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## **INTRODUCTION**



## WELCOME TO THE SECONDARY PGCE PROGRAMME

On behalf of the University and the Graduate School of Education, we offer you a warm welcome to your programme here at Exeter. We trust that you will find the work both challenging and rewarding and that you will carry away with you memories of good times, both social and professional.

Although rapid change seems to dominate our professional lives both as tutors and trainees, we must not lose sight of more stable elements. Firstly, postgraduate trainees are always a diverse and stimulating group of people. You bring to the Graduate School of Education a wealth of experience and a host of qualities which never fail to enrich our lives. Secondly, the Graduate School of Education remains a compact and friendly community which fosters first-rate professional attitudes and relationships. It is also an environment in which critical debate and informed questioning contribute to the intellectual development of all participants.

Finally, the prime focus of all Initial Teacher Education (ITE) programmes and courses, including yours, remains children and young people. Compared with the rapid external changes to our courses, the individual needs, aspirations and responses of children and young people in schools remain essentially unchanging. In partnership with schools, we aim to ensure that our model of Initial Teacher Education will continue to meet those needs by inducting committed trainees into the profession. We hope you enjoy the first year of that long process of continuing professional development.

### CAROL EVANS

*Head of Teacher Education*

### KAREN WALSH

*Secondary PGCE Programme Director*

*on behalf of the PGCE Secondary team*

#### Key Personnel

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## PROGRAMME STRUCTURE AND KEY DATES 2012/13

### Programme Structure

	Autumn term			Spring term		Summer term		
M	Preliminary Experience	University Based course	Induction	Uni Based Course	First Placement School	Induction	Second Placement School	SD 5
T								
W								
T								
F								

SD: Seminar Day.

### Key Dates

#### Autumn Term

Preliminary School Experience	Monday 17 September	Friday 28 September 2012
University-Based Work	Monday 1 October	Friday 14 December 2012
Induction School 1	Monday 12 November	Friday 23 November 2012
Assignment 1 hand-in	Friday 7 December 2012	

#### Spring Term

First Placement School	Monday 7 January	Friday 22 March 2013
Induction School 2	Monday 25 March	Wednesday 27 March 2013
Assignment 2 hand-in	Thursday 28 March 2013	(Seminar Day 2)

#### Summer Term

Second Placement School	Monday 15 April	Monday 1 July 2013
Assignment 3 hand-in	Friday 24 May 2013	(Seminar Day 4)

#### Seminar Days: 10.00am – 3.30pm

#### Spring Term

Friday 8 February 2013
Thursday 28 March 2013

#### Summer Term

Friday 24 May 2013
Friday 26 April 2013
Tuesday 2 July 2013

### Summary of timing

#### Action Plans, Formative Reflection on Achievement and Progress (FRAP) and Final Summative Report (FSR)

Early Autumn Term	Action Plan 1	Tutorial with University tutor
Mid-Autumn Term	Action Plan 2	Tutorial with University tutor
Due 9 November	FRAP 1	Tutorial with University tutor
Due by 11 January	Action Plan 3 + FRAP2	Supervisory Conference with Mentor
Mid-February	Action Plan 4	Supervisory Conference with Mentor
Due by 22 March	Action Plan 5 +FRAP3	Supervisory Conference with Mentor
Late April	Action Plan 6	Supervisory Conference with Mentor
Due by 17 May	Action Plan 7 + FRAP4 CCL final deadline.	Supervisory Conference with Mentor
Due by 14 June	Final Summative Report	Supervisory Conference with Mentor
	Career Entry documentation discussed	
2 July	Career Entry documentation signed	Seminar Day 5 by University tutor

## PLACEMENT DIARY 2012/13

<b>FIRST PLACEMENT SCHOOL</b>				
<b>Autumn Term: 12 - 23 November 2012</b>				
<b>Spring Term: 7 January – 22 March 2013 and then induction into school 2</b>				
Date	Meeting with Mentor*	University Tutor Visit	Seminar Day	Assessment Deadlines
12 Nov - 16 Nov	Induction meeting			
19 Nov - 23 Nov				
7 Jan - 11 Jan	Sup Conf 1 Act. Plan 3 FRAP 2			11 Jan FRAP 2 to Partnership Office
14 Jan - 18 Jan				
21 Jan - 25 Jan				
28 Jan - 1 Feb		UVT visit 1		
4 Feb - 8 Feb	Sup Conf 2 Act. Plan 4	UVT visit 1	SD 1 8 Feb	
11 Feb - 15 Feb	Somerset Schools Half Term: Trainees do University Work			
18 Feb - 22 Feb	SCHOOL HALF TERM (except Somerset Schools) Trainees do University Work			
25 Feb - 1 Mar		UVT visit 1		
4 Mar - 8 Mar		UVT visit 1		
11 Mar - 15 Mar	Sup Conf 3 Act. Plan 5 FRAP 3 prep			
18 Mar - 22 Mar	Finalise FRAP 3			22 Mar FRAP 3 to Partnership Office

<b>SECOND PLACEMENT SCHOOL</b>				
<b>Induction: 25 March – 27 March 2013</b>				
<b>Summer Term: 15 April – 1 July 2013</b>				
Date	Meeting with Mentor*	University Tutor Visit	Seminar Day	Assessment Deadlines
25 Mar - 27 Mar	Induction School 2		SD2 <b>THURS</b> 28 Mar	
29 Mar - 14 Apr	<b>Easter Holiday</b>			
15 Apr - 19 Apr	Sup Conf 4 Act. Plan 6			
22 Apr - 26 Apr		UVT visit 2	SD 3 26 Apr	
29 Apr - 3 May		UVT visit 2		
Tu7 May - 10 May		UVT visit 2		
13 May - 17 May	Sup Conf 5 Act. Plan 7 Finalise FRAP 4	UVT visit 2		17 May FRAP 4 to Partnership Office CCL final deadline
20 May - 24 May			SD4 24 May	
27 May - 31 May	SCHOOL HALF TERM University Work			
3 Jun - 7 Jun				
10 Jun - 14 Jun	Sup Conf 6 FSR Prepare CEDP			14 Jun FSR to Partnership Office
17 Jun - 21 Jun				
24 Jun - 28 Jun				Examination visit if scheduled
1 Jul - 2 Jul			SD5 <b>TUES</b> 2 Jul CEDP signed	

**UVT** – University Visiting Tutor

**SD** – Seminar Day (recall day at University)

**FRAP** – Formative Reflection on Achievement and Progress

**CCL** – Cause for Concern Letter

**FSR** – Final Summative Report

**CEDP** – Career Entry Development Paperwork

**FRAP preparation** indicates that at the Supervisory Conference there should be discussion about the forthcoming Formative Reflection on Achievement and Progress, but its due date is not until the following week.

## THE SECONDARY PGCE RATIONALE, AIMS AND READINGS

Education is a complex and intellectually challenging process, the fundamental purpose of which is to prepare young people to take a full part in a changing, pluralist and democratic society.

Good teaching promotes effective learning. Throughout the PGCE year you will develop a personal and professional rationale for teaching and learning. The programme enables you to acquire the values, commitments, knowledge, understanding and skills that all teachers need. It also offers you opportunities for the development of personal transferable skills (self-management, learning skills, communication, teamwork, problem-solving and data-handling skills) and will provide you with the first stages in your profile of continuing professional development as a teacher.

The programme has three integrated components which together provide coherence and progression of experience throughout the year. You will be encouraged to reflect on your experiences and developing professional practice in order to build skills of critical enquiry and reflective learning:

- Main Subject Module
- Professional Studies Programme
- School-Based Work

The programme contributes to both your immediate and your continuing professional education. At the end of the programme you should be an effective classroom teacher, able to demonstrate your competences and to become an integrated member of the school community wherever you work. You will be equipped to work collaboratively and independently, with commitment to the all-round education of children. In the longer term, the PGCE course lays the foundation for lasting professional development. The PGCE programme leads into the NQT course and together they provide credits for the part time MEd programme which we hope most of you will continue during your first years of teaching. The Secondary PGCE programme has been designed to meet the requirements for Initial Teacher Education as set out in the revised *Teachers' Standards* and revised ITT Requirements (DfE 2012). Copies of these can be accessed on the [website of the Teaching Agency at www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf](http://www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf)

You will also find a copy of the Teachers' Standards towards the back of this handbook.

### **The aims of the University of Exeter Secondary PGCE Programme are:**

- to develop your teaching competence, as identified in *Qualifying to Teach*, through a phased initiation into good practice in teaching under mentorship in partner schools
- to enable you to achieve a grounding in the application of subject knowledge which gives you an appropriate level of subject knowledge and understanding for the teaching and assessment of pupils as required by the National Curriculum in England and Wales and other syllabus requirements
- to introduce you to what is known about pupils as learners, both from research and professional experience
- to offer you an understanding of the main debates about the aims of education as they have evolved, with special reference to current issues and your subject specialism
- to enable you to engage critically in such debates
- to familiarise you with the organisation and management of schools
- to enable you to understand teaching as a profession and how schooling may serve society
- to develop your personal transferable skills
- to provide you with guidance for your Induction year and for continuing professional development throughout your teaching career



It is important to remember that the PGCE at the University of Exeter is a Masters level qualification and therefore differs in its expectations from other professional certificates of Education. Your subject tutors will offer further and subject specific guidance on how to study and write at Masters level, but one of things you can do straight away is familiarise yourself with what it means to be engaged on a Masters level teacher training programme. A number of books have been included in the generic reading list (see below) that will help you, both explicitly and implicitly, in this task.

### **Learning to teach in the secondary school: suggested readings**

Capel, Leask and Turner (2009) Learning to Teach in the Secondary School, 5th Edition. London. RoutledgeFalmer.

Desforges, C. and Fox, R. (ed) (2002) Teaching and Learning: the Essential Readings. Oxford. Blackwell.

Dymoke, S. and Harrison, J. (eds) (2008) Reflective Teaching and Learning. London. Sage.

Ellis, V. (2004) Learning and Teaching in Secondary Schools, 2<sup>nd</sup> edition. Exeter. Learning Matters.

Fautley, M. and Savage, J. (2007) Creativity in Secondary Education. Exeter. Learning Matters.

Fisher, R. (2005) Teaching Children to Learn. Cheltenham. Nelson Thornes.

Fisher, R. (2005) Teaching Children to Think. Cheltenham. Nelson Thornes.

Flutter, J. and Rudduck, J. (2004) Consulting Pupils: What's in it for schools? London. Routledge Falmer.

Hicks, D. and Holden, C. (eds) (2007) Teaching the Global Dimension: Key principles and effective practice. London. Routledge.

Kyriacou, C. (2007) Essential Teaching Skills. 3<sup>rd</sup> edition. Cheltenham. Nelson Thornes.

Petty, G. (2009) Teaching Today A Practical Guide. Fourth Edition. Cheltenham. Nelson Thornes.

Pritchard, A. (2005) Ways of Learning: Learning Theories and Learning Styles in the Classroom. Abingdon. David Fulton Publishers.

Skinner, D. (2010) Effective Teaching and Learning in Practice. London. Continuum.

Sotto, E. (2007) When teaching becomes learning, 2<sup>nd</sup> Edition. London. Continuum.

### **Learning to teach at Masters level: suggested readings**

Denby, N., Butroyd, R. and Swift, H. et al. (2008) Masters Level Study in Education: A Guide to Success. Third Edition. Milton Keynes. Stanley Thornes.

Sewell, K. (2008)(ed). Doing Your PGCE at M-Level: A Guide for Students. London. Sage.

Bryan, H., Carpenter, C. and Hoult, S. (2010) Learning and Teaching at M-Level: A guide for student teachers. London, Sage.

Wilson, E. (2009) School-based Research: A Guide for Education Students. London, Sage.



## **PROFESSIONAL LEARNING**



## **Developing your skills as a professional learner.**

### a) in your academic work

In many respects it is unhelpful to distinguish between the academic and school based work aspects of your training year as both are inextricably linked. The reason for distinguishing between them at this point is to highlight that part of working at Masters' level and part of developing your skills as a professional learner is being able to see the links between the two. Your academic work will provide you with an understanding of the theories of teaching and learning in relation to your subject specialism that underpins much of the classroom practice you will observe in your school placements. Understanding the relationship between theory and practice is central to becoming an effective and reflective practitioner. Indeed, many of the tools you will use as part of the Exeter Model of Initial Teacher Education, such as the Framework for Dialogue about Teaching and Agendas, are designed specifically to help you to make those connections.

Developing your skills as a professional learner means taking responsibility for your own learning. With your academic work this means making the most of opportunities available to you. For instance, during the course of the year there will be the option to attend M Level Writing Workshops. These workshops are designed to help those who have concerns over their ability to write at M Level and are particularly useful for trainees who completed their first degree some time ago.

Taking responsibility for your own learning also means making the most of the library facilities, in particular, online access to electronic Journals. Make sure you know how to access these and how to search online databases for articles that are relevant to your assignments. Developing your skills as a 'critical' reader is essential for working at Masters level. Make sure you make the most of opportunities available within your own cohort. Setting up small discussion groups with others in your cohort is a great way of developing critical reading skills as each of you will understand an article in a slightly different way.

One of the hallmarks of being a professional learner is the ability to cast your net wide. Make sure that you keep up to date with the wider contexts for example, current debates in education in general as well as in your subject discipline.

Seek to make connections at all times between what you have read, what you have seen when observing other teachers, and your own classroom practice. It is the ability to critique practice in the light of theory and vice versa that characterises a professional learner and effective practitioner.

### b) in your school based work

CUREE (Centre for the Use of Research and Evidence in Education) has done a great deal of work on mentoring and coaching and much of the material below is directly based on their findings and on the National Framework for Mentoring and Coaching which they have developed and which can be found at <http://www.curee-paccts.com/files/publication/1219925968/National-framework-for-mentoring-and-coaching.pdf> Please note that their terminology (mentoring/coaching/co-coaching) does not fit entirely with our PST and Mentor roles but the principles described are helpful.

In order to gain as much as possible from every Weekly Development Meeting and Supervisory Conference we would encourage you to develop the following professional learning skills:

**respond proactively to modelled expertise** to acquire and adapt new knowledge

**respond positively to questions** and suggestions from the PST and Mentor

**take an increasingly active role** in constructing your own learning programme

**observe, analyse and reflect** upon your own and the PST's practice and make this explicit

**think and act honestly** on your developing skills and understanding

In addition to these professional learning skills CUREE offers the following suggestions regarding asking effective questions of a PST and /or Mentor. As above, terminology has been changed to reflect the Exeter Model. Please make

sure that you couch them in your own phraseology so they don't appear 'abrupt'. They are available online at [http://www.curee-paccts.com/files/emacs\\_sample/1218308603/TH.htm](http://www.curee-paccts.com/files/emacs_sample/1218308603/TH.htm)

Identifying and refining a focus for learning:

- Could we pause to reflect together on whether I've got the right targets here?
- How manageable do you think these targets are?
- Can you help me clarify the connections between what we're discussing now and my targets
- Is there anything else I need to consider

Exploring why things work the way they do:

- Why did you think it was important to.....?
- What was important to you in exploring ..... ?
- Can you see any surprises emerging from that?
- What other approaches could I have tried?

Exploring alternative possibilities:

- What do you think might be achievable in  $n$  months?
- Have I missed anything important?
- Can you see any completely different possibilities to those we've mapped out so far?
- I've got a clear view of X but I'd like more information about Y have you got any ideas, leads, evidence I can look at?
- If Z happens how could I improve the situation?

Planning the next steps:

- I'd like to reach that target but I'm not clear how I get there. Can we split the task up and clarify the different stages I'll have to go through?
- I notice I'm reluctant about .... I wonder what might be holding me back?
- Can we identify some success criteria?
- I can see the first two or three steps what practical help might I need beyond these?

As well as asking effective questions the professional learner may need to ensure that the pace of the meeting allow time to focus on your priorities. The following may help you to do so:

Building appropriate pace into your conversations:

- I'm really keen to identify what the trickiest issues are... can we focus our time on these?
- I understand .... and I'm really keen to tackle .... I wonder if we could spend some time on that now?
- You mentioned .... and I can see its important too but I'd really like to clarify..... first. Shall I make a note of it so we can come back to it later?
- I'm confident about that. Can we move on to ....?

## PROFESSIONAL CONDUCT

Maintaining high standards of professional behaviour is an important aspect not only of your PGCE training year but also of your continuing career as a teacher. Whilst some trainees come to their PGCE with a full understanding of what it means to be a professional in school, others - whilst well-meaning - will need to develop this area of their practice. There are Teachers' Standards to be met regarding different aspects of professionalism. Further details can be found at <http://www.exeter.ac.uk/education/pages.php?id=341> and by following the 'Tricky Situations' link.

Here are some recommendations (from experience!) to help avoid difficult situations and escalating problems. Whilst they relate specifically to school-based work many of them are equally applicable to all aspects of the course.

### Creating the right impression:

- Arrive on your first day in your placement school dressed as if for interview, then assess the school's dress code for future reference. Always avoid low-cut or otherwise revealing clothing.
- Establish what time you are expected to be in school (lateness always creates a bad impression).
- Ensure that you have a phone number for the school so that - even on your first day - you can make contact if there is a problem with your arrival time.
- Ensure that you understand the school's policy about being on-site and follow the appropriate protocol if you need to leave the school site. This is likely to vary in different schools, so you should check it for both your placements.

### What should I do if...?

- If a parent approaches you out of school about a matter to do with your teaching/disciplining of their child please ask them to arrange to meet with you and your PST in school to discuss the matter formally.
- If a parent (or pupil) is aggressive to you either in or out of school please speak immediately to your ITE Coordinator (in school) and the Partnership Director (01392 724717 or [j.a.sumner@exeter.ac.uk](mailto:j.a.sumner@exeter.ac.uk)). This is serious and should not be ignored.
- If you encounter discrimination of any sort against you or others, please do not ignore it. Discuss the issue with your ITE Coordinator and the Partnership Director (details above) so that the issue can be appropriately addressed. Issues of racism can be discussed, confidentially, with the Race Equality Resource Officer. Please see the section on Race Equality in this handbook for further details.
- If you encounter something that you consider to be a child protection issue please refer to the relevant page in the Safeguarding section of this handbook for details of how to proceed.
- If a pupil asks you a personal question then you are entirely at liberty not to answer. If the question is inquisitive rather than rude you might try answers such as: 'Let's focus on the work', 'No personal questions, please', 'I know you aren't being rude, but I don't answer questions about matters like that. I'm sure you understand.' There is a useful article about this at: [www.tes.co.uk/article.aspx?storyCode=6088028&cid=NQT\\_News\\_RES](http://www.tes.co.uk/article.aspx?storyCode=6088028&cid=NQT_News_RES)

### The right word at the right time

- No matter how annoyed you are, don't use inappropriate language to - or in front of - a pupil, member of staff or parent. If this does happen, please discuss it immediately with the ITE Coordinator.
- Never criticise a member of staff in front of pupils, parents, visitors or other colleagues, nor by email or on Facebook etc. It would be better if you didn't do it at all!
- Please ensure that the language, images or humour that you use do not convey prejudice or stereotypical assumptions about people. For more detail please refer to <http://www.exeter.ac.uk/education/pages.php?id=343>

### Avoiding problems:

#### a) *In school*

- Make sure that you do not disclose any confidential information that is shared with you and that you follow the school's code of practice on data protection, particularly with regard to storing data electronically.

- At the end of your time in school please ensure that you have not taken with you any confidential data at all, including lists containing pupils' names.
- If you are a smoker don't smoke on school premises nor in the vicinity, nor in any of the pupils' 'corners'
- Remind yourself of the e-safety and personal conduct advice in the section on safeguarding in this handbook

b) *Outside school*

You may be living in the area near to your school. Please avoid potentially unprofessional/embarrassing situations by

- not mentioning pupils/staff by name outside of the school grounds: no matter how 'funny the story'. You don't know who might be listening to your conversation.
- having regard to your alcohol intake if you might encounter pupils on leaving the pub.
- knowing what to do if you find a pupil whom you know to be under-age in an age restricted environment.
- making sure that if you use a social networking site such as Facebook that your security settings are set so that only invited friends can read your profile.

***If things go wrong:***

- If you are unhappy with any aspect of your training please contact your subject tutor, UVT, programme director or Partnership Director as appropriate so that we can address the issue. Please do not wait until a difficulty escalates. Problems are invariably easier to deal with at an early stage.
- If you feel that you have a major issue related to your training, approaching a teaching union representative about it is NOT usually the best way to resolve the problem. The representative may not be versed in the Exeter Model of Initial Teacher Education and such an approach almost always leads to difficulties between yourself and the colleagues involved in your training in school. We advise that you follow the routes above, and note that you will have an opportunity to feed back on the quality of support in your placements and to evaluate the course as a whole. If you feel this is insufficient, there is guidance on making a formal complaint in the Programme Evaluation and Quality Assurance section of this handbook.

**Please note** that this comment is not intended in any way to question the professionalism of teaching union representatives, who you may well find helpful regarding all sorts of issues and particularly for questions about employment terms and conditions.

- Accepting criticism, however constructively given, is always difficult. Please do so as graciously as you can. The person giving advice to you will want you to become the very best teacher you can be!
- If you need additional help please refer to the 'HELP' pages of this handbook. If you still can't find what you need please contact the Student Information Office and ask for specific information.

We acknowledge that this list is by no means exhaustive and encourage you to take careful note of the relevant Teachers' Standards, in particular The Preamble and Part Two: Personal and Professional Conduct, to ensure you cover all that is required. Clarification about any professionalism issues is always available from your subject course leader, Programme Director, ITE Coordinator or the Partnership Director.

**PLEASE NOTE**

**As a trainee teacher, you should not be used as a member of staff for the purposes of achieving required staff:pupil ratios. You should participate in any activity as a responsible adult, in a role similar to that of an accompanying parent. We recommend that you do not use your car for transporting pupils.**



## **A GUIDE TO DOCUMENTATION SUPPORTING THE SECONDARY PGCE PROGRAMME**

Please try not to feel daunted by the amount of paperwork related to your training! Documentation is helpful and important. It is designed to assist and support all parties in the training process. Many people have been involved in its design and development: trainees; school-based staff; University-based tutors; administrative staff. We have tried to focus on quality and to minimise the quantity.

All of this documentation is available to mentors, tutors, external examiners and Ofsted inspectors. The documents form part of the evidence which assessors need to evaluate in order to award the PGCE and to recommend Qualified Teacher Status (QTS) when they act on behalf of the wider community.

**It is in your interest to maintain high quality, well-organised documentation.**

The main items of Secondary PGCE Programme documentation are:

- 1 Secondary PGCE Programme Handbook (this document)**
- 2 Main Subject Handbook**
- 3 Individual Development Portfolio (IDP)**
- 4 Teaching Files**

### **Secondary PGCE Programme Handbook (this document)**

This central document contains several types of material which, taken together, cover the whole of the PGCE year, both University-based and school-based. It includes:

- Factual information such as dates, personnel, glossary, facilities, assignment deadlines
- A rationale for the various aspects of the programme, explaining why certain approaches are used
- Roles and responsibilities: who does what, why, when, how and where
- Details of assessment: what needs to be done for the award of University of Exeter's PGCE.

### **Main Subject Handbook**

This handbook is used alongside the Programme Handbook and contains key material specific to your specialist subject. It will be given to you by your main subject tutor at the start of the University term in October.

### **Individual Development Portfolio (IDP)**

This is an important file that you will build up through the year to show your progress and attainment. It is a key document of the Exeter Secondary PGCE Programme and is central to identifying and meeting your individual training needs, and in assessing your progress against the *Teachers' Standards*. At the start of the course, you will be given a file with an index to use for your IDP.

It is **essential** that you develop effective strategies for collecting and organising the evidence of your progress. It is your responsibility to maintain logically-organised and up-to-date files. Your tutors will advise you on how you might approach this if you feel unsure about this organisational aspect of your training.

### **Teaching Files**

These include all the teaching and learning materials that you use on a day-to-day basis. At the start of school-based work you may find it useful to have a single lever-arch or ring file. As material builds up, you may need to develop separate files for each class or year group. A useful approach to organising this paperwork is to build up a stored archive at home and to keep an on-going file for current lesson materials.

Your teaching file/s should contain:

- Class lists for the classes with which you work
- Schemes of work for these classes

- Episode/lesson plans for ALL lessons that you teach
- Related teaching and learning resources and materials
- Episode/lesson evaluation notes (these may be written directly onto the relevant episode/lesson plan)

**It is important** that you keep all items relating to each lesson together; you should not separate the lesson plan from its learning materials or evaluation. The reason for this is that any third party (mentor, tutor, examiner, inspector) needs to see the totality of the lesson at one visit to your file; nothing is more frustrating than to have to wade through several sections or different files to view all items for one particular lesson.

### **Confidential Data/Information**

You should also have a secure place in which you record the attainment data of the classes that you teach together with any SEN information about pupils in those classes. Please remember at all times that this is sensitive and confidential data. You should follow the data protection policy and procedures of the school in which you are working. At the end of each School placement you must delete or return any confidential information and you should not take any identifiable data with you. At the end of the course all confidential data should be destroyed. Further details on page 43

**Electronic copies of key documents can be accessed on the Web at:**  
[www.exeter.ac.uk/education/partnership\\_with\\_schools](http://www.exeter.ac.uk/education/partnership_with_schools)  
**click on 'Handbooks, Reports and Documents' in the left-hand column.**

### **ATTENDANCE AND ABSENCE**

In order to qualify for the award of the PGCE certificate, you are required to attend and contribute to all parts of the programme including your Main Subject module and assignments, the Professional Studies programme and all placements for School-Based Work. Thus your attendance record on the Quality Assurance Record in your Individual Development Portfolio is an important document.

The University regulations are clear: you may not start term late, finish term early, or be absent from the programme without permission. Mentors are asked to record the number of days' absence from school-based work on each Formative Report. Maintaining an excellent record of attendance is an important element of professional behaviour.

#### **Attendance Monitoring**

Trainees' attention is drawn to the attendance section of the University's Regulations as contained in the Calendar ([www.exeter.ac.uk/calendar](http://www.exeter.ac.uk/calendar)). All trainees must be in attendance as appropriate to their programme of study and should not be absent from classes or other assigned academic activities without prior permission. International students/trainees should note that attendance monitoring is now a statutory requirement of the Points Based visa system and unauthorised absence from 10 compulsory academic activities will be reported to the UK Border Agency and will result in termination of your student visa.

**Please note** that all the school half-term breaks during the academic year are part of the PGCE course, not vacation, and this time should be dedicated to University work. Permission for absence is required for these times as for any other part of the course, and vacations should not be scheduled during half-term breaks.

## Early teaching contracts and NQT induction activities

As a general rule no absence can be sanctioned in the final weeks of term in June/July because you must be available for moderation and examination visits if necessary.

Requests to begin teaching posts early in July, before the PGCE term ends, will be refused because your commitment to your PGCE training is a priority and you are in receipt of a TDA training bursary until the end of term. This includes any requests for leave of absence for the final Seminar Day.

## Leave of absence requests

Trainees are not normally granted leave of absence because the PGCE is an intensive course with high expectations of professional behaviour. Exceptions may include compassionate grounds, occasional BUSA sporting fixtures, and national representation. As is professional practice for teachers, you are expected to try to arrange medical appointments outside school hours where possible.

Attendance at the following will also be considered:

1. Induction days in school when all new staff are meeting on the same day
2. Year 6 activities or parents' meetings if, as an NQT, you are going to be responsible for a year 7 tutor group

Please see below for the procedure for requesting leave of absence if these circumstances apply to you.

You are automatically entitled to leave of absence for interviews. You do not need to request permission for these but you must inform the lecturer(s) of any teaching sessions that you will miss from the University course. During SBW, your ITE Coordinator and your UVT must be notified. As is professional practice for teachers, you are expected to take the minimum reasonable travelling time required for attending interviews.

Leave of absence is granted by the School/University Partnership:

- Absence from University-based work requires the permission of the Head of TE
- Absence from school-based work requires the agreement of **both** the ITE Coordinator in school and the Partnership Director in the university

Trainees must be in good standing with the partnership to be granted leave of absence.

An official **Request for Leave of Absence Form** is available on the web at:

[www.exeter.ac.uk/education/partnership\\_with\\_schools/](http://www.exeter.ac.uk/education/partnership_with_schools/) and follow the 'Handbooks, Reports and Documents' link.

The form must be completed to request any intended absence other than the entitlement listed above and must be sent to the appropriate person in time for a decision to be made. If the form is submitted via email for a request for absence from School-Based work it should be sent to the Partnership Director ([j.a.sumner@exeter.ac.uk](mailto:j.a.sumner@exeter.ac.uk)) from the ITE Coordinator's email address which will be accepted in lieu of signatures.

### **Unanticipated absence**

Where last minute absence is unavoidable, for example if you are unwell, it is your responsibility to ensure that relevant parties are informed:

For **University-based work**, send a message by phone or email to your University Personal Tutor AND inform the Student Information Office (01392 724837 or [ed-absence@exeter.ac.uk](mailto:ed-absence@exeter.ac.uk) ).

For **School-Based Work** you must immediately:

- Inform your placement school
- Inform the Student Information Office (01392 724837 or [ed-absence@exeter.ac.uk](mailto:ed-absence@exeter.ac.uk))
- Inform your University Visiting Tutor, if a visit is scheduled
- Set work as detailed below

It is an important part of your professional practice to set appropriate work for any classes that you miss through illness, attendance at job interviews or for any other reason. Please note that for the purpose of setting such work, it is not sufficient to send a text message nor to leave messages on a school answering machine. For unanticipated absence, you should at the very least make direct contact with your PST who will be able to pass on work to other teachers. It is an expectation that teachers communicate their absence to their school well before the start of the school day; it is our expectation that you will do likewise for any absence from University work.

### **Absence due to illness**

The table below summarises details of procedures to be followed. *Self-Certification* forms can be downloaded from [www.exeter.ac.uk/education/partnership\\_with\\_schools/](http://www.exeter.ac.uk/education/partnership_with_schools/) and follow the 'Handbooks, Reports and Documents' link.

<b>Number of working days absent</b>	<b>What to do</b>
Up to 6 consecutive days	See unanticipated absence above and send a Self-Certification Form to the Student Information Office
7 or more consecutive days	As above. In addition a <i>Medical Certificate</i> signed by a doctor must be sent to the Student Information Office.

If you accumulate **more than 10 days' absence** for illness or for personal reasons, this may trigger concerns about your personal welfare and your ability to achieve the *Teachers' Standards (for QTS)*. An inability to meet the *Teachers' Standards (for QTS)* by the end of the course would lead to a Fail result for School-Based Work. Therefore, if you accumulate more than 10 days' absence, it becomes important to address the situation. Your Personal Tutor (in term 1) or your ITE Coordinator/Mentor (in terms 2 and 3) will discuss the situation with you and a Cause for Concern letter may be issued that is linked to a specific Action Plan to support your progress. A Review Meeting may also be arranged with the Programme Director.

### **Unauthorised absence**

If you decide to absent yourself from the programme without consultation/authorisation then you will automatically be deemed to have withdrawn from the course. If you decide to withdraw while on school-based work, you should discuss the implications of this with your tutor or UVT before you inform your placement school. Once you have informed the school of your decision and left your placement you cannot change your mind.

## School terms

School term dates sometimes do not coincide exactly with the **University PGCE term** dates. Trainees are not required to be in school when the school term continues after the end of the PGCE course in July. *If you and your school want you to remain there beyond the end of the course then the school must take full responsibility for you (including CRB and insurance).* You are required to be in school for the dates publicised even if they do not coincide with University of Exeter term dates.

## Withdrawal from the Programme

If you feel unable to continue your PGCE, for whatever reason, you are strongly recommended to discuss this with your Principal Subject Tutor, Personal Tutor or University Visiting Tutor before making a decision. It might also be helpful to discuss the issues with your school-based Mentor if you are contemplating this decision during a school placement. We can help you to make appropriate decisions, and if necessary, direct you to further careers guidance.

You should also talk to the University's Student Finance department to clarify with them any financial implications of your decision as there are certain cut off dates during the year whereby if you withdraw after that date, you will be liable for that term's fees. For full details on these cut off dates please see <http://admin.exeter.ac.uk/calendar/live/finance/> or contact the Student Fees team via the Student Information Desk (SID) on 08444724724 or [sid@exeter.ac.uk](mailto:sid@exeter.ac.uk). They can also confirm whether you will be asked to pay back any bursary payments (if applicable).

Should you decide that withdrawal is the best option for you, you will need to sign a withdrawal form available from the Student Information Office. As part of the withdrawal process, the Graduate School of Education is required to complete your last date of attendance on the withdrawal form and it is this date that is used by Student Fees, Registry, Student Finance England etc when calculating any tuition fee and bursary repayments/refunds. It is therefore important to note that your last date of attendance on the programme is provided to the Student Information Office by your tutor if you withdraw during the University-based part of the course and by your school if you withdraw during a school placement and in both cases is defined as the last date you were physically in attendance. It is not the date you sign the withdrawal form. The only exception to this is if you have been signed off by your doctor for a period of time leading up to your withdrawal, in which case the date you indicate your intention to withdraw to your tutor will be used instead.

**Please note: once a withdrawal form has been submitted you will not be able to recommence the course.**

## Requesting an Interruption from the Programme

Occasionally trainees have to cease their studies for very good reasons, such as serious medical or extreme personal circumstances, and this is termed 'interruption'. An interruption will not be allowed if you are failing to make normal and satisfactory progress or because you are experiencing stress or anxiety as a consequence of your training. If you feel that stress, whatever the cause, is beginning to hamper your progress on the course, please do discuss this at the earliest opportunity with your Personal Tutor and seek expert help from the University Medical Centre or your own doctor.

As with the guidance above on withdrawal, you should also make sure you understand any financial implications of your request to interrupt by discussing this with the Student Fees team via the Student Information Desk (SID) on 08444724724 or [sid@exeter.ac.uk](mailto:sid@exeter.ac.uk).

The decision to allow an interruption is made by the Head of TE, after consultation with your Personal Tutor. It is not an automatic entitlement and you will need to submit an Interruption Request form to the Head of TE for consideration, including any medical evidence if the reason for the request is medical. (The Interruption Request form can be found by logging into the Exeter Learning Environment (ELE) and visiting the PGCE Primary and Secondary Core Documents section).

The Head of TE will then consider your request and inform you of the decision. If you are allowed to interrupt, you will be able to resume your studies at a later date, within two years. Once you have received confirmation that your request has been approved, you will then need to complete a University Interruption form, available from the Student Information Office. As with the withdrawal process, the Graduate School of Education is required to complete your last date of attendance on the interruption form and it is this date that is used by Student Fees, Registry, Student Finance England etc when calculating any tuition fee and bursary repayments/refunds. It is therefore important to note that your last date of attendance on the programme is usually the date your request for an interruption is formally approved by the Head of TE. The only exception to this is if there has been a lengthy delay in submitting the Interruption Request form to the Head of TE, in which case, an earlier date may be decided upon.

**Please note: if you are requesting an interruption during a school placement, you should continue to attend your placement until the outcome of your request has been communicated to you.** The only exception to this is if you have been signed off by your doctor. An interruption will only be permitted if, at the point of requesting an interruption, you are in good standing with the University and are making normal and satisfactory progress within the programme. Please note the following criteria for returning after interruption:

- You must give the Partnership Office at least 10 weeks' notice of your intention to return so that school-based work placement(s) can be arranged for you (please be aware that it might not be possible to find a placement for the term that you request)
- Requests to return for school-based work placements will only be considered for the Spring and Summer terms, unless in exceptional circumstances
- **Important** - a penalty fee of £300 may be incurred if you request and subsequently decline a placement that has been arranged for you
- You will be required to provide evidence of fitness to teach on your return, and apply for another Criminal Records Bureau Enhanced Disclosure

**PLEASE NOTE:**

It is essential to complete the paperwork in a timely fashion so that the financial implications (bursary and fees) of the decision can be dealt with appropriately. As well as discussing your situation with the University's Student Finance department, you might want to seek advice or support from the Student Guild Welfare Office (<http://www.exeterguild.org/support/advice/>).

**FITNESS TO PRACTISE / FITNESS TO STUDY**

The University recognises that in conferring appropriate academic qualifications, where these lead to a professional qualification, admission to a professional body, and/or statutory registration, it must be satisfied that the trainee will be a safe and suitable entrant to the given profession. For teaching, Fitness to Practise refers to your physical and mental health and to your professional behaviour. Your Criminal Records Bureau Enhanced Disclosure and Medical Fitness to Teach are checked as part of the formal process of admission.

Your Medical Fitness and CRB Disclosure remain important during your PGCE and you have a responsibility to inform of us of any change in your medical well-being or of any incidents which might alter the standing of your Enhanced Disclosure. The Head of TE has the right to request a further Medical Fitness to Teach assessment if she believes that your circumstances have significantly changed.

All trainees who interrupt their training or who are offered an additional school-based work placement will be required to undergo a Medical Fitness to Teach assessment and another CRB check before returning to the programme.

In addition, you should at all times behave in a manner appropriate to the professional conduct expected of a teacher; this includes professional conduct in how you speak to or about children in your school, school colleagues, parents or University staff. It is important to be aware that failure to observe any aspects of Fitness to Practise may lead to the termination of your training.

The University has devised clear Fitness to Practise Procedures to govern this area (<http://admin.exeter.ac.uk/calendar/live/sas/fitness.htm>). If you feel you need further information or are in any doubt about your own position, please refer to the procedures and arrange a meeting with the Head of TE if you feel this would be helpful.

For trainees who have significant health issues that prevent them from fully engaging on the course the University may either refer them back to the Medical Officer for assessment under Fitness to Teach (as per the ITT criteria C1.3 [www.media.education.gov.uk/assets/files/pdf/i/itt%20criteria%202012.pdf](http://www.media.education.gov.uk/assets/files/pdf/i/itt%20criteria%202012.pdf) or use the University's Fitness to Study (<http://admin.exeter.ac.uk/calendar/live/taught/health.htm>) procedures to support the trainee with their academic progress.

## **PROGRAMME EVALUATION AND QUALITY ASSURANCE**

### **Evaluation**

All aspects of the Secondary PGCE programme are subject to annual review. We rely on schools, University tutors and trainees for help in maintaining the quality of the Exeter PGCE programme.

The School uses an online evaluation system called MACE to conduct trainee evaluations. At various points in the year, you will be asked to complete anonymous evaluations of the following:

Autumn Term Taught Course Evaluation

School-based Work Evaluation – Spring Term Placement

School-based Work Evaluation – Summer Term Placement

End of Year Evaluation

The MACE system is also used to collect information on your employment into teaching at the end of the year.

In addition, the Teaching Agency will ask you to complete an anonymous exit survey towards the end of the PGCE year and during the spring term following your completion this will be followed up with the NQT survey, a national survey of all newly qualified teachers.

The responses gathered from the various evaluations are collated and fed back to tutors, the Programme Director, Head of Teacher Education and the Partnership Director to inform and improve the services and processes relating to the Secondary PGCE programme. This in turn feeds into the University's Annual Programme Monitoring process where all programmes have to consider student evaluation as part of their annual review process.

In addition, the school ITE Coordinator is asked to complete an evaluation of the provision by the University for school-based work placements in their school, at the end of each academic year. All evaluative data is returned to the Partnership Director who is responsible for monitoring the quality of provision for school-based work in all partner schools.

### **Student representation**

The Secondary PGCE Staff/Student Liaison Committee (SSLC) consists of trainee representatives from all Secondary PGCE subjects along with staff representatives from the Secondary programme, the Library and the Partnership Office. The

Committee meets four times per year and is chaired by one of the trainee representatives who is elected by the Students' Guild. Matters arising from the SSLC feed into the Secondary PGCE Management Committee and Feedback from the SSLC appears as a standing agenda item at each of the termly Management Committee meetings.

**Dates for SSLC meetings for 2012-2013 (room to be confirmed):**

Wednesday 17 <sup>th</sup> October 2012	1-2pm
Wednesday 28 <sup>th</sup> November 2012	1-2pm
Thursday 28 <sup>th</sup> March 2013 (Seminar Day 2)	1-2pm
Friday 24 <sup>th</sup> May 2013 (Seminar Day 4)	1-2pm

**Complaints Procedure**

While it is hoped that most situations can be resolved without recourse to the formal complaints procedure, it is important that trainees are aware that such a procedure exists across the University and that it should be followed if a trainee wishes to pursue a complaint.

If you wish to make a complaint about the teaching of a member of University staff, first **be sure that it is a matter of complaint rather than one of poor communication or misunderstanding**. If you wish to complain, it is important for all concerned that you apply the following principles and that you are thoroughly professional in your actions and utterances. University Senate has instituted guidelines on these matters:

- (i) First, **tell the member of staff involved** about your concerns. This should always be the first step and will normally solve the problem.
- (ii) If, having raised the matter with the member of staff concerned, you consider the response inadequate, you should approach the Secondary PGCE Programme Director and tell the member of staff concerned that you are taking matters further. If, in exceptional circumstances, you are unable to mention the matter to the member of staff in the first place, then you can still approach the Programme Director.
- (iii) If there are several trainees acting together, **it is acceptable for one trainee to speak to the member of staff concerned on behalf of the group**, but the member of staff must be told the precise number of trainees involved. It is unacceptable for one trainee to indicate that, say, 'over half' the group are concerned. This can lead to misrepresentation and misunderstanding.
- (iv) You may wish to raise the matter with the Deputy President of the Guild of Students. This is acceptable only if you have first raised it with the member of staff concerned and if this has been unsuccessful. If it is a matter relating to administration, you should approach any one of the following:
  - your Personal Tutor
  - your Subject Representative
  - your Programme Director
- (v) If these complaints procedures fail to resolve the difficulty, the University has a system of grievance and appeals procedures in place, details of which are available from the Guild Deputy President or your Personal Tutor.
- (vi) If the complaint is regarding school-based work then the Partnership Director should be approached in place of the Programme Director in the above process.

**Full details of the Students' Complaints Procedure are published in the University Calendar**  
[www.exeter.ac.uk/calendar/live/progdev/complaints.htm](http://www.exeter.ac.uk/calendar/live/progdev/complaints.htm)



**Please note:**

This is a post graduate course where all trainees are adults with responsibility for their own learning. It is the University's policy to discuss trainees' progress with them and under no circumstances with their parents. Parents will naturally be concerned that their sons/daughters should do well but we cannot enter into any conversation with them, nor can we allow them to be in attendance at meetings. Should the trainee want the support of another person at a meeting to discuss progress, para7.6 in the complaints procedure above details who is appropriate.



## **THE EXETER MODEL OF INITIAL TEACHER EDUCATION**



## **THE EXETER MODEL**

The process of learning to teach at Exeter is supported by a model of learning which recognises that effective professionals think critically about their teaching, and evaluate their own performance in order to move forward. It also recognises that learning to teach is a situated process, influenced by the school context and by your own values and beliefs. Throughout your training, you will be encouraged and assisted to become a confident, reflective professional. The University of Exeter's *deliberate* approach to learning to teach reflects the view that teaching is complex and intellectually challenging. All staff, both in schools and at the University, who are involved in Initial Teacher Education use the Exeter Model of Teacher Education as a shared framework for their work with trainees.

A full description of the roles and responsibilities of trainees, University tutors, Mentors and school tutors can be found in the School-Based Work section of this handbook.

### **Phases of Development**

We believe strongly that learning to teach is a developmental, incremental process and your PGCE programme recognises this. Accordingly, we have identified five phases of development to support your learning and identification of needs.

#### ***Anticipating Practice***

This is your initial, preparatory period of training, starting with the subject knowledge audit and/or initial needs analysis related to your interview, pre-course tasks, preliminary observation weeks in school and the taught course at the University during the Autumn term. At this stage, you will be principally engaged in observation, induction and familiarisation with school processes and practices, introduction to educational theory and pedagogy, and subject knowledge development.

#### ***Beginning Practice***

In this phase you work alongside teachers in your first placement school, observing teaching, assisting in class and beginning to teach episodes in lessons. At this stage you follow the overall planning and teaching of the class teacher, but will be expected to plan in detail for your own teaching episodes. This phase begins during the two weeks in your first placement school in November.

#### ***Consolidating Practice***

At this stage you move from episodes to teaching whole lessons, with the support of the class teacher. You will lead the planning and teaching for your lessons. Depending on the classes that you work with and your rate of progress, this phase may involve some team-teaching. The class teacher may also teach an episode during selected lessons, to demonstrate practice that will help you to develop your own teaching and class management strategies.

#### ***Developing Independence***

At this stage, you will lead the teaching for a selection of classes over sequences of lessons, taking responsibility for the planning, teaching and assessment. You will be expected to demonstrate an ability to work with medium-term plans.

#### ***Enrichment***

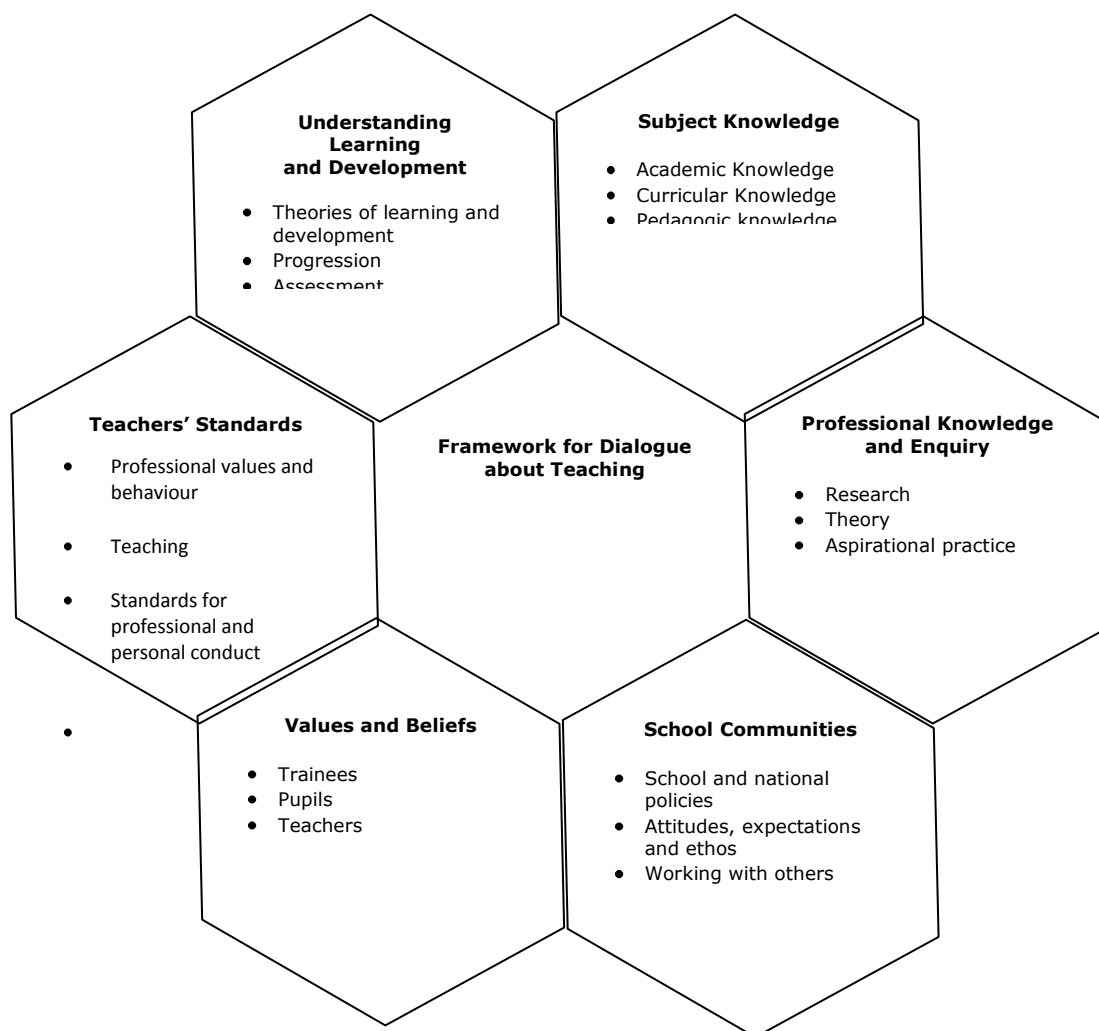
When you can demonstrate to those working with you that you consistently meet the *Teachers' Standards (for QTS)*, you will move into the final optional phase of your training in the Exeter Model. Your focus will be either on developing your competences in the *Teachers' Standards (for QTS)* to a higher level, or on negotiating opportunities for enrichment through alternative educational activities, or a combination of both. Not all trainees will reach this phase during their

PGCE programme but it enables faster developers to continue to make progress in their training and to maximise the use of their PGCE year. There is more detailed guidance about this in the 'yellow pages' section of this handbook.

Everyone develops at different rates, partly because there are differing individual learning pathways and progression rates, but also because school contexts and different classes affect how you develop. The Exeter Model involves you in reflecting upon your progress and the most important aspect of the phases of development is always to ensure that you are on a developmental trajectory, gaining confidence and making progress towards the next phase. The Formative Reflections on Achievement and Progress include descriptors for each of these phases. You will assess yourself, and be assessed, against them. This will allow you to identify relevant and meaningful targets for development throughout the programme.

### Framework for Dialogue about Teaching

At the heart of the Exeter Model of ITE is the *Framework for Dialogue about Teaching*. This indicates a number of influences which bear upon and may affect your planning, teaching and assessment. Its purpose is to encourage critical conversation about your classroom practice and to support you in the process of reflective evaluation.



### **FRAMEWORK FOR DIALOGUE ABOUT TEACHING**

A larger version of this diagram can be found on the back of this Handbook

## Subject Knowledge

This addresses all aspects of the trainee's subject knowledge and encompasses:

- **Academic knowledge** – knowledge, understanding and skills of the subject.
- **Curriculum knowledge** - the relevant Foundation Stage/National Curriculum, National Strategies, frameworks and examination specifications.
- **Pedagogic knowledge** - how to teach the subject.

## Professional Knowledge and Enquiry

This addresses the ongoing pursuit of improving professional practice and might include consideration of:

- **Research** - accounts of research studies and how these can inform practice.
- **Theory** - understanding theories of teaching and learning, for example, theories of motivation or identity.
- **Aspirational practice** - best practice, including striving towards ideal practice.

## School Communities

This addresses the contextualised nature of teaching and learning through considering:

- **School and national policies** - how members of the school community interpret national policies and how the values of society impact on the school.
- **Attitudes, expectations and ethos** - understanding the ethos of the school and the part that pupils, teachers, governors and parents play in creating this.
- **Working with others** - how to work collaboratively with school colleagues, parents and external agencies.

## Values and Beliefs

This addresses the complex ways in which underlying values and beliefs influence approaches to teaching and learning with respect to:

- **Trainees** – for example, assumptions about expectations according to class or gender.
- **Teachers** – for example, assumptions about pupil learning or behaviour.
- **Pupils** – for example, assumptions about particular subjects.

## Teachers' Standards

These should be exemplified throughout the framework. Dialogue should consider:

- **Professional values and behaviour**- understanding how to be a professional and the requirements of professional behaviour.
- **Teaching**- Relationships with children and young people, setting high expectations and motivating learners; pupil progress; Subject and curriculum knowledge and pedagogy; Effective classroom practice ; Diversity and Special Needs; Assessment for learning; Managing behaviour; The wider professional role of the teacher
- **Standards for professional and personal conduct** - Professional attributes and suitability to teach

## Understanding Learning and Development

This addresses how children learn and develop and encompasses:

- **Theories of learning and development** - including understanding the significance of personal, emotional, social, cognitive, linguistic and cultural influences.
- **Progression** – helping pupils to broaden and deepen their understanding, including support for individual needs.
- **Assessment** - understanding the purposes and application of formative, diagnostic and summative assessment.

## **The Exeter Model and your University-Based Work**

### **University Tutorials**

Your University tutorials in the Autumn term will support you in beginning the process of reflecting upon your professional development and identifying your further training needs. Your Subject Knowledge Audit / Initial Needs Analysis will indicate your current subject knowledge, your ICT skills and your previous relevant teaching experience. Tutorials will help you to build from this base throughout the programme. The Framework for Dialogue about Teaching will be used when considering and analysing aspects of teaching.

### **Action Plans 1 & 2 and Formative Reflection on Achievement and Progress 1**

Two subject knowledge-related action plans follow from your University tutorials in the Autumn term. You will set targets for development of your subject knowledge and understanding with advice from your tutor.

Towards the end of the Autumn term, you will complete your part of the first Formative Reflection on Achievement and Progress (FRAP1; see below) with reference to the descriptor for the *Anticipating Practice* phase and your University tutor, will, in discussion with you, complete their part of the same document. You will file your copy of FRAP 1 in your Individual Development Portfolio so that it can be shared with your Principal Subject Tutor at your first Weekly Development Meeting during the Autumn term in school.

### **Formative Reflection on Achievement and Progress**

As the date for your first Formative Reflection on Achievement and Progress draws near, you should read the relevant profile for the *Anticipating Practice* phase. Using the *Formative Reflection on Achievement and Progress* form, record evidence of your achievements related to the Teachers' Standards (for QTS). Then write a short reflection on your personal learning and development with reference to each standard, the preamble and the part 2 standards and, as indicated, make an evidence based judgement about the level you think you are currently achieving. Try to avoid just describing or narrating activities that you have undertaken; instead, focus critically upon your learning based on evidence of your achievement. Be prepared to explain and justify your reflection in discussion during your tutorial. The form, *Formative Reflection on Achievement and Progress*, is available at [www.exeter.ac.uk/education/partnership\\_with\\_schools](http://www.exeter.ac.uk/education/partnership_with_schools).

### **Lesson Planning**

During your University-based work, you will be introduced to the principles of planning for learning. If you are involved in peer teaching during the Autumn Term, you will be expected to prepare a detailed plan for the sessions that you deliver. Your University tutors will explain the expectations and issues related to planning for learning in your own subject area. They may provide a subject-specific lesson plan template for you to use. *The Framework for Dialogue about Teaching* may be used as an aid when planning lessons.

## **The Exeter Model and School-Based Work**

### **Demonstrations, Agendas and Reflective Evaluation**

The Exeter Model of ITE includes specific training strategies and tools that assist you to develop effective classroom practice and the skills of independent critical reflection. Some of these approaches are unique to the Exeter Model. Further details can be found in the School-Based Work section of this handbook (yellow pages).



## The Exeter Model: Summary of the Pattern of University and School Work

The following diagram illustrates how individual development is sustained and developed throughout the Secondary PGCE Programme within the Exeter Model of Initial Teacher Education:

Term 1			School Placement 1				School Placement 2						
Initial Needs Analysis			SC1		SC2		SC3		SC4		SC5		SC6
AP1	AP2	<b>FRAP1</b>	<b>FRAP2</b> AP3		AP4		<b>FRAP3</b> AP5		AP6		<b>FRAP4</b> AP7		CEP <b>FSR</b>
<b>University Tutorials</b>			<b>Weekly Development Meetings</b>				<b>Weekly Development Meetings</b>						

AP Action Plan

**FRAP** Formative Reflection on Achievement and Progress

SC Supervisory Conference

**FSR** Final Summative Report

CEP Career Entry Paperwork

**Please note:** Copies of documents in **bold type** in the shaded squares **must** be sent to the Partnership Office by the dates indicated in the Placement Diary (see page 7).



## **THE PROGRAMME**



## **MAIN SUBJECT MODULE**

Your Main Subject module forms a major component of the programme throughout the PGCE year. It is accredited at Masters' level (60 credits). The module will develop the content, structure, progression, learning and teaching of your subject in Secondary schools. This enables you to interpret your own subject expertise in the school context in two different placements. Teaching in your main subject is developed in the context of the Teachers' Standards.

The main subject module will develop your knowledge and understanding of:

- National Curriculum requirements and examination board specifications for your subject
- frameworks, policies and guidance relevant to your subject
- the concepts and skills of your specialist subject
- current issues, debates and research in your specialist field
- how pupils' progress and well-being in your main subject is affected by their physical, intellectual, emotional and social development, including religious, ethnic, cultural and linguistic influences
- how development of pupils' numeracy, literacy and Information and Communication Technology skills are managed within your subject
- the contribution made by Information and Communication Technology to your specialist subject and to your wider professional activities
- cross-curricular links with other subject areas
- subject-specific health and safety requirements
- planning, teaching and class management in your specialist subject
- marking, assessment, recording and reporting
- recent inspection evidence and relevant classroom research in teaching Secondary pupils in your specialist subject and how to use this information to improve your teaching
- other professional requirements specific to teachers' professional duties as set out in the Teachers' Pay and Conditions document; legal liabilities and responsibilities specific to your specialist subject

## University Main Subject Tutors

Each Secondary PGCE subject has a designated Subject Leader. Other tutors will contribute to teaching for the Main Subject module and will act as University Visiting Tutors when you are in school placements. The following list includes contact details for the University Main Subject tutors who are responsible for delivering your Main Subject module during the Autumn term and the Seminar Days during the Spring and Summer terms.

SUBJECT	TUTOR	ROOM NO.	TEL EXT.	E-MAIL @exeter.ac.uk
Dance	Amy Phillips	NC121	(72) 4991	A.V.Phillips
	Kerry Chappell	NC121	(72) 4991	K.A.Chappell
Design & Technology	Nick Givens	BC123	(72) 4869	N.Givens
	Lynn Guest	NC114	(72) 4777	L.D.Guest
English (with Drama or Media)	Debra Myhill	NC110	(72)4767	D.A.Myhill
Geography	Jim Rogers	BC214	(72) 4801 (72)	J.D.Rogers
	Jon Murray	HO104	4824	Jon.Murray
	Paula Bradley-Smith			P.Bradley-Smith
History	Laura Webb	NC 136	(72) 4964	L. Webb
Mathematics	Thomas Ralph	BC213	(72) 4762	T.Ralph
Modern Languages	Dinah Warren	BC125	(72) 4831	D.Warren
Physical Education	Will Katene	BC124	(72) 4756	W.Katene
Religious Education	Karen Walshe	BC110	(72) 4983	K.S.J.Walshe
Science: Biology	Nigel Skinner	NC138	(72) 4932	N.C.Skinner
Chemistry	Lindsay Hetherington	NC139	(72) 4826	L.Hetherington
Physics	Keith Postlethwaite	NC125	(72) 4840	K.C.Postlethwaite
Psychology	Darren Moore			D.Moore
Science Education	Nasser Mansour	BC108	(72) 4787	N.Mansour

### **University Personal Tutors**

You will be allocated a Personal Tutor in your main subject who is responsible for monitoring your overall progress while you are at the University, including academic work and any pastoral issues that may arise. It is important for you to keep in regular contact with your Personal Tutor. Your Personal Tutor will help you to complete an initial needs analysis at the start of the course, prepare Action Plans, complete your first Formative Reflection on Achievement and Progress Report, review academic work and progress during teaching placements, and so on. S/he will contribute to the writing of an academic reference for you when you apply for a teaching post. Personal Tutors are also in a position to refer you to other agencies within and outside the University if this would be helpful.

### **University Visiting Tutors**

During your school-based work, you and the school will be supported by a University Visiting Tutor (UVT). This may be the same person as your University Personal Tutor, but in some cases teacher colleagues may do this work, as there are not enough lecturers to cover all the school visits. These staff are often recently retired teachers, many of them ex-heads of department, who have a particular interest in offering their expertise and experience to support teachers in training. If your UVT is not the same person as your University Personal Tutor, you will meet him/her during the Autumn term.

### **SEMINAR DAYS**

Seminar Days are organised during the Spring and Summer Terms, during school-based work. There are two scheduled in the Spring term and three in the Summer term.

For 2012-13 Seminar Days will be held on:

Friday 8 February, Thursday 28 March, Friday 26 April, Friday 24 May and Tuesday 2 July 2013.

Seminar Days enable you to:

- identify and critically evaluate issues which emerge from practice in school, through reflective discussions with peers and tutors
- broaden and further develop your understanding of how theory links with practice
- share experiences, examples of practice and teaching and learning resources within your subject group
- review professional studies topics in the light of working in a school context

Seminar Days are held at the Graduate School of Education and run from **10am until 3.30pm**.

## ASSESSMENT OF TAUGHT PROGRAMME

The whole process of assessment aims to engage you in critical reflection to promote professional development. At the heart of your Initial Teacher Education are your classroom performance and the wider development of professionalism within the subject, curricular, whole school, community and physical contexts. Assessment of your achievement of the *Teachers' Standards(for QTS)* is shared by schools and University tutors. No trainee can qualify for the award of PGCE with QTS unless they fulfil all requirements of the programme. These requirements are as follows:

- Successful completion of written assignments
- Successful achievement against the Teachers' Standards (for QTS)
- Successful completion of the Teaching Agency Numeracy and Literacy tests
- Attendance at all elements of the programme

### Assessment of your achievement of the Teachers' Standards

This is shared by schools and University tutors. If you demonstrate by the end of the course that you have evidence of achievement for all the Teachers' Standards for QTS (confirmed in your Final Summative Report) then you will go to the final Exam Board with a pass for your School-Based work module. After confirmation of this pass at the Exam Board, you will be recommended to the Department for Education for the award of QTS.

If all of the requirements above are fulfilled EXCEPT an overall pass mark in the written assignments, you will be deemed to have failed the PGCE but can exit with QTS only. This means you can be recommended to the Department for Education for QTS and are therefore able to teach, but have not gained the academic award of the PGCE.

### Written Assignments

Details of main subject assignments are given in the subject handbooks. These general principles also apply:

- All written assignments throughout the year contribute to the award of an overall grade for the main subject module (60 Masters credits)
- To obtain a pass for your main subject module, your overall AVERAGE MARK across all three summative assignments must be 50% or above, with no more than one assignment being awarded a mark of 40-49%.
- Assignments are seen as part of the learning process and provide opportunities for you to engage in critical reflection. This involves competence in the enquiry skills of selecting evidence, analysing, evaluating and presenting the material in a coherent and systematic way. The focus of each assignment is designed to ensure that aspects of the programme are integrated. Work may be undertaken in schools, at the University, or elsewhere
- You are expected to respond to programme requirements in a conscientious manner and submit all assignments by the stated submission date.

### Submission Dates

Assignments must be submitted to the Student Information Office (SC01) by 2.00pm on the following dates:

Assignment 1 (5,000 words or equivalent) Friday 7 December 2012 (**please note this is the week before the last week of term**)

Assignment 2 (5,000 words or equivalent) Thursday 28 March 2013 (Seminar Day 2)

Assignment 3 (5,000 words or equivalent) Friday 24 May 2013 (Seminar Day 4)



Below you will find details of when you should expect to receive your marks and written feedback for each assignment:

Assignment	Feedback and Marks given
1	Electronic feedback between Friday 11 January & Monday 14 January 2013
2	Seminar Day 3 (Friday 26 April 2013) Face-to face feedback on Friday 26 April or electronic feedback between 26 & 29 April 2013
3	Electronic feedback between Friday 14 June & Monday 17 June 2013

(Please note, the specific date for returning feedback and marks will be determined by the relevant tutor.)

### Word length for assignments

In some subjects, different assignments have different word lengths specified for them; it is important that trainees keep to the word length specified for each assignment on the following grounds:

- to encourage succinct and clear writing
- to ensure equity for all trainees doing that assignment

Words within the list of references, the bibliography and/or the appendices (if necessary) are not included in the word count. You should state the word count on the front cover sheet of each assignment. Failure to be honest in this respect will be penalized under the University's cheating and plagiarism regulations: <http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Lplag1.pdf>

If you are found to have exceeded the specified word limit for a written assessment you will be subject to the following penalties:

Up to 10% over length	No deduction off final mark
Between 10% and 20% over length	Deduction of 5% off final mark
20% or more over length	Maximum mark of 50%

Where penalties have been applied, the tutor responsible for marking the work will indicate on the assignment feedback form that a reduction in the mark has been enforced. If you are in any doubt about the implications of exceeding the word length of a given assignment, you should ask your tutor for clarification.

### Handing in assignments

All written assignments must be handed in to the Student Information Office **by 2pm on the deadline date**. Special arrangements will be made for submission of art work or artefacts, or for assessment by means of a peer-group presentation. In such cases you will be given information about submission by your University subject tutor. It is also possible to post your assignment if you are not going to be on campus on the hand in date. Please contact the Student Information Office ([ed-student@exeter.ac.uk](mailto:ed-student@exeter.ac.uk)) for further details.

Before you submit a written assignment there are important processes for you to follow. Failure to do this will result in the office being unable to accept your submission and could lead to your work being recorded as a late submission. Please note:

- your assignment should be presented in a plastic wallet or folder or be stapled. **Do not submit loose sheets or use just a paper clip** or you will risk pages going astray while in transit to the marker.
- your name should not appear anywhere on your assignment – all assessed work is marked anonymously so please make sure only your student number appears on each page

- you need to attach a bar coded cover sheet (BART sheet) to each piece of assessed work that is handed in. The Student Information Office will then scan in your assignment using a bar code reader which logs it on to the assignment tracking system and you will be given a receipt as evidence of your submission.
- You only need to submit one copy of your assignment

For more detailed information on submitting your assignments please log on to the Exeter Learning Environment (ELE) (<http://ele.exeter.ac.uk/>) and go to PGCE Primary and Secondary Core Documents.

### Requests for an Extension

Extensions may be granted in exceptional circumstances and only where the extension has been requested in advance of the assignment deadline. A full guidance document and Mitigation/Extension Request form is available on the PGCE Primary and Secondary Core Documents section of the Exeter Learning Environment (ELE) and the guidance document details the circumstances in which an extension can be requested. **All requests for extensions should be submitted using the request form to the Student Information Office ([ed-student@exeter.ac.uk](mailto:ed-student@exeter.ac.uk)), not your subject tutor** (the Programme Director and ITE Programme Manager will consult with your tutor where necessary before making a decision). If the extension is agreed, your mark will not be capped at 50%.

Any assignment handed in up to two weeks late without an agreed extension will be capped at 50%. Any assignment handed in more than two weeks late without an agreed extension will not be marked and will be given 0%. This will be classed as a non-submission and no further opportunity to submit will be given. The consequence of this will be that achievement of the PGCE academic award will not be possible. Investigation into the reasons for non submission may result in Fitness to Study or Fitness to Practise procedures being implemented. These procedures are referred to on page 22 of this handbook.

### Plagiarism

You could face a possible charge of plagiarism (i.e. substantial use of another's work without acknowledgement) if you do not fully acknowledge sources in reports, assignments and projects. Direct (verbatim quotation) and indirect references to other people's work must be acknowledged. You are expected to give a complete reference list within a bibliography so that any reader can obtain the works for reference purposes. Quoting passages verbatim from the work of others and presenting them for assessment as if they were your own ideas would constitute a clear case of plagiarism **for which your work may be failed and you may be asked to leave the programme** (see <http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Lplag1.pdf> for the University's guidance on Plagiarism). The use of essay bank material for University assessment purposes is not permitted and, if discovered, will be severely penalised. To avoid uncertainty about what plagiarism means we recommend that you take the online module entitled Academic Honesty and Plagiarism in ELE, the Exeter Learning Environment (<http://ele.exeter.ac.uk/>). There are a number of sections to this module. Please ensure that you complete all of them.

### Presentation of work

Due care should be taken over grammar, punctuation and spelling. Since ICT is regarded as a basic competence, assignments should, whenever possible and appropriate, be word processed. The Harvard System (American Psychological Association) of bibliographic referencing should be used, as described below.

### The Harvard method of bibliographic referencing

When you write an academic assignment, it is important to pay attention to correct and consistent referencing of your reading. Any book, article or website referred to in your assignments should be referenced. Please do **not** include material

that you have read but not explicitly cited in your assignment. There are several methods of referencing, but the one adopted by the Secondary PGCE Programme is known as the 'Harvard' method.

### **How To Provide Correct References**

You should include a section entitled 'References' at the end of your assignment. In this section you should list all books, articles or websites referred to explicitly in your assignment.

**To cite a book:** most of this information is on the book's title page. The following order of information is the appropriate order for a book.

1. Authors/Editors
  - a. Put the surname first, followed by initial(s) of forename(s)
  - b. If there are two or three authors, include them all in the order they appear on the title page
  - c. If there are more than three, record the first followed by et al.
  - d. If the book is edited, indicate this by using (ed) after the name/s
2. Year of Publication – in brackets
3. Title
  - a. Use the title and capitalisation as given on the title page and sub-title (if any)
  - b. Underline title or use italics
4. Place of Publication: Publisher
  - a. You will usually find these details on the back of the title page
5. Pages

If referring to a specific section, cite the relevant page numbers, using the abbreviation p

**To cite a journal article:** this information can usually be found at the start of the article, or on the contents page. The general principles are the same as for a book.

1. Author
2. Year of Publication
3. Title of Article
  - a. Use the title given at the beginning of an article
4. Title of Journal The title given on the journal front should be recorded (unabbreviated)
  - a. Underline title or use italics (be consistent with your practice with book titles)
5. Volume/Issue Number/Month
  - a. Each issue will have its own number which will help make up the volume. A volume number usually changes every six months or year
6. Page Numbers of Article

### **Examples**

Book:

Arnold, R (1996) *Raising Levels of Achievement in Boys*. Slough: NFER/EMIE

Journal article:

Bousted, M (1989) 'Who Talks?' *English in Education* Vol 23 No 1 pp41-51

Chapter in a book:

Davies, J (1998) Girls' and Boys' Talk in the Classroom. In: Clark, A and Millard, E (eds) *Gender in the Secondary Curriculum*. London: Routledge. pp31-46

### **Citing references in text**

All references to another author's work, be it direct quotation or paraphrase must be acknowledged. Refer to publications by citing the author/s and the date of publication:

The latest research by Nasser (1999) claimed that . . .

In an earlier investigation (Barker 1982) it was suggested that . . .

You may want to cite the precise page or pages of an article; these should be given following the date using either a comma or a colon: (Marks and Spencer 1995, 35) or (Marks and Spencer 1995:35)

**Footnotes:** The Harvard method of referencing excludes use of footnotes. Please ensure therefore that you do not use footnotes and that all explanatory notes are included in the main text of the assignment.

### **Using reference material from the Internet**

If you wish to make reference to information available on the Internet, you should give the name of the author (if applicable) and the date of the publication (if available), followed by the full URL (web address) of the website or web pages that you have used and **the date on which you last accessed the information**. The last requirement is essential as information on the Web is liable to change. You should check before submitting your work that the information you have used is still available.

#### *Online periodical*

Author, A. A., Author, B. B., & Author, C. C. (2000). Title of article. *Title of Periodical*, date, URL. Retrieved month day, year, from source.

Note that journal articles available on the Web do not always include page numbers.

#### *Online document*

Author, A. A. (2000). *Title of work*, date, URL. Retrieved month day, year, from source.

## **ETHICS FOR SCHOOL-BASED ASSIGNMENTS**

The ethical position of the Graduate School of Education is based on the principle that in all research, teaching/training and professional activity the interests and rights of others must be respected and protected. The 'others' whose interests and rights need protection include children, adults, other sentient beings, and institutions such as schools or colleges with which we have professional contact. The kinds of ethical issues that arise for the Graduate School of Education usually concern the exercise of power in professional relationships, such as those between adult and child, or between teacher and student, as well as those arising from privileged access to confidential information about individuals or institutions. Although such relations and privileged access are generally conducted with the best of intentions, without proper safeguards they can result in unintentional abuse. Educational research requires that particular attention is devoted to ethical obligations because it often involves school children and students, who are in vulnerable positions. In the Graduate School of Education, the key areas of ethical concern to be monitored, and the guidelines, are as follows.

### **Lack of Harm, Detriment or Unreasonable Stress**

Any research or teaching procedure carried out should not result in any risk of harm, detriment or unreasonable stress to participants. Educational interventions should not result in any educational disadvantage or loss of opportunity. Strong medical guidelines exist where physical risk issues are involved. Where there is any doubt, all action should cease until full consultation and reassurance is given by appropriate authorities.

### **Research-Based Studies**

If any experiment or intervention or collection of data does not go significantly beyond normal teaching functions, approval at institutional level only is required. You will not be required to submit an ethics form individually. This is the case for both of the Professional Studies Assignments that we ask you to carry out during your school-based work. It is likely also to be the case for any research-based study that you carry out as a main subject assignment.

### **Informed Consent**

If, however, your normal teaching functions are likely to be significantly exceeded during a research-based study, then you must not only gain institutional approval for the study but all participants including children should understand the significance of their role (i.e. be informed) and should consent to their involvement. It is unlikely that any research-based activity undertaken during school-based work will fall into this category. However, if you are unsure, please refer to your University tutor for advice.

Informed consent assumes that consent is freely given with a proper understanding of the nature and consequences of what is proposed and that undue influence is not used to obtain consent. It must be made clear to participants that at any moment they are free to withdraw from the research if they wish. Particular care is necessary when the participant has a special relationship to the investigator as in the case of a student to his/her teacher.

### **Informed Consent Procedures**

If applicable to your study, written consent should be gained by providing participants with a straightforward statement for them to sign, covering the aims of the research, and the potential consequences for participants. The language used in such statements must be understandable to the participants. For non-communicative participants, the efforts to gain consent should be specified in a written description of the procedure for explaining to participants what is happening. A responsible person should sign this statement (and indicate his/her relationship with the participant) to indicate that this work has been done. In such cases the onus is on the researcher to satisfy the School's Ethics Committee, by the provision of appropriate evidence, that the information/consent requirements have been satisfied. In some cases this may require a clear justification for the involvement of the most vulnerable people (for example people with disabilities or in stressed situations) and clarification that the information can be gained in no other way.

### **Confidentiality and Non-Identifiability**

Persons (including children) and institutions that participate in research have the right to anonymity and non-identifiability unless they are individual adults who have explicitly, and in writing, consented to be identified. Otherwise all research data and results, in all media, are confidential and must not be disclosed to unauthorised third parties. Research reports, dissertations, theses and publications must not permit the identification of any individuals (e.g. children, parents or teachers) or institutions (e.g. schools or colleges).

**Please make sure that you avoid using the names of individuals, groups or a school in ALL your assignments. Pseudonyms may be used if necessary.**

### **DATA PROTECTION**

In addition to the information on page 15 of the handbook please remember that schools are increasingly data-rich environments. Ethically and professionally, you are of course expected to treat this data with complete confidentiality; this kind of data should only be discussed in a professional context. However, you may also have data stored electronically, such as assessment and performance data, which the school has given to you. In line with the requirements of data protection legislation, you must delete any electronic data about the children you teach, stored on your own computer, when your placement is complete.

## **PGCE ASSESSMENT CRITERIA**

### **Generic Assessment Criteria**

The University of Exeter Masters' level generic assessment criteria are shown below. Subject tutors may provide subject-specific marking criteria where appropriate with the assignment details for each assignment. The assessment criteria below are those for all Masters' level programmes at the University of Exeter. Not all assignments will assess all of these categories. Some assignments for instance may be designed primarily to assess your knowledge and understanding of your specialist subject; others may be designed to assess your understanding of the skills for professional employment. Your subject tutor will identify which of the criteria below each assignment is designed to assess. It would be usual for most assignments to assess against two/three of the criteria below, e.g. your knowledge and understanding of your specialist subject; your cognitive and intellectual skills; and your understanding of the skills for professional employment. In this way the assignments will provide you with an opportunity to demonstrate your understanding of the relationship between theory and practice.

Specifically, your subject specialist assignments will provide you with opportunities to demonstrate the following requirements of a level 7 (Masters' level) programme at the University of Exeter:

1. a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study, or area of professional practice;
2. a comprehensive understanding of techniques applicable to your own research or advanced scholarship;
3. originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
4. conceptual understanding that enables you:
  - to evaluate critically current research and advanced scholarship in the discipline; and
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, successful students at this level will be able to:

1. deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
2. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
3. continue to advance their knowledge and understanding, and to develop new skills to a high level; and will have the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility;
- decision-making in complex and unpredictable situations; and
- the independent learning ability required for continuing professional development.

The academic assignments that you will complete during the PGCE year should be seen as the first step towards your MEd, a journey that will continue during your NQT year and the first few years of your teaching career. Over the course of the MEd you will be provided with plenty of opportunities to demonstrate your ability in all of the assessment categories below, culminating in the submission of your dissertation in the final year.

Marks	0-39 (Fail)	40-49 (Condonable Fail)	50-59 (Pass)	60-69 (Merit)	70-85 (Distinction)	86-100 (Distinction)
<b>Assessment categories</b>						
<b>Knowledge &amp; understanding of subject</b>	~ demonstrates little knowledge or understanding of the field ~ demonstrates significant weaknesses in the knowledge base, and/or simply reproduces knowledge without evidence of understanding	~ demonstrates knowledge of the field and awareness of current evidence and issues, but with some notable weaknesses ~ lacks knowledge and understanding of some key areas	~ demonstrates a sound knowledge and understanding of material within a specialised field of study ~ demonstrates an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted	~ produces work with a well-defined focus ~ demonstrates a systematic knowledge, understanding and critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study or area of professional practice	~ produces work of exceptional standard, reflecting outstanding knowledge and understanding of material ~ displays exceptional mastery of a complex and specialised area of knowledge and skills, with an exceptional critical awareness of current problems and/or new insights at the forefront of the field	~ This work meets and often exceeds the standard for distinction, as described in the 70-85 band, across <i>all</i> sub-categories of criteria: knowledge and understanding of subject; cognitive skills; research skills; use of research-informed literature; and skills for life and professional employment.  ~ This work is of publishable quality, with only very minor amendments, and would be likely to receive that judgement if submitted to a peer-reviewed journal.
<b>Cognitive/ intellectual skills</b>	~ very little or no critical ability ~ poor, inconsistent analysis	~ some appropriate analysis, but some significant inconsistencies which affect the soundness of argument and/or conclusions ~ demonstrates very limited critical ability	~ provides evidence of relevant and sound analysis within the specialised area, with some ability to evaluate critically ~ is able to analyse complex issues and make appropriate judgements	~ is able to evaluate methodologies critically and, where appropriate, to propose new hypotheses ~ is able to deal with complex issues both systematically and creatively, making sound judgements in the absence of complete data	~ shows outstanding ability to evaluate methodologies critically and, where appropriate, to propose new hypotheses ~ is able to deal with a range of complex issues both systematically and creatively, making excellent judgements in the absence of complete data	~ Work is of such a quality that the student is clearly highly capable of doctoral research in the discipline and, in principle, should be prioritised for a postgraduate research grant.
<b>Research skills</b>	~ demonstrates little or no skill in selected techniques applicable to own research or advanced scholarship ~ lacks any understanding of how established techniques of research and enquiry are used to create and interpret knowledge	~ demonstrates some skill in selected Techniques applicable to own research or advanced scholarship, but with significant areas of weakness ~ lacks sufficient understanding of how established techniques of research and enquiry are used to create and interpret knowledge	~ demonstrates understanding of and skills in selected techniques applicable to own research or advanced scholarship ~ shows some originality in the application of knowledge, and some understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline	~ displays a comprehensive understanding of and skills in techniques applicable to own research or advanced scholarship ~ shows originality in the application of knowledge, together with a good understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline	~ employs advanced skills to conduct research and, where appropriate, advanced technical or professional activity, accepting accountability for related decision making ~ displays an exceptional grasp of techniques applicable to own research or advanced scholarship ~ shows originality in application of knowledge, and excellent understanding of how established techniques of enquiry create and interpret knowledge in the discipline	

<p><b>Use of research - informed literature</b></p>	<p>~ failure to evidence or discuss/apply appropriate examples of literature relating to current research and advanced scholarship in the field ~ references to literature/ evidence and use of academic conventions are flawed, and/or inconsistent ~ argument absent, or lacking any clarity and/or logic</p>	<p>~ can evidence and discuss/apply examples of literature relating to current research but lacks critical engagement ~ references to appropriate literature/ evidence and use of academic conventions are insufficient and/or inconsistent ~ argument is attempted, but lacks in clarity and/or logic</p>	<p>~ can evaluate critically examples of literature relating to current research and advanced scholarship in the field ~ makes consistently sound use of appropriate academic conventions and academic honesty ~ able to communicate argument, evidence and conclusions clearly to specialist and non-specialist audiences</p>	<p>~ is able to evaluate critically a range of literature relating to current research and advanced scholarship in the discipline ~ makes consistently good use of appropriate academic conventions and academic honesty ~ able to communicate very effectively arguments, evidence and conclusions to specialist and non-specialist audiences</p>	<p>~ is able to evaluate critically, with exceptional insight, a range of literature relating to current research and advanced scholarship in the discipline ~ makes consistently excellent use of appropriate academic conventions and academic honesty ~ able to communicate at a very high level arguments, evidence and conclusions to specialist and non-specialist audiences</p>	<p>~ This work meets and often exceeds the standard for distinction, as described in the 70-85 band, across all sub- categories of criteria: knowledge and understanding of subject; cognitive skills; research skills; use of research- informed literature; and skills for life and professional employment.</p> <p>~ This work is of publishable quality, with only very minor amendments, and would be likely to receive that judgement if submitted to a peer-reviewed journal.</p> <p>~ Work is of such a quality that the student is clearly highly capable of doctoral research in the discipline and, in principle, should be prioritised for a postgraduate research grant.</p>
<p><b>Skills for life and professional employment</b></p>	<p>~ significant weaknesses evident in key areas such as communication, problem-solving and project management ~ inability to adapt ~ inability to work flexibly, independently and/or as part of a team</p>	<p>~ demonstrates generally effective employability skills, including communication and problem-solving, but with some problematic areas of weakness ~ limited ability to adapt ~ ability to work flexibly, independently and/or as part of a team, but with areas of weakness</p>	<p>~ shows a consistently good level of employability skills, including team working, project management, IT/computer literacy, creativity and flexibility ~ demonstrates capabilities to support effective communication in a range of complex and specialised contexts ~ shows consistent ability in tackling and solving demanding problems ~ can plan and direct own learning ~ demonstrates ability to advance own knowledge and understanding, and to develop new skills ~ demonstrates the independent learning ability required for continuing professional development</p>	<p>~ shows a high level of employability skills, including team working, project management, IT/computer literacy, creativity and flexibility ~ demonstrates very effective communication in a range of complex and specialised contexts ~ demonstrates self-direction and some originality in tackling and solving demanding problems ~ can act autonomously in planning and implementing tasks at a professional or equivalent level ~ demonstrates the skills and attitudes needed to advance own knowledge and understanding, and to develop new skills ~ demonstrates the independent learning ability required for continuing professional development</p>	<p>~ shows a very high level of employability skills, including team working/leadership, project management, IT/computer literacy, creativity and flexibility ~ demonstrates very high level communication skills in a range of complex contexts, and ability to write at publishable standard ~ demonstrates autonomy and notable originality in tackling and solving demanding problems ~ shows a high level of consistency and autonomy in planning and implementing tasks at a professional or equivalent level ~ demonstrates the skills and attitudes needed to advance own knowledge and understanding, and to develop new skills to a high level ~ demonstrates the independent learning ability required for continuing professional development</p>	
<p><b>Marks for M level</b></p>	<p>0-39 (Fail)</p>	<p>40-49 (*Condonable fail)</p>	<p>50-59 (Pass)</p>	<p>60-69 (Merit)</p>	<p>70-85 (Distinction)</p>	<p>86-100 (Distinction)</p>

These criteria can be found online at <http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8T%20Generic%20Assessment%20Criteria.pdf>

\* Please note that due to the structure of the Secondary PGCE Programme, the category of 'condonable fail' does not apply. If in doubt, please contact the Programme Director.



## Failed assignments

If a submitted assignment is deemed to be a Fail you will be given feedback outlining what needs to be done to bring the assignment to a pass standard and **one** opportunity for resubmission will be allowed. Marks for resubmitted assignments are capped at 50%.

You can choose to **resubmit** a failed assignment 'in year' (ie, before the final Exam Board in July). Alternatively, you may opt for your mark to go to the Exam Board as a fail. You will then be referred to the Consequences Board who will confirm the conditions for resubmission of the work. You should discuss these options with your tutor

**Note:** if you choose the second option, the award of PGCE will be delayed until the Exam Board following any successful resubmission (normally held in December).

In the case of Main Subject assignment 3, there may not be time to mark a resubmitted assignment before the end of the programme; this will mean that the award of PGCE will be delayed until the first Examination Board after July (this is normally held in December).

If after submitting a revised assignment, you have still failed to gain an overall pass mark for the module, you will have been deemed to have failed the PGCE with no further opportunity for resubmission. If however, you have passed all other elements of the programme you can leave the programme with QTS only and can therefore gain employment as a Newly Qualified Teacher (NQT).

ONLY ONE RESUBMISSION OF EACH ASSIGNMENT IS PERMITTED.

All assignments are marked anonymously except where not possible e.g. in the case of presentations

A sample of each Main Subject assignment 1, 2 and 3 and all fail and borderline assignments are double-marked.

To ensure fairness and moderation of standards, if the assignment marking sample is only double marked within the subject team, a small sample is also moderated by staff from another subject.

External Examiners moderate standards of marking and assessment.

## THE PROFESSIONAL SKILLS TESTS

### Professional Skills Test requirements

Recommendation to the Department for Education for the award of Qualified Teacher Status is dependent upon successful completion of the Teaching Agency Professional Skills Tests in Literacy and Numeracy. You will not be able to take up a teaching job until you have met all the Standards and passed both Professional Skills tests. There are a number of key conditions imposed by the Teaching Agency which you need to be aware of:

- In order to register for the Professional Skills tests you will need your teacher reference number (TRN). You will receive this number from us early on in the Autumn term. Please keep it safe as you will also need it when you start applying for teaching jobs. If you do not pass a test on the first occasion you will be allowed to re-sit the test. However, you will only have **two re-sit opportunities for each test.**
- Candidates will receive their first attempt at each test free of charge but will be charged for re-sits. The charge for re-sits will be £19.25 per test and will be levied at the time of booking a test online.
- Candidates who fail after two re-sits in either numeracy or literacy will not be able to book any more Professional Skills tests, in that subject, for 24 months from the date of the second re-sit and will therefore not be able to be recommended for QTS within this time. You will however be able to continue with the rest of the PGCE course and if you pass all other elements by the summer examination board, you will be eligible for the academic award

of PGCE. After the 24 month waiting period, if you go on to pass the outstanding Professional Skills Test(s) you can then be recommended for QTS and gain employment as a qualified teacher from that point on.

Please do not worry unnecessarily about these Professional Skills Tests. We will provide you with lots of information and support BEFORE you complete the tests for the first time. Practice tests are available on the Teaching Agency's website and we would encourage you to make full use of them. If you have not passed these tests by the Examination Board but have successfully completed all other school-based work module requirements, the Examination Board will record a deferred result of Pass without QTS, which will be amended once we have received notification that you have passed the tests. If you do not pass all three of the tests by the Examination Board, you must inform the ITE Programme Manager ([l.m.fripp@exeter.ac.uk](mailto:l.m.fripp@exeter.ac.uk)) as soon as you have passed so that we can trigger recommendation for QTS.

Information about the tests and procedures for booking is available on the Teaching Agency web site at:

<http://www.education.gov.uk/schools/careers/traininganddevelopment/professional/>

We do not want you to feel anxious about these tests, so if you realise that they might be a problem, please talk to your Personal Tutor as early as possible in your PGCE year.

### **Support for the tests**

Materials to help familiarise yourself with the sort of questions asked are available on the Teaching Agency web site by following the links below:

[http://www.education.gov.uk/QTS/Numeracy/assessment\\_engine.html](http://www.education.gov.uk/QTS/Numeracy/assessment_engine.html)

[http://www.education.gov.uk/QTS/Literacy/assessment\\_engine.html](http://www.education.gov.uk/QTS/Literacy/assessment_engine.html)

The St Luke's library also holds copies of useful support guides to help you to prepare for your Professional Skills Tests.

### **Professional Skills Test Centres**

There is no Test Centre on the St Luke's campus, but it is possible to take the tests at more than 100 test centres around the country. Please refer to the Teaching Agency website for up to date information about test centre locations and arrangements.

### **Responsibility for completing the tests**

It is your responsibility to ensure that you sit the tests. It is worth remembering that schools may look more favourably at interview on applicants who have already passed the required skills tests. You will not be able to take up a teaching appointment unless you have passed both tests.

### **Autumn term requirement**

Please ensure that you register and make bookings to attempt both the skills tests during the Autumn term, before Christmas so that if you do happen to fail either test first time, we are able to signpost you to some specific support before you attempt it again. Your University tutor will monitor this. If you do not register for and book your tests during the Autumn term, you may be issued with a Cause for Concern letter.

### **External Examination of the Secondary PGCE Programme**

External Examiners will visit a sample of trainees in a range of schools between 26-27 June 2013. Occasionally it may be necessary to arrange an examination visit during the previous week to fit in with the working schedule of the external examiner. Please note that:

- it is important that you sign all Formative Reflection on Achievement and Progress Reports (FRAPs) before they are returned to the ITE Partnership Office
- it is in your interest to remind your Mentor that Formative Reflection on Achievement and Progress Reports must be returned by the date shown on the form, as failure to return the Report by the due date can lead to your progression to the Examination Board being delayed

All arrangements for a visit of an External Examiner are made by the ITE Partnership Office with the school's ITE Coordinator.

The External Examiner will be accompanied by a member of the University staff and will wish to see:

- you, to discuss your progress and development
- your PGCE Individual Development Portfolio and teaching file(s), with provisional details of your Career Entry Paperwork
- your Principal Subject Tutor and Mentor
- your ITE Coordinator (usually)

In most instances, the External Examiner will observe you teaching and will wish to see a lesson plan, scheme of work and other relevant materials related to the lesson to be observed. However, it is not always possible to arrange to see teaching, and the External Examiner may wish instead to talk with you and your school-based tutors about your achievements and your evidence base for the award of PGCE with QTS.

The External Examiner will wish to discuss:

- the classroom activity observed (if applicable)
- your PGCE Individual Development Portfolio and teaching file(s)
- matters beyond the immediate activity observed, concerning quality of provision and outcomes

### **PGCE External Examiners 2012-13**

A full list of PGCE external examiners can be found at <http://www.exeter.ac.uk/staff/policies/calendar/part2/examiners/>

The contacting of external examiners by students regarding any aspect of their programmes of study is prohibited and will be treated as an offence under the University's Disciplinary Procedures. External Examiners are requested to inform the University's Examinations Office should such an occurrence take place.

### **Recommendation to Fail School-Based Work**

- The following procedures must have been followed in order that a recommendation can be made to the relevant Examination Board for a trainee to fail the school-based work element of the programme:
  - the trainee should have been given early indication and notification of weakness
  - the trainee should have received a written warning, in the form of the Cause for Concern Letter, if continuing poor performance, unprofessionalism or extended absence is likely to lead to a fail recommendation
  - the trainee should have been given specific advice for improvement and an Action Plan detailing how this will be supported
  - the trainee should have been visited by an External Examiner or Internal Moderator

Trainees who receive a fail decision at the Examination Board will be informed and counselled by their University Visiting Tutor or Personal Tutor following the Board. The implications of the failure will be decided at the Consequences Board which takes place a few days after the Examination Board. These trainees will then receive a letter from the Head of ITE informing them of the decision of the Consequences Board.

### **Consequences Board**

In the case of trainees who have received a fail decision, the Programme Director will collect relevant information and submit it to the Consequences Board. The Board decides whether, in the light of all known factors, a trainee should be referred in one or all areas. Normally, an additional opportunity to demonstrate achievement of the Teachers' *Standards* (for QTS) in school-based work will be recommended except in cases where any of the following apply:

- the trainee would be a danger to children
- the trainee's classroom/behaviour management is so unsatisfactory that serious disruptive problems in the classroom are likely to arise
- the trainee's progress towards achieving the Teachers' Standards is demonstrably so limited that a 10-week additional placement is deemed to be insufficient to enable achievement of the Standards
- the trainee has withdrawn from school-based work

- the trainee has absented themselves from the programme without leave
- the trainee has behaved unprofessionally and the case has been referred to the University of Exeter Fitness to Practise procedures. Until there is a decision from this panel the consequences board will not make a re-sit decision

A trainee who is unsuccessful in demonstrating achievement of the Teachers' *Standards* (for QTS) in the school-based work element and/or in one or more assignments, may normally be referred in the relevant part on not more than one occasion. Resubmitted assignments will be limited to a 'pass' grade.

A trainee who is unsuccessful in school-based work can be recommended for QTS only at the end of successful completion of a further 10-week period of supervised practice in an appropriate school, normally in the Spring or Summer term. This additional placement is subject to fees amounting to one third of the annual tuition fee.

*Important - A penalty fee of £300 may be incurred if a trainee requests but then declines a placement that has been arranged for him/her.*

All referred trainees must apply for examination within two years of the end of their initial PGCE course.

### **Appeals**

A trainee may appeal against failure by following the University procedure laid down if any of the following apply:

- Circumstances affecting the trainee's performance of which the Board of Examiners were not aware when reaching its decision *only* if the trainee can present reasonable grounds why such circumstances had not been presented to the Board in advance of its meeting
- Procedural irregularities in the formal conduct of an assessment or in reaching another academic decision
- Evidence of prejudice or of bias on the part of one or more Examiners

Notice of appeal should be lodged quickly, and no later than fourteen days after the publication of the provisional results.

Full details of the Academic Appeals Procedure are available on the web

[www.exeter.ac.uk/calendar/live/progdev/appeals.htm](http://www.exeter.ac.uk/calendar/live/progdev/appeals.htm)

Any enquiries regarding examination procedures of the Secondary PGCE Programme will be dealt with by the ITE Programme Manager, Lisa Fripp (email [l.m.fripp@exeter.ac.uk](mailto:l.m.fripp@exeter.ac.uk)).

## **THE PROFESSIONAL STUDIES PROGRAMME**

The Professional Studies component of the PGCE Programme is integrated within the whole programme and should not be seen as a separate element. It takes place both in the University and in school and is concerned with classroom issues, whole school issues and the role of education in wider society.

The Professional Studies module is accredited at undergraduate level (10 credits) and is delivered by blended learning:

- A series of lectures in the Autumn term introduces key issues with reference to theory and research
- Reading and follow up activities related to the lecture topics and other professional studies issues are provided by tutors or in ELE (Exeter Learning Environment)
- Reflection/discussion on each topic takes place during the Autumn term (in subject groups or online)
- A programme of seminars throughout school-based work in the Spring and Summer terms develops professional studies topics in a school context. This programme is supported by a comprehensive web-based resource that provides reading, links and individual study activities which can be found at:

<http://education.exeter.ac.uk/pspitt/>

### **Assignments**

There are two assignments for the Professional Studies module:

1. SEN (Spring term)
2. EAL (Summer term)

Further details about the SEN assignment can be found in the School-Based Work section of this handbook. Details of the EAL assignment will be available at the beginning of the autumn term

### Professional Studies Lecture Programme

The lecture programme is coordinated by Kate Watson. These lectures introduce you to a variety of topics relevant to all teachers. They are timetabled on Thursdays during the Autumn term in NC12. You will have lectures face to face or access them through ELE depending on your cohort, as indicated below. Each lecture will be posted after the session in ELE together with a selection of related resources.

Please note that at the time of going to print, the timetable below is a draft timetable only. Times of lectures will be confirmed at the start of the PGCE course.

Date	Topic	Cohort A	Cohort B	lecturer
04 October	The Exeter Model of ITE IT tools, including ELE	NC12	NC12	Kate Watson Mike Jeffries
11 October	Role of the class tutor	online	NC12	Tom Evans (QE Academy Trust) Marc Cooper (Millfield School)
18 October	Ideology and Education	NC12	online	David Hicks (Bath Spa University)
25 October	Issues of Difference	NC12	NC12	Nick Givens David Nixon
01 November	Theories of Learning	online	NC12	Keith Postlethwaite
08 November	Special Educational Needs and Disability	NC12	NC12	Hazel Lawson
School-Based Work (2 weeks) no lectures				
29 November	Welfare and Safeguarding Young People	NC12	online	Chris Hunt (Westfield Community School, Yeovil)
06 December	PSHE: Every teacher's responsibility	online	NC12	Tom Evans (QE Academy Trust) Marc Cooper (Millfield School)
13 December	Behaviour Management	NC12	online	Jim Rogers

### Additional optional sessions (all in NC12)

#### 01 November

Voice care: Oonagh Griffin, Lead Speech and Language Therapist for Voice, Devon

#### 08 November

Conditions of Service: Andy Woolley, NUT

#### 29 November

Job applications and interviews: Roger Pope, Principal Kingsbridge Community College

#### 06 December

Finding your first teaching post: applications and interviews: Barry Hancock, NASUWT

#### Cohort A:

D&T; English; Maths; ML; PE

#### Cohort B

Dance; Geography; History; RE; Science

**Online lectures in the Exeter Learning Environment (ELE)**

To access the Professional Studies lectures online you will require an Internet connection suitable for downloading lecture presentations with audio narration and for access to an online discussion forum. More information about ELE will be provided at the beginning of the programme.

**Voice Care workshops in the Spring Term**

There will be three practical workshops on Seminar Days 1, 2 and 3 at 3.30pm. Places are limited to 15 trainees and cost £5. Further details will be given at the first lecture on 4<sup>th</sup> October.





## **SCHOOL-BASED WORK**



## **SAFEGUARDING**

The University is intent on doing all it can to 'proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced' (HM Government 2006 p35 para 1.21).

You will already have been subject to various rigorous safeguarding processes through self disclosure, GTC and, of course, through the CRB enhanced disclosure, and it is the University's judgement that, based on the information we have received, you do not pose a risk to children and young people. If an incident occurs whilst you are registered on the PGCE course that may compromise our decision, you are obliged to tell us so we can investigate and consider accordingly. Failure to inform us of something that we are later told officially may result in your removal from the course.

Safety issues in schools are many and complex. The following guidelines are not intended to cover every possible scenario and should be followed in conjunction with guidance from schools, tutors, lectures, seminars and other sources throughout your training.

### **Dealing with a Child protection issue during school based work**

If you witness an incident that you feel may involve a child protection issue you should report this to the school's Child Protection Officer and the school will deal with the matter. If you remain concerned, you should also send an email account of it to the Partnership Director who is responsible for following this up with the Headteacher of the school and/or the Local Authority Child Protection Team as appropriate.

If a child discloses something to you, you must pass it on to the school's Child Protection Officer immediately. Please never promise confidentiality to a child, you will have to break that promise.

### **Protecting yourself**

One particular area that we would draw your attention to is that of your own safety and ways in which you can ensure that you are not the subject of false allegations of abuse. Adhering to these guidelines is an important way of protecting yourself and you will receive training on professional classroom behaviour throughout the course. However we are aware that sometimes pupils may misinterpret your behaviour, or maliciously make an allegation of abuse against you. If you find yourself in such a difficult situation please contact the Partnership Director by phone (01392 724717) or by email (j.a.sumner@exeter.ac.uk).

### **Teaching Unions offer free membership to trainee teachers and are an excellent source of advice and legal representation in cases where trainees find themselves accused of misconduct.**

Some of the ways that you can avoid finding yourself in such difficult situations include:

#### **e-safety**

- Please ensure that your web presence does not contain any inappropriate material either about yourself or about the school. Take care to ensure that social networking sites are secure and do not contain information about you that could compromise you with your pupils.
- Do not use school networks to access any 'adult' sites or indeed for any personal use. They should be used to check your university email account and for lesson preparation and PGCE related research.
- Do not under any circumstances, however well intentioned, lend your own personal computer equipment to pupils to use. This applies even within a lesson and under supervision.
- If you take your own computer/laptop into school ensure that it does not contain any 'adult' material and that all files are password protected. In the event of theft it is important to safeguard pupil data. Please make sure that you follow the school's policy on this.

- If you have to take your mobile phone to school please ensure that it is 'locked' and on silent at all times. Ensure that it does not contain any 'adult' material and that your ringtone (although on silent) is neutral.
- Please ensure that you are familiar with and implement school policy regarding videoing/recording/photographing/emailing students

### **Body language and physical contact**

- Please ensure that you respect people's personal space
- Please ensure that your eye contact is appropriate.
- Please be careful regarding 'leaning over' someone. Care should be taken not only to ensure their personal space but also to protect yourself from touching them or 'looking down their blouse' etc.
- Please talk with the school about their guidelines on physical contact (whether teachers should ever initiate such contact and if so, in what circumstances and how; also how you should respond if a pupil initiates contact)

### **Professional Conduct**

- Part two of the Teachers' Standards describes the professional conduct expected of teachers and trainees. Trainees failing to uphold these standards may find their registration at the University and their future ability to train as teachers in jeopardy
- Please be aware that schools have incredibly high expectations of professionalism and you will need to seek out, and demonstrate, your school's expectations of you.
- Please refer to the Professional Conduct pages in this handbook for additional advice and guidance, including what to do if things go wrong

### **Health and Safety**

During your induction into both schools you will be told about health and safety and fire drill procedures. Please make sure you are clear about them and where to find additional information if necessary. Please make sure that you report any accidents immediately, however minor they might appear. If you visit another school, even if only for a short time, please make sure that you know about their health and safety procedures and you report any accidents there immediately.

### **Alone with classes**

During practical lessons such as science, D&T, PE there must be a teacher, qualified in that subject, with you at all times. In other subjects, as you progress through the year, and develop independence, the teacher may leave you alone from time to time, but should make it clear where they are should you need assistance.

### **Using your car to transport pupils**

We recommend that you do not use your car to transport pupils.

## **SCHOOL-BASED WORK**

Your PGCE course includes two long block placements that give you experience of working in different school contexts over an extended period of time. The contrast between the two is important; every school has its own particular ethos and ways of working.

During school-based work (SBW), you will be able to apply the knowledge and understanding acquired during University elements of your PGCE course to your developing practice in the classroom. The school and University elements of your training are designed to be complementary and interconnected. Together they offer you a balance of practice and theory so that you develop classroom skills alongside the knowledge and understanding that underpins these skills and supports your development as an informed and reflective teacher.

Your work in school will be supported by a Principal Subject Tutor (PST) - a teacher in your subject department who is responsible for arranging your timetable and discussing your progress with you in Weekly Development Meetings. You will also be assigned a professional tutor, your Mentor, who has an overview of your professional development as a teacher in

training. Your Mentor will normally work in a different subject department and will be an experienced, often a senior, teacher. You meet your Mentor for three Supervisory Conferences during each placement when you will discuss your professional development, focusing on chosen aspects of your practice, and will agree medium-term targets to maintain progress. In addition, a University Visiting Tutor (UVT) will visit you in school. Normally one visit is made in the Spring term and another visit in the Summer term, but should any difficulties occur then extra UVT visits may be arranged to support your progress. In school, an ITE Coordinator (ITEC) is responsible for managing the training experience of all trainees, including a programme of Professional Studies meetings that will connect with and extend your learning about educational issues first encountered in the lectures and subject sessions of your University taught course.

During the Autumn term, from 12 to 23 November, you will spend two weeks in your first placement school. Further information about this period is given later on in this section of the handbook. Whilst it will necessarily include a short induction into your first placement school, these two weeks form part of the Beginning Practise Phase which concludes shortly after Christmas with the second Formative Reflection on Achievement and Progress (FRAP2) report. You return to the University for the last three weeks of the Autumn term, before Christmas. From January, you will be based in school, in your first placement until just before Easter, when you have a short induction period in your second school. You will then continue your training in your second placement.

During the Spring and Summer terms, you return at intervals to the University for Seminar Days. These are an important element in your training when you meet with your subject group and University tutor(s) to review and reflect on your experiences. They provide an excellent opportunity to share examples of good classroom practice, to exchange teaching resources and ideas that you have used successfully in school, and to refresh important theoretical aspects of teaching. Dates of the Seminar Days are given in the tables of information at the beginning of this handbook.

## The Exeter Model in School

### Weekly Development Meetings

In addition to regular daily contact, you will meet with your Principal Subject Tutor once a week to discuss your progress and to plan ahead. The weekly meetings are dedicated, timetabled time of approximately one hour in which you and your Principal Subject Tutor will use the *Framework for Dialogue about Teaching* to:

- review targets achieved since the previous weekly meeting
- after a Supervisory Conference, discuss the targets set in the Action Plan
- discuss the demonstrations, Agendas and evaluations completed in the previous week
- discuss your progress in relation to your classroom practice
- discuss any subject-specific input initiated by your PST
- identify weekly targets that focus on aspects of your developing practice
- decide which episodes/lessons will be the subject of the two written observations in the week ahead
- agree appropriate demonstrations and Agendas to be carried out in the week ahead
- record the outcomes of the meeting on the Weekly Development Meeting Record, which should be completed (normally by you not the PST) during the meeting (it is perfectly acceptable to file handwritten meeting record forms in your IDP)

### Episode and Lesson Plans

It is an expectation and requirement that you prepare for all episodes and lessons that you teach by writing a detailed lesson plan. A copy of this should be given to the class teacher well before the lesson. The teacher can check that what you plan to do is realistic in the time available and the content is pitched at a suitable level for the class. In this way, your pupils' learning will be assured – and you may be saved from making some uncomfortable mistakes!

An episode plan covers a selected section of a lesson; a lesson plan covers the whole of a lesson. In writing an episode or lesson plan, you will work out the subject content of the lesson and which teaching strategies and resources to use in order to promote learning for your pupils. The focus of an episode or lesson plan should be on what pupils will learn, what activities they will undertake to achieve this, how you will direct and manage the lesson, and how you will assess their learning. As you progress through the phases of training, your planning will develop from episodes to whole lessons, then through to sequences of lessons and whole units or schemes of work. Lesson planning often takes a lot of time and effort in the early stages of your training. Talk to more experienced colleagues about how you can plan your lessons efficiently and effectively. The more that you can develop and refine your lesson planning during your training year, the easier you will find it in your first teaching job. Your lesson plans should be filed in sequential order for each class that you teach, with a copy of any related worksheets or other resources.

Many experienced teachers can deliver effective lessons without detailed written plans. This is because they have developed and refined their practice over years in the classroom. Do not be deceived by an apparent lack of explicit plans in the lessons of more experienced colleagues.

### Lesson Evaluation

Evaluation is a fundamental element of the process of all learning and you will evaluate your teaching in a variety of ways, guided by your tutors.

You should reflect on your **pupils' learning outcomes for all lessons or episodes** that you teach or observe, and make appropriate **concise notes** on this reflection (what did the pupils learn? how do you know they learned this?). These notes may be made directly onto your lesson plan. Use bullet points, coloured or highlighter pens or add a section to your lesson template to record your lesson evaluations. Evaluate as soon as possible after the lesson. Recording lesson evaluations in this way means that you will be able to take into account your pupils' learning when planning your next lesson. (Template available on ELE and partnership website)

If things go wrong in a lesson (as they sometimes do), you should write a more detailed evaluation of that lesson as soon as possible after the event. This will help you and your PST together to analyse what went wrong and how you can make progress. Teaching is a highly complex activity and nobody gets it right all the time! The way forward is to use your skills of critical reflection to improve your practice, making the lessons more enjoyable and productive for both you and your pupils.

There may be particular subject-related expectations for lesson evaluation. Discuss these with your tutors. Lesson evaluation is additional to the requirement to complete a detailed written reflection for each of your two weekly Agendas.

### **Demonstrations**

A demonstration is a planned-for modelling of good and outstanding practice in which you observe a teacher in class. The focus is specifically related to your training needs, and should be identified in your Weekly Development Meeting. You are entitled to two 'formal' demonstrations per week although in practice you will informally observe teachers in the classroom more frequently than this: you could watch several teachers in one week demonstrating the same thing, such as '*involving learners in reflecting on their own learning*'; this allows you to see that there is a variety of ways to achieve the same goals. Alternatively, you might observe just one demonstration of each focus identified on your Weekly Development Meeting Record. In the later phases of your training, the demonstration might involve the class teacher demonstrating a particular focus by taking a selected episode from your lesson plan. (Template available on ELE and partnership website)

The important feature of a demonstration is that it is planned in advance and both the trainee and the teacher are clear about the learning focus for the demonstration. Tutors should continue to demonstrate teaching throughout all phases of school-based work.

Demonstrations of teaching go beyond the mere observation of classroom practice and should include explanations and justifications of the methods employed. In this way more experienced, good and outstanding teachers assist you in thinking about teaching so that you become knowledgeable in the 'how' and 'why' of teaching and not just the 'what'. This will help you to develop the effective skills of reflective practice that will be invaluable to you throughout your teaching career.

You should make notes during the demonstration, keeping in mind the learning focus. Use the *Framework for Dialogue about Teaching* to prompt your reflection about what you see during a demonstration so that you can adapt what you observe to your own teaching in a thoughtful way.

### **Observations of your teaching**

At least twice a week during school-based work, you will be given written feedback on your teaching, and the pupils' learning, by an observing tutor using a Lesson Observation Form. At other times, feedback about your teaching may be less formal and can be given either verbally or as written notes. Written feedback is most useful to you because you can reflect later and in detail on the feedback and may decide to use parts of it as evidence of your achievement of the Teachers' Standards (for QTS).

## Agendas

The Agenda is a central element of the learning process embedded in the Exeter Model. It is used to support your thinking about, and reflection upon, a selected aspect of your classroom practice and it is intended to help you to become an independent critic of your own teaching, rather than relying on others to give you feedback.

Agendas are first and foremost designed as individual training tools to support your personal development and progress. They may be used as evidence for progression towards achieving the Teachers' *Standards*, but this is not their primary function.

It is important to note that **an Agenda is not the same as a lesson plan**. The Agenda focuses on **what you will learn about teaching** rather than what pupils will learn about the topic of the lesson; it develops understanding of specific skills involved in teaching. In preparing an Agenda, you should consider **how** you will teach, rather than **what** you will teach or what activities pupils will undertake in the lesson (this is planned for in your episode or lesson plan).

The focus for an Agenda should always address your own development needs and should always make you think! If you find writing an Agenda easy, then you have probably not challenged yourself sufficiently or have selected an Agenda focus which you have already mastered. In your Weekly Development Meeting, you and your Principal Subject Tutor should identify appropriate Agenda focuses for the coming week from the list of Learning Focuses for Agendas at the back of this handbook. Alternatively, you can, with support from your Principal Subject Tutor, generate your own Agenda focuses which relate specifically to your individual training needs.

You should prepare and evaluate no more than **two Agendas per week**. If, for any reason, you are unable to complete two in any given week, do not be tempted to complete extra agendas in the following week to compensate for this. If you are using agendas properly they take time and effort to prepare and evaluate. Completing two per week is a significant training task.

### To prepare an Agenda:

- First, write your episode or lesson plan, outlining what you and your pupils will do and how you will assess their learning. Remember to include estimated timings for the different activities within the lesson.
- Write the focus for your Agenda in the appropriate box at the top of the Agenda Form, including the relevant Teachers' Standard, if applicable.
- On the left-hand side of the form, note down clearly and carefully your intentions about what you will do in the lesson in relation to your Agenda statement. Include full details of intended words and/or actions. Lists and bullet points may be useful. Add estimated timings if appropriate.

### Annotating an Agenda

An observer (usually the class teacher) then makes notes, or annotations, on the right-hand side of the form, as an objective record of events relating to the chosen Agenda focus. This record should be factual and non-judgmental. In this way, the sequence of your planned actions in class is matched with a record of exactly what happens during the lesson. The observer should give you the annotated Agenda immediately after the lesson.

**IMPORTANT:** Any evaluative comments that the observer wishes to make on your teaching should be written on a separate sheet and given to you **after** you have reflected on your teaching and written your own Agenda evaluation.

Further details about how to use Agendas once you have reached the *Developing Independence* phase of your training, can be found in a later section of this handbook.



## Evaluating an Agenda

You use an annotated Agenda as the basis for **detailed written reflection** about your teaching in the episode or lesson **with respect to your chosen focus**. You should refer to the *Framework for Dialogue about Teaching* in this handbook to support your reflection and evaluation.

Remember to reflect on positive outcomes as well as any problems that arose during your teaching. We all tend to be very aware of what did not go quite to plan, and sometimes forget to celebrate success. Think not only about **what** happened, but also about **why** it happened.

The quality of your critical reflection is important. It is important to spend some time thinking about the agenda before writing anything down. Each agenda evaluation should be clearly written, thorough, detailed and include the following elements:

- First, try to explain why things happened as they did. *The Framework for Dialogue about Teaching* may help you to consider possible reasons. For example, was anything that occurred related to your subject knowledge, or to the values and beliefs of the pupils in the class, or to other factors included in the *Framework*?
- Next, evaluate how your teaching affected your pupils' learning and what evidence you have to support this.
- Finally review what you have learned from this teaching episode and set a target or two for developing and improving your practice. The targets can be summarised as bullet points at the end of your agenda evaluation. This will make them easier to refer to when planning your next lessons.

For example, if your Agenda focus was '*employing interactive teaching methods*', did you follow your Agenda plan closely, or did you need to vary it during the lesson? If you varied your plan, why did you do this? Reflect on how well the pupils engaged with your interactive teaching strategies. How did you know that they were engaged in learning? Perhaps their engagement was because you transmitted your own enthusiasm and interest in the topic to them. Or was it because you deployed tactics specifically derived from reading some literature on interaction? What were the levels of participation in the interaction between you and your pupils? What effect do you think that your teaching had on your pupils' learning? How do you know what your pupils learned? Finally, are there any things that you might do differently (related to the agenda focus) next time?

## Working with Agendas

Once you have completed an Agenda and evaluation, you should discuss the outcomes of your teaching with the observing teacher (if possible), and with your subject tutor at a Weekly Development Meeting.

The use of teaching Agendas in the Exeter Model arises out of the belief that learning to teach is not about acquiring a haphazard set of "tips for teachers" but a process that can be deliberately learned, analysed and developed. Annotated Agendas will help you to develop skills of personal critical reflection that will be invaluable to you throughout your teaching career.

If a planned episode or lesson happens to go seriously wrong, as they sometimes do, it may well be that the Agenda becomes partly irrelevant to the subsequent discussion. Instead, you may need to discuss with the observer the nature of, and reasons for, the problems encountered. Difficulties in class are uncomfortable, but good learning about the skills of teaching follows from supported reflection in such circumstances. In this case, you may need to complete a wider written evaluation of the episode or lesson rather than sticking just to the focus of the teaching Agenda.

### Later on in your training: **Developing Independence Agendas**

In the *Developing Independence* phase, you may need to alter the way that you use Agendas so that you think about your classroom practice in a more holistic and challenging way, and make stronger connections between theory and practice. Instead of using individual Agendas to focus on one micro-aspect of teaching, at this stage we would like you to broaden and deepen your focus and widen the evidence that you gather to inform your critical evaluation.

Select a theme from the Agenda focuses: not one of the bullet points, but one of the standards. This theme then becomes the focus of your attention for one or two weeks and will involve:

- Preparing two Agendas each week in different classes/curriculum subjects which address selected aspects of your chosen theme
- Two formal observations each week in which a teacher observes you teaching and takes your chosen theme as the main focus of observation
- Academic reading of research evidence related to your chosen theme
- Demonstrations by other teachers on aspects of the theme

Instead of evaluating each Agenda, you write one synoptic evaluation at the end of the one/two weeks, drawing on all the information that you have gathered – annotated agendas, lesson observations, demonstrations and reading. As there is only one evaluation to complete in this synoptic approach, we would expect this evaluation to be longer than a single agenda evaluation. You should make explicit reference in your evaluation to your reading about your chosen theme and how this relates to your classroom practice.

### **Supervisory Conferences**

Your Mentor will meet with you for three Supervisory Conferences per term (each of at least one hour) to assist you to think explicitly about and reflect in detail upon your teaching. These are in-depth discussions. You will submit to your Mentor, **at least 24 hours in advance**, two annotated Agendas together with the lesson plans and other relevant materials, and your own evaluations. Your Mentor will select the Agenda(s) to be discussed and lead you in critical thinking.

The Conference aims to support you in articulating and reflecting upon your own teaching in order to help you to consider the steps which you need to take to make further progress. Your Mentor will model the process of critical reflection through using the *Framework for Dialogue about Teaching*. Your Mentor will also want to review and discuss your Teaching File/s and Individual Development Portfolio, which you should have with you, complete and fully up to date.

During your Supervisory Conference, you will:

- review your previous Action Plan and check that all targets have been met (you provide evidence of achieving the targets)
- develop your skills in critical thinking and evaluation
- monitor progress and assist with further action planning
- review and discuss evidence of your achievement using your Individual Development Portfolio and teaching files
- when a Formative Reflection on Achievement and Progress Report (FRAP) is due (Supervisory Conferences 1, 3 and 5), your Mentor will discuss the evidence you have recorded on your Formative Reflection on Achievement and Progress and may highlight your achievements on the profile descriptor on the report form (please see the final pages of this handbook for the Profile Descriptors)

A useful framework to use during the Conference is:

### **DESCRIPTION – What have you been doing?**

- Together with your Mentor, you review your previous Action Plan and evaluate whether the targets have been met. You provide evidence of achieving the targets. You also review the targets on the Weekly Development Meeting Records.
- You will be asked to **describe** what happened in the teaching episode/s related to the Agendas selected for discussion, referring to the annotated Agenda, the lesson plan and the written evaluation (plus any examples of children's work) as evidence.
- In the Supervisory Conferences preceding FRAPs 2, 3 and 4, you will be asked to **describe** your achievement against the Profile for that phase using your pre-prepared Formative Reflection on Achievement and Progress (FRAP).

### **EXPLANATION and JUSTIFICATION - What does this mean?**

- You explain and justify what you did in the Agendas under discussion, in relation to the *QTS Standards*.
- In the Supervisory Conferences preceding Formative Reflection on Achievement and Progress Reports 2, 3 and 4, you explain and justify your Reflection on Achievement and Progress, referring to your files to offer evidence for your achievements.
- The Mentor will probe your understanding by referring to the *Framework for Dialogue about Teaching*.

### **REFORMULATION – What have you learnt and where do you need to go next?**

- You should articulate what you need to work on as a result of analysing the teaching episodes and discuss which Agenda statements it would be useful to focus on for the next Agendas and/or Supervisory Conferences. This discussion should be fully informed by the *Teachers' Standards*.
- Together at the end of the Supervisory Conference, you set targets for improvement in an Action Plan or identify needs in a Formative Report.

### **Action Plans 3-7**

During school-based work, as a result of Supervisory Conferences, you will draw up a series of **Action Plans** with targets related to particular aspects of your professional development referenced to the *Teachers' Standards*. Action Plans 3, 4 and 5 will be completed in your first placement and Action Plans 6 and 7 in your second school.

### **Formative Reflection on Achievement and Progress 2-4**

As the date for a FRAP Report draws near, you should review the relevant profile for the phase in which you are working and complete your section of the Formative Reflection on Achievement and Progress form in which you record the evidence that you have accumulated towards achievement of the *Teachers' Standards* relevant to that phase of training. You then write a reflection on your personal learning and development for the *Teachers' Standards*, and Preamble and part 2 as indicated on the form. Avoid describing or narrating activities that you have undertaken: instead, focus critically upon your learning based on the evidence of your achievement. A form to structure and record your Reflection on Achievement and Progress is available for each phase. Be prepared to explain and justify your reflection in discussion during your Supervisory Conference.

At the first, third and fifth Supervisory Conferences, time should be given to discussing and agreeing the Formative Reflection on Achievement and Progress Reports that track your professional development and are submitted by your school to the University. The reports are formative documents that show your achievement related to the relevant phase profile and *Teachers' Standards*.

The fourth Formative Reflection on Achievement and Progress Report, (see Placement Diary within this handbook for date), is used to indicate your achievement relevant to the *Developing Independence* phase. It will indicate if you have consistently met all the expectations of the *Developing Independence* phase. Some trainees will not have reached this

level of achievement at this stage and will continue to make progress towards the *Teachers' Standards* after Formative Reflection on Achievement and Progress Report 4.

### **Enrichment Phase**

If you have consistently met all the requirements and expectations of the *Developing Independence* phase by the time of Formative Reflection on Achievement and Progress Report 4, then you will be able to progress to a final, optional *Enrichment phase* based on your individual training interests and needs. You should discuss with your UVT, PST and Mentor how to continue your professional development in the most productive way possible during the rest of your school-based work. There is flexibility in these arrangements to suit local opportunities and your own interests and needs. An Enrichment Plan will be agreed with you to maximise productive use of the time available during the remainder of your course.

### **Cause for Concern**

If you are failing to make the expected progress then a Cause for Concern Letter (CCL) may be initiated at any time during the course. When a CCL is issued, it should be followed by a related Action Plan. The aim of this procedure is to make sure that you know which areas of your development need attention and that you have appropriate advice and support to enable you to make progress. (More details on page 80)

### **Final Summative Report**

This report is sent to the University by your placement school (see Placement Diary within this handbook for date). It will indicate whether or not you have achieved all the *Teachers' Standards* (for QTS) and can therefore be recommended to the examination board for a 'pass' for your school-based work. A few trainees may not achieve all the *Teachers' Standards* (for QTS) by the time of the FSR. In this case, please remember that there are still two weeks of school-based work remaining and evidence of achievement can be collected right up to the morning of the final exam board. The FSR must be sent by the school to the University by date specified in Placement Diary within this handbook even if a subsequent, additional report to signal achievement of the *Teachers' Standards* is also sent later.

### **Career Entry**

The Teaching Agency oversees the process during which you will consider your professional development needs as you complete your PGCE and enter the teaching profession as a Newly Qualified Teacher. This may include the completion of Career Entry paperwork. Your subject tutor will discuss this with you in more detail towards the end of the course. The Teaching Agency website provides information about the NQT/induction year and details about where and when this can be completed. For further information follow the link below:

<http://www.education.gov.uk/get-into-teaching/life-as-a-teacher/induction-year.aspx>

## **BEGINNING PRACTICE (and Induction)**

Induction into your placement schools is a vital part of your training. For each of your school-based work placements you will spend a short period of induction in the school at the start of each placement. You will meet the ITE Coordinator (ITEC), your Mentor and your Principal Subject Tutor (PST) who will support your learning in school. You will have scheduled time to discuss your training needs. There is an Induction Checklist to support this in the yellow pages of this Handbook. The school's ITE Coordinator arranges the programme of induction into the school. Your PST will coordinate that part of the programme which relates specifically to your subject department work.

You should use the induction period to find out all you can about the structure and ethos of the whole school and the subject department where you will be working. Each school will arrange your induction programme in a slightly different way but you can expect to spend some time looking at the whole school, perhaps with other trainees, and some time

working with your subject department and meeting the classes that you will be teaching. Be proactive; ask questions and get involved as and when it is appropriate to do so.

**The two weeks in school in November is new to the programme this year and schools should be aware that it is NOT all for induction. Indeed the induction time will be brief as you will be working within the Beginning Practice phase and needing to demonstrate the standards described in that profile descriptor.**

University subject tutors may also ask you to collect particular subject-specific information or to do specific subject-related tasks.

You should take your Individual Development Portfolio into school to show to your ITEC, Mentor and PST. Working with your PST, you should:

- Establish your teaching timetable for the November fortnight and next term
- During the first week undertake at least one teaching episode with an Agenda and related written evaluation, and from then on, the usual two agendas
- Receive appropriate schemes of work
- Use the Induction Checklist to make sure that all necessary information and arrangements have been addressed

Many schools will give you a handbook which covers much of the information that you need to know. Take some time to read this carefully during your induction period and raise any queries or concerns with your PST or Mentor.

**Please remember to take your Quality Assurance Record with you and ask your Mentor/PST to sign it.**

## Induction Checklist

### School Information And Procedures:

- Academic & pastoral structure, student numbers, feeder schools, role in the community
- Routines, rules, uniform, homework policy
- Registration, attendance, truancy
- Discipline and behaviour; use of rewards and sanctions
- SEN policies and procedures
- Health and safety
- Safeguarding procedures
- Data protection procedures
- Methods of communicating with parents
- Community links and the school's role in the community

### Expected Standards for:

- Your own personal and professional conduct
- Appropriate boundaries between staff and students

### Provision of:

- Access to ICT facilities for lesson preparation, University work and sample QTS skills tests (including access to e-mail and the Internet)
- Access to photocopying
- AV/ICT support (cameras, video recording/editing, computer hardware, software, systems)
- Subject resources and technical support (if applicable)
- Study facilities
- Personal storage facilities (if available)
- Post 16 experience (Spring term)

### Roles:

- People that you should meet with:**
  - Staff responsible for working with you
  - Senior management and departmental teams
  - SENCO (note that the SEN task needs completing in the Spring term)
  - Pastoral teams
  - Teaching assistants, ancillary and technical support staff

### Teaching:

- Teaching timetable (including post-16 contact in Spring Term)
- Access to performance related data
- Plan for addressing needs arising from most recent Action Plan
- Timetable and location for Professional Studies programme
- Extra-curricular opportunities

### Other:

- Schedule of meetings in school that you are expected to attend (e.g. daily/weekly briefings, department/year meetings, training days, parents' evenings)
- Tutor group allocated and expectations for involvement (e.g. assembly days, registration times and methods, PSHE input required and whether that is through tutorial or a timetabled lesson)
- QAR completed and signed
- Previous Formative Reflection on Achievement and Progress reports (and Cause for Concern letters if applicable) read by PST and Mentor
- Coffee arrangements/Parking/ other domestic information

**This checklist is equally applicable to both your schools.**

## FIRST PLACEMENT SCHOOL

**Beginning Practice : 12-23 November 2012 and 7-11 January 2013**

**Consolidating Practice: 13 January – 22 March 2013**

**(followed by second placement school induction and Seminar Day 2)**

**Beginning Practice** provides opportunities for you to:

- address the standards detailed in this phase descriptor
- learn about the school as an educational institution and to examine how schools match your own philosophy with regard to community needs and the needs of the children
- develop an understanding of whole school policies, for example safety, discipline, assessment and special needs in the context of your first placement
- observe experienced, good and outstanding teachers demonstrate teaching in their main subject, and start to engage in dialogue with teachers about professional issues such as teaching methods, class management and discipline
- observe pupils learning and develop an awareness of the individuality of children and the need to make professional judgements about their learning accordingly
- have direct experience of working with pupils, teach some short episodes and work with the teacher concerned to commence the demonstration and modelling phase of development
- generally familiarise yourself with both the school as a whole and with the particular context of your subject department

From November, you will have **twelve contact hours a week of classroom-based work** in your first placement school. You are also required to carry out other tasks and assignments during school-based work and, where the school timetable permits, it is recommended that you are given a whole day or two half days out of the classroom in order to work on these activities **in school**. If you wish to leave the school premises you should follow the procedures in place for full-time members of the school staff.

During the *Beginning Practice* phase you will be working within your subject tutors' lessons and the subject tutors must be in classrooms with you at all times. You should plan to complete two annotated and evaluated Agendas per week, based on targets set during your Weekly Development Meeting. You may take on more responsibility with some classes than with others. Tutors will use their professional judgement and negotiate the best ways of implementing this phase with you. Demonstration of teaching should take place throughout the school placement but as you gain in confidence you should be given greater responsibility. You should have moved or be moving into the *Consolidating Practice* phase by the 14 January. You will prepare a Formative Reflection on Achievement and Progress using the form provided and will discuss your progress and the evidence for it with your Mentor during your the first Supervisory Conference. This form, with the mentor's additions, will be submitted to the University by the school by 11 January 2013.

**Consolidating Practice** leads on from Beginning Practice.

During this phase, you continue to work in classes alongside teachers, who will be reducing their role as you take on increasing responsibilities. You will start to plan independently and teach whole lessons. Tutors are also required to continue with demonstrations of teaching episodes, to observe you teach and provide you with appropriate feedback, at least twice per week using the lesson observation form related to the *Teachers' Standards*. You will continue to work on two annotated Agendas per week and to prepare for Supervisory Conferences.

*Consolidating Practice* provides opportunities for you to:

- take increasing responsibility for planning, teaching and assessment for learning in whole lessons, as and when your tutors judge that you are ready
- continue to observe experienced teachers demonstrate teaching strategies and approaches on which you can model your own practice
- develop an increasing awareness of the individual needs of pupils and their learning achievements
- begin to learn about methods of assessment both of and for learning
- take increasing responsibility for your own professional development

Towards the end of the Spring term, as and when appropriate, you may move into the *Developing Independence* phase to begin to establish more independent teaching. Further information about this phase is given in the section on your second placement school. The progress of any trainee who is not working consistently in the *Consolidating Practice* phase and is not yet ready to move on into *Developing Independence* towards the end of their first placement must be discussed between all tutors concerned, including your University Visiting Tutor, and yourself. You should be fully aware of any *Teachers' Standards (for QTS)* in which you need to make further progress which you may need to carry forward into your second school.

At the end of your first placement, you will prepare a Formative Reflection on Achievement and Progress (FRAP3) using the form provided and discuss your progress and the evidence for it with your Mentor during your the third Supervisory Conference. FRAP 3 will be agreed and sent to the University by the school by 22 March 2013.

A **Cause for Concern Letter** (CCL) may be initiated at any time to indicate that a trainee is failing to progress as expected. When a CCL is issued, it should be followed by a related Action Plan. The aim of this procedure is to make sure that you know which areas of your development need attention and that you have appropriate advice and support to enable you to make progress.

#### **School-Based Professional Studies Programme**

A programme of Professional Studies sessions will be provided in your first placement school. The ITE co-ordinator is responsible for organising this. Additionally there are two Professional Studies Activities to be completed and these are detailed on page 73.

## **SECOND PLACEMENT SCHOOL**

**Induction: 25 March – 27 March 2013 (Seminar Day 28 March)**

**Summer Term: 15 April – 1 July 2012 (Seminary Day 2 July)**

You will have an short induction period at your second placement school. **You should contact the school's ITE Coordinator at least two weeks beforehand to arrange a convenient time for arrival on the first day.** You must take your PGCE Individual Development Portfolio, including your Formative Reflection on Achievement and Progress 3, to show to your Mentor and PST in your second placement. You will be introduced to your new teaching groups during the induction period.

Use the Induction Checklist to ensure that you obtain all the information you need about your second school placement. Please take particular care to ensure that specific training needs identified in your FRAP 3 and Action Plan 5 are addressed.

**Developing Independence** leads on from Consolidating Practice.

The Developing Independence phase will start during the last week of the spring term and into the summer term.

This phase is essentially about establishing your independence in the classroom, but this should not mean that you are left alone in the classroom until tutors feel you are both confident and competent to be so (in some subjects such as PE,



D&T or Science, health and safety regulations require a qualified teacher to be in contact with the class at all times and you should not be left entirely on your own). Demonstrations of teaching continue to be an essential aid to your development at this stage as you work to improve specific competences.

*Developing Independence* provides opportunities for you to:

- plan, teach and assess pupils' learning in whole lessons and sequences of lessons
- continue to observe experienced teachers demonstrate teaching strategies and approaches on which you can model your own practice
- develop higher levels of teaching skills in areas where you have already shown proficiency such as question-and-answer techniques, approaches to formative assessment managing group work or using ICT to enhance learning
- develop a pro-active and independent approach to your own professional development.

You will be engaged in a **minimum of 12 hours and a maximum of 15 hours** of classroom-based work per week in your second placement. The increased timetable of 15 hours contact time should be given only to those trainees who are making secure and confident progress at the end of their first placement. You should be planning independently and teaching sequences of whole lessons. Annotated Agendas and lesson evaluations should still be used as a basis for your critical reflection. Please refer to the information about the use of Agendas in the *Developing Independence* phase so that you continue to use Agendas in the best way to achieve further development. You will meet with your Mentor for three Supervisory Conferences during the Summer term.

Formative Reflection on Achievement and Progress will be sent to the University by the school by Friday 17 May 2013. At this point, you may have already accumulated a range of evidence to show that you have achieved all the *Teachers' Standards (for QTS)*, and are working consistently and independently. In this case, you will be able to progress into an optional *Enrichment* Phase. Please note that not all trainees will move into enrichment.

If you have not yet accumulated sufficient evidence to show that you are consistently meeting the requirements of all the *Teachers' Standards (for QTS)*, then you remain in the *Developing Independence* phase. Your Formative Reflection on Achievement and Progress 4 will indicate which areas of practice require further attention. You may continue to use two Agendas per week, focusing particularly on the areas that you need to develop, or you may follow the procedures for Agendas in the *Developing Independence* phase, whichever is deemed most appropriate.

If your tutors judge that your rate of progress is a concern at this stage, then a Cause for Concern Letter will be issued, with a related Action Plan to help you to address the areas that need attention. In this case, your UVT must be kept informed of the situation and be fully involved in the process.

**Enrichment** is an optional, additional phase

If you have shown that you are working comfortably, consistently and independently and have sufficient evidence of achievement of all the *Teachers' Standards (for QTS)*, then you should discuss with your PST and Mentor how you can use your remaining training time in school most productively. These discussions should consider your own individual training needs and interests and any opportunities that may be available to address these. You may have areas of practice that will benefit from further extension and/or you may have specific teaching skills or interests that you would like to develop further in a specific context. The programme arranged for you will depend on the opportunities available in school or locally and must be set alongside any constraints that there may be on timetabling or teaching in order to ensure continuity of learning for the classes for which you are responsible. Your UVT must be kept fully informed of any proposed enrichment activities that are arranged for you. If the enrichment plan includes working in a non-school setting please contact the Partnership Office ([exeterpartner@exeter.ac.uk](mailto:exeterpartner@exeter.ac.uk)) to check the insurance implications.

Enrichment should be instead of, not in addition to your workload. It is expected that you reduce your teaching commitments to ten hours per week and that enrichment activities make up five hours.

For trainees undertaking enrichment activities in another school, or on the Special School Placement, you will have no commitment to your school for the period of your placement elsewhere, which should be for no more than a week unless it is part of the Special Schools Placement in which case it will be for two weeks. Details of the Special School Placement will be made available during the autumn term.

You may, of course, decide to pursue enrichment activities whilst continuing to teach all or the majority of your classes.

It is also expected that you continue to complete agendas, although the nature of these should reflect the higher level skills you are refining in line with the details for 'Agendas in the Developing Independence phase' on page 63.

### **Cause for Concern**

A Cause for Concern letter (CCL) may be initiated at any time up to Friday 17 May 2013 to indicate that you are failing to make progress as expected. If a CCL is issued, your tutors will support you to draw up a related Action Plan with specific targets to address the areas that require development and how these will be supported. (More details on page 80)

### **Final Summative Report**

To be sent by the school to the University by 14 June 2013.

The decision whether you have made sufficient progress to meet the requirements of the *QTS Standards* is made at your sixth and final Supervisory Conference. This will be communicated to the University in a Final Summative Report (FSR). Any problems related to evidence for or rate of progress must be discussed fully with you and communicated to your University Visiting Tutor **before** the FSR is prepared.

**Please note: if your FSR indicates that you have not achieved all the *Teachers' Standards* by 14 June 2013, you will still have some time to continue to work towards this before the final exam board. The school can send in a second FSR at any time before the final exam board to signal that you have evidence for achievement the *Teachers' Standards* (for QTS).**

## SCHOOL BASED PROFESSIONAL STUDIES

The school-based component of the Professional Studies programme will be coordinated by the school's ITE Coordinator, who may choose to share these responsibilities with other colleagues.

The Professional Studies programme has been limited to ten main topics to allow schools flexibility in patterns of delivery and the opportunity to add topics particularly appropriate to the school context. These training sessions should focus on policy and practice within the school and will be delivered through seminars and structured activities. The ITE Coordinator must ensure that a seminar programme or other appropriate opportunities are provided to cover the areas listed below. Many schools provide a regular weekly Professional Studies meeting, and schools are encouraged to use local expertise and specialist teachers to introduce further topics not outlined below.

Materials to support delivery of the Professional Studies programme in schools are available at: <http://education.exeter.ac.uk/pspitt/>. These include activities that may be used individually if for any reason a Professional Studies has been missed during the programme.

<b>PROFESSIONAL STUDIES PROGRAMME: PLACEMENT 1</b>	
Sessions run between <b>January and Spring half-term.</b>	<b>INCLUSION: Policies for Meeting Individual Needs</b> [S5, Part 2] <input type="checkbox"/> The implications for schools of the Equalities Act 2010 <input type="checkbox"/> Equality in practice
	<b>INCLUSION: Meeting Individual Needs in Practice</b> [S5, Part 2] <input type="checkbox"/> The implementation of the SEN Code of Practice in the school <input type="checkbox"/> Provision for pupils with EAL and for Gifted and Talented pupils <input type="checkbox"/> Working with teaching assistants and other adults in the classroom
	<b>PROFESSIONAL DEVELOPMENT: Employment</b> [S8, Part 2] <input type="checkbox"/> Job applications and interviews <input type="checkbox"/> The role of governors in recruitment procedures
	<b>THE CHANGING FACE OF EDUCATION</b> <input type="checkbox"/> Academies, free schools, alliances, chains, federations <input type="checkbox"/> Role of the Local Authority
Sessions run between <b>Spring half-term and Easter.</b>	<b>SAFEGUARDING AND PASTORAL SYSTEMS</b> [Preamble, S1, S5, S7, S8] <input type="checkbox"/> Safeguarding and Child Protection <input type="checkbox"/> Role of the Tutor and PSHE within your school <input type="checkbox"/> Tackling truancy <input type="checkbox"/> Parental engagement
	<b>BEHAVIOUR AND CLASSROOM MANAGEMENT</b> [S7, Part 2] <input type="checkbox"/> Classroom presence <input type="checkbox"/> School policies <input type="checkbox"/> Strategies for practical implementation in the classroom
	<b>ASSESSMENT FOR LEARNING</b> [S4, S6] <input type="checkbox"/> Variety of assessment strategies and requirements <input type="checkbox"/> School policy and its implementation in the classroom
<b>PROFESSIONAL STUDIES PROGRAMME: PLACEMENT 2</b>	
Sessions run between <b>start of Summer Term and half-term.</b>	<b>CURRICULUM: The 14-19 Curriculum</b> [S3, S6] <input type="checkbox"/> Liaison and transition from KS4 to post-16 education <input type="checkbox"/> 14-19 Curricular Issues
	<b>CURRICULUM: The Key Stage 3 Curriculum</b> [S3, S6] <input type="checkbox"/> Numeracy, Literacy and ICT in the classroom and across the curriculum <input type="checkbox"/> Teaching and Learning at KS3

	<b>CURRICULUM: Across the curriculum [S3, S6]</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> The school's PSHE programme</li> <li><input type="checkbox"/> Citizenship Education</li> <li><input type="checkbox"/> Spiritual Development</li> <li><input type="checkbox"/> Thinking Skills</li> <li><input type="checkbox"/> etc</li> </ul>
Session to run between <b>Summer half -term and end of placement</b>	<b>EXPECTATIONS AND TARGET SETTING [S6]</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> The use of statistical data to describe and set targets for individual, subject and school performance</li> <li><input type="checkbox"/> RAISE online and the School Development Plan</li> </ul>
	<b>CONTINUING PROFESSIONAL DEVELOPMENT [S8]</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Career Entry preparation</li> <li><input type="checkbox"/> The NQT period</li> <li><input type="checkbox"/> Early Career Development post NQT</li> </ul>
	<b>CONTRACTUAL AND LEGAL RESPONSIBILITIES [Part 2]</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers' contractual obligations</li> <li><input type="checkbox"/> Legal liabilities</li> <li><input type="checkbox"/> Professional Associations</li> </ul>

### Professional Studies Assignments in School

Opportunities will be available for you to complete these assignments in school during the Spring and Summer terms. Your completed reports should be filed in your Individual Development Portfolio.

You should complete **Professional Studies Assignment 1: Special Educational Needs** during your first school placement. All schools have pupils with Special Educational Needs and the task is broad enough to cover those found in selective schools as well as those found in other partner schools. See below for details

**Professional Studies Assignment 2: Teaching pupils with English as an Additional Language (EAL).** If the opportunity arises for you to complete this assignment in your first placement, you should do so. Otherwise this should be completed during the summer term.

### PROFESSIONAL STUDIES ASSIGNMENT 1: SPECIAL EDUCATIONAL NEEDS

**When to do this:** During the Spring Term

The task will be introduced during the Autumn Term in the Professional Studies lecture on 8<sup>th</sup> November . Briefing is available online at: <http://www.exeter.ac.uk/education/sentask>

This website provides briefing for trainees, the ITE coordinator, Mentors and the SEN coordinator in school. It sets out how the *QTS Standards* relate to the task, gives general guidance about the task, introduces the framework for personalized learning that informs and supports you in doing the task, explains how to write up the task and gives other useful resources and links. There will also be video clips illustrating the task in practice.

If you have difficulty in accessing the website please contact Hazel Lawson (h.a.lawson@exeter.ac.uk)

### PROFESSIONAL STUDIES ASSIGNMENT 2: TEACHING PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

**When to do this:** During the Summer Term

Details of this task will be circulated and put on ELE when available

## **WORKING WITH TUTOR GROUPS AND PSHE LESSONS**

- It is a requirement of each school placement that you should have the opportunity to experience the pastoral/tutor role that teachers undertake. This should include form time and registration and also PSHE in whatever format the school delivers it.
- You should expect to be attached to a tutor, who should be, ideally, from a different subject specialism from your own, and who is recognised by the school as a positive example of the tutoring process.
- You should not be left alone in the classroom during registration.
- Teachers are reminded of the 'legal document' status of the school register and should supervise accordingly.
- Many of the *Teachers' Standards* can be demonstrated in tutorial situations and you should base at least two teaching Agendas each term in this environment.
- Comments from the class teacher may influence your, or your mentor's reflections in the FRAP.
- If PSHE is delivered as a specific lesson you should ensure that you have such a lesson included in your timetable and work alongside the teacher to deliver the many aspects of this subject.

## SCHOOL-BASED WORK RESPONSIBILITIES

It is the responsibility of all involved in the trainee's professional development to follow the principles and requirements of the Exeter Model of ITE.

### Note

- The Headteacher is responsible for the welfare of pupils at all times. Trainees should not be left with sole responsibility for a group of children.*
- Safety regulations require the class teacher to be present with the trainee if s/he is involved in a Physical Education lesson (even when large apparatus is not being used), and during practical Design and Technology and Science lessons which involve the use of potentially dangerous equipment.*
- A copy of all written evidence must be given to the trainee.*

### ITE Coordinator

The ITE Coordinator manages the school's work in Initial Teacher Education in partnership with the University. The Coordinator may combine his/her role with that of Mentor.

It is the responsibility of the **ITE Coordinator** to:

- identify, manage and advise all school personnel designated to work with trainees
- ensure that all school personnel have been properly prepared to work with trainees
- coordinate the induction programme for all trainees for both placements
- ensure that the programme of professional development is provided for all trainees
- negotiate an appropriate timetable and workload for each trainee, including work with post-16 courses
- provide access to appropriate resources for planning and teaching
- ensure opportunities to use ICT in subject teaching are available, with access to ICT equipment and advice
- oversee the school's contribution to formal assessment and moderation procedures
- provide advice on travel and accommodation for trainees who need to move to the area and to give pastoral support as necessary
- monitor and evaluate the school's provision for school-based work
- liaise with the University through the Partnership Director, Secondary Partnership Coordinator or University Visiting Tutor, as necessary
- coordinate arrangements for trainees' induction week in the Second Placement School
- provide the University with a copy of the school-based Professional Studies programme, indicating how the areas listed will be covered
- provide support for trainees in preparing for job applications and interviews, and in writing references

Arrangements should also be made to ensure that trainees:

- are attached to a tutor group and participate in the group's activities
- have opportunity to teach PSHE, however it is taught in your school
- have access to SEN provision and advice
- have opportunities to work with EAL pupils where possible
- have opportunities to work with A level, AS level, GNVQ or other post-16 courses in the spring term placement . If the opportunity is not available within your school please assist the trainee by arranging such an opportunity locally. If the trainee's second placement is in an 11-18 school you may assume that the opportunity will exist there.
- take part in school and departmental staff meetings
- take part in the cross-curricular and extra-curricular life of the school (e.g. sports days, visits)
- take part in parents' evenings as available

The ITE Coordinator should ensure that trainees are using their time fruitfully. This does not mean that trainees should be in the classroom for all their time; 12 hours per week of contact time is required in both school placements (this may be increased to 15 hours for secure trainees in placement 2). Trainees need opportunities to prepare lessons, to reflect on their teaching, to discuss their progress and to carry out tasks set by the Mentor and Tutors. In addition they will have preparation for Seminar Days and written assignments. They should be directed to appropriate facilities for carrying out this work, such as a staff workroom. Timetabling trainees for blocks of lessons, where possible, rather than just single lessons, gives them time to work uninterrupted on these other tasks. When not teaching, trainees should remain on school premises, as the school would expect of its full time teaching staff.

### **Mentor**

Each trainee has a **Mentor** (not from the trainee's own subject area) who is responsible for the overall professional development of the trainee, with particular reference to the *evaluative* features of the programme. The Mentor does not observe the trainee in the classroom as the role is about developing the trainee's reflective ability rather than that of classroom training. The Mentor is responsible for completing Formative Reflection on Achievement and Progress Reports 2, 3 and 4 and the Final Summative Report on the trainee. The Mentor may combine the role with that of ITE Coordinator.

It is the responsibility of the **Mentor** to:

- meet with the trainee during the induction period to prepare for the placement ahead
- conduct three Supervisory Conferences during each term and agree action plans
- ask that trainees submit two evaluated Agendas and any related paperwork for specific attention in each Supervisory Conference at least 24 hours in advance
- ask that trainees submit their FRAP at least 24 hours in advance when appropriate
- provide pastoral support and communicate regularly with the trainee
- discuss the progress of the trainee regularly with the Principal Subject Tutor
- check and sign the trainee's *Quality Assurance Record* as required
- check the trainee's PGCE Individual Development Portfolio
- be responsible for assessment procedures, including the completion of the Formative Reports
- have discussions with the trainee towards the end of the training period to support the completion of any Career Entry paperwork
- inform the ITE Coordinator immediately of any concerns

### **Subject Tutors**

Each trainee has a **Principal Subject Tutor** (PST) who has responsibility for arranging and managing the trainee's work. This will require specific and regular opportunities for sitting down together without distraction. The Principal Subject Tutor will need to inform other Subject Tutors who are working with the trainee about the partnership requirements.

It is the responsibility of **ALL Subject Tutors** to:

- be in classroom with the trainee at all times until the trainee is confident and competent to work independently
- demonstrate short episodes of teaching based on the trainee's development needs and the *Teaching Standards' (for QTS)* for the trainee to model
- conduct focused observations of the trainee and annotate Agendas
- provide regular feedback (written and oral) offering guidance for further development.

It is the responsibility of the **Principal Subject Tutor** (PST) to:

- coordinate that part of the programme related specifically to the subject department and to begin the programme of induction into the subject department, during the Induction week on both placements
- prepare and monitor other Subject Tutors working with the trainee
- agree an appropriate timetable with the trainee

- ensure that the requirements for using ICT in subject teaching are met (the following website may be helpful [www.ncaction.org.uk/subjects/ict/inother.htm/](http://www.ncaction.org.uk/subjects/ict/inother.htm/))
- provide a Weekly Development Meeting with the trainee for one hour to discuss progress and plan further development opportunities
- sign the Weekly Development Meeting record during the weekly meeting
- set up teaching demonstrations with good and outstanding teachers, and look for appropriate opportunities for team-teaching in negotiation with the trainee to match individual training needs based on the *Teachers' Standards*
- negotiate episodes of focused observation, check that two Agendas per week are annotated and provide regular written and oral feedback as appropriate
- regularly check the trainee's Individual Development Portfolio and Teaching File/s, and assist and advise in all aspects of the programme, including coursework and formal assignments
- complete and sign the trainee's *Quality Assurance Record*, including a weekly record of absence
- maintain a documentary file of the training provision and feedback given to the trainee
- discuss the progress being made by the trainee with the Mentor and follow up Action Plans
- discuss the trainee's progress with the University Visiting Tutor
- monitor the quality of teaching and maintain the level of provision for pupils
- understand and implement the assessment procedures provided by the University

### **Trainee**

The trainee must be familiar with all the requirements of the PGCE programme outlined in this Handbook, and must engage fully with the programme.

It is the responsibility of the **trainee** to:

- follow the advice on expectations of professional behaviour as outlined in this section of the Handbook
- discuss with the Principal Subject Tutor how demonstrations and modelling of teaching are to take place
- prepare plans for episodes, lessons and sequences of lessons (depending on phase)
- submit episode/lesson plans to Principal Subject Tutor in advance allowing sufficient time (usually around 48 hours) for the plans to be reviewed by the PST and for suggested changes to be made.
- write Agendas for Subject Tutors to annotate (two per week)
- evaluate annotated Agendas and other classroom work
- prepare for the weekly meeting with the Principal Subject Tutor and complete a Weekly Development Record Meeting form during each meeting
- prepare for Supervisory Conferences with the Mentor, including the FRAP and submitting paperwork at least 24 hours in advance of the meeting
- follow the Action Plans generated at Supervisory Conferences
- accept constructive criticism professionally and act on advice and help from the tutors
- maintain an Individual Development Portfolio, following the guidance provided by the University
- file the Quality Assurance Record in the Individual Development Portfolio so that the Principal Subject Tutor can complete and sign it during the Weekly Development Meeting
- discuss with the Tutor/Mentor/Coordinator/University Tutor any problems they encounter
- inform the school and University of absence and follow appropriate absence procedures
- contact the ITE Coordinator at the second Placement School to make arrangements for the induction week, at least two weeks beforehand
- take the Individual Development Portfolio - including a copy of Formative Reflection on Achievement and Progress Report 3 (and any Cause for Concern letters with action plans) - for the Mentor and PST to see during the induction period in the Second Placement School
- set appropriate work for classes during absences from school for whatever reason (illness, attendance at job interviews, etc)



### **University Visiting Tutor**

The University Visiting Tutor (UVT) makes one visit to see you during your first placement and one visit during your second placement. Additional visits may be made if necessary.

**Before the placements begin** it is the responsibility of the University Visiting Tutor to make arrangements to meet with the trainee to discuss school-based work.

The UVT is responsible for contacting the ITE Coordinator (using the correct proforma) in good time before a scheduled visit to make arrangements to see the trainee who should check that all school staff involved with school-based work have been informed of the UVT visit.

**During each placement** it is the responsibility of the University Visiting Tutor to support and monitor the trainee's progress by:

- discussing the trainee's progress with Mentor/Tutor(s)
- observing the trainee working in partnership with the Principal Subject Tutor
- formally commenting on the pupils' learning in the lessons observed.
- discussing the Individual Development Portfolio with the trainee
- providing a formative progress report at each visit, using the *UVT Visit Record* carbonated sheet
- calling a conference of trainee and school tutors in the case of significant difficulties and to support and monitor the school's provision by:
- checking and signing the trainee's *Quality Assurance Record* to ensure that the agreed support is being given by the Mentor/Tutor(s)
- ensuring that the timetable is appropriate and that post 16 experience and PSHE teaching is available
- ascertaining that the partnership ITE programme is being implemented and dealing with any reported difficulties, following partnership quality assurance procedures
- ensuring that the Partnership Director is informed of the quality of the school's provision, including specific trainee concerns and in relation to other partner schools' provision, by completing a University Visiting Tutor evaluation form at the end of the placement and/or by email/phone during the placement

### **University Personal Tutor**

Responsibilities of University Personal Tutors during the University term are outlined elsewhere in this Handbook (see the section titled Main Subject Module).

Your Personal Tutor may also act as your UVT. Where this is not the case, Personal Tutors will liaise with your UVT during school-based work. Your Personal Tutor has responsibility for supporting and marking your University coursework during school placements and will write an academic reference for you when you apply for a teaching job.

### **Absence during School-Based Work**

**The trainee is responsible for notifying the relevant school and University offices and personnel of any absence during school-based work.**

Details of absence procedures are given in the Attendance and Absence section of this Handbook.

It is an important part of your professional practice to set appropriate work for any classes that you miss through illness, attendance at job interviews or for any other reason. Please note that for the purpose of setting such work, it is not sufficient to leave messages on a school answering machine. For unanticipated absence, you should at the very least make direct contact with your PST who will be able to pass on work to other teachers (as well as informing the Student Information Office).

## ASSESSMENT OF SCHOOL-BASED WORK

### **The Teachers' Standards, Formative Reflection on Achievement and Progress Reports and Final Summative Report**

The **Teachers' Standards** specify the knowledge and standards of professional competence that you must demonstrate in order to be recommended for the award of *Qualified Teacher Status (QTS)*. You will use the *Teachers' Standards* as the basis on which to plan your progress and measure your achievement. The Standards are published by the Teaching Agency, and are available on the Teaching Agency website ([www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf](http://www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf)).

### **Formative Reflection on Achievement and Progress (FRAP)**

There are four **Formative Reflections on Achievement and Progress** (FRAP1, FRAP2, FRAP3 and FRAP4) during your course. These reports indicate what you have achieved in each phase of your training and signal areas for further development. For each of them you complete your part of the document and take it to the appropriate person for discussion, verification and their additions. Your University Tutor completes FRAP1 with you in November (see Placement Diary in this handbook). Your Mentor completes FRAP2, FRAP3 and FRAP4 in consultation with your Tutor(s) in school, and with reference to evidence in your Individual Development Portfolio and Teaching Files. The FRAP is a shared document and so you will have access to whatever anyone else adds to your document, although you might not always agree with their comments. You will be asked to sign the report as evidence of having seen it. As your comments and those of your mentor/tutor are recorded on the same document it will be obvious if you are not in agreement about your progress. Although extremely rare, such issues should be discussed with your UVT. A copy of each report **must** be included in your PGCE Individual Development Portfolio. On return to the University, the FRAPs will be endorsed by your University Tutor.

Your placement school will arrange for a copy of each FRAP to be sent into the Partnership Office by the following dates:

<b>FR2</b>	11 January 2013
<b>FR3</b>	22 March 2013
<b>FR4</b>	17 May 2013

**Formative Reflection on Achievement and Progress Report 2** is the first of your school-based work reports and signals your early progress in the classroom during the *Beginning Practice* phase of training.

**Formative Reflection on Achievement and Progress Report 3** is an important document, which contains information about your achievement and progress in your first placement school. Accurate use of Formative Reflection on Achievement and Progress Report 3 will enable partnership colleagues in your second school to provide carefully targeted support for your continued development. Show your FRAP3 to your Mentor and PST during your induction at your second placement school.

**Formative Reflection on Achievement and Progress Report 4** may indicate that you have already demonstrated all the knowledge and standards of professional competence required by the *Teachers' Standards*. In this case, in discussion with your Mentor, you will draw up an Enrichment Plan so that you make the best use of training opportunities in your second placement school right to the end of the course.

Some trainees will not have achieved all the *Teachers' Standards* by the time of FRAP4. The school may judge that you are expected to achieve these by the end of the placement and indicate this accordingly. However, if your rate of progress is judged to put you at risk of not achieving all the *Teachers' Standards* by the end of the PGCE course, a Cause for Concern Letter will be issued and a related Action Plan drawn up so that you can be given appropriate support to maximise your progress in the time remaining. Your UVT will be fully involved in this process.

### **Formative Assessment of Progress**

For progress to be considered satisfactory at each Formative Reflection on Achievement and Progress you should be working comfortably and consistently in the classroom, with appropriate progress in respect of the relevant phase descriptor. Opportunities within schools vary, as do rates of learning, and it is not essential for you to have completed every aspect of each phase by the time that the related Formative Reflection on Achievement and Progress is completed. Areas for further development should be clearly indicated on each Formative Reflection on Achievement and Progress form so that you are given support and suitable opportunities to make further progress. You and your Mentor are asked to comment on how well you are achieving the standards (against 'Guidance to support assessment for Qualified Teacher Status (QTS)' at the back of this handbook) and this judgement is interrogated by Ofsted if the programme is subject to inspection during the year, as well as providing you with some aspirational targets.

### **Cause For Concern Letter and Related Action Plan**

If progress is unsatisfactory at any stage in your training, you should be made fully aware of this so that you have the opportunity to address areas of concern. If it is felt that you are at risk of failing to meet the standards necessary for the award of QTS a *Cause for Concern Letter* (CCL) will be drafted that identifies the concerns about your progress. The concerns may come under the headings of:

- Absence of more than 10 days from the programme
- Failure to meet deadlines for directed tasks or assignments
- Insufficient progress towards meeting the Teachers' Standards (for QTS)
- Professional engagement with the course

You will receive two copies of the *Cause for Concern Letter* (CCL), sent from your University Personal Tutor (if part of University-based work) or your Mentor and University Visiting Tutor (if part of School-based work), identifying the concerns and setting an action plan with targets. You must sign one copy and return it to your Mentor. A copy of this countersigned letter must also be sent to the Partnership Office.

***You will be informed of any doubts with respect to your development during each phase of school-based work. All judgements will be related to evidence in your PGCE Individual Development Portfolio (e.g. annotated Agendas, tutor feedback and guidance, trainee evaluations).***

The final date for issue of a CCL is 17 May 2013, three weeks before the **Final Summative Report** (FSR) is due. This deadline is set so that you still have time to make significant progress before the final assessment of your school-based work.

Whilst every effort will be made to provide you with a Cause for Concern letter if we feel you are not making the necessary progress, there may be instances where this is not possible due to insufficient time between the difficulties coming to light and the deadline for reports. Thus if, by the FRAP4 deadline, you do not have a Cause for Concern this does not mean that you will automatically reach the standards as evidence for all Teachers' Standards is required, and in exceptional circumstances a Cause for concern letter may be issued after the final date.

If you are deemed to have met the standards at FRAP4 but between then and the FSR behave unprofessionally, the school have the right to raise this with you within a Cause for Concern letter. If the matter remains unresolved the school can send an additional FSR deeming you to have failed to meet the relevant professional attribute standards and you will fail the course.

### **Final Summative Report (FSR)**

The **Final Summative Report** must be sent from school to the University by 14 June 2013. This report indicates whether or not you have evidence of achievement of all the *Teachers' Standards* so that a *Pass* for school-based work can be recommended to the final Examinations Board.

Please note: if your FSR indicates that you have not achieved all the *Teachers' Standards* by 14 June 2013, you should still continue to address those standards so that if you are offered an additional placement you will have more experience to draw on.

**HELP**



## **APPLYING FOR A TEACHING JOB**

You should start to look for your first teaching post early in the New Year, especially if you have reasons for wanting or needing to stay in the South West. Jobs in this region turn over more slowly than in other areas of the country as it is a pleasant place in which to live and work. The Times Educational Supplement is the traditional place to look for jobs, but recruitment websites are also useful.

If you don't already know the school, do your homework about it and the area it is in. Read the job specification carefully and look at the school's website. You should write your personal statement/letter of application to match as closely as possible the requirements of the school and subject department. Be positive, but honest – it is no good claiming that you have interests or skills that the school may appear to be looking for if you can't deliver these effectively at interview or when you are in post. You may feel that you have had relatively little classroom experience when you apply. Don't worry about this. Your tutor will make the position clear in the reference that they write for you and schools are good at seeing potential in applicants. None of the trainees applying for the job will be a 'finished product'.

Your University tutor will discuss job applications with you, but staff in schools are in the best position to give you advice and support about the process. Many partner schools run mock interviews for trainees to give them an introduction to the way that schools select staff.

Bear in mind that each school is likely to have its own version of the interview process. It is now the norm for applicants to teach a lesson to a group of pupils. Many schools take into account the feedback from pupils in coming to a decision about who to appoint. You should be briefed fully and well in advance by the school about the topic, age range and capability of the group that you will teach, but keep some flexibility in your plans so that you can respond to the situation on the day. Don't try anything too ambitious. If you plan to use ICT make sure that you have an alternative non-computer-based task in case the system fails. If possible, base your lesson on teaching approaches and strategies that you have already used successfully. It will boost your confidence to know that what you plan to do has already worked with one class (but remember that every group of pupils will respond in a different way, so flexibility is important).

As soon as you start applying for jobs, make sure that your University Subject Tutor has up-to-date information on which to base your reference. Normally you will be asked for two referees. Include the Head Teacher of your placement school as one referee (check that this is the expectation of the school – it usually is) and give the name of your University Subject Tutor as the other referee.

### **Please note that the correct address to give for University contact for a reference is:**

<name of tutor>

Reference Request, Student Information Office,  
Graduate School of Education, University of Exeter,  
Heavitree Road, Exeter, EX1 2LU.

Or by email using [ed-references@exeter.ac.uk](mailto:ed-references@exeter.ac.uk)

**Teacher Reference Number.** This will be given to you during the Autumn term.

## **E-MAIL/INTRANET**

### **E-Mail**

All trainees are provided with a University email address. This can be accessed from outside the University via the University's webmail service accessed from the University Home Page at [www.exeter.ac.uk](http://www.exeter.ac.uk)

**Please note that messages will be sent to you via email lists compiled using your University e-mail address, not your private email. Please check your University e-mail regularly.**

## **SERVICES AND SUPPORT IN THE GRADUATE SCHOOL OF EDUCATION**

### **AUDIO VISUAL/ICT EQUIPMENT SUPPORT, BOOKING, LOAN & REPAIR**

Booking: All equipment must be booked centrally email ([ed-equipment@exeter.ac.uk](mailto:ed-equipment@exeter.ac.uk))

Location : SOUTH CLOISTERS - SC12  
(Maintenance & Repair Workshop)

Support: ANDY CUTLER - 4742

Equipment: Repair/Maintenance of a range of AV/IT equipment.  
Loan of equipment through online booking system.

### **IT SUPPORT**

Location: SOUTH CLOISTERS – SC09

Support: PAUL HOWELL – 4790 ([ed-it-support@exeter.ac.uk](mailto:ed-it-support@exeter.ac.uk))

Equipment: Recommend, install, maintain, upgrade equipment/software within Graduate School of Education.  
Including cluster rooms SC14 and BC218  
Provide cover for Graduate School of Education through the IT Services Helpdesk system either by phone or email: Phone: 01392 723934 (3934 from a University internal phone)

Email: [Helpdesk@exeter.ac.uk](mailto:Helpdesk@exeter.ac.uk)

Location: SOUTH CLOISTERS – SC09

Support : STEVE LUNN – 4781 ([ed-it-support@exeter.ac.uk](mailto:ed-it-support@exeter.ac.uk))

Equipment: Recommend, install, maintain, upgrade equipment/software within Graduate School of Education.  
Including cluster rooms SC14 and BC218  
Provide cover for Graduate School of Education through the IT Services Helpdesk system either by phone or email: Phone: 01392 723934 (3934 from a University internal phone)

Email: [Helpdesk@exeter.ac.uk](mailto:Helpdesk@exeter.ac.uk)



## **PRINT UNIT**

The Print Unit is located in South Cloisters on the St. Luke's Campus. South Cloisters is accessible from any entrance on campus but is nearest to the College Road entrance. The Print Unit is near to the shop on the ground floor.

Support: Christina Otton 72 4735  
Photocopying services

Jenny Wise 72 4735  
Photocopying services

Access: All University staff & students non-exclusive to Education Open access for personal and non-university users.

Services : High speed/volume photocopying service providing single or multiple copies on white and coloured paper and card at A3 and A4 sizes. Copying from originals can be facilitated via email attachment to (ed-printonline@ex.ac.uk). Full colour copying and high quality black & white copying, both A3 and A4 size. Colour OHP transparencies at A4. A comprehensive range of finishing techniques including A5 and A4 booklet production and yearbook/dissertation (channel) hard binding.

## **ST LUKES CAMPUS LIBRARY**

This Library is part of Academic Services, which includes the University Libraries and IT Services. St Luke's Library holds approximately 120,000 books and subscribes to over 400 journal titles, mostly in the field of Education and Sports Science. Journals are available in print and/or electronically depending on the title.

### **Library Registration**

The University card functions as your library card and is needed to enter and exit the building and to borrow items. It is not transferable and readers are responsible for the return of all their books including those taken into schools. For access to electronic resources you will need your IT Services username and password. For more information on electronic resources see <http://exeter.ac.uk/library/electronic>.

### **Borrowing, Regulations and Fines**

For information on borrowing allowances, loan details, renewals, reservations, recall notifications and fines see <http://exeter.ac.uk/library/using/borrowing>. It is your responsibility to manage your Library borrowing, and to return/renew your books on time. Library users are asked to check their email daily. **Please ensure that you keep the Library informed of your current postal and email addresses.**

**Inter-Library Loans**

The Library can obtain books and journal articles which are not in its stock from other libraries. For further information see <http://exeter.ac.uk/library/ill>.

**Photocopying**

Information about photocopying facilities can be found at <http://exeter.ac.uk/library/using/equipment/photocopiers>. Library users must adhere to the Copyright Act when using the photocopying facilities. See the Photocopying section at <http://exeter.ac.uk/library/using/copyright>. If in doubt, please ask library staff for advice.

**Further Information**

Further information (including the library catalogue, electronic journals, online databases and current opening times) can be found on the library website at [www.exeter.ac.uk/library](http://www.exeter.ac.uk/library). Details of your Academic Support Consultant can be found at <http://exeter.ac.uk/library/using/help/education>. Your Academic Support Consultant is there to provide you with personalised subject help and advice in making the best use of the Library and its resources. Library staff will always be pleased to help you with any queries you might have.

Where do I go to find out about....??

### ACCESS TO MEDICAL SERVICES

The Student Health Centre is based at The Heavitree Practice, Heavitree Health Centre, South Lawn Terrace, Heavitree, Exeter, EX1 2RX, 08444 773 486 or 01392 222099 (press 1)

[www.theheavitreepractice.co.uk](http://www.theheavitreepractice.co.uk)

Urgent out-of-hours problems should be directed to the Devon Doctors on Call Answering Service on 0845 6710 270 or 01392 824600 [www.devondoctors.co.uk/](http://www.devondoctors.co.uk/)

For full Student Health Centre information see [www.exeterstudenthealthcentre.co.uk/](http://www.exeterstudenthealthcentre.co.uk/)

### WELLBEING and DISABILITY SUPPORT

AccessAbility aims to support students with disabilities by providing advice and guidance 01392 723 880, [AccessAbility@exeter.ac.uk](mailto:AccessAbility@exeter.ac.uk)

[www.exeter.ac.uk/accessability](http://www.exeter.ac.uk/accessability)

Wellbeing Services include mental health advice and support, DSA mentoring and counselling.

01392 724381

[www.exeter.ac.uk/wellbeing/](http://www.exeter.ac.uk/wellbeing/)

### WELFARE AND SUPPORT

A free and confidential **Counselling** Service is available for all students on both campuses

For full information see

[www.exeter.ac.uk/counselling](http://www.exeter.ac.uk/counselling)

### EQUAL OPPORTUNITIES

The Graduate School of Education and the University of Exeter as a whole are committed to a policy of equality of opportunity and aim to provide a working and learning environment which is free from unfair discrimination and will enable staff and students to fulfil their personal potential. For full policy and information see

[www.education.exeter.ac.uk/pages.php?id=75](http://www.education.exeter.ac.uk/pages.php?id=75)

### Harassment Advisors Network

This network, and the 'Policy on the Protection of Dignity at Work and Study' aims to support anyone who feels subjected to bullying or harassment

[www.exeter.ac.uk/harassment/](http://www.exeter.ac.uk/harassment/)

### University 'Equality Matters'

[www.exeter.ac.uk/eo/](http://www.exeter.ac.uk/eo/)

### Guild Equal Opportunities Contact

Guild Welfare & Equal Opportunities Officer  
⇒ 01392 723562, [guildwelfare@ex.ac.uk](mailto:guildwelfare@ex.ac.uk)

### Race Equality

We welcome applications from students with minority ethnic backgrounds.

<http://www.exeter.ac.uk/staff/equality/strands/race/>

**Race Equality Resource Officer, Ruth Flanagan**  
01392-724871, [R.Flanagan@exeter.ac.uk](mailto:R.Flanagan@exeter.ac.uk)

The RERO is available to work closely with students from ethnic minorities. She is not part of the student assessment process and offers:

- a safe, confidential and non-judgmental place to discuss issues and concerns
- practical support to manage issues such as housing and finance
- referral to appropriate agencies for specialist advice, information and support

... and about....??

#### THE GUILD OF STUDENTS

The **Students' Guild** is the University's Student Union. It is a non-profit making organisation that provides representation, support, social activities and trading services for all students.

01392 724893, [www.exeterguild.org](http://www.exeterguild.org)

#### The Vice President of the Guild (Participation and Campuses)

oversees the St Luke's Campus and this year is **Nick Davis**

[stlukes-guild-info@ex.ac.uk](mailto:stlukes-guild-info@ex.ac.uk)

#### ACCOMMODATION

For Exeter-based accommodation see: <http://www.exeter.ac.uk/accommodation/privatesector.shtml>

For accommodation during school-based work: the Partnership Office holds an online list of rented accommodation (accommodation in this list is not inspected or checked by the University) at

[www.exeter.ac.uk/education/students/pgce/accommodation.php](http://www.exeter.ac.uk/education/students/pgce/accommodation.php)

#### CAREERS AND EMPLOYMENT SERVICE

Provides a comprehensive service for students. A Career Adviser holds a drop-in session at St Luke's every Tuesday during term time from 11am to 1pm

See <http://www.exeter.ac.uk/employability/about/advisers/>

#### STUDY SKILLS SUPPORT

Student Skills Development:

[www.as.exeter.ac.uk/support/development/](http://www.as.exeter.ac.uk/support/development/)

A Study Skills Adviser holds 1:1 sessions by appointment at St Luke's during term time

Contact 01392 724506,

[studentskillsappointment@exeter.ac.uk](mailto:studentskillsappointment@exeter.ac.uk)

#### INTERNATIONAL STUDENT ADVICE

International Student Advisors hold a drop-in session every Friday at St. Luke's Student Advice Room between 10am and 12:00pm during term.

Contact 01392 723041, [isa@exeter.ac.uk](mailto:isa@exeter.ac.uk)

See: [www.as.exeter.ac.uk/support/international/](http://www.as.exeter.ac.uk/support/international/)

#### VOICE

**Voice** is a student run listening and information service, run by students for fellow students and is available from 8pm to 8am every night during term time. It is completely confidential, anonymous and prejudice free, which means you can call with the confidence of knowing you can discuss anything you want without being judged. 01392 275284.

#### MULTI-FAITH CHAPLAINCY TEAM

There are more details of the Multi-Faith Chaplaincy Team at [www.exeter.ac.uk/chaplaincy](http://www.exeter.ac.uk/chaplaincy)

Chaplains are available to discuss any matters in confidence, regardless of a person's faith background.

#### St Luke's Chaplain The Rev James Theodosius,

Contact: 07525 219374

[j.w.f.theodosius@exeter.ac.uk](mailto:j.w.f.theodosius@exeter.ac.uk)

## **GLOSSARY OF TERMS**



## **GLOSSARY OF TERMS**

### **Action Plan**

Written output from Autumn term main subject tutorials and Spring and Summer term school-based work Supervisory Conferences. It highlights some of the areas of professional development to be addressed in the following weeks.

### **Action Research**

A form of self-reflective enquiry undertaken by trainees in schools in order to improve their understanding of their own practices and the contexts in which these practices are carried out.

### **Agenda**

A teaching Agenda is an essential training tool in the Exeter Model of ITE. It is used for self-evaluation of a specific aspect of professional classroom practice. An Agenda is prepared by making a detailed statement of intent, written as a column on the left side of an Agenda form. It should have an Agenda statement with a single, clear focus. Once prepared, an observer *annotates* the Agenda with non-evaluative comments. The annotated Agenda is a basis for detailed written critical evaluation about the chosen aspect of teaching and its effect on pupils' learning.

### **Annotation of an agenda**

The objective recording, by an observer, of what actually happened during an episode or lesson in relation to a prepared Agenda. The annotation is done on the right hand column of the Agenda form, and it focuses on the chosen Agenda focus.

### **Cause for Concern Letter**

If a trainee is failing to make satisfactory progress, a Cause for Concern letter is issued to avoid misunderstanding by any party. Such letters may be issued not only to trainees who are at serious risk of not being awarded the PGCE, but also to those who are working very close to the satisfactory level. A Cause for Concern Letter will be accompanied by a related Action Plan to specify what the trainee needs to do to make progress and how this will be supported.

### **Demonstration**

This involves the setting up of a classroom activity, strategy, tactic, event or interaction by a subject tutor, which is shared and discussed with the trainee before the event. When the demonstration occurs, the trainee is prepared, so observation and understanding is more sophisticated. Items for demonstration should be negotiated and identified by the trainee, Mentor and subject tutor. Demonstration can be thought of as: 'This is what I am going to do and this is why I am going to do it like this'.

### **Episode**

A part of a lesson identified for formal attention. It can be as short as a few minutes or relate to separate parts of a lesson in which a specific skill of teaching is being addressed by using an Agenda.

### **Evidence**

Judgements by you or anyone else about your professional competence cannot be made on gut feeling or some vague notions of what the *Teachers' Standards* mean in real classrooms. All written evidence needs interpreting with professional judgement; but at least the evidence is there for all to see. Evidence can take many forms: lesson plans; evaluations showing your reflective learning; notes made by your Subject Tutor during a lesson; notes made by your Mentor during a Supervisory Conference; assignments; children's work; learning materials; notes made by you during a University session; notes made by you while you observed a lesson; annotated Agendas; scheme of work; lecture/seminar notes; notes on reading; acquired document; notes made about a discussion.

### **Final Summative Report (FSR)**

A document on which your Mentor indicates whether you have achieved the required *Teachers' Standards*.

### **Formative Assessment**

Assessment FOR learning that helps inform what happens next. It should result in positive, constructive advice and guidance and realistic targets for development.

### **Formative Reflection on Achievement and Progress (FRAP1, FRAP2, FRAP3 and FRAP4)**

These are formative reports of your progress during your PGCE year. They are followed by a Final Summative Report that signals whether you have evidence of achievement for all the *Teachers' Standards (for QTS)*.

### **Framework for Dialogue about Teaching**

This indicates a number of influences which bear upon and may affect your planning, teaching and assessment. Its purpose is to encourage critical conversation about your classroom practice and to support you in the process of reflective evaluation.

### **Individual Development Portfolio (IDP)**

This is a file which records progress and achievement and identifies training needs through your PGCE year. It will include copies of all the key documentation relating to your training.

### **ITE Coordinator**

Designated teacher responsible for managing the school's involvement in ITE, supervising provision for trainees, overseeing the administration of school-based work and liaising with the Graduate School of Education through the Partnership Office.

### **Mentor**

School-based teacher from another subject area who helps the trainee to reflect critically on his/her own performance, through individual Supervisory Conferences held three times each term.

### **NQT**

Information about the requirements and expectations of being a **Newly Qualified Teacher** can be found at <http://www.education.gov.uk/b0066959/nqt-induction>

### **Phase**

The Exeter Model for Initial Teacher Education is developmental. Five phases of progression are recognised in the PGCE programme: **Anticipating Practice, Beginning Practice, Consolidating Practice, Developing Independence** and **Enrichment**. Each phase has a related **Profile Descriptor**, based on the *Teachers' Standards* required by the Teaching Agency. In order to be recommended for Qualified Teacher Status, a trainee must be working comfortably and consistently in the *Developing Independence* phase and have evidence of achievement of all the *Teachers' Standards (for QTS)*. The *Enrichment phase* is an optional phase available to maintain challenge and progress for faster-developing, more able trainees.

### **Programme**

This refers to the entire Secondary PGCE scheme at Exeter. This is a collaborative partnership for Initial Teacher Education in which the University works in formal partnership with some 160 Secondary schools across the South West region.

### **Quality Assurance Record**

A record kept in each trainee's Individual Development Portfolio. The QAR is maintained by the Principal Subject Tutor to confirm that agreed support is being provided by school and University tutors.



### **Reflection on Achievement and Progress**

The *Reflection on Achievement and Progress* is used by trainees to list, using bullet points, evidence of their achievements, and then write a reflection on their personal learning and development in preparation for a Supervisory Conference when a Formative Reflection on Achievement and Progress Report will be completed.

### **Teachers' Standards**

A set of standards for all teachers set by the Department of Education. Trainees must show that they have evidence of achievement of all the *Teachers' Standards* at a level 'that could reasonably be expected of a trainee teacher' before they can pass their PGCE course and be recommended for *Qualified Teacher Status*. The *Teachers' Standards* provide a framework for trainees and tutors to analyse needs and accomplishments, and to focus on professional development.

### **Teaching File**

All the relevant teaching materials collected during school-based work: schemes of work, class lists, lesson plans, resources, lesson evaluation notes, etc.

### **Seminar Day**

University-based day during school-based work enabling trainees to:

- identify and critically evaluate issues which emerge from practice in school, through reflective discussions with peers and tutors
- broaden their understanding of how theory links with practice

### **Subject Tutors**

Teachers who work alongside the trainee in the classroom. One Tutor is identified as the Principal Subject Tutor (PST) who coordinates the work of the trainee in the subject department.

### **Summative Assessment**

Assessment of learning that sums up what has happened. It is a report, a declaration of what the trainee has achieved, and may include grades. See also **Final Summative Report** above.

### **Supervisory Conference**

A planned meeting between a trainee and the Mentor at which the trainee's progress is discussed. In general, one or more annotated Agendas will provide material for discussion. Participants will reach an agreement on the current levels of attainment and will draw up an Action Plan to record these and to set targets for further professional development.

### **University Visiting Tutor**

The University tutor who has direct contact with the trainee and school. A UVT normally makes two visits during School-Based Work: one in the Spring term and one in the Summer term.



## **PROFORMAS**





GRADUATE SCHOOL OF EDUCATION  
**Weekly Development Meeting Record**  
 Trainee name .....

This record does not need to be lengthy or detailed: it does, however, need to be focused and purposeful. Please complete collaboratively during the Weekly Development Meeting. Your PST should sign this as an agreed record of your meeting. Keep this record in your Individual Development Portfolio.

**REVIEW OF EVIDENCE OF ACHIEVEMENT:**

*Refer to Action Plans or UVT visit records developed since last week's meeting. Review targets set on previous week's WDM Record.*

**PUPILS' LEARNING:**

*Discuss using Ofsted school inspection framework definitions. Record evidence.*

**PUPILS' LITERACY AND MATHEMATICAL SKILLS:**

*Discuss opportunities developed since last week's meeting.*

**OUTCOMES OF DISCUSSION, with reference to the Teachers' Standards:**

**The Coming Week:**

**WEEKLY DEVELOPMENT TARGET/S, with reference to the Teachers' Standards:**


**Explain how** the target/s will be achieved

<b>Demonstrations :</b> (TWO related to the agenda focuses; ONE additional on a theme such as behaviour management, literacy, mathematical skills or assessment (optional))	<b>Time &amp; Date</b>
1	
2	
3	
<b>Agenda focuses:</b>	
1	
2	
<b>Lesson observation(teacher observing trainee):</b>	
1	
2	

I will ensure that the trainee has opportunities to observe outstanding practitioners in the forthcoming week (detailed above)

Signed: ..... (Principal Subject Tutor) Date: .....

**Agenda Form**

	GRADUATE SCHOOL OF EDUCATION Agenda Form Trainee name .....	
Date	Lesson topic	
Year group	Observer	
Selected focus from the Learning Focuses for Agendas (or a personalised focus) <i>What aspect of my teaching am I trying to improve?</i>		
<b>DETAILS OF INTENTIONS by trainee</b>	<b>OBSERVATIONS ON FOCUS by tutor</b>	
<p><b>PLEASE REMEMBER:</b>                  Observations on the Agenda form should be descriptive, not evaluative. Please write evaluative comments on a separate sheet of paper and retain for later discussion. The trainee should evaluate the Agenda BEFORE receiving feedback. The annotated Agenda is to be kept by the trainee for use in a Supervisory Conference.</p>		

## LEARNING FOCUSES FOR AGENDAS

### LEARNING FOCUSES FOR AGENDAS

Agenda focuses are designed as a bank of learning focuses from which trainees and PSTs select according to individual learning need. It is **not** a required list to work through. Use a different agenda focus from those listed here if it is relevant to a trainee's individual learning needs.

<p><b>1. Relationships with children and young people, setting high expectations and motivating learners</b></p> <ul style="list-style-type: none"> <li>➤ Using the school reward system to motivate learners</li> <li>➤ Encouraging participation and contribution</li> <li>➤ Promoting independent learning</li> <li>➤ Using inclusive language</li> <li>➤ Establishing ground rules and clear expectations</li> <li>➤ Using affirmative language</li> <li>➤ Sharing realistic and aspirational targets for learning with the class and/or individuals</li> <li>➤ Positive use of names</li> <li>➤ Establishing a constructive and purposeful learning environment</li> <li>➤ Demonstrating professional behaviour and respect</li> <li>➤ Developing a rapport with a range of pupils</li> <li>➤ Modelling good learning habits</li> </ul> <p><b>2. Pupil progress</b></p> <ul style="list-style-type: none"> <li>➤ Involving learners in reflecting on their own learning</li> <li>➤ Supporting learners in setting targets for improvement</li> <li>➤ Making cross-curricular connections during the lesson</li> <li>➤ Building on prior knowledge in the lesson</li> <li>➤ Generating high levels of participation</li> <li>➤ Listening to learners' answers and responding appropriately</li> <li>➤ Making learning objectives clear to learners</li> <li>➤ Managing collaborative group work</li> <li>➤ Motivating reluctant learners</li> <li>➤ Encouraging learner reflection</li> <li>➤ Promoting independent learning</li> <li>➤ Demonstrating appropriate pupil progress</li> </ul> <p><b>3. Subject and curriculum knowledge and pedagogy</b></p> <ul style="list-style-type: none"> <li>➤ Teaching key words via phonics</li> <li>➤ Establishing clear literacy strand links</li> <li>➤ Establishing clear mathematics strand links</li> <li>➤ Introducing 'thinking skills'</li> <li>➤ Addressing subject-specific misconceptions</li> <li>➤ Demonstrating secure subject knowledge</li> </ul> <p><b>4. Effective classroom practice</b></p> <ul style="list-style-type: none"> <li>➤ Managing distribution, use and collection of resources</li> <li>➤ Managing movement into groups</li> <li>➤ Managing transitions between lesson activities</li> <li>➤ Managing timing</li> <li>➤ Managing pace</li> <li>➤ Managing out-of-classroom learning spaces</li> <li>➤ Addressing health and safety issues</li> </ul>	<ul style="list-style-type: none"> <li>➤ Setting homework</li> <li>➤ Employing interactive teaching methods</li> <li>➤ Using initial episode to set the learning context for the lesson</li> <li>➤ Giving clear task instructions</li> <li>➤ Giving clear explanations of concepts and ideas</li> <li>➤ Managing whole class discussion</li> <li>➤ Using questioning effectively</li> <li>➤ Using appropriate subject specific language</li> </ul> <p><b>5. Diversity and Special Needs: meeting the needs of all pupils</b></p> <ul style="list-style-type: none"> <li>➤ Using different tasks or resources appropriately for all pupils in class</li> <li>➤ Using tasks or resources which support pupils with EAL</li> <li>➤ Managing the needs of those with SEN/IEPs</li> <li>➤ Managing an appropriate level of challenge for the gifted and talented.</li> </ul> <p><b>6. Assessment for learning</b></p> <ul style="list-style-type: none"> <li>➤ Assessing learning during the lesson by using questioning, observation or plenary activities</li> <li>➤ Monitoring engagement with learning during lessons</li> <li>➤ Giving constructive oral feedback</li> <li>➤ Creating effective contexts for peer and self-assessment</li> </ul> <p><b>7. Managing behaviour</b></p> <ul style="list-style-type: none"> <li>➤ Operating established procedures for starting and/or ending lessons</li> <li>➤ Gaining and holding whole class attention</li> <li>➤ Managing learners' behaviour constructively</li> <li>➤ Dealing with low-level disruptions</li> <li>➤ Using voice constructively</li> <li>➤ Developing an assertive presence</li> <li>➤ Promoting self control and independence</li> </ul> <p><b>8. The wider professional role of the teacher</b></p> <ul style="list-style-type: none"> <li>➤ Managing the work of teaching assistants during whole class input</li> <li>➤ Managing the work of teaching assistants during individual/pair/group work</li> <li>➤ Working constructively with other adults in the classroom</li> </ul>
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## **TEACHERS' STANDARDS**





## Profile Descriptors\_

The standards, values and behaviours described in the preamble and in Part two are not developmental and thus need to be demonstrated from the start of course and throughout your career. We will ask you to reflect on them at various points throughout your training and you should be aware that failure to demonstrate those standards detailed in Part two is likely to lead to your removal from the course (following due process detailed in the University Fitness to Practice procedures), prevention of your working with children and young people and possibly legal action.

### PREAMBLE

There are certain professional values and behaviours that you must demonstrate throughout your career including your training. You must make the education of your pupils your first concern and are accountable for achieving the highest possible standards in work and conduct. You must act with honesty and integrity. You must have strong subject knowledge, keep your knowledge and skills as a teacher up to date and be self critical. You must forge positive professional relationships and work with parents in the best interests of your pupils.

### PART TWO: STANDARDS FOR PROFESSIONAL AND PERSONAL CONDUCT (taken directly from the standards)

- **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.**

#### They do this by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- **Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.**
- **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.**

### ANTICIPATING PRACTICE In the *Anticipating Practice* phase you should demonstrate the expectations of the preamble and part two standards.

You build effective professional relationships with various colleagues and have the skills required to work collaboratively. (S8). You review and reflect on your planning and (peer) teaching to prepare future activities and tasks (S4). You show awareness of how children and young people develop and the significance of social, religious, ethnic, cultural, linguistic influences and disposition on development (S1, S5, S3). You have registered for, completed practice material and attempted the TDA online skills tests and you demonstrate high standards of literacy, articulacy and the correct use of standard English (S3). You recognise the need to extend and update your subject and pedagogical knowledge and show the ability and readiness to do so (S3). Opportunities for demonstrating other Standards for Teaching (particularly those involving classroom practice) in the *Anticipating Practice* phase will be limited, but may be evidenced through peer teaching or directed study tasks (S3, S4, S6,S7).

### BEGINNING PRACTICE In the *Beginning Practice* phase you should continue to demonstrate the expectations of the *Anticipating Practice* phase, the preamble and Part Two standards.

You consistently demonstrate professional behaviour, respect for pupils and colleagues and support the ethos of the school and you demonstrate enthusiasm for working with children and young people and for teaching and learning. (S1)

You work collaboratively with school staff, through shared planning and teaching of episodes. You seek out and are responsive to advice from more experienced colleagues. In reflecting on and evaluating your teaching episodes and agendas you identify subsequent or ongoing personal professional development targets and identify opportunities to address and meet these targets, using your IDP effectively to evidence this. You understand and are able to support the ethos of the school and contribute to the wider life of the school through attendance at departmental and school meetings, through the teaching of PSHE and/or pastoral care of a class or tutor group and in other appropriate ways (S8).

You demonstrate sound subject knowledge in teaching episodes, and appropriate choices of activities and tasks to foster and maintain interest and address misconceptions, with support from the class teacher (S3). You can explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for the choices you make. (S2) You recognise the need to extend and update your subject and pedagogical knowledge and show the ability and readiness to do so. (S3). You plan and teach episodes which maintain pace and respond flexibly to what's happening in the classroom in order to arouse the children's intellectual curiosity (S4), structure teaching episodes which build on prior knowledge, select resources and encourage pupils to participate and contribute in an atmosphere conducive to learning (S2, S1) If you are taking a primary teaching route you will demonstrate a developing understanding of appropriate strategies for the teaching of early reading and early maths including systematic synthetic phonics (S3)

### CONSOLIDATING PRACTICE In the *Consolidating Practice* phase trainees should continue to demonstrate the expectations of the previous phases, the preamble and Part Two standards.

You are pro-active in terms of your professional learning and value the feedback you receive from more experienced colleagues, using it to develop your teaching further. (S8).

You use an increasing range of strategies for teaching, learning and behaviour management (S7). You manage behaviour effectively so that learners demonstrate positive attitudes towards you, their learning and each other and you exercise appropriate authority and act decisively, seeking additional support when necessary (S7). You use a range of formative and summative assessment strategies and deploy these effectively in lessons. (S6) You have a secure understanding of the statutory assessment requirements for the subject / curriculum in the age phases you are preparing to teach and are able to make broadly accurate assessments against national benchmarks (S6). You have a secure knowledge and understanding of your subject/curriculum areas across the ability and age ranges available (S3). You have met with the SENCO and know how vulnerable students are identified and referred to colleagues for specialist support. You communicate with and direct any support staff deployed in your lessons, to assist in supporting the progress and achievement of individuals and of groups of pupils. You understand when to ask for information and advice from specialist staff about individual pupils with specific needs. (S8). You demonstrate an understanding of the need to promote high standards of communication, reading and writing for all learners and are beginning to build this into lessons (S3).

You plan and teach engaging lessons and (increasingly) sequences of lessons using a range of teaching strategies and resources (S4), based on awareness of learners' capabilities and prior knowledge (S2). You show secure subject/curriculum knowledge in planning for progression and setting goals that stretch and challenge all pupils (S1). You take account of diversity in your planning and promote equality and inclusion in lessons where opportunities arise. You know when and how to differentiate appropriately and have a clear understanding of the needs of pupils of all abilities (S5). You reflect systematically on the effectiveness of lessons and approaches to teaching (S4). Your teaching will develop pupils' conceptual understanding through appropriate explanations, questioning and discussion (S3); you use an appropriate balance of individual, pair, group and whole class work (S4), and plan for and set homework and other out of class activities to consolidate and extend pupils' knowledge and understanding where appropriate (S4). You design opportunities for learners to reflect on the progress they have made. You establish a clear framework for classroom behaviour and promote good and courteous behaviour throughout the school in accordance with the school's policy (S7). You communicate effectively with parents regarding pupils' achievements and well being (S8).

**DEVELOPING INDEPENDENCE** In the *Developing Independence* phase trainees should continue to demonstrate the expectations of the previous phases, the preamble and the Part two standards. **Achievement of this phase means achievement of the Standards for the Award of QTS.**

You establish a safe and stimulating environment for pupils, rooted in mutual respect (S1). You work collaboratively with school staff, through shared planning and teaching and will draw on and respond to advice, feedback and specialist support from them; and you develop a rapport with a range of individuals and groups (S1). You are pro-active in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school (S8). You demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils and promote their resilience, confidence and independence (S1). You communicate effectively with parents regarding pupils' achievements and well-being (S8).

You make good use of your secure curriculum and pedagogical subject knowledge to deepen learners' knowledge and understanding, addressing common errors and misconceptions effectively in your teaching (S3). You have a secure knowledge of all relevant curricula, frameworks and initiatives and promote the value of scholarship (S3). You employ a range of teaching strategies and resources. You plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes. You maintain the pace of the learning, are able to respond flexibly and creatively to what is happening in the classroom (S4). You regard yourself as accountable for pupils' attainment, progress and outcomes (S2). You have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how to overcome these; and demonstrate this by personalising learning, using and evaluating distinctive teaching approaches to engage and support the strengths and needs of all pupils including those of high ability, with special needs or EAL (S5). You show some understanding of the challenges and opportunities of teaching in a diverse society (S5). You use data to inform planning, to evaluate the effectiveness of your teaching, to monitor progress of those you teach and to raise levels of attainment (S6). You are familiar with the summative assessment demands of the relevant curriculum and/or examination syllabuses (S6) and you set high expectations which inspire, motivate and challenge pupils. (S1)

In the classroom, you have a clear framework for behaviour management, with appropriate use of praise sanctions and rewards (S7). Your teaching encourages high quality interactions that build on prior knowledge (S2) and you plan teaching and learning activities which encourage independent and autonomous learning and you support pupils in reflecting on their learning and identifying their progress and emerging learning needs. (S2). Your teaching develops pupils' conceptual understanding through appropriate explanations, questioning and discussion (S3); and you use an appropriate balance of individual, pair, group and whole class work (S4). You plan for and set homework and other out of class activities to consolidate and extend pupils' knowledge and understanding where appropriate (S4). You work constructively as a team member (S8) and deploy support staff effectively (S8). You make accurate and effective use of assessment and give pupils regular feedback, both orally and through accurate marking, and you encourage pupils to respond to that feedback (S6). Systematically and effectively check learners' understanding throughout lessons anticipating where intervention may be needed. You systematically and effectively check learners' understanding throughout lessons anticipating where intervention may be needed (S6). If teaching early reading and/or early maths you demonstrate a clear understanding of appropriate strategies including systematic synthetic phonics (S3).

**ENRICHMENT AND EXTENSION** In the Enrichment and Extension phase there will be evidence that you are both consolidating and moving beyond the threshold of the Standards for the Award of QTS and increasingly striving for more of the characteristics of outstanding teachers.

You demonstrate the highest possible standards professional values and behaviour and independently identify priorities for professional development and a willingness to be creative and innovative. You show a commitment to broadening and deepening professional knowledge and understanding through enquiry, independent reading research and scholarship. You demonstrate full engagement with identifying and developing aspects of professional practice which would benefit from further attention and you critically evaluate and reflect on professional practice with reference to professional or academic education literature and/or theoretical frameworks.

## **TEACHERS' STANDARDS**

### **PREAMBLE**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### **PART ONE: TEACHING A teacher must:**

#### **1. Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### **2. Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### **3. Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4. Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - o showing tolerance of and respect for the rights of others
  - o not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - o ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
  
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
  
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Further information about these standards can be found at

<https://www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf> and at [www.exeter.ac.uk/education/partnership\\_with\\_schools](http://www.exeter.ac.uk/education/partnership_with_schools)

## **Guidance to support assessment for Qualified Teacher Status (QTS)**

### **TEACHERS' STANDARDS**

#### **Preamble**

*Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.*

#### **PART ONE: TEACHING**

##### **A teacher must:**

##### **1 Set high expectations which inspire, motivate and challenge pupils**

- *establish a safe and stimulating environment for pupils, rooted in mutual respect*
- *set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions*
- *demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.*

##### **All trainees to be awarded QTS will have demonstrated as a minimum that:**

They are able to encourage pupils to participate and contribute in an atmosphere conducive to learning. In the course of differing school experiences they have shown that they have set appropriately high expectations, believing that all pupils have the potential to make progress. They are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning. They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. They demonstrate enthusiasm for working with children and young people and for teaching and learning.

##### **Trainees achieving the standards at a good level may demonstrate these characteristics:**

They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning. They consistently set high expectations of pupils in their different training contexts.

They are well respected by learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities. As a result of this most learners are enthused and motivated to participate.

##### **Trainees achieving the standards at a high level may demonstrate these characteristics:**

They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning. They consistently set high expectations of pupils in different training contexts.

There are high levels of mutual respect between the trainee and pupils. They are very effective in promoting learners' resilience, confidence and independence when tackling challenging activities. They generate high levels of enthusiasm, participation and commitment to learning.

## **2 Promote good progress and outcomes by pupils**

- *be accountable for attainment, progress and outcomes of the pupils*
- *plan teaching to build on pupils' capabilities and prior knowledge*
- *guide pupils to reflect on the progress they have made and their emerging needs*
- *demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching*
- *encourage pupils to take a responsible and conscientious attitude to their own work and study.*

### **All trainees to be awarded QTS will have demonstrated as a minimum that:**

They understand how teachers are accountable for the attainment, progress and outcomes of pupils and have taken some responsibility for this with guidance from the usual class teacher or other professional. Their short- and medium-term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement. They support pupils in reflecting on their learning and identifying their progress and emerging learning needs. When planning lessons they devise suitable opportunities for learners to evaluate and improve their performance. They are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for choices made in the context of practice. They plan teaching and learning activities that encourage independent and autonomous learning. As a consequence all groups of pupils make at least satisfactory progress.

### **Trainees achieving the standards at a good level may demonstrate these characteristics:**

They assume responsibility for the attainment, progress and outcomes of the pupils they teach. They demonstrate a sound understanding of the need to develop pupil learning over time. Their short- and medium-term planning consistently takes into account the prior learning of the pupils. They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching. They use their knowledge of effective teaching strategies to encourage independent learning, and they set appropriately challenging tasks that enable the learners to make progress. As a result the majority of pupils make good progress.

### **Trainees achieving the standards at a high level may demonstrate these characteristics:**

They assume a high level of responsibility for the attainment progress and outcomes of the pupils they teach. They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement. They actively promote engaging and effective methods that support pupils in reflecting on their learning. They are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils' prior attainment, which has been obtained through systematic and accurate assessment. They regularly create opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress.

### **3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **All trainees to be awarded QTS will have demonstrated as a minimum that:**

They have sufficiently secure knowledge and understanding of the relevant subject/curriculum areas to teach effectively in the age phase for which they are training to teach. They know how learning progresses within and across the subject/curriculum age phases they are training to teach, in relation to the development of key concepts and of learners' common misconceptions. They are able to respond appropriately to subject-specific questions learners ask and they use subject-specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject. They recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown the ability and readiness to do so. They demonstrate an understanding of the need to promote high standards of communication, reading and writing for all learners and begin to build this into lessons.

**In relation to early reading:** all primary trainees will demonstrate sufficient knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, and be able to apply this effectively across the specific age phases they are training to teach. **(See *Systematic Synthetic Phonics in ITT: Guidance and Support Materials* for further information.)**

**In relation to early mathematics:** all primary trainees will know and understand the principles and practices of teaching and assessing early mathematics, and be able to apply this effectively across the specific age phases they are training to teach.

#### **Trainees achieving the standards at a good level may demonstrate these characteristics:**

They have well-developed knowledge and understanding of the relevant subject/curriculum areas they are training to teach and use this effectively to maintain and develop pupils' interest. They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners' knowledge and understanding, addressing common errors and misconceptions effectively in their teaching. They are critically aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career. They model good standards of written and spoken communication in all professional activities and encourage and support learners to develop these skills in their lessons.

**In relation to early reading:** primary trainees have a very secure knowledge and understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing in the context of the age phases they are training to teach.

**In relation to early mathematics:** primary trainees have a very secure knowledge and understanding of the principles and practices of teaching early mathematics and employ effective teaching strategies across the age ranges they are training to teach.

#### **Trainees achieving the standards at a high level may demonstrate these characteristics:**

They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils' interest. They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning. They are astutely aware of their own development needs in relation to extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training. They model very high standards of written and spoken communication in all professional activities. They successfully identify and exploit opportunities to develop learners' skills, in communication, reading and writing.



#### **4 Plan and teach well structured lessons**

- *impart knowledge and develop understanding through effective use of lesson time*
- *promote a love of learning and children's intellectual curiosity*
- *set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired*
- *reflect systematically on the effectiveness of lessons and approaches to teaching*
- *contribute to the design and provision of an engaging curriculum within the relevant subject area(s).*

#### **All trainees to be awarded QTS will have demonstrated as a minimum that:**

They employ a range of teaching strategies and resources. They plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes. When teaching they maintain the pace of the learning, are able to respond flexibly to what is happening in the classroom and have the confidence to adapt their teaching in order to respond to the needs of the learners. They can create an environment in which the learners are usually engaged. They understand how homework or other out-of-class work can sustain learners' progress and consolidate learning, and can design and set appropriate tasks. They review and reflect on their own planning and teaching to prepare future activities and tasks that build on and sustain progression in pupils' learning. They work collaboratively with more experienced colleagues, where appropriate, to adapt and/or develop the school's medium-term plans, schemes of work, and curriculum frameworks,

#### **Trainees achieving the standards at a good level may demonstrate these characteristics:**

They show a willingness to try out a range of approaches to teaching and learning. They plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes. They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners. They make a positive contribution to the development of curriculum and resources in their placement settings.

#### **Trainees achieving the standards at a high level may demonstrate these characteristics:**

They plan lessons that often use well-chosen, imaginative and creative strategies, and that match individuals' needs and interests. They are highly reflective in critically evaluating their practice. They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning. They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.

### **5 Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **All trainees to be awarded QTS will have demonstrated as a minimum that:**

They know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential. They are aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers. They begin to deploy these strategies themselves, working alongside experienced teachers and support staff as appropriate. They show awareness of how children and young people develop and take account of this in their teaching. They have some understanding of the challenges and opportunities of teaching in a diverse society. They have a developing understanding of the needs of all pupils and are able to articulate distinctive teaching approaches and strategies needed to engage and support pupils with particular needs, including EAL and SEND. When the opportunity has arisen they have used these successfully and are able to evaluate the impact of the adaptations employed, on the progress of individual learners.

#### **Trainees achieving the standards at a good level may demonstrate these characteristics:**

They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning. They know how to secure progress for learners and how to identify when groups and individuals have made progress. They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils. They clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff.

#### **Trainees achieving the standards at a high level may demonstrate these characteristics:**

They quickly and accurately discern their learners' strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups. They have an astute understanding of how effective different teaching approaches are in relation to impact on learning and engagement of learners

## **6 Make accurate and productive use of assessment**

- *know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements*
- *make use of formative and summative assessment to secure pupils' progress*
- *use relevant data to monitor progress, set targets, and plan subsequent lessons*
- *give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.*

### **All trainees to be awarded QTS will have demonstrated as a minimum that:**

They have a secure understanding of the statutory assessment requirements for the subject/curriculum in the age phases they are preparing to teach and are able to make broadly accurate assessments against national benchmarks. Their planning is characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress. They deploy these strategies effectively in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice when necessary. They understand how school- and pupil-level summative data are used to set targets for groups and individuals, and they use that knowledge to monitor progress in the groups they teach. With guidance from experienced teachers, they monitor pupil progress and maintain accurate records, setting new targets for individuals and groups. They mark pupils' work constructively and provide appropriate oral feedback to pupils to help them to make progress.

### **Trainees achieving the standards at a good level may demonstrate these characteristics:**

They are able to assess pupils' attainment accurately against national benchmarks. They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses. They maintain accurate records of pupils' progress and use these to set appropriately challenging targets. They assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.

### **Trainees achieving the standards at a high level may demonstrate these characteristics:**

They can confidently and accurately assess pupils' attainment against national benchmarks. They use a range of assessment strategies very effectively in their day-to-day practice to monitor progress and to inform future planning. They systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning. They assess learners' progress regularly and work with them to accurately target further improvement and secure rapid progress.

### **7 Manage behaviour effectively to ensure a good and safe learning environment**

- *have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy*
- *have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly*
- *manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them*
- *maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.*

#### **All trainees to be awarded QTS will have demonstrated as a minimum that:**

They work within the school's framework for behaviour and can apply rules and routines consistently and fairly. They have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour. They are able to apply these appropriately, in the context of the school's policy using sanctions and rewards, including praise, in order to create an environment supportive of learning. They understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. They recognise that planning appropriate lessons that challenge learners, teaching using a variety of strategies that address pupils' needs and employing appropriate assessment strategies will all contribute to successful behaviour management. They show understanding of how barriers to learning can impact on pupil behaviour and have begun to apply strategies to address these, working alongside experienced teachers and support staff as appropriate. They understand that behaviour management is context-dependent and are able to articulate which factors may contribute to more challenging behaviour being exhibited within their classes.

#### **Trainees achieving the standards at a good level may demonstrate these characteristics:**

They work within the school's framework for behaviour and apply rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards, and use of praise, in order to create an environment supportive of learning. They manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.

#### **Trainees achieving the standards at a high level may demonstrate these characteristics:**

They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards, and use of praise, in order to create an environment highly supportive of learning. They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and co-operation. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.

### **8 Fulfil wider professional responsibilities**

- *make a positive contribution to the wider life and ethos of the school*
- *develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support*
- *deploy support staff effectively*
- *take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues*
- *communicate effectively with parents with regard to pupils' achievements and well-being.*

#### **All trainees to be awarded QTS will have demonstrated as a minimum that:**

They understand and are able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways. They can build effective professional relationships with various colleagues and have the skills required to work collaboratively. They communicate with and direct any support staff deployed in their lessons, to assist in supporting the progress and achievement of individuals and of groups of pupils. They understand when to ask for information and advice from specialist staff about individual pupils with specific needs. They seek out and are responsive to advice from more experienced colleagues. In evaluating their own practice they are able to identify subsequent or ongoing personal professional development targets and identify opportunities to address and meet these targets. They recognise the importance of communicating with parents and carers in supporting pupils' achievement and monitoring pupils' well-being. They communicate effectively at set points in the school year, including at parents' evenings and through written reports. They understand the need to communicate at other points in response to individual pupils' emergent needs.

#### **Trainees achieving the standards at a good level may demonstrate these characteristics:**

They are proactive in seeking out opportunities to contribute to the wider life and ethos of the school. They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They are proactive in relation to their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further. They communicate effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being. They assume some responsibility for doing so in response to individual pupils' emergent needs.

#### **Trainees achieving the standards at a high level may demonstrate these characteristics:**

They are proactive in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school. They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive. They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being when required to do so formally, but are also proactive in communicating in relation to individual pupils' emergent needs

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

**A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.**

*Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:*

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position*
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions*
- showing tolerance of and respect for the rights of others*
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs*
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.*

*Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards of attendance and punctuality.*

*Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.*

### **All trainees to be awarded QTS will have demonstrated high standards of professional behaviour and that:**

They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. They understand that by law that schools are required to teach a broad and balanced curriculum and they are beginning to develop learners' wider understanding of social and cultural diversity.

They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for attendance and punctuality.

They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation. They are aware of the professional duties of teachers as set out in the statutory *School Teachers' Pay and Conditions* document.







