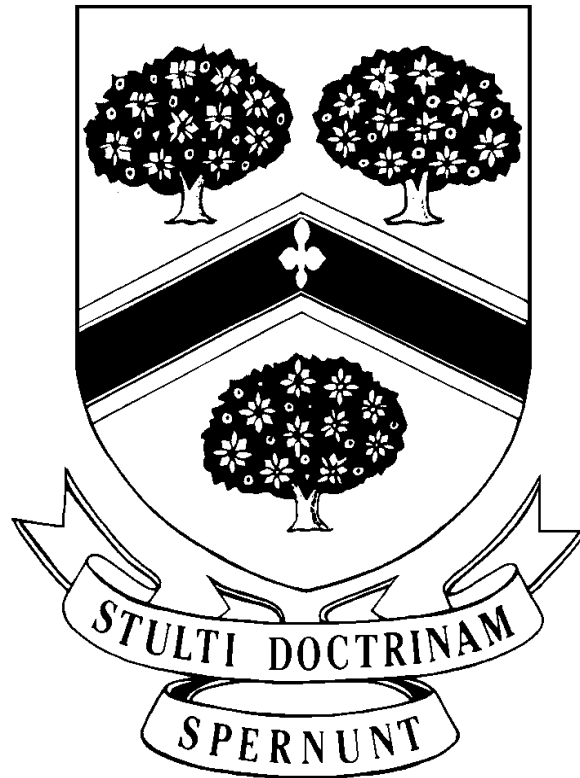


# THORNTON GRAMMAR SCHOOL

A SPECIALIST SPORTS, SCIENCE & APPLIED LEARNING  
TRUST SCHOOL



FOUNDED 1673

## POLICY FOR INITIAL TEACHER TRAINING

REVIEWED:

## **Thornton Grammar School : Initial Teacher Training Policy**

### **Rationale**

**Thornton Grammar School** is fully committed to working with awarding institutions to train teachers for the future. **TGS** wants to actively contribute to the training of new teachers because it presents opportunities to enrich the learning of its pupils and promotes a culture amongst staff of on-going review and improvement of teaching and learning provision. In this partnership the school will maintain up to date knowledge of developments in education through links with the awarding institutions. We intend to provide support for students in finding first posts so continuing in to their NQT year and working towards Qualified Teacher Status.

### **Links with awarding institutes**

Thornton Grammar School will work in partnership with a number of awarding institutes. Our primary links are with the University of Leeds, Bradford College, Trinity and All Saints College, Leeds, and Leeds Metropolitan University. This ensures most curriculum areas can be offered for ITT opportunities.

### **Allocation of students to departments**

Each department is invited early in the summer term to indicate whether they will be interested in taking a student for the coming academic year and which institute they prefer to partner with. The ITT co-ordinator for the school will decide each year how many students will be acceptable and discuss the rationale with departmental mentors for the decisions made. The decision about how many students we take will consider the following issues:

- › Impact on teaching and learning
- › Impact on discipline
- › Total number of student teachers in the school at any one time
- › Workload/paper work for the ITT Co-ordinator and mentors

### **Use of Funding**

Monies that come into school are allocated as payments to mentors and departments according to how many students they have and the amount paid by each institution. 10% of monies coming into the school for ITT training will be taken into a general school fund for the ITT Co-ordinator to administrate in the following ways

- ◇ Photocopying of student handbooks
- ◇ Photocopying for EPS session
- ◇ Refreshments for EPS sessions
- ◇ Cover for meetings. (ITT Co-ordinator meetings, external assessor meetings, OFSTED)
- ◇ Resources for student teachers to use
- ◇ Professional reference books and training materials

### **Health and Safety**

It is the responsibility of the Head of Department to ensure that students are carrying out Risk Assessments for all activities they plan to undertake that may

require it (trips, field work around the school site, practical activities, educational visits). A set of guidelines with respect to practical subjects is provided in the statement of practice document. General training will be given through the EPS programme.

### **Equal Opportunities**

Student teachers will be treated in line with the school Equal Opportunities Policy. Students will be provided, as far as possible, with experience in the classroom across the age range and abilities and ethnic mix of the school profile within the subject they teach.

### **Monitoring and Evaluation**

#### **Monitoring of the student teacher**

The subject mentor, class teacher (the host teacher) and Head of Department will monitor classroom practice and lesson planning. The mentor will provide day to day support and advice and will allocate an hourly session each week when they will meet with the student to review progress and set targets. All judgements on a student's performance and targets set will be made against the national standards for ITT student training. The ITT Co-ordinator/professional mentor will observe a sample of lessons taught by students as necessary and ensure that monitoring, review and target setting is taking place on a weekly basis.

#### **Monitoring the Department**

The subject mentor and ITT Co-ordinator will monitor the lessons and planning of individual students across departments to ensure quality and consistency of the support provided and the quality of outcomes. Mentors will provide the ITT Co-ordinator with copies for interim and final profiles for each student they mentor in accordance with the awarding institutes' code of practice and timetable of assessment. Awarding institutes monitor the assessment of students by departments through observation of the student alongside the school mentor and discussion with the student, mentor and ITT Co-ordinator.

#### **Monitoring the School**

Awarding institutions monitor the provision by the school through lesson observation and through discussion of the EPS programme with the ITT Co-ordinator/professional mentor and evaluation by students. External examiners and OFSTED periodically monitor this process.

#### **Evaluation**

Students are expected to evaluate their placement under the following categories

- ◇ Mentoring sessions with the subject mentor
- ◇ Mentoring within the department
- ◇ The EPS programme (School Experience 1) and the support and advice of the ITT Co-ordinator.

The ITT Co-ordinator will evaluate the ITT provision. This information is used to plan for the following year.

### **Mentor training**

The awarding institutes the school is partnered with provide the majority of mentor training. Sessions are run for new and established mentors and ITT Co-ordinators to maintain their knowledge and understanding of the ITT standards. Attendance at such sessions is expected of TGS staff.

### **Student Teacher Mentoring Procedure**

#### **Expectations Of the school (ITT Co-ordinator/professional mentor)**

The ITT Co-ordinator/professional mentor

- √ Will greet and induct each student on the morning they arrive
- √ Will provide each student with an induction handbook at their induction meeting
- √ Will arrange and provide a programme of Education and Professional Studies sessions of one to two hours in length per week during the first school experience and be available to advise and support throughout the first and second school experience.
- √ Will monitor mentoring across the school for quality and consistency.
- √ Is the first point of contact with Teacher Training Institutes and will manage Teacher Tutor visits to the university, external examiner visits, Mentor Visits and all correspondence regarding placements with the universities.

#### **Expectations of the Subject Teacher Mentor**

- √ Each department will provide their student(s) with a named subject teacher mentor who is able to fulfil the role demanded of them.
- √ Students will be provided with induction into the department by their teacher tutor and made aware of H&S, security and other important department specific issues.
- √ Departments will provide the students with a programme over the first few full days to familiarise themselves with the school.  
This will include activities like
  - › Pupil shadowing
  - › Support assistant shadowing
  - › Time to observe every member of the department
  - › Access to departmental planning
  - › Time to familiarise themselves with the computer system and any intranet/VLC resources
  - › A timetable giving experience across staff/ability/age/key stages
- √ Timetable one hour each week to meet their student for mentoring, reviews progress and sets weekly targets to allow national standards to be met and be available on a day to day basis to offer advice and support.
- √ Ensure that each teacher with which the student works gives written feedback of an observed lesson each week
- √ Ensures that staff do not leave the student teacher by themselves with the class
- √ Students must be SUPERVISED AT ALL TIMES. This may take the form of sitting in an adjoining room or at the back of the room.

## Expectations of the Student Teacher

- √ Punctuality – we start at **8:15 with a daily meeting in the staff room or in a year meeting** and expect students to be in school by **8 o'clock. The school day finishes at 2:30 but there are many calls on teacher time and we do not expect students to leave until they have fulfilled their duties.**
  
- √ Smart office business dress – staff at **Thornton Grammar School** are expected to dress in business/office attire at all times. (Men – shirt, tie and smart trousers with shoes rather than trainers. Women – skirts of an appropriate length or trousers, smart shirt/blouse/top and/or jacket. Denim is not acceptable in any form; revealing clothing, like off the shoulder tops, is also not acceptable.)
  
- √ To provide planning to their subject teacher mentor AND the teacher of the class they are taking by the Friday of the week before. (This will allow discussion and feedback on the planning and opportunity to modify before the lesson takes place.)
  
- √ To evaluate their lessons and bring these evaluations, feedback from observations and teaching files to their mentor meeting for discussion and input from their subject teacher mentor.
  
- √ To participate fully in the working day of the school this will include
  - › Staff meetings after school
  - › Departments meetings after school
  - › Year team meetings after school
  - › Attending any extra events like awards evening and parent's evenings
  - › Getting involved in departmental clubs e.g. science club or living history
  - › Training days
  - › Students are expected to attend the EPS sessions arranged by the school Co-ordinator/professional mentor at the relevant time.

We hope that all our students have a positive school experience at Thornton Grammar School and feel well supported in the school. Whilst staff are very willing to support students the initiative to learn is with the student who should be active in making a success of their school experience.

**Policy Name: POLITT.DOC**

Person Responsible: DCB/CT

Date Revised: July 2005

Date Ratified by Governors: 26th September 2005

## **INITIAL TEACHER TRAINING AT THORNTON GRAMMAR SCHOOL**

Welcome to ***Thornton Grammar School, a Foundation School and a mixed comprehensive, three miles from Bradford city centre.*** We want your Initial Teacher Training placement here to be a valuable and productive component of your course leading to the Post Graduate Certificate in Education and this Handbook is intended to provide you with some of the information you will need if you are to make the most of the opportunities available to you here.

While you are with us we expect to treat you as colleagues. You are welcome to avail yourself of the facilities and opportunities available to all staff. This extends to being welcome to attend all staff meetings, any sessions of professional development and any social and sporting events.

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**PRACTICAL INFORMATION****Staff involved in Initial Teacher Training at TGS:****ITT Co-ordinator: *Nina Bowler (DCB)*****Mentor:****Telephone Numbers****School: 01274 881082****Mentor:**

## **Arrival and Departure**

Please sign in when you arrive each morning and sign out again when you leave. A register for ITT students is kept on the Reception Desk next to the staff signing in sheet. There is no need to indicate the time of your arrival or departure but if you do wish to leave before 2:30 pm, please do check with your department head and ITT Co-ordinator first. If you leave School for any reason during the day (bank, etc) please sign out in the signing out book which is kept in reception. All this signing in and out is not because we are obsessed with checking up on people; it is for safety reasons in case of fire.

## **Access to the Building**

You will need the code to enter the building when the main doors are not open.

## **Cloakrooms**

There is no specific place designated for ITT students to leave their coats and other belongings. Coat hooks are available for general use in the staff toilets near the Staff Room. Some departmental work areas have their own arrangements which you will be told about. It is perfectly alright to leave briefcases and/or other work bags in the Staff Room or other departmental work rooms but, as in any public place, do not leave handbags or other valuables unattended.

## **Parking**

The school has plenty of parking. An increasing number of ITT students now bring their own cars and we ask those of you who do so not to park in the allocated spaces at the front of the main building. Parking is at your own risk.

## **Attendance**

Your university will have explained to you that there is a requirement for you to complete a certain number of days in school. This is one of the reasons we have to check on your attendance. However, once you have a timetable of teaching, it is just as important for us to know about your absence as it is for any other teacher. If you know in advance that you are going to be absent (attending an interview, for example) please let your mentor and the ITT Co-ordinator know as soon as possible. If you are too ill to come to School on any occasion, please phone in and let us know as soon as you can, but certainly before 8.15am. Your mentor will probably give you his/her home phone number in case you are in a position to notify us the evening before. Expect to give some indication of the work you had planned for your classes that day.

## **Mobile Phones**

You are asked to use mobile phones, if at all, only in the staff room or other staff work areas. They should not be publicly displayed in the mall or classroom.

## **Finding Your Way Around**

A plan of the School building is included in the staff handbook but you will probably find it easy to find your way around.

## **Emergency Procedures**

The nearest fire exit is posted in each room. A copy of the fire procedure is included displayed in each room. Always escort the class you are with and ensure that they move quickly, calmly and quietly to the fire assembly points on the playground. Check whether there are any students with mobility problems who will need your assistance. Student teachers should give their name to Mr. Truelove and then proceed to the All Weather Pitch to help supervise their form group. The fire alarm is tested every Friday at the end of school. You are not required to respond to this.

## **Where to Work**

Most departments will manage to find you working space in the departmental workroom. Another good place to work is the Library where there are individual study places as well as the open tables. You are welcome to work on the computers in any area of School including the staff Quiet Room. If there is a lesson taking place in any of the ICT areas, most teachers will not mind you working on any spare computer there happens to be although it is considered polite to ask first. You are also welcome to work in the Staff Room at any time but please keep this to a minimum.

## **Keeping Body and Soul Together**

In the Staff Room there is a hot water boiler which can be used for tea or coffee at any time. Staff provide their own tea and coffee and mugs. It is best not to leave your coffee and tea lying around unattended. There is also a drinks machine.

You will probably find that many departments or curriculum areas also has its own arrangements for tea and coffee in the individual workrooms and your mentor will soon explain that system to you.

The School Canteen provides a good range of hot and cold meals and sandwiches at very reasonable prices. There is a good vegetarian choice available. It is possible to buy breakfast from 7:45am onwards. Hot snacks, etc, are on sale at break in the canteen and staff and ITT students can buy lunch from noon onwards if they are not teaching. A trolley carrying snacks visits the staff room at break and you can leave sandwich, fruit and snack orders for lunchtime with the operator.

Many staff eat in the Staff Room and if you decide to do this it will be appreciated if you wash your used plates and cups.

### **Staff Handbook**

A copy of our Staff Handbook is available from **the ITTC** and in that you will find:

- ◆ A complete list of teaching staff and their roles;
- ◆ A complete list of administrative and support staff and their roles;
- ◆ A list of form tutors and tutor bases;
- ◆ The times of the School day.
- ◆ A calendar of events and the times of the school day.

You will also find a considerable amount of other information which will help you form an understanding of the School and its ethos. Some of this information may be of assistance to you in the assignments and essays you need to produce for the university based component of your course. Policies are available to borrow from The ITTC

### **The School Intranet**

Another source of information about School is on the School Intranet. While you are on placement here you will, like all other employees and students, have access to the School network from any computer in the School via a login name and a password. This includes unrestricted access to the internet. The School intranet can be reached once you have logged on by using your user name and password. You can get these by seeing the ICT staff in the ICT Office on G floor.

### **Communication**

There is an internal phone system with phones in all work rooms and numbers are listed in the Staff Handbook.

Each member of staff has a pigeon hole in the Staff Room and these are checked regularly if you wish to leave notes. This is one way to communicate with form tutors of students you are teaching. Lack of space prevents us giving you an individual pigeon hole each but please make arrangements to share with your mentor.

### **Resources**

As well as the resources available to all staff including the library, some departmental areas have resources exclusive to those areas which you will find out about from your mentor.

#### **□ Textbooks and Departmental Resources**

These are usually located within departments and your mentor will explain what is available and how to reserve it. It is worth spending some time examining

available textbooks, etc, before beginning to plan your lessons. Teachers in school realise the advantages of pooling and sharing individually produced resources and many departments keep banks of materials such as worksheets and stimulus materials. You will be allowed to share these as no one is expected to produce all their own resources. However, looking at these may well give you ideas for producing resources of your own which you could share with the rest of your Department.

#### □ **The Library**

This is exceptionally well resourced and the librarian and the library staff will always help you in any way they can. You will have a short guided tour around these resources but it is worth spending some time having a good look for what is available in the way of books, periodicals, CD ROMS, etc, specific to teaching your subject or for any assignments you need to write.

#### □ **ICT Areas**

High density ICT areas with sufficient machines for a whole class group are located on G floor. Booking forms are on the INTRANET or see the ICT technical staff. Although your first impression will be of a School awash with computers, it is important to realise that there is a heavy demand for all of them and you will need to book well in advance to be certain of getting them when you need them.

#### **Photocopying/Duplicating**

There is a photocopier in the staffroom for emergencies or single copies. Please prepare time consuming copies yourself rather than asking reprographics to do this. Each department has a number which your mentor will give you.

Usually it is better to plan in advance so that copying can be done in the Reprographics Department. This will have to be authorised by the budget holder (as it is for all teaching staff) and this is usually the Head of Department. The Reprographics Department is situated in A2 and you will need to give two days notice rather than rushing in the day before you need something for a lesson.

#### □ **Television/video/DVD**

Many departments have a video located within their departmental area and your mentor will explain how to book this and use it.

#### □ **Tape recorders, camcorders, cameras, digital cameras and OHPs**

These are all available as resources for teaching and your mentor will explain how to book them and obtain them for your lessons.

#### □ **Electronic Digital Whiteboards**

These are an excellent tool for teaching. School now has several of these and it would be a good idea to try to learn how to use these while you are with us. Some training will be organised for you if necessary.

#### □ **The Rest of the Staff**

These are probably the best resource you could ever hope to have! You will find that the staff at this School all have a very positive attitude towards initial teacher training. They take very seriously the responsibility of existing teachers to help train future members of the profession. They will have high expectations for you and will expect you to develop a sense of professionalism to match their own. You will also find that they are very generous in the time and assistance they will give you. Like all teachers, they are extremely busy people and if they are to be effective in the time they devote to your training, it is best if this can be planned. The ITT Co-ordinator will help with this by trying to schedule group interviews for several of you who may wish to ask a member of staff about one particular topic at the same time. Apart from this, if you wish to discuss something with a particular member of staff, it is best to try to schedule a mutually convenient meeting time rather than expecting them to be able to meet you at a moment's notice.

### **THE CULTURAL BACKGROUND**

Bradford is a city with a rich and varied cultural background which may not be familiar to those of you who are new to this region. Hence, some of our students have Asian family origins which may be first, second or third generation, and may vary widely in that they are Hindu, Sikh or Muslim

A further significant minority of our students is from families originating in several different eastern European countries and some are able to speak a number of these languages. Support and advice for teaching pupils for whom English is a second language is available. However, most pupils have fluent English and require the normal literacy support enjoyed by all pupils.

### **THE PEOPLE WHO WILL WORK MOST CLOSELY WITH YOU DURING**

#### **YOUR PLACEMENT**

##### **The ITT Co-ordinator**

This role is fulfilled by ***Nina Bowler***.

Each partner university defines the role of the ITT Co-ordinator in a slightly different way and often gives the role a different title. The outline of responsibilities presented here is not meant to replace the information given to you by your university; it is rather to be viewed as a distillation of what you might expect the ITT Co-ordinator to do.

As an experienced senior teacher, she has responsibility for:

- ◆ Management of all initial teacher training in the School;
- ◆ Overall organisation of all student teachers attached to **TGS**, including timetable details;
- ◆ Communication with the partner universities;
- ◆ Induction of student teachers into the School and into the subject departments by introducing them to the appropriate staff;
- ◆ The organisation and management of an appropriate programme of lectures, seminars, workshops and tutorials for all student teachers;
- ◆ The organisation of an appropriate programme of observation across a range of curriculum areas;
- ◆ Appointment, co-ordination and management of all mentors to ensure parity of opportunity for student teachers in all subject and pastoral areas;
- ◆ Liaison with teachers and other staff to ensure that student teachers have opportunities to undertake the research and tasks which form part of their course;
- ◆ Co-ordination of the arrangements for assessing student teachers' performance, including moderating arrangements and the provision and return of all formative and summative reports;
- ◆ The provision of references for student teachers;
- ◆ Representing the School at case conferences and examination boards as necessary.

## **Subject Mentor**

### **The Role of the Mentor**

You will spend the majority of your time at **TGS** in the classroom and your mentor is the person you will work with most closely on a day-to-day basis. She or he will have a major role to play in both supervision and training, providing a role model of a good classroom practitioner; analysing practice and sharing professional skills. This will aid your development particularly in the key areas of classroom organisation and management, teaching methods, curriculum planning, assessment, recognising the stages of development/learning needs of students in the class and record keeping. They will also be responsible for assessing your progress against the standards defined by the DfEE.

The mentors' and teachers' knowledge of the School, its organisation, policies and practice and of the students will place them in an excellent position to help, support and advise you as required.

You will also work with host subject teachers who will guide and observe your progress.

### **Monitoring and Assessing Progress**

The staff of **TGS**, and your mentor in particular, play the major part in assessing and monitoring your progress. As the placement progresses, this will involve such areas as:

- ◆ Observing you working with students (initially in small groups and on activities prepared by the class teacher);

- ◆ Collaborative planning of lessons and parts of lessons;
- ◆ Encouraging you to implement your own ideas;
- ◆ Sharing in the celebration of successes and supporting you when things go wrong;
- ◆ Giving both oral and written feedback to an agreed proportion of your lessons;
- ◆ Encouraging “target setting” in terms of your own development;
- ◆ Assisting in the development of you as a “reflective practitioner” through encouragement to look back on experiences and helping with the evaluation of performance;
- ◆ Supporting you in the compilation of an appropriate “Teaching Practice File” (as required by your university) and checking its development as a working document;
- ◆ Recording and providing guidance about progress in achievement of the “Standards” defined by the Teacher Training Agency and the DfEE and ensuring the appropriate opportunities are made available for you to achieve these.

### **The Responsibilities of Mentors**

The responsibilities outlined above call for certain skills that the successful mentor will need and for this reason your mentor has been chosen carefully and has received appropriate training from your university. Each mentor attends regular meetings with your subject staff at the university. The ITT Co-ordinator and all mentors in School meet termly and the ITT Co-ordinator visits departments regularly to ensure that student teachers receive parity of opportunity and experience across the School.

Again, each partner university gives a different definition of the precise role of mentor in the contract which exists between them and **TGS** and this outline of responsibilities is a distillation of these expectations.

### **The Subject Mentor will:**

- ◆ Be a suitably qualified teacher to whom student teachers are assigned for the day-to-day supervision when students are on school placement;
- ◆ Will liaise with the university subject tutor on visits to School in matters associated with the professional development of the student teacher including assessment;
- ◆ In collaboration with other subject teachers and the ITT Co-ordinator, observe, record and provide feedback about lessons taught by the student teacher;
- ◆ Will meet on a regular weekly basis with the student teacher (*see the section on Weekly Meetings and Lesson Feedback for further information about this*);
- ◆ Will attend termly meetings with the other mentors and the ITT Co-ordinator;
- ◆ Will liaise with the ITT Co-ordinator and keep her informed on the progress being made by the student teacher;
- ◆ Contribute to decisions about the extent to which student teachers have achieved the required standards.

## **Form Tutor**

As part of your placement in School you will be assigned to a Form Tutor to work with a Tutor Group. You will work alongside the Form Tutor in registration and in Tutorial and Guidance to form some understanding and experience in the role of the Form Tutor.

This is an important part of your practice and the form tutor will be expected to play a part in the ongoing assessment of your progress.

### **WEEKLY MEETINGS AND LESSON FEEDBACK**

Although it is not feasible to expect observation of, or feedback on, **every** lesson you teach, whenever practicable, you should expect to receive feedback from any teacher observing your lesson soon after the lesson, either in written or verbal form. The lesson observation forms used are provided by your university and vary in detail but all are intended to:

- ◆ Enable at least brief discussion;
- ◆ Quickly identify good points;
- ◆ Identify areas where improvement is necessary;
- ◆ Provide advice about means of improvement.

You should expect to receive written feedback once a week for each class you take.

Copies of these lesson observations will be collated by your mentor for discussion at your weekly mentor meeting. It is of great importance that these meetings are scheduled to take place at a particular time each week and that this meeting takes place every week. The nature of the meeting will be different at different stages of your placement. Where there is more than one student in a department, it may be appropriate for the mentor to meet with both of you together during your serial placement but once you commence your block placement it will usually be more appropriate for you to meet individually with your mentor.

The prime reason for these meetings is to ensure that you are provided with regular feedback and advice about your progress. Although some such feedback will take place between these meetings through less formal and briefer comments made by teachers at the end or soon after a lesson, the scheduled meeting allows for a structured, reflective discussion during which targets can be set, agreed and reviewed.

Topics that should be discussed include:

- ◆ Next week's lesson plans;
- ◆ Lessons observed by the mentor;
- ◆ Your evaluations of lessons, especially a lesson observed by a mentor;
- ◆ Comments on lesson observation forms from other teachers;
- ◆ Tutorials, seminars and workshops attended that week;
- ◆ Observations of lessons by you during that week;
- ◆ Your progress towards the achievements of the Standards;

- ◆ Agreement about standards achieved;
- ◆ Discussion of progress towards specific targets set the previous week;
- ◆ Agreement on targets for the coming week;

One of the reasons for the formal setting of targets at these meetings is to ensure that both you and your mentor are agreed on your progress. Mentors are encouraged to be positive and encouraging which is fine for the majority of you who, experience teaches us, tend to underestimate your progress and only see what you perceive as your faults rather than recognising necessary stages in a decidedly steep learning curve. Unfortunately, a few students hear **only** the positive statements which is why it is important that the areas for improvement are written down to ensure that this small minority do not miss the fact that the mentor is indicating problem areas as well as achievements.

### **YOUR PROGRAMME IN SCHOOL**

This is set out in a weekly form for each of the partner universities.

#### **□ Induction**

These sessions are designed to give you the information we think you need straight away in order to settle into your placement quickly. They are held separately for students from each partner university and allow you to meet key personnel and have a tour of the building on your first visit.

#### **□ Observation**

Early on in your serial visits, where you are spending only two or three days a week in School, we arrange a programme of observation across a range of different curriculum areas. This is done for a variety of reasons.

- ◆ To remind some of you who may have left school some time ago just what life looks like at the chalk face;
- ◆ To ensure that you see a range of lessons being taught and not just those from your own subject specialism;
- ◆ To ensure that you see a range of teaching and learning styles being demonstrated;
- ◆ To give you the opportunity to begin to see some of the theory you will have been taught in university or have read about translated into practical terms.

This programme is usually managed by allowing you to shadow a student for a day. We try to arrange for you to spend some of the time with a Key Stage 3 student and some with a Key Stage 4 student. Where possible, we also arrange post 16 observation but it is not usually possible to do this by shadowing one student. Our students seem quite used to this arrangement and are quite adept at accompanying you from one lesson to the next. You don't necessarily have to sit with them in lessons and we suggest that they "deliver" you to and collect you from the Staff Room at the start and finish of each Break.

You will be given further advice about what to observe in the section "Observation" and during your induction but for the first few lessons you will

probably just need to adjust to what will probably seem a strange and new situation. Teachers will have been told to expect you but it is still courteous to introduce yourself briefly on arrival and perhaps ask where they would prefer you to sit. Teachers do not expect detailed critique of their lesson when you leave, but a smile and a “thank you” will be appreciated. If something about the lesson interests you, by all means do find time to discuss it at a later date with the teacher. However, any criticisms you might have of what goes on in the classroom are confined to tutorials with the ITT Co-ordinator where such matters can be discussed in a professional manner rather than being aired publicly in the Staff Room!

### **EPS: Lectures / Seminars / Workshops**

These have been arranged on a number of topics which relate to the Education Programme in your own universities. Here the information is adapted to show the school perspective and is usually related to practice in this School. The sessions take place on Wednesdays during periods 1 and 2 and are listed in your programme. It is not possible to timetable these to dovetail exactly with your university lectures. Although each university commences placements with us at different dates, it would be very wasteful of staff time if we repeated these sessions separately for each of you. Consequently, the programme has been designed to take place during the serial visits for most of you but where it overlaps into your block practice, mentors have been asked to take this into account when drawing up your timetables.

#### **□ Tutorials**

These have been arranged with the ITT Co-ordinator each Wednesday in Period 3. The prime intention of these tutorials is to ensure that you are being given the opportunities you need to meet the Standards set by the Teacher Training Agency and the DfEE. They often provide a good opportunity to discuss the topics you are writing assignments on and to make sure that you have the necessary information for these. On occasions, tutorials will be for students of a particular university but you should plan to attend all of them until told otherwise.

#### **□ Time in Departments**

During your serial visits, some time is set aside for you to work in your host department. Obviously, this is when you will get to know your mentor and the other staff in the department. At first you may need to be guided by your mentor as how best to spend the time. This time can be spent in a variety of ways and what is included here is intended only as a list of suggestions:

- ◆ Observation of lessons or parts of lessons within the department;
- ◆ Collaborative planning and teaching with your mentor;
- ◆ Getting to know what textbooks and resources are available;
- ◆ Observation of ways in which ICT is used to deliver the curriculum in your subject area;
- ◆ Practising with different teaching resources (e.g., unfamiliar equipment, computer programs, etc);
- ◆ Familiarising yourself with Schemes of Work and examination syllabuses;

- ◆ Practising lesson planning, perhaps by planning part of a lesson for your mentor or another teacher;
- ◆ Discussing and finalising the timetable you will teach on your block placement;
- ◆ Producing Schemes of Work and lesson plans for this timetable;
- ◆ Producing resources for those lessons;
- ◆ Practising or perfecting areas of weakness in your own subject knowledge;
- ◆ Research for university assignments;
- ◆ Attending departmental meetings to become familiar with current issues, assessment and moderation procedures, etc.

### **Assignment to a Duty Team**

In School, teachers carry out duties before School, at break, lunchtime (in three sessions) and after School. You will not usually be assigned to a team until your timetable is agreed as that allows you to be given duty at a time when you have a non-teaching period immediately before or after the duty period.

### **OTHER PROFESSIONAL REQUIREMENTS**

This area of the Standards identified by the DfEE and the TTA underpins most of the other Standards and is assessed with them. However, there are certain aspects of School life which you should take part in if you are to be certain to meet all of them. For that reason, we suggest that during your placement with us, you try to participate in at least some of the following:

#### □ **Staff Meeting**

These are held after School on the first Monday of each term and are generally led by the Principal. You are welcome to attend any of these which will help inform you on the current concerns and focus of School life.

#### □ **Departmental Staff Meeting**

These are generally timetabled weekly, often during curriculum time and you are expected to attend these. They are led by the relevant Head of Department.

#### □ **Pastoral Year Meetings**

These are held after School on most Mondays. They are meetings of all the Form Tutors assigned to a particular Year Group and are led by the Head of Year. Once you have been assigned to a Tutor Group you are expected to attend the appropriate Year meeting with your Tutor.

#### □ **Parents' Evening**

These are held at least once a year for each Year Group. Students make appointments for their parents to see their subject tutors and, possibly, their Form Tutor, to discuss student progress. It would be sensible to discuss with your mentor which of these it would be advisable for you to attend. You might

attend as an observer but if you have been teaching the relevant students, your mentor might think it appropriate for you to contribute to the discussion.

#### □ **Report Writing**

Reports are written on each Year Group once a year. Most Departments use comments banks and there is a School report writing program on the network. If you are in School when staff training in this is taking place for new staff, you are welcome to attend. Certainly you should ask your mentor to discuss report writing with you and, if appropriate, should expect to assist with writing reports for students you have been teaching.

#### □ **External Visits**

This is an extremely complex area and, certainly, no one would expect you to arrange a visit out of School as part of your placement. However, students are often taken out of School on visits and you should try to find out how the ones from your department are organised. This will encompass a range of areas such as transport, collecting money and ensuring parental permission as well as setting out standards for behaviour out of School. If possible, arrange to accompany at least one visit out of School.

#### □ **Extra-Curricular Activities**

We often find that we have student teachers with a whole range of interests and talents outside those of their formal teaching area. If this is the case with you, it might be that you would like to contribute to some extra-curricular activities such as sport or music. The ITT Co-ordinator will be very pleased to help you arrange this but do be careful not to commit yourself too much in what will be an extremely busy period for you.

#### □ **Shadowing Senior Staff**

It may be that you feel you would benefit from a greater understanding of some of the roles fulfilled by teachers outside the classroom. Although it is often difficult to arrange this for long periods of time, the ITT Co-ordinator can usually arrange for you to spend some time shadowing, for example, a Head of Department, a Head of Year, the Deputy Principal, the Curriculum Director, the Planning Manager or the Human Resources Manager. If actual shadowing is not possible, some discussion of their role can usually be managed.

### **LESSON OBSERVATION**

Your own university may well have given you some guidelines on what to focus on and how to record what you notice during lesson observation. These questions are meant to help you direct your thoughts and serve as a guide for recording your observations. Remember to keep your notes and to use them to inform your own planning, organisation and interaction with students in the classroom or laboratory.

- ◆ What is the seating pattern used in the classroom?

- ◆ How is it established?
- ◆ Is it changed at any time during the lesson and, if so, how is this done?
- ◆ How does the lesson start?
- ◆ What does the teacher do or say to start a lesson?
- ◆ What does the teacher expect the students to do at this time?
- ◆ What happens when the students do not conform to the teacher's expectations?
- ◆ How is inattention dealt with?
- ◆ How is bad behaviour dealt with?
- ◆ How are instructions given to students?
- ◆ How are books and materials issued to students and collected back from them?
- ◆ How does the teacher move students from one activity to another?
- ◆ Do students work individually or in groups?
- ◆ Do students talk to one another and is this about their work?
- ◆ How does a lesson end?
- ◆ How is homework used? Does it extend or consolidate or does it introduce something new?

### **LESSON PLANNING**

You may sometimes be tempted to wonder why we as teachers are so picky about making you plan every lesson down to the last jot and title while all our own planning seems to consist of the odd couple of lines in a teacher's planner. This really is one of those topics where it has to be a case of "Do as I say, not do as I do"! It's not that the planning does not take place, but certainly experienced teachers do not, in all honesty, *write* detailed plans for every lesson they teach. In many cases practising teachers have internalised many of the details which you are being asked to record in your lesson plans. The reason you have to write detailed plans is because that is the only way your mentor (or anyone else working with you) can be sure that you have thought of all the different things that have to be taken into account.

You really need to be able to plan at a range of different levels:

- ◆ The Scheme of Work covering, perhaps, as much as a whole Key Stage;
- ◆ A slightly more detailed breaking down of that scheme into a Scheme of Work for a term or for a particular topic or project;
- ◆ The detailed planning of specific lessons.

Because this is such an important topic you might find it helpful to have advice on it from different points of view. No doubt you will have covered lesson planning with your university lecturers. It is something which your mentor will advise you on. Included here is further advice which has been developed for ITT students at over a number of years and which your mentor will probably work through with you.

### **Why Plan Lessons?**

Purely and simply because all existing research proves that effective lessons only occur as the result of well planned lessons. Planning leads to effective teaching which enables students to increase their knowledge and understanding and their investigation skills.

Planning and reviewing lessons provides a means for teachers to record what worked well and allows them to improve upon this in subsequent years.

### **Features of a Well Planned Lesson**

- ◆ Plans for students to acquire knowledge, skills and understanding in a coherent, progressive manner;
- ◆ Have clearly stated learning aims and objectives;
- ◆ Plans for teaching to be purposefully focussed on these objectives;
- ◆ Outlines the strategies and methods that will be employed to enable students to achieve these objectives;
- ◆ Differentiates the ways in which different students with differing needs will achieve these objectives;
- ◆ Plans for the appropriate resources suited to the needs of the students and the material to be taught;
- ◆ Plans to create and sustain interest and motivation;
- ◆ Sets high expectations which will extend individual students;
- ◆ Plans for appropriate feedback and evaluation;
- ◆ Plans for appropriate homework to extend or complement the work completed in class.

### **Planning Lessons During Your Placement**

You will probably find that you need a great deal of guidance with lesson planning at the outset and the class teacher will almost certainly want to see your plans for each and every lesson well in advance of any lesson you teach to allow time for review and amendment.

Exactly what planning is required will vary slightly from one department to another but you may where you are timetabled to teach a series of lessons for one class, you will probably be expected to produce a Scheme of Work or Topic Plan, providing a brief outline of what is to be taught in each lesson. These are

produced prior to the commencement of the lessons and are usually dictated to a certain extent by something like the Department's curriculum plan for that Year Group or by an examination syllabus. This outline is then used as the basis for producing detailed lesson plans for each individual lesson. It is best to do these at least a week in advance to allow for discussion with your mentor or the class teacher but you need to be aware that evaluation after each lesson might need to result in alterations or amendments.

### **Aims and Objectives**

These need to be set out clearly in your plan and should be made clear to the class at the start of the lesson.

**Aims** are generally considered to be statements about the general or over-arching purposes of the lesson. Eg, to extend the students' knowledge of the history of the English language; or to increase the students' skills in communication.

**Objectives** describe more specifically what is to be done to achieve an aim. Eg, to examine the effects of the Norman Conquest on English vocabulary; or to plan a prepared talk to a specific audience.

HMI and OFSTED argue that their work indicates that among the features of effective lessons are clear objectives and methods of teaching that deliver those objectives. This is what they mean by "purposeful" teaching.

### **The Three Fundamental Questions**

For every lesson plan there are three fundamental questions that must be addressed:

- ◆ What are the students going to learn?
- ◆ How will they learn it?
- ◆ How will I know that they have learned it?

In answering the first question, you will be setting clear objectives.

The second question requires detailed strategies for the lesson which will enable the objectives to be met.

The third question leads to a definition of learning outcomes, assessment and evaluation.

### **Learning Outcomes**

Identification of what the students have learned can be done by considering what they will do, write down, or say during the course of the lesson. These are the learning outcomes. Students' progress can then be assessed in terms of the success that they have achieved in achieving the objectives for the lesson. Using learning outcomes also enables the success of the lesson to be evaluated. If the learning outcomes show that the lesson objectives were met, the lesson was

clearly successful. If the objectives were not met, evaluation should comment on what needs to be done to ensure that they are met or not met more successfully.

### **Lesson Evaluation**

The most important aspect of the evaluation of any lesson is the evaluation of the students' success in learning what has been planned for them to learn. Obviously, this means you need to have a clear idea about the outcomes of your teaching. For example, in a lesson about databases, you might define one learning outcome in the following way:

“Students will understand the uses of a database, when to select and use software for a given task and justify the selection over other software applications.”

In this example, a student just copying something from a textbook or the blackboard cannot demonstrate understanding. It is only if they are able to make the selection and justification, either verbally or in writing, in their own words that a teacher can assess whether or not they have achieved the objective.

An evaluative comment that all of the planned activities for the lesson were completed is insufficient as it provides no information about the success or otherwise of the students' learning.

DCB