Welcome to the Secondary PGCE & School Direct MFL course for 2018/2019. We look forward to working with you this year and supporting your development towards becoming successful MFL teachers. Learning to teach is a complex, demanding process: our aim is to enable you to become stimulating, enthusiastic teachers, able to reflect critically on your practice and to continue to develop professionally throughout your career. 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 MFL teaching and learning, develop a deeper understanding of how pupils approach the subject and how you can meet their individual needs.

We are very pleased that for the last few years, all our MFL trainees have been successful in securing teaching posts by the start of the new academic year. Our trainees generally choose to remain in Sussex at the end of the year, gaining teaching posts in the local area. Sussex's strong commitment to School Direct has further cemented our partnership with schools in Sussex and our near counties: Surrey, Kent and Hampshire. Our employment rates indicate a mutual recognition between our schools and trainees of the quality of education that each provide and we have a developing teacher research network across Sussex with increasing numbers of ex-trainees choosing to return to Sussex to study for the MA in Education Studies.

The MFL handbook is designed to elaborate on the main PGCE handbook, giving subject-specific guidance to trainees. All elements of the secondary PGCE MFL course are devised to enable trainees to meet the professional ‘Standards’ for Qualified Teacher Status (Ofsted, 2012). The course is also organised to ensure that trainees have the opportunity to meet the Standards more than once, in both school and university-based elements.

Clare Stenning leads the Secondary MFL programme as Teaching Fellow in MFL Education and is a full-time member of staff at the University of Sussex. Mike Lambert is an Associate Fellow in MFL Education who leads the Subject Knowledge Enhancement provision and also contributes to the MFL PGCE programme. Francesca Knight is also an Associate Fellow in MFL Education and also contributes to the Primary PGCE Programme. Once you start the course, you will be allocated a tutor who will visit and observe you in schools, support you in preparing for assignments, mark your work and answer any queries about your school experience.

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1. INTRODUCTION

   1.1 Rationale for Sussex PGCE/ School Direct Modern Foreign Languages Courses
The aim of the course is 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 Partnership

The idea of working together in partnership underpins all aspects of the course and is central to the MFL programme. The Sussex PGCE and School Direct programmes are run by a partnership between the University of Sussex and many local schools: **The Sussex Consortium for Teacher Education and Research.** All the partners in the Consortium share responsibility for planning, evaluating and successfully running the programme, and remain closely in touch throughout the year. Planning for the MFL course is carried out jointly by mentors and the curriculum tutors at a series of mentor training meetings. Monitoring and evaluation also takes place in these meetings and informally during the year. Trainees are also encouraged to feedback their experiences and suggest ideas to improve provision, and these suggestions are generally incorporated into future planning. University and school experiences are mutually dependent – what is learnt in one context is applied and reflected upon in the other.

Therefore work in the university and schools is:

**Complementary and reinforcing:**

- Mentor sessions are, wherever practically appropriate, linked to university sessions to cover similar aspects of the Standards: see the calendar mentor sessions for Placements 1 and 2 in the main handbook.
- Trainees, mentors and university tutors share the same subject-specific guidelines for discussion in mentor sessions, target setting, review and assessment purposes by means of the Secondary Professional Progress Tracker and the Professional Practice Profile.
- Course developments are agreed in mentor meetings and there is opportunity for regular review and evaluation of trainees’ experiences.
- Trainees are given tasks to complete in school, which are discussed in both mentor and curriculum sessions.

**Structured so that trainee progress is regularly monitored and that training needs are differentiated:**
Practically and theoretically driven to develop effective and reflective MFL teachers:

- Encouraging discussion to develop a personal philosophy towards the importance of MFL teaching and different approaches to teaching;
- Planning a sequence of lessons that engage pupils and challenge them and that are evaluated critically using feedback from experienced teachers and personal views, underpinned by reading;
- Justifying the selection of teaching strategies appropriate to different pupils’ needs;
- Sharing knowledge of current developments in MFL within MFL education and how they can be utilised for language teaching;
- 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.

And enhanced by recognising wider professional and subject opportunities:

- Cross-curricular sessions with other trainees across other subjects;
Subject development seminars;
Holocaust education workshops;
Training sessions led by visiting mentors and other experts, e.g. on Post 16 teaching, learning and assessment; KS2 teaching, learning and assessment; high attaining pupils
Visits to other educational settings, e.g. Special Schools
Visit to the Languages Show, London
Joint Practice Development run by a Brighton and Hove MFL teacher
An enrichment week in the final week of the course which includes setting up an MFL residential trip to Brighton, enhanced observation experience at a Sixth Form or in a PRU/SEND setting, a trip to London to the Alliance Française, Goethe Institut, Instituto Cervantes and the British Council and a cross-curricular day.

Through these activities and approaches we anticipate that beginning teachers from Sussex will establish themselves within a national community of MFL teachers.

1.3 MFL Education Seminars

Each seminar tackles a specific area of MFL teaching pedagogy through a variety of teaching styles and resources, emphasising interactive activities and practical teaching strategies as well as reflecting on the theoretical underpinning of each area of focus. Sessions include a focus on teaching and learning theory, first and second language acquisition theory, pedagogic demands such as using the target language, differentiation, assessment, course/exam requirements and learning technologies. They will also consolidate generic skills such as lesson planning, planning for progression across the 11-16 age range, questioning, whole class teaching, group work and classroom organisation. Additionally there will be regular opportunities for peer teaching, progress reviews and discussion of emerging classroom issues. Below is an outline of topics to be covered and an indication of timings. A more detailed version of the MFL curriculum studies programme including induction will be sent out in early September and posted on MFL Canvas.

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

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

1.4 MFL Education Programme for 2018-2019
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<td>5/9 Weds</td>
<td>Registration and Curriculum Studies Introduction</td>
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<td>6/9 Thurs</td>
<td>Language teaching methodologies</td>
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<td>National Curriculum</td>
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<tr>
<td>7/9 Fri</td>
<td>What is effective MFL pedagogy?</td>
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<td>Lesson planning 1</td>
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<tr>
<td>10/9 Mon</td>
<td>Lesson objectives and Bloom's taxonomy</td>
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<td>Starters and plenaries</td>
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<td>11/9 Tues</td>
<td>Motivation and MFL</td>
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<td>Scaffolding – lesson planning 2</td>
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<td>12/9 Weds</td>
<td>Directed Study Time</td>
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<td>13/9 Thurs</td>
<td>Presenting and teaching vocabulary</td>
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<td>Introduction to assessment for learning</td>
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<td>Lesson planning 3</td>
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<td>14/9 Fri</td>
<td>Using target language</td>
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<td>Understanding classroom data</td>
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<td>Lesson planning 4</td>
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<td>17/9 Mon</td>
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<td>18/9 Tues</td>
<td>Introduction to social science writing</td>
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<td>19/9 Weds</td>
<td>Professional Studies sign ups</td>
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<td>20/9 Thurs</td>
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<td>21/9 Fri</td>
<td>Introduction to differentiation</td>
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<td>Lesson planning 5</td>
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<td>Observing other lessons</td>
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<td>24/09 Mon</td>
<td>Professional Practice 1 starts</td>
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<td>28/09 Fri</td>
<td>Listening instruction</td>
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<td>Second language acquisition theories</td>
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<td>05/10 Fri</td>
<td>Grammar teaching</td>
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<td>Tackling low level disruption</td>
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<td>12/10 Fri</td>
<td>Assessing Professional Knowledge in MFL: literature review</td>
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<td>(Assignment 1)</td>
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<td>Reading instruction</td>
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<td>15/10 Mon –</td>
<td>Reviews / Half term for Brighton and Hove</td>
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<td>Fri</td>
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<td>19/10 Fri</td>
<td>Is MFL for all?</td>
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<td>SEND MFL teaching strategies</td>
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<td>22/10 Mon-Fri</td>
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<td>Peer and self-assessment</td>
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<td>Assessment for learning revisited</td>
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<td>16/11 Fri</td>
<td>Group work</td>
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<td>Planning for speaking</td>
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<td>23/11 Fri</td>
<td>Citizenship and cross-curricular learning</td>
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<td>Mid-term planning (APK)</td>
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<tr>
<td>30/11 Fri</td>
<td>Working with high prior attaining pupils</td>
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<td>Getting your first teaching post</td>
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<td>07/12 Fri</td>
<td>Trainee resource sharing session</td>
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<td>Working with teaching assistants</td>
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<td>14/12 Fri</td>
<td>Well-being day</td>
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<td>MFL Christmas lunch</td>
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<td>24/12 – 02/01</td>
<td>Christmas holidays for all</td>
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<tr>
<td>03/01 Thurs</td>
<td>Reflections on where you are at and how you</td>
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<td>move forward.</td>
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<td>04/01 Fri</td>
<td>EAL in MFL</td>
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<td>APK Evaluations and Conclusions</td>
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<td>11/01 Fri</td>
<td>Inclusion – Professional Studies all day</td>
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<td>Tackling low level disruption (part 2)</td>
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<td>Marking and feedback strategies</td>
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<td>25/01 Fri</td>
<td>Holocaust day – secondary cross-curricular day</td>
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<tr>
<td>30/01 Weds</td>
<td>Secondary Launch Day for Professional Practice 2</td>
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<tr>
<td>01/02 Fri</td>
<td>GCSE day: teaching and assessing speaking and writing for the 'new'</td>
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<td>08/02 Fri</td>
<td>How digital technology can support pupil creativity and engagement</td>
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<td>in MFL and teacher formative feedback</td>
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<tr>
<td>11/02 Mon – Fri</td>
<td>Reviews</td>
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<tr>
<td>15/02 Fri</td>
<td>Teaching A level languages – curriculum, assessment and practice</td>
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<tr>
<td>18/02 Mon – Fri</td>
<td>February half term for all</td>
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<tr>
<td>01/03 Fri</td>
<td>Reflecting on Professional Knowledge in MFL (Assignment 2)</td>
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<td>Developing writing skills to GCSE</td>
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<tr>
<td>15/03 Fri</td>
<td>Using authentic materials</td>
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<td>RPK assignment progress</td>
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<tr>
<td>08/04 – 23/04</td>
<td>Easter holidays for all</td>
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<tr>
<td>26/04 Fri</td>
<td>Activities preparing for the final RPK assessment and professional</td>
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<td>dialogue</td>
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<td>27/05 Mon – Fri</td>
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<td>07/06 Fri</td>
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<tr>
<td>17/06 Mon – Fri</td>
<td>Final day of course</td>
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<td>Evaluations, farewell address and recommendations for QTS</td>
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1.5 The MFL Education Programme and the Teachers’ Standards
This programme – including and especially the linked work in schools, the school based assignments and set readings all prepare you to meet all of the Teachers’ Standards (DfE, 2012). The programme above identifies specific sessions where links are made to specific Teachers’ Standards (bracketed) – by attending these sessions however you are not meeting these standards – rather you are presented with the opportunity to engage with their expectations and begin to think about how you might address them. The Teachers’ Standards are there to uphold a minimum common standard for entry to the profession across the country. They are not a “syllabus” to be covered nor do they describe the lengthy and complex learning process that will lead to them. In terms of your learning, many of these are addressed implicitly or explicitly in virtually every curriculum session and will be tackled with your mentor in school nearly every week. You cannot learn to frame lesson objectives, assess pupil learning or evaluate your teaching, for example, in a one off session, nor in a one off school based task. Rather, these are underpinned by reflection on curriculum issues and pupils’ learning over time.

1.6 Monitoring Progress in 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 reading journals, 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. During 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 Subject Knowledge audit will become a valuable aide-mémoire for future reference. We therefore ask you to keep a scrapbook (paper or digital) 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.

1.7 The MFL Virtual Learning Environment (VLE) and Canvas

The MFL Virtual Learning Environment (VLE) has proved to be a valuable way of communicating and supporting trainees. Essentially the VLE provides a platform to enable different types of communication and learning to take place and includes the following facilities:

- help and discussion forums
- news items
sharing resources
sharing teaching ideas
important forms
a social space

The Sussex University VLE uses Canvas. It can be accessed directly at: https://canvas.sussex.ac.uk/. After logging in, the Canvas home page will appear and you will see a list of course sites. Click on PGCE MFL 2018-19 for the MFL course site. This site is for both PGCE and SD trainees. Further information on Canvas will be given in a lecture and curriculum session. From time to time we will ask you to upload your informal assignments, good lesson ideas, your resources or specific notes relating to your Directed Tasks.

Canvas is also the primary method of communicating with subject groups when trainees are off campus. The central course VLE is called ‘Reflecting on Professional Knowledge’ and is used to send reminders and announcements and to host discussion forums. Canvas therefore plays a vital part in facilitating and supporting your learning both in the university and in school and is an important way to keep in contact with your peers. It is essential that you log in to Canvas regularly, particularly when you are away from university in school placements.

2. PROFESSIONAL VALUES AND EXPECTATIONS

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

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

3. PROFESSIONAL PRACTICE

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

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

3.2 - 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 – he/she has an oversight of your professional development in MFL teaching.

There are other key people too: the administrative staff, the site manager, the reprographics manager, SEND co-ordinator, librarian and the ICT technician. For your own survival it is essential that you very quickly form good working relationships with these people and show that you respect them for the vital roles that they play in making the school tick.

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

Other members of the department will play a part in your training. They will share classes, observe and give feedback and discuss aspects of 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 the week’s lesson plans ready to be checked by your mentor and teachers at an agreed point in each
week) and display initiative in researching new topics and preparing resources that you can share with the department. You can also help spread good practice – you are in a fortunate position as you will be having input from a variety of sources about 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.

Ensure that you are fully prepared to teach pupils, with well-planned lessons. Equally, it is very important that pupils receive feedback on any work you set them as soon as possible. Discuss timings for returning pupils’ work with your mentor, but work should not usually be kept by you for longer than a week at the most. It is important that you gain formative feedback from your mentor/class teacher on your lesson plans. **Our expectation is that you deliver your lesson plan 2 working days before you deliver the lesson.** This will give the teacher the opportunity to offer feedback on the plan in time for you to make the necessary changes.

3.3 - Joining a school community

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

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

- Make sure you don’t disturb the established relationships between staff and pupils. They will have to pick up the pieces when you have gone.

- Don’t use somebody else’s coffee, tea etc.

- Adopt the mores/protocols of the school during your placement. This flows over into Professional Practice Placement 2.

3.4 - Being professional with colleagues

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

- If you have a serious issue with a member of staff consult your Professional Tutor or Mentor. Don’t discuss the matter with other members of staff or within hearing of other members of staff. For general moaning your Curriculum Tutor will never mind listening.

- Please never, by word, look or gesture, support a pupil in his/her grievance with a teacher. Sadly this does happen and is undermining for colleagues.

- Play your part in enforcing the school rules even if you don’t agree with them.

- Always get to school in good time, don’t leave the premises during the day without agreement with the school, and don’t leave as soon as the final bell goes. It gives a poor impression, but in professional terms many issues arise and have to be dealt with after school (e.g. who looks after the pupils whose bus has broken down?).

- Make a point of attending whole staff meetings as well as departmental meetings.
• When you finish your school experience, make sure you have all your marking up to date and return any books or resources you have borrowed.

3.5 - Being professional with pupils

Always be professional in your dealings with pupils.

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

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

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

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

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

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

3.6 How to get the best from pupils

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

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

Start well – greet the pupils at the door; let them know that you are welcome in YOUR space. Smile at them and say hello. Praise the ones that are in uniform and politely ask the ones who are not to wait and get themselves together before they come in. Ask them how their weekend was if it is Monday etc. Engage with them. DO NOT be fiddling with ICT at the front of the class and ignore them as they come in – it will not do you any good! Give them time to get organised at the start of the lesson. They need a minute or two to set up their tables with planners and pens etc.
Use positive language. If a pupil gives you a wrong or off-base answer say well done for trying and open it up to the rest of the class to see if they can build on the answer. Never say ‘wrong’ or ‘no’. It crushes them. If a child has been naughty the lesson before do not start the lesson by reminding them of it; leave it in the past. It is up to you as the adult in the room to build the bridges with the pupils and mend what has happened.

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

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

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

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

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

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

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

3.7 Curriculum tutor school visits

Curriculum tutor visits each MFL trainee take place with a minimum of one visit 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 the Professional Progress Tracker. 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 lesson planning proforma), 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 Professional Progress Tracker 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.

3.8 Cross-Phase Visits

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

Alongside the work trainees develop from university based curriculum and professional studies sessions, all secondary trainees should as a minimum requirement visit one primary school as part of their professional training with a particular focus on Upper Key Stage 2. This should ideally take place in one of the primary feeder schools that work with the trainee’s main secondary placement school by February 2019 but preferably by December 2018 where teaching load is lightest for trainees.

Professional tutors and/or the secondary lead for transition usually set up these visits themselves through their contacts with local schools. Liaison between school-based trainer/trainee and the primary school contact ahead of these visits would be most useful to help make the best of the day and structure it appropriately.

Primary whole day visit

The idea behind visiting a primary school is to ensure that as secondary trainees you develop your understanding of progression across the Key Stages (KS2-3) and consider some of the issues around transition (Year 6-7). This understanding should be holistic as well as subject specific. Whilst you are visiting the primary school you will need to reflect on how this might impact your understanding of your own subject’s curriculum and teaching practices at secondary level. Your reflections on your primary school visit should be recorded in a written report of 1-2 pages of A4 which will be placed in your RPK portfolio. A writing frame to support your reflections will be provided.

Here are some key issues you might want to consider whilst visiting your primary school That could be reflected on in your end of visit report:

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

**Whilst you are visiting:**

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

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

**After your visit:**

If you have the chance to have a follow up day in the same primary school, take the opportunity of teaching children - possibly in small groups - some aspect of your own specialist curriculum area.

A short note of thanks to the school following each visit is usually appreciated.

**Sixth Form Enhancement**

There may well be a possibility for you to undertake a visit to a Sixth Form College that your school could organise for you to observe lessons either in your main placement school if 11-18 or to an local Sixth Form College. These visits might also be arranged by university based curriculum tutors as part of their Curriculum Studies programmes.

Where a visit to a Sixth Form might not be possible, curriculum tutors will incorporate inputs on the KS5 curriculum and assessment as well as wider issues regarding transition from Key Stage 4 to Key Stage 5.

**3.9 - If things go pear-shaped**

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

### 3.10 - Keeping in touch

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

### 4. Organisation, School Tasks and Observations

#### 4.1 Professional Progress Tracker

The purpose of the Professional Practice Tracker is to:

- Record your progress towards the Teachers’ Standards
- Provide a focus for discussion for you and your mentor about your progress
- Assist in writing your End of Phase Reflections
- Provide a dialogue between you and your university tutor when you are in school

The Professional Progress Tracker is an online tool that uses a G-Suite (Google) account. You will be sent details of your username and password along with a link to your personal tracker document later on in the course.

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

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

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

Teachers’ Standards

• On a regular basis use the tracker to reflect on and review your progress towards the Standards.
• Highlight the statements that make up each of the standards you feel you have met in the phase that you are teaching in.
• This has to be supported by evidence that you have met particular strands of the Standards ready to be discussed with your mentor twice a half term. In a typical 6 week half term this would be once in week 3 or 4 and once at the End of Phase review meeting in week 5 or 6.
• For the End of Phase Review meeting complete in advance the reflection sections on the tracker based on the overall progress you have made over the term. These reflections will populate the corresponding sections on the PPP form that your mentor will use to grade your progress towards meeting each of the Standards.

4.2 – 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 such as Outlook 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, parents’ consultation 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.

4.3 – Get some kit
YOU ARE UNLIKELY TO BE IN THE SAME CLASSROOM EVERY DAY AND MIGHT OFTEN BE FAR FROM A MFL RESOURCE CUPBOARD SO IT IS WORTH INVESTING IN A PORTABLE CLASSROOM RESOURCE UNIT. ESSENTIALLY A CHEAP TOOLBOX. IT HELPS TO AVOID DISTRACTIONS AND TIME WASTING BY FINDING CERTAIN BITS OF EQUIPMENT AT THE START OF LESSONS.

I RECOMMEND THAT YOU BUY A CHEAP TOOLBOX LIKE THIS:

![Toolbox Image]

Things to put in your box:
- Loads of pens & pencils
- Colouring pencils & pens
- Rubbers
- Rulers
- Scissors & Glue sticks
- Highlighters
- Few calculators
- Playdough
- Blutac
- Board pens
- Some A4 and A5 lined paper.
- Stickers/stamps for rewards:

http://www.superstickers.com/c/3768/products/stampers?gclid=CLrSg-emkscCFUvItAodhD0Cug but there are other similar web sites

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

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.

4.4 File Everything!

As with any professional training, there is a certain amount of paperwork generated during your training. It is therefore essential that you establish a system for organisation from the beginning. To help with this organisation, there are a number of different files which we recommend for you to 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, copies of pupils marked work, marked books and other school assessment materials.
- Professional Studies File – this should contain your notes, handouts and documents issued as part of your general professional studies programme on wider school issues.
- Professional Practice Tracker – this will draw on all of the above files, as well as formal ITE assessments (written assignments, observations and reports) to demonstrate your best practice and demonstrate your success against the Teachers’ Standards. You will be expected to develop this over both professional practices.
4.5 Directed study days

Directed study weeks will take place in school half-terms, allowing you to work on your school lesson-planning, updating subject knowledge and completing university assignments. Curriculum Tutors are available for tutorials during directed study weeks to review assignments or school experience. Please ensure that you book a set time for these with your tutor in advance. Tutors will also receive and give feedback on e-mail drafts of assignments.

4.6 Induction and MFL induction tasks

4.6.1 Induction - Getting Started

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

Trainees are required to complete induction tasks and observations during their induction week and weeks following up to Christmas. These should be made available to mentors by the trainees. The trainee should discuss their tasks with his/her mentor in their first sessions together.

4.6.2 MFL induction tasks

The idea of the MFL induction tasks is to enable trainees to develop their reflective skills, subject and pedagogic knowledge and understanding, through reading and focused observations. Trainees should be prepared to discuss their findings at university in curriculum sessions – dates for each of the directed tasks are given below. At times, we may also ask them to share your notes or comments on particular tasks on the MFL VLE on Canvas.

The MFL subject induction tasks are listed below:
| Induction Task 1: Getting to know your placement school | 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/Pupil Premium, English as an Additional Languages.  
- The school day – start and finish, times of break and lunch, how many lessons a day?  
- Find the most recent Ofsted report using [https://reports.ofsted.gov.uk](https://reports.ofsted.gov.uk) and look at the school's strengths, areas for improvement and priorities for the future; identify any whole school performance data using [https://get-information-schools.service.gov.uk/](https://get-information-schools.service.gov.uk/)  
- Think of at least 3 intelligent questions for your mentor! | Deadline: Thursday 20th September 2018 (Launch Day)  
(For SD placements, this will be earlier) |
| --- | --- | --- |
| Induction Task 2: Starters/plenaries | ✓ Plan and deliver a 5 minute starter/plenary in your weaker language, suitable for Year 7 beginners.  
✓ Be prepared to give and receive 3 stars and a wish feedback from the group. | Deadline: Monday 17th and Tuesday 18th September 2018 |
✓ Using the observation sheets on Canvas >> Key Documents>> Proformas, make notes of three of the lessons you observe in your first two weeks in your placement. Can you relate your observations to what you have read?  
✓ Write your reflections in your reading journal  
✓ Be prepared to share your observations with the group | Deadline: Friday 5th October 2018 |
| Induction Task 4: Reading and critically reflecting on a research paper | The research paper is:  
Task: Read the Ellis (2005) paper. | Deadline: Friday 5th October 2018 |
Research and find three suitable references (a journal, a book and a website). Write a minimum of three paragraphs that engages with the paper using theory, policy and practice. Include a minimum of three references at the end of the text (a journal, a book and a website) using Harvard referencing:

http://www.sussex.ac.uk/skillshub/?id=379

| Induction Task 5: Grammar Teaching | ✓ Plan a 10 minute teaching sequence to teach your grammar point to one of your classes either first or second MFL  
✓ For second MFL choose a grammar point from your Subject Knowledge Audit form  
✓ Be prepared to give feedback from your mentor/classroom teacher back at University | Deadline: Friday 2nd November 2018 |

| Induction Task 6: Resource sharing session | ✓ 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. | Deadline: Friday 7th December 2018 |
During the first days in school you will be observing many lessons. If unprepared or insufficiently focused – the process of observing can be tedious and unproductive. It is important also to note that when observing you are NOT giving the teacher marks out of ten, writing a film script for a classroom epic, or gathering information to replicate the teacher you are observing. Instead you are provided with an opportunity to really get an insight into the teacher’s craft. To help you get the most from observing think carefully about the following:

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

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 differentiation. On Canvas ITE MFL you will find both a general observation proforma for observing other lessons (also featured below) as well as specific templates for particular observation foci.

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. 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.

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. Try not to just stick to MFL lessons either. We can learn so much from observing other lessons too – English, music, drama for instance – as well as other key features of the school day such as tutor time, assembly, duties and extracurricular activities.
5.1 Working With or As a Mentor

MFL Mentors bring extremely valuable experience and expertise in how to teach the knowledge and understanding and historical skills of Key Stage 3, 4 and 5 Modern Foreign Language, 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.

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 aspects of MFL teaching, whilst at the same time, responding to a trainee’s individual concerns and needs and wrestling with day-to-day problems (on top of a full teaching timetable and the rest!). All of this has to happen within departmental systems, structures, schemes of work and pupil targets that may be flexible, but cannot be compromised where professional standards and pupil performance or well being are concerned. Flexibility and responsiveness are therefore crucial but in order to make sure that trainees progress properly, this must happen in the context of target setting and action planning. It is through the continuous, weekly reviews of targets and the planning of flexible, focused training experiences that trainees and mentors will get the balances right.

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

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

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.
5.2 Mentor Sessions

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

Trainees should prepare for each meeting in advance by:

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

During the meeting trainees should update their Professional Practice Tracker by:

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

After the meeting trainees should:

- Make additional comments on progress if requested.
- Ensure the on-line Professional Progress Tracker has been updated

Inevitably much of the time in mentor meetings will be used to review lessons or parts of lessons already taught and to plan those of the week ahead: however, it is important that wider pedagogical and professional issues related to the teaching of MFL are 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. This professional dialogue is important for both trainee and mentor. Therefore mentors and trainees might additionally discuss and comment on all or any of the following:

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

5.3 Trainee-Mentor Meeting Programme

Trainees are entitled to one hour a week with their mentor and it is essential to make the most of this opportunity. Trainees must keep a detailed record of the meetings on the Professional Practice Tracker, which will be checked weekly by the Curriculum Tutor at university.

The following recommended programme for mentor sessions is provided as a guide and is designed to relate to the Professional Studies programme at University.

Trainees should prepare for each meeting in advance:

- Identifying the suggested focus for the week using the programme (below) and confirming agreement with their mentor. This programme is flexible and trainees or mentors can negotiate another focus to meet individual needs at any time.
- Reflecting on their progress against the Teachers’ Standards since the last mentor meeting using the Professional Practice Tracker.
- 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 mentor in advance of the meeting.

During the meeting trainees should update their Professional Practice Tracker by:

- Highlighting the relevant, agreed upon statements that best reflect their progress against the Teachers’ Standards after discussing this with the mentor. Note where the evidence can be found that demonstrates the progress made.
- Keeping a summary of key discussion points.
- Identifying targets (coming out of the discussion) for the forthcoming week and strategies for achieving them.
- Sharing the Professional Practice Tracker with your mentor.

After the meeting trainees should:

- Make additional comments on progress if requested.
- Ensure the on-line Professional Practice Tracker has been updated

After the meeting mentors should:

- Check that the notes taken during the meeting correspond to your understanding of the discussion.
5.4 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 MFL 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.

Please see: www.sussex.ac.uk/education/partners for further information.

AUTUMN TERM 2018

**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 where 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 (inc. homework)?
- Agreeing preparation work for half-term and progress so far.

Deadline: Submission of PPPA (by Friday 19th October 2018)

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 inc. 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  
(\textit{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  
(\textit{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 (by Friday 14\textsuperscript{th} December 2018)**

**SPRING TERM 2019**

Session 12 - Focus: Applying for Jobs  
(\textit{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  
(\textit{TS Part One: 8})

- Pupil transition in MFL 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  
(\textit{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:** Brighton and Hove trainees to attend the city-wide Joint Practice Development Day, date tbc in early 2019.

**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 PPPC

**Session 17 - Focus: Review of Progress and Open Session**

• Review of progress, Portfolio and completion of PPPC

**Deadline:** Submission of PPPC *(by Friday 15th February 2019)*

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 learning?

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 Friday 5th Aril 2019)

SUMMER TERM 2019

(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 Draft PPPE (by Friday 10th May 2019)
Submission of Final PPPE (by Friday 24th May 2019)

5.5 The Role of the Mentor

*The single most important thing in the whole PGCE course was the relationship with my mentor*'

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

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

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

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

a) a minimum of one hour per week to be spent with the mentor, ideally within the school timetable, with minimal interruption, at the same time each week;
b) the pace of introduction to whole-class teaching to be similar in each training establishment and follow the guidelines outlined later in this handbook;
c) **One written** observation per week. These and all other observation by mentors (and other colleagues involved with the trainee) be regular, accompanied by clear verbal and written feedback;
d) a broad code of conduct to be followed in both the ways that observation is made and in the feedback given (see section on Observation);
e) mentor meetings to follow the calendar of sessions provided. This schedule includes time for (i) the trainee's individual needs; (ii) blends, where practicable, with the university's curriculum programme; (iii) enables the PPP to be used effectively; and (iv) provides opportunities for wider professional development, especially in the Summer Term during enhancing professional practice;
f) review and agree on the trainees self assessment of their progress against meeting the Teachers' Standards using the Professional Practice Tracker. Targets between mentor and trainee to be jointly set and reviewed, according to these dates and in order to dovetail with the university programme;
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);
opportunities (one or two lessons per week) to be made available for trainees to 
continue to observe other colleagues (History and other subjects), provided that 
the timetable can accommodate this. Arrangements for this observation should 
be made primarily by the trainee (on the advice of the Mentor and Professional 
Tutor) and should form part of the maximum recommended trainee timetable 
load;

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.

5.6 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 pupil data
  - their programme and timetable for PP1

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

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

- Is clear about
  - the nature of the school day
  - the time they need to arrive
  - where their pigeonhole or locker is
  - parking arrangements
  - any (un)written rules about staff appearance, dress or conduct
  - areas where they can do their work
- how to access ICT resources for lesson preparation
- coffee, lunch and staff-room procedures
- any meetings they need to attend
- anything they need to do before coming into school the next day/week

Introducing your trainee

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

5.7 - 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). Mentors should formally observe at least once a fortnight.**
- Colleagues involved in teacher training (i.e. in observing trainees, giving feedback etc.) should have a meeting with the mentor at the start of the academic year in order to review requirements and procedures.
- Key pages of this handbook and copies of the lesson observation proforma should be photocopied and given to those colleagues involved in ITT.
- At least 50% of allocated lessons in timetables should be in the mentor’s classes

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

5.8 - 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 pupils are getting away with misbehaving or the trainee is clearly not allowing enough time to pack away), the mentor makes a discreet comment to the trainee. The trainee then acts on the advice. By acting on the advice whilst teaching, trainees tend to learn from this experience more effectively and they feel much more confident about applying their experience on the next occasion when it is required.

Teaching Independently

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

Team Teaching

- Teacher A delivers just one clear-cut element of the lesson (especially if it is perhaps more ‘adventurous’ and/or requires excessive preparation), teacher B takes on the whole of the rest of the lesson.
- Teachers A & B conduct different elements of the lesson. For example, teacher A takes register and gives feedback on homework. Teacher B introduces theme of lesson and new teaching point. Teacher A consolidates work on the whiteboard and so on. The teacher not involved in the presentation at any given moment ensures
that pupils are paying attention, deals with any potential problems, helps slow
learners, etc.

- Teachers A & B perform a 'double act' by reading out a dialogue from the textbook or
worksheet to demonstrate it to the class. Half the class could repeat after teacher A,
the other half after teacher B.
- Teachers A & B perform a 'double act' in order to demonstrate a rôle-play or
information-gap exercise before the pupils attempt it.
- Teachers A & B perform a 'double act' by reading a dialogue or having an *impromptu*
conversation from which pupils have to for example fulfil speaking and listening
assignment.
- Teachers A & B perform a short drama sketch, e.g. teacher A pretends to have lost
his/her bag, whilst teacher B plays the role of the police officer, asking questions.
The class (who have previously examined the contents of the bag whilst teacher A
was out of the room) then decide whether the bag belongs to teacher A or not. Such
an example may be a stimulus for drama, creative writing, or part of speaking and
listening assignment.

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

In addition to ensuring all trainees meet the **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.

### 5.9 - 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 History teaching?

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

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

- **ICT challenge** for able/advanced trainee
  For example, can your trainee create a website? Set up new links with other
schools?
  Produce departmental electronic systems for assessment purposes etc.
Extra support for the ‘cause for concern’ or ‘at risk’ trainee
For example, in what areas is your trainee experiencing problems? Can you set up a programme of extra support within your department to address these? Do you need additional help from the university in the form of a support tutor? If the latter, please contact the History curriculum tutor as soon as possible (see also assessment and ‘at risk’ section).

5.10 - Observation and Feedback

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

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

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

It is very important to discuss the focus of your observation when planning a lesson with a trainee, even if your observation is to be of a general nature. 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

5.11 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 pupils at the start of a lesson etc!)
  - If the target seems very broad, ask why you want to focus on that area (see below)

<table>
<thead>
<tr>
<th>Broad Target</th>
<th>Possible reasons WHY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiate lessons</td>
<td>To ensure materials are accessible to all 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 pupils attention at the start</td>
</tr>
<tr>
<td>Improve classroom management</td>
<td>To sustain pupil interest and motivation during the main section of the lesson by providing shorter activities to provide pace</td>
</tr>
<tr>
<td></td>
<td>To ensure that all materials are accessible to all but still present a challenge to motivate pupils</td>
</tr>
<tr>
<td></td>
<td>To deal with instances of pupils calling out more firmly</td>
</tr>
</tbody>
</table>
Devising strategies:
- These need to be practical
- You need to be able to show that something concrete has happened (e.g. a lesson has been observed, notes of a discussion etc)
- They need to be precise
- They need to have a clear purpose

5.12 Support Plan Procedure

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

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

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

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

This list is not meant to be exhaustive, but it may help new mentors in particular. If any of the above signs are evident, it is important to contact the Curriculum tutor as soon as possible. It is better to be over-cautious than to let problems continue until the last minute. Please use the support plan form in the main handbook if you wish to put your concerns in writing. Finally, remember that for a trainee, being put on a support plan may be seen as a sign of failure, so before this is done formally, it is important to discuss it fully with the Curriculum tutor.
6. READING LISTS

6.1 Reading for Teaching Modern Foreign Languages

The following is a list of books recommended for each of the key topics taught in the university sessions. These may be supplemented by additional reading, in particular critical reading that needs to be done in advance of each university session. Further reading will be provided in the Professional Studies lectures and seminars. Always use your reading journal to make notes on key points raised by each article, book or website you read, making sure you keep a note of the reference.

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

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

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

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

Once is never enough. Come back to texts throughout the course and beyond. As your experience changes, your understanding
6.2 MFL Reading List

The following is a list of books recommended for each of the key topics taught in the university sessions. These may be supplemented by additional reading, in particular critical reading that needs to be done in advance of each university session. Further reading will be provided in the Professional Studies lectures and seminars. Please make sure you are making notes of key articles/texts and the issues they raise in your reading journal through the course of the PGCE year.

General Recommended Texts


General Secondary Teaching Pedagogy

General: Teaching Secondary Languages

Cameron, L. (2001) Teaching languages to young learners, Cambridge University Press
Cook, V. (2001) Second language learning and language teaching, Arnold
The Glossary of Educational Reform - Scaffolding – (see website for full article available at: http://edglossary.org/scaffolding/)
Green, S. (Ed) (2000) New Perspectives on Teaching & Learning Modern Languages, Multilingual Matters
Pachler, N. Evans, M. & Lawes, S. Modern Foreign Language Teaching 11-19, Routledge
Puntambekar, S. - Scaffolding (see website for full article and bibliography available at: http://www.education.com/reference/article/scaffolding/)

Assessment


Bower, J. & Thomas, P. L. (Eds.). (2016) *De-testing and De-grading Schools: Authentic Alternatives to Accountability and Standardization*, New York: Peter lang


Jones, J. & William, D. *Modern Foreign Languages Inside the Black Box*, DfE, GL Assessment, London


**Electronic sources:**

EEF (2014) *Teaching and Learning Toolkit* available at:  
[https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit](https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit) - great resource for action research in classrooms and impact on closing the achievement gap  
[https://huntingenglish.wordpress.com/tag/tom-sherrington/](https://huntingenglish.wordpress.com/tag/tom-sherrington/)

**Cross-Curricular**

Kapp, K.M. (2012) *The Gamification of Learning and Instruction: Case-Based Methods and Strategies for Training and Education*, New York: Pfeifer

**Drama, Games and Songs**


**Grammar**

Swan, M. (2008) Number of significant articles on teaching grammar to ELT students, Available at: https://www.mikeswan.co.uk/elt-applied-linguistics/

**Electronic Sources:**

https://conjuguemos.com/
http://www.language-gym.com/##/
ICT

International Publishing Group

Inclusion: SEND General Reading

Crombie, M., & Schneider, E. Dyslexia and Modern Foreign Languages, Routledge
DfE (2014) Children and Families Act
DfE (2014) Special Educational Needs and Disabilities: Code of Practice,
Dyson, A. (2001) ‘Special Needs in the twenty-first century: where we’ve been and where we’re going’ British Journal of Special Education
McKeown, S. Meeting Special Needs in Modern Foreign Languages, Routledge
Ofsted (2010), The Special Educational Needs and Disability Review

**Inclusion: Behaviour**

Jones, B. (2005) Boosting Boys’ Motivation in MFL, CILT
Rogers, B. (1997) Cracking the Hard Class: Strategies for Managing the Harder than Average Class, Paul Chapman

**Inclusion: Differentiation for Gifted and Talented**

Inclusion: Differentiation for Special Educational Needs Pupils


Electronic sources:

[www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)
[www.widgit.com](http://www.widgit.com)
[www.supportingdyslexicpupils.org.uk/](http://www.supportingdyslexicpupils.org.uk/)
[http://www.autismeducationtrust.org.uk/about-aet.aspx](http://www.autismeducationtrust.org.uk/about-aet.aspx)

Inclusion: Ethnicity and EAL

CiLT *Postively Bilingual*, available at: [www.cilt.org.uk](http://www.cilt.org.uk)
DfES

Electronic sources:

The Collaborative Learning Project available at: http://www.collaborativelearning.org/sussex.html
National Association for Language Development In the Curriculum (NALDIC) available at: www.naldic.org.uk
The TES EAL Toolkit available at: https://www.tes.com/teaching-resource/eal-toolkit-6040879

Inclusion: Social Class


Listening and Reading (Strategy Instruction)
Barnes, A. & Powell, B. (1996) Developing Advanced Reading Skills in Modern Foreign Languages, MGP International
Conti, G. (2015) ‘So...how do we ‘teach’ listening?’ available at: https://gianfrancoconti.wordpress.com/
Grabe, W. (2013), Key issues in Reading Development, CELC Symposium
Harris, V.(1997), Teaching Learners How to Learn: Training in the MFL Classroom, CILT

**Electronic Sources:**

Conti, G. https://gianfrancoconti.wordpress.com/category/reading-instruction/
Professional Development Consortium in Modern Foreign Languages, University of Reading Institute of Education and University of Oxford Department of Education, available at: http://pdcinmfl.com

**Second Language Acquisition – General**

Ellis, R. *Instructed Second Language Acquisition*, Oxford: Blackwell
Lightbown, P.M. & Spada, N. (1999) *How Languages are Learned*, OUP
Second Language Acquisition - Specific (Background reading for assignments)

Suggested reading on grammar, linguistics and cognitive processes involved in language development:


Electronic Sources:

https://gianfrancoconti.wordpress.com (author of *The Language Gym and Nine Research Facts about L2 Phonology Teaching and Learning that every Teacher should know*)

Speaking and Collaborative Learning


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**Target Language**


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6.3 General Websites:

University of Sussex, Department of Education Initial Teacher Education: http://www.sussex.ac.uk/education/ite
Department for Education www.education.gov.uk/
The Guardian https://teachers.theguardian.com
Times Educational Supplement: www.tes.co.uk
BBC Education: www.bbc.co.uk/learning/
National Foundation for Education Research: www.nfer.ac.uk
National Union of Teachers: www.teachers.org.uk
DfE – National College for Teaching and Leadership:
http://www.education.gov.uk/aboutdfe/executiveagencies/a00223538/nat-college-teach-leader
Ofsted: www.ofsted.gov.uk
The following have useful information but can now only be accessed via the National Archives: www.nationalarchives.gov.uk/education/
Multiverse (exploring diversity and achievement):
Teacher Training Resource Bank:
http://webarchive.nationalarchives.gov.uk/20101021152907/http://www.ttrb.ac.uk/
Teacher Training Resource Bank – Special Educational Needs:
http://webarchive.nationalarchives.gov.uk/20101021152907/http://sen.ttrb.ac.uk/
Citizenship: www.citized.info
English as an Additional Language: www.naldic.org.uk/eal-initial-teacher-education/resources
Evidence for Policy and Practice Information and Co-ordinating Centre - EPPI-Centre - (produces reviews of recent research literature on topics in education):
www.eppi.ioe.ac.uk

6.4 MFL Websites

https://www.thisislanguage.com/
http://www.frenchteacher.net/
http://www.armoredpenguin.com/
http://www.thefrenchexperiment.com/
http://maryglasgowplus.com/
http://www.mamalisa.com/?t=eh
http://lps13.free.fr/
https://www.tes.com/teaching-resources/hub/secondary/languages
http://www.mflresources.org.uk/
http://www.sunderlandschools.org/mfl-sunderland/
http://teachitlanguages.co.uk
www.fluentU.com
www.languagenut.com
www.joedale.typepad.com
www.languagesresources.co.uk
www.frenchteacher.net
www.mflresources.org.uk

Reading sources / News:
http://www.newseum.org/
http://newsmap.jp/
http://worldstories.org.uk/
https://lyricstraining.com/
Utilities:
http://www.onlineocr.net/ Convert text in a picture to a .doc file
http://text-to-speech.imtranslator.net/ Convert text to speech, reads out in French Spanish.
www.memorizenow.com Make flashcards for learning vocab
www.cueprompter.com Make an autocue from text
http://popplet.com/ Create mindmaps
https://bubbl.us/ Mindmapping / presentations
https://www.studystack.com Languages flashcards
https://quizlet.com Language learning and vocab drilling
https://getkahoot.com/ Interactive whole class quiz
https://www.memrise.com Memory recall – flashcard
Ashcombe School Surrey – 80 video clips (Fr/De/Sp/It) interactive self-marking quizzes
Good for French – www.bonjourdefrance.com – differentiated materials with tasks, vocabulary support and explanation of grammar points
www.euronews.net – authentic video/audio clips with summaries and transcripts
Steve Smith’s blog www.Frenchteacher.net
7. 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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