

Our spiral curriculum model is an iterative revisiting of identified topics, subjects and themes throughout all BCU secondary QTS courses.

This spiral curriculum is not simply the repetition of any topic taught. It also requires the deepening of it, with each successive encounter building on the previous one.

## BCU Secondary ITE Curriculum: overview

# BCU ITE Spiral Curriculum

*Alignment of the BCU ITE  
curriculum content to ITT Core  
Content Framework (DfE, 2019).*

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Each module within the Secondary ITE Curriculum ensures that trainees **acquire research-led pedagogical and curriculum knowledge**, and moreover, develop a **clear insight into how to implement this knowledge** as they develop their teaching skills with the support of expert colleagues across the BCU regional partnership.

**BCU ITE CURRICULUM: KEY THEMES**

- A. How to use critical enquiry and research informed practice to develop an understanding of effective teaching and learning.
- B. How classroom practice establishes effective behaviour management using high expectations and awareness of pupils' well-being.
- C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.
- D. How to plan and assess learning to ensure that all pupils make progress.
- E. How to implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.
- F. How to develop professional behaviour and contribute effectively to the wider life of the school.

- Module topics address:**
- Research-informed practice
  - Professional expectations and development
  - Academic expectations at Level 7
  - School curricula
  - Planning
  - Assessment
  - Behaviour for learning
  - Learning theories and cognitive development
  - Responding to diversity
  - Supporting vulnerable pupils
  - Adaptive pedagogies
  - Subject specific pedagogies
  - Safeguarding and pupil well-being
  - Workload management and well-being
  - Regional educational contexts
  - Employability

- Partnership input:**
- Ongoing mentor training and development
  - Curriculum development and input
  - School Based Training models
  - Strategic discourses with expert colleagues
  - Tools to support formal assessment and development of trainees
  - Research-led CPD opportunities
  - ECF transition and support

- Subject Priorities in:**
- Art and Design
  - Computer Science
  - Design Technology
  - Drama
  - English
  - Geography
  - History
  - Mathematics
  - Music
  - Modern Foreign Languages
  - Physical Education
  - Religious Education
  - Science
  - *Business Studies and Social Sciences (SD only)*

ECF

QTS

## BCU secondary subject priorities

### Art and Design:

- Equality, diversity and inclusion in Art and Design
- Teaching as artistic practice
- Critical thinking in lesson planning for Art and Design
- The art and the design in Art and Design
- Drawing to learn not learning to draw
- Innovative post-pandemic pedagogy for Art and Design

### Design Technology:

- Teaching iterative 21<sup>st</sup> century concepts for modern technologies and careers
- STEM ambassadors for collaborative working in schools.
- Applying Health and Safety effectively in the workplace
- Being an active researcher within subject demonstrating creative approaches to pedagogies
- Working effectively with other adults, stake holders and Industry
- Adaptive approaches for inclusivity, specific to the teaching of DT

### Geography:

- The Geography curriculum: a lifelong 'conversation' about the earth
- Geographical enquiry: using Big Geography questions
- Geographical skills, digital Geography, GIS and fieldwork.
- Planning Geographical learning: First, Second & Third Space & decolonisation
- Geography for all: Inclusion and adaption

### Music:

- Linking music education research and practice
- Linking high musical expectations to high BFL expectations
- Musical teaching and pupils' musical responses
- Breaking barriers to musical learning
- Contributing to the wider musical life in school

### Physical Education:

- Meaningful PE
- Health & Safety in
- Rich & Varied Delivery of PE
- Healthy Active Lifestyles
- Issues around Social and Cultural Diversity in PE
- Character development

### Business Studies and Social Sciences (SD only):

- Pedagogies to support independent learning
- Adaptive pedagogies to support the subject/s
- Dialogic pedagogies in practice
- Linking subject to relevant social contexts
- Subject assessment priorities

### Drama:

- Understanding of the relationship between drama content and form-becoming an artful teacher
- Process drama- developing the pro-social aspects of drama
- Linking drama education research and practice
- Assessment, progression and differentiation in drama
- Approaches to drama texts

### History:

- Substantive knowledge in History – securing knowledge for the classroom
- Disciplinary knowledge in History – developing as historians
- The nature of progression in History
- Access, engagement and understanding through adaptive teaching strategies
- The wider community within History education, including academic historians
- Historical enquiry and diverse curriculum design

### Modern Foreign Languages:

- Creative and engaging ways of teaching and improving grammar.
- Effective ways of learning and retaining vocabulary.
- Cognitive processes involved in learning a language and how all four skills can be best taught (use of phonics, song and rhyme and ICT) .
- Use of target language to achieve language confidence and mastery
- Access and engagement through adaptive pedagogies.
- Promoting cultural awareness to increase cultural capital and improve learners' motivation.

### Science:

- Developing secure subject knowledge beyond science specialism
- Developing learners as scientists
- Creative and research based pedagogies for the science classroom
- Assessment for understanding and application
- Purposeful practical work

### Computer Science:

- Developing logical thinking and research skills through creative problem solving
- Exploring the domain of computer science and IT
- Evaluating computer science and IT pedagogy
- Planning and structuring learning in computer science
- Creative, innovative and inclusive practice through computer science projects
- Developing as a subject professional

### English:

- Creative pedagogies for teaching English
- Exploring diversity in the English curriculum
- Critically engaging with English pedagogies for adaptive teaching
- Exploring and practising the writer's craft
- Ensuring breadth and depth within the English curriculum
- Promoting oracy in the English classroom

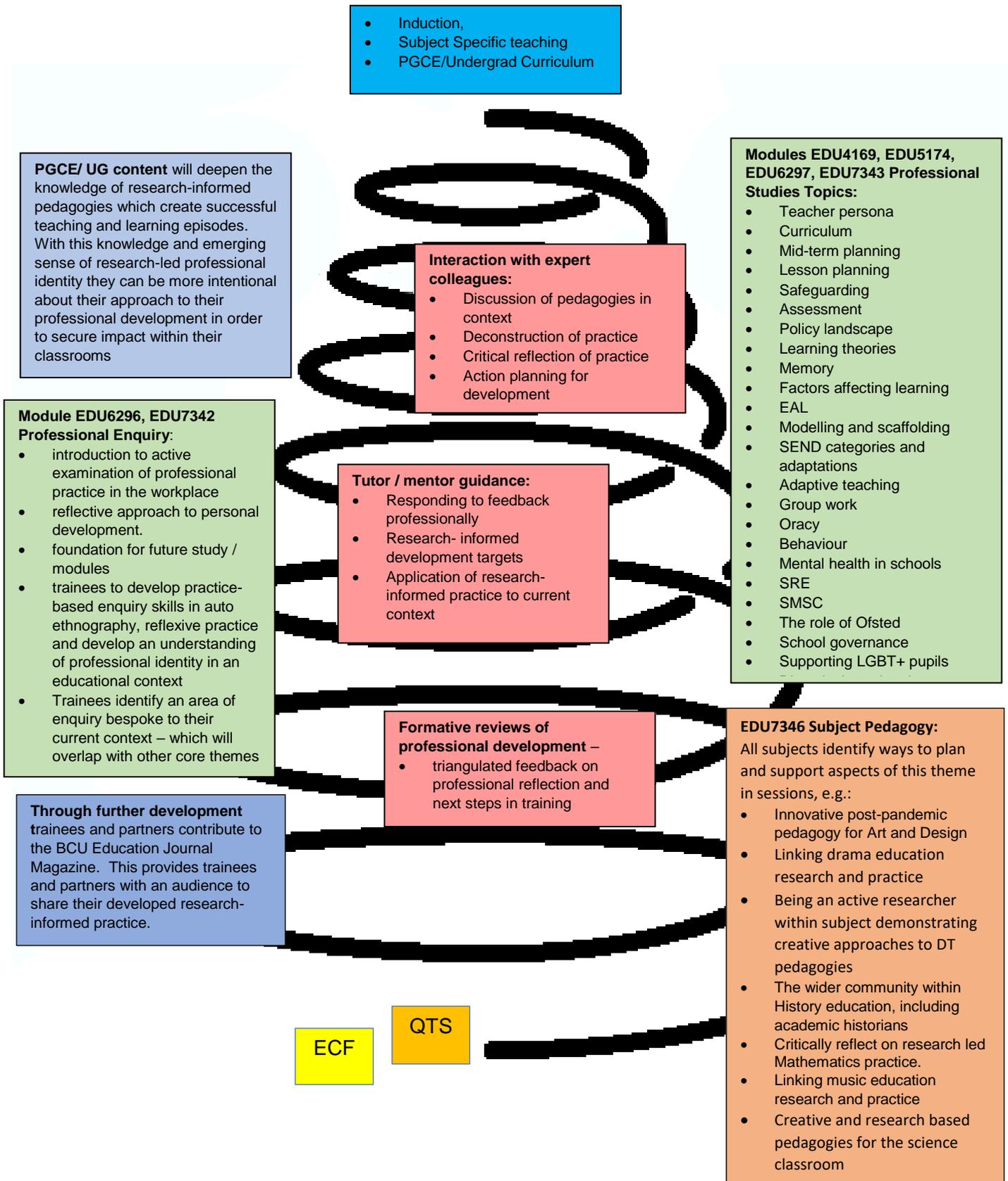
### Mathematics

- Using assessment in Mathematics to gauge understanding and address misconceptions.
- Subject knowledge development in Mathematics (across all phases).
- Developing conceptual understanding in the Mathematics classroom.
- Lesson planning incorporating fluency, reasoning and problem solving.
- Developing subject pedagogy that fosters the belief that all pupils can achieve in Mathematics.
- Critically reflect on research led Mathematics practice.

### Religious Education:

- Religion and worldviews agenda
- Exploring sources of wisdom and authority
- Discourse around ethical issues
- Access and engagement through adaptive pedagogies
- Progression for learners within the subject curriculum
- Principles of character education

## A. How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.

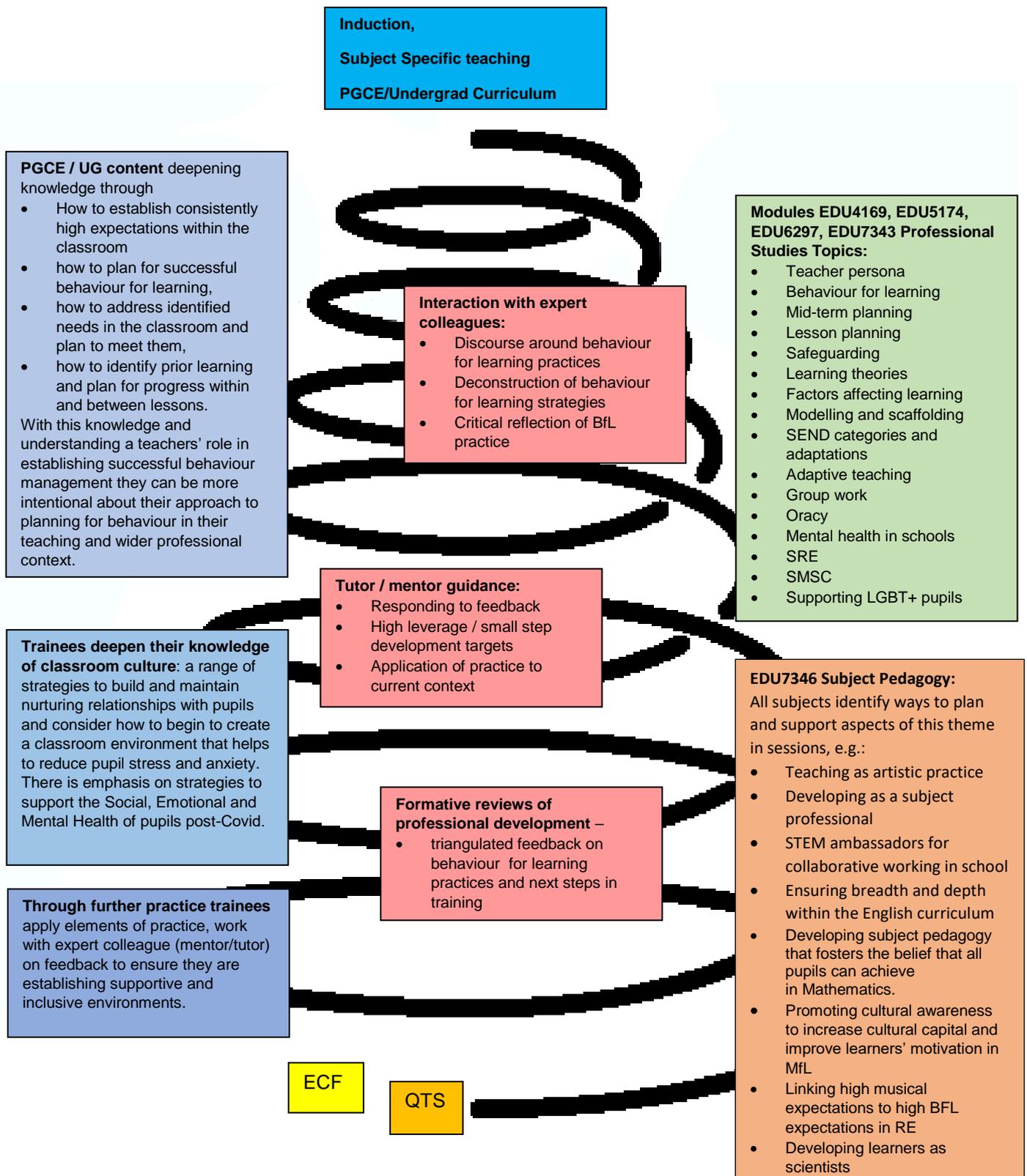


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### Reading List:

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## B. How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.

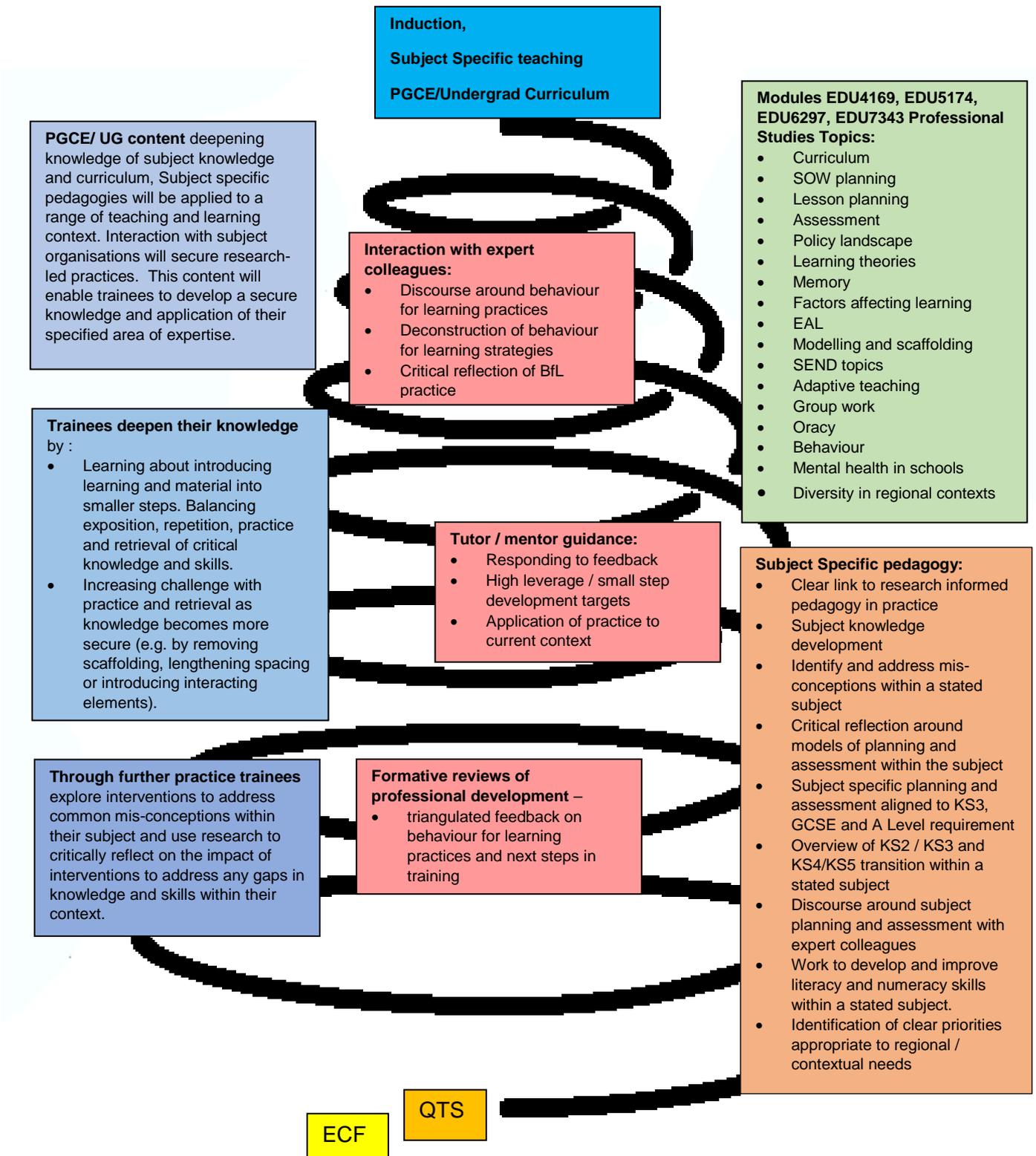


## **B. How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing**

### Reading List:

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### C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.





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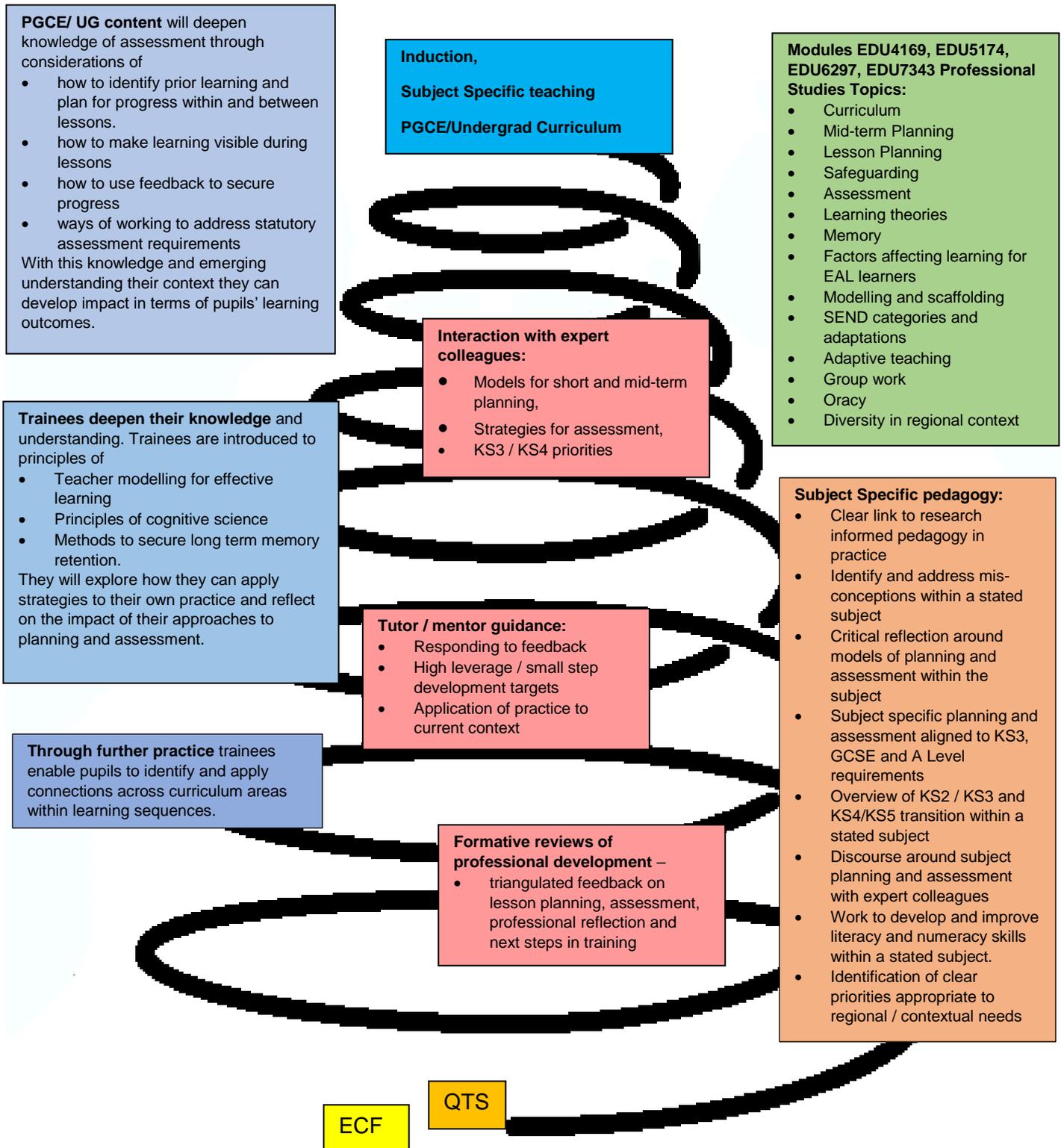
Reading List:

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**[Specific to each subject pathway – See course guide on Moodle pages]**



## D. How to plan and assess learning to ensure that all pupils make progress.

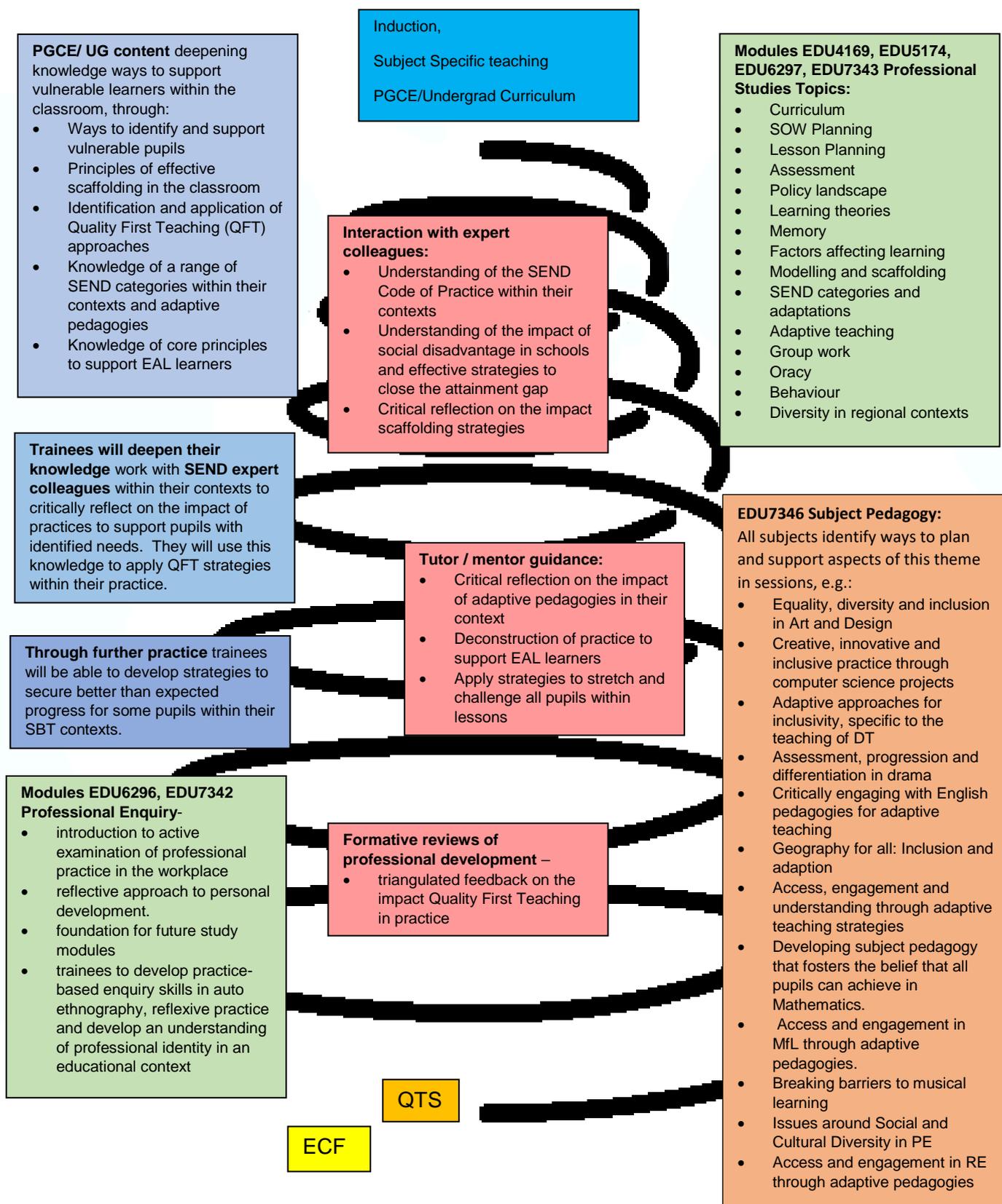


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### Reading List:

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## E. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.

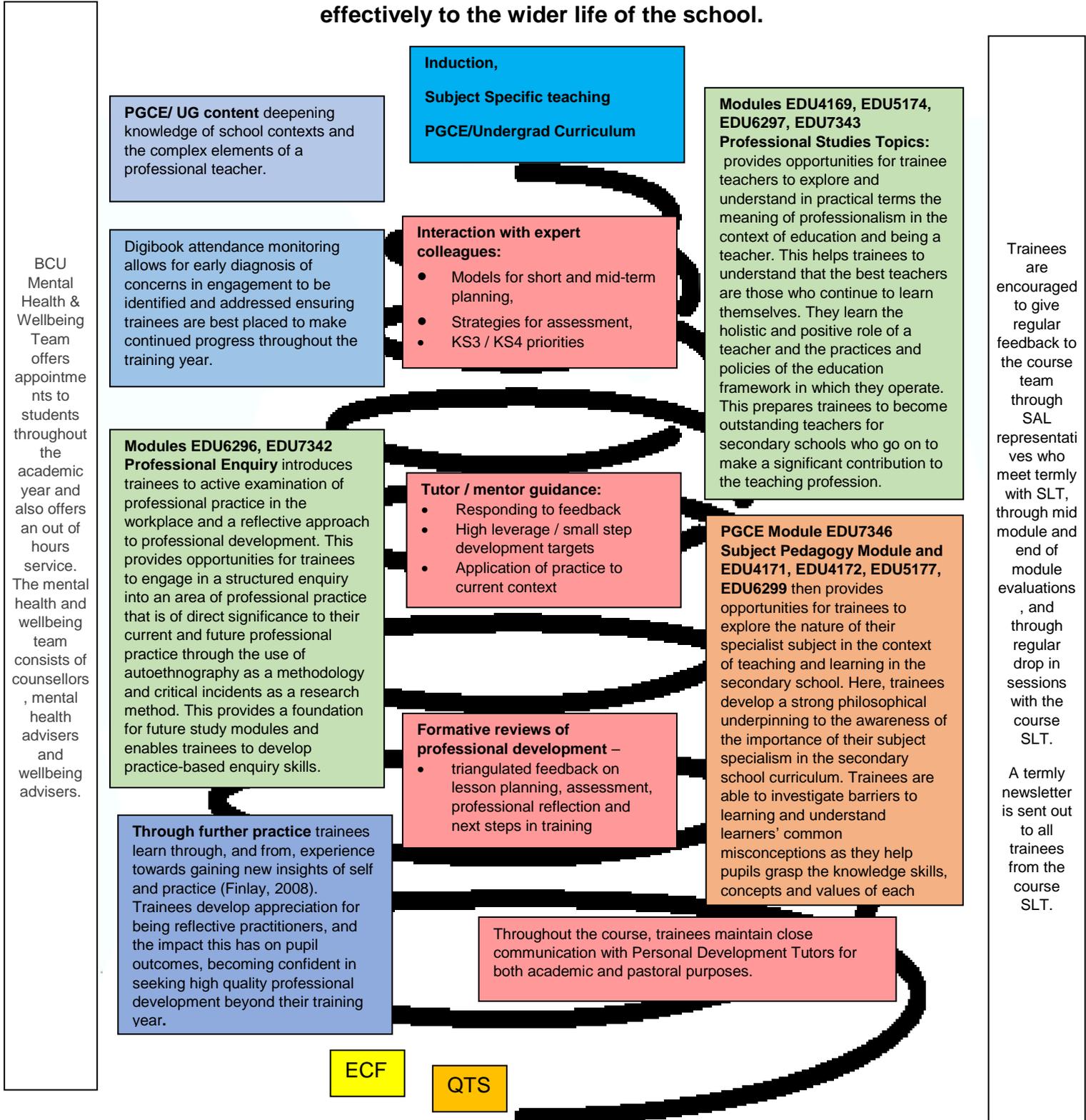


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## F. How trainees have developed professional behaviours and contribute effectively to the wider life of the school.





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### Reading list

- Basma, B. & Savage, R. (2018) Teacher Professional Development and Student Literacy Growth: a Systematic Review and Meta analysis. *Education Psychology Review*. 30: 457 <https://doi.org/10.1007/s10648-017-9416-4>.
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