



Barr Beacon
School Centred Initial
Teacher Training
Your Future | Their Future



PRE-COURSE INDUCTION
SECONDARY SUBJECTS
TASKS AND READING
2024 - 2025

INTRODUCTION TO TASKS AND READING

Welcome to Barr Beacon SCITT. These tasks are designed for all trainees on our secondary programmes – if you are on one of our primary programmes, a separate document has been made available to you.




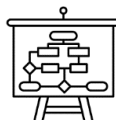
We're sure that you can't wait to start your teacher training with us in September 2024. This pack provides you with a range of activities and reading tasks to complete prior to your training year which will allow you to reflect on the world of teaching and learning even before you have begun your training. We're not expecting you to know everything though, so if you have any questions or further points for discussion after your work on these activities we suggest that you write them down and ask us in September.





WHEN SHOULD THE FOLLOWING TASKS BE COMPLETED BY?

We expect all of these tasks to be completed by the time that you start the course in September. Our tasks are linked with our Professional Studies training curriculum and we will provide the individual deadlines for completion during our full-day induction in July 2024.

THE LINK BETWEEN THE TASKS AND OUR ITT CURRICULUM

These tasks are linked to our curriculum strands and components, which you can see below. Throughout the course you will work to demonstrate and consistently demonstrate these strands and components as you develop as a teacher. These strands and components underpin our curriculum.

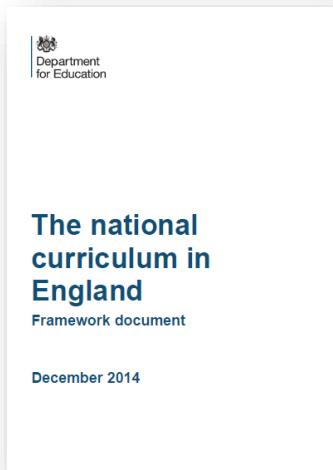
Teaching Practice Strands and Components		
Curriculum Strands		Curriculum Components
	A - Creating a powerful learning environment	<p>This strand consists of the following components:</p> <ul style="list-style-type: none"> Positive classroom environment Health and Safety Pupil motivation & praise Clear routines & expectations Using sanctions & exercising authority Giving instructions Building and maintaining relationships Developing students' resilience and confidence
	B - How pupils learn and make progress	<p>This strand consists of the following components:</p> <ul style="list-style-type: none"> Learners' progress against learning outcomes Modelling and explanations Learning and memory & managing cognitive load Practice and consolidation Retention and recall Metacognition
	C - Subject and curriculum knowledge	<p>This strand consists of the following components:</p> <ul style="list-style-type: none"> Subject knowledge & key subject ideas Imparting knowledge Misconceptions Subject strategies & expositions Subject vocabulary Promoting literacy/numeracy Promoting British values and/or SMSC Early reading/mathematics (if applicable to phase)
	D - Effective and coherent planning and teaching	<p>This strand consists of the following components:</p> <ul style="list-style-type: none"> Lesson start & end Sequenced planning for progression Informed planning Use of time and pace Homework Effective teaching resources

	<p>E - Adaptive teaching to support every pupil</p>	<p><u>This strand consists of the following components:</u></p> <ul style="list-style-type: none"> ▪ Adapting to pupils' needs, barriers & stage of development ▪ Scaffolding & support ▪ Stretching & challenging pupils ▪ Classroom interventions ▪ Use of additional adults
	<p>F - Assessment and feedback</p>	<p><u>This strand consists of the following components:</u></p> <ul style="list-style-type: none"> ▪ Statutory & summative curriculum assessments ▪ Prior knowledge ▪ Assessment for learning ▪ Questioning ▪ Feedback (written/oral/responding to effective feedback) ▪ Monitoring progress through data and tracking
	<p>G - A teacher's wider professional responsibilities</p>	<p><u>This strand consists of the following components:</u></p> <ul style="list-style-type: none"> ▪ Wider school life ▪ Safeguarding ▪ Collaborating with colleagues ▪ Professional relationships ▪ Responding to feedback ▪ Professional development ▪ Subject knowledge development ▪ Reflective practice ▪ Communicating with home
<p>Personal and Professional Conduct Strand and Components</p>		
	<p>H - Personal and Professional Conduct</p> <ul style="list-style-type: none"> ▪ Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions - showing tolerance of and respect for the rights of others - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. ▪ Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. ▪ Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 	

TASK 1: THE NATIONAL CURRICULUM

This task relates to our curriculum strand:
C - Subject and curriculum knowledge

Firstly, download and read the Secondary National Curriculum here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf.



Summarise in your own words the aims of the Secondary National Curriculum. It is recommended that you write between 50 – 100 words.

Secondly, download and read the National Curriculum for your subject(s). These can be accessed here: <https://www.gov.uk/government/collections/national-curriculum>.

Look at the National Curriculum to see where the compulsory age ranges of your subject (KS1 – KS5) and summarise in your own words the aims of the Secondary National Curriculum for your subject.

**If you are Secondary Psychology or Business Studies you cannot complete the task as outlined above as Psychology (AQA) and Business Studies (AQA) sit outside the National Curriculum. Instead, you should access an exam board's Programme of Study/Specification for Key Stage 4 and 5 and complete the summaries as above.*

TASK 2: COGNITION LEARNING AND EDUCATIONAL RESEARCH

This task relates to our curriculum strand:
B - How pupils learn and make progress

Read: Cognition Learning and Educational research from the Chartered College of Teaching. <https://impact.chartered.college/article/cognition-learning-educational-research/>



The article explores research into cognition and learning in the classroom, summarise your thoughts on this in 200 words.

TASK 3: PUPIL PROGRESS

This task relates to our curriculum strand:
B - How pupils learn and make progress



Read: Willingham, D. (2015) Do Students Remember What they Learn in School? American Educator pp 33-38. This can be accessed here: https://www.aft.org/sites/default/files/ae_fall2015willingham.pdf.

This article summarises a collection of cognitive principles and ideas around students' learning and their implications for the classroom.

Reflect on how you think that teachers can promote the best pupil progress by understanding how students learn and how this might shape your practice.

TASK 4: BEHAVIOUR MANAGEMENT

This task relates to our curriculum strand:
A - Creating a powerful learning environment

Watch the following clip which focusses on aspects of behaviour management: <https://www.youtube.com/watch?v=4FgpKK3P6GI>. Note down key strategies and techniques for managing pupils' behaviour as you watch the clip.

Then, using the video clip as initial inspiration, complete a short 200 - 300 word piece of writing on what you believe is the most important factor in effective behaviour management. You should use references to support your arguments and acknowledge these in a list of references.

TASK 5: STUDENT ACHIEVEMENT AND EXPECTATIONS

This task relates to our curriculum strand:
F - Assessment and feedback

Watch the following TED Talk by John Hattie (from 3:00 until 13:40) <https://bit.ly/QRTJWO> [Accessed 9th May 2018] on what matters to student achievement. Make notes on the key drivers behind pupil progress and reflect on what the role of a teacher is.

TASK 6: WHAT MAKES GREAT TEACHING?

This task relates to our curriculum strand:
D - Effective and coherent planning and teaching

This task will enable you to understand 'What Makes Great Teaching' in greater detail.

Read The Sutton Trust's publication "What makes great teaching?" (2014) and make notes on the key findings and outcomes.

You can access this here: <https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf>

ADDITIONAL PREPARATION TASKS FOR SEPTEMBER

For September you should ensure that you are equipped for your teaching. This will require you stocking up on a number of key items:

- At least two A4 lever arch folders
- Plastic wallets
- Folder dividers
- A set of teachers' white board pens
- A pack of black and red pens

We would also recommend looking into buying:

- A laptop or computer for home to work on
- A cheap black and white printer (check the price of the cartridges before buying)

Bring one folder with you on the first day of the course in September.

SUPPLEMENTARY READING

These are some supplementary websites and resources that we recommend to you. This is not essential reading but may be of interest:

Opportunity for all – strong schools with great teachers for your child:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063602/Opportunity_for_all_strong_schools_with_great_teachers_for_your_child_print_version.pdf A white paper setting out the government's vision for schools in England for the next 5 years (published March 2022).

The EEF Teaching and Learning Toolkit:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>. This is an accessible summary of the international evidence on teaching 5-16 year-olds. For each strand of the toolkit there are links to further reading, research and information on that topic.

The Chartered College of Teaching: <https://chartered.college/>. The Chartered College provides concrete guidance and practical support to all schools and teachers.

Who to Follow on Twitter: <https://www.teachertoolkit.co.uk/2016/04/03/101educators/>. This blog identifies some key educators that would be worthwhile following on Twitter to keep up to date with the debates around Teaching and Learning.

Every Child Needs a Champion:

https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en#t-272404

Rita Pierson talks us through why pupils need an effective relationship with their teacher in order to be their best.