

Dear ITE Partner,

Welcome to our summer 2022 update.

First of all- Thank you for your ongoing support of our ITE Partnership.
Secondly- We hope that you are looking forward to a well-deserved summer break.

As we finalise the end of another very busy year in teacher training provision, we felt it right to provide some feedback from our student teachers about their experiences and outstanding levels of support that you as partners and mentors offer as part of their ITT curriculum input (placements); coupled with the headlines of work that has forged ahead this year and will continue to improve our combined offer into the next academic year (2022/23).

Teacher apprenticeships:

We are seeking partners to help us redesign our validated teacher apprenticeship route to ensure it meets the needs of the sector. If you would like to work with us on this, please contact Jan.Ashbridge@Cumbria.ac.uk Head of Student Recruitment and Portfolio Development.

ITT Curriculum breadth and depth:

Those already engaging with University of Cumbria teacher training programmes this year will have noted the focus on helping student teachers remember more of their ITT curriculum and helping them put this into practice in the classroom; They have learnt and learnt how to and then need to enact it effectively to impact on pupil progress.

The Institute of Education has enhanced the guidance given to school-based mentors relating to the ITT curriculum; so that they can further help a student build on their prior learning.

This granularity / 'component' knowledge will help both the mentor and student teacher be clearer about how they are progressing through their curriculum.

There is a strong focus on Subject Knowledge development alongside the more composite pedagogical approaches. University of Cumbria ITT student's progress is shown through their weekly reflections / professional dialogue and SMART target achievements.

***We have created both video briefings and virtual training sessions to show mentors how to access the ITT curriculum breadth and depth- depending on which programme of study a student teacher is following.**

Training to support ITT curriculum led targets will be circulated in the autumn term. (See mentor training section below)

Understanding how to access the breadth and depth of our ITT curriculum:

Remembering that:

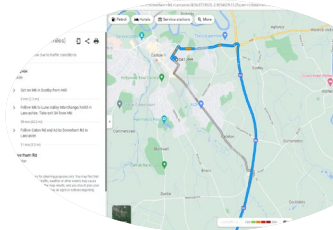
- Student teachers (trainees) are on a journey in their learning to become a teacher
- The staged expectations act as progress way markers towards the 'end point assessment'
- The staged expectations are derived from the ITT curricula; i.e., the things they cover before each phase of placement.
- The breadth of the ITT curriculum is outlined at a top level in our assessment grids (the modules and subjects covered- with composite knowledge outlined)- Column 3.
- Student teachers have 2 types of learning- **(knowledge) 'learn that' & (skills) 'learn how to'**.
- Progress on placement should be seen through high quality targets (built from the curriculum) and reflective weekly reviews.

In order that our trainees remember more of what they have learnt and that you as expert colleagues (mentors) can best support their journey through effective target setting we have **included depth to the ITT curriculums**. This depth outlines the **'essential' knowledge (components)**.

For simplicity in accessing this information we have created this fully e-linked document; that allows you to work down from the staged expectation breadth and explore the essential knowledge depth (displayed in knowledge organiser formats).

Below we show you the full range of ITT curriculum documents available.

The purpose is to outline how a student journey through their curriculum is achieved with taught input and your mentor support along the way.



Top level course documents- inc. Programme specification & module descriptor forms.

We share this overview with you as a grid of the modules and sequence throughout the Programme- 'course overview'

The progression of the ITT Curriculum.

We share this with you as the 'Staged Expectations'

These give you clarity of what modules broad content and subjects have occurred and how they relate to the staged expectation- the point at which most students will be at the end of the placement) Breadth of curriculum- 'learn that' and 'learn how to' statements

We share these with you as 'Knowledge Organisers'

New for 2022/23 You will be able to click through any module or subject link in the staged expectations to discover the depth of the curriculum learnt by the point in the training.

These organisers outline the 'essential (components) knowledge and skills' learnt by our student teachers before each phase of placement.

They outline a rationale for the sequence of this learning, how the components align to the Core content framework (minimum entitlement of any ITT programme) and the core research articles/texts used to underpin the knowledge.

Session steps of knowledge & sequence

This can be accessed through your UPT where you feel it useful to have a session-by-session sequence of knowledge & skills build in a module or subject area. They contain a deeper explanation of the sequence between sessions and why we chose to teach these modules and subjects in the way we do.

We use these documents internally to explore teaching quality and curriculum coverage

	Who is Taught by the Personal Tutor	Enhancement	Maths, English and Early Years	Curriculum Carousel 1, Creative Arts to include Art, dance, drama & Music
Y1 21/2	LT19401 Teaching and Learning: Theories of Learning and how to apply these in the classroom	PEDG401 Teaching and Learning	EAEY401 English – Oral Communication and Reading Early Years	MATC402 Maths Introducing CURC401 Science, PE, Creative Arts
Y2 22/3	LT19501 Inclusion, SEND, Equality and Diversity	PEDG501 Learning Environments	EALC411 English – Writing, SPaG and assessment Early Years – Developing	MAEY501 Maths Developing SCIE501 Science, PE, Creative Arts
Y3 23/24	LT19601 Subject Leader role and School Improvement	PEDG601 Small Scale Research	MAEA601 English – Action Planning – write and address own Teaching – Extending	CURC601 Science, PE, Creative Arts

BA (Hons) Primary and Early Years Education (3-11) with QTS

Domain of ITT Learning	Staged expectation	BA (Hons) QTS EYF&E (Primary) curriculum links (know and learn)	Question
Professional behaviours	Student teacher is able to demonstrate an ability to work with colleagues and other professionals by: <ul style="list-style-type: none"> sharing best practice understanding his/her own practice observing teaching staff and reflecting on impact having a support staff about their role in pupils' learning 	P120021: Engaging professionalisation, reflection, working with other professionals and parents CURC401 – PE, Science and Creative Arts and CONTACT – History, Geography, Life, Science, Computing, DT – reflecting on own learning in centre-based impact MAEY401 – Early Years – the role of the adult in an early environment	What are our behaviours of enquiry? What are our understand of what you have learnt about it?
Behaviour	Teacher and/or co-ordinator for good behaviour throughout the school environment in keeping with existing policies and routines (Managing Behaviour Q1)	LT19401: Behavioural management, grouping and partners to learning CURC601/COAC201 – creating appropriate grouping and engaging learning activities EAEY401 – Early Years – self-regulation PEDG501 – self-reflection and self-directed learning	How do you and your colleagues reflect this in practice? What does it look like? What impact ability to learn have you had?
Ambitious Curriculum/Challenging Learning	Understand your role in the development of young people: • discuss when possible the role of safeguarding in school / setting	P120021: Safeguarding level 1 completion before placement	Early on, which pupils are most challenged?

Programme of work	Rationale for sequence
<p>Aspirational Phase</p> <p>In this phase students engage with the skills and pedagogy relating to understanding the role of an teacher, the knowledge and skills of a subject, including how to plan and deliver lessons, and the skills of a subject leader. This is followed by developing pedagogical and subject knowledge through the study of research, reading, and the application of this to the classroom. The progression of reading for purpose and developing a love of reading is emphasised.</p> <p>The focus is on the development of reading for purpose and developing a love of reading. The focus is on the development of reading for purpose and developing a love of reading. The focus is on the development of reading for purpose and developing a love of reading.</p>	<p>The sequence of the English curriculum relates to the progression of knowledge and skills in the teaching and learning of English that the student will experience working with teachers and children on placements. It includes the pedagogical and skills of effective teaching and learning in a primary school setting. The relationship between the different aspects is continuous and interrelated.</p> <p>Examples of key literature utilised</p> <p>Cooper, A. (2018) <i>Classroom Management: A Practical Guide for Teachers</i>. London: Routledge.</p> <p>Cooper, A. (2018) <i>Classroom Management: A Practical Guide for Teachers</i>. London: Routledge.</p> <p>Cooper, A. (2018) <i>Classroom Management: A Practical Guide for Teachers</i>. London: Routledge.</p>
<p>Developing Phase</p> <p>In this phase students build on their knowledge of the subject and reading, and to develop their understanding of how to plan and deliver lessons, and the skills of a subject leader. This is followed by developing pedagogical and subject knowledge through the study of research, reading, and the application of this to the classroom. The progression of reading for purpose and developing a love of reading is emphasised.</p> <p>The focus is on the development of reading for purpose and developing a love of reading. The focus is on the development of reading for purpose and developing a love of reading. The focus is on the development of reading for purpose and developing a love of reading.</p>	<p>The sequence of the English curriculum relates to the progression of knowledge and skills in the teaching and learning of English that the student will experience working with teachers and children on placements. It includes the pedagogical and skills of effective teaching and learning in a primary school setting. The relationship between the different aspects is continuous and interrelated.</p> <p>Examples of key literature utilised</p> <p>Cooper, A. (2018) <i>Classroom Management: A Practical Guide for Teachers</i>. London: Routledge.</p> <p>Cooper, A. (2018) <i>Classroom Management: A Practical Guide for Teachers</i>. London: Routledge.</p> <p>Cooper, A. (2018) <i>Classroom Management: A Practical Guide for Teachers</i>. London: Routledge.</p>
<p>Consolidating Phase</p> <p>In this phase students consolidate their knowledge of the subject and reading, and to develop their understanding of how to plan and deliver lessons, and the skills of a subject leader. This is followed by developing pedagogical and subject knowledge through the study of research, reading, and the application of this to the classroom. The progression of reading for purpose and developing a love of reading is emphasised.</p> <p>The focus is on the development of reading for purpose and developing a love of reading. The focus is on the development of reading for purpose and developing a love of reading. The focus is on the development of reading for purpose and developing a love of reading.</p>	<p>The sequence of the English curriculum relates to the progression of knowledge and skills in the teaching and learning of English that the student will experience working with teachers and children on placements. It includes the pedagogical and skills of effective teaching and learning in a primary school setting. The relationship between the different aspects is continuous and interrelated.</p> <p>Examples of key literature utilised</p> <p>Cooper, A. (2018) <i>Classroom Management: A Practical Guide for Teachers</i>. London: Routledge.</p> <p>Cooper, A. (2018) <i>Classroom Management: A Practical Guide for Teachers</i>. London: Routledge.</p> <p>Cooper, A. (2018) <i>Classroom Management: A Practical Guide for Teachers</i>. London: Routledge.</p>

Programme of work	Q1	Q2
Subject/Module: EARV401 EY element	Subject/Module Leader: Lisa MacGregor for EY Path Co-ordinator for English	
Learn how to use: pedagogical knowledge	Evidence Base	
Begin to find their way around the statutory framework, the Development Matters and Birth to 5 Matters Analysis 'play'	<p>DFE (2021) Early Years Foundation Stage - statutory framework (can be accessed at: https://www.gov.uk/government/publications/early-years-foundation-stage-framework-3)</p> <p>DFE (2021) Development Matters - non-statutory guidance can be accessed at: https://www.gov.uk/government/publications/development-matters-3)</p> <p>Birth to Five Matters (2021) - non-statutory guidance for the early years sector for the early years sector - in-use version there is no to date research covering all aspects of early years. https://www.birthtofive-matters.org.uk/resources/</p> <p>Broadhead, P., Howard, J. and Wood, E. (2016) <i>Play, Learning in the early years: from research to practice</i> London: Sage.</p> <p>Bruce, T., Maggill, C. and Giddis, J. (2010) <i>Children's development</i>. 7th Edn. London: Hodder Education.</p> <p>Practical Centre for the Developing Child - an on-line up to date site with articles and research from this University based research organisation. https://www.pccdc.ac.uk/</p> <p>Moyles, J. S. (2012) <i>A-Z of play in early childhood</i>. London: Sage.</p>	

Mentor Training:

During 2022/23 we will be offering 2 key types of mentor training

1) *Initial & update mentoring skills training:*

A cornerstone of the partnership is the professional preparation for roles associated with working in ITE. In the partnership, there are a number of mentor training courses, which aim to provide a range of different professional development opportunities for those with varying levels of experience of working in ITE. All courses are underpinned by the National Mentor Standards (2016) and are based on a set of beliefs and values, which have been developed jointly over a period of time. Importantly mentor training is seen as 'working with colleagues' from school to build on what is, in some cases, substantial experience of working with students in initial teacher education. It is increasingly apparent that mentoring is a core professional characteristic with transferable skills to induction tutoring, performance management and coaching. The focus on mentoring and coaching in the progression of national standards for teachers reinforces this assertion.

No fee is charged for the courses, which are delivered remotely over two twilights via Microsoft Teams. Where an individual school (or group of schools) has 8 or more teachers requiring mentor training the University may be able to deliver the course at a local level. Please contact your Partnership Tutor (UPT) or University Partnership Lead (UPL) for further details.

You can find our Mentor Training dates for 2022/23 on our [Working in Partnership](#) webpage in the Placement Offers and Mentor Training section or in section below.

For mentor training only please direct any enquiries to, Linda Muir, University of Cumbria, Placement Unit, Bowerham Road, Lancaster, LA1 3JD. Email: educationplacements@cumbria.ac.uk / Linda.Muir@cumbria.ac.uk

Mentor Training Application: Please click [here](#) to access our 2022/23 Mentor Training Application.

Further details on the University of Cumbria's Mentor training programmes, including the Cumbria Mentor Qualifications can be obtained by contacting [Linda Muir](#)

2) *ITT Curriculum led target setting*

A 1.5 hr interactive session focussed on accessing and utilising the breadth and depths of our ITT programme curriculum to set weekly targets with trainee teachers.

This **essential training** will be available prior to each placement that you support; giving you opportunity to explore the ITT curriculum that your upcoming student teacher has covered (learnt that & learnt how to); using a variety of scenarios, you will be able to unpick what they should remember and how to support them to enact their new knowledge within your school/ setting context.

Students starting in the autumn term:

- Weds 28 Sept 22
- Thurs 6 Oct 22

Or for students starting in the early spring term:

- Thurs 24 Nov 22
- Weds 30 Nov 22

Please log your preference of date by contacting [Linda Muir](#)

Student feedback on 2021/22 provision:

You will have been aware of QA reports that Partnership staff complete with both students and mentors- checking on 'core entitlements' and 'quality of ongoing training/ mentoring provision'. This QA dialogue allows us to explore and offer support during placement activity. As part of our ongoing suite of QA mechanisms, we also ask student teachers to reflect on their placement experiences routinely throughout the academic year.

Question	Beginning placements Autumn term 2021 PGCE	Developing placements 2020/21 (spring term 2022) *data used = PGCE Developing	Developing placements 2020/21 (spring term 2022) UG Developing	Extending Placement survey @ 08/07/22 PGCE	Extending Placement survey @ 08/07/22 UG
The placement school provided good quality training & support which has enabled me	96% Strongly/Agree	97% Strongly/Agree	92% Strongly/Agree	98%	93%

to make progress towards the staged expectation					
I was able to establish an effective working relationship with my Mentor.	95.8% Strongly/Agree	94% Strongly/Agree	92% Strongly/Agree	98%	95%
Your weekly meetings with your Mentor.	89.4% Very Good / Good	94% Very Good / Good	88% Very Good / Good	92%	92%
Verbal and written feedback on your teaching	91.5% Very Good / Good	94% Very Good / Good	92% Very Good / Good	98%	94%
Your involvement in the "Weekly Review and target setting activities set out in the SPAR.	95.7% Very Good/Good	97% Very Good/Good	92% Very Good / Good	96%	95%
The extent to which your mentor and other staff demonstrated and explained professional practice	95.7% Very Good / Good	90% Very Good/Good	92% Very Good / Good	96%	96%
In D& E phases some questions dig further about the use of different teaching / reflection experiences:		PG	UG	PG	UG
The ways in which you were encouraged to take professional risks to try out ideas of your own		84% Very Good/Good	92% Very Good / Good	96%	93%
The extent to which your mentor was able to refer me to my ITT curriculum learning and the resources available through the university website	80% Very Good/Good	84% Very Good/Good	80% Very Good / Good	98%	91%
The observation proformas, weekly review meetings and the running targets outlined in our assessment guidance enabled me to identify the progress I had made and what I needed to do next	98.2% Strongly/Agree	100% Strongly/Agree	92% Strongly/Agree	92%	96%

During Developing and Extending phase placements we ask trainee teachers to identify how 'what they have learnt' (theory) has helped them enact better teaching & learning outcomes. Mentors have become key in helping students remember some of the input they have received; then contextualising it and talking about how that approach is often used in their school/setting.

It is a clear testament to the amazing skill sets and buy in to teacher training in our partnership that the following outcomes occur!

Here is a small taster of some of those responses:

- Within placement, I have continuously used Schon's reflective practice. Donald Schon defined reflection as a professional's capacity to "consider what they are doing as they are doing it." This is effective within a classroom if you feel that the 'perfect' lesson you created isn't going to plan or the students are not understanding, you have to think while doing it to ensure there is high-quality learning and teaching taking place
- Rosenshein's Principles x 6 responses
- Kolb's learning cycle
- The impact of fine motor skills for children with Down Syndrome
- Pie Corbett
- Carol Dweck Positive Praise

- Rosenshein principles: Revisit prior learning, present new material in small chunks, give clear instruction, ask a large number of questions to assess learning before moving on.
- Systematic Synthetic Phonics, Carol Dweck, Growth Mindset
- When I am trying to adapt lesson plans for the needs of children, I think about Robert Bjork's work on "Desirable Difficulty" and its relationship with John Sweller's work on Cognitive Load and the need to have sufficient challenge for information to be retained but not too many elements to impact the working memory.
- Black and Wiliam, Inside the Black Box. Research that discusses the value of formative assessment including how and when feedback should be given to have the most effective impact on student's learning.
- Maslow's Hierarchy of needs has helped me to understand that children are unable to learn/focus without having specific things such as food, water and sleep or the ability to feel safe. When a child is unable to concentrate, I have been able to refer back to this theorist and can understand more about why the child isn't learning well.
- Cognitive load theory often used to inform lesson planning.
- I have made use of ongoing research into the importance of classroom talk. I regularly make use of talk partners within my lesson and enjoy that this gives a chance for all children to contribute. I believe discussion embeds ideas in children's brains and that going back over that with their peers really supports their long-term memory.
- EEF literacy recommendations

Finally, we would like to share some of the amazing impact you have had on our student teachers- we ask them to pass back feedback of great mentoring / support during placements.

PGCE:

- Mentor demonstrating outstanding methods of sequence teaching in maths, 100% engaged all learners, all learners made progress in each topic of maths, outstanding teaching in English, behaviour management, highly respected member of the school with lead responsibilities in fundraising and professional behaviours.
- XXX has helped me improve my teaching practice, she has given me agency throughout the classroom and support when needed, she has provided me with additional support with job applications and future prospects for my ECT year.
- My mentor was very reflective and always had positives to share about the job and/or lessons I was going to teach. The mentor was also very supportive of my professional development and pushed me further and further.
- My mentor had good expertise in outdoor learning as well as more practical methods of teaching which really helped me to develop my pedagogical approaches.
- Any questions or queries I had, I was able to communicate. I was giving guidance in support in everything I did and there was open communication throughout my whole placement about whether I was coping, needing support, wanting more challenge therefore I feel as though my mentor, tutor and staff at my placement school did an exceptional job.
- Everybody was incredibly supportive and were always happy to give positive and constructive feedback after all of my lessons. All teachers were very happy for me to sit and observe them and answer any questions I had. The school and staff are all wonderful and provided an excellent environment for a trainee teacher!
- My mentor was super helpful and really supported me in being the best teacher that I am. He allowed me to take risks with teaching RE and Geography the way I wanted to as I was in charge of these subjects.

UG:

- Supportive mentor who was approachable and friendly
- My mentor supported me throughout the placement, very positively. She also gave me advice on how to develop my knowledge in different areas and how to become a better trainee teacher for next year's placement.
- Made to feel welcome
- In my weekly meetings, my mentor had a document in which the key elements of our meeting were documented. It also included actions for the following week which really helped me with my organisation and what was expected of me. My mentor and class teacher were also extremely supportive when I was having a wobble. They both made time for me and allowed me to talk through my queries and worries and gave me appropriate support.
- Good communication. -Clear guidance and support throughout my whole placement. -Provided me with lots of resources to help support my lessons further. -Gave me independence to develop my teacher presence more, such as taking over all teacher roles e.g., register, bringing children in from outside. -Provided me with excellent support when applying for jobs and for interviews, I would have not been able to do it without her. -Gave me clear targets and actions to how I can reach these such as one of my targets was to develop my maths subject knowledge so my action was to teach sequences of maths lessons throughout. -Gave me opportunities to develop myself professionally such as she allowed me to observe an EHCP meeting with the child's parent (parent gave permission). -Consistently guided me throughout the whole of the curriculum and allowed me to teach areas where I felt the weakest such as RE and computing. -After my observations she gave me

clear feedback and targets to how I could have improved my lesson more. -Gave me the confidence to take risks in my teaching and make them as practical as possible.

- YYY was very welcoming when coming to XXX school and encouraged me to get involved in as much as possible. He set out clear timetables for my teaching as they progressed (higher percentages each week). He allowed me to observe other teachers as well as take time I needed to continue my own practice. The weekly meetings were very helpful and allowed me to set clear goals and targets each week that benefitted my teaching. He was very supportive and regularly asked about my wellbeing and ensuring I had a good work-life balance.
- YYY was proactive in helping me set new targets and helping complete my weekly reviews. She actively assessed me throughout my placement and gave me thorough feedback and asked me questions to help me understand more about my lesson. She was really supportive throughout my placement, and I felt like I could go to her with any queries and run questions and ideas past her. I felt very supported within my planning and whilst teaching within the classroom. Furthermore, YYY maintained a good balance of supporting me to be viewed by the children as their teacher, through letting me become the active teacher and letting me be in charge. This helped to boost my confidence and develop me as a teacher. In addition, whilst applying for jobs, YYY helped me with my letter of application, and helped me with interview preparations. I was also able to access CPD throughout placement, which the school provided, helping develop my understanding of teaching and learning. Overall, I felt very supported by both my mentor and the school in general.
- My mentor worked with me to ensure that all my gaps were met and that everything was covered. She set practical and useful targets with me to help build on my knowledge and practice, which has enabled me to continually improve.
- Understand what I had missed due to Covid-19 and helping me to set targets to cover these gaps and help me develop as a teacher
- My mentor showed excellent practice and played a vital role in my development as a teacher. He was effective at giving feedback and allowed me to experiment in the classroom and encouraged creativity. Throughout the placement, he has provided me with ample opportunities to learn and develop. My mentor was able to understand me as an individual and provided me with the best possible extending placement, which helped me achieve all my pedagogical targets. My mentor and school were extremely important in my development, as they were great professionals with a vast amount of experience as well as great people.

THANK YOU!

If you have any further questions, please do not hesitate to contact your UPT or Pat Freeman as below:

Patrick Freeman

Placement liaison manager- Institute of Education

Work (Mobile): 07966023153

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***We look forward to working with you all as we move into the next academic year; with that in mind:**

Thank you for working in partnership with the University of Cumbria once again during the course of this academic year. On this page you can access our online offers pack for the academic year 2022/23 for our Undergraduate, Postgraduate and Secondary programmes.

Please click **here** to make and submit your offers for the academic year.

We hope that you find the system easy to use, and we look forward to your continued partnership in supporting the future generation of primary school teachers.

Should you have any queries please do not hesitate to discuss these with your University Partnership Tutor (UPT) or by contacting your local Placement Unit on the details below.

Primary: **Primary Placement Calendar**