SECONDARY PGCE PROGRAMME OUTLINE 2022-23

MODULE IE9J1	PROFESSIONAL ENQUIRY
Principal Module Aims	1. To develop the knowledge and understanding needed to be an effective teacher using both University and school-based context for developing professional attributes, understanding and ambition. 2. To facilitate critical engagement with a range of professional and classroom issues using experiences with specialist staff and / or pupils designed to highlight key features of / for professional study and practice. 3. To create consistent levels of challenge and support in a collaborative setting. 4. To develop reflective capacity through engaging in evidence-based dialogue that is focused on classroom behaviours and the impact these have on learners. 5. To introduce classroom-based enquiry as a pedagogic device for innovating classroom practice and improving outcomes for pupils.
Principal Learning Outcomes	LO1. Critically engage with and reflect on recent and current developments in Secondary Education. LO2. Identify the key principles underpinning leading edge approaches, methods and debates currently being used in secondary education. LO3. Demonstrate knowledge and understanding of relevant legislation and policies underpinning the professional role of the teacher. LO4. Draw on recent and current approaches, methods and debates in teaching and learning to improve own practice. LO5. Show awareness of the diverse needs of learners, and to understand and apply a range of strategies to meet these needs LO6. Recognise and respond to the barriers associated with underachievement in schools and the responsibility of the teacher to move learning / learners on. LO7. Present a well-reasoned and appropriately substantiated argument, drawing on evidence from a variety of sources and synthesising ideas as appropriate.

Timetabled Teaching Activities (summary)	Blended model of distance learning, workshops and seminars within the university and at schools. "Professional Enquiry" lectures, seminars and workshops; Postgraduate study skills half-day workshops; Pastoral group tutorials; "Research in Action" one day conference. Equivalent to 60 hours. Due to the nature of the PGCE course, the teaching activities for each module vary from week-to-week across a 40-week programme.
Notes	This module is weighted with **30 CATs** towards the award of PGCE.
Assessment	1 X 1000 formative assignment (0%) [PG2a] 1 x 4000 word assignment (100%) [PG2b]

MODULE EP940	SUBJECT STUDIES
Principal Module Aims	1. To enable students to become effective, competent and professionally aware secondary teachers in their area of expertise. 2. To provide students with an overview of the National Curriculum (where appropriate) and developments in teaching and learning within their area of expertise. 3. To develop an understanding of and engage critically with current theories and practices in the pedagogy of their area of expertise. 4. To facilitate the acquisition of and critical engagement with the pedagogical approaches underpinning classroom skills. 5. To enable students to develop the critical skills needed for to reflect on and evaluate their own progress in becoming an outstanding teacher of their subject and develop a clear set of teacher beliefs and values associated with the very best in the profession. 6. To ensure that students are able to reflect critically on their own practice as well as that observed in their placement school(s).
Principal Learning Outcomes	LO1 Show understanding of recent and current developments in teaching and learning in their area of expertise. LO2 Identify and critically evaluate the key principles underpinning leading edge approaches, methods and debates in the teaching and learning of their area of expertise. LO3 Actively engage with and critically analyse current theories and practices in pedagogy and methodology in their area of expertise. LO4 Critically reflect on the knowledge and appropriate pedagogic skills and knowledge needed for a rigorous and innovative approach to teaching in their area of expertise. LO5 Present a well-reasoned and appropriately substantiated argument, drawing on evidence from a variety of sources and synthesising ideas as appropriate.
Timetabled Teaching Activities (summary)	Blended model of distance learning, workshops and seminars within the university and at schools. University sessions will be themed around Subject Studies, Cross-Curricular Learning, Reflective Practice and Post-Graduate Study Skills. Equivalent to 60 hours. Due to the nature of the PGCE course, the teaching activities for each module vary from week-to-week across a 40-week programme.

Notes	This module is weighted with **30 CATs** towards the award of PGCE.
Assessment	1 x 3000 word assignment (80%) [PG1a] 1 x Academic poster equivalent to 1500 words (20%) [PG1b]
Module EP918	PGCE SECONDARY PROFESSIONAL PRACTICE
Principal Module Aims	To provide students with a range of high-quality opportunities to meet the statutory Teachers' Standards at a level appropriate for a newly-qualified teacher, enabling them to become effective, competent, professionally aware teachers in secondary education. 1. To equip students with skills to select from and apply an appropriate range of teaching and learning strategies to ensure that learning is progressive and challenging for all learners. 2. To develop and expand students' knowledge of subject pedagogy and how to apply it to successful learning in secondary education 3. To develop reflective practice as fundamental evidence base for professional development and a necessary part of meeting the Teachers' Standards. 4. To ensure that students who are recommended for QTS meet all the national statutory requirements and the Teachers' Standards. 5. To develop students' understanding and realisation of the appropriate professional characteristics and attributes for teaching 6. To facilitate a research-informed critical engagement with practical classroom skills, using a range of resources and online technologies.

Principal Learning Outcomes	Successful students will demonstrate secure knowledge that: LO1 Effective professional development is likely to be sustained over time, and involve expert support/coaching and opportunities for collaboration LO2 Teachers are key role models, who can influence the attitudes, values and behaviours of their students L03: Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils L04 The ability to self-regulate emotionally affects pupils' ability to learn and succeed in school and in their future life L05 Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning LO6 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate and learning from educational research is likely to support improvement LO7 Teachers can influence pupils' resilience and beliefs about their ability to succeed by ensuring all pupils have the opportunity to experience meaningful success LO8 Teachers can make valuable contributions to the wider life of the school in a broad range of ways; including by supporting and developing effective professional relationships with colleagues
Timetabled Teaching Activities (summary)	Regular timetabled teaching sessions at University support the students' development and professional practice. They will complete a series of assessed tasks (Synoptic Writing tasks for 6 out of 11 Professional Practice Units) that demonstrate their ability to respond to coaching and develop an empowered approach to improving their professional practice.
Notes	This module is assessed at Honours level.

Assessment	1) Reflections on a student's Professional Practice experience and coverage of the Core Content Framework for Initial Teacher Training in two complementary placements 2) 2) A viva voce that ensures professional assessment of competency in Professional Practice that equates to the expectations of the Teachers' Standards. Both components must be passed for a pass in the module to be obtained. Both elements assessed as Pass/Fail, with no mark recorded.

	INDUCTION & FOUNDATION WEEKS						
Foundation Weeks	Theme	Activities	Key Reading	Link to assessment	Link to Secondary Curriculum Model	Link to module LO	Link to TS and ITT CCF
31.8.22 - 16.9.22	Becoming a Teacher	Welcome Overview of the year Starting at School School-based assessment Getting Ready for Placement Setting up your Reflections Wellbeing Working with your mentor & instructional Coaching Getting the Most out of Observations Professional Practice Units	• Course Programme • Trainee Handbook • Course Calendar • Placement paperwork • Classroom Walkthrough guidance • Barton, G. *Teach Now*	PPU1	Introduction to Warwick Teacher Values: • The Just Teacher • The Curious Teacher • The Creative Teacher	LO3 (PrE)	TS: TS8, Part 2 Professional Behaviours: 8.1, 8.2, 8.7
31.8.22 - 16.9.22	The Just Teacher	Teaching philosophy Locking down your online presence From Pupillage to Autonomy Behaviour for learning Safeguarding & Prevent training Trainee Code of Conduct SSLC	• Department for Education. Keeping children safe in education 2022	Teaching philosophy PPU3	Phase 1 • establishing routines & setting expectations • equality, policies & practices • How I View teaching & learning	LO4 (SS)	TS: TS1, TS7, Part 2 High Expectations: 1.1, 1.2, 1.6 Managing Behaviour: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7 Professional Behaviours: 8.3 (Safeguarding)

| 31.8.22 - 16.9.22 | The Curious Teacher | Teacher as learner - touchstones
Introduction to learning theories
How do we learn
Critical Examination of Learning Theories
Writing an Annotated Bibliography
Library Introduction
Making Use of Educational Research
Introduction to PG2a assignment
Critical thinking
Touch Stones | • See "Reading around your subject"
• Deans for Impact (2015) The Science of Learning [Online] Accessible from: https://deansforimpact.org/resources/the-science-oflearning/. [retrieved 10 October 2018].
• Hattie, J. (2012) Visible Learning for Teachers. Oxford: Routledge
• 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.2015.12.002.
Willingham, D. T. (2009) Why don't students like | PG2a | Phase 1
• Introduction to educational research
• introduction to learning theories | LO1, 3, 5 (PrE) | TS:
TS1, TS2

High Expectations:
1.2

How Pupils Learn:
2.1, 2.2, 2.3, 2.4, 2.5, 2.9

Subject & Curriculum:
3.7 |

			school? San Francisco, CA: JosseyBass.				

| 31.8.22 - 16.9.22 | The Creative Teacher | The Curriculum School 2020: Creativity in a Landscape of Change The Principles of Lesson planning Planning in your subject | Planning: Elliot, P., (2007). Planning for learning. In: Brooks, V., Abbott, I. and Bills, L., eds. *Preparing to Teach in Secondary Schools*. Berkshire: McGraw-Hill. pp. 60-73. Fautley, M. and Savage, J., (2013). *Lesson Planning for Effective Learning*, McGraw-Hill Education. John, P.D., (2006). Lesson planning and the student teacher: re-thinking the dominant model, *Journal of Curriculum Studies*, 38:4, 483-498. Mccrea, P., (2015). *Lean Lesson Planning*, teacherly.co. Mutton, T., Hagger, H. & Burn, K., (2011). Learning to plan, planning to learn: the developing expertise of beginning teachers, *Teachers and Teaching*, 17:4, 399-416. Allison, S. & Tharby, A., 2015. Making Every Lesson Count: Six principles to support great teaching and learning. Crown House Publishing Ltd. | PG1b, PG2a PPU2 | Phase 1 • Lesson planning • Introduction to pedagogy | LO4 (PrE) LO2 (SS) LO4 (SS) | TS: TS2, TS3, TS4 High Expectations: 1.4 How Pupils Learn: 2.1, 2.2, 2.7, 2.8, Subject and Curriculum: 3.1, 3.2, 3.3, 3.4, 3.5 Classroom Practice: 4.1, 4.2, 4.3, 4.4, 4.8 Adaptive Teaching: 5.1, 5.4, 5.6, |

September	Becoming a Teacher: School Induction	• School Policies • Timetable • Meeting the department • Meeting mentors • ICT access • Subject resources access •	• School Based Materials • Subject Based Reading	CW1		LO3 (PE)	TS: TS8, Part 2 Professional Behaviours: 8.1, 8.2, 8.3, 8.7

PROGRAMME OUTLINE

Date w/c	Theme	LO	Outline	Key Reading	Link to Assessment	Link to Secondary Curriculum Model	Link to Module LOs	Link to ITT CCF

5.9.22 Core (Monday) VA, PO, SP	**Managing your classroom. Why we plan and principles of effective planning**	**Managing your classroom** *Understand how managing our own wellbeing supports classroom resilience.* *Consider how we can reframe behaviours within the classroom.* *Review approaches to managing behaviour and consider how these align with personal values.* *Be able to plan strategies to establish expectations for behaviour*	**Managing your classroom** *The morning will focus on practical strategies for managing the classroom. It will consider the fundamentals of managing the classroom, drawing on research. Trainees will have the opportunity to practice classroom management techniques and consider how these could be applied in their own classroom.* *This session focuses on planning for behaviour, establishing core routines and principles of effective interactions with pupils, as well as de-pathologising adolescent behaviour. It will include a workshop on behaviour*	**Managing your classroom** Rogers, B., (2015). *Classroom behaviour: a practical guide to effective teaching, behaviour management and colleague support*, Sage Publications Ltd, 4th edition. http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2844914 Haydn, T., (2019). Working to improve classroom climate and pupil behaviour. In: Capel, S., Leask, M., Younie, S., & Lawrence, J. (Eds.). (2019). Surviving and Thriving in the Secondary School: The NQT's Essential Companion (1st ed.). Routledge. https://0-doi-org.pugwash.lib.warwick.ac.uk/10.4324/9781351037143 https://terryhaydn.co.uk/managing-pupil-behaviour/ Beadle, P. and Murphy, J., (2012). *Why are you shouting at us?: The dos and don'ts of behaviour management*, Bloomsbury Academic. http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2597287	PPU1,2,3 PG2a	The Curious Teacher 2 • Implications of learning theory The Creative teacher 1 • Lesson planning The Just Teacher 1 • Establishing routines and setting expectations	LO1, 2, 4, 5, 7.	TS1, 7, 4 CCF Behaviour Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. (1.1). Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. (1.2). Setting clear expectations can help communicate shared values that improve classroom and school culture. (1.4). Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. (7.1). A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs. (7.2). The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. (7.3). Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. (7.4). Building effective relationships is easier when pupils believe that their

		Understand how interactions with pupils can escalate or de-escalate behaviour *Be able to anticipate how to respond to challenging behaviour* **Why we plan and principles of effective planning** To begin to understand planning as a process and why we do this. To introduce some of the research about how to plan lessons.	*management scenarios.* **Why we plan and principles of effective planning** This session will focus on principles of effective planning, the rationale behind why we plan and explain the difference between long-, medium- and short-term planning. Trainees will have the opportunity to explore Rosenshine's Principles of Instruction and how these can feed into lesson planning. Trainees will be introduced to lesson planning templates.	**Why we plan and principles of effective planning** Mutton, T., Hagger, H. and Burn, K., 2011. Learning to plan, planning to learn: the developing expertise of beginning teachers, Teachers and Teaching, 17(4), pp.399-416. Rosenshine, B., 2012. Principles of instruction: Research-based strategies that all teachers should know. American educator, 36(1), p.12. Sherrington, T., 2020. Rosenshine's Principles in Action. John Catt Educational. (Available as an e-book through the library). Video clip: Rosenshine Masterclass 1 – Introduction and Research – www.tinyurl.com/y8jbmxp8 or https://www.youtube.com/watch?v=uPHDJI17sH4				feelings will be considered and understood. (7.5). Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). (7.6). Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure. (7.7) Pedagogy Learning involves a lasting change in pupils' capabilities or understanding (2.1). Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas (2.2). Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning (4.1) Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice. (4.9) How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation. (4.10) Curriculum Secure subject knowledge helps teachers to motivate pupils and teach effectively (3.2).

		To consider the principles of effective planning. Be aware of the distinction between long term, medium term and individual lesson planning. To have an understanding of effective principles of planning. To become familiar with some terminology and lesson plan prompts associated with planning for learning.					

		To understand how Rosenshine's Principles feed into lesson planning. To be introduced to the Warwick lesson plan template and guidelines for planning. To begin to prepare for lesson planning.					

Core (Friday 23rd September)	School Curriculum & Systems	Behaviour:	This session will	School behaviour policy and	PPU 2, 3	The Curious	LO 1, 2, 3, 7	TS 1, 3, 4, 5, 7

| Core (Friday 23rd September)

SP, PO, VA, RC | School Curriculum & Systems | **Behaviour:**
To review their behaviour policy and procedures within their placement school and consider how these align with theory.

To explore proactive and reactive classroom management strategies.

Planning:
To have an awareness of the meaning of a broad and balanced curriculum.

To have an awareness of how schools are accountable | This session will build on the learning that has taken place so far in relation to planning and behaviour.
Links will be made with PPU2 and PPU3. | School behaviour policy and procedures.
School safeguarding procedure.
Ofsted report.
School prospectus and website for school curriculum.
National Curriculum. | PPU 2, 3 | The Curious Teacher 1-2
• Introduction to educational
• Application of evidence to teaching

The Creative Teacher 3
• Curriculum Design

The Just Teacher 1
• Equality policies and practices | LO 1, 2, 3, 7 | TS 1, 3, 4, 5, 7
<u>CCF</u>
<u>Behaviour</u>
Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils (1.1).
Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils (1.2).
Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential (1.3).
Setting clear expectations can help communicate shared values that improve classroom and school culture (1.4).
A culture of mutual trust and respect supports effective relationships (1.5).
Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment (7.1).
A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs (7.2).
The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives (7.3).
Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to |

		for their curriculum. To have an understanding of the national curriculum. To connect the bigger picture of the curriculum with medium- and short-term planning.						experience meaningful success (7.4). Building effective relationships is easier when pupils believe that their feelings will be considered and understood (7.5). Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward) (7.6). Pedagogy Learning involves a lasting change in pupils' capabilities or understanding (2.1). Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning (4.1). Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed (5.1). Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching (5.2). Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential (5.7). Curriculum A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will

								learn, encompassing the national curriculum within a coherent wider vision for successful learning (3.1). Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial (3.5). Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines (3.10).

26.09.22 SS	Introduction to PG1a and Issues in Subject	**See Subject Programme**					
03.10.22 SS	Introduction to PG1a and issues in subject	**See Subject Programme**					

| 10.10.22 PrE JL, WH, AW, RF | Challenging Behaviour Case Study | Understand the external factors and possible causes of challenging behaviour

Consider how we can develop our communication skills for dealing with challenging behaviour

Review the wider support a school can offer both students and staff around this issue | The morning will begin with a lead lecture around dealing and defusing challenging behaviour in a school setting. There are links to behaviour management and reference to behaviour policies in school and linking to literature.

This will be followed up with the first session using CBL (case based learning), looking at a number of behavioural focussed case studies drawing on resources to highlight common problems and practical solutions | Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/

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.

Willingham, D. T. (2009) Why don't students like school? San Francisco, CA:

Rogers, Bill. 2011. Classroom behaviour: a practical guide to effective teaching, behaviour management and colleague support. London: SAGE.

JosseyBass. Wubbels, T., Brekelmans, M., den Brok, P., Wijsman, L., Mainhard, T., & van Tartwijk, J. (2014) | PG2b PPU3 | | LO1, 2, 4, 5, 7. | TS1, 7, 4
Behaviour
Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. (1.1).
Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. (1.2).
Setting clear expectations can help communicate shared values that improve classroom and school culture. (1.4).
Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. (7.1).
A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs. (7.2).
The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. (7.3).
Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. (7.4).
Building effective relationships is easier when pupils believe that their feelings will be considered and understood. (7.5). |

| | | | | Teacher-student relationships and classroom management. In E. T. Emmer, E. Sabornie, C. Evertson, & C. Weinstein (Eds.). Handbook of classroom management: Research, practice, and contemporary issues (2nd ed., pp. 363–386). New York, NY: Routledge. | | | | Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). (7.6). Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure. (7.7) |

10.10.2 2 PP GN, KH	Meeting Professional Expectations	To understand the theory and concepts of character education To consider the nature of professionalism within teaching To apply character education to teaching and professional identity	This session explores what it means to be a teacher and the professionalism necessary to be successful, including a focus on the instructional coaching model. This is then linked to recent research on the role of character education both for teachers and pupils. Introduction to reflective writing resource and how PPUs are done in conjunction with the mentor in school.	Reflective Practice and Professional Development Tarrant 2017 The Teachers' Standards (DfE, 2021) https://assets.publishing.serv ice.gov.uk/government/uploa ds/system/uploads/attachme nt_data/file/665522/Teacher s_standard_information.pdf	PPU1	Curious Teacher 1-2 • Introduction to educational research • Application of evidence to teaching The Just Teacher 1 • Establishing routines and setting expectations	LO2,3, 4 Module aims 5 and 6 LO4 reflection	Teachers can create respectful cultures within their classrooms where pupils feel motivated and valued (CCF, p.6) To have a clear understanding of the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession (CCF, p.7) To know how Fundamental British Values can be upheld in schools and the importance of showing tolerance and respect for the rights of others. (CCF, p.7) A culture of mutual trust and respect supports effective relationships (1.5) The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. (7.3) Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is likely to support improvement. (8.2)
17.10.2 2 SS	Subject Pedagogy	See Subject Programme						

31.10.22 PrE GN, JL, VA, SP	Neurodiverse Learner Case Study	To understand the different ways that neurodiverse learners are represented in the classroom To consider what appropriate support to learners looks like To reflect on what you have seen in classrooms and how your teaching can develop based on what has been learnt today	The morning will focus on a lead lecture around the complex classroom that teachers work in, and how being aware of adapting teaching to respond to the strengths and needs of all (neurodiverse) pupils (TS5) This will be followed up with the second session using CBL (case based learning), looking at and unpicking how neurodiverse students can be identified, supported and work tailored to their needs through the use of case studies.	Armstrong, T. (2012) Neurodiversity in the Classroom: Strength-Based Strategies to Help Students with Special Needs Succeed in School and Life, Association for Supervision & Curriculum Development, Alexandria. Available from: ProQuest Ebook Central. [17 August 2022]. https://ebookcentral.proquest.com/lib/warw/detail.action?docID=1106833 Ashby, C. and Woodfield, C. (2019) Honouring, Constructing and Supporting Neurodivergent Communicators in Inclusive Classrooms, *International Perspectives on Inclusive Education*, 13, pp. 151–167. doi:10.1108/S1479-363620190000013012. Chandler, S. (2019) Making learning outcomes achievable for neurodiverse students: Students who learn differently succeed when diverse learning styles are embraced in the classroom, *University Business*, p. 58. Available at: https://search.ebscohost.com	PG2b PPU4	The Curious Teacher 1-2 • Introduction to educational research • Implications of learning theory • Application of evidence to teaching The Creative teacher 2 • Planning learning sequences • Adapting pedagogies The Just Teacher 1-3 • Introduction to complex learning needs • Handling challenging interactions • Creating an inclusive classroom • Adapting teaching • Developing inclusive pedagogies	LO1, 2, 4, 5	TS 5 CCF Pedagogy 5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. 5.5 Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils. 5.6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and 5. 7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

/login.aspx?direct=true&AuthType=ip&db=ehh&AN=139879357&site=ehost-live&scope=site (Accessed: 17 August 2022).

Hattie, J. (2009) Visible learning: a synthesis of over 800 meta-analyses relating to achievement. London: Routledge

Honeybourne, V. (2018) The Neurodiverse Classroom: A Teacher's Guide to Individual Learning Needs and How to Meet Them. Jessica Kingsley Publishers. Available at: https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip&db=eric&AN=ED590133&site=ehost-live&scope=site (Accessed: 17 August 2022).

Speckesser, S., Runge, J., Foliano, F., Bursnall, M., Hudson-Sharp, N., Rolfe, H. & Anders, J. (2018) Embedding Formative Assessment: Evaluation Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/public/files/EFA_evaluation_report.pdf [retrieved 10 October 2018].

| | | | | Watson, K, (2022) Good Autism Practice for Teachers. Critical Publishing, St Albans

Willingham, D. T. (2010) The Myth of Learning Styles, Change, 42(5), 32–35

Inclusion Conference recording – Neuro-diverse learners, J Berliner: https://warwick.ac.uk/fac/soc/cte/students-partners/students/inclusionconf2022/jberliner/ | | | | |

31.10.22 PP GN	Establishing Behaviour Expectations	To evaluate what has been learnt so far about behaviour management strategies in placement school 1. To reflect on questions arising from challenges with different classes. To use educational theory to underpin an understanding of the relationship between reward, sanction and motivation. To act on the feedback of expert teachers	This 2 hour session will revolve around the integration of mentor and other expert feedback on behaviour management strategies used so far. It will allow for modelling and discussion of strategies and result in reflection and target-setting in relation to management of classroom activities.	Brookfield, S. (1995). Becoming a Critically Reflective Teacher. San-Francisco: Jossey-Bass. DfE The trainee teacher behaviour toolkit summary. https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit Fiorella, L. (2020) The Science of Habit and Its Implications for Student Learning and Well-being. Educational Psychology Review.	PPU3 TS7	Curious Teacher 1-2 • Introduction to educational research • Application of evidence to teaching The Just Teacher 1 • Establishing routines and setting expectations	LO 1,2,3,4,5,6,7	TS 4, Planning for learning TS7 Behaviour Management Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs A culture of mutual trust and respect supports effective relationships Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment

		and reflect on this in the light of a) own experience b) pupil perspectives c) educational theory Using Brookfield's lenses.		Jussim, L. & Harber, K., (2005) *Teacher Expectations and Self-Fulfilling Prophecies: Knowns and Unknowns, Resolved and Unresolved Controversies*, Personality and Social Psychology Review 2005, Vol. 9, No. 2, 131–1557. Ursache, A., Blair, C., & Raver, C. C. (2012) The promotion of self-regulation as a means of enhancing school readiness				
07.11.22 SS	Subject Pedagogy	See Subject Programme						
14.11.22 Core Monday KH, HH, PO	Wellbeing & managing workload	To identify and explore strategies for managing workload and maintaining wellbeing and work-life balance	This session provides practical strategies for maintaining wellbeing and managing workload. You will reflect on strategies for reducing workload through discussing different aspects of teachers' duties including lesson planning, teaching,	DfE, 2018. Addressing teacher workload in Initial Teacher Education (ITE): advice for ITE providers. London: Department for Education. Gu, Q., 2018. (Re)conceptualising teacher resilience: a social-ecological approach to understanding teachers' professional worlds? In: M. Wosnitza, F. Peixoto, S. Beltman and C.F. Mansfield, eds. Resilience in	PPU1			6.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload. 8.1 Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. 8.2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from

			marking, time to reflect on work, and interactions with colleagues, non-teaching contact with pupils and parents, administrative tasks and individual/ professional development.	education: concepts, contexts, and connections. Cham: Springer.pp.13–35.				educational research, is also likely to support improvement.
14.11.22 Core: Monday AM	Careers	To experience a mock interview To reflect on strengths and areas of development in relation to seeking a job To develop an understanding of relevant employment law	This session provides all core trainees with a one-to-one interview with a senior teacher. Workshops on employment law and careers support are also provided. You will be asked to complete a mock application for in advance of the interview.	Careers information is on Moodle 'Beyond PGCE'	n/a	n/a		Part 2
21.11.22 SS	Principles and Practices of	**See Subject Programme**						

	Assessment in Subject							
28.11.22 PrE WH, SP, RF	Socially disadvantaged case study	To develop an understanding of key sociopolitical theories in relation to this topic with a focus on learner agency To discuss key issues with peers To reflect on the relationship between theories in this area and personal experience To create critical response to socio-political theories	This session comprises a lecture and seminar focusing on learner agency. A range of critical theories will be considered and applied to the classroom. Particular attention will be paid to critical literacy and how this can develop learner agency. Reflective writing linking learner agency with practice and experience	Albers, P, Ed., (2018) *Global Conversations in Literacy Research*. London: Routledge Foucault, M. (1970), *The Order of Things*. London: Pantheon Freire, P. (2017) *Pedagogy of the Oppressed*. London: Penguin Freire, P., & Macedo, D. (1987). *Literacy: Reading the Word and the World*. London: Routledge and Kegan Paul Ltd. Giroux, Henry A. (2011). *On Critical Pedagogy*. New York: Continuum International. Gramsci, A. (2005). *Selections from the Prison Notebooks*. London: Lawrence & Wishart. Grenfell, M. (2008). *Pierre Bourdieu: key concepts*. Stocksfield: Acumen. Hyatt, D. (2005). 'A Critical Literacy Frame for UK Secondary Education Contexts'.	PG1b, PG2b, PPU4	Creative Teacher 3 • Radical pedagogies Curious Teacher 3 • Critical evaluation of research evidence • Using multiple lenses to critique practice	LO1, 2, 7	Curriculum Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines (3.10) Behaviour Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. (1.2) Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. (1.5) High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds (1.6) Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure. (7.7)

Date	Session	Objectives	Description	Reading		Curious Teacher	LO	Standards
				English in Education, 39:1, 43-59 McLaughlin, M. and G. DeVoogd (2004). 'Critical Literacy as Comprehension: Expanding Reader Response'. *Journal of Adolescent & Adult Literacy* 48:1, 52-62.				
28.11.22 PP KH	Developing Coaching Relationships	To reflect on current mentor-trainee partnership To understand how to move from mentoring to coaching To consider preparation for PP2/ Complementary placement	This session builds on work done earlier in the term on establishing mentor-trainee relationships and explores Instructional Coaching		PPU6			8.1 Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. 8.2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
09.12.22 Friday AH	Research in Action Conference	To develop an understanding of current educational research	This conference provides trainees with an opportunity to engage with a range of lectures, seminars and	.	PG1a, PG2b ,	Curious Teacher 1-2 • Introduction to educational research	LO1,2,3,4 (PE)	TS8 Professional Behaviours 8.1 8.7 CCF 2 3 5 6 and 8 (depending on sessions available) Particularly CCF 8

		To consider the links between educational research and practice To develop trainees' capacity as intelligent consumers of educational research	workshops in which academics from schools and universities share their latest research in education			• Application of evidence to teaching		**following expert input** - by taking opportunities to practise, receive feedback and improve at: • Strengthening pedagogical and subject knowledge by participating in wider networks. • Learning to extend subject and pedagogic knowledge as part of the lesson preparation process. • Engaging critically with research and using evidence to critique practice.
02.01.23 PrE JL	Introduction to PG2b Asynchronous	To develop an understanding of the requirement for PG2b To consider topics and structures for this assignment	This lecture introduces the PG2b assignment, providing guidance of themes and structure	Resources are available on Moodle under 'Postgraduate Studies'	PG2b	Curious Teacher 3 • Using multiple lenses to critique practice • Critical evaluation of research evidence	LO4, 7	n/a
09.01.23 PrE JaL, WH, RF	TEL in support of learners with physical disability case study	To develop skills in using technology to enhance learning, and an understanding of responsibiliti		RAT Model: https://youtu.be/RDGsLoahDDM SAMR Model: https://youtu.be/ZQTx2UQQvbU Copyright:	PG2b PPU7	Creative Teacher 1-3 • Technology-enhanced learning • Adapting pedagogies Creative use of TEL		

		es around creating accessible content and the principles of universal design		https://warwick.ac.uk/fac/soc/cte/students-partners/academictechnology/academictechnologies/copyright Accessibility: https://warwick.ac.uk/fac/soc/cte/students-partners/academictechnology/academictechnologies/accessibility				
09.01.23 PP RC	Safeguarding	To explore a relevant safeguarding topic To understand the risk to pupils and possible indicators To explore support strategies for pupils within the school environment	This session will be a lecture that will identify and explore a safeguarding topic and identify how teachers within schools can support pupils who may be experiencing similar issues.		PPU6	The Just Teacher 1-3 Understanding schools safeguarding policies and applying these in practice. Developing awareness of indicators of abuse and neglect. Understanding how indicators may present in different ways and how to manage these.	LO 3,5,7	TS Part 2: having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions CCF ensure that their curricula fulfil these statutory duties, including ensuring trainees are fully aware of their duties in respect of safeguarding and equalities legislation Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice). Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of

								behaviour, disclosures and incidents to report.
20.01.23 Friday VA, RF	Inclusion Conference	To develop an understanding of the needs of a range of learners

To develop an understanding of the needs and experiences of EAL learners

To consider the links to own practice | A range of specialist teachers and service providers from schools and local authorities offer workshops on how best to support students with specific needs. | Resources and information are available on Moodle (PrE) under 'Inclusion Conference'.

Pollard, A., (2019). Inclusion: How are we enabling learning opportunities? In: Pollard, A. *Reflective Teaching in Schools*. Bloomsbury, pp. 469-504. | PG2b PG1b PPU7 | Creative Teacher 2-3
• Adapting pedagogies
• Radical pedagogies
Just Teacher 1-3
• Inclusive teaching
• Inclusive classroom
• Inclusive pedagogies | LO4,5,6 | TS 5, 7, 8
Pedagogy
Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. (5.1).
Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. (5.2).
Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. (5.3).
Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils. (5.5).
Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential. (5.7).
Behaviour
A predictable and secure environment benefits all pupils but is |

									particularly valuable for pupils with special educational needs. (7.2). The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. (7.3). Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. (7.4). <u>Professional Behaviours</u> SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. (8.6).
23.1.23 Subject Studies	Inclusion & EAL	See subject programme							
30.1.23 PrE GN, VA, SP	Equality Act (2010) & LGBTQ+ case study	To develop understanding of the links between cultural theory and education

To consider inclusion in relation the | This session develops understanding of the 2010 Equality Act with a particular focus on sexual orientation and gender. Recent and relevant research will be considered about the prevalence of | Bessi, Alessandro. (2016). 'Personality traits and echo chambers on Facebook'. *Computers in Human Behaviour* 65

Campbell, B. (1998). 'Modelling Critical Literacy in Teacher Education'. In Bradshaw, D. Ed. *Knowledge of Texts: Theory and Practice in Critical Literacy*. | PG2b , PPU9 PPU7 | Creative Teacher 3
• Radical pedagogies
Curious Teacher 3
• Critical evaluation of research evidence
• Using multiple lenses to critique practice | LO1,3,5 and 6 | Part Two |

		the 2010 Equality Act through a case study on homophobic discourse To model criticality through an examination of a journal article	sexist, homophobic and transphobic discourse and behaviour in schools and online. Reflective writing to link equality policy to experience and practice	Melbourne: Language Australia. Kosofsky Sedgwick, E. (2004). 'Epistemology of the Closet'. In Rivkin, J. and Ryan, M. Eds. *Literary Theory: An Anthology*. Oxford: Blackwell. Misson R. (1996) 'What's in it for me? Teaching Against Homophobic Discourse'. In Laskey, L. and Beavis, C. Eds. *Schooling and Sexualities: Teaching for a Positive Sexuality*. Victoria: Deakin Centre for Education and Change. Misson, R. (1999). 'The Closet and the Classroom: Strategies of Heterosexist Discourse'. *Critical Studies in Education*, 40 (2), pp. 75-88 Pariser, Eli. (2011). *The Filter Bubble: What the Internet is Hiding From You.* London: Penguin Books.		Just Teacher 3 • Developing Inclusive pedagogies • Developing criticality – critical literacy • Revisit teaching philosophy • Epistemology, biases & lenses		
30.1.23 PP JL	Introduction to PG2b: Annotated Bibliography	To understand how to write an effective annotated bibliography	This session examines how to write a successful annotated bibliography to enable trainees to	https://www.monash.edu/rlo/assignment-samples/arts/writing-an-annotated-bibliography Sister university resource	PG2b	Curious Teacher 3 • Using multiple lenses to critique practice	LO7	Various depending on chosen focus

		To apply the master's marking criteria on analysis and critique to trainees' own examples To develop skills of synthesis to link together a range of sources	gain a deeper understanding of the requirements for this part of the assignment Resource linked to asynchronous from tasks term 1				Critical evaluation of research evidence	
06.02.23 Subject Studies	Adaptive Teaching	See subject programme						
17.2.23 Core: Friday KH, WH, HH	Communicating with Parents: Progress and Pastoral Care	To understand the accountability measures for schools To understand the impact of the accountability framework on the	This session examines the accountability measures for schools and their impact on the subjects we teach. The sessions include practical tasks on managing and analysing student data and providing feedback to parents.		PPU11	Creative Teacher 1 • Communication technologies Just Teacher 1-2 • Equality, policies and practice • Handling challenging interactions	LO 1,2,3,4,6	TS6, TS8 Assessment 6.1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. 6.2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear . 6.4. To be of value, teachers use information from assessments to inform the decisions they make; in

		teaching of the curriculum To analyse and use student data To learn how to conduct short parental consultations						turn, pupils must be able to act on feedback for it to have an effect Professional Behaviours 8.3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. Building effective relationships with parents, carers and families can improve motivation, behaviour and academic success. (8.4)
27.02.23 SS	Progress & feedback	See Subject Programme						
06.03.23 PrE JaL, VA, RF	Minority curriculum exclusion case study (anti-racist pedagogies)	To explore ways in which curriculums can be exclusive and inclusive. To examine inclusive pedagogies and consider how to implement	This session will build on ideas from the inclusion conference and allow trainees to consider inclusive practices in both the taught curriculum and in their classroom practice. The session will comprise taught content and an opportunity for trainees to review	Deanna M. Blackwell (2010) Sidelines and separate spaces: making education anti-racist for students of color, *Race Ethnicity and Education*, 13:4, pp. 473-494, Kyoko Kishimoto (2018) 'Anti-racist pedagogy: from faculty's self-reflection to organizing within and beyond the classroom,' *Race Ethnicity and Education,* 21:4, pp. 540-553 Luvvie Ajay Jones (2017) *Get Comfortable with Being*	PPU7 PPU8	The Curious Teacher 2-3 • Application of evidence to teaching • Using multiple lenses to critique practice • Critical evaluation of research evidence The Creative Teacher 2-3	LO 1-7	TS 1,3 ,5 <u>CCF</u> <u>Behaviour</u> A culture of mutual trust and respect supports effective relationships (1.5) <u>Curriculum</u> A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning (3.1). <u>Pedagogy</u> Seeking to understand pupils' differences, including their different levels of prior knowledge and

		them in the classroom To reflect on inclusivity of own practice and apply theory to practice.	their subject curriculums and their practice.	*Uncomfortable:* https://www.ted.com/talks/luvvie_ajayi_jones_get_comfortable_with_being_uncomfortable?language=en National Education Union (2020) *Framework for Developing an Anti-Racist Approach for UK Schools:* https://neu.org.uk/anti-racism-charter		• Adapting pedagogies • Curriculum design The Just Teacher 3 • Creating an inclusive classroom • Developing inclusive pedagogies		potential barriers to learning, is an essential part of teaching (5.2).
06.03.23 PP JL	Critical Reflective Writing	To understand a range of reflective models and processes To apply the master's marking criteria on critique to PG2b extracts To evaluate the effectiveness of reflective models in PG2b extracts	This session builds on the trainees' skills of analysis and critique and supports the planning of an Annotated Bibliography. Trainees are able to evaluate exemplar material to gain a deeper understanding of what is required to be successful in this aspect of the assessment. Building on models of reflection, this session introduces	Brookfield, S. (2017) *Becoming a Reflective Teacher.* California: Jossey-Bass Pollard, A. (2012). *Reflective Teaching.* London: Continuum Pollard, A. (2014*) Readings for Reflective Teaching in Schools*. London: Bloomsbury.	PG2b	Curious Teacher 3 • Using multiple lenses to critique practice • Critical evaluation of research evidence	LO7	Professional Behaviours 8.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.

			trainees to critical reflection. Exemplar material related to PG2b is shared to generate a deeper understanding of the requirements of this part of the assignment.					
13.03.23 SS	Metacognition & Literacy	See Subject Programme						
20.03.23 PrE GN, VA, SP	Mental Health Case Study	LOs **TBC**	**TBC** Dean Howes to present ?? This session will build on ideas from the inclusion conference and allow trainees to consider inclusive practices in both the taught curriculum and in their classroom practice. The session will comprise taught content and an opportunity for trainees to review their subject	**TBC** **Anna Freud Teenagers Self Care** **https://www.annafreud.org/media/15030/my-self-care-plan-secondary.pdf** **https://www.annafreud.org/schools-and-colleges/**	PG2B PPU8	The Curious Teacher 2-3 • Application of evidence to teaching • Using multiple lenses to critique practice The Creative Teacher 2 • Adapting pedagogies The Just Teacher 2-3 • Handling challenging interactions	LO 1, 2, 4, 5, 6, 7	TS 1, 5, 7 CCF Behaviour Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils (1.1). Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils (1.2). Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential (1.3). Setting clear expectations can help communicate shared values that improve classroom and school culture (1.4). A culture of mutual trust and respect supports effective relationships (1.5).

			curriculums and their practice.				• Creating an inclusive classroom • Adaptive teaching • Relationships with disaffected pupils • Developing inclusive pedagogies		Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success (7.4). Building effective relationships is easier when pupils believe that their feelings will be considered and understood (7.5). Pedagogy Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching (5.2). Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success (5.3).
20.3.22 PP RC	Safeguarding	To explore a relevant safeguarding topic To understand the risk to pupils and possible indicators To explore support strategies for pupils	This session will be a lecture that will identify and explore a safeguarding topic and identify how teachers within schools can support pupils who may be experiencing similar issues.				The Just Teacher 1-3 Understanding schools safeguarding policies and applying these in practice. Developing awareness of indicators of abuse and neglect. Understanding how indicators may	LO 3,5,7	TS Part 2: having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions CCF ensure that their curricula fulfil these statutory duties, including ensuring trainees are fully aware of their duties in respect of safeguarding and equalities legislation Contributing positively to the wider school culture and developing a feeling of shared responsibility for

		within the school environment				present in different ways and how to manage these.		improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice). Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.
17.04.23 SS	Academic Poster & critical thinking/stretch & challenge	See Subject Programme						
24.4.23 Monday JaL	Green Space Day	To enable trainees to develop "climate literacy" and to model positive engagement with the issue, across all phases and subjects. To introduce trainees across all phases and subjects to	A cross-phase cross-curricular online day involving external speakers designed to enable trainees to integrate teaching around climate and sustainability into their work with pupils, be they EYFS, Primary or Secondary phase. Website containing links to a wide range of resources to support trainees	DfE sustainability and Climate Change: a strategy for the education and children's services systems https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems		The Just Teacher	Professional Practice: LO1, 2, 3, 8	TS8 Professional Behaviours 8.1, 8.2, 8.3, 8.7 CCF 2 3 5 6 and 8 (depending on sessions available) Particularly CCF 8 **following expert input** - by taking opportunities to practise, receive feedback and improve at: • Strengthening pedagogical and subject knowledge by participating in wider networks. • Learning to extend subject and pedagogic knowledge as part of the lesson preparation process. • Engaging critically with research and using evidence to critique practice.

		expert input, research and resources to enable them to develop confidence in teaching around climate and sustainability	in EYFS, Primary and Secondary. https://warwick.ac.uk/fac/soc/cte/students-partners/students/greenspace/					
05.05.23 Core: Friday KH, WH, HH	Hard to Reach Students	To enhance knowledge of hard to reach learners To apply knowledge to practice	A series of workshops are provided by external agencies who work with hard to reach and/or vulnerable learners, building on the inclusion conference. Dean Howes to present??		PP	Creative Teacher 2-3 • Adapting pedagogies • Radical pedagogies Just Teacher 1-3 • Inclusive teaching • Inclusive classroom • Handling challenging interactions • Inclusive pedagogies • Relationship with disaffected pupils	LO4,5,6	TS5, 8 Pedagogy 5.1Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. 5. 2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. 5.3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 4. Adaptive teaching is less likely t 5.4o be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or

								to set lower expectations for particular pupils.
								5. 5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils
								5.7 Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.
								Professional Behaviours 8.3Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.
								8. 4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success
08.05.23 SS	Subject Pedagogy	See Subject Programme						
15.05.23 SS	Subject Enhancement	See Subject Programme						

05.06.23-23.06.23 PP & SS GN & AM	Viva and poster presentation	To effectively present an academic poster To reflect critically on the learning journey, using the TDJ To successfully meet the criteria for both the poster and the viva	Tutors will arrange a viva (approx.. 45 minutes) and poster presentation (approx.. 45 mins) during this period. Both assessments will take place online		PG1b Reflective tasks	Curious Teacher 2-3 • Application of evidence to teaching • Critical evaluation of research evidence Creative Teacher 2-3 • Adapting pedagogies • Radical pedagogies • Creative use of TEL	various	all
30.6.23 Friday Conference WH	Course Completion Day	To meet course compliance To reflect on the trainee learning journey across the year To identify targets for the ECT induction period.	Attendance is mandatory on this day in order to ensure that compliance for each trainee has been met prior to the exam board. It is also a chance for us to celebrate achievement		PP	n/a	LO4	All