

Professional Studies 2023-2024

Secondary PGCE Competencies	ITT Core Content Framework	Teachers' Standards
Positive Relationships	Behaviour Management	7 Manage behaviour effectively to ensure a good and safe learning environment.
Knowledge & Curriculum	Curriculum	3 Demonstrate good subject and curriculum knowledge
Pedagogy & Planning	Pedagogy: High expectations How pupils learn Classroom Practice	1 Set high expectations which inspire, motivate and challenge pupils 2 Promote good progress and outcomes by pupils 4 Plan and teach well-structured lessons
Inclusive Teaching	Pedagogy: Adaptive Teaching	5 Adapt teaching to respond to the strengths and needs of all pupils
Assessment	Assessment	6 Make accurate and productive use of assessment 2 Promote good progress and outcomes by pupils
Professional Values & Wellbeing	Professional Behaviours	8 Fulfil wider professional responsibilities.

Week	Core Content Framework	Description	Location
03/10/23 Positive Relationships Assessment	Top Tips for behaviour for beginner teachers	Behaviour is central to facilitate learning. This session explores tips to support maximum progress in the room. Chris Hordern will discuss strategies and answer your questions on how to support behaviour for learning. Some tips include: <ul style="list-style-type: none"> • Positive Correction • Prevention: • Consequences • Repair & Rebuild: 	Thomas Tallis School Chris Hordern Assistant Headteacher for Behaviour
10/10/23	Planning a lesson and planning a sequence of lessons	A basic introduction into lesson planning, planning for a SOW and using DIRT. This session	Plumstead Manor

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<p>Pedagogy & Planning</p> <p>Knowledge & Curriculum</p>		<p>will allow you to think about how a teacher plans a sequence of lessons to support good progress over time.</p>	<p>Sarah Redway-Handel Initial Teacher Training Coordinator</p>
<p>17/10/23</p> <p>Knowledge & Curriculum</p> <p>Assessment</p>	<p>Questioning and Positive Framing in the classroom</p>	<p>In this session we will be looking at different ways to use questioning in the classroom. It will also allow to think about how we can use positive framing to motivate and inspire students in the classroom</p>	<p>The John Roan School Alex Howard Lead Practitioner in Maths</p>
<p>31/10/23</p> <p>Knowledge & Curriculum</p> <p>Pedagogy & Planning</p>	<p>Engaging Starters and Plenaries</p>	<p>In this session, you will work on the ‘bookends’ of effective lessons. There will be the chance to explore ideas for ‘hooking’ your students and starting lessons effectively, right through to how to assess whether students are leaving the classroom having learnt what you intended them to. Both of these areas overlap with effective AFL, which is covered later in the programme.</p>	<p>Eltham Hill School Lexi Newnham ITT Coordinator</p>
<p>07/11/23</p> <p>Professional Values & Wellbeing</p>	<p>AFTERNOON SESSION 1.00 – 3.00</p>	<p>These sessions will introduce trainees to the big picture of current issues and debate in education. She’ll talk about the thinking behind the Framework for Ethical leadership, the impact this will have on their training and subsequent careers and the developing work to embed the Framework into the Teacher standards. The sessions will also cover</p>	<p>Thomas Tallis Carolyn Roberts - Chair of the Ethics Committee of the Chartered College of Teaching and was the Chair of the ground-breaking cross-system Ethical</p>

		other aspects of school life – curriculum, behaviour and inclusion, for example – as we seek to answer the big question ‘What are schools for?’ and ‘What kind of people are we?’	Leadership Commission
<p>14/11/23</p> <p>Positive Relationships</p> <p>Professional Values & Wellbeing</p>	The role of the form tutor	<p>The role of the form tutor is an essential part of the pastoral system within all schools. Form Tutors are the main point of contact for any student. ...</p> <p>Guiding and advising students and parents on dealing with day to day issues and concerns.</p> <p>Promoting a positive ethos for their house and fulfilling the expectations set by the house mission statement.</p>	<p>Thomas Tallis School</p> <p>Michelle Springer</p> <p>Head of Guidance</p>
<p>21/11/23</p> <p>Knowledge & Curriculum</p> <p>Assessment</p>	Marking strategies (including data)	<p>Marking and feedback form a crucial part of every teacher’s daily routine, but it is also a challenge to build into our timetables and use effectively.</p> <p>This session will look at a range of effective strategies to manage and make marking effective. We will also look at how and why data can be useful and inform our teaching.</p>	<p>Plumstead Manor</p> <p>Sarah Redway-Handel</p> <p>Initial Teacher Training Coordinator</p>
28/11/23	Voice Workshop	Thinking about ways we can use our Voice safely and effectively in the classroom	<p>Thomas Tallis</p> <p>Hannah Roy Davies</p>

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Positive Relationships Assessment			Performing Arts Education Assistant
05/12/23 Knowledge & Curriculum Assessment	Assessment for Learning	In this session, we will be learning about different strategies for assessing the learning in lessons. There will be opportunities for you to work as a group and you will receive a resource pack to show you a range of strategies to use in your classrooms.	Eltham Hill Lexi Newnham ITT Coordinator
12/12/23 Knowledge & Curriculum Inclusive Teaching	Creating an Inclusive classroom	Creating a classroom that is inclusive requires a teacher to be aware of the needs of their pupils in the classroom. Adaptive teaching is a strategy that supports and ensure that needs of pupils are met in the classroom. In the session: The Inclusive Classroom, the focus will be to look at how adaptive teaching can be used to support students who have SEN, such as students with SEMH, ASD, ADHD and sensory impairments	Thomas Tallis School Jo Cameron Director of DSC/SENDCO
23/01/24 Knowledge & Curriculum Inclusive Teaching	Differentiation	In this session, we look at the pedagogy underpinning effective differentiation. You will get the opportunity to look at a variety of strategies and then have some time to reflect on how you can implement these into lessons of your own.	Eltham Hill Lexi Newnham ITT Coordinator

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<p>Pedagogy & Planning</p>			
<p>30/01/24</p> <p>Positive Relationships</p> <p>Inclusive Teaching</p>	<p>Racial Diversification and Equality through Unbiased Pedagogy</p>	<p>This session we will discuss the meaning of equality and diversity and the fundamental principles that schools should follow in their pursuit of multiculturalism and understanding in the classroom.</p>	<p>Thomas Tallis School Stephanie Shaldas Deputy Headteacher</p>
<p>06/02/24</p> <p>Positive Relationships</p> <p>Professional Values & Wellbeing</p>	<p>Creating a presence in the classroom</p>	<p>“Presence in the classroom is that special something that makes the best teachers” Having a presence in the classroom is when a teacher is able to stand centered, confident and certain so they can create and generate an ambience of safety, set boundaries and are mindful.</p>	<p>John Roan Alex Howard Lead Practitioner in Maths</p>
<p>20/02/24</p> <p>Positive Relationships</p> <p>Professional Values & Wellbeing</p>	<p>Cross Curricular Themes and Pastoral Responsibilities</p>	<p>This session looks at the statutory Relationships and Sex Education and Health Education and other requirements associated with student development and well-being across the curriculum, such as Citizenship, Fundamental British Values and Careers Advice and Guidance.</p>	<p>Thomas Tallis School Michelle Springer Head of Guidance</p>
<p>27/02/24</p> <p>Pedagogy & Planning</p> <p>Knowledge & Curriculum</p>	<p>Group Talk</p>	<p>To understand dialogic teaching and how it can be used effectively within the classroom to promote learning. To explore dialogic teaching methods that can be used within your classroom</p>	<p>St Ursula’s Lucy Dias Head of English</p>

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<p>05/03/24</p> <p>Knowledge & Curriculum</p> <p>Pedagogy & Planning</p>	<p>More Able Learners and strategies to support challenge in the classroom.</p>	<p>In this session we will discuss what makes a student an exceptional learner, how to meet the needs of exceptional learners and what challenge looks like in the classroom.</p>	<p>Thomas Tallis School Megi Neza Lead Teacher for MAL</p>
<p>12/03/24</p> <p>Assessment</p> <p>Knowledge & Curriculum</p> <p>Pedagogy & Planning</p>	<p>Using data to support student achievement</p>	<p>This session will look at how teachers should use classroom data to support student progress in the classroom.</p>	<p>Thomas Tallis School Heather Odd Director of KS4 Achievement</p>
<p>19/03/24</p> <p>Inclusive Teaching</p> <p>Pedagogy & Planning</p>	<p>Metacognition and Cognitive Learning S2 S3 S4 S8</p>	<p>To consider how Cognitive Load Theory can be used in the classroom to maximize effective learning. To think about how increasing desirable difficulties can increase long term memory and develop students schemata.</p>	<p>St Ursula's Rosie Jacob</p>
<p>26/03/24</p> <p>Pedagogy & Planning</p> <p>Knowledge & Curriculum</p>	<p>Literacy across the Curriculum</p>	<p>A session supporting the planning and development of literacy and how we can develop use of literacy within our individual subject areas. Visiting the school library to meet the librarians and discuss the use of the library as a means to support your class teaching.</p>	<p>Plumstead Manor Sarah Redway Handel Initial Teacher Training Coordinator</p>
<p>23/04/24</p>	<p>Post 16 Pastoral and Pedagogy</p>	<p>The session will cover the advantages and disadvantages</p>	<p>Thomas Tallis Louise Astill</p>

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<p>Positive Relationships</p> <p>Professional Values & Wellbeing</p> <p>Knowledge & Curriculum</p> <p>Pedagogy & Planning</p>		<p>to teaching KS5. Looking at how the admission process works, the world of guidance and how we advise students at KS4 for the transition into KS5. The session will also look at how we work with parents, careers, external agencies, staff and students to raise achievement of students at KS4.</p>	<p>Head of Sixth Form Head of Yr. 12, Admissions and Transitions</p>
<p>30/04/24</p> <p>Positive Relationships</p> <p>Inclusive Teaching</p> <p>Professional Values & Wellbeing</p>	<p>LGBT/Mental Health</p>	<p>Within this session, we will be looking at intersectionality that we find within our classroom. While all aspects of the Equality Act 2010 Protected Characteristics will be discussed, there will be a particular focus on areas not seen in SIMS and supporting students with their mental health.</p>	<p>Eltham Hill Allison Zionts Lead Practitioner</p>
<p>07/05/24</p> <p>Inclusive Teaching</p> <p>Pedagogy & Planning</p>	<p>Inclusion in the classroom</p>	<p>This session will explore what inclusion means in schools and strategies to incorporate within the classroom.</p>	<p>Thomas Tallis School Lucy Pollitt Director of Inclusion</p>
<p>14/05/24</p> <p>Inclusive Teaching</p>	<p>EAL</p>	<p>In this session English as an additional language is defined. The session will recommend strategies and resources for teachers to use in class and share good EAL practice.</p>	<p>Plumstead Manor School Anwar Khan Head of EAL</p>

<p>Pedagogy & Planning</p>			
<p>21/05/24</p> <p>Professional Values & Wellbeing</p>	<p>AFTERNOON SESSION 1.00-3.00</p>	<p>Reflections on training year – What have been your biggest successes and why? What have been the challenges and how have you overcome them? What three things have you learnt this year which have shaped the type of teacher you are/will become?</p> <p>What can you do between now and September to prepare for your new class/school?</p> <p>What do you need to do in your first week of teaching to ensure that your first term is a success?</p>	<p>Heronsgate Primary School</p> <p>Steve Harris Headteacher</p>