

SECONDARY ITT PARTNERSHIP

**BA/BSc 3 Year Secondary Degree with QTS
in *Subject* Education**

**Year Three School Experience Booklet
2003/2004**

**A Guide to the Teaching Experience for
Students, Mentors and Course Tutors**

**KS2/16+ Experience from Monday 6th October 2003
Final Block Placement 15 March – 25 June 2004**

**The School Partnership Office (Secondary)
Tel. 01524 384277**

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WELCOME

On behalf of all the staff at St Martin's College, I would like to wish you a positive and successful school experience in your secondary schools this term. We hope that you have an enjoyable, worthwhile and rewarding time in your school and trust you achieve your best from them. I hope that these notes will help give you an overview of your year 3 school experience programme and that it will answer some of the questions that you may have. You will find further information in your student handbook on matters that are more specific to your course programme.

Year Three School Experience

Key Stage 2 / 16+ Experience

This placement will involve at least five days experience before or during the first semester in year 3. The placement provides opportunities for you to undertake observation teaching and assessment of pupils in the relevant phase. This experience will be linked to the elective module (KS2/16+) in your chosen phase.

The desired learning outcomes for this particular element of your school experience are indicated in the professional development form PDU4.

You will be given further specific guidelines for this experience via your subject tutor.

Final Block Placement.

This substantial placement provides you with the opportunity to teach for a sustained period across Key Stage 3 and 4. Since this will be in a school that you have not been placed in before, there will be a period of induction and you will build up to a timetable of responsibility for whole classes for between one half and two thirds of the week. This will normally mean teaching approximately 60% of a full timetable by the third week of the practice. However, the rate at which you progress to this teaching commitment may vary in consultation with mentors, college tutors and yourself.

During this final placement you will be provided with the opportunity to develop and demonstrate your attainment of the full range of standards across both key stages and the full ability range.

Desired learning outcomes for this period of your school experience are indicated in the professional development form PDU6 (see in the appendix of this booklet). You will also note included in the appendix are PDUOa 'Cause For Concern' and PDU5 'Midway Final School Experience'.

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As you read this booklet it is hoped that you will be guided through the tasks necessary to achieve a successful practice and any immediate questions you may have should be directed to your subject mentor in school. You may of course contact me or your Course Leader if you have any further queries.

Wishing you a successful practice.

***Patrick Smith* - Programme Leader**

Patrick Smith

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Absence from school

If you are absent from school or unavoidably detained! you **must ensure** that your school **and** college is informed **before** the start of the school day.

It is your responsibility to ensure that the school is contacted before 8.45am of **each day** to explain your absence.

When contacting college, you should ring the Faculty Absence Line 01524 384510 and follow the instructions.

It is the responsibility of the trainee to notify the **School Partnership Office** on the **first day** of the absence, leaving your school telephone number, the name of your school and your own contact number. The School Partnership Office will inform your course leader. You will also need to notify the School Partnership Office on **your return to school** after a period of absence.

Please Note:

Over the three-year course you are only allowed 12 days absence from your school experiences before you are required to make up additional time. It is therefore very important that you only miss school if it is absolutely necessary. You may be required to make up additional time in your school experience if too many days are missed in the one school. If you are **absent for more than 3 consecutive days** in school then you must send a **medical certificate** to the School Partnership Office or inform the School Partnership Office if there was some other cause for this absence.

Contacts in College

If you have professional difficulties which cannot be resolved in school you should initially contact your Course Leader:

Subject	Course Leader	Direct Dial
Mathematics	Ian Wood	01524 384473
English	Carey Philpot	01524 384412
Science	Aftab Gujral	01524 384493
PE	Nigel Clarke	01524 384503
History	Alan Farmer	01524 384450

The School Partnership Office can be contacted on:

Direct dial 01524 384277

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What am I expected to do?

- The first few days of the school placement will be spent collecting details about the school, the department and the children you will be working with.
- By the start of the second week of the block you should already be teaching and preparing for small groups of children, probably up to half the class eg.15 children.
- You will be expected to complete a series of tasks and observations as contained in this booklet. These will be placed in your portfolio of professional development, which will need to be completed by the end of the placement.
- As the school experience progresses you should be planning to teach up to a 60% timetable, progressing to whole class teaching, as and when you are ready to do so, but normally by the third week of the placement.
- You should dress appropriately in smart attire, and for those teaching physical education, smart and appropriate clothing for the activity to be taught.
- You will need to turn up on the first day at approximately 8.30am and report to the school office where you may be asked to wear a visitors badge for security reasons. You may need to introduce yourself and explain that you are from St.Martin's College.
- Be prepared to work after school hours - your classroom/ subject teacher may well wish you to help out with extra- curricular activities.
- You will need to maintain a placement teaching file, details of which are found in this booklet.
- You will also be required to complete some tasks already set through your college tutors, eg. those tasks set for your General Education Modules.
Please make sure that all these tasks are completed fully.

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Staff Roles and Responsibilities

Throughout the practice and indeed throughout your course you will have contact with several members of staff who have the following roles:

Course Leader / Subject Tutor is responsible for the teaching, supervision and assessment of college- based work. S/He also serves as a personal tutor and would be the first point of contact to make in the event of any problems. They will normally visit you during your school placement.

Subject Mentor is school-based and is responsible for supporting, monitoring and assessing your teaching in school. S/He is likely to be a Head of Department or an experienced member of the departmental team who has trained as a mentor and works closely with the subject tutor.

Professional Mentor is school based and is often a member of the schools senior management team. They have overall responsibility for all students training in the school. S/He is the main channel of communication between the school and the college.

Other Staff:

The Programme Leader is the member of college staff responsible for managing the Secondary Undergraduate Programme across all curriculum areas. This is currently Patrick Smith.

Head of Secondary Teacher Training is the member of college staff responsible for managing all the Secondary Teacher Training Programmes, including the PGCE programmes.

External Examiner

As part of the quality assurance arrangements the secondary programmes are scrutinised by an external examiner appointed by Lancaster University. The external examiner is someone with experience of initial teacher training in secondary education.

The external examiner will meet with a selection of trainees during the year to discuss their experience. H/she will also visit a random sample of schools and observe teaching. The external examiner's role is to scrutinise the undergraduate course 'not' individual trainees. Therefore trainees need not feel nervous if selected for a meeting or visit from them. Currently our external examiner is Professor Susan Capel from Brunel University.

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Professional Development File

This is a qualificatory item. It is a tracking document to assist your evaluation of your progress through the standards, a checklist of your utilisation of professional skills throughout your placements and an audit of your subject knowledge. You must complete this file during your course of study. Evidence of how you have addressed the gaps in your subject knowledge must also be tracked in this document in order to achieve the standards for 'Qualifying To Teach'. This file should be presented at each college tutorial.

You will receive further guidance on the compilation of this file from the programme leader and course tutor in college.

The Compilation of your Placement Teaching Files

During your Teaching Placements you must compile a teaching file/s. This will provide evidence of your work and professional development within the schools.

It /they must be available in school for your mentors, tutors, external examiners and Ofsted inspectors to see when they discuss your teaching, planning and progress during the course. It / they must be kept up to date.

Please collect and keep the following in chronological order

1. School Schemes of work.
2. Your Long Term Plans. (What you intend to teach for each class over a period of time)
3. Lesson Plans. Every lesson you teach must have a detailed lesson plan. These should be discussed with your mentor. A proforma is provided. You do not have to use the actual form but all the headings on the original proforma must be included in your own outline.
4. Self evaluation of each lesson.
5. Examples of materials used during the lesson. (Where manageable)
6. Some evidence of student attainment
7. Records of student marks etc.

You may find it more manageable to keep one teaching file for each year that you teach or a small file for the current week that you can carry around with you whilst leaving the main file in a safe place in school.

Items from these files will assist you in completion of the professional portfolio.

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Portfolio of Professional Development

The Aims of the Portfolio are two fold: -

1. To set out what you, as a trainee teacher, have shown you know, understand and can do at various stages of your training in relation to the four sections of the new standards.
2. To help you to take responsibility for identifying your own achievements and development needs.

It contains information that provides evidence that you, as a trainee teacher, fulfil the criteria stated in the standards. **It must be completed for the award of QTS.**

The PPD should contain:

- a) Basic information about you (copy of C.V.)
- b) Examples of work covered during the course
- c) Copies of Professional Development forms (PDUs)
- d) Schemes of work
- e) Lesson plans of a selection of lessons taught throughout your teaching practices and lesson evaluations
- f) Copies of classroom observation sheets
- g) Contributory assignments
- h) Examples of marked work
- i) Any other information deemed to be useful, e.g. other work done in schools not contained in the above
- j) Copy of a school report that you have written
- k) Copy of a response made by you at a parent's evening

You will progressively assemble your portfolio of Professional Development containing descriptions and evaluations of all periods of school based work undertaken during the next two years. This portfolio is assembled in the light of review and reflection of work undertaken in school and discussions with college tutors and school staff. You must begin this during the practice as it constitutes an important element of assessment.

School Assessment - Observation

Qualificatory Assessment

Experiences in school during your course of training will be the chief means by which you develop your skills and insights as teachers. It is important that you derive maximum benefit from these experiences by analysing and reflecting upon them. Your progress towards becoming competent practitioners will be the subject of periodic review by yourself and school and college staff.

'Teaching Placement' is usually understood to be 'the practical' component of the course. In the sense that teaching is undoubtedly a supremely practical activity many trainee teachers attach very high value to their 'Teaching Placement'. They are not exclusively practical, however. Indeed it is probably unhelpful to categorise rigidly the more 'practical' from the more 'theoretical parts' of the course. It is worthwhile

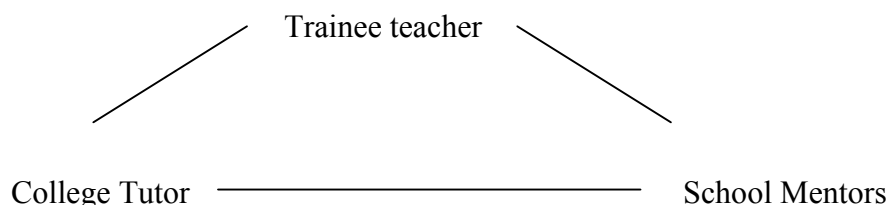
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remembering that the deeper one delves into the theory the more one is forced to ask practical questions and conversely, the greater one's practical orientation the more useful and important becomes the theory. This interplay should never be too distant from your active reflection on your progress during Teaching Placement. Your work in this respect is supported by your:

- School Subject Mentor** s/he will formally observe your teaching at least once a week during the placement and probably twice.
- Professional Mentor** s/he will observe you teaching at least twice during your placement.
- College-Based Tutor** s/he will visit you and your mentor at least twice on your placement of which one visit will be for lesson observation purposes and normally a joint observation with the subject mentor. Other visits will be made if required/ requested by any of the parties involved.

The purpose of this is to evaluate teaching competence and your progress in achieving competence. The Teaching Standards form the criteria for classroom observations. A copy of the formal observation form is provided in the Subject Handbook showing the categories for the assessment of teaching. This commonly agreed form will be used for all your formal observations.

The assessment process should be an 'open' one. The basis for openness is that from the very beginning the three corners of the supervision triangle have approximately the same understanding of the process and the language of evaluation and assessment. Joint observations with the school mentor and college tutor will take place whenever possible.



Each period of formal observation, undertaken by the School Mentors / College Tutor should be long enough to allow time to see at least one complete unit of teaching and to form the basis of a discussion with you afterwards. One copy of the lesson observation notes will remain with you the trainee teacher, one copy will be lodged with the Professional Mentor and one copy will be submitted to the College School Experience Office. The Professional Mentor, in liaison with the Subject Mentor, will monitor your overall professional development and may observe lessons and have discussions with you, and school and college staff as circumstance demands. It is the responsibility of the Professional Mentor to liaise with the College Subject Tutor about any problems arising out of your school-based work.

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Formal observation should be seen as formative assessment. You will sometimes be given a weak in the category box. This is not the end of the world! You should act upon the constructive advice given, building on your strengths and improving upon areas of weakness.

One lesson observation does not mean you are a weak teacher.

The school Subject Mentor, in consultation with the Professional Mentor and the College Tutor, will be responsible for submitting a recommendation during the final stages of your placement. This decides whether you have reached a satisfactory standard of competence in the Practice of Teaching at this stage of your course.

Debriefing of the Formally Observed Lesson

It is impossible and undesirable to 'legislate' the precise procedure that will be followed in what is essentially a human process that needs to be sensitive to events and circumstances. However, at some time reasonably soon after the lesson your tutor and/or subject mentor should find somewhere undisturbed to discuss the lesson. In the debriefing a dialogue should develop which is possibly a prerequisite for reflective learning. To stimulate such a dialogue it may be useful to think of a model structure based on the following:

Describe: What did you, the trainee teacher, do during that lesson?
The observer will also describe what has been seen or experienced in the lesson from his or her perspective.

Inform: What did it mean to the pupils and to you?
The observer will also offer his or her perspective on this.

Confront: Why did you plan it in this manner?
the observer will also offer his or her perspective on this.

Evaluate: How did it go?
(Assess the quality of learning and the quality of teaching)
The observer will also offer his or her perspective on this.

Reconstruct: How could you do things differently? Are there alternatives?

Action: Future strategies?

It is important to realise that the observer wants to see your lesson in as complete a context as possible; it is in your interests therefore to be thorough with documentation and arrangements. This reduces the risk of you feeling that judgements are being made about you on the basis of a forty-minute glimpse of your working life. We are all fully aware of the demands of this programme and classroom teaching. We are also very familiar with the constraints and situations you will encounter in school. Tutors and Mentors aim to observe and to make sense of the classroom interactions they see. It is

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the environment for learning and the quality of the learning activities experienced by the children that forms the fundamental focus for observation. Observers are not focusing solely on your performance or your delivery but more on **'are children learning here, what are they learning and how effectively are they leaning?'** Regular time during the school week will be allocated for an update and review of progress with your mentor. This can be mutually highly beneficial.

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SECONDARY SCHOOL EXPERIENCE

KS3 and KS4

SCHOOL BASED TASKS

Final Block Placement

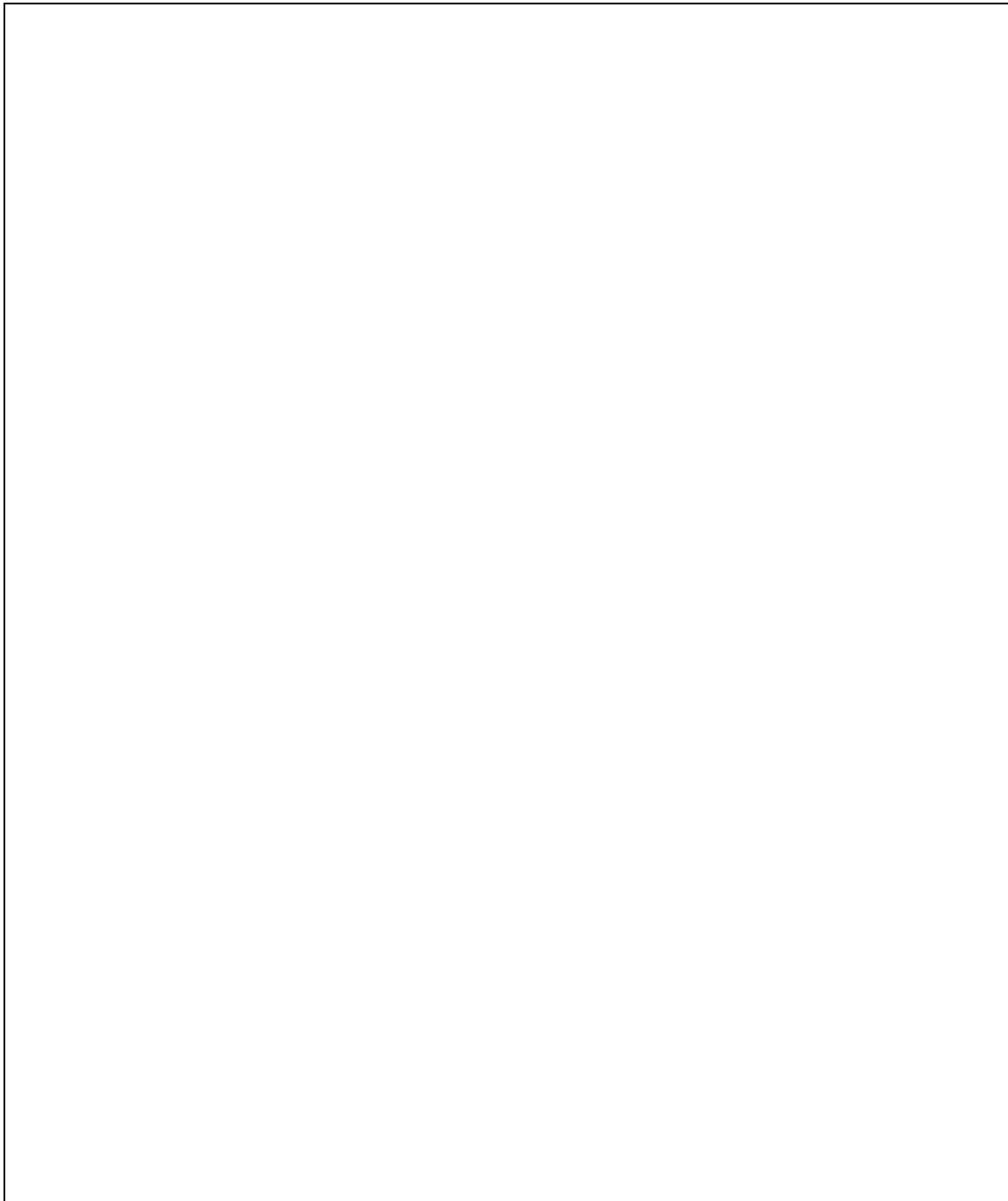
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Description of the School

Give a general description about the school and its pupils, and how the school is organised. This might include the type of area in which the school resides, the catchment area for its pupils, the numbers of pupils on school roll, the destinations of school leavers, the ethnic mix of the pupils, the gender mix, the position of the school in the local community and school/ community links. You may find it useful to refer to the school prospectus.



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The Department

Give a description of the Department/ Faculty you are teaching in. Consider its organisation and its curriculum. Does the department have dedicated facilities and resources? What provision is made for children with special educational needs including high ability pupils? If applicable, what use does the department make of ICT?

Why systems are in place for assessment, recording and reporting of pupils progress?

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The Children

Make some notes regarding particular children in particular year groups / tutor groups that you will need to take into special consideration when you teach them in their subject/ tutor and year groups.



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Class Management - Rewards and Sanctions.

Find out the school/ faculty/ department policy on rewards and sanctions. Discuss these with your mentor, as they will form a basis for your own thinking on rewards, sanctions and behaviour management.



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Tracking Trainees Progress Across the Standards 'Qualifying To Teach'

The following section is provided to enable the trainee to record evidence that you are working towards achieving the standards of Qualified Teacher Status. You are asked to record evidence in the appropriate sections that demonstrate how you are achieving some of the standards.

This recording of information should be done in conjunction with your subject mentor in tutorials.

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Professional Values and Practice

Evidence Box

Note: You will need to cross reference your evidence with each section of the standards.

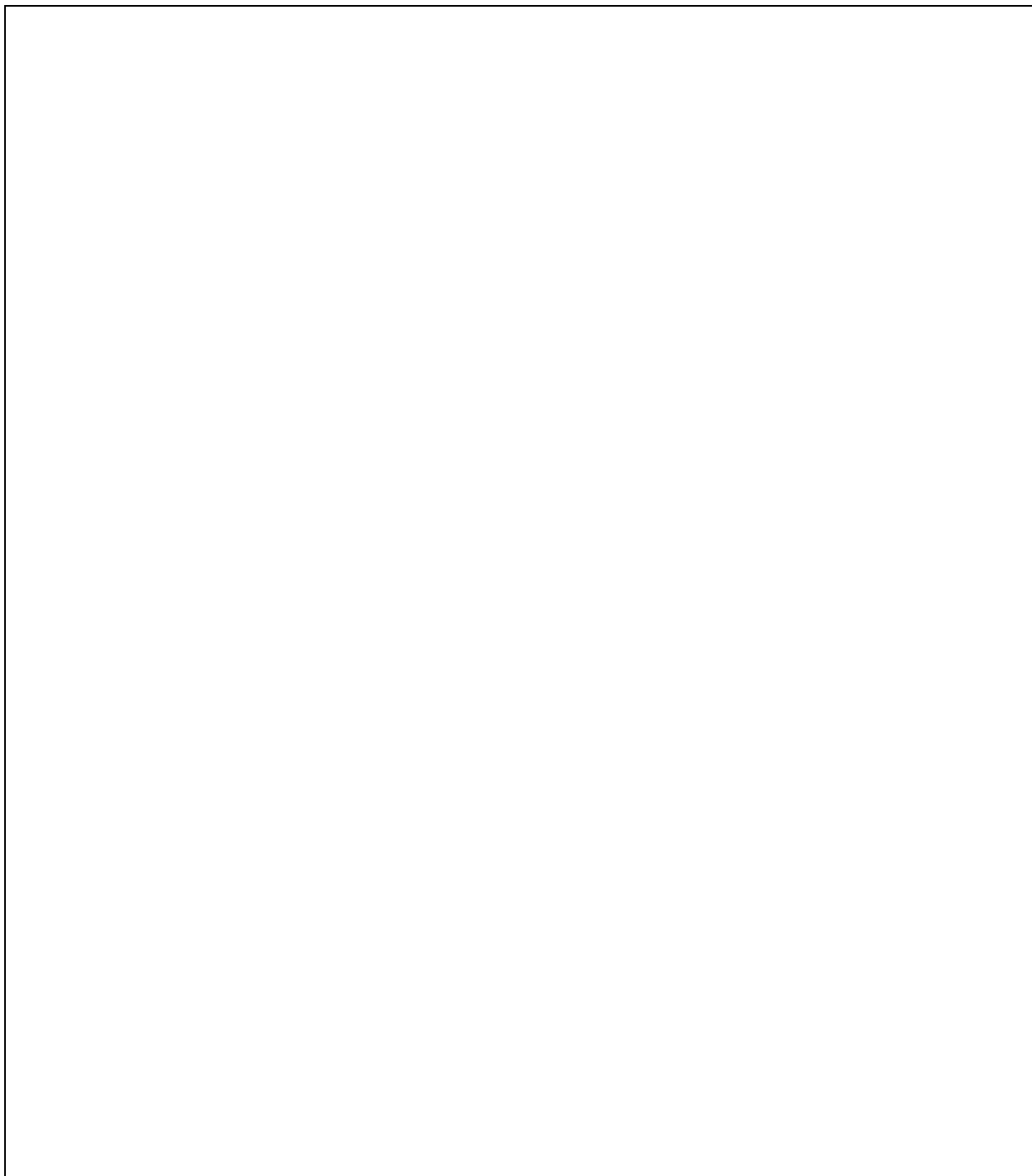
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Knowledge and Understanding

Evidence Base.

Note: You will need to cross reference your evidence with each section of the standards.



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Teaching

Planning Expectations and Targets

Evidence Base

Note: You will need to cross reference your evidence with each section of the standards.

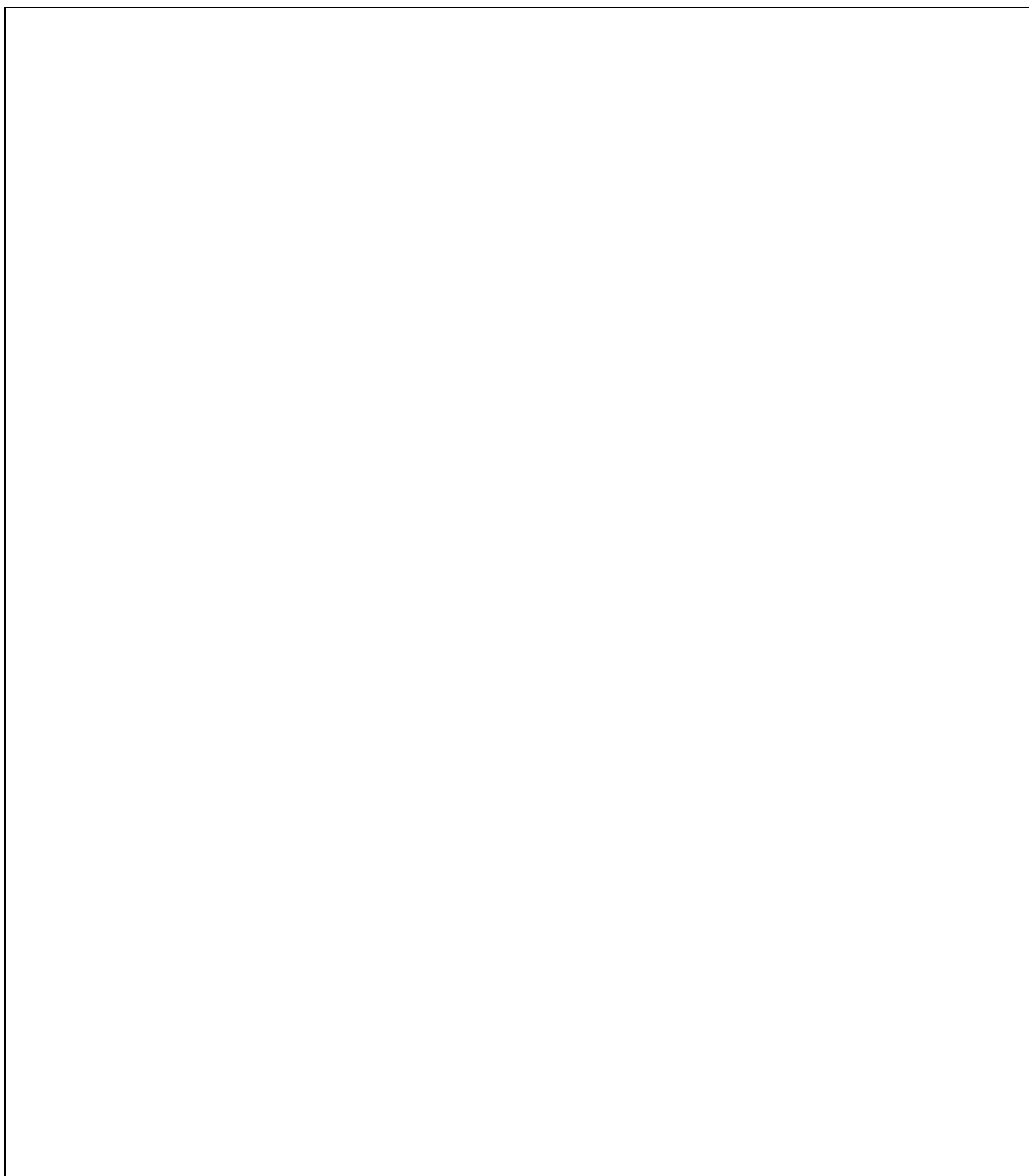


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Monitoring and Assessment

Evidence Base

Note: You will need to cross reference your evidence with each section of the standards.



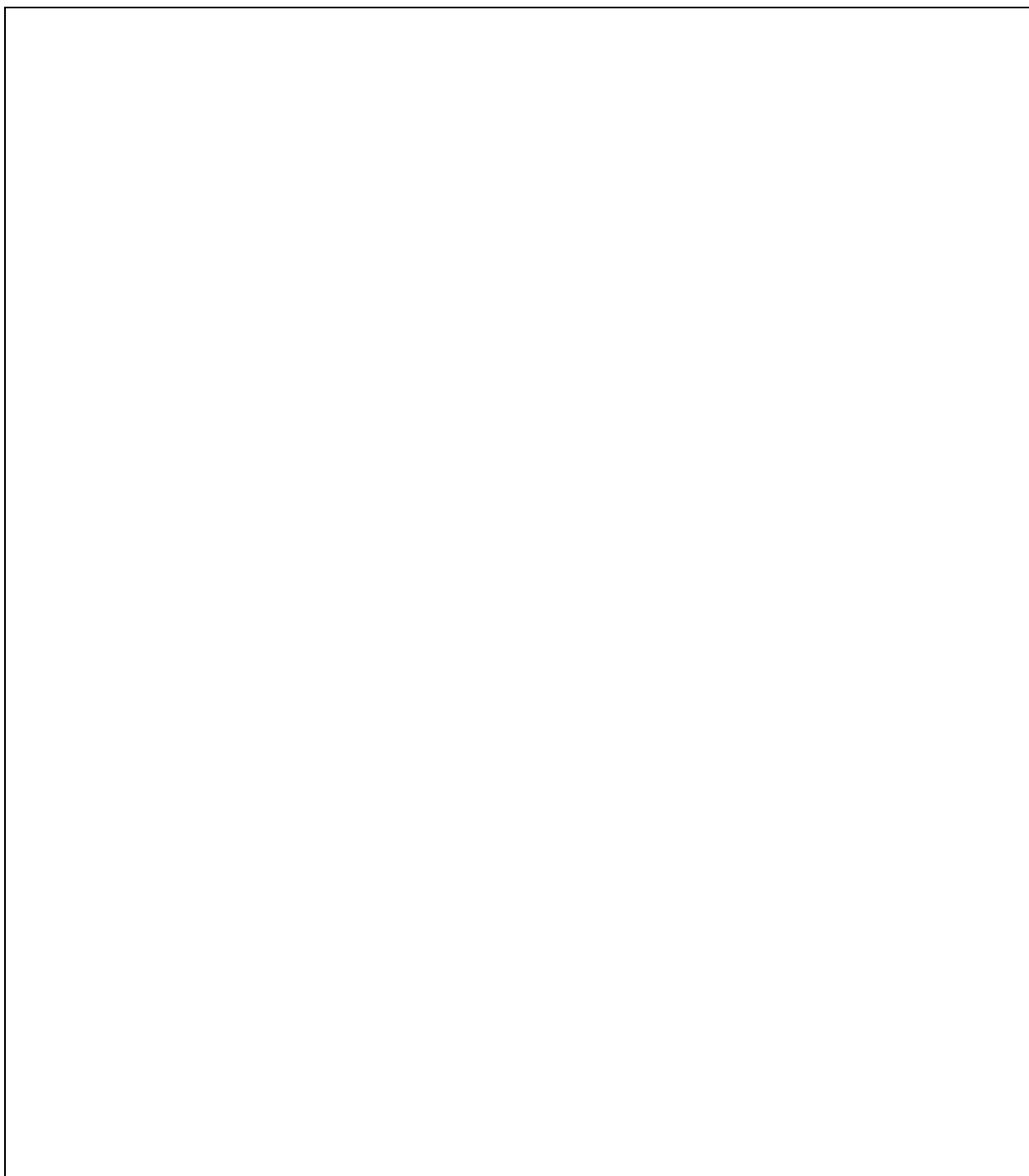
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Teaching and Class Management

Evidence Base.

Note: You will need to cross reference your evidence with each section of the standards.



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