School Direct
Cosmopolitan Subjects Handbook
2016/17
(Art and Design, Business Studies, Computer Science and Religious Education)
Contents

Acknowledgements 3

1. Introduction 4

2. Rationale and Aims 5

3. Expectations and Professionalism 7

4. The University Course Programme 8
   4.1 – Cosmopolitans Programme
   4.2 – The Teachers’ Standards
   4.3 - Support Through Study Direct
   4.4 – Teaching and New Technologies

5. Professional Practice 10
   5.1 - Schools as partners in teacher education
   5.2 - Joining a school community
   5.3 - Being professional with colleagues
   5.4 - Being professional with pupils
   5.5 – How to get the best from Pupils
   5.6 - Curriculum Tutor School Visits
   5.7 - If things go pear-shaped
   5.8 - Keeping in touch

6. Organisation, School Tasks and Observations 15
   6.1 – File Everything!
   6.2 – Plan your time
   6.3 – Get some Kit!
   6.4 - Induction – Getting Started
   6.4.1 – Induction Tasks
   6.4.2 – Professional Practice Observations

7. Working With or As a Mentor 19
   7.1 – Mentor Training Sessions
   7.2 – Key Mentor Information
   7.3 – The Complementary School Placement
   7.4 - The Role of the Mentor
   7.5 - Induction to Professional Practice
   7.6 - Working with other colleagues in the department
   7.7 - Approaches to Mentoring
   7.8 - Differentiation for Trainees
   7.9 - Observation and Feedback
   7.10 - Target Setting
   7.11 - Cause for Concern Procedure

8. Academic Assessment 32

9. Reading Lists 33

Appendix 1 – Cosmopolitan Lesson Planning Pro-forma 34

Appendix 2 – Cosmopolitans Observing Lessons Proforma 37
Acknowledgements

This handbook has been devised to meet the new Teachers’ Standards (DfE, 2012). We would like to thank partnership colleagues for their input in developing sections of this handbook, and in particular for drawing up the original programme for mentor-trainee meetings in schools. We should also like to acknowledge suggestions of good practice from Richard Harris (University of Reading), Christine Counsell (Cambridge University) and Alison Kitson (Institute of Education) and colleagues in the School of Education and Social Work.
1. Introduction
Welcome to trainees and their mentors in the varied subject areas making up our ‘Cosmopolitans’ Group - the name we have chosen for the group of trainees in the subjects where largely we do not as yet offer a mainstream Sussex PGCE.

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

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

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

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

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

Sally Dudley – School Direct Leader
Mobile: 07884 181318 - Email: s.e.dudley@sussex.ac.uk - Office: Essex House 206 Tel 01273 877050

Annette Buttifant – Cosmopolitan Curriculum Tutor
Mobile: 07721 033762 - Email: a.butfant@sussex.ac.uk and abutfifa@longhill.org.uk - Office: Essex House 206 Tel 01273 877050
2. Rationale and Aims

The idea of working together in partnership underpins all aspects of ITE, and is central to our History course. All our courses 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 course, and remain closely in touch throughout the ITE ‘year’. Planning for the ITE course is carried out jointly by professional tutors, mentors and curriculum tutors at a series of mentor training meetings, partnership forum meetings and the annual ITE conference. Monitoring and evaluation takes place in these meetings as well; and a continual process of informal feedback takes place whenever mentors and tutors discuss issues related to the ITE programme. Trainees are also encouraged to feedback their experiences and suggest ideas to improve provision, and these suggestions are generally incorporated into future planning. University and school experiences are mutually dependent – what is learnt in one context is applied and reflected upon in the other.

Therefore work in the university and schools is:

**Complementary and reinforcing;**

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

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

- Trainees start to work on subject gaps, identified at interview, prior to the course and these feed into directed tasks and the subject audit, which are regularly reviewed throughout the course by mentors and curriculum tutors
- Mentors are provided with trainees’ initial audit information to plan a suitable timetable and training programme
- Mentors review trainee progress weekly and more formally at the end of each half term prior to completion of the Professional Practice Profiles (PPP). Mentors use the calendar of mentor training sessions to structure their training, but tailor this to the particular needs of their trainees. The PPP is completed at 5 assessment points during the year and is passed to other mentors and professional tutors, who use it to plan a suitable timetable and mentor programme, ensuring that the trainees’ needs are met so that they can achieve the Standards at an appropriate level.
- Trainees keep records of their school based training both strengths and targets to provide an ongoing record of their progress in meeting targets and make these available to mentors and curriculum tutors.

**Practically and theoretically driven to develop effective and reflective teachers;**
- encouraging discussion to develop a personal philosophy towards the importance of your subject and different approaches to teaching topics
- planning of lessons and sequence of lessons that engage pupils and challenge them and that are evaluated critically using feedback from experienced teachers and personal views, underpinned by reading;
- justifying the selection of teaching strategies appropriate to different pupils' needs;
- sharing knowledge of current developments in your subject and in the teaching of it
- preparing assignments that make links between theory and practice in teaching your subject;
- working creatively and professionally with curriculum/professional tutors and curriculum/professional mentors to enhance your understanding of teaching and in particular the demands of teaching your own subject.

And enhanced by recognizing wider professional and subject opportunities

- Cross-curricular sessions with trainees in other subjects;
- Subject development sessions with your mentor/others in your department;
- training sessions led by visiting mentors and other experts
- Visits to other educational settings, e.g. Special Schools
- Involvement in wider school activities

Through these activities and approaches we anticipate that beginning teachers from Sussex will establish themselves within a national community of teachers and take pride in the specific knowledge, skills and understanding required for teaching their own specialist subject as advised by the curriculum tutor and mentor in addition to the following generic skills:

**Generic Teaching Skills**

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

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

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

There is limited time for university training or mentor training sessions and missing one will mean that something vital is missed that will not be repeated. Please contact Sally Dudley or Annette Buttifant by email or phone if you are unable to attend a professional studies or Cosmopolitan Group 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 tutors and mentors will be sympathetic and supportive in the event of personal need. Tutors, however, must be kept informed.
4. The University Course Programme

4.1 Cosmopolitan Group Sessions

A full Cosmopolitan Group programme will be given to trainees and mentors at the start of the course and placed on Study Direct – our Virtual Learning Environment (VLE). Teaching sessions are delivered on Fridays through a combination of whole cohort lectures, Cosmopolitan Group seminars and workshops, Subject specific sessions with Curriculum Tutors, Optional Sign Ups and Review Opportunities. Times and rooms may be changed on occasions but this will be notified via the VLE. Session timings may vary but usually follow these established timings (for induction, please refer to specific induction timetable): The full Cosmopolitan Group programme for Induction and the Fridays through the year will be issued separately to this handbook as it can be subject to change as amendments may be made to details and dates according to circumstances. It will also be placed on the VLE.

The full programme for Professional Studies will be posted on the ITE Reflecting on Professional Knowledge (RPK) VLE at the start of term. In addition reminders and key information relating to this will also appear each week on the VLE.

4.2 - The Teachers’ Standards

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

4.3 – Support Through Study Direct

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

You will automatically be registered with Study Direct. Study Direct can be used from any University networked PC as well as most PCs connected to the Internet. In the browser address field type the following address: www.sussex.ac.uk/students. Study Direct Login is located on the top right hand corner of the screen - enter your standard university computer username and password. On logging in the first screen to appear is your Study Direct home page. You will see a list of Course Sites click on both Cosmopolitans ITE 16/17 and Professional Knowledge for Schools sites you will then be able to access electronic versions of forms, course handouts and information etc.
4.4 – New Technologies

All teachers are required to know how to use new technologies (formerly Information and Communications Technology – ICT) effectively in teaching their subject and in supporting their wider professional role. You will therefore be expected to carry out an audit of your skills and capabilities with new technologies. For those whose skills and confidence require development ICT support is provided in the University in the form of supported self-study, and support from tutors and technical staff. You will work throughout the year on developing your capabilities keeping evidence of your progress.

Your subject specific sessions delivered in school by your mentor will develop the pedagogic use of new technologies in the teaching of your subject as an integral part of the course. You will be expected to use these within your school placements for research, administration, resource preparation and work with pupils. Lists of web sites to visit to support all aspects of your work and to familiarise yourself with current practices and issues in education and in your subject are available on Study Direct.
5. Professional Practice: Success, Enjoyment and Don’t Panic!

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

5.1 - Schools as 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 teaching experience in the classroom, the schools also deliver their own Professional Studies programmes and importantly for the Cosmopolitan subjects where the Curriculum Subject specific course.

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

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

Your Mentor (or– he/she has an oversight of your professional development in teaching your subject and may also deliver the curriculum specific course input or in some schools this responsibility may be given another member of the subject department.

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

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

Other members of the department will play a part in your training. They will share classes, observe and give feedback and discuss aspects of teaching your subject 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 on the Monday of 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 education and teaching your subject and may experience some new elements of practice that some teachers may not have had access to, so be prepared to share your insights with your colleagues.

5.2 - Joining a school community

A school is an established community which has established a way of working for all of its members and where outsiders will be welcomed as temporary visitors which can make for tricky situations for beginning teachers. As a School Direct Trainee who has been selected by the school however once you have established good working relationships you are likely to enjoy a strong
sense of belonging to this community So in order to make both a good impression and to develop strong professional working practices and relationships.

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

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

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

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

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

- If you have a serious issue with a member of staff consult your Professional Tutor or Mentor. Don’t discuss the matter with other members of staff or within hearing of other members of staff. For general moaning your University 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. The working day for most trainees should be seen as 8.15-5pm. Leaving early not only gives an poor impression, but in professional terms many issues arise and have to be dealt with after school (e.g. who looks after the pupils whose bus has broken down?).

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

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

5.4 - Being professional with pupils
Always be professional in your dealings with pupils.

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

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

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

- Ensure that you are fully prepared to teach pupils, with well planned lessons and appropriate resources.
• Equally, it is very important that pupils receive feedback on any work you set them as soon as possible. Discuss timings for returning pupils’ work with your mentor, but work should not usually be kept by you for longer than a fortnight at the most.

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

5.5 How to get the Best from Pupils

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

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

Start well – greet the pupils at the door; let them know that 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 few minutes 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.

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

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

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

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

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

5.6 - Curriculum Tutor School Visits
The university curriculum tutor is a subject specialist and for the majority of the cosmopolitan cohort are experienced teachers drawn from Sussex ITE partnership schools. The curriculum tutor normally makes 1-2 half-day visits to each trainee over the year. 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 your files. Curriculum tutors usually try to catch a quick word with the professional tutor during the visit if possible too. 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.

Once tutors have been allocated to trainees in the Cosmopolitan Group they will be given the email addresses for trainee, mentor and the professional tutor in the school/s they will be visiting. Once the course has commenced the curriculum tutor will email to introduce themselves and to set up a mutually convenient date towards the end of the Autumn term. Please note that the majority of our tutors for this group are full-time practicing teachers and therefore their availability and flexibility may be limited. Please note - trainees will not be visited without notice. On most school visits the curriculum tutor will observe the trainee teach a lesson. In preparation for this visit trainees should prepare a lesson plan (using or based upon the history pro-forma), identify a suitable focus (linked to Teachers’ Standards) and arrange for the curriculum tutor to be guided to the teaching room on arrival. Ideally it is helpful if there is time before the lesson to discuss this focus. Following the observation, in the presence of the mentor, the lesson is reviewed and school files are checked. In the interests of moderation and professional development it is essential to arrange a joint observation between the mentor and curriculum tutor. 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.

Curriculum tutor visits have two key roles:

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

5.7 - If things go pear-shaped

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

1. **Contact your Curriculum Tutor** and keep him/her informed of developments.
2. **Re-read the ITE Course 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 an Action Plan – a way forward agreed by all parties.
6. Implementation of the Action Plan will be closely monitored.

5.7 – Keeping in touch
Your school placements are scattered throughout Sussex and each of you may well feel geographically and emotionally very isolated. Even when there aren’t any serious problems it’s good to talk. So remember the VLE discussion forum. Also, use email, texting and so on to maintain informal support networks.
6. Organisation, School Tasks & Observations

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

- Curriculum File – this should contain session outlines, readings & handouts, your own notes and reflections on your curriculum sessions, as well as attempts to assess and develop your subject knowledge at the University.
- Teaching File – this should contain material from your professional practice including lesson plans, classroom resources, schemes of work, observation records, copies of pupils marked work, mark 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.
- Reflecting on Professional Knowledge (RPK) Portfolio – 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 and present this at the end of the programme.

Further details on the nature of these files and their importance can be found in the main ITE course handbook and you will be given support and advice during your Cosmopolitan Group sessions.

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

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

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

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.

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

6.4 - Induction - Getting Started

When trainees arrive at the university they have an intensive Induction programme including a number of tasks to complete during the period. Trainees are given guidance about lesson observations and are specifically asked to observe aspects of the work of their subject department when they go into their school placement.

Although some School Direct trainees may know their school extremely well already from working there in another role, those new to the settings will need some time to find their way around and become familiar with school and departmental routines. These can vary greatly from school to school. Trainees will be keen 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 the following practical investigation tasks and observations during the September Directed Study days when they may be in school, during their school induction week and weeks following up to the autumn half term in Placement One as appropriate. Recording of the tasks will include notes from conversations and observations and reflections and, documentation collected. These notes on the tasks which should be included as a section in their file. The trainee should discuss their tasks with his/her mentor in their first sessions together so that individualisation of the tasks as relevant to the school, department and individual trainee concerned can be made.

6.4.1 Induction Tasks

Your professional tutor will have arranged an induction programme for all the trainees in the school which will be designed to give you an introduction to the school as a whole. Alongside this, your mentor will also have prepared a programme to introduce you to the work of your subject department. In addition these research tasks enable trainees to gather information that would be useful in preparation for future work in the department: it is by no means exhaustive but it may serve as a useful guide. Induction tasks for trainees to complete during school induction week(s) are given below.
Induction Task 1: Finding out about your School
This will be given to trainees on Friday 2nd September to complete during the month.

Induction Task 2: How Is Your Subject Organised In The School?
You will be given copies of your department's schemes of work, which you should read carefully, in conjunction with the National Curriculum document for your subject if relevant, and retain, in your School File.

The amount of detail given will vary from school to school and by subject. By talking to your mentor and other departmental members and by keeping your eyes open, find out something about the philosophy of the department concerning why your subject has been organised in the way it is. How many people teach your subject in the school? How many are specialists? What is the structure of the department? How many hours a week do pupils have for learning your subject do these remain the same throughout KS 3/4 or 4/5? How many hours are available for the subject at KS 4 and for A level? How are courses planned? When are departmental meetings held? (You should attend these as part of your training programme).

How does the head of department see the role of your subject in the curriculum? What provisions are made for less able pupils taking it? What provision is there for trying to ensure that your subject as taught in the school is as far as possible free of race or gender bias? How is your subject taught to pupils whose first language is not English?

Is there setting or streaming in any part of the school for your subject? If so, how is this justified / organised? Is it flexible? How does the department arrange for the assessment of pupils' work? What arrangements have been made for liaison with feeder primary or middle schools regarding your subject? What are the future plans of the department?

Induction Task 3: Your Subject as an Examination Subject
What proportion of pupils 'opt' for your at the end of year nine? What GCSE syllabus(i) is (are) offered? Are there any alternative examination courses such as BTEC or NVQ? What courses can pupils choose post- 16? What 'A' level syllabus is available? How are pupils helped to make the transition from KS3 to GCSE to 'A' level work in your subject? How many pupils take your subject at 'A' level?

Induction Task 4: Resources For Teaching your subject And Other Practical Matters
Find out about the range of teaching and learning resources in the department in terms of books and ICT resources, e.g. DVDs and video tapes, various kinds of software, e.g. games, simulations, etc. also pictures, documents artefacts, equipment, machinery, materials. What computers or other technological equipment does the department have or have access to?

Make a careful point of finding out what you will have to do in order to use or borrow department resources. Who do you need to see, booking procedures, etc? Find out how to use ICT items like video, TV, computers, interactive whiteboard, overhead projector, etc. How can you get a chance to practise using these if you need to? Do you need to book a specific room to use them in advance with a class, how much advance notice should you give? What facilities are available in the department for making your own worksheets, and for photocopying and printing? How is the department charged for this?

Are there any other professionals who support pupil learning? Do specific pupils or classes have dedicated teaching assistants?

Observe where teachers store books and resources at the end of a lesson and talk to them about how they organise their marking of pupils' work. When and where do they do their marking, what are the criteria used, how are marks recorded?
Look around the walls of the classrooms where your subject is taught - are they used for the display of work? Can you tell by looking around the walls that these are subject specific classrooms? If rooms are normally kept locked when not in use find out who keeps the key - well before you have to teach in them...

Induction Task 5: Focused Observations see section below.

6.4.2 - Professional Practice Observations
During the first days in school you will be observing many lessons. You will be given some support and input on observing effectively during a Cosmopolitan session during University Induction as if unprepared or insufficiently focused – the process of observing can be tedious and unproductive. A proforma on which to record your observations is given in Appendix 2 at the end of this handbook, on the VLE and at www.sussex.ac.uk/education/ITE/partners/pages/forms 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!

Although in the early stages you will be observing lessons daily the following focused observations should be carried out during the first half term as an absolute minimum. Some need to be subject focused others could be carried out in another subject. Please use the Observation Schedule which is on the VLE for recording all lessons you observe and place in your Teaching File.

Induction Task 5
5i) Comprehensive Observation
Mentor to advise on a suitable class and inform class teacher.
Choose one class to observe. Identify the learning objectives, i.e. what the teacher wanted these pupils to learn. Note the structure of the lesson, what texts the teacher used, other resources used (e.g. handouts, worksheets and ICT), teaching strategies (including whole class and group work, questions asked etc.), differentiation (e.g. pupil groupings, differentiated tasks and worksheets), how the learning was consolidated (e.g. plenary session, homework).

5ii) Getting settled and consolidating learning – starters and plenaries
Mentor to arrange suitable observation at KS3.
Observe one or more lessons in KS3. Note the structure of the lesson (e.g. starter activities, main activity, plenary), how/if the parts of the lesson linked together, and all other aspects as in task 1 above. Look at both how the lesson content is translated and what practical strategies are used by the teacher to get them seated, refocused, dismissed, etc.

5iii) Class Management
Mentor’s class to be used for this task wherever possible. Mentor to identify pupils to focus on.
Observe one or two lessons and list all the classroom management strategies that are used to maintain pupil’s concentration on their learning. Identify which strategies you found to be most effective and explain why. Consider how comfortable would you be using these strategies and explain why/why not? In a different observation focus your attention on particular pupil’s (2-3) behaviour – what seems to trigger misbehaviour? What brings them back on track?

All of these induction tasks should be kept in a file. Initial feedback on these induction tasks will take place at the university following school induction week. The outcomes of these induction tasks will provide excellent background for the first Curriculum Studies assignment.
7. Working With or As a Mentor

Mentors bring extremely valuable experience and expertise in how to teach the knowledge and understanding and skills of Key Stage 3, 4 and 5 in their subject, as well as the sensitivity required to mentor the trainees. Mentors of the Cosmopolitan Group trainees also have the responsibility of planning and delivering a subject specific course to their trainees (although sometimes shared with other members of their department). Sometimes the task of unpicking exactly where and how the student 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 Mentors, many of whom they consider the most important person in their development. Some recent ITE work focusing on mentors emphasized the following:

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

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

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

Good ones are effective role models and critical friends who help their trainees develop a sense of their own professional identity whilst maintaining a focus on high standards in learning.

We should remember that we were all once beginners and have a moral responsibility to encourage, train and shape the next generation of teachers.

Evidently being a mentor is an important and challenging role! He or she is responsible for balancing and interweaving two agendas. He or she must follow through a programme which will develop all areas of the Teachers’ Standards, and all the specific subject specific aspects, whilst at the same time, responding to a trainee’s individual concerns and needs and wrestling with day-to-day problems (on top of a full teaching timetable and the rest!). All of this has to happen within departmental systems, structures, schemes of work and pupil targets that may be flexible, but cannot be compromised where professional standards and pupil performance are concerned. 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 review 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 their subject.

7.1 Mentor Training Sessions

Mentor sessions are pivotal to trainees’ success. Trainees have an entitlement to one hour of their mentor’s time every week in both school placements. Allocation of this time is arranged differently in schools across the partnership, but it is important to remember that provision of the mentor hour is audited and its existence is not negotiable. To make the best use of such a brief period, experienced mentors have found that it’s useful to ensure trainees are instructed to draw up an agenda for the meeting prepared in advance, and that brief notes or ‘minutes’ should be taken during the meeting by the trainee, with targets and points for action noted – this should all be recorded on the Mentor Meeting Log. Trainees must keep a detailed record of their meetings since they provide a key source of evidence for their professional development and progress against the Teachers’ Standards. As such curriculum tutors expect these to be completed and uploaded to the VLE regularly.

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

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

After the meeting trainees should:
- Sign the form
- Pass the form to the mentor for comments
- Send the completed form to the school professional tutor as required

After the meeting mentors should:
- Check that the notes taken during the meeting correspond to your understanding of the discussion.
- Make additional comments on progress if you wish.

Inevitably, much of the time in mentor meetings will be used to review lessons or parts of lessons already taught and to plan those of the week ahead: however, it is important that wider pedagogical and professional issues related to the teaching of history are also regularly addressed. These will arise from trainees’ current experience, but will also be suggested by the content of the University and the School Professional Studies programme and the University curriculum sessions, as well as by the curriculum directed tasks set by the curriculum tutor and the Curriculum Assignments. During the meeting mentors and trainees might additionally discuss and comment on any or all of the following:
• talking through a key issue in their subject teaching;

• 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 lesson observation schedule. For those School Direct Trainees salaried beginning to teach from an earlier date with their own timetables there will be four lesson observations per week; 1 formal and 3 more informal. This should be started informally as soon as they begin teaching on the same forms with ‘official’ observations beginning after half term as above alongside all other trainees on the course. The form can be downloaded from www.sussex.ac.uk/education/iteforms

7.2 Key Mentor Information
Mentor meetings. These are crucial. Mentor meetings for 2016-17 are planned as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/09 Wed</td>
<td>SALARIED SD MENTOR BRIEFING – 4.30-6.30</td>
</tr>
<tr>
<td>21/9 Wed</td>
<td>UNIVERSITY BASED MENTOR TRAINING – 15.30 – 18.30 (New Mentor Training 13.30 – 15.30 if required)</td>
</tr>
<tr>
<td>01/2 Wed</td>
<td>UNIVERSITY BASED MENTOR TRAINING – 16.30 – 18.30</td>
</tr>
</tbody>
</table>

Key reports are due as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Friday 21st October 2016</td>
<td>Return of Professional Practice Profile A</td>
</tr>
<tr>
<td>By Friday 16th December 2016</td>
<td>Return of Professional Practice Profile B</td>
</tr>
<tr>
<td>By Friday 10th February 2017</td>
<td>Return of Professional Practice Profile C</td>
</tr>
<tr>
<td>By Friday 31st March 2017</td>
<td>Return of Professional Practice Profile D</td>
</tr>
<tr>
<td>By Friday 26th May 2017</td>
<td>Return of Professional Practice Profile E</td>
</tr>
</tbody>
</table>

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.
7.3 The Complementary School Professional Practice

Complementary Professional Practice – please see also schedules in ITE handbook and information in Section 3.6

School Direct (Tuition fee)
Trainees undertake a 4-6 week placement immediately after February half-term and then return to their main school until the end of their course.

School Direct (Salaried)
Trainees attend their complementary school on Fridays from February half-term to May half-term teaching 2-3 lessons each Friday from the second week after February half-term. They then undertake a block placement of two full time weeks immediately after May half-term in the same school.

Support on the complementary placement
Mentors in the second placement will deliver a one-hour mentor meeting during the block placements week as well as a lesson observation. Salaried trainees will also need some structured time with their mentor on the Fridays and an observation. The focus of the sessions should aim to stretch, challenge and extend the trainee. Ideally the trainee should have at least 10-12 hours of teaching per week. This might include different subjects, supporting revisions sessions, offering mentoring or intervention, visiting feeder primary schools. The aim will be to enhance the trainee’s experiences and push them to be outstanding. As such the OfSTED evaluation schedule should be used to develop the impact of trainee’s teaching on pupil learning.

Deadline: Complete Enhancing Professional Practice Profile (PPPE) and submit to ITE@sussex.ac.uk by Friday 26th May

7.4 The Role of the Mentor

‘The single most important thing in the whole School Direct 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;

f) the PPP evidence descriptors to be used in a consistent and constructive way, making
them relevant to the trainee's experience and professional development. Targets between
mentor and trainee to be jointly set and reviewed, according to these dates and in order to
dovetail with the university programme;

g) every attempt to be made to assess trainees in a uniform manner, where possible including
any mentor moderation procedures available and joint observation with the curriculum tutor;

h) trainees to be allowed - at the discretion of the mentor and HoD - some room to experiment
with innovative methodology (which may at times interrupt the departmental schemes of
work);

i) opportunities (one or two lessons per week) to be made available for trainees to continue to
observe other colleagues (I the specialist subject and other subjects) throughout both PPs,
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) communication about the trainee's progress between professional practices 1 and 2 in the
main school and the Complementary Placement in another setting is to be made at the March
mentor meeting or by phone or during a visit to the complimentary school before the trainee
starts their complimentary placement.

m) 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 both the September and February meetings with the curriculum tutor
over the year.

7.5 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 the Induction Tasks (see below), mentors should also ensure that by
the end of the week they have completed the following tasks.

Induction Checklist

Trainees have been given Induction Task A which covers these areas. By the end of the induction
period, please ensure that your trainee(s):

- Has copies of:
  - 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
  - their programme and timetable for Placement One

- Has been introduced to:
  - the Headteacher, Professional Tutor
- departmental/faculty colleagues
- Other holders of key responsibilities
- staff in school office, resources, librarian
- Understands rules and procedures concerning
  - health and safety, staff absence
  - Child Protection
  - Confidentiality
- Is clear about
  - the nature of the school day
  - the time they need to arrive
  - where their pigeon hole or locker is
  - parking arrangements
  - any unwritten rules about staff appearance, dress or conduct
  - areas where they can do their work
  - how to access ICT resources for lesson preparation
  - coffee, lunch and staff-room procedures
  - any meetings they need to attend
  - anything they need to do before coming into school the next day/week

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’ or ‘an additional teacher’ instead.

7.6 - 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.
- Colleagues involved in teacher training (i.e. in observing trainees, giving feedback etc.) should have a meeting with the mentor at the start of the academic year in order to review requirements and procedures.
- Key pages of this handbook and copies of the lesson observation proforma should be photocopied and given to those colleagues involved in ITT.
- At least 50% of allocated lessons in timetables should be in the mentor’s classes

Clearly, restrictions imposed by timetabling may make this difficult, but mentors are urged to adhere to these guidelines as closely as possible, in order to provide a coherent and consistent experience for the trainees.
7.7 - 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 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 A 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 works with the rest of the class.
- The mentor teaches to the trainee's lesson plan; strengths/weaknesses that are less like to concern class management difficulties are then discussed in the debrief. Trainees can learn much from this method.
• Teacher A teaches while teacher B records observation data for the purposes of researching an area in which one or both teachers have a particular interest.

**Team Teaching**

• Teacher A delivers just one clear-cut element of the lesson (especially if it is perhaps more ‘adventurous’ and/or requires excessive preparation), teacher B takes on the whole of the rest of the lesson.

• Teachers A & B conduct different elements of the lesson. For example, teacher A takes register and gives feedback on homework. Teacher B introduces theme of lesson and new teaching point. Teacher A consolidates work on, for example, OHP 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.

**7.8 - 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 teaching their subject?

• **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 University as soon as possible (see also assessment and ‘at risk’ section).

### 7.9 - 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 and weekly for salaried trainees who have additional observations – please see Chapter 3 of the main ITE Handbook. 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 earlier stages in October/November when most of the trainees are 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;
- 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 the whole course. Many competent trainees tend to be left to their own devices and can reach a plateau around February. This category in particular needs to be observed and challenged (e.g. in the use of assessment, ICT etc.). Towards the end of the block practice, observation sessions may tail off in order to allow the trainee greater autonomy, but they should not disappear altogether.
Please try to provide opportunities for the trainee to continue to observe you and other colleagues, and to discuss analytically what they have observed.

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

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

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

Below are possible examples of targets and strategies: exemplars used are in History but the principles applied to any curriculum subject.

**Example One**

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

<table>
<thead>
<tr>
<th>Target</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearer and more thorough explanations appropriately paced so as to maintain pupil concentration for longer periods.</td>
<td>Analytical observation of two lessons by Mrs Teacheswell – a teacher in the department who is particularly good at introducing new material.</td>
</tr>
<tr>
<td>Development of a wider repertoire of techniques for revisiting and reinforcement of knowledge and understanding.</td>
<td>Your bottom set Year 9 is about to begin work on the British Empire. Whilst planning their sequence of lessons, devise a minimum knowledge and understanding that they must develop to get the most out of the lively role-play at the end of the sequence. Devise and implement a range of techniques to ensure that their knowledge and understanding is being constantly reinforced to meet the minimum you require.</td>
</tr>
</tbody>
</table>

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

**Example Two**

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

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

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

### 7.11 Cause for Concern Procedure

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

Mentors need to check on the PPP criteria. What should the trainee be achieving for the relevant stage of the course:

During the each half term consider if 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 University as soon as possible. It is better to be over-cautious than to let problems continue until the last minute. Please use the cause for concern form in the main handbook if you wish to put your concerns in writing. Finally, remember that for a trainee, being put on a cause for concern may be seen as a sign of failure, so before this is done formally, it is important to discuss it fully with the University.
8. Academic Assessment

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

Note that good written assignments will:

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

What does weaving theory and practice mean?

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

Below are examples that weave theory and practice together – again the curriculum subject is History but can be applied appropriately to any subject:

- These particular examples of the uses of sources in the history classroom demonstrate two possible pitfalls that can limit pupils’ learning. I observed a number of pupils slipping too quickly into an easy identification of bias or unreliability in a source, on the basis of simplistic criteria about the source’s provenance. This led to countless sources being written off as unreliable. The need to encourage pupils to construct tentative accounts based on the fragmentary and imperfect sources available to them has been cogently argued by Byrom (1998). Byrom demonstrates……

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

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

Here theory and practice are woven together in a clear and helpful way. Notice too that the commentary focuses very precisely on what exactly is going on in the lesson, particularly helpful is the emphasis on very specific conceptual areas within the subject. Bland statements that pupils found source work or essay writing difficult or weren’t motivated are not very helpful. Articulating precisely what you are trying to teach and the specific issues that arose will be of far greater benefit to you.
9. Reading Lists
There is a general generic reading list for all subjects in section 2 of the ITE handbook. Resources and further reading are placed on the VLE for the Reflecting Professional Knowledge (RPK) as sessions take place. Individual reading lists for each Cosmopolitan curriculum subject have also been distributed to trainees and will also be placed on the Cosmopolitan VLE. Subject knowledge audits for each subject will also be available for trainees during Induction. Guided by the curriculum subject tutor trainees will complete these, share them with the school mentor using them to further deepen their subject knowledge.

Appendix 1: Lesson Planning & Evaluation Proforma
This should be used for ALL lessons. Curriculum Subject Tutors may require trainees to add in subject specific requirements appropriate to planning their own curriculum subject. If there is additional information required by the school trainees can adapt structure and layout as long as the same concepts and criteria are used. Mentors should agree clearly with trainees when they should submit their planning for lessons to be taught so these can be checked and feedback given in advance of the lesson e.g 24 hours or 48 hours ahead or more.

Appendix 2: Lesson Observation Schedule
Lesson Observation Schedule to be used when recording your observations of colleagues in schools teaching
### School Direct Lesson Planning and Evaluation Proforma (Cosmopolitan Subjects)

_School Direct Lesson Planning and Evaluation Proforma (Cosmopolitan Subjects) to be completed by trainee for EVERY lesson._

To be completed by trainee for EVERY lesson (please note if you use this electronically the boxes expand) Available on the VLE and at [www.sussex.ac.uk/education/ITE/partners/pages/forms](http://www.sussex.ac.uk/education/ITE/partners/pages/forms)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Year Group:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Time:</td>
<td>Set: (if not mixed ability)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject:</th>
</tr>
</thead>
</table>

#### Teaching Objectives

*The Curricular area being taught, e.g. National Curriculum, programmes of study, exam syllabuses*

#### Learning Intentions

What the pupil will understand, know and be able to do. This will include knowledge, understanding and skills

#### Intended learning Outcomes

*(Indicating the depth at which the objective should be achieved. This must be linked to detail of differentiation in the lesson structure section)*

- All will .................
- Most will .................
- Some will .................

#### Differentiation

All pupils should be challenged yet experience success. *(Consider how to support and extend the learning of gifted and talented and SEN pupils by personalising learning. Consider differentiated tasks, resources support, questioning, extensionwork, homework and the use of the TA. Give details in the lesson structure.)*

#### Assessment Opportunities

*(Check if learning intentions have been achieved, by formative or summative assessment, by self or peer assessment and questioning e.g. in the plenary of by written work in the lesson or homework)*
Opportunities to develop

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
<th>Citizenship</th>
</tr>
</thead>
</table>

Resources including ICT

Lesson Structure

(The lesson plan must clearly show the activities the teacher will be doing and activities pupils will be doing to enable learning to take place. Include timing, a starter, a variety of activities, key questions and a plenary etc. Details of differentiation should be included to meet the needs of gifted and talented pupils, EAL pupils and those on IEP’s) You will need to add more pages and may wish to divide them into 2 columns showing teacher and pupil activities in one column and differentiation in the other.

Self Evaluation

Learning objectives were appropriate & clear  were poor & unclear

My attempts to motivate the class were effective  were ineffective

I had no discipline problems  I had too many discipline problems

I created a purposeful working but relaxed atmosphere  I created a tense atmosphere

My questioning technique was good  my questioning technique was poor

The timing of the lesson was good  the timing of the lesson was poor

The class enjoyed the lesson  did not enjoy the lesson

I achieved my learning objectives  did not achieve my learning intentions

I would score the lesson:  
1 (very good)  2 (good)  3 (satisfactory)  4 (unsatisfactory)

What 2 things went really well?
What 2 things would have improved the lesson?

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

What progress was made towards the Teachers’ Standards?
LESSON OBSERVATION SCHEDULE (for trainee to observe colleagues)

Trainee to complete this form for lesson observations of other teachers in school. (NB Like all our forms this Also available on the VLE and www.sussex.ac.uk/education/ITE/partners/pages/forms . You can expand the electronic version of this form to make sections longer if you wish)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Subject</th>
<th>Year Group</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Relation to previous lesson</td>
<td></td>
<td>Time of day</td>
</tr>
<tr>
<td>Content of lesson</td>
<td>ICT Component? YES / NO</td>
<td></td>
<td>Numeracy YES / NO</td>
</tr>
<tr>
<td>Literacy YES / NO</td>
<td>Citizenship YES / NO</td>
<td>Lesson Plan Seen? YES / NO</td>
<td></td>
</tr>
</tbody>
</table>

What are the intended learning outcomes of the lesson? (What are pupils intended to have learnt/be able to do by the end of the lesson? this is not what they will actually be doing, i.e. an activity, but what they will have learnt, or be able to do)

Lesson observation notes (What actually happened in the lesson? What teaching strategies are used and how do pupils respond? How does the teacher achieve the intended learning outcomes above? Use the observations prompt sheet you have been given to help you. NB If instead of double-siding it you copy this form onto two sheets stapled together, you can use the back of the first sheet to continue this section as you are likely to need more room)
Differentiation (by teaching strategy, task, questioning, outcome, support?)
(How does the teacher meet the needs of the differing abilities in the class, SEN pupils, EAL pupils within the lesson?)

Deployment of TA(s)/other adult in the various sections of the lesson
(How does the teacher use TAs or other adults to support pupil learning and their own teaching?)

How was learning assessed in this lesson?
(How does the teacher assess what the pupils had actually learnt and that the intended learning outcomes had been achieved e.g. use of questioning, pupils recording of work, self/peer assessment, testing, homework)

Reflections; useful aspects for your own development observed in this lesson
(What have you learnt from observing the learning and teaching in this lesson that will help you in your own teaching?)
This handbook is for advice and guidance only and is not a substitute for the formal statements and requirements of the Charter, Statutes, Ordinances, Regulations and procedures of the University. In case of any conflict these formal statements and requirements take precedence over the handbook.

Every effort has been made to ensure the accuracy of the information contained in the handbook, as at 1 Sept 2016. The University can, however, take no responsibility for errors or omissions, or for arrangements made by third parties. It reserves the right to change the information given at any time. © Copyright The University of Sussex 2016