

Professional Practice 2017-2018

Introduction for Students

The Professional Practice Programme aims to help place your work in individual subjects within a wider professional context. You will explore the whole school issues that affect all teachers; fundamental matters relating to the nature of schooling, the curriculum and students' learning. It will help you to begin to reconcile philosophies about what teaching ought to be about with the practical realities of classroom and school life and the tensions this can create for you as a beginning teacher.

The university programme centres around a number of key themes and will be delivered in two ways. There is a Friday Lunchtime Lecture Programme, which will combine presentations from experts on relevant issues, as well as input on relevant whole programme matters; expertise will be drawn from professors at the university, as well as colleagues from our partnership schools. A number of the lectures will be followed up in seminars, taught in mixed subject groups. In addition to the sessions at the university, there will be a Professional Practice programme in both your placement schools, organised by your Professional Mentors. In some cases, these will cover similar themes to university sessions. However, do not see this as repetition as the sessions will have complementary aims, sometimes introducing new, and at other times consolidating and developing, knowledge and understanding. At the university, you will be provided with principles and ideals; you will explore the debates around a particular issue. In school, you will learn how an issue is translated into practice and gain insights into a particular school's philosophy and approach. The university and the schools' Professional Practice programme are further complemented through school- based lesson observations, mentor lesson feedback, tutorials with your subject mentors and your weekly reflections on your experience and learning (REAL).

The three main principles, which underpin the university Professional Practice Programme, are:

1. You are entering a profession. You are not being trained to be a clone, nor are you an apprentice simply mastering a set of skills and competences. Professional Practice will help you to develop your **professional identity** creating a space to allow you to form your teaching personality, the type of teacher you want to be, and this will be something unique to each and every one of you.
2. Learning how to be a teacher is also an **academic pursuit**. In Professional Practice, we want you to engage in reading and so you will be asked to explore the rich pedagogical literature base; your reading will be explored in a session and through this you will see how research can impact on your future classroom practice. Through your PGCE, you will receive 60 Masters level credits. In Professional Practice, you will be supported with your writing at Masters' level.
3. The final key principle of Professional Practice is to help you to become a **reflective practitioner**. This is based on the belief that you will not improve as a teacher simply through more classroom experience as this needs to be allied with opportunities to reflect on your practice., evaluating your lessons and your students' learning. The programme will help you with your reflective writing. The hope is that you will become a teacher who takes a developmental and life-long view of your own professional development.

Friday Lunchtime Lecture Programme

The lectures shaded in green will be followed up in Professional Practice seminar groups

Date	Cohort	Title
Friday, 8 September 2017	Core and SD	Technology and Safeguarding
Friday, 15 September 2017	Core and SD	Introduction to Professional Practice
Friday, 22 September 2017	Core and SD	Teaching and Learning
Friday, 6 October 2017	Core Only	Introduction to Assessment
Friday, 13 October 2017	Core and SD	Behaviour Management
Friday, 20 October 2017	Core and SD	Preparation for the Inclusive Learning Assignment
Friday, 3 November 2017	Core Only	Resilience
Friday, 10 November 2017	Core and SD	Dyslexia Friendly Classroom
Friday, 17 November 2017	Core Only	Research Informed Teaching
Friday, 24 November 2017	Core and SD	Teaching Pupils with English as an Additional Language
Friday, 1 December 2017	Core and SD	Diversity
Friday, 8 December 2017	Core Only	Creativity
Friday, 12 January 2018	Core and SD	British Values
Friday, 19 January 2018	Core and SD	Pedagogy
Friday, 20 April 2018	Core and SD	Assessment: Data and Pupil Progress

Professional Practice Seminar Programme

Friday 15 September 2017	Introduction and Professionalism	This day will focus on 'professionalism' and becoming an educational professional, exploring a range of issues. You will also be involved in a critical exploration of the different perspectives on the role of schools in our contemporary society.
Friday 22 September 2017	Teaching and Learning	This will provide a theoretical base to issues of teaching and learning and will support you with your Effective Teaching Assignment. Trainees will also be involved in a critical exploration of the different perspectives on the role of schools in our contemporary society.
Friday 13 October 2017	Understanding Classroom Behaviour	This half day will focus on behaviour management and explore the psychology behind behaviours. You will be given the opportunity to reflect upon yourself as a beginning teacher and be aware of your emotional self.
Friday 10 November 2017	Inclusion	There will be a focus on inclusion and understand what this means, and will support trainees with their Inclusive Learning Assignment. The main themes will include making a classroom inclusive with reference to SEN and a specific focus on dyslexia.
Friday 24 November 2017	Language and Literacy	There will be a focus on literacy in the school and the responsibility of every teacher, regardless of subject specialism, to develop literacy. Critical issues in literacy will also be explored. There will be a specific focus on linguistic diversity and teaching EAL pupils.
Friday 1 December 2017	Diversity and Equality	The main themes will include race, gender and education, LGBT rights and promoting equality through the curriculum.
Friday 12 January 2018	The Pastoral Curriculum	This day will focus on the pastoral role of the teacher and what this involves. There will also be a critical and reflective exploration of the Prevent agenda and the promotion of British Values. Trainees will also develop an understanding of effective PSHE within schools and what this means.
W/B 15 January 2018	Cluster Twilight Programme	A twilight seminar programme will be organised during this week, led by mentors from schools. A range of key themes will be offered with trainees having the opportunity to choose workshops depending on needs and targets.

Friday 20 April 2018	Assessment: Data and Pupil Progress	This day will focus on issues in assessment and explore the various attainment measures available. Data and exploring pupil progress will also feature and effective strategies will be discussed.
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