**PROFESSIONAL STUDIES PROGRAMME – 2022**

**University of Worcester**

**Professional studies (PS) in school should ensure that trainees:**

Across all phases and routes our Partnership aims to train and educate teachers who are:

•     Resilient, supportive professionals with strong values and high standards of personal conduct.

•     Effective communicators who collaborate to support wider educational opportunities for all.

•     Ambitious participants who are creative, informed intellectuals and promote a love of learning.

•     Confident and critically reflective practitioners motivated to continuingly improve practice.

•     Highly skilled and inspirational subject/phase specialists committed to ensuring the safety, well-being, and educational progress of all learners.

**Placement 1**

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| **Area of practice** | **Activities** | **Staff delivering** | **Date of Session** | **Links to University taught sessions** |
| **Induction – Professional Behaviours**  Links to university sessions on: *Professional behaviours (phase 1)* | * Share * **Child protection policy & safeguarding procedures including reference to DfE (2016) ‘Keeping Children safe in Education’ document** (trainees have a copy on PebblePad). * Emergency procedures (first aid, fire, lock-down) * **Code of conduct for staff**, E Safety & General Data Protection Regulation * Assessment policy (including homework & marking) * Behaviour management policy * Roles & responsibilities of key staff (Head, SLT, **designated safeguarding lead**, SENCo, pastoral care) * Discuss * School profile including aims, ethos and diversity, the school’s challenges and opportunities (*the role teachers play in the wider school community/society*) * Promotion of British values and the Prevent agenda * *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 (CCF 8.3)* * Strategies to promote work life balance and well-being |  | *Induction day* | Links to university sessions on: Professional behaviours (phase 1) |
| **Behaviour Management**    Behaviour Management stamp | Intended learning   * *To recognise that establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment (CCF 7.1)* * *That pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward) (CCF 7.6)* * *Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils (CCF 1.2)* * *Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success (CCF 8.4)* |  |  | Links to University sessions on: Assessment and behaviour management: Tools for the classroom 1 (phase 1) |
| * **Collaborate with an effective form tutor** – to take part in the day-to-day life of the school, including the pastoral system, extra-curricular activities and parents’ evenings. |  | **Ongoing** |  |
| **Adaptive Teaching Meeting the needs of individuals** | Intended Learning   * *That pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed (CCF5.1)* * *Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching (CCF5.2)* * *Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success (CCF5.3)* * *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. (CCF5.7)* |  |  | Links to University sessions on: *Adaptive teaching and behaviour management (phase 1)* |
| Additional good practice   * Shadow a Teaching Assistant (TA) * Pupil trails of individuals |  |  |  |
| **Assessment: Data** M**anagement, Assessment and**  **Pupil Progress**  Assessment stamp | **Dedicated session**  Intended learning   * To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect (CCF6.4)   Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload (CCF6.7) |  |  | Links to University sessions on: *Assessment and behaviour management: progress and data (phase 1)* |