How do trainees acquire high-quality subject knowledge and pedagogy?

 Observations of expert colleagues; Meaningful and Degree/postgraduate study; Initial Needs Analysis: School-based supported reflection: Knowledge/mastery of subject Pre-programme research/ trainer/mentor Effective evaluation of material: tasks/SKE: observations and teaching and impact on • Prior learning/qualifications • Knowledge of educational feedback discussions; pupils' learning and and experience. ends, purposes and values. • Expert Colleague progress over time. observations and feedback discussions: • Weekly/periodic professional discussions and Beliefs about **Prior to** reviews of progress. the subject; Beliefs about **Training** teaching and Colleagues learning in • Central subject/phase Determination the subject; specialist sessions Beliefs about Professional Studies education: sessions: Personal School-led/facilitated values and CPD: attitudes. PGCE training The Acquisition sessions - if/where relevant: of Subject Peer to peer **Practical Knowledge for** discussions and Reading and **Application** support. **Teaching** Research Learning strategies; Motivating and engaging Methods of delivery; learners: Kev texts: Working knowledge of learning Critical use of internet Adapting teaching to meet Professional association sequences, schemes and units the needs of SEND pupils; resources: publications/websites; of work linked to learning Knowing and overcoming Bloas: Academic journals; progression: Education social media potential barriers to learning, Action Research • Stepped accountability for including misconceptions. and support networks. projects. pupil progress.