

**Key readings and university sessions:**

* Look back at the university sessions and key readings as part of reflective practice
* Part 1 of [Keeping Children Safe in Education](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014058/KCSIE_2021_Part_One_September.pdf) (DfE, 2021)
* [Making Best Use of Teaching Assistants](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback) – EEF Report (2015)
* [Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) – EEF (2018)

Key reflective question: **How has your understanding of your ‘professional teacher identity’ developed?**

**Talk-through:**

* Give an example of when observation and feedback has had a direct impact on improving your practice in a particular area of learning and teaching? What will you do next as a result?

**Prompt questions for observing expert colleagues:**

* How do expert colleagues work alongside other adults in the school to support with pupil progress (i.e. additional adults, SENCO)?
* How do expert colleagues engage with parents to support pupil progress?
* How does the school engage with research to make decisions around pedagogical approaches?
* What routines, policies and procedures are in place for safeguarding? Are you fully clear about your role and responsibility within this?

**Prompt questions when being observed or evaluating your practice:**

* How do you ensure that additional adults have the most significant impact on pupil progress?
* How have you used research and learning from university sessions to support your critical reflection?
* Which other professionals in the school can support you in helping you to understand more about children with particular needs?
* How can you use your feedback from expert colleagues to further your own understanding demonstrating an independence in your own professional development?

**PROFESSIONAL BEHAVIOURS**

**Primary PGCE – Phase 2**