

Competence	Aspect of Competence	Initial Education – Juvenile Justice	Ongoing CPD – Juvenile Justice
<p>C/YLP will have developed a knowledge and understanding of how the learning area/subject(s) they teach contribute to the General own National Curriculum and national strategies within the sector; being aware of curriculum requirements in preceding and subsequent stages/phases of learning.</p> <p>C/YLP will have developed a knowledge and understanding of curriculum development processes, including planning, implementation and evaluation.</p> <p>Teachers have relevant linguistic and pedagogical knowledge to deliver the curriculum.</p>	<p>C/YLP will have developed a knowledge and understanding of how the learning area/subject(s) they teach contribute to the General National/local Curriculum in juvenile justice contexts and variations of; aware of curriculum requirements in preceding and subsequent stages/phases, including desistance approaches.</p> <p>Be aware of curriculum requirements in preceding and subsequent key stages/phases; embedding desistance principles as required.</p> <p>Know and understand the relationship between the planning, implementation and evaluation of the curriculum.</p> <p>Capacity and capability to deploy a range of pedagogies appropriate to juvenile justice rehabilitation.</p>	<p>Know and understand how the learning area/subject(s) they teach contributes to the General National curriculum, recognising variations to curriculum availability/accessibility reflecting educational access and outcome priorities in juvenile justice settings.</p> <p>Be aware of curriculum requirements in preceding and subsequent key stages/phases; assisting transition and re-settlement strategies.</p> <p>Research subject specific developments, understanding their application to curriculum up-dating and national strategies.</p> <p>Know and understand the main educational, containment and economic influences on curriculum development in youth justice contexts.</p> <p>Know and understand the relationship between the planning, implementation and evaluation of the curriculum.</p> <p>Know and understand how the curriculum is underpinned by desistance theory and its embedding in to the social or ‘hidden’ curriculum.</p> <p>Know and understand how pedagogy drives teaching and learning in context, demonstrating strategies to adapt pedagogy accommodating therapeutic strategies in inclusive education, securing curriculum access/progression for all learners.</p>	<p>Research and deploy learning from developments in curriculum strategies and subject specific strategies from both international and EU mainstream and juvenile justice research.</p> <p>Develop creativity within the curriculum offer to promote inclusive learning and relevance to the learner.</p> <p>Deepen understanding of the blending of curricula strengthening vocational routes which embed national numeracy and literacy strategies and promote parity of esteem.</p> <p>Contribute to the strengthening of cross-phase curriculum developments to aid ‘transition’ back to mainstream academic and vocational pathways.</p> <p>Research and adapt desistance developments domestically from international/EU research and best-practice to improve curriculum relevance, contributing to curricula adaptations.</p> <p>Contribute to critical research through your colleagues, institution and professional body to profile emerging sector specific pedagogical practice.</p> <p>Contribute to the development of therapeutic supports that improve curriculum access</p>