

PRIMARY CURRICULUM OVERVIEW: PROFESSIONAL ENQUIRY 2020-21 draft (8. June 2020)
Delivery: Joint Core and SD lectures and seminars on six Wednesdays across year

Week	Lecture(s) 10.00-12.00	Lunch 12.00-1.00	Workshop W1 1.00-2.30 W2 3.00-4.30
Hours	12 x 1 hour		10 x 1 ½ hours
1	<p>L1: Learning and Teaching 1: Child development and learning theories (DH)</p> <p>WTV</p> <p>International: different traditions of child development theory: Rousseau, Malaguzzi, Piaget, Vygotsky, Dewey, Macmillan etc</p> <p>Intellectually challenging: based on research and theory – complexity of learning</p> <p>Social Justice: Post-modern analyses of disadvantage and class-related structural features of education: Bernstein, Bourdieu, Foucault; Engstrøm (activity theory)</p> <p>Creativity: linking cognitive, emotional and social components of learning to language development;</p> <p>Tensions: the challenges of discovery, scaffolding, collaboration, instruction.</p>	W1:	<p>Curriculum 1: understanding the broad and balanced curriculum: (DR)</p> <p>WTV</p> <p>Intellectually challenging/International: awareness of diff curricular in different countries /begin to develop criticality through the consideration of pros and cons of different curriculum approaches and relevant education policies</p> <p>Creativity: Curriculum theory/What is the curriculum: learning, teaching, assessment; written vs planned vs delivered vs received; informal vs. formal; child-led curriculum (Stenhouse)</p> <p>Social Justice/Inclusion: entitlement for all students to full curriculum and all National Curriculum subjects vs academy curricular</p> <p>Tensions: child development, statute, disadvantage, transforming and reproducing social disadvantage</p>
2	<p>L2: Behaviour 1: behaviour, discipline and motivation: links to learning and inclusion (DR)</p> <p>WTV</p> <p>Intellectual curiosity: humanist, socio-cognitive approaches compared with behavioural approaches</p> <p>Wellbeing: interaction of pupil and teacher; importance of managing our own emotions;</p> <p>Social Justice/ inclusion: understanding the affective dimension of BM; managing behaviour through compassion, community awareness, empathy etc.</p> <p>Tensions: Freedom vs control; Rights & Responsibilities</p>	W2	<p>Behaviour 1: behaviour, discipline and motivation: links to learning and inclusion (DR)</p> <p>WTV</p> <p>Wellbeing: recognise impact of BM challenges on teacher well-being and importance of managing our own emotions;</p> <p>Social Justice/ inclusion: understanding the affective dimension of BM; managing behaviour through compassion, community awareness, empathy etc.</p> <p>Creativity: understanding cline of regulation (external to internal) and links to self-regulation.</p> <p>Tensions: secondary responses as behaviour to barriers to learning; particularly attachment, SEND, culture.</p>
2	<p>L3: Learning and Teaching 2: Differentiation and personalisation (DR)</p> <p>WTV</p> <p>Social Justice/ inclusion: Recognise pupils learn at different rates and require different types of support; Avoiding self-fulfilling prophecies/ glass ceilings;</p> <p>Seek to understand pupil differences; avoiding artificially creating distinct tasks for different groups</p> <p>Intellectual Curiosity:</p> <p>Know that tailoring lessons to learning styles is unlikely to be beneficial</p> <p>Know that quality first teaching using good modelling and scaffolding should be a good starting point</p> <p>Recognise how differentiation is underpinned by learning theory (e.g. Vygotsky, Bruner)</p> <p>Creativity: Provide targeted support for pupils/ teachers who are struggling</p> <p>Tensions: differentiation and personalization: rise and fall in education?</p>	W3:	<p>Learning and Teaching 2: Differentiation and personalisation (DR)</p> <p>WTV</p> <p>Social Justice:</p> <p>Flexibility & pupil grouping</p> <p>Challenge ideas around the terms attainment, achievement, progress and ability (labelling)</p> <p>Intellectual Curiosity:</p> <p>Recognise how differentiation can affect pupils' growth mindsets</p> <p>Developing an understanding of Bloom's Taxonomy, Biggs' solo taxonomy</p> <p>Recognise the different forms of differentiations and identify the advantages and disadvantages of each</p> <p>Creativity:</p> <p>Finding ways to adapt teaching to engage and motivate pupils to overcome barriers to learning;</p> <p>Role of resources, space and classroom architecture in pupil provision</p> <p>Tensions: sustaining personalized provision with limited resources and maintaining manageable teacher workload</p>

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L4:	<p>Learning and Teaching 3: Assessment: formative, summative and ipsative approaches (DR)</p> <p>WTV: Social Justice: identifying and addressing disadvantage in education through assessment and education</p> <p>Intellectual Curiosity: what is the purpose of assessment and how does it relate to learning, teaching and the curriculum</p> <p>Recognise that effective assessment is critical to teaching</p> <p>Understand the differences between formative, summative and ipsative assessment</p> <p>Engage with theoretical models of assessment (William)</p> <p>Introduce metacognition and self-regulation</p> <p>Creativity: Different School approaches to assessment, recording and responding</p> <p>Tensions: values / practice gap in assessment (Reay) and backwash of accountability</p>	W4	<p>Learning and Teaching 3: Assessment: formative, summative and ipsative approaches (DR)</p> <p>WTV Social Justice: Make feedback accessible for all pupils Look at different types of assessment through the eyes of social justice (empowering the learner)</p> <p>Intellectual Curiosity: Good assessment helps teachers avoid being misled by factors such as busy pupils Identify what high quality feedback looks like Link learning objectives to assessment tasks and success criteria</p> <p>Creativity: Find different ways for pupils to act on feedback and respond to success criteria; Using technology: images of performance, audio feedback, video feedforward for improvement</p> <p>Tensions: assessment for learning, not as learning or for accountability</p>
3	<p>L5:</p> <p>WTV: Social Justice/ inclusion: what is inclusion? Barriers to learning</p> <p>Intellectual curiosity:</p> <p>models of inclusion (medical, social, affirmative etc); QFT – 3 wave teaching</p> <p>SEND: categories of SEN in code of practice</p> <p>Intellectual Curiosity: historical and international context, UNRights for children and the disabled, Salamanca statement</p> <p>Tensions: understanding different needs, whilst treating children as different individuals</p> <p>funding</p>	W5:	<p>Inclusion 1: principles of inclusion & SEND (DH)</p> <p>WTV Social Justice/ inclusion: link between culture, class and ethnicity in inclusion; Important role of relationship in inclusion</p> <p>Intellectual Curiosity: ‘Adaptive Teaching’: standard 5 in the ITT CCF; understanding section 6 Code of Practice (2015);</p> <p>Creativity: Finding ways to adapt teaching to engage and motivate pupils to overcome barriers to learning; Role of resources, space and classroom architecture in pupil provision</p> <p>Tensions: every teacher is a teacher of SEND; SEND and EAL are different</p>
L6:	<p>Ethics and morality in education: character, values and ethical issues in education (DR)</p> <p>WTV Social Justice/ inclusion: moral virtues such as compassion, gratitude, honesty, humility, integrity, justice, respect TS preamble</p> <p>Intellectual curiosity: Education vs schooling: high quality teaching linked to QFT ‘High Expectations’ & ‘Professional Behaviours’ ITT CCF</p> <p>Creativity: Being a key role model-Social Learning Theory; Bandura and person-centred education (Carl Rogers)</p> <p>Tensions: whose values? Faith-based schools in UK vs secular education in France and US</p>	W6	<p>Assignment and academic writing: Educational research, the assignment and academic writing skills (DR)</p> <p>WTV Social Justice/ Inclusion: all education is theoretical and political; recognized hardwiring of privilege and disadvantage in education: making the implicit MA criteria explicit</p> <p>Personalization of academic writing programme according to need (arts vs science graduates);</p> <p>Curiosity: understanding the key components of an essay: sentence, paragraph and argument</p> <p>Creativity: understanding the process approach to writing: planning, drafting, revising, editing, presenting</p> <p>Tensions: describing vs explaining and writing at Masters.</p>
L7:	<p>Learning and Teaching 4: social, emotional and affective learning / mental health (DH)</p> <p>WTV Social Justice: psychological responses to stress and disadvantage</p> <p>Intellectual curiosity: what is social, emotional, affective learning?</p> <p>psycho-biological processes: breathing, heart rate, gut and brain hormones;</p> <p>Creativity: positive psychology and protective factors in mental health (five a day for mental health, mindfulness)</p>	W7:	<p>Learning and Teaching 4: social, emotional and affective learning / mental health (DH)</p> <p>WTV Social Justice/ Inclusion: understanding cultural differences in mental health and behaviour (Viv Ellis)</p> <p>Intellectual Curiosity: how is relationship central to all learning; and how can we improve this in the classroom</p> <p>Creativity: developing compassion in teaching/ emotional check-ins.</p>

Week	Lecture(s) 10.00-12.00	Well-being and sustainability: responding to events: life events and how we respond (fight, flight and freeze)	Lunch 12.00-1.00	Workshop W1 1.00-2.30 W2 3.00-4.30	Teaching children how to support each other through empathy. Well-being/ sustainability: peer support in the staff-room: developing the well of well-being Tensions: perfectionism, isolation and performativity Learning and Teaching 1: Child development and learning theories (DH)
L8:	WTV Social Justice/ Inclusion: Equality Act (2010): nine protected characteristics; Public Sector Equality Duty LGBTQ: inclusive schools, inclusive communities; EAL: developmental, statutory and pedagogical aspects Intellectual Curiosity: Equality, equity, opportunity and outcomes Freire – critical literacy/ Pedagogy of the Oppressed. Bourdieu: educational and cultural capital	Tensions: is there 'normal' in mental health: cultural and historical differences? Inclusion 2a: Equality, EAL (DH)	W8	WTV Social Justice/ international: cultural differences in child development and child rearing (West Africa) Understanding language and communication development: 5 a day for good communication (Communication Trust) Curiosity: stage and age in child development (Piaget vs Donaldson); early child development as a foundation for school learning Creativity: instrumental enrichment through metacognitive development (Robert Fisher) Tensions: theory into practice: unquestoning approaches to Zone of proximal development	Learning and Teaching 1: Child development and learning theories (DH)
5	L9:	Tensions: does school practice reflect the Equality Act (2010)? Inclusion 2b: the Equalities act, EAL (DH) WTV Social Justice/ Inclusion: role of language in education achievement: Bernstein theory of elaborative and restricted codes High quality teaching linked to QFT High Expectations, Knowing your pupils Wellbeing and sustainability: mental health (trainees and children) Intellectual curiosity: BICS and CALPS: context and language in Cummins quadrant language theory Planning, teaching and assessing EAL Tensions: silent period, first language and exclusion of EAL pupils through separate schooling	W9:	WTV Well-being and Sustainability: understanding your emotions as a teacher and how these contribute to calming or escalating tension; Intellectual curiosity: classroom ethos, culture, negotiated status quo; low level disruption; critical incidents Creativity: developing classroom rules and charters with children Social Justice/ inclusion: Unconscious bias; Safeguarding; Ethics, character and compassion Planning to support a range of pupil needs Approaches to practice (e.g. restorative justice) Tensions: dealing with intractable social issues: social breakdown and schools	Behaviour 2: managing disruption, developing self-regulation and behaviour for learning (DR)
L10:	WTV Creativity and Innovation: what is creativity and innovation? Reggio Emilia: One hundred languages of children: art, nature and the third space Intellectual curiosity: attention, engagement and concentration in learning; Theories of engagement: Kolb and experiential learning; Memory: short-term vs long-term memory, working memory; episodic vs semantic memory Applications of experimental psychology: spaced learning, interleaving; Social Justice/ inclusion: strategies for effective memory: chunking multi-sensory/emotional memory International perspective: environmental/ nature education, forest school, Denmark (forest school) Italy (early years), India (ashram)	Creativity and innovation: developing memorable learning through creative education (DR)	W10	WTV Well-being and Sustainability: teacher responsibility for learning and management of adults International perspective: how do different countries represent the teacher and the professional (teacher as public intellectual) Teacher workload reforms Social Justice/ inclusion: effective use of TAs to support all children (DISS, Webster et al) Teacher identity and life-long professional learning (Vitae project); Creativity: teaching and learning for the 21 st century (OECD/ EU) Tensions: massification and intensification in teaching and the culture of performativity.	Teachers, Teaching assistants and other professionals: the evolving role and responsibilities of the teacher, effective working with other adults, and professionals in school (DR)

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6	<p>L11: Family and Community: communication, relationships and developing the role of learning through the family (DH)</p> <p>WTV</p> <p>Social Justice/ Inclusion: recognizing and appreciating diversity in family and community – culture, ethnicity, LGBTQ;</p> <p>Reggio Emilia: community participation as a foundation for the school;</p> <p>Intellectual Curiosity: transmission of failure through intergenerational education (Bernstein)</p> <p>Creativity: different approaches to communication with the school community: social media, parents evenings, parent learning platforms</p> <p>Working with the community outreach team</p> <p>Tensions: barriers to communication with parents and the local community.</p>		<p>Curriculum 2: different approaches to curriculum planning: sequencing within and between lessons (DH)(speak to JRL)</p> <p>WTV</p> <p>Social Justice/ Inclusion: multisensory approaches to teaching and learning; Planning for social justice: national strategies (closing the gap) and third space interventions (Butterfly School)</p> <p>Intellectual Curiosity: Curriculum development skills for the lesson, week and term: curriculum development as research (Stenhouse);</p> <p>Creativity: authentic learning in and out of the classroom; learning in and outside the classroom; Planning with published schemes;</p> <p>Well-being and sustainability: planning for manageable workloads and working with charities and environmental groups (Forestry Commission)</p> <p>Tensions: balancing schemes and authentic personalised learning</p>
L12:	<p>Disadvantage and social justice: addressing the effects of class, poverty and inequality in education (DH)</p> <p>WTV</p> <p>Social Justice/ Inclusion: professional and moral vocation of teacher</p> <p>Recognise that children are different; have a history and a perspective that I bring with me to the classroom environment.</p> <p>Different schools have different issues linked to social justice.</p> <p>The Butler Education act 1944</p> <p>Intellectual Curiosity: What is poverty in the UK? (Sutton Trust)</p> <p>What does the term 'class' mean and what are the implications for pupils' learning opportunities?</p> <p>Teacher biography – what does this mean about your expectations of children or your perception of pupils and their family—Unconscious bias</p> <p>Creativity: different policy approaches to disadvantage: Charter schools, Academies and comprehensive/ community schools</p> <p>Tensions: the history of institutional disadvantage from the 19th to 21st C.- has anything changed?</p>		