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| **Professional Development Activities for Initial Teacher Training** |
| **PHASE 2:****CONSOLIDATING AND DEVELOPING TEACHING AND LEARNING**The Professional Development Activities are an essential part of the Initial Teacher Training Programmes at LJMU. They are investigatory activities designed to bridge the perceived gap between theory and practice. They provide trainees with the opportunity to evaluate and reflect upon teaching, learning and assessment and professional skills. They also provide evidence of meeting the Teachers’ Standards. The PDAs are linked to the Phases of Training and should provide a focus for weekly training meetings and target setting activity. |
| **2013-14** |

**PHASE 2: CONSOLIDATING AND DEVELOPING teaching and LEARNING**

This Phase of training involves trainees in consolidating and developing an awareness of the Professional Skills required of all teachers particularly in relation to planning, teaching and managing the learning environment.

There are 2 Professional Development Activities for the **first 2 weeks** of the placement (PDA 1 and PDA 2) and then the placement continues with a series of Professional Development Activities based on Inclusion (PDA 3 to PDA 7)

Each activity contains one or more tasks to complete. Each individual task should consist of a maximum of 250 words and should be uploaded onto the e-portfolio under the relevant QTS standard. Each PDA should be recorded on a separate document.

**CONSOLIDATING TEACHING AND LEARNING**

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| Phase 2: PDA 1: Professional Skills – Planning, Teaching and Assessing, (S4 and S6) |

**Observation and Analysis**

Continued observation of teachers should inform your own work in respect of planning.

TASK:

Discuss with the subject teacher a lesson they are going to teach and which you will be observing, and use bullet points below to aid your subsequent reflection

* what were the objectives for the lesson?
* what specific activity and pupil considerations did the school-based tutor base the objectives on?
* what are the expected outcomes of the lesson?
* what is the difference between the objectives and the outcomes?
* how does the teacher translate the outcomes into learning activities – how well do they match?
* how well does the teacher assess the pupils’ knowledge, skills and understanding?

Be prepared to repeat this exercise with different teachers, classes and key stages. The more experience you have of the analysis of planning and teaching the better you will be able to plan your own lessons.

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| **Phase 2: PDA 2: Professional Skills - Learning Environment (S1 and S7)** |

**Maintaining a Purposeful Atmosphere**

**Suggested reading**:

Cowley,S.(2001) Getting the Buggers to Behave. Continuum

Rogers, B. (1997) You know the fair rule. Prentice Hall

DCSF (2009) Alan Steer Learning Behaviour

House of Commons (2010-2011) Behaviour and Discipline in Schools

DfE (2012) Ensuring Good Behaviour in Schools

DfE (2012) Getting Simple Things Right Charlie Taylor

DfE (2013) Guide for heads and school staff on behaviour and discipline.

**TASK A:**

Discuss with your school-based tutor the main causes of misbehaviour and the effectiveness of different responses. Summarise your discussions.

If possible, negotiate opportunities to conduct observations of two experienced tutors to consider the following possibility:

**One of the main reasons for pupil misbehaviour is that they are off task because of a failure to offer learning activities that are interesting, appropriately timed, challenging and relevant.**

Within this activity you should aim **to select 3 pupils** from different working groups and use the LJMU proforma to record the following observations:

* time of introduction and time activities began, time between transitions;
* the behaviour of each pupil throughout the lesson at regular intervals to note for example on/off task, type of behaviour, level of success in achieving the task;
* the length of time when the pupils are on task (actively engaged in learning), changing task (the task has been modified to enable/extend learning), off task (pupil not engaged in the learning or talking to the teacher or waiting for a turn), teacher talking (to the individual or the group), waiting (pupil is waiting to take a turn or use apparatus);
* any interventions by the teacher to bring pupils back on task or change the method of delivery, or to enable/extend learning.

Observe how the behaviour of the pupils is managed. Look at how the teachers interpret and apply the rules, sanctions and strategies for minor and more serious incidents with particular classes and individuals to keep pupils on task. Make notes (bullet points are acceptable).

**TASK B:**

Think about different types of pupil misbehaviour that has occurred in classes that you have taught. Sort them into categories (e.g. noise, misuse of equipment, not listening, off task, minor/major incidents)

TASK C:

Reflect on a recent incident of pupil misbehaviour in your class in respect of:

* the cause of the misbehaviour;
* how it might have been anticipated and prevented?
* the nature of your response – was it assertive, non-assertive aggressive or something else?

TASK D:

After reflection and discussion note strategies you might employ in the future to prevent misbehaviour occurring.

Discuss these with a school-based tutor during a training session then, after modification if necessary, make their implementation the focus of a lesson observation.

**Notes**

Be prepared to repeat this exercise, particularly the use of focused observations and written critiques, until you have evidence from school based tutors that your class management is sound and that you can cope with a variety of ages and teaching situations.

Also, these tasks will provide a useful preparation for your reflective review when you have to reflect on critical incidents you have experienced.

**DEVELOPING TEACHING AND LEARNING**

The following Professional Development Activities are designed to help you understand the issues relevant to schools and subject curriculums in providing *‘entitlement, accessibility, integration and integrity’*, the foundations upon which the **present** National Curriculum is founded. They will enable you to learn from experience and from the experienced as each PDA involves you in investigating and having discussions about critical issues with the school mentors.

Place notes from the reflective activities as Evidence of meeting the Standards on the Portfolio of Professional Development.

**Context:** Richardson, R. and Wood, A. (1999) cited in Ellis, V. (2007) argue that within the context of education:

*‘equal opportunities is concerned with ensuring that all pupils and students have genuine access to the curriculum, and that none are at an unfair advantage, because their distinctive experiences, concerns and identities are disregarded. The wider political task is to create and enforce legislation against unfair discrimination, both direct and indirect, in all major areas of social life, particularly in employment.’*

*‘Inclusion is a value system that welcomes and celebrates diversity arising from gender, nationality, race, language of origin, social background, level of educational achievement or disability*.’ (Mittler, 2000, pg10 cited in Hoult, S. (2008) Secondary Professional Studies Learning Matters)

‘An inclusive school is one in which the teaching and learning, achievements, attitudes and well being of every young person matter. Effective schools are educationally inclusive schools. This shows not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experiences previous difficulties. This does not mean treating all pupils in the same way. Rather it involves taking account of pupils’ varied life experiences and needs.’ (Ellis, V. (2011) Learning and Teaching in Secondary Schools.

The term ‘inclusion’ has become a central feature of the **present** National Curriculum and a focus of the Ofsted Inspection Framework.

Ofsted state the most effective schools *‘constantly monitor and evaluate the progress each pupil makes, identifying pupils who may be missing out, difficult to engage, or feeling some way apart from what the school seeks to provide. They take practical steps – in the classroom and beyond – to meet pupil’s needs effectively and promote tolerance and understanding in a diverse society.’* Ofsted (2000) Evaluating Educational Inclusion: Guidance for Inspectors and Schools page 4.

Every Child Matters: A Change for Children DfES (2003) agenda set out to ensure *‘every child, whatever their background or circumstances has the support they need to be health, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being’.*

*This agenda seeks to tackle disadvantage and aims to identify at any early stage children who may be at risk of social exclusion, with the intention of matching the help and support they receive to their particular needs, thus enabling them to receive their full potential.*

The present Government (2010) augment the ECM agenda and safeguarding with a focus on ‘Helping Children Achieve More’ and Child Protection. Most schools will continue with and build upon the good practice with ECM already established.

The now defunct GTC Code of Professional Values and Practice (2006) statedthat *‘teachers challenge stereotypes and oppose prejudice to safeguard equality of opportunity, respecting individuals regardless of gender, marital status, religion, colour, race, ethnicity, class, sexual orientation, disability and age.’*

*The new National Curriculum in England Framework document July 2013 Section 4. Inclusion - makes reference to ‘setting suitable challenges’ and ‘responding to pupils’ needs and overcoming potential barriers for individuals and groups of pupils’*

To be awarded QTS you must ‘set high expectations which inspire, motivate and challenge pupils’ (S1) ‘adapt teaching to respond to the strengths and needs of all pupils’ (S5) and ‘promote good progress and outcomes by pupils’ (S2) ‘promote good progress and outcomes by pupils and (S6) make accurate and productive use of assessment’.

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| **Phase 2: PDA 3: Responding to Diversity (Ethnicity/Social Class) (S5)** |

**Useful Reference Material PDA 1**

Gillborn, D. & Mirza, H.S. (2000) Educational Inequality: Mapping Race, Class and Gender; A Synthesis of Research Evidence Ofsted

DfEE (2000) Removing Barriers: Raising Achievement Levels for Minority Ethnic Pupils.

DfE (2013) Ethnic Minority Achievement

Many pupils are ‘at risk’ of failing school due to low educational attainment, lack of self-esteem, truancy, dropping out of school, behavioral problems and delinquency. The factors that contribute to this are family poverty, ethnic minority status, single parenthood, uneducated parents, housing issues, physical/mental abuse, poor grasp of language poor schools and community failings. Some pupils may be receiving ‘Pupil Premiums’ which aims to target extra money and resources for pupils from the poorest backgrounds to help them to succeed at school and achieve their potential.

The dimensions of social grouping and ethnicity are a significant disadvantage to the educational achievement of pupils at school. However, it is recognised that social class is not a sole indicator of low attainment but is affected by other influences like ethnicity and gender.

Gove 2011 expects excellent teachers to *‘raise attainment for all children and close the gap the richest and poorest children’*

**TASK:**

**Adapted from Capel (2009) Learning to Teach in the Secondary School**

Obtain a copy of the equal opportunities (EO) policy in your school. Read and identify:

* who wrote the policy?
* how old is it?
* are there any later documents/reports?
* what areas of school life does it cover and are there any aspects of school life omitted?
* what is the focus of the policy? (gender, ethnicity, social class or disability)
* who knows about and has read the policy, how is it displayed?
* who is responsible for EO in the school?
* is the policy treated seriously?
* does the policy influence department policy and classroom practice?

Summarise your findings and discuss these with the **Professional Mentor** as to how the:

* school has effectively used data (RAISEonline, Fisher Family Trust or other data)

regarding factors that affect the progress pupils make in school such as levels of

deprivation or SEN;

* school effectively incorporates issues of race and diversity into the curriculum and

what evidence is there to suggest that this has contributed positively to teaching and learning and in supporting pupils’ attainment;

* school has dealt with any issues to do with race related incidents and/or contributed

to better racial harmony in school;

* pupils receiving ‘pupil premiums’ are supported with their learning needs.

**Discuss with the School-Based Tutor**

Looking at the dimensions of race and social class how are children from these backgrounds performing in your subject and how are they supported to maximise their potential?

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| Phase 2: PDA 4: Responding to Diversity (Gender) (S4 and S5) |

**Useful Reading Material PDA 2:**

**Mansell, W. (2003) ‘Gender gap widens in teenage years’ TES 7th February (2003)**

**DfES (2007) Gender and Education**

#### In recent years there has been a focus on the underperformance of boys so are Boys and Girls different! One reason for this debate is that there are wide variations in the achievements of both boys and girls. It is now recognised that boys and girls have different learning preferences and different strengths and areas for development. An agenda for school improvement can include strategies for both boys and girls and, often, what works for one gender will work for the other.

The implication is that secondary teachers need to pay keen attention to the subject content of their lessons and to the learning and assessment activities within them if they are to engage both boys and girls. During your work-related experience you should always be prepared to seek advice and to reflect on how well you involve all of the pupils. Teacher behavior in tutor groups is equally important. School ethos can not only promote equality and fairness, it can promote attitudes and values. Teachers need to remember that they can and do have an influence and this influence is affected through more than their teaching styles and assessment mechanisms. The way they respond to girls and boys, the advice they give and how they refer to different subjects are all significant factors in shaping attitudes.

**TASK: Targeted observation:**

 After discussion with tutors make your teaching and learning activity and responses to boys and girls during the lessons as a target for **TWO** lesson analyses by the school-based tutor. One of these needs to be from an examination class.

Summarise your comments using a weekly reflection form and discuss these with the **school-based tutor.** Some things to consider are:

* Do some boys and girls prefer different activities to others?
* Do you cater for both the needs of boys and equally?
* How much teacher time is spent with boys and girls?
* Who is more willing to answer questions and who does the teacher choose?
* Do you convey different messages to boys and girls?
* How do you tackle/reprimand/take action in cases of misbehavior/
* Do you assess them all equally and fairly?
* Are you biased towards one gender?

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| Phase 2: PDA 5: Pupils whose first language is not English (S5 and S6) |

**Useful Reading Material PDA5:**

[www.literacytrust.org.uk](http://www.literacytrust.org.uk) Look for Professional resources under ‘EAL’, ‘Multiculturalism’

[www.naldic.org.uk](http://www.naldic.org.uk) National Association for Language Development in the Classroom. Lots of very useful resources and information.

*To be awarded QTS you must have high expectations of all pupils and a commitment to ensuring that they are all able to achieve their full educational potential; this includes pupils for who English is an additional language (EAL) You need to have an appreciation as to how linguistic influences affect some pupils’ learning and be able to make effective personalised provision to raise their levels of achievement.*

*Many of the pupils will be learning English at the same time that they are learning your subject.*

**TASK:**

Find out how your placement school assesses and describes EAL learners’ progress and

attainment in relation to the development of their English language.

How is this method of assessment and description used in planning and teaching these

pupils?

What are the strengths and weaknesses of the methods used?

Summarise your findings using a weekly reflection form.

Discuss with the **SENCO** the implications of the **present** SEN Code of Practice **(2001)** ‘The identification and assessment of the special educational needs of young people whose first language is not English requires particular care’ and ‘lack of competence in English must not be equated with learning difficulties as understood in this code.’

Find out how your placement school assesses and describes EAL learners’ progress and attainment in relation to the development of their English language.

How is this method of assessment and description used in planning for these pupils?

Discuss with the **school-based tutor** the Language, Literacy and Communication requirements of your subject.

Discuss the findings from the TASK above and how this has impacted on provision or could provide for both the language development and learning of pupils in your subject

**NB:** Some schools may not have EAL pupils therefore you need to negotiate with school mentors to make a visit to another school that does have pupils with EAL and complete the Task and Reflective Activities.

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| Phase 2B: PDA 6: Providing individual support: Personalised Learning/Differentiation: Using other Adults in the Classroom (S5 and S8) |

**Useful Reading Material PDA4:**

**DfEE (1997) Excellence for all Children: Meeting Special Educational Needs**

**DfEE (1998) Meeting Special Educational Needs; A Programme of Action**

**DfES (2004b) Green Paper Removing Barriers to Achievement**

**Key Stage 3 National Strategy (2005) Unit 2 Making best use of additional support within the classroom**

**MacBeath (2006) The Costs of Inclusion NUT**

**DfES (2007) An investigation of Personalised Learning Approaches**

**DfES (2008) Personalised Learning; A Practical Guide**

**CfBT (2011) Working Effectively with Teaching Assistants and Other Adults in the Classroom**

Personalised learning refers to the way teachers are expected to adapt their teaching to meet the needs, interests and aptitudes of individuals in the classroom and to enable all pupils to meet their potential regardless of their personal; circumstances. Planning for progression and differentiation are key strategies to successful personalised learning.

Personalised learning should not be confused with ‘individualised’ learning where pupils learn alone. Personalised learning can encompass whole class work, interactive group work with interventions for pupils who need additional support. Personalised learning focuses on teaching and learning based around pupils learning styles. This will mean that curriculums and teaching will provide a wide range of experiences and learning activities designed to reach as many pupils as possible. Thus, each pupil’s learning is maximised within the context of the curriculum.

The **New National Curriculum** framework document includes an inclusion statement that reaffirms schools’ duties under equalities legislation, revising the current inclusion statement which is now out of date in relation to the rights of the protected groups covered by the 2010 Equality Act (e.g. relating to disability, sex, sexual identity, gender identity, and religion or belief). The inclusion statement sets out that ‘teachers must determine the support and teaching interventions their pupils need to participate fully in all parts of the school curriculum, including the national curriculum.’ The statement also gives teachers the freedom to teach national curriculum in line with pupils’ specific and individual needs and make reasonable adjustments.

To be awarded QTS you must have respect for the differences in learning and development experiences by pupils and seek to promote self-esteem of those who find learning difficult.

**TASK 1:**

Set up a meeting with the member of staff who has the responsibility for inclusion in the school and discuss how diversity can overcome to provide effective learning opportunities for all pupils.

**Consider some of the following:**

* setting of high expectations for all;
* valuing diversity of response to a task;
* using IEPs to support and monitor individual pupils’ progress.
* differentiating tasks and materials;
* securing motivation, concentration and time on task;
* allowing time for pupils to engage in learning and make progress;
* the use of positive feedback and developing self-esteem;
* variety in teaching approaches;
* setting targets for learning;
* providing help with communication, language and literacy;
* making use of learning aids, alternative resources and support staff;
* appropriate assessment methods.

Discuss with the **SENCO** the stages of the **present** Code of Practice (2001) and in particular the ‘graduated response’ – to the **present** School Action and School Action Plus, the subject teacher’s role and Individual Education Plans for the pupils you are teaching.

The Ofsted Review of SEN (2010) found that for children identified at School Action level the additional provision was often an inappropriate response to inadequacies in whole-class teaching or pastoral support and that the proposed new Code of Practice will be on raising aspirations for pupils, good-quality teaching, effective early identification, clear outcomes for the child and rigorous monitoring against those outcomes.

### Discuss with the SENCO what the proposed changes to the School Action, School Action Plus and Code of Practice will mean for special needs provision in the school.

Discuss with the school-based tutor some examples how they provide effective learning opportunities for pupils regardless of their special needs taking into account the **present** National Curriculum Inclusion statement which requires schools, in planning and teaching the curriculum, to take regard of the following three essential principles:

* setting suitable learning challenges;
* responding to the diverse needs students bring to their learning;
* overcoming potential barriers to learning and assessment for individuals and groups.

How will the **new** inclusion statement impact on the existing *‘entitlement, accessibility, integration and integrity’* which is the foundation of the **present** curriculum?

Work with the **school based tutor** to plan lessons that consider the ‘core’ learning that you would like ‘all’ pupils to achieve in respect of the knowledge, skills and understanding for the age and ability and based on the assessments of the progress they are making.

**You also need to plan for 2 eventualities:**

* some pupils will experience difficulties and will require a different task, experience, teaching approach or support. They may have other adults present on the classroom supporting their learning.
* Extension activities for those who will be able to progress at a faster rate (some pupils may be on the G&T programme \*1 PDA 7) and will require additional content of greater challenge, more independent learning or the development of higher order skills such as synthesis, evaluation or application to different situations and contexts.

On lesson plans these can refer to individual pupils IEPs, other pupils by name or to certain groups.

**TASK 2:**

Summarise your learning gained in this PDA in weekly reflections and based on your experience so far, discuss:

* What adjustments you have noticed or made which have been designed to include different groups of pupils with individual needs?
* How well are the needs of pupils being met and in what ways is the school/subject seeking to remove the barriers to learning for these pupils?
* In what ways are these pupils being enabled to develop independence in their learning?
* Does the use of Teaching Assistants/other adults in the classroom support or limit the development of independence in pupil learning? Are they used as substitute for differentiated planning by the class teacher? How are they used successfully to extend and challenge pupils with special needs?

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| **Phase 2B: PDA 7: Gifted and Talented Children (S1; S2; S5 and S6)** |

**Useful Reading Material:**

DfES (2006a) National Strategies: Grouping Pupils for Success:

DCSF (2008) Key Stage 3 National Strategy Materials:

provides useful information about the underachievement of gifted and talented pupils in both primary and secondary schools.

DCSF (2008) Identifying gifted and talented learners – getting started.

DfE (2012) Academically more able pupils.

Gifted and Talented pupils are those that have been identified by at least one teacher as exceptionally able in a particular subject. This can either be ‘gifted’ academically or ‘talented’ in a practical subject area like PE, music or art. There are many criteria that could have led to this identification, such as being in the top 5% of the year group or simply standing out as more able than other pupils. Welding (1998) *‘suggests the generic characteristics of gifted students: in general they have a ‘thirst for knowledge’, high powers of reasoning and the ability to understand abstract and/or difficult concepts quickly. They can also express themselves lucidly and show analytical and independent thinking.’*

However, it can be that children who fall into the ‘gifted’ category actually underachieve in terms of their potential which can be attributed to a variety of factors such as peer pressure, low self-esteem, low expectation or frustration resulting from lack of challenge. Some pupils who have particular talents might be unrecognised in less well known sports or areas of music or dance and can become frustrated. There are some pupils who will fall outside the ‘criteria’ especially if they have a learning difficulty such as dyslexia, a visual or hearing impediment, challenging behaviour or pupils whose first language is not English.

They do not have to be gifted in all subjects to be part of the school’s Gifted and Talented programme. Your placement school will have a Gifted and Talented co-ordinator, who is probably different from the SENCO. They will be responsible for putting together a programme of enrichment activities to inspire these pupils and take them on to higher levels than normal lessons might achieve. The activities might not be curriculum based, but could be vocational.

**TASK 1:**

Identify with your school-based tutor pupils that are very able, gifted or talented in your subject and in particular, pupils that are in the classes you are going to teach.

Are there any factors that might prevent teachers from recognising the learning potential of some pupils? Discuss what systems exist in school/subject to support these pupils.

Discuss your own planning to support such pupils.

Make notes in your weekly reflection which summarise your findings from these discussions.

Write a plan for a lesson you will teach or annotate a plan you have written previously to show how you will or have met the needs of gifted and talented children. Include ideas for assessing the learning which has taken place.

**TASK 2:**

After teaching the lesson discuss with the school-based how successful the planning and teaching was to extend and challenge the learning of the identified pupils. How can the support be developed further? Are there any other pupils in your class who might be underachieving in terms of their potential as a result of your monitoring progress? {you may have already considered this in \*1 PDA 6 Task(ii)}

Write a reflection on what you have learned about planning for the needs of gifted and talented learners in your subject.