

Our spiral curriculum model is an iterative revisiting of identified topics, subjects and themes throughout all BCU secondary QTS courses.

This spiral curriculum is not simply the repetition of any topic taught. It also requires the deepening of it, with each successive encounter building on the previous one.

BCU Secondary ITE

Curriculum:

overview

BCU ITE Spiral Curriculum

Alignment of the BCU ITE curricuum content to ITT Core Content Framework (DfE, 2019).

Each module within the Secondary ITE Curriculum ensures that trainees acquire research-led pedagogical and curriculum knowledge, and moreover, develop a clear insight into how to implement this knowledge as they develop their teaching skills with the support of expert colleagues across the BCU regional partnership.

BCU ITE CURRICULUM: KEY THEMES

- A. How to use critical enquiry and research informed practice to develop an understanding of effective teaching and learning.
- B. How classroom practice establishes effective behaviour management using high expectations and awareness of pupils' well-being.
- C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being
- D. How to plan and assess learning to ensure that all pupils make progress
- E. How to implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.
- F. How to develop professional behaviour and contribute effectively to the wider life of the school.

Module topics address:

- Research-informed practice
- Professional expectations and development
- Academic expectations at Level 7
- School curricula
- Planning
- Assessment
- Behaviour for learning
- Learning theories and cognitive development
- Responding to diversity
- Supporting vulnerable pupils
- Adaptive pedagogies
- Subject specific pedagogies
- Safeguarding and pupil well-being
- Workload management and well-being
- Regional educational contexts
- Employability

Partnership input:

- Ongoing mentor training and development
- Curriculum development and input
- School Based Training models
- Strategic
 discourses with
 expert colleagues
- Tools to support formal assessment and development of trainees
- Research-led CPD opportunities
- ECF transition and support

Subject Priorities in:

- Art and Design
- Computer Science
- Design Technology
- Drama
- English
- Geography
- History
- Mathematics
- Music
- Modern Foreign Languages
- Physical Education
- Religious Education
- Science
- Business Studies and Social Sciences (SD only)

ECF

QTS

BCU secondary subject priorities

Art and Design:

- Equality, diversity and inclusion in Art and Design
- Teaching as artistic practice
- Critical thinking in lesson planning for Art and Design
- The art and the design in Art and Design
- Drawing to learn not learning to draw
- Innovative post-pandemic pedagogy for Art and Design

Design Technology:

- Teaching iterative 21st century concepts for modern technologies and careers
- STEM ambassadors for collaborative working in schools.
- Applying Health and Safety effectively in the workplace
- Being an active researcher within subject demonstrating creative approaches to pedagogies
- Working effectively with other adults, stake holders and Industry
- Adaptive approaches for inclusivity, specific to the teaching of DT

Geography:

- The Geography curriculum: a lifelong 'conversation' about the earth
- Geographical enquiry: using Big Geography questions
- Geographical skills, digital Geography, GIS and fieldwork.
- Planning Geographical learning: First, Second & Third Space & decolonisation
- Geography for all: Inclusion and adaption

Music:

- Linking music education research and practice
- Linking high musical expectations to high BFL expectations
- Musical teaching and pupils' musical responses
- Breaking barriers to musical learning
- Contributing to the wider musical life in school

Physical Education:

- Meaningful PE
- Health & Safety in
- Rich & Varied Delivery of PE
- Healthy Active Lifestyles
- Issues around Social and Cultural Diversity in PE
- Character development

Business Studies and Social Sciences (SD only):

- Pedagogies to support independent learning
- Adaptive pedagogies to support the subject/s
- Dialogic pedagogies in practice
- Linking subject to relevant social contexts
- Subject assessment priorities

Drama:

- Understanding of the relationship between drama content and formbecoming an artful teacher
- Process drama- developing the pro-social aspects of drama
- Linking drama education research and practice
- Assessment, progression and differentiation in drama
- · Approaches to drama texts

History:

- Substantive knowledge in History

 securing knowledge for the
 classroom
- Disciplinary knowledge in History
 developing as historians
- The nature of progression in
- Access, engagement and understanding through adaptive teaching strategies
- The wider community within History education, including academic historians
- Historical enquiry and diverse curriculum design

Modern Foreign Languages:

- Creative and engaging ways of teaching and improving grammar.
- Effective ways of learning and retaining vocabulary.
- Cognitive processes involved in learning a language and how all four skills can be best taught (use of phonics, song and rhyme and ICT).
- Use of target language to achieve language confidence and mastery
- Access and engagement through adaptive pedagogies.
- Promoting cultural awareness to increase cultural capital and improve learners' motivation.

Science:

- Developing secure subject knowledge beyond science specialism
- Developing learners as scientists
- Creative and research based pedagogies for the science classroom
- Assessment for understanding and application
- Purposeful practical work

Computer Science:

- Developing logical thinking and research skills through creative problem solving
- Exploring the domain of computer science and IT
- Evaluating computer science and IT pedagogy
- Planning and structuring learning in computer science
- Creative, innovative and inclusive practice through computer science projects
- Developing as a subject professional

English:

- Creative pedagogies for teaching English
- Exploring diversity in the English curriculum
- Critically engaging with English pedagogies for adaptive teaching
- Exploring and practising the writer's craft
- Ensuring breadth and depth within the English curriculum
- Promoting oracy in the English classroom

Mathematics

- Using assessment in Mathematics to gauge understanding and address misconceptions.
- Subject knowledge development in Mathematics (across all phases).
- Developing conceptual understanding in the Mathematics classroom.
- Lesson planning incorporating fluency, reasoning and problem solving.
- Developing subject pedagogy that fosters the belief that all pupils can achieve in Mathematics.
- Critically reflect on research led Mathematics practice.

Religious Education:

- Religion and worldviews agenda
- Exploring sources of wisdom and authority
- Discourse around ethical issues
- Access and engagement through adaptive pedagogies
- Progression for learners within the subject curriculum
- Principles of character education

A. How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.

- Induction
- Subject Specific teaching
- PGCE/Undergrad Curriculum

PGCE/ UG content will deepen the knowledge of research-informed pedagogies which create successful teaching and learning episodes. With this knowledge and emerging sense of research-led professional identity they can be more intentional about their approach to their professional development in order to secure impact within their classrooms

Module EDU6296, EDU7342 Professional Enquiry:

- introduction to active examination of professional practice in the workplace
- reflective approach to personal development.
- foundation for future study / modules
- trainees to develop practicebased enquiry skills in auto ethnography, reflexive practice and develop an understanding of professional identity in an educational context
- Trainees identify an area of enquiry bespoke to their current context – which will overlap with other core themes

Through further development trainees and partners contribute to the BCU Education Journal Magazine. This provides trainees and partners with an audience to share their developed research-informed practice.

Interaction with expert colleagues:

- Discussion of pedagogies in context
- Deconstruction of practice
- Critical reflection of practice
- Action planning for development

Tutor / mentor guidance:

- Responding to feedback professionally
- Research- informed development targets
- Application of researchinformed practice to current context

Formative reviews of professional development –

 triangulated feedback on professional reflection and next steps in training

QIS

Modules EDU4169, EDU5174, EDU6297, EDU7343 Professional Studies Topics:

- Teacher persona
- Curriculum
- Mid-term planning
- Lesson planning
- Safeguarding
- Assessment
- Policy landscape
- Learning theories
- Memory
- Factors affecting learning
- EAL
- Modelling and scaffolding
- SEND categories and adaptations
- Adaptive teaching
- Group work
- Oracy
- Behaviour
- Mental health in schools
- SRE
- SMSC
- The role of Ofsted
- School governance
- Supporting LGBT+ pupils

EDU7346 Subject Pedagogy:

All subjects identify ways to plan and support aspects of this theme in sessions, e.g.:

- Innovative post-pandemic pedagogy for Art and Design
- Linking drama education research and practice
- Being an active researcher within subject demonstrating creative approaches to DT pedagogies
- The wider community within History education, including academic historians
- Critically reflect on research led Mathematics practice.
- Linking music education research and practice
- Creative and research based pedagogies for the science classroom

ECF

A. How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.

- Aronson, J. (Ed.) (2002) Improving academic achievement: Impact of psychological factors on education. New York: Academic Press.
- Adams, T. E., & Holman Jones, S. (2017) The Art of Autoethnography in Leavy (2017), Handbook of Arts-Based Research, Guilford Publications, New York. Available at https://ebookcentral.proquest.com/lib/bcu/detail.action?docID=4979052
- Ball, S. (2008) The Education Debate, Bristol: The Policy Press
- Bandura, A. (1986) Social foundations of thought and action: a social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall.
- Bell, L., & Stevenson, H. (2006) Education Policy Process, Themes and Impact, London: Routledge
- BERA, 2013. Why educational research matters. Available at https://www.bera.ac.uk/wp-content/uploads/2014/02/WERM-briefing-complete-for-web.pdf?noredirect=1
- Brookfield, S., (1998) *Critically reflective practice*. Journal of Continuing Education in Health Professions. Vol 18 pp 197-205
- Carter, A., 2015 Carter review of initial teacher training (ITT). Crown Copyright 2015:8 Available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/399957/Carter_Review.pdf
- Capel, Leask and Younie (2019) Learning to Teach in the Secondary School. Abingdon: Routledge
- Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: http://bit.ly/20vmvKO.
- Deans for Impact (2015). The Science of Learning. Austin, TX: Deans for Impact. https://deansforimpact.org/wp-content/uploads/2016/12/Practice-with-Purpose_FOR-PRINT_113016.pdf
- Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit
- Ghaye, T. (2011) Teaching and Learning through Reflective Practice. Abingdon: Taylor & Francis.
- Murdock-Perriera, L. A., & Sedlacek, Q. C. (2018) Questioning Pygmalion in the twenty-first century: the formation, transmission, and attributional influence of teacher expectancies. Social Psychology of Education, 21(3), 691–707.https://doi.org/10.1007/s11218-018-9439-9.
- McNiff, S. (2017) Philosophical and Practical Foundations of Artistic Inquiry. Creating Paradigms, Methods, and Presentations Based in Art in Leavy (2017) Handbook of Arts-Based Research, Guilford Publications, New York. Available from: ProQuest Ebook Central.
- Oruç, N., (2013) Early Teacher Identity Development in Procedia- Social and Behavioural Sciences 70 (2013) 207-212
- Reed-Danahay, D. E. (Ed.). (1997). Auto/Ethnography. Rewriting the Self and the Social. Oxford: Berg.
- Slater, H., Davies, N. M., & Burgess, S. (2011) Do Teachers Matter? Measuring the Variation in Teacher Effectiveness in England. Oxford Bulletin of Economics and Statistics, https://doi.org/10.1111/j.1468-0084.2011.00666.x.
- Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2007) The Scientific Base Linking Social and Emotional Learning to School Success. Journal of Educational and Psychological Consultation, 17(2–3), 191–210. https://doi.org/10.1080/10474410701413145

B. How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.

Induction,
Subject Specific teaching
PGCE/Undergrad Curriculum

PGCE / UG content deepening knowledge through

- How to establish consistently high expectations within the classroom
- how to plan for successful behaviour for learning,
- how to address identified needs in the classroom and plan to meet them,
- how to identify prior learning and plan for progress within and between lessons.

With this knowledge and understanding a teachers' role in establishing successful behaviour management they can be more intentional about their approach to planning for behaviour in their teaching and wider professional context

Trainees deepen their knowledge of classroom culture: a range of strategies to build and maintain nurturing relationships with pupils and consider how to begin to create a classroom environment that helps to reduce pupil stress and anxiety. There is emphasis on strategies to support the Social, Emotional and Mental Health of pupils post-Covid.

Through further practice trainees apply elements of practice, work with expert colleague (mentor/tutor) on feedback to ensure they are establishing supportive and inclusive environments.

Interaction with expert colleagues:

- Discourse around behaviour for learning practices
- Deconstruction of behaviour for learning strategies
- Critical reflection of BfL practice

Tutor / mentor guidance:

- Responding to feedback
- High leverage / small step development targets
- Application of practice to current context

Formative reviews of professional development –

 triangulated feedback on behaviour for learning practices and next steps in training

ECF

QTS

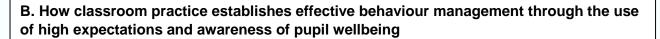
Modules EDU4169, EDU5174, EDU6297, EDU7343 Professional Studies Topics:

- Teacher persona
- Behaviour for learning
- Mid-term planning
- Lesson planning
- Safeguarding
- Learning theories
- · Factors affecting learning
- Modelling and scaffolding
- SEND categories and adaptations
- Adaptive teaching
- Group work
- Oracy
- Mental health in schools
- SRE
- SMSC
- Supporting LGBT+ pupils

EDU7346 Subject Pedagogy:

All subjects identify ways to plan and support aspects of this theme in sessions, e.g.:

- Teaching as artistic practice
- Developing as a subject professional
- STEM ambassadors for collaborative working in school
- Ensuring breadth and depth within the English curriculum
- Developing subject pedagogy that fosters the belief that all pupils can achieve in Mathematics.
- Promoting cultural awareness to increase cultural capital and improve learners' motivation in MfL
- Linking high musical expectations to high BFL expectations in RE
- Developing learners as scientists



- Bergin, C & Bergin, D. (2009). Attachment in the classroom in Educational Psychology Review
- Capel, Leask and Younie (2019) Learning to Teach in the Secondary School. Abingdon: Routledge
- Bennet T. (2010) The Behaviour Guru: Behaviour Management Solutions for Teachers. London: Continuum
- Ellis, S. and Tod, J. (2018) 'Behaviour for Learning', in Behaviour for Learning. Abingdon: Routledge
- Ginott, H. (1972) Between Teacher and Child, New York: Macmillan.
- Hargreaves, D.H. (1995) School Culture, School Effectiveness and School Improvement in School Effectiveness and School Improvement, Volume 6, Issue 1 March 1995.
- Howard C., Carroll J. Owens J, Langston D (2020) The School Mentor's Guide London: Sage
- Institute of Education Sciences (2008) Reducing Behavior Problems in the Elementary School Classroom. Accessible from https://ies.ed.gov/ncee/wwc/PracticeGuide/4.
- Kern, L., & Clemens, N. H. (2007) Antecedent strategies to promote appropriate classroom behavior. Psychology in the Schools,44(1), 65–75. https://doi.org/10.1002/pits.20206.
- Lazowski, R. A., & Hulleman, C. S. (2016) Motivation Interventions in Education: A Meta-Analytic Review. Review of Educational Research, 86(2), 602 https://doi.org/10.3102/0034654315617832.
- Sibieta, L., Greaves, E. & Sianesi, B. (2014) Increasing Pupil Motivation: Evaluation Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation
- Ursache, A., Blair, C., & Raver, C. C. (2012) The promotion of self-regulation as a means of enhancing school readiness and
- early achievement in children at risk for school failure. Child Development Perspectives, 6(2), 122-128.
- Watkins, C. (2000) Improving School Behaviour, Napce/Institute of Education. On Moodle.
- Willingham, D. T. (2009) Why don't students like school? San Francisco, CA: Jossey Bass
- A systematic review of how theories explain learning behaviour in school contexts (EPPI Review 2004) On Moodle.
- School Discipline Your Powers and Rights as a Teacher (DCSF 2009). On Moodle.

C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.

PGCE/ UG content deepening knowledge of subject knowledge and curriculum, Subject specific pedagogies will be applied to a range of teaching and learning context. Interaction with subject organisations will secure researchled practices. This content will enable trainees to develop a secure knowledge and application of their specified area of expertise.

Trainees deepen their knowledge by :

- Learning about introducing learning and material into smaller steps. Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.
- Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).

Through further practice trainees explore interventions to address common mis-conceptions within their subject and use research to critically reflect on the impact of interventions to address any gaps in knowledge and skills within their context.

Induction,

Subject Specific teaching

PGCE/Undergrad Curriculum

Interaction with expert colleagues:

- Discourse around behaviour for learning practices
- Deconstruction of behaviour for learning strategies
- Critical reflection of BfL practice

Tutor / mentor guidance:

- Responding to feedback
- High leverage / small step development targets
- Application of practice to current context

Formative reviews of professional development –

 triangulated feedback on behaviour for learning practices and next steps in training

Modules EDU4169, EDU5174, EDU6297, EDU7343 Professional Studies Topics:

- Curriculum
- SOW planning
- Lesson planning
- Assessment
- Policy landscape
- Learning theories
- Memory
- Factors affecting learning
- EAL
- Modelling and scaffolding
- SEND topics
- Adaptive teaching
- Group work
- Oracv
- Behaviour
- Mental health in schools
- Diversity in regional contexts

Subject Specific pedagogy:

- Clear link to research informed pedagogy in practice
- Subject knowledge development
- Identify and address misconceptions within a stated subject
- Critical reflection around models of planning and assessment within the subject
- Subject specific planning and assessment aligned to KS3, GCSE and A Level requirement

 Output

 Ou
- Overview of KS2 / KS3 and KS4/KS5 transition within a stated subject
- Discourse around subject planning and assessment with expert colleagues
- Work to develop and improve literacy and numeracy skills within a stated subject.
- Identification of clear priorities appropriate to regional / contextual needs

ECF

QTS

C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.

Reading List:

- Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999) Common misconceptions of critical thinking. Journal of Curriculum Studies, 31(3), 269-283.
- Ball, D. L., Thames, M. H., & Phelps, G. (2008) Content knowledge for teachers: What makes it special? Journal of Teacher Education, 2008 59: 389 Accessible from: https://www.math.ksu.edu/~bennett/onlinehw/gcenter/ballmkt.pdf.
- Jerrim, J., & Vignoles, A. (2016) The link between East Asian "mastery" teaching methods and English children's mathematics skills. Economics of Education Review, 50, 29-44. https://doi.org/10.1016/j.econedurev.2015.11.003.
- Machin, S., McNally, S., & Viarengo, M. (2018) Changing how literacy is taught: Evidence on synthetic phonics. American Economic Journal: Economic Policy, 10(2), 217–241. https://doi.org/10.1257/pol.20160514.
- Sweller, J., van Merrienboer, J. J. G., & Paas, F. G. W. C. (1998) Cognitive Architecture and Instructional Design. Educational Psychology Review, 10(3), 251–296. https://doi.org/10.1023/A:1022193728205
- Willingham, D. T. (2002) Ask the Cognitive Scientist. Inflexible Knowledge: The First Step to Expertise. American Educator, 26(4), 31-33. Accessible from: https://www.aft.org/periodical/american-educator/winter-2002/ask-cognitive-scientist.

[Specific to each subject pathway – See course guide on Moodle pages]

D. How to plan and assess learning to ensure that all pupils make progress.

PGCE/ UG content will deepen knowledge of assessment through considerations of

- how to identify prior learning and plan for progress within and between lessons.
- how to make learning visible during lessons
- how to use feedback to secure progress
- ways of working to address statutory assessment requirements

With this knowledge and emerging understanding their context they can develop impact in terms of pupils' learning outcomes.

Trainees deepen their knowledge and understanding. Trainees are introduced to principles of

- Teacher modelling for effective learning
- Principles of cognitive science
- Methods to secure long term memory retention.

They will explore how they can apply strategies to their own practice and reflect on the impact of their approaches to planning and assessment.

Through further practice trainees enable pupils to identify and apply connections across curriculum areas within learning sequences.

Induction,

Subject Specific teaching

PGCE/Undergrad Curriculum

Interaction with expert colleagues:

- Models for short and mid-term planning,
- Strategies for assessment,
- KS3 / KS4 priorities

Tutor / mentor guidance:

- Responding to feedback
- High leverage / small step development targets
- Application of practice to current context

Formative reviews of professional development –

 triangulated feedback on lesson planning, assessment, professional reflection and next steps in training

Modules EDU4169, EDU5174, EDU6297, EDU7343 Professional Studies Topics:

- Curriculum
- Mid-term Planning
- Lesson Planning
- Safeguarding
- Assessment
- Learning theories
- Memory
- Factors affecting learning for EAL learners
- Modelling and scaffolding
- SEND categories and adaptations
- Adaptive teaching
- Group work
- Oracy
- Diversity in regional context

Subject Specific pedagogy:

- Clear link to research informed pedagogy in practice
- Identify and address misconceptions within a stated subject
- Critical reflection around models of planning and assessment within the subject
- Subject specific planning and assessment aligned to KS3, GCSE and A Level requirements
- Overview of KS2 / KS3 and KS4/KS5 transition within a stated subject
- Discourse around subject planning and assessment with expert colleagues
- Work to develop and improve literacy and numeracy skills within a stated subject.
- Identification of clear priorities appropriate to regional / contextual needs

ECF

QTS

D. How to plan and assess learning to ensure that all pupils make progress.

- Baker T, Evers G, Brook R (2017) Targeted teaching London: Sage
- Bambrick- Santayo (2018) Leverage Leadership. New York: Josey Bass
- Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), pp.5-31.
- 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), 8–21. Accessible from: https://eric.ed.gov/?id=EJ705962
- Boyle M., Clements E, Wright B (2018). Carmarthen: Crown House
- Deans for Impact (2015). The Science of Learning. Austin, TX: Deans for Impact.
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013) Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. Psychological Science in the Public Interest, Supplement, 14(1), 4–58. https://doi.org/10.1177/1529100612453266
- Education Endowment Foundation (2017) Metacognition and Self-regulated learning Guidance Report.
- Education Endowment Foundation (2018) Improving Secondary Science Guidance Report.
- Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit
- Elleman, A. M., Lindo, E. J., Morphy, P., & Compton, D. L. (2009) The Impact of Vocabulary Instruction on Passage-Level Comprehension of School-Age Children: A Meta-Analysis. Journal of Research on Educational Effectiveness, 2(1), 1–44. https://doi.org/10.1080/19345740802539200.
- Fisher, D., & Frey, N. (2008). Better learning through structured teaching: A framework for the gradual release of responsibility. Alexandria, VA: ASCD
- Gershon M. (2015) How to be Outstanding in the Classroom. Abingdon: David Fulton
- Jay, T., Willis, B., Thomas, P., Taylor, R., Moore, N., Burnett, C., Merchant, G., Stevens, A. (2017) Dialogic Teaching: Evaluation Report.
- Kirschner, P., Sweller, J., Kirschner, F. & Zambrano, J. (2018) From cognitive load theory to collaborative cognitive load theory.
- In International Journal of Computer-Supported Collaborative Learning, 13(2), 213-233.
- *Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator,12–20. https://doi.org/10.1111/j.1467-8535.2005.00507
- Sweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition, 5(4), 360–367. http://doi.org/10.1016/j.jarmac.2015.12
- Van de Pol, J., Volman, M., Oort, F., & Beishuizen, J. (2015) The effects of scaffolding in the classroom: support contingency and student independent working time in relation to student achievement, task effort and appreciation of support. Instructional Science, 43(5), 615-641.
- Wiliam, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) What Does This Look Like in the Classroom? Bridging the gap between research and practice. Woodbridge: John Catt
- Willingham, D. T. (2009) Why don't students like school? San Francisco, CA: Jossey Bass
- Wittwer, J., & Renkl, A. (2010) How Effective are Instructional Explanations in Example-Based Learning? A
 Meta-Analytic Review. Educational Psychology Review, 22(4), 393–409. https://doi.org/10.1007/s10648-010-9136-5.

E. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.

PGCE/ UG content deepening knowledge ways to support vulnerable learners within the classroom, through:

- Ways to identify and support vulnerable pupils
- Principles of effective scaffolding in the classroom
- Identification and application of Quality First Teaching (QFT) approaches
- Knowledge of a range of SEND categories within their contexts and adaptive pedagogies
- Knowledge of core principles to support EAL learners

Trainees will deepen their knowledge work with SEND expert colleagues within their contexts to critically reflect on the impact of practices to support pupils with identified needs. They will use this knowledge to apply QFT strategies within their practice.

Through further practice trainees will be able to develop strategies to secure better than expected progress for some pupils within their SBT contexts.

Modules EDU6296, EDU7342 Professional Enquiry-

- introduction to active examination of professional practice in the workplace
- reflective approach to personal development.
- foundation for future study modules
- trainees to develop practicebased enquiry skills in auto ethnography, reflexive practice and develop an understanding of professional identity in an educational context

Induction,

Subject Specific teaching

PGCE/Undergrad Curriculum

Interaction with expert colleagues:

- Understanding of the SEND Code of Practice within their contexts
- Understanding of the impact of social disadvantage in schools and effective strategies to close the attainment gap
- Critical reflection on the impact scaffolding strategies

Tutor / mentor guidance:

- Critical reflection on the impact of adaptive pedagogies in their context
- Deconstruction of practice to support EAL learners
- Apply strategies to stretch and challenge all pupils within lessons

Formative reviews of professional development –

 triangulated feedback on the impact Quality First Teaching in practice

QTS

ECF

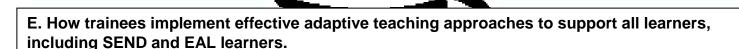
Modules EDU4169, EDU5174, EDU6297, EDU7343 Professional Studies Topics:

- Curriculum
- SOW Planning
- Lesson Planning
- Assessment
- Policy landscape
- Learning theories
- Memory
- Factors affecting learning
- Modelling and scaffolding
- SEND categories and adaptations
- Adaptive teaching
- Group work
- Oracy
- Behaviour
- Diversity in regional contexts

EDU7346 Subject Pedagogy:

All subjects identify ways to plan and support aspects of this theme in sessions, e.g.:

- Equality, diversity and inclusion in Art and Design
- Creative, innovative and inclusive practice through computer science projects
- Adaptive approaches for inclusivity, specific to the teaching of DT
- Assessment, progression and differentiation in drama
- Critically engaging with English pedagogies for adaptive teaching
- Geography for all: Inclusion and adaption
- Access, engagement and understanding through adaptive teaching strategies
- Developing subject pedagogy that fosters the belief that all pupils can achieve in Mathematics.
- Access and engagement in MfL through adaptive pedagogies.
- Breaking barriers to musical learning
- Issues around Social and Cultural Diversity in PE
- Access and engagement in RE through adaptive pedagogies



- Anderson. C.; Sangster. P.; Foley. Y. & Chricton. H. (2016). Language Development and School achievement.
 How are we training our mainstream teachers to meet the needs of EAL learners? in The Bell Foundation in
 conjunction with British Council. pp: 4-60. Available online at URL: https://ealresources.bell
 foundation.org.uk/sites/default/files/document-files/EAL%20in%20university%20based%20ITE.pdf
- Corden, R. (2001). Developing exploratory language in the classroom: moving beyond teacher as expert. In Educational Action Research. Volume 9, Issue 3. Nottingham Trent University. pp: 371-394.
- Cummins, J. (2000). Language, Power and Pedagogy. Clevedon, Avon: Multilingual Matters.
- 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. Accessible from: http://dera.ioe.ac.uk/6059/1/RR516.pdf.
- Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., & Bosker, R. J. (2018) Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. Educational Research Review, 24 (February), 31–54. https://doi.org/10.1016/j.edurev.2018.02.002.
- Department for Education (2018) Schools: guide to the 0 to 25 SEND code of practice, 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
- Gray A (2018) Effective Differentiation: A Training Guide to Empower Teachers and Enable Learners with SEND and Specific Learning Difficulties (Abingdon: Routledge)
- Gibbons, P. (2009). English Learners, Academic Literacy, and Thinking. Heinemann.
- Gibbons P. (2015) Scaffolding Language: Scaffolding Learning. Heinemann
- Schneider, C., Hu, M., Evans, M. & Fisher, L. (2016). Language development and school achievement
 Opportunities and challenges in the education of EAL student in The Bell Foundation. Anglia Ruskin University.
 Available [online] at URL https://d1eeqy5w9fvriv.cloudfront.net/app/uploads/2017/05/16105737/Language-development-and-school-achievement-full-report.pdf
- Lewis A. and Norwich B. (2005) Special Teaching for Special Children? Pedagogies for Inclusion : Pedagogies for Inclusion (Maidenhead: OUP)
- Steenbergen-Hu, S., Makel, M. C., & Olszewski-Kubilius, P. (2016) What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K-12 Students Academic Achievement: Findings of Two Second-Order Meta Analyses. Review of Educational Research (Vol. 86). https://doi.org/10.3102/0034654316675417.
- Tereshchenko, A., Francis, B., Archer, L., Hodgen, J., Mazenod, A., Taylor, B., Travers, M. C. (2018) Learners' attitudes to mixed-attainment grouping: examining the views of students of high, middle and low attainment. Research Papers in Education,1522, 1–20. https://doi.org/10.1080/02671522.2018.1452962.
- Willingham, D. T. (2010) The Myth of Learning Styles, Change, 42(5), 32–35

F. How trainees have developed professional behaviours and contribute effectively to the wider life of the school.

PGCE/ UG content deepening knowledge of school contexts and the complex elements of a professional teacher.

Digibook attendance monitoring allows for early diagnosis of concerns in engagement to be identified and addressed ensuring trainees are best placed to make continued progress throughout the training year.

Modules EDU6296, EDU7342

BCU

Mental

Health &

Wellbeing

Team

offers

appointme

nts to

students

throughout

the

academic

vear and

also offers

an out of

hours

service.

The mental

health and

wellbeing

team

consists of

counsellors

, mental

health

advisers

and

wellbeing

advisers.

Professional Enquiry introduces trainees to active examination of professional practice in the workplace and a reflective approach to professional development. This provides opportunities for trainees to engage in a structured enquiry into an area of professional practice that is of direct significance to their current and future professional practice through the use of autoethnography as a methodology and critical incidents as a research method. This provides a foundation for future study modules and

enables trainees to develop

practice-based enquiry skills.

Through further practice trainees learn through, and from, experience towards gaining new insights of self and practice (Finlay, 2008). Trainees develop appreciation for being reflective practitioners, and the impact this has on pupil outcomes, becoming confident in seeking high quality professional development beyond their training year.

Induction,

Subject Specific teaching

PGCE/Undergrad Curriculum

Interaction with expert colleagues:

- Models for short and mid-term planning,
- Strategies for assessment,
- KS3 / KS4 priorities

Tutor / mentor guidance:

- Responding to feedback
- High leverage / small step development targets
- Application of practice to current context

Formative reviews of professional development –

 triangulated feedback on lesson planning, assessment, professional reflection and next steps in training Modules EDU4169, EDU5174, EDU6297, EDU7343 Professional Studies Topics:

provides opportunities for trainee teachers to explore and understand in practical terms the meaning of professionalism in the context of education and being a teacher. This helps trainees to understand that the best teachers are those who continue to learn themselves. They learn the holistic and positive role of a teacher and the practices and policies of the education framework in which they operate. This prepares trainees to become outstanding teachers for secondary schools who go on to make a significant contribution to the teaching profession.

PGCE Module EDU7346 Subject Pedagogy Module and EDU4171, EDU4172, EDU5177,

EDU6299 then provides opportunities for trainees to explore the nature of their specialist subject in the context of teaching and learning in the secondary school. Here, trainees develop a strong philosophical underpinning to the awareness of the importance of their subject specialism in the secondary school curriculum. Trainees are able to investigate barriers to learning and understand learners' common misconceptions as they help pupils grasp the knowledge skills, concepts and values of each

Throughout the course, trainees maintain close communication with Personal Development Tutors for both academic and pastoral purposes.

ECF

QTS

Trainees are encouraged to give regular feedback to the course team through SAL representati ves who meet termly with SLT, through mid module and end of module evaluations

> A termly newsletter is sent out to all trainees from the course SLT.

. and

through

regular

drop in

sessions

with the

course

SLT.



F. How trainees have developed professional behaviours and contribute effectively to the wider life of the school.

Reading list

- Basma, B. & Savage, R. (2018) Teacher Professional Development and Student Literacy Growth: a Systematic Review and Meta analysis. Education Psychology Review. 30: 457 https://doi.org/10.1007/s10648-017-9416-4.
- 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. Retrieved from http://eprints.uwe.ac.uk/12342/
- Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. & Coe, R. (2015) Developing Great Teaching. Accessible from: https://tdtrust.org/about/dgt
- Darling-Hammond, L. (2009) Professional Learning in the Learning Profession.
- *Education Endowment Foundation (2015) Making Best Use of Teaching Assistants Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/tools/guidance-reports/ [retrieved 10 October 2018]
- Hendrick, C & MacPherson, R. (2017). What does this look like in the classroom? Bridging the Gap Between Research and Practice. Woodbridge: John Catt Educational Ltd
- Hollis, E. (2020). Essential Guides for Early Career Teachers: Workload Taking ownership of your teaching. St Albans: Critical Publishing
- 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, 003465431875926. https://doi.org/10.3102/0034654318759268.
- The Charted College of Teaching, ed. (2020) The Early Career Framework Handbook. London: SAGE.
- Skaalvik, E. M., & Skaalvik, S. (2017) Still motivated to teach? A study of school context variables, stress and job satisfaction among teachers in senior high school. Social Psychology of Education, 20(1), 15–37. https://doi.org/10.1007/s11218-016-9363-9.