**2018/19**



**Mentor and Placement Handbook**

**Lifelong Learning:**

**Pre-Service (Full-Time)**



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# Introduction

Thank you for agreeing to act as a mentor to one of our teacher trainees, providing support and professional guidance during their teaching practice.

This handbook is intended to provide you with important information relating to the Initial Teacher Education (Cert Ed /PGCE) Lifelong Learning course in general, and the role of a mentor. Whether mentoring is a new role to you, or you have considerable experience and expertise in supporting others, we hope that you find this handbook a useful guide in assisting you with the role and understanding the details and requirements of the course.

As a mentor, your role is to help the trainee to become a professional teacher. The University hopes that you will assist the trainee to build on their strengths and learn how to become an effective teacher in their specialist subject. Whether you are working and supporting a trainee in a Further Education College, Training Organisation, Adult and Community Learning organisation, Offender Learning setting, a Higher Education Establishment, or a Public Sector organisation, we hope this handbook will support you in achieving this role.

## Background to University of Huddersfield Initial Teacher Education (ITE) courses in Lifelong Learning

The University of Huddersfield School of Education and Professional Development has a long standing history of providing professional Initial Teacher Education courses in the sector on an In-Service and Pre-Service basis in partnership with a Consortium of Further Education Colleges.

## Some terminology:

**Pre-Service** refers to applicants without a recognised teaching qualification or employment in the sector who wish to train to teach. Professional teaching and/or training experience (teaching practice) is provided through an organised teaching practice placement. The course is full time over one academic year. One partner college currently offers a two-year part time pre-service course.

**In-Service** refers to teachers employed in the sector without a recognised teaching qualification and to teachers employed in a voluntary capacity. Professional teaching and/or training experience (teaching practice) is provided by their job role. The course is part time over two academic years

**The Education and Training Consortium** is a long standing network of Further Education Colleges, in partnership with and approved by the University of Huddersfield, delivering Higher Education initial teacher education qualifications.

**Trainees** refers to student teachers on the course to distinguish them from the students they teach.

The course is either a one year, full-time course or a two-year part time course, in initial teacher training at the University of Huddersfield and our partner institutions, leading to the award:

* Certificate in Education (CertEd)
* Professional Graduate Certificate in Education (PGCE),
* Postgraduate Certificate in Education (PGCE),
* Postgraduate Diploma in Education (Advanced) (PGDipE)

Our trainees are qualified in their specialist subject area although many will have little or no teaching experience, with exception of those in-service trainees who may have been teaching for a number of years. Therefore, practical teaching experience is an integral part of the course; it enables trainees to develop their teaching skills in the wider professional role as well as encouraging them to apply theory to practice within a work based context.

A range of training materials, resources and course documentation for our mentors is available online: [https://www.hud.ac.uk/the-university/teacher-trainingpartnerships/lifelonglearningpre-service/](https://www.hud.ac.uk/the-university/teacher-training-partnerships/lifelonglearningpre-service/) **(Change link when updated)**



In 2017 we were proud to have been recognised as a gold-rated University by the Teaching Excellence Framework (TEF). This framework has been introduced by the Government and aims to recognise and reward excellent learning and teaching.

In the same year, the University won a Global Teaching Excellence Award from the Higher Education Academy (now Advance HE).

**This handbook will be relevant to all mentors supporting trainee teachers, but is specifically intended for those supporting pre-service trainees on teaching practice placement. Specific information such as dates, deadlines and contacts refers to trainees based at the University of Huddersfield itself, referred to as *Queensgate*, in order to distinguish it from Consortium partner colleges, who may have other local arrangements in place for trainees on placement from their centre.**

**Pre-service centres include:**

* City of Liverpool College
* Easton and Otley College
* Hull College
* North Lindsey College
* Oldham College
* York College
* **University of Huddersfield (Queensgate)**

# Contents

[Introduction 0](#_Toc525639394)

[Background to University of Huddersfield Initial Teacher Education (ITE) courses in Lifelong Learning 0](#_Toc525639395)

[Some terminology: 0](#_Toc525639396)

[Contents 2](#_Toc525639397)

[Trainee Journey (Overview) 3](#_Toc525639398)

[Pre-Service (Full-Time) 3](#_Toc525639399)

[Year Planner (Queensgate – dates may vary in pre-service centres) 4](#_Toc525639400)

[About the Course 5](#_Toc525639401)

[Modules 5](#_Toc525639402)

[Teaching Practice 6](#_Toc525639403)

[Expectations of Trainees 6](#_Toc525639404)

[Progress, problems or concerns 7](#_Toc525639405)

[Professional Conduct 7](#_Toc525639406)

[Role of the mentor 7](#_Toc525639407)

[Mentor training and support 7](#_Toc525639408)

[Working with trainees 8](#_Toc525639409)

[Observations 10](#_Toc525639410)

[Placement Induction Week 12](#_Toc525639411)

[Block One – Becoming a Subject Specialist Teacher 13](#_Toc525639412)

[Block Two – Being a Subject Specialist Teacher 13](#_Toc525639413)

[Documentation 14](#_Toc525639414)

[Late starting placements 15](#_Toc525639415)

[Health and Safety 16](#_Toc525639416)

[Hints for all staff working with trainees 18](#_Toc525639417)

[University contacts 20](#_Toc525639418)

[Appendix 1: Induction Checklist 21](#_Toc525639419)

[Appendix 2: Health and Safety Checklist 18](#_Toc525639420)

[Appendix 3: Teaching Report Form 20](#_Toc525639421)

[Appendix 4:Education and Training Foundation (ETF) 23](#_Toc525639422)

[Professional values and attributes 23](#_Toc525639423)

[Professional knowledge and understanding 23](#_Toc525639424)

[Professional skills 23](#_Toc525639425)

# Trainee Journey (Overview)

## Pre-Service (Full-Time)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Timing | Values and knowledge underpinning the modules |  |  | Taught Modules | Practice based modules  with supported teaching and learning | Personal  Development e-  portfolio  Action Planning and Review |
| Sept          Oct          Nov          Dec          Jan          Feb          Mar          Apr        May        Jun | Values and beliefs    Behaviour  Management    Subject specialism    Equality and  Diversity    Social Justice    English and  Maths      Digital  Literacies    Professional  Development      Reflective  Practice |  |  | Module 1  Research Informed  Teaching learning and  Assessment  Context of practice written and micro-teach Research-informed practice intervention and justification |  | Review and targets 1 |
|  | Module 2  Becoming a Specialist  Teacher    4 observations e-portfolio development  Reflections Personal Skills presentation/Critical review |
|  |  | Review and targets 2 |
|  | Module 4  Policy and Professional  Issues    Contemporary issue - presentation        Professional Issues written assignment | Module 3  Being a Specialist  Teacher    4 observations e-portfolio development  Reflections    Specialist Conference paper/presentation | Review and targets 3 |
|  | Review and  targets 4/Final Grading of practice |
|  |  |  |  | Continuing Professional Development Portfolio  Professional Formation/QTLS | | |

## Year Planner (Queensgate – dates may vary in pre-service centres)

|  |  |  |  |
| --- | --- | --- | --- |
| **Week number** | **Week**  **Commencing** | **University** | **Placement** |
| 8 | 17/09/2018 | Tues18th - Teaching Practice Planning and Enrolment Day | |
| 9 | 24/09/2018 | Induction Week |  |
|  | 01/10/2018 |  |  |
|  | 08/10/2018 |  |  |
|  | 15/10/2018 |  |  |
|  | 22/10/2018 |  |  |
|  | 29/10/2018 | Reading Week |  |
|  | 05/11/2018 | Mod 1 Assign 1 Formative Hand-in | Part-time Placement Block begins |
|  | 12/11/2018 |  |  |
|  | 19/11/2018 |  |  |
|  | 26/11/2018 | Mod 1 Assign 2 Proposal |  |
|  | 03/12/2018 |  |  |
|  | 10/12/2018 | Mod 2 Assign 2 Proposal |  |
|  | 17/12/2018 | Module 1 Hand in  Christmas Holidays |  |
|  | 24/12/2018 | Christmas Holidays |  |
|  | 31/12/2018 | Christmas Holidays |  |
|  | 07/01/2019 |  |  |
|  | 14/01/2019 | Mod 2 Assgn 2 Hand in |  |
|  | 21/01/2019 |  |  |
|  | 28/01/2019 |  |  |
|  | 04/02/2019 |  |  |
|  | 11/02/2019 |  |  |
|  | 18/02/2019 | Reading Week |  |
|  | 25/02/2019 | Mod 2 Summative Hand-in | Full-time Placement Block begins |
|  | 04/03/2019 |  |  |
|  | 11/03/2019 | Wed 13th - Placement Review Day |  |
|  | 18/03/2019 | Mod 4 Assnt 1 Proposal |  |
|  | 25/03/2019 |  |  |
|  | 01/04/2019 |  |  |
|  | 08/04/2019 | Easter Holidays |  |
|  | 15/04/2019 | Easter Holidays |  |
|  | 22/04/2019 | Easter Holidays |  |
|  | 29/04/2019 |  | Potential to continue part-time |
|  | 08/05/2019 |  |  |
|  | 13/05/2019 | Tues 14th - Specialist Conference |  |
|  | 20/05/2019 |  |  |
|  | 27/05/2019 | Final Week of Teaching |  |
|  | 03/06/2019 | All Modules Final Summative Hand-in |  |
|  |  |  |  |
|  | **Key** | Module 1 | Module 4 |
|  |  | Module 2 | Placement |
|  |  | Module 3 | No University / Placement |

# About the Course

The teaching practice provides the opportunity for trainees to achieve many of the outcomes for the course, the aims being to enable them to:

* Acquire guided experience in teaching their own specialism

* Develop professional skills and techniques.

* Respond sensitively to individual differences in abilities, attitudes and other related characteristics of students

* Develop expertise in performing the teacher's role in relation to characteristics of the social and contextual dynamics of the classroom

* Acquire personal experience of the structure, organisation and work of setting

* Involve themselves in effective working relationships with staff in the establishment.

## Modules

The course comprises four modules at different levels, two of which directly relate to the trainee’s teaching practice (Becoming a Subject Specialist Teacher, and Being a Subject Specialist Teacher) though as a mentor you will be involved in the trainee’s whole journey.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module title** | **Course Route, Title and Module Requirement** | | | |
| **Module Titles** | **Cert Ed (CertEd)** | **Professional Graduate**  **Cert Ed (PGCE)** | **Postgraduate Cert Ed**  **(PGCE)** | **Postgraduate Diploma (PGDipE)** |
| **Research Informed Teaching Learning and Assessment** | DFQ8130/5 | DFQ8130/5 | DFQ8130/5 | DMQ8130/5 |
| **Becoming a Subject Specialist Teacher** | DIQ8230/5 | DIQ8230/5 | DIQ8230/5 | DMQ8230/5 |
| **Being a Subject Specialist Teacher** | DIQ9130/5 | DHQ9130/5 | DMQ9130/5 | DMQ9130/5 |
| **Policy and Professional Issues** | DIQ9230/5 | DHQ9230/5 | DMQ9230/5 | DMQ9230/5 |

As a subject specialist mentor, you will not normally take part in the formal tuition and assessment of your trainee’s work on the course, but will provide support and guidance as the trainee progresses, particularly in relation to teaching and learning within the specialist area. However, we do strongly advise all trainees to discuss all elements of the course with their mentors, as reflective practice strongly underpins the course ethos.

The focus of the first practical module (Becoming a Subject Specialist Teacher) is on the development of a trainee’s teaching skills and their ability to apply theory and general pedagogical principles to practice. The second practical module (Being a Subject Specialist Teacher) provides trainees with the opportunity to further develop their experience of teaching and broaden their participation in the role of a professional within the sector. We strongly advise that mentors try to support a broad range of teaching experiences which might include different settings, qualifications, awarding bodies, modules, units, levels, student groups (e.g. 14-19, adult learners etc.) for trainees in their subject area. This is to enable trainees to prepare for future employment in the sector as well as to demonstrate an increasingly critical, reflective and analytical approach to their practice and the wider professional role.

## Teaching Practice

A trainee’s teaching can include teaching whole classes, team teaching, small groups and one to one work, which may be delivered through a variety of media. Where possible this experience should be diverse and must include opportunities to observe other teachers. Trainees with limited or no teaching experience should be phased in, taking on increasing responsibility for planning and delivery throughout the length of their course.

Alongside classroom experience, we would ask that trainees are encouraged to become involved with the department or wider organisation to broaden their experience of the full role of the teacher. This may mean attending course team meetings and staff development, or other forms of CPD as required. Trainees are required to complete a minimum of 100 hours teaching practice, 50 hours within each practical module. Where appropriate, up to 15 hours, of observation of other tutors may be recorded within the trainee’s teaching log.

# Expectations of Trainees

During the trainee’s time on the course, we would expect them to demonstrate appropriate standards of professional behaviour and commitment. In particular, they will need to;

* Meet the ETF Professional Standards <https://set.et-foundation.co.uk/media/1599706/Professional-Standards.pdf>

* Develop their awareness and understanding of the setting and organisation in which they work and of the teachers with whom they work,

* Participate in an active teaching role,

* Fulfil the other duties and responsibilities associated with their teaching role,

* Show a professional attitude,

* Seek out and be receptive to feedback and support from their mentor and other staff,

* Prepare, maintain and evaluate schemes of work, lesson plans and assessment records for all of their teaching,

* Demonstrate a commitment to reflect, evaluate and develop their own performance.

## Progress, problems or concerns

Mentoring should be a supportive and developmental process for all involved, however, we recognise that sometimes problems can occur in the process and concerns may need to be raised. In the first instance we would encourage concerns about the progress of trainees to be raised locally, with the trainee, as a learning development opportunity. This may involve the drafting of an action plan to address areas of weakness with appropriate timescales for these to be addressed.

Each centre, including the University (at Queensgate), will have a designated person that you can contact if you have any concerns about professional conduct or trainee progress. This may be the Course Leader, Personal Tutor or the Centre Manager. Contact numbers of relevant staff for Queensgate trainees can be found at the end of this handbook (other centres may vary). If you still have concerns that progress is not being made, then you should contact the designated person at your centre or the University.

## Professional Conduct

If you have any concerns regarding professional conduct, including attendance and punctuality please contact the designated person, as above, as soon as possible. Trainees are expected to follow the institutional absence procedure, being punctual and maintaining a professional level of conduct at all times. If a Pre-Service trainee has unauthorised absences from their placement, the designated contact should be informed.

# Role of the mentor

A mentor would normally be a suitably qualified and experienced teacher who understands the requirements of teaching/training in the subject area; a critical friend for the trainee who is able to provide advice, guidance and constructive feedback and someone available to meet the trainee regularly to discuss their progress and development needs.

## Mentor training and support

Whether our mentors have previous experience, or are new to the role, we feel it is important to provide all mentors with appropriate and relevant training to support them and provide specific information relating to the Lifelong Learning initial teacher education course.

To enable this training to be widely accessible to our mentors, we provide different ways of accessing the training and supporting materials. Training is offered on-site at the University, and available at our partner institutions. This method of training is recommended to all new mentors, and to previous mentors who have not attended in the last 3 years.

Course specific training can be accessed online via our mentor resource site:

[https://www.hud.ac.uk/the-university/teacher-training-partnerships/lifelonglearningpreservice/](https://www.hud.ac.uk/the-university/teacher-training-partnerships/lifelonglearningpre-service/) or directly at: <https://hud.onlinesurveys.ac.uk/preservicementortraining1718>**(put in right link)**

We ask that mentors undertake the training as soon as possible in the academic year to ensure they are best placed to provide the level of support trainees require in the initial stages of their course. This also allows our academic staff to answer any queries or concerns you may have and provide you with all of the relevant information prior to completing any observations.

We recommend the online training package is supplementary to the face-to-face training sessions, where you can meet other mentors in your subject area and/or institution.

## Working with trainees

All our trainees will require support and guidance during their teaching practice however, the nature of that support and guidance will be dependent on the individual trainee, the stage they have reached in their teaching and their overall progress and development.

Trainees should be encouraged to work with different student groups, courses and levels within the provision, which at times, may extend beyond a trainee’s specialisms. Trainees are expected to be actively involved in the development of their teaching skills, the extent of which may vary depending on the needs, experience and role of each individual trainee and their mentor.

Mentors can assist the trainee in the following areas:

* Induction within the specialist department
* Support trainees to develop and accessible curriculum or learning experience for their students

* Help with planning at lesson and course level, including reviewing lesson plans and materials

* Providing help and advice on the design and production of learning resources

* Support embedding and developing learners, transferable skills within their teaching

* Access to module/unit specifications and resources

* Provide constructive feedback, especially relating to subject specialist pedagogy.

* Development of the trainee’s teaching and their general progress as a teacher

* Support and identification of problems and where appropriate, liaison with

tutors or Centre Managers

Trainees should discuss their progress and development on a regular basis with their personal tutor. An important aspect of those meetings will relate to their teaching practice and the wider teaching experience. Trainees should also have the opportunity to meet regularly with their mentor to discuss their progress and development. The key action points agreed at these meetings should be recorded by the trainee in the mentor meetings section of their e-portfolio.

Alongside mentoring support, trainees may need general support, including;

* Opportunities for the trainee to learn more about the setting and organisation, with the mentor acting as a gateway to other people and sources of knowledge in the institution

* Helping the trainee to evaluate their own teaching in relation to increasing their insight into the wider role of the teacher

* Challenging the trainee to face up to opportunities and problems and to recognise personal strengths and weaknesses

* Discussing with the trainee strategies and issues appropriate to maintaining and managing an effective learning environment relevant to them

* Observing the trainee teach and using this as a basis for providing constructive feedback, so facilitating the development of their teaching effectiveness

* Enabling the trainee, when appropriate opportunities arise, to broaden their outlook and experience e.g. attend certain meetings, observe more experienced colleagues, become involved in projects and other developments

* Encouraging the trainee and helping them to develop the skills necessary to evaluate their own performance in the teaching role and to explore this further through Reflective Practice

* Providing the challenge for the trainee to take the next step in their professional development and growth

* Writing reports and/or references regarding the trainee’s progression

Supporting Trainee Progression

For trainees with limited or no teaching experience, mentors might consider allowing trainees to gain experience of some or all of the following in order to support their progression whilst on teaching practice:

* Circulating among learners, working independently or in small groups to assist with a task already set up by the class teacher

* Taking responsibility for the work of a segment of the class, such as half of a learner group

* Running recap or plenary sessions

* Observing a teacher for the introductory half of a session and then, by prior arrangement, ‘picking up’ and teaching the rest of the session to its conclusion

* Team teaching, where the teacher and trainee alternate their contributions to exposition, handling Q & As or managing task-based work

* Teaching every second or third lesson, before working continuously with a group.

## Observations

The trainee’s teaching is assessed and they must have a minimum of four successful observations for each module (eight in total for the course). In general, it should be a trainee’s responsibility to ensure that the required observations are completed. Observers will need to take account of the stage of development of the trainee they are observing. For example, trainees in the early stages of their development may be focussing their efforts on the ‘basics’ such as planning, communication etc, particularly if they have no previous experience of teaching. Feedback provided should reflect the trainee’s stage of professional development.

Trainees should be observed by:

* Experienced observers (eg teacher educators, college observers) – 2 per module

* University approved tutors – 1 per module

* Mentors or other subject specialist teachers – 1 per module

An observation should last at least an hour, or the duration of the lesson if less than an hour.

Before an observation, the trainee should provide the observer with a copy of their lesson plan and resources.

They should have also completed their Preparation for a Teaching Observation (O1) including; development points from previous observations and how these have been addressed: rationale for the lesson and indications of anything the trainee would like the observer to particularly comment on in the feedback. The trainee will also complete a session and plan and associated resources (O2).

The observer should complete written feedback on the observation (O3). The feedback should identify key strengths and development points for the trainee based on the lesson observed. It is not a requirement for observers to complete every aspect of the O3 form; for example, a specialist tutor may want to focus on the subject specialist element of the session. However, if any elements are not completed it would be helpful to indicate why.

After an observation, the observer should endeavour to provide the trainee with verbal feedback as soon as possible. Further to this, observers may wish to leave the trainee with written feedback, whilst others may prefer to type up their written feedback and send it to the trainee later on. Following this feedback, trainees should complete reflections on their teaching observation (O4). This should enable trainees to consider the feedback they have received and understand how it could be used to develop their teaching practice before their next observation.

The trainee should upload all the completed documentation and feedback for each observation to their e-portfolio. This documentation could be a useful focus for discussion during mentor meeting where trainee progress and development are reviewed.

Joint Observations

During the course of a trainee’s teaching practice, it is recommended that the mentor and university tutor conduct a joint observation for professional development and quality assurance purposes. If a mentor is new to the role, it is advised that this takes place in the early stages of the placement.

Grading

Individual observations are not graded, but the feedback provided from observations can be used by the trainees as supporting evidence when completing their self-assessment at the end of each teaching module. The trainees complete their self-assessment against the 2014 ETF Professional Standards for Teachers and Trainers (Please see appendices for a copy of these standards or visit [www.et-foundation.co.uk)](http://www.et-foundation.co.uk/). The self-assessment will then form the basis of a discussion between the trainee, the mentor and their personal tutor to determine their overall grade;

* Outstanding

* Good

* Standards met

* Working towards

**Please Note:** If a trainee requires improvement to be good by the end of the first teaching module, they should be given a specific improvement plan agreed with their personal tutor. The trainee should share this with observers and mentors, and it should be taken into account when providing feedback on observations.

What to do if an observed session is weak or inadequate

Teaching is often unpredictable, and lessons do not always go as planned. If an observed session in considered weak or inadequate, or the trainee has not met acceptable standards for the stage of development in their course, trainees should be given the opportunity to be re-observed as soon as possible. If there are still concerns following the re-observation, the designated person (Course Leader, Personal Tutor or the Centre Manager) for the trainee should be informed as soon as possible. The designated person should discuss the issues with the trainee and arrange for them to be observed again as soon as possible.

If there continue to be issues arising from observation, the designated person should discuss the issue with the trainee and arrange for the trainee to be observed by a different observer. Where observers have any concerns about the practice of a trainee teacher, either in an observed lesson or more generally, they should contact the relevant teacher education team/ personal tutor as soon as possible.

Key things to remember during an observation

* Observations and feedback should be constructive and developmental, and take

account of the stage the trainee has reached in their training

* Documentation is provided for observations and when completed should include clear action points for the trainee’s development

* Individual observations are not graded

* Assessment of trainees for the module as a whole does include a grade which is indicative of progress and achievement for that particular module

* Grades are determined through a trainee’s self-assessment and their University personal tutor. Mentor feedback given to the trainees will be an important consideration in that process.

## Placement Induction Week

This will normally take place from w/c 29th October 2018 (Queensgate – dates may vary at other pre-service centres)

Trainees should have the opportunity to settle in and familiarise themselves with key people, places and procedures in the placement (department and the wider institution) including;

* Being allocated a space where they can work/leave belongings.

* An induction, please refer to Appendix 1 which trainees need to complete.

* A first meeting with their named mentor.

* The opportunity to shadow and observe staff, helping them to see a range of different student groups, courses and approaches to teaching and learning.

* Agreeing a timetable with their mentor/a manager.

## Block One – Becoming a Subject Specialist Teacher

This will normally take place from w/c 29th October 2018 or 5th November 2018 to w/ending 22nd February 2019 (Queensgate – dates may vary at other pre-service centres)

Following the induction week, trainees attend placement part time, for the equivalent of 2-3 days with a minimum of 6-8 teaching hours a week. All trainees will be available Monday, Thursday and Friday for placement. During this phase the trainee should shadow and observe teaching and, as appropriate, take on increasing responsibility for preparing and delivering part or all of a session. For this module, trainees need to complete:

* At least 50 hours teaching practice – this can include whole class, team teaching and one-to-one work

* Four satisfactory teaching observations with written feedback, comprising;
  + Two from teacher educators (usually staff with experience in teacher training or with newly qualified teachers who are experienced observers)

* + One from a subject specialist (usually the trainee’s mentor)

* + One from the trainee’s University Personal Tutor

## Block Two – Being a Subject Specialist Teacher

This will normally take place from w/c 25th February 2019 to w/ending 26th April 2019 (Queensgate – dates may vary at other pre-service centres)

Following block one, trainees should attend placement on a full time basis. During this phase the trainee should develop their range of experience of teaching and their understanding of the wider teaching role. They should be encouraged to observe other staff, and where possible, attend relevant meetings/events in the department and the wider institution. Trainees will be expected to focus on particular aspects of their teaching to improve their skills and extend their use of more advanced techniques. For this module trainees need to complete:

* At least 50 hours teaching practice – this can include whole class, team teaching and one-to-one work

* Four satisfactory teaching observations with written feedback, comprising;

* + Two from teacher educators (usually staff with experience in teacher training or with newly qualified teachers who are experienced observers)

* + One from a subject specialist (usually the trainee’s mentor)

* + One from the trainee’s University Personal Tutor
* This file should demonstrate the trainee’s increasing engagement with more varied and challenging teaching situations.

# Documentation

Trainees are expected to maintain a teaching file/e-portfolio in each of the two teaching practice modules which includes evidence of planning, resources and reflection relating to their teaching practice. The file should include:

* an ongoing log of teaching hours (50 hours per module)

* teaching observation reports (a minimum of four per module)

* records of discussions with their mentor, including subject specialist issues

* documentation relating to teaching the trainee has undertaken which is likely to include schemes of work, lesson plans, learner profiles, resources, monitoring and assessment processes, feedback and trainee’s reflections on their teaching

* Personal Development Plan / e-portfolio records

* Teaching report form

e-portfolio (PebblePad)

Records of assignments, teaching files and teaching related experiences will be kept in a

PebblePad Workbook which forms the e-portfolio. The e-portfolio also incorporates trainees’ Personal Development Plan (PDP) for the Initial Teacher Education course. Professional development and learning, achievements, progress and action plans can be tracked in the Review and Targets section. Tutors and mentors will use the e-portfolio as the basis of discussion about trainee progress as a teacher and it should therefore be kept up to date by the trainee so that it can be regularly reviewed. Trainees should aim to keep all work (e.g. assignments being worked on, lesson plans, lesson resources, notes, observation feedback, mentor meeting records etc.) in the Assets section of PebblePad. The stored work can be linked or uploaded to the relevant sections of the e-portfolio. Any work stored here can be kept after the course has finished.

It is recommended that, where possible, mentors view trainee’s work and progress through the e-portfolio system, PebblePad. This should include observation documents, feedback, cumulative teaching hours and records of mentor meetings.

Teaching Report Form

The Teaching Report Form should be used to provide a summary of a trainee’s progress, development and any areas of concern at two key points during professional teaching experience in the practice based modules. The first report should be completed at the end of Module 2 (Becoming a Subject Specialist Teacher followed by a final report at the end of Module 3 (Being a Subject Specialist Teacher).

The trainee should invite staff who have worked with them during their professional teaching experience (such as specialist mentors, tutors, observers, etc) to provide feedback on their performance in a range of competencies and how they are developing over the teaching module period. The form may be copied and completed individually by all staff who have worked with the trainee, or presented as a combined report. You may wish to discuss your comments with the trainee and/or his/her personal tutor.

The comments within the form will provide the trainee with evidence towards their Grading assessment process. Although professional teaching experience/placement staff are not required to grade individual trainees, they might wish to discuss the grading criteria with the trainee when completing this Teaching report.

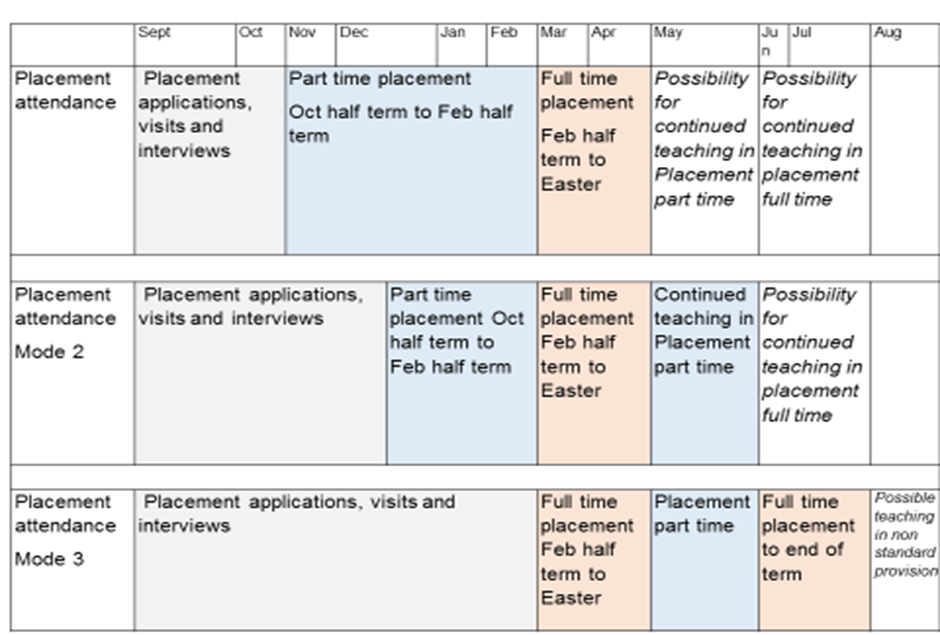


**Trainees are required to upload the completed forms to their e-Portfolio for review by their personal tutor. (Please see appendices for a copy of the Teaching Report Form).**

## Late starting placements

There may be a number of reasons for a later start to the placement which do not reflect on the trainee, such as staffing changes/restructuring, supporting a trainee from another institution etc.

Where a teaching practice placement begins later than November, for genuine reasons such as those outlined in this section, adjustments can be made for completing the course and assessments requirements as outlined below.



# Health and Safety

Placements provide an opportunity for trainees to apply skills acquired to ‘real-life’ situations. Many qualities can also be developed during a placement that may improve our trainees’ employment prospects. However, there are health and safety aspects to every placement.

This guidance assists in providing you with an awareness of the health and safety aspects of our placements. Please refer to the checklist in Appendix 2 to see what Health and Safety aspects should be covered in your Induction.

Health and safety responsibilities

Placement providers (settings) have:

* A general duty to ensure a trainees health and safety whilst on placement;

* To take account a trainee’s potential inexperience for activities they will be expected to undertake and put into place appropriate controls;

* To provide trainees with the necessary information, instruction, training and supervision for activities they will undertake including an induction.

* To sign and return the University’s placement agreement.

The trainee must:

* Not to do anything that puts their or other people’s health and safety at risk;

* Follow health and safety instructions, information and training;

* Never intentionally misuse equipment or anything provided for health and safety;

* Bring any health and safety concerns to the attention of their placement mentor and personal tutor at the University as soon as possible.



**Mentors and trainees should not wait for their next meeting together, or with the trainee’s personal tutor. We all have a vested interest - it’s your health and safety!**

Placement preparation

There are many aspects to placements that should be prepared for, health and safety included. It is important that trainees;

* Attend briefings prior to the start of their placement as health and safety should be covered;

* Are made aware of the health and safety aspects of placements, particularly their responsibilities and those of their mentor, and the training and support they should receive, particularly in the initial period.

* Understand health and safety notices and signs; safe working procedures



**Trainees must have a health and safety induction when they start placement. Mentors are required to sign the University’s Placement Agreement, a copy of which is available in the appendices.**

Emergency information

Whilst on placement it is essential that trainees receive information and instruction on what action to take should an emergency situation arise. Such situations include;

* Hearing the fire alarm;

* Discovering a fire;

* Requiring first aid assistance;

* A threat to personal safety; and

* Spillage of a dangerous substance

Assessing and managing health and safety risks

Placement providers should assess the risks encountered with the activities a trainee will be involved with and put into place measures to control these risks. Such measures may be no different to those already in place for any of their employees. It is important that trainees are made aware of the risks associated with these activities and what is in place to control these.

Measures to control risks can include;

* Providing information, instruction, training and supervision;

* Having in place guarding, ventilation systems etc. to control risks at source;

* Ensuring equipment used is appropriate and in safe condition;

* Providing, and ensuring the use of, personal protective equipment and clothing.

As a placement progresses so will the information, instruction and training required by a trainee, but they should not undertake any activity unless they feel competent and confident to do so. Levels of supervision will vary from placement-to-placement and at different points within a placement.

External Visits, Residential, Off-Site Teaching

We encourage trainees to be involved in different aspects of teaching, which may include teaching off site and field trips. However, trainees are not yet qualified therefore should not be held wholly responsible for completing risk assessments or for student welfare, which ultimately remains the responsibility of the placement settings staff. Trainee teachers on placement should be considered as additional staff in these circumstances.

The placement team at the University should be notified of any instances where the trainee is required to teach off-site.

Personal protective equipment

An element of managing health and safety risks may be the use or wearing of personal protective equipment (PPE). PPE encompasses goggles, hard hats, ear defenders, face masks, overalls, gloves, waterproof clothing etc.

If a trainee is issued with PPE it is important they are made aware of the reason it is required; how to ensure a proper fit so it will work effectively; and how to maintain, store the PPE, recognise defects and the action to take, including obtaining replacements.

# Hints for all staff working with trainees

When we have spoken to our previous trainees, they have highlighted different things that they feel they need to support them, and to allow them to succeed in their placement. A summary of previous trainees’ feedback can be seen below.

What trainees say they need

* Genuine interest in their development

* Support and encouragement throughout their placement

* A mentor who is respected by students and who they can be inspired by and learn from

* Continuous feedback, both positive and constructive

* Somebody who will keep them involved from the outset and make clear what is expected

* Someone who takes a genuine interest in them as an individual, as well as a trainee

* A mentor who is approachable and willing to give constructive criticism

* Consistent support, structure and guidance

* A mentor who will set them realistic and achievable aims

* Someone who will be friendly and put them at their ease in a new environment

* Someone who is willing to gain an understanding of their abilities, strengths and weaknesses

* Subject-specific help about how to present particular topics

What causes anxiety for trainees?

* Being assessed, e.g. teaching the class and being observed on their performance

* Teaching groups of mixed ability and motivation

* Being confident in their subject knowledge to be able to teach it to the required standard

* Being confident in their subject knowledge to answer students’ questions

* Standing up and teaching in front of a room full of people

* The amount of time it will take them to prepare their first lesson once they know what subject matter they will have to teach

* Maintaining a high level of self-confidence

* Being and/or looking a similar age to many of the students

* Getting a good job at the end of the course

* Standing up and presenting material. Does it get easier?

* Generating interest and a stimulating, animated classroom environment from dry, theoretical, subject matter.

# University contacts

The School of Education and Professional Development is based in the Lockside building on the Queensgate campus at the University. If you are having difficulty in contacting anyone or have a general query, you can contact reception on 01484 478249 or sepd@hud.ac.uk.

|  |  |  |
| --- | --- | --- |
| Name | Role | Contact Details |
| Judith Kidder | Course Leader & Tutor | j.a.kidder@hud.ac.uk 01484 478110 |
| Gwyneth Allatt | Course Tutor | g.allatt@hud.ac.uk 01484 478280 |
| Roy Halpin | Course Tutor | [r.halpin@hud.ac.uk](mailto:r.halpin@hud.ac.uk) 01484 478285 |
| Sarah Williamson | Course Tutor | s.m.williamson@hud.ac.uk 01484 478230 |
| Debs Philip | Head of Lifelong Learning | d.philip@hud.ac.uk  01484 478294 |
| Catherine Thornton | Placement Administrator | sepdplacements@hud.ac.uk  01484 478126 |
| Anita Crowe | Course Administrator | a.crowe@hud.ac.uk  01484 478205 |
|  |  |  |

# Appendix 1: Induction Checklist

Security and access on placement

|  |  |  |  |
| --- | --- | --- | --- |
| ☐  ☐  ☐  ☐ | ID Card / badges  Tour of facilities  Library access  ICT password / VLE access | ☐  ☐  ☐ | Identify working areas  Identify lunch/break areas  Check placement term dates |

Identify key placement staff and collect contact details as required

|  |  |  |
| --- | --- | --- |
| ☐ Mentor  ☐ Course Leader  ☐ Head of Department    Placement Mentor | ☐ ☐ | ITT/NQT Co-ordinator Administrative staff |
| ☐ Arrange first meeting  ☐ Arrange regular progress meetings  ☐ Agree timetable  ☐ Negotiate end date    Placement policies and procedures | ☐  ☐  ☐ | Arrange initial observation  Arrange observations  Negotiate FT block timetable |
| ☐ Health and Safety  ☐ Safeguarding  ☐ Emergency / Security contacts | ☐  ☐  ☐ | Equal Opportunities  Disciplinary  Absences / sickness |

Please refer to Appendix 2 for a detailed breakdown of Health and Safety

University Placement team

☐ Confirm placement start date

☐ Confirm mentor contact details

☐ Inform of any changes to your placement and/or mentor

☐ Confirm placement end date



**Please show this list to members of staff at your placement to ensure they are aware of the information and documentation you require.**

# Appendix 2: Health and Safety Checklist

During your induction period you should cover Health and Safety on your placement and gain an understanding on the following points. You must ensure you have covered each of these aspects and that your mentor has signed off on this for your PDP file / e-portfolio.

1. Health and Safety responsibilities and arrangements

☐ Your health and safety responsibilities whilst on placement.

Eg. Take reasonable care for yourself and others, never intentionally misuse equipment, recognise your own competence and report issues

☐ Your placement provider’s responsibilities and arrangements for health and safety. Eg. Treat you as an employee, provide access to health and safety policies

2. Fire safety and emergency evacuation

☐ Action to take on hearing the fire alarm.

☐ Action to take if discovering a fire.

3. First aid and emergency assistance

☐ How to access first aid assistance.

☐ How to obtain assistance in the event of a general emergency.

4. Incidents and workplace hazards

☐ Reporting accidents and incidents.

☐ Reporting hazards.

5. General workplace health and safety

☐ Housekeeping, access and egress.

☐ Welfare facilities.

☐ Out of hours and lone working

☐ Electrical safety and portable appliances.

6. Risk assessment, prevention and protection measures

☐ General risk assessment

☐ Manual handling

☐ Work equipment and machinery safety

☐ Display screen equipment and workstation

☐ Hazardous and dangerous substances

☐ Personal protective equipment and clothing.

Mentor signature

Mentor Name

Date

# Appendix 3: Teaching Report Form

**School of Education and Professional Development**

**Cert Ed/PGCE/PGDipE Lifelong Learning**

**Teaching Report Form**

This form should be used to provide a summary of a trainee’s progress, development and any areas of concern at two key points during professional teaching experience in the practice based modules. The first report should be completed at the end of Module 2 (Becoming a Subject Specialist Teacher followed by a final report at the end of Module 3 (Being a Subject Specialist Teacher).

The trainee should invite staff who have worked with them during their professional teaching experience (such as specialist mentors, tutors, observers, etc) to provide feedback on their performance in a range of competencies and how they are developing over the teaching module period. The form may be copied and completed individually by all staff who have worked with the trainee, or presented as a combined report. **You may wish to discuss your comments with the trainee and/or his/her personal tutor.**

The comments within the form will provide the trainee with evidence towards their Grading assessment process. Although professional teaching experience/placement staff are not required to grade individual trainees, they might wish to discuss the grading criteria with the trainee when completing this Teaching report.

**A copy of this form should be included in the relevant teaching file and submitted to the trainee’s PERSONAL TUTOR**.

|  |  |  |
| --- | --- | --- |
| **Name of trainee teacher** |  | **Form completed by:**  **Name:**  **Position:** |
|  |  |  |
| **Location of teaching professional experience** |  | **Dept./Section** |
|  |  |  |
| **Period of report (tick as appropriate):**  **Module 2 (first report)**  **Module 3 (final report)** |  | **Personal tutor** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Comments:**  Each section includes some prompts for guidance but please provide any relevant comments which you think are appropriate. | | | |
| Attendance  (tick as appropriate) | Excellent | Good | Poor |
| Punctuality  (tick as appropriate) | Excellent | Good | Poor |
| General progress and contribution to the department |  | | |
| Relationships with staff  *(Ability to work in a team, collaboration, use of initiative)* |  | | |
| Range of teaching experience undertaken to date *(courses, levels, modules, groups)* |  | | |
| Subject / Curriculum knowledge *(Is it relevant, appropriate and current?)* |  | | |
| Planning, organisation and time management |  | | |
| Use of a range of appropriate teaching techniques and resources *(including willingness to try different approaches)* |  | | |
| Interaction with students *(Ability to generate interest, manage and motivate students)* |  | | |
| Student assessment and record keeping *(Ability to assess student progress and maintain relevant records)* |  | | |
| Response to feedback *(including ability to seek and ask advice, action planning)* |  | | |
| Extra curricula activities and experience of wider tutor role *(attendance at meetings, events, activities outside timetabled sessions.)* |  | | |
| Key areas where trainee has shown progress and development |  | | |
| Key areas where trainee needs further experience |  | | |
| Any areas of concern |  | | |

|  |
| --- |
| **Main Recommendations and action points:** to help further the trainee's development.  *(It may be helpful to refer to Grading criteria and trainee’s action planning in their Personal Development Plan/e-portfolio)* |
|  |

Mentor YES ( ) NO ( ) [please tick]

Subject Specialist YES ( ) NO ( ) [please tick]

Other please specify YES ( ) NO ( ) [please tick]

**Signed Date**

This form is part of the trainee's claim that outcomes have been achieved. Your comments are much appreciated and will be helpful in the trainee’s progress and development planning. Thank you

# Appendix 4:Education and Training Foundation (ETF)

Professional Standards for Teachers and Trainers – England

As a professional teacher or trainer you should demonstrate commitment to the ETF standards in your professional practice.

## Professional values and attributes

Develop your own judgement of what works and does not work in your teaching and training

1. Reflect on what works best in your teaching and learning to meet the diverse needs of learners.

1. Evaluate and challenge your practice, values and beliefs.

1. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge.

1. Be creative and innovative in selecting and adapting strategies to help learners to learn.

1. Value and promote social and cultural diversity, equality of opportunity and inclusion.

1. Build positive and collaborative relationships with colleagues and learners.

## Professional knowledge and understanding

Develop deep and critically informed knowledge and understanding in theory and practice

1. Maintain and update knowledge of your subject and/or vocational area.

1. Maintain and update your knowledge of educational research to develop evidence-based practice.

1. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence.

1. Evaluate your practice with others and assess its impact on learning.

1. Manage and promote positive learner behaviour.

1. Understand the teaching and professional role and your responsibilities.

## Professional skills

Develop your expertise and skills to ensure the best outcomes for learners

1. Motivate and inspire learners to promote achievement and develop their skills to enable progression.

1. Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment.

1. Promote the benefits of technology and support learners in its use.

1. Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning.

1. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge.

1. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement.

1. Maintain and update your teaching and training expertise and vocational skills through collaboration with employers.

1. Contribute to organisational development and quality improvement through collaboration with others.