

Everyone please complete this 'openlearn' short course about reflective practice in Initial Teacher Education:

<p>After studying this course, you should be able to:</p> <ul style="list-style-type: none">• understand the role of reflective practice in ITE (Initial Teacher Education)• recognise some models of reflective practice• identify the difference between reflection, analysis and description• understand the difficulties in ensuring that reflection leads to learning and begin to develop some strategies to ensure reflection supports development.	<p>https://www.open.edu/openlearn/education-development/learning-teach-becoming-reflective-practitioner/content-section-0?active-tab=description-tab</p> <p style="text-align: center;">S4d /S8d</p>
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Part 1 (2-2.5 weeks Inc. group seminar)

Theme = Health and well being

- Watch video about autonomy: taking control of what we can do in our present circumstances when working from home. **Video 1: Autonomy** Note key ideas. Watch video about self-efficacy: the feeling and belief that what you are doing is making a difference to the learning and the lives of your learners in a positive way. **Video 2: Self-Efficacy** Note key ideas
- Working from home slides - Note strategies for self

<http://gtcsnew.gtcs.org.uk/web/FILES/health-wellbeing/working-from-home-changing-relationship-with-work.pdf>

- Read the article "Check in with your wellbeing" Consider your own wellbeing using the Wheel of Life

<https://www.sarahphilpcoaching.com/blog/check-in-with-your-own-wellbeing>

*CPD

Log what you do 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?

- A) Teaching for good behaviour (10 hrs). **S7 behaviour management**

<https://www.open.edu/openlearn/education-development/education-careers/teaching-good-behaviour/content-section-0?active-tab=content-tab>

- B) Understanding language and learning (10hrs). **S3 subject knowledge**

<https://www.open.edu/openlearn/languages/understanding-language-and-learning/content-section-0?active-tab=description-tab>

Part 2 (2-2.5weeks to complete Inc. group seminar)

*Health and well being

- The worry habit: Find out how this mindfulness technique can help with worry.
<http://gtcsnew.gtcs.org.uk/web/FILES/health-wellbeing/the-worry-habit-a-mindful-approach.pdf>
- Guided relaxation: Explore resources and techniques for you to use to support you in reducing feelings of stress, help you sleep and soothe your soul.

<https://www.sarahphilpcoaching.com/guidedrelaxation>

- We all have mental health: An introduction for teachers

<https://www.samh.org.uk/about-mental-health/elearning-for-teachers>

*CPD

Log what you do 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?

- A) Introduction to child psychology (8 hrs). **S5 Inclusion**
<https://www.open.edu/openlearn/education-development/childhood-youth/introduction-child-psychology/content-section-0?active-tab=content-tab>
- B) An introduction to speech, language and communication. **S3 subject knowledge**
<https://www.thecommunicationtrust.org.uk/projects/professional-development/online-short-course>

Part 3 (Final 2 weeks and continue into next academic year)

This section has been split depending on which programme of study you are completing. Please see relevant section beneath:

• PART 3

Utilise the resources immediately below, ITT core content reading list (last few pages of this document) and other resources from UoC Information services (Library) or web searched (edited) educational content; To reflect on how your knowledge has improved in 2 identified subjects and also to identify your needs for future practice.

For instance, an identified a lack of knowledge about the British monarchy and the Tudor's area in History, or a lack of knowledge about *unplugged approaches* in Computing , or even in RE – a lack of knowledge about festivals in different religions leading to a difficulty in teaching that topic.

Please identify targets and:

1. Choose 2 subjects amongst those offered in CURC4202 (History, Geography, MFL, DT, Computing, RE) or PGPC9060
2. Identify targets for these 2 subjects (already identified in assignment)
3. Action plan: reading, websites, exercises etc- collate.

Resources:

- UoC: Subject knowledge booklet- <https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/education/images/documents/courses/partnership/forms/Subject-Knowledge-2019.20.pdf>



➤ <https://www.subjectassociations.org.uk/cfsa-response-to-covid-19/>

➤ **Future Learn & British Council:**

English in Early Childhood: Language Learning and Development

Discover how very young children learn English as an additional language and how you can help them progress

Teaching English to children while they're still learning their mother tongue is a challenging but rewarding prospect. In this online course, you'll learn how and why children learn best through play. What can parents and practitioners do to enable children to get the most out of a learning experience?

https://www.futurelearn.com/courses/english-in-early-childhood?utm_source=BC_Spain_website&utm_medium=web&utm_campaign=English_Early6_Jun18

➤ **Part 3 (UG Q1 of 4 & PgCE SEND)**

Utilise the resources immediately below, ITT core content reading list (last few pages of this document) and other resources from UoC Information services (Library) or web searched (edited) educational content; To reflect on how much your knowledge has improved in 2 identified subjects and also to identify your needs for future practice.

Take a subject at a time and look at the range of e-support resources available to learners with SEND. Consider and reflect on how those resources would help learners access the curriculum area you have identified.

Then reflect on your own learning of both the subject knowledge and how this could be enhanced for SEND learners by using one of the e-support resources available.

You may well utilise this knowledge to inform discussions within Y2 modules next academic year.

Resources:



➤ <https://www.subjectassociations.org.uk/cfsa-response-to-covid-19/>

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➤ **Gov.UK approved COVID e-learning support resources:**

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education#special-educational-needs-and-disabilities-send>

➤ **Educational Technology & Mobile learning:** Educatorstechnology [Monday, January 18, 2016](#) [Charts](#), [ipad special education apps](#) January 19, 2016

Archive of special needs apps we have shared here in the past and ended up with the chart below. These are apps we would recommend for teachers and parents of kids with learning disabilities. We have arranged the apps into four main categories: apps for dyslexic learners, apps for autistic learners, apps for the visually impaired and apps for learners with writing difficulties.

Categories	Apps
Apps for Dyslexic Learners	SoundLiteracy What Is Dyslexia Dyslexia Quest Happy Math Multiplication Rhymes Read 2 Me Phonics with Phonograms Dysegxia DD's Dictionary: A Dyslexic Dictionary
Apps for Autistic Learners	Sight Words Sequences for Autism See.Touch.Learn Words on Wheels Verbal Me Autism iHelp Autism/DDT Shapes Autism DDT Letters Speech with Milo
Apps for The Visually Impaired	ViA Dragon Dictation Light Detector Color ID TapTapSee Be My Eyes- Helping Blind See Talking Calculator SayText AccessNote Visual Braille
Apps for Learners with Writing Difficulties	The Writing Machine iWrite Words Letter School Alpha Writer ABC Pocket Phonics Word Magic

Subject and Curriculum (Standard 3 – ‘Demonstrate good subject and curriculum knowledge’)

[Further reading recommendations are indicated with an asterisk.]

Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999) Common misconceptions of critical thinking. *Journal of Curriculum Studies*, 31(3), 269-283.

Ball, D. L., Thames, M. H., & Phelps, G. (2008) Content knowledge for teachers: What makes it special? *Journal of Teacher Education*, 2008 59: 389 DOI: 10.1177/0022487108324554 [Online] Accessible from: <https://www.math.ksu.edu/~bennett/onlinehw/qcenter/ballmkt.pdf>.

Biesta, G. (2009) Good education in an age of measurement: on the need to reconnect with the question of purpose in education. *Educational Assessment, Evaluation and Accountability*, 21(1).

*Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) *What makes great teaching. Review of the underpinning research*. Durham University: UK. Available at: <http://bit.ly/2OvmvKO>

Cowan, N. (2008) What are the differences between long-term, short-term, and working memory? *Progress in brain research*, 169, 323-338.

Deans for Impact (2015) The Science of Learning [Online] Accessible from: <https://deansforimpact.org/resources/the-science-of-learning/> [retrieved 10 October 2018].

Education Endowment Foundation (2018) Improving Secondary Science Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/> [retrieved 10 October 2018].

Education Endowment Foundation (2018) Preparing for Literacy Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/public/files/Preparing_Literacy_Guidance_2018.pdf

Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> [retrieved 10 October 2018].

Guzzetti, B. J. (2000) Learning counter-intuitive science concepts: What have we learned from over a decade of research? *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 16, 89–98. <http://dx.doi.org/10.1080/105735600277971>.

Jerrim, J., & Vignoles, A. (2016) The link between East Asian "mastery" teaching methods and English children's mathematics skills. *Economics of Education Review*, 50, 29-44. <https://doi.org/10.1016/j.econedurev.2015.11.003>.

Machin, S., McNally, S., & Viarengo, M. (2018) Changing how literacy is taught: Evidence on synthetic phonics. *American Economic Journal: Economic Policy*, 10(2), 217–241. <https://doi.org/10.1257/pol.20160514>.

Rich, P. R., Van Loon, M. H., Dunlosky, J., & Zaragoza, M. S. (2017) Belief in corrective feedback for common misconceptions: Implications for knowledge revision. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 43(3), 492-501. <http://dx.doi.org/10.1037/xlm0000322>.

*Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. *American Educator*, 12–20. <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>.

Scott, C. E., McTigue, E. M., Miller, D. M., & Washburn, E. K. (2018) The what, when, and how of preservice teachers and literacy across the disciplines: A systematic literature review of nearly 50 years of research. *Teaching and Teacher Education*, 73, 1–13. <https://doi.org/10.1016/j.tate.2018.03.010>.

*Shanahan, T. (2005) The National Reading Panel Report: Practical Advice for Teachers. Accessible from: <https://files.eric.ed.gov/fulltext/ED489535.pdf>.

Sweller, J., van Merriënboer, J. J. G., & Paas, F. G. W. C. (1998) Cognitive Architecture and Instructional Design. *Educational Psychology Review*, 10(3), 251–296. <https://doi.org/10.1023/A:1022193728205>.

Willingham, D. T. (2002) Ask the Cognitive Scientist. Inflexible Knowledge: The First Step to Expertise. *American Educator*, 26(4), 31-33. Accessible from: <https://www.aft.org/periodical/american-educator/winter-2002/ask-cognitive-scientist>.