ITE Media Studies
& English and Media Studies
Subject Handbook
2023/24

UNIVERSITY OF SUSSEX

THE SUSSEX CONSORTIUM for Teacher Education and Research

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INTRODUCTION

Welcome to the Secondary Media Studies and the Secondary English and Media Studies course. The University of Sussex has pioneered teacher training in Media Studies through GTP, School Direct and now successfully via the PGCE route. Sussex also has a strong tradition of Media Studies at undergraduate and postgraduate levels, but the university has also pioneered innovative school-based teacher training courses within this broad, relevant and exciting subject area. Media Studies (through a range of academic and vocational courses) is popular with many schools and college in Sussex, and we hope to produce high quality teachers of Media and English and Media that will impact on the quality of educational experiences and outcomes for students. You have been chosen onto this course for your specialism in media through previous study or a prior career in the media (and a commitment to teaching English for ten joint course). This programme believes that teacher knowledge is at the heart of your practice as a media teacher. There is a rich body of knowledge: factual, technical and academic knowledge that you will bring to bear to engage and enrich your students understanding of the media. Given the range of entry experiences in relation to media study and practice, it is likely that you will have some significant subject knowledge gaps that will be addressed in our curriculum sessions. The purpose of our curriculum studies is to foster a critical understanding of media pedagogy but also to equip you with some of the theoretical knowledge and practical skills required to an outstanding teacher of media. The media curriculum at GCSE and A level is now far more consistent with schools teaching the same set texts and theoretical approaches. This has led to greater quality of the teaching of these texts. There is widespread sharing of resources and teaching ideas around the set texts within a vibrant online community of media teachers. That said, for those of you who have studied media at GCSE and A level, you will find that the current courses are very different from the ones you studied. Please do immerse yourself in the online world of media teaching and learning to support your own subject knowledge development. For those of you on the English and Media route, many of you will have completed your Subject Knowledge Enhancement in English prior to starting this course and you will continue to be supported to improve your understanding of English teaching and learning pedagogy with additional sessions throughout the course.

Learning to teach is a complex, demanding process: our aim is to enable you to become stimulating, enthusiastic teachers, able to reflect critically on your practice and to continue to develop professionally throughout your career. The pre-course educational autobiography is designed to start this process of critical reflection by encouraging you to explore your current values and attitudes towards teaching and learning based on your personal experience. By the end of the course, we hope that you will have gained a deeper understanding of the nature of the mass media and how this informs effective teaching and learning in media (and English). We are keen to develop articulate teachers who are advocates for the subject who are able to impact on the delivery of the subject at school level but also have a perspective on wider debates around media teaching and learning so that you are able to have long, fulfilled and sustained teaching careers with a deep commitment to teaching media. Unlike some other subjects taught at school, young people can have a rich body of existing cultural knowledge derived from their own media consumption practices and this should be harnessed, extended and developed further through the rigorous formal study of media that you will lead with your students. Cultural Capital is thus a goal (equipping students with new knowledge that allows them to transcend their cultural worlds) but also a

This handbook is designed to extend the main PGCE handbook, giving subject-specific guidance to trainees and mentors. All elements of the secondary PGCE media studies course are devised to enable trainees to meet the professional 'Standards' for Qualified Teacher Status (Ofsted, 2012). The course is also organised to ensure that trainees have the opportunity to meet the Standards more than once, in both school and university-based elements. Keith Perera is the programme leader for Media and English and Media but will invite specialists to share their expertise in aspects of media teaching and learning. This wider team boasts respected academics, teachers, practitioners, examination board members and senior leaders in schools. Keith Perera will be your

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 or university experience.

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Rationale & Aims of the secondary Media / English and Media course.

The idea of working together in partnership underpins all aspects of the course and is central to the Media and English 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. Trainees are also encouraged to feedback their 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 Standards: see the calendar mentor sessions for Placements 1 and 2 in the main handbook.
- Trainees, 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 trainees' experiences.
- Trainees are given tasks to complete in school, which are discussed in both mentor and curriculum sessions.

2. Trainee progress and differentiated training needs

- Trainees 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.
- Mentors are provided with trainees' initial audit information to plan a suitable timetable and training programme.
- Mentors review trainee progress weekly and more formally at the end of each school placement, prior to completion of the Phase Report. Mentors use the calendar of mentor training sessions to structure their training, but tailor this to the particular needs of their trainees. PebblePad is started at the end of placement 1 and is passed to the second-placement mentor and professional tutor, who use it to plan a suitable timetable and mentor programme, ensuring that the trainees' needs are met so that they 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.
- Trainees keep records of their mentor-training sessions to provide an on-going record of their 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 Media/English teachers.

- It is crucially important that trainees forge their own identity as teachers of media by being theoretically engaged with what and how to teach media, there is a rich tradition to debate within the field of media education and we are especially looking to be active participants to move the debate on as trainees and researchers with agency to impact on young people's experience of media study.
- Planning a sequence of lessons that engage and challenge students 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 students' needs.
- Sharing knowledge of current developments within Media and English education and how they can be utilised for teaching.
- Preparing assignments that make links between theory and practice in Media and English teaching.
- Working creatively and professionally with curriculum/professional tutors and curriculum/professional mentors to enhance trainees' understanding of teaching and the demands of Media and English teaching.

4. Enhancement

Each year, we run a range of interesting curriculum sessions enhanced by outside speakers, topics or venues. We aim to run most of these sessions this year dependent on what we can secure:

- Additional training sessions led by visiting mentors with particular expertise in key areas of Media Studies, e.g., vocational learning, assessment.
- Cross-curricular experiences to explore links between the subjects e.g., visit to the BFI.
- A commitment to supporting trainees develop their technical media skills.

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 students 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 Reflecting Professional Knowledge (RPK) Canvas site.

- By challenging stereotypes and educating students 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 students. As such, students are expected to develop an awareness of the particular features associated with students' 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.

- In Media and English, we demand an active (but not dogmatic) engagement with diversity issues but one that explores some of the inherent complexity in such engagements.

PREPARING TO TEACH

Virtual Learning Environment (Canvas)

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

- a repository for curriculum session materials
- discussion forums
- subject assignment submissions
- a professional social space

The Sussex University VLE is called Canvas. It can be accessed via Sussex Direct at:
https://canvas.sussex.ac.uk

This year we will be using the Cosmopolitan Canvas for Media, Art and Music trainees but here you will see a dedicated section for Media where I will update sessions prior and post our university teaching.

The Sussex University VLE is called Canvas. It can be accessed via Sussex Direct at:
https://canvas.sussex.ac.uk/courses/26964

Trainees can log in using their Sussex login and password. All assignments and subject tasks will be submitted via Canvas.

Canvas is the primary method of communicating with subject groups when trainees 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 trainees' learning both in the university and in school and is an important way to keep in contact with trainees' peers. Most day-to-day communication from me to trainees will be through Canvas Discussions. It is essential that trainees check their Sussex email address daily and keep Canvas notifications turned on so that they will get alerts for any important announcements and updates. Furthermore, there is an expectation that trainees 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 trainees establish a system for organisation from the beginning of the year. The following files need to be set up:

- **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 their school placements, including and in this order: student data/ class lists (CAT and NC test scores; reading ages; target levels; SEN data, prior GCSE attainment individual comments on each student), *all* schemes of work (school and trainee's own), lesson plans, classroom resources, observation records, and assessment information - copies of students' marked work, trainee records of assessment for all students and other school assessment materials, e.g. student reports (see the main handbook for more details).

- **Reflecting on Professional Knowledge Portfolio (RPK**) – this is the trainee's personal tracking document, enabling the trainee to chart their progress towards achieving the Standards. This file will contain any audits completed, Phase Reports (summative 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. Trainees should update their subject audit with evidence, at the designated dates but try to do it half-termly.

- **Curriculum File** – this should contain Media and English session outlines, readings & handouts with trainees' own notes and reflections on their curriculum sessions.

- **Professional Studies File** – this should contain the notes, handouts and documents issued as part of their general professional studies programme on wider school issues, combining the knowledge and understanding gained from sessions at university with that gained in their school programme.

Trainees are required to provide evidence throughout the year to demonstrate that they are meeting the QTS Standards. Guidance is in the main handbook. This will be assessed during the 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 they are doing in their lessons and help them plan ahead. They can be bought them online from: http://www.edplanbooks.com/

Trainees should:
- Note the key dates for assignments (proposals, drafts and deadlines etc)
- Note the key dates for assessments (progress updates, professional practice profiles and APK, RPK assignments)
- Note the days they may be finishing late (mentor meetings, open evenings, parents' consultation evenings)

For students

In addition to their own supply of board markers and highlighters, trainees will find it helpful to have a supply of cheap pens to lend to the less organized students in their class.

Media Subject Knowledge and Pedagogy

Subject Knowledge or Content Knowledge is the core of the subject, the set texts, the theoretical framework, the technical understanding. It is the core of your credibility as a media teacher but as stated earlier it is likely you will have considerable gaps. Please use the Subject Knowledge Audit(s) to identify the areas your need to target and use them as live documents when you meet with your mentor. It is not the responsibility of the Curriculum Tutor to help you with your subject knowledge. We have prepared sessions that will help you to teach certain areas and you are free to ask questions in those sessions. 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 but be strategic in your assessment of what to target.

There is an entire field of study relating to 'what' and 'how' to teach the media that is distinct from the actual subject knowledge content. We hope that you will be interested in engaging in debates that are culturally and educational alive to support your on-going development as a media (and English) teacher. That said, your primary reason for engagement is to ensure that you are able to provide the best educational experiences for your students to support the very best of educational outcomes for them.

Teaching to Inoculate

- Protecting students from harmful effects of media consumption
- E.g., Leavis (1934)
-

Teaching to Discriminate
- Distinguishing between 'good' and 'bad' media
- E.g., Hall and Whannel (1964)

Teaching to Demystify
- Demonstrating the hidden ideological messages within media texts
- E.g., Masterman (1985)
-

Teaching to Celebrate
- Exploring the complexity associated with media consumption.
- E.g., Buckingham (2003)

Teaching to Participate
- Identifying how users create media.
- E.g., Jenkins (2009)

Multiliteracies:

- Engagement with pedagogies to support multimodal literacy.
- E.g., New London Group (Kalantzis and Cope, 2008)

Media Studies 2.0:
- Engagement with 'After the media' models
- E.g., Gauntlett (2006)

General Media Pedagogy

- **Experience**, enjoy and discuss moving-image texts of many kinds (for example, cinema films, factual and dramatic TV programmes, YouTube clips, computer games), texts from the printed media, and texts which combine different modes (for example, websites carrying writing, images and sound).
- **Reflect** on complex meanings such as ambiguity, through close analysis of media texts.
- **Research** media institutions (broadcasters, news conglomerates, game companies) and their practices, motivations and functions
- **Consider** complex audience formations in relation to social class, gender and ethnicity; and how audiences are becoming producers in the digital age.
- **Create** media texts in different forms, developing more complex skills for example in filming, visual design of printed media, editing, game design and online media design (such as navigation, hyperlinking, uses of widgets and plug-ins).
- **Simulate** media institutions (for example, film and television production companies, museums and cinemas, newspapers, film agencies and institutes, regulators, broadcasters, game developers, social media start-ups, archives) in their own productions.
- **Develop** further understanding of media audiences: across social groups, over time, internationally, across and between different media.
- **Explore**, through research, simulation and creative practice, the wider contexts of media culture: taste, pleasure and cultural value; the functions of the media in entertainment, high art, popular culture, politics and education; the relationship between the media arts and the digital sciences (for example, in computer-generated imaging in films, electronic design of newspapers and magazines, the programming of games).

Subject Tasks

PGCE and School Direct trainees are required to complete the following tasks in their induction week/s. These are in addition to the Subject Knowledge Audit that was shared at Pre-Induction and that is updated in a termly basis.

The idea of these tasks is to enable trainees to develop reflective skills, subject and pedagogic knowledge and understanding.

ST1. Teaching a 'starter' activity for GCSE or A Level Media Studies or A Level Film Studies or BTEC. On Friday 15th September 2023

Working collaboratively but delivering on your own, you will present a 'starter' activity to your peers on an area of media or film study. This will involve researching the area to ensure complete understanding and then creating an imaginative way of teaching it to a KS4 or 5 groups. You will submit all the preparation for this starter, including presentation notes/handouts and PowerPoint slides or audio/visual extracts so that these can be reproduced for your peers.

ST2. History of Media Education – Submission date Friday 22nd September 2023

Write a 1000-word summary of history of media study in the UK. Refer to key phases, approaches and researchers/practitioners. This will support your academic writing for APK. It is important that you are more confident with the academic conventions of writing including citation, referencing and plagiarising.

ST3. Peer teaching on a Subject Gap: Presentation to tutor and peers on Friday 29th September 2023

Choose an appropriate gap from your Subject Knowledge Audit and research this area. You will each do a 10–15-minute presentation on this gap, You will also submit all the written material you have used for this presentation, including slides and supporting information, with a bibliography, Include a brief outline of where the area of subject knowledge chosen fits, in terms of the relevant syllabus/assessment criteria for GCSE Media Studies or A Level Media or Film Studies. It is useful to cite relevant GCSE/A Level criteria for all topics to ensure that you have addressed these in some detail.

THE TRAINING YEAR

The year is divided into different phases (A-E).

Phase A – Induction
Phase B – Placement 1 to Christmas
Phase C - Placement 1 to Feb Half-Term
Phase D - Placement 2 to Easter
Phase E - Placement 2 to May Half-Term

We start with induction, and end with the enrichment 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. In Media and Media and English, we try to make sure that you head off on your professional practice with some sound basic knowledge of the media theoretical framework, have developed some practical media skills have been introduced to some key pedagogies for teaching reading and writing and that you have a good understanding of planning, assessment and behaviour (which will be further developed when you start your placement.
.
It is your responsibility to make sure that you are properly registered and have brought in all the relevant paperwork and documentation.

During induction, you should make the most of the directed study time that you have and make a good start on your organisation and time management for the year. Keep notes from all the sessions you attend and all the reading you do; continue to work on your subject knowledge; and work on all of your induction assignments. 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 more occasionally during your second placement. They are always on Fridays. You will join the Cosmopolitan Group 11am-1pm and then join me for your 2pm – 4pm session.

Assessment of Professional Practice

Your two Professional Practice placements are primarily assessed by Mentors and Professional Tutors and reported to the University via the 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 - Phase Reports). Your progress is monitored carefully and regularly by your subject Mentor at school, your Professional Tutor at school and me as 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 PebblePad. 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.

PebblePad

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.

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.

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 fret, 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 first 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 doing relating to the teacher standards.

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.

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 also present your portfolio which is a folder of your evidence.

The last days of the course are part of our enrichment week – we will be going on some day trips that will help you to reflect on how far you have some and hopefully help you start your ECT year energised and excited. **It 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 on the RPK Canvas site for the exact dates of the end of the course.

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 Media/English 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 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.

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 you 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.

Teaching Assistants

Teaching Assistant or Learning Support Assistants are very important people in your classroom. The way a TA/LSA is used in your classes varies from school to school and from class to class. Sometimes the TA/LSA is attached to particular child for medical or SEN reasons; sometimes they

are to be used for the whole class. It is your responsibility to plan for your TA/LSA 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.

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 Media/English 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 Media/English 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 *at least 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 exploring further:

- 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. Sadly, this does happen and is undermining for colleagues.

- 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.
- 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.

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.**

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.

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.

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 one-hour (or 100 minute) 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. **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.

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. 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 your bike to school? Who has a dog? Who is shy or extroverted? 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.

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 your weekend was if it is Monday etc. Engage with them. Do not be looking at a computer screen at the front of the class and ignore them as they come in. Give pupils time to get organised at the start of the lesson. They need a minute or two to set up their tables with planners and pens etc.

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'. 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, dramatic and theatrical. This cannot happen every lesson; however, try to create a mood while they are entering the room, Engage their senses and share your enthusiasm for Media and English.

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 take pride in their work – display their work. Show them that it is valued.

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., film 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 theme 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.

- 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 Media Canvas site, you will find an observation proforma for observing other lessons.

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 MFL; or 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!

Learning Students' Names

Learning students' names is a common challenge for new teachers, especially if you haven't been in an environment like a school before. You are also having to remember a lot of new information, which will be putting pressure on your memory and "there is a limit to how much *new* information the human brain can process at one time" (Centre for Education Statistics & Evaluation, 2017). Be patient with yourself throughout your teacher training year. Asking students to wear stickers or make name plates by folding a piece of paper in front of them won't do any harm. But here are my top three tips for remembering students' names.

Data and seating plans

Schools will often share class views that usually feature a photograph of each student and where they are usually positioned in the room. This visual representation of the class could improve your recall of names and you could even jot down additional notes as you learn their individual personalities. You could choose to change their seating plan as part of this process if your mentor agrees, and by strategically moving them you will be using and recalling their names. Remember to keep these documents safe in line with the school's data protection policy.

Start to record little bits of information about the students under their name. For instance, you might have a boy in one class called Billy Smith and you might learn that he loves Star Wars and has a dog called Yoda. This will help you to profile your students, allowing you to tailor your planning to their needs and smash Teacher Standard 5. It will also encourage the information to move to your long-term memory, which means you should soon be able to recall students' names with ease.

Use your lesson planning strategically to learn names.

Plan activities in your first few lessons that involve students using their names and interacting with you and each other. Asking them to pitch something to the class and introduce themselves properly first is good and develops their communication skills. Most ice-breaker activities involve introductions, use of names and sharing their interests or hobbies, so you could use those and that will give you valuable information for your class profile. You should always pre-plan your groups if using collaborative activities. Never let students choose their groups on the day. Spending time putting students into groups prior to the lesson will help you learn their names.

Knowing and using students' names is really important in demonstrating Teacher Standard 1, and crucially in my experience, students don't care how much you know until they know how much you care. By using these strategies to quickly build relationships, you will notice an improvement in engagement in your lessons.

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.
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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 Teachers' Standards since the last mentor meeting in relation to the Phase E 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 by:
- Highlighting the relevant, agreed upon statements that best reflect your progress against the Teachers' Standards 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 the Weekly Reflections with the mentor.

After the meeting you should:

- Make additional comments on progress if requested.
- Ensure the Weekly Reflections has 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 Media and English 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 Media/English 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 (see appendix 1) 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, 'What Went well' strengths and three 'Even Better If' 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, so you have it all in one place.

After October half term you will be observed formally every week by your mentor, another member of the Media/English department, or, on occasion, the Professional Tutor using the form below.

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

WEEKLY REFLECTIONS

The purpose of the Weekly Reflections is for you to:
- Reflect on your progress based on your weekly training experiences.
- 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.

The Weekly Reflections uses the PebblePad portal and more information on how it works will be shared with you during Induction.

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

There are different sections on the Weekly Reflections that you have to complete as follows:

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.

CURRICULUM TUTOR SCHOOL VISITS

I, as your curriculum tutor will visit you 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 the Weekly Reflections and other evidence using the CCF to support trainee development. 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 Media lesson planning proforma), identify a suitable focus (linked to CCF 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 Reflections 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.

SUPPORTING TRAINEES

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 tutors 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 are 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 and beyond. 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.

Self-Support

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.

Our Support

What you can expect from us:
- Swift responses to your email communications (within 24 working hours hopefully).
- Courteous email communications
- Pastoral support and guidance
- Guidance for your assignments
- Response to your draft assignments
- Observations with a positive slant and targets that will help you to make progress.
- A rich variety of Curriculum Studies with elements of fun
- A sense of humour

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.

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

FURTHER READING FOR TRAINEES

The following are some core sources, but these will be supplemented by additional reading, in particular critical reading that needs to be completed in advance of university sessions.

Further reading will be provided in the Professional Studies lectures and seminars.
The Library has some really useful resources under:

http://guides.lib.sussex.ac.uk/education

Core text (on learning to teach media in secondary classroom)
- McDougall, J. and Potamitis, N. (2010). *The Media Teacher's Book* (2nd edition). London: Hodder.

Essential reads to teach Media.
- Dixon, M. (2020) *Media Theory for A Level*. Oxon: Routledge.
- McDougall, J. and Pollard, C. (2019) Media Studies: The Basics. Routledge: London.

Policy
- **https://www.gov.uk/government/publications/gcse-media-studies**
- **https://www.gov.uk/government/publications/gce-as-and-a-level-film-studies**

Media Education
- Buckingham, D., 2019. *The Media Education Manifesto*. Cambridge: Polity Press.
- Buckingham, D. (2003) Media education: literacy, learning and contemporary culture. Cambridge: Polity Press.

Subject Association
- Media Education Association - https://www.themea.org.uk/

Link to Padlet (Subject Knowledge, Further Reading)
- https://uofsussex.padlet.org/kperera2/media-and-eng-media-pedagogy-wall-xtrwp3i4hon8

APPENDIX 1 – OBSERVATION PROFORMA WHEN OBSERVING OTHER TEACHERS
CLASSROOM OBSERVATION PROFORMA

Date:	School:	
School Type:	Class:	
Subject:	Teacher:	F/M
Students: T: F: M:	Time:	
Topic:		

Teaching materials:

Condition of classroom, walls/ noticeboards:

Focus: (see below for ideas)

Seating plan: seats/board/teacher's position/observer's position/door/windows etc.

Other observations

- Lesson objectives (on board? Referred to? In pupil language?)
- How pupils enter class
- Teacher greeting and introduction to lesson.
- Ground-rules implicit (bags off table, coats off, uniform checked, silence, books & pens out)
- 1st set of instructions – is it repeated? Clear? On IWB as well as spoken?
- Lesson structure – is it announced? What form does it take?

Time	Teacher activity	Student activity	Observations/remarks/analysis

Time	Teacher activity	Student activity	Observations/remarks/analysis

Post-Lesson reflections by observer, if needed

Observation guidelines and focus points

Always use a focus – e.g., one of the CCF Standards.

- Teacher talk: instructions, explanations, questioning.
- Pace – fast enough but balanced with slower episodes of writing/talk? transitions – what can you learn from these – instructions for them?
- behaviour management (including dealing with low-level disruption), including: **Lesson openings and Lesson endings** or parts of the lesson ending – how is this achieved? Use plenaries and mini plenaries?
- Is there an **illustrative event** in your class re class management or pupil learning that you could write about at greater length?
- lesson planning
- type and range of learning activities: media concept; individual, pair, group, whole-class – balance? How are groups and pairs organised?
- Differentiation – which types in evidence? Use of TA (planned for?) differentiated resources; teacher talk and monitoring of pupils/groups; group or pair peer support; differentiated task; differentiated by outcome.
- Resources – IWB, hard-copies, differentiated?

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