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Acknowledgements

This handbook has been devised to meet the new Teachers’ Standards (DfE, 2012). I would like to thank partnership colleagues for their input in developing sections of this handbook, and in particular for drawing up the original programme for mentor-trainee meetings in schools. I should also like to acknowledge suggestions of good practice from other teacher educators Richard Harris, Christine Counsell and Alison Kitson and my colleagues in the School of Education and Social Work.

Richard McFahn, Marc Scruby and Dr Simon Thompson
What is a history teacher? ... he’s (sic) someone who teaches mistakes. While others say, here’s how to do it, he says, and here’s what goes wrong. While others tell you this is the way, he says, And here are a few bungles, blotsches, blunders and fiascoes ... It doesn’t work out; it’s human to err ... He’s an obstructive instructor, treacherous tutor. Maybe he’s a bad influence. Maybe he’s not good to be around.


1. Introduction

Whether you are trainee on our PGCE course or following the School Direct route with one of our school partners welcome to the 2017-18 History Initial Teacher Education (ITE) at the University of Sussex. Being a history teacher remains as complex and contentious as Swift suggests in his engaging novel. Nevertheless as a teacher of history, at whatever vocational stage, you have chosen a profession which is exciting, dynamic and rewarding. This course recognises that effective history teaching is about enabling minds and our central aim is to develop committed, resilient, thoughtful and creative history teachers who will encourage pupils to think for themselves about the past. History teaches pupils important knowledge and ways of analysis which can play an important role in developing them as critical citizens who can empathise with others and put the present into a wider perspective. Through a course which is both practically and intellectually challenging it is hoped that you will reflect and engage with your own particular views and philosophies about the nature and purpose of history, develop a deeper understanding of how pupils approach the subject and how you can meet their individual needs.

The course you are about to become involved in is one of the most well-established initial teacher education courses in the UK, and one which has a well-deserved reputation for developing successful history teachers with many history departments in local schools. If you are a history mentor, the chances are quite high that you yourself trained to teach history at Sussex. The commitment of many local history teachers and professional tutors to this course has done a great deal to ensure its high quality over the years, and this dedicated involvement is greatly appreciated by trainees and by the university based colleagues.

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

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

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

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2. Rationale and Aims

The idea of working together in partnership underpins all aspects of ITE, and is central to our History course. All of our courses are run as a partnership between the University of Sussex and many local schools. This is known as: The Sussex Consortium for Teacher Education and Research. All the partners in the Consortium share responsibility for planning, evaluating and successfully running the course, and remain closely in touch throughout the ITE ‘year’. Planning for the history course is carried out jointly by history mentors and the curriculum tutor at a series of mentor meetings. Monitoring and evaluation takes place in these meetings as well; and a continual process of informal feedback takes place whenever mentors and tutors discuss issues related to the history programme. Trainees are also encouraged to feedback their experiences and suggest ideas to improve provision, and these suggestions are generally incorporated into future planning. University and school experiences are mutually dependent – what is learnt in one context is applied and reflected upon in the other.

Therefore work in the university and schools is:

Complementary and reinforcing;

- Mentor sessions are, wherever practically appropriate, linked to university sessions to cover similar aspects of the Teachers’ Standards: see the recommended calendar of mentor sessions (Section 7).
- Courses are delivered in partnership with mentors and tutors leading sessions in and out of practice settings.
- Beginning teachers, mentors and university tutors share the same subject-specific guidelines for discussion in mentor sessions, target setting, review and assessment purposes.
- Course developments are agreed in mentor meetings and there is opportunity for regular review and evaluation of trainees’ experiences.
- Trainees are given tasks to complete in school which are discussed in both mentor and curriculum sessions.

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

- Trainees start to work on subject gaps, identified at interview, prior to the course and these feed into directed tasks and the subject audit, which are regularly reviewed throughout the course by mentors and curriculum tutors
- Mentors are provided with trainees’ initial audit information to plan a suitable timetable and training programme
- Mentors review trainee progress weekly and more formally at the end of each period of practice, prior to completion of the Professional Practice Profile (PPP). Mentors use the calendar of mentor training sessions to structure their training, but tailor this to the particular needs of their trainees. The PPP is completed at the end of professional practice and is passed to other mentors and professional tutors, who use it to plan a suitable timetable and mentor programme, ensuring that the trainee’s needs are met so that they can aim to exceed the Standards. The professional tutor and mentor complete this document at the end of the training, reviewing all the accumulated evidence, in consultation with the trainee.
- Trainees keep records of their school based training focusing on both strengths and targets to provide an ongoing record of their progress in meeting targets and make these available to mentors and curriculum tutors via a special tracking document.
Practically and theoretically driven to develop effective and reflective history teachers;

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

And enhanced by recognizing wider professional and subject opportunities

- Cross-curricular sessions with other trainees in;
- Subject development seminars;
- Holocaust education workshops;
- Organised field trips to local and national museums with a twin focus on pedagogy and subject knowledge developments;
- Training sessions led by visiting mentors and other experts, e.g. on Post 16 teaching, learning and assessment
- Visits to other educational settings, e.g. Special Schools
- Involvement in wider school activities

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

Understanding history

- Be able to ascertain through discussion children’s current understanding of an historical period, and the concepts you wish to introduce in the study of that period as well as the meaning of ‘weasel’ words – such as church, society - that you might assume pupils to have a grasp of.
- Know how to introduce a new historical topic, engage interest and as far as possible relate it to pupils’ own experience.
- Be able to deliver confidently an historical narrative as the context for historical investigation.
- Be able to explain clearly the nature and form of an historical enquiry, its learning objectives and potential and forms of presentation.
- Be able to develop pupils’ understanding evidence and its limitations.
- Be able to help pupils to understand the nature of chosen sources, to ‘read’ the sources for information or clues that might be used in an historical enquiry and judge their significance.
- Explain and employ chronological terms and conventions when appropriate as part of regular discourse in the classroom and develop pupils’ ability to do the same.
- Set specific historical enquiries within a wider chronological framework, maintaining a balance between narrow focus and overview.
- Be able to lead pupils in a consideration of interpretation of historical events and the different forms in which interpretation may be expressed, and to develop pupils’ ability to evaluate interpretations.
• Be able to employ stories in generating interest and in structuring an historical enquiry during one lesson or for a sequence of lessons.
• Be able to select historical sources – text, pictures, film, objects, landscape etc. - that are within the comprehension of pupils and are intrinsically interesting as well as appropriate to a chosen historical enquiry.
• Understand the National Curriculum requirements for assessment in History at Key Stage 3 and the use of national criteria in assessment at GCSE and be able to construct a variety of forms of assessment.

Generic skills in the context of teaching history

• Be able to monitor and guide pupils to a successful completion of assigned activities, in which they communicate their knowledge and understanding, whether this be structured narrative, essay, role play, PowerPoint presentation, or visual display.
• Be able to present ideas, materials and activities that are within the grasp of all pupils, supporting their specific educational needs, including those recognised as ‘gifted and talented’.
• Be able to make appropriate use of ICT within one’s teaching.
• Employ a wide variety of activities in order to motivate and cater for a range of learning styles e.g. drama, simulation, role play, card sorts, hot seating, paired and group work, ‘mind mapping’.
• Exploit all reasonable opportunities to develop pupils’ numeracy skills.
• Explicitly and as a regular feature of one’s teaching to develop pupils’ literacy skills, and specifically to develop pupils’ abilities to express in written and spoken language their historical understanding.
• Be able to lead pupils in reflecting in plenary what they may have learned from a lesson activity.
• Understand and apply the principles of Assessment for Learning, showing pupils how to review their own progress and set targets for improvement.

3 - Expectations and Professionalism

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

Please ensure that you understand your school’s policy on reporting absence in induction week, in the event of illness: whom to contact, by which time in the morning and at which point a doctor’s certificate would be required. It is essential that you do not just communicate absence by a simple text or e-mail as your lessons need to be covered, so it is your responsibility to ensure that key teachers have this information early in the morning. You should always set work or give the school some idea of the content of the lesson, so that cover for your lesson can be arranged. As a beginning teacher, you will also broadly follow school holidays (see calendar in the main course handbook), although note that half-terms are ‘directed study weeks’, allowing you to focus on assignments and school preparation and that you are sometimes required to attend university during this time. School holidays are long, compared with those of other professions, and so non-urgent dentist or other appointments should be arranged in these.

There is limited time for curriculum or mentor sessions and missing one will mean that something vital is missed that will not be repeated. Please contact your curriculum tutor by email or telephone if you are unable to attend a professional studies or curriculum session. If you have advance warning of an absence,
then you should seek permission from the university or school. In either case, you should find out what you have missed and fill any gaps. Of course, illness and extreme personal difficulties afflict us all from time to time, and curriculum tutors and mentors will be sympathetic and supportive in the event of personal need. Tutors, however, must be kept informed.

4. History Education Programme

4.1 History Education Seminars

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

University curriculum sessions are mainly delivered on Fridays. Times and rooms may be changed on occasion but this will be notified via the VLE. Most history curriculum sessions will either be held in Fulton 107 or at a local partnership school.

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

Sections shaded grey indicate some of the learning experiences generic to all trainees. Sections in a thick black border indicate sessions outside of the weekly pattern where permission to attend from the school will be required. Sections which are highlighted indicate a reporting deadline. Amendments may be made to details and dates according to circumstances. For those trainees working in School Direct partnerships please ensure you check out any specific course variations.

4.2 - History Education Programme for 2017 – 18

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<th>Date</th>
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<tr>
<td>1/9 Fri</td>
<td>Registration</td>
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<tr>
<td>6/9 Weds</td>
<td>Where do Teachers of the Past Come From? Introducing History ITE at Sussex (TS – Part One: 1 &amp; 3; Part Two)</td>
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<tr>
<td>7/9 Thurs</td>
<td>What is History? &amp; Why Should Children Learn It? Understanding the Contexts of Schools’ History – the National Curriculum, GCSE and A level (TS – Part One: 3)</td>
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<td>8/9 Fri</td>
<td>What questions to ask? Supporting Pupils through Historical Enquiry (TS: 3 &amp; 4)</td>
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<td>11/9 Mon</td>
<td>Can Children be Historians? How Children Learn about the Past (TS: 2)</td>
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<td>12/9 Tues</td>
<td>How does History happen? – Causal and Consequential Reasoning with Pupils across the Key Stages (TS: 3)</td>
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<td>15/9 Fri</td>
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<td>19/9 Tues</td>
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<td>20/9 Wed</td>
<td>RM &amp; MS</td>
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<td>21/9 Thurs</td>
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<td>22/9 Fri</td>
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<td>26/9 Mon – 29/9 Fri</td>
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<td>29/9 Fri</td>
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<td>2/10 Onwards</td>
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<td>6/10 Fri</td>
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<td>13/10 Fri</td>
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<td>20/10 Fri</td>
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<td>23/10 Mon – 27/10 Fri</td>
<td>RM</td>
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<tr>
<td>3/11 Fri</td>
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<td>10/11 Fri</td>
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<tr>
<td>17/11 Fri</td>
<td>RM C+</td>
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<td>24/11 Fri</td>
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<tr>
<td>1/12 Fri C+</td>
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<td>8/12 Fri</td>
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<td>15/12 Fri</td>
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Winter Break – 21/12 – 1/1
## History Education Programme: Spring Term 2017

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<tr>
<td>2/1 Tue onwards</td>
<td>Professional Practice resumes</td>
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<tr>
<td>5/1 Fri</td>
<td>RM</td>
<td>GCSE teaching 2 (TS 3, 4 &amp; 6)</td>
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<tr>
<td>12/1 C+</td>
<td>Professional Studies &amp; Tutorials</td>
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<tr>
<td>19/1 Fri</td>
<td>RM</td>
<td>Is A Level History More of the Same? – Teaching, Learning and Assessment at Varndean Sixth Form College (TS: 3, 4 &amp; 6)</td>
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<tr>
<td>26/1 Fri</td>
<td>Professional Studies &amp; Tutorials</td>
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<tr>
<td>2/2 Fri</td>
<td>RM</td>
<td>Escaping the “Divi Past” – Teaching Pupils to Appreciate the Characteristic Features of Similarity, Difference and Diversity in History (TS: 3) Neil Bates</td>
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<tr>
<td>9/2 Fri</td>
<td>RM</td>
<td>How can we make the most of the historical environment and all its riches? Visit to Westminster Abbey, and Houses of Parliament (TS: 3, 7 &amp; 8)</td>
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<td>12/2 Mon – 16/2 Fri</td>
<td>Spring half term</td>
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<tr>
<td>23/2 Fri</td>
<td>RM</td>
<td>How to prepare for my RPK assignment? The missing link in helping pupils progress (T1, 2, 5 &amp; 6)</td>
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<td>TBC</td>
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<td>How do we get better at Teaching the Holocaust (TS: 1, 5 &amp; 8)</td>
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<td>16/3 Fri</td>
<td>RM</td>
<td>A free conference for History Mentors and Trainees – Ian Luff and Dale Banham...</td>
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<td>Spring Break –30/3 Fri – 13/4 Fri</td>
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## History Education Programme: Summer Term 2017

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<tr>
<td>16/4 Mon onwards</td>
<td>Professional Practice resumes</td>
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<tr>
<td>20/4 Fri</td>
<td>RM</td>
<td>Professional Studies followed by group reviews to prepare for Reflecting on Professional Knowledge</td>
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<tr>
<td>4/5 Friday</td>
<td>RM</td>
<td>Preparing for RPK and teaching ideas</td>
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<tr>
<td>14/5 Mon – 25/5 Fri</td>
<td>Reflecting on Professional Knowledge Exit Interviews</td>
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<td>23/5 Weds</td>
<td>Exit interviews</td>
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<tr>
<td>24/5 Thurs</td>
<td>How do we get better at teaching the Holocaust 2: a free conference</td>
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<tr>
<td>4/6 Mon – 7/6 Thurs</td>
<td>Enrichment week</td>
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<tr>
<td>8/6 Fri C+</td>
<td>Course Evaluation &amp; Recommendations for QTS Published, Farewell Lecture &amp; End of ITE Celebrations (TS – Part One: 8)</td>
<td>Progress and Assessment Board (TBC)</td>
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<td>w/b 23/7</td>
<td>Graduation (TBC)</td>
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4.3 - The History Education Programme & the Teachers’ Standards

This programme – including and especially the linked work in schools, the school based assignments and set readings all prepare you to meet all of the Teachers’ Standards (DfE, 2012). The programme above identifies specific sessions where links are made to specific Teachers’ Standards (bracketed) – by attending these sessions however you are not meeting these standards – rather you are presented with the opportunity to engage with their expectations and begin to think about how you might address them. The Teachers’ Standards are there to uphold a minimum common standard for entry to the profession across the country. They are not a “syllabus” to be covered nor do they describe the lengthy and complex learning process that will lead to them. In terms of your learning, many of these are addressed implicitly or explicitly in virtually every curriculum session and will be tackled with your mentor in school nearly every week. You cannot learn to frame lesson objectives, assess pupil learning or evaluate your teaching, for example, in a one off session, nor in a one off school based task. Rather, these are underpinned by reflection on curriculum issues and pupils’ learning over time.

4.4 – Support through Study Direct

Study Direct is a Web-based Virtual Learning Environment. It allows you to access course materials and support facilities on-line. Over the year it will contain course documentation, resources and support materials. It will also be used to send reminders and announcements and to host discussion forums. You will be set a number of tasks using Study Direct throughout the year. Study Direct plays a vital part in facilitating and supporting your learning both in the university and in school, it will also be an important way to keep in contact with your peers. It is essential that you login in to Study Direct regularly, particularly when you are on professional practice.

You will automatically be registered with Study Direct. Study Direct can be used from any University networked PC as well as most PCs connected to the Internet. In the browser address field type the following address: www.sussex.ac.uk/students. Study Direct Login is located on the top right hand corner of the screen - enter your standard university computer username and password. On logging in the first screen to appear is your Study Direct home page. You will see a list of Course Sites click on History ITE 17/18 you will then be able to access electronic versions of forms, course handouts, etc.

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

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

5.1 - Schools as Driving Partners in Teacher Education

The schools that you will be placed with are partners with the university in your teacher education and have agreed to support you in your development as a beginning teacher. In effect, during your time in schools they will be responsible for your training experience. The university will continue to be involved in monitoring your progress but schools lead in designing and implementing your training and assessing your progress. As well as organising your history teaching experience in the classroom, the schools also deliver their own Professional Studies programmes.

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

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

Your Mentor – he/she has an oversight of your professional development in history.
There are other key people too: the secretarial staff, the site manager, the reprographics manager, SEN co-ordinator, librarian and the ICT technician. For your own survival it is essential that you very quickly form good working relationships with these people and show that you respect them for the vital roles that they play in making the school tick.

In school, do remember that teachers are constantly busy and work under significant pressure. Though your mentor is committed to your training and you can expect every support in accordance with the course requirements, do remember the obvious: choose appropriate moments to ask for help, always express thanks to colleagues, be helpful in the department and try to smile even when you are under pressure. All of us find being observed a somewhat daunting experience – so remember to thank teachers whose lessons you are observing and make a positive comment/s about a particularly effective or interesting aspect of the lesson.

Other members of the department will play a part in your training. They will share classes, observe and give feedback and discuss aspects of history teaching with you. Much of this inevitably happens in teachers’ ‘free time’ and you can repay this goodwill in a number of ways. Always be ready to discuss whatever is on the agenda for a lesson or meetings, have lesson plans prepared in advance (you should have the week’s lesson plans ready to be checked by your mentor and teachers at an agreed point in each week) and display initiative in researching new topics and preparing resources that you can share with the department. You can also help spread good practice – you are in a fortunate position as you will be having input from a variety of sources about history education and may experience some new elements of practice that some teachers may not have had access to, so be prepared to share your insights with your colleagues.

5.2 - Joining a School Community

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

- In your enthusiasm for newly discovered teaching approaches don’t give the impression that you know more than the teaching staff!
- Make sure you don’t disturb the established relationships between staff and pupils. They will have to pick up the pieces when you have gone.
- Don’t use somebody else’s coffee, tea etc.
- Adopt the mores/protocols of the school during your placement. This flows over into ....

5.3 - Being Professional with Colleagues

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

- If you have a serious issue with a member of staff consult your Professional Tutor or Mentor. Don’t discuss the matter with other members of staff or within hearing of other members of staff. For general moaning your Curriculum Tutor will never mind listening.
- Please never, by word, look or gesture, support a pupil in his/her grievance with a teacher. Sadly this does happen and is undermining for colleagues.
- Play your part in enforcing the school rules even if you don’t agree with them.
• Always get to school in good time, don’t leave the premises during the day without agreement with the school, and don’t leave as soon as the final bell goes. It gives a poor impression, but in professional terms many issues arise and have to be dealt with after school (e.g. who looks after the pupils whose bus has broken down?).

• Make a point of attending whole staff meetings as well as departmental meetings.

• When you finish your school experience, make sure you have all your marking up to date and return any books or resources you have borrowed.

5.4 - Being Professional with Pupils

Always be professional in your dealings with pupils.

• Be firm, fair and consistent with them, and make your expectations clear from the start.

• Never be sarcastic or derogatory to pupils, regardless of their behaviour and try to treat each lesson as a blank sheet, in terms of your expectations, welcoming and smiling at the class to start in a positive mode.

• Praise pupils whenever possible, but of course balance this by applying school sanctions for behaviour management, as appropriate.

• Ensure that you are fully prepared to teach pupils, with well-planned lessons and appropriate resources.

• Equally, it is very important that pupils receive feedback on any work you set them as soon as possible. Discuss timings for returning pupils’ work with your mentor, but work should not usually be kept by you for longer than a fortnight at the most.

• Think very carefully about how you present yourself publically outside of teaching. Everyone has a right to a private life but all teachers are challenged to consider the appropriateness of comments or images on accessible social networking sites. Please ensure that such information is never shared with pupils.

5.5 How to get the Best from Pupils

Children and young adults often thrive on routines in their lives. You need to make sure that you are watching carefully for the routines of your classroom teachers and try to match them. This is often a strain for trainee teachers as the teachers may have variations in their routines. However, the main school procedures should be common in all the classrooms.

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

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

**Use positive language.** If a pupil gives you a wrong or off-base answer say well done for trying and open it up to the rest of the class to see if they can build on the answer. Never say ‘wrong’ or ‘no’. It crushes them. If a child has been naughty the lesson before do not start the lesson by reminding them of it; leave it in the past. It is up to you as the adult in the room to build the bridges with the pupils and mend what has happened.

**Do not be scared to animate** – use excitable language like “fabulous” and “stunning”. If you need a thesaurus for this then do so and have these words flashing up on the white board when someone gets something right or has a go.

**Do not be scared to be dramatic and theatrical.** This cannot happen every lesson, however try using music while they are entering the room, dress up, and offer them a taste from the past. Engage their senses.

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

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

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

**Never give whole class detentions** – this is simply not fair. It will damage your relationship with the class. As a trainee teacher there is no way that hand on heart, you can say that the behaviour of an entire class is their fault. It is most definitely your fault if every child is not behaving and getting their work done.

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

5.6 - Curriculum Tutor School Visits
The curriculum tutor normally makes a minimum of two half-day visits to each history trainee once before the winter break and again before the main period of professional practice ends. The focus of these school visits is to review trainee progress through a joint lesson observation with the mentor with evaluative feedback and a review of school based files and progress towards the Teachers’ Standards. Additional visits can be arranged if necessary at the request of either trainees or mentors. The purpose of a curriculum tutor visit is to provide the trainee with feedback on their progress, to identify strengths and to develop strategies for improving practice and moderate school based training. Curriculum tutor visits are therefore nearly always exclusively formative and should not be viewed as a kind of formal assessment of classroom practice.

The curriculum tutor asks trainees to identify suitable visit dates from a list circulated early in the autumn term. Once the date and time have been decided, the trainee is expected to notify the mentor and the professional tutor in school. Please note - trainees will not be visited without notice. On most school visits
the curriculum tutor will observe the trainee teach a lesson. In preparation for this visit trainees should prepare a lesson plan (using or based upon the history pro-forma), identify a suitable focus (linked to Teachers’ Standards) and arrange for the curriculum tutor to be guided to the teaching room on arrival. Ideally it is helpful if there is time before the lesson to discuss this focus. Following the observation, with the mentor, the lesson is reviewed and school files are checked. In the interests of moderation and professional development it is crucial to arrange a joint observation between the mentor and curriculum tutor.

Curriculum tutors have two key roles:

- To check that the school is training you in accordance with the programme agreed with the university.
- Monitor your progress and support you. Support is the important word here. Your tutor will want to help resolve difficulties that may arise and offer concrete advice if it is sought. If crises occur between visits you can always contact your tutor by email or telephone and indeed should do. Problems can usually be sorted out by phone or email but your tutor will make an emergency visit to the school if that is required.

5.7 - If Things Go Pear-Shaped
If you are unhappy with your experience and you are convinced that it isn’t working out here is the procedure –
1. Contact your Curriculum Tutor and keep him/her informed of developments.
2. Re-read the Main Handbook sections on responsibilities and school experience entitlements.
3. Discuss the issue with your Professional Tutor or Mentor.
4. If there is no improvement your Curriculum Tutor will visit the school and arrange for a supervisory conference, involving the Professional Tutor, Mentor, yourself and any other parties involved.
5. The supervisory conference may result in a Support Plan – a way forward agreed by all parties.
6. Implementation of the Support Plan will be closely monitored.

5.8 - Keeping in Touch
Your school placements are scattered throughout Sussex and beyond. Each of you may well feel geographically and emotionally very isolated. Even when there aren’t any serious problems it’s good to talk. So remember the VLE discussion forum. Also, use email, texting and so on to maintain informal support networks.

6. Organisation, School Tasks & Observations

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

- Curriculum File – this should contain session outlines, readings & handouts, your own notes and reflections on your curriculum sessions, as well as attempts to assess and develop your subject knowledge at the University.
- Teaching File – this should contain material from your professional practice including lesson plans, classroom resources, schemes of work, observation records, copies of pupils marked work, marked books and other school assessment materials.
- Professional Studies File – this should contain your notes, handouts and documents issued as part of your general professional studies programme on wider school issues.
- Professional Practice Tracker – this will draw on all of the above files, as well as formal ITE assessments (written assignments, observations and reports) to demonstrate your best practice and demonstrate your success against the Teachers’ Standards. You will be expected to develop this over both professional practices.

Further details on the nature of these files and their importance can be found in the main ITE course handbook

6.2 – Plan Your Time
Many teachers use a planner document like this:

![Planner](image)

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/](http://www.edplanbooks.com/)

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

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

6.3 – Get Some Kit

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

![Toolbox](image)

**Things to put in your box:**
- Loads of pens & pencils
- Colouring pencils & pens
- Rubbers
- Rulers
- Scissors & glue sticks
- Highlighters
- Few calculators
These are just a few ideas of the items that can be really useful at your fingertips.

6.4 - Induction & History in Schools Tasks

**Induction - Getting Started**

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

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

6.5 - History in Schools – Professional Practice Observations

During the first days in school you will be observing many lessons. If unprepared or insufficiently focused – the process of observing can be tedious and unproductive. It is important also to note that when observing you are NOT giving the teacher marks out of ten, writing a film script for a classroom epic, or gathering information to replicate the teacher you are observing. Instead you are provided with an opportunity to really get an insight into the teacher’s craft. To help you get the most from observing think carefully about the following:

- Plan, Structure & Focus your observations – think about what specifically you will concentrate on, how you will record the observation – timeline, classroom map, check list, events grid and what key conclusions can be drawn.
- Your presence in the room will always have an impact – how will you react to events which the teacher doesn’t notice?
- Always, always, always thank the person whose lesson you have been observing!

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

**MENTORS**

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

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

**We should remember** that we were all once beginners and have a moral responsibility to encourage, train and shape the next generation of teachers.
7. Working With or As a Mentor

History Mentors bring extremely valuable experience and expertise in how to teach the knowledge and understanding and historical skills of Key Stage 3, 4 and 5 History, as well as the sensitivity required to mentor trainees. Sometimes the task of unpicking exactly where and how the trainee needs to focus takes time and patience but it is usually very rewarding to monitor the progress students make over a school placement. Some mentors have been faced with the “problem” of moving on a very competent student and been able to add appropriate challenge. Comments made by students evaluating the course in the past have been extremely complementary of the help and support they have received from school History Mentors, many of whom they consider the most important person in their development.

Evidently being a mentor is an important and challenging role. He or she is responsible for balancing and interweaving two agendas. He or she must follow through a programme which will develop all areas of the Teachers’ Standards, and all the specific historical aspects, whilst at the same time, responding to a trainee’s individual concerns and needs and wrestling with day-to-day problems (on top of a full teaching timetable and the rest!). All of this has to happen within departmental systems, structures, schemes of work and pupil targets that may be flexible, but cannot be compromised where professional standards and pupil performance or well-being are concerned. Flexibility and responsiveness are therefore crucial but in order to make sure that trainees progress properly, this must happen in the context of target setting and action planning. It is through the continuous, weekly reviews of targets and the planning of flexible, focused training experiences that trainees and mentors will get the balances right.

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

The main ITE Handbook is excellent reading as it has the roles and responsibilities of the subject mentor and valuable guidance on lesson observations, feedback to student teachers and the structure and programme of mentor meetings. Important information such as dates for completion of forms is there too. For history specific mentoring there are several relevant references in the bibliography and a good website. The “Move Me On” sections in each edition of the Historical Association’s Publication Teaching History are very useful for focusing on specific aspects of history teaching that student teachers might need targeting. An excellent website is: http://www.history.org.uk/resources/secondary_resources_140.html set up by the Historical Association specifically for supporting beginning teachers.

7.1 Mentor Training Sessions

Mentor sessions are pivotal to trainees’ success. Trainees have an entitlement to one hour of their mentor’s time every week. Allocation of this time is arranged differently in schools across the partnership, but it is important to remember that provision of the mentor hour is audited and its existence is not negotiable. To make the best use of such a brief period, experienced mentors have found that it’s useful to ensure trainees are instructed to draw up an agenda for the meeting prepared in advance, and that brief notes or ‘minutes’ should be taken during the meeting by the trainee, with targets and points for action noted – this should all be recorded in their Professional Practice Tracker.

Trainees should prepare for each meeting in advance by:

• Identifying the suggested focus for the week using the programme (below), and confirming agreement with their mentor. This programme is flexible and trainees or mentors can negotiate another focus to meet individual needs at any time.
• Reflecting on their progress against the Teachers’ Standards since the last mentor meeting using the Professional Practice Profile.
• Reflecting on the overall school based training over the past week.
• Reviewing what progress has been made towards current targets during the week, with reference to lesson evaluations or other sources.
• Agreeing an agenda for the meeting with the mentor in advance of the meeting.

During the meeting trainees should update their Professional Practice Tracker by:
• Highlighting the relevant, agreed upon statements that best reflect their progress against the Teachers’ Standards after discussing this with the mentor. Note where the evidence can be found that demonstrates the progress made.
• Keeping a summary of key discussion points.
• Identifying targets (coming out of the discussion) for the forthcoming week and strategies for achieving them.
• Complete a ‘To Do’ list as required.
• Share the Professional Practice Tracker with the mentor

After the meeting trainees should:
• Make additional comments on progress if requested.
• Ensure the on-line Professional Practice Tracker has been updated

Inevitably, much of the time in mentor meetings will be used to review lessons or parts of lessons already taught and to plan those of the week ahead: however, it is important that wider pedagogical and professional issues related to the teaching of history are also regularly addressed. These will arise from trainees’ current experience, but will also be suggested by the content of the University and the School Professional Studies programme and the University curriculum sessions, as well as by the curriculum directed tasks set by the curriculum tutor and the Curriculum Assignments. Examples of such issues might be a consideration of how to develop and improve pupils’ essay writing skills in history; how to encourage pupils to understand the concept of ‘bias’; how pupils’ pre-conceptions about periods in the past might be recognised and constructively challenged, etc. This professional dialogue is important both for the trainee and mentor. Therefore mentors and trainees might additionally discuss and comment on any or all of the following:

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

7.2 – A Recommended Programme of Mentor Sessions During Professional Practice. Note: the dates marked with a * are provisional and may be altered.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date (week beginning)</th>
<th>Focus</th>
<th>Reports/ Events</th>
<th>Teaching Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28/8</td>
<td>University Induction</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2</td>
<td>4/9</td>
<td>University Induction</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>3</td>
<td>11/9</td>
<td>University Induction</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>4</td>
<td>18/9</td>
<td>University Induction</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Task Description</td>
<td>Relevant TS Parts</td>
<td>Notes</td>
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</tbody>
</table>
| 5    | 25/9  | School Induction. Discuss:  
- Prior experience – trainees will arrive with a summary of this information  
- Subject knowledge extension from subject audit.  
- Make available Schemes of Work and specifications and assessment materials for KS3, GCSE, A-level etc.  
- Provide Behaviour Policy in school – make sure trainee has a copy of any departmental or school policies  
- Prepare teaching timetable (trainees should be given an indication of the subjects and classes they’ll teach). | Provide a Timetable | Mainly Observation |
| 6    | 2/10  | Preparing to Teach (TS Part One: 2, 3, 7 & 8)  
- Information on pupils – access to key pupil data including target grades, SEN info, etc. on classes to be taught  
- Identify pupils to be ‘followed’ for any observation tasks  
- Who to contact in school - SENCO etc.  
- What learning technologies are used in the department? Does the trainee require some time/access for learning?  
**HISTORY FOCUS:** Planning in History Lessons  
- What make an effective historical enquiry? | Provide data on teaching classes | Mainly Observation |
| 7    | 9/10  | Lesson Planning (TS Part One: 4 & 8)  
- Preparing for joint planning – establishing strong enquiry questions, devising clear learning outcomes. (Lessons should be team-taught: trainee to take starter/other activities when ready; mentor to take the rest of the lessons).  
- Discuss how the trainee might contribute to GCSE or A level work.  
**HISTORY FOCUS:** Planning: Do lessons have clear and well framed history specific lesson objectives? | Complete 1 Weekly Lesson Observation | Trainees should be preparing and teaching at least 2 hours |
| 8    | 16/10 | Progress Review & Assessment (TS Part One: 6 & 8)  
Complete PPPA together basing it on the Professional Practice Tracker.  

On assessment in history teaching:  
- Examine department assessment policy/strategies  
- Giving oral and written feedback  
- Assessing using levels or alternatives at Key Stage 3  
- Is there an assessment which trainees could shadow mark?  
**HISTORY FOCUS:** Medium Term Planning: What does an effective medium-term plan | Prepare and submit PPPA | Trainees should be preparing and teaching at least 2 hours |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Sub-Topics</th>
<th>Activities</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>9</td>
<td>23/10</td>
<td>HALF TERM</td>
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</tbody>
</table>
| 10   | 30/10| Progress in Classroom Management *(TS Part One: 7)* | Explore progress in strategies for creating an orderly and purposeful environment  
- Establishing rules and routines  
- Use of voice, body language  
- Teacher ‘geography’ in the classroom  
- Use of praise, rewards and sanctions | Complete 1 Weekly Lesson Observation  
Trainees should be preparing and teaching at least 2 hours |  |
| 11   | 6/11 | Teaching Historical Concepts *(TS Part One: 3)*  
Agree focus of APK assignment | - What strategies are used to embed chronological, change and causal understanding?  
- What factors are considered in planning these in the curriculum?  
- What concrete models are used with pupils? | Complete 1 Weekly Lesson Observation/Partnership Forum 9/11  
Trainees should be preparing and teaching at least 4 hours |  |
| 12   | 13/11| Teaching Historical Evidence *(TS Part One: 3)* | - What strategies are used to embed evidential understanding?  
- What factors are considered in planning the use of evidence in the curriculum?  
- What concrete models are used with pupils? | Complete 1 Weekly Lesson Observation  
Trainees should be preparing and teaching at least 4 hours |  |
| 13   | 20/11| Teaching Historical Interpretations *(TS Part One: 3)* | - What strategies are used to teach historical interpretations?  
What aspects of historical interpretations are taught across the curriculum?  
What factors are considered when planning how to develop students’ understanding of interpretations across KS3 and KS4? | Complete 1 Weekly Lesson Observation  
Trainees should be preparing and teaching at least 4 hours |  |
| 14   | 27/11| Assessment and Progression *(TS Part One: 2 & 6)* | What is distinctive about progress in history?  
- How do students make progress in the different aspects of their historical thinking?  
- How does the department view what progress looks like in history across years 7-11? / 7-13? | Complete 1 Weekly Lesson Observation  
Trainees should be preparing and teaching at least 6 hours |  |
| 15   | 4/12 | Focus to be decided based on experience at school so far. |  | Complete 1 Weekly Lesson Observation  
Trainees should be preparing and teaching at least 6 hours |  |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>16</td>
<td>11/12</td>
<td>Progress Review</td>
<td>Prepare and submit PPPB*</td>
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<tr>
<td></td>
<td></td>
<td>- Trainees should discuss the PPPB with their mentors based on their</td>
<td>Trainees should be preparing</td>
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<tr>
<td></td>
<td></td>
<td>reflections and the Professional Practice Tracker.</td>
<td>and teaching at least 6 hours</td>
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<td></td>
<td></td>
<td>- Complete PPPB</td>
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<tr>
<td>17</td>
<td>18/12</td>
<td>Winter Break</td>
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<tr>
<td>18</td>
<td>25/12</td>
<td>Winter Break</td>
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<tr>
<td>19</td>
<td>1/1</td>
<td>Long Term Planning (TS Part One: 8)</td>
<td>Complete 1 Weekly Lesson Observation</td>
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<td></td>
<td>Please focus on:</td>
<td>Trainees should be preparing</td>
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<td></td>
<td></td>
<td>- How schemes of work and units of work are created and agreed</td>
<td>and teaching at least 8 hours</td>
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<td></td>
<td></td>
<td>- How is data used to inform planning, track progress and improve</td>
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<td>learning?</td>
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<td>HISTORY FOCUS: – How is enquiry embedded across Key Stage 3? What</td>
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<td>influences curriculum planning?</td>
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<tr>
<td>20</td>
<td>8/1</td>
<td>GCSE teaching (TS Part One: 3 &amp; 6)</td>
<td>Complete 1 Weekly Lesson Observation</td>
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<tr>
<td></td>
<td></td>
<td>- What does effective GCSE long and medium term planning look like?</td>
<td>Trainees should be preparing</td>
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<td></td>
<td></td>
<td>- How are pupils prepared for public examinations?</td>
<td>and teaching at least 8 hours</td>
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<td>- Are students taught to pass the test or are they taught history</td>
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<td></td>
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<td>based on a clear model of what progress looks like in history?</td>
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<tr>
<td>21</td>
<td>15/1</td>
<td>Applying for Jobs: Please focus on:</td>
<td>Complete 1 Weekly Lesson Observation</td>
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<tr>
<td></td>
<td></td>
<td>1. Letters of application</td>
<td>Trainees should be preparing</td>
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<td>2. Good History CVs</td>
<td>and teaching at least 8 hours</td>
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<td>3. Mock interview questions</td>
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<td></td>
<td>If trainee has a teaching post use session flexibly</td>
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<td>22</td>
<td>22/1</td>
<td>Transition and Post 16 History (TS Part One: 3 &amp; 6)</td>
<td>Complete 1 Weekly Lesson Observation</td>
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<td>- What links are made with Post 16 History Institutions?</td>
<td>Trainees should be preparing</td>
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<td>- What experiences do department members have of A level teaching?</td>
<td>and teaching at least 8 hours</td>
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<td>- How well do GCSEs prepare students for success at A level?</td>
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<td>- How are pupils prepared for examinations</td>
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<td>- Could the trainee be involved in any forthcoming moderation events?</td>
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<td></td>
<td>Arranging Visits to Historical Sites and Museums (TS Part One: 8)</td>
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<td>- What trips are organised in the department?</td>
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<td>- What is the rationale?</td>
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<td>- What enquiries or activities drive the learning on the visits?</td>
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<td></td>
<td></td>
<td>- How does the department manage risk assessments?</td>
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<tr>
<td>Date</td>
<td>Week</td>
<td>Activity Description</td>
<td>Observation</td>
<td>Notes</td>
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</tr>
<tr>
<td>23</td>
<td>29/1</td>
<td>Focus to be decided based on experience at school so far.</td>
<td>Complete 1 Weekly Lesson Observation</td>
<td>Trainees should be preparing and teaching at least 8 hours</td>
</tr>
<tr>
<td>24</td>
<td>5/2</td>
<td>Progress Review  - Trainees should discuss the PPPC with their mentors based on their reflections and the Professional Practice Tracker. - Complete PPPC</td>
<td>Prepare and submit PPPC*</td>
<td>Trainees should be preparing and teaching at least 8 hours</td>
</tr>
<tr>
<td>25</td>
<td>12/2</td>
<td>HALF TERM: Brighton and East Sussex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>19/2</td>
<td>HALF TERM: West Sussex</td>
<td></td>
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<tr>
<td>27</td>
<td>26/2</td>
<td>School Induction. Discuss:  - Prior experience – trainees will arrive with a summary of this information in PPPs  - Subject knowledge extension from subject audit.  - Make available Schemes of Work and specifications and assessment materials for KS3, GCSE, A level etc.  - Provide Behaviour Policy in school – make sure trainee has a copy of any departmental or school policies  - Prepare teaching timetable (trainees should be given an indication of the subjects and classes they’ll teach).</td>
<td>Complete 1 Weekly Lesson Observation</td>
<td>Observation</td>
</tr>
<tr>
<td>28</td>
<td>5/3</td>
<td>Preparing to Teach (TS Part One: 2, 3, 7 &amp; 8)  - Information on pupils – access to key pupil data including target grades, SEN info, etc. on classes to be taught  - Identify pupils to be ‘followed’ for any observation tasks  - Who to contact in school - SENCO etc.  - What learning technologies are used in the department? Does the trainee require some time/access for learning?</td>
<td>Complete 1 Weekly Lesson Observation Partnership Forum 8/3</td>
<td>Trainees should be preparing and teaching at least 4 hours</td>
</tr>
<tr>
<td>29</td>
<td>12/3</td>
<td>Approaches to Teaching Emotional and Controversial History e.g. the Holocaust  - Where does the Holocaust feature on the History Curriculum in the School?  - What challenges are faced by pupils and teachers in teaching this sensitive topic?  - What resources are appropriate? Which ones are not?</td>
<td>Complete 1 Weekly Lesson Observation Mentor Conference and Training 15/3</td>
<td>Trainees should be preparing and teaching at least 6 hours</td>
</tr>
</tbody>
</table>

Trainees and mentors should register with the Centre for Holocaust Education and review their research on pupils and teachers: [http://www.holocausteducation.org.uk/research/](http://www.holocausteducation.org.uk/research/)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Task</th>
<th>Action Required</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 30   | 19/3   | **Working with Wider School Workforce and Community (TS Part One: 8)** | - Look at reporting strategies within the department. Trainee could be asked to draft a range of reports for specific pupils and consider issues around writing reports  
- When and how to phone home – what to say/not to say, school procedures etc.  
- How Teaching Assistants are used in the department  
- Ideas for working effectively with Teaching Assistants | Complete 1 Weekly Lesson Observation  
Trainees should be preparing and teaching at least 8 hours |
| 31   | 26/3   | **Progress Review**                                                  | - Trainees should discuss the PPPD with their mentors based on their reflections and the Professional Practice Tracker.  
- Complete PPPD | Prepare and submit PPPD  
Trainees should be preparing and teaching at least 10 hours |
| 32   | 2/4    | **SPRING BREAK: East Sussex**                                        |                                                     |                                            |
| 33   | 9/4    | **SPRING BREAK: East Sussex, Brighton and Hove and West Sussex**     |                                                     |                                            |
| 34   | 16/4   | **SPRING BREAK: Brighton and Hove and West Sussex**                  |                                                     |                                            |
| 35   | 23/4   | **Challenge to be Outstanding (TS Part One: 1 & 2)**                  | - Use the OfSTED evaluation schedule to stretch impact of trainee’s teaching on pupil learning.  
Discuss and facilitate focus for Exploring Professional Knowledge if selected. Reduce teaching timetable if EPK is planned and carried out this term. | Complete 1 Weekly Lesson Observation  
Trainees should be preparing and teaching at least 12 hours (unless they are completing EPK) |
| 36   | 30/4   | **Challenges of new GCSE specifications (TS Part One: 3 & 6)**        | - What GCSE specification has been adopted by the department?  
- What options have been selected?  
- What are the challenges of the new specification?  
- What assessment materials are available.  
- How are pupils prepared for examinations  
Could the trainee be involved in any forthcoming moderation events? | Complete 1 Weekly Lesson Observation  
Trainees should be preparing and teaching at least 12 hours (unless they are completing EPK) |
| 37   | 7/5    | **Progress Review**                                                  | - Trainees should reflect on their progress and provide evidence of their work towards the Teachers’ Standards  
- Present their updated Subject Knowledge Audit  
- Complete PPPE | Prepare and submit PPPE  
Trainees should be preparing and teaching at least 12 hours (unless they are completing EPK) |
7.3 The Role of the Mentor

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

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

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

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

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

a) a minimum of one hour per week to be spent with the mentor, ideally within the school timetable, with minimal interruption, at the same time each week;

b) the pace of introduction to whole-class teaching to be similar in each training establishment and follow the guidelines outlined later in this handbook;

c) One written observation per week. These and all other observation by mentors (and other colleagues involved with the trainee) be regular, accompanied by clear verbal and written feedback;

d) a broad code of conduct to be followed in both the ways that observation is made and in the feedback given (see section on Observation);

e) mentor meetings to follow the calendar of sessions provided. This schedule includes time for (i) the trainee’s individual needs; (ii) blends, where practicable, with the university’s curriculum programme; (iii) enables the PPP to be used effectively; and (iv) provides opportunities for wider professional development, especially in the Summer Term during enhancing professional practice;

f) review and agree on the trainees self assessment of their progress against meeting the Teachers’ Standards using the Professional Practice Tracker. Targets between mentor and trainee to be jointly set and reviewed, according to these dates and in order to dovetail with the university programme;
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;

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);

opportunities (one or two lessons per week) to be made available for trainees to continue to observe other colleagues (History and other subjects), provided that the timetable can accommodate this. Arrangements for this observation should be made primarily by the trainee (on the advice of the Mentor and Professional Tutor, and should form part of the maximum recommended trainee timetable load;

trainees to be challenged by mentors if they appear to be reaching a plateau in their professional development;

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.

7.4 Induction to Professional Practice

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

Induction Checklist

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

- **Has copies of or access to:**
  - the school staff handbook (staff lists, whole school policies, plan of the school, school calendar, school management structure, lines of responsibility, school guidelines/rules/sanctions procedure)
  - school prospectus
  - departmental handbook
  - appropriate pupil data
  - their programme and timetable for PP1

- **Has been introduced to**
  - the Headteacher, Professional Tutor
  - departmental/faculty colleagues
  - staff in school office, resources, librarian

- **Understands rules and procedures concerning**
  - health and safety, staff absence

- **Is clear about**
  - the nature of the school day
  - the time they need to arrive
  - where their pigeonhole or locker is
  - parking arrangements
  - any (un)written rules about staff appearance, dress or conduct
- areas where they can do their work
- how to access ICT resources for lesson preparation
- 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

**Introducing your trainee**

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’ instead.

**7.5 - Working with other Colleagues in the Department**

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

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

Clearly, restrictions imposed by timetabling may make this difficult, but mentors are urged to adhere to these guidelines as closely as possible, in order to provide a coherent and consistent experience for the trainees.

**7.6 - Approaches to Mentoring**

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

**The 'Slice of Cake' Training**

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

'Driving Instructor' Training

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

Teaching Independently

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

Team Teaching

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

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

In addition to ensuring all trainees meet the 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.

### 7.7 - 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 History 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
  For example, in what areas is your trainee experiencing problems? Can you set up a programme of extra support within your department to address these? Do you need additional help from the university in the form of a support tutor? If the latter, please contact the History curriculum tutor as soon as possible (see also assessment and ‘at risk’ section).
7.8 - Observation and Feedback

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

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

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

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

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

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

Where there are serious concerns, e.g. 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. 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 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.

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
7.9 Target setting

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

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

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

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

<table>
<thead>
<tr>
<th>Broad Target</th>
<th>Possible reasons WHY?</th>
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<tbody>
<tr>
<td>Differentiate lessons</td>
<td>To ensure materials are accessible to all</td>
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<tr>
<td></td>
<td>To identify different types of historical thinking required in lesson and judge how appropriate and challenging this is for 7W</td>
</tr>
<tr>
<td></td>
<td>To identify prior knowledge and understanding so you can identify where to pitch the lesson</td>
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<tr>
<td></td>
<td>To identify where the difficulties are in the lesson and provide scaffolded learning to overcome these</td>
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<tr>
<td></td>
<td>To engage pupils attention at the start</td>
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<tr>
<td></td>
<td>To sustain pupil interest and motivation during the main section of the lesson by providing shorter activities to provide pace</td>
</tr>
<tr>
<td></td>
<td>To ensure that all materials are accessible to all but still present a challenge to motivate pupils</td>
</tr>
<tr>
<td>Improve classroom management</td>
<td>To deal with instances of pupils calling out more firmly</td>
</tr>
</tbody>
</table>
Devising strategies:
- These need to be practical
- You need to be able to show that something concrete has happened (e.g. a lesson has been observed, notes of a discussion etc)
- They need to be precise
- They need to have a clear purpose

Below are possible examples of targets and strategies:

**Example One**

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

<table>
<thead>
<tr>
<th>Target</th>
<th>Strategy</th>
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</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 history 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 the British Empire. 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.

**Example Two**

The Problem
It is near the end of professional practice. It is clear from lesson observations and pupils’ work that you are not challenging the middle and more able in their use of evidential work. The Year 9 mixed ability class is...
getting restless as they are dealing with sources in a manner similar to Year 8, though you are actually working with resources provided by the department. This is as much about your own understanding of progression in the ways pupils operate, as it is to do with the resources available to you within the department.

<table>
<thead>
<tr>
<th>Target</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain a clearer understanding of progression about pupils’ ability to work with source material.</td>
<td>Go back to the <em>Teaching History</em> articles which offer ideas on working with evidence. Pick out two ideas the pupils have not been asked to use before, such as the layers of inference idea or Christine Counsell’s article on ‘Didn’t we do that in Year 7’. Write down what a Year 9 pupil should be able to do with sources compared to a Year 7.</td>
</tr>
<tr>
<td>Plan a sequence of lessons which will extend the majority of pupils in their work with sources.</td>
<td>Create some materials for use on a lesson about life in Nazi Germany for your Year 9 class which shows clearer progression in the demands made of pupils.</td>
</tr>
</tbody>
</table>

Evidence that you have met this target:
- Notes from reading
- Lesson plan incorporating new ideas
- Observation and self evaluation of lesson
- Pupils’ work from lesson
- Feedback from departmental meeting in the minutes
- Discussion with your mentor.

### 7.10 Support Plan Procedure

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

Mentors need to use the Professional Practice Tracker and consider what should the trainee be achieving for the relevant stage of the course:

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

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

h) the trainee fails to respond to the professional advice given by mentors.

i) the trainee demonstrates insufficient subject knowledge.

This list is not meant to be exhaustive, but it may help new mentors in particular. If any of the above signs are evident, it is important to contact the Curriculum tutor as soon as possible. It is better to be over-cautious than to let problems continue until the last minute. Please use the support plan 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.

8. Academic Assessment

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

Note that good written assignments will:

- Be clearly and coherently presented with careful attention to technical accuracy (spelling, grammar, footnotes, bibliography etc)
- Where applicable, show a clear understanding of the nature, purpose, content, structure and concepts of the discipline and teaching of history, 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 history 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 DFE guidance, articles, research evidence or departmental policy.

Below are examples that weave theory and practice together:

- 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. Secondary PGCE History - General Reading List

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

**Reading list**

The list is divided into categories. ‘Most useful’ books are more likely to be of immediate interest and accessibility – you do not have to purchase these, but they are likely to be very valuable in understanding many of the immediate issues about teaching history. The ‘additional’ books provide more detailed insights and are likely to be most valuable for extending your understanding of a range of specific issues.

**Core**


**Essential**


**Additional**


Counsell, C. (1997) Analytical and Discursive Writing at Key Stage 3 London: Historical Association
Morgan, N. & Saxon, J.(1994) Asking better Questions Markham, Ont.: Pembroke

NCC (1993) Teaching History at Key Stage 3 York: National Curriculum Council


**Teaching History**

Below is a list of all the Teaching History editions since 1998

| Teaching History 91 - Evidence and Interpretation | Teaching History 114 - Making History Personal |
| Teaching History 92 - Explanation and Argument | Teaching History 115 - Assessment without Levels |
| Teaching History 93 - History and ICT | Teaching History 116 - Place |
| Teaching History 94 - Raising the Standard | Teaching History 117 - Dealing with Distance |
| Teaching History 95 - Learning to Think | Teaching History 118 - Re-thinking Differentiation |
| Teaching History 96 - Identity and Citizenship | Teaching History 119 - Language |
| Teaching History 97 - Visual History | Teaching History 120 - Diversity and Divisions |
| Teaching History 98 - Defining Progression | Teaching History 121 - Transition |
| Teaching History 99 - Curriculum Planning | Teaching History 122 - Re-thinking History |
| Teaching History 100 - Thinking and Feeling | Teaching History 123 - Constructing History |
| Teaching History 101 - History and ICT | Teaching History 124 - Teaching the Most Able |
| Teaching History 102 - Inspiration and Motivation | Teaching History 125 - Significance |
| Teaching History 103 - Puzzling History | Teaching History 126 - Outside the Classroom |
| Teaching History 104 - Teaching the Holocaust | Teaching History 127 - Sense and Sensitivity |
Teaching History 105 - Talking History
Teaching History 106 - Citizens and Communities
Teaching History 107 - Little Stories, Big Pictures
Teaching History 108 - Performing History
Teaching History 109 - Examining History
Teaching History 110 - Communicating History
Teaching History 111 - Reading History
Teaching History 112 - Empire
Teaching History 113 - Creating Progress
Teaching History 114 - History for All
Teaching History 115 - Holocaus
Teaching History 116 - Enriching History
Teaching History 117 - Analysing History
Teaching History 118 - Creative Thinking
Teaching History 119 - Holocaust
Teaching History 120 - Experiencing History
Teaching History 121 - Constructing Claims
Teaching History 122 - History for All
Teaching History 123 - Narrative
Teaching History 124 - Teacher Knowledge
Teaching History 125 - Curriculum Architecture
Teaching History 126 - Chattering Classes
Teaching History 127 - In search of the Question
Teaching History 128 - Beyond the Exam
Teaching History 129 - Disciplined Minds
Teaching History 130 - Picturing the Past
Teaching History 131 - Assessing Differently
Teaching History 132 – Historians in the Classroom
Teaching History 133 – Simulating History
Teaching History 134 – Local Voices
Teaching History 135 – To they or not to they
Teaching History 136 – Shaping the Past
Teaching History 137 – Marking Time
Teaching History 138 – Enriching History
Teaching History 139 – Analysing History
Teaching History 140 - Creative Thinking
Teaching History 141 - Holocaust
Teaching History 142 – Experiencing History
Teaching History 143 – Constructing Claims
Teaching History 144 – History for All
Teaching History 145- Narrative
Teaching History 146 - Teacher Knowledge
Teaching History 147- Curriculum Architecture
Teaching History 148 – Chattering Classes
Teaching History 149 – In search of the Question
Teaching History 150 – Enduring Principles
Teaching History 151 – Continuity
Teaching History 152 – Pulling it All Together
Teaching History 153 – The Holocaust and Other Genocides
Teaching History 154 – A Sense of History
Teaching History 155 – Teaching about WW1
Teaching History 156 – Chronology
Teaching History 157 – Assessment
Teaching History 158 – A Grounding in History
Teaching History 159 – Underneath the Essay
Teaching History 160 – Evidential Rigour
Teaching History 161 – Support and Independence
Teaching History 162 – Scales of Planning
Teaching History 163 – Get excited & Carry on.
Teaching History 164 – Feedback
Teaching History 165 – Conceptualising breadth
Teaching History 166 – The Moral Maze.

GENERAL WEBSITES

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


EDEXCEL Exam board [www.edexcel.org.uk](http://www.edexcel.org.uk)

OCR Exam board [www.ocr.org.uk](http://www.ocr.org.uk)

Useful websites – History: Historical Association [www.history.org.uk](http://www.history.org.uk)

Active History [http://www.thinkinghistory.co.uk/index.php](http://www.thinkinghistory.co.uk/index.php)

Film and History [http://www.filmeducation.org/](http://www.filmeducation.org/)

History Today [www.historytoday.com](http://www.historytoday.com)


The British Library [http://portico.bl.uk/](http://portico.bl.uk/)

English Heritage [http://www.english-heritage.org.uk](http://www.english-heritage.org.uk)

National Trust [http://www.nationaltrust.org.uk/](http://www.nationaltrust.org.uk/)

Useful websites - Other mainstream subjects

The National Association of Teachers of Religious Education [http://www.natre.org.uk/](http://www.natre.org.uk/)
Association for the Teaching of the Social Sciences [http://www.atss.org.uk/](http://www.atss.org.uk/)

**History Specific Websites (A Small Selection)**

[www.bbc.co.uk/education/history](http://www.bbc.co.uk/education/history) - useful site, but needs some thought about how best to use it in the classroom.

[www.cartoons.ac.uk](http://www.cartoons.ac.uk) – political/ satirical British cartoons that were published and viewed by the public.

[www.npg.org.uk/live/index.asp](http://www.npg.org.uk/live/index.asp) - this gives you access to the paintings in the National Portrait Gallery, so good for visual stuff and doing source work with pupils.

[http://www.nationalarchives.gov.uk/education/](http://www.nationalarchives.gov.uk/education/) - get students engaging with the National Archives. Select carefully, accessibility means spending a long time on very little.

[www.historyresourcecupboard.co.uk](http://www.historyresourcecupboard.co.uk) - contains a lot of excellent enquiries, lesson plans and resources – some are free whilst others are modestly priced.

[www.johnclare.net](http://www.johnclare.net) - GCSE World History revision site.

[https://www.youtube.com/user/timelinesTV](https://www.youtube.com/user/timelinesTV) - videos from an award-winning website that sadly no longer exists.

[www.spartacus.schoolnet.co.uk](http://www.spartacus.schoolnet.co.uk) - useful site for information about a range of school topics.

**Plus some websites recommended by other beginning teachers**

[www.mrallsophistory.com](http://www.mrallsophistory.com) - evolving resources for popular GCSE courses

[www.tes.co.uk](http://www.tes.co.uk)

[www.historynet.com](http://www.historynet.com) - text heavy but excellent for background reading

[www.historyplace.com](http://www.historyplace.com) - useful for timelines

[www.historylearningsite.co.uk](http://www.historylearningsite.co.uk) - useful website for background research

[www.teachingideas.co.uk/history/contents.htm](http://www.teachingideas.co.uk/history/contents.htm)
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.

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