

Allen, B. and Sims, S. (2018) *The Teacher Gap*. Abingdon: Routledge.

An excellent text that explores the teaching profession, some of the challenges facing teachers and provides practical advice for schools regarding supporting teachers. As Amazon says 'At the heart of the book is a simple message: we need to give teachers a career worth having.'

Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. *Phi Delta Kappan*, 86(1), 8–21. Accessible from: https://www.researchgate.net/publication/44835745_Working_Inside_the_Black_Box_Assessment_for_Learning_in_the_Classroom

This piece of work develops Black and Wiliam's original 1998 work on formative assessment. It is a really useful guide to what formative assessment is and how it works and will provide a foundational understanding for you prior to the course.

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: <http://bit.ly/2OvmvKO>

This excellent report from the Sutton Trust is worth delving into. It sets out some really helpful principles for what effective teaching is and we will use this report in our masters' modules. It is certainly helpful to have a look at this.

Creasy, K. (2015). Defining Professionalism in Teacher Education Programs. *Journal of Education and Social Policy*. 2: 2. Accessible from: <https://files.eric.ed.gov/fulltext/ED563997.pdf>

This is written in the context of the United States of America, but it provides a really interesting overview of what teacher professionalism looks like and can be applied to a UK context. It will help you start to understand expectations on you as a teacher.

Davis, P., Florian, L., Ainscow, M., Dyson, A., Farrell, P., Hick, P., Rouse, M. (2004) Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study. Accessible from: <http://dera.ioe.ac.uk/6059/1/RR516.pdf>.

This report underpins our approach to working with children with SEND. Its purpose is a focus on adaptive teaching rather than providing something additional or different and find out what children's barriers to learning are rather than assuming based on the label given to them. A useful

text to explore this approach in more detail is Robinson, D and Trussler, S. (2015). *Inclusive Practice in the Primary School: A Guide for Teachers*. London. Sage.

Department for education (2019) *The Trainee Teacher Behavioural Toolkit*. Accessible from: <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary>.

This short overview provides a clear sense of what effective behaviour management involves. These will be explored and applied on your course as well as exploring some of the complexities and grey area around managing behaviour.

Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>.

A really good resource that provides information and further links on many aspects of learning and teaching in the primary school. It is good to dip into and explore areas of interest.

MacBlain, S. (2021). *Children's Learning in Early Childhood: Learning Theories in Practice 0-5 Years*. London. Sage.

This is a great text, particularly for those on the Early Years pathway but also for those on General Primary to start understanding how children learn. Sage publishers say that 'The structure of the book mirrors the student learning journey, to compliment the course and seminar reading. The first parts of the book take a critical approach to learning theories, developing reflective and analytical skills through critical questions, photographs and discussion points, whilst the second part offers case studies to help students understand how theories can be applied in practice.'. So possibly a good text to use on the course too.

Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. *American Educator*, 12–20: Accessible from: <https://eric.ed.gov/?id=EJ971753>.

A really good starting point for exploring principles of instruction to support learners in their learning. It starts to get you thinking about the impact your teaching, through how you design instruction, can impact on learners. As a follow up to this is a great little text by Tom Sherrington called 'Rosenshine's Principles in Action' published in 2019 by John Catt Educational. This text applies Rosenshine's Principles to practice in an accessible way.

Wallace, M. Wray, A. (2021). *Critical Reading and Writing for Postgraduates*. 4th Ed'n. London. Sage.

This updated version is really helpful and practical. It supports developing criticality in reading and writing and looks really good for enhancing your academic skills as you move from degree level to masters' level.

The University also offers a MOOC (Massive Open Online Course) called 'Preparing for Postgraduate Study' which you can access from <https://my.cumbria.ac.uk/Student-Life/Learning/Resources/headstart/>

This is a really helpful guide offering a range of activities that you can choose from to develop your skills according to your need. The current version is available at the link above but it will be revamped for August.

[Texts you may wish to purchase](#)

Cooper, H, Elton-Chalcraft, S. (Eds). (2018). *Professional Studies in Primary Education. 3rd Ed'n.* London. Sage.

Cremin, T. Burnett, C. (Eds). (2018). *Learning to Teach in the Primary School. 4th Ed'n.* London. Routledge.

Dix, P. (2017). *When the adults change, everything changes: seismic shifts in school behaviour.* Carmarthen. Independent Thinking Press.

Hansen, A. (Ed). (2015). *Primary Professional Studies. 4th Ed'n.* London. Sage.

Sherrington, T. (2020). *Teaching Walkthrus: Five step guide to instructional coaching.* John Catt Educational.

Other texts will be recommended throughout the course. All reading required once the programme begins will be available through our module reading lists on blackboard (our virtual learning environment), linked to the university's library catalogue.