

Training Log B Placement

This second school training log contains a list of recommendations for school based mentor sessions and a range of experiences that we (the subject panel) think are appropriate for all trainees in their second school placement. Our suggested sessions are shown in an order that we feel appropriate but you may feel they should come in a different order. We want to give you some flexibility and so all we *ask* you to do is to sign the box next to each activity when you have completed it, what we do want is a common set of experiences that students can discuss in College.

These suggested mentor sessions *are* produced as a result of consultations with experienced mentors (February 2001), students from the 2001 cohort and the subject working panel (January 2002). I am sure that many of the mentor sessions will be spent discussing lesson planning for lessons which are yet to come *and* evaluating ones which have already been taught. It is important that mentors support trainees throughout the placement but it is also important that mentors are pro-active in the training process.

This booklet is also to be used when observing trainees teach. There are blank lesson crit forms (in white) but also a set of 'simple lesson observation checklists' to help with those observers who are not subject mentors or when you are really pushed for time. We think it is a good idea to have all of the observations in one booklet so that targets are easily identified and student progress is more easily followed. Please use the booklet for jotting down notes - in particular strengths and areas to develop.

HOW MUCH TEACHING?

The trainee should spend approximately 60% of an NQTs timetable in the classroom. This does not mean that they must be responsible for classes during this time - some of the work can be on supporting special needs children or helping with ICT or SCI investigations etc.

Suggestions for sessions

Week 1 in School -

Lesson Observation Log

Rationale

- To keep a record of feedback on all lessons observed which is manageable, easily referred to and not so easily lost
- To ensure that targets set at the end of previous lessons act as the focus for observation in the next lesson.

Use

Write your usual style of notes on the form provided for each lesson that you observe. There is an alternative sheet (blue pages) which will allow you to give some feedback even if you are very pushed for time.

How Often?

This is difficult to generalise – it will depend upon the trainee, but we do want to move the students on in this placement. They must still be observed regularly with each class and targets must be set, but you do need to give the students some space in which to establish relationships with classes. Perhaps a rough guide would be at least one observation per week over the placement (more in the early weeks).

Subject Mentor Sessions in School B Placement

Week 1 in school

The students are not expected to do any teaching in this first week.

We suggest that the following activities take place:

- Familiarisation with the school
- Familiarisation with the science department its staff, its routines (in particular a discussion with lab technicians), its discipline procedures, schemes of work and texts used.
- Observation of some science lessons (preferably classes that the trainee will be working with)
- Observation of some non-science lessons (possibly via a pupil shadowing exercise)
- Finalise timetable and schemes of work for all classes to be taught.
- Some time for preparation

We hope that in subsequent weeks there will be an ongoing discussion (however brief) between trainee and mentor over the tracking document with a view to completion of the pro-forma before the tri-partite review (in week 6 or 7 of the B placement).

Week 2

- Discussion of tri-partite review from A placement tracking document
- Maintaining discipline and developing classroom routines

Date	Comments/targets

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Week 3

Making endings of lessons more productive and improving Q/A techniques

Date	Comments
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Week 4

Special Needs and differentiation -making sure all of your pupils can access the lesson (possibly some time with the SENCO).

Date	Comments/targets
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Week 5

Broadening Teaching Strategies
Making the lesson more relevant and more interesting

Date	Comments/targets
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Week 6

Sc 1 Investigations - how to go about them
How to assess them - moderation

Date	Comments
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Week 7

Assessment

Linking pupils achievements to SATs Levels

Date	Comments

Week 8 (best done in the last week of TP)

Career Entry Profiles

Strengths and Areas to develop further in the NQT year – This is very much to safeguard the trainee and ensure that the training continues in their NQT year.

This can be completed on the final PD form

The trainee will spend 12 full weeks in this placement and the suggestions only cover 2/3 of the mentor sessions. **We expect of course that once the trainee is teaching on a regular basis, mentor sessions will evaluate the teaching and set targets for development. (this is a major part of what the training is about)**

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During this block the trainee should also experience:

• A visit to a primary school (to see KS2 science)	
• A form tutor role	
• Parents evening (if possible)	
• SATS	
• Sc1 investigations	
• The use of ICT in science lessons	
• Extra curricular activities	

Record of Lessons Observed.

Date

Class Observed

Observer

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Lesson Observation feedback

Class

Date.....

Focus of lesson

Observation notes:

Observed Strengths

Agreed Targets from this Observation

Signed.....

Simple Checklist for Lesson Observations

Year/Set..... Time..... Date.....

Target Area Very Good

A. Knowledge & Understanding

Was the science good and did the student answer pupil questions securely?

B. Planning

- (i) Were the DLO's appropriate, made clear to pupils and linked to N.C/ GCSE syllabus?
- (ii) Was health and safety addressed?
- (iii) Was the use of ICT considered?
- (iv) Did the student plan for progression
- (v) Did the student plan for all abilities

C. Teaching & Classroom Management

- (i) Did the student keep good discipline?
- (ii) Was there good use of pupil names?
- (iii) Was the lab management successful? (Organisation of practical work etc)
- (iv) Did the pace of the lesson keep pupils interested and on task?
- (v) Were there a variety of strategies used in the lesson?
- (vi) Were the pupils made to think?
- (vii) Were Q/A sessions well ordered?
- (viii) Did the student prepare any resources?
- (ix) Was the ending of the lesson purposeful and well ordered?

D. MARRA

- (i) Did the student highlight how the success of the lesson would be assessed?
- (ii) Were pupil books marked up to date?
- (iii) Were appropriate demands made of the pupils?

Signed

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