

University of Cumbria



CPD Resources for ITE (QTS) Students



“Aspirational training to achieve inspirational teachers with pupils’ learning and well-being at the heart of our partnership”

Academic Year 2020/21

How to utilise this CPD Resource Pack & Contents.

The University of Cumbria is taking a holistic approach to considering whether a student is on a trajectory to meet the national teacher standards by the end of your programme. Students are still trainees until the point at which their programmes finish, which would in most cases be the end of their final, assessed school based placement.

We have developed a suite of professional CPD activities here- UPDATED September 2020; for students to engage in with the support of their University Partnership Tutor/Primary Programme Leader and Personal Tutor. You will use your most recent targets set from your school experience /placement to prioritise the focus for your CPD.

These Resources are to be used either:

- In conjunction with online teaching & learning experiences linked to your placement school;
- Instead of placement experience- where you are not required to support online or f2f teaching / learning during times of school closure as a direct result of COVID19.

Your Progress with these resources will be monitored regularly with Partnership Tutors and you will bring the evidence of your engagement and learning together in a portfolio of evidence. 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 tutor during this time.

It is important that you utilise the activity tracker enclosed to map your engagement.

As you complete a piece of CPD- ensure that you add to an ongoing portfolio (preferable that this is electronic).

We recognise that many of you may be either Home educating your own children or close family and or are engaging with your placement school to offer online learning. In these scenarios please work with you tutor to identify an adequate level of engagement with the CPD resources here within. Please ensure that you log any of the above teaching/learning and keep evidence of such activity.

If you are neither home educating nor offering online teaching /learning support to schools we expect you to agree a recommended level of engagement with your partnership tutor.

At the end of your programme all students will have the opportunity to discuss their evidence with their tutors in a tutorial/viva where targets for the next stage of your career will be set.

- ✓ Action Plan
- ✓ Activity tracker
- ✓ Section 1: Health & Wellbeing
- ✓ Section 2: Free CPD
- ✓ Section 3: Online Resources
- ✓ Section 4: Subject Associations
- ✓ Section 5: Knowledge Organisers
- ✓ Section 6: SEND- Impairments
- ✓ Section 7: Job applications
- ✓ Section 8: Reading to support
- ✓ Section 9: A bit of fun



Action Plan

Please utilise this rolling action plan (weekly) to create, track review and develop your CPD as a teacher. All resources available in this pack can be related to the National Teacher Standards (You may use this plan in conjunction with your common framework/matrix).

Please share this action plan at regular intervals with your Partnership Tutor (UPT / PPL) and Pastoral Tutor (PAT). This will allow you both to engage in a professional dialogue about your development areas and progress / evidence of achievements.

We also attach our guidance on effective target setting to help you shape your development targets:



Effective-Target-Setting-for-ITE-Trainees



QTS students (Placement- school closures) Continuing Professional Development TARGETS – ACTION PLAN & RUNNING RECORD

Name:

Download as word doc here:

Teachers' Standards and Related Targets	Actions To Be Taken	Expected Completion Date	Interim Progress Reviews	Target Achieved Student/Tutor Sign-Off

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University Of Cumbria ITE Partnership: Resilience & Teacher Workload Reduction Charter

The University of Cumbria ITE Partnership has a strong focus on teacher workload reduction and teacher resilience for all. Our aim is to supplement and, in many cases, add value to the support being offered in Partner Schools & Settings. The opportunities offered by the University of Cumbria are open to all of our students, current or recently qualified.

We also offer the encouragement of ongoing quality training and CPD, making the benefit this brings to the wider Partnership.

Everyone has a right to expect access to support throughout our Partnership; please use the Charter as the starting point for conversations with leads both of University and in Schools Settings.

Intent –

Our intent is that our partnership has a focus on ensuring all teachers & students are well supported (mentally / emotionally)

Challenge and lead dialogue about Teacher Workload Reduction (TWR) and Teacher Resilience.

Encourage professional conversations... & lay out responsibilities for ensuring resilience and TWR are key attitudes of any teacher training programme.

To provide support for students targeted at individuals leading to resilient trainees.

Impact –

Students leaving the university feeling confident to take on their NQT year and remain in the profession

Ensuring students know where to go for support and to understand that asking for help is a strength; also to recognise the students who may not seek this support when they need it.

School / Setting staff receive regular feedback, training and ongoing CPD opportunities linked to Teacher workload reduction and resilience

* The Charter will become part of the UoC ITE Partnership Agreement ensuring that it will come to the attention of Head Teachers / mentoring leads who sign the agreement.

Implementation –

To promote discussion and provide challenge

To be shared throughout programmes and their partnerships

Lead to CPD

To promote professional conversations relating to wellbeing and workload leading into enabling partnership feedback mechanisms.

UoC students will:

- Identify your strengths & skills early on and have the confidence to share these;
- Know who to approach for support (seek it out);
- Aim to maintain a healthy work/life balance by:
 - Setting achievable aims;
 - Creating regular exercise;
 - Being realistic about what you can achieve;
- Set your own placement will bring target and review it each week with your mentor;
- Take responsibility for confronting fears rather than avoiding them; helping to reduce anxiety. The sooner they are confronted the sooner they will be overcome;
- Be clear about the evidence you have to exemplify Teacher Standards;
- Know when you have done enough!

ITE Partnership Staff will:

- Have regular & timely check-ins with ITE students whilst on placement – (specific in context):
 - How they are feeling?
 - Have they any concerns?
 - Are they maintaining a work/life balance?
- Ask to ITE students about work in which your school have reduced teacher workload & support teachers to develop effective work/life balance;
- Allow ITE students the opportunity to discuss views that they have experienced, planning, pupil teaching & assessment methods;
- Are a school well being guidance & policy;
- Ensure that ITE students know where evidence can be found for teacher standard exemplification rather than collection.

UoC Programmes will:

- Ensure that students understand the current 'teacher' Standards;
- Walk through elements of ITE paperwork during programme weeks prior to placement (Planning, lesson, assessment);
- Support students to reduce the workload associated with planning for learning, marking and use of data in line with DfE guidance;
- Ensure Personal Tutor review and refer to student's targets prior to and post placement;
- Be honest and balanced about expectations of teachers and how to manage resource workloads;
- Reach out & support as necessary, e.g. building on exemplification of evidence for leading current teacher standards;

Together we will:

- Assess, act/then non-judgmentally, give reassurance & information; encourage self-help strategies;
- Communicate and ensure the ITE student to get appropriate professional help;
- Have a shared understanding of and commitment to implementing teacher workload reduction; conduct an annual review of ITE partnership paperwork with a focus on responding to teacher workload reduction;
- Aim to place ITE students in schools which will recognise their strengths and provide them with appropriate challenge, supporting to create of development effectively; ensure that everyone is clear on the expectations of students at different stages of placement journey;
- Encourage mentors to develop and be recognised for their mentoring & coaching skills; through ongoing professional development & qualifications with the University of Cumbria;

University Of Cumbria ITE Partnership: Resilience & Workload Reduction Charter

University of Cumbria

Teacher Wellbeing Resources

The Institute of Education have a strong focus on Teacher Workload Reduction & Resilience (See University of Cumbria TWR&R Charter). It is incredibly important that you consider your wellbeing and how you will support learners when eventually we all return to schools in some sort of 'normality'

[UoC Charter](#)

Please have a look at this GTCScotland wellbeing hub & DfE Wellbeing resources.

Explore the resources and support available.

How will this help you personally and to support young people going forward- reflect (maybe keep an ongoing blog or diary of thoughts based on each resource you explore)

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Implementation –

- To promote discussion and provoke challenge
- To be shared throughout programmes and their partnerships
- Lead to CPD;
- To promote professional conversations relating to wellbeing and workload feeding into ongoing partnership feedback mechanisms.

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- Students leaving the university feeling confident to take on their NQT year and remain in the profession
- Ensuring students know where to go for support and to understand that asking for help is a strength; also to recognise the students who may not seek this support when they need it.
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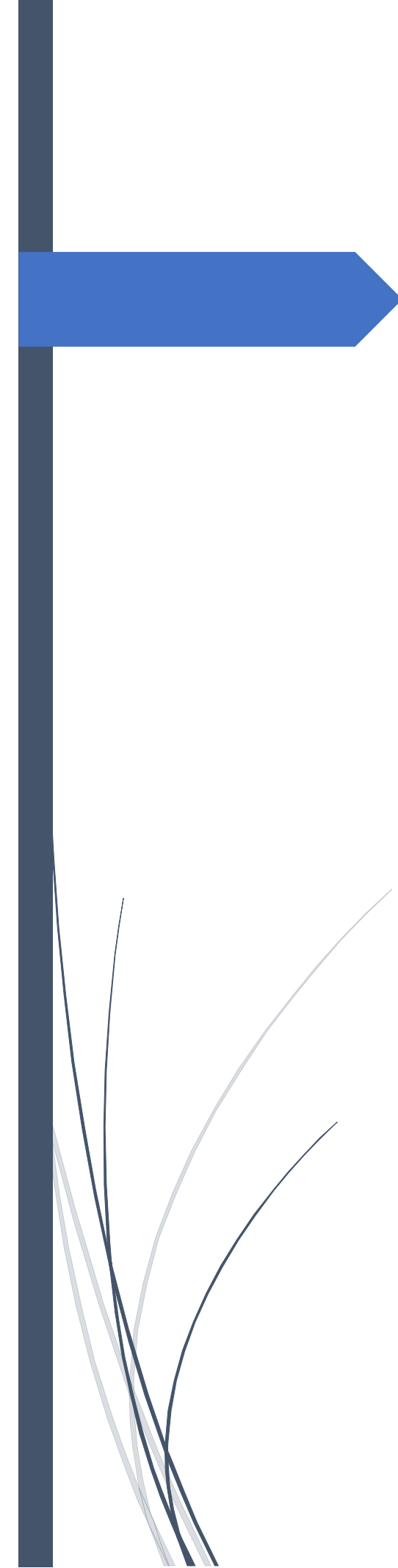
Health and Wellbeing

- Government announced support for staff mental wellbeing – schools can access a range of new online resources, funded by the DfE, to help them respond to the impact of coronavirus on staff mental health and wellbeing. This includes free counselling for teachers through the Education Support Partnership. If you would like to speak to someone, you can call 08000 562 561, 24 hours a day.
- GTC Scotland has created and curated a variety of resources and advice to support teacher and lecturer health and wellbeing during the Covid-19 crisis.

View our Teacher Tips videos for advice from colleagues; get insights from health and wellbeing professionals in our webinar recordings and articles; and access useful materials from health and wellbeing organisations under Resources.

<https://gtcsnew.gtcs.org.uk/News/news/health-wellbeing.aspx>

If you would like to recommend health and wellbeing resources that you have found useful please contact: communications@gtcs.org.uk



Teacher CPD- Online training learning courses

Please complete one of these training sessions each week- consider picking one strand each week as a focus. On completion log what you have done in your activity planner and reflect on its impact on you as a professional teacher.

- How did it fit with development of the national teacher standards?
- How will you use this information / skill as you move forward in your career?
- How will you upskill others now that you have had this input?

In addition to all the free content below the University of Cumbria has full access to LinkedIn Learning: <https://www.linkedin.com/learning/>
 You can access this via the link above or by going through student hub on the University Website.

Just sign in using your university Credentials (email address); it will then prompt you to Multi Factor Authenticate (MFA) via standard remote access processes.

Free CPD opportunities

	Course title	Links
Pastoral /wellbeing	Teaching students who have suffered complex trauma	https://www.futurelearn.com/courses/teaching-students-trauma
	We all have mental health: an introduction for teachers	https://www.samh.org.uk/about-mental-health/elearning-for-teachers
	Child protection for teachers	https://www.futurelearn.com/courses/child-protection-teachers
	Making sense of mental health problems	https://www.open.edu/openlearn/health-sports-psychology/making-sense-mental-health-problems/content-section-0?active-tab=description-tab
	Keeping them safe	https://paceuk.info/training/keep-them-safe/
	Young people and their mental health	https://www.futurelearn.com/courses/young-people-mental-health
	ACEs: Introduction to Adverse Childhood Experiences & Early Trauma	https://www.acesonlinelearning.com/
	Professional relationships with young people	https://www.open.edu/openlearn/health-sports-psychology/professional-relationships-young-people/content-section-0?active-tab=description-tab
	Recognising and preventing FGM	https://www.virtual-college.co.uk/resources/free-courses/recognising-and-preventing-fgm
	Emotional intelligence at work	https://www.futurelearn.com/courses/emotional-intelligence-at-work
	Understanding young minds	https://www.virtual-college.co.uk/courses/safeguarding/understanding-young-minds
	Safeguarding – child sexual abuse and exploitation	https://learning.seenandheard.org.uk/
	Introduction to child psychology	https://www.open.edu/openlearn/education-development/childhood-youth/introduction-child-psychology/content-section-0?active-tab=description-tab
	Get moving, get healthy	https://www.virtual-college.co.uk/courses/health-and-safety/get-moving-get-healthy
	Bullying in schools	https://www.futurelearn.com/courses/peer-bullying
Understanding depression and low mood in young people	https://www.futurelearn.com/courses/depression-young-people	
SEN	Introducing British Sign Language	https://www.british-sign.co.uk/learn-online-british-sign-language-course/
	Disability matters learning packages	https://www.disabilitymatters.org.uk/Catalogue/TileView

	Understanding dyslexia	https://www.open.edu/openlearn/education-development/education/understanding-dyslexia/content-section-0?active-tab=description-tab
	Understanding Autism	https://www.open.edu/openlearn/science-maths-technology/understanding-autism/content-section-overview?active-tab=description-tab
	Dyslexia awareness part 1	https://education.microsoft.com/en-us/course/30a7b5e8/overview
	Dyslexia awareness part 2	https://education.microsoft.com/en-us/course/4acb190d/overview
	Focus on SEN CPD	https://nasen.org.uk/training-and-cpd/online-learning/learning.html
Ed Tech	Education technology leadership in schools	https://www.futurelearn.com/courses/education-technology-leadership-in-schools
	Take your teaching online	https://www.open.edu/openlearn/education-development/education/take-your-teaching-online/content-section-overview?active-tab=description-tab
	Impact of technology	https://www.futurelearn.com/courses/impact-of-technology
	Accessibility of e-learning	https://www.open.edu/openlearn/education-development/education-careers/accessibility-elearning/content-section-0?active-tab=description-tab
	The online educator: people and pedagogy	https://www.futurelearn.com/courses/the-online-educator
	Understanding technology in evidence-based teaching and learning	https://www.futurelearn.com/courses/technology-teaching-learning
The Arts	Becoming a better music teacher	https://www.futurelearn.com/courses/becoming-a-better-music-teacher
	Teaching secondary music	https://www.open.edu/openlearn/education/teaching-secondary-music/content-section-0?active-tab=description-tab
	Why teach art?	https://www.open.edu/openlearn/education/why-teach-art/content-section-0?active-tab=description-tab
Literacy across the curriculum	Introduction to teaching vocabulary	https://www.futurelearn.com/courses/developing-vocabulary
	Introduction to speech, language and communication	https://www.topspage.com/blog/2019/8/2/communication-trust-course?rq=Communication
	English grammar in context	https://www.open.edu/openlearn/education-development/education/english-grammar-context/content-section-0?active-tab=description-tab
	Building literacy with PowerPoint	https://education.microsoft.com/en-us/course/bc04fe50/overview
	Understanding language: learning and teaching	https://www.futurelearn.com/courses/understanding-language
	Understanding language and learning	https://www.open.edu/openlearn/languages/understanding-language-and-learning/content-section-0?active-tab=description-tab
	Involving the family in supporting pupils' literacy	https://www.open.edu/openlearn/education-development/education/involving-the-family-

		supporting-pupils-literacy-learning/content-section-0?active-tab=description-tab
	Understanding English dictionaries	https://www.futurelearn.com/courses/understanding-dictionaries
	Language development for teachers	https://app.senecalearning.com/classroom/course/2a5d304c-e8fd-47f6-abaa-16690c90f4d2
	Literacy in science	https://app.senecalearning.com/classroom/course/28e73a94-15be-44ba-b967-d3fb671c12fc
MFL	Teaching secondary MFL	https://www.open.edu/openlearn/education/teaching-secondary-modern-foreign-languages/content-section-0?active-tab=description-tab
	Assessment in secondary MFL	https://www.open.edu/openlearn/education/assessment-secondary-modern-foreign-languages/content-section-0?active-tab=description-tab
STEM	Managing the practical classroom in secondary science	https://www.futurelearn.com/courses/managing-the-practical-classroom-secondary-science
	Girls in STEM: closing the STEM gap	https://education.microsoft.com/en-us/course/c3c376f8/overview
	Teaching Biology: inspiring students with plant science	https://www.futurelearn.com/courses/teaching-biology-inspiring-students-with-plants-in-science
	Curriculum design for secondary science	https://www.futurelearn.com/courses/introduction-to-curriculum-design-secondary-science
	Linking curriculum learning to STEM careers	https://www.futurelearn.com/courses/linking-stem-curriculum-learning-to-careers
	Teaching practical science - Chemistry	https://www.futurelearn.com/courses/teaching-practical-science-chemistry
	Inspiring young people in STEM	https://www.futurelearn.com/courses/stem-volunteering-feedback
	Teaching mathematics	https://www.open.edu/openlearn/education-development/teaching-mathematics/content-section-overview?active-tab=description-tab
	Using visualisation in maths teaching	https://www.open.edu/openlearn/education-development/using-visualisation-maths-teaching/content-section-0?active-tab=description-tab
	Maths subject knowledge: understanding numbers	https://www.futurelearn.com/courses/maths-subject-knowledge-number
	Maths subject knowledge: fractions, decimals and percentages	https://www.futurelearn.com/courses/maths-subject-knowledge-fractions-decimals-and-percentages
	Maths subject knowledge: proportion, ratio and scaling	https://www.futurelearn.com/courses/maths-subject-knowledge-proportion-ratio-scaling
RE	Muslims and Islam	https://mailchi.mp/pewresearch.org/muslims-and-islam-course
	Politics and society	https://www.futurelearn.com/subjects/politics-and-society-courses/religion
Research	Engaging with educational research	https://www.open.edu/openlearn/education-development/education/engaging-educational-research/content-section-0?active-tab=description-tab
	Education research that matters	https://www.futurelearn.com/courses/ways-of-researching

	Cognitive science for teachers level 1	https://app.senecalearning.com/classroom/course/9f6bf15c-23fe-401c-810a-3bc66d761885
	Cognitive science for teachers level 2	https://app.senecalearning.com/classroom/course/aebdbb79-c863-4eca-ab3f-31e5120f5fb0
	Metacognition for teachers	https://app.senecalearning.com/classroom/course/d1277cd6-7205-4511-8d95-1f1ed341ae69
	Dual coding for teachers	https://app.senecalearning.com/classroom/course/9375f141-2704-49d8-a754-e142c7aad967/section/3ed336fc-89f0-4dba-b853-4c9f61a0d3ed/section-overview
	Rosenshine masterclass with Tom Sherrington	https://teacherhead.com/2020/03/16/rosenshine-masterclass-captured-free-cpd/
	Chartered College of Teaching and free access to EBSCO	https://chartered.college/ - free membership through United Learning
	Resource library full of free research materials	https://evidence-based-education.thinkific.com/courses/resource-library
Teaching and learning	Teaching for good behaviour	https://www.open.edu/openlearn/education-development/education-careers/teaching-good-behaviour/content-section-0?active-tab=description-tab
	Planning for learning: formative assessment	https://www.futurelearn.com/courses/planning-for-learning
	Inclusive education	https://www.futurelearn.com/courses/inclusive-education
	Mentoring student teachers	https://www.open.edu/openlearn/education-development/learning-teach-mentoring-and-tutoring-student-teachers/content-section-0?active-tab=description-tab
	Introduction to GDPR	https://www.virtual-college.co.uk/courses/compliance/introduction-to-gdpr
	Facilitating learning in practice	https://www.open.edu/openlearn/health-sports-psychology/facilitating-learning-practice/content-section-overview?active-tab=description-tab
	Teaching sustainable development goals	https://education.microsoft.com/en-us/course/72e17f8d/overview
	Supporting successful learning in secondary school	https://www.futurelearn.com/courses/supporting-learning-secondary
	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
	Making Best Use of Teaching Assistants	https://www.tes.com/mycourses/courses/making-best-use-of-teaching-assistants-copy-872
	Embedding employability skills in the curriculum	https://www.tes.com/institute/embedding-employability-skills-CPD
	Transforming education in challenging environments	https://www.futurelearn.com/courses/transforming-education
	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
	Education for all: disability, diversity and inclusion	https://www.futurelearn.com/courses/education-for-all
	Differentiation for learning	https://www.futurelearn.com/courses/differentiating-for-learning-stem
	The science of learning	https://www.futurelearn.com/courses/science-of-learning
	Meeting the needs of diverse learners	https://education.microsoft.com/en-us/course/a41ac17d/overview
	Assessment for teachers	https://app.senecalearning.com/classroom/course/04e36b88-c9c6-47ac-8a4b-54b9ceeea532
	Leading blended professional learning	https://education.microsoft.com/en-us/course/38ba2124/overview
	Looking globally: the future of education	https://www.open.edu/openlearn/education-development/looking-globally-the-future-education/content-section-overview?active-tab=description-tab
	Climate Change teacher free courses	https://unccelearn.org/educate/
Leadership	The what and why of educational leadership and management	https://www.open.edu/openlearn/education-development/education-careers/the-why-and-what-educational-leadership-and-management/content-section-0?active-tab=description-tab
	Leadership and context	https://www.open.edu/openlearn/education-development/leadership-and-context/content-section-0?active-tab=description-tab
	Introduction to Cloud for leaders	https://education.microsoft.com/en-us/course/46b3faaa/overview
	Exploring educational leadership	https://www.open.edu/openlearn/education-development/exploring-educational-leadership/content-section-0?active-tab=description-tab
	Inspiring social change leaders	https://education.microsoft.com/en-us/course/d96ad722/overview
	Free trial membership to Leadership Matters	https://access.leadershipmatters.org.uk/
	Virtual leadership workshops	Email office@enhancinglearning.co.uk to join
Early career teachers	Becoming a reflective practitioner	https://www.open.edu/openlearn/education-development/learning-teach-becoming-reflective-practitioner/content-section-0?active-tab=description-tab
	Learning to teach: an introduction to classroom research	https://www.open.edu/openlearn/education-development/learning-teach-introduction-classroom-research/content-section-0?active-tab=description-tab
	Learning to teach: making sense of learning to teach	https://www.open.edu/openlearn/education-development/learning-teach-making-sense-learning-teach/content-section-0?active-tab=description-tab
	Professional development for early career teachers	https://www.futurelearn.com/courses/early-career-teachers

Online Teaching Resources

Please utilise this compendium of online teacher resources (Most of which offer a free trial period).

We would like you to explore the resources linked to the age phase you were due to teach on your placement.

You may select a particular subject each week.

Once you have chosen a resource or set of resources:

1) Evaluate the impact that resource could have for Children's learning; How easy is it for them to use? Is it something that a teacher would have to facilitate? Is there a blended approach to the use of such a resource/s?

2) Utilise the following model to evaluate how you would use as a teacher either in the classroom or remotely;

➤ Adopt- what elements of this resource / set would you just adopt as it is? How would you use it with children?

➤ Adapt- are there parts of this resource/set that you would adapt? Which? Why?

➤ Enhance- Did the resource give you an idea of how to innovate a new way of working / plan for different purpose? What was this?

➤ Innovate- How could you create your own resource like this? What would you vary? Why?

3) Have a go at planning a sequence of learning for children using the resource/ resources you have found. You can use the university sequence of learning planning proformas-

<https://www.cumbria.ac.uk/about/partnerships/placements/education/information-primary/>

Would this look different for use in the classroom setting to that of fully online facilitated learning- consider both.

4) You may be able to share really good (located) resources and/or your planning with your placement school. They would be particularly grateful of extra hands to sift the range of learning materials out there....especially if backed up with ways of using that resource to guide learners remotely!

5) We have tailed this section with a set of video resources from Apple; related to effective online teaching using apple products- well worth a look.

Freeman, Patrick

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THANKS TO: [HTTPS://KIDSACTIVITIESBLOG.COM/135609/LIST-OF-EDUCATION-COMPANIES-OFFERING-FREE-SUBSCRIPTIONS/#COMMENTS](https://kidsactivitiesblog.com/135609/list-of-education-companies-offering-free-subscriptions/#comments) ACCESSED MARCH 14TH 2020



HERE'S THE LIST OF EDUCATION COMPANIES

Below we have the entire list of education companies- many offer free trial periods. We've provided direct links for you below. All you need to do is click the link and follow the instructions on that website to sign-up.



We have highlighted some suggested starting points beneath:

<p>AdmitHub</p> <p>ABCmouse/Adventure Academy</p> <p>ALBERT</p> <p>Alchemie</p> <p>American Chemistry Society</p>	<p>BBC Bitesize</p> <p>Backpack Sciences</p> <p>BFI- (British Film Institute)</p> <p>Boardmaker</p> <p>BookCreator App</p> <p>BrainPop</p> <p>Breakout Edu</p> <p>Buncee</p> <p>BeatDrop</p>	<p>Century</p> <p>CheckMath</p> <p>CircleTime Fun</p> <p>CiscoWebex</p> <p>CK-12 Foundation</p> <p>ClassDojo</p> <p>Classroom Secrets</p> <p>ClassHook</p> <p>Classtime</p> <p>CMU CS Academy</p> <p>CommonLit</p> <p>Conjugemos</p> <p>Coursera for Campus</p> <p>Curriki</p>
<p>Deck. Toys</p> <p>DeltaMath</p> <p>Discovery Ed</p> <p>Dyslexia Academy</p>	<p>Ecobalot</p> <p>EdConnect</p> <p>Edmodo</p> <p>EdPuzzle</p> <p>Education Perfect</p> <p>EduLastic</p> <p>Edu-Together</p> <p>Elementari</p> <p>Emile</p> <p>Epraise</p> <p>Epic!</p> <p>Espresso</p> <p>EverFi</p> <p>Explain Everything</p>	<p>Fiveable</p> <p>Flipgrid</p> <p>Fluency Matters</p> <p>Freckle</p> <p>Free Math</p>
<p>Gamilab</p> <p>Genially</p>	<p>Hapara</p> <p>Hawkes Learning</p>	<p>Ideas Roadshow</p> <p>IDEA</p>

GoGuardian Good2Learn Google For Edu Gynzy	HippoCampus	InThinking i-Ready Izzit.org
Kahoot Kami KET's PBS Learning Media Khan Academy Kids Discover Online Kognity	LabsLand Learning Apps Learning By Questions Libby App ListenWise	Manga High Microsoft Education Minecraft: Education Edition MobyMax Mozi MusicFirst Mystery Science
NearPod Newsela Nimbus Capture Numerise- Maths confidence	Oak National Academy Outschool Otus	Packback Parlay Pear Deck PebbleGo By Capstone Peergrade PenPal Prodigy Pronto PurpleMash
Rockalingua	ScienceWerkz Schoolology ScreenCastify Seesaw Seneca Seterra Geography Scholastic Shmoop Sight Reading Suite SmartMusic StoryBoard	Tailor-ED TechSmith Tes Blendspace Twinkl Typing Club
Vidcode ViewSonic Voces Digital Vroom App	Wakelete	Zearn 2Simple

Huge thank you to [Amazing Educational Resources](#) for this list! To which UoC staff have since added additional sites.

Apple education: <https://www.apple.com/uk/education/k12/learning-from-home/>

Update- September 2020

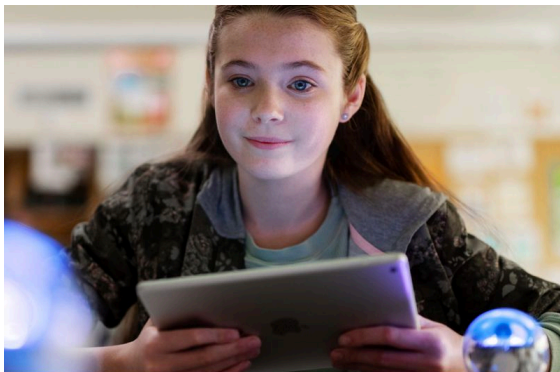
See above for links to popular apps and how to sign up to Apple Teacher section

Also:-

Apple Supporting At-Home Education With New Series of Remote Learning Videos

Tuesday March 24, 2020 11:00 am PDT by [Joe Rossignol](#)

With schools closed in many countries due to the current pandemic, teachers and parents alike are navigating the new reality of educating students from home. To help with this, Apple has [launched a new series of videos](#) designed to help schools and educators use built-in features of their Apple devices like the iPad to enable remote learning.



There are currently two videos available, with more to follow:

PREPARE RESOURCES FOR REMOTE LEARNING

This video will help educators learn how to get up and running for remote learning with iPad. We'll explore ways to access school resources and find apps that support remote learning. Tips will include using iPad built-in features to scan documents and stay organized, using Markup to annotate teacher materials and student work, getting set up with Voice Memos, and more.

CREATE AND SHARE PRESENTATIONS AND DEMOS

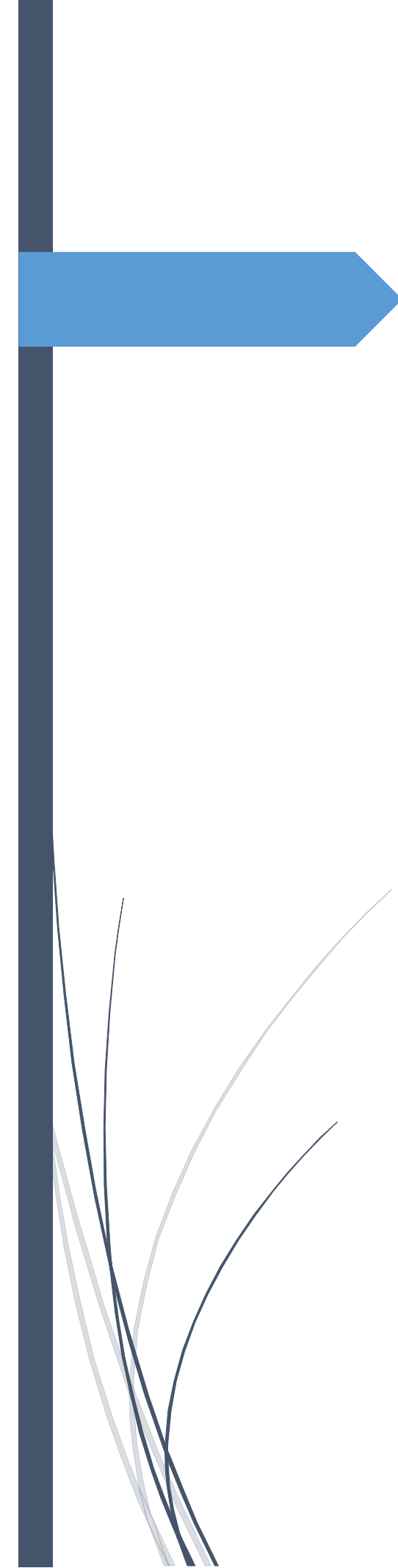
Presenting information in compelling ways is even more important when you're not able to be face-to-face with your students. In this video we'll show you how to use iPad built-in features to create demos and instructional videos and share them with your colleagues and students. Using Keynote, or any presentation tool, you'll learn how to record content and create demos on iPad for use with your students.

As a follow-up to the videos, Apple says educators can also [participate in 30-minute virtual conferences](#) led by its professional learning specialists.

Today we're launching Apple Education Learning Series, a growing collection of videos designed to help schools and educators make the most of [#RemoteLearning](#) on their Apple devices.

— Apple Education (@AppleEDU) [March 24, 2020](#)

Tag: [education](#)



Subject Association Resources

Please find in this section a series of subject associations that have opened up their resources, webinars & CPD for teachers and students.

As with free online resources section. Please take time to explore and evaluate the resources available. Consider how you may share 'good' resources with your placement school and better still write a set of learning plans (sequence of learning) utilising that resource

You may also link this section with our knowledge organisers resources- how will you plan a knowledge organiser for a topic of work for children in the phase you were due to teach?

Subject association resources

FREE Home-schooling resources for every subject, from EYSF to Key Stage 4- All other Subject association links

Subject associations are sharing ideas to support home schooling as below. Contributions include resources, links and competitions.

[Art & Design](#)

[Citizenship](#)

[Classics](#)

[Computing](#)

[Dance](#)

[Design and Technology](#)

[Drama](#)

[English](#)

[Geography](#)

[History](#)

[Mathematics](#)

[Music](#)

[Physical Education](#)

[PSHE](#)

[Religious Education](#)

[Science](#)



The leading subject association
for all teachers of geography

MENU
Home
Teaching Resources
Journals
Training and Events
Support and Guidance
Get Involved
Shop

Teaching Resources

This section contains a wide range of teaching and learning resources to cover all curriculum phases. It includes subject information, activities, case studies, videos, and much more.

[Early Years and primary](#)

[A range of specialist resources to provide information and support for teaching and learning.](#)



[Secondary and post-16](#)

[Resources to provide up-to-date content, activities and support for teaching and learning.](#)



Journal archive

A searchable archive of *Geography* from 1901 and *Teaching Geography* from 1975 hosted by JSTOR

Login Become a member Join 1000s of geography teachers and join the GA to receive specialist support and expert advice. Find out more	Quick links Journals Teaching resources Join the GA Training and events Jobs board Podcast
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<https://www.history.org.uk/primary/categories/7/news/3815/primary-resources-to-support-you-during-covid-19>

[Home](#) / [Primary](#) / [Primary History Teaching Resources](#) / Primary resources to support you during Covid-19

[Primary resources to support you during Covid-19](#)

Open access materials for students and teachers

Published: 19th March 2020



We know that teachers and pupils have been working incredibly hard in difficult circumstances, and that this work needs to continue during the forthcoming period of school closure. To support primary teachers, parents and pupils through school closure, we have put together a selection of open access resources to help you through this period, and we will be making further resources open access in 2 weeks' time.

Our primary committee are also working hard at putting together a selection of practical and engaging activities that can be completed at home, and we'll be publishing these collated ideas soon.

If you're looking for an effective at-home activity for your pupils or children in Years 5 and 6, take a look at our [Write Your Own Historical Fiction competition](#). We have adjusted the rules of this year's competition to allow for entries to be made by individual pupils working at home.

Schemes of Work

HA schemes of work cover all curriculum units and include key learning objectives, content, lesson ideas, resource suggestions and more. Some of the schemes are also fully-resourced. They are written by primary history education experts and provide the perfect balance of developing knowledge and key skills as they apply to history.

Firstly, we are publishing the following schemes of work which you can download and follow with pupils or your children at home:

[Shang Dynasty](#)

Children can be introduced to evidence of the Shang Dynasty in China from the tomb of Fu Hao, dated around 1250BC and discovered in 1976. They can use the evidence to find out about the Shang, but also to find out what we can't tell about the Shang from one grave, thereby opening up other areas of enquiry. This topic is a great way to enrich childrens' learning with more diverse histories.

[Anglo-Saxons, Vikings and Scots Settlement in Britain](#)

In this unit children can be introduced to the idea that people from other societies have been coming to Britain for a long time. They can learn about some of the tensions involved in the settlement as well as ways of life and matters that impact on us still. Links can be made with other societies that contributed to the formation of the United Kingdom and how Saxons, Vikings and Scots contributed to the development of institutions, culture and ways of life in the country.

[Great Fire of London](#)

The Great Fire of London is a favourite curriculum teaching topic. This paper draws on essential knowledge for approaching the subject, practical resources, websites, activities such as teaching the topic through dance, and more.

Primary History magazine

You can also access our open access editions of *Primary History*:

- [Primary History 78](#)
- [Primary History 66](#)

History podcasts

Plus we have made a selection of our subject knowledge podcasts open access to help you to develop your knowledge as it applies to topics taught at primary level including:

- [Anglo-Saxons: England from 871–1000](#)
- [Ancient Greek Myths and Legends](#)

- [The Kingdom of Benin 1550-1750](#)
- [The Vikings](#)
- [Film: Elizabeth's Women](#)
- [George I and George II](#)
- [Roman Britain](#)

Our usual [programme of Primary webinars](#) is also continuing.

<https://www.stem.org.uk/home-learning>

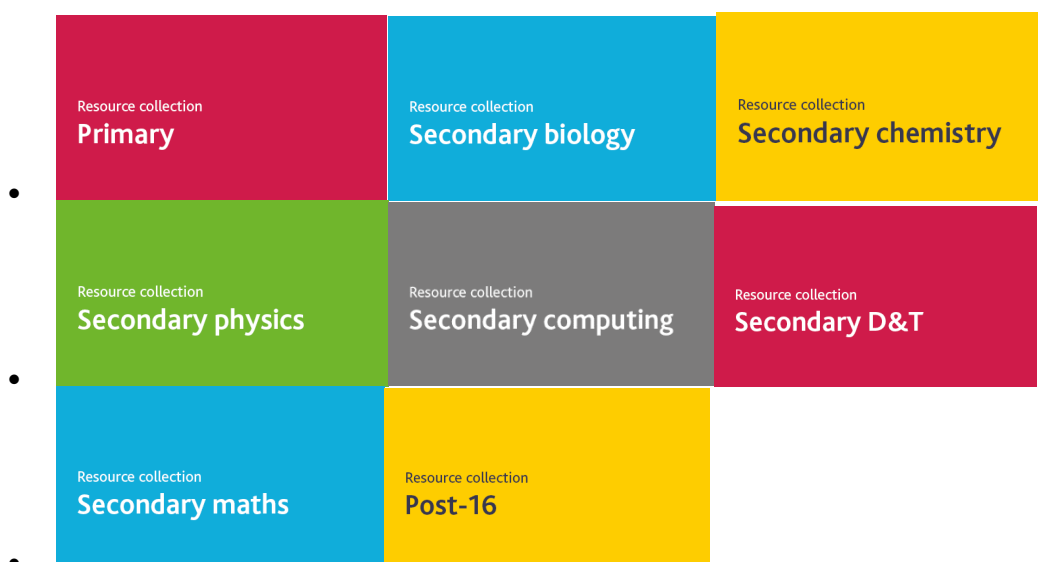
Free resources for home learning and continuing in-school delivery

The widespread school closures have created new challenges for everyone supporting young people. STEM Learning is working hard to develop and roll out a range of materials, which we hope will help you.

Our subject experts have put together a selection of resources - all of which are completely **free for everyone** to access. Our subject experts are also available from 8.30am to 4.30pm on weekdays via our webchat, which you can find in the bottom right hand corner of all our web pages.

We will be adding **new content and ideas every week**.

Resources for home learning



Families: activities to do at home

A range of fun, hands-on activities that can be used to engage young people of all ages with science, technology, engineering and maths.

Activities to support continuing in-school delivery

A selection of cross-curricular activities that can be used in school to engage young people of all ages. All of these resources can be adapted for use with individual students, small groups or mixed-age classes.

MUSICAL ASSOCIATION

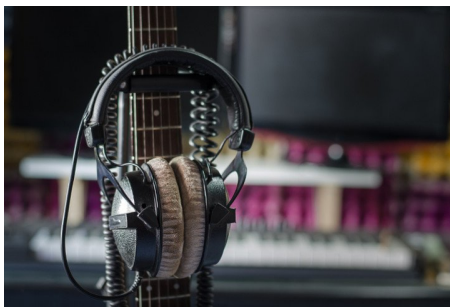
<https://www.ism.org/professional-development>

Professional development

We provide specialist professional development for all musicians including performers, composers, music educators and musicians with portfolio careers.

Everyone is welcome - you don't have to be an ISM member to come to our award-winning seminars, courses, workshops, webinars and special events but **ISM members receive a generous booking discount**. [Join the ISM](#).

Events and webinars



Webinars



Seminars

Resources



The Empowered Musician

Informative podcasts, videos, blogs and photographs from our first Empowered Musician event.



[Play: A psychological toolkit for optimal music performance](#)

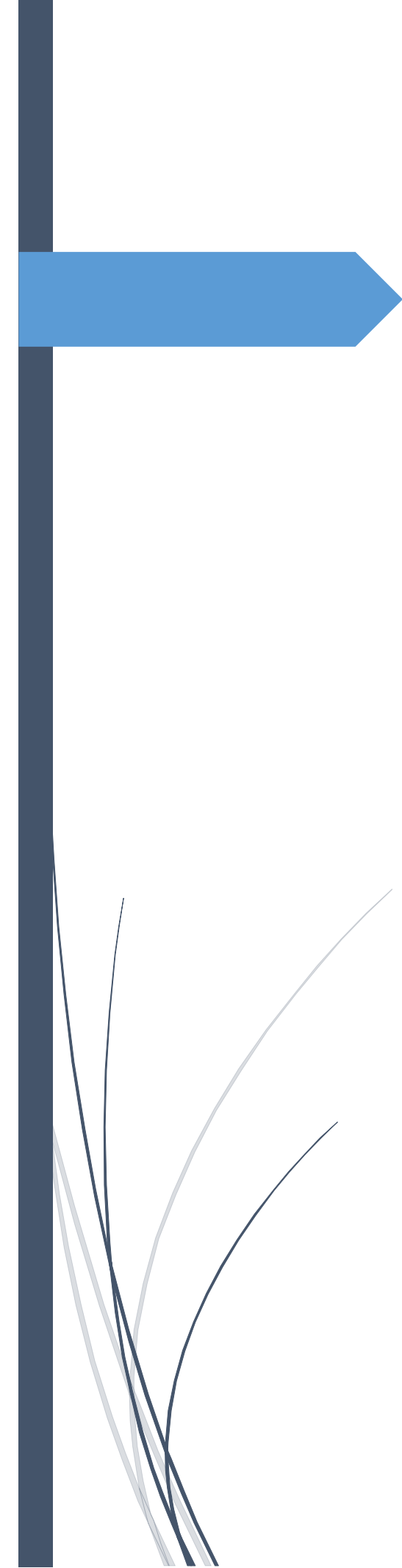
Play is an essential hands-on guide to help you manage performance anxiety and reach your full potential.



[Opportunities and resources for composers](#)



[Opportunities and resources for performers](#)



Knowledge Organisers

Please utilise the briefing and reading elements of the section below to understand where and how the knowledge based curriculum approach has developed from; coupled with school processes to develop children's learning linked to knowledge organisation

- Then see the 2 embedded Knowledge organisers- or use the two links to locate further examples.
- Now can you take a topic area / sequence of learning you would expect children (at the age phase of your placement) to learn knowledge within; then produce your own knowledge organiser.
- If you liaise with your placement school they may well be very grateful for these to distribute with work to children whilst home learning occurs.

Thanks to UoC staff for examples
UNIVERSITY OF CUMBRIA

Knowledge curriculum – The books below offers a good insight into how the knowledge based curriculum approach has been adopted into the English schooling system:

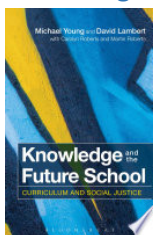


Book

[The Curriculum of the Future From the 'New Sociology of Education' to a Critical Theory of Learning](#)

Young, Michael F. D.; 2002

Knowledge and the Future School: Curriculum and Social Justice



[Michael Young](#), [David Lambert](#), [Carolyn Roberts](#), [Martin Roberts](#)

Bloomsbury Publishing, 10 Oct 2014 - [Education](#) - 160 pages

Written at a time of uncertainty about the implications of the English government's curriculum policies, *Knowledge and the Future School* engages with the debate between the government and large sections of the educational community. It provides a forward-looking framework for head teachers, their staff and those involved in training teachers to use when developing the curriculum of individual schools in the context of a national curriculum.

While explaining recent ideas in the sociology of educational knowledge, the authors draw on Michael Young's earlier research with Johan Muller to distinguish three models of the curriculum in terms of their assumptions about knowledge, referred to in this book as Future 1, Future 2 and Future 3. They link Future 3 to the idea of 'powerful knowledge' for all pupils as a curriculum principle for any school, arguing that the question of knowledge is intimately linked to the issue of social justice and that access to 'powerful knowledge' is a necessary component of the education of all pupils.

Where did this all stem from- in terms of child pedagogy and psychology?

The following paper looks at learning styles linked with knowledge and concept mapping.



Knowledge maps in
maths.pdf

Knowledge organisers / maps

What is a knowledge organiser, and what should it include?

A knowledge organiser is a document, usually no more than two sides of A4, that contains key facts and information that children need to have a basic knowledge and understanding of a topic.

Most knowledge organisers will include:

- the essential facts about the topic, usually laid out in easily digestible chunks
- key vocabulary or technical terms and their meanings
- images such as maps or diagrams
- famous quotations, if relevant.

What a knowledge organiser includes will depend on the subject. For example, a 'Second World War' knowledge organiser and a 'Rivers' knowledge organiser would both include maps, but the former would also include a timeline, and the latter would need diagrams.

Many schools are now utilising these organisers / maps to help inform prior learning, current key vocabulary and Parental engagement with curriculum structure for their children.

<https://impact.chartered.college/article/organising-knowledge-purpose-pedagogy-knowledge-organisers/>

<https://cornerstoneseducation.co.uk/news/what-are-knowledge-organisers-and-how-can-we-use-them-in-the-primary-classroom/>

Now look at the 2 examples provided below;



Yr2 The Best Salad
in the World DT Kno



Yr 4 Science Teeth,
eating and digestio



SEND Focus

Use these resources and the embedded PowerPoint presentation to understand barriers to learning link to hearing and sight impairments.

- Have a look at information resources and reflect on the training / development they provide for you as mapped to the national teacher standards.
- Next look at the embedded PowerPoint- Then find a lesson plan (either one of your own or from TES or Twinkle
- Where might you need to make adjustments for a child with a hearing loss
- What will the teacher have to be aware of while teaching the lesson.

Focus on SEND – 6 modules. You have to register with NASEN but it is free.

<https://nasen.org.uk/training-and-cpd/online-learning.html>

Early Years SEND Webcasts from NASEN

<https://nasen.org.uk/training-and-cpd/early-years/ey-webcasts.html>

Early Years Miniguides (UoC: C.Vuckovic)

<https://nasen.org.uk/training-and-cpd/early-years/early-years-miniguides.html>

British Dyslexia Association – Teaching for Neurodiversity

<https://www.bdadyslexia.org.uk/advice/educators/teaching-for-neurodiversity/webinar-training-teaching-for-neurodiversity>

Impairments PowerPoint and planning activity:



Sensory
Impairments 20 v2.p



<https://www.audacityteam.org/>

Use audacity for podcasts.

Job Applications

Please find within this section advice about applying for your first teaching role; also how to prepare for interview.

We would like you to:

- 1) Write your own letter of application and share with your Pastoral and Partnership tutor.
UoC IoE are not 'fans' of formulaic letters of application- so please use the enclosed advice carefully and vary sections appropriately. You do not want to apply for a job where you may be up against another UoC student and both have a letter that follow the same formula!
However you will quickly find that the advice enclosed steers you to consider writing about your personal experiences and ideas you have completed when teaching. Always back up a point with an action you personally have completed or seen another great teacher do (that you will then take into your own practice- show effective reflection).
- 2) Find advice on how to prepare for interview and look at the list of regular FAQ's from teacher interviews. Consider what your responses would be to these.
- 3) We recognise that this current pandemic will/could drastically alter how schools/settings will have to approach recruitment.
We suggest that you create yourself an electronic/virtual personal marketing resource! i.e. Make yourself a short podcast or video that summarises things from your letter of application, answers 3-4 questions from the list provided and highlights your key strengths (what you will bring to that school).

University of Cumbria

THANKS TO UPT TEAM FOR SUGGESTIONS INCLUDED HERE.

How to write a great covering letter

Thanks to : <https://www.tes.com/jobs/careers-advice/latest-advice/how-write-a-great-covering-letter>

Accessed 26/03/2020

12th January 2017 at 10:30



A strong covering letter will hugely increase your chances of getting through to interview. A bad one will get your application off to the worst possible start. We've asked some experts to help you clear that first hurdle with ease

Writing a good covering letter could make all the difference to your job application. With so many candidates to choose from, first impressions are really important, so it's crucial to get the covering letter right.

Education careers expert John Howson recommends beginning the letter with a powerful statement: "Job applicants need to provoke the reader's interest," he says. "However, what you leave out is just as important as what you put in, in order to keep the letter succinct and punchy."

"The competitive nature of the teaching profession means first impressions are imperative," says James Innes, managing director of The CV Centre. "Many applications may be judged solely on the strength of the covering letter."

The length of the covering letter is normally specified in the job advertisement. However, if there is no limit set, your letter shouldn't be longer than two sides of A4 and should be easy to read. Use a standard font and break the main body into chunks so it can be skim-read.

Related

- [How to choose the right school for you](#)
- [Why you should embrace the surprise job offer](#)
- [How to write the perfect personal statement](#)

Get the formalities right

If your covering letter needs to be written and attached, rather than included in an online form, you need to get the formal stuff right. Include your name and address on the right-hand side. On the left, put the date, name of recipient (if you're unsure, telephone the school and check the spelling) and the address of the school. It's better to be accused of being too formal rather than not formal enough, so begin with "Dear Mr/Ms...".

Start with a strong statement

Your covering letter should begin with a strong statement outlining why you want to apply for the job and why at this particular school. For example, if the school has won a number of awards in certain areas, you could mention this. Or, if you have the skills and experience to address some of the problems the school faces, then highlight them here. It's important to open with something that will grab the reader's attention. Employers probably won't have time to read every word, so it's important you start strong.

Show you know the school

Having touched on some school specifics in your opening statement, now is your chance to really go to town. Show that you've done your research and you genuinely think you're a good fit for the role. How does the school's vision align with your own? Look at the language the school uses in the job description and try to include a few buzzwords.

Pick out some CV highlights

Don't assume that your CV will automatically get read. Pull out some key achievements and link them to specific requirements in the job description. As well as the career aspects, don't forget to highlight any volunteer work or personal interests that have relevance. This is your chance to show your well-rounded credentials and elevate yourself above the other applicants.

Go out on a high

If your potential employer has got to the bottom of your covering letter, you're in with a chance. Finish with something positive and upbeat. Let them know when you'll be available for interview (and for work), and that you look forward to hearing from them.

Before you hit 'send'

Make sure that you have carefully checked for spelling mistakes and grammatical errors. This is a common complaint from school HR departments, yet is easy to fix. It might be useful to have the opinion of someone who is already in the job role that you are applying for, so don't be afraid to ask a friend or colleague to read over your letter.

Top tips for letter structure- things to include

1st paragraph- IMPACT IS CRUCIAL- Your philosophy on teaching. What type of teacher are you? What will your classroom look and feel like for learners?

Base the next few paragraphs on the experiences you have gained to date- qualify each with a short example of what you did / learnt and the impact it had.

2nd paragraph- Planning- how do you approach planning? How do you use it to inform your teaching? How do you show progression for learning?

3rd paragraph- Behaviour mgmt.

4th paragraph- assessment for learning

5th paragraph- subject specialism or interest

6th paragraph- Clubs you may be interested in running- what other skills do you bring?

7th paragraph- Your wellbeing and activities.

Sign off with a statement that shows your keenness to work for that school and your flexibility to meet / interview etc.

Top tips for a successful interview

- Think through answers to mock questions or mock scenarios
- Prepare answers to dealing with behaviour management issues, planning creatively, assessment and impact on pupils learning, classroom organisation and extra-curricular activities.
- What do you understand by the word inclusion? How does this challenge you as a teacher?
- Dress appropriately
- Plan journey so arriving in a timely and calm manner
- Direct your answer to the person who has asked you. Have questions prepared to ask the school

Make the job yours - school interview questions

Thanks to: <https://www.eteach.com/blog/make-the-job-yours-school-interview-questions>

[CV and Interview Tips](#) , [NQT and graduate advice](#)



Written by Robin Hughes

Interview questions for teachers tend to seek evidence that you can demonstrate the skills in high demand from schools at the time. As a result, the trends change every few years. For example, one year there may be heavy emphasis on British values, then the next year, it switches to safeguarding.

Interviews for teaching jobs often follow the same format:

1. you are asked to teach a lesson and show your ability to reflect upon it afterwards,
2. meet a group of students who ask questions,
3. panel interview

Tasks are designed to test your skills and abilities for the role.

You may meet students before you give your lesson or afterwards – that’s dictated by the logistics of the day. The panel interview will always be the last formal part of the day.

The panel will usually contain a senior school leader and a School Governor. It should be an odd number of 3 or 5 in total.

Preparation

It’s important that you research the school and find out as much as you can about it before the interview. Inspectorate reports are useful but check when the report was published – schools will review their development plans and key objectives at least annually but the inspection report could be a few years’ old. On the day, you also have the chance to listen and question, so use it to add to your understanding of the role and the school.

The school’s context should affect the interview questions you can expect. For instance, if more able students are not performing well then you can expect questions on that. The performance of more disadvantaged pupils may be an issue. What strategies might improve the performance of boys relative to girls is a question you can expect in many cases.

School Inspection reports

In Wales, the curriculum is changing and you should know about this. Similarly, the teacher professional standards in Wales are different from England. Assessment in both countries is also different. There are no levels at key stage 3 in England, and schools work on their own assessment schedules. You will look at Estyn reports in Wales but Ofsted reports in England.

Schools in England may be a LA school, a stand-alone academy or part of a multi academy trust and you should know which type of school you are applying for.

[Still looking? Search the latest live teaching roles in England and Wales now](#)

Panel interview

You are likely to be asked between 5-8 questions in the panel interview. If you have taught a lesson, one of the questions is likely to be about how you thought it went, what went well and what not so well, and what you might do differently next time.

Other questions are meant to give you a chance to show how well you will fit into the school and the department, your practice, knowledge of effective teaching and learning, pastoral issues and your own professional development. Try to answer them as fully as you can and use examples where possible. You should be asked a question on safeguarding, and this may be a straight forward question about child protection process or it could be about wider safeguarding issues.

You may be asked to illustrate your answer with an example from your own practice. If you are not asked, you should use examples of what you have done anyway. A handy way to frame your answer would be to remember **CODE**:

Context – what was the situation you were working in?

Objective – what were you trying to achieve?

Do -what did you do?

Evaluation – what impact did you have?

Try to think of 3 or 4 good examples of your teaching; you will be able to use these for more than one type of question.

The questions below are the types of questions you can expect to be asked. You will not be asked them all! But it will be useful to prepare answers for them ahead of the interview and think of the examples you can use to illustrate your answers.

Getting the call you want

The day itself is also an opportunity for you to get to know more and understand the school as best you can. Interviews should be a two-way process and it is important that you are happy to take the job when offered it. The offer will usually be made on the day of the interview – probably by a phone call (keep your mobile charged!).

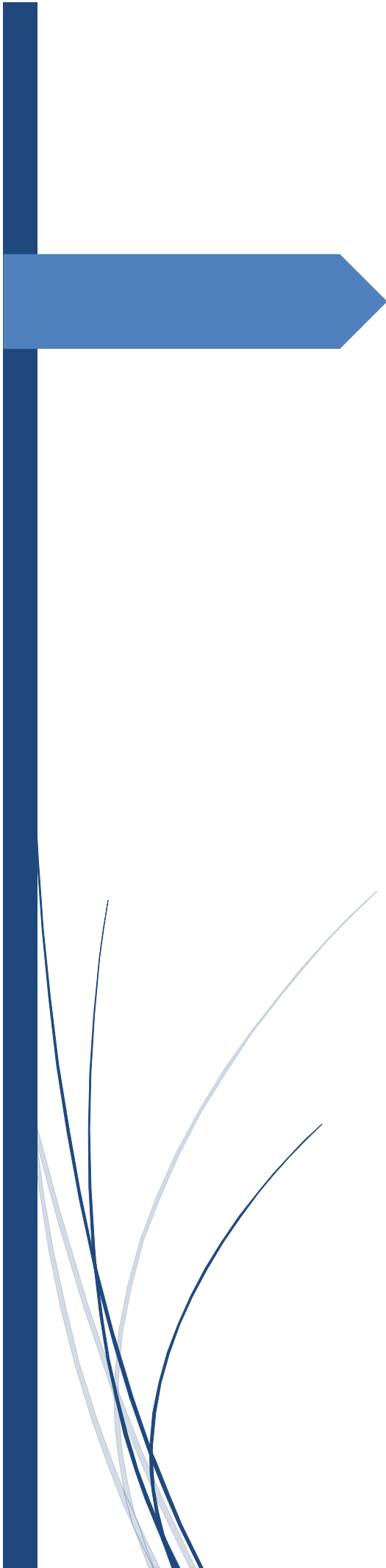
Good Luck!

Typical teacher interview questions

	Question	Professional skills and attributes	What interviewers are looking for
1	Why teaching? Why this job?	Personal and career	<p>Passion for teaching.</p> <p>Your values as a teacher.</p> <p>Understanding of the values and vision of the school you are applying for. evidence of your research about the school.</p>
2	Tell me about a series of lessons that you designed and taught. What went well and what would you change?	<p>Teaching and learning.</p> <p>Effective planning</p>	<p>Enthusiasm for subject.</p> <p>Understanding pedagogical reasons for planning lessons in way you have, which may include reference to schemes of learning, curriculum, specifications, content of class, planning based on assessment of knowledge, understanding and subject specific skills, context of class.</p> <p>Evidence of reflection on practice, and a realistic appraisal of own performance and planning.</p>
3	How do you make sure that all learners are engaged and learning in your lessons?	Teaching and learning.	<p>Your approach to pedagogy, use of assessment to inform your teaching, strategies you use to ensure that effective teaching and learning takes place. Can also include use of effective questioning, use of group work, use of differentiation</p>
4	What strategies do you use to make sure that vulnerable learners	Teaching and learning.	Be able to identify and reflect on strategies that you have used to support named vulnerable groups of learners, such as students eligible for PP/ PDG,

	Question	Professional skills and attributes	What interviewers are looking for
	make progress and achieve well in your classes	Pastoral. Safeguarding.	LAC, SEND, more able / HAP. Reference to research that you have applied (or conducted within your classroom) also welcomed.
5	Tell us about a time that you had to work hard to manage behaviour of a student. What did you do?	Teaching and learning. Pastoral. Safeguarding.	This question gives an indication of your approach to behaviour management in the classroom, with reference to using school behaviour policies. Can outline strategies you use, and their impact. It also covers wider safeguarding issues: is there a reason for the child to behave in this way, and how did you refer / work with colleagues if appropriate.
6	What would you do if a child made a disclosure to you? [Can you tell us about a time a child made a disclosure to you]	Safeguarding.	Straight forward Child Protection question. [still a straight forward CP question but be careful not to refer to the child by name].
7	In your opinion, what is the most important aspect of your subject and how do you make sure that you teach this well?	Teaching and learning. Curriculum.	Evidence of good subject knowledge, including why you think key concepts or knowledge are important. You can include understanding of common misconceptions and how you teach to overcome these.
8	What is good teaching and learning and how do you promote this in your classroom practice?	Teaching and learning.	Understanding of the characteristics of effective teaching and how you use this in your teaching. similar questions could be use of effective assessment.
9	What is the importance of working in departmental teams?	Working with colleagues. Curriculum	Evidence that you are effective when collaborating. can refer to examples and understanding the characteristics of effective joint planning for example. In Wales, cross curricular teams working together on the Areas of Learning and Experience (AOLEs) may be another question, and also worth referencing in a question such as this.
10	What is the role of a form tutor?	Pastoral, safeguarding	Academic monitoring, pastoral support and monitoring, preparation for school day / school work, Spiritual, Moral, Social and Cultural development (SMSC), (in England British Values).

	Question	Professional skills and attributes	What interviewers are looking for
11	What will students, parents and colleagues say are your strengths and areas for development?	Personal development Reflection	Ability to reflect, ability to be objective about practice and development.
12	What are your career aspirations?	Personal development	Evidence of your ambitions and aspirations.



Reading to support your learning

Section 1) ITT core content- Reading linked directly to each teacher standard Section 2) Reading promoted by UoC staff for teacher development.

Please take 2 pieces of related (to your action plan) reading each week. Digest and reflect on how this will impact on:

- a) The children you (would) teach & their progress in learning.
- b) Your Professional development as a teacher.

After 3 weeks decide on which had the greatest impact for you.

Draw together a reading review/summary that can be shared with either your peers or school staff.

Please track which reading you have completed on your activity tracker and by highlighting the following lists.

Thanks to National and UoC ITE staff for these readings

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Reading to support your learning.

Section 1) ITT core content- Reading linked directly to each teacher standard



Initial_teacher_train
ing_core_content_fr

Section 2) Reading promoted by UoC staff for teacher development.

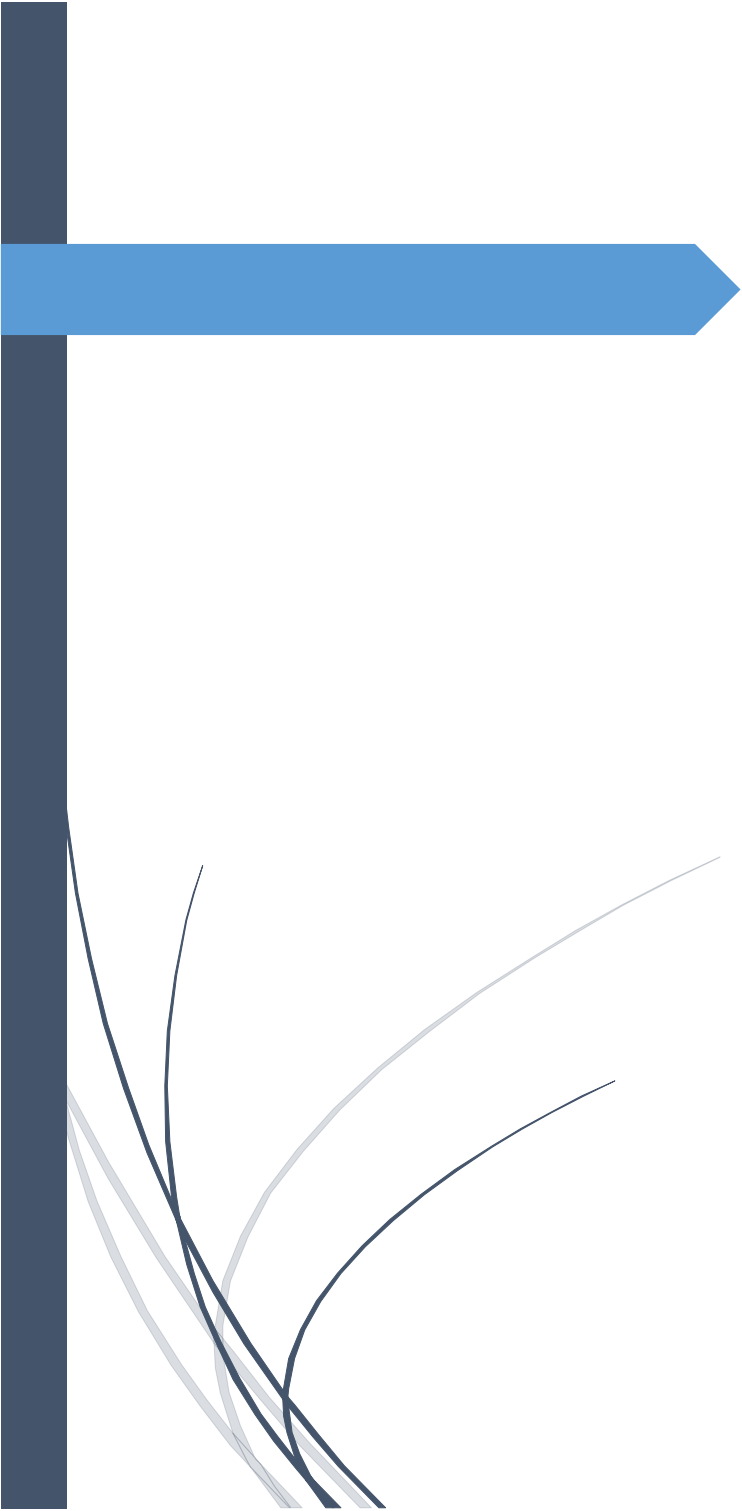
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A bit of fun.....and development of resources!

See the picture included in this section. It contains over 1200 items beginning with the letter 'S'!

- How many can you find? (The bit of fun!)
- How would you utilise this activity in the classroom?
- Write a short learning plan to indicate how it could fit into a developed resource for learning...
- ✓ What would children do?
- ✓ How would you manage the release of the resource?
- ✓ What would you get them to do with the words they find?
- ✓ What sequence of learning would you relate it to?
- ✓ What other curriculum areas could it help develop?
- Find your own 'Picture that speaks a thousand words!'
- What subject content can you produce using it?
- Share with your school / linked class/bubble.

A Bit of fun..... but also learning? (Picture from Mike Wilks: The Ultimate Alphabet)

