**Primary Early Years 3-7 UG Curriculum Map Professional Behaviours Strand**

**Full Wider Professional Responsibilities**

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
|  | Trainees will know the importance of acting in a professional manner at all points during their training. They will be developing professionally over a sustained period of time and will be supported by a range of expert colleagues, including, tutors, mentors, class teachers and personal academic tutors | **8.1**  **8.4** | **8b, 8g** | Grenier, J. and Vollans, C. eds., 2022 *Putting the EYFS Curriculum into Practice.* Sage  Pascal, C., Bertram, T. and Rouse, L., 2019 *Getting it right in the Early Years Foundation Stage: a review of the evidence. Centre for Research in early Childhood.*  \*Education Endowment Foundation. 2015. *Making Best Use of Teaching Assistants Guidance Report.* [online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/>  Owen, K (2021) Play in the early years, London:  SAGE Publications  Beigi, R. (2021) Early Years Pedagogy in practice: a guide for students and practitioners. Abingdon,Routledge. |  |
| **EYE1100** | Planning, teaching and assessment to meet the needs of children, life chances and being a reflective practitioner, what this means and why it is important.  Classroom Practice professional behaviours and what it means to be a professional. The range of roles and relationships with fellow professionals as part of the pre-placement briefing. | **8.1, 8.4,**  **8.5** | **8d, 8f, 8i** |  |
| **EYE**  **1006**  **Session 1** | The role and relationships between children and adults in relation to values and rights in education. | **8.3** | **8.g** |  |
| **EYE 1102**  **Session 4 & 5** | Exploring effective professional relationships with families. relationships. | **8.4** | **8.h.** | Group discussion  Seminar Tasks |
|  | **By the end of Year 1:**  **Trainees will know:**  That positive professional conduct underpins self-development and effective working relationships.  **Trainees will understand:**  The importance of having high standards of professional conduct and be able to adapt to the needs of the school environment.  Their professional development will continue throughout their teaching career.  Reflective practice is essential in ensuring effective professional development.  The importance of positive professional relationships.  **Trainees will be able to:**  Work effectively and competently with peers and colleagues and to be able to contribute to professional discussions. | **8.1-9** | **8. a-p** | Through discussions in tutorials with Personal and Academic Tutors, positive professional behaviours will be identified to support the development of a professional identity.  With a focus on:  developing an awareness of self and personal attributes and personal values and understanding the impact these can have on building professional relationships and the learning and teaching process. |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing :** Observe how expert colleagues build professional relationships with children and support staff.  **Planning :** Observe how expert colleagues use their time effectively to ensure planning is completed to a high standard and meets deadlines.  **Teaching :** Be self-reflective so that areas of strength and areas to develop further can be identified with opportunities for targets to be made.  **Assessment :** Observe how expert colleagues use formative assessment strategies throughout lessons.  **Subject Knowledge :** Discuss, with expert colleagues, the appropriate standards expected of using standard English with children. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That** | **Learn How** | **Links to Research and Reading** | **Formative Assessment** |
| **Trainees will know:**  That positive professional conduct underpins self-development and effective working relationships.  **Trainees will understand:**  The importance of having high standards of professional conduct and be able to adapt to the needs of the school environment.  **Trainees will be able to:**  Work effectively and competently with peers and colleagues and to be able to contribute to professional discussions. | 8.1-9 | 8. a-p | Grenier, J. and Vollans, C. eds., 2022 *Putting the EYFS Curriculum into Practice.* Sage  Pascal, C., Bertram, T. and Rouse, L., 2019 *Getting it right in the Early Years Foundation Stage: a review of the evidence. Centre for Research in early Childhood.*  \*Education Endowment Foundation. 2015. *Making Best Use of Teaching Assistants Guidance Report.* [online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/> | Weekly Development Summary  Lesson Observations  Link Tutor  Whilst on placement, with support from EHU Link Tutors and school-based expert mentors, through the weekly development summary meetings, discussions will take place to support an ongoing positive professional identity.  With a focus on:  Consistent and effective mentoring so that students develop as a professional over time.  Being aware of how to work effectively as part of a team and to contribute to professional discussions.  Being self-reflective and identifying areas of strength and areas to develop further. |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  **(Session 1 of EYE2008)** | Introduction to the module.  Pedagogy, professionalism & the National Curriculum. | **8.1** | **8.b** | Read chapter 1: 'The context for primary education in the 21st century' from Understanding Teaching and Learning in Primary Education. (see reading list) | Identifying personal challenges in role as Key Stage 1 teacher.    Becoming critical and reflective |
| **Session 3**  **(Session 3 of EYE2008)** | Working with TAs | **8.5** | **8.g.** | Roffey-Barentsen J and Watt M (2014) “The Voices of Teaching Assistants (are We Value for Money?),” Research in Education, 92(1), pp. 18–31 | Identifying key challenges of TA roles.  Action plan for working with TAs |
| **Session 7**  **(Session 7 of EYE2008)** | Role of the SENCO.    Individual leaners with SEND | **8.6.** | **8i** |  | Research learner from one group. |
|  | **By the end of Year 2:**  **Trainees will know:**  What constitutes the professional role of a teacher.  **Trainees will understand:**  The expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession.  **Trainees will be able to:**  Demonstrate professionalism by understanding the wider roles and responsibilities of a teacher. | 8.1-9 | 8. a-p. | GLAZZARD, J., CHADWICK, D., WEBSTER, A. and PERCIVAL, J., 2010*. Assessment for Learning in the Early Years Foundation Stage*. London: SAGE Publications.    GLAZZARD, J. and STONES, S., 2021*. Evidence Based Primary Teaching*Critical publishing. | Through discussions in tutorials with Personal and Academic Tutors, positive professional behaviours will be identified to support the development of a professional identity.  With a focus on:  Discussing what professionalism means and being able to demonstrate this in relation to the teaching profession. |

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| **School Based Curriculum – Year 2** | | | | |
| **Observing :** Observe how expert colleagues build professional relationships with children and support staff and all other members of the school community.  **Planning :** Observe how expert colleagues use their time effectively to ensure planning is completed to a high standard and meets deadlines.  Plan, as appropriate, for a sequence of lessons in all core and selected foundation subjects.  Plan, as appropriate, one lesson / group activity in all remaining subjects.  **Teaching :** Be self-reflective so that areas of strength and areas to develop further can be identified with opportunities for targets to be made.  Rehearse and refine subject-specific pedagogical approaches in all core and selected foundation subjects.  **Assessment :** Observe how expert colleagues use formative and summative assessment strategies to support children’s learning.  Draw conclusions about what children have learnt by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues  **Subject Knowledge :** Discuss, with expert colleagues, the appropriate standards expected of using standard English with children. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| **Trainees will know:**  How to deploy support staff effectively so they have a positive impact on pupil progress.  **Trainees will understand:**  How to liaise and communicate with parents to ensure an integrated approach is adopted in supporting children’s needs.  **Trainees will be able to:**  Demonstrate professionalism by understanding the wider roles and responsibilities of a teacher. | **LT 8.3**  **LT 8.5** | **LH 8.7**  **LH 8.8**  **LH 8.10**  **LH 8.11**  **LH 8.12**  **LH 8.15** | GLAZZARD, J., CHADWICK, D., WEBSTER, A. and PERCIVAL, J., 2010*. Assessment for Learning in the Early Years Foundation Stage*. London: SAGE Publications.    GLAZZARD, J. and STONES, S., 2021*. Evidence Based Primary Teaching*Critical publishing. | Weekly Development Summary  Lesson Observations  Link Tutor  Whilst on placement, with support from EHU Link Tutors and school-based expert mentors, through the weekly development summary meetings, discussions will take place to support an ongoing positive professional identity.  With a focus on:  Developing their ongoing pedagogical and subject knowledge  Through observing expert practitioners, students will identify how they liaise and communicate with parents to ensure an integrated approach is adopted in supporting the child’s needs  Being able to build effective professional relationships with support staff so their knowledge and expertise is utilised to support the needs of the children they are working with  Deploying support staff effectively so they can have a positive impact on pupil progress |

**Year 3 Undergraduate**

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| **University Curriculum – Year 3** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That** | **Learn How** | **Links to Research and Reading** | **Formative Assessment mode** |
| **EYE3010**  **Session 5 Jamie** | Understand the professional behaviours required for professional practice.  Understand the role of the EYFS leader and how they work with the wider team.  Understand the need to take responsibility for parental engagement during final professional practice.  **By the end of Year 3:**  **Trainees will know:**  The importance of parental engagement  The importance of working with external colleagues.  **Trainees will understand:**  The Teachers’ Standards underpin a teacher’s professionalism throughout their career.    How to effectively engage parents  How to effectively communicate with external colleagues  How to manage their workload effectively  **Trainees will be able to:**  Effectively engage parents.  Effectively communicate with external colleagues | **8.3 8.4 8.5** | **8c 8.f 8.h** | BOYD, P., HYMER, B., and LOCKNEY, K., 2015. Learning teaching: becoming an inspirational teacher [online]. Northwich, United Kingdom: Critical Publishing.    GLAZZARD, J. and STONES, S., 2021*. Evidence Based Primary Teaching*Critical publishing    THOMPSON, C. and WOLSTENCROFT, P. 2021. *The Trainee Teacher’s Handbook: A companion for initial teacher education.*2nd ed. London: SAGE and Learning Matters | Through discussions in tutorials with Personal and Academic Tutors, positive professional behaviours will be identified to support the development of a professional identity.  With a focus on:  Discussing what professionalism means and being able to demonstrate this in relation to the teaching profession. |

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| **School Based Curriculum – Year 3** | | | | |
| **Observing :** Observe how expert colleagues build professional relationships with children and support staff and all other members of the wider school community.  **Planning :** Observe how expert colleagues use their time effectively to ensure planning is completed to a high standard and meets deadlines.  Plan a sequence of lessons in all core and foundation subjects.  **Teaching :** Be self-reflective so that areas of strength and areas to develop further can be identified with opportunities for targets to be made.  Rehearse and refine subject-specific pedagogical approaches in all core and selected foundation subjects.  **Assessment :** Engage in professional discussions with expert colleagues about summative assessment, reporting and how data is used.  **Subject Knowledge :** Discuss, with expert colleagues, the appropriate standards expected of using standard English with children. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That** | **Learn How** | **Links to Research and Reading** | **Formative Assessment** |
| **Trainees will know:**  The importance of parental engagement  The importance of working with external colleagues.  **Trainees will understand:**  The Teachers’ Standards underpin a teacher’s professionalism throughout their career.    How to effectively engage parents  How to effectively communicate with external colleagues  How to manage their workload effectively  **Trainees will be able to:**  Effectively engage parents.  Effectively communicate with external colleagues | 8 1-9 | 8 a-p | BOYD, P., HYMER, B., and LOCKNEY, K., 2015. Learning teaching: becoming an inspirational teacher [online]. Northwich, United Kingdom: Critical Publishing.    GLAZZARD, J. and STONES, S., 2021*. Evidence Based Primary Teaching*Critical publishing    THOMPSON, C. and WOLSTENCROFT, P. 2021. *The Trainee Teacher’s Handbook: A companion for initial teacher education.*2nd ed. London: SAGE and Learning Matters | Weekly Development Summary  Lesson Observations  Link Tutor  Whilst on placement, with support from EHU Link Tutors and school-based expert mentors, through the weekly development summary meetings, discussions will take place to support an ongoing positive professional identity.  With a focus on:  How pupils’ motivation, behaviour and academic success can be improved through the development of effective relationships with families and carers.  Understanding there are a range of professionals that ensure appropriate support is in place for pupils to make good progress.  These may include SENCos, specialist teachers, occupational therapists and specilaised teaching assistants.  How high-quality professional development is an intrinsic part of the process through which teachers improve and develop their practice. |