

# The Keele and North Staffordshire Teacher Education

## Curriculum Policy

**Approved by:** KNSTE Strategic Board

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**Audience:** Strategic Board and KNSTE Partnership Schools

**Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Name: (Print)** \_\_\_\_\_

**Position:** \_\_\_\_\_

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NOTE: The construction of this document has additionally been informed by DfE's

- Addressing workload in initial teacher education (ITE) guidance
- Market Review Documentation
- The trainee teacher behaviour toolkit

**'...if teaching is going to be community property it must be made visible through artefacts that capture its richness and complexity. In the absence of such artefacts teaching is a bit like dry ice; it disappears at room temperature' (Shulman, 2004: 457)**

## Abbreviations used in this document

<b>Abbreviation</b>	<b>Terminology</b>
CCF	Core Content Framework
CCoT	Chartered College of Teaching. All mentors become members of the CCoT as we encourage the use of the CCoT's Early Career Hub, Research Hub and Impact Journal as key resources on the programme.
DfE	Department for Education
ECF	Early Career Framework
ECM	Early Career Mentor
ECT	Early Career Teacher
EBE	Evidence Based Education (produce the Great Teaching Toolkit)
EEF	Education Endowment Foundation
FAME	Fundamental and Academic Mathematics and English
Focus	A Focus Lesson – one that focusing on the development of a particular aspect of professional knowledge.
GM	General Mentor, school-based colleague mentoring the trainee
GTTSH	Golden Thread Teaching School Hub
ITTE	Initial Teacher Training and Education
ITAP	Intensive Training and Practice Module. We are developing 4 ITAPs. (Assessment, Behaviour and Communication, Curriculum and Subject Knowledge with a focus on Phonics, Ethical Professional Behaviours with a focus on working with Teaching Assistants
KNSTE	Keele and North Staffordshire Teacher Education – the SCITT's partnership of schools.
KNSTE's A-E	KNSTE has developed the 'big five' from the CCF, (Assessment, Behaviour and Communication, Curriculum and Subject Knowledge, Disciplined Pedagogy, Ethical Professional Behaviour).
LM	Lead Mentor, SCITT based colleague who supports the trainee and leads sessions.
LOP	Lesson Observation Profile – a lesson observation that focuses on the impact that the AT has on their pupils.
NASBTT	National Association of School Based Teacher Training – we will be accessing some of NASBTT's Mentoring Modules.
NC	National Curriculum
Noticing Lesson	A sequenced set of activities that dig deep into the features of an observed and videoed lesson so as to develop an understanding in relation to a key area.
PDA	Professional Development Analysis, a summative document created twice during the programme by the trainee to be used to present their evidence to their LM in relation to the Dispositions, underpinned by the CCF areas and Teachers' Standards.
PKR	Professional Knowledge and Reasoning
PP	Progress Points, these enable the trainee, General and Lead Mentor to meet and review progress and to set out the priorities for the next phase.
P4C	Philosophy for Children and Communities, a pedagogical practice that we use both for our teaching of trainees (it underpins our approach to teaching as a disciplined enquiry process) and in our programme – all trainees can achieve a P4C qualification
SET	Shaw Education Trust, the SCITT's Legal Entity
SSTEC	Stoke and Staffordshire Teacher Education Collective, a group of providers that offer ITTE across the sub-region, funded by the Golden Thread Teaching School Hub.
TM	Thinking Moves, a metacognitive framework developed by Roger Sutcliffe (Dialogue Works) that offers us a language for focusing lesson objectives.
TS	The Teachers' Standards that inform our summative assessment framework.
WDD	Weekly Development Dialogue – a co-analytical dialogue involving the GM and trainee

## Diversity, Equity and Inclusion Statement.

All who contribute to the KNSTE Programme intend to ensure that all staff and trainees are valued. Differences in race, gender, gender identity, ethnicity, sexual orientation, age, socio-economic background or religion will not be the basis of any form of discrimination. Such difference will not only add to the body of experience, but will also contribute to the development of positive attitudes and interactions.

There have been various legislations in the UK protecting individuals from discrimination. The Equality Act 2010, replaced most of these laws. One of the main changes in the Act related to groups protected from detrimental treatment. In the UK, everyone has the right to defence from various prejudices. According to the Equality Act 2010, protected characteristics are aspects of a person's identity that make them who they are. The law defines nine. They are: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation. During our programme, we will go into greater detail about the role of education in relation to the protected characteristics.

In addition to the University and SCITT Programme guidelines, it should be noted that all trainees work in schools which also operate equal opportunities policies. You will be expected to become familiar with these policies and their operation within the school environment. In your work in schools, you are required to provide the opportunities to create a 'safe' classroom environment, in which all pupils feel valued and able to contribute to the work of the classroom. You will learn how to support the different needs of pupils of different abilities, including those with special needs, understanding that all pupils have a right to develop, at the best rate of which they are capable, their knowledge and understanding of the subject.

All teachers have a particularly important role to play in the promotion of the equality of opportunities. Your work – within the school as a community – lends itself readily to the consideration of issues concerning gender, race, class, sexuality and disability. You will be encouraged to think in terms of equal opportunities when planning lessons and assessing pupils. You are also required constantly to reflect on your own practice in this area.

This policy has been equality impact assessed and we believe in line with the Equality Act 2010. It does not have an adverse effect on race, gender or disability equality.

## Context of the KNSTE Partnership.

KNSTE is a partnership of first, primary, middle and special schools across Stoke-on-Trent and Staffordshire. We contribute to the Golden Thread Teaching School Hub's partnership area. We are mindful of working in an area that faces significant challenge, including the fact that only 22.5% of people in Stoke-on-Trent have a qualification of NQQ4 or above (this figure is 40.3% nationally). **Stoke-on-Trent** is characterised by high levels of deprivation. The Indices of Multiple Deprivation 2019 rank Stoke-on-Trent as the 13th most deprived local authority (out of 317) in England (Figure 1). Over half of areas in Stoke-on-Trent (51%) are classified among the most deprived 20% in England, and approximately one-third of areas (32%) fall in the most deprived 10%. **Staffordshire** as a whole is far less deprived than Stoke-on-Trent, but pockets of deprivation exist, with 13.2% (18,820) of children living in low income families. Our programme therefore focuses on how a high quality education can be transformative in reducing the barriers of social disadvantage. English is the most common language spoken in Staffordshire accounting

for 93.7%, although this has reduced from 97.7% in 2011. Other main languages in Staffordshire include Polish (0.7%), Romanian (0.6%), Panjabi (0.2%) and Urdu (0.2%). East Staffordshire has the lowest proportion of people who indicated English as their main language reported at 87.1% (a reduction from 93.9% last year). Polish (2.3%), Romanian (1.4%) and Urdu (1.1%) were the next most common languages spoken in the borough.

## Introduction

This document has been written with Stenhouse's (1975) articulation of curriculum in mind: 'A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice' (p.5).

We recognise that a curriculum is a framework that sets out the aims of our programme of initial education and training, including the knowledge and understanding to be gained at each stage. The KNSTE course is sequenced into four distinct phases, Foundation, Building, Extending and Enriching.

Phases	Professional Knowledge Development		Progression and Formative Assessment	
Building	Placement 1	Enquiries structure the course expectations for each area of content at each phase	PP1	The Characteristics Grid identifies the increasing levels of professional understanding that trainees achieve and evidence as the programme develops
Foundation	Placement 1		PP2	
Extending	Placement 2		PP3	
Enriching	Placement 2		PP4	

This document articulates the purposes and content of our curriculum. A summary of the phases can be found on page 8 and a summary of our curriculum on page 7.

This curriculum policy also makes explicit our ethos and values. These are drawn upon to justify our prioritisation of aspects of the curriculum (our intentions). Such an approach enables us to develop the professional knowledge and dispositions related to being an effective public professional within the teaching community, locally, regionally and nationally.

This curriculum document is then lived (implemented) through our pedagogic choices. KNSTE prioritises an approach known as co-analysis (evaluative, explanatory and elaborative dialogues) that foregrounds learning to teach as a form of disciplined enquiry.

Our annual monitoring and evaluation processes enable us to consider the impact of our curriculum, how our design enables our trainees to know more, remember more and be able to do more in relation to being a public teaching professional. As a consequence, our curriculum policy is formally revised annually as a key part of our drive for continual improvement. Additionally, we carry out an interim evaluation each November, so as to be able to act 'in year' to address any significant issues.

Our trainees, GMs LMs and Strategic Board all contribute to the development of this policy through our annual monitoring and evaluation activities. The policy is formally reviewed by our Strategic Board each March.

This policy has been equality impact assessed and we believe in line with the Equality Act 2010. It does not have an adverse effect on race, gender or disability equality.

## The KNSTE ITTE Programme

### Curriculum Knowledge

**ASSESSMENT: Principles and Practice**  
CCF 6, Enquiry A

**BEHAVIOUR and COMMUNICATION**  
CCF 1 and 7, Enquiry B

**CURRICULUM and SUBJECT  
KNOWLEDGE**  
CCF 3, Enquiry C (Eng, Ma, Sci plus  
Foundation Subjects) and Enquiry C  
(Specialism)

**DISCIPLINED PEDAGOGY: Making  
reasoned and informed judgements.**  
CCF 2, 4 and 5. Enquiry D

**ETHICAL PROFESSIONAL BEHAVIOURS**  
CCF 8 and Part Two of the Teachers'  
Standards, Enquiry E

**FAME: Fundamental Academic  
Mathematics and English**

**EFFECTIVE AND OUTSTANDING  
PRACTICE**  
Knowledge and Dispositions E and D

**LEARNING AND ASSESSMENT**  
Knowledge and Dispositions A and D

**SUBJECT IDENTITY AND PEDAGOGY**  
Knowledge and Dispositions C and D

**LEARNERS AND LEARNING**  
Knowledge and Dispositions B and D

### QTS Award

Professional knowledge  
developed through the co-  
analysis of reasoning and  
judgements, informed by five  
professional dispositions

### PGCE Award

Professional knowledge  
developed through critical  
analysis of research and  
literature in relation to five  
professional dispositions

As professional knowledge develops, stronger connections are made between these elements. This strengthening of professionalism is encapsulated in the KNSTE professional characteristics framework.

### KNSTE's Ethos and Dispositions:

Our ethos is to develop a community of teachers who work together collaboratively, critically, creatively and carefully to understand and improve the positive impact that they have on pupil well-being and achievement. You will develop this through a co-analytical approach that foregrounds your ability to reason and justify your pedagogic choices in relation to the five dispositions articulated below.

**Disposition A:** You will recognise that an understanding of **assessment** supports you in appreciating where children are and where they need to go next in relation to an aspect of their learning. You will notice how valuing the purpose of assessment helps to determine its form. You will treasure each child's starting point, and this will help you to develop your adaptive teaching capabilities so that your learners thrive and flourish.

**Disposition B:** You will be supported in interpreting and understanding **behaviour** so that you can create a positive learning ethos. This will be based on based on positive teacher-pupil relationships and **communication**, including respect for the dignity and rights of individuals, choices about consequences of behaviour and encouragement for pupil self-discipline.

**Disposition C:** You will be supported in developing an understanding of **curriculum** concepts, contexts and content as well as developing your **subject and pedagogical knowledge** in each of the subjects you will be required to teach. Curriculum design is the creative act of interpreting a curriculum and turning it into coherent, challenging, engaging and enjoyable lessons. Curriculum, together with secure subject knowledge, lies at the heart of good teaching.

**Disposition D:** You will be encouraged to develop your **pedagogic** reasoning capabilities through **disciplined** decision making. You will be able to **justify** why you have selected to prioritise particular teaching approaches in relation to both the subject(s) taught and the learning needs of the pupils.

**Disposition E:** We enable you to reflect on what you believe schools are for, and to develop your own philosophy for education that has been carefully thought through. This is so that your **professional behaviours** are underpinned by your valuing of **professional ethics and virtues**.

The image is based on one that, originally appeared in the following publication: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (6+) abilities: Evidence, theory, and practice. In S. Newman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97-110). New York, NY: Guilford Press. It has been adapted to illustrate the increasingly inter-related nature of professional knowledge associated with becoming an effective teacher.

Assessment methodology. The final award of QTS is determined via evidence in relation to the Teachers' Standards. Trainees are aware of the Teachers' Standards from the start of the course and how KNSTE's curriculum enables them to evidence achievement in relation to these. Within KNSTE these Standards and the areas from the CCF have been related to the five dispositions. For each disposition, there is an associated enquiry. The enquiries enable the assessment of coverage, including the minimum expectations from the CCF. In order to appreciate the depth of understanding a Characteristics Grid has been created. Both the Teachers' Standards and CCF inform this document, as do KNSTE's dispositions and ambitions. The Characteristics Grid is used formatively at the end of the Building phase. It articulates four descriptions of depth, from emerging through to the capacity to make informed connections that underpin pedagogic reasoning and judgement. Each descriptor has been used to inform elements of the KNSTE programme, including the WDM guide and the lesson observation profile. This is to enable the identification of areas of professional development that the programme can be personalised to the Trainee's individual needs. The documentation enables consistency.

Phase	Weeks	Enquiries	Teaching Expectations	Academic Award	Progress Points / Visits	Assessment Tools
Pre-Course	From Induction Day to Course Start Date	Tasks A-E + FAME + PKR	Preparation	Preparation articles	Tutorials 1 and 2	Vantage Uploads Discussions in tutorials
Foundation	FT Weeks 1-13 Flex Year 1 Weeks 1-19	Tasks A-E + FAME + PKR	Focus on English, Maths and Phonics. By the end of this phase, you will have taught a total of 10 hours with whole classes.	EOP	PP1a and 1b	Focus Lessons WDDs Vantage Uploads
Building	FT Weeks 14-19 Flex Year 1 Weeks 20-42	Tasks A-E + FAME + PKR	Focus on English, Maths, Science and Phonics – some Foundation Subjects. You will BUILD towards a 50% timetable across the number of days that you are in school for. (Approx. 25% maths, 25% English 25% science and 25% Foundation Subjects)	LA	PP2  Flexi students will also benefit from PV 2 End of placement tutorial	Focus Lessons WDDs Vantage Uploads Noticing Lesson PDA-1
Extending	FT Weeks 20-30 Flex Year 2 Weeks 1-19	Tasks A-E + FAME + PKR	Increase range of subjects, including a focus on specialism and a contrasting Key Stage, including Phonics. BUILDING towards a 60% timetable across the number of days that you are in school for.	SIP	PP3 Flexi students will also benefit from PV 3	LOPs and Focus Lessons WDDs Vantage Uploads Noticing Lesson
Enriching	FT Weeks 31-40 Flex Year 2 Weeks 20-40	Tasks A-E + FAME	Develop lesson sequences in a wider range of subjects. Building from 60% to 75-80% timetable.	LL	Specialism Observation PP4 Final Tutorial	LOPs and Focus Lessons WDDs Vantage Uploads Noticing Lesson

As a partnership organisation responsible for the education of beginning teachers and their mentors, we draw upon the Framework for Ethical Leadership in Education (<https://www.nga.org.uk/ethicalleadership.aspx>), the DfE's Core Content Framework (CCF), Early Career Framework (ECF), and NPQ-Teacher Developer documentation (NPQ-LTD). Additionally, we reference the Chartered College of Teaching's professional principles (<https://chartered.college/professional-principles/>) and the Education Endowment Foundation's (EEF) Guidance Reports and associated materials (<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports>). We are also constantly mindful of the DfE's well-being charter (<https://www.gov.uk/guidance/education-staff-wellbeing-charter>).

We agree with the introduction to the Core Content Framework (CCF) that states that 'The quality of teaching is the single most important in-school factor in improving outcomes for pupils – and it is particularly important for pupils from disadvantaged backgrounds. No one is born a great teacher. Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching.' (2019: 3) Our curriculum policy shares our ambitions to enable great teachers to contribute to the profession of teaching and positively transform the lives of the young people and communities that they work with through the power of education.

## The Purpose of Our Curriculum

The purpose of our curriculum is to enable the professional formation of teachers who contribute both to our partnership's ethos but also to the wider profession. Our ethos is to develop a community of teachers who work together collaboratively, critically, creatively and carefully to understand and improve the positive impact that they have on pupil well-being and achievement. We recognise that a **profession** is a disciplined group of individuals who adhere to ethical standards and who possess specialised knowledge and capabilities. The professional body for teaching is the Chartered College of Teaching and so their principles have been referenced in the construction of this document. Our purpose is to enable public professional teachers who are:

- **Ready to make a difference** by appreciating the significance of the culture, context and communities that they work in and with. They recognise that teaching is a form of disciplined enquiry, drawing on specialised assessments to inform their curiosity and capacity to dig deeper so as to understand and know more. This helps both themselves and those that they work with to make progress. (Disposition A)
- Responsible for their own professional learning by being **responsive and respectful** of others. They are able to communicate well and understand that their actions impact on others. They are aware that they have both much to learn and much to contribute. (Disposition B)
- **Confident in working with educational research** and use this to specialise their experiences so that they secure their adaptive teaching capability and are able to take informed intellectual decisions for the benefit of their pupils and school communities. (Disposition C)

- KNSTE trainees **are agential**, they draw upon their intellectual integrity to reason and justify the prioritisation of aspects of their learning through a co-analytical approach. They are keen to explore and evaluate professional knowledge in a structured and analytical manner. (Disposition D)
- **Engaged intellectually and ethically**. KNSTE trainees recognise that they themselves need to be keen to develop their own professional capabilities so that they can participate constructively in society as a public professional. They recognise that learning to teach is a career-long endeavour. They welcome challenges and meet them resourcefully. (Disposition E)

We do this by prioritising our dispositions. These are summarised in the diagram on page 7. Appendix A shares the detailed links between the CCF, EEF materials and Chartered College of Teaching principles. These detailed links are then realised through the five enquiry booklets (A-E) and associated integrated programme. They are assessed formatively in relation to the Characteristics Grid and summatively in relation to the Teachers' Standards.

Each Enquiry booklet contains a detailed grid that illustrates how the 'Learn How' and 'Learn That' statements underpin and inform the Enquiry content. The Enquiry content is phased in relation to the Foundation, Building, Extending and Enriching sequence of the programme (see page 8). The SCITT sessions are also sequenced in this way to facilitate coherent professional knowledge connections and cumulative understanding. KNSTE recognises that professional knowledge is a relational knowledge and so all sessions (school and SCITT based) are always connected.

## Curriculum Organisation

Page 7 shares the overall curriculum map. This is realised annually through a weekly integrated programme. The week-by-week guide is published at the start of each academic year. These maps are supported by the following detailed handbooks that specify the content in relation to each phase.

<b>Handbook</b>	<b>Purpose</b>
Becoming a Public Professional (SCITT Handbook)	This is written for trainees to share with them the overall KNSTE partnership ethos, professional expectations and organisation of the programme.
Placement Guide	This is written for trainees and mentors. It contains detailed knowledge organisers that relate to each disposition. The dispositions are underpinned by areas of the CCF and the Teachers' Standards. They represent KNSTE's ambitious curriculum.
The National Curriculum with KNSTE's Subject Knowledge Organisers and Subject Advice	These highlight the key concepts, and content that enrich the articulations contained in the National Curriculum. They also contain key vocabulary for each subject together with additional advice and support.
Fundamental and Academic Mathematics and English	Trainees continually develop their professional knowledge in relation to these fundamental proficiencies. Trainees progress in relation to FAME is monitored during each progress point by the Lead Mentor with the trainee and appropriate targets are developed.

Enquiry Guides (One for each disposition A-E)	These clarify the content and expectations for each area of the CCF and KNSTE curriculum for each disposition during each phase. Connections are made with the academic modules for the award of the PGCE. At the end of each enquiry guide is a grid that maps the KNSTE curriculum to both the CCF and ECF. These are used to develop a transition to ECT document.
Specialism Guide (Disposition C)	Within KNSTE, as well as training for a general primary programme, all trainees benefit from a specialism. This enables us to foreground subject leadership and curriculum design capabilities.
Weekly Guide – Purposeful Integration	Each Phase of the KNSTE curriculum is further broken down into a weekly guide document. This is created to support the GMs and trainees in sequencing the programme and clarifies connections between the SCITT sessions, PGCE modules and professional knowledge being developed in the school context.
Characteristics Grid	This clarifies progress in relation to the areas of the CCF and is used formatively to enable the trainee to prioritise aspects of professional knowledge that relate to the five key aspects of: Assessment, Behaviour and Communication, Curriculum and Subject Knowledge, Disciplined Pedagogy and Ethical Professional Behaviour.
Module Guides	These share detailed information in relation to the four academic modules from the Keele University that are integrated within the KNSTE ITTE programme.
KNSTE Professional Vocabulary	Shares the professional language often used within educational settings.

## Curriculum Organisation

We have used the five aspects of the CCF and ECF to create KNSTE's dispositions A-E plus F. The CCF states that it was 'designed to support trainee development in 5 core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours' (DfE, 2019:5). KNSTE's ambitious curriculum builds on these five areas to create five dispositions: Assessment (CCF-6, Enquiry A), Behaviour and Communication (CCF-1, CCF-7, Enquiry B), Curriculum and subject knowledge (CCF-3, Enquiry C), Disciplined Pedagogy (CCF-2, CCF-4, CCF-5) and Ethical Professional Behaviours (CCF-8 and Enquiry E). Additionally, KNSTE has incorporated a sixth key area, that of Fundamental and Academic Mathematics and English, known within the programme as FAME (Enquiry F), and within the programme is seen as an element of what it is to be a public professional who teaches.

This approach aids cumulative understanding as the five areas are used to both organise the curriculum and to frame elaborative and evaluative co-analysis during each phase of the programme (see page 15). Using key concepts in relation to specific contexts is a powerful way of specialising professional knowledge. It supports KNSTE's ethos that professional knowledge is developed when contextual and textual experiences are formalised when connected with these five aspects of professionalism. 'Knowledge How' and 'Knowledge That', then become 'Knowledge Why' and trainees can reason and justify their own curriculum and pedagogic choices. This is achieved by both mobilising and animating the knowledge of others that is published, or has been introduced to the trainee through SCITT based sessions, and by drawing on the experiences and

insights offered by GMs. We draw on the insights of Rata (2016) cited in McPhail (2020), who state that deep learning 'requires understanding the related concepts within overall systems of meaning and the curricular design needs to reflect the logic of the discipline on which it draws' (p.5).

## Curriculum Vocabulary

The Cambridge Primary Review Trust recognises that 'muddled language' confounds 'sensible curriculum debate' (2010: 7). In order to support the partnership in developing a shared and informed language about teaching and learning, we have agreed the following key curriculum definitions.

**Concepts:** the key organising ideas for a subject discipline. These provide the purpose of the lesson. As a teacher you should always be mindful of these to guide the learning. It will depend on the lesson itself as to what extent you share these with your pupils. Your lesson objectives and learning outcomes will be informed by these.

**Content:** the knowledge and skills that you wish to foreground during a particular lesson. These provide the underpinnings for the learning activities of the lesson. As a teacher you should always be mindful of these to guide the quality of the lesson. What knowledge and capabilities are you seeking to develop / consolidate during the lesson? Your success criteria will be informed by your content selection.

**Context:** the motivational topic or theme that you have employed during a lesson to engage them with the content of the lesson and this will also be informed by the overarching concepts that have informed your planning. The context will determine the content and will be informed by the organising concepts that you have selected to drive the learning.

**Curriculum:** what is intended to be taught and learned overall (the planned curriculum); what is taught (the curriculum as enacted); what is learned (the curriculum as experienced).

**Subject:** an organisational or conceptual segment of the planned curriculum; may be disciplinary, cross-disciplinary or thematic.

**Timetable:** the way the planned curriculum is divided temporally into lessons or sessions as opposed to being divided conceptually into subjects.

**Knowledge:** the process and outcome of coming to know, or the combination of what is known and how such knowledge is acquired. It encompasses both propositional and procedural, and both public and personal, and it allows for reservation and scepticism as well as certainty. It is neither synonymous with subjects nor all that a curriculum contains, though it is nevertheless a central goal of all education.

**Discipline:** a branch of knowledge as systematised into distinct way of enquiring, knowing, exploring, creating, explaining and making sense, each with their own key foci, pre-occupations, concepts, procedures and products.

**Skill:** the ability to make or do something, especially of a practical kind; requires knowledge but is distinct from it.

### Thinking Moves A-Z

Within KNSTE we use the language of Thinking Moves to help us be specific, intentional and metacognitive in relation to the framing of lesson objectives. It is a further element in relation to our curriculum vocabulary. Thinking Moves is an A-Z of THINKING MOVES, so for example A= Thinking AHEAD, B= Thinking BACK etc. It is philosophical in that it helps us to clarify our teaching purpose. It is in this sense also metacognitive. It is a way of manifesting the recommendations of the EEF Guidance Report in relation to Metacognition and Self-Regulation within our curriculum. A summary of the A-Z is included in Appendix F.

### KNSTE's approach to Subject Knowledge

We fundamentally believe in the benefits of a 'rich and varied' curriculum for all pupils. Trainees' own subject knowledge has been recognised as being one of the key factors in enabling them to be a successful teacher. Subjects and their associated disciplined thinking are a key element to the KNSTE programme. We believe that subject disciplines represent particular and informed communities of debate, of exploration and criticism, of conjecture and refutation.

Each subject area pursues knowledge and capabilities in relation to a particular set of key concepts. Subject knowledge is not fixed, but it is enduring. As such, subjects are educational resources of remarkable power, offering unlimited scope for realising an enormous range of educational purposes for enquiry and reflection, for hypothesising and the interrogation of evidence, for adjudicating between the valuable and spurious; for the use of the imagination and creativity; for promoting personal, social and environmental competence; and much else besides.

Our curriculum is therefore organised on a subject basis and this is detailed in Enquiry 3 (English, mathematics, science and Foundation Subjects) and the Enquiry 3 Specialism Enquiry. This is enriched through the Subject Identity and Pedagogy Module.

We require evidence that the trainees have taught every Foundation Subject. They are required to prepare a presentation in relation to their weakest subject. They are observed teaching their weakest three subjects and their specialism subject using a subject observation pro-forma that makes explicit how the trainee's subject knowledge impacts on pupil progress and learning.

At each Progress Point, during each phase, trainees are required to evidence their progress in relation to their subject knowledge development and understanding.

### Phonics

Trainees benefit from a sequence of SCITT-based Phonics sessions. They are also required to be assessed enunciating the 44 phonemes. In both practices, regardless of Key Stage, trainees are required to both observe and teach phonics sessions. They are expected to observe / teach the teaching of a Phonics session at least once a week when placed in Key Stage 1 or Early Years. In Key Stage 2, they are required to teach two sequences of three phonics sessions during their practice (the sequences for the flexible route trainees consist of two sessions). Trainees are

formally observed at least once during each sequence. They should be able to demonstrate progress between these two observations.

### **Early reading**

Trainees benefit from specific sessions on Early reading. The EEF guidance materials are used to enrich KNSTE's programme.

### **Early mathematics**

Trainees benefit from specific sessions and are introduced to NCETM resources and Numicon materials. The EEF guidance materials are used to enrich KNSTE's programme.

## **KNSTE's approach to the Fundamental Proficiencies (FAME).**

All teachers and prospective teachers are expected to be competent in fundamental proficiencies in English and Mathematics. It is the responsibility of KNSTE to ensure that all trainees are competent in these proficiencies and successful in relation to the academic expectations of the programme by the end of the course. There are specific FAME (Fundamental and Academic Maths and English) sessions built into the timetable that trainees are required to attend. Trainees' progress is tracked at each progress point to ensure that they develop their fundamental proficiencies.

## **Teaching as a Disciplined Enquiry and Co-analysis**

Within KNSTE, developing professional knowledge and understanding as a teacher is seen as a process of ongoing enquiry rather than viewed solely or simply as a linear accumulation of knowledge and experience. Hence the implementation of our curriculum is focused on teaching as a disciplined enquiry using a co-analytical approach. This enables trainees to develop the pedagogical reasoning and justification capabilities, so that they can confidently adapt their teaching and be agential in the practice.

We recognise that teaching takes place *in* time and professional learning happens *over* time (Mason, 2009). Our use of the five aspects of professional learning enables trainees, GMs and LMs to co-analyse texts and contexts in relation to these key concepts to facilitate secure, informed and cumulative professional learning that is appropriately phased and sequenced.

Teaching as a disciplined enquiry is a progressive, reflective and cyclical process. It can be used during a session, 'in-the-moment', or it can be more in-depth. It is always about evidence-informed practice. It places an importance on requiring the trainee to prioritise and justify (carefully) what and how they teach. It involves them in developing the capacity to make evidence-informed and evidence-challenged decisions.

An important feature of the KNSTE teaching as an enquiry process is how lesson plans, LOPs (Lesson Observation Profiles), Focus Lessons and lesson evaluations link 'backwards and forwards' iteratively so as to build knowledge and understanding.

## Co-analysis

Co-analysis is a reflective and empowering dialogic process that continually drives the improvement of professional practice. It is not mere conversation and it is not just feedback. It is a professional educative conversation that asks GMs, trainees and LMs to use powerful questions to enquire into the trainee's pedagogic choices and reasoning by referencing professional knowledge and principles, prioritising the five aspects.

Co-analysis is analytical. In order to be analytical trainees, GMs and LMs need to refer to content and concepts. Where co-analysis works well:

- It is informed by reference to professional knowledge, rather than personal preferences.
- There is recognition that teaching is a practical profession underpinned by an informed philosophy. It is not just practice.
- There is a recognition that this process is never 'finished' and that searching for a deeper understanding of curriculum, pedagogy and assessment should be seen as a positive feature.
- The dialogue is simultaneously rigorous, challenging and nurturing and the asymmetry of the relationship is acknowledged in an empowering and enabling rather than in an authoritarian manner.
- The dialogue draws on a range of resources and references, not only those visible within the school context.

We will use a co-analytical pedagogy to develop trainees' professional knowledge through the use of productive questions in relation to each of the five aspects of professional knowledge. These will help trainees develop a more nuanced and complex appreciation of these five dispositions in relation to teaching, and enable them to draw on the content of the CCF to inform their responses. This elaborative and evaluative approach enables trainees to become meta-cognitive so that they can develop their professional agency and adaptive teaching capability.

## The Keele Academic Award PGCE Modules

The ethos of the KNSTE Partnership is that the academic and practice elements of our programme are fully integrated. Our ambition is that trainees will develop their pedagogy and practice such that both are 'rooted in evidence' and enable them to 'reach for excellence'. Throughout the programme, trainees will engage with four modules and submit assignments that relate to each of these modules. Further details are available in each module guide. The modules are:

### **Effective and Outstanding Practice** (Links with Dispositions E and D)

This module engages trainees in critically reviewing the ways in which 'outstanding practice' can be articulated and how this is both similar to and different from 'effective practice'. They are asked to consider the perspectives from which 'outstanding practice' is defined and the criteria that are used to underpin such definition of 'effective practice'.

### **Learning and Assessment** (Links with Dispositions A and D)

This module enables trainees to reflect critically on their understanding of the nature and processes of learning and assessment. They will have the opportunity to critically explore a range of learning and assessment theories and their relevance to their practice.

### **Subject Identity and Pedagogy** (Links with Dispositions C and D)

This module enables trainees to grapple with developing an informed understanding of the complex concept of knowledge. They will do this in relation to their specialism. They will critically examine the complex question of what does comprise subject knowledge. This enables a critical examination of the way that their specialism's subject knowledge is framed academically and pedagogically and presented within the National Curriculum and other government documentation.

### **Learners and Learning** (Links with Dispositions B and D)

The aim of this the module is to enable trainees to reflect critically on their knowledge and understanding of the diversity of the learners that they teach. The module covers issues such as the relationships between membership of social groups (by social class, gender and ethnicity) and educational achievement; access to good schools by different social groups; the organisation and management of learning by ability grouping; the creation of learning climate by approaches to behaviour management; and practices of inclusion.

## **Behaviour and Communication**

We recognise that behaviour is a form of communication and so our programme supports trainees in understanding behaviour so that they can confidently frame appropriate responses that facilitate productive learning. Within KNSTE we emphasise the crucial link between the way in which children and young people learn, their social knowledge and their behaviour. So whilst there are specific timetabled sessions and trainees are introduced to Tom Bennett's materials, it is also a theme that runs throughout our programme.

'Behaviour' in classrooms and whole schools/settings does not occur in isolation – it is the product of a variety of influences and not simply the product of a pupil's unwillingness to behave or learn as required by the teacher. Behaviour needs to be understood so that appropriate and enabling actions can be taken. We value this approach, rather than simply and solely, focusing on managing the behaviour 'in the moment'.

Whilst behaviour management is an enormously practical matter, like all aspects of practice, it also benefits from deep understanding and purposeful reflection. It is interconnected with all elements of our programme, including subject knowledge development and the capacity to teach engaging and motivating lessons.

Trainees are supported in appreciating the difference between a child displaying poor behaviour and a child being considered to be/ labelled as a 'poorly behaved child'.

### **Dialogic Pedagogy**

We view teaching and learning (and education more widely) as an inherently dialogic process. This is to say that it involves at least two perspectives on the subject matter: that of the teacher and that of the learner. Bridging the gap between these perspectives is an interactive process in

which the learner must be actively involved in constructing their own understanding of the subject matter, and the teacher must seek to understand, value and respond to the perspective of the learner.(REF Alexander)

This view requires us to promote a pedagogy that creates opportunities for this kind of interaction, or dialogue. We seek to do this in our own teaching, notably through our co-analytical approach. We also seek to enable our trainees to create such opportunities in their teaching; we do this through our own modelling and by sharing two dialogic teaching approaches: Philosophy for Children (P4C) and Thinking Moves A-Z.

Thinking Moves A-Z, a metacognitive framework developed by Roger Sutcliffe (Dialogue Works), provides us with a shared language with which to describe our thinking. We introduce this early in our course to enable trainees to consider the different ways in which they can call on pupils to think about subject matter. This informs their framing of lesson objectives, and their questioning. Asking questions that call pupils out to think and share their thinking is an important component of dialogic pedagogy.

We build on this with the introduction of P4C. In P4C, time is devoted to the raising of philosophical questions and to a collaborative endeavour to explore and test possible answers through dialogue. The teacher is cast in the role of facilitator and required to listen carefully to the pupils and support their shared thinking and their construction of meaning and understanding. We believe that the practice of P4C has great inherent value, but we also regard it as a powerful vehicle for the development of dialogic teaching and learning. We hope that our trainees will apply aspects of the pedagogy to their practice across the curriculum, supporting deeper and more meaningful learning and stronger relationships in the classroom.

This point about relationships is an important one. P4C builds communities of enquiry through the development caring, collaborative, critical and creative thinking. This informs KNSTE's own ethos and our approach to teaching as a disciplined enquiry process. P4C is also at the heart of our approach to oracy education, and our commitment to the promotion of social and emotional, as well as academic, outcomes in education.

## **Inclusion**

Our inclusion philosophy is one that brings pupils, families, educators and communities together, based on an ethos of valuing difference. This is secured through access to high quality resources that inform and develop the trainees' appreciation of particular and overlapping needs. This enables trainees to offer a high quality and appropriate learning experience for their pupils, based on our ambitions to increase access to learning underpinned by a social justice agenda.

We align ourselves to Florian and Black-Hawkins's (2010: 14) conceptualisation of inclusive pedagogy. This is one that 'focuses on how to extend what is ordinarily available in the community of the classroom as a way of reducing the need to mark some learners as different. This is underpinned by a shift in pedagogical thinking from an approach that works for most learners existing alongside something 'additional' or 'different' for those (some) who experience difficulties, towards one that involves providing rich learning opportunities that are sufficiently made available for everyone, so that learners are able to participate in classroom life.'

This is achieved through informing an appreciation of neurological and physical diversity rather than a deficit model.

## EAL

We recognise that learners with EAL have a dual task at school: to learn English (language) and to learn *through* English. For this reason, our programme accesses specific teaching strategies and resources are necessary to make the language of the curriculum accessible to learners who use EAL. We predominately access resources developed by the Bell Foundation. <https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/>

## Intensive Training and Practice (ITAPs)

KNSTE has 4 ITAPs planned across the training year.

	ITAP A	ITAP B	ITAP C	ITAP D
KNSTE ITAP foci	Assessment with a focus on feedback	Behaviour with a focus on relationships	Curriculum with a focus on Phonics	Adaptive teaching with a focus on Maths
	Placement 2 (Spring Term)	Placement 1 (Autumn Term)	Placement 1 (Autumn Term)	Throughout

All ITAPs are strategically sequenced within the programme to align with trainee needs at an appropriate point in their teacher development. Much like the KNSTE placements, the ITAPs are delivered using a 'long thin' model over a number of weeks with purposeful integration of SCITT based sessions and identified ITAP school-based sessions.

## Evaluating the Impact of our Curriculum

Our trainees, GMs, LMs, Strategic Board monitor the impact of our curriculum through our annual monitoring and evaluation processes. We also review our employment data and benefit from insights from recent alumni of our programme. This enables us to continually develop and refine our curriculum offer. We are also pleased to offer research opportunities that help us to value curriculum design as a key professional capability. We were awarded a BERA Curriculum Investigation Grant in 2022/23 to continue with our research activities in relation to Curriculum Design Coherence.

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## Appendix A KNSTE's Vocabulary for Professional Knowledge

Concept	Summary
<b>Assessment</b>	Assessment is the process of documenting what pupils know, understand and can do. Assessment records the outcomes of learning and is dependent on meaningful and varied forms of feedback. Feedback should be to enable progress and to celebrate the securing or development of capabilities. Assessment should be inclusive of all abilities. There are three main forms of assessment; formative, summative and nationally standardised summative assessment.
<b>Behaviour</b>	All behaviour is a form of communication. Within KNSTE we emphasise the crucial link between the way in which children and young people learn, their social knowledge and their behaviour. 'Behaviour' in classrooms and whole schools/settings does not occur in isolation - it is the product of a variety of influences and not simply the product of a pupil's unwillingness to behave or learn as required by the teacher. Behaviour needs to be understood so that appropriate and enabling actions can be taken. We value this approach, rather than simply and solely, focusing on managing the behaviour 'in the moment'. Whilst behaviour management is an enormously practical matter, like all aspects of your practice, it also benefits from deep understanding and purposeful reflection. Developing your behaviour management capabilities should not be isolated from other aspects of your professional development. It is interconnected with all elements of your practice, including your subject knowledge and your capacity to teach engaging and motivating lessons. For us, effective behaviour management is part of your ability to develop positive relationships with your class, each and every (different) pupil and your colleagues. We take a collaborative approach based on understanding.
<b>Communication</b>	The classroom environment is hinged on communication. Communication can be defined as the imparting or exchanging of information by speaking, writing, or using some other medium. Our ability to communicate affects us in every aspect of our lives. There are <b>four main types of communication</b> we use on a daily basis: Verbal, non-verbal, written and visual. Effective communication is about more than just exchanging information. It's about understanding the emotion and intentions behind the information. As well as being able to clearly convey a message, you need to also listen in a way that gains the full meaning of what's being said and makes the other person feel heard and understood.
<b>Curriculum Design</b>	According to Englund (2015), teachers as professionals should play a decisive role in <b>choosing content and how to teach it</b> . Curriculum design comes before pedagogy when planning sequences of teaching and learning. Curriculum design involves the prioritisation of knowledge. In KNSTE, subject concepts are used to organise content sequencing and enable cumulative connections to be made. In this sense we focus on curriculum intent in curriculum design, this is then developed through pedagogy (implementation) and then assessed for its impact (sometimes known as the 'three Is'). We recognise the Ofsted articulation of curriculum: <b>What is intended to be taught and learned overall (the planned curriculum, curriculum intent); what is taught (the curriculum as enacted or implemented); what is learned (the curriculum as experienced, or the impact).</b>

<b>Diversity</b>	Learners enter our classrooms with a diversity of experiences. They may differ from you and each other in ethnicity, race, socioeconomic status, gender, sexual orientation, learning modalities, disabilities, cognitive development, and social development. Our job as teachers is to reach and teach all learners. What might seem an overwhelming task can be better accomplished through understanding our-selves, as well as understanding the cultural practices of the learners in front of us. Some of the differences culturally diverse learners experience are common to all learners, and some are specific to culturally diverse groups and individuals.
<b>Empathy</b>	Understanding other people better requires the ability to empathise. So what is empathy? Empathy is about being sensitive to other people’s needs and importantly, it is about being able to see their perspective. It is not necessarily about agreeing. It is about having the ability to understand the other person’s position. Types of empathy include cognitive empathy, emotional empathy, and somatic empathy.
<b>Ethics</b>	Ethics is an ancient philosophical tradition which deals with the consideration of right and wrong in thought and conduct. Ethicists use different but common approaches including rights, duties, virtues and cases.
<b>Inclusion</b>	We align ourselves to Florian and Black-Hawkins’s (2010: 14) conceptualisation of inclusive pedagogy. This is one that “focuses on how to extend what is ordinarily available in the community of the classroom as a way of reducing the need to mark some learners as different. This is underpinned by a shift in pedagogical thinking from an approach that works for most learners existing alongside something ‘additional’ or ‘different’ for those (some) who experience difficulties, towards one that involves providing rich learning opportunities that are sufficiently made available for everyone, so that learners are able to participate in classroom life.
<b>Justice</b>	Justice is about distributing resources fairly and treating all pupils equitably so that they feel safe and secure—physically and psychologically.
<b>Knowledge</b>	The process and outcome of coming to know, or the combination of what is known and how such knowledge is acquired. It encompasses both propositional and procedural, and both public and personal, and it allows for reservation and scepticism as well as certainty. It is neither synonymous with subjects nor all that a curriculum contains, though it is nevertheless a central goal of all education. In philosophy, the study of knowledge is called epistemology; the philosopher Plato famously defined knowledge as “justified true belief” , though this definition is now agreed by most analytic philosophers to be problematic. However, several definitions of knowledge and theories to explain it, exist. Knowledge acquisition involves complex cognitive processes: perception, communication, and reasoning.
<b>Learning</b>	The Oxford dictionary defines learning as ‘the acquisition of knowledge or skills through study, experience, or being taught.’ Learning is defined by the constituent activities that bring it into being or more simply put the acquisition of knowledge (or skills) through learning experiences. Ofsted defines learning as: ‘an alteration in long term memory. If nothing has altered in long-term memory, nothing has been learned.’

<b>Pedagogy</b>	The act of teaching, together with its attendant discourse of educational theories, values, evidence and justifications. It is what one needs to know and the skills one needs to command, in order to make and justify the many different kinds of decision of which teaching is constituted. (Alexander, 2009:280)
<b>Progress</b>	Ofsted suggest: ‘By progress, we mean pupils knowing more and remembering more. Has a child really gained the knowledge to understand the key concepts and ideas?’
<b>Reflection ( and co-analysis)</b>	<i>We do not learn from experience ··we learn from reflecting on experience.</i> ” - John Dewey. Meaning a teacher’ s ability to reflect systematically and analytically on what, why and how they do things, and to adapt and develop their practice. Within KNSTE we use a particular form of reflection called co-analysis. You analyse your practice, learning and development, with another in relation to a key concept, or principle.
<b>Sequencing</b>	Lesson sequencing is the process of organising several lesson plans that will be taught consecutively. The purpose of lesson sequencing is to create smooth transitions between lessons in order to achieve purposeful learning.
<b>Subject</b>	An organisational or conceptual segment of the planned curriculum; may be disciplinary, cross-disciplinary or thematic.
<b>Teaching</b>	Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children's next steps in learning and monitor their progress, this is also known as adaptive teaching.
<b>Values</b>	Our values are the things in life that are most important to us. Values are our guiding principles. Knowing what our own values are, gives us insight into the things that really motivate us. Our values affect the decisions we make and how we relate to other people.
<b>Vocabulary</b>	The body of words used in a particular language, in education each subject has its own body of words. Each subject has words which are either used specifically in that subject area (and not in general English), or common words which are used with special meaning in that subject area. Such words are known as technical, domain-specific or subject-specific words. Being familiar with subject specific vocabulary helps the learner appreciate the distinctive nature of the subject.
<b>Well-being</b>	Well-being can be defined as being physically and psychologically healthy. Well-being in education is fundamental for healthy, constructive and positive teaching and learning. A focus on well-being helps to create an environment within which pupils and teachers can thrive and flourish. Well-being is not just about happiness. It is about living well, developing ourselves and each other, developing relationships that enable both ourselves and others to contribute to wider society and indeed to the world. Flourishing teachers live a balanced life, both inside and beyond the school gate. This in turn delivers an important message to our pupils, in that, they and their well-being are valued and valuable.

## Appendix B: Dispositions

<p><b>ITTE Curriculum Focus</b></p> <p><b>Assessment</b></p>	<p>Assessment is the process of documenting what pupils know, understand and can do. Assessment records the outcomes of learning and is dependent on meaningful and varied forms of feedback. Feedback should be to enable progress and to celebrate the securing or development of capabilities. Assessment should be inclusive of all abilities. There are three main ways that assessment strategies can be put to work; formative, summative and through nationally standardised summative assessments. Further details are found in the Weekly Development Guide, here we also include a Chartered College of Teaching article to promote a professional discussion.</p>
<p><b>Disposition (A)</b></p> <p><b>Underpinning professional knowledge developed through Enquiry A</b></p>	<p>Trainees will recognise that an understanding of assessment supports you in appreciating where children are and where they need to go next in relation to an aspect of their learning. You will notice how valuing the purpose of assessment helps to determine its form. You will treasure each child's starting point, and this will help you to develop your adaptive teaching capabilities so that your learners thrive and flourish.</p>
<p><b>Linked vocabulary</b></p>	<p>Assessment, Progress.</p>
<p><b>Inclusion Ethos</b></p>	<p>Working with children reminds us that progress in learning is never simply linear. We encourage you to see and know each child as an individual.</p> <p>Rates of progress can be amazingly diverse. We need to be open to recognising this as productive and not simply be seduced into a deficit model or comparisons with 'normal' rates of development. You will be supported in giving a thorough and thoughtful consideration to what progress is for each individual, beyond any labels. You will be introduced to a range of approaches and strategies both through the SCITT based programme and in your school experience.</p>
<p><b>Co-analytical Approach: Developing your pedagogical reasoning and justifications.</b></p> <p><b>CCF Learn How Statements have been drawn upon to inform these questions.</b></p>	<ul style="list-style-type: none"> <li>• How do you use assessment guidance/ frameworks/ specifications to help in your planning?</li> <li>• To what extent do you appreciate the significance of subject distinctiveness in relation to assessment choices?</li> <li>• Do you keep detailed and up to date records of assessment? How do you use this information to inform your planning, teaching and subsequent assessment?</li> <li>• Are books regularly marked? Does marking support progress and do pupils have opportunities to engage with and respond to marking comments?</li> <li>• Do you use a variety of formative assessment strategies? Can you justify why specific strategies are being used?</li> <li>• How do you use assessment to form a view of pupils' learning? How do you use this information within lessons and to review plans between lessons?</li> <li>• Do you build opportunities for peer and self-assessment? Do you enable pupils to effectively reflect on learning and progress? How do you ensure pupils know what success looks like?</li> <li>• How do you make use of appropriate targets and monitor progress?</li> </ul>

<p><b>Core Content Framework: Trainees will learn that:</b></p>	<ul style="list-style-type: none"> <li>• Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.</li> <li>• Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.</li> <li>• Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.</li> <li>• To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.</li> <li>• High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.</li> <li>• Over time, feedback should support pupils to monitor and regulate their own learning.</li> <li>• Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.</li> </ul>
<p><b>Academic Award Module</b></p>	<p>The aim of this the Learners and Assessment module is to enable trainees to reflect critically on their understanding of <b>the nature and processes of learning and assessment</b>. Trainees will have the opportunity to critically explore a range of learning and assessment theories and their relevance to practice. Trainees will consider questions such as:</p> <ul style="list-style-type: none"> <li>• Why do we assess pupils?</li> <li>• Who decides what to assess?</li> <li>• How fit for purpose are the assessment instruments that we use?</li> <li>• What is the impact of our assessment practices on pupil progress?</li> <li>• How do subject specific expectations impact on assessment choices?</li> </ul>
<p><b>KNSTE Sessions:</b></p>	<p>A number of the PKR (Professional Knowledge and Reasoning) sessions will have a specific focus on research and literature associated with assessment. In the specialism sessions, there will also be a specific focus on assessment in relation to the distinctive nature of a trainee's specialism. During the English, Mathematics, Science and Foundation subject sessions, trainees will appreciate how and why approaches to assessment differ across subjects. There will also be specific sessions to support trainees with their Enquiry into Assessment (Enquiry A).</p>
<p><b>ITAP 1 (Assessment)</b></p>	<p>The trainees will benefit from an ITAP which focuses on appreciating the range of assessment practices that are phase and subject specific. They will particularly draw upon the EEF Guidance in relation to feedback.</p>
<p><b>As a consequence we will see / hear / read that an AT can...</b></p>	<ul style="list-style-type: none"> <li>• reason and justify appropriate assessment choices</li> <li>• enquire into assessment by accessing and interpreting research evidence and literature appropriately</li> <li>• be meta-cognitive in relation to your own assessment knowledge</li> </ul>

<p><b>Trainees will be able to evidence that they meet Teachers' Standard 6</b></p>	<p>Teachers' Standard 6: Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> <li>• <i>know and understand <b>how to assess</b> the relevant subject and curriculum areas, including <b>statutory assessment requirements</b>;</i></li> <li>• <i>make use of <b>formative and summative assessment</b> to secure pupils' progress;</i></li> <li>• <i>use <b>relevant data to monitor progress, set targets, and plan subsequent lessons</b>;</i></li> <li>• <i>give pupils <b>regular feedback</b>, both orally and through <b>accurate marking</b>, and encourage pupils to <b>respond to the feedback</b>.</i></li> </ul>
<p><b>ITTE Curriculum Concepts</b></p> <p><b>Behaviour and Communication</b></p>	<p>Within KNSTE we emphasise the crucial link between the way in which children and young people learn, their social knowledge and their behaviour and communication. 'Behaviour' in classrooms and whole schools/settings does not occur in isolation – it is the product of a variety of influences and not simply the product of a pupil's unwillingness to behave or learn as required by the teacher.</p> <p>The classroom environment is hinged on communication. Communication can be defined as the imparting or exchanging of information by speaking, writing, or using some other medium. Our ability to communicate affects us in every aspect of our lives. There are four main types of communication we use on a daily basis: Verbal, nonverbal, written and visual. Effective communication is about more than just exchanging information. It's about understanding the emotion and intentions behind the information.</p>
<p><b>Disposition (B)</b></p> <p><b>Underpinning professional knowledge developed through Enquiry B</b></p>	<p>Trainees will be supported in interpreting and understanding behaviour so that you can create a positive learning ethos. This will be based on based on positive teacher-pupil relationships and communication, including respect for the dignity and rights of individuals, choices about consequences of behaviour and encouragement for pupil self-discipline.</p>
<p><b>Linked vocabulary</b></p>	<p>Behaviour, Communication, Diversity, Empathy, Well-being</p>
<p><b>Inclusion Ethos</b></p>	<p><b>Appreciating Behaviour.</b> This should be a central element in your programme, equipping you with a variety of practical strategies and knowledge to deal with pupil behaviour effectively and create a positive climate for learning. This may include appreciating the importance of routines, responses and relationships for ensuring good classroom behaviour and minimising opportunities for disruption.</p> <p>You will appreciate the significance of body language, clear communication, voice tone and vocabulary. You will be supported in the practice of being authoritative and fair and how to build your confidence and to regulate your own emotional disposition.</p> <p>Pupils with SEND often have a complex learning profile, and this can include communication difficulties. The impact of managing to live with such difficulties can on occasions give rise to challenging behaviours. Supporting pupils in developing behaviour for learning helps to improve their access and achievement and so this will become an essential capability for you.</p> <p>You should gain a grounding in child and adolescent development, including emotional and social development, which will underpin their understanding of</p>

	<p>other issues such as pedagogy, assessment, behaviour, mental health and SEND. You will be introduced to strategies for character education and supporting pupil wellbeing.</p> <p>You will be supported to identify the needs of all pupils, including how best to seek the advice of colleagues, including those with specialist knowledge and experience.</p> <p><b>Nurture.</b> You will begin to understand how children’s capacities to learn are shaped by their background and home circumstances as well as by their individual development Pupils should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community.</p>
<p><b>Co-analytical Approach: Developing your pedagogical reasoning and justifications.</b></p> <p><b>CCF Learn How Statements have been drawn upon to inform these questions.</b></p>	<ul style="list-style-type: none"> <li>• Why do you use some strategies and not others? What do you perceive as the main behaviour challenges in your teaching? What are you doing to address these?</li> <li>• To what extent do you establish consistent and effective systems? In which areas have you made progress? Which areas need to be developed further?</li> <li>• What strategies have you used to establish good relationships with pupils? To what extent have these been successful?</li> <li>• To what extent do you consider classroom management issues when selecting learning activities, organising groups and selecting resources?</li> <li>• What challenging incidents have you been involved in? Are you able to identify learning points from these incidents?</li> <li>• To what extent do you provide clear instructions in class relating to their expectations of pupil behaviour?</li> <li>• Do you follow up instructions with positive reinforcement to promote a positive classroom ethos?</li> </ul>
<p><b>Core Content Framework: Trainees will learn that</b></p>	<p>CCF1</p> <ol style="list-style-type: none"> <li>1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.</li> <li>2. Teachers are key role models, who can influence the attitudes, values and behaviour of their pupils.</li> <li>3. Teacher expectations can affect pupil outcomes: setting goals and challenge and stretch pupils is essential.</li> <li>4. Setting clear expectations can help communicate shared values improve classroom and school culture.</li> <li>5. A culture of mutual trust and respect supports effective relationships.</li> <li>6. High quality teaching has a long term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds.</li> </ol> <p>CCF7</p> <ol style="list-style-type: none"> <li>1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.</li> </ol>

	<ol style="list-style-type: none"> <li>2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.</li> <li>3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.</li> <li>4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.</li> <li>5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.</li> <li>6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).</li> <li>7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.</li> </ol> <p>See also Tom Bennett's Summary</p>
<p><b>Academic Award Module</b></p>	<p>The Effective and Outstanding Practice (EOP) module will deepen your understanding of the array of attributes that can characterise both effective and / or outstanding teaching and learning. It is also intended to enable you to develop the means by which to evaluate your own practice. You will consider the validity of the notion of being an effective and / or outstanding practitioner, and the evidence base by which a discriminating judgement about practice can be made. You will consider how an understanding of a range of research and policy documents, including the SCITT ethos, its emphasis on subject knowledge and the notion of inclusive pedagogy, can be used as the basis to develop your own teacher identity and your appreciation of the complexity of the terms 'effective' and 'outstanding'. You will begin to recognise that both terms have a range of meanings and that they are NOT interchangeable.</p>
<p><b>KNSTE Sessions:</b></p>	<p>Trainees will benefit from specific sessions that focus on behaviour. These will link to their behaviour journal. The journal helps to make explicit strategies that the trainee has selected, and to focus on their impact. Trainees will benefit from sessions on attachment. Trainees will also benefit from Philosophy for Children (P4C) training plus the use of Thinking Moves. This focuses on dialogue and communication and the significance of vocabulary in carrying both meaning and knowledge. The focus on dialogic education also enables trainees to consider learning relationships and how to structure a positive learning environment. P4C has been researched and is shown to have positive impacts on cognition, socialisation and metacognition, hence its connections with this disposition.</p>
<p><b>ITAP-2 (Behaviour and Communication)</b></p>	<p>The trainees will benefit from considering how and why different practices are appropriate in relation to different settings. The ITAP will draw on the EEF's guidance materials.</p>
<p><b>As a consequence we will see / hear / read that an AT can...</b></p>	<ul style="list-style-type: none"> <li>• work well with other adults to promote good behaviour</li> <li>• use a variety of behaviour management strategies in their teaching</li> <li>• analyse behaviour issues and evaluate strategies</li> <li>• recognise the significance of communication</li> </ul>

<p><b>Trainees will be able to evidence that they meet Teachers' Standards 1 and 7</b></p>	<p><b>Teachers' Standard 1: Set high expectations which inspire, motivate and challenge pupils</b></p> <ul style="list-style-type: none"> <li>• <i>establish a safe and <b>stimulating environment</b> for pupils, rooted in mutual respect;</i></li> <li>• <i><b>set goals that stretch and challenge</b> pupils of all backgrounds, abilities and dispositions;</i></li> <li>• <i>demonstrate consistently the <b>positive attitudes, values</b> and behaviour which are expected of pupils.</i></li> </ul> <p><b>Teachers' Standard 7: Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>• <i>have clear <b>rules and routines</b> for behaviour in classrooms, and take responsibility for <b>promoting good and courteous behaviour</b> both in classrooms and around the school, in accordance with the school's behaviour policy;</i></li> <li>• <i>have <b>high expectations</b> of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;</i></li> <li>• <i><b>manage classes effectively</b>, using approaches which are appropriate to pupils' needs in order to involve and motivate them;</i></li> <li>• <i>maintain <b>good relationships</b> with pupils, exercise appropriate <b>authority</b>, and act decisively when necessary.</i></li> </ul>
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<p><b>ITTE Curriculum Concepts</b></p> <p><b>Curriculum and Subject Knowledge</b></p>	<p>Curriculum: what is intended to be taught and learned overall (the planned curriculum); what is taught (the curriculum as enacted); what is learned (the curriculum as experienced). According to Rata (2021) When teachers understand their subject's building blocks they have the raw material for coherent cumulative curriculum design. Within KNSTE we use the CDC (Curriculum Design Coherence) Model. This enables teachers to consider knowledge structure <i>before</i> teaching occurs.</p>
<p><b>Disposition (C)</b></p> <p><b>Developed through Enquiry C</b></p>	<p>Trainees will be supported in developing an understanding of curriculum concepts, contexts and content. Curriculum design is the creative act of interpreting a curriculum and turning it into coherent, challenging, engaging and enjoyable lessons. Curriculum lies at the heart of good teaching.</p>
<p><b>Linked vocabulary</b></p>	<p>Curriculum design, inclusion, knowledge, learning, subject(s), teaching</p>
<p><b>Inclusion Ethos</b></p>	<p>Many feel that to teach a subject to a diverse group of learners who offer an array of physical and neurological needs, teachers must really know a subject. It is vital to appreciate the key or significant concepts associated with the subject. This is so that young people can access knowledge appropriately. We believe that there is a strong social justice element to this aspect of curriculum design. This is based on the premise that access to knowledge is empowering. Within KNSTE we recognise that the term 'knowledge' includes different forms of knowledge (know how, know that and know why) and that each form of knowledge has implications for curriculum design and pedagogic choices.</p>
<p><b>Co-analytical Approach: Developing your pedagogical reasoning and justifications.</b></p>	<ul style="list-style-type: none"> <li>• To what extent do you foster pupils' appreciation of the subject being taught?</li> <li>• Are you aware of the difference between Standard English and vernacular forms?</li> </ul>

<p><b>CCF Learn How Statements have been drawn upon to inform these questions.</b></p>	<ul style="list-style-type: none"> <li>• How well do you appreciate and respond to the language demands of your teaching?</li> <li>• How well do you appreciate and respond to early mathematics expectations in your teaching?</li> </ul>
<p><b>Core Content Framework: Trainees will learn that</b></p>	<ol style="list-style-type: none"> <li>1. A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.</li> <li>2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.</li> <li>3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.</li> <li>4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.</li> <li>5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.</li> <li>6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.</li> <li>7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.</li> <li>8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.</li> <li>9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.</li> <li>10. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.</li> </ol>
<p><b>Academic Award Module</b></p>	<p>The aim of the Subject Identity and Pedagogy Module is to enable trainees to reflect critically on the nature of subject knowledge in the primary phase (in both mainstream and special school settings) and to consider the ways in which being an expert teacher differs from being an expert in the subject. Trainees will do this particularly in relation to their specialism, but also additionally in relation to a notion of what makes for a rich and varied curriculum. This will support trainees in developing and justifying an informed personal and philosophical understanding of subjects and their place and purpose in the curriculum.</p>

<b>KNSTE Sessions:</b>	<p>The KNSTE sessions are organised on a subject basis. This is deliberate and purposeful to foreground the significance of subject knowledge, but also the essential professional capability of curriculum design. A number of the PKR (Professional Knowledge and Reasoning) sessions have a specific focus on research and literature associated with curriculum design. In the specialism and subject sessions, there will also be a specific focus on curriculum design in relation to the distinctive nature of KNSTE's approach (concept, content, context connections). During English, Mathematics, Science and Foundation subject sessions, trainees will appreciate how and why approaches to curriculum design differ across subjects. There will also be specific sessions the support trainees with their Enquiry into Curriculum (Enquiry C).</p>
<b>ITAP-3 (Curriculum and Subject Knowledge) A Focus on Phonics.</b>	<p>Trainees will develop knowledge and understanding of SSP in relation to both principles and practices.</p>
<b>As a consequence we will see / hear / read that an AT can...</b>	<ul style="list-style-type: none"> <li>• use their secure subject knowledge provide clear explanations in the classroom</li> <li>• tackle misconceptions</li> <li>• confidently use curriculum specifications and guidance to inform planning and teaching</li> </ul>
<b>Trainees will be able to evidence that they meet Teachers' Standard 3</b>	<p><b>Teachers' Standard 3: Demonstrate good subject and curriculum knowledge</b></p> <ul style="list-style-type: none"> <li>• <i>have a <b>secure knowledge of the relevant subject(s) and curriculum areas</b>, foster and maintain pupils' interest in the subject, and <b>address misunderstandings</b>;</i></li> <li>• <i>demonstrate a critical understanding of developments in the subject and curriculum areas, and <b>promote the value of scholarship</b>;</i></li> <li>• <i>demonstrate an understanding of and take responsibility for promoting <b>high standards of literacy, articulacy</b> and the correct use of <b>standard English</b>, whatever the teacher's specialist subject;</i></li> <li>• <i>if teaching early reading, demonstrate a clear understanding of <b>systematic synthetic phonics</b>;</i></li> <li>• <i>if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</i></li> </ul>

<p><b>ITTE Curriculum Concepts</b></p> <p><b>Disciplined Pedagogy</b></p>	<p>Pedagogy is 'The act of teaching, together with its attendant discourse of educational theories, values, evidence and justifications. It is what one needs to know and the skills one needs to command, in order to make and justify the many different kinds of decision of which teaching is constituted' (Alexander, 2009:280). Pedagogic choices need to be reasoned and justified in relation to the identified curriculum purpose. This purpose may be cognitive and relate to subjects, it may be meta-cognitive and relate to an aspect of learning or it may be social, and relate to a desired way of being or self-regulation. We support 'the pedagogy of repertoire rather than recipe.'</p>
<p><b>Disposition (D)</b></p> <p><b>Developed through Enquiry D</b></p>	<p>Trainees will be encouraged to develop their pedagogic reasoning capabilities through disciplined decision making. They will be able to justify why they have selected to prioritise particular teaching approaches in relation to both the subject(s) taught and the learning needs of the pupils.</p>
<p><b>Linked vocabulary</b></p>	<p>Pedagogy, sequencing, vocabulary</p>
<p><b>Inclusion Ethos</b></p>	<p>Within KNSTE, we promote an approach to inclusive pedagogy that is based on enriching and unpacking what is ordinarily available for all learners. This approach is based on the notion of accessibility through adaptation. This contrasts with an approach that uses teaching and learning strategies that are suitable for 'most' alongside something that is 'additional' for some. This is achieved through an appreciation of neurological and physical diversity rather than a deficit model. We recognise that rates of progress are amazingly diverse and this makes for productive learning environments that celebrate difference.</p>
<p><b>Co-analytical Approach: Developing your pedagogical reasoning and justifications.</b></p> <p><b>CCF Learn How Statements have been drawn upon to inform these questions.</b></p>	<ul style="list-style-type: none"> <li>• What strategies have you used to scaffold learning effectively?</li> <li>• Can you explain why you have identified particular objectives for particular lessons schemes of work? Does this reflect prior attainment, appropriate challenge, awareness of wider factors that may influence learning?</li> <li>• How have you sought to encourage pupils to take responsibility for their work?</li> <li>• Do learning objectives reflect the needs and abilities of the class? How do pupils know what is expected of them? How do you use children's' prior knowledge in your teaching?</li> <li>• Can you explain relevant factors that might inhibit learning for the pupils being taught? Can you devise strategies to overcome these?</li> <li>• When evaluating lessons are you aware of the levels of engagement and attainment of different groups and individuals?</li> <li>• How do you seek to actively engage all pupils in learning? Is this effective? If not, how would you adapt learning for the next lesson?</li> </ul>
<p><b>Core Content Framework: Trainees will learn that</b></p>	<p>CCF-2</p> <ol style="list-style-type: none"> <li>1. Learning involves a lasting change in pupils' capabilities and understanding.</li> <li>2. Prior knowledge plays an important role in how pupils learn: committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.</li> </ol>

	<ol style="list-style-type: none"> <li>3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.</li> <li>4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.</li> <li>5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.</li> <li>6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.</li> <li>7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.</li> <li>8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.</li> <li>9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.</li> </ol> <p>CCF-4</p> <ol style="list-style-type: none"> <li>1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.</li> <li>2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.</li> <li>3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.</li> <li>4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.</li> <li>5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.</li> <li>6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.</li> <li>7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.</li> <li>8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.</li> <li>9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.</li> </ol>
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	<p>10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.</p> <p>11. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.</p> <p>CCF-5</p> <ol style="list-style-type: none"> <li>1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.</li> <li>2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.</li> <li>3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</li> <li>4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.</li> <li>5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.</li> <li>6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.</li> <li>7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.</li> </ol>
<b>Academic Award Module</b>	All four of the academic modules contribute towards an appreciation of disciplined pedagogy.
<b>KNSTE Sessions:</b>	A number of the PKR (Professional Knowledge and Reasoning) sessions will have a specific focus on research and literature associated with pedagogy. In subject and specialism sessions, there will also be a specific focus on pedagogy in relation to the distinctive nature of subjects. During English, Mathematics, Science and Foundation subject sessions, trainees will appreciate how and why approaches to pedagogy differ across subjects. There will also be specific sessions to support trainees with your Enquiry into Disciplined Pedagogy (Enquiry D).
<b>ITAP</b>	There is not a specific ITAP for Disposition D. This is because Disposition D underpins all 4. We are conscious of this and will ensure that D remains distinctive in relation to each of the 4 ITAPs.

<p><b>As a consequence we will see / hear / read that trainees can...</b></p>	<ul style="list-style-type: none"> <li>• Identify, practise and justify a range of appropriate pedagogical approaches</li> <li>• Identify learners' needs including SEND, more-able, EAL, and spread of prior attainment</li> <li>• Planning sets challenging objectives based on assessment of learning in previous lessons</li> <li>• Select, prepare and use appropriately accessible and challenging resources</li> <li>• Select resources, examples, analogies which promote inclusion; e.g. cultures/gender</li> </ul>
<p><b>Trainees will be able to evidence that they meet Teachers' Standards 2, 4 and 5</b></p>	<p><b>Teachers' Standard 2: Promote good progress and outcomes by pupils</b></p> <ul style="list-style-type: none"> <li>• <b>be accountable</b> for pupils' <b>attainment, progress and outcomes</b>;</li> <li>• <b>be aware of pupils' capabilities and their prior knowledge</b>, and plan teaching to build on these;</li> <li>• <b>guide pupils to reflect</b> on the progress they have made and their emerging needs;</li> <li>• <b>demonstrate knowledge and understanding of how pupils learn</b> and how this impacts on teaching;</li> <li>• <b>encourage pupils</b> to take a <b>responsible and conscientious</b> attitude to their own work and study.</li> </ul> <p><b>Teachers' Standard 4: Plan and teach well-structured lessons</b></p> <ul style="list-style-type: none"> <li>• <b>impart knowledge and develop understanding through effective use of lesson time</b>;</li> <li>• <b>promote a love of learning</b> and children's <b>intellectual curiosity</b>;</li> <li>• <b>set homework and plan other out-of-class activities to consolidate and extend</b> the knowledge and understanding pupils have acquired;</li> <li>• <b>reflect systematically on the effectiveness of lessons and approaches to teaching</b>;</li> <li>• <b>Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</b></li> </ul> <p><b>Teachers' Standard 5: Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>• <b>know when and how to differentiate appropriately</b>, using approaches which enable pupils to be taught effectively;</li> <li>• <b>have a secure understanding of how a range of factors can inhibit pupils' ability</b> to learn, and how best to overcome these;</li> <li>• <b>demonstrate an awareness of the physical, social and intellectual development of children</b>, and know <b>how to adapt teaching</b> to support pupils' education at different stages of development;</li> <li>• <b>have a clear understanding of the needs of all pupils</b>, including those with <b>special educational needs</b>; those of <b>high ability</b>; those with <b>English as an additional language</b>; those with <b>disabilities</b> and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>

<p><b>ITTE Curriculum Concepts</b></p> <p><b>Ethical Professional Behaviours</b></p>	<p>Ethics is an ancient philosophical tradition which deals with the consideration of right and wrong in thought and conduct. Ethicists use different but common approaches including rights, duties, virtues and cases. Values and virtues connect, a virtue being a personal strength whilst our values are our guiding principles. Knowing what our own values are, gives us insight into the things that really motivate us. Our values affect the decisions we make and how we relate to other people. Being and becoming a teacher is underpinned by the expectations articulated in the Teachers' Standards. The preamble statement reads: Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. As a public professional we are also beholden the seven principles of public life. These are: selflessness, integrity, objectivity, accountability, openness, honesty, leadership.</p>
<p><b>Disposition (E) Underpinning professional knowledge developed through Enquiry A</b></p>	<p>We enable trainees to reflect on what they believe schools are for, and to develop their own philosophy for education that has been carefully thought through. This is so that their professional behaviours are underpinned by their valuing of professional ethics and virtues.</p>
<p><b>Linked vocabulary</b></p>	<p>Empathy, Ethics, Justice, Values, Well-being.</p>
<p><b>Inclusion Ethos</b></p>	<p>We will carefully consider the dilemmas and challenges associated with teachers being ambitious to enable meaningful access to learning and equity. We will explore how certain organisational and educational practices can marginalise learners and how to offer more inclusive alternatives. We will debate some of the dilemmas associated with classifying different types of need and recognise that categories refer to characteristics rather than to particular pupils.</p>
<p><b>Co-analytical Approach. Developing your pedagogical reasoning and justifications.</b></p> <p><b>CCF learn How Statements have been drawn upon to inform these questions</b></p>	<ul style="list-style-type: none"> <li>• How do you seek to be a positive role model in class and in the wider school?</li> <li>• How do you, and when do you, observe your pupil's well-being?</li> <li>• How do you seek to enact the school's policies on inclusion and behaviour?</li> <li>• How do you further your understanding of Safeguarding? Who have you spoken to in relation to this?</li> <li>• What do you know of Fundamental British Values and how have you developed your subject knowledge?</li> <li>• How do you create and sustain an environment of mutual respect?</li> <li>• To what extent do you consider your language, dress, demeanour, relationships and conversation?</li> </ul>
<p><b>Core Content Framework: trainees will learn that:</b></p>	<ol style="list-style-type: none"> <li>1. Effective professional development is likely to be sustained over time, and will involve expert support or coaching and opportunities for collaboration.</li> <li>2. Reflective practice, supported by feedback from and observations of experienced colleagues, professional debate, and learning from educational research, is likely to support improvement.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.</li> <li>4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.</li> <li>5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.</li> <li>6. SENDCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.</li> <li>7. Engaging in high-quality professional development can help teachers improve.</li> </ol>
<b>Academic Award Module</b>	The aim of the effective and outstanding module deepens trainees' understanding of the array of attributes that can characterise both effective and / or outstanding teaching and learning. It is also intended to enable trainees to develop the means by which to rigorously evaluate their own practice. They will consider how an understanding of a range of research and policy documents, including the SCITT ethos, its emphasis on subject knowledge and the notion of inclusive pedagogy, can be used as the basis to develop your own teacher identity and appreciation of the complexity of the terms 'effective' and 'outstanding'.
<b>KNSTE Sessions:</b>	There are specific timetabled sessions that relate to professional ethics, empathy and well-being. These draw on DfE and Chartered College of Teaching materials as well as being informed by our connections with Dialogue Works and their work in relation to philosophical teaching and learning.
<b>ITAP – 3 (Ethical Professional Behaviours)</b>	This ITAP will focus on 'Making the Best Use of Teaching Assistants' through a focused pieces of work in relation to citizenship which will encompass Fundamental British Values.
<b>As a consequence we will see / hear / read that an AT can...</b>	<ul style="list-style-type: none"> <li>• Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.</li> <li>• Recognise their significance as a key role models who can influence the attitudes, values and behaviours of their pupils.</li> <li>• Communicate with colleagues, pupils and parents using respectful and courteous language at all times.</li> </ul>
<b>Trainees will be able to evidence that they meet Teachers' Standard 8 and Part Two.</b>	<p><b>Teachers' Standard 8: Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>• <i>make a <b>positive contribution</b> to the wider life and <b>ethos of the school</b>;</i></li> <li>• <i>develop <b>effective professional relationships with colleagues</b>, knowing how and when to <b>draw on advice and specialist support</b>;</i></li> <li>• <i><b>deploy support staff effectively</b>;</i></li> <li>• <i>take responsibility for improving teaching through <b>appropriate professional development</b>, responding to advice and <b>feedback from colleagues</b>;</i></li> <li>• <i>communicate effectively with parents with regard to pupils' achievements and well-being.</i></li> </ul>

	<p><i>Part Two of the Teachers' Standards relates to high standards of personal and professional conduct and is used by KNSTE as part of the professional dialogues during each progress point.</i></p>
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