**PROFESSIONAL STUDIES PROGRAMME – 2023 – PHASE 2/3**

**University of Worcester**

The purpose of school based professional studies sessions is to put centre-based training into a school context. Sessions utilise the skills and expertise of expert colleagues across the school/Trust. Programmes must be shared with the [University](mailto:c.rowlands@worc.ac.uk) and uploaded into the key documents section on PebblePad. Programmes are audited as part of quality assurance processes.

**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.

**Phase 2 (Spring) and Phase 3 (Summer)**

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| **Area of practice** | **Activities** | **Staff delivering** | **Date of Session** | **Links to University taught sessions** |
| **Professional Behaviours: Induction**  **Professional Behaviours Stamp** | **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) (Session with NR) * Behaviour management policy (Session with KG) * Roles & responsibilities of key staff (Head, SLT, designated safeguarding lead, SENCo, pastoral care) |  | *Induction day* | *Phase 1a –*Teacher Identity, Values and Professionalism.  Teachers’ Roles and Responsibilities. Teachers and the Law.  Safeguarding and Prevent.  Health and well being  Phase 2 – British Values and SMSC |
| *Induction day* | Trainees attend a ‘school 2 briefing’ in university where these key policy documents are discussed. |
| Additional good practice   * Meet relevant key staff * Using school systems e.g., ICT, SIMS, interactive whiteboard, iPads, email, calendar, bulletin, messages, etc. |  | *Induction day* |  |
|  | 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* |  |
| **Behaviour Management**    Behaviour Management stamp | Intended learning   * Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment (CCF7.1) * The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives (CCF7.3) * Building effective relationships is easier when pupils believe that their feelings will be considered and understood (CCF7.5) * Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward) (CCCF7.6) |  |  | Links to University sessions on: Phases 1 and 2 Behaviour management - Every taught session on the PGCE course is about behaviour management but in January trainees work with a behaviour management consultant who gives practical strategies to support behaviour management in the classroom. |
| Additional good practice:   * Through practical demonstration and instruction observe techniques to improve and practice behaviour management techniques * Observe or collaborate an isolation duty * Observe or collaborate a detention * Attend an awards assembly/evening |  | **Ongoing** |  |
| **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: Progress and data in the autumn term and subject sessions on assessment in phase 2 |
| Additional good practice   * Contribute to the assessment of pupils & the marking of work within their own department, including report writing * Attend data meetings, moderation events & pupil target setting appointments |  | **Ongoing** |  |
| **Adaptive Teaching Meeting the needs of individuals** | **Dedicated session**  Intended learning   * Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers (CCF8.5). * Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential (CCF5.7) * Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils (CCF5.4) |  |  | Links to University sessions on: SEND delivered as part of the SEND conference series of sessions. A range of partnership and specialist schools deliver workshops on meeting the needs of individuals who need specialist support. Trainees who have worked as support staff also share their experiences. Some trainees also follow the SEND enhancement activity |
| Additional good practice   * Shadow a Teaching Assistant (TA) * Pupil trails of individuals |  | **Ongoing** |  |
| **How Pupils Learn** | **Dedicated session**  Intended learning   * Learning involves a lasting change in pupils’ capabilities or understanding (CCF2.1) * Prior knowledge plays an important role in how pupils learn; committing some key facts to their long term memory is likely to help pupils learn more complex ideas (CCF2.2) * An important factor in learning is memory, which can be thought of as comprising two elements; working memory and long-term memory (CCF2.3) * Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded (CCF2.4) * Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge (CCF2.5) * Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall (CCF2.8) |  |  | Links to University sessions on: How pupils learn that are threaded throughout the course starting with teenage brains day (phase 1). In Phase 2 there are self-directed professional development tasks to deepen understanding. |
| **Professional Behaviours: Pastoral care**    Assemblies, house systems, tutoring, counselling.  A picture containing text, first-aid kit  Description automatically generated | **Dedicated session**  Intended learning   * Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils (CCF1.1) * Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure (CCF7.7). * Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success (CCF7.4) |  |  | Links to University sessions on: Health and well-being (phase 1b). Some trainees also follow the Teenage Mental Health enhancement activity |
| 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’ |  | **Ongoing** |  |
| Additional good practice   * To take part in the day-to-day life of the school, including the pastoral system, extra-curricular activities * Take part in parents’ evenings. * Meeting or session with a Head of Year * Contribute to a duty team * Attend or contribute to assemblies |  | **Ongoing** |  |
| **Transition** **and links to feeder schools and future destinations** | **Dedicated session**  Intended learning   * To identify ways in which schools support the transition of pupils from one key stage to another * To know how secondary schools work with feeder schools to maximise pupil attainment and achievement * To know how secondary schools prepare pupils to future destinations |  |  | Links to University sessions on: Transition from primary to secondary school. |
| Additional good practice   * Visit to a primary school |  | **Summer Term** |  |
| **Professional Behaviours: Employability** **and getting a job** | **Dedicated session**  Intended learning   * To understand what Headteachers are looking for when appointing teachers * To know what to expect from the interview day, student panel and formal interview * Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration (CCF8.1) |  |  | Links to University sessions on: Employability and a Headteachers’ Question Time panel attended by partnership heads. |
| Additional good practice   * Take part in a mock interview * Feedback on trainee applications |  |  |  |
| **Professional Behaviours: Life as an ECT** | **Dedicated session**  Intended learning   * To clarify the requirements, procedures and expectations of the NQT year * To consider individual SHARP targets for the NQT year * Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration (CCF8.1) * Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement (CCF8.2) |  |  | Links to University sessions on: Entry Profile in the summer term (phase 3) |
| Additional good practice   * Focused learning walks and lesson observations outside subject area |  |  |  |