SCHOOL OF EDUCATION AND SOCIAL WORK

ITE Science Subject Handbook 2023/24

UNIVERSITY OF SUSSEX

THE SUSSEX CONSORTIUM for Teacher Education and Research

Science is punk rock. Science is the safety pin through the nipple of academia.


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ยินดีต้อนรับ
Добредојдовте
ترحيب
欢迎
bienvenido
добродошао
Καλώς Ορίσατε
tervetuloa
歡迎
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benvinguda
boas-vindas
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дабро запрашаем
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ласкаво просимо

Pre-Introduction Notes:

To help you navigate the PGCE year we have made some **key documents/platforms** that you should use throughout the course.

1 – The Science Handbook (this document). This is more of a guidebook than a handbook. Read it from cover to cover at the start of the course. It will help you get prepared for the course and let you know how it all works.

2 – The Science Calendar. You will find this on the induction padlet or **Science Canvas site**. This document takes you week by week through the course. It tells you the observation focus for the week as well as all your deadlines. If in doubt about what is happening on campus, this is the first place to go. We expect you to study this document and use it all year. It is available in word (for writing on) and in pdf for writing on. Please do not change any of the deadlines in the 'word' version.

3 – The Main ITE Handbook. This is a more 'legal' document that also shows you the assignment regulations too. You should familiarise yourself with this handbook, so you know where to go when you have a query.

4 – Science Canvas Site. We use this for everything. You will find all the key documents for the year as well as all the sessions that we teach. We use this platform to send you messages and you should use it to contact each other too.

5 – Main RPK (reflecting on professional knowledge) Canvas Site. This is the main PGCE site for the year. This is where Karen (Sec Lead) and Clare (Head of Secondary ITE) will contact you and let you know about all matters do to with the 'professional studies' side of the course.

6 – PebblePad. This is the platform that we use every week for you to write about your week and tell us what you have been up to. It really is an essential part of our course.

To begin with this can all seem somewhat overwhelming. Apologies about that. The Science Calendar is the main document for the year that will let you know what is going on, so if in doubt that is the first place to go.

Each year we have a 'special' focus to help us improve the science education of our pupils. This year we want to focus on under-represented groups in science and how we can engage all pupils to see science as a career for them.

Contents

Introduction

Welcome to the Secondary Science ITE. As a teacher of Science, you have chosen a profession that is exciting, dynamic, and rewarding. This programme has a central aim to develop committed, thoughtful, and effective Science teachers who will encourage pupils to think for themselves and enjoy their learning experience.

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

The course you are about to embark on is one of the most well-established initial teacher education (ITE) programmes in the UK, and one which has a well-deserved reputation for developing successful Science teachers with many Science departments in local schools. We were the first institution to bring in school-based training over 50 years ago.

If you are a Science mentor, the chances are quite high that you yourself trained to teach Science at Sussex, we are so pleased that you have decided to mentor with us. The commitment of many local Science teachers and professional tutors to this programme has done a great deal to ensure its high quality over the years, and this dedicated involvement is greatly appreciated by trainees and by the university-based curriculum tutors.

We look forward to working with you and hope that this year will be an enjoyable one.

Training to be a teacher is a rewarding and exciting task. It requires hard work, organisation, creativity, and resilience. The training year will probably be the most intense year of study you have undertaken so far, but the rewards of success – gaining Qualified Teacher Status (QTS) – mean that you can embark on a professional career that literally changes children's lives (and probably yours in the process).

Rosalind Franklin - DNA

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.

Marie Curie - Radiation

Glossary

ACE – Alternative Centre for Education/Also known as PRU (pupil referral unit)

AHT – Assistant Head Teacher

APK – Applying Professional Knowledge (First big written assignment)

ASD – Autistic Spectrum Disorder (SEN code)

ASE – Association of Science Education

AST – Advanced Skills Teacher

ATL – Association of teachers and lecturers (now NEU with NUT)

BSD – Behavioural and Social difficulties (SEN code)

BLM – Black Lives Matter

BME – Black Minority Ethnic

C4C – Cause for Concern

CAMHS – Child and Adolescent Mental Health Services (SEN code)

CATS – Cognitive Ability Tests

CPD – Continuing Professional Development

CS – Curriculum Studies

CT – Curriculum Tutor

DHT – Deputy Head Teacher

DST – Directed Study time

EAL – English as an Additional Language

EBD – Emotional and behavioural difficulties (SEN code)

EEF – Education Endowment Foundation

EHC - Educational and Health Care plans (SEN code)

EMAS –Ethnic Minority Achievement Service

EWO – Education Welfare Officer

FFT – Fischer Family Trust

FSM – Free School Meals

G and T – Gifted and Talented

HLTA – Higher Level Teaching Assistant

HOD – Head of Department

HOY – Head of Year

IOB – Institute of Biology

IOP – Institute of Physics

K - SEN support in school (SEN code)

NASUWT - National Association of Schoolmasters Union of Women Teachers

NUT – National Union of Teachers (now NEU with ATL)

NEU – New Education Union

PP – Pupil Premium (funding for pupils with FSM)

PT – Professional Tutor

PS – Professional Studies

REV – Review time

RPK – Reflecting on Professional Knowledge (Final assignment)

RSC – Royal Society of Chemistry

RSPCA – Royal society for the prevention of cruelty to animals

SAPS – Science and plants for schools

SATS – Standard attainment tests

SEN – Special Educational Needs (SEN code)

SENCO – Special Educational Needs Co-ordinator

SIMS – Schools information management system

SK – Subject knowledge

SKA – Subject Knowledge Audit

SKE – Subject Knowledge Enhancement

SLD – Specific Learning Difficulty (SEN code)

SMT (SLT) – School Management Team

SP – Support Plan

TA – Teaching assistant

TT – Timetable

Lise Meitner - Radioactivity

Part 1 - Getting Ready to Teach

What is a teacher and what does it take to be a Good One?

We will all have very different ideas about what makes a good or outstanding teacher. The first diagram (fig 1 below) outlines the qualities that we believe are necessary to be a good teacher. The second (fig 2) describes the skills that are needed by a teacher to allow all their pupils to make good progress.
As a trainee teacher it will be very difficult for you to exhibit all these qualities and skills when you first start teaching, but as the year progresses you will find yourself being able to multi-task much more effectively and be moving towards 'good' or 'outstanding' teaching and learning.

Teacher Qualities

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

Teacher Skills

Have a look at the following charts:

Fun	Sense of Humour	Good teacher qualities	Enthusiastic	
	Kind/Caring		Energetic	
	Supportive		Dynamic	
	Empathic		Confident	
	Firm/Fair		Resilient	
	Tolerant		Attentive	Alert
Sharing	Generous		Imaginative	
	Thoughtful		Creative	Original
Honest	Reflective		Professional	Discrete

(Figure 1)

Subject knowledge	Curriculum Knowledge	Other knowledge	Teacher skills and knowledge	Policy knowledge	Pedagogic knowledge	Assessment knowledge
Biology	KS1 and KS2 National Curriculum	Numeracy		SEND code of conduct	How do we teach?	Exam boards
Chemistry	KS3 National curriculum	Literacy		All school polices (SEND and behaviour in particular)	How do we observe?	Exam papers
Physics and Astronomy	KS4 national curriculum	Emotional Literacy		EEF documents on Science	How to we differentiate?	In school assessment policies
Geology	GCSE syllabi	Pastoral		IOP/RSC/IOB	How to interpret data?	
Required practicals	Post 16					
How Science works	Post 16					
Science language	Careers in Science					

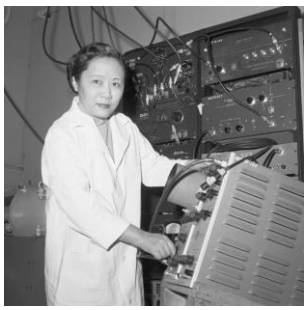
(Figure 2)

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

Our vision is to train creative, pupil-centred teachers who can survive in the modern world of teaching will all its challenges. We aim to do this through excellent support and challenge.

Think……

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



Chien-Shiung Wu – Nuclear Physics

Why is teaching Science so special?

To help us understand what it is to "teach Science" the national curriculum gives us a good starting point:

"A high-quality science education provides the foundations for **understanding the world through the specific disciplines of biology, chemistry and physics**. Science has changed our lives and is **vital to the world's future prosperity**, and all pupils should be taught essential aspects of the **knowledge, methods, processes and uses of science**. Through building up a body of **key foundational knowledge and concepts**, pupils should be encouraged to recognise the power of **rational explanation** and develop a sense of **excitement and curiosity** about **natural phenomena**. They should be encouraged to understand how science can be **used to explain what is occurring, predict how things will behave, and analyse causes**." (Gov, 2013, p.2)

So, no pressure then! We all know that Science is essential to the future of our planet and the safety of both humans and all other species – never more than now……

The curriculum goes on to outline it's aims:

The national curriculum for science aims to ensure that all pupils:
♣ develop scientific **knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics

♣ develop understanding of the **nature, processes and methods of science** through different types of **science enquiries** that help them to answer scientific questions about the world around them

♣ are equipped with the scientific knowledge required to understand the uses and **implications of science**, today and for the future.
(Gov, 2013, p.2)

Teaching Science does not have a formula, we adapt how we teach each part of the curriculum. Sometimes we need to start with 'knowledge' and sometimes we start with enquiry; this is what makes teaching this subject so exciting. One thing we keep the same is the sense of **awe and wonder** about the world around us and try to link all content to the lives of the pupils we teach – context is essential to our teaching.

We do not teach Science as a series of ‘facts’ but teach **concepts** that the pupils can draw upon next time they embark on a new topic. For example, once we teach particle movement the pupils can apply this to any scenario. We make the connections and remind them of their prior knowledge.

Experimentation is essential to all that we do. Scientists test – they trial – they analyse results and start again. They eliminate anomalies and look at risk. We encourage our pupils to be scientists in our classrooms and laboratories. When pupils construct their own knowledge through experimentation, they remember it and own the knowledge. The processes are an important part of our subject just as much as the concept knowledge.

Dorothy Hodgkin – Chemist (x-ray crystallography

How does the year work?

The Calendar for the Year

The course structure for the year can be found in the main ITE handbook and a full outline for the year is on your calendar (this is on Canvas for you). In addition to this, we have our key dates for the year listed in the calendar that we have made for you. Please do read these thoroughly and note the key dates for assignments and assessments onto your own calendar/diary. It is not our responsibility, as tutors, to remind you of deadlines and what needs to be handed in when (but we still will, don't worry!). We have created a detailed outline of the year that is for you to use and monitor and manage your own time on the course.

Many teachers often use a planner like this:

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

You can buy them online from:
http://www.edplanbooks.com/
We are not saying that you must buy them, but other trainees have found them indispensable in the past. However, you do have to have a diary of some description, you cannot go through the year without one.

Using the Science Calendar

- **Note the key dates for assignments** (proposals, drafts and deadlines)
- **Note the key dates for assessments** (progress updates, professional practice profiles and support plans)
- **Note the days that we may be off campus** (Forest school, Beach Ecology day, etc.)
- Not**e the days that we may be finishing late** or attending possible social events
- 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

What to take to School that is Useful?

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

We recommend that you buy a cheap toolbox from somewhere like Homebase:

Things to put in your box:

- Cheap pack of pens
- Colouring pencils (furbies are the best as they do not shatter)
- Rubbers
- Rulers and tape measure
- Scissors
- Sharpeners (heavy duty)
- Pencils
- Glue sticks
- Post its
- Highlighters
- Few calculators
- Blow up globe
- Wind-up toys
- Torch
- Balloons
- Board pens
- Chalk (for drawing on desks and the floor)
- A toy doll like a Barbie or a Ken (they are great for dropping and discussing unhealthy body image!) – toy animals are helpful for classification and adaptation discussions.

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

You will also need to buy folders, but you may choose to file all your evidence electronically – up to you.

Marry Anning – Palaeontology

Getting Organised for the Year

Organisation and Record Keeping

One of the main barriers to a trainee teacher's success is often their organisation. You need to stay on top of the mountain of paper and electronic files from the first day. Set yourself up with some folders, get a hole punch, a stapler and get in the habit of filing from the start. Turning up to your RPK interview or to review tutorials with your evidence and planning loose in a bag is not a good idea. You will need to bring your 'Science Calendar' with you to show your completed forms.

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

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

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

Lesson observations – After October half term you will be observed (formally) every week by your mentor or other member of the Science department. It is vital that your mentor/teacher gives you **3 strengths and 3 targets to work towards**. You write the details of this observation into PebblePad and upload the completed form. Note that the mentors must comment on your subject knowledge/pedagogy in this formal observation. You should also keep the form that the teacher observer completes as evidence. Your mentor will discuss how you are doing with regard to your CCF entitlement in these observations.

Weekly tracking of your progress:

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

The purpose of the weekly tracking is to:

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

More specific training on how to complete PebblePad will be provided in the early part of the course. As an overview, there are different sections that you have to complete as follows:

Weekly Tracking of your progress

- Set the **agenda** for your weekly mentor meeting and make brief notes (up to 150 words) of what was discussed.
- Record your **key reflection** for the week and let your tutor know **how the week has been.**

Rachel Carson – conservationist

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

1) Keep a clear record of your attendance and punctuality for the year
2) File all lesson plans and evaluations
3) File all the resources that you use and make
4) **Fill in your mark book often and keep records of pupil progress**
5) Ensure that you take copies of pupil work as you go through the year – file these
6) Keep a record of all professional studies that you attend both at school and at Uni
7) Record all other activities that you are involved in at school such as trips, shows, duties and parents' evenings. You should record all these events in your CPD log in your Science Calendar. Detailed responses to these should be completed on the Detailed CPD form and filed.
8) Keep your subject knowledge audit up to date each week.

Elsie Widdowson - Nutritionist

Building your Portfolios/Folders

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

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

Your CT will look at them at review times, when they observe you, when you bring them to the sharing sessions.
These portfolios are your way of showing that you have physical or electronic evidence that you have met the teaching standards (TS). We are not endorsing a course that is standards driven, but a good teacher should find their evidence of meeting them through good planning of good lessons.

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

As an electronic record

Some trainees like to keep all their evidence in electronic folders. This has advantages in that you are not moving large folders around from place to place but it also has some disadvantages. Much of what you will get as evidence is in a written

paper form. This means that you will need to scan all this evidence in as you get it to store it on a memory stick. This is time consuming and will be difficult to upkeep once you are teaching a full timetable.

As a paper only folder

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

A mixed methods approach

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

Inge Lehman – Seismologist

Core Content Framework (bit of formal information in this next section…..)

- On a regular basis use the tracking platform to reflect on and review your progress towards the Standards and audit your journey through the CCF.
- Highlight the statements that make up each of the standards you feel you have met in the phase that you are teaching in – can you use the CCF to see what you may need to do/access to move yourself forward?
- This must be supported by evidence that you have met particular strands of the Standards ready to be discussed with your mentor twice a half term. In a typical 6-week half term this would be once in week 3 or 4 and once at the End of Phase review meeting in week 5 or 6.
- For the End of Phase Review meeting complete in advance the reflection sections on the tracking document based on the overall progress you have made over the term. These reflections will populate the corresponding sections on the Phase Report form that your mentor will use to grade your progress towards meeting each of the Standards.

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 trainee teacher development in five core areas:

Behaviour management
Pedagogy
Curriculum
Assessment
Professional behaviours

It is designed in the knowledge that the quality of teaching is the most important factor in improving outcomes for pupils. The ITT Core Content Framework and the

Early Career Framework together establish a three-year structured package of support for future teachers.

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

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

Key to note that the CCF is your entitlement, if you get all that you are entitled to and thrive in your teaching placements you will meet the teachers' standards at the end of the PGCE.

Alice Ball – Chemist (leprosy)

Your Subject Knowledge

This is such an important part of what makes us a good teacher. Some of you may not have the magic combination of Biology, Chemistry, Physics and Maths at 'A' level followed by a degree in your specialist subject, and even if you have you will still have areas of your subject knowledge that need attention before you teach it to the pupils. You need to be honest when you audit your SK and think about not only do you 'know' something about the subject area, but can you explain it to others?

Subject Knowledge Audit

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

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We feel that we should make something clear here as well. It is not the responsibility of your CT to help you with your subject knowledge. We have prepared sessions that will help you to teach certain areas and you are free to ask questions in those sessions. However, we are not running a subject knowledge enhancement course over the PGCE, 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.

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Building your Subject Knowledge and recording this

Trainees should keep a physical record of their subject knowledge journey. This document should have a copy of your audit at the start and some reflections of how you are feeling about certain areas. You should keep your SKA up to date and could hyper link to sources if you wish. **We strongly recommend you update this every week at the same time as you complete PebblePad.**

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 the science you may be missing:

- **Books (obvious!)** – but look around the department for cool old books that may have approaches that are more practical. Be careful with very old

books, as you may want to check the health and safety of the practicals on offer (another story for another day). Go to second-hand bookshops to find interesting project books to bring into school as well.

- **Internet** – caution though as some sites are rubbish and full of 'bad' Science. The TES is a good one as is BBC bitesize as a place to start with something simple. You Tube has some excellent tutorials on there too (blue screen man).
- **Exam papers** – test yourself and see how you do against the mark scheme and use examiner reports to help your pupils.
- **Each other** – find out who knows what and what degree they have and their experience. Your practical groupings will help here.
- **Your colleagues in school** – they are fountains of information that is easily accessible for a cake or a beer. Do not forget the technical staff, they know so much that will be useful to you and can save you hours of practice on an experiment they know will never work!
- **Museums and collections** – if you are teaching evolution then why not visit the natural history museum for inspiration? You are about to teach food webs, take a friend or your kids to Drusillas? Take pictures and bring these into your lessons as an engaging starter.
- **The societies** – look at the web pages for the RSC or the IOP and find out what they say. These are not the only ones. There are plenty more, SAPS is great for plants knowledge.
- **Make posters** – we ask pupils to do them for a good reason – they are a very useful way to display new knowledge in an easy to read way. Try out some techniques on yourself before you try them on the pupils. Make newspaper articles instead of just writing notes. Make PREZI presentations to show the information. It does not have to be pages and pages of prose. Use mind maps, spider diagrams, and flow charts. Make a video if necessary!

Marie Maynard Daly – Biochemist (cholesterol)

How does the Year of Training Work?

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

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

University Induction

In this time, you will meet all the people who you will be working with for the rest of the course. You will attend professional studies sessions as well as curriculum specific sessions. In Science we try to make sure that you head off on your professional practice with some sound basic knowledge of health and safety in the lab, some guidance on lesson planning as well as some broad ideas of how you can start to plan good lessons for the pupils.

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

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

Curriculum Studies Sessions

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

The structure varies from Friday to Friday, but you will normally be involved in some practical lab-based work, have a group tutorial, as well as have the opportunity to discuss and learn about some pedagogic aspect of teaching.

Kathleen Lonsdale – Chemist (benzene)

Professional Practice One (Phase A, B and C)

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

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

In terms of assessment of your progress, your mentor will complete a series of 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 during the placement. At two points in the placement your mentor will complete an assessment form to tell us how you are doing relating to the CCF.

Annie Jump Cannon - Astrophysicist

Intensive Training and Practice (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., am 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.

Professional Practice Two (Phase D and E)

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

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

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

End of the Course

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

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

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

Hertha Ayrton –
Physicist/engineer

Additional notes on your assessment and monitoring of your teaching

Section 1: 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 Professional Practice Record (PPR) on PebblePad. The Secondary Professional Practice Record is 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 the Secondary Professional Practice Record. The descriptors provided are used formatively on a regular basis to promote an ongoing professional conversation with all stakeholders across the Partnership about the current level you are working at.

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

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

Section 2: 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.

Part 2 – Training as a Teacher

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

At the University

Your Curriculum Tutor

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

Support you throughout the year:

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

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

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

Observe you:

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

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

When we visit, we normally arrive about 15 minutes early so that we are not in a rush to get to your lesson on time. There are certain things that need to be in place for

our visit. Please can you ensure that you have the following for the tutor to look at during and after the lesson observation:

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

It is very likely that your CT will use a laptop for the observation and the observation sheet is normally sent to you the same day.
Your CT will set you some targets that you need to work on, it is important that we see some progress towards these targets when we come to see you for the second time.
Sometimes it might be necessary to come to see you teach more than once in a professional practice. This is does not necessarily mean that you are failing, but that we feel that more support could be beneficial. Should you be placed on a cause for concern we will most certainly be visiting you in school more often.

Carry out your review tutorials:
During the year, there are opportunities to meet with your CT to talk about your progress in terms of school professional practice and assignments. These normally last about 30 minutes and take place in a Zoom room/in person. Sometimes this meeting can take place at your school if this seems to be appropriate. We will ask for a variety of materials to look at in this review depending on the time of year.

Ruth Benerito – Chemist (fabric)

Help you with assignments:

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

- Encourage you to see student support for assistance if you have declared a learning need. **Please note that it is your responsibility to contact Student Support about your needs**.
- Encourage you to submit a proposal for your assignments
- Encourage you to submit a draft in plenty of time for checking
- Your CT will check your draft and suggest changes. Please note that we are not here to proofread assignments, only to see that you are meeting the criteria for the assignment. We can also not allude to a possible grade.
- Mark your assignments in detail to allow you to make improvements in future assignments.

Monitor your progress:

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

Write your references:

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

Co-ordinate your Curriculum sessions at University:

Your CTs will provide the majority of the input on your CS days at University. Occasionally we bring in outside speakers to enhance your experience on the course.

Challenge you to be the best teacher you can be!

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

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

Ada Lovelace – Computer engineer

At School

Key people in School

Your Mentor

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

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

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

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So, being a mentor is a difficult task. They are responsible for balancing and interweaving two agendas. They must follow through a programme which will ensure that you have your CCF entitlement and all the specific subject knowledge assistance, 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 must 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.

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Your Professional tutor

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

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

The rest of the school

Rest of the Science department:

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

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Technicians

To a trainee teacher (and any other teacher to be honest) these people are extremely important. They are a fountain of knowledge; there for the taking, should you manage your relationship with them well. It is the technicians that will provide you with the equipment necessary for your lessons to run smoothly. You need to find out how they want their preparation sheets filled in (this varies widely from school to school) and the deadlines for these. It is important that you find this information out in the first week so that you are ready for teaching as soon as possible.

If you are wise, you will be super-nice to the technical staff and then they may let you practice experiments after school and help you with experiment choices. You will spend some of your timetabled time shadowing and helping the technician. This is valuable learning time.

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Teaching Assistants

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

Communication Assistants

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

Heads of Year (House)

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

Form Tutors

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

Katherine Johnson - Astrophysicist

Administrative Staff

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

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

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

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

Student Services Staff

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

Site Manager and Ground Staff

If something is not quite right in your room that you teach in or you need keys, it is very likely that you should talk to your mentor first, but once you get to know the school better you may be able to go straight to the site manager and get things sorted. For issues such as sick in the corridor etc, it is normal procedure to get the site staff to clean this up. Apparently, this is a health and safety issue that we are not to clean this kind of thing up! If you see glass on the floor too, you should contact the site staff immediately.

Cleaners

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

have a ‘chat’ and help you clean up the mess and tidy the books away. DO NOT ANNOY THE CLEANING STAFF!

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

Jane Goodall - Primatologist

Guidance for being in School

Before you go in:

- Look the school up online to see what it is like. Read the OFSTED report and the prospectus from the web site.
- Try out your journey if travelling by car/train/bike/bus
- Check train times and engineering works before hand
- Drive around the local estate.
- Learn the names of key members of staff

Joining a school community – first day/first week:

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

Dress code

All schools vary in what they ask of their teachers. Some expect all men to wear ties; others are quite casual in their approach. Until you are told otherwise, please presume that on the first day it will be a suit for both men and women. We appreciate that these dress codes may not be ideal, but please do try to follow as best you can. If there are any problems talk to your mentor or CT. You can ask your professional tutor on the first day what the dress code is for the school. Remember that you are going to be in the company of vulnerable young adults and what you wear 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. It is a good idea to leave plenty of time for you to get to school and allow for trains to be

cancelled and still get there on time. You need to check to see if you can park a car if you are to drive there, as there may not be space.

Food!

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

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Tea and coffee can be a contentious issue in many schools and the systems vary widely. My advice is to bring a mug and some money. No need to bring tea and coffee on the first day as this will probably be provided at the start, but you may well need to be self-sufficient after that. DO NOT USE ANYONE ELSE'S MUG WITHOUT CHECKING WITH A RELIABLE SOURCE FIRST. I mean it; wars have been started over less.

Take some cake/biscuits. You do not have to make them or spend much money, but my advice is to take something nice to share with the rest of the team and particularly the technicians. We have been giving this advice for years while in school and out and it has never steered me wrong. However, one trainee 3 years ago wrote in their evaluation "I never took cake in, and I did fine". We are not saying that they will pick on you if you forget your cake, but comments from mentors are always nice – "Keep up the cake thing Fi, we like that!" It is a Sussex tradition, that I would like to continue.

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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 (do not do that though) and others will stipulate that you need to stay on the premises until a certain time. Do not guess this; ask.

My advice is to stay and be busy and get as much done as you can before going home.

Maria Goeppert Mayer – Chemist (nuclear shell model)

Making a good impression (filling up that marble jar)

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

What to look out for in the first week

(See the calendar for the full checklist for induction)

Your professional tutor will have organised a detailed induction programme for you for your first week in school. Your Science Calendar has an extensive list for you to check off. Individual programmes vary, so no worries there. Standard sessions will be:

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

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

<u>What do you need to have sorted by the end of the first week?</u>

- Ensure that you have emailed your tutor will all the details they have asked for (check Science Calendar for list)
- Find out how the technicians want their prep sheet and by what day

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

Try to think University and School at the same time!

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

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

You will have some uploads to get done – check your Science Calendar for the details.

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

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

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

Being Professional

Having been a professional tutor, I have met both professional and frankly deeply unprofessional trainee teachers in my time. It really does matter how you behave in school.

Key pointers are:

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- **The pupils are children – not your friends (as in Nemo – are friends not food. Kids are pupils not friends!). Please do not allow them to talk to you as though you are their contemporary. It may seem like they are responding to this new 'hip' and fabulous teacher and that all the other old teachers need to learn how to 'get on' with the kids. Trust us, they are sniffing you out and will turn pretty soon. Some of the older and more established teachers may seem that they are being very chummy but watch what happens when they need to be strict. They are able to swap between personas with ease. You will not have developed the relationships with the pupils to that degree and must stick to your 'teacher mode'**
- **Be uber polite to all. When you observe a lesson of another teacher please say thank you. Please do not offer an experienced teacher advice on their teaching – this really does not go down very well!**
- **Make sure that you turn up to all the sessions that have been provided for you at great time expense to the professional tutor, and please be on time.**

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- Try to **volunteer** for after school clubs if you are able. If there is not one to volunteer for, why not start one?
- **Watch where you talk** (1) Walls in schools really do have ears. We know of someone who worked with a lady that sat on the toilet with her feet up to listen. You may think the staff room is empty – it isn't!
- **Watch where you talk** (2) Public transport is by nature, public! You may well have the Nan of the boy you are describing as a 'terror' sat right behind you on the bus/train. She then rings the school and is very cross.

- **Watch where you talk** (3) The local pub to the school may not be the best place to let off steam. Do be very careful when you are in public places to make sure that when you are talking about something sensitive that you do not use names and make sure that you are being discrete.
- **Watch what you say**! You are in no position to comment on the techniques or prowess of another teacher yet. It can be very easy to watch a lesson and think 'Oh my, what a disaster!' Wait until you have been teaching for a few years before you criticise your colleagues. Instead, look at the situation that the teachers got themselves into and try to think about how you can avoid it when you teach.
- **Things are permanent when in writing.** When you send emails and written notes in school (and at Uni) please ensure that they are professional at all times. Due to servers etc., nothing can ever really be deleted. Be careful what you write when you are observing a lesson or following a child in a lesson. Any derogatory statements written about any other colleague have a habit of being found.
- **Do not hog the computers.** Computers are still a rare commodity in certain schools, and it causes ill-will if the trainee teachers are to be found on them at all times of the day. My advice is to bring your laptop to school and work on that wherever you can get a space. Use them after everyone else has gone home or first thing in the morning before people arrive.

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

When in Rome……

It is likely that you will have different routines and policies to that of your peers on the course. This is normal. You need to do what the staff in your department expects a trainee teacher to do, not what your peers are asked to do. If you think that you are being asked to do something out of the ordinary, then do ask your CT for advice. For example, some departments expect

trainee teachers to take part in communal GCSE marking; others do not. This is ok, and we would wholly encourage you to take part in these activities.

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

Sara Seager - Astrophysicist

Extra help notes for first few weeks in school:

Observing lessons

In your first few weeks, you should observe lessons with an open mind. Just watch what the teacher does, the language they use and what the corresponding responses of the pupils are. It is very important to note how they follow through policies such as the behaviour policy as you will be expected to do the same when you start to teach.

Once you have noticed the basics of the lessons, it will be time to look for aspects of the lessons such as assessment and timing. Refer to your schedule for the weekly focus of the observations.

Observing pupils

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

Spend some time rummaging (with permission of course)

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

Jennifer Doudna – Biochemist (gene editing)

Part 3 - Your Teaching

Once you start Teaching

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

Lesson planning

You will have had some guidance in induction regarding 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. You must make sure that your prep sheet is in on time so that if you are getting the pupils to carry out practical work, you have the equipment there for them. **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 24 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. In my experience the trainee teachers who are planning the night before they teach are the ones that are not so successful!

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

Evaluations

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

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Practical Work

It is your responsibility to ensure that the lessons that you prepare that have a practical element are well planned and practiced. You should know where the gas shut off valve is in the room. You should know where all the basic equipment is in your room too. **ALL PRACTICAL LESSONS SHOULD HAVE BEEN PRACTICED IN ADVANCE OF THE LESSON TO ENSURE THAT THEY WORK AND ARE SAFE**

These lessons should have a full and detailed health and safety appraisal on your lesson plan and the pupils should be drilled in how to carry out the practical safely in the lesson. Just saying it at the start of term is not good enough. The pupils should be able to answer any H and S questions that you level at them in the lesson – involve them in the safety, do not just tell them as the likelihood is, is that they are not listening!

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Keep observing

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

Do not just stick to Science lessons either. We can learn so much from observing non-practical lessons in terms of advancing our pedagogic techniques. How do they teach in History and Geography where they do not have the heavy reliance on practical work to engage the pupils?

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

Stephanie Kwolek – Chemist (Kevlar)

How get the Best from Pupils

Children and young adults thrive on **routines** in their lives. You need to make sure that you are watching carefully for the routines of your classroom teachers and try to match them. This is often a strain for trainee teachers as the teachers may have variations in their routines. However, the main school procedures should be common in all the classrooms. If you are unlucky enough to have a class teacher who has no routine, or one that does not seem to work, talk to your mentor and see if you can make a new one that you have seen work in other classrooms.

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

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

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Start well – greet the pupils at the door; let them know that they are welcome in YOUR space. Smile at them and say hello. Praise the ones that are in uniform and politely ask the ones who are not to wait and get themselves together before they come in. Ask them how their weekend was if it is Monday etc. Engage with them. DO NOT be fiddling with ICT at the front of the class and ignore them as they come in – it will not do you any good! Give them time to get organised at the start of the lesson. They need a few minutes to set up their tables with their planners and pens etc. It does not happen magically in a second.

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

If a child has been disruptive in the lesson before do not start the lesson by reminding them of it; leave it in the past. It is up to you as the adult in the room to

build the bridges with the pupils and mend what has happened. A wise lady (thank you Maggie) once said “the only behaviour you can change is your own – stop trying to change theirs.” Make sure that this is the child that you ask the first (easy) question of in the lesson to show them that it is all ok.

Do not be scared to animate – use excitable language like “fabulous” and marvellous”. If you need a thesaurus for this then do so 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, as you would be on the floor by Christmas. However, use music while they are entering the room (Paul M), dress up and set up a crime scene (Toby), dress up as a flower (Lisa), play them a song (Dan) or bring in your own parachute to show them how you jump out of planes (Tim).

Prepare and plan carefully – you cannot possibly expect all your pupils to make adequate progress in your lessons if you have not planned for them. You need to attempt to plan for each and every one of them and anticipate where some of them may struggle or excel and plan activities with this in mind. Plan ahead and make sure that you are building in a variety of styles in the lessons to ensure that all the pupils can engage in activities that they enjoy. As a teacher we may have a preferred method of teaching, this is irrelevant, it is what the pupils require that matters.

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

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

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

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Never give whole class detentions – this is simply not fair. It will damage your relationship with the class. As a trainee teacher there is no way that hand on heart, you can say that the behaviour of an entire class is their fault. It is most definitely your fault if every child is not behaving and getting their work done. If you need to give detentions in these circumstances, pick the 3 pupils you think were the worst and detain these.

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

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

A checklist of possible actions/reasons

1) Speak to your mentor.
2) Have you genuinely been planning far enough in advance for this class?
3) Have you been practicing your experiments so that you know that they will work on the day?
4) Are the lessons differentiated for the pupils?
5) Have you been marking and checking their work and praising their work?
6) Are your lessons dull? Do you have enough energy and variety in your lessons?
7) Are you being warm and greeting them?
8) How is the tone of your voice? Where are your standing in the classroom? Are you moving around too much/not enough?
9) Are you genuinely acting on the advice and feedback of your mentor/class teachers?
10) Do you need some time to get organised and sort yourself out? How can you fit this into your schedule?
11) Have you been observing other teachers enough recently?
12) Do you need to go and observe a particular pupil again to see how they are behaving in other lessons?

13) Have you sought the advice of the form tutor or head of year about this pupil?
14) Have you been filling in the necessary paperwork on the pupil to alert the other staff that they are not making progress?
15) Have you been praising enough to the class and sending postcards home or ringing home with good news?
16) Have you phoned home for the pupil and spoken to the parents/carers about their behaviour or lack of work? (do make sure that you check with their form tutor of head of year first)
17) Have you done any reading around the subject? If it is behaviour, then why not read anything by Paul Dix or Bill Rogers or Sue Cowley?
18) Are you stressed about assignments and the balance of schoolwork and Uni work – talk to or email your CT.

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

Barbara McClintock - Geneticist

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

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

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

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

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

Brain

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

Buddy

Boss

****

Basically, we believe that most 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 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.

However, things do not always go the way you might hope for in the training year and you may need some additional help and guidance. Here is a list of services that are also available to you:

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

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

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

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

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

- Samaritans: 24hr crisis phone line 116 123 or check out their mental health/Covid-19 resources

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

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

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

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

Expectations from Us and from You

Some of this next section is really obvious, but some of it is borne of experiences over the last few years that we would rather not repeat.

So…

What you can expect from us:

- Swift responses to your email communications (within 24 working hours hopefully). Please bear in mind that when we are in 'observation mode' this might be a little bit longer as we are out and about all day and not near email.

- *Saturday and Sunday are days off for all of us. If you send an email at 5pm on Friday night, please do not expect a response before Monday morning. Texting us will not make us move to the email any quicker.*

- Courteous email communications
- Therapeutic support and guidance
- Sensible no-nonsense approach
- Good guidance for your assignments in clear English
- Good response to your draft assignments (often within 5 days, normally less)
- Quality observations with a positive slant and targets that will help you to make progress
- High quality feedback on assignments
- As good a match to a school and a mentor as we can muster
- A rich variety of Curriculum Studies with elements of fun
- A sense of humour
- A sympathetic ear

You may also get (if you are lucky)

- Evening responses to emails
- **Weekend responses to emails** (these will be **very rare**, and we would very much rather that you left your emailing of us to Monday as you are unlikely to get a response on the weekend)
- Reminders of deadlines

BUT

Don't demand it of us!

What we would like from you if possible:

- Commitment to the course in all that you do
- Professional approach at school and at University on Fridays – this includes the use of electronic devices to 'take notes' and your dress code.
- Self-reliance as much as is possible – try to find things for yourself. Read your own handbook and note the key dates for the course.
- **Discretion with regard to your school life and your University life. Please use social media with caution and professionalism.**
- Honesty – try to give us constructive feedback.
- Keep up to date and stick to the deadlines given

- **Swift responses to emails from us (same as us, 24 working hours would be good)**
- Accept that you are very important to us, but so are the rest of the cohort
- Accept that you are the trainee and take your targets in the supportive spirit that they are intended (your benefit)
- Be punctual
- Be at all sessions and if you cannot then let your tutor know *before* the session is due to start
- Be polite to us. While we totally understand that you are under extreme pressure on this course, but a 'hi' at the start of an email does not go amiss. Please do not send emails like this:

"Fi
Attached are the observation forms.
name"

The email should have been written:

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

My kindest regards for all that you do

Name

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

If I had no sense of humour, I would long ago have committed suicide.
(Mahatma Gandhi)

Part 5 - Assignments

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

Induction tasks

There are 3 main induction tasks:

1. **Social Science reading and simple summary report**. This is to get you in the practice of reading social science and writing in the specific way we need you to be able to do for the course. You will get some simple feedback from your tutor on this.
2. **Subject knowledge audit.** You complete these at various points through the year, but this is when we complete the first one. It is the baseline for you to judge yourselves (we do not mark or judge this document, only feedback briefly).
3. **Plan and deliver a mini lesson.** You will be given an object and will have to plan and present a lesson to your tutor and a group of your peers.

Main Placement Tasks

1. **Create a detailed 'mark book'.** This will show us your classes and their data. You update this daily with information on the pupils. This might be behaviour/attitude related or data relating to their assessments.
2. **APK – Applying Professional Knowledge**. This is the big main assignment for the year. You carry out some initial research into your classes and your practice at the start of your placement and identify an area of pedagogy that will help your teaching and as a result the progress of a group of your pupils. You read extensively, plan the lessons, carry out the lessons, write a literature review and evaluate how the lessons went with reference to your reading.

Possible Topic Choices for Assignments:

If you are struggling with the APK – why not have a look at some of these and see if you get any inspiration.
Here is the list of possible topics to choose from:

- Integrating ICT into Science lessons
- Enabling pupils with SEN to access the science curriculum
- How to teach science to pupils with EAL
- Teaching science to mixed ability classes
- Importance of teaching science outdoors
- Engaging with ethics in science teaching – how to introduce ethics to pupils in class
- The role of the teaching assistant in the science classroom
- Is science for everyone? Issues of inclusion in science education.
- Using questioning as a form of assessment
- Integrating peer assessment into a scheme of work
- Bringing challenge into a scheme of work for more able pupils

3. **RPK – Reflecting on Professional Knowledge**. The final masters assignment of the course. This is like a viva really; in that it is a spoken assignment with complementary portfolio. You will talk about your development over the year from a particular perspective.

For the full details and all the regulations, you must read the main handbook and I would encourage you to do so.

Reading List

Science Education Reading Guide

Most of what we read will be peer reviewed papers. Books can become outdated very quickly so key papers are the best place to read about key pedagogies. The list is simply too long to put in this handbook, so we have a long list on Canvas for you that is divided into the various sections. We recommend you head there for your background reading.

Notes on our source list:

Our source lists are long - we are definitely not saying that you have to read it all. Each week we will upload links to key reading on Canvas and as staff hone their sessions the papers change as we source and discover new materials, so including them all here would not be advisable.

You should source your own reading materials as well and be willing to share on Canvas when you find something interesting.

Six Tips for reading and making sense of texts.

Keep it in perspective(s). When reading always keep in mind of the author's perspective. Are they a practicing teacher, a journalist or an education scholar? They can be writing from a theoretical, practical or political perspective? It may not always be clear, but sometimes you can infer it. For example, Sherrington (2014) is a science teacher and is a Head teacher. His perspective is practical and contemporary. When you hear your tutors talk, they will have different perspectives on issues, as will your mentors and teaching colleagues.

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

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

Critique what you read. Always think about the evidence base upon which claims are made. Is the source academically peer-reviewed? Is the piece evidence based?

Does it have clear references to peer reviewed articles? Is it an opinion piece? How general are the claims? How do they fit with your philosophy, ideas and perspective on teaching? Are there other perspectives to consider that contradict what you are reading?

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 or needs, SAMR model for using ICT. Just collect these, see if you can apply them when you observe lessons and when you plan and teach your own lessons. There are bigger overarching theories such as Piaget's theory of learning and Vygotsky's Zone of Proximal Development that you may use as your skills and understanding develop.

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

It is highly recommended that you make time to read. Choose when you read these and choose what to read. Ideally you should read the **Key Texts** before coming to sessions, but equally you can read them afterwards, in light of what you have learnt. There are also **Library Books** suggested, a great many of these are in ebook format that you can read from home on your computer. The **Suggested Activities** are there to guide you if you are out of practice of reading and note taking. Try one of the activities. Remember to keep all of your notes from reading, and a record of what you have read.

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

Web based documents:

National Curriculum - https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study

CCF - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf

Science OfSTED Research Review - https://www.gov.uk/government/publications/research-review-series-science/research-review-series-science

All Educational Endowment policy works – find at https://educationendowmentfoundation.org.uk/

So, you have read this handbook form start to finish – well done

Back to Rome again – it was not built in a day….

Final note from me…….

You are a novice, a trainee, a padawan – you are not going to be the bessie best teacher in the space of a week. Be honest with yourself and be kind to yourself. This is going to take time and lots of it. Your training year is just the start, but with a good foundation, the good years will come so much quicker. Trust me.

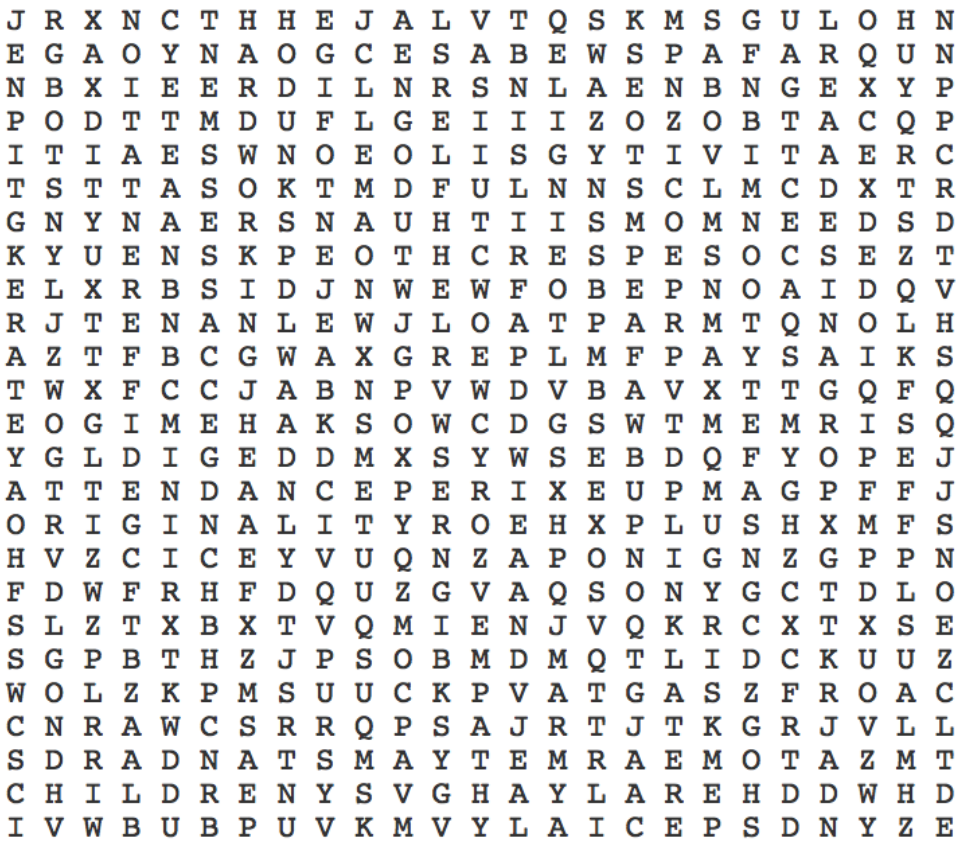
I have seen many trainee teachers in my years, in school, and now at Uni and the ones who 'dig in' and do not give up are the ones who succeed and become those calm fabulous teachers so much quicker. Slacking on your planning will undoubtedly result in a poor lesson where the pupils will show you how they feel about it. Putting in the hours at the weekend when your friends and family are out having fun will results in a glowy feeling come the end of May when pupils walk down the corridor saying hello to you while secretly taking their earrings out! Shirts will tuck themselves in as you greet them at the door and smiles of 'thanks Miss and thanks Sir' will chime through your classroom. Sounds nice eh – well it comes with hard work.

Final final words……
We are all in this together. It is never nice to be told what to do, no-one likes it. However, whenever your tutor/mentor gives you guidance it is for your benefit and that of your pupils. Try to see formative comments as constructive rather than criticism. We are all here to make you the best teacher we can.

I really do wish you a smooth and enjoyable year, but we are here to pick up the pieces if it goes a bit bumpy!
Fi
X

Handbook Quiz!

Keyword wordesarch



Find the following words in the text:

Assessment	Creatvitiy	Enthusiasm	Special	Portfolio	Standards
Assignment	Data	Hardworking	Nice	Professional	Targets
Compassion	Deadlines	Humour	Organised	Punctual	
Attendance	Differentiation	Knowledge	Originality	Resilience	
Behaviour	EAL	Linklater	Personalisation	Risk	
children	empathy	Needs	Polite	safety	

(got this template from http://www.discoveryeducation.com/free-puzzlemaker/index.cfm?campaign=flyout_teachers_puzzle)

CONTACT

Fi Branagh
Secondary Science Lead /
Senior Lecturer in Science Education
f.branagh@sussex.ac.uk

Education Office
School of Education and Social Work
Essex House
University of Sussex
Falmer, Brighton
BN1 9QQ
T +44 (0)1273 877888
E itepartnership@sussex.ac.uk

www.sussex.ac.uk/education/ite

This handbook is for advice and guidance only and is not a substitute for the formal statements and requirements of the Charter, Statutes, Ordinances, Regulations and procedures of the University. In case of any conflict these formal statements and requirements take precedence over the handbook.

Every effort has been made to ensure the accuracy of the information contained in the handbook, as at 1 Sept 2023. The University can, however, take no responsibility for errors or omissions, or for arrangements made by third parties. It reserves the right to change the information given at any time.

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