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| **Professional Development Activities for Initial Teacher Training** |
| **PHASE 1:****orientation****Beginning 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. |
| **2013-2014** |

**PHASE 1: ORIENTATION**

There are 4 Professional Development Activities for this phase of training. They are designed to enable trainees to become aware of the roles and responsibilities of all teachers within the school environment and develop an understanding of the National Curriculum Framework and statutory requirements.

Each PDA consists of a series of smaller tasks. 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 task should be a separate document.

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| **Phase 1: PDA 1: Professionalism, Duties and Legal Requirements** **S8 and Q3a/3b (Part 2)** |

**Context: (taken from Denby, Neil. (2008) How To Achieve Your QTS. Sage)**

*The education and Inspections Act 2006 requires schools to promote children’s well-being. The notion of well-being is underpinned by an exploration of values. These values form the outcomes for Every Child Matters. Values are evident in all aspects of the taught and hidden curriculum from the organisation of the school day, the selection of teaching materials, methods and lesson content. Within the curriculum relationships can on occasion be difficult, particularly with pupils. Pupils want relationships with integrity, where teachers listen and respond to pupil interests and motivations.*

*Pupils like teachers, wish for relationships that are comfortable in an environment that is positive where learning can take place in circumstances that are supportive and non-threatening. The concept of the teacher as a role model, the nature of friendships and the impact of school rules are some of the dilemmas that both teachers and pupils face daily.*

**Being a Professional (S8 and Q3a/3b)**

**TASK A:**

Teaching is a professional activity which is underpinned by the **DfE Teachers’ Standards PART TWO.**

Review this sectionand note down, as a series of bullet points, your understanding of the professional responsibilities and expectations of a teacher as detailed in 3a/3b. At some time during Phase 1 discuss your understanding with the professional mentor (or subject school-based tutor). Summarise any additional information or clarification emerging from this.

**Professional Duties and Legal Requirements (Q3a/3b)**

**TASK B:**

Choose one of the following groups of guidance documents/reports and provide a brief overview of the key aspects of it in relation to teaching, learning or work in school. In particular:

* outline the key elements of the act or guidance;
* how the guidance has progressed and developed;
* show how this will impact on teaching, learning, school in general;
* explain the implications it will have for you as a teacher;
* show how your placement school has responded to the act of guidance**.**

Health and Safety at Work 1974

DfE (2013) Health & Safety Advice

Children’s Act 2004 and 2007

Education and Inspection Act 2006

Race Relations Act 1976 and Amendment Act 2000; Sex Discrimination Act 1975

Disability Discrimination Act 1995 amended 2001; Disability Equality Duty 2006

SEN and Disability Act (SENDA) 2001; Special Education Code of Practice (DfES 2001) Equality Act 2010

DfES (2001) SEN Code of Practice

Ofsted (2010) Review of SEN and Disability

DfE Support and aspiration: A new approach to special educational needs and disability - a consultation March (2012)

DfE SEN Support and Aspirations (2011) and Next Steps (2012)

DCSF (2010) Working Together to Safeguard Children

DfE (2010) The Importance of Teaching: Schools White Paper

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.

DfE (2011) Wolf Report: Review of Vocational Education

**TASK C:**

Using any information supplied to you during the early days of induction make a diagram to show how the **present** curriculum/subject responsibilities, pastoral responsibilities, whole-school responsibilities and administrative responsibilities, and identify areas of overlap. .

**TASK D**:

Observe your school-based tutor (or other teachers) in a tutorial role. Make notes on the types of activities involved, under the headings given below. Use the LJMU proforma provided. This links with the University sessions on the ‘multiple roles of the teacher’

* Administration
* Counselling
* Liaison
* Other

 **TASK E**:

Use your weekly reflections to make brief notes, for your own reference, on school policies on:

* Safeguarding children (child protection, bullying, e-safety, child abuse, physical contact and restraint)
* Pupil conduct (behaviour, rewards and sanctions)

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| **Phase 1: PDA 2: Health and well-being (PART 2 Safeguard pupils’ well-being in accordance with statutory provisions)** |

It is the teacher’s common law duty to ensure that pupils are healthy and safe on school premises, and when leading activities off the school site, such as educational visits, school outings or field trips.

**TASK A:**

**Read the School and Departmental Health and Safety Policies and** as relevant to your subject make notes in relation to **Accident Procedures and Medical Attention.**

Make a list of the types of activities you are likely to be involved in during this placement categorised under the following headings and discuss with your subject school-based tutor safety issues and procedures relating to these activities.

 **SLIGHT RISK MODERATE RISK HIGH RISK**

**TASK B:**

**Complete a RISK ASSESSMENT for your subject.** Ensure that you are aware of any health and safety requirements; check those where you are unsure, and find out what health and safety procedures are observed during extra-curricular and off site work. Refer to the *5 steps to risk assessment* (<http://www.hse.gov.uk/risk/fivesteps.htm> )

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| **Phase 1: PDA 3: Professional Skills - Teaching and the Learning Environment Observing teaching and learning (S4 and S7)** |

In Phase 2 you will begin to work on your planning and teaching. One concern will be how you will manage teaching situations and the behaviour of children. In Phase 1 you should prepare for this with some focused observations of teachers at work. Observations can target different aspects of teaching, such as how the teacher involves the pupils in a commitment to learning, matches between pupils’ preferences and activity, methods used to engage pupils and sustain their momentum. You can do this by making field notes during an observation but you will find it useful to use the LJMU proforma to record your observations***.*** You will need to refer to the guidance provided for observation of lessons.

 **TASK A:**

Observe at least 2 teachers in different activities or with different ages of pupils taking any opportunity to observe experienced practitioners at work. You will need to discuss the focus of the observation with the teacher beforehand.

**TASK B:**

Track a pupil for a day noting lesson content, learning approaches and activities in different subjects. Reflect on the whole pupil experience and how these help pupils to progress in their learning across subjects.

**TASK C:**

Shadow a teacher of your subject during a day in which they teach different age groups e.g. classes from Key Stage 3, 4 and Post-16. Discuss your observations and findings with your school-based tutor. Refer to the guidance provided

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| **Phase 1: PDA 4: Professional Skills - Selecting appropriate learning resources (S4)** |

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**Read**: Kyriacou, C. (1998) Essential Teaching Skills. Stanley Thornes

**TASK:**

Choose 3 different learning resources which you have used or intend to use in your lessons. For each, analyse its usefulness and limitations in enhancing learning in the specific context(s) where you have used it. Resources may include real world or virtual facilities, equipment, e-learning materials, web-sites, software and textbooks.

It is suggested that the table format show below is used.

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| **Resource** | **Context** | **Analysis**Usefulness Limitations | **Evaluation and comments** |
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| **Phase 1: PDA 5 : Understanding of Curriculum Issues (S3a and Part 2 3a)** |

Read the **current** Secondary National Curriculum Documentation and subject specific aspects and answer the following questions:

* how is the curriculum organised in your school or college?
* how does your subject department fit into the whole school curriculum design?
* what are the subjects on the school curriculum at KS3/4 and post 16.
* what is the number of hours or weeks of subjects taught over a Key Stages?
* what examination work/certified work is done in your department?

Read the **proposed** National Curriculum in England Framework Document July 2013 and for your subject area discuss what plans the department has to amend the curriculum for Key Stage 3 and 4 core requirements and what effect will this have on the questions posed above for September 2014

The **proposed** National Curriculum highlights the need for every subject to develop and extend pupils:

* Numeracy and mathematics;
* Language and Literacy;
* Spoken English;
* Reading and Writing;
* Vocabulary development.

What proposals do the school and subject department have to make this applicable to all subject areas?