**Primary Curriculum Map – Professional Behaviours 2024/25**

***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** |
| **Session 1- Seminar**  **‘Studentship’**  **Personal and Professional Attitudes, Values and Beliefs** | **To know** that personal and professional attitudes, values and beliefs are a core pillar of a successful ITE student at Edge Hill University.  **To understand** that reflective practice is essential in ensuring effective professional development.  **To understand that** key attributes such as resilience, self-organisation and motivation are transferable skills that will sustain them throughout both their academic and professional careers.  **To be able to** exercise personal responsibility for their ongoing professional development including addressing educational development, responding positively to constructive feedback and learning from experienced professionals within a structure mentoring environment. | 8.1  8.2  8.7 | 8a, 8b, 8c, 8e, 8f, 8j, 8l, 8m, 8o, 8p | BOYD, P., HYMER, B., and LOCKNEY, K., 2015. *Learning teaching: becoming an inspirational teacher*. Northwich, United Kingdom: Critical Publishing.  COE, R., ALOISI, C., HIGGINS, S., and MAJOR, L.E. 2014. *What Makes Great Teaching?* [online]. Available at: <https://www.suttontrust.com/our-research/great-teaching>  GLAZZARD, J. and STONES, S., 2021*. Evidence Based Primary Teaching,*Critical publishing.  ROSENSHINE, B. 2012. Principles of Instruction: Research-based principles that all teachers should know. *American Educator* [online], p12-39. Available from: <https://www.aft.org/sites/default/files/Rosenshine.pdf>  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 seminars and 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. |
| **Session 2- Lecture**  **Deputy Head Teacher Professional Practice Expectations** | **To know** thatpositive professional conduct underpins self-development and effective working relationships.  **To understand** the importance of having high standards of professional conduct and be able to adapt to the needs of the school environment  **To understand** that professional development will continue throughout their teaching career.  **To understand** that reflective practice is essential in ensuring effective professional development.  **To understand** the importance of positive professional relationships.  **To be able to** work effectively and competently with peers and colleagues within a complex and changing educational context and contribute to professional discussions. |  | |  |  |
| **Session 3- Seminar**  **Professional Responsibilities and Relationships** |  | |  |  |
| **Session 4- Seminar**  **‘Skilled Noticing’**  **Observing Practice- What is it, what are we looking for and why does it matter?** | **To know** thatpositive professional conduct underpins self-development and effective working relationships.  **To understand** that reflective practice is essential in ensuring effective professional development.  **To be able to** purposely and effectively observe expert colleagues within the teaching and learning environment. |  | |  |  |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing:**  Observe how expert colleagues plan for the needs of all learners while maintaining high expectations, providing targeted support and promote an inclusive and equitable learning environment.  **Planning:**  Observe how expert colleagues adapt content, approaches, and environments to support all learners especially those with an additional need, for at least one lesson.  **Teaching:**  Rehearse and refine approaches to adaptive teaching to meet the needs of all learners. Deliver group/whole class teaching.  **Assessment:**  Rehearse and refine how to adapt assessment to enable and support children to demonstrate what they know, remember, and understand using a range of assessment strategies.  **Subject Knowledge:**  Demonstrate the ability to work within the key legislation and policies that underpin adaptive teaching and inclusive practice for all children including those with Special Educational Needs/Disability.Discuss and analyse specific components with expert colleagues. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **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** |
| **To know** that personal and professional attitudes, values and beliefs are a core pillar of a successful ITE student at Edge Hill University.  **To know** thatpositive professional conduct underpins self-development and effective working relationships.  **To understand that** key attributes such as resilience, self-organisation and motivation are transferable skills that will sustain them throughout both their academic and professional careers.  **To be able to** exercise personal responsibility for their ongoing professional development including addressing educational development, responding positively to constructive feedback and learning from experienced professionals within a structure mentoring environment.  **To understand** the importance of having high standards of professional conduct and be able to adapt to the needs of the school environment  To understand that professional development will continue throughout their teaching career.  **To understand** that reflective practice is essential in ensuring effective professional development.  **To understand** the importance of positive professional relationships.  **To be able to** work effectively and competently with peers and colleagues and to be able to contribute to professional discussions.  **To be able to** purposely and effectively observe expert colleagues within the teaching and learning environment. | 8.1  8.2  8.7 | 8a, 8b, 8c, 8e, 8f, 8j, 8l, 8m, 8o, 8p | BOYD, P., HYMER, B., and LOCKNEY, K., 2015. *Learning teaching: becoming an inspirational teacher*. Northwich, United Kingdom: Critical Publishing.  COE, R., ALOISI, C., HIGGINS, S., and MAJOR, L.E. 2014. *What Makes Great Teaching?* [online]. Available at: <https://www.suttontrust.com/our-research/great-teaching>  GLAZZARD, J. and STONES, S., 2021*. Evidence Based Primary Teaching,*Critical publishing.  ROSENSHINE, B. 2012. Principles of Instruction: Research-based principles that all teachers should know. *American Educator* [online], p12-39. Available from: <https://www.aft.org/sites/default/files/Rosenshine.pdf>  THOMPSON, C. and WOLSTENCROFT, P. 2021. *The Trainee Teacher’s Handbook: A companion for initial teacher education.*2nd ed. London: SAGE and Learning Matters | 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. |
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***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- Lecture**  **Deputy Head Teacher Professional Practice Expectations** | **To know** what constitutes the professional role of a teacher.  **To understand** the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession.  **To be able to** demonstrate professionalism by understanding the wider roles and responsibilities of a teacher. | 8.1, 8, 2 8.3, 8.5, 8.6 | 8a, 8c, 8e, 8f, 8g, 8i, 8j, 8k, 8o, | 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 seminars and 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 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 |
| **Session 2- Seminar**  **Working with others and deployment of teaching assistants.** | **To know that** that building effective relationships with Teaching Assistants (TAs) will provide an environment, through teamwork, which is conducive to learning.  **To understand that** TAs can support pupils more effectively when the lesson outcomes and the TA's responsibilities are shared with them in advance, so they are prepared for lessons.  **To be able to** deploy support staff effectively so they benefit the emotional, social and academic progress of the pupils; plan effectively for support staff and reflect on strategies to enable the effective use of support staff to impact on pupil progress; reflect on how they can build effective relationships with support staff. |  |

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| **School Based Curriculum – Year 2** | | | | |
| **Observing:** Observe how expert colleagues use distributed and spaced learning in at least 4 lessons throughout school.  Observe how expert practitioners use motivation and build self-esteem of all learners.  **Planning:** Plan for opportunities to increase cultural capital.  Plan for the effective use of additional adults  Discuss with expert practitioners how they embed adaptive approaches into planning.  With the support of expert practitioners, capture and incorporate the voice of the child for example through a one-page profile.  **Teaching:** Rehearse and refine chunking, scaffolding, and fading in lesson planning over a sequence of lessons. Plan, teach and evaluate a series of lessons incorporating adaptive approaches to enable all children to access a rich curriculum.  **Assessment:** Use peer and self-assessment to aid and support independent learning.  **Subject Knowledge:**  Discuss and analyse with expert practitioners how to implement and review flexible groupings and use groupings to support learning and promote inclusion. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **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** |
| **To know** what constitutes the professional role of a teacher.  **To understand** the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession.  **To be able to** demonstrate professionalism by understanding the wider roles and responsibilities of a teacher. | 8.1, 8, 2 8.3, 8.5, 8.6  8.5  8.6 | 8a, 8c, 8e, 8f, 8g, 8i, 8j, 8k, 8o, | 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. | 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**  **(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- Seminar**  **Taking responsibility – Working with other agencies** | **To know t**he importance of parental engagement  **To know** the importance of working with external colleagues.  **To understand** thatthe Teachers’ Standards underpin a teacher’s professionalism throughout their career.    **To understand h**ow to effectively engage parents  **To understand** how to effectively communicate with external colleagues  **To understand** how to manage their workload effectively  **To be able to** effectively engage parents.  **To be able to** effectively communicate with external colleagues | 8.1, 8.2, 8.4, 8.6, 8.7, 8.8 | 8a, 8b, 8c, 8e, 8f, 8g, 8h, 8i, 8j, 8k 8m, 8n, 8o, 8p | 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 seminars and tutorials with Personal and Academic Tutors, positive professional behaviours will be identified to support the development of a 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. |
| **Session 2 -Lecture**  **Taking responsibility- Dealing with parents** |
| **Session 3- Seminar**  **Taking responsibility-**  **overcoming challenges and parental engagement.** |

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| **School Based Curriculum – Year 3** | | | | |
| **Observing:** Observe how expert colleagues identify and implement reasonable adjustments for children with identified Special Educational Needs  **Planning:**  Work closely with other teachers, SENco and members of the staff team to implement reasonable adjustments within and beyond the classroom.  Plan for children who may need adaptations beyond the classroom to support their social inclusion.  **Teaching:**  Observe and implement reasonable adjustments for children with identified special Educational Needs and Disability  **Assessment:** Discuss with expert colleagues’ summative assessment, reporting and how data is used.  **Subject Knowledge:**  Acknowledge and identify when their own social, emotional and mental health needs to be supported.  Identify and access sources of support for their own wellbeing where appropriate. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **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** |
| **To know t**he importance of parental engagement  **To know** the importance of working with external colleagues.  **To understand** thatthe Teachers’ Standards underpin a teacher’s professionalism throughout their career.    **To understand h**ow to effectively engage parents  **To understand** how to effectively communicate with external colleagues  **To understand** how to manage their workload effectively  **To be able to** effectively engage parents.  **To be able to** effectively communicate with external colleagues | 8.1, 8.2, 8.4, 8.6, 8.7, 8.8 | 8a, 8b, 8c, 8e, 8f, 8g, 8h, 8i, 8j, 8k 8m, 8n, 8o, 8p | 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 | 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. |
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