pedagogy	 Share research with expert colleagues, considering implications

### Engaging in Research:

- ★ Bell, J. (2014) *Doing Your Research Project: A Guide for First-Time Researchers in Education, Health, and Social Science*. (6th Eds.) Berks: Open University Press
- ★ Coghlan, D. & Brydon-Miller, M. (2014) *The SAGE Encyclopaedia of Action Research*. London: Sage

### Further Reading:

- Rumson, R. (2018) *Gibbs-Reflective cycle model (1988)*. Available: <https://www.eln.io/blog/gibbs-reflective-cycle-model-1988>
- McNiff, J., Whitehead, J. & Lomax, P. (2011) *All You Need to Know About Action Research*. London: Sage
- Waring, M. (2012) *Finding your Theoretical Position*. in Arthur, J., Waring, M., Coe, R.J. & Hedges, L.V. *Research Methods and Methodologies in Education*. London: Sage



# PROFESSIONAL DEVELOPMENT



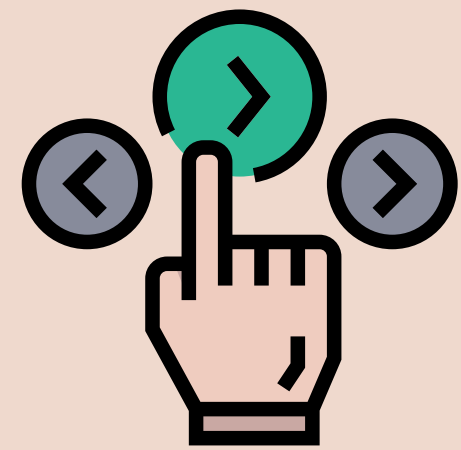
## CONTINUING PROFESSIONAL DEVELOPMENT



Up to date  
knowledge & skills



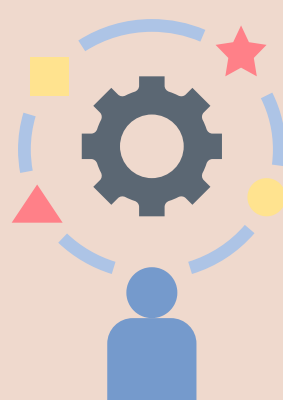
Confidence and  
credibility



Professional direction  
and guidance



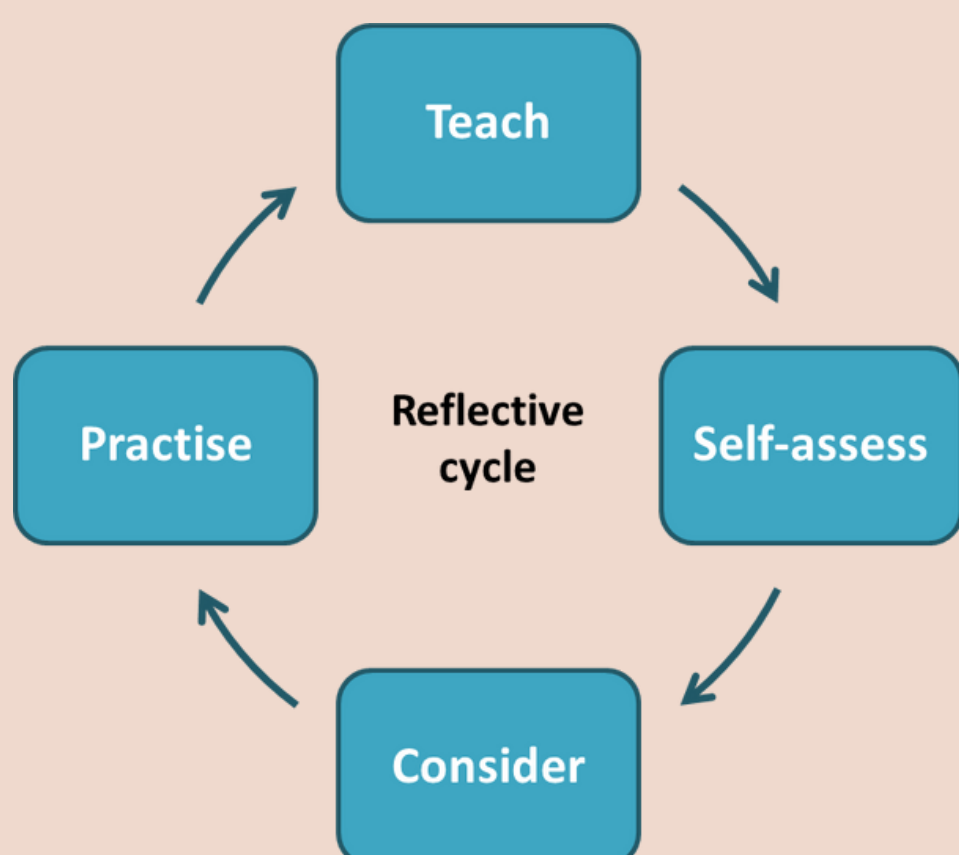
Showcase  
achievement



Ability to adapt  
to change



Promote career  
progression



## ETF PROFESSIONAL STANDARDS (2022)

**Professional Values and Attributes**

**Professional Knowledge and Understanding**

**Professional Skills**





# PROFESSIONAL DEVELOPMENT

## Continuous Professional Development



Trainees will consider the impact of their teaching and reflect on how to continuously develop as a professional in the Further Education and Skills Sector. Trainees will highlight personal areas of strengths and further development, seeking to enhance and develop their pedagogy and practice.

Trainees will consider how to access and gain knowledge through high quality CPD to address gaps in professional development, including Qualified Teacher Learning and Skills (QTLS) status. This may be through internal organisational professional development services, in the centre’s curriculum or external organisations which can include mapping against the ETF Professional Standards (2022).

<b>Learning "how to"</b>	Self-assess strengths and areas for pedagogical development	Use CPD to improve personal and organisational development	Reflect on professional next steps and set SMART targets in preparation for future development (eg: QTLS)	
<b>Clarifying "how to"</b>	Discuss how to engage with wider subject or professional networks to enhance, skills and pedagogy, exploring how trainees can continuously improve their subject knowledge and signpost personal development. Discuss how to contribute positively to the wider organisational culture and develop a feeling of shared responsibility for improving the education of all learners.			
<b>Building "how to"</b>	 Discuss commitment to continuous professional development	 Map out expectations across subject department and wider organisation	 Reflect on next steps for professional research and pedagogical development	 Identify targets for trainee professional formation year

### Engaging in Research:

- ★ Society for Education and Training. (n.d) *Qualified Teacher Learning and Skills status*. Available: <https://set.et-foundation.co.uk/professional-status/qtls>
- ★ Education & Training Foundation. (2022) *Professional Standards for Teachers and Trainers*. Available: <https://www.et-foundation.co.uk/professional-standards/teachers/>

### Further Reading:

- Stoll, L. Harris, A. & Handscomb, G. (2012) *Great professional development which leads to great pedagogy: nine claims from research*. Available: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335707/Great-professional-development-which-leads-to-great-pedagogy-nine-claims-from-research.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335707/Great-professional-development-which-leads-to-great-pedagogy-nine-claims-from-research.pdf)
- Darling-Hammond, L. (2009). *Professional Learning in the Learning Profession*. United States: National Staff Development Council
- Buckley, C. & Husband, G. (2020) 'Lecturer Identities and Perceptions of CPD for Supporting Learning and Teaching in FE and HE in the UK', *International Journal of Management and Applied Research*. 7(4), pp.432-453



The context of our

# FOUNDATION CONCEPTS



Throughout the course of the year, we intend to provide our trainees with a solid grounding in the foundations of teaching and learning.

We have identified 5 Foundation Concepts that underpin the competence of a trainee teacher, informed by the ITT Core Content Framework.

These 5 Foundation Concepts are formatively assessed throughout the programme and help to shape conversations about teaching, learning and assessment.

Trainees will be asked to complete a total of 5 observations on expert teachers across year against these Foundation Concepts. It is important that trainees observe as many expert teachers and colleagues in both their subject specialism and across the wider department to gain a breadth of experience in the Further Education and Skills sector.



# PROFESSIONAL BEHAVIOURS



## Learn how to develop as a professional and take opportunities to improve by:

- Engaging in professional development
- Seeking mentoring
- Using wider networks to strengthen subject pedagogy and knowledge
- Using lesson evaluation and reflection to extend subject pedagogy and knowledge
- Engaging critically with research



## Learn how to build effective working professional relationships by:

- Working effectively in a team and supporting colleagues
- Working closely with other professional supporting learning
- Sharing lesson intentions with teaching assistants
- Collaborating with others to share planning load/resource identification/preparation



## Learn how to effectively contribute to wider the life of the organisation setting by:

- Contributing to wider life of the organisation culture
- Knowing the indicators of a cause for concern
- Knowing who to contact about safeguarding concerns
- Preparing teaching assistants for lessons



## Learn how to look after your own mental health and wellbeing while teaching by:

- Making efficient use of time with personalised systems and routines
- Using the support available, including mental wellbeing
- Protecting your rest and recovery time





# HIGH EXPECTATIONS



## Learn how to establish effective routines and expectations by:

- Establishing routines at the beginning of the year
- Reinforcing classroom routines
- Developing, with colleagues, effective strategies for engaging with parents/carers to better support learners to succeed



## Learn how to promote the potential of all students by:

- Communicating a belief in the academic potential of all learners
- Setting challenging but achievable tasks
- Creating a positive environment that promotes learning from mistakes, effort and persistence



## Learn how to set high behavioural expectations by:

- Acknowledging and praising learners, emphasising progress
- Modelling courteous behaviour amongst colleagues
- Working with the organisation behavioural policies



## Learn how to build trusting relationships and motivate learners by:

- Responding consistently to learner behaviour
- Supporting learners to master challenging content
- Supporting learners to articulate their long term goals
- Relating goals to subject learning and qualifications



## Learn how to create a positive and safe learning environment by:

- Responding quickly to any behavioural issues
  - Establishing a supportive and inclusive environment
  - Giving clear instructions to introduce a task and check comprehension
- Using consistent language that is clear and reinforced

# AND MANAGING BEHAVIOUR

# CLASSROOM PRACTICE

## Learn how to organise lessons by:

- Breaking the topic into manageable chunks
- Making abstract ideas concrete
- Teaching key content first
- Scaffolding and knowing when to remove



## Learn how to deliver effective exposition by:

- Correctly pitching exposition
- Modelling clear learning processes
- Combining verbal and visual accounts
- Including potential pitfalls and how to avoid them

## Learn how to support classroom learning by:

- Supporting groups and collaboration
- Promoting higher order thinking
- Providing scaffolding for discussions
- Asking a range of questions



## Learn how to adapt to teaching by:

- Planning for prior knowledge
- Keeping task complexity achievable
- Building on learner prior knowledge
- Allowing learners to work on memory retention

# HOW STUDENTS LEARN

## Learn how to give lessons a sharp focus by:

- Breaking down complex ideas
- Planning to address misconceptions
- Sequencing lessons to secure key concepts
- Providing shareable learning experiences



## Learn how to consolidate learning over time by:

- Reviewing and practicing key ideas
- Designing tasks for high success
- Balancing exposition, repetition, practice and retrieval
- Increasing challenge of tasks over time

## Learn how to support additional needs by:

- Identifying learners who need further support and assessing correctly
- Working with SEND professionals and key institution colleagues



## Learn how to adapt teaching to meet additional needs by:

- Using well designed resources
- Reframing questions with extra scaffolding
- Building in additional practice
- Utilising effective teaching assistant support

# AND ADAPTIVE TEACHING





# SUBJECT KNOWLEDGE AND SUBJECT CURRICULUM

**Learn how to identify  
the key concepts in  
your subject  
specialism by:**

- Identifying essential concepts, knowledge, skills and principles
- Focusing learner thinking and cognition on key ideas
- Making clear links between lesson and the subject curriculum plan

**Learn how to support  
learners in engaging  
with the key concepts  
by:**

- Creating activities to support the mastery of the key concepts
- Using powerful analogies, illustrations and examples
- Including resources aligned with the wider institution priorities

**Learn how to  
effectively consolidate  
key subject knowledge  
by:**

- Balancing exposition, repetition and practice
- Linking new content and subject concepts
- Building critical thinking within the subject
- Using spaced practice and revision to consolidate fluency

# ASSESSMENT

## **Learn how to make effective use of formative and summative assessment by:**

- Planning assessment tasks linked to lesson objectives
- Using assessment, including questioning, to identify knowledge gaps and misconceptions
- Using assessment to identify patterns in performance
- Using externally validated materials for summative assessment



## **Learn how to assess prior learning and provide quality feedback by:**

- Extending discussions of questions to check comprehension
- Giving specific and timely feedback for learners to respond to
- Anticipating learner response to feedback
- Modelling making the most of feedback

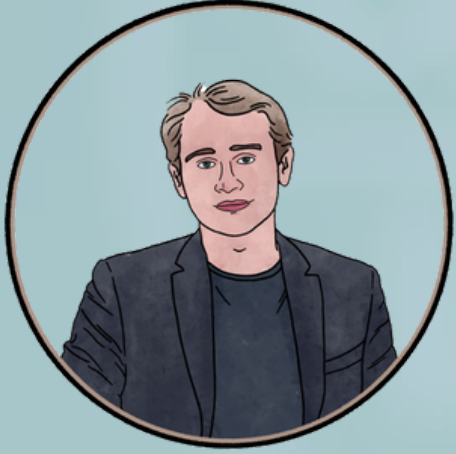
## **Learn how to mark effectively and efficiently by:**

- Recording useful data to improve learner outcomes
- Using a range of ways to give feedback
- Using verbal feedback in place of written feedback where possible
- Focusing feedback on correcting misconceptions





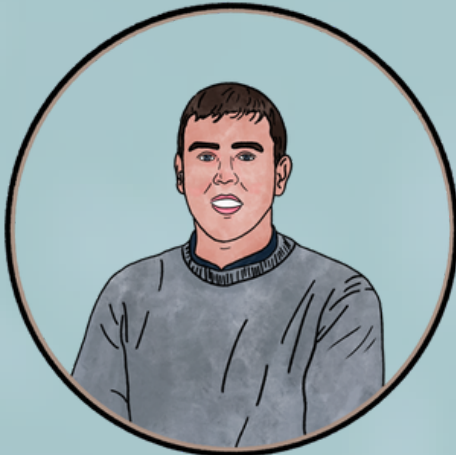
# CONTACT DETAILS



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**University of  
Sunderland**