

SCHOOL OF EDUCATION AND SOCIAL WORK

ITE Design Technology Subject Handbook 2023/24



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Introduction

Welcome to the Secondary PGCE & School Direct Design Technology (DT) course for 23/24. We look forward to working with you this year and supporting your development towards becoming successful teachers. Learning to teach is a complex, demanding process: our aim is to enable you to become stimulating, enthusiastic DT teachers, able to reflect critically on your practice and to continue to develop professionally throughout your career. Through a programme which is both practically and intellectually challenging it is hoped that you will reflect and engage with your own particular views and philosophies about the nature of DT teaching and learning, develop a deeper understanding of how pupils approach the subject and how you can meet their individual needs.

The D&T handbook is designed to extend the main PGCE handbook, giving subject-specific guidance to you and mentors. All elements of the secondary PGCE DT course are devised to enable you to meet the professional 'Standards' for Qualified Teacher Status (DfE, 2012). The course is also organised to ensure that you have the opportunity to meet the Standards more than once, in both school and university-based elements. Our carefully crafted curriculum also ensures entitlement to developing an understanding of, and embedding the five core areas of the ITT Core Content Framework (CCF) (DfE, 2020): behaviour management, pedagogy, curriculum, assessment and professional behaviours. These, along with the Teachers' Standards, will form the foundation of our programme of study at both the university and in our partner schools.

Mark Norris is the programme leader for DT and, as the lead tutor, the lead tutor who will visit and observe you in schools, support you in preparing for assignments, mark your work and answer any queries about your school experience. James Sansom-Costantini is an associate tutor on the course who will deliver regular curriculum studies (CS) sessions focusing on subject knowledge and teaching in the workshop environment. These sessions will take place at the STEM centre St Andrew's School, Worthing.

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“If you're not prepared to be wrong, you'll never come up with anything original.”

— Sir Ken Robinson

Rationale and aims of the secondary DT course

The idea of working together in partnership underpins all aspects of the course, and is central to the DT programme. The Sussex PGCE and School Direct programmes are run by a partnership between the University of Sussex and many local schools. All the partners in the Sussex Consortium for Teacher Education and Research share responsibility for planning, evaluating and successfully running the programme, and remain closely in touch throughout the year. Monitoring and evaluation take place in a series of mentor meetings and informally during the year. You are also encouraged to feedback your experiences and suggest ideas to improve provision, and these suggestions are generally incorporated into future planning. University and school experiences are mutually dependent – what is learnt in one context is applied and reflected upon in the other. Therefore, work in the university and schools is designed to be:

1. Complementary and reinforcing

- Mentor sessions are, wherever practically appropriate, linked to university sessions to cover similar aspects of the CCF: see the calendar mentor sessions for Placements 1 and 2 in the mentor handbook.
- You, mentors and university tutors share the same subject-specific guidelines for discussion in mentor sessions, target setting, review and assessment purposes.
- Course developments are agreed in mentor meetings and there is opportunity for regular review and evaluation of your experiences.
- You are given tasks to complete in school, which are discussed in both mentor and curriculum sessions.

2. Ensure Trainee progress and provide scope for individually differentiated training needs, targets and review

- You start to work on subject gaps, identified at interview, prior to the course and these feed into the directed tasks set during the course, and the subject audit, both of which are regularly reviewed throughout the course by mentors and curriculum tutors (CTs).
- Subject knowledge enhancement (SKE) sessions have been offered prior to the course starting to develop and improve expertise in a number of different areas.
- Mentors are provided with your initial audit information to plan a suitable timetable and training programme.
- Mentors review your progress weekly and more formally at the end of each school half term, prior to completion of the Phase Report. Mentors use the calendar of mentor training sessions to structure your training, but tailor this to your particular needs. Phase Report C is completed at the end of placement one and is passed to the second-placement mentor and professional tutor, who use it to plan a suitable timetable and mentor programme, ensuring that your needs are met so you can achieve the Standards at an appropriate level. The professional tutor and mentor complete this document at the end of second placement, reviewing all the accumulated evidence, in consultation with the trainee.
- You keep records of your mentor-training sessions in your weekly reflections on PebblePad to provide an ongoing record of your progress in meeting targets and make these available to second-placement mentors and curriculum tutors.

3. Practically and theoretically driven to develop effective and reflective DT teachers;

- Encouraging discussion to develop a personal philosophy towards the importance of DT teaching and different approaches to teaching for inclusion

- Planning a sequence of lessons that engage and challenge pupils that are evaluated critically using feedback from experienced teachers and personal views, underpinned by evidence-based reading
- Justifying the selection of teaching strategies appropriate to different pupils' needs
- Sharing knowledge of current developments within DT education and how they can be utilised for teaching
- Preparing assignments that make links between theory and practice in DT teaching
- Working creatively and professionally with curriculum/professional tutors and curriculum/professional mentors to enhance your understanding of teaching and the demands of DT teaching.

4. Enhanced by recognising wider professional and subject opportunities;

- Ongoing creative design tasks including site visits, delivered and assessed through Google classroom.
- Where possible, training sessions led by visiting mentors and other experts, e.g. on Post 16 teaching, and the use of technology
- Where possible, visits to other educational settings, e.g. Special Schools
- An enrichment week in the final week of the course which includes a visit to the Design Museum.

Equality and Diversity:

- The University of Sussex is committed to promoting equality and appreciating diversity in our society. Diversity has many different dimensions, including academic and physical ability, socio- economic and religious background, sexual orientation, race, ethnicity and culture. Sussex is committed to providing an inclusive and supportive environment for all including pupils and you in an environment free of harassment and bullying on any grounds. Our equal opportunities policy can be found in Appendix IV of the main ITE Handbook on the Reflecting Professional Knowledge (RPK) Canvas site.
- By challenging stereotypes and educating pupils about cultural heritage we can assist as teachers in creating an equal and diverse school community. At Sussex we are committed to producing teachers who understand and respect diversity and have a goal of promoting cohesion alongside delivering your subject teaching. We seek to recruit you from a variety of backgrounds. Preference is given to those who are prepared to take responsibility for their own professional development, are punctual and reliable, work hard, and bring a sense of humour to see them through the difficult patches. We also expect trainee teachers to have a commitment to meeting the needs of all pupils. As such, students are expected to develop an awareness of the particular features associated with pupils' social and ethnic origins, your gender and sexuality, and your levels of physical, emotional and intellectual ability.
- All of our ITE courses seek to feature appropriate emphasis on issues around diversity and a consideration of inclusion and equality underpins all that we do. In addition, we run specific sessions in the Professional Studies programme, as well as subject specific seminars.

Part One: Getting Ready to Teach

Virtual Learning Environment (Canvas)

The DT Virtual Learning Environment (Canvas) has proved to be a valuable way of communicating and supporting you. Essentially, it provides a platform to enable different types of communication and learning to take place and includes the following facilities:

- help and discussion forums
- news items
- subject assignment submissions
- feedback facilities
- a social space

The Sussex University VLE is called Canvas. It can be accessed via Sussex Direct at:

<https://canvas.sussex.ac.uk>

You can log in using your Sussex login and password. Click on DT ITE 2023-2024. This site is for both PGCE and School Direct trainees. All assignments and subject tasks will be submitted via Canvas.

Canvas is the primary method of communicating with subject groups when you are off-campus. The central course VLE is called 'Reflecting on Professional Knowledge' and is used to send reminders and announcements and to host discussion forums. Canvas plays a vital part in facilitating and supporting your learning both in the university and in school and is an important way to keep in contact with your peers. It is essential that you check your Sussex email address daily and keep Canvas notifications turned on so that you will get alerts for any important announcements and updates. Furthermore, there is an expectation that you respond to emails from both mentors and Curriculum tutors within 24 hrs of receipt.

Trainee Organisation

As with any professional training, there is a certain amount of "paperwork" generated during the course. It is therefore essential that you establish a system for organisation from the beginning of the year. The following files need to be set up and can be paper or electronic:

- **Teaching Experience Files** (one for each of the two placements) – these should be divided by the classes the trainee teaches and should contain material from your school placements, including and in this order: pupil data/ class lists, *all* schemes of work (school and trainee's own), lesson plans, classroom resources, observation records, and assessment information - copies of pupils' marked work, trainee records of assessment for all pupils and other school assessment materials, e.g. pupil reports (see the main handbook for more details).
- **QTS Portfolio on PebblePad** – this will enable you to chart your progress towards achieving the Standards at the end of the course. This file will contain any audits completed, Phase Reports (developmental reports from both placements), completed directed tasks, and other key documents (full details in the main handbook). It will be reviewed regularly by the mentor and curriculum tutor. You should update your subject audit with evidence, at the designated dates but try to do it half-termly.
- **Curriculum File** – this should contain D&T session outlines, readings & handouts with your own notes and reflections on your curriculum sessions.
- **Professional Studies File** – this should contain the notes, handouts and documents issued as part of your general professional studies programme on wider school issues,

combining the knowledge and understanding gained from sessions at university with that gained in your school programme.

You are required to provide evidence throughout the year to demonstrate that you are meeting the QTS Standards. Guidance is in the main handbook. This will be assessed during the Reflecting on Professional Knowledge (RPK) interviews.

Time Management

Many teachers use a planner document like this:
These are really useful as they have a day per page for teachers to map out what you are doing in your lessons and help them plan ahead. They can be bought them online from: <http://www.edplanbooks.com/>



You should:

- Note the key dates for assignments (proposals, drafts and deadlines etc)
- Note the key dates for assessments (progress updates, phase reports and APK, RPK assignments)
- Note the days you may be finishing late (mentor meetings, open evenings, parents' consultation evenings)

Your Subject Knowledge

Subject Knowledge Audit (SKA)

You need to keep your Subject Knowledge Audit (SKA) form updated on PebblePad to show your subject knowledge development. These records will be used for benchmarking so that you can review your perceived strengths and weaknesses and consider how you are addressing gaps in your knowledge, both practically and theoretically.

Your development of knowledge in your SKA will be evidenced and supported through the development of a portfolio of evidence including project items you and your students have made and resources you have produced.

How does the Year of Training Work?

The year is divided into four main sections. We start with induction, and end with the enrichment week. In between those are the two school professional practices and the assignments.

University Induction – Placement one – APK – Placement 2 – RPK – Enrichment week

Induction and Curriculum Studies Sessions

During induction you will get to know your fellow D&T trainees as well as your Curriculum Tutor. We strongly recommend starting as you mean to go on, establishing good habits around punctuality, note taking and organisation. You will be set five induction tasks to be uploaded to Canvas, details of these will be shared by your tutors and you will have the opportunity to ask questions.

Each seminar tackles a specific area of D&T teaching pedagogy through a variety of teaching styles and resources, emphasising how to foster a creative approach to design. Sessions include a focus on teaching across the materials areas including in Food Preparation and Nutrition. The D&T curriculum studies programme including induction will be sent out in early September and posted on our D&T Canvas site.

Professional Practice One

In your first Professional practice, you will be inducted into school in the first few weeks. You will have the opportunity to observe pupils and teachers as a way of seeing how the school policies work in action. It is intended that you will have a gradual introduction to teaching a lesson and should be able to plan small sections of lessons (such as starters and plenaries) before being given a whole lesson to teach. We would normally expect a trainee teacher to teach at least one full lesson before the October half term, although this may be modified for the skills of the individual teacher. Note that everyone will have different inductions in their schools. **Try not to compare or worry; if you are unsettled talk to your tutor.**

We would hope that you would be working towards a timetable of 8 hours by Christmas. Remember that we will all progress at various rates and there is no 'normal' progression for a trainee teacher. **You will maintain these 8 hours after Christmas to the end of the placement.**

You continue to come to University on Fridays for curriculum studies. There will also be times in professional practice one when you are asked to come to campus for a review meeting (see the Curriculum Studies programme or the main handbook for these times). You will be working on your Applying Professional Knowledge (APK) assignment in placement one and submit it at the start of placement two.

In terms of assessment of your progress, your mentor will observe you teach every week and your tutor will visit you once during the placement. At two points in the placement your mentor will complete a progress report to tell us how you are progressing towards meeting the descriptors in the ITE curriculum and in your final summative report, Phase Report E, mentors will report on how you have met the Teachers' Standards at the end of the course.

Professional Practice Two

In this professional practice, you will spend more of the week in school. There are only a few Friday sessions at University to allow you to teach more hours in school. As with Professional Practice One, there should be a short period of induction when you arrive at Professional Practice Two where you are given the opportunity to see how the school policies work in action.

You will be working towards a timetable of 12 hours per week in this professional practice. Towards the end of the placement you may teach up to 14 lessons per week.

In terms of assessment of your progress, your mentor will complete Progress Reports during this time and your tutor will meet you in a review tutorial (at least one). Your mentor will observe you teach every week and your tutor will visit you once (as a minimum) and observe you teach also.

ITAP Weeks

In 2023 - 2024, we will be piloting the introduction of two Intensive Training and Practice (ITAP) weeks in preparation for the new Quality Requirements in 2024.

These two weeks have been designed to allow trainees to focus on specific skills in specific areas grounded in an element of the Core Content Framework (e.g., an aspect of behaviour management, assessment, subject/phase specific pedagogy) to support their developing practice. More information about the ITAP weeks will be disseminated at appropriate times of the academic year and will make clear the role of schools in supporting trainees during these periods. ITAP weeks will also be addressed in Mentor training and in meetings with Professional Tutors.

Part-time Route

Course Structure

Year 1 – you attend the full university induction period in September for 3 weeks and the Professional Studies and Curriculum studies on Fridays at university throughout the year.

You will be in the same placement school for the whole year for 2 days per week (to be agreed with the school).

After February half-term, if you choose, you can also attend school on some of the Fridays when you are not at university. You will finish at May half-term but, again, could do more days over this half term if your school agrees but this will not count towards your 120 day statutory days in placement.

You will do your APK assignment during this year with submission in June.

Year 2 – you can attend any of the university induction days or Fridays as a refresher or if they are new if you like. PGCE and School Direct will start a new placement in a second placement school at the start of September. Both PGCE and SD will do 2 days a week in school with School Direct returning to their main placement school in January.

You will do your RPK assignment at the end of this year in May.

In school

You will have a mentor who will see you for an hour once a fortnight or for half an hour every week. During the block placement, it will be an hour per week.

Your Curriculum Tutor will visit you once in each placement.

For further details about the part time route, please see the PGCE Primary and Secondary Partnership Guide.

Mentors review your progress within our curriculum weekly and more formally at the end of each school half term, prior to completion of the Phase Report.

You will have access to your own Canvas site for part time trainees which will have information around deadlines and timelines for assignments. Separate uploads will be created for you via the main D&T canvas site for assignments such as SKA and APK drafts, however it is expected that part time trainees complete induction tasks alongside full time trainees.

Part Two: Training as a Teacher

All of the procedures, requirements etc for Professional Practice are set out in the main Course Handbook and you should study them carefully. The following guidance is offered to help you get the best from your time in schools.

Schools as partners in teacher education

The schools that you will be placed with are partners with the university in your teacher education and have agreed to support you in your development as a beginning teacher. In effect, during your time in schools, they will be responsible for your training experience. The university will continue to be involved in monitoring your progress but schools lead in designing, implementing your training and assessing your progress. As well as organising your D&T teaching experience in the classroom, the schools also deliver your own Professional Studies programmes.

Key people in School

Your Mentor

The main person involved in your training while you are on professional practice in school.

Their main duties include:

- Introducing you to the department
- Inducting you to the school (policies and procedures)
- Organising your timetable
- Staging your introduction to teaching a full lesson before half term
- Staging your progression towards the full amount of lessons
- Observing you (or organising your observation) each week and feeding back on your lesson
- Meeting with you once a week (for about an hour)
- Writing your assessment reports

It is your mentor who will guide you through your training in school. It is them who will set the standards that they feel are appropriate for the school you are placed in and induct you to the school policies and routines. It is highly advisable that you follow your mentor's advice. If they say that you need to have your lesson plans in 48 hours in advance then that is what you do, no matter what your peers in other schools may have to do.

Mentors are responsible for balancing and interweaving two agendas. They must follow through a programme which will develop all areas of the Teachers' Standards, and all the specific subject knowledge aspects, whilst at the same time, responding to a trainee's individual concerns and needs and wrestling with day-to-day problems (on top of a full teaching timetable and the rest!). All of this has to happen within departmental systems, structures, schemes of work and pupil targets that may be flexible but cannot be compromised where professional standards and pupil performance are concerned. Their job is a hard one, so you need to be sympathetic to them and try to organise your own time as much as you can. It is your responsibility to remind them of YOUR deadlines, not the other way around.

Your Professional tutor

The other main person that you will have contact within your school professional practice is the professional tutor. This person is responsible for the overall training of all trainee teachers in the school. They may also have other important responsibilities as well that take up much of their time. They will run your weekly professional studies sessions and are the point of contact for you in school should you be having any difficulties with your mentor or other issues that your mentor feels are outside of their remit.

It is quite likely that the professional tutor will want to see you teach at some point and may become more involved in your training should any problems arise with your progress or your conduct.

Heads of Year (HoY) / House

If you are struggling with a particular pupil, you may want to send an email or go and visit the Head of Year of that pupil. They are privy to all the information about that child and may be able to give you an insight into why they are behaving in a certain way. Before contacting home to discuss poor progress of behaviour of a particular pupil, it is highly advisable that you contact the HOY for advice as they may know more about the family situation and be able to advise you.

Form Tutors

In the same way as the HOY, the form tutor will be able to advise you on patterns of behaviour of a particular pupil. They normally know their pupils very well and will be willing to talk strategies with you and techniques that they have found useful.

There are other key people too: the administrative staff, Student Services staff, possibly school nurse; the site manager, ground staff and cleaners; the reprographics manager, SEND co-ordinator, librarian and the ICT technicians. For your own survival, it is essential that you very quickly form good working relationships with these people and show that you respect them for the vital roles that they play in making the school tick.

In school, you should remember that teachers are constantly busy and work under significant pressure. Though your mentor is committed to your training and you can expect every support in accordance with the course requirements, you should remember the obvious: choosing *appropriate* moments to ask for help, *always* expressing thanks to colleagues, being helpful in the department and smiling even when under pressure. All of us find being observed a somewhat daunting experience – so thanking teachers whose lessons you are observing and making a positive comment/s about a particularly effective or interesting aspect of the lesson are key.

Other members of the department will play a part in your training. They will share classes, observe and give feedback and discuss aspects of D&T teaching with you. Much of this inevitably happens in teachers' 'free time' and you can repay this goodwill in a number of ways. You should always be ready to discuss whatever is on the agenda for a lesson or meetings, have lesson plans prepared in advance (you should have the week's lesson plans ready to be checked by your mentor and teachers at an agreed point in each week) and display initiative in researching new topics and preparing resources that you can share with the department. You can also help spread good practice – you are in a fortunate position as you will be having input from a variety of sources about D&T education and may experience some new elements of practice that some teachers may not have had access to, so should be prepared to share your insights with your colleagues.

You should be fully prepared to teach pupils, with well-planned lessons. Equally, it is very important that pupils receive feedback on any work you set them as soon as possible. You should discuss timings for returning pupils' work with your mentor, but work should not usually be kept by you for longer than a week at the most. It is important that you gain formative feedback from your mentor/class teacher on your lesson plans and adapt them according to the feedback that you are given. Our expectation is that you deliver your lesson plan *one - two working days before you deliver the lesson*. Please note that this does not include weekends or holidays, so if you are teaching on a Monday, you would need to send your lesson plan to the teacher on the previous Thursday. This will give the teacher the opportunity to offer feedback on the plan in time for you to make the necessary changes.

Joining a school community

A school is an established community that has a recognized way of working for all of its members. Outsiders will be welcomed as temporary visitors. This can make for tricky situations for beginning teachers; schools can help to guide you in the following ways:

- In your enthusiasm for newly discovered teaching approaches you should not give the impression that you know more than the teaching staff.
- You should ensure that you don't disturb the established relationships between staff and pupils. Permanent staff will have to pick up the pieces when you have gone.
- You need to adopt the mores/protocols of the school during your placement. This flows over into Professional Practice Placement 2.

Being professional with colleagues

This is a tricky issue to broach, as everybody means to do the right thing. However, there are some pitfalls for the unwary, so it is worth mentioning:

- If you have a serious issue with a member of staff, you should consult your Professional Tutor or Mentor. You should not discuss the matter with other members of staff or within hearing of other members of staff.
- You must never, by word, look or gesture, support a pupil in his/her grievance with a teacher..
- You should play your part in enforcing the school rules even if you don't agree with them.
- You must always get to school in good time, not leave the premises during the day without agreement with the school, and not leave as soon as the final bell goes. It gives a poor impression, in addition to the fact that in professional terms many issues arise that have to be dealt with after school.
- You should attend departmental meetings whole staff meetings, year group meetings if you are attached to a tutor group, as well as parents' evenings.
- When you finish your school experience, you should make sure all your marking is up to date and you return any books or resources you have borrowed.

Being professional with pupils

You must always be professional in your dealings with pupils.

- Being firm, fair and consistent with them, and making your expectations clear from the start.
- Never being sarcastic or derogatory to pupils, regardless of their behaviour and trying to treat each lesson as a blank sheet, in terms of your expectations, welcoming and smiling at the class to start in a positive mode.
- Praising pupils whenever possible, but of course balancing this by applying school sanctions for behaviour management, as appropriate.
- Ensuring that you are fully prepared to teach pupils, with well-planned lessons and appropriate resources.

- Thinking very carefully about how you present yourself publicly outside of teaching. Everyone has a right to a private life but all teachers are challenged to consider the appropriateness of comments or images on accessible social networking sites.

Guidance for being in School

Before you go in:

- Look the school up online to see what it is like. Read the OFSTED report and the prospectus from the web site. Watch their virtual tour, if available and read documentation for new starters
- Try out your journey if travelling by car/train/bike/bus
- Check train times and potential delays
- Learn the names of key members of staff

First day/first week:

If you are not used to being in a school environment the first few days in school can be a bit daunting. This is normal and does not mean that you will not make an excellent teacher. However, being prepared for these first few days can make all the difference as you will be very tired at the beginning.

Being this tired is normal. It will get better!

Dress code

All schools vary in what they ask of their teachers. Some expect all men to wear ties; others are quite casual in their approach. Until you are told otherwise, please presume that on the first day it you will need to dress smartly. We appreciate that these dress codes may not be ideal, but please do try to follow as best you can. If there are any problems talk to your mentor or CT. You can ask your professional tutor on the first day what the dress code is for the school. Remember that you are going to be in the company of vulnerable young adults and what you wear really will make a difference to how they view you and your standing as a teacher.

As a rule, you should cover all tattoos and take out any extra piercings until the school gives you the go-ahead for them. Discuss this with the school and find out where you stand. Some schools are very 'conservative' and may have only just introduced a new dress code for the pupils and are expecting certain standards from the teachers. It is not for us to decide whether this is right or wrong; we are guests in their school, and we will abide by their rules.

Arrival

You will have had a chance to communicate with your mentor before you start the placement proper and they will let you know what time to arrive in school. You *must* leave plenty of time for you to get to school and allow for trains to be cancelled and still get there on time. You need to check to see if you can park a car if you are to drive there, as there may not be space.

Food

School canteens are notorious places, noisy and the food is of varied quality. For the first day at least, take your own. This also means that you are not going to waste valuable 'mentor' time by going to the canteen.

Tea and coffee can be a contentious issue in many schools and the systems vary widely. It is a good idea to bring a mug and some money. No need to bring tea and coffee on the first day as this should be provided at the start, but you may well need to be self-sufficient after that.

Part Three - Your Teaching

Once you start Teaching

You should have had a staged introduction to teaching a full lesson. It is advisable that you teach parts of a lesson before you embark on a full lesson before half term in October. You might be asked to create an exciting starter, team teach or work with a small group. Whatever you are asked to do, it must be planned and checked with your mentor.

You will have had some guidance in induction with regard to lesson planning and this will continue throughout the course. However, the main guide for your planning will be your mentor and the other teachers that you will be taking the lessons for. It is essential that you check your plan with them well in advance of the lesson that you are to teach. Some mentors ask for the plan 48 hours in advance, some more, some less. In your weekly mentor meeting you should discuss what you are teaching for the week after and be able to go away and map out what the pupils are to learn in those lessons. **NOTE: A lesson plan must be written for every lesson. It is an essential part of this year and your mentor is very likely to say that you cannot teach if you do not produce the lesson plan for the lesson in the time expected.**

As a guide, you should have your plans ready at least 48 hours in advance of teaching the lesson so that you have a chance to change your mind, modify the plan based on the other lessons you have taught.

It is very important that you are including all the school policies and routines in your lesson plans. For example, if the school has a policy that all pupils must wear full uniform then you must allow time for checking and correcting this at the start of your lesson. Your role as a trainee teacher is to be compliant with the school ethos and routines while still bringing excitement and creativity into your lessons.

Evaluations

It is essential that you evaluate every lesson that you teach. It is best to do this a while after the lesson when you have had time to reflect properly as to how it went, but aim to complete these as a matter of routine to avoid forgetting or getting out of the habit. Try not to focus entirely on the behaviour of the pupils, but on the quality of the learning and the progress that the pupils have made in that time with you.

The Five Whys

It is very easy and very tempting to fudge an evaluation. You must be rigorous. There's a technique used in Total Quality Management that may help. It's called 'Root Cause Analysis' or, more popularly, 'The Five Whys'. It's based on the premise that if you ask 'Why?' five times in succession, questioning each answer in turn, you will eventually arrive at a useful answer.

For example, take as a starting point a statement like 'I had more behaviour problems in today's lesson than usual.'

Why? Perhaps because pupils were not engaged with the material.

Why were pupils not engaged with the material? Maybe because I tried a different approach to planning – not so detailed.

Why did you try a different approach to planning? Because I was short of time, so I borrowed a lesson from my flatmate, who said it would work.

Why were you short of time? Because I didn't start planning until too late in the evening.

Why did you start planning so late? Because I left it until after I'd come back from going out, instead of doing it beforehand.

And you are left with the root cause. Trying to be reflective won't work unless you're prepared to get down to root causes, painful though it may be. Being a reflective teacher means being tough with yourself, acknowledging the truth of what you discover, then acting on it. It quickly becomes a habit if you apply yourself.

How to get the best from pupils

Pupils often thrive on **routines** in their lives. You need to make sure that you are watching carefully for the routines of your classroom teachers and try to match them. This is often a strain for trainee teachers as the teachers may have variations in their routines. However, the main school procedures should be common in all the classrooms. You should:

Use their names – initially aim to learn the names of five students per lesson; use their name at least three times during a lesson – once on arrival, once when asking a question and, finally, when they leave the class. You will soon learn them all and then your ultimate aim would be to refer to every student by name at least once in every lesson. You are not expected to know them all straight away but use your seating plan, and if a student has their hand up, don't just say 'Yes?' but look at your plan and say. 'Yes, Grace?' or 'Mohamed?'

Get to know your pupils– look at your data. Who struggles with reading, writing, or listening? How will you modify your lessons for these pupils? Who likes gaming? Who rides a bike to school? Who has a dog? Who is shy or extroverted? Who struggles with friendships? Think about them as people, not a class.

Start well – greet the pupils at the door; let them know that they are welcome in your space. Smile at them and say hello. Praise the ones that are in uniform and politely ask the ones who are not to wait and get themselves together before they come in. Engage with them. **Always** plan an accessible task for students to start immediately on entry to your lesson, this routine needs to be embedded in every lesson.

Use positive language. If a pupil gives you a wrong or off-base answer say, "Thank you/Well done for trying." and open it up to the rest of the class to see if they can build on the answer. If a pupil has misbehaved the lesson before, do not start the lesson by reminding them of it; leave it in the past. It is up to you as the adult in the room to build the bridges with the pupils and mend what has happened.

Do not be scared to be animated and enthusiastic. This cannot happen every lesson; however, if student's see that you are excited by the lesson content THEY will be more likely to engage.

Prepare and plan carefully – you cannot possibly expect all your pupils to make adequate progress in your lessons if you have not planned for them. You need to attempt to plan for each and every pupil and anticipate where some of them may struggle or excel and plan activities with this in mind. You should plan ahead and make sure you are building in a variety of activities in the lessons to ensure that all the pupils can engage in learning that they enjoy.

Help them with their behaviour - Be positive with them; use praise as often as is comfortable. Stick to the school policy and be consistent.

Never give whole class detentions – this is simply not fair. It will damage your relationship with the class and their parents.

Do not get side tracked – some pupils see this as a form of sport. They ask this charming and friendly new teacher a personal question and you notice that they do not have to do any real learning for about 20 minutes. Acknowledge their question then quickly move the lesson on.

Try to volunteer for after school clubs/ helping with trips if you are able. If there is not one to volunteer for, why not start one, e.g, offer a jewellery or textiles club.

Support a colleague on break/ lunch duty and get to chat to students in a different context.

Observations of other teachers

During the first days in school, you will be observing many lessons. If unprepared or insufficiently focused, the process of observing can be tedious and unproductive. It is important also to note that when observing, you are provided with an opportunity to really get an insight into the teacher's craft. To help you get the most from observing, you should think carefully about the following:

- Plan, structure and focus the observations – thinking about what specifically you will concentrate on, how you will record the observation – timeline, classroom map, check list, events grid and what key conclusions can be drawn.
- The presence of an observer in the room will always have an impact – you should ask the teacher where they want you to sit, if they mind if you talk to the pupils and when/ how you should do this; how you should react to events which the teacher doesn't notice.
- Particularly when observing your mentor, they will expect you to engage with them and hopefully interact with the pupils, showing an interest rather than passively observing and taking notes at the back.
- If you are observing the classes that you will eventually take over and start teaching, use this as an opportunity to learn the pupils' names.

In the early days of your training, your initial observations of others' teaching can be bewildering, as there's just so much going on. You might find it easier if you take some points from one or two of the headings below as focal points for each lesson, and cover them all over a sequence of lessons rather than trying to do it all in one go. You're making the task manageable. Stay flexible, however, and be ready to re-focus if you see something interesting going on.

Classroom management

Watch how the teacher brings a class into the room:

- Is there 'meeting and greeting'? Do students automatically slip into drilled behaviour and actions, like getting out books or folders, taking out materials, or do they have to be told? Can you identify any teacher behaviours that say clearly to students, 'You're in my space now, and it's for learning'?
- Is there something for the class to do immediately they enter the room (e.g. a starter activity on their desks, an interesting image on the board)?
- How does the teacher gain the attention of the class?

- How does the teacher deal with questions from students before the lesson proper begins? Does s/he spend time on them there and then, or ask them to wait until later in the lesson?
- How are resources and teaching materials distributed?
- Evaluate the 'classroom climate' – does it feel purposeful. Is there a strong teacher presence? Is there a strong sense that we're going to get on with things quickly, but without rushing?
- There may be some behaviour management issues to be dealt with. How are they managed?

Management of learning

- How is the lesson designed to ensure progression? Is it related to assessment objectives, or assessment foci, or to attainment targets? Does the teacher share these with students? How is the focus of the learning of the lesson presented? Is the statement of intended learning re-visited during the lesson?
- Is there evidence of an individualised approach to meet the needs of individual pupils? How is it managed? (Look particularly at pupils with SEN or EAL requirements).
- In what ways is the lesson structured and sequenced?
- How would you describe the pace of the lesson?
- How are changes of activity ('transitions') managed?
- Are instructions clear? How does the teacher check that the instructions have been understood?
- Are approaches varied, with different activities, and move between whole-class, pair and group work, for example?
- How does the teacher manage feedback to students? What evidence can you see of praise and reward? Is there evidence of ongoing teacher assessment, or of invitations to pupils to peer- or to self-assess?

Questions for you to ask yourself after every observed lesson

- Did learning take place? Did every student learn something?
- Was the learning as specified in the lesson plan / learning intention?
- How do you and the teacher know that the learning was effective? How was the learning assessed?

After the lesson

Always try to have a discussion with the teacher as soon as possible after the lesson. Be very tactful, particularly if there were any behaviour management issues. Try a formula like, 'I was interested in the way you managed X. What's the best way to deal with a student like that?'

Find something positive for a comment – 'I really liked the way they just automatically moved into groups', and remember to thank them!

In the first few weeks, you should observe lessons with an open mind, watching what the teacher does, the language they use and what the corresponding responses of pupils are. It is very important to note how they follow through particular policies such as the behaviour policy as you will be expected to do the same when you start to teach. Once you have noticed the basics of the lesson, it will be time to look for particular aspects of the lessons such as assessment and differentiation. On the D&T Canvas site, you will find an observation proforma for observing other lessons. This forms part of your Induction Tasks. You should also complete the “practical” elements of as many projects as you can.

In your first few weeks at school, you may be encouraged to ‘shadow’ a pupil for a day. You should note how / if the pupil behaves differently in various lessons. If you are having difficulties with a particular group of pupils or an individual, you should go and see them in your other lessons to see how other teachers handle them.

Once you start teaching, it is easy to slip into routines of planning, teaching and marking and nothing else. However, you are still in training and need to be observing other teachers as much as possible, not only in other subjects but also other key features of the school day such as tutor time, assembly, duties and extra-curricular activities.

We can learn so much from observing other subjects in terms of advancing our pedagogic techniques for example how do they teach in other core subjects such as Maths or Science; Humanities or English; or other practical subjects such as PE or Drama? Ask if you can observe some A-level too.

As you progress, peer-observation can be a really useful tool, not only to help you reflect on your own strengths but to give suggestions in a non-judgmental way of another trainee; try setting up observations with other trainees in your school or subject.

If you are having difficulties with a particular group of pupils or an individual, go and see them in their other lessons. Watch how the other teachers handle them. This can be very powerful when the pupil comes back to you next day and you can tell them how great they were in Art and that you want to see the same in your lesson, as it was a joy to behold!

Mentor Meetings

Mentor sessions are pivotal to your success. You have an entitlement to one hour of your mentor’s time every week. Allocation of this time is arranged differently in schools across the partnership, but it is important to remember that provision of the mentor hour is part of our Partnership Agreement with the schools so you need to let us know if you are not getting your entitlement. To make the best use of such a brief period, experienced mentors have found that it’s useful that you draw up an agenda for the meeting prepared in advance, and that brief notes or ‘minutes’ should be taken during the meeting by you, with targets and points for action noted – this should all be recorded in your Weekly Reflections on PebblePad.

You should prepare for each meeting in advance by:

- Identifying the suggested focus for the week using the programme in the mentor handbook and confirming agreement with your mentor. This programme is flexible and you or mentors can negotiate another focus to meet individual needs at any time.
- Reflecting on your progress against the CCF since the last mentor meeting using the Phase Report.
- Reflecting on the overall school-based training over the past week.

- Reviewing what progress has been made towards current targets during the week, with reference to lesson evaluations or other sources.
- Agreeing an agenda for the meeting with the mentor in advance of the meeting.

During the meeting you should update your Weekly Reflections on PebblePad by:

- Highlighting the relevant, agreed upon statements that best reflect your progress against the CCF after discussing this with the mentor. Note where the evidence can be found that demonstrates the progress made.
- Keeping a summary of key discussion points.
- Identifying targets (coming out of the discussion) for the forthcoming week and strategies for achieving them.
- Complete a 'To Do' list as required.
- Share these reflections on PebblePad with your mentor

After the meeting you should:

- Make additional comments on progress if requested.
- Ensure your Weekly Reflections on PebblePad have been updated

Inevitably, much of the time in mentor meetings will be used to review lessons or parts of lessons already taught and to plan those of the week ahead; however, it is important that wider pedagogical and professional issues related to the teaching of D&T are regularly addressed. These will arise from your current experience but will also be suggested by the content of the University and the School Professional Studies programme and the University curriculum sessions, as well as by the curriculum directed tasks set by the curriculum tutor and the curriculum assignments. This professional dialogue is important for both trainee and mentor. Therefore, mentors and you might additionally discuss and comment on all or any of the following:

- a key issue in DT teaching
- an area of substantive subject knowledge;
- one or two particular difficulties in much more depth, devising training experiences to help overcome these;
- work that will contribute to a written assignment;
- the subject knowledge audit and suggesting ways of making good any gaps;
- feedback from lesson observations – please note that Mentors need to complete one lesson observation per week after the Autumn Half Term using the official observation schedule. These can be downloaded from www.sussex.ac.uk/education/iteforms
- There is limited time for curriculum or mentor sessions and missing one will mean that something vital is missed that will not be repeated.
- In either case, you should find out what you have missed and fill any gaps. Of course, illness and extreme personal difficulties afflict us all from time to time, and university tutors and mentors will be sympathetic and supportive in the event of personal need. Tutors, however, must be kept informed.

Lesson Observations of You

Once you start teaching parts of lessons and then whole lesson, you should be informally observed every lesson with, ideally, three strengths and three areas for improvement. Some trainees find it useful to provide the mentor or class teacher with an exercise book where they can jot down some notes for informal observations.

After October half term you will be observed formally every week by your mentor, another member of the DT department, or, on occasion, the Professional Tutor using the Secondary Observation Form (available via canvas).

It is vital that your mentor/teacher gives you three strengths and three targets to work towards. You will then copy the details of this observation into your Weekly Reflections on PebblePad. Note that the mentors must comment on your subject knowledge or pedagogy. You should also keep the form that the teacher observer completes as evidence.

Weekly reflections on PebblePad

The purpose of the Weekly Reflections on PebblePad is for you to:

- Record your progress towards meeting your curriculum entitlements
- Provide a focus for discussion for you and your mentor about your progress
- Assist in writing your End of Phase Reflections for Phase Report B and E
- Provide a dialogue between you and your university tutor when you are in school

Your weekly reflections on PebblePad will be monitored on a regular basis by your university tutor and at specific points of the year by mentors.

There are different sections on your weekly reflections workbook that you have to complete as follows:

Weekly reflections

- Set the agenda for your weekly mentor meeting and make brief notes (up to 150 words) of what was discussed.
- Record the strengths and targets from your officially observed lesson each week. Strengths and targets should be written exactly as worded on the lesson observation proforma.
- Record your key reflection for the week, this part of the workbook is very helpful for your tutor as it gives real flavour of the week you have had and any urgent needs within the group.
- You use your Weekly Reflections on PebblePad to reflect on and review your progress against our curriculum using the CCF “learn that” and “learn how to” statements.

ITT Core Content Framework (DfE, 2019)

The Core Content framework is mandatory for all providers of Initial Teacher Education. This framework defines in detail the minimum entitlement for all trainees and places a duty on ITT providers and partner schools to work to embed this in course programmes from September 2020.. According to the DfE (2019) it draws on the best available evidence and sets out the *content* that ITT providers and their partnerships must draw upon when designing and delivering their ITT curriculum and programmes.

The ITTCCF has been designed to support student teacher development in five core areas – **behaviour management, pedagogy, curriculum, assessment** and **professional behaviours**. It is designed in the knowledge that the quality of teaching is the most important factor in improving outcomes for pupils. The ITT Core Content Framework and the Early Career Framework together establish a three-year structured package of support for future teachers.

The CCF entitlement will be reflected across your whole programme's provision, both school and university based. The Learn How to and Learn That statements of the CCF have been carefully considered and sequenced in your course programme to ensure that you receive this minimum entitlement. Your university tutors, your mentors, your Professional Tutors and you as trainees will be auditing your journey through the CCF in order that you can successfully meet the Teachers' Standards (DfE, 2012) by the end of the course.

More information on the ITTCCF can be found on the RPK Canvas site.

Curriculum Tutor School Visits

The curriculum tutor visits each DT trainee once per placement. The focus of these school visits is to review trainee progress through a joint lesson observation with the mentor with evaluative feedback and a review of your weekly reflections and other evidence towards meeting our curriculum progress descriptors from your files. Additional visits can be arranged if necessary, at the request of either you or mentors.

The purpose of a curriculum tutor visit is to provide you with feedback on your progress, to identify strengths and to develop strategies for improving practice and moderate school-based training. Curriculum tutor visits are therefore nearly always exclusively formative and should **not** be viewed as a kind of formal assessment of classroom practice.

- The curriculum tutor asks you to identify suitable visit dates from a list circulated early in the autumn term.
- In the interests of moderation and professional development, it is essential to arrange a joint observation between the mentor and curriculum tutor.
- Once the date and time have been decided, the trainee is expected to notify the mentor and the Professional tutor in school. Please note - you will not be visited without notice.
- On most school visits, the curriculum tutor will observe the trainee teach a lesson. In preparation for this visit you should prepare a lesson plan (using or based upon the D&T lesson planning proforma), identify a suitable focus (linked to Teachers' Standards) and arrange for the curriculum tutor to be guided to the teaching room on arrival.
- Ideally it is helpful if there is time before the lesson to discuss this focus.
- Following the observation, the lesson is reviewed jointly with the mentor. The tutor will also check the trainee's Weekly Reflection on PebblePad after the debrief.
- At the end of the visit the curriculum tutor provides a written report on the visit and the trainee is expected to email your own evaluation to the tutor and keep a copy for your records.

Part Four: Extra Notes

If things go awry...

If you are unhappy with your experience and are convinced that it isn't working out, you should:

1. Contact your **Curriculum Tutor** and keep him/her informed of developments.
2. **Re-read the Main Handbook** sections on responsibilities and school experience entitlements.
3. Discuss the issue with the **Professional Tutor** or **Mentor**.
4. If there is no improvement, the Curriculum Tutor will visit the school and arrange for a **supervisory conference**, involving the Professional Tutor, Mentor, trainee and any other parties involved.

Support Plan

Occasionally, mentors and/or professional tutor may feel that you are not achieving the appropriate amount of progress for the relevant stage of the course. In other cases, you may be making good progress but have one specific area you are struggling with, for example, lesson planning or time management. Often, it is good trainees who are put on a support plan for a specific reason so try not to see it as a reflection on your overall progress.

Mentors might identify an issue if:

- a) your attendance, punctuality and dress are poor.
- b) you demonstrate very little interest in, or rapport with, pupils.
- c) you fail to meet deadlines with respect to reasonable requests from them or colleagues in the department (e.g. you fail to submit lesson plans on time).
- d) you show limited interest in the life of the department (i.e. resources available, routines, day-to-day procedures).
- e) you fail to establish a working relationship with your mentor and/or your colleagues.
- f) you seem to express excessive concern about teaching an entire class.
- g) you demonstrate a poor professional demeanour, often indicated by bad manners and an impolite attitude towards established staff.
- h) you fail to respond to the professional advice given by mentors.
- i) you demonstrate insufficient subject knowledge.

If any of the above signs are evident, your mentor should contact your curriculum tutor with a view to initiating a support plan. The mentor, curriculum tutor and professional tutor will discuss targets with you and establish how they will support you in order to meet these targets, usually within two weeks.

Please note, that being put on a support plan should not be seen as a sign of failure, and the vast majority of trainees who get put on a support plan, meet their targets successfully and go on to complete the placement and pass the course. If you are put on a support plan, it is completely natural initially to feel upset, frustrated, confused or even angry. However, once you have accepted that it is a supportive procedure, most trainees find that it is actually a useful process to go through and ultimately helps you to progress.

In the rare case where trainees show insufficient progress towards meeting the targets, they might then proceed to the 'Cause for Concern' procedure. Please see the main handbook for more detail.

Keeping in touch

Your school placements are scattered throughout Sussex, Surrey and Kent. Each of you may well feel geographically and emotionally isolated. Even when there aren't any serious problems it's good to talk so remember the Canvas discussion forum. Also, use email, texting and so on to maintain informal support networks.

What do you have to help you before you ask us? Who and what can help you?

It is important to recognise that even though sometimes this course can feel lonely, you are not alone. So, you find yourself in a situation where you are unsure about an aspect of the course. What should you do? Your first port of call is this handbook as well as the main ITE handbook. Please do get in the habit of looking for yourself before you reach for the email of your tutor.

If you cannot find what you need or are still unsure, ask someone from your peer group. You can email, obviously, or you could use the forum on Canvas (that way a tutor may see and be able to intervene and help). Chances are that if you are struggling with something then someone else is too and you may well have saved them the bother of looking it up.

There is a very useful phrase often used in schools to think of in these circumstances:

Brain

Book/Board (in our case, handbook or Canvas)

Buddy

Boss

Basically, we believe that the majority of normal questions could be answered in your handbook, were talked about in a tutorial, were in an email, are on our Canvas site or you could look them up in a book. If you have exhausted all these options or it is something that could not possibly be covered by these methods – then ask your tutor. It is really important that you are not constantly asking questions of your tutor of areas that have been covered elsewhere, this takes up too much of their time and does not allow them to use the time for real development of the trainees in their care.

Where to get help

Whilst your tutor is your first port of call, there will be times where you might need to gain the support of other professionals offered by different University services.

For **general advice** on the following issues, please visit the Student Life Centre:

<https://www.sussex.ac.uk/studentlifecentre/>

- Dealing with a crisis
- Developing study skills
- Health concerns
- Mediation
- Money worries
- Personal issues

For advice and guidance on **mental health and wellbeing**, please visit the Student Life Centre here: <http://www.sussex.ac.uk/wellbeing/mentalhealth>

Other services for mental health support:

The University has signed up to [Togetherall](#) A 24/7 online community where you can anonymously access mutual support, self-assessment, self-guided course, creative tools. [Togetherall's](#) mental health professionals are available 24/7 to keep the community safe. Just register [here](#) to use the service free of charge.

[Shout](#) is a confidential mental health text support line run by volunteers that is available 24/7. You can text shout at 85258 if you are struggling with low mood, anxiety, relationship difficulties, issues with bullying, are feeling suicidal, or if you just feel overwhelmed and are struggling to cope.

[Student Space](#) is a free resource for all students, providing dedicated support services for students, by phone, text, email and webchat in addition to information and tools to help you through the challenges of coronavirus.

[HOPELineUK](#) offers phone support for young people (under 35 yrs) who are experiencing suicidal thoughts. Call 0800 068 4141 or text 07860039967 between 9am and midnight every day.

[Samaritans](#): 24hr crisis phone line 116 123 or check out their [mental health/Covid-19 resource](#)

[Stay Alive](#) app is a pocket suicide prevention resource for the UK, packed full of useful information to help you stay safe. You can use it if you are having thoughts of suicide or if you are concerned about someone else who may be considering suicide. It includes a safety plan.

For any urgent mental health concerns, please phone the *Brighton & Hove Mental Health Rapid Response Service (MHRRS)* Telephone: 0300 304 0078 or *Sussex Mental Health Line* for support & advice: 0300 5000 101. Both are open 24 hrs/day 7 days/week.

For emergencies: dial 999 off campus, and Security on campus 01273 873333 (3333 from room phone).

For advice on finding jobs and experience, help with CVs, covering letters, applications, and job interviews, please visit the **Career and Employability Centre** at <http://www.sussex.ac.uk/careers/applyingforjobs>

Expectations from Us and from You

What you can expect from us:

- Swift responses to your email communications (within 24 working hours hopefully). Please bear in mind that when we are in 'observation mode' this might be a little bit longer as we are out and about all day and not near email.
 - *Saturday and Sunday are days off for all of us. If you send an email at 5pm on Friday night, please do not expect a response before Monday morning. Please also be mindful that Mark teaches in school on Monday, Tuesday and Thursday.*
- Courteous email communications
- Pastoral support and guidance or signposting to appropriate support where necessary
- Response to your draft assignments
- High quality observations with a positive slant and targets that will help you to make progress
- As good a match to a school and a mentor as we can muster
- A rich variety of Curriculum Studies with elements of fun
- A sense of humour
- A sympathetic ear

What we would like from you:

- Commitment to the course in all that you do
- Professional approach at school and at University on Fridays – this includes the use of electronic devices to 'take notes' but not to be texting your friends.
- Self-reliance as much as is possible – try to find things for yourself. Read your own handbook and note the key dates for the course.
- Discretion with regard to your school life and your University life. Please use social media with caution and professionalism.
- Honesty – try to give us constructive feedback.
- Keep up to date and stick to the deadlines given
- Swift responses to emails from us (same as us, 24 working hours would be good)

- Reading Canvas announcements
- Accept that you are very important to us, but so are the rest of the cohort
- Accept that you are the trainee and take your targets in the supportive spirit that they are intended (your benefit)
- Be punctual
- Be at all sessions and if you cannot then let your tutor know *before* the session is due to start

Part Five: Assignments

DT induction tasks

The DT induction tasks enable trainees to develop their reflective skills, subject and pedagogic knowledge and understanding, through reading and focused observations. Tasks will include preparing an educational autobiography, SKA, teaching of short starter activity, researching for a design project through site visits and an academic reading task.

In addition to these tasks, it is an expectation that both pre-course reading and indicative weekly reading for curriculum sessions is completed. The weekly readings are published on the DT Curriculum Studies programme for 2023-24 and the pre-course reading is distributed on pre-course induction day.

Applying Professional Knowledge (APK) assignment.

During the Autumn term, you should begin working on your Applying Professional Knowledge (APK) assignment. It would be helpful if your mentor could guide you towards an appropriate class and pedagogical approach e.g. using pair work to increase speaking confidence in a year 9 Spanish class. Details of the assignment are given below.

In consultation with trainee's curriculum tutor and mentor, identify an appropriate topic in trainee's specialist curriculum and/or phase to develop a unit of work or sequence of lessons.

Using established school based models, research literature and electronic resources as appropriate, critically reflect upon different approaches to both teaching and learning and outline how trainee's own unit of work develops existing practice and responds to the specific needs of pupils in your professional practice placement.

The unit of work/sequence of lessons should be designed so that it could be taught over a period of approximately 4 - 6 hours pupil contact time as a norm. The lessons should be taught in part or in full during professional practice in the Autumn, or first part of the Spring terms.

Advice should be sought from trainee's curriculum tutor and mentor about the overall learning objectives and the most appropriate time to plan and teach the lessons. Enough time should be left to ensure that all issues arising from its teaching and assessment should be fully evaluated.

The assignment itself should therefore include the following:

A Rationale - this should include a discussion on why the topic selected should be taught, how it responds to statutory requirements in trainee's subject area/phase as well as the local needs of the pupils that you teach. It should explain why teaching and learning approaches have been adopted, an analysis of how pedagogic theory informed planning as well as how pupil learning is assessed. A variety of scholarship should underpin this discussion.

The Unit of Work/Lesson Sequence - this should include an overview grid outlining objectives and learning outcomes, more detailed lesson plans, teaching and learning resources and assessment activities and criteria. Individual taught lessons will also include evaluations on an agreed format.

Evaluation - this should reflect upon the overall impact of the lessons on pupil learning as well as issues emerging from individual lessons. Strong assignments will include critical analysis which pick up on issues discussed in the rationale and relate these to relevant literature and scholarship. If teaching every lesson has been difficult then critical reflections upon how prior teaching episodes informed the planning process should be included. The evaluation should conclude with a clear indication of how this lesson sequence planning could be developed.

APK dissertation via Turnitin due: Thursday 24 February 2024 by 5pm

In order to help structure, the APK assignment for you, you will also have the following internal deadlines to upload onto Canvas:

Assignment	Date
APK proposal	30th October
Draft APK Literature review (500 words)	8th December
APK Draft Literature review 1000-1500 words	Window for submission either side of Christmas by 2 nd January
APK Draft Evaluation approx. 1000 words	26 th Jan
Final APK with appendices	22 nd February

Part-time APK deadlines

Proposal 8th December
 Draft Lit Review 9th Feb
 Draft Evaluation 22nd April
 Final Due Date 13th June

Reflecting on Professional Knowledge (RPK) assignment.

The final Masters assignment of the course is like a viva in that it is a spoken interview with your course tutors. It is a dialogue on a selected pedagogic theme critically linking three teaching moments and the literature that has informed progress. These reflections will be supported by a range of evidence in an Appendix.

RPK Final Assessment Deadlines

RPK critical reflections form: Monday 15th May 2024 by 9am
 RPK assessment window: Monday 13th - Friday 24th May 2024
 Complementary folder of evidence. You will talk about you year and you subject knowledge

Part Six: Reading List

6 tips for reading and making sense of texts:

Keep it in perspective(s). When reading always keep in mind the author's perspective. Are they a practising teacher, a journalist or an education scholar? are they writing from a theoretical, practical or political perspective?

Make it your own. Read and learn from your perspective. You are a trainee teacher who is learning about language teaching. Note down the words and concepts that you don't understand, write down your immediate thoughts (whether you agree with it or are sceptical about it) and make notes that help you understand the text and that organise your thoughts. Your perspective will change as you learn more and try things out, this is good. develops and you will find your perspective change. Aspects of the text will produce new meanings and deeper understanding.

Collect quotes. Often quotes encapsulate the ideas that the author is sharing. In your assignments you will be bringing together ideas from others. Note down quotes, when you do always note the exact reference and page number, so that you can trace it if you need it.

Be critical. Always think about the evidence base upon which claims are made. Is the source academically peer-reviewed? Is the piece evidence based? How generalised are the claims? How do they fit with your philosophy, ideas and perspective on teaching?

Find frameworks and theories. Educational theories at their simplest are frameworks in which to think about an aspect of teaching and learning. For example there is the 3 part lesson plan (starter, main and plenary), the 5E model for lesson planning, Bloom's taxonomy for learning outcomes, Maslow's hierarchy of needs. Just collect these, see if you can apply them when you observe lessons and when you plan and teach your own lessons. There are bigger overarching theories such as Piaget's theory of learning and Vygotsky's Zone of Proximal Development that you may use as your understanding and skills develop.

Once is never enough. Come back to texts throughout the course and beyond. As your experience changes, your understanding also develops.

DT ITE Reading List 2023-24

9. Reading Lists

The following is a list of books recommended for subject specific literature; learning in D&T is less written about than many other subject areas so these texts will be very important. These will be supplemented by additional reading particularly around pedagogy and learning theories. There will be particular critical reading that needs to be done in advance of many University sessions. Further reading will be provided in the Professional Studies lectures and seminars. Please make sure you are making notes of key articles/texts and the issues they raise in your reading journal through the course of the PGCE year.

Barlex, D. (Ed) (2007) Design and Technology for the Next Generation, Whitchurch: Cliffeo Ltd

Barnes, B. et. al. (Eds.) (2002) Issues in Design and Technology Teaching, London: Routledge Falmer

DATA (1999) Risk Assessment in Secondary School Design and Technology Environment, Wellesbourne: DATA

Dakers, J. (Ed.) (2006) *Defining Technological Literacy*, Eggleston, J. (2001) (3rd ed.), *Teaching Design and Technology*, Buckingham: Open University Press

Davies, L (2005) *Addressing Special Educational Needs and Disability in the Curriculum: Design and Technology*, Oxford: Routledge

Design and Technology Education: An International Journal, Online: Issues available through University of Sussex Library

Hardy, A (2020) *Learning to Teach Design and Technology in the Secondary School A Companion to School Experience* (4th ed), London and New York: Routledge

Health and Safety Executive (2002) *COSHH: Guidance for Schools*, London: HSC (replace with CLEAPPS)

Owen Jackson, G. (Ed) (2002) *Aspects of Teaching Secondary Design and Technology: Perspectives on Practice*, London: Routledge Falmer [in association with the] Open University

Owen Jackson, G. (Ed) (2007) *A Practical Guide to Teaching Design and Technology in the Secondary School*, Oxford: Routledge

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Spendlove, D. (2008) *100 Ideas for Teaching Design and Technology*, London: Continuum.

Williams, J. (Ed.) (2012) *Technology Education for Teachers*, Rotterdam: Sense Publishers

Williams, P John, Barlex, David (Eds.) (2020) *Pedagogy for Technology Education in Secondary Schools*, Switzerland: Springer

Journals and Magazines

Designing Magazine, London, The Design and Technology Association *International*

Journal of Technology and Design Education, Switzerland: Springer **Blogs and**

podcasts

Taking D&T Podcast, Dr Alison Hardy: <https://podtail.com/en/podcast/talking-d-t/>

David and Torben for DT, David Barlex and Torben Steeg's blog: <https://dandtfordandt.wordpress.com/>

Facebook groups:

You will need to request to join these closed FB groups prior to accessing, I would recommend setting up a separate Facebook account:

- Design and Technology Teacher's Forum
- Textiles Teachers' Centre
- Food Teacher's Centre

Know Your Acronyms (KYA)

Education is littered with acronyms. Here are a few to start you off.

ADHD – Attention Deficit Hyperactivity Disorder
AEN – Additional Educational Need
AFL – Assessment for Learning
AHT – Assistant Headteacher
ALL – Association of Language Learning
ASD – Autistic Spectrum Disorder
APS – Average Point Score
ASD – Autistic Spectrum Disorder
ATL – Association of Teachers and Lecturers
AUP – Acceptable Use Policy
BFL – Behaviour for Learning
BSD – Behavioural and Social Difficulties
CAMHS – Child and Adolescent Mental Health Services
C4C – Cause for Concern
CATs – Cognitive Ability Tests
CLA – Children Looked After (replaces LAC – Looked after Child)
CP – Child Protection
CPD – Continuing Professional Development
CS – Curriculum Studies
CT – Curriculum Tutor
DfE – Department for Education
DHT – Deputy Headteacher
DST – Directed Study Time
EAL – English as an Additional Language
EBD – Emotional and behavioural difficulties
EBI – Even Better If
EWO – Education Welfare Officer
FFT – Fischer Family Trust
HAPs – Higher Ability Learners
HI – Hearing Impairment
HLTA – Higher Level Teaching Assistant
HoD – Head of Department
HoY – Head of Year
ITT – Initial Teacher Training
LAPs – Lower Ability Learners
MAPs – Middle Ability Learners
MLD – Mild Learning Difficulties
NASUWT – National Association of Schoolmasters and Union of Women Teachers
NEET – Not in Education, Employment and Training
NUT – National Union of Teachers

PP – Pupil Premium (previously FSM – Free School Meals)
PPA – Planning, Preparation and Assessment (on a teacher's timetable)
PPR – Professional Practice Record (developmental professional practice assessments written by schools)
PS – Professional Studies
PUR – Progress Update report
RAISE – Reporting and Analysis for Improvement through Self Evaluation
REV – Review Time
ROE – Record of Evidence
RPK – Reflecting on Professional Practice
SATs – Standard Attainment Tests
SEF – School Evaluation Form
SENCO – Special Educational Need Coordinator
SEND – Special Educational Needs and Disabilities
SIMS – Schools Information Management System
SK – Subject Knowledge
SLT – Senior Leadership Team (SMT – School Management Team)
SpLD – Specific Learning Difficulty
TA – Teaching Assistant
TT - Timetable
VLE – Virtual Learning Environment
WWW – What Went Well

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