

# Secondary PGCE

PGCE Citizenship  
PGCE English with Media/Drama  
PGCE Mathematics Education  
PGCE Modern Languages  
PGCE/BA Music Education  
PGCE Physical Education  
PGCE Biology with Science  
PGCE Chemistry with Science  
PGCE Physics with Science

PARTNERSHIP HANDBOOK for MENTORS, PROFESSIONAL  
COORDINATING MENTORS and UNIVERSITY TUTORS  
2011-12

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## Introduction

At London Metropolitan we want to empower our student teachers to see themselves as professionals who can make a positive difference. We aim to do this by focusing on the four dimensions of the teacher as *change agent* identified by Michael Fullan<sup>1</sup>:

- Mastery, which means they should achieve a level of technical competence in the classroom to enable young people to learn.
- Inquiry, which means they are able to learn from their own experience and develop strategies for building improvements in the contexts where they are working.
- Collaboration, which means they are committed to team working and are able to provide support as well as seek help and advice when they need it.
- Vision, which is just to say we want to give our student teachers the space to think about why they are becoming teachers and what kind of teacher they want to be.

Whilst we have designed our university assignments to focus on these dimensions, we recognise that it is during school experience that the important formation of our students into professionals will take place.

This handbook aims to provide you with essential course information, particularly what we expect student teachers to do in schools and the ways in which we ask mentors and their departments to support them and help us develop the programme.

We have tried to make the information in the handbook as concise and accessible as possible for busy teachers. At the end of the handbook there is a section of guidance for new mentors. If you would like additional information on the subject specific programmes, you can download subject handbooks from the partnership website:

**[www.londonmet.ac.uk/depts/doed/partnership/partnership\\_home.cfm](http://www.londonmet.ac.uk/depts/doed/partnership/partnership_home.cfm)**

A successful feature of the secondary programme is the use of the Professional Development Journal, which student teachers bring to their weekly meetings with mentors. This journal enables student teachers to keep clear, concise records of their progress and mentors to set targets and monitor progress. The journal was praised by Ofsted as a useful tool for tracking student teachers' activity and progress during School Experience.

This year we are continuing a programme of Stage 1 and Stage 2 mentor training, including our very popular Saturday courses. We are also offering school based training for groups of 5 or more mentors. Further information about mentor training is in Section 6 of the handbook. Please note though that whilst all mentor training courses remain free to attend, there will no longer be additional payments available for attendance. This means schools cannot be reimbursed for cover costs and teachers attending on Saturdays will not be paid.

*Lee Jerome*

Programme Director Secondary Initial Teacher Education

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<sup>1</sup> 'Why Teachers Must Become Change Agents' at: [www.michaelfullan.ca/Articles\\_98-99/03\\_93.pdf](http://www.michaelfullan.ca/Articles_98-99/03_93.pdf)

## A Rights Respecting PGCE

We are proud to be one of the first PGCE courses in the country to formally embed the principles of children's rights into our PGCE programme. The United Nations Convention on the Rights of the Child (UNCRC), to which the UK is a signatory nation, includes a commitment to realise children's rights under three broad headings: provision rights (e.g. childcare, standards of living, education); protection rights (e.g. protection from drugs, abuse, armed conflict) and participation rights (e.g. right to voice an opinion, to be heard and to be involved in discussions that affect children). Clearly these principles underpin the five outcomes for Every Child Matters and we have adopted the rights framework to enable us to bring coherence to a whole range of initiatives and policy developments including ECM, personalisation, student voice, school councils, learner autonomy and inclusion. This set of principles has been used to plan our Professional Studies programme and all university subject tutors will also include several opportunities to explore specific ways in which our student teachers can promote children's rights in their teaching. We are committed to the notion that children's rights provides a universal values framework within which teachers can make professional decisions, and provides an important set of ideas for developing education which meets the needs of young people.



This year we will be incorporating rights in three ways:

- Knowledge about rights – we will be running specific workshops to introduce all student teachers to the concept of children's rights and also linking specific rights to lectures on inclusion, personalisation, professionalism and behaviour management.
- Rights as pedagogy – we will also be running workshops to encourage student teachers to think about what a rights respecting classroom looks like and how they can use a framework of rights and responsibilities to manage classrooms effectively.
- Rights as values – lastly we will spend some time reflecting on how an understanding of rights can guide student teachers to make informed decisions, especially when dealing with sensitive and controversial issues.

## Contacts

### *Secondary tutors*

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### *Other relevant academic members of staff*

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### *Administrative staff*

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## **Important Dates for Mentors**

### **Mentor Training Dates**

#### ***Stage 1 (1 day course for new mentors)***

Wednesday 28 September

Saturday 1 October

Wednesday 2 November

Friday 13 January

#### ***Stage 2 (2 day course for experienced mentors)***

##### ***Stage 2 Day 1***

Friday 3 February

Saturday 4 February

##### ***Stage 2 Day 2***

Friday 25 May

Saturday 26 May

### **London Providers' School Induction Dates**

All PGCE providers in London have agreed the following induction dates for this academic year. We will adhere to these dates.

Wednesday 5 October      School Experience 1

Thursday 12 January      School Experience 2

### **Assessment dates**

16 December      School Experience 1 Assessment form completed

11 May      School Experience 2 Assessment form completed

### **School Experience dates**

#### ***School Experience 1***

There are 2 induction days in the run up to October half term. The full time placement runs:

17 October – 16 December

#### ***School Experience 2***

The full time placement starts with the three weeks immediately before the spring half term:

23 January – 11 May

The School Experience 2 placement also includes a final two week research project in school:

21 May – 1 June

# Secondary Initial Teacher Education – Professional Year 2011-12 Calendar Overview

Date	Day	Activity
11 Jun	Mon	C
14 Jun	Thu	C
17 Jun	Mon	C
20 Jun	Thu	C
23 Jun	Mon	C
26 Jun	Thu	C
29 Jun	Mon	C
3 Jun	Wed	C
4 Jun	Thu	C
5 Jun	Fri	C
6 Jun	Mon	C
7 Jun	Tue	C
8 Jun	Wed	C
9 Jun	Thu	C
10 Jun	Fri	C
11 Jun	Mon	C
12 Jun	Tue	C
13 Jun	Wed	C
14 Jun	Thu	C
15 Jun	Fri	C
16 Jun	Mon	C
17 Jun	Tue	C
18 Jun	Wed	C
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21 Jun	Mon	C
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23 Jun	Wed	C
24 Jun	Thu	C
25 Jun	Fri	C
26 Jun	Mon	C
27 Jun	Tue	C
28 Jun	Wed	C
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30 Jun	Fri	C
1 Jun	Mon	C
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31 Jul	Mon	C
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15 Aug	Mon	C
16 Aug	Tue	C
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24 Aug	Fri	C
25 Aug	Mon	C
26 Aug	Tue	C
27 Aug	Wed	C
28 Aug	Thu	C
29 Aug	Fri	C
30 Aug	Mon	C
31 Aug	Tue	C
1 Sep	Wed	C
2 Sep	Thu	C
3 Sep	Fri	C
4 Sep	Mon	C
5 Sep	Tue	C
6 Sep	Wed	C
7 Sep	Thu	C
8 Sep	Fri	C
9 Sep	Mon	C
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14 Sep	Mon	C
15 Sep	Tue	C
16 Sep	Wed	C
17 Sep	Thu	C
18 Sep	Fri	C
19 Sep	Mon	C
20 Sep	Tue	C
21 Sep	Wed	C
22 Sep	Thu	C
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24 Sep	Mon	C
25 Sep	Tue	C
26 Sep	Wed	C
27 Sep	Thu	C
28 Sep	Fri	C
29 Sep	Mon	C
30 Sep	Tue	C
31 Sep	Wed	C

	University-based time C = Curriculum Subjects; P = Professional Studies
	School Experience (plus Additional SE days (2)) Primary (3), SE1 (40); SE2 (75)

Christmas holiday: 19 December – 2 January (inclusive)

Easter holiday: 2 – 13 April (inclusive)

BH (Bank Holiday): 2 January and 7 May

# Partnership Structures

## Partnership Funding

Schools in partnership with the London Metropolitan University take student teachers from one or more of the following courses:

PGCE Citizenship

PGCE English with Media and Drama

PGCE Mathematics

BA Music Education

PGCE Music

PGCE Modern Foreign Languages

PGCE Physical Education

PGCE Science with Biology

PGCE Science with Chemistry

PGCE Science with Physics

## Payment

### Payments per student teacher

For departments training a single student teacher in a department:

School Experience 1 **£400.00**

School Experience 2 **£450.00**

Part of the funding transferred to schools for Partnership is to be made available for student teachers to provide teaching materials such as photocopying.

### Paired placement premium

In order to promote paired placements we are offering departments a financial incentive. There will one fee of **£1000** if two students are trained within one department.

### New model of partnership agreement

Some schools have negotiated new partnership contracts, which include up to eight students teachers for each placement. These schools are paid the same amount as 'paired placements', i.e. £500 per student per placement. In addition a university tutor is based in the school for one day per fortnight, working alongside the PCM to monitor student teachers, support mentors and quality assure the training. To discuss this model please contact Lee Jerome.

### Payments for mentor training

The workshops and certificates are provided free of charge but please note that there are no payments for attending mentor training this academic year.

- Schools will not be reimbursed for cover costs.
- Teachers will not be paid to attend Saturday training.

## Paired Placements Guidance

This guidance was written by mentors and course leaders. It is intended to provide a framework within which we can develop paired placements in subject departments. This is partly as a pragmatic response to the demands being placed on schools to train large numbers of student teachers. This guidance is also intended to promote the opportunities provided by paired placements to enhance the quality of training through collaborative working and consistent dialogue about teaching. Paired placements has been adopted in other parts of the country as a positive training strategy, and so we are committed to ensuring that this development also promotes the kind of training experience that will help students develop their strengths.

### Rationale for paired placements

- Student teachers in paired placements can practice team teaching, working with staff in support roles and collaboration (Q32)
- Such placements enable student teachers to engage in a sustained dialogue about subject knowledge, as they will each have areas of expertise and areas for development (Q14)
- Student teachers can benefit from frequent peer feedback in addition to feedback from their mentor and other members of the department (Q27)
- The process of planning, teaching and reflecting on the experience can be shared, which enables the reflective process to be embodied in a dialogue. This social process should enhance the individual's ability to replicate this reflective questioning of the experience for themselves later, when working alone (Q7a)
- The mentor should be freed up to provide focused observations about tightly focused specialist pedagogical issues, as generic feedback on behaviour, presentation skills etc can be covered in peer observations.
- Building collaborative working across departments can replicate some of these benefits as well as promoting cross-curricular teaching. Enabling student teachers to observe and support outside of their specialist area can also help them to think more broadly about generic issues of classroom behaviour and teaching repertoire.
- Teachers increasingly talk about the importance of dialogic teaching and focused classroom talk, which enables learners to think about how they learn as well as think more deeply about what they are learning. Collaborative placements provide a mechanism for harnessing the same learning strategies in the teacher training context.

### Making it work for you

The success or failure of paired placements relies to a great extent on clear planning and thorough discussion of the working arrangements. We suggest discussing and agreeing the following in advance:

- University course leaders will consider pairs carefully and try to ensure each pair is well-matched. Even so, there may be personality clashes, or communication problems and the mentor must make their expectations clear about how to deal with such difficulties in a professional manner, i.e. they should be spoken about openly and the mentor may have a mediation role. It may also be useful to alert the university tutor or supervising tutor to such issues as early as possible so they can be dealt with during their visits to the school.
- Which classes will be allocated to student teachers' timetables, and which will they share? One model from another provider suggests the following:  
**School Experience 1** (One third of a teacher's timetable, approximately 8 hours a week)

<b>Student A</b> Leading 2 hours on their own	<b>Student A &amp; B</b> Team teaching for 4 hours: <ul style="list-style-type: none"> <li>• Student A leading, B supporting for 2hrs</li> <li>• Student B leading, A supporting for 2hrs</li> </ul>	<b>Student B</b> Leading 2 hours on their own
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**School Experience 2** (60% of a teacher's timetable, approximately 12 hours a week)

<b>Student A</b> Leading 4 hours on their own	<b>Student A &amp; B</b> Team teaching for 8 hours: <ul style="list-style-type: none"> <li>• Student A leading, B supporting for 4hrs</li> <li>• Student B leading, A supporting for 4hrs</li> </ul>	<b>Student B</b> Leading 4 hours on their own
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- The mentor, with the PCM, needs to decide up front whether there will be one named mentor in the department or whether they will be supported by others in the department, who may be able to share some of the tasks, for example, completing formal lesson observations (both students have an entitlement to one a week and in some weeks these will not be of shared lessons). In such cases the department can send colleagues to mentor training or contact the university to arrange for an in-house mentor training session at school.
- For meeting times the mentor might construct a similar model of allocating time to the one suggested above for allocating classes:

**Times for mentor meeting**

<b>Student A</b> 15 minutes focusing on this week's targets and review	<b>Student A &amp; B</b> 30 minutes discussing the agenda in the PDJ and / or general professional studies themes for the week	<b>Student B</b> 15 minutes focusing on this week's targets and review
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- If the mentor meeting is going to be so firmly timed, clearly the student teachers must be very clear on what preparation is required. As a minimum they should expect to have written up their evaluations and reflections on the previous week, to inform the discussion.
- Student teachers should have clear timetabled periods to meet one another, and a clear plan for checking teaching plans and agreeing evaluations for each lesson.
- In the initial stages, the mentor may want to monitor some of these meetings between student teachers, to ensure high expectations are established in relation to collaboration, i.e. the purpose is collaboration not simply allocating work to be undertaken separately.

**Suggested activities**

Having more than one student teacher in your department enables you to plan additional activities as part of the training. Suggestions include:

- Set up peer observations, using specified criteria, or against specific targets.
- Ask pairs of student teachers to organise a field trip may make the planning and paperwork side of arrangements more manageable.
- Ask student teachers to tutor their partner in areas of subject knowledge.
- Ensure students gain experience of fully shared team teaching.
- Design new curriculum plans, which make the most of having two adults in the classroom.
- Ask students to take turns chairing mentor meetings.

- Ask students to prepare a 'refresher' course on an aspect of subject knowledge or pedagogy to the department, this will be less daunting if shared.
- Run a curriculum related club.
- Give student teachers experience in a range of roles (whole class teacher, learning support assistant for whole class or for an individual, facilitator of learning for a small withdrawal group).
- Give student teachers responsibility for a specific group of learners, e.g. new arrival EAL pupils, or D-C focus students.
- Provide access to video cameras so student teachers can film one another and review their performance.
- Encourage student teachers to adopt different strategies for managing behaviour for learning in the classroom, e.g. one praises, one simply repeats rules, to enable them to evaluate different impacts.
- Encourage student teachers to coach one another in developing specific classroom techniques.
- Student teachers may also find it less risky to experiment with more active roles, for example hot-seating with the teacher in role, leading debates etc if they know they have a colleague who will help them manage the activity.

### ***Frequently asked questions***

Mentors have devised these questions. They have also drafted the answers, which in places have been completed by university course leaders.

Q What happens if both students are weak?

*A it is essential to plan corrective action as you would with a single student, including devising specific targets, adapting the timetable (possibly removing some classes, reducing teaching timetable), triggering a Cause for Concern.*

*In addition it is essential that the mentor reviews whether they are able to provide sufficient support on their own. This should be discussed with the PCM and with colleagues in the department, who may be able to help with observations and feedback to monitor and guide the student teachers. You should also contact the university tutor who may be able to arrange additional early visits to help with supervision, target setting, training and monitoring.*

Q Should both students do exactly the same?

*A Not necessarily, the students have an entitlement to a training programme appropriate to their needs and therefore their experiences may be quite different. Mentors should seek to personalise the training in school as necessary and in consultation with the course leader, for example a high attaining student may well be stretched more towards the end of the course by placing them with a group of high attaining pupils to gain an insight into preparing pupils for A8 grades, or support EAL students gaining access to grade C.*

Q Can pairs of student teachers teach a class without the mentor being present?

*A The issue is not really affected by the number of student teachers in the class. Schools (and therefore teachers) retain the same duty of care and responsibility whether there are one, two or three student teachers in the class. School differ in their interpretation of this responsibility. Some allow student teachers to teach alone so long as the regular class teacher is nearby and 'on-call', whilst other schools require the teacher to stay in the class the whole time. There is no legal reason why this judgement should be affected by having more than one student teacher.*

Q Does the school get more money for paired placements?

A *They receive a full payment for each student teacher.*

Q How might a mentor benefit from having a paired placement?

A *This potentially enables the mentor to take on more of a coaching role, observing and feeding back to student teachers on their teaching and the ways in which they work together. This involves working at a higher level and thinking about the ways in which they can promote professional dialogue about teaching, as well as promote good classroom teaching.*

Q Do pairs of students share a mentor?

A *It is up to the school. One mentor can work with two student teachers if they choose to. Alternatively the department might choose to have one mentor who runs the weekly meetings, but appoint other colleagues to conduct lesson observations and give feedback on subject pedagogy.*

Q Are all schools and departments required to take paired placements?

A *No. Whilst we want to promote this way of working we recognise that it is not always possible. However, being a small department does not necessarily mean it is not possible to work with a pair of student teachers, the right pairing can also alleviate the workload on the mentor, for example, having two student teachers in a music department during the autumn term is likely to help enormously with preparation for Christmas concerts, whilst ensuring the mentor is still only required to organise a one hour meeting for both students together.*

Q Does it mean double the work?

A *No. Mentor meetings can be arranged for both students to attend during the same hour. Student teachers can give one another feedback on targets and progress as they teach, reducing the demand for informal feedback. They can also support one another in planning to achieve a target set by the mentor, rather than relying on the mentor for detailed guidance on every target.*

Q How can this work if there are two mentors in the department with different expectations?

A *The mentors will need to spend some time up front in the placement agreeing what their minimum expectations are and should also take the opportunity to moderate the assessment of each student to try to iron out some of the differences in judgement. The university supervising tutor could also be useful in this process, by coming in to moderate lesson observations with each mentor, rather than just with one. It is also possible to divide up the work differently, for example one mentor may provide feedback on GCSE teaching to both student teachers, whilst the other focuses on key stage 3, or one may focus on behaviour, whilst the other focusing on Assessment for Learning.*

Q How will students be paired up?

A *University course leaders will use information gathered on each student up to the point of allocating them to school. They will refer to subject knowledge audits (to ensure they can help each other out), previous experience (to ensure they bring complementary perspectives), personal characteristics (to help develop empathy) and prior attainment (avoiding pairing two weak students). They will also make a judgement about whether the students already get on well and avoid creating pairs where there are likely to be clashes of character. We would not keep the same pairing for SE1 and SE2.*



## **Collaborative Training Agreement**

Schools in partnership are required to sign a Collaborative Training Agreement with London Metropolitan University.

### **General Responsibilities**

- For each course, schools generally take one or two student teachers for the first and/or second placement.
- A mentor is appointed who is an experienced teacher of the subject and is given timetabled release to enable mentor duties to be carried out.
- The mentor is expected to be a trained mentor under the London Providers Mentor Training Framework (at Stage 1 or 2); training is organised and funded by London Metropolitan University.
- Mentors (and where possible other department members) provide regular weekly written feedback on student teachers' teaching during each School Experience.
- Mentors and the School PCM undertakes the roles and responsibilities listed below.

### **Responsibilities of the Subject Mentor**

- Liaison with the University subject tutors
- A weekly professional development meeting with student teachers to include:
  - Provision of one hour per week per student teacher induction, training, advice and target setting during School Experience.
  - An hour per week supervision of school-based projects during Project-based time
- At least one written formal observation per week on the Formal Lesson Observation Summary sheet, with reference to the QTS Standards (on the pro-forma provided)
- Day to day practical and pastoral support for student teachers during school experience
- Preparation of a timetable for student teachers following University guidelines on student teacher teaching loads
- Enabling observation and enquiries within the department
- Informing student teachers of departmental practices and policies
- Supervision of student teachers' teaching and regular written feedback
- Co-ordination of evaluations by class teachers for profiling and assessment
- Profiling and assessment according to partnership scheme
- Monitoring of student teacher attendance during school experience, keeping the University informed of problems
- Participation in Partnership Days
- Ensuring equality of opportunity within school and University policies

## **Responsibilities of the School Professional Coordinating Mentor**

### Responsibilities related to student teachers:

London Metropolitan University expects its partnership school's PCM to

- Be the first point of contact for the student teacher on arrival at the school.
- To organise and oversee the student teacher's introduction to the school and an induction programme that they can access. For the first placement ('School Experience 1'), this will have reference to the 'Building a School Profile' booklet that the student teacher is required to complete on their initial six day visits. For SE1, this first day (Wednesday, October 7<sup>th</sup> 2009) will be a common London-wide induction day.
- Oversee the provision of school-based Professional Studies (PS) for the student teacher, based on the model drawn up and agreed by the London Providers (as on the [www.londonmentors.net](http://www.londonmentors.net) website), but including relevant school-based and local material. This provision will normally be delivered on a weekly basis.
- Maintain contact with the student teacher, by meeting (not necessarily on an individual basis) at regular intervals throughout the placement.
- Be the point of contact for the student teacher if and when queries or problems arise that are not necessarily best dealt with at departmental level.
- Where required, be able to give advice on relevant whole-school issues that could possibly form the focus for the student teacher's school-based Project.
- Carry out occasional observations of student teachers for the purpose of moderation (particularly where there may be issues with the student teacher), to provide student teachers with an experienced, generic perspective and feedback on their practice.
- Carry out at least twice a year a joint observation and feedback with school-based mentors (or University tutors), particularly where there may be issues with a student teacher.

### Relationship with the University:

London Metropolitan University expects its partnership school's PCM to

- Inform the University in good time of any offers of placements for London Metropolitan University.
- Act as the as first point of contact on partnership issues with the University.
- Liaise with the University over any issues or problems that may arise with their student teachers.
- Support the quality assurance processes of the University by ensuring the completion of evaluation and feedback documentation, where applicable, on the progress of the partnership.

### Responsibilities related to school staff involved in the training partnership:

London Metropolitan University expects its partnership school's PCM to

- Take account of the strengths and weaknesses of the relevant departments and their staff in making decisions over the provision of places for offering to train London Metropolitan student teachers.
- Support the quality assurance processes of the partnership by maintaining oversight, in conjunction with Heads of Departments, of the suitability and effectiveness of mentors for student teachers assigned to the school.

- Carry out appropriate monitoring and assessment of the overall training provision provided for the student teacher(s).
- Have oversight of the training of subject mentors for their role, facilitating access to mentor training opportunities provided by the University (or other providers using the London Providers Mentor Training Framework).

#### Additional (optional) responsibilities:

London Metropolitan University welcomes its partnership school's PCM to, where possible:

- Support the review and planning of the partnership's programme.
- Deliver training sessions to groups of London Met student teachers, both at the University, and, where appropriate, at their school.
- Input into the design and modification of the University course and of the Partnership's procedures and practices, both formally through membership of the Secondary Partnership Group, and informally through communications on an ad hoc basis with University staff such as the Academic Leader for Partnership and Resources, and the Secondary Programme Director.
- Be involved in new initiatives, such as the TDA's Partnership Development Schools clusters.

#### **Responsibilities of the University**

- Overall course structure including the timing of school experience
- Selection of schools for partnership
- Distribution of funding to schools
- Placement decisions
- Admissions procedures
- Co-ordination of course and University activities
- Co-ordination of course management meetings and Partnership Days
- Monitoring of placement activities and student teacher progress
- Monitoring and evaluation of the course
- Assessment of professional practice portfolio and other written coursework
- Instigation of adjustments to the courses in the light of evaluation by teachers, student teachers and directives from the TDA and DCSF
- Quality assurance of the University based course and partnership schemes
- Ensuring equality of opportunity within school and University policies

## **Partnership in the Subject Knowledge Enhancement courses in Chemistry, Physics and Maths**

On SKE courses there is a short school experience

- Schools are selected for subject year partnerships according to departmental strengths.
- The SKE placements have very different timing, structure, purposes and roles and responsibilities for mentors from the main (professional year) partnership structures described elsewhere in this information pack.

**Timing and structure:** there are up to 25 days of school experience spread over the subject year between January and July. All school placement is linked to work prepared within the education unit of the SKE course.

**Purpose of placement:** the placement aims to enable student teachers to make practical applications of the subject and education content of the SKE units as well as develop their subject knowledge in a professional setting.

Separate guidance for SKE mentors provides further information about roles, responsibilities and funding.

## General Information on Assessment

The summative assessments cover the theoretical and practical requirements of the Professional Year. Three items of written coursework (three modules) have to be passed in addition to School Experience in order to qualify for PGCE and to gain QTS:

- Project One
- The Portfolio
- Project Two

### Assessment and Profiling of Teaching Competence

According to the TDA document 'Professional Standards for Teachers: Qualified Teacher Status' (2007), student teachers have to meet all the standards for Qualified Teacher Status by the end of their Initial Teacher Education course in order to enter the profession. The full list of the QTS standards can be found at the end of this section of the handbook. According to the legislation, assessment of student teacher' teaching competence has to reflect these standards. In addition, student teachers receive targets to inform their NQT year's induction on successful completion of the course.

At regular intervals, mentors and tutors profile each student teacher's teaching competence.

#### Pebble Pad accounts

All student teachers will be given Pebble Pad on-line portfolios to keep evidence of their attainment in relation to the Standards. Whilst they are working in your school, you will also be granted access to their account so you can check the evidence they are putting in their account. This does not replace the need for formal assessment of each school experience, which is explained below.

#### (1) At the end of SE1

At the end of School Experience 1, mentors complete the Assessment of School Experience 1 pro-forma (there is a copy later in this handbook). On this profile mentors recommend one of the following grades:

- **Pass** (proceed with the rest of the course)  
In SE1 we do not ask the mentor to make a judgement against the QTS Standards. A Pass grade is simply a professional judgement that the student teacher has engaged positively with the training and has been able to make sufficient progress in their understanding and classroom practice.
- **Fail** (recommendation not to proceed)  
Fail grades should usually be preceded by a 'Cause for Concern' process, which details the reasons why the student teacher is at risk of failure. A Fail decision is taken where little or no progress has been made and / or response to advice has been minimal. A student teacher may also fail without a cause for concern having been triggered if a serious lack of professionalism has been demonstrated. Failing SE1 generally means the course will be terminated at this point as there are no automatic re-sits for school experience modules on the PGCE. Student teachers who feel they have exceptional mitigating circumstances may appeal to the Education Board for an exceptional re-sit opportunity.
- **Passing with concern**

If a mentor feels there are serious concerns at the end of SE1, which have not previously been indicated through the cause for concern procedure, it is possible for them to submit a cause for concern form with the final assessment. In such cases this will be discussed with the student teacher at the university tutorial and the targets will be passed on to the mentor in school experience 2. The university tutor and SE2 mentor will agree an interim assessment date under this cause for concern when SE2 starts.

In addition to the pass or fail grade, the mentor will make comments on the strengths of the student teacher during SE1 and make suggestions about areas for development in SE2. These are discussed in the transition tutorial (see below).

A transition tutorial is held in the university between the two school experiences. The university tutor and the student teacher will discuss achievements during SE1 and the suggested development targets in the SE1 report. An agreed set of targets are recorded in this tutorial and passed on to the second school mentor through the Professional Development Journal.

## **(2) At the end of SE2**

At the end of the school experience mentors complete the Assessment of School Experience 2 form (there is a copy later in this handbook). Before completing the assessment mentors are asked to discuss student teachers' competence with all the teachers of classes the student teacher has taken and, where necessary, with the university tutor.

The mentor will recommend a final grade of:

- Distinction (Grade 1)
- Merit (Grade 2)
- Satisfactory (Grade 3)
- Unsatisfactory / Fail (Grade 4). This should be preceded by a 'Cause for Concern' detailing the reasons why the student teacher is at-risk of failure. A fail grade is recorded where the student teacher has failed to meet the QTS Standards.

An external examiner will visit a sample of student teachers during the final school experience. In this case the mentor and student teacher will be notified in advance.

London Metropolitan University uses the London Providers' agreed assessment criteria, which are reproduced later in this handbook.

## Professional and Post Graduate PGCEs

School experience is all assessed on one scheme so it is not affected by these changes. This information is included for mentors' information only and does not require any action.

### What's the difference between the two routes?

Government regulations require all PGCE course providers to specify whether their PGCE programmes include substantial elements of study at post graduate level, i.e. at Masters degree level. Courses which follow the traditional structure and which require Honours degree academic standards are now known Professional Graduate Certificate in Education, whereas those including work at Masters degree level are called Post Graduate Certificate in Education. Both are referred to by the abbreviation PGCE.

All Secondary PGCE courses at London Metropolitan University lead to either a Professional Graduate Certificate of Education or a Post Graduate Certificate of Education. Both PGCE qualifications led to the award of Qualified Teacher Status (QTS). The difference in award title is determined by three pieces of coursework, each of which can be awarded Honours level credits or Masters level credits, depending on the quality of the work submitted. Students gaining Masters level credits in all three assignments will be awarded the Post Graduate qualification; others will gain the Professional Graduate qualification. Students' university transcript will show how many Masters level credits a student has gained and they may be able to transfer 20, 40 or 60 credits into any future Masters programme they pursue.

Project 1	Project 2	Portfolio	Outcome
Professional Pass 20 H credits	Professional Pass 20 H credits	Professional Pass 20 H credits	Professional PGCE
2 modules Professional Pass + 1 module Post Grad Pass 40 H credits + 20 M credits			Professional PGCE
1 module Professional Pass + 2 modules Post Grad Pass 20 H credits + 40 M credits			Professional PGCE
Post Graduate Pass 20 M credits	Post Graduate Pass 20 M credits	Post Graduate Pass 20 M credits	Post Grad PGCE

### Assessment

All student teachers are required to complete the same assignments. The mark schemes (in the assessment section of the student handbook) clearly indicate the requirements for Masters and Honours level work. Assignments will be double marked and moderated before they are confirmed.

Work which passes at H level at first submission may not be revised for a second submission.

Work which fails at first submission will be capped at H level on resubmission.

# School Placements

## Expectations of Student teachers

Before entering schools on any part of the course, student teachers are informed of our expectations of them in school. If you as a mentor, or any of your colleagues, have concerns about the professionalism of a student teacher you should discuss this with the student teacher at the earliest opportunity and let the university tutor know, so that they can support the school and intervene if necessary. The following text has been copied from the student handbook and is reproduced here so you are aware of the guidance the student teachers have been given.

The PGCE course is run in partnership with schools, where all members of staff are held accountable to the highest professional expectations. During the year all student teachers will be working with members of school staff and will gradually assume some of the professional duties of teachers in relation to the education and well-being of children and to their own professional development. All student teachers are registered with the General Teaching Council for England (GTCE), which is the professional body for teachers, and which is charged with maintaining those professional standards. Therefore, from day 1 of the PGCE course, we expect London Metropolitan student teachers to adhere to the same professional expectations as qualified teachers. In this respect the PGCE course is unlike most other university courses and it is important that you understand the full implications of this requirement. If a student teacher is found to be in breach of these expectations the university may terminate their training programme and have them de-registered from the GTCE, which means an effective bar on entry to the profession.

### ***Attendance and Punctuality***

It is important to note that absence or lateness may result in the termination of a school placement, or withdrawal from the course. Student teachers must conform to the professional standards of the teaching profession, in which lateness or un-certificated absence are disciplinary offences.

Punctuality and full attendance are required. Your attendance and your punctuality in relation to university and school will form part of your assessment against the QTS Standards. Tutors are also always asked to comment on student teachers' attendance and punctuality record in job references. University regulations state that student teachers are required to attend regularly and punctually. A student teacher is required under the regulations of the Academic Board of the University to attend regularly and submit work by specified dates. If a student teacher does not attend any part of the course (both university and school-based) the Programme Director may require that student teacher to withdraw from the course.

Routine appointments with doctors, dentists etc. are not unavoidable. Wherever possible you should strive to book appointments outside of attendance requirements.

### ***Unavoidable absence from university***

In the event of unavoidable absence from the university or school, student teachers must inform their course tutor.

### ***Unavoidable absence from school***

While on school experience the school must also be informed of any absence **before the teaching day begins**. If you have already assumed responsibility for teaching classes your school would normally expect you to phone in with suggestions for cover lessons.

### ***Punctuality***

We assume it is a basic courtesy that you arrive on time and are ready to start at the official start time for each session. Failure to do so means you disrupt the learning of others as well as jeopardising your own learning. Consequently tutors reserve the right to refuse admission to student teachers who are late, in such cases you may be given additional work to do, to ensure your training does not suffer as a result of the sessions you miss.

University sessions normally run from 10 am to 1pm (morning sessions) and from 2 pm - 4 pm (afternoon sessions). Some workshops will have different start times, especially for PE students, where timings vary according to the availability of suitable resources / spaces.

When in school you are expected to work the same hours as your teaching colleagues, this would typically start by 8.30 am and finish around 4 pm, although school days do vary significantly and there will also be after-school meetings and other activities on some days which you would be expected to attend.

### ***Working with others***

It is also important that you develop a professional manner in relation to your work with others on the course and staff in the university, in schools, local authorities and other institutions. Several of the Standards for QTS relate directly to your ability to work with others, take advice from others and fulfil the professional responsibilities of a teacher in the workplace. In practice this means:

- Taking responsibility for your own actions, including seeking advice when needed – not finding reasons to explain away a failure to tackle something, or waiting to be asked if you need help (Q7).
- Taking responsibility for helping to forge effective training relationships – not ignoring problems or concerns (Q4 & 6).
- Liaising with all colleagues in a respectful and polite way – not issuing orders to technicians or support staff (Q5 & 6).
- Demonstrating positive engagement with advice from mentors, university tutors, and other colleagues who offer you feedback on your teaching and other aspects of your training (Q9).

### ***Professional Expectations***

Your success in school depends on the planning and reflection you put into your time there. During your teaching practice you are a representative of your University and are expected to behave in a professional way at all times, this includes respecting confidentiality with regard to the whole school community. You are also a role model to pupils and are expected to contribute to the corporate life of the school. Student teachers are expected to participate in extra-curricular activities.

Before entering schools on any part of the course, student teachers should read the earlier section on 'professional expectations' and familiarise themselves with the following expectations for school experience:

**Punctuality and attendance** - schools and university tutors must be informed of any illness or delay as soon as possible – usually before the start of the work / study day.

**School day** – student teachers should follow expectations of staff, which will mean arriving before the pupils' day starts and leaving afterwards, this is important as this is the opportunity to engage in conversations with colleagues, attend briefings and meetings, and participate in the wider life of the school.

**Respect for the ethos of the school** and issues of confidentiality.

**Seeking permission** for observation, interviewing, information gathering from staff before lessons / meetings.

**Tact** in commenting on the work of pupils or staff – you should negotiate with anyone you are observing, some will welcome a discussion about the lesson, others will feel it is inappropriate.

**Contributions** to staff room systems, for example, coffee/tea/washing up etc. Realising that others use the same work areas as you and leave classrooms and workplaces tidy.

**Initiative** in supporting the class and the teacher.

**Sensitivity** to pupils' needs and problems and to the demands on the teacher.

**Conform** to school dress codes and codes of behaviour.

A single serious failure to abide by these standards, or repeated minor infringements, will result in the termination of a school experience and outright failure. Where failure is due to a lack of professionalism, the Secondary Programme Director will recommend that the Assessment Board does not consider any request for a re-sit.

### **Your responsibility for your training**

In addition to the above, you are expected to be proactive and to take some responsibility for your own training and professional development. If you are experiencing problems, especially on school experience, you must contact your tutor as soon as possible to discuss the situation. Your tutor will be able to offer you advice on managing a situation in school with the mentor and / or PCM. If you cannot resolve the problem yourself at school, the tutor may decide to intervene.

## Support from University Tutors

For most student teachers there will be two visits to the first school in Term 1, and up to three visits to the second school in Terms 2 and 3. Individual arrangements will be made concerning dates of visits.

A tutor will undertake all the supervisory work in relation all students placed in an individual school. These visits will not be subject specific, but focused on quality assuring the placement and monitoring progress and record-keeping.

Mentors and PCMs can request support from subject specialists if this appears to be necessary in addition to the generic visits.

## Using the Professional Development Journal to record progress

During both school placements weekly meetings are held with mentors to review progress and set targets. This information is recorded in the Professional Development Journal (PDJ). The PDJ also provides important information about the transition between SE1 and SE2 and should be consulted at the beginning of each school experience to help the mentor to set appropriate development targets.

### Example of how the weekly record can support SMART target setting & reflection.

*The weekly discussion takes place...*

*Then the student reflects on their progress (about a week after the meeting)*

<p><b>Suggested agenda items</b></p> <p>(1) Feed back from student's observations          (2) Lesson stages – beginnings, endings and transitions          (3) How to use the information about classes on the student's timetable          (4) Expectations about reflection and evaluation          (5) Feedback on teaching</p>	<p>Has the student produced evaluations for the week?</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <hr/> <p>Has the student been formally observed teaching and received feedback this week?</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>By whom? Head of Department</p>	<p><b>Reflection on progress since last mentor meeting / PDJ record</b></p> <p>Summary of progress against previous targets</p> <p><b>(a) Short term</b>  <i>(1) Summary produced and checked with class teachers. I used this to write my evaluations too and it was interesting to see the correlation between reading age and completion of work in exercise books.</i></p> <p><i>(2) This was useful, some worked better than others. I also realised that some of the starter activities also worked well as plenary activities. The brainstorm starter was a problem for 9D though because they are difficult to get settled when they arrive.</i></p> <p><i>(3) Did this but it still seemed too difficult for them.</i></p>
<p><b>Minutes of meeting</b></p> <p><b>Short term tasks to complete for next week:</b></p> <p><i>(1) Write a summary of ability ranges in each of your teaching groups</i></p> <p><i>(2) Plan a different starter for each lesson next week (use the Secondary Strategy file for ideas)</i></p> <p><i>(3) Plan differentiated sheets for Billy and Adam in 7A because of their low reading ages.</i></p> <p>Identify one development target for the student's broader professional development, and suggest activities they might undertake in relation to this target. e.g. reading, focused observation, extra-curricular activity, trial a teaching strategy...</p> <p><i>Read about planning for bilingual learners on the Multiverse website and think about strategies for using with the EAL pupils, especially new arrivals</i></p>	<p>Related Q Standards</p> <p>Q13</p> <p>Q25</p> <p>Q18</p> <p>Q19</p>	<p><b>(b) Development target</b>  <i>Attended PS workshop on differentiation and discussed EAL strategies.</i></p> <p><i>I supported the class I have not started to teach yet and worked especially with the EAL pupils to get a better idea of how they engage with the tasks. I got some ideas to inform my planning for them.</i></p> <p><i>Read some material by Maggie Gravelle with some useful tips. I've used one or two ideas with 9Y, even getting the bilingual dictionaries from the inclusion room helped with the last lesson. Next week I want to use some of her ideas to support group work.</i></p>

The following week's meeting picks up issues from the student's reflection...

And then this is the subject of reflection the following week (in preparation for the next meeting)

Minutes of meeting	Related Q Standards	Reflection on progress since last mentor meeting / PDJ record
<b>Short term tasks to complete for next week:</b>		
(1) Make sure you use the most engaging starters in your first lesson with your new teaching group next week – you want to get off to a flying start	Q19 / 25	Summary of progress against previous targets <b>(a) Short term</b> (1) First lesson with 8B went well – at least for the first 20mins. Need to make sure the starter isn't the highlight of the lesson.
(2) Plan differentiated activities for 7A to try to increase the amount the lower attaining pupils get down in their book – produce a cloze exercise for Billy and Adam and the set this up on one of the PCs	Q25	(2) This worked better and they were pleased with the print out to stick in their books. Having the LSA helped to keep them focused on the PC.
(3) Visit 7A during tutor time tomorrow, before you teach them next. Ask the tutor to help you reiterate your classroom rules.	Q5 / 30	(3) This was useful and their tutor explained a bit more about who should and shouldn't sit next to who.
Identify one development target...		
We discussed setting up a jig-saw group activity so you can provide the EAL pupils with differentiated source material but then get them to work with others to complete the display work. Make sure this is planned and resourced in advance so I can check it.	Q19 / 25	<b>(b) Development target</b> This didn't work so well – the first phase went OK but the groups were reticent to get mixed up – need to think about how to set this up.  Observed English teacher with low attaining group to get ideas, especially for EAL and low reading ages

By keeping the journal in this manner, the student's engagement with their own training needs is evident, as is their progress. This should create a useful record for the mentor and student to keep track of progress, but also provides a useful snapshot of what journey the student has taken to get to their current performance. This may be used by the university tutor, PCM, mentor in the next placement school, inspector or external examiner. It can also be useful if we need to moderate a disputed School Experience assessment grade.

## School Experience Activities

The notes below give an indication of the activities undertaken during school placement. In addition to the activities listed, student teachers are reminded to look for opportunities to develop their subject knowledge (e.g. by asking to sit in on 'A' level or other classes on relevant topics). All student teachers will need to include the use of ICT both in their own records and materials and in classroom teaching.

### **Primary Placement**

The third week of the course is partly based in a primary school. There are details of the tasks and the final assignment in the assessment section in the student handbook. Work includes writing a detailed case study of a single pupil, focusing on the evidence available to make a judgement. This should inform student teachers' expectations in relation to key stage 3 teaching. The final assignment will be formatively assessed by the university tutor.

### **School Experience Induction**

During October student teachers spend seven days in their first placement school. They will be given a booklet called *Building a School Profile*, containing a series of short research tasks related to specific teacher education sessions in the university. These tasks should be completed during the induction days and the first full week in school. Student teachers should also collect information for their School Experience File (details in student handbook).

### **Subject School-based Days**

For a few days during the course, student teachers will be engaged in school-based work associated with their subject. The aim is to increase student teachers' variety of teaching experience, to further subject understanding and to develop skill in team-teaching and preparing collaboratively with peers. Details of these days can be found in the subject section of student handbooks.

### **School Experience Files**

Student teachers are required to maintain a file for each main school placement (School Experience 1 and School Experience 2), which must be available to be examined by the mentor and the university supervising tutor on a regular basis. The file itself is not handed in for summative assessment but it must be kept up to date in order to pass the school experience. Any members of the partnership involved in your training<sup>2</sup> may ask to see your SE files, and will expect them to contain an accurate and well-kept record of your work in school. This is a pre-requisite for passing school experience. As a minimum each file should contain:

#### **Section 1: Notes on the Teaching context**

- General description of school ethos and organisation.
- Description of relevant departmental practices and policies and schemes of work.
- The student teacher's timetable and a description of the classes to be taught (e.g. age, level).
- Notes on lessons observed.

Some of this information will be gathered during the induction period and recorded in the booklet 'Building A School Profile'.

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<sup>2</sup> For example your mentor, other teachers in the department, the school's PCM, your subject tutor, your visiting tutor, the Secondary Programme Director.

## **Section 2: Lesson Plans and Resources**

Arranged by class and filed chronologically. For each lesson taught you must include:

- Lesson plans
- Relevant classroom materials / resources
- Evaluations of lessons taught
- Observation notes of your teaching (where applicable) from mentor / tutor / class teacher

You may also choose to include samples of pupils' work where this illustrates your evaluation of the lesson.

## School Experience 1

The aim of School Experience 1 is to develop practical skills for planning and evaluating lessons, teaching and class management. Student teachers will also begin to understand the role of assessment in teaching and learning. Before starting this school experience student teachers will have a university tutorial reviewing their preparation for the course, subject knowledge audit and thinking ahead in terms of their individual training needs.

### Induction

The weekly meeting with the mentor should be used to discuss information about the school, department and pupils and to prepare for observing, lesson planning and teaching. Information should be collected from various sources in school, including staff handbooks. In many schools there is a School Coordinator for staff development and/or Initial Teacher Training who will contribute to the induction process.

The main focus of observations and experiences during this period should be looking at the social context for learning and noting a range of strategies for teaching and class management.

### ***Suggested induction activities***

All schools will have their own routines for the induction of student teachers, which will include the following suggestions. They are set out in broadly chronological order:

- Collecting general information about the school as outlined in the guidance for the School Experience File.
- Reviewing information on classes student teachers are likely to teach.
- A day spent shadowing a tutor group looking at the school day from a learner's point of view followed by reflection on the implications for lesson planning.
- Collecting information on the department policies, schemes of work, materials, marking practices etc.
- Observation of a range of lessons within the subject area (including ICT), noting teaching and class management strategies used. It is often useful to agree a focus for observation on a particular aspect of the lesson (e.g. transitions, instructions, demonstration, questioning etc).
- Observation of a lesson from a different subject discipline. Course Tutors may advise on this.
- Observing and supporting individual pupils with Special Educational Needs (including special abilities) and using English as an Additional Language.
- Planning and teaching one or two single activities for individuals, small groups or team teaching.
- Planning and teaching one or two sequences of activities to small groups or team teaching with the teacher managing the class.

## Timetable

Once induction is completed student teachers should be given a timetable, which is a third of a normal teacher's timetable (i.e. approximately 7-8 hours per week<sup>3</sup>). Student teachers should also be attached to a tutor group and should attend some sessions, to be agreed with the tutor.

## Teaching on School Experience 1

During the first school experience, student teachers should start by team teaching or small group teaching with the teacher as class manager. As mentors see fit, student teachers should gradually progress to teaching parts of lessons with the whole class, gradually taking on more whole class teaching and managing. By the end of the school experience student teachers should be able to plan for, teach and manage whole class lessons with minimal support from the teacher. Their planning should be done in cooperation with the teacher and they should have some experience of working with the teacher on evaluating and recording pupils' progress and feeding this into further teaching plans. When teaching independently student teachers should always know where the regular class teacher is located.

## Assessing SE1

At the end of School Experience 1, mentors complete the Assessment of School Experience 1 pro-forma (there is a copy later in this handbook). On this profile mentors recommend one of the following grades:

- **Pass** (proceed with the rest of the course)  
In SE1 we do not ask the mentor to make a judgement against the QTS Standards. A Pass grade is simply a professional judgement that the student teacher has engaged positively with the training and has been able to make sufficient progress in their understanding and classroom practice.
- **Fail** (recommendation not to proceed)  
Fail grades should usually be preceded by a 'Cause for Concern' process, which details the reasons why the student teacher is at risk of failure. A Fail decision is taken where little or no progress has been made and / or response to advice has been minimal. A student teacher may also fail without a cause for concern having been triggered if a serious lack of professionalism has been demonstrated. Failing SE1 generally means the course will be terminated at this point as there are no automatic re-sits for school experience modules on the PGCE. Student teachers who feel they have exceptional mitigating circumstances may appeal to the Education Board for an exceptional re-sit opportunity.
- **Passing with concern**  
If a mentor feels there are serious concerns at the end of SE1, which have not previously been indicated through the cause for concern procedure, it is possible for them to submit a cause for concern form with the final assessment. In such cases this will be discussed with the student teacher at the university tutorial and the targets will be passed on to the mentor in school experience 2. The university tutor and SE2

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<sup>3</sup> Student teachers who have already gained experience of working in secondary schools or who have taught in other sectors may want to teach more in SE1. This is possible but should be agreed with the university tutor in advance.

mentor will agree an interim assessment date under this cause for concern when SE2 starts.

## **Mentor meetings**

A regular weekly meeting with the mentor should also be timetabled. Each meeting will be recorded in the Professional Development Journal. Student teachers should also evaluate their progress against previous targets before their meeting and present relevant evidence to the mentor, to inform their discussion.

As part of the process of supervision and support, once student teachers have started to teach whole classes or large parts of lessons, they should receive at least one written formal lesson observation per week. Where possible, especially for new mentors, it is often useful to arrange a joint observation to be carried out by the school mentor and university tutor, in order to inform and coordinate support and assessment.

## **Lesson observations**

In non-timetabled time student teachers are required to carry out some observations of other teachers' teaching each week, including some observation of ICT, PHSE / citizenship lessons, post-16 classes. The rest of the non-teaching time should be spent collecting information, discussing with other teachers, planning and recording. Student teachers are expected to attend departmental or staff meetings, with the agreement of the school.

## School Experience Two

This is the final teaching practice, which will be used for summative assessment of school-based experience. During the second placement the focus is on continuing development of practical skills and understanding in order to meet the standards for Qualified Teacher Status. In particular there is emphasis on:

- Developing the professional judgement needed for longer term planning, teaching and assessment.
- The wider professional development, autonomy and responsibility of the teacher.
- Sustaining interest and commitment to subject teaching.

The induction needed for the second placement will also be supported with a School Profile Booklet and student teachers will need at least a week to familiarise themselves with the school and pupils as well as departmental practices before starting to teach.

The induction programme for the second placement provided by the school should aim to include:

- Collecting information about the school, department and social context in which they will be doing their final teaching practice.
- Reviewing information on classes you are likely to teach.
- One day shadowing the tutor group to which they have been attached, getting to know the individuals in the class and familiarising themselves with the ethos and curriculum of the school.
- Observing a variety of subject and ICT lessons with specific observation tasks set; subject observations with a range of classes and teachers.
- Some small group teaching or team teaching (according to their confidence and competence at this stage).
- Planning for and working with the classes they will take during school experience.
- Preparing to take over from the class teachers of the key classes for whom full responsibility is taken (see below) and discussion and planning with teachers

### Timetable

Student teachers should be given a timetable which is 60 per cent of a normal teaching load (approximately 12 hours per week). Timetables should include KS3 and KS4 teaching and can also include post 16 classes.

Taking responsibility for a class entails planning, marking work, assessment, recording progress and setting homework. Classes for which the student teacher takes responsibility are the key teaching classes. With other classes on the timetable student teachers should play a full role in teaching or team-teaching, including sharing responsibility for planning, homework, marking work and recording progress. They should also use ICT with pupils in their subject teaching.

**English, Modern Languages, Maths and Science** student teachers should take responsibility for the whole teaching of three classes (for example one Year 7, one Year 8 and one Year 10).

**Citizenship, Music and PE** student teachers should consult their mentor to determine an appropriate number of classes – this will depend how often lessons occur for each class. The objective is to ensure student teachers have a core set of classes for whom they can take responsibility over a sustained period of time.

### **Whole school involvement**

Student teachers should be attached to a tutor group and should attend tutor group time, including PSHEE / citizenship lessons. The student teacher should have a role in supporting the tutor on these occasions. With the agreement of the Headteacher, student teachers should participate in departmental, pastoral and staff meetings during School Experience 2. Student teachers are encouraged to attend parental consultation meetings wherever possible and appropriate as these can be an invaluable source of professional development.

Student teachers should also get involved in other extra-curricular provision where appropriate, for example, after school and lunch time clubs, homework support, sporting activities. These are also valuable training activities and provide student teachers with an insight into the wider life of the school.

### **Lesson observations**

During School Experience 2, student teachers should have opportunities to observe teachers' lessons including lessons in other subject areas. In so doing student teachers should consider the ways in which language is used and pupils' development in language use is encouraged across the curriculum in a multilingual classroom. Observation of a variety of subjects also provides opportunities to consider teaching and learning, literacy and numeracy across the curriculum.

### **Mentor meetings**

A regular weekly meeting with the mentor should also be timetabled. The Professional Development Journal will be used to record meetings and progress with targets, as in School Experience 1.

As part of the process of supervision and support, once you have started to teach whole classes or large parts of lessons, student teachers should receive at least one written formal lesson observation per week. Where possible, especially for new mentors, a joint observation will be carried out by the school mentor and university tutor, in order to inform and coordinate support and assessment.

### **Assessing SE2**

At the end of the school experience mentors complete the Assessment of School Experience 2 form (there is a copy in the Professional Development Journal). Before completing the assessment mentors are asked to discuss student teachers' competence with all the teachers of classes the student teacher has taken and, where necessary, with the university tutor.

The mentor will recommend a final grade of:

- Distinction (Grade 1)
- Merit (Grade 2)
- Satisfactory (Grade 3)
- Unsatisfactory / Fail (Grade 4). This should be preceded by a 'Cause for Concern' detailing the reasons why the student teacher is at-risk of failure. A fail grade is recorded where the student teacher has failed to meet the QTS Standards.

An external examiner will visit a sample of student teachers during the final school experience. In this case the mentor and student teacher will be notified in advance.

## **Project Two**

Student teachers will generally return to their School Experience 2 schools to complete Project 2 after their SE2 assessment. Work for Project 2 will generally take place in this fortnight, although some students may need to start collecting data before this period.

Ordinarily student teachers are not expected to continue with their teaching during this fortnight, although this may be necessary for one of two reasons:

- If the mentor is concerned that the student teacher has not met the required standard to pass, and so extra teaching time is required (if this is the case it should have been discussed with the university tutor and a Cause for Concern should be formally registered).
- Some projects may benefit from the student teacher being allowed to teach some groups, in order to collect data. This should be agreed with the mentor in advance, as there may be ethical considerations.

The project is an investigation of a question in relation to a current educational issue relevant to the teaching of the student teacher's subject. A list of suitable issues and related questions is produced for each subject. The brief and assessment criteria for Project 2 can be found in the Assessment section.

During these school weeks student teachers will spend most of their time in school, but the arrangements will be more flexible than for the other school-based work and student teachers will make their own arrangements with the school. Student teachers will need at least one and a half days per week as study time and may sometimes need to work elsewhere to use library or other resources. In this case permission must be obtained from the mentor. School-based activity may include teaching, observation, interviews with pupils or teachers and analysis of school or departmental documentation and materials.

It may be useful for student teachers to spend extended periods of time during the Project 2 fortnight in alternative education settings, which may include spending time in museums, libraries or archives; local authority sites; community centres; other schools or colleges. We encourage student teachers to use this fortnight to explore the range of learning opportunities outside of their school placement, wherever this is relevant to their topic. They should negotiate such activities with their mentor and subject tutor so everyone knows what they are doing and where they will be.

### ***Tutor and Mentor support for Project Two***

University Tutors will support student teachers in devising structures for collection methods, presenting and analysing findings, suggesting background reading etc. However student teachers will need support from either their mentor or a senior member of staff to facilitate collection of information and observation data and to organise their school based activities. Student teachers will need about one hour per week of this person's time.

### **School Experience Files for School Experience 2**

As for School Experience 1, student teachers are required to maintain a file throughout the practice. This will be checked by the mentor and the visiting tutor. As a minimum, each file should contain the materials listed above for School Experience 1.

## **School Experience 2 Mid-Point Focused Observation: Inclusive Practice**

### **Why do a graded lesson observation in SE2?**

On the Secondary PGCE programme at London Metropolitan University we discourage grading individual lessons, because we want to promote comment only formative feedback, which reflects individual's strengths and weaknesses and which focuses on the specific targets required for them to make progress. However, we have introduced one graded observation to use approximately half way through SE2. This is designed to enable the mentor and student teacher to have a discussion about grading whilst there is still time to address weaknesses ahead of the final summative assessment.

### **Objectives of this focused observation**

- Provide each student teacher with feedback on the extent to which their planning and teaching meets the needs of all learners (focusing on SEN or EAL where possible)
- Encourage the mentor and student teacher to engage in a focused conversation about inclusion
- Generate evidence that may be used for the student teacher's Pebble Pad portfolio

### **Outline of the observation**

The next two pages provide guidance on the discussions that should take place between the student teacher and their mentor, and the judgement that will be made of the lesson. The observation should follow this suggested structure:

1. Pre-observation discussion of the lesson to be observed (and discussion of the PDJ, targets, SE file)
2. Lesson observation
3. De-brief, including grade (1-4) (using the normal Lesson Observation form and the additional assessment criteria form)

### **Implications for arranging the observation**

Please try to ensure that you arrange the observation for a lesson where there are SEN or EAL learners. If this is not possible, the observation can still focus on inclusion, and may focus on a particular group of learners, which can be discussed and agreed before the observation, e.g. learners who are poorly motivated but able to produce satisfactory work, high attainers who are frequently bored, learners with uneven assessment profiles etc.

## Suggestions for focusing discussions and observation on *Inclusive Practice*

### Phase 1: Pre-Observation Discussion

Standards related to the student teacher's planning and explanation of their planning		Possible questions for the supervising tutor to ask the student teacher
Q10	Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.	<ul style="list-style-type: none"> <li>• Are there any particular groups or individuals in this class whose attainment is lower than average? Have any been identified as having SEN or EAL?</li> <li>• What can you say about these learners' needs? For example, have you spoken to them, looked at their work, analysed data, discussed them with colleagues, observed them? If so, what did you learn?</li> <li>• What outcomes are feasible for them in this lesson? Relate this to learning objectives in lesson plan.</li> <li>• Why have you identified these outcomes as appropriate? How do they relate to the learners' needs and the content of the lesson?</li> <li>• How have you planned your lesson (and the phases within the lesson) to ensure these learners are included and can achieve?</li> <li>• Is there a teaching assistant or colleague who is supporting one or more of these learners in this lesson? If so, what is their role? How have you ensured they will support the learners appropriately?</li> </ul>
Q18	Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.	
Q19	Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.	
Q20	Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.	
Q32	Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.	

### Phase 2: Lesson Observation

Standards related to the lesson, focusing on what happens		Issues to observe for in the classroom
Q25b	Use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;	<ul style="list-style-type: none"> <li>• What is the student teacher doing in this lesson to ensure all learners are engaged with the activities?</li> <li>• What is the student teacher doing to ensure all learners understand the work? How do they check understanding and follow up instructions?</li> <li>• What is the student teacher doing when they interact with the learners who have been identified for this observation (especially SEN / EAL)? Do they provide feedback and support?</li> <li>• How does the student teacher check that these students are on task and on-track in their learning?</li> <li>• Are resources appropriate to the needs and abilities of these learners?</li> <li>• Do tasks meet the needs of the SEN/EAL students?</li> <li>• Are teaching assistants and others used effectively to support learning? Does the student teacher engage positively with them in the lesson?</li> </ul>
Q25c	Build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;	
Q25d	Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;	
Q26b	Assess the learning needs of those they teach in order to set challenging learning objectives	
Q27	Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development	
Q33	Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.	

### Phase 3: Post-Observation Discussion and De-brief

Standards related to the student teachers evaluation of the lesson, learners' progress and possible next steps		Possible questions for the supervising tutor to ask the student teacher
Q7a	Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs	<ul style="list-style-type: none"> <li>• To what extent do you think the learners identified were successfully engaged in this lesson?</li> <li>• Were any strategies particularly successful? Were any less successful than you had planned?</li> <li>• To what extent did these learners achieve the expected outcomes? How do you know?</li> <li>• Are there any issues you would like to incorporate in your planning for the next lesson with this group?</li> </ul>
Q28	Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.	
Q29	Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.	
Q33	Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.	

## Assessment Criteria for grading lesson on *Inclusive Practice*

Student's name:..... School: ..... Subject: .....

	Outstanding (1)	Good (2)	Satisfactory (3)
Planning for progression	<input type="checkbox"/> Demonstrate a deep understanding of how to plan for progression for the pupils in the class being observed. This should include clear and differentiated learning outcomes that challenge all learners and ensure they make progress.	<input type="checkbox"/> Identify differentiated learning outcomes that challenge all learners and allow them to make progress.	<input type="checkbox"/> Plan a satisfactory lesson with clear learning outcomes that allow learners to make progress or consolidate their learning.
Subject knowledge	<input type="checkbox"/> Demonstrate a depth of subject knowledge and subject pedagogy through explanation and a range of teaching approaches which are responsive to learners' needs. Articulate in detail why they use particular teaching approaches and why these are likely to be more successful than others.	<input type="checkbox"/> Demonstrate good subject knowledge through explanation and teaching approaches, taking the needs of individual learners into account.	<input type="checkbox"/> Have secure subject knowledge which they are able to use to confidently answer learners' questions and respond to problems in the classroom.
Classroom management	<input type="checkbox"/> Vary pace, approach and teaching method in response to what learners say and do.	<input type="checkbox"/> Manage the learning environment in order to teach in a way that engages learners' interest so that they become fully involved in the lesson.	<input type="checkbox"/> Manage the learning environment effectively, demonstrating appropriate expectations of learning and behaviour.
Monitoring and assessment	<input type="checkbox"/> Demonstrate the clarity of links between learning objectives, teaching approaches, and assessment strategies and be able to discuss individual learners' progress in detail. Monitor learners' progress to evaluate how well they are learning so that they can change the approach during the lesson if necessary and provide individual and group feedback to ensure progression in the lesson.	<input type="checkbox"/> Use a range of assessment procedures to monitor attainment and progress, in order to inform planning and teaching. Provide feedback to learners that aids the progression of groups and individuals.	<input type="checkbox"/> Show awareness of attainment and progress in lessons and elsewhere. Use this to inform planning and provide feedback to learners.
Evaluation	<input type="checkbox"/> Reflect on the lesson observed and other lessons to identify specific issues arising and strategies for addressing them, or explanations for successful strategies.	<input type="checkbox"/> Following discussion of the lesson observed, suggest strategies for future lessons, which would help to address the needs of all learners.	<input type="checkbox"/> Identify some weaknesses in teaching / planning, which need to be addressed in future planning and, with appropriate support, identify strategies that could be used in future.

Observer: please indicate which individual criteria have been achieved by ticking a box in each row and circle the overall judgement for the lesson in the top row. This sheet should accompany the normal lesson observation report completed during the observation.

## Tutor Visits during each School Experience

### Visit 1 – Induction

Student teachers should use this checklist towards the end of their induction to check that everything is in place. Any problems should be discussed with the mentor or PCM, and if unresolved should be discussed with the university supervising tutor.

University tutors will discuss this with the student and the mentors / PCM and complete a record sheet of the visit. This will record any issues outstanding and agreed actions for the school / university.

#### Access & Documentation:

- Photocopying codes / access
- Keys
- ICT log on and discussion about levels of access / confidentiality
- Space to work
- Access to teaching resources
- School calendar- meeting schedule etc

#### Teaching:

- Plans for progression to whole class teaching
- Timetable with suitable classes
- Class data
- Access to Schemes of Work
- Behaviour management policy discussed

#### School Based Training / Induction:

- School profile booklet tasks discussed
- Subject knowledge development needs discussed
- Individual targets discussed (from university tutorial)
- Professional Studies programme available in school and timetable allows attendance
- Opportunities for whole school involvement (clubs, assemblies, sports, events)
- School based projects (any ideas about Project 1 or Project 2 at this stage?)

#### Mentoring Arrangements:

- Timetabled weekly meetings with mentor identified on timetable and happening
- Professional Development Journal checked and up to date
- University partnership documentation received by mentor
- Professional Coordinating Mentor (PCM) is known to student

## **Visit 2 – Progress Check and Quality Assurance**

During the school experience the university tutor will also undertake a further visit after induction checks. The main purpose of this visit is to quality assure the training provided by the school and to ensure the student teachers is engaging fully with that training. Consequently core activities will include:

- Checking student's records – especially the PDJ, School Experience File and School Profile Booklet to ensure their full engagement with training.
- Reading key documents (i) observation records and (ii) minutes of weekly meetings and (iii) student's lesson plans and self-evaluations to assess progress.
- Meeting with the student teacher and mentor to discuss the training and the student's progress.

In addition this visit may also include the following activities:

- Paired observation of the student teaching to either moderate the school's judgement of their teaching or to contribute to mentor training in the school.
- Discussions with the PCM.
- Provision of mentor training to staff in the school.
- Scrutiny of the student's marking and assessment records.

In SE2 there will be more of a focus on the moderation of the school's final grade. Tutors will discuss the projected grade with mentors and scrutinise the files and discuss the student's progress with the student teacher, mentor and PCM if necessary. They may also undertake joint observations to complete the moderation process.

## Professional Studies Programme

The work of the PGCE / Professional Year is underpinned by a 'Professional Studies' programme which supports the wider professional development of each student teacher. This programme provides:

- Discussion of the role of children's rights and how this underpins effective learning relationships
- Understanding of different aspects of inclusive education
- Introduction to the whole school and wider children's workforce
- Reflection on personal learning experiences and their application to the process of becoming a teacher
- Team work and collaborative discussion across different subject areas
- Critical examination of education policy and practices as well as national and local data
- Practical work e.g. on voice protection and maintenance

The programme provides a combination of lecture input, cross-subject workshops in Professional Studies groups as well as practical school-based tasks. Many Professional Studies sessions link closely with the School-Based Induction Days, described in the student handbook under 'School Placement Activities.' All sessions are compulsory.

The list of lectures and workshops is reproduced for your information so you can refer to them in your discussions with student teachers and so you know which elements of professional studies may have already been introduced at the university. If you would like a more detailed breakdown of the university sessions they are in the generic pages of the student handbook, which is available from the partnership website.

13 September	Induction: Children's Rights and Your Responsibilities How Children Learn (1)
20 September	Inclusion and Urban Education: Equalities in Education How Children Learn (2)
27 September	Inclusion: Introduction to SEN How Children Learn (3)
4 October	Behaviour for Learning QTS and recording evidence on PebblePad
11 October	Range of workshops including: student voice, EAL, protecting your voice
6 December	Medium Term Planning and Project 1 Briefing
10 January	Behaviour for Learning (2) Teacher as Researcher
17 January	SEN (2) Planning for Inclusion on SE2
15 May	Contemporary Educational Issues Preparing your Portfolio
12 June	Preparing for your NQT year

## Professional Standards for Qualified Teacher Status

KNOWLEDGE FOR TEACHING		
<i>Frameworks</i>	Q3a	Be aware of the professional duties of teachers and the statutory framework within which they work.
	Q3b	Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.
<i>Teaching and Learning</i>	Q10	Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.
<i>Subjects and Curriculum</i>	Q14	Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.
	Q15	Know and understand the relevant statutory and non-statutory curricula, frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.
<i>Literacy, Numeracy and ICT</i>	Q16	Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT)
	Q17	Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
RELATIONSHIPS		
<i>Relationships With Children and Young People</i>	Q1	Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
	Q2	Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
<i>Communicating and Working With Others</i>	Q4	Communicate effectively with children, young people, colleagues, parents and carers.
	Q5	Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.
	Q6	Have a commitment to collaboration and co-operative working.
<i>Team Working and Collaboration</i>	Q32	Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
	Q33	Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
REFLECTION		
<i>Personal Professional Development</i>	Q7a	Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs
	Q7b	Identify priorities for their early professional development in the context of induction.
	Q8	Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified
	Q9	Act upon advice and feedback and be open to coaching and mentoring.
<i>Reviewing Teaching and Learning</i>	Q29	Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.

ASSESSMENT		
<i>Assessment and Monitoring</i>	Q11	Know the assessment requirements and arrangements for the subjects/curriculum areas in the age ranges they are trained to teach, including those relating to public examinations and qualifications
	Q12	Know a range of approaches to assessment, including the importance of formative assessment.
	Q13	Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
<i>Assessing, Monitoring and Giving Feedback</i>	Q26a	Make effective use of a range of assessment, monitoring and recording strategies.
	Q26b	Assess the learning needs of those they teach in order to set challenging learning objectives
	Q27	Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development
	Q28	Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.
INCLUSION AND WELL BEING		
<i>Achievement and Diversity</i>	Q18	Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
	Q19	Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
	Q20	Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.
<i>Health and Well-being</i>	Q21a	Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
	Q21b	Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
PLANNING AND TEACHING FOR CHILDREN'S LEARNING		
<i>Planning</i>	Q22	Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.
	Q23	Design opportunities for learners to develop their literacy, numeracy and ICT skills.
	Q24	Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.
<i>Teaching</i>	Q25a	Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:
	Q25b	Use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;
	Q25c	Build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;
	Q25d	Adapt their language to suit the learners they teach, introducing new ideas concepts clearly, and using explanations, questions, discussions and plenary effectively;
<i>Learning Environment</i>	Q30	Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts
	Q31	Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

## **Guidance for New Mentors**

### **The Mentor's Role**

Mentors are central to the training of student teachers. The notes in this section aim to outline and discuss aspects of the mentor's role and responsibilities, and to support the development of those new to the mentoring role.

### **Becoming a Mentor**

Most mentors find the role rewarding. As experienced teachers, they have an opportunity to articulate their own practice and skills and to contribute to the development of new teachers. Supervising student teachers also provides an opportunity to revisit areas of pedagogical and subject-based theory that underpin your work as a teacher. Mentors often say that the ideas student teachers are keen to discuss and to try out in the classroom can refresh and develop practice in the department.

The transition from teacher to mentor also presents challenges. Student teachers need a great deal of support, but at the same time need a 'critical friend' in the mentor, someone who will advise sensitively but clearly to guide their progression. Getting this balance right is a subtle process. It is important to remember that you have an assessment role as well as a support role and that this needs to be clear from the start in the relationship between mentor and student teacher.

### **Practical Arrangements**

Mentors' responsibilities are listed in Section 1 of this handbook. New mentors should be particularly aware of the following key areas:

- The importance of a regular, scheduled weekly meeting between mentor and student teacher. This provides security and a strong structure for the student teacher's development. Focussed support may also help to limit and manage the amount of time spent answering the student teacher's queries during the week.
- The importance of referring to the student teacher as a teacher from the outset in front of pupils, in order to give them the best possible support to develop confidence in their new role.
- The importance of introducing the student teacher to other colleagues, both within the department and beyond. The management of communications between the student teacher and other colleagues is a crucial aspect of mentoring; the culture and structure of a school staff may not be obvious to someone new to secondary school teaching in the London context.
- The importance of providing clear information and access regarding materials, equipment, rooms, schemes of work, etc.
- The importance of liaison with the school's PCM or teacher in charge of professional development.
- The relevance of the QTS Standards at every stage of the student teacher's development.
- Mentors find the use of the Professional Development Journal, the Standards Checklist and the Lesson Observation Summary Sheet helpful in keeping Standards in mind.

## Suggested Progression Towards Whole Class Teaching

We do not believe in a 'sink or swim' approach to training, but rather a progression of experience which relates to development of awareness and skill in the student teacher. Each individual will inevitably progress at a different rate according to previous experience and ability. The following is a guide to a suitable progression

### Student teacher's Progression to Whole Class Teaching

Student teacher observes

Student teacher works with groups/ individuals

Team-teaching. Student teacher takes whole class for 1 or 2 activities.

Student teacher takes register, dismisses class and teaches 1/2 or 3/4 of lesson

Student teacher takes whole lesson, teacher observes and supports

Student teacher takes whole lesson, teacher leaves room for progressively longer periods

Student teacher takes some whole lessons with no teacher support

### Please Remember

Introduce the student teacher as a 'teacher', never as a 'student teacher'

You will probably need to identify groups/ individuals

You will need to plan jointly but get the student teacher to do photocopies, get materials etc, to compensate for your time

Please point out what went well in lesson and give advice about improving what didn't

Intervene discreetly when necessary without undermining the student teacher

Make sure the student teacher always knows where you are - teacher is legally responsible for the class

Please observe some lessons and give written feedback

## Observation and Feedback

Student teachers should receive at least one written feedback per week, using the 'Formal Lesson Observation Sheet' with comments for each area of the QTS standards and the 'Standards Checklist for Observation' (see examples in Section Two of this handbook).. However on School Experience 1 and in the early weeks of School Experience 2 when more support is needed it is helpful to receive additional written feedback. It is also helpful if class teachers as well as mentors provide written feedback so that advice is received from a range of teachers. The following guidance on completing the written Observation sheets arose from discussions during a mentor training session.

### Setting up an observation

- Ask for the lesson plan before observing so that you can distinguish between planning issues and performance issues.
- It is useful to agree a focus for your written observations with the student teacher. A focus which relates to previous targets is often the most useful *e.g. clarity of instructions for tasks, transition from one part of the lesson to another etc.*

### Giving feedback

- Comment on the appropriateness of the lesson objective(s) and suggest ways of involving pupils in recapping or evaluating what they have learned.
- Note the time at key points such as the start and finish of an activity. You then have some clear evidence for comments on pacing.
- Feedback should be descriptive, noting what the student teacher did and what the pupils did in response. When coping with 'standing at the front', student teachers often do not notice things happening in the classroom which seem obvious to an observer, so this may sometimes feel like stating the obvious *e.g. you stood in front of the OHP, Kevin had his hand up several times, none of the girls answered.*
- Often a question is an effective way of moving them on via the written feedback *e.g. they responded well to this - why do you think it worked so well? Why do you think they took so long to get started? How could you avoid this next time?*
- Try to get a balance of 'good points' and 'points to consider'. If the lesson is very weak try to find something positive to comment on and try to focus your 'points to consider' rather than give a long list of negative points.
- Identify appropriate body language, eye contact, interactions, praise and other management techniques - try to catch them doing the appropriate thing and then ask for more rather than a list of 'don'ts'.
- Suggesting several alternative ways of doing things so that the student teacher still has a choice is more likely to encourage reflection and independence than giving bald directives.

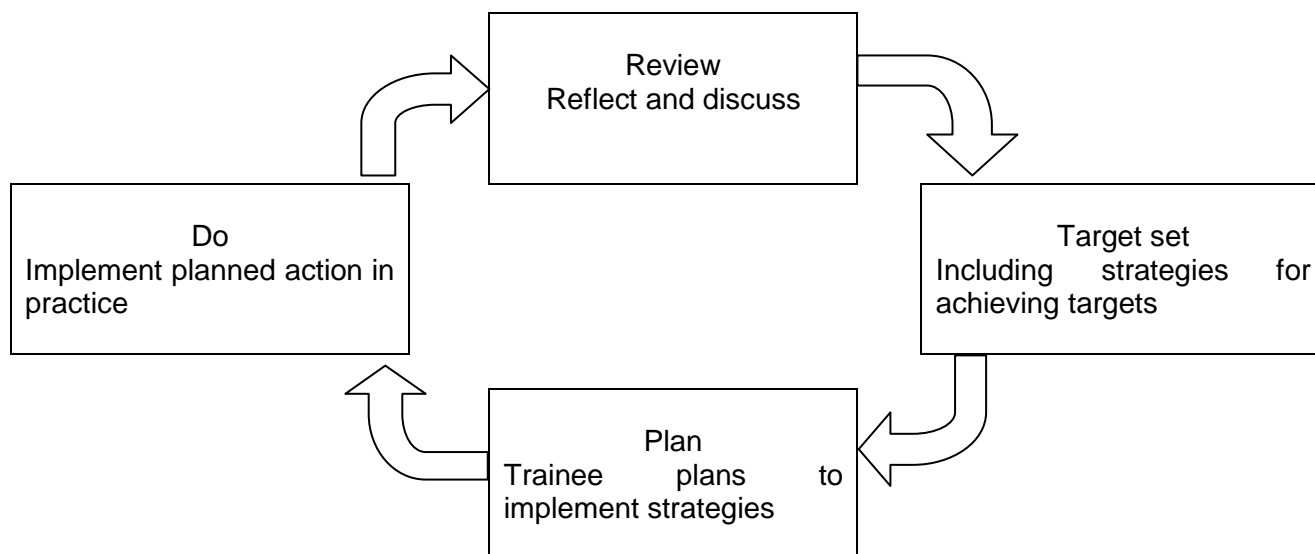
### Setting Targets

- Set specific targets for next time. Large areas of concern often need to be broken down into short-term steps *e.g. focus on language of instructions to set up an activity rather than use of language throughout the lesson.*

## Using the Professional Development Journal to support training

### The training cycle

It is important that trainees remember that this journal is not simply a paperwork exercise, it should record a cyclical process in which they reflect on their own professional development needs and progress. Simply put, trainees should be working through the following cycle with their mentors:



Mentors have an important role in checking that the targets are appropriate and that they are followed up in planning and practice. Of course not every target setting cycle takes place neatly within a week. Some will stretch over several weeks and others will run across a whole School Experience. It is useful to think about the variety of targets and to make sure that they are all discussed in the weekly mentor meeting.

### Long term targets

- All trainees will have tutorials with their university tutor in which targets for each School Experience are discussed. These are recorded in this journal and they should be reviewed to start off the first meeting in school. These may well form weekly targets for several weeks.

### Weekly targets

- Targets should be SMART and the trainee should be clear what they are going to do in order to achieve them. This can be recorded in the first two columns of the table.
- Trainees should only complete the third column after they have tried to implement the strategies.
- If sufficient progress has been made, then new targets may be set, but it will often be useful to set the same targets, or slightly adapted targets, to ensure new practices are consolidated, or transferred to a new class.

### Class targets

- Mentors and other teachers observing the trainee's lessons may also set additional targets as a result of observations with individual classes.
- The trainee should respond to these targets in the following lessons and these should form the basis of feedback discussions. It would also be useful if the trainee kept a note of the progress they had made, or difficulties they experienced, when they evaluate their lessons.

### SMART targets

We encourage mentors and trainees to discuss their targets so that they become as SMART as possible. This clarity is often a result of negotiation:

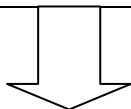
**S**pecific **M**easurable **A**ssessable **R**ealistic **T**ime related

## Weekly meetings

### Agree your agenda

Take time to ensure you and your mentor know what needs to be discussed during the meeting. We have suggested topics to discuss each week. You may need to change the order of some topics, depending on when topics are covered in school-based Professional Studies. You or your mentor may also wish to table new items for discussion in a particular meeting.

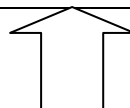
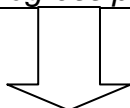
*PDJ resource: suggested agenda items*



### Student teacher reflection

The student teacher should start the meeting by sharing their thoughts on the progress they have made in relation to the previous week's targets. To what extent have you made progress? Are there any problems that have arisen, where you need help? Do you have any thoughts about how to make further progress?

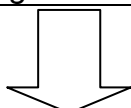
*PDJ resource: Reflection on progress pages*



### Mentor response

The mentor should engage in a dialogue with the student teacher responding to their reflections on the week. Does the self assessment seem broadly accurate? Are there misconceptions that need to be addressed? Are there additional issues that need to be discussed?

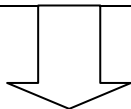
*PDJ resource: Reflection on progress pages*



### Discussion of other agenda items

Not all issues that need to be discussed will emerge naturally from the discussion of previous targets, or feedback on teaching. It is useful therefore to ensure there is time to engage in discussion about the other issues in the agreed agenda, and to discuss what actions are expected, if any, of the student teacher in relation to such discussions. What do they need to do next to ensure progress?

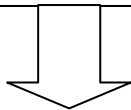
*PDJ resource: Suggested targets*



### Agree targets

Once the discussion has covered all the areas that are deemed necessary by both the mentor and the student teacher, the meeting should end with a discussion and agreement on key targets for the forthcoming week. It is important to ensure that the student teacher is clear about what practical strategies they should implement in relation to the plans.

*PDJ resource: Suggested targets*



### Write up minutes

It is the student teacher's responsibility to write up a summary of the discussion. This should be checked by the mentor to ensure it is accurate.

### **Suggested generic targets**

Sometimes we struggle to come up with different types of targets, here are some suggestions:

- Read an article and identify one teaching activity based on an idea in the article
- Read an article and evaluate your lesson in the light of its key messages
- Observe a colleague to learn about a teaching strategy and adapt your own planning to try to achieve the same success
- Observe a colleague teaching the same children and look for differences in engagement, groupings, response etc
- Write a lesson plan for a lesson you have observed, try to identify the learning intentions
- Review the exercise books of a class and write an evaluation of how effective your teaching has been to date
- Observe a class with difficult behaviour using the ABC method: (i) what are the Antecedents of the behaviour problems? i.e. what leads up to the problem? (ii) what is the problem Behaviour? i.e. who is involved, what do they do, why is it a problem? (iii) identify the Consequences, i.e. for different pupils, for the teacher. Identify something the teacher could do differently at each stage – A, B, C.
- Observe a lesson and list how many times the teacher makes a positive comment to pupils and how many times they make a negative comment. Ask someone to observe you in the same way. Try to change the ratio of positive : negative comments and ask for feedback.
- Take the resources in the department for a lesson and develop a G&T (or EAL, literacy, numeracy etc) strategy including new supplementary resources and teaching ideas.
- Review the work of the highest and lowest attaining pupils in your class – is the work sufficiently different? What are the implications for your differentiation?
- Devise a new seating plan for a class and discuss it in advance with their tutor
- Observe withdrawal classes for EAL / SEN / G&T / excluded pupils
- Go for a walk outside the school and acquaint yourself with the local area, identify anything that might be relevant to your teaching

## Targets to move a student teacher on

The following suggestions are based on the assessment criteria used to assess student teachers at the end of SE2.

### Moving from good to outstanding...

- (1) **Assessment** Plan activities within the next lesson that enable you to adjust the remainder of the lesson to suit different learners' needs
- (2) **Planning** Produce a clearly differentiated series of outcomes for this scheme of work, detailing what all / most / some will be able to do and understand at the end; share this with pupils and encourage them to track their own progress
- (3) **EAL** Re-write this scheme of work and assessment to ensure it meets the needs of recently arrived groups in the school
- (4) **SEN** Write a briefing note for the LSA working with pupil X explaining how they might best support them in this lesson
- (5) **Behaviour** Design a 3 week project for mixed ability groups to work independently and include a method for pupils to reflect on how well they are working together
- (6) **Team working** Join the out-reach project for adult literacy to deepen your understanding of how to work effectively with other staff
- (7) **Subject knowledge** take out a small group of high achieving students from the GCSE class to focus on A / A\* criteria
- (8) **Reflection** Identify a target that would help you move to outstanding teaching with your most successful teaching group

### Moving from satisfactory to good...

- (1) **Assessment** Explain to me how you are going to judge the effectiveness of this lesson and how you will ensure the next lesson stretches the most able students.
- (2) **Planning** Review your sequence of lessons to ensure you include a wide variety of teaching and learning activities over the whole period.
- (3) **EAL** Identify a different strategy for the new arrivals in class X for the next 4 lessons and review the relative success of each.
- (4) **SEN** Check the IEP for these 3 students and ensure your differentiation strategy meets their needs next lesson.
- (5) **Behaviour** Plan the next lesson so that the quieter pupils have an opportunity to show you what they have learned.
- (6) **Team working** Present the new resources you have collected from university to the next department meeting.
- (7) **Subject knowledge** Explain why the content in this scheme of work appears in the order you have chosen – how will pupils' understanding progress?
- (8) **Reflection** Explain to me next week what you think your most important target is in order to make further progress.

### Moving from unsatisfactory to satisfactory...

- (1) **Assessment** Identify clearly in your planning how you will know which students have met the objectives.
- (2) **Planning** Make sure your lesson plans clearly show how each activity addresses specified learning objectives.
- (3) **EAL** Visit teacher X to identify a strategy you can use with this class next week.
- (4) **SEN** Plan an activity that pupils X & Y will be able to complete.
- (5) **Behaviour** Specify what you will do to manage each transition in the next lesson.
- (6) **Team working** Make sure you submit your request to the laboratory technician 3 working days before each lesson.
- (7) **Subject knowledge** Write down the questions you want to use in the next plenary, order them in terms of challenge and make sure you know what the answers are.
- (8) **Reflection** Use pupil books to review your teaching to ensure you make accurate judgements about what you need to do to improve.

# Partnership Days and Mentor Training

## Mentor Training with London Metropolitan University

Recently there has been increasing interest, both nationally, at Government level, and within London, in the idea of raising the status of mentoring. Representatives from the different London providers of Initial Teacher Training have planned a systematic framework for accredited mentor training for London mentors.

At London Metropolitan University, we have trained hundreds of mentors in stage 1 and 2 courses, which are recognised by all London providers, and last year we launched a Post Graduate Certificate in Mentoring and Coaching for experienced mentors, which starts in the spring term each year.

For more details of Stage 1 and 2 training contact the Partnership Office

For details about the Post Graduate course contact:  
Paul Rogers: Paul.Rogers@londonmet.ac.uk

## Partnership Days

We hold mentor review days every year towards the end of the summer term and all mentors are invited to these. The university reimburses schools for cover costs to release staff to attend. Each day has a brief to:

- Review the year ending
- Plan for the year ahead to ensure courses remain up to date.

The mornings are spent in subject groups, reviewing the PGCE subject in which you have been mentoring. In the afternoon, all mentors and course leaders join together to work on an aspect of partnership.

- In 2008-09 we reviewed the School Profile handbooks to support induction and the PDJ.
- In 2009-10 we constructed the additional guidance for paired placements, which appears in this handbook.
- In 2020-11 we planned a short additional guidance leaflet for new mentors and for colleagues observing student teachers. We also began work on whole school ITE review criteria, to be developed during 2011-12.

We will circulate dates for this year in the partnership newsletter and via subject course leaders. In the meantime please let Lee Jerome know if you recommend any aspects of the course as areas for review in forthcoming meetings.

# **Appendix**

## **Partnership Forms**

## Lesson Prompt Sheet

The following two pages provide a summary of the standards with relevant questions to ask about lessons being observed. There is no expectation that a single lesson should meet all these requirements simultaneously, rather the questions are designed to help mentors and other colleagues observing lessons to think about how their observation might connect to specific issues and then to the Standards.

KNOWLEDGE FOR TEACHING		
<i>Frameworks</i>	Q3a Q3b	Is there evidence that the student teacher (ST) is aware of and trying to implement school policies? Are they wholly successful in these?
<i>Teaching and Learning</i>	Q10	Does the ST demonstrate knowledge of a range of approaches to teaching and learning? Does the ST understand different strategies for behaviour for learning?
<i>Subjects and Curriculum</i>	Q14	Does the ST demonstrate sound subject knowledge relating to this lesson? Are sources clear and accurate? Are explanations and responses during the lesson clear and accurate?
	Q15	Is the lesson clearly linked to the National Curriculum requirements?
<i>Literacy, Numeracy and ICT</i>	Q17	Does the ST use literacy, numeracy and ICT skills adequately in this lesson?
RELATIONSHIPS		
<i>Relationships With Young People</i>	Q1	How / does the ST demonstrate they have high expectations of learners? Is the ST building good relationships with the class? How?
	Q2	Is the ST acting as a good role model in this class? How?
<i>Communicating and Working With Others</i>	Q4	Is the ST communicating clearly and effectively with all learners?
	Q5	Does the ST understand the role of support staff in this lesson?
<i>Team Working &amp; Collaboration</i>	Q6	Has the ST taken steps to try to ensure a positive relationship with relevant staff?
	Q32	Are other members of staff in the class clear about their roles?
	Q33	Are other members of staff in the class contributing to the learning?
REFLECTION		
<i>Personal Professional Development</i>	Q7a Q7b Q8	Is there evidence that the ST has reflected on their previous teaching and adapted this lesson to address weaknesses? Is this lesson better in significant ways from previous lessons?
	Q9	Has the ST incorporated advice / feedback in this lesson?
	Q29	At the end of the lesson, does the ST have a realistic understanding of what the learners have achieved? Are they able to use this to suggest ways in which their teaching might develop?
<i>Reviewing Teaching &amp; Learning</i>		

ASSESSMENT		
<i>Assessment and Monitoring</i>	Q11 Q12 Q13	Is this lesson appropriately linked to NC attainment targets or exam specifications? Does the ST understand appropriate methods for assessing learning? Is the ST aware of relevant targets for learners and does the lesson reflect this?
<i>Assessing, Monitoring and Giving Feedback</i>	Q26a Q26b Q27 Q28	Does the lesson include appropriate assessment strategies? Does the ST have good assessment records for this class? Is the lesson pitched at an appropriate level for this class? Is there evidence that the ST has provided helpful feedback to learners, through marking or in the class? Do the learners reflect on their own attainment and progress?
INCLUSION AND WELL BEING		
<i>Achievement and Diversity</i>	Q18	Does the ST understand the needs of the learners in the class?
	Q19	Does the lesson meet the needs of learners with EAL? Does the lesson meet the needs of learners with SEN?
<i>Health and Well-being</i>	Q21a Q21b	Does the ST ensure learners are safe at all times?
PLANNING AND TEACHING FOR CHILDREN'S LEARNING		
<i>Planning</i>	Q22	Does the lesson / medium term plan include clear progression? Does the planning incorporate effective learning sequences?
	Q23	Does the lesson include opportunities for learners to develop their literacy, numeracy and ICT skills?
	Q24	Has the ST planned homework or other out-of-class work?
<i>Teaching</i>	Q25a Q25b Q25c Q25d	Does the lesson observed: <ul style="list-style-type: none"> <li>• Include a range of teaching strategies and resources?</li> <li>• Include e-learning?</li> <li>• Take practical account of diversity and promote equality and inclusion?</li> <li>• Build on prior knowledge?</li> <li>• Develop concepts and processes?</li> <li>• Enable learners to make progress?</li> <li>• Enable learners to meet learning objectives?</li> </ul> Does the ST: <ul style="list-style-type: none"> <li>• Adapt their language to suit the learners they teach so they introduce new ideas and concepts clearly?</li> <li>• Use explanations, questions, discussions and plenaries effectively?</li> <li>•</li> </ul>
<i>Learning Environment</i>	Q30	Does the ST establish a purposeful and safe learning environment?
	Q31	Does the ST establish a clear framework for classroom discipline to manage learners' behaviour constructively? Does the ST promote learners' self-control and independence?

## Cause for Concern

There may be occasions in school when the performance of a student teacher is such that additional action is required beyond the normal systems of support and assessment. In such cases mentors and / or tutors are required to set in motion the Cause for Concern process.

A Cause for Concern form should be initiated by the subject mentor, subject tutor or a senior member of school staff (PCM) in cases of:

Lack of progress	A student teacher is considered to be failing, or is judged to be in danger of failing, to meet the required standards for the particular phase of the course. Such cases may be resolvable if action is taken early enough.
Lack of professionalism	For example: punctuality, dress, lack of self-critical awareness, unable or unwilling to accept professional criticism, difficult relationships with staff, and so on.
Professional misconduct	The student teacher is considered to be behaving in a way which is professionally unacceptable.

The purpose of initiating a Cause for Concern Form is to make certain that the student teacher is aware of the concerns at the earliest possible stage in order that an appropriate supportive action plan can be agreed in partnership with the student teacher. The university encourages school staff to err on the side of caution and report a cause for concern, which is then resolved, rather than to wait indefinitely, hoping for an improvement, which does not materialise. In such cases it may be too late to make an effective intervention.

The Cause for Concern is intended to:

- Make everyone aware that the concerns are sufficiently serious to warrant a fail grade if there is not progress.
- To clarify what needs to change in order for a student teacher to pass.

The Cause for Concern should not be seen as the first step to an inevitable fail grade. With appropriate targets and changes to the training (where required) and sufficient effort from the student teacher, we should aim to address the concerns in a positive manner.

The kinds of actions, which may be appropriate, include:

- Ensuring the student teacher receives clear, unambiguous and consistent guidance about action to be taken.
- Ensuring the teaching load is appropriate for the current situation.
- Ensuring classes being taught are appropriate for the current situation
- Arranging for the student teacher to work alongside an experienced teacher in a support role.
- Providing extra support in developing the student teacher's subject knowledge.
- Arranging for additional, focused observation perhaps outside as well as inside the department in order to develop the student teacher's understanding of good teaching in practice.
- Setting clear and unambiguous short-term achievable targets.

A sample **Cause for Concern Form**

Student teacher		Mentor	
School		Professional Coordinating Mentor	
Subject		University Tutor	

A. Form initiated by		Role	
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B. Nature of Concern

Evidence for concern

C. Agreed action

Relevant signatures, for example

Signature of mentor Date

Signature of ITT coordinator Date

Signature of University tutor Date

D. I understand that if these targets are not effectively addressed, I may fail to meet the Standards for the award of Qualified Teacher Status.

Signature of Student teacher Date

E. Monitoring of progress on agreed action. Dates

F. Conclusion of process Date

Copies of form to:

Student teacher		Senior school tutor		Mentor		Tutor	
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# London Providers Observation Form



## Lesson Observation Commentary

Academic Year: \_\_\_\_\_ Stage: \_\_\_\_\_

Student teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_  
Date \_\_\_\_\_

Class/Year Group: \_\_\_\_\_ Number in Class: \_\_\_\_\_ Lesson Time: \_\_\_\_\_

Observer: \_\_\_\_\_ Lesson Theme: \_\_\_\_\_

### Narrative of Lesson Observed:

Student	teacher's	Name: _____	School: _____
Date: _____			

### Lesson Observation Standards Sheet

*This form may contribute to the student teacher's evidence base when claiming success in achieving the QTS Standard.*

Student teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_  
Date: \_\_\_\_\_

**Professional Standards:** Please comment under each of the Standards heading as appropriate taking into account the practice observed, documentation, and discussions with the student teacher and relevant school staff.

**Professional attributes:**

**Professional Knowledge and Understanding:**

**Professional Skills:**

**Strengths:**

**Targets:**

**Observer's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student teacher's Signature:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

## Secondary PGCE Assessment of School Experience 1

Mentor:

School:

Student teacher:

Subject:

### **Student teacher's strengths during School Experience 1**

*Professional attributes:*

*Professional Knowledge and Understanding:*

*Professional Skills:*

### **Targets and suggested areas for development in SE2**

*Relevant Standards*

*Suggested target / area for development*

### **Overall judgement of SE 1**

PASS – Student teacher has made sufficient progress towards the standards for QTS to start SE2.

PASS WITH CONCERN – Student teacher has not made sufficient progress but a Cause for Concern was not issued earlier.

FAIL – Student teacher has not made sufficient progress and a Cause for Concern was issued earlier, which highlighted the problems.

Mentor signature:

Date completed:

Copies should be kept by (a) student teacher in Journal, (b) mentor, (c) university tutor



## Secondary PGCE Assessment of School Experience 2

Page 2 of 2

Mentor:	Student teacher:
<p><b>Areas for further development</b></p> <p><i>If the student teacher has passed please use this section of the report to suggest targets for their NQT induction. This may reflect areas of relative weakness or where their SE2 experience was limited.</i></p> <p><i>If the student teacher has failed, please use this section to record the reasons why they failed.</i></p>	
Mentor signature:	Date:

Copies should be kept by (a) student teacher in Journal, (b) mentor, (c) university tutor

## Assessment Criteria for SE2

	<b>Outstanding (1)</b>	<b>Good (2)</b>	<b>Satisfactory (3)</b>
<b>overview</b>	An outstanding student teacher is not afraid to take risks when trying to make teaching interesting, and has the flexibility and confidence to deal with the unexpected and 'grab the moment'. A passion for learning, innovation, creativity and lateral thinking are intrinsic facets of their practice. The student teacher is well-respected by staff and pupils and demonstrates a clear capacity for reflecting on what they need to do in order to become an outstanding fully qualified teacher. The student teacher will also:	A good student teacher shows a willingness to try out a range of approaches to teaching and learning, knowing how to learn from success and 'failure', and know when/whom to ask for support both in trying out new approaches and in evaluating how well they work. The student teacher demonstrates a clear capacity to become an outstanding teacher. The student teacher will also:	A satisfactory student teacher demonstrates a limited but adequate range of teaching and assessment strategies. The student teacher will recognise s/he may need some help with aspects of his/her teaching and is willing to seek out and act on advice given to work towards becoming a good teacher. The student teacher will also:
a.	Demonstrate and describe a clear and deep understanding of how to plan for progression taking into account stages in learning, different rates of progress and including clear and differentiated learning outcomes that challenge all learners and ensure they make progress. Consistently plan and teach innovative and creative lessons or sequences of lessons- sometimes within the constraints of a scheme of work- which are mostly good and show characteristics of outstanding lessons.	Consistently plan and teach lessons or sequences of lessons which are often good or better with clear and differentiated learning outcomes identified that challenge all learners and allow them to make progress.	Consistently plan and teach satisfactory lessons with clear learning outcomes identified that allow learners to make progress or consolidate their learning.
b	Demonstrate a depth of subject knowledge and subject pedagogy through explanation and a range of teaching approaches which are responsive to learners' needs. Articulate in detail why they use particular teaching approaches and why these are likely to be more successful than others.	Demonstrate a depth of subject knowledge through explanation and teaching approaches, taking the needs of individual learners into account.	Have secure subject knowledge which they are able to use to confidently answer learners' questions.
c	Manage the learning environment in order to teach flexibly and with adaptability in a way that communicates their enthusiasm for learning and through this capture and engage learners' interest. In response to what learners say and do are able to vary pace, approach and teaching method and create opportunities for debate between learners, and between learners and teacher.	Manage the learning environment in order to teach in a way that engages learners' interest so that they become fully involved in the lesson.	Manage the learning environment effectively, demonstrating appropriate expectations of learning and behaviour.

	<b>Outstanding (1)</b>	<b>Good (2)</b>	<b>Satisfactory (3)</b>
d	Demonstrate the clarity of links between learning objectives, teaching approaches, and assessment strategies and be able to discuss individual learners' progress in detail. Monitor learners' progress to evaluate how well they are learning so that they can change the approach during the lesson if necessary and provide individual detailed feedback to ensure progression in the lesson. Provide feedback to groups and individual learners in a way that encourages their own awareness of progress.	Use a range of appropriately chosen assessment procedures to monitor attainment and progress, in order to inform planning and teaching. Provide feedback to learners that aid the progression of groups and individuals.	Carefully monitor attainment and progress in lessons and elsewhere to inform planning and provide feedback to learners, aiding their progress.
e	Demonstrate in their planning and teaching innovative approaches to integrating ECM. Understand the wider implications of ECM, including within the context of promoting learners' deeper comprehension of and engagement with subject content, literacy and numeracy	Demonstrate in their planning and teaching a secure understanding of the wider implications of ECM and of ways to address potential barriers to learning, including low levels of numeracy/literacy and the needs of learners who have been identified as gifted or talented.	Demonstrate in their planning and teaching a secure understanding of ECM and of potential barriers to learning, including low levels of numeracy/literacy and the needs of learners who have been identified as gifted or talented.
f	Make links with and explore possibilities to develop learners' understanding and appreciation of social and cultural diversity, exploiting the potential provided through this process.	Make links with and explore possibilities to develop learners' understanding and appreciation of social and cultural diversity.	Begin to develop learners' wider understanding and appreciation of social and cultural diversity.
g	Understand the range of professionals in the children's workforce and how to work with them effectively. Demonstrate knowledge of their place in the 'bigger picture' through a well-informed discourse about individual/groups of learners and particular needs, including their overall development, child protection, and safeguarding.	Know about the variety of professional roles in the children's workforce and demonstrate how they have worked with them effectively, in relation to learners' overall development including child protection and safeguarding.	Know about the variety of professional roles in the children's workforce and understand how to work with them effectively, in relation to learners' overall development including child protection and safeguarding.
h	Understand their own role as learners, and the need to reflect critically and rigorously on their own practice to inform their professional development, evaluate the effectiveness of their own teaching in terms of learners' progress and wellbeing and identifying appropriate courses of action.	Understand their own role as learners, and systematically evaluate the effectiveness of their own teaching in terms of learners' progress and wellbeing and identifying appropriate courses of action.	Evaluate the effectiveness of their own teaching in terms of learners' progress and wellbeing and identifying appropriate courses of action.
i	Take full responsibility for their own professional development and plans for future career development. Show the capacity to develop leadership and management skills; self-evaluate performance-including learning from their own mistakes- and set and refine challenging targets collaboratively with mentors and tutors. Review, monitor and critically reflect on the progress and implementation of their targets.	Take responsibility for their own professional development, evaluating performance, setting and refining challenging targets collaboratively with mentors and tutors. Reviews, monitors and critically reflects on the progress and implementation of their targets.	Takes some responsibility for their own professional development, making use of their own targets and those developed collaboratively with mentors and tutors.