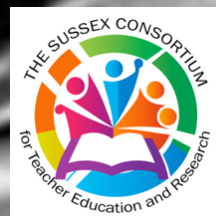


SCHOOL OF EDUCATION AND SOCIAL WORK

ITE Psychology
(incl School Direct Health & Social Care)
Subject Handbook
2023/24

US

UNIVERSITY
OF SUSSEX



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“Education is what survives when what has been learned has been forgotten.”

B.F. Skinner

“Psychology/HSC is much bigger than just medicine or fixing unhealthy things. It's about education, work, marriage. It's even about sports. What I want to do is see psychologists working to help people build strengths in all these domains.” Martin Seligman

1.Introduction

Whether you are trainee on our PGCE course or following the School Direct route with one of our school partners, welcome to the 2023-24 Psychology/HSC/Social Science Initial Teacher Education (ITE) division at the University of Sussex. Being a Psychology/HSC/Social Science teacher remains as complex and contentious as Swift suggests in his engaging novel. Nevertheless, as a teacher of these subjects at any vocational stage, you have chosen a profession which is exciting, dynamic and rewarding. This course recognises that effective Psychology/HSC/Social Science teaching is about enabling minds, so our central aim is to develop committed, resilient, thoughtful and creative Psychology/HSC/Social Science teachers who will encourage pupils to think critically about mind, brain and behaviour. Psychology/HSC/Social Science teaches pupils important knowledge and ways of analysis which can play an important role in developing them as critical citizens who can empathise with others and are scientifically and psychologically literate. Through a course which is both practically and intellectually challenging, you will reflect and engage with your own particular views and philosophies about the nature and purpose of Psychology/HSC/Social Science, develop a deeper understanding of how pupils approach the subject and how you can meet their individual needs.

The course you are about to become involved in is one of the most well-established initial teacher education courses in the UK, and one which has a well-deserved reputation for developing successful teachers. If you are a mentor, the chances are quite high that you yourself trained to teach at Sussex. The commitment of many local teachers and professional tutors to this course 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 colleagues. There is a mutual recognition between our schools and trainees of the quality of education that each contributes. In addition we have a developing teacher research network across Sussex with many ex-trainees choosing to return to Sussex to study our Education MA.

We are very pleased that over two-thirds of our beginning teachers choose to remain in Sussex at the end of the year, gaining teaching posts in the local area while the remainder are successful in gaining posts in other areas of the country. All trainees have historically secured posts before the start of the next academic year. Last year all 10 of our teacher trainees in this subject secured posts by April 2023.

The information in this handbook should be read in conjunction with the main ITE Course Handbook. It gives subject specific guidance to trainees and mentors and where relevant makes reference to the Core Content Framework and the Teachers' Standards.

We are excited to be working with you. If you have any questions or concerns, please don't hesitate to contact us.

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1.2 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.

2. Rationale and Aims

The idea of working together in partnership underpins all aspects of ITE, and is central to our Psychology/ HSC course. All our courses are run as a partnership between the University of Sussex and many local schools. This is known as: **The Sussex Consortium for Teacher Education and Research**. All the partners in the Consortium share responsibility for planning, evaluating and successfully running the course, and remain closely in touch throughout the ITE 'year'. A continual process of informal feedback takes place whenever mentors and tutors discuss issues related to the Psychology/ HSC/ HSc programme. 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:

Complementary and reinforcing;

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| <ul style="list-style-type: none">• Courses are delivered in partnership with mentors and tutors leading sessions in and out of practice settings.• Beginning teachers, 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.

Structured so that trainee progress is regularly monitored and that training needs are differentiated;

- Trainees start to work on subject gaps, identified at interview, prior to the course and these feed into directed tasks and the subject audit, 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 period of practice, 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. Phase Report C is completed at the end of professional practice 1 and is passed to other mentors and professional tutors, who use it to plan a suitable timetable and mentor programme, ensuring that the trainees' needs are met so that they can progress against other areas of the curriculum and ultimately meet the Teachers' Standards. The professional tutor and mentor complete this document at the end of the training, reviewing all the accumulated evidence, in consultation with the trainee.
- Trainees keep records of their school based training focusing on both strengths and targets to provide an ongoing record of their progress in meeting targets and make these available to mentors and curriculum tutors via a special tracking document.

Practically and theoretically driven to develop effective and reflective Psychology/ HSC teachers;

- encouraging discussion to develop a personal philosophy towards the importance of Psychology/ HSC and different approaches to teaching topics
- planning of enquiries - sequence of lessons that engage pupils and challenge them and that are evaluated critically using feedback from experienced teachers and personal views, underpinned by reading;
- justifying the selection of teaching strategies appropriate to different pupils' needs;
- sharing knowledge of current developments in Psychology/ HSC and within Psychology/ HSC education and how they can be utilised for Psychology/ HSC
- preparing assignments that make links between theory and practice in Psychology/ HSC teaching;
- working creatively and professionally with curriculum/professional tutors and curriculum/professional mentors to enhance your understanding of teaching and in particular the demands of Psychology/ HSC teaching.

And enhanced by recognising wider professional and subject opportunities

- Cross-curricular sessions with other trainees in;
- Subject development seminars;
- training sessions led by visiting mentors and other experts, e.g. on Post 16 teaching, learning and assessment
- Visits to other educational settings, e.g. Special Schools
- Involvement in wider school activities

Through these activities and approaches we anticipate that beginning teachers from Sussex will establish themselves within a national community of Psychology/ HSC teachers and take pride in the following Psychology/ HSC specific and generic knowledge, skills and understanding:

AIMS OF THE PSYCHOLOGY/ HSC PGCE

The course aims to equip trainee teachers to meet the demands of your early years in the profession and will provide a foundation for professional development. The course will enable you to: -

- Become a dynamic, enthusiastic and well qualified teacher who is passionate about Psychology/ HSC and has the skills to transfer your interest and enthusiasm to your pupils;
- Become a Psychology/ HSC teacher who strives to enable your pupils to demonstrate and appreciate the value of applying scientific principles to the understanding of human thought and behavior.
- Understand the nature of the subject area and relate this understanding to the conceptual development of pupils over the full range of ability within the 14 - 19 age range.
- Develop a range of creative teaching strategies, resources and materials for teaching your subject.
- Gain knowledge of current developments in the subject area and how they contribute to the whole school curriculum.
- Be able to contribute in the process of innovative curriculum development and work in collaboration with colleagues in the planning and implementation of learning.
- Understand the importance of planning the curriculum to ensure the continuity and progression of learning for all pupils.
- Use a variety of evaluation and assessment strategies to evaluate learning.
- Identify how your previous experience can contribute to the subject and how to address deficiencies in subject knowledge.
- Demonstrate your interest and enthusiasm for the subject.
- Develop teamwork skills relevant to working as a member of a school team delivering your subject.
- Observe teachers and other trainee teachers to identify good practice and to support the evaluation of your own professional development.
- Gain experience of examination work. This might include entry level qualifications, GCSE, A level and vocational courses.
- Introduce whole school issues to develop experience and expertise in the area of personal, social, health and economic education (PSHE) and citizenship.
- Develop good management and interpersonal skills alongside your subject knowledge. Skills such as time management; assertiveness, stress management and adapting to change are important when working as a teacher.
- Enjoy teaching!

Generic skills in the context of teaching Psychology/ HSC/Social Science

- Be able to monitor and guide pupils to a successful completion of assigned activities, in which they communicate their knowledge and understanding, whether this be structured narrative, essay, role play, PowerPoint presentation, or visual display.
- Be able to present ideas, materials and activities that are within the grasp of all pupils, supporting their specific educational needs, including those recognised as 'gifted and talented'.
- Be able to make appropriate use of ICT within one's teaching.

-
- Employ a wide variety of activities in order to motivate and cater for a range of learning styles e.g. drama, simulation, role play, card sorts, hot seating, paired and group work, 'mind mapping'.
 - Exploit all reasonable opportunities to develop pupils' numeracy skills.
 - Explicitly and as a regular feature of one's teaching to develop pupils' literacy skills, and specifically to develop pupils' abilities to express in written and spoken language their psychological understanding.
 - Be able to lead pupils in reflecting in plenary what they may have learned from a lesson activity.
 - Understand and apply the principles of Assessment for Learning, showing pupils how to review their own progress and set targets for improvement

3 - Expectations and Professionalism

As a trainee teacher, you will be regarded as a professional colleague by staff in the university and school and should be treated as a member of staff by pupils in your school placement. There is therefore a requirement that you behave in a proper and professional manner at all times. You are on a professional course, so **punctuality, full attendance and completion of all tasks** are essential on all aspects of the school and university components. This includes not only formal written assignments and presentations, but also readings, lesson observations, preparation of lessons and so on. It is also essential that you take responsibility for keeping your Weekly Reflections on PebblePad up to date. Failure to meet these requirements may put your progress on the course in jeopardy.

Please ensure that you understand your school's policy on reporting absence in induction week, in the event of illness: whom to contact, by which time in the morning and at which point a doctor's certificate would be required. It is essential that you do not solely communicate absence by text or e-mail as your lessons need to be covered, so it is your responsibility to ensure that key teachers have this information early in the morning. You should always set work or give the school some idea of the content of the lesson, so that cover for your lesson can be arranged. As a trainee teacher, you will also broadly follow school holidays (see calendar in the main handbook), although note that half-terms are 'directed study weeks', allowing you to focus on assignments and school preparation and that you are sometimes required to attend university during this time. School holidays are long, compared with those of other professions, and so non-urgent dentist or other appointments must be arranged in these. Similarly, attendance at all university-based sessions is essential. Please do not book doctor or dental appointments unless urgent on the Friday. There is limited time for curriculum and mentor sessions and missing one will mean that something vital is missed that will not be repeated. Please contact your curriculum tutor by email or telephone if you are unable to attend a professional studies or curriculum session. If you have advance warning of an absence, then you should seek permission from the university or school. 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 Curriculum tutors and mentors will be sympathetic and supportive in the event of personal need. Tutors, however, must be kept informed.

4. How does the Year of Training Work?

4.1 ITT Core Content Framework (DfE, 2019)

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

The ITTCCF has been designed to support student teacher development in five core areas – **behaviour management, pedagogy, curriculum, assessment and professional behaviours.**

It is designed in the knowledge that the quality of teaching is the most important factor in improving outcomes for pupils. The ITT Core Content Framework and the Early Career Framework together establish a three-year structured package of support for future teachers.

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

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

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 – Placement one – APK – Placement 2 – RPK – ECT Week

4.2 Induction and Curriculum Studies Sessions

During induction you will get to know your fellow Psychology/ HSC trainees as well as your Curriculum Tutors. We strongly recommend starting as you mean to go on, establishing good habits around punctuality, note taking and organisation.

Each seminar tackles a specific area of Psychology/ HSC teaching pedagogy through a variety of teaching styles and resources, emphasising interactive activities and practical teaching strategies as well as reflecting on the theoretical underpinning of each area of focus. Sessions include a focus on teaching and learning theory, differentiation, assessment, course/exam requirements and learning technologies. They will also consolidate generic skills such as lesson planning, planning for progression across the 14-18 age range and beyond, questioning, whole class teaching, group work and classroom organisation. Additionally, there will be regular opportunities for peer teaching, individual and group progress reviews and discussion of emerging classroom issues. A more detailed version of the Psychology/ HSC curriculum studies programme including induction will be posted in early September on our Psychology/ HSC Canvas site.

4.3 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 placement.**

You continue to come to University on Fridays for curriculum studies. There will also be times in professional practice one when you are asked to come to campus for a review meeting (see the

Curriculum Studies programme or the main handbook for these times). You will be working on your Applying Professional Knowledge (APK) assignment in placement one and submit it at the start of placement two.

In terms of assessment of your progress, your mentor will observe you teach every week and your tutor will visit you once during the placement. At two points in the placement your mentor will complete a progress report to tell us how you are progressing towards meeting the progress descriptors in our ITE curriculum.

4.4 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.

4.5 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 regarding an aspect of pedagogy that you have been developing over the year.

The last days of the course are part of our ECT Week – we may 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 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.

4.6 ITAP Weeks

In 2023 - 2024, we will be piloting the introduction of two Intensive Training and Practice (ITAP) weeks in preparation for the new Quality Requirements in 2024. These two weeks have been designed to allow trainees to focus on specific skills in specific areas grounded in an element of the Core Content Framework (e.g., an aspect of behaviour management, assessment, subject/phase specific pedagogy) to support their developing practice. More information about the ITAP weeks will be disseminated at appropriate times of the academic year and will make clear the role of schools in supporting trainees during these periods. ITAP weeks will also be addressed in Mentor training and in meetings with Professional Tutors.

5. Professional Practice: Success, Enjoyment and Don't Panic!

This is what you signed up for after all - excitement and challenge await. All the procedures, requirements etc for Professional Practice are set out in the main Course Handbooks and you should study them carefully. The following guidance is offered to help you get the best from your time in schools.

5.1 - Schools as driving 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 Psychology/ HSC teaching experience in the classroom, the schools also deliver their own Professional Studies programmes.

There are a number of key people in a partner school:

The Professional Tutor – oversees your experience and has a key administrative role; they are likely to be a senior teacher in the school, he/she may also be a Mentor.

Your Mentor – he/she has an oversight of your professional development in Psychology/ HSC.

There are other key people too: the secretarial staff, the site manager, the reprographics manager, SEN co-ordinator, librarian and the ICT technician. 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, do 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, do remember the obvious: choose *appropriate* moments to ask for help, *always* express thanks to colleagues, be helpful in the department and try to smile even when you are under pressure. All of us find being observed a somewhat daunting experience – so remember to thank teachers whose lessons you are observing and make a positive comment/s about a particularly effective or interesting aspect of the lesson.

Other members of the department will play a part in your training. They will share classes, observe and give feedback and discuss aspects of Psychology/ HSC teaching with you. Much of this inevitably happens in teachers' 'free time' and you can repay this goodwill in a number of ways. 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 Psychology/ HSC education and may experience some new elements of practice that some teachers may not have had access to, so be prepared to share your insights with your colleagues.

5.2 - Joining a school community

A school is an established community which has established a way of working for all of its members. Outsiders will be welcomed as temporary visitors. This can make for tricky situations for beginning teachers. So:

- In your enthusiasm for newly discovered teaching approaches don't give the impression that you know more than the teaching staff!

-
- Make sure you don't disturb the established relationships between staff and pupils. They will have to pick up the pieces when you have gone.
 - Don't use somebody else's coffee, tea etc
 - Adopt the mores/protocols of the school during your placement. This flows over into

5.3 Guidance for being in School

Before you go in:

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

First day/first week:

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

Dress code

All schools vary in what they ask of their teachers. Some expect all men to wear ties; others are quite casual in their approach. Until you are told otherwise, please presume that on the first day 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.

5.4 - Being professional with colleagues

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

- If you have a serious issue with a member of staff consult your Professional Tutor or Mentor. Don't discuss the matter with other members of staff or within hearing of other members of staff. For general moaning your Curriculum Tutor will never mind listening.
- Please 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.
- Play your part in enforcing the school rules even if you don't agree with them.
- Always get to school in good time, don't leave the premises during the day without agreement with the school, and don't leave as soon as the final bell goes. It gives a poor impression, but in professional terms many issues arise and have to be dealt with after school (e.g. who looks after the pupils whose bus has broken down?).
- Make a point of attending whole staff meetings as well as departmental meetings.
- When you finish your school experience, make sure you have all your marking up to date and return any books or resources you have borrowed.

5.5 - Being professional with pupils

Always be professional in your dealings with pupils.

- Be firm, fair and consistent with them, and make your expectations clear from the start.
- Never be sarcastic or derogatory to pupils, regardless of their behaviour and try 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.
- Praise pupils whenever possible, but of course balance this by applying school sanctions for behaviour management, as appropriate.
- Ensure that you are fully prepared to teach pupils, with well-planned lessons and appropriate resources.
- Equally, it is very important that pupils receive feedback on any work you set them as soon as possible. Discuss timings for returning pupils' work with your mentor, but work should not usually be kept by you for longer than a fortnight at the most.
- Think very carefully about how you present yourself publically 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. Please ensure that such information is never shared with pupils.

5.6 How get the Best from Pupils

Children and young adults 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.

Get to know them – look at their data. Who struggles with reading, writing, or hearing? How will you modify your lessons for these pupils? Who likes gaming? Who rides their bike to school? Who has a dog? 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.

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 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'. It crushes them. If a child has been naughty 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 animate – use excitable language like “fabulous” and “stunning”. If you need a thesaurus for this then do so and have these words flashing up on the white board when someone gets something right or has a go.

Do not be scared to be dramatic and theatrical. This cannot happen every lesson, however try using music with a psychological theme or a rolling show while they are entering the room. Engage their senses.

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 activities in the lessons to ensure that all the pupils can engage in learning 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. 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.

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.

Do not get side tracked – some pupils see this as a form of sport. They may ask the charming and friendly new teacher a Psychology/ HSC question and they notice that they do not have to do any real learning for about 20 minutes. Praise them for their fabulous question and move the lesson on.

5.7 - Curriculum Tutor School Visits

The curriculum tutor normally makes a minimum of two visits to each Psychology/ HSC trainee once before the winter break and again before the main period of professional practice ends. 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 school based files and progress towards meeting the progress descriptors of the ITE curriculum and ultimately meeting the Teachers' Standards. Additional visits can be arranged if necessary at the request of either trainees or mentors. The purpose of a curriculum tutor visit is to provide the trainee with feedback on their 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 trainees to identify suitable visit dates from a list circulated early in the autumn term. Once the date and time have been decided, the trainee is expected to notify the mentor and the professional tutor in school. Please note - trainees 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 trainees should prepare a lesson plan (using or based upon the Psychology/ HSC pro-forma), identify a suitable focus 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, in the presence of the mentor, the lesson is reviewed and school files are checked. In the interests of moderation and professional development it is crucial to arrange a joint observation between the mentor and curriculum tutor. At the end of the visit the curriculum tutor provides a written report on the visit and the trainee is expected to email their own evaluation to the tutor and keep a copy for their records.

Curriculum tutors have two key roles:

- To check that the school is training you in accordance with the programme agreed with the university.
- Monitor your progress and support you. **Support** is the important word here. 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 will make an emergency visit to the school if that is required.

5.8 - If things go pear-shaped

If you are unhappy with your experience and you are convinced that it isn't working out here is the procedure –

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 your **Professional Tutor** or **Mentor**.
4. If there is no improvement your Curriculum Tutor will visit the school and arrange for a **supervisory conference**, involving the Professional Tutor, Mentor, yourself and any other parties involved.
5. The supervisory conference may result in an **Action Plan** – a way forward agreed by all parties.
6. Implementation of the Action Plan will be closely monitored.

5.9. 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.

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

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

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

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

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

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

6. Key people in School

6.1 Your Mentor

The main person involved in your training while you are on professional practice in school. **Their main duties include:**

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

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

Mentors are responsible for balancing and interweaving two agendas. They must follow through a programme which will develop all areas of the Core Content Framework, 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.

6.2 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 may run your weekly professional studies sessions and are the point of contact for you in school should you be having any difficulties with your mentor or other issues that your mentor feels are outside of their remit.

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

6.3. 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 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.

6.4 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 Psychology/ HSC 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 Psychology/ HSC education and may experience some new elements of practice that some teachers may not have had access to, so should be prepared to share your insights with your colleagues.

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

7. Organisation and School Tasks

7.1 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.

7.2 Virtual Learning Environment (Canvas)

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

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

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

You can log in using your Sussex login and password. Click on **Psychology/ HSC ITE 2023-24**. This site is for both PGCE and School Direct trainees. All assignments and subject tasks will be submitted via Canvas.

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

7.3– File Everything!

As with any professional training, there is a certain amount of paperwork generated during your training. It is therefore essential that you establish a system for organisation from the beginning. To help with this organisation, there are a number of different files which need to be set up:

- **Curriculum File** – this should contain session outlines, readings & handouts, your own notes and reflections on your curriculum sessions, as well as attempts to assess and develop your subject knowledge at the University.
- **Teaching Experience File** – this should contain material from your professional practice including lesson plans, classroom resources, schemes of work, observation records, copies of pupils marked work, mark books and other school assessment materials.
- **Professional Studies File** – this should contain your notes, handouts and documents issued as part of your general professional studies programme on wider school issues.
- **QTS Portfolio on PebblePad** – this will enable you to chart your progress towards achieving the Standards at the end of the course. This file will contain any audits completed, Phase Reports (developmental reports from both placements), completed directed tasks, and other key documents (full details in the main handbook). It will be reviewed regularly by the mentor and curriculum tutor. You should update your subject audit with evidence, at the designated dates but try to do it half-termly.

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

7.4 – Plan your time

Many teachers use a planner document like those on the next page:



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/>

We are not saying that you have to buy them, but other trainees have found them indispensable in the past. Alternatively you may prefer to use an electronic diary on a tablet or laptop. The principle is the same programme in all key events and deadlines.

- **Note the key dates for assignments** (proposals, drafts and deadlines etc)
- **Note the key dates for assessments** (progress updates, phase reports and cause for concern)
- **Note the days that you may be finishing late (mentor meetings, open evenings)**
- Make sure that you do not plan family/friend events at times that seem very busy on the calendar.
- **Build in time that is 'holiday'** to ensure that you are not too tired throughout the year.

7.5 – Get some kit

You are unlikely to be in the same classroom every day and might often be far from a Psychology/ HSC resource cupboard so it is worth investing in a portable classroom resource unit. Essentially a cheap toolbox. It helps to avoid distractions and time wasting by finding certain bits of equipment at the start of lessons. I recommend that you buy a cheap toolbox like this:



Things to put in your box:

- Loads of pens & pencils
- Colouring pencils & pens
- Rubbers
- Rulers
- Scissors & Glue sticks
- Highlighters
- Few calculators
- Playdough
- Blutac
- Board pens
 - Some A4 and A5 lined paper.

These are just a few ideas of the items that can be really useful at your fingertips.

7.6 - Induction & Psychology/ HSC in Schools Tasks

Induction - Getting Started

When Psychology/ HSC trainees arrive at the university they have an intensive induction programme which includes lectures on professional values as well as information about the Psychology/ HSC Curriculum. In addition trainees have a number of tasks to complete during the Induction period. Trainees are given guidance about lesson observations and are specifically asked to observe aspects of the work of the Psychology/ HSC or Social Sciences department. When the trainees first arrive in school, they will need some time to find their way around and become familiar with school and departmental routines, which can vary greatly from school to school. They will be anxious to settle in as soon as possible, and will also generally be very anxious about beginning to teach. Although some trainees may well have plenty of confidence and previous classroom experience in most cases it's recommended that classroom experience be 'fed in' gently.

Trainees are required to complete investigations and observations during their induction week and weeks following up to the autumn half term. In following curriculum sessions trainees will be given other directed tasks to be completed in schools – these should be made available to mentors by the trainees. The trainee should discuss their tasks with his/her mentor in their first sessions together.

7.7 Psychology/ HSC Induction Tasks Prior to Taking Over Teaching Groups

1. The Learners

- a. Make a class list and seating plan for all groups you will be teaching.
- b. Record any data available for each pupil and indicate how this will be useful to you.
- c. Identify their Target grades
- d. Identify any pupils with SEND, EAL, High Achievers

2. Teaching and Assessing

- a. What specification will you be following
- b. Which topics?
- c. Use the exam board website to
 - i. identify all exam questions relating to these topics from the past three years
 - ii. identify relevant mark schemes
 - iii. identify pertinent examiners comments
- d. Put together a pack of information to help you plan your teaching and to assess pupils work

3. Subject knowledge

- a. Produce model answers for all the questions identified using information available to pupils from their textbooks and from any workbooks currently used by the class teacher
- b. Produce a glossary of key terms for each topic
- c. Identify on-line sources for any studies which will be taught

8. Classroom management

Watch how the teacher brings a class into the room:

- Is there 'meeting and greeting'? Do students automatically slip into drilled behaviour and actions, like getting out books or folders, taking out materials, or do they have to be told? Can you identify any teacher behaviours that say clearly to students, 'You're in my space now, and it's for learning'?
- Is there something for the class to do immediately they enter the room (e.g. a starter activity on their desks, an interesting image on the board)?
- How does the teacher gain the attention of the class?
- How does the teacher deal with questions from students before the lesson proper begins? Does s/he spend time on them there and then, or ask them to wait until later in the lesson?
- How are resources and teaching materials distributed?
- Evaluate the 'classroom climate' – does it feel purposeful. Is there a strong teacher presence? Is there a strong sense that we're going to get on with things quickly, but without rushing?
- There may be some behaviour management issues to be dealt with. How are they managed?

8.1 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 a 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?

8.2 Questions for you to ask yourself after every observed lesson

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

8.3 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 Psychology/HSC Canvas site, you will find a range of observation proforma for observing other lessons. This forms part of your Induction Tasks.

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

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

We can learn so much from observing other subjects in terms of advancing our pedagogic techniques for example how do they teach in other core subjects such as maths or science; humanities or English; or 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!

9. Your Teaching

9.1 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.

9.2. Lesson Evaluations

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

The Five Whys

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

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

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

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

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

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

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

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

9.3 Secondary Lesson Observation Report 2023-24:

Secondary Lesson Observation Report 2023-2024

A copy of the completed report should be given to the trainee within 24 hours of the observation.

Trainee:	School:
Date and time:	Subject/Year/Notes on the class:
Lesson topic:	Observer(s):
Observation focus linked to CCF: (this should be clearly identified on the trainee lesson plan)	
PROGRESS / STRENGTHS - Please identify emerging areas of progress observed with specific detail. Also, please ensure that each observation follows the S3 strength and development structure.	CCF strand
Strength 1: Subject knowledge/subject pedagogy:	S3 ★
Strength 2:	

Strength 3:		
Areas for development - Please be specific and clear with examples if appropriate	Ideas of how to address these areas of development	CCF strand
Area 1: Subject knowledge/subject pedagogy:		S3 ★
Area 2:		
Area 3: (OPTIONAL) Please write in this box if there is a third area you wish to set this week.		
Other notes: You may use this box to note any other aspects of the lesson you may wish to discuss or log.		

<p>Is progress being made towards the targets from previously observed lessons? If you feel that your trainee would benefit from additional support from the university or professional tutor, please contact them.</p>			
<p><i>Please sign to show that a post lesson dialogue has taken place. Please note that the post lesson dialogue should be in line with our guidance - the mentor should utilise questioning techniques rather than directive methods as much as possible. The trainee should be encouraged to lead the dialogue as they progress through their placements.</i></p>			
Signed (University Tutor/Mentor/Professional Tutor):	Date:	Signed (trainee):	Date:

The following section allows the observer to write descriptive notes in the lesson to generate the strengths and areas for development above. There is no expectation that all aspects of the lesson will be transcribed. You can also use this space to write pertinent questions for the post lesson dialogue. A focus on individual pupils or tasks could be useful.

Time	Points to note in the lesson – descriptive comments or potential ‘post lesson dialogue’ questions.	CCF Strand

CCF Entitlement: [DfE \(2019\) Core Content Framework](#)

You may wish to use this list to monitor your trainee’s entitlement of the CCF or to focus your attention on areas you wish to discuss in the post lesson dialogue or your written strengths and areas for development. There is no expectation that this section be completed – **it is for your use only.**

(note: this list is a guide and does not cover the entirety of the CCF).

S1: High expectations

S1: Create a positive learning environment	
S1: Communicate a belief in the academic potential of all pupils	
S1: Set goals that challenge and stretch pupils	
S1: Demonstrate consistently high behavioral expectations	

S2: How pupils learn

S2: Prior knowledge is checked through appropriate retrieval tasks	
S2: Possible misconceptions are planned for and dealt with appropriately	

S2: Instructions and explanations are clear so that working memory is not overloaded	
S2: Spaced practice is evident where appropriate	
S3: Curriculum	
S3: Opportunities provided for all pupils to learn increasingly complex concepts, knowledge, and skills	
S3: Sequencing enables pupils to link new ideas to existing knowledge and understanding	
S3: Secure subject knowledge helps teachers to motivate pupils and teach effectively	
S3: Pupils' literacy is supported effectively through reading, writing and oral language skills	
S4: Classroom practice	
S4: Guides and scaffolds are used then withdrawn when appropriate	
S4: Modelling is used to support understanding of knowledge and ideas	
S4: Pair and group work is considered effectively in terms of attainment, motivation, and behaviour	
S4: Opportunities are given for high-quality classroom talk	
S5: Adaptive teaching	
S5: Different needs and starting points of pupils is accounted for, including those with SEND	
S5: Adaptive teaching is evident through responsive interventions	
S5: Flexible grouping is used to provide tailored support when appropriate	
S5: Make effective use of TAs and other adults to support learning as appropriate	
S6: Assessment	
S6: Assessment tasks are clearly linked to lesson objectives	
S6: High-quality feedback is accurate, clear and provides opportunities for improvement	
S6: Tasks and questions are designed to identify knowledge gaps and misconceptions	
S6: Use of a range of assessment tasks such as questioning and verbal feedback	
S7: Managing behaviour	
S7: A supportive and inclusive learning environment has been created through positive relationships	
S7: Routines and expectations are positively reinforced through praise and rewards	
S7: Early and unobtrusive interventions are used as an initial response to low-level disruption	
S7: There is a consistent use of language and non-verbal signals that support positive behaviour	
S8: Professional behaviours	
S8: Commitment to professional development is evident through work with expert colleagues	
S8: Reflection from previous observations has taken place with targets acted upon	
S8: Work professionally with colleagues to support the school ethos and values	
S8: Safeguarding issues are dealt with in the appropriate manner	

9.4 Listening to feedback: the line between self-reflection and self-doubt

For all kinds of reasons, the success of your placements comes down almost exclusively to your ability to demonstrate that you are able to listen to feedback. Pedagogically, someone watching your lesson can give you a new perspective on what they've seen. They will be able to pose questions for you to reflect on, some of which might be more difficult to hear than others.

Fundamentally, feedback ought to be two-way, and *collaborative*. Sadly, this might not always be the case and feedback can feel generic and not really constructive. Worse still, you might even feel like the feedback that your mentor or class teachers are giving you isn't relevant to what you're trying to achieve.

But whether you like it or not, it's important to demonstrate that you can take on board feedback with perspective and grace. The trouble is that people can be giving you feedback from their own angles, and expect you to coordinate it in your mind to create what might end up looking like Frankenstein's Monster, if you're not careful. The key is what you choose to do with the information, and for you to be honest with yourself about what is best for your practice and the students.

Five questions to ask yourself when receiving feedback**1. How am I reacting to this in my gut?**

As odd as this sounds, acknowledging our gut emotional reactions to situations is important. If you feel upset, frustrated, exasperated, irritated or just apathetic, then it's important to recognise it. Once you do this, you can create space between your mind and your feelings, a sense of perspective, and be in a place to hear the feedback in the most effective way.

2. What truths do I need to acknowledge?

However irritating it might feel, acknowledging what you might need to develop is vital. Is there something about a class that annoys you? What is it? Is there an area of your subject knowledge which isn't as sharp as you'd like? Acknowledging these types of things – and how they might get in the way of your development – is vital.

3. How can I turn this into something positive?

As annoying as this sounds, always try and turn feedback into something positive. Being relentlessly positive might feel counterintuitive at times, but taking away a learning point, or something to work on, is actually incredibly empowering if you give it a chance. It can also be frustrating for mentors and class teachers if you react to their feedback with defensiveness. Some of the most powerful influences on many trainees' practice started out as things which felt completely counterintuitive at the time: things like counting down from three for silence, or insisting on an orderly exit in a specific way. These are small things, but they can make a massive difference and you will find it easier if you take feedback onboard.

4. What tangible routes forward can I plot?

If you're unclear about the specifics, be clear with the person feeding back to you: what tangible actions are needed to create the most effective next steps? Agreeing two or three specific points of action is a really empowering way of making this happen. Be really specific about how feedback links to other pieces of feedback you have received. Remember, the common denominator in all feedback is *you*, so it's absolutely vital that you hear and receive feedback in a way that helps you to improve.

5. Where can I see this in action?

Try to use space in your timetable to see examples of what is being discussed in practice. There will be pockets of excellence in and around the school where you can see examples of best practice. Go and seek them out!

10. Psychology/ HSC Education Programme

10.1 Psychology/ HSC Education Seminars

Each seminar tackles a specific teaching Psychology/ HSC topic through a variety of teaching styles and resources, emphasising interactive activities and practical teaching strategies. Sessions include a focus on teaching and learning theory, pedagogic demands, assessment, differentiation, course/exam requirements and learning technologies. They will also consolidate generic skills such as lesson planning, questioning, whole class teaching and classroom organisation in the context of Psychology/ HSC classrooms. Additionally, there will be regular opportunities for peer teaching, progress reviews and discussions of emerging classroom issues. Below is an outline of the topics to be covered and an indication of timings. Please note however that for each individual session a full outline will be provided identifying intended learning outcomes, key issues to be addressed, suggested readings and follow up tasks.

University curriculum sessions are mainly delivered on Fridays. Times and rooms may be changed on occasion but this will be notified via Canvas.

The full programme for Professional Studies will be posted on the Canvas at the start of term; reminders and key information relating to this will appear each week on the Canvas.

10.2 - The Psychology/ HSC Education Programme

This programme – including and especially the linked work in schools, the school based assignments and set readings all prepare you to meet all CCFs (DfE, 2019) You cannot learn to frame lesson objectives, assess pupil learning or evaluate your teaching, for example, in a one off session, nor in a one off school based task. Rather, these are underpinned by reflection on curriculum issues and pupils' learning over time.

10.3. Monitoring Progress in Subject Knowledge

You will need to complete an audit of your subject knowledge during induction. In your first review tutorial, you will discuss this with your Curriculum 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 guide you as to how to fill the gaps in your knowledge. It is not the responsibility of your Curriculum Tutor to help you with all areas of 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. 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. You must record weekly on PebblePad how you have developed your subject knowledge. We would like to see how imaginative you could be when dealing with your subject knowledge gaps.

However, here are some simple suggestions of ways you can find out more about Psychology/HSC you may be missing:

- Books – look around the psychology/HSC department in your school for books that may have approaches for applying theoretical knowledge to practice.
- Internet – Make use of websites such as Tutors 2 U.
- Exam specifications – Use these to check your knowledge of set texts, practitioners, and conventions as well as marking criteria etc.
- Exam papers – test yourself and see how you do against the mark scheme, use examiner reports to help your pupils.
- Each other – find out who knows what and what degree they have and their experience. Create an effective community of practice with shared knowledge.
- Your colleagues in school – they are fountains of information.

- Teaching psychology organisations – BPS, ATP .They often hold online CPD which is free for trainees.
- Create knowledge organisers and other resources – Create a knowledge organiser of a particular area of drama and theatre subject knowledge such as practitioners. 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 or podcast and share on the Discussions board on Canvas

11. Working With a Mentor

Psychology/ HSC Mentors bring extremely valuable experience and expertise in how to teach the knowledge and understanding and psychological skills of Key Stage 4 and 5 Psychological, as well as the sensitivity required to mentor trainees. Sometimes the task of unpicking exactly where and how the trainee needs to focus takes time and patience but it is usually very rewarding to monitor the progress students make over a school placement. Some mentors have been faced with the “problem” of moving on a very competent student and been able to add appropriate challenge. Comments made by students evaluating the course in the past have been extremely complementary of the help and support they have received from school Psychology/ HSC Mentors, many of whom they consider the most important person in their development. Our work last year emphasised the following:

The most important **leaders** in the Sussex **ITE** partnership are ...

As such their impact should be **recognised** and **celebrated** and their contribution **valued** by the whole school community.

MENTORS

play a crucial role sharing expertise, nurturing professional knowledge and engaging in evidence based practice.

We should remember that we were all once beginners and have a moral responsibility to encourage, train and shape the next generation of teachers.

good ones are effective **role models** and **critical friends** who **help** their trainees **develop** a sense of their own **professional identity** whilst maintaining a **focus on high standards** in learning.

The mentor is responsible for balancing and interweaving two agendas. He or she must follow through a programme which will develop all areas of the CCFs and all the specific psychological 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 or well-being are concerned. Flexibility and responsiveness are therefore crucial but in order to make sure that trainee’s progress properly, this must happen in the context of target setting and action

planning. It is through the continuous, weekly reviews of targets and the planning of flexible, focused training experiences that trainees and mentors will get the balances right.

During the course trainees will have a series of tasks to do in school. These need to be discussed these with mentors, particularly where any discussion of reading is involved. This allows trainees to compare and contrast different perspectives. Combined with reading and experiences and reflection, this will allow trainees to develop their own views towards teaching Psychology/ HSC.

The main ITE Handbook is excellent reading as it has the roles and responsibilities of the subject mentor and valuable guidance on lesson observations, feedback to student teachers and the structure and programme of mentor meetings. Important information such as dates for completion of forms is there too.

11.1 Mentor Training Sessions

Mentor sessions are pivotal to trainees' success. Trainees have an entitlement to one hour of their 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 audited and its existence is not negotiable. To make the best use of such a brief period, experienced mentors have found that it's useful to ensure trainees are instructed to draw up an agenda for the meeting prepared in advance, and that brief notes or 'minutes' should be taken during the meeting by the trainee, with targets and points for action noted – this should all be recorded on the *Mentor Meeting Log*. Trainees must keep a detailed record of their meetings since they provide a key source of evidence for their professional development and progress against the CCFs and the Teachers' Standards. As such curriculum tutors expect these to be completed and filed regularly onto PebblePad.

Trainees should prepare for each meeting in advance by:

- Identifying the suggested focus for the week using the programme (below), and confirming agreement with their mentor. This programme is flexible and trainees or mentors can negotiate another focus to meet individual needs at any time.
- 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 trainees should:

- Keep a summary of key discussion points.
- Identify targets (coming out of the discussion) for the forthcoming week and strategies for achieving them.
- Complete a 'To Do' list as required.

After the meeting trainees should:

- Pass a copy of the Mentor Log to the mentor for comments ensuring that the notes taken during the meeting correspond to their understanding of the discussion.
- Make additional comments on progress if requested.
- Ensure a summary of strengths, targets etc are recorded on PebblePad.

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 Psychology/ HSC are also regularly addressed. These will arise from trainees' 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. Examples of such issues might be a consideration of how to develop and improve pupils' essay writing skills in Psychology/ HSC; how to encourage pupils to understand the

scientific nature of the discipline. This professional dialogue is important both for the trainee and mentor. Therefore, mentors and trainees might additionally discuss and comment on any or all of the following:

- talking through a key issue in Psychology/ HSC teaching (see suggested calendar below);
- explore an area of substantive subject knowledge;
- discussing one or two particular difficulties in much more depth, devising training experiences to help overcome these;
- discussing work that will contribute to a written assignment;
- checking the subject knowledge audit and suggesting ways of making good any gaps;
- Feeding back from lesson observations – please note that Mentors need to complete one lesson observation per week after the Autumn Half Term using the official observation schedule. These can be downloaded from www.sussex.ac.uk/education/iteforms

11.2 The Role of the Mentor

'The single most important thing in the whole P.G.C.E. course was the relationship with my mentor'

'It is the quality of the Mentor that makes or breaks the course.'

These two comments made by trainees reflect the changes in teacher training and clearly demonstrate the vital role of the mentor. They also have serious implications about the importance of consistency.

Since we are always so dependent upon personalities when working within the education arena, it would be impossible to expect every mentor to provide exactly the same tenor of training to every trainee. Indeed, one of the great strengths of the schools/university partnership lies in the variety of gifts of individual mentors. In addition, the diversity of departmental management and resources, along with the diversity of school ethos would make a mockery of any attempt at uniformity of experience.

However, the following are **entitlements**, uniform to all trainees:

- a) a minimum of one hour per week to be spent with the mentor, ideally within the school timetable, with minimal interruption, at the same time each week;
- b) the pace of introduction to whole-class teaching to be similar in each training establishment and follow the guidelines outlined later in this handbook;
- c) **One written** observations per week. These and all other observation by mentors (and other colleagues involved with the trainee) be regular, accompanied by clear verbal and written feedback;
- d) a broad code of conduct to be followed in both the ways that observation is made and in the feedback given (see section on Observation);
- e) mentor meetings to follow the calendar of sessions provided. This schedule includes time for (i) the trainee's individual needs; (ii) blends, where practicable, with the university's curriculum programme; (iii) enables the curriculum's progress descriptors to be used effectively; and (iv) provides opportunities for wider professional development, especially in the Summer Term during enhancing professional practice;
- f) the phase report descriptors to be used in a consistent and constructive way, making them relevant to the trainee's experience and professional development. Targets between mentor and trainee to be jointly set and reviewed, according to these dates and in order to dovetail with the university programme;
- g) every attempt to be made to assess trainees in a uniform manner, where possible including any mentor moderation procedures available and joint observation with the curriculum tutor;

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- h) trainees to be allowed - at the discretion of the mentor and HoD - some room to experiment with innovative methodology (which may at times interrupt the departmental schemes of work);
 - i) opportunities (one or two lessons per week) to be made available for trainees to continue to observe other colleagues (Psychology/ HSC and other subjects), provided that the timetable can accommodate this. Arrangements for this observation should be made primarily by the trainee (on the advice of the Mentor and Professional Tutor) and should form part of the maximum recommended trainee timetable load;
 - k) trainees to be challenged by mentors if they appear to be reaching a plateau in their professional development;
 - l) good communication to be maintained between the mentor and the curriculum tutor, by e-mail/phone and all relevant documentation to be sent by the relevant dates. As part of this - mentors should attend termly mentor meetings with the curriculum tutor.

11.3 Induction to Professional Practice

A trainee's induction is very important and forms the basis for their whole training. In addition to helping trainees to complete their induction tasks mentors should ensure that by the end of the week they have completed the following tasks.

Induction Checklist

By the end of the induction period, please ensure that your trainee(s):

- **Has copies of or access to:**
 - the school staff handbook (staff lists, whole school policies, plan of the school, school calendar, school management structure, lines of responsibility, school guidelines/rules/sanctions procedure)
 - school prospectus
 - departmental handbook
 - appropriate pupil data
 - their programme and timetable for PP1
- **Has been introduced to**
 - the Headteacher, Professional Tutor
 - departmental/faculty colleagues
 - staff in school office, resources, librarian
- **Understands rules and procedures concerning**
 - health and safety, staff absence
- **Is clear about**
 - the nature of the school day
 - the time they need to arrive
 - where their pigeonhole or locker is
 - parking arrangements
 - any (un)written rules about staff appearance, dress or conduct
 - areas where they can do their work
 - how to access ICT resources for lesson preparation

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- coffee, lunch and staff-room procedures
 - any meetings they need to attend
 - anything they need to do before coming into school the next day/week

11.3 - Working with other colleagues in the department

Although it is normally good practice for trainees to work with other members of the department, problems have arisen when trainees have had to work with too many colleagues and/or colleagues who are not familiar with the Sussex partnership requirements. It has therefore been agreed that:

- Trainees should not be directly trained* by more than three teachers in the department, (*i.e. not be observed by and receive professional feedback from), including the mentor. Trainees can of course observe and take lessons for more than three members of the department. **NB. If other colleagues observe trainees formally, they must use the standardised observation schedule (see main handbook). Mentors should formally observe at least once a week.**
- Colleagues involved in teacher training (i.e. in observing trainees, giving feedback etc.) should have a meeting with the mentor at the start of the academic year in order to review requirements and procedures.
- Key pages of this handbook and copies of the lesson observation proforma should be photocopied and given to those colleagues involved in ITT.
- **At least 50% of allocated lessons in timetables should be in the mentor's classes**

11.4 - Approaches to Mentoring

Here are some detailed suggestions for integrating the trainee teacher into the timetable, not only during the early weeks of the placement when team teaching is essential, and teaching a whole class alone would be inappropriate, but also later in the placement, when traditionally the mentor has pulled out of the classroom and left the trainee to teach on his/her own.

The 'Slice of Cake' Training

This is where the trainee, after perhaps a week's observation, takes a 'slice' of the lesson, for example, just the register, or the packing away procedure, or the introduction and/or execution of *one* exercise in the lesson. The mentor should prepare the trainee for the 'slice' several days in advance, giving advice on technique and warning of common pitfalls. Afterwards, the mentor should encouragingly debrief the trainee, and plans should be made to repeat the slice with appropriate improvements. This methodology is so important since it avoids the common problem of giving the trainee a whole lesson to teach after several periods of observation, only to find that there is so much to criticise that the trainee feels completely demoralised. Learning to teach 'slices' of a lesson permits gradual progression as well as bridging the sometimes rather awkward gap between endless non-participative observation and whole-class teaching.

'Driving Instructor' Training

This can be one of the most effective methods of training during the early days of a trainee's experience. Essentially, the trainee takes part or all of the lesson while the mentor observes and assists as appropriate. Where things are not going quite so well (e.g. a group of pupils are getting away with misbehaving or the trainee is clearly not allowing enough time to pack away), the mentor makes a discreet comment to the trainee. The trainee then acts on the advice. By acting on the advice *whilst* teaching, trainees tend to learn from this experience more effectively and they feel much more confident about applying their experience on the next occasion when it is required.

Teaching Independently

- Teacher A supports weaker pupils, teacher B supervises the rest of the class.
- Teacher A assists pupils who have been absent and need to catch up on work missed, teacher B supervises the rest of the class.
- Teacher A works with a group of more able pupils (e.g. teaching grammar), teacher B supervises the rest of the class.
- Teacher A gives speaking and listening practice to a specific group of pupils, teacher B supervises the rest of the class.
- Teacher A conducts a small group speaking and listening assessment, teacher B supervises the rest of the class.
- Teacher A takes a small group of pupils to the computer network room, teacher B supervises the rest of the class.
- Teacher A takes a group of pupils to another area of the school to make a video or prepare a drama sketch/interview, teacher B supervises the rest of the class.
- Teacher discusses progress/reports/targets with a group of pupils, teacher B supervises the rest of the class.
- Teacher A deals with more 'difficult' (i.e. poor behaviour) members of the class, teacher B supervises the rest of the class.
- Teacher A helps small group/individuals with intensive G.C.S.E. preparation or 'A' level, while teacher B works with the rest of the class.
- The mentor teaches to the trainee's lesson plan; strengths/weaknesses that are less like to concern class management difficulties are then discussed in the debrief. Trainees can learn much from this method.
- Teacher A teaches while teacher B records observation data for the purposes of researching an area in which one or both teachers have a particular interest.

Team Teaching

- Teacher A delivers just one clear-cut element of the lesson (especially if it is perhaps more 'adventurous' and/or requires excessive preparation), teacher B takes on the whole of the rest of the lesson.
- Teachers A & B conduct different elements of the lesson. For example, teacher A takes register and gives feedback on homework. Teacher B introduces theme of lesson and new teaching point. Teacher A consolidates work on the whiteboard and so on. The teacher not involved in the presentation at any given moment ensures that pupils are paying attention, deals with any potential problems, helps slow learners, etc.
- Teachers A & B perform a 'double act' by reading out a dialogue from the textbook or worksheet to demonstrate it to the class. Half the class could repeat after teacher A, the other half after teacher B.
- Teachers A & B perform a 'double act' in order to demonstrate a rôle-play or information-gap exercise before the pupils attempt it.
- Teachers A & B perform a 'double act' by reading a dialogue or having an *impromptu* conversation from which pupils have to for example fulfil speaking and listening assignment.
- Teachers A & B perform a short drama sketch, e.g. teacher A pretends to have lost his/her bag, whilst teacher B plays the role of the police officer, asking questions. The class (who have previously examined the contents of the bag whilst teacher A was out of the room) then decide whether the bag belongs to teacher A or not. Such an example may be a stimulus for drama, creative writing, or part of speaking and listening assignment.

These techniques should benefit the pupils by offering them more variety and individual attention. They should also benefit the trainee by allowing a progressive development of teaching skills based on practice and evaluation/feedback and, not least, they should benefit the mentor by enabling him/her to develop new techniques and materials, encouraging a less stressful environment and allowing a rare opportunity for reflection upon his/her own teaching style.

In addition to ensuring all trainees meet the **CCFs**, it is vital that a mentor also differentiates the training to match the needs of individual trainees. Usually trainees who are struggling get a lot of support from their mentor. However, able trainees can be just left to get on with it. Wherever possible differentiation enables trainees to extend their expertise and offers them appropriate challenge. Below are some suggestions to mentors for **challenging** you!

11.5 - Differentiation for Trainees

- **Intellectual challenge** for the able trainee
For example, can the trainee produce a suitable revision programme for post-sixteen examination classes? Or research and present to the department the latest research findings on a relevant aspect of Psychology/ HSC teaching?
- **Pedagogical challenge** for the able trainee
For example, can the trainee present a series of lessons to the department that use a range of innovative learning styles? Or find stimulating ways of helping children address key skills on the computer?
- **Subject Knowledge challenge** for the able trainee
For example, can the trainee become an 'expert' on a relevant area of the curriculum and provide background information for the department to use.
- **ICT challenge** for able/advanced trainee
For example, can the trainee create a website? Set up new links with other schools? Produce departmental electronic systems for assessment purposes etc.
- **Extra support** for the 'cause for concern' or 'at risk' trainee
For example, in what areas is the trainee experiencing problems? Is there a programme of extra support within the department to address these?

11.6 - Observation and Feedback

Lesson observation and feedback are probably the most important keys to the successful development of the trainee. Written feedback should be given whenever possible, along with an opportunity for dialogue. Formal observation sessions should be carried out on the observation proformas provided (see main handbook).

At least one observation per fortnight must be by the mentor. At least 50% of timetable must be with mentor's classes to ensure suitable opportunities for observation.

One of the best times to exploit honest yet encouraging, quality, constructive feedback is during the period in October/November when the trainee is responsible for parts of lessons only. Mentors are then able to focus on one or two issues, e.g. pupils talking during the register, a quiet speaking voice etc., suggest remedial action and then comment on the remedy in action during the next lesson. Unless the trainee is a highly experienced already, observation feedback that begins only when the trainee has taken the whole lesson will often have too many issues to address at once and so prove daunting and demoralising from the trainee's point of view.

It is very important to discuss the focus of the observation when planning a lesson with a trainee, even if your observation is to be of a general nature. This offers the trainee more security. Clearly, to say that you are going to focus on the use of resources, and then spend most of the time talking about class management, is not helpful.

Following a consistent approach for each observation debrief helps the trainee to reflect and accept praise and criticism as necessary:

- Give the trainee an opportunity to say how he/she felt the lesson had gone;
- Start with a positive comment;
- Try to discuss specific elements of the lesson rather than making broad generalisations;
- Try to link comments to the standards and subject-specific evidence descriptors;
- Make sure targets are clear, realisable and supported by suggested strategies
- End on a note of encouragement (even if the lesson has not gone too well).

Where there are serious concerns, e.g. the trainee maybe excellent in the classroom yet turns up late each day or is dressed inappropriately, it is better to discuss these concerns privately outside the context of the lesson observation.

Trainees must be observed throughout.

Please try to provide opportunities for the trainee to continue to observe you and other colleagues, and to discuss analytically what they have observed.

Finally, mentors should be aware of pastoral issues that tend to emerge in the course of such a stressful year. Below are the main pastoral concerns of trainees in recent years:

- Emotional problems – breaking up with partners
- Financial worries – lack of grants and very restricted travel allowance
- Being expected to teach too much too soon
- Insufficient access to resources and photocopying facilities
- University pressures – essays and presentations
- Lack of self-confidence when dealing with established staff

11.7 Target setting

Target setting is crucial to trainee development. The targets are the result of issues raised by trainee and mentor – between you, you negotiate what is included.

Good targets are precise and have a clear focus in moving you forward. Equally important are the strategies to help you meet the target. It is no good saying that your target is to improve lesson starts and that the strategy is to improve lesson starts!

The following questions and advice are to help you with this important area:

- Setting targets:-
 - What is the area I need to work on?
 - What evidence have I got that there is a problem to work on?
 - Am I sure that is the real problem (e.g. poor behaviour may seem the problem, but the cause of the poor behaviour may be lack of clarity in your instructions, a lack of/too much challenge in your classes, a failure to engage pupils at the start of a lesson etc!)
 - If the target seems very broad, ask why you want to focus on that area (see below)

<p>Broad Target Differentiate lessons</p>	<p>Possible reasons WHY?</p> <p>To ensure materials are accessible to all</p> <p>To identify different types of psychological thinking required in lesson and judge how appropriate and challenging this is for 7W</p> <p>To identify prior knowledge and understanding so you can identify where to pitch the lesson</p>
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<p>Improve classroom management</p>	<p>To identify where the difficulties are in the lesson and provide scaffolded learning to overcome these</p> <p>To engage pupils attention at the start</p> <p>To sustain pupil interest and motivation during the main section of the lesson by providing shorter activities to provide pace</p> <p>To ensure that all materials are accessible to all but still present a challenge to motivate pupils</p> <p>To deal with instances of pupils calling out more firmly</p>
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Devising strategies:-

- These need to be practical
- You need to be able to show that something concrete has happened (e.g. a lesson has been observed, notes of a discussion etc)
- They need to be precise
- They need to have a clear purpose

Below are possible examples of targets and strategies:

Example One

The Problem

You are mid-way through the term. Lesson observations from your Curriculum Mentor and other departmental colleagues suggest that you are sometimes explaining new material rather too quickly and some groups of pupils are becoming confused. This is confirmed by your own lesson evaluations where you have identified a need to plan more opportunities for revisiting and reinforcement in your lessons. Your mentor suggests that this is as much about assessment and learning outcomes as pupils are not clear what they are supposed to be doing and why. You are also a bit disillusioned by the lack of pupil responses in the classroom.

Target	Strategy
Clearer and more thorough explanations appropriately paced so as to maintain pupil concentration for longer periods.	Analytical observation of two lessons by Mrs Teacheswell – a Psychology/ HSC teacher in the department who is particularly good at introducing new material.
Development of a wider repertoire of techniques for revisiting and reinforcement of knowledge and understanding.	Your bottom set Year 11s is about to begin work on the Psychodynamic perspective. Whilst planning their sequence of lessons, devise a minimum knowledge and understanding that they must develop to get the most out of the lively role-play at the end of the sequence. Devise and implement a range of techniques to ensure that their knowledge and understanding is being constantly reinforced to meet the minimum you require.

Evidence that you have met this target:

- Observation and discussion with Mrs. Teacheswell
- Lesson plans including use of ideas gained from observation; lesson observation by the Year 9's usual teacher; your self-evaluations; assessment evidence; discussion with your Curriculum Mentor.

Example Two

The Problem

It is near the end of professional practice. It is clear from lesson observations and pupils' work that you are not challenging the middle and more able in their use of practical work. The Year 10 mixed ability class is getting restless as they are dealing with research methods in a manner similar to Year 11, though you are actually working with resources provided by the department. This is as much about your own understanding of progression in the ways pupils operate, as it is to do with the resources available to you within the department.

Target	Strategy
Gain a clearer understanding of progression about pupils' ability to work with research methods and numeracy material.	Go to ResourcD which will offer ideas and resources on research methods. Pick out two ideas the pupils have not been asked to use before on an easy method, 'self-report' and an idea on a more difficult method such as the experimental method. 'Write down what a Year 11 pupil should be able to do on research methods compared to a Year 10.
Plan a sequence of lessons which will extend the majority of pupils in their work on research methods.	Create some materials for use on a lesson about research methods for your Year 10 class which shows clearer progression in the demands made of pupils.

	Do a short presentation to the department about your findings.

Evidence that you have met this target:

- Notes from reading
- Lesson plan incorporating new ideas
- Observation and self-evaluation of lesson
- Pupils' work from lesson
- Feedback from departmental meeting in the minutes
- Discussion with your mentor.

11.8 Support Plan Procedure

One of the greatest challenges for a mentor is the shift of emphasis from being a 'supportive advisor' to a 'summative assessor'. Being honest at all times with your trainee is crucial. Liaising with the Professional and Curriculum tutors is also important, especially if you have any doubts about the trainee's competence.

Mentors need to use the Weekly Reflections on PebblePad and consider what should the trainee be achieving for the relevant stage of the course:

During the each half term consider if are any of the following clearly evident?

- a) the trainee's attendance, punctuality and dress are poor.
- b) the trainee demonstrates very little interest in, or rapport with, pupils.
- c) the trainee on several occasions fails to meet deadlines with respect to reasonable requests from yourself or colleagues in the department (e.g. fails to prepare an activity for small group work).
- d) the trainee shows little interest in the life of the department (i.e. resources available, routines, day-to-day procedures).
- e) the trainee fails to establish a working relationship with yourself and/or your colleagues.
- f) the trainee seems to express excessive concern about teaching an entire class.
- g) the trainee demonstrates a poor professional demeanor, often indicated by bad manners and an impolite attitude towards established staff.
- h) the trainee fails to respond to the professional advice given by mentors.
- i) the trainee demonstrates insufficient subject knowledge.

This list is not meant to be exhaustive, but it may help new mentors in particular. If any of the above signs are evident, **it is important to contact the Curriculum tutor as soon as possible**. It is better to be over-cautious than to let problems continue until the last minute. For a trainee, being put on a support plan may be seen as a sign of failure, so before this is done formally, it is important that this is discussed fully with the Curriculum tutor.

12. Academic Assessment

Whatever your prior academic performance, all assignments need to be completed to a competent level. To help you with this, there is a full explanation of each task and the marking criteria in the main course handbook. All assignments are requirements for successful completion of the course linking QTS with academic expectations. All assignments are opportunities to think at a deeper level about many of the issues we cover in university sessions, and are a vital component of good professional practice.

Note that good written assignments will:

- Be clearly and coherently presented with careful attention to technical accuracy (spelling, grammar, footnotes, bibliography etc)
- Where applicable, show a clear understanding of the nature, purpose, content, structure and concepts of the discipline and teaching of Psychology/ HSC, making appropriate references to the 14-19 specifications
- Show evidence of reflection upon classroom experience. In particular, referring to pupils' work to inform observations
- Draw upon the recommended reading about the teaching and learning of Psychology/ HSC to critically inform your comments
- Weave together theory and practice

What does weaving theory and practice mean?

The assignment will contain practical examples of classroom work combined with reflective commentary. These can be merged or presented separately. However within your commentary it is vital that you link theory and practice explicitly. This means organising your ideas around some structure or rationale. Sometimes it will help to draw on the theoretical ideas of others, whether this be QCA guidance, articles, research evidence or departmental policy.

Below are examples that weave theory and practice together:

- *These particular examples of the uses of perspectives to the real world demonstrate two possible pitfalls that can limit pupils' learning. I observed a number of pupils slipping too quickly into an easy identification of features of a particular piece of empirical research with the essential tenets of the perspective. This 'bottom up' approach lacks validity as it ignores the fact that a particular piece of research does not always sit within all the key parameters of the perspectives and approaches/areas. . The need to encourage pupils to construct tentative accounts based on the research evidence available to them has been cogently argued by Davis (1998). Davis demonstrates.....*
- *One of my main aims in planning for pupils' extended writing based on psychological perspectives was to help pupils to structure their answers by distinguishing between general conclusions and particular details. I found it extremely useful to draw on the work of Counsell (1997) in order to apply perspectives to the real world. Counsell argues that.....*
- *The benefits of enquiry or 'big' questions has been effectively demonstrated by Riley (2000). He states that.....Using these criteria, it becomes obvious that the reason for the poor quality of pupils' work stems from a lack of clarity about the purpose of the task they were set. Therefore, using Riley's ideas, a better way forward would be to.....*

Here theory and practice are woven together in a clear and helpful way. Notice too that the commentary focuses very precisely on what exactly is going on in the lesson, particularly helpful is the emphasis on very specific conceptual areas within the subject. Bland statements that pupils found understanding perspectives or essay writing difficult or weren't motivated are not very helpful.

Articulating precisely what you are trying to teach and the specific issues that arose will be of far greater benefit to you.

12.1 Applying Professional Knowledge (APK) assignment.

Placement One tasks

You will need to upload the teaching timetable that you will be following by Christmas (approx.. 8 hrs per week fulltime/ 4 hrs parttime) as soon as you have this. Your curriculum tutor will check it to make sure you have a mentor hour timetabled, you have both KS3 and KS4; you don't have too many shared/ split classes/ different teachers etc.

Applying Professional Knowledge (APK) assignment.

During the Autumn term, you should begin working on your Applying Professional Knowledge (APK) assignment. It would be helpful if your mentor could guide you towards an appropriate class and pedagogical approach. It is really important that this task focuses on a history specific area. e.g. teaching historical interpretations. Details of the assignment are given below.

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

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

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

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

The assignment itself should therefore include the following:

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

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

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

APK dissertation via Turnitin due: **APK dissertation via Turnitin due: Thursday 22nd February 2024 by 5pm (tbc)**

In order to help structure, the APK assignment for you, you will also have internal deadlines to upload onto Canvas. You will be provided with a planning tutorial. You will also be asked to write a short extract of your literature review and sample of your evaluation. These will be formatively marked and you will be provided with guidance on how to improve.

Reflecting on Professional Knowledge (RPK) assignment.

The final Masters assignment of the course is like a viva in that it is a spoken interview with complementary folder of evidence. You will spend much of the time discussing a selected lessons which exemplify your progress in an area of subject pedagogy over time. You will use your knowledge of scholarship to inform this. For the full details and all the regulations, you have to read the main handbook and I would encourage you to do so.

RPK Final Assessment Deadlines

RPK written contribution: **Monday 13th May 2024 by 9am**

RPK assessment window: **Monday 13th - Friday 24th May 2023**

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 Phase Reports completed at five points over the year (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 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.

Part 2 of the Teacher Standards relates to personal and professional conduct.

You will need to demonstrate 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.

13. PGCE Psychology/ HSC - Reading List and Websites

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

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

develops and you will find your perspective change. Aspects of the text will produce new meanings and deeper understanding.

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

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

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

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

13.1 Psychology/ HSC Reading List

General pedagogy

Brown, P et al (2014). **Make it stick.** Harvard University Press

Busch, B. & Watson (2019) **The science of learning. 77 studies that every teacher needs to know.** Routledge

Dweck, C. (2006) **Mindset, How you can fulfil your potential.** Random House

Griffith,A. (2013) **Engaging Learners.** Crown House.

Oakes, S. and Griffin, M. (2016). **The A'level Mindset. 40 activities for transforming student, commitment, motivation and productivity.** Crown House .

Petty, G. (2015). **Teaching Today- A practical guide** Oxford University Press. 5th edit

Sherrington, T. (2019) **Rosenshine's Principles in Action** . Jon Catt Educational Ltd

Smith, J (2017). **The Lazy Teacher's Handbook: How your students learn more when you teach less.** Crown House.

Smith, M and Frith, J (2018). **Psychology in the Classroom- a teachers' guide to what works.** Routledge

General Psychology textbooks

Gross, R. Psychology (2015) **The science of Mind and Behaviour.** (7th ed). Hodder

Gross, R. (2014) **Themes, Issues and Debates in Psychology Fourth Edition.** Hodder

Miles, J and Banyard, P. **Understanding and Using Statistics in Psychology: A Practical Introduction.** Sage. 2007

Other

BPS. **The Future of A' Level Psychology.** Briefing Paper 2012.

Gajic, D & McGinty, J (Sept. 2022). **Learning to Teach Psychology in the Secondary School: A Companion to School Experience.** Routledge

AQA A' level

Bailey, J. et al (2008) **AQA A2 Psychology a Student's book** Cheltenham: Nelson Thornes

Green, S et al (2015).Oxford **AQA Psychology/ A Level Year 1 and AS.** Oxford University Press

Flanagan, C. et al (2015) **AQA Psychology for A Level Year 1 & AS - Student Book.** Illuminate Publishing

Lawton, J and Willard, E (2015) **AQA A-level Psychology Book 1.** Hodder

OCR

Bainbridge, A et al. (2008) **OCR A2 Psychology Student Book.** Heinemann

Ellerby-Jones, L et al (2015) **OCR Psychology for A Level Book 1.** Hodder

Cara Flanagan, Phil Banyard, Caroline Farnsworth. **OCR Psychology for A Level Year 1 & AS** (Fourth Edition). Illuminate. 2015

Jarvis, M **OCR A Level Psychology: AS and Year 1** Second Edition Oxford Press 2015

Edexcel

Brain, C (2015) **Edexcel Psychology for A Level Book 1.** Hodder

Russell J and Jarvis M (2009) **Angles on Psychology for Edexcel A2 Level Student Book.** Folens

Russell, J et al. (2009) **Angles on Psychology for Edexcel A2 Level Student Book**. (2nd ed) Folens

Brain, C. et al. (2009) **Edexcel A2 Psychology Student Book**. Pearson

Brain, C. (2009) **Edexcel A2 Psychology Textbook**. Phillip Allan

GCSE

Karon Oliver et al (2012) **OCR GCSE Psychology 4th Edition Psychology/ HSC First**. Hodder

13.2 General Websites

The following sites give information that will be useful for information throughout the course:

<http://www.teachernet.gov.uk> - lots of useful information for teachers

<http://www.teachingexpertise.com> - Classroom management, teaching and learning information

<http://www.tes.co.uk/>- Times Educational Supplement

www.ofsted.gov.uk/ - this provides details of school reports but also useful advice about the findings of Ofsted and HMI about various issues in teaching

<http://www.education.gov.uk/> - this is the official DfE website, which contains information about initiatives, publications and general policy changes in teaching

Exam Board websites

www.aqa.org.uk/ AQA exam board

www.edexcel.org.uk/ Edexcel exam board

www.ocr.org.uk/ OCR exam board

13.3 Psychology Specific Websites

<http://alevelPsychology.co.uk/>

<http://aqabPsychology.co.uk/>

<http://www.holah.co.uk/page/home/>- designed more with the OCR specification in mind

<http://www.psychteacher.co.uk/http://www.s-cool.co.uk/a-level/Psychology> GCSE and A Level revision site

<http://www.psychblog.co.uk> - more resources

<http://www.psychlotron.org.uk> - AQA resources audio, visual and text based resources

<http://www.psychnews.co.uk> Psychology/ HSC news for teachers

<http://www.Psychology together.com> - Another resources

<http://www.simplyPsychology>

<http://www.gerardkeegan.co.uk/> - Support for OCR syllabus

Psychology teaching & learning journals

Title	Publisher	Audience
<i>E-Journal of Psychology Teaching</i>	Psychology HSC Teacher Training Network	School & college Psychology teachers
<i>Psychology Teaching Review</i>	British Psychological Society	Psychology teachers, all levels
<i>Psychology Learning & Teaching</i>	Higher Education Academy	Psychology teachers in HE
<i>Teaching of Psychology</i>	American Psychological Association	Psychology teachers, mostly in HE
<i>Psychology Review</i>	Philip Allan	Psychology A-level students
<i>PsyPAG</i>	British Psychological Society	Psychology undergrads

Health and Social Care Resources

<https://www.tutor2u.net/hsc-> lots of free and chargeable resources

<https://www.pearson.com/uk/educators/fe-college-educators/btec-blog/2020/05/a-reading-list-for-health-and-social-care-students.html> Lots of resources are indicated

Billingham, M. & Davenport, P. et al, Jul 2016. **BTEC National Health and Social Care Student Book 1: (BTEC Nationals Health and Social Care 2016)**. Pearson

Edwards, D & Best, S (Mar. 2020). **The Textbook of Health and Social Care Paperback**.

14. Know Your Acronyms (KYA)

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

ADHD – Attention Deficit Disorder
AEN – Additional Educational Need
AFL – Assessment for Learning
AHT – Assistant Headteacher
ALL – Association of Language Learning
ASC – Autistic Spectrum Continuum
APS – Average Point Score
ASD – Autistic Spectrum Disorder
ATL – Association of Teachers and Lecturers
AUP – Acceptable Use Policy
BFL – Behaviour for Learning
BSD – Behavioural and Social Difficulties
CAMHS – Child and Adolescent Mental Health Services
C4C – Cause for Concern
CATs – Cognitive Ability Tests
CLA – Children Looked After (replaces LAC – Looked after Child)
CP – Child Protection
CPD – Continuing Professional Development
CS – Curriculum Studies
CT – Curriculum Tutor
DfE – Department for Education
DHT – Deputy Headteacher
DST – Directed Study Time
EAL – English as an Additional Language
EBD – Emotional and behavioural difficulties
EBI – Even Better If
EWO – Education Welfare Officer
FFT – Fischer Family Trust
HAPs – Higher Ability Learners
HI – Hearing Impairment
HLTA – Higher Level Teaching Assistant
HoD – Head of Department
HoY – Head of Year
ITT – Initial Teacher Training
LAPs – Lower Ability Learners
MAPs – Middle Ability Learners
MLD – Mild Learning Difficulties
NASUWT – National Association of Schoolmasters and Union of Women Teachers
NEET – Not in Education, Employment and Training
NUT – National Union of Teachers
PP – Pupil Premium (previously FSM – Free School Meals)
PPA – Planning, Preparation and Assessment (on a teacher's timetable)
PPR – Phase Reports (developmental professional practice assessments written by schools)
PS – Professional Studies
PUR – Progress Update report
RAISE – Reporting and Analysis for Improvement through Self Evaluation
REV – Review Time
ROE – Record of Evidence
RPK – Reflecting on Professional Practice
SATs – Standard Attainment Tests
SEF – School Evaluation Form
SENCO – Special Educational Need Co-ordinator

SEND – Special Educational Needs and Disability
SIMS – Schools Information Management System
SK – Subject Knowledge
SLT – Senior Leadership Team (SMT – School Management Team)
SpLD – Specific Learning Difficulty
TA – Teaching Assistant
TT - Timetable
VLE – Virtual Learning Environment
WWW – What Went Well

15. Finally - but significantly - 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>

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