“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”
— William Arthur Ward
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Introduction

Welcome to trainees and their mentors in the varied subject areas making up our ‘Cosmopolitans’ Group: the name we have chosen for the group of trainees in the subjects where largely we do not as yet offer a mainstream Sussex PGCE.

School Direct has given partnership schools and colleges a wonderful new opportunity to train teachers in some curriculum subjects that local universities have not provided traditionally so we are delighted to have the flexibility to develop these exciting new training programmes with schools. The numbers of trainees for each of these new subjects is still very small so the cohort is convened for Induction Week and some Friday teaching time as a mixed subject generic group led by a dedicated university tutor. The university has also appointed suitably qualified and experienced Curriculum Tutors for the subject areas that make up the Cosmopolitans group. These tutors will provide a series of around 12 half-day subject specific pedagogical inputs, carry out school lesson observation visits, advise on, and contribute to, marking trainees’ course assignments.

Being a teacher is complex and challenging but you have also chosen a profession that is exciting, dynamic and rewarding. The course recognises that effective teaching is about enabling minds and our central aim is to develop committed, resilient, thoughtful and creative teachers who will encourage pupils to think for themselves. The course you are about to become involved in is one of the most well-established Initial Teacher Education courses in the UK, and one which has a well-deserved reputation for developing successful teachers, many of whom are still teaching successfully in local schools. If you are a mentor, there is quite a high chance that you yourself trained to teach at Sussex. The commitment of many local teachers and professional tutors to this course has done a great deal to ensure its high quality over the years, and this dedicated involvement is greatly appreciated by trainees and by the university-based tutors.

We are very pleased that annually over two thirds of our beginning teachers choose to remain in Sussex at the end of the year, gaining teaching posts in the local area, while the remainder are successful in gaining posts in other areas of the country. This indicates a mutual recognition between our schools and trainees of the quality of education that each provides and we have a developing teacher research network.
across Sussex with many ex-trainees choosing to return to Sussex to study for the MA in Education (MAE).

The information in this handbook should be read in conjunction with the Main ITE Course Handbook. It gives guidance to trainees and mentors in this mixed subject group and where relevant makes reference to the Teachers’ Standards.

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

Annette Buttifant – Cosmopolitan Curriculum Tutor
Mobile: 07721 033762 - Email: a.buttifant@sussex.ac.uk - Office: Essex House 247
Tel 01273 877050

Lucy Harknett – Cosmopolitan Course Leader
Mobile: 0794 193 8080 - Email: l.harknett@sussex.ac.uk - Office: Essex House 132
Tel 01273 877377

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<td><strong><a href="mailto:cbrookes@stpaulscc.co.uk">cbrookes@stpaulscc.co.uk</a></strong></td>
</tr>
<tr>
<td><strong>Computing</strong></td>
<td><strong>Jae Parsons</strong></td>
<td><strong><a href="mailto:jmp26@sussex.ac.uk">jmp26@sussex.ac.uk</a></strong></td>
</tr>
<tr>
<td><strong>RE</strong></td>
<td><strong>Claire Cross</strong></td>
<td><strong><a href="mailto:C.L.Cross@sussex.ac.uk">C.L.Cross@sussex.ac.uk</a></strong></td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td><strong>Jasbinder Badesha</strong></td>
<td><strong><a href="mailto:J.Badesha@sussex.ac.uk">J.Badesha@sussex.ac.uk</a></strong></td>
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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
AST – Advanced Skills Teacher
ATL – Association of teachers and lecturers (now NEU with NUT)
BSD – Behavioural and Social difficulties
BME – Black Minority Ethnic
C4C – Cause for Concern
CAMHS – Child and Adolescent Mental Health Services
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
EEF – Education Endowment Foundation
EHC - Educational and Health Care plans
EMAS – Ethnic Minority Achievement Service
EWO – Education Welfare Officer
FFT – Fischer Family Trust
FSM – Free School Meals
G and T – Gifted and Talented
HLTA – Higher Level Teaching Assistant
HOD – Head of Department
HOY – Head of Year
K - SEN support in school
NASUWT - National Association of Schoolmasters Union of Women Teachers
NUT – National Union of Teachers (now NEU with ATL)
NEU – New Education Union
PPP – Professional Practice Profile (terminal professional practice assessments written by schools)
PT – Professional Tutor
PS – Professional Studies
REV – Review time
RPK – Reflecting on Professional Knowledge (Final assignment)
RSPCA – Royal society for the prevention of cruelty to animals
SATS – Standard attainment tests
SEN – Special Educational Needs
SENCO – Special Educational Needs Co-ordinator
SIMS – Schools information management system
SK – Subject knowledge
SKA – Subject Knowledge Audit
SKE – Subject Knowledge Enhancement
SLD – Specific Learning Difficulty
SMT (SLT) – School Management Team
SP – Support Plan
TA – Teaching assistant
TT – Timetable
VLE – Virtual Learning Environment
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 outlines the qualities that we believe are necessary to be a good teacher. The second describes the skills that are needed by a teacher in order to allow all their pupils to make good progress.

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

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

These lists are not exhaustive, obviously, but they form a framework for you to look at and see where you may need to work that little bit harder on.

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 make adjustments and support you through the year.
How does the year work?

The Calendar for the Year

The course structure for the year can be found in the main ITE handbook and a full outline for the year is on your Course Programme that you will be given during Induction. 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. 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 use a planner document like this:

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

You can buy them online from: http://www.edplanbooks.com/

We are not saying that you have to 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 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 any days that you may be off campus**
- 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.
- Check on the Programme each week to see what is planned for the Friday at uni. Sometimes lecture times can vary and rooms can change.
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
- Rubbers
- Rulers
- Scissors
- Sharpeners
- Pencils
- Glue sticks
- Post its
- Highlighters
- Few calculators
- Blow up globe?
- Wind up toys
- Board pens
- Chalk (for drawing on desks and the floor)

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

You will also need to buy folders for the year. We recommend at least 4 folders.

Getting Organised for the Year

Organisation and Record Keeping

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

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

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

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

**Lesson observations** – After October half term you will be observed (formally) every week. This may well be done by your mentor or by another member of the department. It is vital that your mentor/teacher gives you strengths and targets to work towards. You write the details of this observation into your tracker. Note that the mentors must comment on your subject knowledge.

**Professional Practice Tracker**

We will also ask you to complete a tracker document 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 Professional Practice Tracker is to:

- Record your progress towards the Teachers’ Standards
- Provide a focus for discussion for you and your mentor about your progress
- Assist in writing your End of Phase Reflections
- Provide a dialogue between you and your university tutor when you are in school
The **Professional Progress Tracker** is an online tool that uses a G-Suite (Google) account. You will be sent details of your username and password along with a link to your personal tracker document later on in the course.

The **Professional Practice Tracker** will be monitored on a regular basis by your university tutor and at specific points of the year by your mentor. The tracker will feed directly into your PPP reports and final RPK assessment so it is vital that you keep it up-to-date.

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

**Weekly Tracker**

- Set the agenda for your weekly mentor meeting and make brief notes (up to 150 words) of what was discussed.
- Record the strengths and targets from your officially observed lesson each week. Strengths and targets should be written exactly as worded on the lesson observation proforma.
- Record your key reflection for the week.

**Teachers' Standards**

- On a regular basis use the tracker to reflect on and review your progress towards the Standards.
- Highlight the statements that make up each of the standards you feel you have met in the phase that you are teaching in.
- This has to be supported by evidence that you have met particular strands 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 tracker based on the overall progress you have made over the term. These reflections will populate the corresponding sections on the PPP
form that your mentor will use to grade your progress towards meeting each of the Standards.

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 really create a CPD log.
8) Keep your subject knowledge audit up to date.
Building your Portfolios/Folders

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

1. **Folder with all your ‘professional’ information.** This could include the 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. **Markbook** – 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 markbook is essential as you cannot effectively demonstrate pupil progress without it.

4. **Standards folder** – evidence folder based on the standards. You can start this at the beginning of the course, but it is most likely to be started towards the end of the first placement. You do have a responsibility to monitor your own progress towards the teaching standards. More guidance will be given on this folder as the year unfolds.

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

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

There are many ways that you may want to structure your evidence portfolios and we are not saying that one way is better than another. However, some ways work better than others.
As an electronic record
Some trainees like to keep all their evidence in electronic folders. This has advantages in that you are not moving large folders around from place to place but it also has some disadvantages. Much of what you will get as evidence is in a written paper form. This means that you will need to scan all this evidence in as you get it to store it 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.
Your Subject Knowledge

This is such an important part of what makes us a good teacher. It is an essential part of your training to make sure you have accurate and up to date knowledge of the topics you will have to teach. You will have areas of your subject knowledge that need attention before you teach it to the pupils. It is important to keep developing your knowledge. 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 week 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.

***********************************************************************************************

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 course, and therefore the responsibility of your subject knowledge lies with you. If you have multiple gaps in your knowledge then you must set aside time in the year to enable you to enhance your knowledge in those areas.

***********************************************************************************************

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

- Books (obvious!) – but look around the department for cool old books that may have approaches that are unusual. Be careful with very old books, as the curriculum may be wildly different to the current one. 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 bias. 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.
- **Exam papers** – test yourself and see how you do against the mark scheme
- **Each other** – find out who knows what and what degree they have and their experience.
- **Your colleagues in school** – they are fountains of information that is easily accessible for a cake or a beer.
- **Museums and collections**
- **Subject Networks and Societies**
- **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!
Subject Knowledge across Phases

Cross-Phase Visits (this section is common to all subject handbooks)

Those awarded Qualified Teacher Status must have the opportunity to ‘develop a comprehensive understanding of progression across, and before and after, the age range they are training to teach’. (DfE, 2018)

Alongside the work that trainees develop through university-based curriculum and professional studies sessions, all secondary trainees should, as a minimum requirement, visit a primary school as part of their professional training with a particular focus on Upper Key Stage 2. This should ideally take place in one of the primary feeder schools that work with the trainee’s main secondary placement school by February 2020 but preferably by December 2019 where teaching load is lightest for trainees. Trainees are also required to observe for a minimum of one day in either a local Sixth Form College or in the KS5 provision of the placement school if the school is 11-18. This visit should take place from January 2020 until May 2020.

Professional tutors and/or the secondary lead for transition usually set up both the KS2 and KS5 visit themselves through their contacts with local schools and Sixth Form colleges. Liaison between the Professional Tutor and the primary school contact or Sixth Form lead ahead of these visits would be most useful to help make the best of the day and structure it appropriately. Please note that one day in both KS2 and one day in KS5 is the minimum requirement. Should trainees wish to observe for a couple of days, then they need to make the necessary arrangements with their school-based Professional Tutor. Trainees might also want to take the opportunity to go back to a primary or Sixth Form setting during enrichment week after May half term.

Curriculum tutors will also incorporate inputs on both the KS2 and KS5 curriculum and assessment pertinent to subject area and will also consider wider issues regarding transition from KS2 to KS3 and from KS4 to KS5.

Primary and Sixth Form visits

The idea behind visiting and observing in a primary school and KS5 teaching is to ensure that secondary trainees develop your understanding of progression across the Key Stages (KS2-3 and KS4-5) and consider some of the issues around
transition. This understanding should be holistic as well as subject specific. Whilst they are visiting the primary school or KS5 provision they will need to reflect on how this might influence their understanding of their subject’s curriculum and teaching practices at secondary level. Their reflections on their visits to KS2 and KS5 should be recorded in a written report of 1-2 pages of A4 which will be placed in their RPK portfolio. A writing frame to support their reflections for both visits will be provided.

Here are some key issues that trainees might want to consider whilst visiting the primary school and KS5 classes and that could be reflected on in their end of visit report:

**Pre-visit:** All these help build up a sense of the purposes, practices and ethos of the school. Read the school’s teaching and learning policy, the school website and the school’s latest Ofsted report to get a broad overview of the school and build up a sense of the purposes, practices and ethos of the school.

**Whilst you are visiting: Primary**

Spend some of the day with a particular teacher in Upper Key Stage 2 (Year 5 and 6). If it is possible, observe a lesson in your own curriculum area. Consider:

- Methods of teaching and learning with younger children (groupings, pair work, questioning, resources, teacher versus student led learning, differentiation, use of ICT, cross-curricular work, assessment for learning)
- How teachers space the learning over the course of the day and integrate with play
- Expectations of year 6 and 7 pupils
- Teacher-pupil relationships
- Interest and motivation of pupils – rewards used, behaviour management, sanctions
- Organisation of classroom space
- Classroom and school displays
- Literacy and numeracy – how is this embedded in the lesson and/or across the curriculum?
- Look through pupils' books – what are the expectations with regards to presentation, grammar, spelling and grammar and marking?
- Curriculum issues in particular subjects

**Whilst you are visiting: Sixth Form**

Try to spend some of your day observing lessons in your curriculum area and/or an area which is linked to your subject. In addition to observing, talk to teachers and students to get their views on some of the following:

- Teacher-pupil relationships; what is uniquely ‘adult’ about the classroom?
- Is there a different sense of teacher expectation compared to Year 10/11? Do students take on more of these expectations themselves?
- How does ‘talk’ work in the classroom and how this might differ to Year 10/11?
- How is questioning deployed?
- How do students facilitate help from each other rather than the teacher?
- How might the learning be related to real life situations?
- Is the learning still interactive and practical? What resources and materials are students exposed to?
- Is the teaching individualised with smaller groups?
- Are there any classroom management issues? How do teachers tackle more vocal students and encourage more passive students to contribute? Are there issues with motivation?
- What time and support is given to students practising challenging topics both in and outside of the classroom?
- How are students encouraged to be more autonomous in their learning? In Year 13, how are teachers encouraging students to be university ready?
- How might the gap be bridged from GCSE in the first half term of Year 12 study?
- How does the learning build in terms of knowledge and skills from the GCSE curriculum?
- Where might your gaps be in terms of building on your own subject content/curricular/pedagogical knowledge at Sixth Form level?
- What assessment practices can you see in action? For instance availability of mark schemes, opportunities for peer and self-assessment, etc
- How are students’ A Level targets generated from GCSE?
- What pastoral support is in place for students?
- If there is tutor time, what is the focus? How is it organised?

After your visit:

Ensure that the cross-observation reports for KS2 and KS5 are written up directly after your visit and upload to your subject Canvas site. You will also need to include copies of both reports in your RPK folder later on in the year in May, so make sure you keep these safe.

A short note of thanks to the school and to your Professional Tutor following each visit is usually appreciated.
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.

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

**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. We will explore the basics of starting out as a teacher and give guidance on lesson planning. It is also an important time to get to know each other and to bond as a group. Your peers will be an excellent source of support throughout the year.

*****************************************************

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

*****************************************************

During induction, you should make the most of the free time that you have and make a good start on your organisation for the year. Print off and read curriculum documents, 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 is mainly the same each Friday. In the morning you will be involved as a Cosmo group in exploring some practical aspects of teaching as well as have the opportunity to discuss and learn about some pedagogic aspect of teaching. In the afternoon you will meet with your subject tutor who will follow your subject specific programme for the year.
**Professional Practice One**

In your first Professional practice, you will be inducted into school in the first few weeks. You should 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 twice (as a minimum) 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 teacher standards.

**Professional Practice Two**

In this professional practice, you will spend more of the week in school. There are only a few Friday sessions at University to allow you to teach more hours in school. As with professional practice one there should be a short period of induction when you arrive at professional practice two where you are given the opportunity to see how the school policies work in action.
You will be working towards a timetable of 12 hours per week in this professional practice. Possibly a few more hours towards the end of the placement.

In terms of assessment of your progress, your mentor will complete a 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 a RPK interview. This interview involves a professional discussion with your tutor and a mentor about your progress over the last year. You will present your evidence folders as well as the subject knowledge scrapbook.

The last days of the course are part of our *enrichment week*. You will have the opportunity on some days to choose your own activities while on others the focus will be on the NQT year. **It should be noted that this is a compulsory part of the course.**

The final day is the evaluation day, which is a celebration of the year you have had. We have a break for a few days and then you may be brought back to the University for a viva. Please make sure that you look on the calendar for the exact dates of the end of the course.
Any Questions? Maybe it would be helpful to draw yourself a diagram of the year structure to fix it in your mind?

**Part 2 – Training as a Teacher**

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

**At the University**

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

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

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

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

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

We aim to give you at least a week’s notice, but in certain circumstances this may be more or less. Due to the number of people we have to visit in a short period of time it is not always possible for you to choose the lesson that we come to see. 
When we visit, we normally arrive about 15 minutes early so that we are not in a rush to get to your lesson on time. There are certain things that need to be in place for our visit. Please can you ensure that you have the following for the tutor to look at during and after the lesson observation:

- **a)** A copy of the lesson plan
- **b)** A group profile sheet for the class with all available data on it
- **c)** Your mark book
- **d)** Your evidence towards the standards so far
- **e)** Your subject knowledge scrapbook
- **f)** 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.
(See main ITE handbook for the observation form)

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

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

**Monitor your progress:**
It is the role of your CT to check on your progress regularly. **We do this via email communication with you and your mentor, your assessments, assignments, and your submissions onto the VLE as well as the tracker document (your weekly uploads are checked by your tutor).** It is your responsibility to ensure that all the correct documents are on the VLE at the right time each week. Your diary 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.

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

Co-ordinate your Curriculum sessions at University:
Your CT's 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.
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

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.

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

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

Teaching Assistants

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.

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 works.
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 cuts, feeling sick etc. Do not over use 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! Chances are that some of them are parents and it
will spread that you are a messy teacher……..

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

Guidance for being in School

Before you go in:

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

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

**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**
When you meet your mentor on Launch Day, they will let you know the time that you are 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.

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.

Leaving at the end of the day
Make sure that you check at ‘The Launch’ what time you are allowed to leave school. Some schools allow you to leave with the pupils at the end of the day (don’t 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.

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

What to look out for in the first week:
Your professional tutor will have organised a detailed induction programme for you for your first week in school. These will 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 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.
The ones marked with ** are essential. THEY MUST HAPPEN IN THE FIRST FEW DAYS IF POSSIBLE.

What do you need to have sorted by the end of the first week:
• Your department details into the form and uploaded onto the VLE
• 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 in to 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 diary pages for the details.

What you should 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 end of the second week – this must be uploaded onto the VLE 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**

Many of the Cosmo tutors have professional tutors, they have met both professional and frankly deeply unprofessional trainee teachers their time. It really does matter how you behave in school.

*Key pointers are:*

- 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 me, 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 experienced teachers advice on their teaching – this really does not go down very well!

- Make sure that you turn up to all the sessions that have been provided for you at great time expense to the professional tutor, and please be on time.

- Try to **volunteer** for after school clubs if you are able. If there is not one to volunteer for, why not start one?

- **Watch where you talk** (1)! Walls in schools really do have ears. I once 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 with regard to your school, tell the professional tutor. They have a right to know what is happening in their school and should be given the opportunity to put it right if necessary. The school should not need to wait for the evaluation on the professional practice to find out that something was seriously wrong for you.

**When in Rome……**

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

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

**Observing lessons**
In your first few weeks, you should observe lessons with an open mind. 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 particular policies such as the behaviour policy as you will be expected to do the same when you start to teach.

Once you have noticed the basics of the lessons, it will be time to look for particular aspects of the lessons such as assessment and timing.

**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 other staff members if it is ok to have a look around the place and note where things are for yourselves. After school is a good time to be doing this.
Part 3 - Your Teaching

Once you start Teaching:

You should have had a 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 with regard to lesson planning and this will continue throughout the course. However, the main guide for your planning will be your mentor and the other teachers that you will be taking the lessons for. It is essential that you check your plan with them well in advance of the lesson that you are to teach. Some mentors ask for the plan 48 hours in advance, some more, some less. In your weekly mentor meeting you should discuss what you are teaching for the week after and be able to go away and map out what the pupils are to learn in those lessons. 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 48 hours in advance of teaching the lesson so that you have a chance to change your mind modify the plan based on the other lessons you have taught. 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.

Keep observing

Once you start teaching it is easy to slip into routines of planning, teaching and marking and nothing else. Try 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.

Do not just stick to lessons in your curriculum area either. We can learn so much from observing other subjects in terms of advancing our pedagogic techniques. How do they teach in History and Geography or Science?

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

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

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

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

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

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

If a child has been naughty the lesson before do not start the lesson by reminding them of it; leave it in the past. It is up to you as the adult in the room to build the
bridges with the pupils and mend what has happened. A wise lady 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, dress up and set up a crime scene, dress up as a flower, play them a song or bring in your own parachute to show them how you jump out of planes to name just a few.

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

Do not get side tracked – some pupils see this as a form of sport. They ask this charming and friendly new teacher a 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 Andy Vas?
18) Are you stressed about assignments and the balance of school work and Uni work – talk to or email your CT.

Be careful not to try to change everything at once. Try some strategies one or two at a time.
Part 4 - Just for Mentors?

(this next section is the bit that is aimed at mentors and they will have a copy of this section – it is also useful for you though so read on…….)
Firstly, we would like to thank you so much for agreeing to be a mentor of the trainee teacher you have been assigned. We did not make the choice lightly of who to send you and hope that we have managed to match the trainee to your school. Many of you reading this will have trained at Sussex and will be more than aware of how the course is laid out and what the trainees have to go through, we are so pleased that you also want to continue your work with Sussex as a mentor. To any of you who are new to Sussex – massive welcome!

We all know that the main person involved in the training of the trainee teacher is you, the mentor. The Curriculum tutor is only a small part of the training year by comparison and it is our job to make sure that you are happy with the procedures and feel supported by us should something go awry. Our trainees are always so complimentary about their mentors and year in year out write the loveliest comments in their evaluations about you.

In order that all trainees get the same standard of experience and that you can see what you have signed up for, we would be very grateful if you would read on to check that you have all that you need for the professional practice/year ahead. If you have any queries please do get in touch and ask. Our email addresses are at the start of the handbook.

**Main Entitlements for the Trainee Teacher**

Every school and mentor will train their trainee teacher in a unique way. This is a real strength of the course at Sussex. School policies and procedures will differ across the partnership so to try to make sure that the trainees get some consistency in their training there are some expectations that are included in the partnership agreement that will be signed by your Head or Professional tutor.

So that you do not have to look through the main handbook to find them I have included them here:

The following are entitlements, uniform to all trainees: (these are taken from the main handbook, not Cosmo-specific. I have shortened a few though for ease of reading and time!)
1) A minimum of one hour per week to be spent with the mentor, ideally within the school timetable, with minimal interruption, at the same time each week;
2) The pace of introduction to whole-class teaching to be similar in each training establishment and follow the guidelines;
3) One written observation per week. These and all other observations by mentors (and other) should be regular, accompanied by clear verbal and written feedback;
4) A broad code of conduct to be followed in both the ways that observation is made and in the feedback given;
5) Mentor meetings to follow the calendar of sessions provided;
6) The PPP evidence descriptors to be used in a consistent and constructive way, making them relevant to the trainee's experience and professional development. Targets between mentor and trainee to be jointly set and reviewed;
7) Every attempt to be made to assess trainees in a uniform manner, where possible including any mentor moderation procedures available and joint observation with the curriculum tutor;
8) Trainees to be allowed - at the discretion of the mentor and HoD - some room to experiment with innovative methodology (which may at times interrupt the departmental schemes of work);
9) Opportunities (one or two lessons per week) to be made available for trainees to continue to observe other colleagues (own curriculum subject and other subjects) throughout both professional practices;
10) Trainees to be challenged by mentors if they appear to be reaching a plateau in their professional development;
11) Good communication to be maintained between the mentor and the curriculum tutor, by e-mail/phone and all relevant documentation to be sent by the relevant dates. As part of this - mentors should attend termly mentor meetings with the curriculum tutor.

**Induction to School Experience**

Trainees can be very nervous in their first few days/weeks in school. Some of them are straight from Uni and some are moving from other careers. Either way they will need your guidance and compassion. There are some practical ways that you can help them and there are some simple emotional ways too. In order to get them ready for teaching before October half term there is some information that they need to
gather to help them acclimatise to the school. Some of this information they will get from the professional tutor and the formal induction programme, but some they may need to get from you. It would be very helpful that if they do not manage it themselves (for whatever reason) that you could help them with it. It will save you time in the long run to be honest.

Here is an outline of their induction checklist: By the end of the induction period, please ensure that your trainee(s) have: (these can be electronic if necessary)

- Details of the emails and contact names for the key members of the department and school that they are working with
- The school staff handbook (staff lists, whole school policies, plan of the school, school calendar, school management structure, lines of responsibility, school guidelines/rules/sanctions procedure)
- Their programme and timetable for Professional practice One (including which form they will be shadowing)
- Their programme of how you are staging their training up to Christmas (see below for more guidance on that)

Has been introduced to:

- The Head teacher, Professional Tutor
- Departmental/faculty colleagues
- Staff in school office, resources, librarian

Understands rules and procedures concerning:

- Health and safety, staff absence

Is clear about:

- The nature of the school day
- The time they need to arrive
- Where their pigeon hole or locker is
- Parking arrangements
- Any unwritten rules about staff appearance, dress or conduct
- Areas where they can do their work
- How to access ICT resources for lesson preparation
- Coffee, lunch and staff-room procedures
- Any meetings they need to attend
- Anything they need to do before coming into school the next day/week
- Where to access pupil data to have a detailed markbook
**Introducing your trainee to the pupils**

Please remember that trainees should not be introduced to the class as ‘students’ or ‘trainee teachers’, even though we all know that pupils will very quickly work this out, as this can undermine their status in the eyes of pupils. Trainees could be introduced as ‘a new teacher’ or guest teacher instead.

**Working with other Colleagues in the Department (too many cooks?)**

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

Trainees should not be directly trained* by more than three teachers in the department, (*i.e. not be observed by and receive professional feedback from), including the mentor. Trainees can of course observe and take lessons for more than three members of the department. NB. If other colleagues observe trainees formally, they must use the standardised observation form (see main handbook).

If a trainee seems to be having difficulties it can be useful for the other staff members to feed all the information to you, the mentor, and then you can summarise the global issues rather than them hearing how bad they are from multiple source.
Planning Mentor Sessions

Mentor sessions are pivotal to trainees’ success. Trainees have an entitlement to one hour of their mentor’s time every week in both school professional practices. It is helpful to the trainee if this is the same time every week if possible. It is the trainee’s responsibility to take the notes, file and upload this to their CT.

Your trainee should arrive to the meeting with much of the minutes completed as it pertains to what they have done in the week since the last meeting. During the meeting it is between you and your trainee what you focus on and they are responsible for taking notes; not you. However, please can you give them the once over so that you can see that what they are writing is an accurate account of the conversation? If a trainee gets themselves into difficulties and you want to put them on a support plan this can be made trickier if the mentor minute notes say that all is fine and the trainee is progressing well.

What to Talk about in the Sessions:

Most of the time your conversations will probably be about their teaching and the practicalities of what to teach to who and when. However, it may also be appropriate to discuss their Subject Knowledge (or lack of). They are completing a large-scale scrapbook for their subject knowledge and you may have suggestions for them to help them to boost their SK.
**Main Practice ideas for Mentor sessions**

**A Recommended Programme of Mentor Sessions in Professional Practice 1 & 2**

The indicative calendar below drawn up in conjunction with experienced mentors offers a framework for mentor meetings recognising the individual needs of the trainee, the practicalities of school-based teacher education and opportunities to develop a deeper understanding of the curriculum. It is not a prescribed programme of sessions as this will vary depending on the needs and experience of the trainee and the various strengths of the department but it does provide a good framework from which to work.

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<thead>
<tr>
<th>Session</th>
<th>Focus</th>
<th>Teacher Standards addressed</th>
<th>Areas for discussion/actions</th>
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| 1       | *Getting to know you* | 3, 8, Part Two | • Identified strengths and weaknesses of the trainee, discussing any concerns or anxieties the trainee may have.  
• Prior experience working with young people and in education.  
• Subject knowledge strengths and any ‘gaps’. Mentors should suggest useful areas to research in order to address this, where possible.  
• School administration such as log ins, keys, access to resources. Mentors should make schemes of work available to trainees and provide them with their timetable.  
• Outline out of class expectations such as times and days of meetings, directed time etc.  
• Identify opportunities for the trainee to contribute to wider departmental and school life e.g. Open Evening, after school club, support with GCSE and A Level work such as speaking practice for students. |
| 2       | *Pre-teaching Preparation* | 2, 4, 6 | • Observations of students and colleagues during induction, has anything surprised or inspired the trainee?  
• Focussing on the classes the trainee will take over, talking through the class data, SEND info, prior attainment.  
• Decoding data and reflecting on how this can inform planning.  
• **Setting up a markbook**  
• Who to contact in school e.g. SENDCO, CPO, HoY, pastoral support workers. |
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<tr>
<th>Step</th>
<th>Section</th>
<th>Codes</th>
<th>Notes</th>
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| 3    | Making positive starts   | 1, 4, 7 | • Mentor guides the trainee through a session on joint planning of their first teaching episode. This could be a starter activity, a team taught lesson, an activity within a lesson or a full lesson in line with all parties' agreement.  
• Strategies for making a positive start with classes, establishing routines and expectations.  
• Using voice and body language alongside praise, rewards and sanctions in line with the departmental and school policy.  
Deadline: Trainees should be taking some responsibility for planning and teaching with mentor’s support (e.g. delivering starters or short learning episodes) |
| 4    | Reviewing and Reflecting | 4, 8  | • Co-plan a full lesson (this does not have to be taught in full by the trainee but could be if both parties agree the trainee is ready)  
• Discussion around completion of PPPA  
• Reflect on observations of colleagues and pupils  
• Review trainee’s teaching progress so far (of initial experience e.g. behaviour management, starters etc)  
• Discuss and identify emerging targets and consider signposting trainee to colleagues who have strengths in these areas. |
| 5    | Moving Forward           | 1, 4, 8 | • Reflect upon progress regarding planning and teaching and map out when trainee is to take over each class  
• Discuss focus for APK and appropriate class to deliver the UoW to. Mentor could signpost trainee to pertinent policy and literature relating to focus  
• Agree preparation and planning for half term, mentor could guide trainee towards strong resources and examples of plans |

**PPPA Friday 25th October 2019**

**Half Term**

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<th>Step</th>
<th>Section</th>
<th>Codes</th>
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| 6    | Supporting and Challenging | 4, 5, 8 | • Review of teaching progress to date  
• Discuss strategies to plan from the pupils’ perspective, considering all learners  
• Look at department strategies for planning for different needs and abilities, especially SEND and EAL |
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<td></td>
<td><strong>Discuss planning for different learners and how to use a variety of differentiation techniques</strong>&lt;br&gt;<strong>Explore the role of Teaching Assistants and how to work effectively with them</strong>&lt;br&gt;<strong>Ensure trainee has read ECHPs and liaised with the SENDCO as appropriate</strong></td>
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<td>7</td>
<td><strong>Evaluating lesson planning</strong> 1, 4, 5</td>
<td><strong>Review progress towards APK</strong>&lt;br&gt;<strong>Evaluate lesson planning progress, considering what additional support trainee may need for example co-planning with mentor, taking over classes</strong>&lt;br&gt;<strong>Assess whether planning demonstrates stretch and challenge as well as appropriate learning outcomes/objectives</strong></td>
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<td>8</td>
<td><strong>Developing Questioning skills</strong> 1, 3, 4, 5</td>
<td><strong>Explore different questioning techniques, types of questions asked, lolly sticks, ‘no hands up’ and encourage the trainee to try out a few</strong>&lt;br&gt;<strong>Discuss how to plan questioning and giving instructions as well as modelling</strong>&lt;br&gt;<strong>Giving oral and written feedback both from the teacher and peer to peer</strong></td>
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<td>9</td>
<td><strong>Promoting Pupil Progress</strong> 2, 6</td>
<td><strong>Review of subject knowledge development and trainee progress</strong>&lt;br&gt;<strong>Introducing department mark schemes e.g. do the department use flight plans, learning ladders</strong>&lt;br&gt;<strong>Discuss how data is recorded within the department and how this informs planning</strong>&lt;br&gt;<strong>Reporting assessment information to parents/guardians</strong>&lt;br&gt;<strong>Identifying assessment opportunities – when might they occur/be planned for (inc. homework)?</strong></td>
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<td>10</td>
<td><strong>Focusing on Feedback</strong> 2, 6</td>
<td><strong>Begin to discuss PPPB</strong>&lt;br&gt;<strong>Explore peer and self assessment, using DIRT giving verbal and written feedback and how to encourage and use student response</strong>&lt;br&gt;<strong>Ensure trainee is familiar with departmental marking policy</strong></td>
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<td>11</td>
<td><strong>Considering Communication</strong> 3, 8</td>
<td><strong>Review Subject Knowledge and how trainee is progressing in this area and devise action plan</strong>&lt;br&gt;<strong>Review trainee’s progress towards their APK</strong>&lt;br&gt;<strong>Discuss parents’ evenings and when and how to phone/email home, school procedures, what to say and what not to say</strong></td>
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<tr>
<td>12</td>
<td><strong>Celebrating successes and planning next steps</strong></td>
<td>4, 8</td>
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<td></td>
<td>• Review trainee’s progress regarding behaviour management and discuss any strategies they may be able to adopt</td>
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<td></td>
<td>• Discuss planning expectations for the holidays</td>
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<td>• Review of successes in placement so far</td>
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<td></td>
<td>• Discuss timetables and use of non-contact time, expressing the importance of continued observation</td>
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<td>• Set targets for the new term and discuss APK progress</td>
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<td><strong>PPPB Friday 20th December 2019</strong></td>
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<td><strong>Spring Term</strong></td>
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<td>13</td>
<td><strong>Starting the new term positively</strong></td>
<td>1, 3, 6, 7</td>
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<td></td>
<td>• Evaluate progress towards increasing and improving Subject Knowledge (this could be done through the use of trainee’s Subject Knowledge Audit)</td>
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<td>• Review timetable with regards to teaching load and plan for increased teaching commitments</td>
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<td>• Discuss newly taught classes, considering topics in line with SoW, data, behaviour management etc.</td>
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<td>14</td>
<td><strong>Focusing on Key Stages 4 and 5</strong></td>
<td>2, 3, 4, 6, 8</td>
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<td>• Explore the GCSE Specification used within the department and any resources that are available</td>
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<td>• Discuss opportunities for the trainee to contribute to KS4 input through small group revision, exam preparation, moderation events, Options Fairs etc.</td>
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<td></td>
<td>• Consider challenges in planning for progress at GCSE (teaching in sets, mixed ability groups, performance pressure)</td>
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<td>15</td>
<td><strong>Addressing Transition</strong></td>
<td>3, 5, 8</td>
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<td>• Check in regarding progress towards completing KS2/KS5 Cross Phase visit or discuss reflections thereon (if the visit(s) has/have already taken place)</td>
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<td>• Discuss what links the school forms with its feeder schools</td>
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<td>• Consider how well pupils are prepared for your subject at KS3/KS5</td>
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<td>• Reflect upon how much exposure pupils have to your subject at KS2</td>
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<td>• How well established is your subject at A Level?</td>
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<td>16</td>
<td><strong>Planning for all</strong></td>
<td>4, 5</td>
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<td>• Successful strategies for working with EAL pupils in your subject – who is the school lead for EAL pupils?</td>
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<td>No.</td>
<td>Topic</td>
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<tr>
<td>17</td>
<td>Reviewing APK progress</td>
<td>3, 4</td>
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<td>18</td>
<td>Moving on</td>
<td>3, 6</td>
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**PPPC Friday 14th February 2020**

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<tr>
<th>No.</th>
<th>Topic</th>
<th>Reference</th>
<th>Activity Details</th>
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<tbody>
<tr>
<td>19</td>
<td>Building on the successes of Placement One</td>
<td>3, 8, Part Two</td>
<td>Review trainee’s identified strengths and targets, including identifying Subject Knowledge strengths and gaps from first placement’s PPC and agree action plan. Discuss timetable and in school programme, SoW, assessments and GCSE/A Level specifications. Identify out of class opportunities where the trainee could contribute and outline school and departmental expectations for attendance at meetings and briefings.</td>
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<tr>
<td>20</td>
<td>Preparing to teach (as soon as possible!)</td>
<td>1, 7</td>
<td>Explore departmental and school behaviour policy and discuss strategies for classes and individual pupils where appropriate. Ensure trainee knows key staff in the school including SENDCO, Designated Safeguarding Lead etc. Discuss trainee’s observations of colleagues within and outside of the department and reflect upon the importance of focussed observation to address trainee’s own targets. Consider co-planning trainee’s first lesson.</td>
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<tr>
<td>21</td>
<td>Shifting the focus</td>
<td>2, 4</td>
<td>Discuss trainee’s reflections and evaluations and the impact this is having on their teaching - are they prioritising pupil learning in their planning and reflections? Encourage the trainee to use challenging Learning Objectives. Discuss the trainee’s use and development of the ‘Learning/Pupil activity’ section in the</td>
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<tr>
<td>Lesson Plan</td>
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<tr>
<td>lesson plan – are they considering the learning from the pupils' perspective?</td>
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<thead>
<tr>
<th>Exploring new ideas</th>
<th>1, 4, 5</th>
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<tr>
<td>• Encourage trainee to develop their practice through exploring new techniques and strategies e.g. creative and active learning, group work, personalised learning. This could be something outside of their comfort zone to really challenge them</td>
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<td>• Discuss completion of PPPD</td>
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<thead>
<tr>
<th>Examining assessment</th>
<th>2, 4, 6</th>
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<tr>
<td>• Ensure trainee is familiar with departmental marking policy including assessment criteria and rewards and sanctions</td>
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<td>• Discuss opportunities for collaborative marking of classwork and homework</td>
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<tr>
<td>• Evaluate trainee’s use of mark books and assessment data to inform planning</td>
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<tr>
<th>Identifying strengths and setting challenges</th>
<th>4, 8</th>
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<tr>
<td>• Review progress so far and celebrate successes and strengths emerging</td>
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<td>• Discuss planning and expectations for after the holidays</td>
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<td>• Set trainee targets for the new term</td>
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<th>PPPD Friday 3rd April 2020</th>
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**Easter Holiday**

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<thead>
<tr>
<th>Questioning and Afl Strategies</th>
<th>2, 4, 6</th>
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<tr>
<td>• Review trainee progress regarding questioning</td>
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<tr>
<td>• Consider a formal lesson observation with a focus on questioning</td>
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<td>• Discuss strategies for differentiating questions and using probing questions to test understanding</td>
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<tr>
<td>• Evaluate trainee’s progress in setting challenging objectives, addressing pupils’ questions and challenging misconceptions</td>
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<tr>
<th>Contributing to the profession</th>
<th>Part Two</th>
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<tr>
<td>• Ensure the trainee has had opportunities to gather evidence of their contributions towards wider school life</td>
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<tr>
<th>Meeting and exceeding expectations</th>
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<tr>
<td>• Discuss completion of PPPE</td>
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<td>• Open session tailored to individual needs of the trainee</td>
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<tr>
<th>Preparing for RPK</th>
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<td>• Identify any gaps the trainee may have in evidence towards the Teachers’ Standards</td>
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<td>• Consider conducting an informal ‘mock’ professional dialogue to help the trainee prepare for the RPK</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Becoming an NQT</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• Mentor to share tips for thriving in the NQT year and answer any questions trainee may have</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>PPPE Friday 22nd May 2020</th>
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60
Trainees Timetables and Observations

Staging Their Teaching

It is very important for the smooth development of the trainee that they do not start teaching the full lessons too soon.

As a guide, we would very much appreciate that the trainees teach no more than one full hour before the October half term. We had some trainees in some considerable difficulty in previous years that bit off more than they could chew and taught too much too soon. We would like to avoid that this year.

Here is a rough guide as to how you may want to scaffold your trainee’s introduction to teaching a full lesson:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Whole school induction</td>
</tr>
<tr>
<td>2</td>
<td>Department induction (possibly a demonstration or making a resource that you use in the classroom)</td>
</tr>
<tr>
<td>3</td>
<td>Starters, demonstrations and plenaries</td>
</tr>
<tr>
<td>4</td>
<td>Working towards a whole lesson this week with parts of lessons too</td>
</tr>
<tr>
<td>5</td>
<td>2 whole lessons to teach and parts of lessons</td>
</tr>
<tr>
<td>6</td>
<td>4 whole lessons to teach</td>
</tr>
<tr>
<td>7</td>
<td>5 whole lessons to teach</td>
</tr>
<tr>
<td>8</td>
<td>6 whole lessons to teach</td>
</tr>
<tr>
<td>9</td>
<td>7 Whole lessons to teach</td>
</tr>
<tr>
<td>10</td>
<td>8 whole lessons to teach</td>
</tr>
</tbody>
</table>

This is only a guide. Some trainees may take much longer to work their way up to the 8 hours of teaching and some may be desperate to get stuck into the teaching in the middle of November. However, please exercise caution with the more adventurous trainee. They all should be using the time that they are not actively teaching planning creative and original resources and activities (that you can use after) and continuing to observe good practice around the school.
We have found that the trainees that had plenty of time being a teaching assistant, in the lessons that there were to teach eventually, were better accepted by the pupils and were more able to get the pupils to make progress earlier.

**Lesson Observation and Feedback**

Your trainee should be observed, formally, once a week. This means that the form from the handbook must be used and completed in its entirety. We must track the progress of the trainee throughout the professional practice. We would also very much appreciate you putting the teacher standards onto the form as well. If you wish you could do this in negotiation with the trainee in your mentor meeting each week. If you are having another colleague do the observation for the week, please also make sure that they use the correct form too.

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

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

**Observations Need to Have a Focus**

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

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

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

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

Please remember that trainees must be observed throughout both practices. Many competent trainees tend to be left to their own devices and can reach a plateau around February. This category in particular needs to be observed and challenged (e.g. in the use of assessment, ICT etc.). Towards the end of the block practice, observation sessions may tail off in order to allow the trainee greater autonomy, but they should not disappear altogether.

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

Ideas for Mentor Strategies

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

1) The ‘Slice of Cake’ Training

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

2) ‘Driving Instructor’ Training

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

**Teaching Independently – To get them Started**

- Trainee supports weaker pupils; you supervise the rest of the class.
- Trainee assists pupils who have been absent and need to catch up on work missed, you supervise the rest of the class.
- Trainee works with a group of more able pupils (e.g. teaching balancing equations), you supervise the rest of the class.
- Trainee gives physics calculation practice to a specific group of pupils; you supervises the rest of the class.
- Trainee conducts a small group project; you supervise the rest of the class.
- The mentor teaches to the trainee's lesson plan; strengths/weaknesses that are less like to concern class management difficulties are then discussed in the debrief; trainees can learn much from this method.

**Team Teaching**

- Trainee delivers just one clear-cut element of the lesson (especially if it is perhaps more 'adventurous' and/or requires excessive preparation).
- You and the trainee conduct different elements of the lesson. For example, trainee takes register and gives feedback on homework. You introduce the theme of lesson and new teaching point.
- You and the trainee perform a 'double act' by conducting a demonstration. Trainee demonstrates while you asks questions.

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

In addition to ensuring all trainees meet the Standards, it is vital that a mentor also differentiates the training to match the needs of individual trainees. Usually trainees who are struggling get a lot of support from their mentor. However, able trainees can be just left to get on with it. Wherever possible differentiation enables trainees to extend their expertise and offers them appropriate challenge. Below are some
suggestions to mentors for challenging you! Do discuss any ideas for challenge you have with your mentor and curriculum tutor. Both may have other good ideas.

Differentiation for Trainees

Intellectual challenge for the able trainee
For example, can your trainee produce a suitable revision programme for post-sixteen examination classes? Or research and present to the department the latest research findings on a relevant aspect of their teaching?

Pedagogical challenge for the able trainee
For example, can your trainee present a series of lessons to the department that use a range of innovative learning styles? Or find stimulating ways of helping children address key skills on the computer?

Subject Knowledge challenge for the able trainee
For example, can your trainee become an ‘expert’ on a relevant area of the curriculum and provide background information for the department to use.

ICT challenge for able/advanced trainee
For example, can your trainee create a website? Set up new links with other schools?
Produce departmental electronic systems for assessment purposes etc.

Extra Support for the ‘cause for concern’ or ‘at risk’ Trainee
The nature of this support will depend on what areas the trainee is struggling in. The trainee will need to have audited what they have done already to action their issues. These can then be discussed in your mentor meeting. It is important that the trainee has the chance to modify their practice before we reach for the cause for concern paperwork.

- Do they need to do more observation of experienced colleagues that you have identified as ‘experts’ in the area that the trainee is struggling?
- Have they recently stopped observing and need to do more, particularly of a pupil that they are having problems with?
- Is it a subject knowledge issue? Do they need to be ensuring that they have their plans in to you with more notice so that you can check their knowledge before they teach the pupils?
These are just a few examples, but whatever the issue it is very important that you let the CT know that there may be a problem.

**Pastoral Role of Mentors**

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

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

Target setting is crucial to trainee development. For targets to be truly meaningful, they should be developed in collaboration between the trainee and the mentor.

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

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

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

<table>
<thead>
<tr>
<th>Broad Target</th>
<th>These targets expanded</th>
</tr>
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<tbody>
<tr>
<td>Differentiate lessons</td>
<td>To ensure materials are accessible to all – particularly pupil X who has a very low reading age compared to the rest of the class.</td>
</tr>
<tr>
<td></td>
<td>Ensure that all of the class can follow the method for the experiment – make sure that you demonstrate the practical</td>
</tr>
<tr>
<td></td>
<td>To identify prior knowledge and understanding so you can identify where to pitch the lesson</td>
</tr>
<tr>
<td>Improve classroom management</td>
<td>To identify where the difficulties are in the lesson and create a new seating plan to all the pupils who were struggling to stay on task</td>
</tr>
</tbody>
</table>
| | • To engage pupils attention at the start – initiate a new routine to make sure that you get the pupils in and settled quicker  
• To sustain pupil interest and motivation during the main section of the lesson by providing shorter activities to provide pace  
• To ensure that all materials are accessible to all but still present a challenge to motivate pupils  
• To deal with instances of pupils calling out more firmly – use the school’s behaviour policy to aid consistency. |

Devising strategies:-

• These need to be practical  
• You need to be able to show that something concrete has happened (e.g. a lesson has been observed, notes of a discussion etc)  
• They need to be precise  
• They need to have a clear purpose  
• Below is a possible example of a target and possible strategies:

Example:

The Problem
You are mid-way through the term. Lesson observations from your Curriculum Mentor and other departmental colleagues suggest that you are sometimes explaining new material rather too quickly and some groups of pupils are becoming confused. This is confirmed by your own lesson evaluations where you have identified a need to plan more opportunities for revisiting and reinforcement in your lessons. Your mentor suggests that this is as much about assessment and learning outcomes as pupils are not clear what they are supposed to be doing and why. You are also a bit disillusioned by the lack of pupil responses in the classroom.
<table>
<thead>
<tr>
<th><strong>Target</strong></th>
<th><strong>Strategy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearer and more thorough explanations appropriately paced so as to maintain pupil concentration for longer periods.</td>
<td>Analytical observation of two lessons by Mrs Teacheswell – a teacher in the department who is particularly good at introducing new material.</td>
</tr>
<tr>
<td>Development of a wider repertoire of techniques for revisiting and reinforcement of knowledge and understanding.</td>
<td>Your bottom set Year 9 is about to begin work on renewable energy. Whilst planning their sequence of lessons, devise a minimum knowledge and understanding that they must develop to get the most out of the lively role-play at the end of the sequence. Devise and implement a range of techniques to ensure that their knowledge and understanding is being constantly reinforced to meet the minimum you require.</td>
</tr>
</tbody>
</table>

**Evidence that you have met this target:**

- Observation and discussion with Mrs. Teacheswell
- Lesson plans including use of ideas gained from observation; lesson observation by the Year 9’s usual teacher; your self-evaluations; assessment evidence; discussion with your Curriculum Mentor.
Support Plan/ Cause for Concern Procedure

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

Mentors need to check on the PPP criteria. What should the trainee be achieving for the relevant stage of the course:
During the each half term, consider if any of the following are clearly evident?

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

This list is not meant to be exhaustive, but it may help new mentors in particular. If any of the above signs are evident, it is important to contact the Curriculum tutor as soon as possible. It is better to be over-cautious than to let problems continue until the last minute. Please use the cause for concern form in the main handbook if you wish to put your concerns in writing. Finally, remember that for a trainee, being put on a support plan may be seen as a sign of failure, so before this is done formally, it
is important to discuss it fully with the Curriculum tutor. We will also contact you, the mentor, if we are experiencing any problems at the University end.
Part 5 - 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 diary 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 the Canvas page for the course. 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**

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

Academic Assessment

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

Note that good written assignments will:

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

What does weaving theory and practice mean?

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

Below are examples that weave theory and practice together – again the curriculum subject is History but can be applied appropriately to any subject:
• These particular examples of the uses of sources in the history classroom demonstrate two possible pitfalls that can limit pupils’ learning. I observed a number of pupils slipping too quickly into an easy identification of bias or unreliability in a source, on the basis of simplistic criteria about the source’s provenance. This led to countless sources being written off as unreliable. The need to encourage pupils to construct tentative accounts based on the fragmentary and imperfect sources available to them has been cogently argued by Byrom (1998). Byrom demonstrates……

• One of my main aims in planning for pupils’ extended writing based on medieval towns was to help pupils to structure their answers by distinguishing between general conclusions and particular details. I found it extremely useful to draw on the work of Counsell (1997) in order to plan the sorting activity on the town gilds. Counsell argues that……

• The benefits of enquiry or ‘big’ questions has been effectively demonstrated by Riley (2000). He states that……..Using these criteria, it becomes obvious that the reason for the poor quality of pupils’ work stems from a lack of clarity about the purpose of the task they were set. Therefore, using Riley’s ideas, a better way forward would be to……

Here theory and practice are woven together in a clear and helpful way. Notice too that the commentary focuses very precisely on what exactly is going on in the lesson, particularly helpful is the emphasis on very specific conceptual areas within the subject. Bland statements that pupils found source work or essay writing difficult or weren’t motivated are not very helpful. Articulating precisely what you are trying to teach and the specific issues that arose will be of far greater benefit to you.

9. Reading Lists
There is a general generic reading list for all subjects in section 2 of the ITE handbook. Resources and further reading are placed on the VLE for the Reflecting Professional Knowledge (RPK) as sessions take place. Individual reading lists for each Cosmopolitan curriculum subject have also been distributed to trainees and will also be placed on the Cosmopolitan VLE. Subject knowledge audits for each subject will also be available for trainees during Induction. Guided by the curriculum subject tutor trainees will complete these, share them with the school mentor using them to further deepen their subject knowledge.
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 2019. 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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