

## Phases of the Secondary ITE Programme (PGCE)

Throughout the ITE course you will be gradually learning about, and building up your confidence in, a set of key strands:

<b>Teacher as professional</b>	This strand explores the breadth of the roles and responsibilities of a secondary teacher, all within an asset-based approach to education. You will develop an understanding of how to take ownership of, and be proactive about, your professional development, your professional identity and your wellbeing. You will develop an understanding of how a teacher's role is underpinned by a sense of responsibility towards the social, emotional and intellectual wellbeing of children.
<b>Teacher as thinker</b>	This strand focuses on your growing knowledge as a teacher and how this knowledge develops through reflection and professional dialogue, engagement with theory, research and expertise in the field. You will develop an understanding of practice-based inquiry and research methodology in order to theorise your practice. You will explore what is known about how children learn, generally and in your subject, and consider how this affects your decisions as a teacher. Your goal will be to develop an informed philosophy by drawing on experience and expert thinking in the field and to maintain, and develop, your intellectual curiosity.
<b>Subject knowledge for teaching</b>	The key purposes of this strand are to: explore pedagogies specific to your subject; understand and appreciate the nature of teaching and learning your subject; explore how knowledge in your subject is constructed and develop an understanding of conceptual progression within your subject. As you build your knowledge of your subject <b>as a teacher</b> , you will develop an informed confidence in the decisions you make at all stages of the planning, teaching, assessment cycle.
<b>Pedagogies</b>	This strand explores general pedagogies and core practices that all secondary teachers should be familiar and confident with. You will gradually develop your confidence and competence in these pedagogies and practices across the secondary age range and within a range of contexts.
<b>Progressing learning for all</b>	This strand focuses on your growing understanding of planning and assessment and how to ensure all pupils make progress and maximise their potential. You will develop your understanding of how lessons are structured, how to effectively (and, over time, efficiently) plan lessons and how to assess pupils' progress. You will develop your understanding of how teachers, and schools, gather and use data in a range of ways and what a teacher's responsibilities are in relation to this. You will explore potential reasons why pupils may not reach their potential, barriers to learning and issues related to special educational needs and disabilities, with a focus on inclusion.
<b>Curriculum</b>	This strand explores how curricula are designed and the factors that influence this. Throughout the year you will explore the National Curriculum, and exam specifications, for your subject. You will locate the curriculum within a broader historical, social and political context and consider how schools interpret and develop the curriculum.
<b>Building positive relationships</b>	Throughout the year you will explore educational relationships and how these impact on pupils' learning. These relationships include those with pupils, teachers and other colleagues, schools and their communities. You will consider different approaches to classroom management and explore ways of creating a positive learning environment and culture in your classroom. By the end of the year, you should feel confident to start your Early Career Teacher (ECT) year and set up effective relationships with new learners.

## **Phase One** (pre-course and days up to Wednesday 27 August): **How are you preparing for your teacher education year?**

### **Features of phase:**

Before the course starts you are expected to have engaged with pre-course activities and had experiences in school(s). There is an expectation that you get some experience in a primary school and there is a set of suggested tasks in a Learning Record to support this experience.

PGCE students are encouraged to try and get experience in school (possibly their primary placement) at the start of the academic year in order to see how teachers manage this crucial point of the year.

### **Assignments:**

You are expected to complete a Starting Point written task which requires you to explore your current feelings about your subject and education.

### **During this phase you should focus on:**

- articulating to others your aims, values and principles as you start the course

Your key foci during this phase will be:

<b>Teacher as professional</b>	<ul style="list-style-type: none"> <li>▪ considering how teachers convey a passion for teaching and learning in your subject</li> <li>▪ considering how teachers convey a respect for pupils and a commitment to all young people</li> </ul>
<b>Teacher as thinker</b>	<ul style="list-style-type: none"> <li>▪ reflecting on experiences, and pre-course reading, to consider your personal philosophy of teaching and learning</li> </ul>
<b>Subject knowledge for teaching</b>	<ul style="list-style-type: none"> <li>▪ identifying strengths and areas for development in your subject knowledge</li> <li>▪ exploring how your subject is taught in primary schools and what a secondary teacher needs to know in order to support a successful transition to secondary school</li> </ul>
<b>Pedagogies</b>	<ul style="list-style-type: none"> <li>▪ noticing the organisation of a classroom and teachers' routines, including how they establish new routines and practices with learners</li> </ul>
<b>Progressing learning for all</b>	<ul style="list-style-type: none"> <li>▪ reflecting on your own learning and any potential barriers to learning</li> <li>▪ considering the types of schools and communities you have experienced</li> <li>▪ considering the relationship between primary and secondary schools</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>▪ becoming familiar with the National Curriculum in your subject</li> <li>▪ exploring the content of your subject's curriculum in primary school</li> </ul>
<b>Building positive relationships</b>	<ul style="list-style-type: none"> <li>▪ reflecting on personal philosophies and preconceptions and educational background</li> <li>▪ understanding how teachers start the year with a new class</li> </ul>

## **Phase Two** (Wednesday 27 August to Friday 24 October): **In what ways can you develop an understanding of the specialised knowledge a teacher needs?**

### **Features of phase:**

During this phase you will gradually spend more time in school, but every week you will have time in university which provides you with space to reflect on, and make sense of, these experiences and plan for further development. At the end of this phase, you have a fulltime week in university.

During this phase you will be focusing on getting to know your school, and its community, and your department and its approaches to teaching your subject. You will have a Personal Learning Record with a set of tasks that support you to address the key foci of the phase, and your coordinator and mentor will support you to settle into your placement and organise teaching and professional development activities. You will be attached to some classes, and, alongside observation tasks, you will carry out some teaching activities – small group teaching, teaching parts of lessons, team teaching – gradually building up to teaching a small number of whole lessons (approximately three to five).

During this phase you will engage with ten immersive practice days which will shine a spotlight on specific aspects of teacher knowledge and skills that are fundamental to you developing into an effective, confident, competent and inclusive practitioner. Four of these days will be virtual days in which you will practise:

- Your use of voice and language
- Your use of body language
- Being aware of, and managing, your own behaviours
- Planning and delivering a good explanation

There will be a further 6 university based immersive practice days in which you will practise:

- Using your voice and body language inclusively in your subject
- Eliciting prior knowledge
- How to model effectively
- Planning and asking higher order questions
- Establishing expectations and ground rules
- Using different strategies to manage transitions

You will develop a research-informed understanding of educational issues and practices by reflecting on, and debating, experiences in school and expert knowledge in the field of education. You will be considering the key foci for this phase in both subject and cross-curricular groups. At the end of this phase, you will be using all your learning and experiences, with support from tutors, mentors and peers, to prepare for the next phase of the course.

**Assignments:**

Over this phase you will be introduced to the assignments that you will be required to complete in the year and start working on an assignment related to teaching and learning in your subject.

**During this phase you should focus on:**

- understanding teacher knowledge is something specific, new and different
- practising foci from immersive practice days with your own teaching groups
- having a basic understanding of the planning – assessment cycle in your subject
- having a developing understanding of how to build early relationships with learners
- raising questions about things that are interesting you about teaching and learning

Your key foci during this phase will be:

<b>Teacher as professional</b>	<ul style="list-style-type: none"> <li>▪ reflecting on your personal philosophies and challenging your preconceptions</li> <li>▪ being introduced to, and exploring the implications of, the University of Nottingham's aims and ethos on your professional development</li> <li>▪ beginning to appreciate the breadth of the roles and responsibilities of a secondary teacher</li> <li>▪ understanding that a teacher's practice is underpinned by a sense of responsibility towards the social, emotional and intellectual wellbeing of children, including safeguarding</li> <li>▪ developing an understanding of the importance of young people having good mental health to support their learning</li> <li>▪ exploring strategies to support your wellbeing as a professional teacher</li> <li>▪ becoming part of wider professional associations, including teachers' unions and subject associations</li> </ul>
<b>Teacher as thinker</b>	<ul style="list-style-type: none"> <li>▪ being introduced to the theory-practice continuum and understanding what university/academic knowledge is going to offer you through the year</li> <li>▪ understanding there are different sources of knowledge about education, and how children learn and develop, and beginning to engage with research</li> <li>▪ exploring models of teacher knowledge and what you need to know as a teacher of your subject</li> <li>▪ understanding what is meant by critical reflection, how you will reflect and why it is important to do so</li> <li>▪ cultivating an openness to professional thinking and a variety of perspectives</li> <li>▪ unearthing and challenging your preconceptions about how teachers know what to do and about what constitutes knowledge and learning in schools and in your subject</li> <li>▪ understanding how to make informed and thoughtful judgements as a professional</li> </ul>
<b>Subject knowledge for teaching</b>	<ul style="list-style-type: none"> <li>▪ developing understanding of conceptual progression within your subject</li> <li>▪ developing an understanding of procedural knowledge in your subject</li> <li>▪ utilising a range of strategies to develop, and share, your subject knowledge</li> <li>▪ reconceptualising your disciplinary knowledge for schools and classrooms</li> </ul>
<b>Pedagogies</b>	<ul style="list-style-type: none"> <li>▪ observing experienced teachers' core practices and how these contribute to a positive learning environment</li> <li>▪ understanding, and enacting, selected core practices such as giving effective explanations to ensure all pupils can make progress</li> <li>▪ recognising different lesson structures in different contexts</li> <li>▪ understanding the relationship between your subject knowledge for teaching and inquiry-based learning</li> <li>▪ exploring pedagogies specific to your subject</li> <li>▪ appreciating, and identifying, signature, subject-specific pedagogies, structures and syntax</li> </ul>
<b>Progressing learning for all</b>	<ul style="list-style-type: none"> <li>▪ understanding the structure and components of a lesson and how it is planned</li> <li>▪ being introduced to the planning-assessment cycle, the principles of, and the link between, the two elements</li> </ul>

	<ul style="list-style-type: none"> <li>▪ beginning to understand breadth and progression in your subject across the secondary age range</li> <li>▪ understanding principles of assessment and being introduced to some formative assessment strategies to inform planning</li> <li>▪ finding out how experienced teachers recognise learning has taken place within a lesson for different groups of learners</li> <li>▪ beginning to understand how a school gathers, and uses, data about learners</li> <li>▪ being introduced to the concept of social justice and appreciating that this is integral to the role of a teacher</li> <li>▪ exploring some individual pupils and their own barriers to learning in an asset-based way</li> <li>▪ beginning to understand principles of inclusion and how to cater for individual needs through exploring case studies of specific SEND in order to develop a repertoire of strategies that support any pupil with a barrier to learning</li> <li>▪ enacting some core practices such as use of voice and body language to support high expectations for all pupils</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>▪ examining the consequences of a national curriculum on what is taught in your subject</li> <li>▪ familiarising yourself with exam specifications in your subject</li> </ul>
Building positive relationships	<ul style="list-style-type: none"> <li>▪ understanding how teachers initiate a relationship with a new class</li> <li>▪ getting to know pupils as individuals</li> <li>▪ enacting some core practices such as establishing expectations to ensure all pupils are able to learn</li> <li>▪ developing good working relationships with colleagues</li> <li>▪ understanding the school community and exploring the relationship between a school and its community</li> <li>▪ exploring school policies and the classroom routines and organisation that build a positive environment and exploring how expectations of behaviour vary across different teaching groups</li> </ul>

## **Phase Three** (Monday 27 October to Friday 5 December): **How can you become confident in planning, teaching and evaluating lessons?**

### **Features of phase:**

During this phase you will be predominantly in school, with two full-time weeks based in school at the end of this phase. With the classes you are attached to, you will gradually plan and teach more lessons with increasing independence. By the end of the placement, you will have taught approximately 20 to 25 lessons (depending on your subject and context) and will have planned and taught at least one sequence of lessons in Key Stage 3 and one in Key Stage 4.

You will continue to carry out tasks that enable you to address the key foci of the phase, and your coordinator and mentor will support you to organise teaching and professional development activities.

During this phase you will engage with one school based immersive practice day in which you will practise managing low level disruption.

You will be continuing to develop a research-informed understanding of educational issues and practices by reflecting on, and debating, experiences in school(s) and expert knowledge in the field of education.

In the first three weeks of this phase, you will have one day a week at university which continues to provide you with the space to explore experiences and new ideas and prepare for further teaching.

### **Assignments:**

You will continue to work on assignments related to teaching and learning in your subject though timescales and expectations will vary from subject to subject.

### **During this phase you should focus on:**

- feeling more confident in the classroom, to varying degrees depending on the journey you are undertaking
- practising foci from immersive practice days with your own teaching groups
- planning, teaching and assessing learning with some understanding of learners and their needs
- taking full responsibility for your teaching groups



You will continue to progress by revisiting and building on the foci raised in previous phases. Your new foci during this phase will be:

<b>Teacher as professional</b>	<ul style="list-style-type: none"> <li>▪ evaluating your own practice and progress</li> <li>▪ understanding how to take ownership of own learning</li> <li>▪ beginning to understand, and question, how teachers gather and use class data</li> <li>▪ exploring different approaches to managing your time to work towards achieving a manageable work-life balance</li> </ul>
<b>Teacher as thinker</b>	<ul style="list-style-type: none"> <li>▪ reflecting on experiences in school</li> <li>▪ participating in professional dialogue (with teachers, tutors and peers) about developing practice</li> <li>▪ noticing, and questioning, emerging interests you have about teaching and learning</li> <li>▪ engaging with research, and professional literature, to begin to articulate your understanding of links between theory and practice</li> </ul>
<b>Subject knowledge for teaching</b>	<ul style="list-style-type: none"> <li>▪ understanding how knowledge in your subject can be structured and the implications of decisions teachers make about how to structure knowledge in lessons and sequences of lessons</li> <li>▪ beginning to plan for conceptual, and procedural, progression within your subject, a lesson and across a sequence of lessons</li> <li>▪ developing an understanding of what is known about how children learn your subject and common misconceptions that pupils harbour</li> </ul>
<b>Pedagogies</b>	<ul style="list-style-type: none"> <li>▪ developing your confidence with core practices with small groups and whole classes</li> <li>▪ exploring different lesson structures and approaches and evaluating their impact on learning in different groups of learners</li> <li>▪ broadening knowledge of subject specific pedagogies</li> </ul>
<b>Progressing learning for all</b>	<ul style="list-style-type: none"> <li>▪ beginning to understand how to plan for a coherent sequence of learning</li> <li>▪ beginning to evaluate pupils' learning</li> <li>▪ understanding how to use the outcome of formative assessment strategies to inform next steps, both within a lesson and when planning future lessons</li> <li>▪ finding out how a school gathers information about individual learners, drawing on different forms of data, and exploring some individual pupils and their barriers to learning in an asset-based way</li> <li>▪ beginning to apply principles of inclusion in planning and teaching your subject and understand how to plan for different groups of learners</li> <li>▪ understanding, and questioning, how class data can inform a teacher's planning</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>▪ exploring how schools interpret, and develop, the curriculum in your subject</li> </ul>

<b>Building positive relationships</b>	<ul style="list-style-type: none"><li>▪ exploring behaviour for learning alongside different approaches to classroom management, including practising how to manage low level disruption to ensure all pupils are able to learn</li><li>▪ promoting positive climates for learning</li><li>▪ managing the behaviour of individual pupils and a whole class</li></ul>
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## **Phase Four** (Monday 8 December to Friday 16 January): **How does your growing understanding of the complexities of teaching foster new perspectives?**

### **Features of phase:**

This phase is structured around a series of keynote lectures, the aim of which is to disrupt your thinking in order to broaden your professional perspectives and further inform your professional identity.

During this phase you will spend two weeks in university. You will be developing a deeper understanding of educational issues and practices by reflecting on, and debating, experiences in school and expert knowledge in the field of education. You will be considering the key foci for this phase in both subject and cross-curricular groups.

During this phase you will also engage in two further university based immersive practice days, during which you will practise:

- inclusive pedagogical practices in your subject
- pre-empting and de-escalating conflict

From Monday 16 December to the end of the academic term there is an enrichment and personalised professional development period. During this phase you will also have the opportunity to visit your second placement school to support your transition to TP2.

Within this phase you will also have a week of virtual structured taught days as well as an all-important Christmas vacation.

### **Assignments:**

During this phase you will be introduced to an inquiry project that you will carry out over the remainder of the course that focuses on exploring the place of your subject in relation to Schools and Society.

You will continue to work on assignments related to teaching and learning in your subject, though timescales and expectations will vary from subject to subject.

### **During this phase you should focus on:**

- drawing on a wide range of experiences and expert input to understand the role of the teacher, your personal philosophies about teaching and learning in your subject and the type of teacher you want to become
- appreciating innovative and exciting approaches to education, enabling you to widen your repertoire of skills as a teacher, convey your passion for teaching your subject and develop your professional identity

You will continue to progress by revisiting, and building on, the foci raised in previous phases. Your new foci during this phase will be:

<b>Teacher as professional</b>	<ul style="list-style-type: none"> <li>▪ challenging, and unpicking, earlier assumptions and your personal philosophies in light of your developing professional identity</li> <li>▪ being challenged to think about the impact of policy on the education of the whole child</li> <li>▪ recognising the need to be pro-active about the wellbeing of yourself, and your learners, as part of your professional responsibility</li> <li>▪ beginning to understand your potential contribution to a school</li> <li>▪ building a repertoire of tools for professional development</li> <li>▪ exploring the professional identity of a teacher and understanding the factors that influence this</li> </ul>
<b>Teacher as thinker</b>	<ul style="list-style-type: none"> <li>▪ using theory to deconstruct, and reconstruct, practice</li> <li>▪ understanding what we mean by inquiry and ways to inquire</li> <li>▪ developing research literacy</li> <li>▪ exploring critical incidents as a means of reflection</li> <li>▪ reconsidering models of teacher knowledge</li> <li>▪ drawing on a range of sources to shape, and make sense of, experience</li> <li>▪ exploring themes of inquiry</li> </ul>
<b>Subject knowledge for teaching</b>	<ul style="list-style-type: none"> <li>▪ understanding the structuring of knowledge and progression in a growing range of concepts in your subject</li> <li>▪ rearticulating your passion for teaching your subject</li> <li>▪ reconsidering your disciplinary knowledge for teaching</li> </ul>
<b>Pedagogies</b>	<ul style="list-style-type: none"> <li>▪ extending, and critiquing, your pedagogic repertoire</li> <li>▪ critiquing subject-specific pedagogies and their impact on the learning of all pupils</li> </ul>
<b>Progressing learning for all</b>	<ul style="list-style-type: none"> <li>▪ inquiring into why pupils may not maximise their potential and challenging assumptions about learners</li> <li>▪ understanding how barriers for learning are categorised and how this can both help and hinder pupils' progress</li> <li>▪ being challenged to think about strategies to promote social justice through both teaching and engaging more broadly with the life of the school within its community</li> <li>▪ exploring potential and limitations of data</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>▪ locating the curriculum within a broader historical, social and political context</li> <li>▪ questioning some of the assumptions inherent in the curriculum based on your developing awareness of complex educational issues</li> </ul>
<b>Building positive relationships</b>	<ul style="list-style-type: none"> <li>▪ challenging definitions of positive learning environments</li> <li>▪ redefining approaches to behaviour management</li> <li>▪ enacting practices to pre-empt and de-escalate conflict</li> </ul>

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|  | <ul style="list-style-type: none"><li>▪ exploring different perspectives about educational relationships</li></ul> |
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## **Phase Five** (Monday 19 January to Friday 27 March): **What does it mean to be an inclusive, effective and well-informed beginning teacher?**

### **Features of phase:**

For the vast majority of this phase, you are in school full-time with a block of university-based days which continue to provide you with space to explore experiences; opportunities to be introduced to new ideas and expertise in the field of education; prepare for further teaching. The phase starts with you becoming familiar with a new school and comparing and contrasting this with your autumn term placement. Through the first half term you will gradually build up your teaching experiences. Your coordinator and mentor will support you to settle into your new school and organise teaching and professional development activities. After half term, you will also have an opportunity to undertake a week's experience in another educational setting or undertake a personalised programme in your placement school. This placement will be based around your personal needs and interests and will have been negotiated with your tutor and mentor.

During this phase you will also engage in five further immersive practice days. Three of these days will be school-based days in which you will practise:

- using clear, concise and accessible spoken language
- supporting pupils with additional learning needs in your subject
- setting up and facilitating meaningful classroom talk

The other two immersive days will be university-based days in which you will practise:

- using creative pedagogies in your subject
- managing challenging situations as an inclusive practitioner

During this phase your teaching commitments will build up to approximately two-thirds of a teacher's timetable, depending on your context and subject. You will be attached to classes in each Key Stage and take more and more ownership of some of these classes, until you are leading on all aspects of teaching and assessment, with the support of the permanent class teacher and/or your mentor.

You will also be spending some time each week developing, and undertaking, a small-scale inquiry exploring the place of your subject in relation to Schools and Society.

### **Assignments:**

During this phase you will be undertaking an inquiry project that you will carry out over the remainder of the course that focuses on exploring the place of your subject in relation to Schools and Society.

You will continue to work on assignments related to teaching and learning in your subject though timescales and expectations will vary from subject to subject.

**During this phase you should focus on:**

- feeling competent and confident in the classroom in most contexts
- planning, teaching and assessing learning with understanding of most learners and their needs
- practising foci from immersive practice days with your own teaching groups
- clearly identify the key areas of your practice you wish to focus on in the final phases of the course

You will continue to progress by revisiting, and building on, the foci raised in previous phases. Your new foci during this phase will be:

<b>Teacher as professional</b>	<ul style="list-style-type: none"> <li>▪ maintaining high expectations for your continuing professional development</li> <li>▪ taking on full responsibility as a teacher for a sustained, specified, period of time</li> <li>▪ engaging in professional dialogue in order to take ownership of your professional development</li> <li>▪ developing a greater awareness of your professional identity as a teacher and how this impacts your practice</li> <li>▪ developing a greater awareness of your own wellbeing and how you can draw on support from colleagues to achieve a healthy work-life balance</li> </ul>
<b>Teacher as thinker</b>	<ul style="list-style-type: none"> <li>▪ using inquiry as a means of theorising practice</li> <li>▪ demonstrating an understanding of how research-informed thinking impacts upon your practice</li> </ul>
<b>Subject knowledge for teaching</b>	<ul style="list-style-type: none"> <li>▪ applying an understanding of conceptual and procedural progression across all areas of your subject in order to meet the needs of all learners</li> <li>▪ recognising how understanding is different to knowledge in your subject</li> </ul>
<b>Pedagogies</b>	<ul style="list-style-type: none"> <li>▪ embedding varied and appropriate pedagogies into your practice</li> <li>▪ revisiting and utilising strategies for establishing routines and practices in different settings</li> <li>▪ experimenting with different teaching approaches and learning from successes and failures</li> <li>▪ promoting the use of meaningful classroom talk to support pupil progress</li> <li>▪ continuing to develop core practices appropriate to different contexts</li> <li>▪ broadening knowledge of subject specific pedagogies</li> </ul>
<b>Progressing learning for all</b>	<ul style="list-style-type: none"> <li>▪ becoming confident in using the planning and assessment cycle</li> <li>▪ over time, building up effective systems of assessment to inform your planning</li> <li>▪ developing confidence in applying inclusive pedagogies to ensure responsiveness to all learners' needs</li> <li>▪ applying strategies to promote social justice through your teaching</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>▪ comparing and contrasting how schools interpret, and develop, the curriculum in your subject</li> <li>▪ contributing to discussions around curriculum development in your subject</li> <li>▪ working with the curriculum to think and plan across a series of lessons</li> <li>▪ starting to think about how, and why, the curriculum is structured in the way it is</li> </ul>
<b>Building positive relationships</b>	<ul style="list-style-type: none"> <li>▪ building an effective relationship with a range of classes</li> <li>▪ adopting inclusive practices to manage challenging situations</li> <li>▪ understanding the wider role of the teacher within school, including working with parents</li> </ul>



## **Phase Six** (Monday 13 April to end of the course): **How do you maximise your potential as an inclusive beginning teacher ready for your first teaching post?**

### **Features of phase:**

During this phase you will continue to plan, teach and assess the learning for the classes you teach. You will have greater ownership of your teaching groups.

In this phase you will engage with a further two university-based immersive practice days in which you will practise:

- inclusive communication skills in your subject
- planning for learning outdoors in your subject

During your time in school, you will be teaching 80% of a teacher's timetable.

In the final week in university, you will consider your learning from the year and, through a variety of activities, ensure you are fully prepared for your ECT years.

### **Assignments:**

During this phase you will be finalising your submission of your inquiry project.

There will be opportunities in the final week in university to share learning and findings from your academic work to develop a wider understanding that can be taken into your ECT year.

### **During this phase you should focus on:**

- drawing on a wide range of experiences and expert input to further understand the role of the teacher, your personal philosophies about teaching and learning in your subject and the type of teacher you want to become
- practising foci from immersive practice days with your own teaching groups
- further appreciating and practising innovative and exciting approaches to education, enabling you to widen your repertoire of skills as a teacher, convey your passion for teaching your subject and develop your professional identity
- feeling increasingly competent and confident in the classroom in most contexts
- planning, teaching and assessing learning with understanding of all learners and their needs
- clearly identifying the key areas of your practice you wish to focus on in your transition to your ECT year

You will continue to progress by revisiting, and building on, the foci raised in previous phases. Your new foci during this phase will be:

<b>Teacher as professional</b>	<ul style="list-style-type: none"> <li>▪ revisiting your personal philosophy of teaching and learning</li> <li>▪ building a wider repertoire of tools for professional development</li> <li>▪ taking responsibility for your continued professional development beyond your ITE year</li> <li>▪ understanding how to effectively manage your workload</li> <li>▪ preparing to contribute to more than one team in a secondary school</li> <li>▪ deepening your understanding of how the social and emotional wellbeing of pupils can impact learning</li> <li>▪ reflecting on how your professional identity has developed over the ITE year and how you now see, and describe yourself as a teacher</li> </ul>
<b>Teacher as thinker</b>	<ul style="list-style-type: none"> <li>▪ using theory to deconstruct, and reconstruct, practice</li> <li>▪ demonstrating an understanding of how research-informed thinking impacts upon your practice</li> <li>▪ having the confidence to critically engage with theoretical perspectives to inform your practice</li> <li>▪ developing confidence to make an informed contribution to thinking in school</li> </ul>
<b>Subject knowledge for teaching</b>	<ul style="list-style-type: none"> <li>▪ developing a wider range of understanding of the teaching of your subject through a range of personalised experiences</li> <li>▪ continuing to explore the relationship between knowledge and understanding in your subject</li> <li>▪ recognising strengths and weaknesses within specific areas of your subject knowledge in order to inform transition to your ECT year</li> </ul>
<b>Pedagogies</b>	<ul style="list-style-type: none"> <li>▪ learning about pedagogies associated with alternative settings and considering their relevance to your practice</li> <li>▪ developing pedagogical confidence and knowledge in specific areas of the curriculum based on an analysis of your professional needs and interests</li> <li>▪ embedding various, and appropriate, pedagogies into your practice</li> <li>▪ continuing to take risks</li> </ul>
<b>Progressing learning for all</b>	<ul style="list-style-type: none"> <li>▪ challenging assumptions about learners</li> <li>▪ developing your understanding of planning, assessment and approaches to teaching based on an analysis of your professional needs and interests</li> <li>▪ developing a greater awareness of resources and support available to teachers to ensure all learners progress</li> <li>▪ being confident in using the planning and assessment cycle for a range of ages and purposes</li> <li>▪ contributing to the school's knowledge of its learners</li> </ul>

<b>Curriculum</b>	<ul style="list-style-type: none"> <li>▪ developing an understanding of alternative curricula</li> <li>▪ developing an understanding of how we make teaching and learning relevant, interesting and exciting through the curriculum</li> <li>▪ understanding progress across the 11-18 age range in your subject</li> <li>▪ understanding how you can contribute to, and influence, thinking about curriculum design at a range of levels</li> </ul>
<b>Building positive relationships</b>	<ul style="list-style-type: none"> <li>▪ developing a deeper understanding of teacher-pupil, and pupil-pupil relationships through a range of personalised experiences</li> <li>▪ understanding the wider role of the teacher within school</li> <li>▪ reflecting on the relationships you have built over the year and identifying how you will develop new relationships in September based on the learning from these experiences</li> <li>▪ exploring scenarios of situations and identifying the learning from your ITE year that you can use to approach them</li> </ul>

<b>Phase Seven</b> (beyond the course): <b>How do you sustain your professional development, and passion for inclusive teaching, through the next stage of your career and beyond?</b>
<b>Features of phase:</b>  You will be preparing for your first teaching appointment.  You should be considering how to develop professionally through engaging with communities of practice. For example, this might be through joining subject associations, maintaining links with the University of Nottingham or planning to undertake further study.
<b>During this phase you should focus on:</b> <ul style="list-style-type: none"><li>▪ transitioning successfully to your Early Career Teacher (ECT) year</li><li>▪ being part of a range of communities of inquiry as you continue in your career as a teacher</li></ul>

You will continue to progress by revisiting, and building on, the foci raised in previous phases. Your new foci during this phase will be:

<b>Teacher as professional</b>	<ul style="list-style-type: none"> <li>▪ developing professional, and research, networks and communities to engage with a range of continuing professional development opportunities</li> <li>▪ taking responsibility for ensuring your practice reflects your passion for teaching and your desire to support your pupils in developing the qualities, skills and dispositions necessary in a fast-changing world</li> </ul>
<b>Teacher as thinker</b>	<ul style="list-style-type: none"> <li>▪ being able to critically reflect on your own practice, and that of others, and become a part of a collaborative community of inquiry</li> <li>▪ continuing to engage with further study</li> </ul>
<b>Subject knowledge for teaching</b>	<ul style="list-style-type: none"> <li>▪ understanding the role of subject knowledge associations and the University as a resource for continuing professional development throughout your career</li> <li>▪ continuing to engage with developments in your discipline</li> </ul>
<b>Pedagogies</b>	<ul style="list-style-type: none"> <li>▪ looking ahead to your new school, identifying its unique features and the implications for pedagogy and your continuing professional development</li> <li>▪ identifying your pedagogical strengths and what you can offer colleagues</li> <li>▪ being able to critically engage with, and respond to, the impact of policy initiatives on pedagogy, maintaining a sense of agency and your own professional philosophy of teaching and learning</li> </ul>
<b>Progressing learning for all</b>	<ul style="list-style-type: none"> <li>▪ refining your own, efficient, systems of planning and assessment that will enable you to be ready for your new school</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>▪ continuing to engage with factors that influence curriculum design and change</li> </ul>
<b>Building positive relationships</b>	<ul style="list-style-type: none"> <li>▪ understanding your new school so you can develop positive relationships</li> <li>▪ making a positive start as an ECT</li> <li>▪ building relationships with each successive group of new learners</li> </ul>