Birmingham Newman University

Secondary Postgraduate and Professional Certificate of Education (PGCE)

Academic Year: 2023/2024

Contents

Welcome to Newman University and the PGCE Programme

Congratulations on securing a place on the PGCE Secondary course at Newman University.

We are excited to share the first stages of your new career with you, and the Secondary ITE team is looking forward to welcoming you to Newman University in September 2023.

You will no doubt be excited about embarking on this journey to becoming an inspiring and motivational classroom teacher and will want to get started in preparation for a challenging but rewarding year. If you would like to begin thinking and preparing for the year ahead, here are a few suggestions:

- Developing excellent subject knowledge in your chosen discipline will be a key focus in your PGCE year. Before starting, we suggest you familiarise yourself with the National Curriculum Programme of Study for your subject (accessible on the DfE website). You can also review a typical GCSE specification in your subject. We cannot say in advance which exam board's specification you will be teaching on your placement, though AQA is the most popular exam board in most subjects. It is also beneficial to begin to gauge an understanding of the pitch your pupils will be working at; therefore, accessing subject-specific revision sites, such as BBC Bitesize, could be advantageous.

- In addition to focusing on developing subject-specific pedagogy, we will provide you with an effective Professional Studies programme to develop the professional knowledge you will be required to have as a teacher. Should you wish to start exploring some aspects of this, we suggest accessing **Capel, S. Leask, M. & Younie, S. (2019) Learning to teach in the Secondary School. 8th ed. Oxon: Routledge**. Copies of this are available in our Library, and as an e-book, so there is no need to purchase it if you do not wish to. The 9th Edition of this book has been recently published, too.

We have a passion for teaching at Newman that you will experience when you arrive.

Wishing you all well on behalf of the Secondary ITE Team,

Caroline Montgomery

Head of Secondary Initial Teacher Education and Further Education

The Secondary Team

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Enrolment & Induction

Online Enrolment

You will receive instructions for enrolment from Admissions, which will take place online. Admissions can be contacted if there are any issues at admissions@newman.ac.uk

In order to enrol, you will have to have completed the following:
- Proof of first-degree
- Proof of GCSE English and Mathematics at Grade 4 (C) or above or an approved equivalency test
- Have a clear, enhanced DBS check completed with no conditions listed
- Successfully completed the Fitness to Train medical questionnaire
- Provided proof of identity

All checks and enrolment must be completed by 29th September 2023. Should you have not enrolled by this point, you cannot attend school-based placements, which are scheduled to start on Monday, 9th October 2023, with an initial induction visit on Friday, 6th October 2023. Please note that these dates are provisional and subject to the best endeavours of the Secondary Team in securing placements.

Induction Information

Semester One begins on Monday, 4th September 2023

The Autumn term is outlined below, with the first five weeks being taught sessions, including an induction to School Experience One (SE1).

W/C	28-Aug-23	04-Sep-23	11-Sep-23	18-Sep-23	25-Sep-23	02-Oct-23	09-Oct-23	16-Oct-23	23-Oct-23	30-Oct-23	06-Nov-23	13-Nov-23	20-Nov-23	27-Nov-23	04-Dec-23	11-Dec-23	18-Dec-23	25-Dec-23
Mon	BH	T	T	T	T	T	SE	SE	SE	AL	SE	SE	SE	SE	SE	SE	SE	H
Tue		T	T	T	T	T	SE	SE	SE	AL	SE	SE	SE	SE	SE	SE	SE	H
Wed		T	T	T	T	T	SE	SE	SE	AL	SE	SE	SE	SE	SE	SE	SE	H
Thu		T	T	T	T	T	SE	SE	SE	AL	SE	SE	SE	SE	SE	SE	SE	H
Fri	E	T	T	T	T	SI*	SE	SE	SE	AL	SE	SE	SE	SE	SE	SE	SE	H

BH= Bank Holiday E= Enrolment; T= Taught sessions on campus 9.00 am-4.00 pm; SE=School experience; Asynchronous Learning=AL H=Holiday SI=School Induction- one school induction day – Friday 6th October 2023 - has been scheduled where students will go into their SE1/Stage 1 placement schools ahead of their confirmed placement school, scheduled to begin on Monday 9th October 2023.*

Monday 4th September 2023 - Secondary PGCE			
Venue	**Time**	**Activity**	**Staffing**
ST002	9.00 – 9.15 am	Welcome & introductions	Head of Secondary ITE - Caroline Montgomery; Programme Lead- Lisa Vickerage-Goddard; SITE Tutor Team
	9.15 - 10 am	Course structure	Programme Lead – Lisa Vickerage-Goddard
	10.15 - 11.00 am	E-portfolio structure	Digital Lead Secondary ITE - Ben Hart
	11 am - 12 pm	Subjects needing to present ID to **the Student Helpdesk** [Sciences, Computing, English, Geography and Maths; Independent e-portfolio review	Welcome Mentors / Ambassadors; Digital Lead Secondary ITE - Ben Hart
	12.00 - 1.00 pm	Lunch - *please bring or purchase your own.*	
ST002	1–2.30 pm	Cross-curricular team-building	Martin Husbands Senior Lecturer Secondary ITE
	2.30 - 4 pm	Quiz	John Keenan Senior Lecturer Secondary ITE
	3.45 pm	Q&A	Programme Lead – Lisa Vickerage-Goddard
	4 pm	End of the Day	

Overview PGCE 2023

Please also see the calendar on Moodle's PGCE Secondary Core page.

Secondary ITE Student Calendar 2023 to 2024

The calendar spans September 2023 to August 2024, organised in monthly columns with day rows (M, T, W, T, F). Key phases include:

- **September** – Uni Block 1: Introduction to PGCE, Subject Induction, Safeguarding, Subject Knowledge, Subject Pedagogy, Subject lens
- **October** – School Induction, Subject Knowledge, Academic Writing, SE Stage 1
- **November** – Placement 1 / Stage 1 MPR: SE Stage 1 MPR, School Holiday 23/24, Themes Directed Tasks, SGP761 SUBMIT / SGP761 Released
- **December** – Stage 1 EPR: SE Stage 1 EPR, School Holiday
- **January** – Uni Block 2 NYD: Subject Knowledge, Subject Pedagogy, Subject lens, Tutorials, SE2 Stage 2, School Induction
- **February** – SE2 Stage 2, Schedule MPR, School Holiday 23/24, Themes Directed Tasks, SGP760 SUBMIT
- **March** – Stage 2 Review: SE2 Stage 2 MPR, SGP760 released, Easter Break, School Holiday, Good Friday 2024
- **April** – Placement 2 / SE Stage 3, Easter Monday 2024, School Holiday
- **May** – SE Stage 3, SE Stage 2, Bank Holiday 2024, Schedule EPR, Spring Bank Holiday 2024, Half Term
- **June** – Stage 3 Review: SE2 Stage 3 EPR, SE/report scrutiny, Ex Ext visit, Ex Break, SE2 / eportfolio scrutiny / Stage 3 EPR, SE / eportfolio scrutiny, Social
- **July** – Enhancement, School Holiday, Summer Bank Holiday 2024
- **August** – School Holiday, Bank Holiday

University weekly taught sessions overview
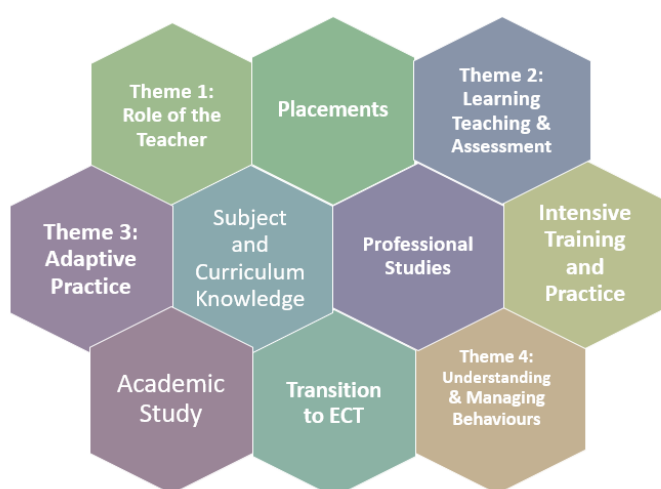
	Morning	Afternoon
Monday	Subject Knowledge	Subject Knowledge
Tuesday	Professional Studies	Subject-specific Professional Studies
Wednesday	Professional Studies	Subject-specific Professional Studies
Thursday	Subject Knowledge	Subject Knowledge
Friday	Subject Pedagogy and Application	Subject Pedagogy and Application

Each day, in the university-based teaching blocks, will have a similar structure with the taught day starting at 9.00 am and ending at 4.00 pm. There will be directed study between these hours, such as pre-session/ post-session reading or activities and tutorials with University-based Tutors.

Newman Curriculum Overview

The Secondary PGCE Core programme, informed by the ITE Core Content Framework and Research, has been developed by the Newman SITE team in collaboration with School-based Leads, School-based Mentors, and Students.

As shown in the graphic below, the Newman Curriculum Content is broken down into four themes underpinned by subject and curriculum knowledge supported by academic study and intensive training. Through university-led sessions, training sessions, placements and Academic study, every student will be provided with an interlinked programme that builds teaching capability as the year progresses, based on the concept of a Spiral curriculum.

Each theme will be revisited at each stage of the taught programme and aligned with placement School-based Tutor meetings through the Big Questions.

September University training block

September University Training Block will include one-day Professional Studies session, one day of Subject-Specific Professional Studies, two days of Subject Knowledge Enhancement, and one day of Subject Specific Training. University-based tutors, Expert partners, and External speakers will deliver professional studies.

Curriculum Theme	Materials	CCF References: Learn that	How pupils learn
Theme 1 – The Role of the Teacher	An Introduction to the PGCE ITE Programme An introduction to professional behaviours and expectations (e.g., Code of Conduct, Attendance and Punctuality) Introduction to National Frameworks/Statutory Guidance Managing your well-being	1.1 1.2 1.3 1.4 1.5 1.6 3.1 3.3 4.1 8.1 8.2 8.3 8.4 8.6	
Theme 2 – Teaching Learning and Assessment	What is Learning? An introduction Understanding the Theories of Learning An introduction to Assessment types - diagnostic, formative, and summative An Introduction to Assessment for Learning	2.1 2.2 2.3 2.4 2.5 3.6 3.10 4.1 5.6 6.1 6.2 6.3 6.4 6.5 6.7 7.4	2a 2b 2c 2d 2e
Theme 3 – Adaptive Practice	How do children learn? SEND Code of Practice What are the barriers to learning in the classroom? Character education assessment	5.1 5.2 5.3 5.4 5.5 5.6	2b 2c 2d 2f 2i 2k
Theme 4 – Understanding and Managing Behaviour	Understanding Pupil Behaviour Teacher as a role model in managing behaviour (application of social learning theory; behaviourism in the classroom) Classroom Management and Organisation - Managing behaviour through creating a positive learning environment	7.1 7.2 7.3 7.5 7.6 7.7	2b

Focus Week – The Role of the Teacher (Intensive Training and Practice)

Our September University Training Block will include a one-week focus on the Role of the Teacher. Trainees will have the opportunity to focus on and develop their understanding of the role they will play personally as a teacher. This reflection will take place both through Professional Studies and subject-specific sessions. University-based tutors, Expert partners, and External speakers will deliver this focus week.

Curriculum Themes in Practice	Materials	CCF References: Learn That	How pupils learn
Theme 1 The Role of the Teacher	The Role of the Teaching- One-week focused teaching and observation block. A combination of university session(s), school-based observations and focused activities reflecting on the role of a teacher.	1.1 1.2 1.3 1.4 1.5 1.6 3.1 3.3 4.1 8.1 8.2 8.3 8.4 8.6	

Stage 1 – School-based practice October to December

Trainees will develop practice against the Themes and reflect using weekly Big Questions in discussion with SBT whilst simultaneously compiling tangible evidence to demonstrate understanding and application.

School experience will include but is not limited to targeted observations across the age range. Observations of Expert Teacher. Cross-subject Observation. Lesson Observations. Incrementally building up to solo teaching of 50%. Team Teaching. Part Lesson Teaching. Group Teaching. Wider School Activity. Department Meetings. Staff Meetings. Parents' Evenings. Educational Visits.

Curriculum Themes in Practice	'Big Questions' will support Mentors and Trainees in facilitating Learning how to:	CCF References: Learn That	How pupils learn
Theme 1 – The role of the Teacher	• Understand how, in practice, teachers can affect and improve their pupils' well-being, motivation, and behaviour. • Reflect on the importance of a safe and secure learning environment. • Show an understanding of safeguarding legislation incumbent on school staff. • Implement school policies, including actioning the next steps. • Recognise the range of intrinsic and extrinsic factors that can influence pupils' motivation to learn. • Demonstrate an understanding of how a culture of mutual trust and respect supports effective relationships.	1.1 1.2 1.3 1.4 1.5 3.1 3.2 3.3 4.1 4.2 8.1 8.2 8.3 8.6 8.7	

Theme 2 – Teaching Learning and Assessment	• Notice, observe, and understand differences in methods of teaching, learning, and assessment. • Demonstrate understanding of the research of Bandura (1986) and Wiliam and Black (2009). • Using scaffolding, modelling, targeted questions and paired or group activities as teaching tools, mindful of memory, learning, and cognitive load. • Use formative and summative assessment strategies to ensure pupils' progress in their learning.	2.1 2.2 2.3 2.4 2.5 3.5 3.8 3.9 3.10 4.3 4.6 4.10 4.11 5.1 5.2 5.3 5.4 5.6 6.1 6.2 6.3 6.4 6.5 6.7	2a 2b 2c 2d 2e 2f 2g 2h 2i 2j 2k
Theme 3 – Adaptive Practice	• Demonstrate an awareness of and the ability to incorporate key theories underpinning adaptive practice into planning for pupil learning. • Demonstrate understanding of the work of key researchers within the field of adapting practice. • Develop an understanding of the range of differences in pupils and how this impacts learning. • Identify ways to group pupils with different learning needs and plan their individual learning to enable them to achieve whole-class learning objectives.	5.1 5.2 5.3 5.4 5.6 5.7	2a 2b 2c 2d 2f 2g 2i 2k
Theme 4 – Understanding and Managing Behaviour	• Understand how, in practice, teachers can affect and improve the behaviour of their pupils. • Notice, observe, and understand differences in methods of managing behaviour. • Use consistent language and non-verbal signals for common classroom directions. • Use whole school policies and practices to establish rules and routines.	7.1 7.2 7.3 7.4 7.5 7.6 7.7	2b

January University training block

January University Training Block will include one day of Professional Studies session, one day of Subject-Specific Professional Studies, two days of Subject Knowledge Enhancement and one day of Subject Specific Training. University-based tutors, Expert partners and External speakers will deliver professional studies.

Curriculum Theme	Materials	CCF References: Learn That	How pupils learn
Theme 1 – The Role of the Teacher	Teacher Identity and Professionalism. Reflection on SE1. Positionality – Your understanding of your responsibility as a teacher and within the wider school/education community. Adverse Childhood Experiences and Trauma-informed Practice.	4.1 8.1 8.5 8.7	
Theme 2 – Teaching Learning and Assessment	Learning theory Summative and Formative Assessment Teaching across the curriculum – English, Maths, and Technology Literacy – Reading for pleasure	2.6 2.7 2.8 2.9 3.4 3.5 3.7 3.8 3.9 3.10 4.2 4.3 4.4 4.5 4.9 4.10 4.11 6.5 6.6 7.5 7.6	2a 2b 2c 2d 2e 2f 2g 2h 2i 2j 2k
Theme 3 – Adaptive Practice	Contrasting settings and specific pupil behaviours Awareness of additional needs in the classroom (e.g., SEND, EAL, PP, FSM, pupils who are displaced, Higher Ability Pupils)	5.7	2a 2b 2c 2d 2f 2g 2i 2k
Theme 4 – Understanding and Managing Behaviour	Developing a wider understanding of the complexity of behaviours Implications of understanding and managing behaviour for SBP 2 – focus on the application of Practice for SBP2	7.1	2b

Stage 2 – School-based practice January to April

School experience will include but is not limited to targeted observations across the age range. Observations of Expert Teacher. Cross-subject Observation. Lesson Observations. Incrementally building up to solo teaching of 70%. Team Teaching. Part Lesson Teaching. Group Teaching. Wider School Activity. Department Meetings. Staff Meetings. Parents' Evenings. Educational Visits.

Curriculum Themes in Practice	'Big Questions' will support Mentors and Trainees in facilitating Learning how to:	CCF References: Learn That	How pupils learn
Theme 1 – The Role of the Teacher	• Show and apply a working knowledge of the SEND Code of Practice, Equality legislation, and Safeguarding practices. • Undertake duties or be an observer of activities that contribute to the wider life of a school. • Build trust and respect with pupils and school colleagues. • Assist pupils in their learning development, confidence, and motivation regarding their readiness to learn.	1.6 3.3 8.1 8.2 8.3 8.4 8.5 8.6 8.7	
Theme 2 – Teaching Learning and Assessment	• Evidence positive impact of high-quality teaching • Confidently plan and utilise a range of teaching strategies to make learning accessible, being aware of the need to gradually remove help. • Plan the use of questioning for different purposes. • Show an ability to plan engaging lessons that build on pupils' prior learning, introducing new steps that require pupils to retrieve information from memory and revisit ideas.	2.6 2.7 2.8 2.9 3.4 3.5 3.6 3.7 3.8 3.9 4.3 4.4 4.5 4.6 4.7 4.8 4.9 4.10 4.11 6.1 6.2 6.4 6.5 6.6 6.7 7.2 7.3	2a 2b 2c 2d 2e 2f 2g 2h 2i 2j 2k
Theme 3 – Adaptive Practice	• Demonstrate knowledge and understanding of whom to seek help from in supporting pupils with SEND in order to support learning. • Show sufficient knowledge of the pupils in your classes to plan for individual needs and strengths.	3.3 3.4 3.5 5.3 5.4 5.5 5.7	2a 2b 2c 2d 2f 2g 2i 2k

Theme 4 – Understanding and Managing Behaviour	• Show that you can use a range of strategies to manage pupil behaviour. • Use a range of motivational strategies, including whole-school rewards and praise. • Shown an understanding that pupils' prior experience, including in your own classroom, can impact their motivation to learn.	7.1	2b

Stage 3 – School-based practice April to June

School experience will include but is not limited to targeted observations across the age range. Observations of Expert Teacher. Cross-subject Observation. Lesson Observations. Incrementally building up to solo teaching of 70%. Team Teaching. Part Lesson Teaching. Group Teaching. Wider School Activity. Department Meetings. Staff Meetings. Parents' Evenings. Educational Visits.

Curriculum Themes in Practice	'Big Questions' will support Mentors and Trainees in facilitating Learning how to:	CCF References: Learn That	How pupils learn
Theme 1 – The Role of the Teacher	• Foster and develop a culture of mutual respect and trust with pupils and colleagues. • Demonstrate a variety of ways in ways to collaborate, support and take part in the wider life of the school. • Identify professional development needs within the role of the teacher and proactively seek opportunities to improve performance. • Demonstrate through Practice a working understanding of the importance of equality, respect, and the nine protected characteristics. • Show understanding of the Prevent Duty Strategy and Fundamental British Values.	1.6 3.3 8.1 8.2 8.3 8.4 8.5 8.6 8.7	
Theme 2 – Teaching Learning and Assessment	• Consistently demonstrate effective teaching that improves pupils' knowledge and capabilities and positively impacts their beliefs about learning. • Consistently and accurately maintain accurate records of pupils' progress data from the delivery of a planned and taught sequence of lessons. • Consistently and accurately assess pupils' work and provide accurate data • Use appropriate theories to underpin planning, teaching, and assessment.	2.6 2.7 2.8 2.9 3.4 3.5 3.6 3.7 3.8 3.9 4.3 4.4 4.5 4.6 4.7 4.8 4.9 4.10 4.11 6.1 6.2 6.4 6.5 6.6 6.7 7.2 7.3	2a 2b 2c 2d 2e 2f 2g 2h 2i 2j 2k
Theme 3 – Adaptive Practice	• Plan targeted interventions, including the deployment of support staff, and evaluate their impact. • Work in partnership with colleagues, families, and pupils to support pupil learning. • Identify professional development needs within the field of adaptive practice and proactively seek opportunities to improve performance. •	5.3 5.4 5.5 5.7	2a 2b 2c 2d 2f 2g 2i 2k
Theme 4 – Understanding	• Use a range of effective methods and strategies to promote good pupil behaviour and a positive learning environment.	7.1	2b

and Managing Behaviour	• Evidence of how barriers to learning can impact pupil behaviour and proactively apply strategies to effectively address these through appropriate planning and delivery. • Be able to confidently identify and act upon pupil perceptions of their own strengths and weaknesses. • Identify professional development needs regarding behaviour management and proactively seek opportunities to improve performance.		

Readings and Policy documents will include but are not limited to:

Key Academics, readings, and policy documents – Theme 1 – The Role of the Teacher

Brookfield, S. (1995). Becoming a Critically Reflective Teacher. San-Francisco: Jossey-Bass.

Brookfield, S. D. (2017). Becoming a critically reflective teacher. John Wiley & Sons.

Dewey, J. (1993). How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process. Boston: D. C. Heath.

Department for Education (2022) *Keeping children safe in education 2022 - Statutory guidance for schools and colleges on safeguarding children and safer recruitment*. London: Department of Education. Available at: Keeping children safe in education - GOV.UK (www.gov.uk)

Department for Education (2018) Schools: guide to the 0 to 25 SEND code of practice [accessed at SEND code of Practice: 0 to 25 years - GOV.UK

Dewey, J. (1938). Experience and Education. New York: Macmillan Company.

Home Office (2021) *Statutory guidance - Revised Prevent duty guidance: for England and Wales.* London: Home Office. Available at: Revised Prevent duty guidance: for England and Wales - GOV.UK (www.gov.uk)

Shandomo M, H., (2010). The Role of Critical Reflection in Teacher Education. School-University Partnerships, [online] 4(1), pp.101-112.

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

Zeichner, K.M. (1987). Preparing Reflective Teachers: An Overview of Instructional Strategies which Have Been Employed in Preservice Teacher Education. International Journal of Educational Research, 11, 565-575

Websites - Adverse childhood experiences

An Introduction to Adverse Childhood Experiences (ACEs) and Trauma-Informed Practice - West Midlands Violence Reduction Partnership (westmidlands-vrp.org)

Websites - Mental health in schools

Mental health statistics · MHFA England

Mental health conditions - NHS (www.nhs.uk)

World Health Organization. Promoting mental health: concepts, emerging evidence, Practice (Summary Report) Geneva: World Health Organization; 2004.

Mental Health of Children and Young People in England 2022 - wave 3 follow up to the 2017 survey - NDRS (digital.nhs.uk)

Mental Health in Schools: Facts and Figures (insidegovernment.co.uk)

https://digital.nhs.uk/data-and-information/data-tools-and-services/data-services/mental-health-data-hub

https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2022-follow-up-to-the-2017-survey/data-sets

Promoting and supporting mental health and well-being in schools and colleges - GOV.UK (www.gov.uk)

Supporting mental health in schools | School mental health | Well-being in schools (annafreud.org)

Behaviour Management Strategies - SEMH classroom

Mental health: How schools are dealing with the 'new normal' (schoolsweek.co.uk)

Promoting children and young people's mental health and well-being (publishing.service.gov.uk)

Children's mental health training course (place2be.org.uk) - free training for pre-service teachers.

Key Academics, readings, and policy documents – Theme 2 – Teaching Learning and Assessment

Allan, J. (2014) Making a difference – in theory – in Sweden and the UK, Education Inquiry, 5:3, 24609, DOI: 10.3402/edui.v5.24609. Available from: https://doi.org/10.3402/edui.v5.24609

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

Badderley, A. (2012) Working Memory: Theories, Models, and Controversies. Available from: https://www.annualreviews.org/doi/10.1146/annurev-psych-120710-100422

Black, P. and Wiliam, D. (1998) *Inside the black box: raising standards through classroom assessment*. London: School of Education, King's College London

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. and Lee, C., (2003) *Assessment for learning: Putting it into practice*. UK: McGraw-Hill Education

Bransford, J.D., Brown, A.L. & Cocking, R.R. (Eds) (2000) 'How People Learn', Brain, Mind, Experience, and School. Expanded Edition. Washington, DC: National Research Council.

Clark, Nguyen and Sweller (2011). Efficiency in Learning. Available from: https://books.google.co.uk/books?id=9nwESAIRzxoC

Coe, R. Aloisi, C, Higgins, S. and Major, E. (2014) What Makes Great Teaching. Available from: https://www.suttontrust.com/our-research/great-teaching/

DfE (2022) ITT Market Review. Available from: https://www.gov.uk/government/publications/initial-teacher-training-itt-market-review/initial-teacher-training-itt-market-review-overview

Kulik J. A., Kulik C. C. (1984). 'Effects of accelerated instruction on students', *Review of Educational Research*, 54, 409–425.

Roediger, H. L., & Butler, A. C. (2011) The critical role of retrieval practice in long-term retention. Trends in Cognitive Sciences, 15(1), 20–27

Rosenshine, B. Available from: https://cirl.etoncollege.com/tom-sherringtons-division-of-rosenshines-principles-of-instruction-into-strands/

Rosenshine, B. (2012) 'Principles of instruction: Research-based strategies that all teachers should know', *American educator*, *36*(1), p.12

Selfridge, R. (2019) Measuring Progress in Education – The good, the bad and the future. Available from: https://www.cem.org/blog/measuring-progress-in-education-the-good-the-bad-and-the-future/

Schunk, D. H. (2020). Learning Theories: An Educational Perspective, 8th Edition. Pearson Education. www.pearson.com/us/higher-education/program/Schunk-Learning-Theories-An-Educational-Perspective-8th-Edition/PGM1996609.html

Sherrington, T. (2019) Rosenshine's Principles in Action Paperback, John Catt Pub

Sweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition, 5(4), 360–367

Sherrington, T. Available from: https://teacherhead.com

Theories of Education. Available from: https://teacherofsci.com/learning-theories-in-education/

Trends in Education. Available from: https://www.teachthought.com/the-future-of-learning/most-popular-trends-in-education/

Key Academics, readings, and policy documents – Theme 3 – Adaptive Practice

EEF/Sutton Trust (2018),

Dunlowsky et al. (2013),

Clark Nguyen and Sweller (2006), Rich et al. (2017)

Carter, J (2021) SEND Assessment- A Strengths-Based Framework for Learners with SEND Abingdon, Oxon; New York: Routledge

SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

Supporting SEND - GOV.UK (www.gov.uk)

Special Needs Jungle - News, info, resources & informed opinion about Special Educational Needs, disability, children's physical and mental health, rare disease. Campaigning to #FixSEND

Cracking the Code: reflections on the implications for teacher education and professional formation in England following the introduction of the Special Educational Needs and Disability Code of Practice 2014 Beate Hellawell RESEARCH IN TEACHER EDUCATION Vol. 5, No.1. May 2015. pp. 15–19.

Heading for Inclusion has a discussion list for leaders on the National College for School Leadership website. Jackins, H, (1997) The List. 2nd Ed, Seattle, Wash.: Rational Island Publishers, p. 206.

Mason, M., (2000) Incurably Human, London: Working Press, p. 24.

Morgan, A., Malam, S., Muir, J. and Barker, R. (2006) Health and social inequalities in English adolescents: exploring the importance of school, family and neighbourhood, findings from the WHO Health Behaviour in School-aged Children study. London: National Institute for Health and Clinical Excellence [Online]. Available at: http://www.nice.org.uk/niceMedia/pdf/HSBC_Final_10-03-06.pdf .

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Social justice in education: Breaking down the barriers: Curriculum choice and inequality

https://www.sec-ed.co.uk/knowledge-bank/social-justice-in-education-breaking-down-the-barriers/ (and the supplement at the top of the page)

Creating Classrooms for Social Justice: Promoting collaboration and diversity

https://www.edutopia.org/blog/creating-classrooms-for-social-justice-tabitha-dellangelo

What Is Social Justice Education Anyway? What does this mean for me?

https://www.edweek.org/teaching-learning/opinion-what-is-social-justice-education-anyway/2019/01

Social Justice Curriculum Overview: What should we be doing and why/how?

https://www.corlearsschool.org/social-justice-and-identity-curriculum

School Placements

Whilst placement days are calendared and scheduled to start on Monday, 9th October, with an initial induction visit on Friday, 6th October 2023, these dates are provisional and subject to the best endeavours of the Secondary Team in securing placements with our school-based colleagues. Placements will be confirmed by your university Tutor using Newman email accounts.

In addition, throughout your time on placement, we will continue to communicate with the PGCE trainee cohort via regular Moodle posts to keep you updated. It is, therefore, very important that students regularly and routinely check their Newman emails.

In the appendices can be found a suggested 'flightpath' that is a suggested pace through school placements. However, it is *not* an expectation. It is merely a framework on which a student and their

school-based Mentor might move through the placement and teaching load. Students will naturally move at a faster or slower pace as they progress.
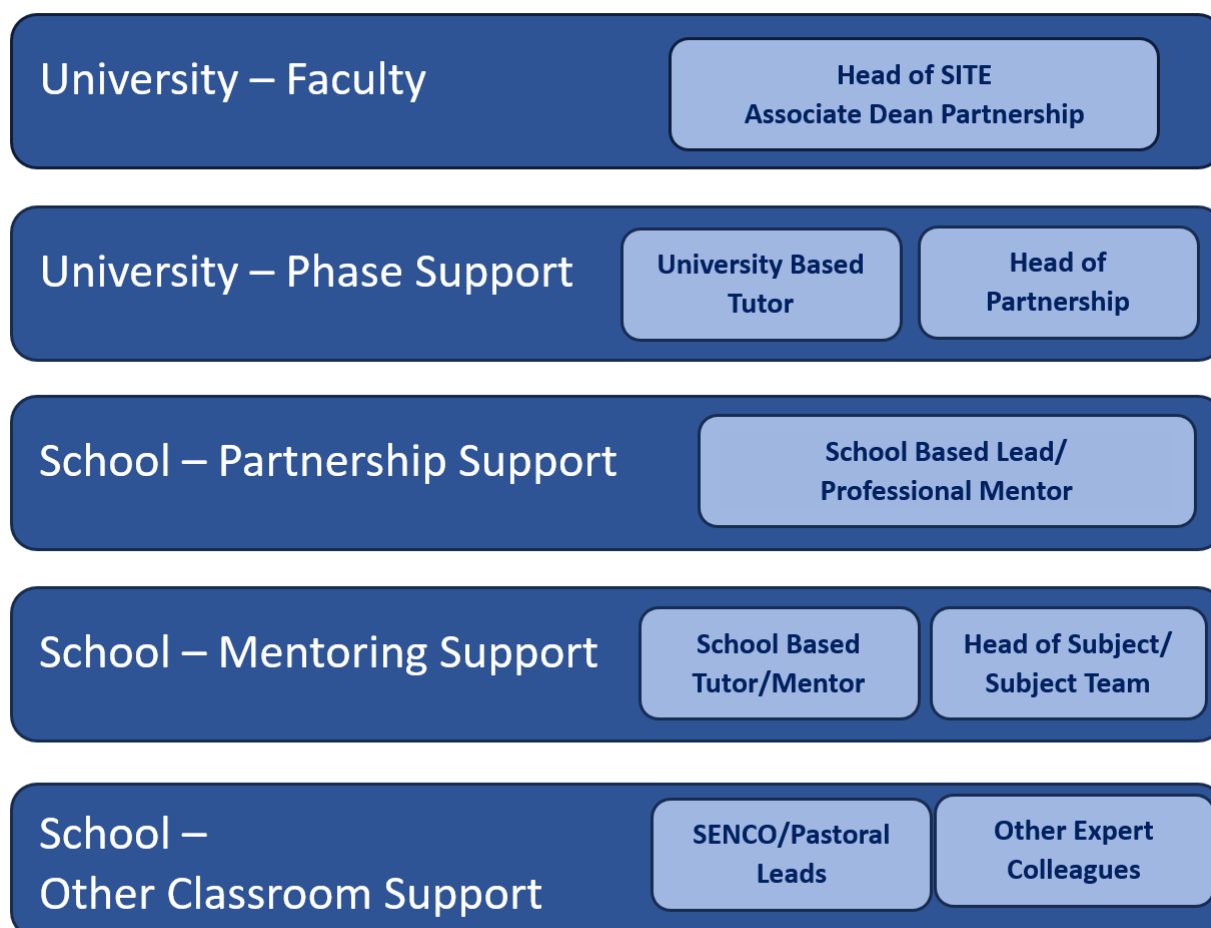
APP during the school placements

In addition to our work, this year is to support the University's APP work (Access and Participation Plan). We will require all trainees to engage in supporting pupils' attainment by providing one lesson a week of subject-specific booster activities. Examples of this are:

- Year 7 literacy and numeracy catch-up
- GCSE subject booster

Please work with Mentors to identify an appropriate lesson slot to complete this activity every week. This additional support can be ongoing work with the same group or a repeated activity with different pupils. The important factor in this work is that the trainees add value to the pupils' learning by addressing an identifiable area of need.

Placement support
Newman University ITE Partnership Roles and Responsibilities

University – Faculty	Head of SITE Associate Dean Partnership	
University – Phase Support	University Based Tutor	Head of Partnership
School – Partnership Support	School Based Lead/ Professional Mentor	
School – Mentoring Support	School Based Tutor/Mentor	Head of Subject/ Subject Team
School – Other Classroom Support	SENCO/Pastoral Leads	Other Expert Colleagues

The appendices at the end of this handbook contain samples of the documentation you will be using throughout your school placements and are available for you to download and use on the Moodle page Secondary PGCE Core Programme, and some are available on your e-portfolio, too.

Enhancement placements

Our PGCE qualification is 11-16 with post-16 Enrichment. As well as providing experience, we also offer both a Primary and Post-16 experience.

You are expected to concurrently gain these enhanced experiences during your school placements. Your School Professional Mentor might be best placed to signpost you to one of your placement schools' feeder primary schools for observation experience every week, most likely 'front loaded' to the beginning of your placement when your teaching commitment is at its lightest. If your placement school has a post-16, then your observations of this Key Stage can be gained in your placement school. Several of our students completed their Post-16 experience alongside their school placement over the last few years.

Academic work

Academic assignments have validated 'Academic Briefs' that detail the nature of the assignments, including submission deadline, assignment criteria, submission method and feedback date.

Each assignment has its own Moodle page:

SGP761-SEP2022 - Applying Reflective Practice in Subject

SGP760-SEP2022 - Developing Reflective Practice in Subject

These pages will become available as preparation for academic writing sessions and assignment submission approaches. They also contain useful information about applying for an extension should personal circumstances change or become challenging and signposting additional support services.

Assignment 1

| Assignment brief |
| --- |
| *Applying reflective practice*

• The first part is a 3,500-word reflection on an element of inclusive practice in the *subject area* You are asked to select a protected characteristic and reflect on its place in your subject, classroom, and practice.
• The second part of the assignment is to produce an A3 academic poster of 500 words. This poster will present the findings from your reflection on your chosen element of inclusive practice and will be shared with peers, university staff, and expert colleagues. |

Assignment 2

Assignment brief
Developing Reflective Practice 4,000-word assignment reflecting on an area of development within classroom practice

Academic Requirement

Each Trainee Teacher completes two 30-credit Level 7 Assignments during the programme, equating to the 60 credits required for the Postgraduate Certificate in Education (PGCE) award.
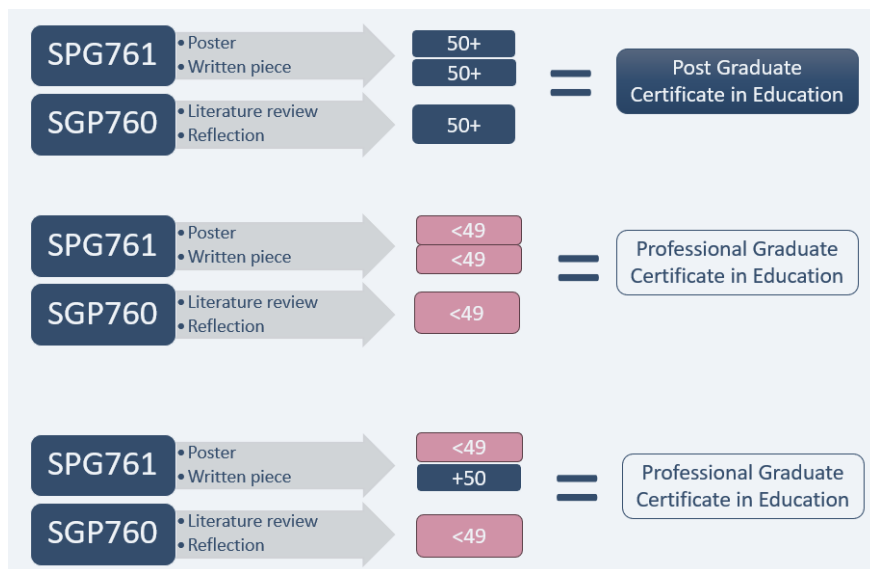
If I student is unable to achieve 60 credits at Level 7, there is the possibility of accepting the lesser award of the Professional Graduate Certificate in Education if assignments are awarded a mark between 40 and 49. This diagram gives examples of different scenarios, and further advice and guidance are available from the Programme and Academic Leads.

Academic Integrity Policy

Academic integrity is central to Birmingham Newman University's mission. Maintaining high academic standards is essential for the credibility and reputation of the University. The University recognises that students can make mistakes. This is especially the case for students studying at university for the first time or returning to education after some time. It is therefore essential to strike a balance between supporting students and ensuring academic integrity is not compromised. This Academic Integrity Policy sets out the policy and procedures for cases where academic integrity is called into question.

Award of QTS

As a registered ITE provider, we recommend successful candidates for the award of QTS once trainees have met the standards required for the Qualified Teacher Standard.

The Programme Lead recommends successful students for the award to the University Programme Assessment Board based on information from Tutors. It is essential that students continue to check their Newman email accounts for communication from the Assessment Board related to the award, as the Education Faculty Office does not have administrative oversight of this process.

Again, throughout the course, students must continue to check their Newman email accounts as the Assessment Board will communicate information, such as details of any resit submission dates or decision transcripts, via email.

Transition to next year: ECT Targets 2023-2024

As students near the end of this training course, thoughts inevitably turn to securing the first appointment as an Early Career Teacher [ECT].

Your Subject Tutor will provide you with a reference, so we ask that you extend professional courtesy by requesting that they act as a reference for you and allow the Tutor time to write your reference in readiness for when the employer makes contact.

All references provided by Newman University Tutors will follow an approved format and be sent out centrally from the Faculty Office directly to the employer requesting the reference.

At the end of the training, students will undertake a final 'e-portfolio scrutiny' meeting with their university-based tutor and a 'sign-off' meeting. These may occur at the same time as one meeting. Details of the expectations for these meetings will be discussed throughout the year, but one aspect is capturing your 'next steps', such as where your ECT school is.

You completed the ECT Transition Form; see the appendices, which will also be the basis of support from your School Induction Tutor in your employing School.

An example might look like this:

To continue my development:

Target	Rationale	Resources required	Success Criteria
Professional: To develop effective working relationships with colleagues across the School and understand school structure	As new to the School, I will need to understand the roles in the School and how they support the needs of students.	Staffing structure, meeting time	Know who to approach for support when needed and the lines of communication within my School.
Subject: To develop post-16 subject knowledge	I could only observe KS5 lessons in other subjects and wanted to have practice within my subject area.	Time to observe and teach in KS5	Confident in undertaking the delivery of KS5 within the subject area
School: To understand and be apply to apply school behaviour policy to the classroom setting	As an ECT, I can use my School's behaviour management policy in my lessons.	Behaviour Management policy School-Based Tutor support	Evidence in lesson observations that Behaviour Management policy is being acted on within lessons.
Priority Area: Gain a greater understanding of how data can be used to support Trainee Teacher progress.	Standard six was identified as an area of further development. Will require support in effectively using school data to inform planning and support Trainee Teacher progress.	Time with school data manager. ECT data training session. School-Based Tutor Support.	Data is used effectively to support planning and shows students making progress in my classes.

Additionally, I would value further experience in the following areas during my ECT year:

> I would appreciate opportunities to observe and teach KS5, with the potential to prepare me for teaching a KS5 group as an ECT +1
>
> My use of data was set as a target during SE1 and was an area of development for SE2. I would like additional support to better understand how data systems work in Schools and

how I can best utilise this data in my planning. I will need additional training in this area as part of the ECT CPD package.

Signed (Student)………………………………………………………………. Date:………………………………………………………………

Signed (Subject University)……………………………………………………… Date:……………………………………………………………….

Using Moodle

- Moodle is a VLE (Virtual Learning Environment). University Tutors upload resources (e.g. PowerPoint presentations, Videos, documents) and create online activities (e.g. quizzes, discussion forums and online assignments) for students to access. All Newman modules have corresponding Moodle courses, Programme pages, subject-specific pages, and Academic Assignment pages.

Trainee Teacher Support

University Tutor and Academic support

Every Trainee Teacher will be allocated a university Tutor [T]. The role of the Tutor is to support your progress throughout the year by providing you with the tools and resources to lead your development. The PGCE is a professional Master' level programme, and we expect every Trainee Teacher to engage fully with each stage.

Should you require additional academic support, please ensure you highlight this need to your Tutor at the earliest opportunity. In the first few weeks, a brief written task will be set for you to assess your writing ability at Level 7 and signpost support where needed.

The University also has Academic Support Advisors available.

Academic Development and Support

Our Learning Development Tutors and Academic Support Advisers will help you maximise your time at Newman. From improving study skills and writing/reading techniques to organisation and planning, we can address any academic or personal issues you may have in one-to-one and group sessions.

Read more about Academic Support.

Library

Our modern three-storey Library has a comprehensive collection of books and journals you will need to excel in your course. It is open seven days a week, has stunning views over the Bartley Reservoir and features zones for those wanting to work collaboratively or quietly.

Read more about the Library.

Personal Support

Disability, Dyslexia and Mental Health Support

We are an inclusive university and welcome applications from everyone. If you have a physical, mental or learning disability, our trained staff will offer you all the guidance and support you need.

Read more about this support.

Counselling and Welfare

Your well-being is very important to us. Our confidential counselling service offers a safe and supportive environment where you can raise issues and explore solutions to any personal difficulties or challenges you may have.

We can offer help and advice on more practical aspects such as finance, budgeting, benefits, childcare, housing and relationships. Our Welfare Adviser is a key point of contact for Care Leavers within the University. As well as providing support while studying at Newman, our Welfare Adviser can provide pre-entry advice and guidance.

Read more about Counselling and Welfare support.

Careers Support

Our careers service provides pre-entry students, current students and graduates of up to three years with information and advice on various aspects of careers and work-related learning. You can make appointments, attend workshops, become a volunteer and receive help with work placements and job opportunities.

Read more about the careers service.

Chaplaincy

Chaplaincy at Newman is here to encourage you with your intellectual, personal and spiritual growth. We are proud to celebrate our students' diverse cultures, faiths and traditions and organise a range of events, activities and experiences that help build up faith and community within Newman. The Chaplaincy team work alongside students and staff, providing support, encouragement and assistance.

Read more about Chaplaincy.

Contact Chaplaincy.

Financial Support

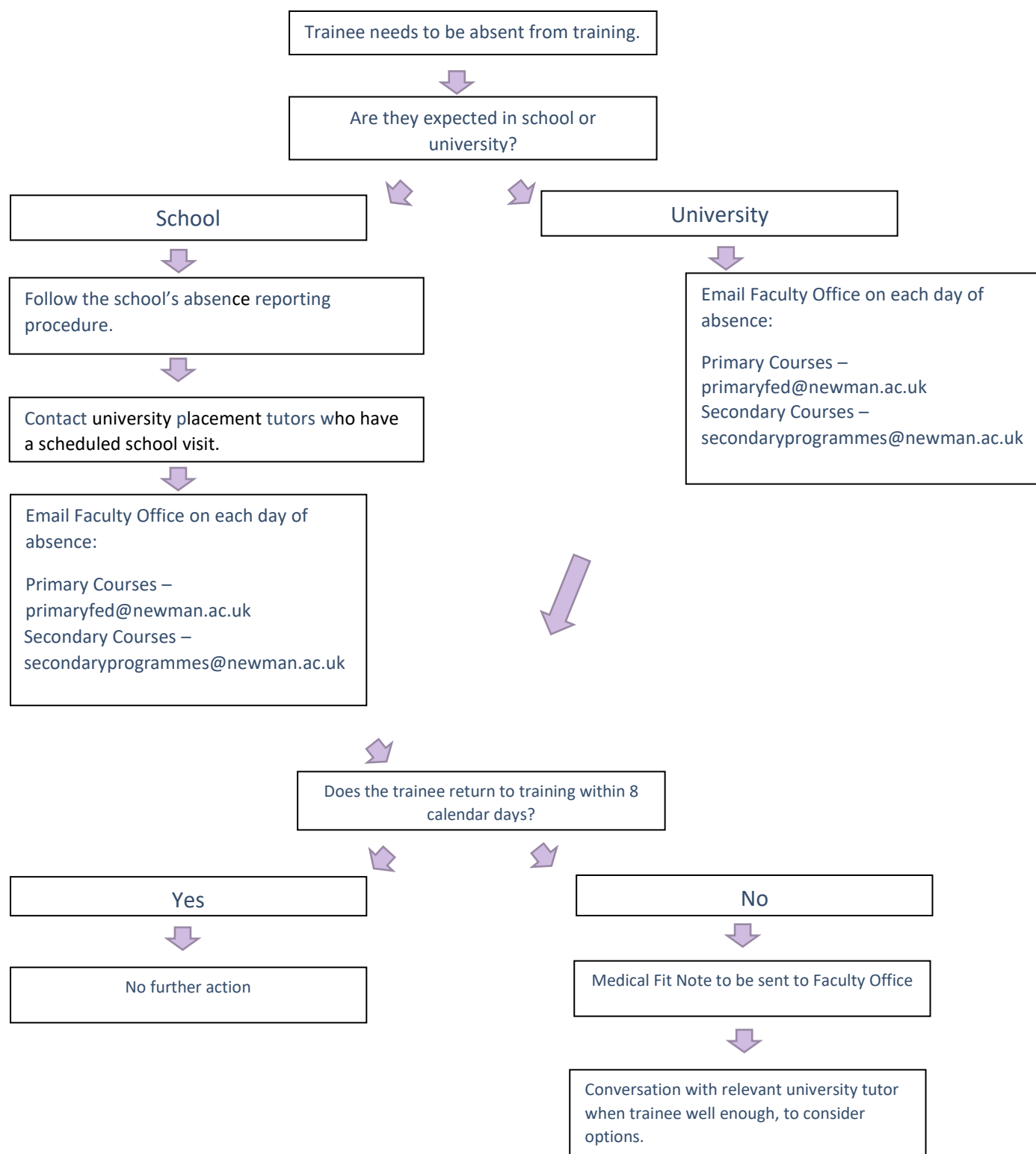Find out more about possible financial support.

Attendance

As this is a professional training programme, there is a requirement of 100% attendance to both taught sessions and during school-based placements.

To track attendance at taught sessions, you must download the SEATS app and 'check in' when attending campus-based taught sessions; the Tutor team will record attendance, and your engagement with Moodle will be monitored.

To track attendance in School, the School Mentor must sign the attendance log, which will be submitted to the e-portfolio and emailed to your university Tutor from their school account as an official record of placement attendance. This attendance log for each placement is available on the Core Moodle page in the 'Programme Documentation' section. The Faculty of Education Attendance Policy can be found here.

Trainee Sickness or Emergency Absence Reporting

Absence from any aspect of university-led, school-led or school placement training as a result of sickness or sudden emergency must be reported to relevant parties as soon as possible.

Trainee needs to be absent from training.

Are they expected in school or university?

School

Follow the school's absence reporting procedure.

Contact university placement tutors who have a scheduled school visit.

Email Faculty Office on each day of absence:

Primary Courses –
primaryfed@newman.ac.uk
Secondary Courses –
secondaryprogrammes@newman.ac.uk

University

Email Faculty Office on each day of absence:

Primary Courses –
primaryfed@newman.ac.uk
Secondary Courses –
secondaryprogrammes@newman.ac.uk

Does the trainee return to training within 8 calendar days?

Yes

No further action

No

Medical Fit Note to be sent to Faculty Office

Conversation with relevant university tutor when trainee well enough, to consider options.

It is anticipated that sickness or emergency absence will be accepted as authorised absence but failure to report correctly could result in the absence being recorded as unauthorised.

Absence including a request for Leave of Absence, your own illness.

Students are expected to attend all timetabled sessions and scheduled days in School throughout their training programme. If you know you cannot attend your taught session/s or School (other than because of illness), you must apply for Leave of Absence to ensure the absence is 'authorised' by the relevant Programme Lead as per the Attendance Policy. Evidence supporting your application for Leave of Absence will be requested, and proof of hospital appointments, for example, should be presented when submitting the application form. You should also discuss this request with your Tutor in the first instance. The form is available on the Core Moodle page in the 'Programme Documentation' section.

Absence due to your illness should be reported to your university Tutor and the Faculty of Education office as soon as possible. If you are absent from School, you must contact the School by following their staff absence procedures as early as possible. This Leave of Absence due to Sickness has a different request form and is again available on the Core Moodle page in the 'Programme Documentation' section.

Appendices

The 'Big Questions

Stage 1 Big Questions
Week 1 04.09.2023. University Big Question – [T1] What is your understanding of safeguarding legislation incumbent on school staff, including risk assessing an offsite visit? University Tutor focus – Tutorial: What are your hopes and concerns for this PGCE year? What personalised needs have you made your UBT aware of? Have you drafted your Pen Portrait for checking?
Week 2 11.09.2023. University Big Question – [T1] What is your understanding of Teacher 'professionalism' and its wider responsibilities?
Week 3 18.09.2023. University Big Question – [T2] What key theories underpin learning? How do these ensure 'effective' teaching?
Week 4 25.09.2023. University Big Questions - [T3] How have you identified and planned to use legislation, including specialists from beyond your classroom, to support pupils? What are the key theories underpinning adaptive practice? How might they be incorporated into planning for pupil learning?
Week 5 02.10.2023. University Big Question – [T4] How will you manage your self-care and well-being during PGCE Stage 1? How do you anticipate the research of Bennett, Dix, and Rogers will help you prepare for the transition to placement?
Week 6 09.10.2023. University Big Question – [T1] What examples of 'teacher professionalism' have you seen whilst observing your experienced colleagues teach or fulfilling wider duties around the School?
Week 7 16.10.2023. University Big Question – [T2] Have you recognised and shown an understanding of what 'effective teaching' is?
Week 8 23.10.2023. School-based ITAP – [T4] How has your practice developed with the focus of the school-based ITAP?
Week 9 30.10.2023. Asynchronous learning activities. ITAP Focus catch-up **SGP761 SUBMISSION.**
Week 10 06.11.2023 University Big Question – [T3] What range of variance is there in your pupil, and how do these differences impact their learning? What adaptive decisions have been successful?
Week 11 13.11.2023 University Big Question – [T2] How have you used teaching strategies such as scaffolding, modelling, targeted questions or paired/group activities to support pupil learning?
Week 12 20.11.2023 University Big Question – [T2] How have you provided verbal or written feedback on pupils' work, and what opportunities have you provided for them to respond?
Week 13 27.11.2023 University Big Question – [T3] How have you identified ways to group pupils with different learning needs and plan their individual learning towards the same class learning objectives?
Week 14 04.12.2023 University Big Question – [T4] How have you identified and used factors that impact behaviour and motivation, including those factors that support pupil well-being?

Week 15 11.12.2023

University Big Question – [T2] What range of assessment strategies, both formative and summative that ensures pupils make progress have you used? What was their impact, and how do you know?

Week 16 18.12.2023

University Big Question – [T1] Reflecting on your own 'teacher identity', what are your areas of strength and areas for development as you prepare to move into Stage 2? How did you ensure that you created a safe and secure learning environment for all?

Stage 2 Big Questions

Week 19 08.01.2024.

University Big Question – [T2] How can pupils' attainment be accurately assessed as part of the cycle of planning and teaching, including target setting and use of whole school data?

Week 20 15.01.2024.

University Big Question – [T3] What is your understanding of the planning, teaching, and learning strategies that are effective to ensure the progress of pupils with SEND?

Week 21 22.01.2024.

University Big Question – [T4] What 'additional factors' inhibit pupils' progress? How might these factors present challenges in the behaviour, & and progress of pupils?

Week 22 29.01.2024.

University Big Questions - [T1] In the context of your [anonymised] placement school, what 'additional factors' may be of concern to the school community?

Week 23 05.02.2024.

University Big Question – [T3] What range of strategies that challenge pupils regardless of their prior attainment or ability will be effective with your classes? How do you plan to gain support from experienced colleagues to ensure planning and teaching include successful strategies?

Week 24 12.12.2024. Asynchronous learning activities.
SGP760 SUBMISSION.

Week 25 19.02.2024.

University Big Question – [T4] What are the key features, and your understanding, of the School's framework for effectively managing behaviour in your classroom to ensure you are planning to set high expectations of behaviour, & and values for pupils in a positive learning environment?

Week 26 26.02.2024.

University Big Question – [T2] What strategies can be included in a lesson that will enable pupils to monitor and regulate their own learning?

Week 27 04.03.2024.

University Big Question – [T3] What have been your strengths, & and areas for development when planning and teaching lessons that are appropriate for pupils' stages of physical, social, and intellectual development, with adaptive practice in your delivery?

Week 28 13.03.2024

University Big Question – [T4] How have you shown that you have developed appropriate teacher-pupil relationships and used these effectively through clear routines that support pupil well-being? What decisions have you made that show you can select from and use a range of strategies to manage pupil behaviour?

Week 29 18.03.2024.

University Big Question – [T1] How have you shown and applied a working knowledge of equality legislation to foster respect in your classroom and wider school community?

Stage 3 Big Questions
Week 32 08.04.2024. University Big Question – [T2] How have you maintained accurate records of pupils' progress data from the delivery of planned and taught sequences of lessons? How have you accurately assessed pupils' work and provided effective feedback as part of a learning cycle to ensure pupils' progress?
Week 33 15.04.2024. University Big Question – [T3] How have you consistently adapted your teaching to meet the needs of individuals to support progression in their learning?
Week 34 22.04.2024. University Big Question – [T4] How have rewards/praise and sanctions impacted pupils' intrinsic and extrinsic motivation? How has this, and other factors, allowed you to manage behaviour skillfully and effectively?
Week 35 29.04.2024. University Big Questions - [T1] How have you consistently demonstrated that you have collaborated, supported, and worked with others in a variety of ways that contribute to the life of the School?
Week 36 06.05.2024. University Big Question – [T2] How have you implemented successful feedback strategies, including providing pupils with the opportunity to reflect on their own learning, that enables the learner to both progress and consolidate learning whilst making accurate assessments against national benchmarks?
Week 37 13.05.2024. University Big Question – [T3] How have you consistently planned targeted interventions, including deployment of Support Staff, and evaluated their impact? How have you consistently worked in partnership with expert colleagues, families, and pupils to support pupils' learning?
Week 38 20.05.2024. University Big Question – [T4] How have you identified and used effectively a range of strategies to promote good behaviour, resulting in a positive learning environment?
Week 39 27.05.2024. **Half-term Break**
Week 40 03.06.2024 University Big Question – [T1] What areas of strength and professional development have you identified within The Role of the Teacher? In discussion with your Mentor, how do you plan to proactively seek to improve your performance?
Week 41 10.06.2024. University Big Question – [T2] What areas of strength and professional development have you identified within Teaching, Learning, and assessment? In discussion with your Mentor, how do you plan to proactively seek to improve your performance?
Week 42 17.06.2024. University Big Question – [T3] What areas of strength and professional development have you identified within Adaptive Practice? In discussion with your Mentor, how do you plan to proactively seek to improve your performance?
Week 43 24.06.2024. University Big Question – [T4] What areas of strength and professional development have you identified within Understanding & Managing Behaviours? In discussion with your Mentor, how do you plan to proactively seek to improve your performance?
Week 44 01.07.2024. Enhancement – Week 1 and **Week 45 08.07.2024. Enhancement – Week 2** University Big Question – Describe the context of your enhancement weeks. What have been the major learning points from your enhancement weeks?

Lesson observation form

Each Stage of the PGCE has a bespoke lesson observation form. These allow your Mentor to have a stage-appropriate flight path across your PGCE year, helping you progress. Available in the Programme Documentation section of the Core Moodle page and your e-portfolio.

Birmingham Newman University

Developmental Lesson Observation Form 2023-24
Stage 1

Student:		Observer(s):	
Date:	Subject:		Year group:
Lesson Title:			

Agreed observation focus:	
Subject knowledge focus:	
Targets from previous observation:	

Progress towards Newman Curriculum:

Theme 1 Role of the Teacher / Theme 2 Teaching, Learning & Assessment / Theme 3 Adaptive Practice / Theme 4 Understanding & managing Behaviours *(Select as appropriate)*

Observed	Areas for development
Comments:	Comments:
Key strengths:	Key targets:
Choose an item. Theme 1 Stage 1. Choose an item. Theme 2 Stage 1 Choose an item. Theme 3 Stage 1. Choose an item. Theme 4 Stage 1	Choose an item. Theme 1 Stage 1. Choose an item. Theme 2 Stage 1 Choose an item. Theme 3 Stage 1. Choose an item. Theme 4 Stage 1

Subject Knowledge	
Observed	Areas for development
Comments:	Comments:
Key strengths:	Key targets:
Choose an item.	Choose an item.

Observed areas from other themes

Questions for Discussion:	

Copies should be sent to the **Student** and Mentor and uploaded to the e-portfolio.

Lesson planning and evaluation form

LESSON TITLE:				TRAINEE TEACHER:					
				SUBJECT:					

DATE	PERIOD/TIME	ROOM	YEAR/GROUP	GROUP DETAILS					
Click or tap to enter a date.				Total:	SEND:	More Able:	EAL:	PP:	FSM:

Learning and Teaching Objectives/Outcomes	Previous lesson title/focus:	Next lesson title/focus:

Context: (National Curriculum reference/Specification theme or topic):	Resources

Enrichment/consolidation/wider skills	Risk Assessment (if applicable)
	Complete/ Not completed (please delete)

Adaptive Practice	Individuals/groups for targeted support:
Support: Outcome: Resource: Task:	

Homework / Independent Study	Other Notes:
All:	
Challenge:	

Pupil Activity and Learning (Intent)	Teacher Activity and Assessment (implementation)	Post lesson evaluation (impact)
How will progress be measured against the learning objectives/outcomes?		

Add additional rows for teaching activities as necessary.

Reflection on Curriculum Theme 1 – The Role of the Teacher:
Reflection on Curriculum Theme 2 – Teaching, Learning and Assessment:
Reflection on Curriculum Theme 3 – Adaptive Practice:
Reflection on Curriculum Theme 4 – Understanding and Managing Behaviours:

Risk Assessment section

- Only necessary for practical sessions such as **Science practical's, Physical Education** lessons or **Humanities field trips.**
- Please indicate the level of risk by inserting **'X'** into the most appropriate table cell and detail, **above in your plan**, how you will **minimise risk** and take **remedial action** in the event of an incident.

			Impact			
			0 Acceptable Little or no effect	**1** Tolerable Effects are felt but not critical	**2** Unacceptable Serious impact to courses of action & outcome	**3** Intolerable Could result in disasters
Likelihood	Improbable	Risk unlikely to occur				
	Possible	Risk will likely occur				
	Probable	Risk will occur				

Sign-off form and ECT Transition

Name: Click or tap here to enter text.   **Student Number**: Click or tap here to enter text.

Title of Programme: Choose an item.

Specialist subject: Choose an item.

Length of Programme: 1 year

Date of Successful Programme Completion: Click or tap to enter a date.

SECTION A - My performance against the Newman ITE Curriculum:

Check by Tutor	☐	☐	☐	☐	☐
Age ranges covered	Primary experience completed	Key Stage 3	Key Stage 4	Key Stage 5	Enhancement experience
Check by Tutor	☐	☐	☐	☐	☐
Skills Tests completed:	: Literacy	: Numeracy	NCCAT evidence	ECT Action plan	First Appointment form

Curriculum Theme 1 – Role of the Teacher - End Point Review Assessment:		
Below Trajectory ☐	Amber Trajectory ☐	Green Trajectory ☐

Curriculum Theme 2 – Teaching, Learning and Assessment - End Point Review Assessment:		
Below Trajectory ☐	Amber Trajectory ☐	Green Trajectory ☐

Curriculum Theme 3 – Adaptive Practice - End Point Review Assessment:		

| Below Trajectory ☐ | Amber Trajectory ☐ | Green Trajectory ☐ |

Curriculum Theme 4 –Understanding and Managing Behaviours- End Point Review Assessment:		
Below Trajectory ☐	Amber Trajectory ☐	Green Trajectory ☐

Subject Knowledge - End Point Review Assessment:		
Below Trajectory ☐	Amber Trajectory ☐	Green Trajectory ☐

Fulfil wider professional responsibilities:		
Below Trajectory ☐	Amber Trajectory ☐	Green Trajectory ☐

By finishing the training year on Trajectory, we confirm that the trainee has met the minimum criteria for the Teachers' Standards (2012)

SECTION B - My performance against the Teachers' Standards Part 2:

Section B should be completed by the School Professional Mentor and returned to the Trainee Teacher prior to the final sign-off meeting with the university Tutor

Trainee Name:	School Professional Mentor:
Subject: Choose an item.	School:
Date of Completion: Click or tap to enter a date.	School Mentor:

Professional attributes - Standards Part 2	Secure	*Cause for concern
Uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside School:		
• Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position	☐	☐
• having regard for the need to safeguard pupils' well-being in accordance with statutory provisions	☐	☐

• Showing tolerance of and respect for the rights of others	☐	☐
• not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs	☐	☐
• Ensuring that personal beliefs are not expressed in ways that exploit pupils' vulnerability or might lead them to break the law.	☐	☐
• Have proper and professional regard for the ethos, policies and practices of the School in which they teach and maintain high standards in their own attendance and punctuality.	☐	☐

*Any cause for concern in professional attributes should be communicated with the Tutor immediately.

Newman University will use the information gathered in each section. Sections A and B must be shared with your ECT Induction Tutor at your first meeting.

School Professional Mentor Signature:

Print name: Click or tap here to enter text.

Dated: Click or tap to enter a date.

Sections A and B verified by -

University Tutor Name: Click or tap here to enter text.

Signature:

Dated: Click or tap to enter a date.

My First Appointment Information

Please complete and return this section once you have secured your first teaching post. The University is required to have this data available and will contact you at various stages to update the details we hold.

Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Title of Programme: Choose an item.

Specialist subject: Choose an item.

Please confirm your personal email address from **July 2024**:

 Click or tap here to enter text.

Let us know which stage you are currently at with your job-seeking

☐ a) I have secured a teaching post – please include details below

☐ b) I am still seeking a teaching post

☐ c) I will not be seeking a teaching post – please specify the reason why you will not be going into teaching

I have secured a post at the following School

Name of School: Click or tap here to enter text.

Address: Click or tap here to enter text.

Start Date: Click or tap to enter a date.

Job Title/Position: Click or tap here to enter text.

Name of ECT Induction Tutor: Click or tap here to enter text.

The reason I am not seeking a teaching post right now is ……

Click or tap here to enter text.

Various government-based offices will contact you to complete surveys regarding your time at the University; we ask that you support Newman by completing these once contacted ~ many thanks. We may use your email address to contact you regarding new course developments, further study opportunities at Newman or ECT events, e.g., Newman University offers ECTs professional development opportunities via (i) progression to the MA Education; (ii) national professional recognition via the Teaching & Learning Academy; and (iii) support networks for ECTs (and recently qualified teachers)

ECT Transition
Transition to next year: ECT Targets 2023-24

In **discussion** with my **SE2 School-based Tutor** or **School-based Lead**, to continue my development:

Target	Rationale	Resources required	Success Criteria
The Role of the Teacher:			
Teaching, Learning and Assessment:			
Adaptive Practice:			
Managing and Understanding Behaviours:			
Curriculum Subject Knowledge:			

Additionally, I would value further experience in the following areas during my ECT year 1:

Type in the box

Signed (Student)…………………………………………………………………. **Date:** Click or tap to enter a date.

Signed (University Tutor)……………………………………………… **Date:** Click or tap to enter a date.