

Primary PGCE Curriculum Progression Framework Phase 3

ITE Curriculum Component	Through clear, consistent and effective mentoring, during this phase of the curriculum BSTs should:
<p>1. Professional behaviours and responsibilities</p> <p>Including:</p> <ul style="list-style-type: none"> Professional identity Teacher presence and decision making Critical thinking and reflective practice Work/life balance Safeguarding Statutory responsibilities Working with other adults Engaging with other communities of practice Engaging with up to date and pertinent research Supporting and fostering parental/carer engagement Taking responsibility for own CPD Demonstrating and modelling positive attitudes to learning Positive contribution to the school community Effective communication with parents/carers 	<p>Demonstrate an ability to affect and improve the wellbeing, motivation and behaviour of their pupils through the development of positive relationships and being a key role model.</p> <p>Make valuable contributions outside of the classroom through their pastoral and extra-curricular responsibilities, and through activities linked to the wider life of the school.</p> <p>Improve their practice through critical reflection and actively responding to feedback, all of which is informed by professional debate and educational research.</p> <p>Consider and evaluate alternative perspectives from theory to recognise and critique their own practice and assumptions, and those of others that can impact on practice, policy and learners' opportunities.</p> <p>Demonstrate an ability to manage workload and wellbeing, by developing personalised systems and routines to support efficient time and task management and worklife balance.</p> <p>Can confidently draw on the support of expert colleagues, collaborating with colleagues to contribute to shared planning and preparation of resources.</p> <p>Can confidently fulfil their professional duties in respect of local and statutory safeguarding and equalities legislation including Prevent and keeping themselves and others safe when working in schools.</p> <p>Prepare teaching assistants (TAs) to support pupils effectively when they are planning and teaching lessons, ensuring that TAs supplement rather than replace support from teachers.</p> <p>Establish appropriate professional relationships and lines of communication with colleagues, specialists and support staff.</p> <p>Demonstrate greater independence in building effective relationships and seeking opportunities to engage parents and carers in the education of their children through proactive communication in</p>

2. Subject pedagogical curriculum knowledge

Including:

- Phase specific subject content knowledge (including early reading/phonics and early maths)
- Phase specific subject pedagogical knowledge
- Cross-curricular learning
- Curricular design and sequencing
- Accurate use of verbal and written standard English

Through planning and teaching sequences of learning, show that reading is comprised of word recognition (decoding) and language comprehension and that this should be developed whilst promoting a love of children's literature and reading for pleasure.

Know how to plan, teach and assess standalone sessions and some sequences of systematic synthetic

3. How pupils learn

Including:

- Theories of learning
- Science of learning
- Memory retrieval practice
- Prior learning and elicitation
- Enable children to understand key concepts
- Low stakes assessment
- Ensure children embed key concepts in long term memory
- Myth busting
- Correcting misconceptions
- Awareness of physical, social and intellectual development of children

Apply an up to date knowledge and understanding of a range of theories of learning to pedagogical decisions.

Apply a critical understanding of the brain and how children learn when to your professional practice. Use a range of retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.

Demonstrate an understanding of how to reduce children's cognitive overload.

With greater independence, provide children with opportunities to regularly practice what has been taught and to retrieve information.

Continue to use concrete representation of abstract ideas effectively to support children's learning.

With greater independence, plan opportunities for children to take a metacognitive perspective when learning.

Critique, discuss and analyse with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.

Apply a critical understanding of the learning sciences to their practice.

Through high quality teaching, apply an understanding of how a child's social and cultural context can impact on their development.

4. Planning for learning

Restricted - Other

children's interests and backgrounds

Learning beyond the classroom

Child-centered learning

Taking responsibility for children's progress and outcomes

Effective use of lesson time

In advance of teaching, identify possible misconceptions and use planning and formative assessment strategies to address these within lessons.

Increasingly provide good models in order to provide explanations and scaffolds for pupils, making abstract ideas more concrete and accessible to pupils.

Independently

	<p>mistakes and learning from them and the need for effort, resilience and perseverance are part of the daily routine.</p> <p>Engage with children by building positive relationships and know how to be a key role model, who can influence the attitudes, values and behaviours of their pupils.</p> <p>Confidently implement the school's behaviour policy including addressing anti bullying in the class and establish a supportive, predictable and inclusive environment ensuring any systems using rewards and sanctions are kind, fair and consistently applied.</p>
<p>8. Pupil health and wellbeing</p> <p>Including:</p> <ul style="list-style-type: none">Understanding how to promote good physical and mental healthRecognise and respond to individual needsKnow how to access specialist support where appropriate	<p>Continue to work with other adults and teaching professionals to access a range of specialist support where appropriate and recognise and respond to individual health and wellbeing needs through discussion with expert colleagues.</p> <p>Continue to work sensitively with parents to safeguard children's wellbeing.</p> <p>Where possible, apply knowledge of national approaches to children's mental health and demonstrate an awareness of the critical issues involved in taking professional and institutional responsibility for pupil well-being.</p>