BRIGHT FUTURES SECONDARY SCITT

CURRICULUM HANDBOOK

2021-22

For all secondary SCITT trainees and Mentors.

Bright Futures SCITT
TRAIN TEACH TRANSFORM

The best for everyone, the best from everyone

Contents

We are Bright Futures SCITT

Our Curriculum

Our curriculum is designed to develop motivated, collaborative and learner-centred teachers who contribute effectively to schools and the teaching profession. We are committed to providing a rich, responsive and well-sequenced curriculum for our trainees which will allow them to fully meet the Teachers' Standards by the end of the programme. Mentors play a significant role in the implementation of our curriculum by supporting our trainees to **Learn**, **Explore** and **Apply** their centre-based learning in the classroom.

Bright Futures SCITT Curriculum		
Intent To develop teachers who are…		
Motivated	**Collaborative**	**Learner-centred**
Engaged with research Reflective Innovative	Deep, sustainable relationships High levels of professional conduct	High quality outcomes for learners Supportive and nurturing environment – all flourish
Implementation Embedding knowledge into practice through collaboration with others		
Learn	**Explore**	**Apply**
Centre-based Learning Independent CPD	Guided/structured observation Modelled practice Professional dialogue Guided reflection	Apply knowledge gained through learning and exploration
Impact Motivated practitioners that motivate others		
Teachers	**Children and young people**	**The Profession**
Motivated to learn and develop practice Learning from and taking part in research Engaging in sustainable working practices	Feel secure and valued Love to learn Are ready to move on	Engagement with research and collaboration with others ensures a positive future for the profession

Our Curriculum Strands

Our curriculum is organised around 6 key strands. They are based on the 5 Core Areas of the ITT Core Curriculum Framework. We encourage trainees to reflect on their training in one of the 6 strands (learn), build on their learning (explore) and put it into practice in the classroom (apply).

Learn Explore Apply					
Behaviour	Pedagogy	Curriculum	Assessment	Professional Behaviours	Mental Health

Connecting learning across school and SCITT

Centre-based learning	School-based learning	
This usually takes the form of directed training, some of which takes place at our SCITT centre and some in schools.	School-based learning might be directed training, professional dialogue, professional development sessions or experiential learning in the classroom.	
Professional Development Training	Curriculum Subject Knowledge Training	Professional Dialogue with mentor and colleagues
Experiential Learning Observation, Planning, Teaching, Reflection		

Trainees, tutors, mentors and trainers all have a part to play in making connections between Centre-based and School-based learning. We help schools to do this by sharing our Curriculum Plan (see Mosaic) and we ask trainees to lead the conversation on this by sharing what they have learned with schools. Effective learning makes connections between theoretical knowledge and practical pedagogy.

Bright Futures SCITT
Secondary Professional Development Training

Wk.	Date	Session Title	Session Content	Curriculum Strand	Core Content Area	Suggested follow-up
1	27 Aug 21	Understanding the professional role of a trainee teacher	• Handbook overview • Elements of a lesson • Making effective use of observation time	Professional Behaviours	Professional Behaviours Pedagogy	• Plan a series of observations • Evaluate observed lessons • Reflect on observed practice • Specific focus on behaviour and classroom management strategies
2	3 Sept 21	Introduction to Bright Futures Understanding your school and making a contribution to the wider school life	• Understanding Bright Futures values • Establishing positive relationships • Making a positive contribution to the wider life of the school	Professional Behaviours	Professional Behaviours	• Find out more about your school using the website, Ofsted reports and talking to staff. • Identify opportunities for making a positive contribution (likely to be ongoing) • Plan a series of observations
		Planning an effective lesson (series of lessons)	• Introduction to lesson objectives/outcomes • Link back to cognitive load theory	Effective Practice: Pedagogy 2	Subject knowledge and curriculum	

		(lesson planning, Learning and objectives/outcomes)	• Consider what makes a good lesson • How to meet the needs of all learners • Effective assessment • Understanding how to help children know more and do more		Adaptive teaching Assessment	• Consider how those lessons were planned and delivered • Consider the lesson objective/outcomes Next steps put this into practice!
4	17th Sep-21	How do children learn? Theory one: introduction to cognitive load theory	• Understanding of the working memory • The memory curve • Consideration of how to avoid cognitive overload •	Effective practice: pedagogy	Adaptive teacher Pedagogy High expectations Assessment	• Consider the range of activities used • Reflect on the methods of assessment used and impact of this for the learners • Reflect on observed practice • Consider the adaptive teaching approaches used • Reflect on the approaches used support pupil progress Specific focus on sequence of lessons
		Engaging with Educational Research	• Educational theories • Educational fads • Debunking educational myths	Effective practice: pedagogy	Effective practice: pedagogy Subject knowledge and curriculum	
		Adaptive teaching: Focus on SEND learners	• Understanding the SEND code of practice • Education and Healthcare plans - purpose and impact • Understanding a range of learning needs from moderate to profound • Identifying barriers to learning • Adapting practice to engage and support learners with SEND • Classroom visits and access to music and sensory rooms	Pedagogy	High expectations Adaptive Teaching Pedagogy	
5	24 Sep-21	Subject knowledge and Curriculum 1: SKE	This is personalised to suit your subject areas and the pedagogical approaches used within your subject	Subject knowledge and curriculum	Subject knowledge and curriculum Pedagogy Adaptive teaching	• Reflect on your subject knowledge and your potential gaps

					Assessment	• Know where to go to support this development further • Consider the subject misconceptions • Reflect on the pedological approached used within your subject area Next steps put this into practice!
7	08 Oct 21	Effective Practice: adaptive teaching (2) and assessment (1) AGGS Training Adaptive Teaching and assessment	• Understanding the summative assessment tools used within secondary education • Understanding of progress 8 and attainment 8 • Subject lens on assessment within your subject area • Guidance on how to track for pupil progress	Effective practice: Assessment 1	Assessment Adaptive teaching Subject knowledge and curriculum	• Reflect on your schools approach to assessment • Reflect on your school system of setting/streaming/mixed ability classes • Reflect on your seating plans do you use these to support your targeted pupils?
		Effective practice: adaptive teaching 3: What do you need to understand about your school's Context? How can you adapt your practice?	• Understanding of tracking target groups of pupils • Study of the attainment gap • Impact on disadvantaged children (drawing on the EEF) • Consider the barrier to learning • Seek solutions to those barriers	Effective practice: adaptive teaching 3:	Assessment Adaptive teaching Subject knowledge and curriculum	
8	15-Oct-21	Effective Practice: Pedagogy 3: How do pupils learn 3? AGGS Training Early reading, phonics, early maths,	• Understanding the need to support pupils with the development of literacy and numeracy • Introduction to phonic • Understanding of how and why to set high expectations • Exploration of behaviour techniques	Effective Practice: Pedagogy 3: How do pupils learn 3?	Subject knowledge and curriculum Pedagogy	• Reflect on your schools' approach to behaviour • Reflect on your school behaviour policy • Reflect on how you have started to implement the policy

		Behaviour 1: what is good practice in the classroom?				
9	22 Oct-21	Subject knowledge and Curriculum 2: SKE	This is personalised to suit your subject areas and the pedagogical approaches used within your subject	Subject knowledge and curriculum	Subject knowledge and curriculum Pedagogy Adaptive teaching Assessment	• Reflect on your subject knowledge and your potential gaps • Know where to go to support this development further • Consider the subject misconceptions • Reflect on the pedological approached used within your subject area Next steps put this into practice!
12	12-Nov-21	Effective Practice: pedagogy 4 and adaptive practice 3: How do children learn (3)? What are the principles of learning (2) Assessment 2: what does effective Feedback marking look like? (CHS)	• Principles of teaching (Rosenshine's Principles of Instruction) • Explore how to model a lesson • Understanding of effective feedback • The impact of effective feedback	Pedagogy Assessment	Assessment Pedagogy Subject knowledge and curriculum	• Reflect on your schools' assessment policy • Reflect on how you have used the policy • Consider or reflect upon how you can model an activity within a lesson Next steps put this into practice!
15	19 Nov 21	Understanding and developing a teacher identity	• Political context of teaching • The challenges of the role • Understanding your own perceptions of who a teacher is • Recognising the role of others in your identity	Professional Behaviours	Professional Behaviours Mental Health	Structured reflection: Teacher Identity • What expectations did I bring to the role? • How is my identity shaped by school policy?

			• Developing a professional identity			• What are the value, interests, skills that are beginning to shape your professional identity? • How will you take this further?
		Understanding self and others in a diverse community	• Understanding protected characteristics • The role of Part 2 • Recognising your own positionality and bias	Professional Behaviours	Professional Behaviours Part 2	• Structured reflection: Understanding self and others • This session can be challenging – how did you respond and why? • Consider how you might address intolerance in the classroom. • What practices might you employ to build up a respectful culture in the classes that you teach? • Does school policy address this and what does it mean for classroom practice?
17	17 Dec 21	Teacher wellbeing	• Understanding wellbeing • Identifying helpful and unhelpful behaviours • Strategies for managing wellbeing and mental health • Recognising when you need help	Mental Health	Mental Health	Structured reflection: Wellbeing • Which behaviours help you to feel better and manage your stress levels? • What do you do that is less helpful for managing stress? • What practices might you build into your working week to help you manage the workload and challenges of the role?
22	21 Jan 22	Behaviour Clinic	• Establishing positive relationships • Defining boundaries and expectations • Consistent application of classroom rules • Addressing challenging behaviour	Managing Behaviour	Managing behaviour High expectations	• Read the school behaviour policy and consider the principles that inform it

						- Identify the strategies that you have found effective and consider them against the school behaviour policy - Identify areas that can be problematic such as transitions – could you improve your practice in this area? - Consider the differences in your placement schools - both children and policy. Do you need to talk to a colleague about managing this change?
24	4 Feb 22	Subject Knowledge Enhancement 4	This is personalised to suit your subject areas and the pedagogical approaches used within your subject	Subject knowledge and curriculum	Subject knowledge and curriculum Pedagogy Adaptive teaching Assessment	- Reflect on your subject knowledge and your potential gaps - Know where to go to support this development further - Consider the subject misconceptions - Reflect on the pedological approached used within your subject area - Next steps put this into practice!
25	11 Feb 22	Adaptive teaching: Focus on EAL learners	- Understanding who learners with EAL are - Evaluating EAL practice - Practical strategies for engaging learners with EAL and promoting access to the curriculum	Pedagogy	High expectations Adaptive teaching Pedagogy	- Talk to a colleague with responsibility for EAL learners to find out how it is approached in your placement school - Follow up with further research if your school has few/no learners with EAL in order to build confidence in your knowledge of this area

27	25 Feb 22	Understanding the pastoral role	• Understanding pastoral responsibilities • Overview of the Citizenship and PSHE • Creating a respectful classroom culture	Professional Behaviours	Subject training High expectations Curriculum Pedagogy	• Structured Reflection: • What do you do to build a respectful classroom culture? • How can you open a dialogue with pupils about difference and respect? • What kind of practices might you employ to build this into your classroom culture? • Plan and deliver a PSHE or citizenship lesson. • Observe and evaluate a PSHE or citizenship lesson. • Consider joining a professional group or body to enhance your knowledge in this area
30	18 Mar 22	Early childhood trauma	• Understanding early childhood trauma and its impact on children's learning and mental health • Understanding your role and responsibilities towards learners who have experienced trauma	Mental Health	Professional Behaviours	• Find out more about your school's approach to Mental Health by looking at school policy and talking to colleagues with responsibility for this area • Consider how you might develop your knowledge and skills in this area further • Find out if your school works with a counsellor or mental health organisation • Consider the practices that you might employ which will give children opportunity to communicate with you and others about their mental health
		Emotional intelligence	• What emotional intelligence is	Professional Behaviours		Structured reflection: Emotional Intelligence

			• Teaching others about emotional intelligence • Managing your own emotions and interpreting the actions of others	Mental Health		• Consider a specific situation which has upset or troubled you recently. • Focus on your behaviours and the way you might have interpreted the behaviours of others. • How might you consider this differently? • How might you support a child in your class to understand their emotions and handle conflict situations?
31	25 Mar 22	Subject knowledge Enhancement day 5	This is personalised to suit your subject areas and the pedagogical approaches used within your subject	Subject knowledge and curriculum	Subject knowledge and curriculum Pedagogy Adaptive teaching Assessment	• Reflect on your subject knowledge and your potential gaps • Know where to go to support this development further • Consider the subject misconceptions • Reflect on the pedological approached used within your subject area Next steps put this into practice!

Access to Live Reading Lists and Current Research

Week	Key Foci	Suggested Reading and Research
Summer School	Lesson Observation	https://wakelet.com/i/invite?code=7501909
1	Key Documentation Lesson Planning	https://wakelet.com/i/invite?code=edfdeb8 https://wakelet.com/i/invite?code=df9c86f
2		

N.B Please note each Wakelet page provides suggested research and reading opportunities for Secondary trainees and mentors to engage with, to support the application of current theory in the classroom. As such, these are regularly updated, and we welcome suggestions from mentors and trainees to further enrich these lists. Please email nneesam@bright-futures.co.uk with recommendations to be considered.