Welcome to the Secondary ITE MFL course for 2016/17

Through a programme 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 of teaching and learning, develop a deeper understanding of how pupils approach the subject and how you can meet their individual needs.

The PGCE at Sussex is one of the most well-established initial teacher education (ITE) programmes in the UK.

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 provides and we have a developing teacher research network across Sussex with some ex-trainees choosing to return to Sussex to study for the MA in Education Studies.

The information in this MFL Handbook should be read in conjunction with the General Programme Handbooks for ITE. It gives subject specific guidance to trainees and mentors.

The taught programme for the PGCE/SD MFL secondary courses is normally held on Fridays from 08.45-17.00 at the University. As well as tutor led sessions, there are opportunities for individual tutorials and for sessions led by invited speakers on vital aspects of the course curriculum. You will focus on Key Stages 3 & 4 at the University and during your school placements. You will also have the opportunity to carry out observation in a sixth-form setting and/or at primary level.

You will see that the programme is quite tightly scheduled but we hope that there will always be time to address individual training needs, particularly once the placements have started.

Attendance at all Professional Studies and Curriculum sessions is compulsory and you are expected to inform the ITE Convenor and your Curriculum Tutor if you need to be absent for any reason. Please let your mentor know if you are going to be absent from school as well as informing your Curriculum Tutor.

The programme for Curriculum Studies in each term will be posted on the VLE but an overview of the topics covered in those sessions is included in this handbook.

We hope that you will have a very rewarding ITE year and that you will enjoy the course at Sussex.

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INTRODUCTION

1.1 Rationale for Sussex PGCE/ School Direct Modern Foreign Languages Courses

It is the aim of the course to produce the highest calibre of MFL teachers, whose typical characteristics will include:

- strong levels of subject knowledge in two or more modern foreign languages
- an infectious enthusiasm for their subject and a determination to see young people attain the highest possible standards in MFL
- the skills required to create a positive MFL learning environment within which young people feel secure and best able to progress
- a commitment to inclusion and to promoting equal opportunities within schools and in the wider community
- a determination to continue their professional development throughout and beyond the course via reflection, self-evaluation, the sharing of good practice, experimentation and the reading of research methods and literature

1.2 The partnership between the University and the school will focus on the following skills:

- teaching language structures through a variety of methods and media in such a way that young people can understand and apply them accurately
- providing opportunities for pupils to learn and use grammar and vocabulary in contexts that are relevant, interesting and challenging
- planning for pupil progression in listening, speaking, reading and writing
- teaching strategies to develop students’ language skills
- planning and delivering medium-term and long-range schemes of work which reflect the aims and objectives of the National Curriculum in MFL
- ensuring that students’ prior learning is maintained and developed
- making appropriate use of the target language in the classroom
- recording pupils’ progress in accordance with the National Curriculum or other relevant criteria and exploiting this assessment for the purposes of raising standards and reporting to parents and carers
- having a thorough knowledge of a range of teaching and learning styles and personalising the learning experience of all students.
- being familiar with ICT computer hardware and software, media resources such as Interactive Whiteboards, CD/DVD recording and playing equipment as well as more traditional teaching aids as appropriate
- demonstrating a thorough working knowledge of the National Curriculum for MFL and the 14-19 curriculum
- understanding of and commitment to Assessment for Learning
- developing students’ intercultural awareness
The Sussex PGCE/ School Direct course is practically and theoretically driven to
develop effective and reflective MFL teachers

- encouraging discussion to develop a personal philosophy towards the
  importance of languages and different approaches to teaching them;
- planning of lessons and 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 within education and how they
  can be utilised for MFL;
- preparing assignments that make links between theory and practice in MFL
  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 MFL teaching.

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

1.3 Developing your expertise as a teacher of MFL

You will….  

- Be able to select or create teaching materials, including those from authentic
  sources – text, pictures, film, objects, landscape etc. - that are within the
  comprehension of pupils and are intrinsically interesting as well as appropriate to
  the topic and grammar you are teaching.

- Understand the National Curriculum requirements for MFL 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.

- 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 linguistic and cultural 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.

2 COURSE OBJECTIVES

All elements of the secondary Modern Foreign Languages Programme at the Sussex School of Education and Social Work have been devised to enable the trainees to develop the skills outlined above and to meet the standards specified in the Professional Standards for Teachers ‘Qualified Teacher Status’ 2011.

All aspects of the course organisation for 2016-17 are designed to offer trainees opportunities to meet the standards in a variety of integrated ways, whether at school, university or in both learning environments. Wherever possible, within the constraints of the wider ITE timetable, work in the University and school is designed to be complementary and mutually reinforcing.

Modern Foreign Languages documentation is intended to be user friendly and to provide specific interpretation of the General Programme Handbook for ITE.

The course aims to:

- ensure progress through the year so all trainees meet the professional Teachers’ Standards
- provide scope for differentiated training needs and review targets
- offer additional enhancement of trainee experience

Examples of each of the above are as follows:

- Mentor sessions are, wherever practically appropriate, linked to University sessions via tasks addressing similar aspects of the Teachers’ Standards
- Trainees, Mentors and University Tutors share the same subject specific guidelines for discussion in mentor sessions
- Course developments are discussed at mentor meetings and opportunities are provided for comment on training needs
- Trainees are given induction tasks which are discussed in both mentor and curriculum sessions. e.g. lesson observations
- Subject to the trainee’s agreement, mentors are provided with the trainees’ subject knowledge audit responses and educational autobiographies.
- Mentors are invited to take part in interviewing candidates with the curriculum tutor. During the interview, interviewees complete written tasks which can be made available to the Mentor on request.
Mentor and trainee complete Professional Practice Profiles together at the end of each placement. Information from the first school experience is shared with the second mentor so that targets may be jointly addressed.

### 2.1 Topics to be included in Curriculum Studies Sessions

- The National Curriculum for Modern Foreign Languages (2013)
- MFL resources and their effective use
- ICT Enhancement of MFL teaching and learning
- Lesson planning and micro-teaching
- Behaviour management within the context of language learning
- Motivation and its relevance to learners of MFL
- Differentiation, scaffolding and personalised learning
- Inclusion: teaching MFL to pupils with Special Educational Needs
- Methodology for teaching the four skills, including teaching strategies for each skill.
- Methodology for teaching grammar
- Games and learning activities in MFL
- Study Visits to schools with specialist provision
- Transition from KS2-3, from 11-14+ and beyond
- Cross-curricular links with numeracy, literacy, ICT and citizenship
- Inter-cultural development through MFL
- Monitoring, Assessment, Recording, Reporting and Accountability
- Integrating assessment into planning
- Preparing pupils for external assessment
- Schemes of work and programmes of study-medium term planning
- Education theory and theories of language acquisition applied to the teaching and learning of MFL
- Applying for jobs / preparing for interviews
- The Teachers’ Standards and setting targets to achieve these
- The NQT year for teachers of MFL

### 2.2 Curriculum Studies

University curriculum sessions are mainly delivered on Fridays. Times and rooms may be changed on occasion but this will be notified via the VLE. Session timings may vary but usually follow these established patterns (for induction, please refer to specific induction timetable):

- **08.45-10.00:** Professional Studies lecture: compulsory (see VLE for details)
- **10.00-10.30:** Morning break, or quick chat about placements.
- **10.30-13.00:** Curriculum Studies - please arrive for a prompt start.
- **13.00-14.00:** Lunch
- **14.00-16.00:** Curriculum Studies continues.

Where there is no Professional Studies lecture first thing, Curriculum Studies will usually begin at 09.00. Occasionally it may be delivered in a school (see programme) and in this instance the timing will normally follow the school day.

The full programme for Professional Studies will be posted on the RPK VLE at the start of term; reminders and key information relating to this will appear each week on the VLE.
### 2.3 Curriculum Studies Programme MFL 2016-2017

**Curriculum Studies MFL 2016-2017**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Date</th>
<th>Theme of Day</th>
<th>Outline of Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 and 3</td>
<td>2nd September 2016</td>
<td>Welcome to the MFL ITT Course</td>
<td>Welcome and orientation to the course. Reflecting on our priorities and national priorities. What is an effective teacher? What kind of teacher do I want to be? The teacher standards.</td>
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<td>3, 4 and 5</td>
<td>Wednesday 7th September</td>
<td>Why do we teach?</td>
<td>Why does our subject matter? Is MFL for all? Key features of a great lesson. The reflective practitioner.</td>
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<tr>
<td>3 and 4</td>
<td>Thursday 8th September</td>
<td>What do we teach?</td>
<td>The national curriculum and GCSE reform MFL. Writing objectives linked to Bloom's taxonomy.</td>
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<tr>
<td>1, 2 and 5</td>
<td>Friday 9th September</td>
<td>How do children learn?</td>
<td>Visible Learning Learning styles Creating a great learning environment The data v the student</td>
</tr>
<tr>
<td>1, 2, 4 and 7</td>
<td>Monday 12th September</td>
<td>How do children learn? (part 2)</td>
<td>Second Language Acquisition theories and application to the classroom. How do we get students to engage? The use of games in the MFL classroom Induction Task 1</td>
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<td>Who do we teach?</td>
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Mon 5th September Directed Study Tasks (on VLE)

Tue 6th September Directed Study Tasks (on VLE)
<table>
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<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>5th</td>
<td>Monday</td>
<td>Directed Study Time (see VLE)</td>
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<tr>
<td>6th</td>
<td>Tuesday</td>
<td>Directed Study Time (see VLE)</td>
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<td>7th</td>
<td>Wednesday</td>
<td>Directed Study Time (see VLE)</td>
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<td>8th</td>
<td>Thursday</td>
<td>Directed Study Time (see VLE)</td>
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Note: The table provides dates and activities for the School of Education & Social Work's MFL ITE 2016-17 program.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
<th>Topic 1</th>
<th>Topic 2</th>
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<tbody>
<tr>
<td>3, 4 and 7</td>
<td>Friday 23rd September</td>
<td>How do we teach? (part 3)</td>
<td>Behaviour – top tips</td>
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<td>Using target language in the classroom – how much is enough?</td>
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<td>Spontaneous speaking in the MFL classroom – Group Talk and Kagan</td>
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<tr>
<td>4 and 6</td>
<td>Friday 30th September</td>
<td>How do we teach? (part 4)</td>
<td>Teaching grammar</td>
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<td>How do we use data?</td>
<td>What does assessment data look like in the classroom?</td>
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<td>Life without levels</td>
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<td>Setting up a markbook</td>
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<td>Induction Task 3</td>
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<td>4</td>
<td>Friday 7th October</td>
<td>How do we teach? (part 5)</td>
<td>Effective ways to teach listening and reading skills</td>
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<td>Preparing for the APK assignment</td>
<td>Critical use of published resources; planning a brief episode of lessons</td>
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<td>Induction Task 4</td>
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<tr>
<td>1, 3 and 4</td>
<td>Friday 14th October</td>
<td>External Visit to the Languages Show, Olympia Central, London</td>
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<td>Friday 21st October</td>
<td>PPP1 Report Deadline</td>
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<td>In School</td>
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<td>Friday 28th October</td>
<td>Directed Study Time/Half Term</td>
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<td>5</td>
<td>Friday 4th November</td>
<td>Differentiation to ensure learning for all</td>
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<td>Differentiation linked to writing in the TL</td>
<td>Induction Task 5</td>
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<td>6</td>
<td>Friday 11th November</td>
<td>Planning for Assessment for Learning? What is it?</td>
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<td>What is its value in MFL?</td>
<td>Verbal and written feedback</td>
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<td>Induction Task 6</td>
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<td>5</td>
<td>Friday 18th November</td>
<td>SEND Day – How can we respond to the challenges of Inclusion?</td>
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<td>Topic</td>
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<td>Event</td>
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| 2, 4 and 6 | Friday 25<sup>th</sup> November | What does Pupil Progress look like in MFL?  
Questioning to support pupil progress  
Medium term planning and preparing for a unit of work.  
4-6 hours to be taught in December. |
| 8 | Friday 2<sup>nd</sup> December | APK Progress Check  
Transition KS2-3 |
| 3 and 4 | Friday 6<sup>th</sup> January | Using literature and authentic texts linked to KS3 NC and KS4 MFL specifications  
Cross curricular learning  
Evaluating your APK |
| 2, 3 and 4 | Friday 13<sup>th</sup> January | Reviews |
| 4 and 5 | Friday 10<sup>th</sup> February | Sixth Form Teaching – how do we teach creatively?  
KS5 MFL continuity and progression from KS4  
Visit to BHASVIC, Brighton |
| 8, Part 2 TS | Friday 3<sup>rd</sup> March | Reviews |
| 4 | Friday 31<sup>st</sup> March | Making the most of Placement 2  
Collaborating with other adults, parents and carers  
Applying for your first MFL job |
| 8 | Friday 28<sup>th</sup> April | Checking up on 2<sup>nd</sup> placement. How to progress to the next level?  
Preparing for RPK  
Return of PPP4 report |
| 14<sup>th</sup> – 25<sup>th</sup> May | RPK |
| 8 | Friday 26<sup>th</sup> May | Evaluation Day  
Return of PPP5 report |
3 Monitoring Progress in Trainees’ Subject Knowledge

You need to keep your Subject Knowledge Audit (SKA) form updated to show your subject knowledge development. These records will be used for benchmarking so that you can review your perceived strengths and weaknesses and consider how you are addressing gaps in your knowledge, both practically and theoretically.

There will be regular opportunities for you to do this in Curriculum Studies discussions and you will record your progress in your Reflective Journal, during Mentor meetings and on Review Days with your tutor. This might involve planning and teaching a topic about which you were unsure or making notes from a book or journal article which has informed your thinking.

Subject knowledge in the context of Initial Teacher Education means much more than native or degree level fluency in languages. In the course of your university and school-based training you will develop skills in pedagogy and methodology which help you to communicate clearly and to promote understanding so that your pupils make progress.

Your record of successful teaching approaches and helpful resources which forms part of the SK form will become a valuable aide-mémoire for future reference. We therefore encourage you to keep a reflective journal or scrapbook as an additional file that you can refer to throughout the year and beyond as well as reference in the RPK assessment at the end of the year.
4 DIVERSITY AND COMMUNITY COHESION

The current focus of Modern Foreign Languages Education extends far beyond the traditional teaching of French, German and Spanish as curriculum subjects. More and more of our pupils speak English as an additional language. Rather than being labelled as having 'special needs,' bilingual pupils have much to offer in terms of linguistic awareness and their insights should be celebrated.

All subjects taught in schools must take account of diversity and work towards community cohesion. Modern Foreign Language teachers in particular have a key role to play in challenging stereotypes and breaking down barriers of ignorance and prejudice so that young people leave our classrooms as global citizens. Our subject affords a wealth of opportunities to celebrate the cultural differences which enrich our society in the 21st century.

While Brighton and other large towns in Sussex may properly be described as multicultural, this is not necessarily the case for some of the smaller rural communities, where insularity and prejudice may still be prevalent among pupils and it is our responsibility as teachers of MFL to offer a different perspective and to open windows onto the world in our lessons and extra-curricular activities.

Our professional body, The Association for Language Learning (ALL), says this on its website:

ALL aims to:

- encourage an understanding of the importance of languages at all levels in our society
- promote the development of language policies which reflect the linguistic diversity and the language needs of the country and its population
- advance public understanding of language learning and the techniques and approaches for successful language teaching
- promote improved standards of language teaching.

At Sussex we fully endorse the above comments, which are equally relevant to the secondary curriculum. We believe in training teachers who can provide modern foreign languages education for citizenship and who are able to make effective links to other areas of the school curriculum. Our teachers understand and respect diversity and are committed to promoting community cohesion through their delivery of modern foreign languages education.
5 MFL SCHOOL PLACEMENTS

During school placements, trainees will be monitored and assessed by their Mentor, Professional Tutor and Curriculum Tutor on the following:

- Professionalism and response to professional advice
- Rapport with staff and pupils
- Interest and involvement in the MFL department
- Attendance, punctuality and meeting of deadlines
- Modern Foreign Languages subject knowledge, including methodology
- Knowledge and implementation of National Curriculum for MFL
- Assessment for Learning
- Use of differentiation and personalised learning
- Special Educational Needs
- Written lesson plans and evaluations
- Teaching of grammar
- Teaching and learning styles
- Use of ICT and resources
- Quality of pupils’ learning and level of achievement
- Presentation, pace and timing
- Learning environment
- Behaviour management
- Use of praise, rewards and sanctions
- Contribution to whole school ethos and wider school contribution
- Working with teaching colleagues and other school-based staff

5.1 School Experience: Success, Enjoyment and Don’t Panic!

This is what you signed up for after all - excitement and challenge await. All the procedures and requirements 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.

5.1.1 Schools as driving partners in teacher education

The schools that you will be placed with are partners with the university in your teacher education and have agreed to support you in your development as a beginning teacher. In effect, during your time in schools they will be responsible for your training experience. The university will continue to be involved in monitoring your progress but schools lead in designing, implementing your training and assessing your progress. As well as organising your MFL 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 (or School Based Trainer) – he/she has an oversight of your professional development in MFL.
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 immense 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. Always thank teachers whose lessons you are observing and make a positive comment/s about a particularly effective or interesting aspect of the lesson: all of us find being observed a somewhat daunting experience!

Other members of the department will play a part in your training. They will share classes, observe and give feedback and discuss aspects of MFL 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 your lesson plans ready to be checked by your mentor and teachers 24 hours before the lesson) 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 MFL 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.

5.1.2 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, mug, sugar.

- Adopt the mores/protocols of the school during your placement. This flows over into ….

5.1.3 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.

### 5.1.4 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 publicly outside school. 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.

### 5.2 Curriculum Tutor School Visits

The curriculum tutor visits each MFL trainee with a minimum of one per placement.

The focus of these school visits is to review trainee progress through a joint lesson observation with the mentor with evaluative feedback and a review of school based files and the RPK portfolio.

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.
• In the interests of moderation and professional development it is essential to arrange a joint observation between the mentor and curriculum tutor.
• Once the date and time have been decided, the trainee is expected to notify the mentor and the Professional tutor in school. Please note - 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 MFL 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, the lesson is reviewed jointly with the mentor. The tutor will also check the trainee’s school files after the debrief.
• At the end of the visit the curriculum tutor provides a written report on the visit and the trainee is expected to email their own evaluation to the tutor and keep a copy for their records.

5.2.1. The role of the 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.

5.3 If things go wrong

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

1. Speak to your Mentor and/or Professional Tutor
2. Have you genuinely been planning far enough in advance for this class?
3. Are the lessons differentiated for pupils
4. Have you been marking and checking their work and praising it?
5. Are your lessons dull? Do you have enough energy and variety in your lessons?
6. Are you being warm and greeting them?
7. How is the tone of your voice? Where are you standing in the classroom? Are you moving around too much/not enough?
8. Are you genuinely acting on the advice and feedback of your mentor/class teachers?
9. Have you been observing other teachers enough recently?
10. Do you need to go and observe a particular pupil again to see how they are behaving in other lessons?
11. Have you sought the advice of the form tutor or Head of Year about this pupil?
12. Have you phoned home for the pupil and spoken to parents/carers about their behaviour or lack of work? (check with pastoral team first)
13. Contact your Curriculum Tutor and keep him/her informed of developments.
14. Re-read the ITE Handbook sections on responsibilities and school experience entitlements.
15. 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.

16. The supervisory conference may result in an **Action Plan** – a way forward agreed by all parties.

17. Implementation of the Action Plan will be closely monitored.

5.4 Keeping in touch

Your school placements are scattered throughout Sussex and into Surrey and 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

6.1 File Everything - make sure you have a watch and a diary!

As with any professional training, there is a certain amount of paperwork generated during the course. It is essential that trainees establish a system for organisation from the beginning of the programme. View the folders you create as the start of your professional portfolio that will stay with you for the rest of your career.

To help with this organisation, there are a number of different files which need to be set up:

- **Curriculum File** – this should contain session outlines, readings & handouts, your own notes and reflections on your curriculum sessions, as well as attempts to assess and develop your subject knowledge at the University.

- **Teaching File** – this should contain material from your professional practice including lesson plans, classroom resources, schemes of work, observation records, mentor minutes, copies of pupils marked work, mark books and other school assessment materials. Record here all other activities that you are involved in at school such as trips, shows, duties and parents evenings. Also keep a clear record of your attendance and punctuality for the year.

- **Professional Studies File** – this should contain your notes, handouts and documents issued as part of your general professional studies programme on wider school issues. In induction at both the university and the school you will be bombarded with papers, handbooks and other pieces of information. Put them somewhere safe. Start a professional folder; this will become the basis of your portfolio for the end of the course. The ITE Handbook will list all the things that need to go into this portfolio.

- **RPK Portfolio** – this will draw on all of the above files, as well as formal PGCE 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 and present this at the end of the programme.

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

You are also expected to keep evidence folders for us to look at during review times, when your CT observes you, when you bring them to the sharing sessions and finally at the RPK interview at the end of the course. These portfolios are your way of showing that you have physical or electronic evidence that you have met the teaching standards.

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

**As an electronic record**

Some trainees like to keep all their evidence in electronic folders. This has advantages in that you are not moving large folders around from place to place but also has some disadvantages. Much of what you get as evidence is in a written paper form. This means that you will need to scan all this evidence in as you get it to store on a memory stick. This is time consuming and will be difficult to upkeep once you are teaching.
As a paper only folder
An advantage of this type of portfolio is that you can immediately file anything that you get into sections in your folders. You can annotate it after filing as well with more thoughts and evaluations. It is easy to bring pupils’ work into this type of portfolio. However, it is bulky and if you are taking public transport to your professional practice school you may not want to solely use paper versions of your evidence. It also means that you may need to print all of your evidence out that you may have in electronic form.

A mixed methods approach
Many of the areas that we need to access lend themselves well to being stored electronically. Please be aware that if you choose electronic methods of storage that you will need to back all files up and ensure that you arrive to review tutorials and the RPK with a laptop that you can show your CT your evidence.

6.2 – Planning your time
Many teachers use a planner document like this:

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

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

You don’t have to buy them, but other trainees have found them really helpful in the past.

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 – Useful stationery
For you to use in lessons
- Board pens
- Highlighters
- Blu tac
- Stickers or stampers to use as rewards eg
  http://www.superstickers.com/c/3768/products/stampers?gclid=CLrSg-emkscCFUvItAodhD0Cug  but there are other similar web sites

For your students
You will find it helpful to have a supply of cheap pens and pencils to lend to the less organized students in your class – it saves a lot of time and trouble in lessons but do check departmental policy on bringing equipment.
7. WORKING WITH OR AS A MENTOR

MFL Mentors bring extremely valuable experience and expertise in how to teach languages across KS3 and KS4 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 MFL Mentors, many of whom they consider the most important person in their development. Our work last year emphasised the following:

As such their impact should be recognised and celebrated and their contribution valued by the whole school community. Most important leaders in the Sussex ITE partnership are ... good ones are effective role models and critical friends who help their trainees develop a sense of their own professional identity whilst maintaining a focus on high standards in learning. 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.

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 MFL 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) All of this has to happen within departmental systems, structures, schemes of work and student targets that may be flexible, but cannot be compromised where professional standards and student performance or wellbeing 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 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 MFL.

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. Trainees and mentors will find a wealth of ideas and resources on the Association for Language Learning website and the wiki which shares ideas for teaching literature.

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 on the Mentor Meeting Record. Trainees must keep a detailed record of their meetings since they provide a key source of evidence for their professional development and progress against the Teachers’ Standards. As such curriculum tutors expect these to be completed and filed regularly and uploaded to the VLE when requested.

Trainees should prepare for each meeting in advance by:

- Identifying the suggested focus for the week using the programme in the main Handbook
- Reflecting on the overall school based training over the past week.
- Reviewing what progress has been made towards current targets during the week, with reference to lesson evaluations or other sources.
- Agreeing an agenda for the meeting with the mentor in advance of the meeting.

During the meeting trainees should:

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

After the meeting trainees should:

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

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 language 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. 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 MFL teaching
- 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 – Key Mentor Information

Firstly mentor training meetings. These are crucial and are planned as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>21/9 Wed</td>
<td>UNIVERSITY BASED MENTOR TRAINING – (New and experienced Mentor Training for Professional Practice 1 - 13.00 – 18.30)</td>
</tr>
<tr>
<td>1/2 Wed</td>
<td>UNIVERSITY BASED MENTOR TRAINING – (New and experienced Mentor Training for Professional Practice 2 – times TBC)</td>
</tr>
</tbody>
</table>

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

The indicative calendar below drawn up in conjunction with experienced mentors offers a framework for mentor meetings - recognising the individual needs of the trainee, the practicalities of school based teacher education and opportunities to develop a deeper understanding of the music curriculum. It is not a prescribed programme of sessions as this will vary depending on the needs and experience of the trainee and the various strengths of the department but it does provide a good framework from which to work. A number of school based tasks are also included on the ‘Partners’ website and mentors may wish to use these as a focus in mentor meetings. See: www.sussex.ac.uk/education/partners.

AUTUMN TERM 2016

Session 1 - Focus: Trainee’s individual differentiated needs (TS Part One: 3, 7 & 8)
Trainees should be prepared to discuss their strengths and areas for development. For example:

- Prior experience
- Subject knowledge strengths and ‘gaps’; the reading carried out before the Course.
- Mentors should identify and suggest useful areas to research for subject gaps, where possible.
- Identify out of class opportunities were the trainee could contribute
- Set provisional targets for development
- Make available Schemes of work and syllabuses for KS3, GCSE, A-level etc.
Deadlines: Trainees should have a provisional timetable by the end of the week

Session 2 - Focus: Lesson planning and students’ individual needs inc. ICT  
(TS Part One: 2, 3, 4, 7 & 8)  
- Preparing for joint planning – 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 work.  
- Information on pupils’ CATS/SATS scores, SEN info, IEPs etc. on classes to be taught  
- Identify pupils to be ‘followed’ for any observation tasks  
- Who to contact in school SENCO etc.  
- What ICT is used in the department? Does the trainee require some time for learning a new program etc.? Are copies of the software available for the trainee to use?

Session 3 - Focus: Behaviour management  
(TS Part One: 7)  
- Strategies for creating an orderly and purposeful environment  
- Establishing rules and routines  
- Use of voice, body language and teacher ‘geography’ in the classroom  
- Use of praise, rewards and sanctions

Deadlines: Trainees should be taking some responsibility (e.g. Starters)

Session 4 - Focus: Assessment  
(TS Part One: 6 & 8)  
- Review of subject knowledge development and trainee progress  
- Introducing department mark schemes  
- Reporting assessment information to parents/guardians  
- Identifying assessment opportunities – when might they occur/be planned for (incl. homework)?  
- Agreeing preparation work for half-term and progress so far.

Deadline: Submission of PPPA (by Friday 21\textsuperscript{st} Oct)

HALF TERM

Session 5 - Focus: Differentiation and SEN  
(TS Part One: 5)  
- Look at departmental strategies for different needs and abilities, especially SEN (inc. EAL)  
- Planning differentiated tasks and lessons  
- Pupil groupings and peer teaching/support  
- Discussion about focus of Exploring Professional Knowledge assignment (if applicable) and Applying Professional Knowledge assignment  
- Review of preparation work from before half-term incl. Developing subject knowledge

Deadlines: Trainees should now be receiving at least one full lesson observation per week using the University schedule

Session 6 - Focus: Assessment for Learning and modelling  
(TS Part One: 6)  
- Introduction to Assessment for Learning in school context  
- Formative and summative assessment  
- Use of modelling to promote student understanding - consider this as an observation focus

Session 7 - Focus: Working with Teaching Assistants and Questioning  
(TS Part One: 6, 8)
- (How) are Teaching Assistants are used in the department?
- Ideas for working effectively with Teaching Assistants
- How is questioning used? Consider this as a focus of an observation
- Types of questioning e.g. Closed/Open, High/Low order, Thinking time, involving all pupils
- Developing appropriate questions

Session 8 - Focus: Working with data and eLearning *(TS Part One: 6)*
- Information on pupils’ CATS/SATS scores, SEN info, IEPs etc. on classes to be taught
- How is data used to inform planning, track progress and improve learning?
- What data is used in the school/department? - How to use this and local/national data
- Consider how digital technologies is used in the school and department
- Consider opportunities for using the school’s Learning Platform to enhance student learning

Session 9 - Focus: Assessment for Learning – feedback and progression *(TS Part One: 6)*
- Developing assessment criteria
- Giving oral and written feedback
- Peer and self-assessment
- Assessing pupil progression in MFL

Session 10 - Focus: Working with parents/guardians and preparing to complete PPP report *(TS Part One: 8)*
- Parents’ evenings and open evenings including arrangements for participation
- When and how to phone home – what to say/not to say, school procedures etc.
- Issues around writing reports
- Completion of PPPB

Session 11 - Focus: Open session and review of term
- Review of trainee progress and target setting for Spring term
- Planning (requirements) for Spring term
- Discussion about progress of assignment – Applying Professional Knowledge

**Deadline: Submission of PPPB (16th December 2016)**

**SPRING TERM 2017**

Session 12 - Focus: Applying for Jobs *(TS Part One: 8)*
- Review of targets for Spring term
- Writing a job application
- Interview techniques
- What would you look for in a candidate?

Session 13 - Focus: Working with Primary Partners - Transition *(TS Part One: 8)*
- Pupil transition in music between Key Stages/schools
- What links are made with primary schools?
- How well are pupils prepared for Key Stage 3 MFL?
- Could a one day visit be facilitated to a feeder primary?
Session 14 - Focus: Challenges of new GCSE specifications (TS Part One: 3 & 6)
- What GCSE specification has been adopted by the department?
- 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?

Session 15 - Focus: Working with EAL pupils, Progression in MFL and A Level Languages (TS Part One: 2, 3, 5 & 8)
- Successful strategies for working with EAL pupils
- How does language progression ‘work’ between Key Stage 3 and 4, and 4 and A Level?
- What provision is made for progression to A level Languages? What preparation for this is made in units of work etc?
- Do extra-curricular groups have a role in progression?

Note: Trainees to attend the City-wide Joint Practice Development Day 30th January 2017 in Brighton and Hove

Session 16 - Focus: Differentiation and Progress (TS Part One: 5 & 6)
- Planning differentiated tasks for those with special needs including those for the more linguistically experienced/able
- What information is available to trainees on different pupils?
- How do teachers evidence pupil progress in Languages?
- Review of subject knowledge development and PPC

Session 17 - Focus: Review of Progress and Open Session
- Review of progress, Portfolio and completion of PPPC

Deadline: Submission of PPPC (by 10th February 2016)

HALF TERM

Professional Practice 2

Session 18 - Focus: Trainee's individual differentiated needs (TS Part One: 8)
- Discuss identified strengths and targets from first placement PP1 and agree action plan.
- Discuss timetable and in-school programme + ICT needs and experience.
- Schemes of work, assessment and syllabuses GCSE and A-level
- Identify subject knowledge strengths and any ‘gaps’.
- Identify out of class opportunities were the trainee could contribute

Deadlines: Trainees should have a timetable

Session 19 - Focus: Individual Needs Continued & Behaviour (TS Part One: 7)
Trainees should be prepared to discuss their strengths and areas for development as above but also focus on Behaviour Management Strategies & Departmental Policy and provided with SoW, textbooks, exam specifications
Session 20 - Focus: SEN, Working with data and Personalised Learning (TS Part One: 5)

- What information is available to trainees on different pupils?
- Relevant contacts in school SENCO etc.
- Information on pupils’ CATS/SATS scores, SEN info, IEPs etc. on classes to be taught
- What data is used in the dept?
- Strategies for managing the learning of pupils with specific disabilities
- Personalised Learning within the subject

**Deadlines:** Trainees should now be receiving at least one full lesson observation per week

Session 21 - Focus: Challenge to be Outstanding (TS Part One: 1 & 2)

- Use descriptors to identify trainee strengths and areas for development.
- What does an outstanding lesson in MFL look like?
- What does the trainee need to do in order to move towards Outstanding?
- What indicators are expected in pupil leaning?

**Reminder:** Teaching load should be increasing to a maximum of 12 hours of lessons a week

Session 22- Focus: Review of trainee progress

- Completion of PPPD
- Review progress, subject knowledge development, Portfolio and evidence

**Deadlines:** Submission of PPPD (by 31st March 2017)

**SUMMER TERM 2017**

Continuation of Placement Two for PGCE or return to home school School Direct)

Session 23 - Focus: Review and Challenge to be Outstanding 2 - build on previous session. (TS Part One: 1 & 2)

- Review trainee progress
- Use descriptors to identify trainee strengths and areas for development.
- What does an outstanding lesson in Languages look like?
- What does the trainee need to do in order to move towards Outstanding?
- What indicators are expected in pupil learning?

Session 24 - Focus: Open session according to trainee need

Session 25 - Focus: Open session according to trainee need

Session 26- Focus: Review of trainee progress

- Completion of PPPE
- Review progress, subject knowledge development, Portfolio and evidence
- Identifying targets for NQT Year

**Deadlines:** Submission of PPPE (by 26th May 2017)
7.4 The Trainee's Timetable

As a guide, we would very much appreciate that the trainees teach no more than one full hour before the October half term.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date (Monday)</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26th September</td>
<td>Whole school induction</td>
</tr>
<tr>
<td>2</td>
<td>3rd October</td>
<td>Department induction, making a resource you can use in the classroom</td>
</tr>
<tr>
<td>3</td>
<td>10th October</td>
<td>Starters, plenaries</td>
</tr>
<tr>
<td>4</td>
<td>17th October</td>
<td>Working towards a whole lesson this week with parts of lessons too</td>
</tr>
<tr>
<td>5</td>
<td>31st October</td>
<td>2 whole lessons to teach and parts of lessons</td>
</tr>
<tr>
<td>6</td>
<td>7th November</td>
<td>4 whole lessons to teach</td>
</tr>
<tr>
<td>7</td>
<td>14th November</td>
<td>5 whole lessons to teach</td>
</tr>
<tr>
<td>8</td>
<td>21st November</td>
<td>6 whole lessons to teach</td>
</tr>
<tr>
<td>9</td>
<td>28th November</td>
<td>7 whole lessons to teach</td>
</tr>
<tr>
<td>10</td>
<td>5th December</td>
<td>8 whole lessons to teach</td>
</tr>
<tr>
<td>11</td>
<td>12th December</td>
<td>8 whole lessons to teach</td>
</tr>
</tbody>
</table>

This is only a guide. Some trainees may take much longer to work their way up to 8 hours of teaching and some may be desperate to get stuck into the teaching in the middle of November. However, please exercise caution with the more adventurous trainee. They should all be using the time that they are not actively teaching planning creative and original resources and activities that you can use after and continuing to observe good practice around the school.

We have found that the trainees that had plenty of time being a teaching assistant, in the lessons that they were to eventually teach, were better accepted by the pupils and were more able to get the pupils to make progress earlier.

7.5 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)** the PPP evidence descriptors to be used in a consistent and constructive way, making them relevant to the trainee's experience and professional development. Targets between mentor and trainee to be jointly set and reviewed, according to these dates and in order to dovetail with the university programme;
- **g)** every attempt to be made to assess trainees in a uniform manner, where possible including any mentor moderation procedures available and joint observation with the curriculum tutor;
- **h)** trainees to be allowed - at the discretion of the mentor and HoD - some room to experiment with innovative methodology (which may at times interrupt the departmental schemes of work);
- **i)** opportunities (one or two lessons per week) to be made available for trainees to continue to observe other colleagues (eg Drama and other subjects), provided that the timetable can accommodate this. Arrangements for this observation should be made primarily by the trainee (on the advice of the Mentor and Professional Tutor) and should form part of the maximum recommended trainee timetable load;
- **k)** trainees to be challenged by mentors if they appear to be reaching a plateau in their professional development;
- **l)** good communication to be maintained between the mentor and the curriculum tutor, by e-mail/phone and all relevant documentation to be sent by the relevant dates. As part of this - mentors should attend termly mentor meetings with the curriculum tutor.

### 7.6 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 student 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 students will very quickly work this out, as this can undermine their status in the eyes of students. Trainees could be introduced as ‘a new teacher’ instead.

7.7 - 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). This is important for the trainee’s portfolio of evidence 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, eg how to give feedback. (see 7.10)

- 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

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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.

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

Team Teaching

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

These techniques should benefit the students 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.
7.9 - 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 Language 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 MFL curriculum tutor as soon as possible (see also assessment and ‘at risk’ section).

7.10 - Observation and Effective 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 employ 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. students 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. This offers the trainee more security. Clearly, to say that you are going to focus on the use of resources, and then spend most of the time talking about class management, is not helpful.
Following a consistent approach for each observation debrief helps the trainee to reflect and accept praise and criticism as necessary:

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

Where there are serious concerns, e.g. 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
- Lack of self-confidence when dealing with established staff

7.11 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 students 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>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiate lessons</td>
<td>To ensure materials are accessible to all</td>
</tr>
<tr>
<td></td>
<td>To identify prior knowledge and understanding so you can identify where to pitch the lesson</td>
</tr>
<tr>
<td></td>
<td>To identify where the difficulties are in the lesson and provide scaffolded learning to overcome these</td>
</tr>
<tr>
<td></td>
<td>To engage students’ attention at the start</td>
</tr>
<tr>
<td>Improve classroom management</td>
<td>To sustain student 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 students</td>
</tr>
<tr>
<td></td>
<td>To deal with instances of students 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:

Scenario 1

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 students 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 students are not clear what they are supposed to be doing and why. You are also a bit disillusioned by the students’ progress in lessons.

Scenario 2

You need to use group work to develop your students’ speaking skills but you are worried about behaviour
### Target

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Clearer and more thorough explanations to maintain student concentration for longer periods.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Scenario 2</th>
<th>Developing more effective management of group work</th>
</tr>
</thead>
</table>

### Strategy

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Analytical observation of two lessons by Mrs Grammatica – a language teacher in the department who is particularly good at teaching grammar.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Scenario 2</th>
<th>Your Year 9 class is preparing for a speaking assessment. Whilst planning their sequence of lessons, think how you will group your students and how you will set the ground rules and success criteria.</th>
</tr>
</thead>
</table>

**Evidence that you have met these targets:**
- Observation and discussion with Mrs. Grammatica
- Lesson plans including use of ideas gained from observations; lesson observation by the Year 9’s usual teacher; your self-evaluations; assessment evidence; discussion with your Curriculum Mentor.

7.12 Observing lessons

In the first few weeks, you should observe lessons with an open mind. Just watch what the teacher does, the language they use and what the corresponding responses of pupils are. It is very important to note how they follow through particular policies such as the behaviour policy/target language management as you will be expected to do the same when you start to teach. Once you have noticed the basics of the lesson, it will be time to look for particular aspects of the lessons such as assessment and timing. At the end of the handbook you will find some examples of lesson observation sheets including the ones we will use when we observe you.

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

Once you start teaching it is easy to slip into routines of planning, teaching and marking and nothing else. Try not to do this. You are still in training and need to be observing other teachers as much as possible. Don’t just stick to MFL lessons either. We can learn so much from observing other lessons too – English, music, drama for instance.

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

7.13 Cause for Concern Procedure

One of the greatest challenges for a mentor is the shift of emphasis from being a ‘supportive advisor’ to a ‘summative assessor’. Being honest at all times with your trainee is crucial. Liaising with the Professional and Curriculum tutors is also important, especially if you have any doubts about the trainee’s competence.
Mentors need to check on the PPP criteria. What should the trainee be achieving for the relevant stage of the course:

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

a) the trainee’s attendance, punctuality and dress are poor.
b) the trainee demonstrates very little interest in, or rapport with, students.
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 cause for concern form in the main handbook if you wish to put your concerns in writing. Finally, remember that for a trainee, being put on a cause for concern 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. SUBJECT SPECIFIC TASKS FOR MFL TRAINEES

SST1. INDUCTION TASK  for Monday 12th September

- Find a poem or song in one of your teaching languages and be prepared to teach it to the rest of the group
- Bring the poem / song and any teaching aids in on Monday 12th September
- Be prepared to review each other’s work, using the principles of “Three stars and a wish” – i.e 3 things you like, one you wish had been done differently.

SST2. RELATING READING TO PRACTICE for Friday 16th September

- Via the university website, access the library’s electronic journals and find Language Learning Journal.
- Read and make notes on McColl, I (2011) Score in French, Language Learning Journal, 39 (1) p5-18
- Can you relate the issues raised in the article to your experience of observing lessons in school? Make notes and be prepared to share your views with the group.

PRE-LAUNCH TASK for Wednesday 21st September

When you learn where you will be for your first school experience, using the internet research the school and its area:
- Where is the school? Town or country? Transport links?
- How many students on roll? Numbers of students with Special Needs and Free School Meals
- The school day – start and finish, times of break and lunch, how many lessons?
- Find the most recent Ofsted report and Data Dashboard, discover the school’s priorities for the future.
- Think of at least 3 intelligent questions for your mentor.

SST3 INDUCTION TASK for Friday 30th September

Micro lessons – Plan and deliver 5 minute starter in your weaker language suitable for Year 7 beginners. Be prepared to give and receive 3 stars & a wish feedback from the group.

SST4. LESSON OBSERVATION TASK for Friday 7th October

- Read and make notes on Chapter 7 of Cohen, L Manion, L and Morrison, K (2005) A Guide to Teaching Practice (see pdf on VLE)
- Using the observation sheets at the back of this handbook, also available on the VLE, make notes on three of the lessons you observe. Can you relate your observations to what you have read?

Be prepared to share your observations with the group

SST5 CROSS CURRICULAR TASK for Friday 4th November

- Plan a 15 minute cross-curricular activity in your main teaching language, suitable for a Year 9 class. Be prepared to explain it to your peers and receive feedback.
SST6. TEACHING A MICRO LESSON  Friday 11\textsuperscript{th} November

- Choose a grammar point from the Subject Knowledge Audit form
- Plan a 5 minute teaching sequence to teach that grammar point to the rest of the group in your second teaching language.
- Be prepared to give and receive feedback

SST7. SHOW & TELL for Friday 9\textsuperscript{th} December

Starter, plenary and game swap shop: Bring and share instructions for the best 3 activities you have tried or observed so far. Critically evaluate in terms of student learning and engagement.

A DATE FOR YOUR DIARY

On Friday 14\textsuperscript{th} October 2016 we will go by train to London for Language Show Live

See their website for details [http://www.languageshowlive.co.uk/london/](http://www.languageshowlive.co.uk/london/)

Seminar sessions are divided into four different streams:

- Teachers
- Translation & Interpreting
- TEFL/ESOL
- Panel sessions, workshops & case studies

Details of these sessions tbc July 2016

Feel free to go again on Saturday or Sunday!

Between sessions, the exhibition at the show is a great source of resources which you can buy and lots of freebies (especially the EU stall) so bring a large bag, possibly with wheels, so that you can carry them home.
9 CURRICULUM STUDIES PRE-SESSION READINGS


*Dörnyei Z* (1994), *Motivation and Motivating in the Foreign Language Classroom*  


Storch N (2001) How collaborative is pair work? ESL tertiary students composing in pairs *Language Teaching Research 5* (29)

10. Eight Principles in foreign language teaching

- These principles have been formulated by the Professional Development Consortium established by the universities of Reading and Oxford and are being disseminated nationally this year to promote successful teaching and learning in MFL. See http://pdcinmfl.com/ for a wealth of ideas and resources

- You should find these principles beneficial in your teaching (but don't try them all at once!).

- You are advised to concentrate specifically on one skill area (listening, reading, speaking, writing) for your EPK assignment and consideration of these principles should support your thinking.

- Suggestions for further reading are included later in this Handbook.

1. Target language input is essential for learning but it can be made more effective if learners are allowed/encouraged to ‘negotiate’ the understanding of it by asking questions of what the teacher is saying

2. Learners need to be encouraged to speak and to say things that they are not sure are correct

3. Although not all oral interaction can be ‘communicative’ (some will be practice and/or form focused), it has to nevertheless demonstrate measures of ‘quality’ (among other things, student length of turn; adequate wait time; cognitive challenge; appropriate teacher feedback

4. Learners need to be instructed in strategies that will facilitate listening, both uni-directional listening (CD; video) and interactive (face-to-face) listening

5. Students need to be given opportunities to develop oral fluency but also taught how to use communication strategies when faced with communication difficulties

6. Learners need to develop the self-efficacy and general confidence (through strategy and decoding training) to access texts which are considerably above their productive (speaking and writing) levels

7. Writing should be developed as a skill in its own right not as a consolidation of other language skills. For this to happen students should frequently write using their own resources rather than resources provided by the teacher

8. The principal focus of pedagogy should be on developing language skills and therefore the teaching of linguistic knowledge (knowledge of grammar and vocabulary) should act in the service of skill development not as an end in itself (a principle underlying all of the applicants’ research highlighted earlier).
11 MFL Specific Guidance for Planning a Unit of Work

- Identify and consider the school context, class, topic, main resources etc.
- Check which vocabulary and structures the students have already met.
- Compile your lesson plans, using the MFL specific pro-forma or a pro-forma of your own design.
- Ensure that you devote enough attention to each skill area in your plans.
- Include homework tasks.
- Include examples of worksheets, especially those of your own design, in your teaching file.
- Read through the entire unit in the school course materials, using the teacher's notes.
- Look at worksheets/listening-transcripts and get a feel for the whole unit (You may wish to make your own or use supplementary material i.e. from another source)
- Make a list of all the important vocabulary and note any important structures.
- List the key objectives for the unit i.e. what vocabulary, skills and structures do you want your students to learn?
- List basic core and extension / personalised learning material.
- List ICT applications, e.g. IWB, Powerpoint etc.
- List useful games, DVDs, core exercises/activities for whole class, appropriate homework (remember to differentiate where necessary).
- Produce any supplementary vocabulary lists/worksheets.
- Provide opportunities for differentiation and independent learning.
- Decide how and when to use target language during the unit.
- Decide which attainment targets (skill areas) and levels of attainment are going to be assessed and state method of assessment. Your lesson evaluations should refer to these outcomes.
- Allow time for formative feedback in lessons.
- Decide upon any target groups(s) for personalised learning or carousel group work during this unit.
- Produce an overview grid, with times and dates of lessons for each week, entering all the above criteria on it. Remember to leave room for evaluation, notes on any necessary adjustments and on any pupils who need follow-up in the next lesson. This will need to be flexible in order to allow for underestimating / overestimating the time required for specific exercises.

You will have referred to various sources as well as the school’s course materials, teachers’ resources, websites and relevant research literature. Make a note of all references to research and reading and include reflections and evaluations where relevant. This will enable you to compile your bibliography. (See advice on referencing in the ITE main handbook.)

11.1 Recommended Reading for Teaching Modern Foreign Languages

The recommended reading below encourages you to get into good habits for reading, reflecting and developing your practice as an MFL teacher. 6 tips for reading and making sense of texts:

Keep it in perspective(s). When reading always keep in mind the author’s perspective. Are they a practising teacher, a journalist or an education scholar? Re they writing from a theoretical, practical or political perspective?
Make it your own. Read and learn from your perspective. You are a trainee teacher who is learning about language teaching. Note down the words and concepts that you don’t understand, write down your immediate thoughts (whether you agree with it or are sceptical about it) and make notes that help you understand the text and that organise your thoughts. Your perspective will change as you learn more and try things out, this is good.

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

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

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

Once is never enough. Come back to texts throughout the course and beyond. As your experience changes, your understanding develops and you will find your perspective change. Aspects of the text will produce new meanings and deeper understanding.


(good overview of Bloom’s Taxonomy and its application http://www.nwlink.com/~donclark/hrd/bloom.html )


Barnes, A. & Powell, B. (1996) Developing Advanced Reading Skills in Modern Foreign Languages, MGP International


Byram, M. (Ed (1997) *Face to face: language and culture through exchanges*, CILT


Cameron, L. (2005) *Teaching languages to young learners*. Cambridge University Press


Comfort, T. & Tierney, D. (2007) *We have the technology!* Young Pathfinder 14, CILT


Crombie, M., & Schneider, E. *Dyslexia and Modern Foreign Languages* Routledge


Ellis, V. *Learning and Teaching in Secondary Schools*. Learning Matters

Evans, M (2005) *Modern Foreign Languages: Teaching school subjects 11-19*
London Routledge


Griffith, N (2005) *100 ideas for teaching languages* London Continuum


McKeown, S. *Meeting Special Needs in Modern Foreign Languages* Routledge


Pachler, N. Evans, M. & Lawes, S. *Modern Foreign Language Teaching 11-19* Routledge


Rogers, B. (1997) *Cracking the hard class: strategies for managing the harder than average class*, Paul Chapman


Smith, S. and Conti, G. (2016) *The Language Teacher Toolkit*


Sutherland J (2006) Promoting group talk and higher-order thinking in pupils *Literacy* **40** (2) 106-114


The proposed new National Curriculum for MFL is available by following a link on this page:


The final report of the Commission on Assessment without Levels from the DfE 2015 can be found here:


The old National Curriculum for MFL is available on the web:

http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl/programme
The old NC levels are shown on http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl/attainment

11.2 Useful websites for resources

https://gianfrancoconti.wordpress.com (author of The Language Gym and Nine Research Facts about L2 Phonology Teaching and Learning that every Teacher should know)
http://teachitlanguages.co.uk
www.fluentU.com
https://teachers.theguardian.com
www.languagenut.com
www.joedale.typepad.com
www.languagesresources.co.uk
www.frenchteacher.net
www.mflresources.org.uk
www.linguanet.org.uk
https://www.quia.com
www.puzzlemaker.co.uk
www.teachers-pet.org
http://www.rachelhawkes.com
http://mmeperkins.typepad.com
http://www.sunderlandschools.org/mfl-sunderland/

Please use the VLE to share other websites for MFL teaching

11.3 Journals

There are many journals devoted to language teaching and learning and these are available in the University library and on the electronic library. Of particular interest to MFL teachers in UK schools is Language Learning Journal – free to members of ALL, together with magazines in two languages and newsletters as well as weekly updates on important issues by email.

You should join the Association for Language Learning www.all-languages.org.uk . (reduced membership rates for trainees)
You should subscribe to the mflresources email discussion list. It costs nothing and you will find lots of useful ideas, resources and insights into the work of an MFL teacher.

11.4 Background reading for Assignments

Suggested Reading on Grammar, Linguistics and Cognitive Processes involved in Language Development


(For Piaget see also www.learningandteaching.info/learning/piaget.html)


(For Vygotsky see also www.psy.cmu.edu/~siegler/vygotsky78.pdf)

# 12 APPENDIX

## 12.1 MFL Lesson Planning and Evaluation Proforma

To be completed by trainee for EVERY LESSON and shown to mentor or class teacher

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRIOR ATTAINMENT OF GROUPS</th>
<th>PUPILS WITH SPECIFIC LEARNING NEEDS</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Most able:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FSM/PP:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEND:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Names and roles of other adults present:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DURATION OF LESSON</th>
<th>LESSON</th>
<th>DATE AND TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESOURCES (including TA if applicable)

PREVIOUS LEARNING

LEARNING OBJECTIVE | LEARNING OUTCOMES (all/most/some)
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RELATIONSHIP TO TEACHER STANDARDS
<table>
<thead>
<tr>
<th>Time &amp; Learning Objectives</th>
<th>Teaching points/ strategies / teacher role</th>
<th>Pupil learning activities</th>
<th>Organisation and risk assessment</th>
<th>Assessment for learning strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What teaching points will you provide in order to support and progress the learning of all pupils?</td>
<td>What learning activities will pupils be engaged in? How will you differentiate these activities so they are achievable for all pupils?</td>
<td>What will you need to consider in organising and managing the learning environment effectively?</td>
<td>How will you use the outcomes of assessment to inform ongoing teaching and learning? How will you monitor, assess and evaluate the progress of all pupils?</td>
</tr>
</tbody>
</table>

Skills / strategies taught | % time for each skill | Opportunities for development across the curriculum: Literacy: Numeracy: ICT: SMSC: |

HOMEWORK

FUTURE LEARNING
**Evaluation**

At least one third of all evaluations must be full (section A)  
As a minimum, complete section B for **every** lesson

**Section A**

<table>
<thead>
<tr>
<th>Lesson evaluation</th>
<th>www</th>
<th>www</th>
<th>www</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:**
- Were the Teaching Objectives and Learning Outcomes realistic?
- Consider each skill – preparation for the task, modelling and sequencing.
- What did the students learning today? How do you know?
- How effective was your use of TL?
- Use of questioning?
- Use of differentiation? Enough challenge? Enough support?
- What did you learn from teaching this topic?

**Follow up/targets and relate to Teacher Standards**

1.     
2.     
3.     

www
**Section B**

<table>
<thead>
<tr>
<th>Very good</th>
<th>Poor</th>
</tr>
</thead>
</table>

**Learning objectives**
- ... were appropriate and clear to the class
- ... were poor & unclear to the class

**My attempts to motivate the class**
- ... were effective
- ... were ineffective

**My expectations of students**
- ... were high
- ... were low

**The timing and pace of the lesson**
- ... was good
- ... was poor

**My questioning technique**
- ... was good
- ... was ineffective

**The timing of the lesson**
- ... was good
- ... was poor
Students’ understanding was checked
... effectively
... ineffectively

My planning and teaching enabled all students
.... to make good progress
... to make no progress

Overall, I would score the lesson:

What 2 things really went well (consider both teaching and learning)?
1:
2:

What 2 things would have improved the lesson (consider both teaching and learning)?
1:
2:

What have I learned from this lesson about the class or individuals that will inform my next lesson?

Students Absent

Follow-up?
12.2 CLASSROOM OBSERVATION SCHEDULE FOR INDUCTION

<table>
<thead>
<tr>
<th>Date:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School type:</td>
<td>Class:</td>
</tr>
<tr>
<td>Subject:</td>
<td>Teacher:</td>
</tr>
<tr>
<td>Students: F:</td>
<td>M:</td>
</tr>
<tr>
<td>Time:</td>
<td></td>
</tr>
</tbody>
</table>

Teaching materials

Condition of classroom, walls, noticeboards

Focus of observation (see below)

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

Other observations:
- Lesson objectives: on board? Referred to? Use of language?
- How students enter room
- Teacher greeting and introduction to lesson
- Ground rules implicit/explicit
- Instructions – spoken, written?
- Lesson structure
- Use of praise, rewards, sanctions
- Use of target language
- Do any students dominate the class? Who and how?
- Opportunities for student to speak in TL
<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher activity</th>
<th>Student activity</th>
<th>Observations/remarks</th>
</tr>
</thead>
</table>

Your Post-lesson reflections
Possible focus points for observation:

- Teacher talk: instructions, explanations, questions, target language use.
- Pace – fast/slow, appropriate; transitions – how are they managed?
- Behaviour management – including low-level disruption
- Use of plenaries and mini-plenaries to review lesson content
- Lesson planning
- Type and range of learning activities: reading, writing, speaking and listening. Groupwork, pairwork, whole class. How are pairs and groups organised?
- Differentiation – is extra support or challenge provided for some learners?
- Is there a Teaching Assistant? How is she/he used in the class
- Resources
- Are students being taught any strategies/skills to assist their learning?
12.3 Know Your Acronyms (KYA)

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

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