Developing Placement CPD resources January 2021-July 2021:

Dear Developing phase QTS student.

Please find below a range of CPD materials that link to the progression made at beginning phase in your development against the national teacher standards.

What if my setting is shutdown/locked down?
✓ Notify your partnership tutor

✓ Ongoing physical contact with setting- It may be that the setting is still open to key/critical worker children and you should continue to offer your services to support this activity unless the university advise otherwise. Or… your setting may become part of a local hub; please continue to offer your support to that hub.

✓ Online support of Teaching & learning- Continue to work with your class teacher and mentor to support online teaching / learning provision for the children you are getting to know. Only do so via the IT systems the school has put in place.

✓ Teacher CPD- If you are unable or the setting do not require your services. Please notify your programme team / partnership tutor who will issue you with a teacher CPD package and instructions.

If you have not yet received notification of an aligned school / Placement.

• Do not worry- our team of partnership tutors are securing places and our admin team are working hard to run all checks to align you to a school /setting ASAP.

• Notify your personal tutor/ programme team- They will issue you with a set of CPD activities (Below); These will help you continue to build a set of evidences to map against your Teacher Standards (Common Framework) grid.

• If your school has to close for any reason and you are unable to take part in teaching and learning support please revert back to the point in this CPD activity pack that you left off when notification came through.

Here at the University of Cumbria, the Institute of Education is committed to ensuring that you receive support, activities and guidance to help you to continue to develop as a student teacher. To this end we have created some CPD activities below for you to engage in, with the support of your University Partnership Tutor (UPT) and Personal Tutor.

We have split the activities into key focus sections. Against each area and set of tasks we have given an indication of the amount of time they will take to complete. You may choose or negotiate with your UPT (based on your professional development needs) the order in which you engage with the other tasks.

There are enough tasks embedded within the document to supplement the full length of a developing placements (usually 5-6 weeks).

As with any online learning we encourage a mixture of screen focussed activity, reading and down time; in any given working week we would not suggest that you spend more than 20 hours of screen time (4hrs per day equivalence with regular breaks)

We strongly suggest choosing a wellbeing resource / task each week- notifying the importance of this area.

Your engagement will be monitored by Partnership Tutors and you will bring the evidence of your engagement and learning together in a portfolio. This will provide additional evidence of your progress towards the Teachers' Standards including Part 2. You should expect a minimum of 2 formal touch points with your University Partnership Tutor during your placement; this could be a mixture of online CPD support and in school QA.

It is important that you track the professional development activities to map your engagement. As you complete an activity please ensure that you add evidence of this to an ongoing portfolio (preferably electronic). Please continue to keep yourself and others safe by following the Public Health England guidance at all times; wash your hands for 20 seconds and use a tissue for coughing then wash your hands. More importantly if you feel unwell at any time, please follow the PHE guidance.

Warmest wishes

Institute of Education Leadership Team

Section	CPD resource	Task/Time
Wellbeing		**We suggest that you pick one resource / task each week from this section.**
	First Read the following paper commissioned through educationsupport **(by DfE)** 📄 **PDF** covid-19_and_the_c lassroom-2.pdf	Explore the paper and resources available to teachers. What are the key messages? How does this impact on how you plan for pupil engagement when in school? Does it highlight further CPD that you would like to engage with?
	Now explore some of the videos and resources available to teachers. **Reflect on their impact as to how you support yourself and others.** **https://www.educationsupport.org.uk/helping-you/coronavirus-supporting-education-staff** **https://www.educationsupport.org.uk/resources?f%5B0%5D=field_ty pe%3A278**	
Global Education perspectives	**Global perspectives on primary education** https://www.open.edu/openlearn/education-development/global-perspectives-on-primary-education/content-section-0?active-tab=description-tab This free course, *Global perspectives on primary education*, provides an introduction to comparative education studies and will compare and contrast primary schooling around the world. You will look into classrooms and hear from teachers, teacher educators and policy makers from a range of education settings and countries. You will also learn about United Nations Sustainable Development Goal 4 and the agenda for free, universal, quality education. **Course learning outcomes:** After studying this course, you should be able to: • know the basics about the field of comparative and international education studies • understand the purposes of international goals for quality education • Develop skills to compare and contrast education policies and practices.	**9 hrs** **Complete online course.** Print free statement of participation. Consider which Teacher standards this relates to (use your common framework)
Inclusion	**Dyslexia awareness part 1** https://education.microsoft.com/en-us/course/30a7b5e8/overview	**1 hour**
	Dyslexia awareness part 2 https://education.microsoft.com/en-us/course/4acb190d/overview	**1 hour** Once completion of the 2 dyslexia courses- reflect on how this will impact on your planning process. Try producing a sequence of learning in a core subject area that gives focus on supporting dyslexic learners.

	Meeting the needs of diverse learners https://education.microsoft.com/en-us/course/a41ac17d/overview	**1 hour** **Then as above**	
	What children's perspectives tell us about inclusion https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/what-childrens-perspectives-tell-us-about-inclusion/content-section-0?active-tab=description-tab The underlying premise of this free course, What children's perspectives tell us about inclusion, is that we are all experts in different ways, and that our different experiences and understandings are of value. Inclusive education is presented and discussed as under construction, both in educational settings and as a concept. The materials to be found in this course are largely rooted in the social model of disability and human/disability rights frameworks. **Course learning outcomes:** After studying this course, you should be able to: • understand a context in which listening to the perspectives of children is important in developing inclusive education • demonstrate an insight into the varying perspectives of children • Reflect on how children's perspectives fit into a personal developing model of good practice and how they relate to a personal set of perspectives.	**4 Hours** **Complete online course.** Print free statement of participation. Consider which Teacher standards this relates to (use your common framework)	
	Migrants and Refugees in Education: A toolkit for teachers https://www.futurelearn.com/courses/migrants-and-refugees-in-education On this course, you'll hear from experienced teachers on the challenges of refugee education. They'll share experiences of what they've learned and strategies they've used when teaching migrant learners both in countries affected by conflict and in host countries. Whether you're a language teacher, a teacher of another subject, or a volunteer working in migrant and refugee education, you'll find ideas and strategies that you can use to better understand your learners. You'll also learn how to build inclusive classrooms and develop your learners' confidence, taking into account the languages they know and their cultures.	**4 weeks- 3 hours per week**	
Teaching & Learning	**Planning for Learning: Formative Assessment** https://www.futurelearn.com/courses/planning-for-learning?utm_campaign=stem_learning&utm_content=ne70f Develop the way you use evidence of student understanding to inform your teaching and enable learning during and across lessons.	**5 Weeks- 3 hours per week**	
	Teaching and learning tricky topics https://www.open.edu/openlearn/education-development/learning/teaching-and-learning-tricky-topics/content-section-overview?active-tab=description-tab	**24 hrs- spend 4 / 5 hrs per week.**	

	Differentiation for Learning https://www.futurelearn.com/courses/differentiating-for-learning-stem?utm_campaign=stem_learning&utm_medium=link&utm_source=coursepage		**3 weeks- 3 hours per week**
	Evaluating school classroom discussion https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/evaluating-school-classroom-discussion/content-section-0?active-tab=description-tab It is important to learn from classroom discussions, both for pupils and teachers. This free course, Evaluating school classroom discussion, will help you, as a teacher, to evaluate such discussions in order to help students develop their understanding and use of spoken language. The ability to use language as a tool for constructing and sharing knowledge is applicable across the whole curriculum. **Course learning outcomes** After studying this course, you should be able to: • understand ways that spoken language is used to create joint knowledge and understanding, and to pursue teaching and learning • consider the educational implications of some recent research on teaching and learning in face-to-face interactions • demonstrate some approaches to analysing the spoken language of teaching and learning		**9 Hours**
Assessment	**Exploring innovative assessment methods** https://www.open.edu/openlearn/education-development/exploring-innovative-assessment-methods/content-section-overview?active-tab=description-tab The course explores the purpose and usefulness of a constructively aligned curriculum and a competency aligned curriculum and the benefits of both. As the course progresses, you will also explore the barriers and enablers to innovative assessment. This will include aligning assessment with the curriculum and considering how learning outcomes from a curriculum can be achieved with the use of technology. This will involve considering key elements which are often seen as tenets when designing, creating and delivering assessments in further and higher education such as reliability, consistency, validity, authenticity and ownership. In the last stages of the course you will explore how innovative assessment can be introduced into your professional practice and how you can evaluate its effectiveness. Course learning outcomes After studying this course, you should be able to: • identify the usefulness of innovative assessment as well as the barriers and enablers		**12 hours**

	- facilitate flexibility for students to demonstrate what they have learned using mobile technology - integrate mobile assessment into the taught curriculum - Evaluate the effectiveness of technology as a tool for formative or summative assessment.	
Online teaching	**Take your teaching online** https://www.open.edu/openlearn/education-development/education/take-your-teaching-online/content-section-overview?active-tab=description-tab Online learning has rapidly emerged and is now found in every area of education, from schools to skills training. More people than ever learn through online courses. Even where teaching is primarily 'face to face', online tools and interactions have become a key part of the learning experience. But teaching online is different. If you work in education or training at any level, you need to develop new skills and understanding in order to make the right decisions, make the most of the opportunities, and overcome common challenges. It is almost 20 years since The Open University trialled our first fully online course with our students. We are now world leaders in the research and delivery of online education. In this free course, we share the fundamental knowledge needed to deliver effective teaching online. In *Take your teaching online*, you will hear about the experiences of real educators, be introduced to cutting edge research, and understand the ideas and tools that shape how we teach and learn online. You will also learn useful methods that will guide you to test out these new ideas in your own practice. Course learning outcomes: After studying this course, you should be able to: - identify the differences between teaching online and teaching in a face-to-face environment - make informed decisions when choosing new tools and pedagogies for online teaching - identify major benefits and challenges of teaching online - understand the changing practices of educators as they make use of online opportunities such as social networks and open educational resources - Understand how to create and evaluate approaches to online teaching that are appropriate for you.	**24 hours- 4/5 hours per week?**
	Teaching Programming in Primary Schools https://www.futurelearn.com/courses/teaching-programming-primary-school **Understand key programming concepts and apply them using Scratch.**	**4 weeks (@ 2hrs per week)**

	This free online course will provide a comprehensive introduction to programming, designed for non-subject-specialist primary or K-5 teachers. Over four weeks, we'll introduce you to key programming concepts. You'll have the chance to apply your understanding of them through projects, both unplugged and on a computer, using Scratch as the programming language. You'll discover common mistakes and pitfalls, and develop strategies to fix them.	
Have A Go-Shared & Guided writing	**Pie Corbett video series- Talk for writing** https://www.youtube.com/watch?v=S7588IZH4aY Start with the video in the link- but also be open to view the others in the series. Pie talks about See the document below that originates from the national Literacy strategy. Guided_writing_ma terials_Redacted.pdf Now… using the relevant video clip below (linked to the age phase you are placed with); think about planning a sequence of learning that would help children develop a piece of writing; using the strategies learnt from the Pie Corbett video and shared or guided writing approaches- or maybe a mix of all three. KS1/EYFS writing Clip: use 0sec-22sec https://www.youtube.com/watch?v=0bqmo74UgFY KS2 writing Clip: https://www.youtube.com/watch?v=AW_uCZQsLP8 Share your planning with your school- if you get to go back in – maybe ask if you can try shred and guided writing approaches using these clips.	**1-2 weeks (@ 2 hours per day)**
Reading to support learning – mapped against Teacher standards	https://eu.alma.exlibrisgroup.com/leganto/public/44UOC_INST/lists/3927555550002701?auth=SAML **Choose a Teacher standard within this 'Onelist'- readings are mapped directly to each standard.**	**Aim to read for 4 hours per week.** **(ITT Core Content Mapped)**