

SCHOOL OF EDUCATION AND SOCIAL WORK

# ITE Latin and Classics Subject Handbook 2023/24

**US**  
UNIVERSITY  
OF SUSSEX





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## Introduction

***‘Those who educate children well are more to be honoured than they who produce them; for these only gave them life, those the art of living well.’***

Aristotle

*salvete!* χαιρετε! Welcome!

..... to the Secondary Latin and Classics ITE course.

As a magister/διδασκαλος/teacher of Classics, you have chosen a profession that is exciting, engaging, and rewarding. Learning to become a teacher is not a yearlong process – you will continue learning and improving throughout your career. As you embark on your own teaching odyssey, keep the words of Cavafy in mind:

*As you set out for Ithaka  
hope your road is a long one,  
full of adventure, full of discovery.*

Every year we welcome trainee teachers from a wide variety of backgrounds. We believe that this is a real strength of the course. Every one of you has something that you can bring to the course to positively enhance the experience of the people around you. Our ethos is based on sharing and compassion for one another and that if we work as a team and learn to share, and allow ourselves to be helped by others, that we will all get through this challenging year a little easier.

The course you are about to embark on is one of the most well-established initial teacher education (ITE) programmes in the UK, and one which has a well-deserved reputation for developing successful Classics teachers with many Classics departments in local schools. The University of Sussex was the first institution to bring in school-based training over 45 years ago.

The commitment of many local Classics teachers and professional tutors to this programme has done a great deal to ensure its high quality over the years, and this dedicated involvement is greatly appreciated by trainees and by the university-based curriculum tutors.

We look forward to working with you and hope that this year will be an enjoyable one. Training to be a teacher is a rewarding and exciting task. It requires hard work, organisation, creativity, and resilience. The training year will probably be the most intense year of study you have undertaken so far, but the rewards of success – gaining Qualified Teacher Status (QTS) – mean that you can embark on a professional career that literally changes children’s lives.

### **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, ethnicity and culture. Sussex is committed to providing an inclusive and supportive environment for all including pupils and trainees 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 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 their subject teaching. We seek to recruit trainees 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, their gender and sexuality, and their levels of physical, emotional and intellectual ability.
- All 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. We have also recently establishing subject links with schools in London and elsewhere where our trainees can experience a more diverse environment and learn from experienced professionals.

## **Glossary**

ACE – Alternative Centre for Education/Also known as PRU (pupil referral unit)  
AHT – Assistant Head Teacher  
APK – Applying Professional Knowledge (First big written assignment)  
ARLT – The Association for Latin Teaching  
ASC – Autistic Spectrum Condition  
ASE – Association of Classics Education  
ATL – Association of teachers and lecturers (now NEU with NUT)  
BSD – Behavioural and Social difficulties  
BLM – Black Lives Matter  
BME – Black Minority Ethnic  
C4C – Cause for Concern  
CA – The Classical Association  
CAMHS – Child and Adolescent Mental Health Services  
CATB – The Classical Association Teaching Board  
CATS – Cognitive Ability Tests  
CCF – Core Content Framework  
CPD – Continuing Professional Development  
CS – Curriculum Studies  
CLC – The Cambridge Latin Course  
CSCP – The Cambridge School Classics Project  
CT – Curriculum Tutor  
DA – Disadvantaged students (also referred to as Pupil Premium)  
DHT – Deputy Head Teacher  
DST – Directed Study time  
EAL – English as an Additional Language  
EBD – Emotional and behavioural difficulties  
ECT – Early Career Teacher (replaces NQT from September 2021)  
ECF – Early Career Framework  
EEF – Education Endowment Foundation  
EHC - Educational and Health Care plans  
EMAS –Ethnic Minority Achievement Service  
EWO – Education Welfare Officer  
FFT – Fischer Family Trust  
FSM – Free School Meals

HLTA – Higher Level Teaching Assistant  
HOD – Head of Department  
HOY – Head of Year  
HPA – Pupils with high prior attainment  
JCT – The Journal of Classics Teaching  
ITE – Initial Teacher Education  
ITT - Initial Teacher Training  
LAC – Looked after children (children if they are in the care of the local authority for more than 24 hours.)  
LPA – Pupils with low prior attainment  
K - SEN support in school  
NASUWT - National Association of Schoolmasters Union of Women Teachers  
NUT – National Union of Teachers (now NEU with ATL)  
NEU – New Education Union  
PT – Professional Tutor  
PS – Professional Studies  
REV – Review time  
RPK – Reflecting on Professional Knowledge (Final assignment)  
SATS – Standard attainment tests  
SEN – Special Educational Needs  
SENCO – Special Educational Needs Co-ordinator  
SIMS – Schools information management system  
SK – Subject knowledge  
SKA – Subject Knowledge Audit  
SKE – Subject Knowledge Enhancement  
SLD – Specific Learning Difficulty  
SMT (SLT) – School Management Team  
SP – Support Plan  
TA – Teaching assistant  
TT – Timetable

## **Part 1 - Getting Ready to Teach**

### **What is a Teacher and what does it take to be a Good One?**

We will all have very different ideas about what makes a good or outstanding teacher. Think about the best teachers who taught you at school? What qualities made them good teachers?

Look at the diagrams below. The first diagram outlines the qualities necessary to be a good teacher. The second describes the skills that are needed by a teacher in order to allow all their pupils to make good progress.

As a trainee teacher it will be very difficult for you to exhibit all of these qualities and skills when you first start teaching, but as the year progresses you will find yourself being able to multi-task much more effectively and be moving towards 'good' or 'outstanding' teaching and learning.

### **Teacher Qualities**

Which ones will come naturally, and which ones will you need to focus on? Be honest with yourself and reflect on what you will need to be working harder/seeking support?

| <b>Good Teacher Qualities</b> |              |                 |            |              |            |
|-------------------------------|--------------|-----------------|------------|--------------|------------|
| Kind/Caring                   | Enthusiastic | Sense of humour | Energetic  | Supportive   | Dynamic    |
| Empathetic                    | Confident    | Firm but fair   | Resilient  | Tolerant     | Attentive  |
| Alert                         | Sharing      | Fun             | Generous   | Imaginative  | Thoughtful |
| Creative                      | Honest       | Original        | Reflective | Professional | Discreet   |

### **Teacher Skills**

| <b>Teacher Skills &amp; Knowledge</b> |                                   |                        |                            |                            |                             |
|---------------------------------------|-----------------------------------|------------------------|----------------------------|----------------------------|-----------------------------|
| <b>Subject Knowledge</b>              | <b>Curriculum Knowledge</b>       | <b>Other Knowledge</b> | <b>Policy Knowledge</b>    | <b>Pedagogic Knowledge</b> | <b>Assessment Knowledge</b> |
| Latin                                 | KS2 Languages National Curriculum | Numeracy               | SEND code of conduct       | How do we teach?           | Exam boards                 |
| Greek                                 | KS3 National Curriculum           | Literacy               | All school policies (SEND) | How do we observe?         | Exam papers                 |



|                           |                                     |                       |                                 |                             |                                     |
|---------------------------|-------------------------------------|-----------------------|---------------------------------|-----------------------------|-------------------------------------|
|                           |                                     |                       | and behaviour<br>in particular) |                             |                                     |
| Classical<br>Civilisation | GCSE syllabi                        | Emotional<br>Literacy |                                 | How do we<br>differentiate? | In school<br>assessment<br>policies |
| Ancient History           | Post 16                             | Pastoral              |                                 |                             |                                     |
|                           | Careers in<br>classical<br>subjects |                       |                                 |                             |                                     |

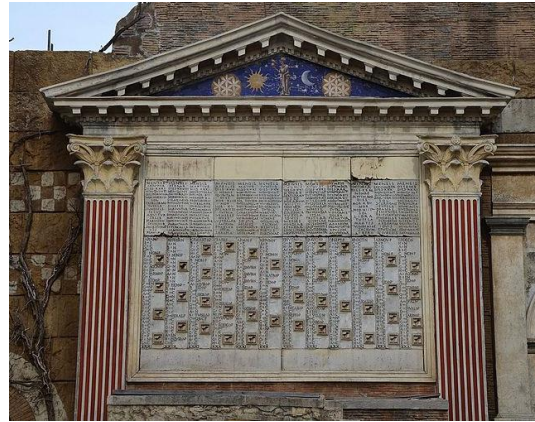
These lists are not exhaustive, obviously, but they form a framework for you to look at and see where you may have natural talent or base knowledge and where you might want to focus some extra attention.

How do you fit into this? What are your strengths and areas that need attention? Do you need to talk to your tutor about anything more personal? Remember to be as honest as you can with your tutor, the more you share they more they can make adjustments and support you through the year.

## How does the year work?

### The Calendar for the Year

The course structure for the year can be found in the **main ITE handbook**. Please do read these thoroughly and note the key dates for assignments and assessments onto your own calendar/diary.



It is not the responsibility of your tutor to remind you of deadlines and what needs to be handed in when. You need to monitor and manage your own time on the course. Being able to manage your time effectively is an important quality of a teacher.

Many teachers use a planner document like this:



These are really useful as they have a day per page for you to map out what you are doing in your lessons and help you plan ahead.

You can buy them online from:

<http://www.edplanbooks.com/>

You do not have to buy one, but other trainees have found them indispensable in the past. However, you do have to have a diary of some description, you cannot go through the year without one.

## What to take to School that is Useful?

To set a good example and model good expectations, it's important that you are prepared, even if you're pupils aren't.

It is a good idea to have a selection of sacrificial stationery with you when you first start teaching. It helps to avoid distractions and time wasting by finding certain bits of equipment at the start of lessons.

You might wish to include:

- Cheap pack of pens – look out for free pens when you go to events!
- Colouring pencils
- Rubbers
- Rulers
- Scissors
- Sharpeners (heavy duty)
- Pencils
- Glue sticks
- Post its
- Highlighters
- Board pens (make sure that they can actually be removed from a whiteboard)



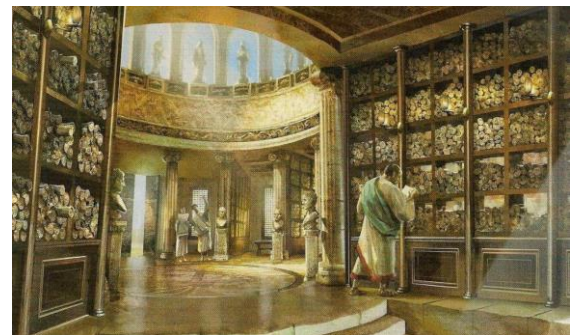
These are just a few ideas of the items that can be really useful at your fingertips. We sure that you can come up with many more that you can share with each other!

**You will also need to buy folders for the year – at least four.**

### Getting Organised for the Year

#### **Organisation and Record Keeping**

One of the main barriers to a trainee teacher's success is often their organisation. You need to stay on top of the mountain of paper and electronic files **from the first day**. Set yourself up with some folders, get a hole punch, and get in the habit of filing from the start. Schedule in time during the week to get on top of the paperwork. Turning up to your RPK interview or to review tutorials with your evidence and planning loose in a bag is not a good idea.



See your folders as the start of your professional portfolio that will stay with you for the rest of your career. It will change, obviously, over the year, but this should not stop you starting it.

In induction, you will be bombarded with papers, handbooks, and other pieces of info. Put them somewhere safe. Start a professional folder; this will become the basis of your portfolio for the end of the course.

**Mentor minutes** – each week you will have a meeting with your mentor for about an hour. Minutes need to be taken in this meeting by you. Most importantly, this record of this meeting helps you to know what is happening in the next week and sets you targets to work towards. Take notes in this meeting and then record the outcomes of these minutes on PebblePad each week.

**Lesson observations** – After October half term you will be observed (formally) every week by your mentor or other member of the Classics department. It is vital that your mentor/teacher gives you 3 strengths and 3 targets to work towards. You write the details of this observation on PebblePad. Note that the mentors must comment on your subject knowledge. You should also keep the form that the teacher observer completes as evidence.

### **Weekly Reflections**

We will also ask you to complete a weekly reflection that needs to be updated each week (Thursday afternoon/evening) – this is the way that we can keep track of you each week. This is an important part of the training in the ITE year.

The purpose of the Weekly Reflections is to:

- Record your progress towards the **CCF**
- Provide a focus for discussion for you and your **mentor** about your **progress**
- Assist in writing your **End of Phase Reflections**
- Provide a **dialogue between you and your university tutor** when you are in school
- Keep a **subject knowledge record**

The **Weekly Reflections** is on PebblePad. You will be sent details of your username and password later on in the course.

The **Weekly Reflections** will be monitored on a regular basis by your university tutor and at specific points of the year by your mentor. These will feed directly into your phase reports and final RPK assessment, so it is vital that you keep it up to date.

### **PebblePad**

PebblePad is a personalised electronic portfolio system designed to support trainees in their personal and professional development as teachers. It is completely web-based and works by providing trainees with a flexible way to plan, record and reflect on their learning over the teacher training year. Trainees use PebblePad to create records of their learning, experiences and achievements in order to evidence the growth of knowledge and skills as a teacher through a number of different workbooks. Trainees can easily share their learning 'assets' with Mentors, Professional Tutors, University Tutors, employers and peers, internal and external to the university, and invite comment and collaboration. Mentors and Professional Tutors or any other school-based colleague who is involved in the training and assessment of teacher trainees has access to PebblePad where they can review and comment on trainees' development over the course of the training year and scrutinise/quality assure evidence of meeting the Teachers' Standards at the end. Integrating with the University VLE (Canvas), trainees collate weekly reflections against the ITTCCF, record weekly Mentor meetings, collate lesson observation feedback, review subject knowledge, upload recordings of teaching practice and collect evidence towards meeting the Teachers' Standards at the end of the training programme on PebblePad. In this way, PebblePad ensures that we can enhance sharing of our assessment processes effectively with school partners and also streamline trainee workload.

### **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 and let your tutor know **how the week has been**.

## CCF

- On a regular basis use the weekly reflections to reflect on and review your progress towards the strands of the CCF.
- Highlight the statements that make up each of the standards you feel you have met in the phase that you are teaching in.
- This has to be supported by evidence that you have met particular strands ready to be discussed with your mentor twice a half term. In a typical 6-week half term this would be once in week 3 or 4 and once at the End of Phase review meeting in week 5 or 6.
- For the End of Phase Review meeting complete in advance the reflection sections on PebblePad based on the overall progress you have made over the term. These reflections will populate the corresponding sections on the phase report that your mentor will use to grade your progress towards meeting each of the strand.

**These are the main admin tasks for you each week, but you must also make sure that you are doing the following:**

- 1) Keep a clear record of your attendance and punctuality for the year
- 2) File all lesson plans and evaluations
- 3) File all the resources that you use and make
- 4) Fill in your mark book often and keep records of pupil progress
- 5) Ensure that you take copies of pupil work as you go through the year – file these. (Make sure that you anonymise the pupil's names)
- 6) Keep a record of all professional studies that you attend both at school and at university
- 7) Record all other activities that you are involved in at school such as trips, shows, duties and parents' evenings.
- 8) Keep your subject knowledge audit and folder up to date weekly



### 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 Teacher Standards (DfE, 2012) by the end of the course.

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

## Building your Portfolios/Folders



At various points in the year you will be asked to present your folders. In the meantime, you should be organised through the course and file away all your lesson plans and other bits of information. You should have a number of folders to help you to organise your evidence:

1. **Folder with all your 'professional' information.** This could include the professional studies sessions at University, at school and from any other sources. This could be a good place to write notes from any journals that you read as well. This is your general CPD folder.
2. **Curriculum studies folder.** This is where you keep notes from all of your curriculum studies sessions. This could be a good place to write notes from any journals that you read as well. This is your subject specific CPD folder.
3. **Subject knowledge folder** – this should contain a copy of your subject knowledge audit at the start and some reflections of how you are feeling about certain areas.
4. **School folder** – this is where you keep all your lesson plans and other information that you need to plan your lessons such as data on your classes.
5. **Mark book** – you will need detailed information on your classes and the progress that they are making and the action you are taking as a result. Please note that a mark book is essential as you cannot effectively demonstrate pupil progress without it.
6. **Standards folder** (created later in the year) – evidence folder based on the standards. You can start this at the beginning of the course, but it is most likely to be started towards the end of the first placement. You do have a responsibility to monitor your own progress towards the teaching standards. More guidance will be given on this folder as the year unfolds.

Your CT will look at them at review times, when they observe you, when you bring them to the sharing sessions and finally at the RPK interview at the end of the course.



These portfolios are your way of showing that you have physical or electronic evidence that you have met the teaching standards (TS). We are not endorsing a course that is standards driven, but a good teacher should find their evidence of meeting them through good planning of good lessons.

There are many ways that you may want to structure your evidence portfolios and we are not saying that one way is better than another. However, some ways work better than others.

### **As an electronic record**

Some trainees like to keep all their evidence in electronic folders. This has advantages in that you are not moving large folders around from place to place but it also has some disadvantages. Much of what you will get as evidence is in a written paper form. This means that you will need to scan all this evidence in as you get it to store it in the cloud. Many schools are using Microsoft OneDrive, Google Drive, etc. as opposed to memory sticks/flash drives. This is time consuming and will be difficult to upkeep once you are teaching a full timetable.

### **As a paper only folder**

An advantage of this type of portfolio is that you can immediately file anything that you get into sections in your folders. You can annotate it after filing as well with more thoughts and evaluations. It is easy to bring pupils work into this type of portfolio as again, you can put a full-sized poster into this type of portfolio. However, it is bulky and if you are taking public transport to your professional practice school you may not want to solely use paper versions of your evidence. It also means that you may need to print all your evidence out that you may have in electronic form.

### **A mixed method approach**

So, how about a mix and match approach to the portfolios. Many of the areas that we need to access lend themselves well to being stored electronically. Please be aware that if you choose electronic methods of storage that you will need to back all files up and ensure that you arrive to review tutorials and the RPK with a lap top so that you can show your CT your evidence.

## Your Subject Knowledge

Our subject knowledge is an important part of what makes us a good teacher. However, the Classics PGCE is unique because it includes four different subjects: Latin, Greek, Classical Civilisation & Ancient History. Although there are similarities between the subjects, each one is distinct.

It is incredibly rare for anyone to have the magic combination of Latin, Greek, Classical Civilisation and Ancient History at A Level followed by a degree in your specialist subject, and even if you have you will still have areas of your subject knowledge that need attention before you teach it to the pupils. You will still need to work on your subject knowledge throughout your career.

It's completely fine to have preferences, every teacher has the units they live for and others that they teach because they have to. You might love Greek but hate Latin. You might live for Ancient History but have no time for the literature of Classical Civilisation. You won't be able to be an expert in all four disciplines, but you should be able to teach a comprehensive range.

You need to be honest when you audit your subject knowledge and think about not only do you 'know' something about the subject area, but can you explain it to others?

### **Subject Knowledge Audit**

You need to complete this in the first few weeks of induction at University and keep a record of your results. In your first review tutorial you will discuss this with your tutor, and you should also show your mentor when you arrive in school. It is very important that you are honest in this document so that your mentor and your tutor can better guide you as to how to fill the gaps in your knowledge.

**Another important point:** It is not the responsibility of your Curriculum Tutor to help you with your subject knowledge. Some of your Curriculum Studies sessions will help you to teach certain areas and you are free to ask questions in those sessions. However, we are not running a subject knowledge enhancement course over the course, and therefore the responsibility of your subject knowledge lies with you. If you have multiple gaps in your knowledge, then you must set aside time in the year to enable you to enhance your knowledge in those areas.

\*\*\*\*\*

## Subject Knowledge Folder

Trainees need to keep a physical record of their subject knowledge journey. We would like you to create a folder of your subject knowledge as you develop it over the year. This document should have a copy of your audit at the start and some reflections of how you are feeling about certain areas.

Over the year we will be looking at this document to see how you are developing as you teach certain areas and how you are developing the areas that you may need in the future. We will look at it at review times, when we visit for an observation, at the sharing sessions and at the end of the year in the RPK.

How to organise this is up to you, however, a wholly electronic document may not be the most appropriate. It may be that a mixed method approach as in the RPK portfolio may be the right approach to take.

Here are some simple suggestions of ways you can find out more about the Classics you may be missing:

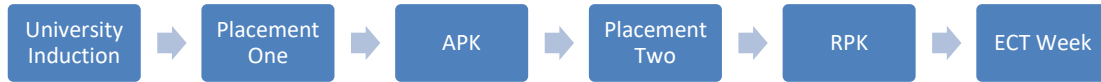
- **Documentaries & podcasts** – these are a good way to introduce yourself to a topic. They are also great because you can engage with them whilst doing other things – watch a documentary on your phone whilst washing up or listen to a podcast on a long train journey. Recommendations:
  - Natalie Haynes Stands Up for the Classics:  
<https://www.bbc.co.uk/programmes/b077x8pc>
  - In Our Time - <https://www.bbc.co.uk/programmes/b006qykl>
  - You're Dead to Me -  
<https://www.bbc.co.uk/programmes/p07mdbhg/episodes/downloads>
  - Any documentaries by Bettany Hughes
  - This YouTube channel is great for documentaries -  
<https://www.youtube.com/channel/UC88lvvJe7aHZmzvubDFRg>
- **Books (obvious!)** – Make sure that you are choosing books at an appropriate level. If you are trying to find out more about Augustus, going straight into an academic journal article is not the right choice. Start with GCSE and A Level textbooks and go from there. Popular history books will be more accessible than academic texts. Go to second-hand bookshops (the

Hellenic Book Service, etc.) to find interesting books to bring into school as well.

- **Internet** – caution though as some sites are rubbish and full of 'bad' Classics. Make sure that you find your information from a reputable source. There are some excellent videos on YouTube. If you are teaching literature, you can usually get some good overviews of texts on the Course Hero YouTube channel (<https://www.youtube.com/user/CourseHeroVideo> ) and Sparknotes (<https://www.sparknotes.com/lit/>) . If you are teaching literature, this is not a substitute for reading the texts! You must read the texts that you are teaching.
- **Exam papers** – test yourself and see how you do against the mark scheme and use examiner reports to help your pupils.
- **Each other** – find out who knows what and what degree they have and their experience. Why not meet on Friday after your curriculum studies sessions to share what you know.
- **Your colleagues in school** – they are fountains of information that is easily accessible for a cake or a beer. Make sure that you do not take advantage of your colleagues generosity – it is not the job of your school colleagues to tutor you!
- **Museums and collections** – if you are teaching about the Greeks then why not visit the British Museum for inspiration? You are about to teach about the Romans in Britain take a friend or your kids to Fishbourne Roman Palace or the Museum of London? Take pictures (or buy postcards) and bring these into your lessons as an engaging starter.
- **The societies** – look at the web pages for the Classical Association or ARLT and find out what they say. These are not the only ones. There are plenty more.
- **Make posters** – we ask pupils to do them for a good reason – they are a very useful way to display new knowledge in an easy to read way. Try out some techniques on yourself before you try them on the pupils. Make newspaper articles instead of just writing notes. Make PREZI presentations to show the information. It does not have to be pages and pages of prose. Use mind maps, spider diagrams, and flow charts. Make a video if necessary!

## How does the Year of Training Work?

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



### University Induction

In this time, you will meet all the people who you will be working with for the rest of the course. You will attend professional studies sessions as well as curriculum specific sessions. Some days will be taught in-person on campus, other days you will be set directed tasks to complete remotely. In Classics we try to make sure that you head off on your professional practice with an understanding of the classical subjects as disciplines and how they are taught in schools, some brief guidance on lesson planning as well as some broad ideas of how you can start to plan good lessons for the pupils.

\*\*\*\*\*

**It is your responsibility to make sure that you are properly registered and have brought in all the relevant paperwork and documentation. Any delays will affect your bursary and will be seen as unprofessional behaviour.**

\*\*\*\*\*

During induction, you should make the most of any free time that you have and make a good start on your organisation for the year. Print off and read the curriculum documents (all of them), start building your subject knowledge folder, maybe try some exam papers to test your knowledge? Once you start in school your time will very quickly erode and be taken up with lesson planning, observations, meetings and marking.

### Curriculum Studies Sessions

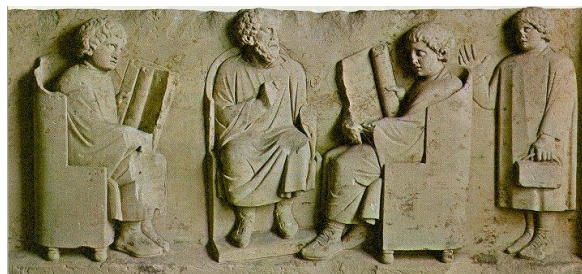
These sessions happen throughout your first professional practice, and occasionally in your second placement. They are always on Fridays.

The structure varies from Friday to Friday, but you will normally be set reading and a directed task to prepare, have a group tutorial, as well as have the opportunity to discuss and learn about some pedagogic aspect of teaching. Some of the Friday

sessions may take place off campus (see the full schedule for details). In light of the COVID19 pandemic, it is less likely that we will be off campus.

### **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. Normally we would not expect a trainee teacher to teach more than one whole 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 fret; if you are unsettled talk to your tutor.**

We would hope that you would be working towards a timetable of 8 hours/lessons 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/lessons 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 your calendar or the main handbook for these times). You will be working on your APK in placement one and submit it at the start of placement two.

### **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/lessons per week in this professional practice. Towards the end of the placement you may teach up to 14 lessons per week.**

## **Assessment of Professional Practice**

Your two Professional Practice placements are primarily assessed by Mentors and Professional Tutors and reported to the University via the Secondary Phase Reports on PebblePad. The Secondary Phase Reports are completed at five points over the year (Phase A-E), acting as half termly assessment reports on your professional practice (Phase A-E). Your progress is monitored carefully and regularly by your subject Mentor, your Professional Tutor and your University Tutor through continuous formative assessment. There are descriptors for each area of our ITE curriculum which are staged at each of the five review points (Phases A-E) which you will find on the Phase Reports. The descriptors provided are used formatively on a regular basis to promote an ongoing professional conversation with all stakeholders across the Partnership about the current level you are working at.

As you progress through the training year, you are Working Towards meeting the Teacher Standards in Phase E. The final summative assessment (Phase E) is derived from rigorous professional judgements from across the Partnership where you should be meeting all of the Teachers' Standards. Each Teacher Standard will be assessed by university and school-based partners on the available evidence and will consider the setting and context of the complementary school experiences in which your training has taken place.

Part 2 of the Teacher Standards relates to personal and professional conduct. As you are embarking on an ITE programme, you will need to demonstrate that you possess the required attitudes and behaviours as an element of the assessment. No matter which route to QTS, all trainees are expected to demonstrate high professional standards from the outset and across all phases (Phases A-E). Part 2 of the Teacher Standards is assessed at each phase as Pass or Fail as an expectation of the course throughout.

Your mentor will observe you teach every week and your tutor will visit you once (as a minimum) each placement and observe you teach also.

### **End of the Course**

Once you have successfully completed your second professional practice, the final hurdle is to have an RPK interview. This interview involves a professional discussion with your tutor and a mentor about your progress over the last year. You will present your evidence folders.

The last days of the course are part of our ECT week – we will be going on some day trips that will help you to reflect on how far you have come and hopefully help you start your ECT years energised and excited. **Should be noted that this is a compulsory part of the course.**

The final day is the evaluation day, which is a celebration of the year you have had. Please make sure that you look on the calendar for the exact dates of the end of the course.



## **Part 2 – Training as a Teacher**

### **Who is Involved in your Training and what do they do?**

#### **At the University**

##### **Your Curriculum Tutor**

Your main contact person at the University is your **curriculum tutor (CT)**. They have multiple roles for you throughout the year:

##### **Support you throughout the year:**

Your curriculum tutor checks that the school is training you in accordance with the programme agreed with The University. They co-ordinate your training at university and ensure that the programme that we create for you is right for your development as a teacher.

*Daloz states that with little support and little challenge the novice will make little progress; too much challenge with little or no support and the novice is likely to withdraw, as they will not find it easy to cope with the challenge (Martin, 1996, p.44)*

This quote from Martin (1996) encapsulates the role of the curriculum tutor (and the mentor) in the training process of the trainee teacher. Your tutor is there first and foremost to support you, but their role also includes challenging you to ensure that you are constantly improving and analysing your progress throughout the year. Your tutor will want to help resolve difficulties that may arise and offer concrete advice if it is sought. If crises occur between visits, you can always contact your tutor by email or telephone and indeed should do. Problems can usually be sorted out by phone or email, but your tutor may make an emergency visit to the school if that is required.

##### **Observe you:**

Your CT will come to observe you twice in the main professional practice. We are not there to judge you and assess you, but to see that you are progressing well compared to the standards and see that your mentor's judgements are in line with the rest of the partnership.

We aim to give you at least a week's notice, but in certain circumstances this may be more or less. Due to the number of people we have to visit in a short period of time it is not always possible for you to choose the lesson that we come to see.

When we visit, we normally arrive about 15 minutes early so that we are not in a rush to get to your lesson on time. There are certain things that need to be in place for our visit. Please can you ensure that you have the following for the tutor to look at during and after the lesson observation:

- a) **A copy of the lesson plan**
- b) **A group profile sheet for the class with all available data on it**
- c) **Your mark book**
- d) **Your evidence towards the standards so far**
- e) **Make sure that there is somewhere for us to sit and type. We may well be in your room for 100 minutes and standing for that time typing is uncomfortable and makes us feel unwelcome.**

It is very likely that your CT will use a laptop for the observation and the observation sheet is normally sent to you the same day.

Your CT will set you some targets that you need to work on, it is important that we see some progress towards these targets when we come to see you for the second time.

Sometimes it might be necessary to come to see you teach more than once in a professional practice. This does not necessarily mean that you are failing, but that we feel that more support could be beneficial. Should you be placed on a cause for concern we will most certainly be visiting you in school more often.

#### **Carry out your review tutorials:**

During the year, there are opportunities to meet with your CT to talk about your progress in terms of school professional practice and assignments. These normally last about 30 minutes and take place in the office of your CT. Sometimes this meeting can take place at your school if this seems to be appropriate.

#### **Help you with assignments:**

Your CT will assist you with assignments in the following ways:

- Encourage you to see student support for assistance if you have declared a learning need. **Please note that it is your responsibility to contact Student Support about your needs.**
- Encourage you to submit a proposal for your assignments
- Encourage you to submit a full draft in plenty of time for checking

- Your CT will check your draft and suggest changes. Please note that we are not here to proofread assignments, only to see that you are meeting the criteria for the assignment. We can also not elude to a possible grade.
- Mark your assignments in detail to allow you to make improvements in future assignments.

### **Monitor your progress:**

It is the role of your CT to check on your progress regularly. **We do this via email communication with you and your mentor, your assessments, assignments, and your submissions onto Canvas as well as the PebblePad (your weekly uploads are checked by your tutor).** It is your responsibility to ensure that all the correct documents are on Canvas at the right time each week. It is NOT the responsibility of your CT to remind you of the documentation that needs to be submitted, but we will politely nudge if you miss a deadline.

### **Write your references:**

Your CT is responsible for writing your reference while you are on our course. **When you apply for a post, you should inform your CT by email that you are applying and ask if it is ok to put us down as a referee (this is a matter of courtesy).** We will consider your reports from your mentor as well as our own experiences of your progress on the course, as well as attendance and punctuality, when we write the reference. Your second referee for a post should be your current mentor in school. You must let your CT know what schools you are applying to and it is normal procedure that you put us down as the main referee on the application form.

### **Co-ordinate your Curriculum sessions at University:**

Your CT will provide the majority of the input on your CS days at University. Occasionally sessions will be given by outside speakers to enhance your experience on the course.

### **Challenge you to be the best teacher you can be!**

The role of the curriculum tutor is to ensure that you become the best teacher you can in the time that you are with us. This can sometimes mean that we need to set you challenging targets. We are also here to let you know when you are doing well and use our years of experience to reassure you when times are hard!

There are other people involved in your time at University from administrative staff, technical staff, and other tutors. Please refer to the main ITE handbook for their roles and responsibilities.

## At School

### **Key people in school**

**Your Mentor (please note that there is also a mentor handbook that you should look at too – this is a summary of what is in there)**

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 do what your mentor tells you to do. 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.

Being a mentor is a difficult task. They 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 very 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.

**The rest of the school****Rest of the Classics department:**

There are a wide variety of people involved in your professional practice in school that may be less obvious than the mentor and the professional tutor. You may well be teaching other lessons with teachers other than your mentor. These teachers deserve the same courtesy that you would offer your mentor in terms of lesson plans in advance etc.

**Teaching Assistants/Learning Support Assistants**

TAs (or LSAs) are also very important people in your classroom. The way a TA is used in your classes varies from school to school and from class to class.

Sometimes the TA is attached to particular child for medical reasons; sometimes they are to be used for the whole class. It is your responsibility to plan for your TA and let them have a copy of your lesson plan with their role clearly identified on the plan. A discussion over break time is also a very good way to discuss how you can best work together to help the pupils make progress. You must seek advice from the SENCO in school about how to best utilise your TA.

**Communication Assistants**

These people are specialised teaching assistants who help pupils integrate into mainstream classroom settings. Sometimes they may be a deaf communicator sometimes they may be a specialised EAL teacher who is in to help a new pupil.

### **Heads of Year (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 or 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.

### **Administrative Staff**

In the offices of the school, there are a variety of different people doing various roles. For you the most important ones are the **attendance officers** as they will be the ones that will be upset when you do not do your registers and advise you what to do for someone who seems persistently absent from your lessons.

You may want to send a letter or a postcard home and somewhere in the office will be a person who will help you get the address from SIMS and advise you how the postal system in school functions.

There may be a **reprographics** person in the office that you need to send your photocopying to. Be very nice here, there will sometimes be long deadlines for photocopying to be handed in that you may not be able to adhere to as a trainee teacher and will need special treatment!!

**ICT** staff will also be present somewhere in the school and you should go to them for password issues and anything to do with your whiteboard and computer.

### **Student Services Staff**

These people are the ones to send your pupils when something is not quite right, such as a bad cut, feeling sick etc. Do not overuse Student Services as the pupils start to get the idea that you will send anyone and use this to get out of your lessons!

### **Site Manager and Ground Staff**

If something is not quite right in your room that you teach in or you need keys, it is very likely that you should talk to your mentor first, but once you get to know the

school better you may be able to go straight to the site manager and get things sorted.

### **Cleaners**

Ask the most organised person in the department what the routines are for the cleaning staff. Do you need to put your stools up, etc.? **DO NOT LEAVE YOU ROOM IN A MESS!** Just because the pupils have made a mess does not mean that it is the responsibility of the cleaners to clean it up. If your timing of your lesson has meant that there was not appropriate time to clean up after the pupils, then you must do it.

**It would be impossible to write an exhaustive list of who does what in an institution as complex as a school. Needless to say, that we expect absolute courtesy to all that you meet and demonstrate professionalism in all that you do.**

### **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.
- Try out your journey if travelling by car/train/bike/bus
- Check train times and engineering works before hand
- Drive around the local estate.
- Learn the names of key members of staff

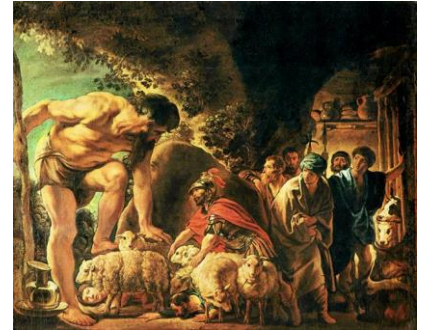
#### **Joining a school community – first day/first week:**

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. **Remember, being this tired is normal.**



### **Show good *xenia***

Remember that you are a guest in the school. Don't be like the suitors in Odysseus' home or Odysseus and his men eating all of the cheese in Polyphemus' cave. Don't be Diomedes, exchanging bronze armour for gold.



Respect the customs of your placement school and make an effort to join the school community.

### **Dress code**

All schools vary in what they ask of their teachers. Some expect all men to wear ties and all staff to wear jackets; others are more casual in their approach. Until you are told otherwise please presume that on the first day it will be a suit for both men and women. 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 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. It is a good idea to 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 not such nice food. 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. Many schools are nut-free environments so be cautious and leave the Nutella at home.



Tea and coffee can be a contentious issue in many schools and the systems vary widely. My advice is to bring a mug and some money. No need to bring tea and coffee on the first day as this will probably be provided at the start, but you may well need to be self-sufficient after that. Don't use someone else's mug without checking first.

Going back to *xenia*: You might wish to take some (nut-free) cake or biscuits with you. Teachers like biscuits. You do not have to make them or spend much money but take something nice to share with the rest of the team and make a good impression.

### **Leaving at the end of the day**

Make sure that you check what time you are allowed to leave school, do not make presumptions. Some schools allow you to leave with the pupils at the end of the day and others will stipulate that you need to stay on the premises until a certain time. Do not guess this; ask. Similarly, don't just walk out of school in the middle of the day.

Gauge the culture of the school but it is a good idea to stay a while and get as much done as you can before going home.

### **Making a good impression:**

- Be early (but not too early – they are busy and may not want your hovering about)
- Be well dressed and groomed with excellent personal hygiene
- Nice firm handshake
- Smile – be pleased to be there
- Not too excited
- Ask questions but not selfish ones about what time can I leave etc.
- Watch your expletives!

### **What to look out for in the first week**

Your professional tutor will have organised a detailed induction programme for you for your first week in school. Individual programmes vary, so no worries there.

Standard sessions will be:

- Child protection \*\*
- Who is who in the school?
- Meeting the SENCO and discussing the needs of the pupils in the school
- A briefing on the ethos and position of the school locally
- A tour of the school
- Meet some pupils
- Meet the Classics department \*\*
- How does the school utilise the assistance of TA's?
- Key policies of the school (behaviour, attendance) \*\*
- When are all the meetings that happen in the week – this is particularly important for those of you with children to pick up.
- Health and Safety \*\*

The ones marked with \*\* are essential. THEY MUST HAPPEN IN THE FIRST FEW DAYS IF POSSIBLE.

### **What do you need to have sorted by the end of the first week?**

- Ensure that you have emailed your tutor with all the details they have asked for
- How does the behaviour policy work?
- Does the department have a detailed scheme of work or are you going to need to be more self-reliant?
- Are there any particular routines that you need to build into all your lessons?
- What are the main priorities of the school that will impact on your planning and teaching?
- Where are all the resources and books kept in the department?
- How can I use a computer (if at all)?
- How do I find out information on the pupils that I may need?
- How can I get in and out of a classroom without bothering too many people? (keys)

### **Try to think University and School at the same time!**

It can be hard to be in two places at once, but a trainee teacher needs to be able to do that. You have to concentrate on settling into school, but you must also still be mindful that university is there all the time. You need to stay in touch with your CT and keep on top of any tasks/assignments that they have set for you.

You will need to make sure that you are in touch with your CT throughout the week keeping them up to speed with how the week is going. Simple emails will do for that. We know that you will be shattered as schools can be exhausting places in the first few weeks, but you must, or you will miss your deadlines that are coming up.

### **What you should know by the end of the second week?**

Normally you will be spending the majority of your time with your department in the second week and only occasionally taken to do something special such as following a particular pupil for a day. In this week you are to be all eyes and ears and try to learn as much as you can about how the school really works. How do the teachers start their lessons? Do the pupils line up, or not?

**You should also know your timetable by the middle of the second week – this must be uploaded onto Canvas for checking by your CT. Your CT will validate this before you teach to check that it fits in with the criteria for the course.**

## Being Professional

It really does matter how you behave in school and professional conduct is an important part of the Teaching Standards.

### **Key pointers are:**

- **The pupils are children – not your friends.** Do not allow them to talk to you as though you are their contemporary. It may seem like they are responding to this new ‘hip’ teacher and that all the other old teachers need to learn how to ‘get on’ with the kids. In reality, they are sniffing you out and will turn pretty soon. Some of the older and more established teachers may seem that they are being very chummy but watch what happens when they need to be strict. They are able to swap between personas with ease. You will not have developed the relationships with the pupils to that degree and must stick to your ‘teacher mode’
- **Be polite to all.** When you observe a lesson of another teacher please say thank you. Please do not offer an experienced teacher advice on their teaching – this really does not go down very well!
- **Make sure that you turn up** to all the sessions that have been provided for you at great time expense to the professional tutor, and please be on time.
- Try to **volunteer** for after school clubs if you are able. If there is not one to volunteer for, why not start one?
- **Watch where you talk** (1) Walls in schools really do have ears. You may think the staff room is empty – it isn’t!
- **Watch where you talk** (2) Public transport is by nature, public! You may well have the Nan of the boy you are describing as a ‘terror’ sat right behind you on the bus/train. She then rings the school and is very cross.
- **Watch where you talk** (3) The local pub to the school may not be the best place to let off steam. Do be very careful when you are in public places to make sure that when you are talking about something sensitive that you do not use names and make sure that you are being discrete.
- **Watch what you say!** You are in no position to comment on the techniques or prowess of another teacher yet. It can be very easy to

watch a lesson and think 'Oh my, what a disaster!' Wait until you have been teaching for a few years before you criticise your colleagues. Instead, look at the situation that the teachers got themselves into and try to think about how you can avoid it when you teach.

- **Things are permanent when in writing.** When you send emails and written notes in school (and at Uni) please **ensure that they are professional at all times**. Due to servers etc., nothing can ever really be deleted. Be careful what you write when you are observing a lesson or following a child in a lesson. Any derogatory statements written about any other colleague have a habit of being found.
- **Do not hog the computers.** Computers are still a rare commodity in certain schools, and it causes ill-will if the trainee teachers are to be found on them at all times of the day. If your school allows, bring your laptop to school and work on that wherever you can get a space. Use them after everyone else has gone home or first thing in the morning before people arrive.

Lastly, if you do have something that you are unsure about with regard to your school, **tell the professional tutor**. They have a right to know what is happening in their school and should be given the opportunity to put it right if necessary. The school should not need to wait for the evaluation on the professional practice to find out that something was seriously wrong for you.

#### **When in Rome.....**

It is likely that you will have different routines and policies to that of your peers on the course. This is normal. You need to do what the staff in your department expects a trainee teacher to do, not what your peers are asked to do. If you think that you are being asked to do something out of the ordinary, then do ask your CT for advice. For example, some departments expect trainee teachers to take part in communal GCSE marking; others do not. This is ok, and we would wholly encourage you to take part in these activities.

**Become a part of the school** – embed yourself in their routines and activities. Get involved - Go to the pub with them when you get the chance, go to the Christmas do, play football, start a club, if you get to know the school then it will all be so much more enjoyable. Standard 8 is a hard one to be trained in, it is something that you need to be responsible for yourself while in school.

## **Extra help notes for first few weeks in school:**

### **Observing lessons**

In your first few weeks, you should observe lessons with an open mind. Watch what the teacher does, the language they use and what the corresponding responses of the 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 lessons, it will be time to look for particular aspects of the lessons such as assessment and timing. Refer to your schedule for the weekly focus of the observations.

When you observe a lesson, make sure that you have a particular focus – if you are trying to observe everything at once, it can be overwhelming.

### **Observing pupils**

In your first few weeks at school, you will be encouraged to follow a pupil (probably). Try to note how they are different in various lessons. What do you think causes the change in their attitude and behaviour?

### **Spend some time rummaging (with permission of course)**

Do not wait for someone to tell you where a certain resource is in the department. Ask if it is ok to have a look around the place and note where things are for yourselves. After school is a good time to be doing this.

## **Part 3 - Your Teaching**

### **Once you start Teaching**

You should have had a staggered introduction to teaching a full lesson. It is advisable that you teach parts of a lesson before you embark on a full one-hour (or 100 minute) lesson before half term in October. You might be asked to do an exciting starter or even finish the lesson with some kind of assessment activity. Whatever you are asked to do, it must be planned and checked with your mentor.

### **Lesson planning**

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.

Please note that 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. Usually, the trainee teachers who are planning the night before they teach are the ones that are not so successful!

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

In order to succeed as a teacher, you need to develop into a *reflective practitioner*. Embrace Janus – you need one head looking at the past to inform your other looking to the future.



It is essential that you evaluate every lesson that you teach. It is best to do this a short while after the lesson when you have had time to reflect properly as to how it went but not so long that you can't remember the details of the lesson. 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.

### **Keep observing**

Once you start teaching it is easy to slip into routines of planning, teaching and marking and nothing else. Do not do this. You are still in training and need to be observing other teachers as much as possible. Ask members of staff if you can mark in the back of their room while they teach rather than in the prep room or staff room. That way you will still get ahead with your marking but will also be able to watch how the experienced teachers manage certain situations.

Do not just stick to Classics lessons either. We can learn so much from observing lessons in terms of advancing our pedagogic techniques. How do they teach in History and Geography, etc?

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 fab they were in Art and that you want to see the same in your lesson, as it was a joy to behold!

### How get the best from pupils

Children and young adults 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. If you are unlucky enough to have a class teacher who has no routine, or one that does not seem to work, talk to your mentor and see if you can make a new one that you have seen work in other classrooms.

**Get to know them – read the data sheets.** Who struggles with reading, writing, or hearing? How will you modify your lessons for these pupils? Who likes fishing? Who rides their bike to school? Who likes dinosaurs and has 20 books on them? Who is shy or extraverted? Who struggles with friendships? Think about them as people, not a class. They are mostly teenagers that you are teaching and as you well remember this is a painful time – try to empathise with their plight.

Have you noticed that a certain child has a tricky weekend and is therefore not at their best on a Monday morning? Plan for this; do not just accept that this will happen. Some classes will come straight after PE or assembly, again, plan your lessons with this in mind. It should not be a shock after the first time!

**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. Ask them how their weekend was if it is Monday, etc. Engage with them. DO NOT be fiddling with ICT at the front of the class and ignore them as they come in – it will not do you any good! Give them time to get organised at the start of the lesson. They need a few minutes to set up their tables with their planners and pens etc. It does not happen magically in a second.

**Use positive language.** If a pupil gives you a wrong or off-base answer say well done for trying and open it up to the rest of the class to see if they can build on the answer. Never say 'wrong' or 'no'. It crushes them.

**Each lesson is a fresh start** - If a child has been disruptive in 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. Make sure that this is the child that you ask the first (easy) question of in the lesson to show them that it is all ok.

**Do not be scared to animate** – use excitable language like “fabulous” and “marvellous”. If you need a thesaurus for this then do so. Don’t be afraid to use Latin either – “optime! bene!”

**Do not be scared to be dramatic and theatrical.** This cannot happen every lesson, as you would be on the floor by Christmas. Sometimes you might just need to dress up as a Roman centurion.



**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 one of them and anticipate where some of them may struggle or excel and plan activities with this in mind. Plan ahead and make sure that you are building in a variety of styles in the lessons to ensure that all the pupils can engage in activities that they enjoy. As a teacher we may have a preferred method of teaching, this is irrelevant, it is what the pupils require that matters.

**Help them take pride in their work** – display their work and show them that it is valued. Give them time before a marking session to make it all nice and tidy.

**Help them with their behaviour** – this starts with your behaviour. Be positive with them; use praise as often as is comfortable. Quite often, you can steer a slightly more challenging pupil by praising their friend for what they are not doing. Stick to the school policy whenever possible, this will help you with consistency.

**Avoid confrontation** – this will not help you and makes you look like you cannot cope. Try to stay calm and call for back up if you need someone to take the pupil away. Never humiliate or openly mock a pupil in the class. The best way to tell a pupil that they are not on the right track is to take them outside the classroom and have a quiet word.

**Never give whole class detentions** – this is simply not fair. It will damage your relationship with the class. As a trainee teacher there is no way that hand on heart,

you can say that the behaviour of an entire class is their fault. It is most definitely your fault if every child is not behaving and getting their work done. If you need to give detentions in these circumstances, pick the 3 pupils you think were the worst and detain these.

**Do not get side-tracked** – some pupils see this as a form of sport. They ask this charming and friendly new teacher a Classics question and they notice that they do not have to do any real learning for about 20 minutes. Hey Presto! They have a new game. Praise them for their fabulous question and move the lesson on. **Take charge of your lesson** – the pace is your job, not theirs.

### What to do if Things are Not Going so Well with a Class/Pupil

#### **A checklist of possible actions/reasons**

- 1) Speak to your mentor.
- 2) Have you genuinely been planning far enough in advance for this class?
- 3) Are the lessons adapted for all pupils?
- 4) Have you been marking and checking their work and praising their work?
- 5) Are your lessons dull? Do you have enough energy and variety in your lessons?
- 6) Are you being warm and greeting them?
- 7) How is the tone of your voice? Where are you standing in the classroom?  
Are you moving around too much/not enough?
- 8) Are you genuinely acting on the advice and feedback of your mentor/class teachers?
- 9) Do you need some time to get organised and sort yourself out? How can you fit this into your schedule?
- 10) Have you been observing other teachers enough recently?
- 11) Do you need to go and observe a particular pupil again to see how they are behaving in other lessons?
- 12) Have you sought the advice of the form tutor or head of year about this pupil?
- 13) Have you been filling in the necessary paperwork on the pupil to alert the other staff that they are not making progress?
- 14) Have you been praising enough to the class and sending postcards home or ringing home with good news?

- 15) Have you phoned home for the pupil and spoken to the parents/carers about their behaviour or lack of work? (do make sure that you check with their form tutor or head of year first)
- 16) Have you done any reading around the subject? If it is behaviour, then why not read anything by Paul Dix or Tom Bennett or Bill Rogers or Sue Cowley?
- 17) Are you stressed about assignments and the balance of schoolwork and Uni work – talk to or email your CT.

Be careful not to try to change everything at once. Try some strategies one or two at a time.

## **Part 4 - Extra Notes for Trainee Teachers (University-centred advice)**

### **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 to think of in these circumstances:

*Brain*

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

*Buddy*

*Boss*

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.

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### **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 resources](#)

[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 Me and from You

### **What you can expect from me:**

- Swift responses to your email communications within reason. Please bear in mind that my university days are Wednesdays and Fridays. On Mondays, Tuesdays and Thursdays I am school teacher with a full teaching load and departmental leadership responsibilities. I will check my emails at times throughout the week but don't expect a response until on days I am in school.
- Courteous email communications
- Sensible no-nonsense approach
- Good guidance for your assignments in clear English
- Good response to your draft assignments
- Quality observations with a positive slant and targets that will help you to make progress
- High quality feedback on assignments
- 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

### **You may also get (if you are lucky)**

- Email responses when I am in school
- Evening responses to emails
- **Weekend responses to emails** (these will be **very rare**, and I would prefer that you left your emailing to Monday as you are unlikely to get a response on the weekend)
- Very detailed draft responses
- Reminders of deadlines
- Flexibility of approach when you are in times of need
- Way more time than is allocated to the role by workload

### **BUT**

Don't demand it of me!



**What we would like from you if possible:**

- 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’ and your dress code.
- 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)
- 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
- Be polite to us. While we totally understand that you are under extreme pressure on this course, but a ‘hi’ at the start of an email does not go amiss. Please do not send emails like this:

*“Lizzy*

*Here are the observation forms.*

*name”*

The email should have been written:

*Hi Lizzy, so sorry that you needed to remind me for the tenth time this term to put up my lesson observations. I shall buy you some cake on Friday to make up for it. I really do appreciate that you take time in the evenings to email me when you should be watching tv and relaxing like a normal person.*

*My kindest regards for all that you do*

*Name*

- A sense of humour would be nice too if you can do that.....

## **Part 5 - Assignments**

Throughout the year, you will have to carry out some tasks. Some are smaller and just about you finding information out that will help you in your teaching, some are more substantial and will form part of your masters level assessment on the course. We are here to help and guide you all the way. We appreciate that many of you are new to social Classics writing and will be nervous. Try not to worry, just talk to your tutor.

### **Main Placement Task**

1. APK – Applying Professional Knowledge. This is the big main assignment for the year. You carry out some initial research into your classes and your practice at the start of your placement and identify an area of pedagogy that will help your teaching and as a result the progress of a group of your pupils. You read extensively, plan the lessons, carry out the lessons, write a literature review and evaluate how the lessons went with reference to your reading.

### **Possible Topic Choices for Assignments:**

If you are struggling with the APK – why not have a look at some of these and see if you get any inspiration.

Here is the list of possible topics to choose from:

- Integrating ICT into Classics lessons
- Enabling pupils with SEN to access the Classics curriculum
- How to teach Classics to pupils with EAL
- Teaching pupils from minority ethnic backgrounds and engaging them in Classics
- Teaching Classics to mixed ability classes
- Engaging with ethics in Classics teaching – how to introduce ethics to pupils in class
- The role of the teaching assistant in the Classics classroom
- Is Classics for everyone? Issues of inclusion in Classics education.
- Using questioning as a form of assessment
- Integrating peer assessment into a scheme of work

- Bringing challenge into a scheme of work for higher attaining pupils
2. RPK – Reflecting on Professional Knowledge. The final masters assignment of the course. This is like a viva really; in that it is a spoken assignment with complementary folders of evidence. You will talk about your year and the lessons that have gone well and reflect on the ones that were not so good.

For the full details and all the regulations, please see the main ITE handbook.

## Reading List

### Classics Education Reading Guide

This Induction Reading Guide encourages you to get into good habits for reading, reflecting and developing your practice as a Classics teacher.

#### **Six Tips for reading and making sense of texts.**

**Keep it in perspective(s).** When reading always keep in mind of the author's perspective. Are they a practicing teacher, a journalist or an education scholar? They can be writing from a theoretical, practical or political perspective? It may not always be clear, but sometimes you can infer it. His perspective is practical and contemporary. When you hear your tutors talk, they will have different perspectives on issues, as will your mentors and teaching colleagues.

**Make it your own.** Read and learn from your perspective. You are a trainee teacher who is learning about Classics teaching. Note down words and concepts that you do not 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.

**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 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? Does it have clear references to peer reviewed articles? Is it an opinion piece? How general are the claims? How do they fit with your philosophy, ideas and perspective on teaching? Explore the footnotes.

**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, SAMR model for using ICT. 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 skills and understanding develop.

**Once is never enough.** Do not be scared to come back to texts that you have read throughout the course and beyond. As your experience changes, your understanding develops, and you will find your perspectives change. Aspects of the text will produce new meanings and deeper understandings.

You must make time to read. Choose when you read these and choose what to read. Before your Friday sessions you will be set pre-reading and sometimes a task which will help you to reflect on what you have read. It is essential that you do this to be able to fully access the session.

Remember to keep all of your notes from reading, and a record of what you have read.

This list is brief, and very general. The set and suggested reading can be found on Canvas for each week's session and the library reading list is kept more up to date.

### **Essential Reading**

Individual reading lists will be provided for each week for session topics to be covered. Guidance on developing subject knowledge is available as part of the subject knowledge audit on Canvas.

#### **Books about the teaching of classical subjects**

Holmes-Henderson, A., Hunt, S., and Musie, M. (ed) (2018) *Forward with Classics*. London: Bloomsbury Academic.

Hunt, S. (2023) *Starting to Teach Latin*. London: Bloomsbury Academic.

Morwood, J. (ed) (2003) *The Teaching of Classics*. Cambridge: Cambridge University Press.

#### **Recommended Key Stage 2, 3 & 4 textbooks:**

##### **Latin**

Bell, B. (1999) *Minimus: Starting Out in Latin*. Cambridge: Cambridge University Press.

CLC (2002) *Cambridge Latin Course Books I-IV*. 4th Ed. Cambridge: Cambridge University Press.

Cullen, H. and Taylor, J. (2016) *Latin to GCSE Part 1*. London: Bloomsbury Academic.

Hands Up Education. (2020) *Suburani Book 1*. Hand Up Education

Radice, K. et al (2020) *de Romanis Book I: dei et deae*. London: Bloomsbury Academic.

### **Classical Civilisation & Ancient History**

Renshaw, J. (2015) *In Search of the Greeks*. 2nd Ed. London: Bloomsbury Academic.

Renshaw, J. (2020) *In Search of the Romans*. 2nd Ed. London: Bloomsbury Academic.

Greenley, B. and Menashe, D. and Renshaw, J. (2017) *Myth and Religion*. London: Bloomsbury Academic.

### **Classical Greek**

Classics for All (2015). *Basil Batrakhos and the Mystery Letter*. London: Classics for All.  
Available at: <https://basilbatrakhos.com/the-book/>

Robinson, L. (2017), *Telling Tales in Greek*. Souvenir Press.

Taylor, J. (2016) *Greek to GCSE Part 1*. 2nd Ed. Bristol: Bristol Classical Press.

Taylor, J. (2016) *Greek to GCSE Part 2*. 2nd Ed. Bristol: Bristol Classical Press.

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