

This unit relates to some key placement induction elements so is likely to be the first one undertaken in school. It can support the establishment of routines in the mentor-trainee working relationship and establish the role of Professional Practice Units in the training curriculum.

The unit also develops focussed observations as key aspects of teaching. These can be extended with additional observation opportunities in the early weeks of training. The ITAP in w/c 25<sup>th</sup> September give trainees chance to practice and embed their early understanding of behaviour for learning. Feedback on the effectiveness of approaches employed by the trainee in interactions with pupils prior to taking responsibility for teaching groups can provide a focus for early mentor meetings. The activities are designed to be completed before taking on the teaching of sequences of full lessons.

Suggested prompts for coaching conversations on deeper learning:

- What have you noticed about interactions with pupils that reinforce high expectations of behaviour?
- What does retrieval practice look like in our subject specialism?
- What routines do you notice? How do these support students' engagement with learning?

Suggested practice to model and deconstruct or form a focus of observations:  
Using consistent and deliberate language in lessons to reinforce expectations and establish success criteria for parts of lessons.  
Emphasising learning achievement over compliance behaviours in verbal praise.

## Key Reading

Fiorella, L. (2020) The Science of Habit and Its Implications for Student Learning and Well-being. *Educational Psychology Review*.  
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.  
Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. *American Educator*, 12–20.  
<https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>  
Ursache, A., Blair, C., & Raver, C. C. (2012) The promotion of self-regulation as a means of enhancing school readiness

## Professional Practice Unit 1 Professional roles and observation of expert practice

Aspects of this unit are covered in the following Foundation Sessions:

- Making the most of observing expert colleagues
- Behaviour Management
- How children learn – learning theory
- Planning principles

Subject Studies sessions cover behaviour management and safe routines in subject classrooms during Term 1a.

Safeguarding will be re-visited in Terms 2a and 3a.

Managing professional expectations and workloads is addressed in a Foundation Session and in subsequent Professional Practice sessions in Term 1a.

Observing expert practice helps you build up a range of teaching approaches to impact on the learning of pupils in your classroom. These opportunities help you to reflect on your own teaching as well as supporting you to develop strong professional relationships with colleagues.

### With your mentor you will have opportunity to:

Focus on learning in lessons by-

- breaking tasks down into components when first setting up independent practice.
- ensuring pupils' thinking is focused on key ideas within the subject.
- using retrieval and spaced practice to build automatic recall of key knowledge.

Set high expectations for behaviour by-

- Using consistent language and non-verbal signals for common classroom directions
- Rigorously maintaining clear behavioural expectations

Discuss and analyse:

- How reflective practice, supported by feedback from, and observation of, expert colleagues, professional debate and learning from educational research is likely to support improvement.
- How effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.

Receive guidance, practise, and receive feedback in coaching meetings to improve at:

- Acknowledging and praising pupil effort and emphasising progress being made
- Using intentional and consistent language that promotes challenge and aspiration.
- Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g., by modelling the types of courteous behaviour expected of pupils).
- Manage workload and wellbeing, by protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing

## Activities

*These tasks must be completed as part of your training. Required items are highlighted in bold and summarised below.*

1. Read the School's Safeguarding Policy and complete the safeguarding induction provided by the placement school ensure you know who the Designated Safeguarding Lead is and the procedure for reporting concerns or disclosures. Discuss points of clarification with your mentor. Identify who to discuss behaviour concerns that do not present a safeguarding issue and take notes.
2. Complete a learning walk or pupil-shadowing exercise in consultation with your mentor. Observe how staff model the behaviour expected of pupils in classrooms and around the school over the course of the day (e.g. in corridors, during breaks and at the start and end of the day). **Write a concise list of modelling behaviours** that you will adopt. Use your Observation Booklet (page 2.) for further guidance.
3. **Make notes during observation and in reflection afterwards**, considering the following 3 points for discussion and in preparation for PPU 2. Focus on how expert colleagues:
  - Break tasks down into constituent components when first setting up independent practice (e.g., using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.
  - Ensure pupils' thinking is focused on key ideas within the subject and deconstructing this approach.
  - Use retrieval and spaced practice to build automatic recall of key knowledge and deconstructing this approach.
4. Discuss with an expert colleague and **make notes about how they balance the workload for the lessons they teach throughout the day** (e.g. do they try and plan so that not all lessons in a day are resource-heavy or marking-heavy?)

## Activity Outputs

*Upload these 3 items to their respective spaces on [Moodle](#)*

- 1 A list of modelling behaviours that you will adopt.
- 2 Records from Activity 3.
- 3 A list of recommendations for balancing workload drawn from your discussion in Activity 4

## Synoptic Writing

*This is an optional task. You need to complete this for 6 PPUs during the year.*

With reference to the key reading in this Unit, write 500 words, reflecting on ONE of the following areas:

•How the teacher establishes expectations of behaviour and how these are reinforced through praise and/or rewards.

OR

•How you have noticed teachers promoting the school's values and the impact of this on developing your teacher identity.