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1. INTRODUCTION

1.1 WELCOME

On behalf of the University, the Graduate School of Education and our Partnership Schools we offer you a warm welcome. We hope that you will find time with us both challenging and rewarding, and that you will take 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 that 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 members of the community.

Finally, the prime focus of all Initial Teacher Education programmes and courses, including yours, remains children. Compared with the rapid external changes to our courses, the individual needs, aspirations and responses of children 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

Rob Bowker

Primary PGCE Programme Director

on behalf of the Primary PGCE team

1.2 PROGRAMME AIMS

In planning the year, tutors have borne nine broad aims in mind. We seek to enable you to:

- develop and extend your knowledge and understanding of the primary school curriculum, effective pedagogies and assessment strategies
- develop knowledge and understanding of the teachers' roles and responsibilities in the light of the government's programme for change, as described in Every Child Matters
- achieve the standards necessary to qualify as a primary school teacher as identified in the Professional standards for Teachers, Qualified Teacher Status, September 2007
- develop knowledge and understanding of how children learn and develop, taking into account the relationship between pupil performance and well being
- understand how teaching can be planned to ensure progression and continuity across the curriculum areas and between phases
- provide advice and support to colleagues on curriculum content, pedagogy and assessment within a selected specialist subject or age-phase
- develop the skills of review, monitoring and evaluation, in order to contribute creatively and confidently as a new colleague in school, and to work successfully across multi-professional teams
- recognise the importance of continuing professional development to supporting critical thinking, reflective practice and informed decision-making
- develop the ability to teach with imagination, enthusiasm and courage, and respond creatively to change

1.3 STAFF LISTS

Key Personnel

Name	Title and Responsibility	Tel Ext (72)	EMAIL (@exeter.ac.uk)
Carol Evans	Head of Teacher Education <i>Responsible for all Teacher Education Programmes in the University</i>		c.a.evans
Rob Bowker	Primary PGCE Programme Director <i>Responsible for the Primary PGCE Programme</i>	4958	r.bowker
Gill Bivand Taylor	Primary PGCE Deputy Programme Director <i>Responsible for timetabling and School Based- Work</i>	4981	g.m.b.taylor
Jocelyn Sumner	Partnership Director <i>Responsible overall for all Partnership matters</i>	4717	j.a.sumner
Lisa Fripp	Initial Teacher Education Programme Manager <i>Responsible for administrative work related to ITE</i>	4868	l.m.fripp
Lynda King	Primary PGCE Partnership Coordinator <i>Responsible for Primary PGCE School-Based Work placements</i>	4842	l.c.king

Programme Tutors

Tutor	Course Taught	Room	Tel Ext. (72)	EMAIL (@exeter.ac.uk)
Alexandra Allan	Professional Studies (PS)	NC25	2881	A.J.Allan
Rob Bowker	Specialist /Curriculum Studies (CS) Science/ PS	BC118	4958	R.Bowker
Sue Chedzoy	Electives	BC206	4807	S.M.Chedzoy
Ros Fisher	Specialist English	BC204	4975	R.J.Fisher
Nick Givens	CS Design & Technology	BC123	4869	N.Givens
Emese Hall	Specialist / CS Art/ PS	HO108	4883	Emese.Hall
Sarah Hennessy	Specialist / CS Music	NC147	4858	S.J.E.Hennessy
Sue Jones	Professional Studies	BC102	4879	Susan.M.Jones
Judith Kleine-Staarman	ICT/ PS	NC116	2864	J.Kleine-Staarman
Martin Levinson	Professional Studies	NC135	4809	M.P.Levinson
Debi Lomax	Specialist / CS Maths	HO114	4980	D.Lomax
Fran Martin	Specialist Early Years/CS Hums/Prof Studies	BC109	4770	Fran.Martin
Alex Parks	EY/CS Science/ CS PE	SH101	4789	A.E.Parks
Jilly Phillips	CS Art	BC216	4771	jillyphillips234@gmail.com
Emma Pipe	EY Maths and English	HO114	4980	E.C.Pipe
Gill Bivand Taylor	Specialist/ CS Hums	BC102	4879	G.M.B.Taylor
Karen Walshe	CS (RE)	BC110	4983	K.S.J.Walshe
Dinah Warren	Specialist MFL	Ho115	4943	D.Warren
Anthony Wilson	Specialist/CS English/PS	BC205	4924	A.C.Wilson
Anita Wood	CS/ Specialist English/ PS	SH101	4789	A.C.Wood
Elizabeth Wood	Specialist Early Years/ PS	BC117	4753	E.A.Wood

Room Key: BC = Baring Court; SC = South Cloisters; RB = Richards Buildings
NC = North Cloisters; HO = Holnicote; SH = Staff house

All staff contact details are regularly updated at www.exeter.ac.uk/education/staff_profiles.php

1.4 PROGRAMME MODULES AND OVERVIEW

The Primary and Early Years PGCE Programme has five modules:

Module name	Code
Core Curriculum Studies 1 (Linguistic, Mathematical & Scientific Understanding)	ECS3001
Education & Professional Studies	EPSM000
School-based Work	ESB3003
Core Curriculum Studies 2(The Arts, Physical Education and Humanities)	ECS3002
Specialist Studies: One of -	
Specialist Art	EARM002
Specialist Early Years	ESYM001
Specialist English	EEDM009
Specialist Humanities	EHUM009
Specialist Mathematics	EMAM009
Specialist Modern Foreign Languages	EMLM008
Specialist Music	EMUM003
Specialist Science	ESCM004

The programme is structured over the year as follows:

Autumn Term	Preliminary School Experience (12 - 16 Sept)
	University-based course (19 Sept – 4 Nov)
	First Placement School: Autumn Experience (7 - 18 Nov)
	University-based course (21 Nov - 9 Dec)
Spring Term	First Placement School: Spring Experience (3 Jan - 10 Feb)
	University-based course (13 Feb - 23 March)
Summer Term	Second Placement School: Summer Experience (16 April – 29 June)

1.5 COURSE DIARY

	Partnership Liaison between University & Schools	Conferences between you and tutors/Mentors	Developing practice	Assessment Deadlines
AUTUMN TERM				
12 - 16 Sep	15 Sept Induction of new PSTs, Mentors and ITECs, Aut/Spring experience		Preliminary school – based experience	Pre-course Needs Analysis
University-based work				
REMEMBER TO BOOK YOUR SKILLS TESTS				
19 - 23 Sept			Induction, Hums Project, Spec	
26 - 30 Sept		Group tutorial - Action Plan 1	Curriculum Studies 1 (CS1), Spec, PS, PE/Dance, Hums, Music	Action Plan 1 DT Reflection on Humanities project. Bring hard copy for peer discussion in CS2 Humanities
3 - 7 Oct	Trainees' details to schools		CS1, Spec, PS, PE/Dance, Hums, Music	
10 - 14 Oct	11, 12, 13, Oct Development and Consultation mtgs for PSTs	Meet with Principal School Tutor	CS1, Spec, PS	FA Specialist reading Bring hard copy for peer discussion in session on Friday 14 Oct (or monitored on ELE)
17 - 21 Oct			CS1, Spec, PS, PE, Hums, Music	17 Oct: PS Assignment Part 1, to PS Tutors DT Developing your teaching of phonics Bring hard copy for peer discussion in CS1 English
24 - 28 Oct		Personal Tutorial Review Directed tasks Agree Formative Report 1	CS1, Spec, PS, PE/Dance, Hums, Music	DT Misconceptions in Mathematics Bring hard copy for peer discussion in CS1 Maths Formative Report 1 28 Oct
31 Oct - 4 Nov			CS1, Spec, PS, PE/Dance, Music	
First Placement School: Autumn Experience 7 – 18 Nov 2011				
7 - 11 Nov	Take FR1 into school to share	Trainee Induction Weekly Development mtg	School-based work & Prof Studies	School-based DTs and FAs (see section School-Based Work)
14 - 18 Nov		Supervisory Conference 1 Agree Formative Report 2 Weekly Development mtg	School-based work & Prof Studies	Formative Report 2 21 Nov 11
University-based work				
21 - 25 Nov		Group tutorial Review school experience and Directed Tasks	CS1, Spec, PS, PE/Dance, Hums, Music	FA: PS Assignment Part 2: 21 Nov, to PS Tutors; FA Spec Lit Review Hard copy to Personal Tutor for formative assessment on 25 Nov

21 - 25 Nov				DTs: Bring hard copy of SB DTs to Core Subject sessions for formative assessment or discussion
28 Nov – 2 Dec			CS1, PS, Spec, PE/Dance, Hums, Music	Term 1 DTs and critical reflection on them to PT 2 Dec
5 - 9 Dec	UVT support meeting	Meet University Visiting Tutor 9 December 12.30 p.m. Take copy of FR2	CS1, PS, Spec, PE/Dance, Electives, Hums, Music	
SPRING TERM				
First Placement School: Spring Experience 3 Jan – 10 Feb 2012				
3 - 6 Jan	Mentor Development and Consultation training	Weekly meeting	School-based work & Prof Studies	School-based DTs and FAs (see section School-Based Work)
9 - 13 Jan		Supervisory Conference 2 Agree Action Plan 2 UVT visit 1 Weekly Development mtg	School-based work & Prof Studies	16 Jan 2pm, PS Assignment Part 3 Action Plan 2 UVT report 1
16 - 20 Jan		UVT visit 1 Weekly Development mtg	School-based work & Prof Studies	UVT report 1
23 - 27 Jan		UVT visit 1 Weekly Development mtg	School-based work & Prof Studies	UVT report 1
30 Jan - 3 Feb	Area Moderation meetings	Weekly Development mtg	School-based work & Prof Studies	Give SEND task to SENCO, 3 Feb
6-10 Feb	Induction for new PSTs, Mentors and ITECs for Summer experience 7, 8, 9 Feb	Supervisory Conference 3 Agree Formative Report 3 Weekly Development mtg	School-based work & Prof Studies	Discuss SEND task with SENCO Discuss DT Planning for Learning in Science with PST Formative Report 3 10 Feb
University-based work				
13 - 17 Feb		Personal tutorials to agree Action Plan 3	Seminar Day 13 Feb Spec, PS, Electives, Art, PE, Mus, Elec	AFL task for discussion on SD1, 13 Feb DTs: Take hard copy to SD and Core Subject sessions for discussion as required Complete Action Plan 3
20 - 24 Feb			Spec, PS, Art, PE, Mus, Elec, Spec	Term 2 DTs and critical reflection on them: hard copy submission to personal tutors on Friday 24 Feb
27 Feb - 2 Mar			Arts Week	Elective Directed task – bring hard copy for discussion to Elective session on Mon 5 March
5 - 9 Mar	Development and Consultation meetings for PSTs 6, 7, 8 Mar. 9 Mar Prelim visit to 2 Placement School	Induction with ITEC/ Mentor/Principal School Tutor	CS1, PS, PE, Art, Mus, Elec	

12 - 16 Mar	13 - 22 March Area management meetings for ITE Coordinators UVT support meeting Fri 16 Mar	Meet University Visiting Tutor Fri 16 Mar		
19 -23 Mar			Specialist week	
SUMMER TERM				
Second Placement School: Summer Experience 16 April - 28 June 2012				
16 - 20 Apr		Induction Weekly Development mtg	School-based work & Prof Studies	School-Based DTs (see section School- Based Work) 20 April 2 pm Spec Assignment
23 - 27 Apr		Supervisory Conference 4 Review of Action Plan 3 Agree Action Plan 4 UVT visit 2 Weekly Development mtg	School-based work & Prof Studies	Action Plan 4 UVT report 2
30 Apr - 4 May		UVT visit 2 Weekly Development mtg	School-based work & Prof Studies	UVT report 2
7 - 11 May 7/05/12 = BH		Weekly Development mtg	School-based work & Prof Studies	
14 - 18 May		UVT visit 3 Supervisory Conference 5 Agree Formative Report 4 and Action Plan 5 Weekly Development mtg	Seminar Day 18 May School-based work & Prof Studies	UVT report 3 DTs: Bring hard copy of all DTs for peer discussion on Seminar Day 2 Submit critical reflection of DTs to Personal Tutor
21 - 25 May	Formative Report 4 by 25 May Cause for Concern Letter by 25 May	Weekly Development mtg UVT visit 3	School-based work & Prof Studies	Formative Report 4 25 May Action Plan 5 UVT report 3
28 May - 1 June	Arrange External Examiner visits if requested	Weekly Development mtg	School-based work & Prof Studies	
Half term 4 - 8 June 2012				
11 - 15 June		Supervisory Conference 6 Final Summative Report Weekly Development mtg	School-based work & Prof Studies	Complete all TDA skills tests by 5pm on 12 June Final Summative Report 15 June
18 - 22 June		CEAP meeting Weekly Development mtg	School-based work & Prof Studies	Email CEDP to Personal Tutor
25 - 29 June	External Examiner visits 26 and 27 June	Personal Tutorial CEDP	School-based work & Prof Studies Seminar Day 29 June	Bring 2 copies of CEDP for SL to sign on Seminar Day June

2. PROFESSIONAL LEARNING

2.1 Becoming a teacher

The journey of becoming a teacher begins formally during your PGCE training programme. During the course of this year you are going to face challenges which will test all of your resources and faculties. We design our course on the premise that every trainee is unique and will respond to different demands in different ways. What we expect of all trainees, however individual, is engagement with all aspects of the course in such a manner that will maximise the opportunity of personal and professional development that this programme offers you. Some of the challenges you face will be new to you (e.g. lesson observations, behaviour management); and some will be more subtle (how to engage with and work alongside colleagues).

2.2 Developing your skills as a professional learner.

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. Although this is focussed on School Based work it is equally applicable in University Tutorial sessions.

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 you 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

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?

2.3 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 QTS 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, again focussed on school based work but equally appropriate for the university course.

Creating the right impression:

- Arrive on your first day at school dressed 'as if for interview', then assess the school's dress code for future reference. Always avoid 'lowcut' 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). 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 Racial 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, but as many are being 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&s_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 be proactive in discussing it 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. Indeed 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.

2.3.1 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 'Where do I go to find out about?' 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 QTS Standards regarding *Professional Attributes* 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.

For further information about the role of the trainee teacher, please see the roles and responsibilities specifically regarding school based work on page 19

2.4 Safeguarding: Safety in Schools and Child Protection

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 judgment 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

- The QTS standards 1-9 offer some useful guidelines, as well as requiring evidence of professional attributes.
- The Code of Conduct, originally devised by the GTC, also sets out professional expectations. We recommend that you read it in full (www.gtce.org.uk/teachers/thecode/) but in summary it states:
 - Registered teachers: (and you are provisionally registered)
 - put the well-being, development and progress of children and young people first
 - take responsibility for maintaining the quality of their teaching practice
 - help children and young people to become confident and successful learners
 - demonstrate respect for diversity and promote equality
 - strive to establish productive partnerships with parents and carers
 - work as part of a whole-school team
 - cooperate with other professional colleagues
 - demonstrate honesty and integrity and uphold public trust and confidence in the teaching profession.
- 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.

Alone with classes

Safety regulations require a teacher who would normally be qualified to teach the following lessons 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.

When teaching 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. Trainees should not be left with sole responsibility for a group of children. This includes the supervision of children in out of school visits.

Using your car to transport pupils

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

2.5 Attendance and Absence

In order to qualify for the award of the PGCE certificate, it is necessary for you to attend and contribute to all parts of the programme including Specialist, Core and Professional Studies 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. Please note that the half terms in the Autumn, Spring and Summer terms are part of the course, not vacation, and these weeks should be dedicated to University work.

2.5.1 Attendance Monitoring

Students' attention is drawn to the attendance section of the University's Regulations as contained in the Calendar (www.exeter.ac.uk/calendar). All students 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, 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.

You are entitled to leave of absence for interviews, for hospital or doctor's appointments, and to attend the funerals of close family. You do not need to request permission for these. You must inform the lecturer for any teaching sessions you will miss from the University course. During school-based work you must inform your ITE Coordinator and your UVT. As is professional practice you are expected to try to arrange medical appointments outside school hours where possible and **to take the minimum time required for attending interviews**, especially where pre-interview visits are involved. If the school feels that you are having excess time out at interview it may call into question your ability to meet the Standards consistently. In such a situation the school will advise you to concentrate on meeting the Standards rather than on securing a job.

Early teaching contracts and NQT induction activities:

As a general rule no absence can be sanctioned in the final week of term in July as 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 as your commitment to your PGCE training is a priority and you are in receipt of a TDA training bursary until the end of the PGCE course. This includes any requests for leave of absence for the final Seminar Day.

2.5.2 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.

Attendance at the following will be considered:

- An 'Induction Day' in school when all new staff are meeting on the same day.
- Activities that involve meeting the group of children you will be teaching as an NQT, including reception activities or parents' meetings

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

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

- Absence from University-based work requires the permission of the Head of ITE
- 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/ and follow the 'Handbooks, Reports and Documents' link.

The form must be completed to request any intended absence other than the entitlements 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) from the ITE Coordinator's email address which will be accepted in lieu of signatures.

2.5.3 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).

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

- inform your placement school
- inform the Student Information Office (01392 724837) or 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.

2.5.4 Absence due to illness

The table overleaf summarises details of procedures to be followed in the case of **absence through illness**. Copies of the *Self-Certification of Absence* forms can be downloaded from the web at <http://www.education.ex.ac.uk/pages.php?id=343>

Number of working days absent	What to do
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.

2.5.5 Extended absence:

If you accumulate **more than 10 days' absence**, this may raise concerns about your personal welfare, your ability to meet the professional requirements of the programme and your ability to achieve the Standards for the Award of QTS. It is important that you are aware that extended absence for illness or for personal reasons may lead to an inability to meet the Standards for the Award of QTS by the end of the course, and would therefore lead to a Fail result. Therefore, if you accumulate more than 10 days' absence on your attendance record, it becomes important to address the situation. Accordingly, a Cause for Concern letter may be issued by your personal tutor (if during the University taught course) or by the ITE Coordinator/Mentor (if during school-based work), who will discuss the situation with you. If there are any doubts about your ability to complete the programme satisfactorily, a Review Meeting will be arranged with the Programme Director.

2.5.6 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. You are required to be in school for the dates publicised even if they do not coincide with University of Exeter term dates. If you arrange with the ITE Coordinator to remain in school outside of these dates then the school is responsible for your insurance and CRB disclosure.

2.6 Withdrawal from the Programme

If you feel unable to continue your PGCE, for whatever reason, you are strongly recommended to discuss this with your Personal Tutor or UVT before making a decision. It might also be appropriate to discuss it with a school-based Mentor if you are contemplating this decision during a school-based placement. We can help you 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 near the beginning of each term 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 Student Fees on 01392 723432.

Should you decide that withdrawal is the best option for you, then 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 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 the withdrawal form has been completed it is not possible to recommence the course.

2.7 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 department on 01392 723432.

The decision to allow an interruption is made by the Head of ITE, 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 ITE 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 ITE 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 an 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 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 ITE. The only exception to this is if there has been a lengthy delay in submitting the Interruption Request form to the Head of ITE, 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, except 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 Interruption/Withdrawal paperwork in a timely fashion so that the financial implications 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/>).

2.8 FITNESS TO PRACTICE / 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 Practice 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 ITE 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 Practice may lead to the termination of your training.

The University has devised clear Fitness to Practice 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 ITE 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 (http://www.tda.gov.uk/upload/resources/pdf/a/able_to_teach.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.

2.9 Programme Evaluation and Quality Assurance

Evaluation

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

End of Spring Term Taught Course Evaluation
School-based Work Evaluation – Autumn/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.

The responses gathered from the various evaluations are collated and fed back to tutors, the Programme Director, Head of ITE and the Partnership Director to inform and improve the services and processes relating to the Primary 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 Primary PGCE Staff/Student Liaison Committee (SSLC) consists of trainee representatives from all Primary PGCE subjects along with staff representatives from the Primary programme, the Library and the Partnership Office. The Committee meets 4 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 Primary PGCE Management Committee and Feedback from the SSLC appear as a standing agenda item at each of the termly Management Committee meetings.

2.9.1 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 a formal complaints procedure is in existence across the University and that if a trainee wishes to pursue a complaint, this procedure should be followed.

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:

First, **tell the member of staff involved** about your concerns. This should always be the first step and it will normally solve the problem.

If, having raised the matter with the member of staff concerned, you consider the response inadequate, normally you should approach the Primary 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.

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.

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

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.

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

Please note: This is a post-graduate course where all trainees are adults responsible 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, para 7.6 in the complaints procedure above details who is appropriate.

2.10 ETHICS FOR SCHOOL-BASED DIRECTED TASKS & 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 the Professional Studies task 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 may carry out for a specialist 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.

2.11 DATA PROTECTION

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. 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.

3. THE EXETER MODEL OF TEACHER EDUCATION

The Exeter Model of Teacher Education

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 is given in section 5.

3.1 Phases of Development

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

Anticipating Practice

This phase relates to the period starting with the subject knowledge audits and initial needs analysis, pre-course tasks and preliminary experience and the start of the training programme. At this stage, you will be principally engaged in induction, observation, and familiarization with school processes and practices.

Beginning Practice

In this phase you work alongside teachers, continuing to observe teaching but beginning to teach episodes. At this stage you follow the planning and teaching of the class teacher, but will be expected to plan for your own teaching episodes.

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. With some lessons, this may involve continued team teaching or the class teacher teaching an episode from your lesson plan, as a demonstration.

Developing Independence

At this stage, you are leading the teaching 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 and Extension

At this stage, you have met the *Standards for the Award of QTS*. Your focus will be either on developing your competences in these standards to a higher level, or on negotiating opportunities for enrichment through alternative educational activities. Not all trainees will reach this phase during their PGCE programme.

Anticipating Practice (Formative Report 1)

Professional Attributes (Q2,6,7a) in the *Anticipating Practice* phase will be evidenced through engagement with all aspects of the university taught course, by being punctual for all university commitments and following stated procedures for absence, and through completion on time of pre-course tasks, preliminary experience tasks, directed study tasks and formal assignments (Q2). The trainee will have demonstrated a positive attitude and an ability to form relationships (Q2) and work collaboratively with peers (Q6). The trainee will have shown a commitment to their own professional development by demonstrating high standards of personal organisation in maintaining their University file and IDP efficiently (Q7a).

Professional Knowledge and Understanding (Q14,16,18) in the *Anticipating Practice* phase will be evidenced through commitment to developing subject knowledge through Action Plans in teaching episodes, through active participation in university lectures and seminars, and through evidence of independent academic reading (Q14). The trainee will understand how children and young people develop and the significance of social, religious, ethnic, cultural and linguistic influences on development (Q18). The trainee will have registered for, completed practice material and attempted all three of the TDA online skills tests (Q16).

Opportunities for demonstrating **Professional Skills (Q22,23,25a,29,32)** in the *Anticipating Practice* phase will be limited, but may be evidenced through peer teaching or directed study tasks (Q22,23,25a,29). The trainee will have shown a willingness to collaborate and work with peers to complete tasks and activities (Q32).

Beginning Practice (Formative Report 2)

In the *Beginning Practice* phase trainees should continue to demonstrate the expectations of the *Anticipating Practice* phase.

Professional Attributes (Q2,6,7a) in the *Beginning Practice* phase will be evidenced through engagement with the first school placement, by being punctual and following stated procedures for absence, and through completion on time of all required tasks and activities (Q2). The trainee will have demonstrated a positive attitude and an ability to form relationships (Q2) and work collaboratively with school teachers, through shared planning and teaching of episodes, and attendance at departmental or school meetings (Q6). The trainee will have shown a commitment to their own professional development by maintaining their IDP efficiently and by reflecting on teaching episodes and agendas (Q7a).

Professional Knowledge and Understanding (Q14,15) in the *Beginning Practice* phase will be evidenced through sound subject knowledge in teaching episodes, and appropriate choices of activities and tasks, with support from the class teacher (Q14). The trainee will have some understanding of curricula, syllabuses and frameworks (Q15).

Professional Skills (Q22,25a,25d,30) in the *Beginning Practice* phase will be characterised by managing early experiences of planning and teaching (Q25d). The trainee will have planned and taught episodes in some lessons, and demonstrated an initial understanding of learning objectives (Q22), structuring teaching episodes, selecting resources and beginning to establish a purposeful learning environment (Q25a,25d,30). These first experiences of teaching will be evidenced in a teaching file with class lists, prior assessment and SEN data, episode plans and resources, annotated agendas and in feedback from observing teachers and other colleagues.

Consolidating Practice (Formative Report 3)

In the *Consolidating Practice* phase trainees should continue to demonstrate the expectations of the previous phases

Professional Attributes (Q2,3,4,5,7,9) in the *Consolidating Practice* phase will be evidenced through having high professional expectations (Q2), following the policies and practices of the placement school (Q3b), developing awareness of the professional duties of teachers (Q3a) and maintaining high standards of personal organisation (Q2). The trainee will be able to communicate effectively with young people, school colleagues, and parents or carers (Q4), and recognise the contribution they can make to their development, wellbeing and attainment of learners (Q5). By using the Exeter Model, trainees will have evaluated and reflected on their practice (Q7) and have demonstrated an ability to act upon advice and feedback (Q9).

Professional Knowledge and Understanding (Q10,11,12,14,15,16,17,21) in the *Consolidating Practice* phase will be evidenced through use of an increasing range of strategies for teaching, learning and behaviour management (Q10). The trainee will have had some experience of formative assessment (Q12) and will know the assessment requirements for the relevant subjects/phase (Q11). The trainee will have a secure knowledge and understanding of their subject/curriculum areas across the ability and age ranges available (Q14) and will have a clear understanding of appropriate curricula, syllabuses, frameworks and initiatives (Q15). Through school training, the trainee will understand Child Protection issues (Q21a), will have met with the SENCO and will know how vulnerable students are identified and referred to colleagues for specialist support (Q21b). The trainee will have attempted all three of the TDA skills tests (Q16) and know how to use their skills in literacy, numeracy and ICT to support their teaching and wider professional role (Q17).

Professional Skills (Q22,23,24,25,31) in the *Consolidating Practice* phase will be demonstrated through planning and teaching lessons and sequences of lessons using a range of teaching strategies and resources (Q25a), based on awareness of learners' prior knowledge (Q25b). Trainees will demonstrate secure subject/curriculum knowledge in planning for progression and designing effective learning sequences (Q22). They will take account of diversity in their planning and promote equality and inclusion in lessons where opportunities arise (Q25a). Trainees will use e-learning approaches where appropriate opportunities arise (Q25a). They will evaluate the impact of their teaching (Q29). The trainee's teaching will develop pupils' conceptual understanding through appropriate explanations, questioning and discussion (Q25b,c); they will use an appropriate balance of individual, pair, group and whole class work (Q25d), and plan for and set homework where appropriate (Q24). Trainees will have designed opportunities for learners to develop their literacy, numeracy and ICT skills (Q23). They will have established a clear framework for discipline which is generally effective (Q31).

Developing Independence (Formative Report 4)

In the *Developing Independence* phase trainees should continue to demonstrate the expectations of the previous phases and **achievement of this phase means achievement of the *Standards for the Award of QTS*.**

Professional Attributes (Q1,2,4,8) in the *Developing Independence* phase will be evidenced through maintaining high professional expectations, demonstrated in efficient personal organisation and time-keeping and contributions to the school as a community (Q2), and high expectations of the learners they teach (Q1). The trainee will recognise and the importance of effective communication with parents and carers (Q4). A willingness to adapt and innovate will be evident both in teaching and in the contribution to the school community (Q8).

Professional Knowledge and Understanding (Q10,11,13,14,15,16,19,20) in the *Developing Independence* phase will be demonstrated through planning, teaching and assessing for classes in all

relevant key stages (Q10,11), and will be underpinned by good subject and pedagogic knowledge (Q14) and a secure knowledge of all relevant curricula, frameworks and initiatives (Q15). The trainee will know how to provide support for vulnerable pupils, or those with special needs or EAL (Q19,20). The trainee will know how to personalise learning and provide opportunities for all learners to achieve their potential (Q10). The trainee will understand how data can be used to inform planning for learning, to evaluate the effectiveness of their teaching, to monitor progress of those they teach and to raise levels of attainment (Q13). S/he will be familiar with the summative assessment demands of the relevant curriculum and/or examination syllabuses (Q11). The trainee will have passed the QTS Skills Tests (Q16).

Professional Skills (Q22,23,24,25,26,27,28,31,32,33) in the Developing Independence phase will be evidenced by medium term planning and teaching (Q22) which shows evidence of personalised learning, taking account of diversity and equality (Q25a). In the classroom, a clear framework for behaviour management (Q31) will permit high quality interactions will build on prior knowledge (Q25b) and support pupils' reflections on their learning (Q28). The trainee will make appropriate use of e-learning (Q25a), develop pupils' conceptual understanding through effective explanations, questioning and discussion (Q25b,c); they will use a range of individual, group and whole class work as appropriate within the lesson or sequence of lessons (Q25d) and will design opportunities for developing pupils' literacy, numeracy and ICT (Q23), and for out-of-school learning experiences (Q24). The trainee will work constructively as a team member (Q32) and will ensure the appropriate involvement of other adults in the classroom (Q33). The trainee will have evidence of using a range of assessment practices, will have established an effective monitoring and record-keeping system (Q26a) and will have evidence of providing appropriate feedback (Q27). They will have evidence of using assessment outcomes to set challenging learning objectives (Q26b)

Enrichment and Extension

In the Enrichment and Extension phase there will be evidence of the trainee moving beyond the threshold of the Standards for the Award of QTS.

Professional Attributes in the Enrichment and Extension phase will be evidenced through demonstration of high levels of independence in identifying priorities for professional development and a willingness to be creative and innovative.

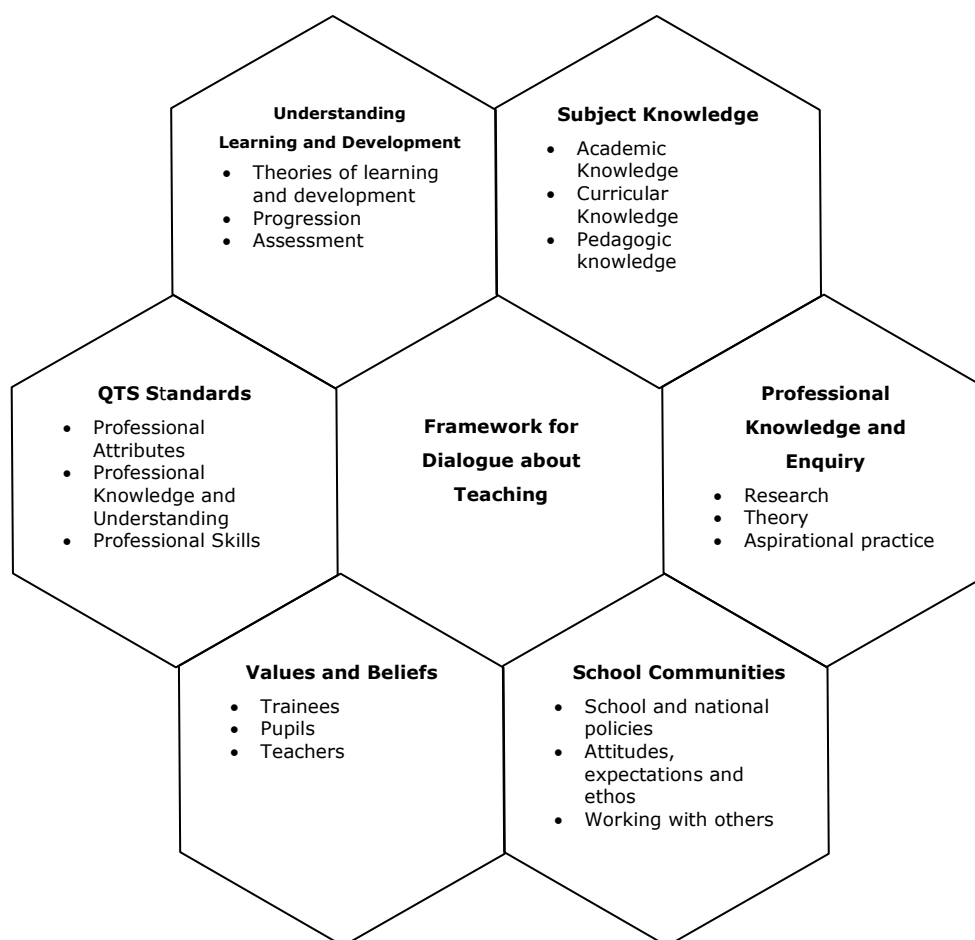
Professional Knowledge and Understanding in the Enrichment and Extension phase will be demonstrated through a commitment to broadening and deepening professional knowledge and understanding through enquiry, independent reading and research.

Professional Skills in the Enrichment and Extension phase will be evidenced by full engagement with identifying and developing aspects of professional practice which would benefit from further attention. It will also be evidenced by critical evaluation and reflection on professional practice with reference to professional or academic education literature and/or theoretical frameworks.

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 these phases of development is always to ensure that you are on a developmental trajectory, seeking to gain confidence and making progress towards the next phase. The Formative Reports make use of 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.

3.2 Framework for Dialogue about Teaching

At the heart of this process 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. (A larger version of this diagram is available on the back cover of this handbook)



FRAMEWORK FOR DIALOGUE ABOUT TEACHING

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

QTS Standards

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

Professional attributes - understanding how to be a professional and the requirements of professional behaviour

Professional knowledge and understanding - having appropriate intellectual knowledge and understanding to be a critical, competent and informed teacher

Professional skills - having appropriate teaching and interpersonal skills, both in the classroom and as a colleague within the school community

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

Using the Framework for Dialogue about Teaching

The Framework for Dialogue about Teaching should be used:

- in the discussions about demonstrations by school tutors
- in the evaluation of Agendas and lessons
- in discussions with the Principal School Tutor in Weekly Development Meetings
- in discussions with the Mentor in Supervisory Conferences
- in discussions with the University Visiting Tutor

We hope you will also use it to inform your own independent critical reflection and to identify areas which need development, either through practice or through further reading.

3.3 Demonstrations

A demonstration is a planned-for modelling of good practice. The focus for a demonstration is selected from the Learning Focuses for Agendas, or a focus specifically related to your training needs, and

should be identified in the Weekly Development Meeting. 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 are a variety of ways to achieve the same goals. Alternatively, it might be one demonstration of a particular focus. In the later phases of your training, the demonstration might involve the class teacher demonstrating a particular focus by taking an appropriate episode from your lesson plan. The central feature of a demonstration is that it is planned and both the trainee and the teacher are clear about the learning focus for the demonstration. It is more than haphazard observation. You should make notes during the demonstration, keeping in mind the learning focus, and using the Framework for Dialogue about Teaching to prompt your thinking about what you are seeing.

3.4 Observations of your teaching

At least once a week, you will be given written feedback on your teaching by observing tutors, using the Lesson Observation Form. The observer may also use the Lesson Observation Notes proforma. Some trainees find it useful to use the same observation form for recording their own observations of other teachers. The form can be found online at:

<http://www.education.exeter.ac.uk/pages.php?id=344>

3.5 Agendas

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

It is important to note that **an Agenda is not the same as a lesson plan**. The Agenda focuses on **what you will learn** rather than what pupils will learn; 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 learning 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 School Tutor should identify appropriate Agenda focuses for the coming week from the list of Learning Focuses for Agendas at the back of this handbook (see Section 13). You can also, with support from your Principal Tutor, generate your own Agenda focuses which relate specifically to your training needs. The Agenda form can be found online at <http://education.exeter.ac.uk/pages.php?id=344>

You should prepare, teach and evaluate **two Agendas** per week.

To prepare an Agenda:

First, write your episode or lesson plan, outlining what pupils will learn and do.

Write the focus for your Agenda in the appropriate box at the top of the Agenda form, including the QTS reference number (the list of Agenda Focuses in section 13 will give you some ideas if you are not sure).

On the left-hand side of the form, note down clearly and carefully your intentions 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

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. You now have an annotated Agenda. 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 Agenda evaluation.

Evaluating your 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* (see section 2.2).

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** this happened. Try to relate this to what you have learned about theories of teaching and learning. For example, if your Agenda focus was 'employing interactive teaching methods', you might reflect on how well the pupils engaged with their learning? How did you know this? Was their engagement because you transmitted your own enthusiasm and interest in the topic to them? Was it because you deployed tactics specifically derived from literature on interaction? What were the levels of participation in interaction? Did you follow your Agenda plan? Finally, what effect do you think that your actions had on your pupils' learning?

The quality of your critical reflection is important and each evaluation should be thorough and detailed. You should structure your evaluation around the following three headings:

Description: describe briefly what happened in the teaching episode relative to your Agenda focus.

Explanation: explain why you think things happened the way they did; here you might find it helpful to use the *Framework for Dialogue about Teaching*. Was, for example, anything that occurred related to your subject knowledge or to the values and beliefs of pupils? How did your teaching affect the children's learning and what evidence do you have to support this?

Reformulation: express what you have learned from this teaching episode and set a target for future teaching.

3.5.1 SUGGESTED LEARNING FOCUSES FOR AGENDAS

Agenda focuses are designed as a bank of learning focuses from which trainees and PSTs select according to individual learning needs. 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.

Managing the Learning Environment Q30

Managing distribution, use and collection of resources
 Managing movement into groups
 Managing transitions between lesson activities
 Managing timing
 Managing pace
 Managing out-of-classroom learning spaces
 Addressing health and safety issues
 Setting homework

Behaviour Management Q31

Operating established procedures for starting and ending lessons
 Gaining and holding whole class attention
 Creating positive relationships
 Establishing a constructive and purposeful learning environment
 Managing learners' behaviour constructively
 Dealing with low-level disruptions
 Dealing with confrontational situations
 Using voice constructively
 Developing an assertive presence
 Promoting self-control and independence

Monitoring and Assessment Q26/27/28

Assessing learning needs during teaching through questioning, observation or plenaries
 Monitoring learning during lessons
 Giving constructive oral feedback
 Evaluating learners' progress towards planned learning objectives
 Involving learners in reflecting on their own learning
 Supporting learners in setting targets for improvement
 Creating effective contexts for peer and self-assessment

Creativity: Q8

Being flexible and adaptable
 Making cross-curricular connections

Communication and Interaction: Q25a;b;c;d

Employing interactive teaching methods
 Using initial episode to set the learning context for the lesson
 Giving clear task instructions
 Giving clear explanations of concepts and ideas
 Managing whole class discussion
 Using questioning effectively
 Using appropriate language
 Building on prior knowledge
 Generating high levels of participation
 Listening to learners' answers and responding appropriately
 Making learning objectives clear to learners
 Managing collaborative group work
 Motivating reluctant learners

Personalised Learning: Meeting Individual Needs Q19

Differentiating by task or resource for different learning needs
 Differentiating by task or resource for children with EAL
 Differentiating for diversity of interests and experiences
 Differentiating to meet the multiple and diverse needs in a class
 Differentiating for children with SEN/IEPs
 Differentiating to set appropriately challenging work for the gifted and talented
 Encouraging learner reflection
 Promoting independent learning

Use of other adults in the classroom Q32/Q33/Q20

Managing the work of teacher assistants during whole class input
 Managing the work of teacher assistants during individual/pair/group work
 Working constructively with other adults in the classroom

Using ICT for learning Q17

Using ICT to create interactive teaching environments
 Using ICT to support explanations
 Supporting learners in using ICT in a classroom setting
 Managing use of ICT in a computer suite

Agendas in the Developing Independence Phase

In the Developing Independence phase, you will need to alter the way 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 you gather to inform your critical evaluation.

Select a **theme** from the Agenda focuses: not one of the bullet points but one of the sub-headings (eg Personalised Learning; Communication and Interaction; Managing the Learning Environment)

This **theme** then becomes the focus of your attention for two weeks and will involve:

- Preparing two Agendas each week in different classes/curriculum subjects which address that theme
- One focused observation each week in which a teacher observes you teaching with that theme as the focus
- Academic reading of research evidence on the selected theme
- Demonstrations by other teachers on that theme

Instead of evaluating each Agenda, you write one synoptic evaluation at the end of the two weeks, drawing on all the information - Agenda annotations, lesson observations, demonstrations and reading. The evaluation should follow the usual structure for Agenda evaluations, but the Explanation and Reformulation sections should be the principal focus of your attention, and should make reference to your academic reading. As there is only one evaluation per two weeks, we would expect this evaluation to be longer than the bi-weekly evaluations.

3.6 Weekly Development Meetings

In addition to regular daily contact, you will meet with your Principle School Tutor once a week to discuss progress and planning ahead. The weekly meetings are dedicated, timetabled time of approximately one hour in which you and your Principal School Tutor:

- 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 using the *Framework for Dialogue about Teaching*
- discuss your progress in relation to your practice and include subject specific contexts where appropriate
- identify weekly targets that focus on an aspect of your practice
- decide which episode/lesson will be the subject of the written observation 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

3.7 Supervisory Conferences

Your Mentor will meet with you for scheduled supervisory conferences during your placements (each of at least one hour) to assist you in your reflective development; the ability to think explicitly about and reflect upon your teaching. The Supervisory Conference will be used to:

- discuss one or more Agendas and their evaluations using the *Framework for Dialogue about Teaching*
- review progress by looking at the Weekly Development Meeting Records
- review targets from previous Action Plans or needs identified in Formative Reports
- set new Action Plan or
- prior to completing Formative Reports, discuss your Reflection on Achievement and Progress
- draft the CEAP in the final Supervisory Conference.

These are in-depth discussions involving you and your Mentor. You will submit to your Mentor, **at least 24 hours in advance**, written evidence in the form of two annotated Agendas together with the lesson plans and other relevant materials, and your own evaluation. The 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 realise the steps which need to be taken to progress. The Mentor will model the process of critical reflection through using the *Framework for Dialogue about Teaching*. The Mentor will also want to discuss your Teaching File/s and Individual Development Portfolio which you should have with you, completed fully up to date.

A useful framework for 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 Formative Report 2, 3 and 4, you will be asked to **describe** your achievement against the Profile for that phase.

EXPLANATION - What does this mean?

You **explain and justify** what you did in the Agendas under discussion, in relation to the *Framework for Dialogue about Teaching*.

In the Supervisory Conferences preceding Formative Report 2, 3 and 4, you explain and justify your self-evaluation, offering evidence for your arguments.

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 what 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 *Framework for Dialogue about Teaching*. Together at the end of the Supervisory Conference, you set targets for improvement in an Action Plan or identify needs in a Formative Report.

4. ASSESSMENT

4.1 Introduction

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 *QTS Standards* 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 *QTS Standards*
- Successful completion of the TDA Numeracy, Literacy and ICT tests
- Attendance at all elements of the programme

Assessment of your achievement of the *QTS 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 QTS Standards (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 GTC (E) for the award of QTS. (This is correct at time of going to press but the transfer of responsibilities from the GTC to the Department for Education in April 2012 may change the procedure, although not the outcome)

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 General Teaching Council for QTS and are therefore able to teach, but have not gained the academic award of the PGCE.

4.2 Written Assignments: General Information

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

- All written assignments throughout the year contribute to the award of a PASS grade.
- 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.

Submission Dates

Professional studies assignment part 1: Online submissions plus 1,000 word reflection on what has been learnt from taking part in the online discussion. To be submitted to your professional studies tutor in session on **17 October 2011**. Formative feedback will be given.

Professional studies assignment part 2: Classroom Interaction Observation task 500 word analysis and reflection to be submitted to your professional studies tutor in session on **21 November 2011**. Formative feedback will be given.

Professional studies assignment part 3: Written assignment submitted to the Student Information Office by **2 pm, 16 January 2012**. 4,000 words.

Specialist assignment: Assignment submitted to Student Information Office by **2 pm 20 April 2012** (details of this assignment will be given to you by your tutor at the beginning of the programme).

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
Professional Studies Part 3	Seminar Day 1 (Monday 13th February 2012)
Specialist Assignment	Seminar Day 2 (Friday 18th May 2012)

4.2.1 Handing in assignments

All assignments must be submitted to the Student Information Office, by **2 pm on the deadline date**; however before you submit your 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. For information on what you have to do to successfully submit your coursework please log on to the Exeter Learning Environment (ELE) (<http://ele.exeter.ac.uk/>) and go to PGCE Primary and Secondary Core Documents.

Please note: In some cases, the nature of the assignment will require alternative submission arrangements (e.g. Humanities Resources). You will be given information about how to hand in this work by your University subject tutor.

4.2.2 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), 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 2 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 Practice procedures being implemented. These procedures are referred to on page 25 of this handbook.

Word length for assignments

Different assessments have different word lengths specified for them; it is important that students keep to the word length specified for each assessment on the following grounds:

- to encourage succinct and clear writing by students.
- to ensure equity between all the students doing that particular assessment

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 itself be penalised 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 clearly 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.

4.2.3 Plagiarism

You could face a possible charge of plagiarism (i.e. substantial use of another's work without acknowledgement) if you do not acknowledge sources meticulously in the preparation of 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 are 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 punished. 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 outlined below.

4.2.4 The Harvard Method of Bibliographic Referencing

When you are writing academic assignments, it is important to pay attention to correct and consistent referencing of your reading. There are several methods of referencing, but the one adopted by the Primary PGCE Programme is known as the 'Harvard' method.

How To Provide Correct References

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:

Boustead, 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)

Bibliography

With the Harvard method of referencing, footnotes are not used. Any book, article or website referred to in your assignments should be referenced in the bibliography.

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.

4.3 PGCE Generic Assessment Criteria

The University of Exeter Masters level generic assessment criteria are shown below. Subject tutors will provide further detailed subject-specific marking criteria with the assignment details for each assignment.

70% and above	Distinction	Work of exceptional standard reflecting outstanding knowledge of material and critical ability.
60-69%	Merit	Work with a well-defined focus, reflecting a good working knowledge of material and good level of competence in its critical assessment.
50-59%	Pass	Work demonstrating adequate working knowledge of material and evidence of some analysis.
40-49% 39% and below	Fail	Limited knowledge of core material and limited critical ability. Lacking in basic knowledge and critical ability.

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 satisfactory standard and **one** opportunity for resubmission will be allowed. The revised mark will be capped at 50%.

You can choose to resubmit a failed assignment 'in year' (i.e. before the final exam board in July). Alternatively, you may opt to go to the exam board with the fail mark. 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).

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).

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

A sample of assignments 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.

4.4 Working at masters level: guidance for trainees

The Professional Studies and the Specialist Studies modules are assessed formally at Post Graduate Master's level through written assignments and contribute to the award of a PASS grade.

You may find the following texts useful for reference:

Denby, N. et al (2008), Master's Level Study in Education: A guide to success for PGCE students. Maidenhead: Open University Press.

Sewell. K. (ed.), (2008) Doing your PGCE at M-Level: A guide for students. London: Sage.

Working at masters' level: understanding the assessment criteria

The assessment criteria are intended to help you to think about what it means to be working at Master's level, in terms of the quality and content of your work. You should aim to plan and organise your assignments with these criteria in mind. Try to compare the quality of your own work to that of other students, and to assess the quality of each other's work. Giving and receiving constructive criticism is an important part of your development as teachers and as 'M level' students.

You should draft and edit your assignments before you submit them for formative and summative assessments. Even the most experienced academic writers produce drafts, then refine and edit their work, sometimes with the help of colleagues and critical friends. These processes are essential to checking and refining your work, and will enable you to submit an assignment that meets the criteria for presentation as well as content. (Bear in mind that marks can be lost through poor presentation, inaccurate referencing, and inadequate proof reading).

When you receive feedback from your tutors, reflect on how the comments relate to your work, and again, compare with other students.

Some of the activities suggested below will help you to think critically and constructively about your work, and about achieving M level.

Activities leading to Improvement

For each module at M level, you need to consider the specific assessment criteria that will be used. Use these criteria to think about what it means to be a good or excellent Masters' level student. How does the quality of your work compare to the work you did at UG degree level, in terms of breadth and depth? What does being 'critical' mean at Masters' level? Find an assignment you did at degree

level (if you still have one) and assess it in the light of the M level criteria: what areas do you need to improve?

Identify two strengths and two areas to improve from your past academic work: how do you aim to improve during the programme? Who, or what do you need to help you to improve?

The Specialist Directed Tasks will support you in improving your academic work by asking you to assess the quality of journal articles both individually and in groups. Further to this you can continue to assess the quality of the journal articles that you read. What makes it a good piece of academic work? In what ways does it meet the Distinction criteria outlined in the M level criteria for your Specialist Assignment?

The qualities of M level work

These are some of the features of the qualities of masters' work:

- Assignments show clear application of ideas from the module, relating, where relevant, to theory, policy and practice.
- Students extend the content of the modules through their wider reading and research.
- Students use the brief given for the assignment. (It is crucial to read and use the assignment brief and then to check your work to see how far you have met the requirements).

Presentation

The best assignments are well-structured, with a clear, logical flow between ideas and between sections. Students use headings and sub-headings to 'signpost' the content, and make effective use of paragraphs to develop the overall argument.

The best assignments include careful use of referencing in terms of citing, quoting and referring to particular sources to back up an idea, challenge an idea or to point to new ideas, theories or policy developments.

All citations in the text are fully referenced (including website addresses, and the date on which these were accessed).

Students pay careful attention to presentation, including spelling and grammar, layout, visual aids (tables, graphs etc), and presentation of the references.

Language

The best assignments are written with authority and confidence, using accurate terms, clear explanations of key ideas and concepts, justifications for choices, and a discursive vocabulary (clear introduction; building and sustaining an argument; acknowledging tensions, dilemmas, inconsistencies etc; presenting a clear and decisive conclusion).

Critical analysis, evaluation and insight

The best assignments include evaluation of contrasting standpoints and commentaries, as well as critical analysis. Assignments at Merit and Distinction levels include subtle and thoughtful insights about key ideas, which can include theory, policy and practice, as well as the wider ethical and socio-political dimensions of education.

The critique goes beyond the content of the module, using relevant reading as well as critical evaluation of personal experience, values and beliefs. The critique draws on relevant references to

substantiate and illuminate arguments. Students may use their own relevant experiences as part of the critique.

Referencing and sources used

The best assignments refer to ideas and concepts in the module, such as research evidence, theoretical papers, policy, scholarship. Students synthesise contrasting perspectives and apply these to the focus of the assignment.

The best assignments include references from literature recommended for the module in conjunction with other sources. These are used in critical ways to explore and illuminate key ideas.

Sources include journal articles as well as books, policy papers, curriculum documents. (NOT Wikipedia).

Academic level

The academic level combines elements of the previous categories. The overall quality of the writing is confident and authoritative, with personal insights that are supported by relevant research evidence, theory, policy and concise examples from practice. Such examples are used intelligently to illustrate key ideas.

Reading efficiently and critically

The sources that you use can include journal articles, text books, research reports, policy documents and a range of web-based sources. Journal articles can give you a 'snapshot' of a research project, or a policy critique, or a position paper that includes theoretical or methodological developments. Articles often assume a certain level of specialist knowledge that enables you to locate the paper within a wider field of enquiry. Effective use of search engines can produce relevant articles in your own area of enquiry so that you can compare and contrast perspectives.

Text books can include professional guides on pedagogy, curriculum and assessment, as well as more detailed reports of research, or position papers within a specific field. Whatever you are reading, use the contents page and index judiciously – do not get bogged down in too much detailed reading. Try to synthesise and summarise the main ideas, perhaps using focused quotations to support and develop your argument. It may be useful to use a concept map during the writing phase to note key issues, links between them, and 'directions of travel' in a particular field.

Be aware of any tendency to generalise. For example, a study of a small number of children or teachers may illuminate a particular issue, but cannot be generalised to wider populations. Note the limitations of any study in terms of the sample, the methods used and the claims that are made. Just because something is in print in the academic domain does not make it an inviolable truth. Being a critical reader means being aware of the author's position, and possible bias. In empirical research, the reader needs to be critical about the choices that have been made about the sample, the research design, how the findings are presented, and what claims are made from the findings (e.g. implications for professional knowledge and practice). You may need to read a number of similar papers in a specific area in order to build a more rounded picture of current debates, trends, and professional implications.

Try out some of these techniques with colleagues. A useful exercise is for a group of people to read the same article and compare their responses and insights. This helps you to understand your own 'lens' and any bias you may have in reading and interpreting research.

Keeping a paper trail

Keep a record of all the sources you have used, and make sure that you are diligent about noting the full bibliographic details. Be diligent about noting the page number of quotations – it is very time inefficient to have to go back to a source to find this. Your bibliography should develop as you write.

4.5 TDA SKILLS TESTS

Skills Test requirements

The award of a PGCE with Qualified Teacher Status is dependent upon successful completion of the TDA Skills Tests in Literacy, Numeracy and ICT. You will not be able to take up a teaching job until you have passed all three skills tests. It is very important that you sit the tests at the earliest opportunity during the Autumn term. Do not leave doing the tests until you are in school, especially if you think that you may need more than one attempt at any of them. Schools are not required to allow you time away from your placement to attend a skills test centre.

If you have not passed these tests by the Examination Board, but have successfully completed all other course requirements, the Examination Board will record a deferred result of Pass without QTS, which will be amended to the full award 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) as soon as you have passed so that we can trigger recommendation for QTS.

The tests are computer-based and marked, and there is currently no limit on how many attempts you may make at passing them. Information about all three of the tests and procedures for booking is available on the TDA web site at: www.tda.gov.uk/skillstests. We do not want you to feel anxious about these tests, so if you realise that they might be a problem, talk to your personal tutor as early as possible in your PGCE year. It is clearly in your best interests to complete the three tests as soon as possible and certainly by the end of the course.

Skills Test Centres

There is no QTS 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 TDA website www.tda.gov.uk/skillstests for up to date information about test centre locations and arrangements. Please refer to the TDA website for up to date information about test centre locations and arrangements.

Support for the tests

You should firstly read the *QTS Skills Test information Booklet for Trainees*, which covers all information about preparing for, registering and taking the tests. Support materials to help familiarise yourself with the sort of questions asked are available in the Graduate School of Education Library or on the TDA web site.

Responsibility to complete 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 all three tests.

Autumn term requirement

Please ensure that you register and make bookings to take all three skills tests during the Autumn term, before Christmas. 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.

4.6 Assignments and Directed Tasks

4.6.1 Professional Studies Assignment

The Professional Studies assignment comprises three parts, the first two of which are formative in nature and the final part summative. The assignment as a whole has been designed to incrementally develop your confidence in working at Masters Level. More details of each part of the assignment can be found in the Professional Studies handbook.

4.6.2 UNIVERSITY-BASED DIRECTED TASKS

To build on the contact sessions, there is a programme of directed study tasks that complements and extends your learning. These tasks should be completed for the week(s) specified and will be monitored by personal and subject tutors. They will build up a picture of your development both as a student at M Level and as a teacher. Your subject tutors will also set other short independent tasks as part of your core and foundation curriculum studies.

Directed tasks are submitted directly to the tutor or brought to the relevant seminars. They do not need to be submitted formally through the Student Information Office. In some instances your tutors may need to change submission times. You should keep your Directed Tasks in your Independent Development Portfolio.

There is a full description of and rationale for each of the Directed Tasks online in Student Documents. The outline of the Directed Tasks programme is as follows:

OVERVIEW OF DIRECTED TASKS AND FORMATIVE ASSESSMENTS

Week Beg	Status	Descriptor	Monitoring
26 Sept	DT	Reflection on Humanities Project	Bring hard copy for peer Discussion in CS2 Humanities
10 Oct	FA	Specialist Reading	Bring hard copy for peer discussion in session on Friday 14 Oct (or monitored on ELE)
17 Oct	DT	Developing your teaching of phonics	Bring hard copy for peer discussion in CS1 English
24 Oct	DT	Misconceptions in Mathematics	Bring hard copy for peer discussion in CS1 Maths
01 Nov	FA	Specialist Literature Review	Hard copy to Personal Tutor for formative assessment on 25 Nov
7-18 Nov		Autumn School Experience	
	FA	Professional Studies, Classroom Interaction Observation task	Mathematics and Science: Bring hard copy for peer discussion in CS1; English to be handed in on hard copy for formative assessment
	DT	Diagnostic Assessment in 'core' subjects	Hard copy submission for formative assessment to PS tutor in session Monday 21 November
	DT	Misconceptions in Science	Bring hard copy for peer discussion in CS1
21 Nov	DT	Planning for learning in Mathematics	Bring hard copy for peer discussion in CS1 Science

21 Nov	FA	Specialist Literature Review contd.	Hard copy to Personal Tutor for formative assessment on 25 Nov
28 Nov	DT	Critical Reflection on DTs in Term 1, and hard copy of all DTs from Term 1	Hard copy submission to personal tutors on Friday 2 Dec
03 Jan-10 Feb		Spring Experience	
	DT	SEND Task	Hard copy submission to SENCO Friday 3 February for discussion in final week of placement (6-10 Feb)
	DT	Assessment for learning of three profile children	Bring hard copy for discussion on Seminar Day 1 (13 Feb) and CS1
	DT	Specialist Task: Subject / Phase Leader task	Bring hard copy for discussion in specialist session as directed by subject leader
	DT	Planning and Teaching MFL	Bring hard copy for discussion to SD1 and English session in week of 20 Feb
	DT	Planning for Learning in Science	To be discussed with PST before end of school placement 2
20 Feb	DT	Critical reflection on DTs in Term 2, and hard copy of all DTs from Term 2	Hard copy submission to personal tutors on Friday 24 Feb
27 Feb	DT	Elective Directed Task	Elective Directed task – bring hard copy for discussion to Elective session on Mon 5 March
16 Apr-29 Jun		Summer Experience	
	DT	Working with Teaching Assistants	Bring hard copy for peer discussion on Seminar Day 2 (18 May)
	DT	Progression in Learning: the next age phase	Bring hard copy for peer discussion on Seminar Day 2
	DT	Diversity, Equality and Inclusion	Bring hard copy for peer discussion on Seminar Day 2
	DT	Planning for children with EAL	Bring hard copy of lesson plans and reflection for peer evaluation on Seminar Day 2
14 May	DT	Critical reflection on DTs in Term 3 (including Elective DT), and hard copy of all DTs from Term 3	Hard copy submission to personal tutors on Seminar Day 2 (18 May)
25 June	DT	CEDP (Career Entry Development Profile)	Bring 2 hard copies for signing by subject leaders on final Seminar Day (29 June)

4.6.3 SPECIALIST DIRECTED TASKS

Week beg 3 October: Reading for Specialism

Objective: To begin to understand the theoretical background and educational rationale underpinning your specialism; to develop critical analysis of literature.

QTS References:

- Q7 (a) Reflect on and improve practice...
- Q8 Have a creative and constructively critical approach towards innovation...
- Q14 Have a secure knowledge and understanding of subjects/curriculum areas and related pedagogy.

Task: Your specialist tutor will provide a selection of research articles for you to choose from. You should critically review **one** of the articles and make notes, focussing on:

the theoretical underpinning of the article

the key implications for understanding teaching and learning as this relates to your specialist area

Also note:

- anything you feel is very relevant to your specialism
- anything you are unclear about
- anything you disagree with

To support you in your own writing at M level you should assess the quality of the work:

What makes it a good piece of academic work?

In what ways does it meet the Distinction criteria outlined in the M level criteria for your Specialist Assignment?

Your notes should indicate

- an analysis of the theoretical underpinning and key implications
- your understanding of the relevance of the key points
- a brief summary of key points or questions that stem from the analysis

This directed task should be brought to your specialist session on **Friday 14 October** for discussion with subject leaders and peers.

Week beg 31 October: Developing a literature review

Objective: To develop your understanding of the theoretical background and educational rationale underpinning your specialism; to further develop your skills in critiquing and reviewing literature.

QTS References:

- Q7 (a) Reflect on and improve practice...
- Q8 Have a creative and constructively critical approach towards innovation...
- Q14 Have a secure knowledge and understanding of subjects/curriculum areas and related pedagogy.

Task: You should identify a topic of interest within your specialism and carry out a literature search to find **four to six** papers on your chosen topic. Analyse the theoretical underpinnings of the papers and the key implications that relate to your chosen topic. Compare and contrast the ideas and viewpoints that are presented in the papers. You should summarise the review by synthesising points that you could take forward to investigate further.

Your written review should be **1500 words**. You should use Harvard referencing conventions (please cross-reference to the PGCE Primary Handbook), address the normal academic conventions and use Standard English.

Your written review should be submitted to your personal tutor in the specialist session **on 26 November**.

Week beg 28 Nov: Critical reflection of all DTs in Term 1

Objective: To critically reflect on the directed tasks of Term 1, indicating how your engagement with them has helped you develop as a teacher

QTS References:

- Q 7a) To reflect on an improve practice, taking responsibility for identifying professional needs
- Q7b) To identify priorities for early professional development

Task: Submit a folder to your personal tutor which includes all of the directed tasks, including school based tasks, from Term 1. With these tasks you should include a critical reflection of 500 words max which indicates how you have engaged with these to enable you to meet the Standards. You may wish to consider and discuss topics such as subject knowledge and knowledge of pedagogy and how you have identified your professional needs as you prepare to enter the Consolidating Practice phase. The folder of tasks and your reflection should be submitted to your personal tutor on **Friday 3 December**.

Week beg 20 Feb: Critical Reflection of all DTs in Term 2

Objective: To critically reflect on the directed tasks of Term 2, indicating how your engagement with them has helped you develop as a teacher

QTS References:

- Q 7a) To reflect on an improve practice, taking responsibility for identifying professional needs
- Q7b) To identify priorities for early professional development

Task: Submit a folder to your personal tutor which includes all of the directed tasks, including school based tasks, from Term 2. With these tasks you should include a critical reflection of 500 words max which indicates how you have engaged with these to enable you to meet the Standards. You may wish to consider and discuss topics such as assessment for learning, inclusion and Special Educational Needs. How have you have identified your professional needs in these areas as you prepare to enter the Developing Independence phase? The folder of tasks and your reflection should be submitted to your tutor on **Friday 24 February**.

Week beg 14 May: Critical Reflection of all DTs in Term 3

Objective: To critically reflect on the directed tasks of Term 3, indicating how your engagement with them has helped you develop as a teacher

QTS References:

- Q 7a) To reflect on an improve practice, taking responsibility for identifying professional needs
- Q7b) To identify priorities for early professional development

Task: Submit a folder to your personal tutor which includes all of the directed tasks, including school based tasks, from Term 2. With these tasks you should include a critical reflection of 500 words max which indicates how you have engaged with these to enable you to meet the Standards. You may wish to consider and discuss topics such as working with teaching assistants, progression in learning, and diversity, inclusion and EAL. How have you have identified your professional needs in these areas as you prepare to begin the second half of the summer placement? The folder of tasks and your reflection should be submitted to your tutor on **Seminar Day 2, June 10**.

4.6.4 CURRICULUM STUDIES DIRECTED TASKS

The Curriculum Studies Directed Tasks are designed to support the development of your subject specific pedagogy across the curriculum. These tasks will be monitored by your CS1 and CS2 Subject Tutors, either through peer review and/or discussion in the seminars or through submission of written work as directed by your Curriculum Studies Subject Tutors.

Week beg 26 September: Reflection on Humanities Project.

Objective: To reflect critically on your own learning and ability to work as part of a team

QTS References:

- Q6 Have a commitment to collaboration and co-operative working;
- Q14 Have a secure knowledge and understanding of subjects/curriculum areas and related pedagogy.
- Q30 ... identify opportunities for learners to learn in out-of-school contexts.

Task: With reference to the Framework for Dialogue about Teaching (see section 2.1 & 3.4) reflect on your developing understanding of subject and pedagogical knowledge in relation to your work in the humanities week. Write one side of A4.

Comment on:

- working with colleagues (group dynamics, your role in the group, co-operation and conflict etc)
- developing your own subject matter knowledge and core skills
- your understanding of how children learn in different contexts

This directed task should be brought to Curriculum Studies 2 (CS2) sessions for discussion with peers and tutors **in the week of 26 September** and following as directed by tutors.

Week beg 17 October: Developing your teaching of Phonics.

Objective: To plan for progression in phonics teaching

QTS Reference:

- Q14 Have a secure knowledge and understanding of subjects/curriculum areas and related pedagogy...
- Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs...

Task: Using the activities that you have prepared in the core English sessions to date, plan two episodes of teaching from *Letters and Sounds* which demonstrate progression. These can be from either Phase One (pp. 8-45) or Phase Two (pp. 46-71). Aspects to take into consideration include: resources, differentiation, and provision for children with EAL. Use the *Letters and Sounds* DVD extracts to help you select appropriate activities. For the Foundation Stage you should identify how you would incorporate sensory and multi-modal activities to enhance the teaching and learning of phonics.

You should bring your activity to the core curriculum English seminar in the **week beg 24 October**.

Week beg 24 October: Children's misconceptions in mathematics

Objective: This task requires you to apply your subject and pedagogic knowledge to identify and address a misconception in an area of mathematics that involves the less familiar world of non-integers.

QTS Reference:

- Q14 Have a secure knowledge and understanding of subjects/curriculum areas and related pedagogy.

Task: With reference to Fractions, Decimals, Percentages, Ratio or Proportion, identify a misconception either from your own observations in school or highlighted in texts such as recent QCA/DfES publications. Discuss the misconception with reference to readings and plan an activity that would enable you to remediate the misconception.

You should bring your plan to the core curriculum mathematics seminar in the **week beg 31 October**

Week beg 21 November: Planning for learning in mathematics

Objective: This task requires you to apply your subject and pedagogic knowledge to identify children's learning in planning a sequence of lessons in mathematics.

QTS Reference:

- Q14 Have a secure knowledge and understanding of subjects/curriculum areas and related pedagogy...

Task: With reference to a chosen topic you should identify learning objectives for a weekly plan. Based on these objectives you should show that you have identified progression in learning and potential misconceptions.

You should outline key learning activities and assessment for learning questions that will support the progression and address the misconceptions. This can be presented as an A3 grid (to be modelled in the seminars). On a separate A4 sheet you should discuss your approach to progressing learning and addressing misconceptions.

You should bring your plan and discussion to the curriculum studies mathematics seminar in the **week beginning 28 November for peer and tutor review.**

Week Beg 27 Feb, 5 March : Elective Directed Task

Task: As directed by your Elective tutor

- Q14 Have a secure knowledge and understanding of subjects/curriculum areas and related pedagogy

See the Electives section in ELE for the task relating to your particular elective subject.

Bring a hard copy of your task for discussion with peers and tutors in the final Elective session on

Monday 5 March.

5. SCHOOL-BASED WORK

5.1 First Placement School EXPECTATIONS AND CHECKLISTS

Working in a paired placement

Most trainees will be placed in pairs in School 1; that is, two trainees in the same class. The rationale for this is that you can support each other, engage in shared planning and teaching, and give each other feedback on pupils' learning.

Pairs of trainees should expect to:

- Meet before the placement begins
- Meet your Principal School Tutor together at one of the October Development and Consultation meetings (if s/he is able to attend)
- Undertake a shared activity in preparation for the placement such as planning a joint episode of teaching (for instance, together you select a story and you plan for one of you to read it and the other to follow it up with questions), or preparing a resource together
- Discuss the episodes/lessons you have agreed to teach and decide on the division of preparation and teaching input
- The trainee who is not leading the teaching should make notes for the one who is teaching, giving feedback on pupil learning, e.g. pupils who are engaged/less engaged; what pupils understand about the task (you may elicit this by conversation with pupils while they are engaged on the task). The feedback should focus on pupil learning as this is less uncomfortable than focussing on your peer's teaching!

When working in a paired placement, trainees should remember that:

- You should both be in the classroom whilst each other is teaching
- All feedback should be given sensitively even though you are commenting about pupil learning
- Focussing on pupil learning will give you information for your own planning and help you consider the assessment, monitoring and feedback standards.
- It is not a competition about who can impress your PST most; it is intended to be a collaborative and mutually supportive relationship modelling the relationship you will have with colleagues when a qualified teacher; indeed it might provide evidence towards Q6, Q9 and Q32
- Trainees are paired on the basis of geography (where you live), transport and key stages and you may find yourself working with someone very different in experience, age and probably from a different specialism. Again, this models the situation you will probably find yourself in in your first post. You should learn all you can from each other's experience, expertise and knowledge.
- You should both teach across the whole curriculum as far as possible, and avoid allocating all the maths teaching to the maths specialist etc.

Weekly Development Meetings and paired placements

- Schools may well decide to use the 'sandwich' style meeting pattern when you are working in a pair. The PST will meet with one trainee for a short individual meeting (say 10 minutes) spend 40 minutes with both trainees and the remaining 10 minutes with the second trainee.
- Supervisory conferences will be conducted individually

There will be some trainees who, for reasons of geography or circumstances, are not working in a pair. If you are in this situation, your PST should be happy to work collaboratively with you in place of a fellow trainee.

Autumn Experience 07 Nov – 18 Nov

This experience is intended to enable trainees to work at the Beginning Practice development phase (see sections 2.1 & 3.4). Trainees will begin to operate as teachers in the classroom. The emphasis is on exploring practical classroom competence in a supported way both at first hand and by observing experienced teachers.

Trainees should expect to:

- Maintain the Quality Assurance Record
- be allocated contact time of a **maximum of 65%** of a normal timetable
- have non-contact time which should be left free of responsibility from classroom activity for putting up displays/studying resources and professional documentation, either in the classroom or elsewhere in the school
- work mainly in the three core subjects to extend their understanding of teaching and learning through observation, classroom investigations, and other teaching tasks
- work mainly with individuals and groups, progressing to some whole class teaching
- have some experience of observing and working with their specialist subject
- have experience of working in the foundation subjects, where the timetable permits
- use opportunities to work with individuals and small groups to analyse children's learning.

Professional Studies Programme: Pastoral Care and Child Protection (see section 6.4)

Directed Tasks: Diagnostic Assessment in the Core Subjects (see section 6.4); Classroom Interaction Observation task (see section 6.4);

In your time in school in the Autumn Term:

- familiarise yourself with the SEN Personalised Learning Task via the SEN website – a one page brief is available;
- make arrangements to meet with the school's SENCO;
- give the SENCO the Information for SENCOs/school tutors (please print a hard copy of this from the SEN website);
- discuss a possible choice of pupil with the SENCO and/or the class teacher so that you are ready to start the task at the beginning of the spring term placement.

First week 7 – 11 Nov Induction into the school – have Individual Development Portfolio and Formative Report 1 available

- Gather information on the school and the class, including prior assessment and SEN records
- Review school's medium term planning and begin to see how this relates to lesson planning
- Plan, teach and evaluate at least one activity for a group or an episode with the whole class each day
- Prepare **at least one Agenda** and evaluate in detail according to the focus (see section 2.5)
- Observe demonstration lessons given by school tutor(s)
- Be given written feedback on **one episode** of your teaching, using the **Lesson Observation Form** (see http://www.education.exeter.ac.uk/partnership_with_schools/index.php)
- Attend **Weekly Development Meeting** with Principal School Tutor, agree and record targets and focus for demonstrations/Agendas/lesson observations for next week

Second week 14 – 18 Nov

- Plan, teach and evaluate at least one activity for a group or an episode with the whole class each day
- Prepare **two Agendas** and evaluate in detail according to the focus (see section 2.5)
- Observe demonstration lessons given by school tutor(s)
- Be given written feedback on **one episode** of your teaching, using the **Lesson Observation Form** (see www.exeter.ac.uk/education/partnership_with_schools/index.php)
- Plan, teach and evaluate one whole lesson by the end of the week
- Prepare for **Supervisory Conference 1** – have teaching file available, submit two Agendas with related planning and evaluations to your Mentor in good time (at least 24 hours in advance), complete **Reflection on Achievement and Progress** in preparation for Formative Report 2 and submit to your Mentor in good time (at least 24 hours in advance)
- Attend **Weekly Development Meeting** with Principal School Tutor, agree and record targets for Spring term
- School to submit Formative Report 2 to Partnership office by 21 Nov (and give copy to trainee)

Spring Experience 3 Jan – 10 Feb

The six week experience in the spring is intended to enable trainees to work at the Consolidating Practice development phase (see sections 2.1 & 3.4).

Trainees should expect to:

- Maintain the Quality Assurance Record
- be allocated **contact time of 65%** of a normal timetable
- have non-contact time which should be left free of responsibility from classroom activity for putting up displays/studying resources and professional documentation, either in the classroom or elsewhere in the school
- share in leading the planning and teaching of lessons if in pairs, but also teach the whole class independently for particular lessons
- experience planning and teaching across the whole curriculum as far as possible
- be given opportunities to observe the subject/phase leader teach their specialist subject and teach their specialist subject where possible.
- extend their experience and understanding of the main types of work which teachers do, including assessment and record keeping
- plan for progression in learning across a sequence of lessons in either literacy or mathematics for at least one week.

Professional Studies programmes: Inclusion- Equal Opportunities and SEN; Job Applications (see section 2.1.2)

Directed Tasks: Specialist Directed Task; SEND Task (see section 6.4)

Week 1: 3 – 6 Jan

Find out about the school's procedures for assessment and recording
Begin to keep **records of pupils' achievements and progress in the core subjects**, for example, work covered, test results, homework, reading records
Make assessment notes during guided or focused group work
Identify three focus for children

Weekly from 3 Jan

Plan and evaluate each lesson, episode or area of learning taught for 65% of a normal timetable
Prepare **two Agendas each week** and evaluate in detail according to the focus see section 2.5
Observe demonstration lessons given by school tutor(s)
Be given written feedback on **one episode/lesson** of your teaching, using the **Lesson Observation Form** (see <http://education.exeter.ac.uk/pages.php?id=344>)

Attend **Weekly Development Meetings** with Principal School Tutor, agree and record targets and focus for demonstrations/Agendas/lesson observations for next week
Keep records of pupils' achievements and progress in the core subjects
Maintain group records
Collect examples of work from the three focus children and annotate with diagnostic/formative feedback
Carry out SEN Personalised Learning Activity

9 – 13 Jan Supervisory Conference 2

Prepare for Supervisory Conference 2 - Submit two Agendas with related planning and evaluations to your Mentor prior to Supervisory Conference 2; have teaching files available
Review Formative Report 2 and agree targets on Action Plan 2

9 – 20 Jan UVT Visit 1

30 Jan – 3 Feb Submit hard copy of SEND report to SENCo for discussion next week

6 – 10 Feb Supervisory Conference 3

Prepare for **Supervisory Conference 3** – have teaching file available, submit two Agendas with related planning and evaluations to your Mentor in good time (at least 24 hours in advance), complete **Reflection on Achievement and Progress** in preparation for **Formative Report 3** and submit to your Mentor in good time (at least 24 hours in advance)

School to submit Formative Report 3 to Partnership Office by 10 Feb (and give a copy to trainee)

Discuss SEND report with SENCo

13 Feb Seminar Day: Bring Specialist Directed Task

5.2 Second Placement School EXPECTATIONS AND CHECKLISTS

Trainees spend 11 weeks in school in the Summer term. This experience is intended to enable trainees to work at the Developing Independence phase (see sections 2.1 & 3.4). Those trainees who have met the Standards for the Award of QTS by Supervisory Conference 5 at the beginning of June will be working on Extension and Enrichment targets (see section 3.4).

Summer Experience 16 April – 28 June

Trainees should expect to:

- Maintain the Quality Assurance Record
- be allocated **contact time of 65%** of a normal timetable rising to **75% after 28 May**
- have non-contact time which should be left free of responsibility from classroom activity for putting up displays/studying resources and professional documentation, either in the classroom or elsewhere in the school
- build up to a sustained period of teaching the whole class independently within the allocated contact time
- take increasing responsibility for the planning and resourcing of lessons and sequences of lessons with advice from the Principal School Tutor
- teach across the full range of the National Curriculum/EYFS and Religious Education in their designated age range
- be given opportunities to teach their specialist subject.
- continue to observe demonstration lessons by experienced tutors
- develop the use of **Agendas** as appropriate within the Developing Independence and Enrichment and Extension phases (see section 3.4).

Professional Studies: PSHE and Citizenship, Expectations and Target Setting, Legal Responsibilities, Managing Transitions, Induction year and CPD (see section 6.4)

Directed tasks: Working with Teaching Assistants; Progression in learning: the next age phase; Diversity, Equality and Inclusion; CEAP (see section 6.3).

Preliminary Visit 9 March

- meet key personnel and gather information on the school
- have Independent Development Portfolio available
- gather information on class, including prior assessment and SEN records, from Principal School Tutor
- discuss and review plans for Summer Term
- collect planning as available and make arrangements to receive additional plans
- identify pupil for SEN Personalised Learning Activity (see section 6.2.2)

First week 16 – 20 April

- find out about the school's procedures for assessment and recording
- identify three focus children
- briefing for SEN Personalised Learning Activity with SENCO

Weekly from 23 April to 25 May

- Plan and evaluate each lesson or area of learning taught for 65% of a normal timetable
- Plan sequences of lessons in at least one curriculum area
- Prepare two Agendas each week and evaluate in detail according to the focus
- Observe demonstration lessons given by school tutor(s)
- Be given written feedback on one lesson of your teaching, using the Lesson Observation Form (see <http://www.exeter.ac.uk/education/pages.php?id=344>)
- Attend Weekly Development Meetings with Principal School Tutor, agree and record targets and focus for demonstrations/Agendas/lesson observations for next week
- Keep records of pupils' achievements and progress in the subjects taught
- Make assessment notes during guided or focused group work
- Use Assessment of Pupil Progress/Early Years Profile to annotate children's work and give National Curriculum levels for the three focus children in literacy and mathematics
- Annotate examples of work and give National Curriculum levels for the three focus children in Science
- Carry out SEN Personalised Learning Activity

23 – 27 Apr Supervisory Conference 4

- Prepare for Supervisory Conference 4 - Submit two Agendas with related planning and evaluations to your Mentor prior to Supervisory Conference 4; have teaching files available
- Review Action Plan 3 and agree targets on Action Plan 4

23 Apr – 4 May UVT Visit 2

18 May Seminar Day – Bring hard copies of reports on: Working with Teaching Assistants Directed Task; Progression in Learning: the next age phase; Diversity, Equality and Inclusion; Planning for children with EAL and critical reflection on DTs for Term 3

14 – 25 May UVT Visit 3

21 - 25 May Supervisory Conference 5

- Prepare for **Supervisory Conference 5** – have teaching file available, submit two Agendas with related planning and evaluations to your Mentor in good time (at least 24 hours in advance), complete **Reflection on Achievement and Progress** in preparation for **Formative Report 4** and submit to your Mentor in good time (at least 24 hours in advance)
- Agree targets for Action Plan 5 or Enrichment Activities.

School to submit Formative Report 4 to Partnership Office by 25 May (and give trainee a copy)

Weekly from 28 May to 28 June

- Plan and evaluate each lesson or area of learning taught for 75% of a normal timetable
- Plan sequences of lessons across the core subjects and specialist subject
- Negotiate use of weekly planning with Principal School Tutor and UVT
- Prepare **two Agendas each week** and evaluate in detail according to the focus
- Observe demonstration lessons given by school tutor(s)
- Be given written feedback on **one lesson** of your teaching, using the **Lesson Observation Form** (see www.exeter.ac.uk/education/pages.php?id=344)
- Attend **Weekly Development Meetings** with Principal School Tutor, agree and record targets and focus for demonstrations/Agendas/lesson observations for next week
- Keep records of pupils' achievements and progress in the core subjects
- Continue to carry out SEN Personalised Learning Activity; review progress with SENCO
- Write reports for three focus children

11 – 15 June Supervisory Conference 6

Prepare for **Supervisory Conference 6** - Submit two Agendas with related planning and evaluations to your Mentor prior to Supervisory Conference 6; have teaching files available

School to complete Final Summative Report and submit to Partnership Office by 15 June (and give trainee a copy)

18 - 22 June

- Draft Career Entry Development Profile (CEDP) with ITEC/Mentor/Headteacher
- Email CEDP to Personal Tutor by 22 June

25, 26 June External Examiner visits

27 June Primary PGCE Examination Board

29 June Final Seminar Day – bring two copies of final draft of CEDP for Subject Leader to sign

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 *QTS Standards*, 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) 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 10 hours per week and that enrichment activities make up 5 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 42.

5.3 SCHOOL-BASED DIRECTED TASKS

First School Placement

07 – 18 November: Autumn Experience

Professional Studies, Classroom Interaction Observation task; all Trainees

Objective: To develop skills of classroom observation and understanding of the nature and purpose of different types of talk in classroom interactions.

QTS References:

- Q22 Plan for progression across the age range for which you are trained
- Q23 Design opportunities for learners to develop literacy, numeracy and ICT skills
- Q25a Use a range of teaching resources and strategies taking account of diversity and promoting equality and inclusion
- Q25c Adapting your language to suit the learners you teach

Choose **ONE** of the following features of classroom talk and make detailed notes of what you observe in interactive sessions involving teachers and pupils. (This task should take around thirty minutes).

Teachers' Questions

Jot down all the questions the teacher asks. After the session, take some time to analyse the data, then highlight the factual questions and categorise the rest (create the categories yourself from the data you have obtained)

Pupil Answers

Note what happens when the pupils give unexpected or 'wrong' answers. After the session, take some time to analyse the data, and write a paragraph summarising what you have observed.

Pupil Participation

1. How many different pupils actively answer, respond or take part in individual questions asked by the teacher (you may want to define what you mean by respond or take part in)?
2. Make a note of any questions asked by children
3. Note any strategies the teacher used to increase participation in the session. How successful were these strategies?

Analyse your data and, drawing on the key ideas introduced in the classroom interaction lecture and seminar, discuss your findings. Demonstrate what you have learnt from the exercise that you will apply to your teaching. **Submission directly to your professional studies tutor on Monday 21 November.** 1,000 words.

Diagnostic assessment in the Early Years; Early Years Trainees

Objective: To prepare you to identify children's learning in the Early Years and begin to consider how to make personalised provision and set challenging objectives for children in your teaching.

QTS References:

- Q18 Understand how children ... develop and that progress and well-being of learners are affected by a range of ... influences
- Q19 Know how to make effective personalised provision ...

- Q26b Assess the learning needs of those they teach in order to set challenging learning objectives.

You should select three focus children to carry out the tasks. Ideally the three children should have differing abilities, ethnic or social backgrounds.

For each task your notes on each child and on your discussions should be written up and brought to the relevant core curriculum studies seminars in the week following the Autumn experience.

Trainees whose First School Placement is in a KS1 setting should do the directed tasks on Progression in Learning: The Next Age Phase in the Autumn Experience, and carry out the directed tasks on Diagnostic Assessment in the Early Years at the Second School Placement in the Summer Experience when they are in a Foundation Stage setting.

Communication, Language and Literacy:

Using the three focus children spend around ten minutes with each child with a book of their own choosing. The aim is to understand how young children interact with texts. Notice and record their interactions with you, and with the text. Do they use the book correctly – right way up, front to back? Can they distinguish print from pictures? Can they re-tell the story in sequence? Do they comment on the pictures using their own words and ideas? Are they able to read or recognise some of the words in the text? Do they enjoy the activity? You will also need to do the following before completing the observation of each child: using the Phonics Observation Proforma for Directed Task (on Student Documents, also on DLITT CD ROM), observe one discrete phonics lesson in your placement school. Once you have completed an observation with each child, make notes on what you think these observations tell you about the child's progress in reading, and discuss with your tutor and/or other colleagues in the school what influences may be affecting each child and what next steps the child would benefit from. Review your observations in relation to the EYFS for Communication, language and literacy.

Problem Solving, Reasoning and Numeracy:

Carry out the Early Counting Diagnostic task with each of the three focus children. Advice will be given in the mathematics lecture prior to your Autumn experience and the diagnostic tasks can be found on the Primary Mathematics webpage. Discuss the children's strategies with your Principal School Tutor and/or other colleagues in the school. Consider what influences may be affecting each child's achievement in numeracy. How would you take the child's learning forward?

Knowledge and Understanding of the World:

Discuss with your Principal School Tutor an activity that will support the children's learning in investigating objects, materials or living things. You will be given guidance by your Core Curriculum Science tutor on the expected outcomes to help you identify the children's learning. You should teach the investigation to a small group of children and assess the children's learning experience and achievements. During the activity, you will need to observe, listen to discussions, and mediate where necessary, by prompting, and asking further questions. Make notes about the responses the children give, especially the unexpected ones and how you dealt with them, what they found easy and what they found difficult. Discuss your findings with your Principal School Tutor and consider the influences that may be affecting the children. How you would take their learning forward?

Diagnostic assessment in the 'Core' Subjects: Primary Trainees

Objective: To prepare you to identify children's learning in the core subjects and begin to consider how to make personalised provision and set challenging objectives for children in your teaching.

QTS References:

- Q18 Understand how children ... develop and that progress and well-being of learners are affected by a range of ... influences
- Q19 Know how to make effective personalised provision ...
- Q26b Assess the learning needs of those they teach in order to set challenging learning objectives

There are three tasks – one for each of English, Mathematics and Science. You should select three focus children to carry out the three tasks. Ideally the three children should have differing abilities, ethnic or social backgrounds.

For each task your notes on each child and on your discussions should be written up and brought to the relevant core curriculum studies seminars in the week following the Autumn experience.

English: Use of the 'Miscue Analysis' to diagnose misconceptions and/or difficulties with reading.

NB: To do this activity you will need to have had experience of the Running Record activity from the Video Clip on our online resources under the heading Professional Development Video Resources.

Instructions: Click on the Running Record video: then follow the instructions, including watching the video extract. You will also need to do the following before completing the Running Record: using the Phonics Observation Proforma for Directed Task (on ELE), observe one discrete phonics lesson in your placement school.

Once you have completed a Running Record with each child, make notes on what you think these observations tell you about the child's progress in reading, and discuss with your tutor and/or other colleagues in the school what influences may be affecting each child and what next steps the child would benefit from.

Mathematics: Analysis of children's numerical abilities

Discuss with your Principal School Tutor the suitability of either the Early Counting Diagnostic task or the 'Shropshire' Diagnostic task for each of the three focus children. Carry out either the Early Counting or the 'Shropshire' diagnostic task with each of the children. Advice will be given in the mathematics lecture prior to your Autumn experience and the diagnostic tasks can be found on the Primary Mathematics webpage. Discuss the children's strategies with your Principal School Tutor and/or other colleagues in the school. Consider what influences may be affecting each child's achievement in numeracy and how you would take the child's learning forward? Summarise your discussion on one side of A4.

Science: Assessment of children's learning

Discuss with your Principal School Tutor a science investigation (SC1) that will support the children's learning in Science. You will be given guidance by your Curriculum Studies Science tutor on the expected outcomes for SC1 to help you identify the children's learning. You should teach an investigation to a small group of children and assess the children's learning experience and achievements. During the activity, you will need to observe, listen to discussions, and mediate where necessary, by prompting, and asking further questions. Make notes about the responses the children give, especially the unexpected ones and how you dealt with them, what they found easy and what they found difficult. Discuss your findings with your Principal School Tutor and consider the influences that may be affecting the children. How you would take their learning forward?

Please bring copies of your Mathematics and Science Diagnostic Tasks for discussion in the first taught sessions after school based work in the autumn. Please hand in hard copies of your English miscue analysis and reflections in the labelled boxes for your curriculum studies groups in Jenny Weaver's office on your return to university These will formatively marked by English CS tutors.

Children's misconceptions in science: All trainees

Objective: To be able to identify children's misconceptions in science and to be able to address these misconceptions in your teaching

QTS Reference:

- Q14 Have a secure knowledge and understanding of subjects/curriculum areas and related pedagogy.

Task: Choose a science concept (e.g. electricity) and then

List the nature and type of children's misconceptions within this concept

Bullet point how you might address these misconceptions in your teaching. You may be able to use examples from your own experience or from another person's teaching. You should also refer to the relevant literature to complete this task.

Please bring your notes on this task to your CS1 Science sessions after school based work in the autumn in the week of 21 November.

First School Placement

3 Jan – 10 Feb: Spring Experience

Specialist Direct Task: Preparing for subject/phase leadership: All trainees

Objective: To introduce you to the role of the subject/phase leader in a primary school

QTS Reference:

- Q20 Know and understand the roles of colleagues with specific responsibilities...

The specialist element of the Exeter programme is designed so that, with experience, you should have the opportunity to become subject leaders in your field. This Directed Task will help you to begin to understand how the subject/phase leader may influence change and development in the quality of teaching and learning and how they support their colleagues' professional development.

Task: As early as possible during your Spring Experience interview the subject/phase leader for your specialism about their role and the way they effect change and development. You might ask, for example:

- What does your role as subject/phase leader entail? How has this role changed in the last few years?
- How do you coordinate the planning process and manage consistency and assessment?
- How do you monitor the quality of teaching and learning across the school?
- How do you identify areas for development?
- What areas do you see as important for development in your school?
- How do you set about changing practice, including using in-service events to support colleagues?
- How do you try to ensure changes are put into practice? Do you follow it up in any way?

Bring this Directed Task to your specialist sessions as directed by your specialist tutor after school placement 1.

SEND Personalised Learning Activity: All trainees

All primary PGCE trainees are expected to carry out this activity during their Spring Experience.

The briefing for this task is available on this website:

<http://www.exeter.ac.uk/education/projects.php?id=159>

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

The website has been recently revised and developed based on a national Training and Development Agency for Schools (TDA) trial of the SEND task across several national PGCE programmes including the Exeter ones. You are advised to no longer use earlier versions of the task.

If you have difficulty in accessing the website please contact Hazel Lawson (h.a.lawson@exeter.ac.uk) This Directed Task should be completed and handed in to the SENCO of your first placement school by Friday 3 February. Please ensure that you make an appointment with the SENCO to discuss your learning and findings from the task before the end of school placement 1.

Assessment for Learning of three profile children: All trainees

Objective: To develop your understanding and use of assessment for learning (AfL) across the curriculum

QTS Reference:

- Q26b Assess the learning needs of those they teach in order to set challenging learning objectives
- Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development

Task: To do this task you should select and work with three focus children, of different abilities and/or backgrounds, in different subjects across the curriculum. Make notes on the progress they make as a result of your teaching. Using formative comments on the children's work and/or in discussion with them, assess the next steps of learning that they need to make and communicate this to the children. If you are an Early Years, English, Mathematics or Science specialist make one assessment for each of these subjects per child plus one in another subject area. If you are an Art, Humanities, MFL or Music specialist make one assessment for each child in English, Mathematics and Science plus one in your own specialist subject. Bring a hard copy of copies of children's work, with your notes and annotations, to the seminar day on Monday 13 February and to subsequent CS1 and CS2 sessions as directed by tutors.

Planning and Teaching Modern Foreign Languages: All Trainees

Objectives:

1. To gain a greater understanding of MFL teaching and learning in general and, more specifically, in your placement school.
2. To be able to plan, teach and evaluate a modern languages lesson or episode to the whole class.

QTS references:

- Q7 (b) Identify priorities for their early professional development in the context of induction.
- Q14 Have a secure knowledge and understanding of their subject/curriculum areas.
- Q22 Plan for progression across the age and ability range, demonstrating secure subject knowledge.
- Q29 Evaluate the impact of their teaching on the progress of all learners and modify planning and classroom practice where necessary.

Tasks:

1. Observe an MFL lesson or episode in your school, making detailed notes about content, language used, resources, use of the target language by teacher and pupils, where the lesson fits in to any long term plan, etc. MFL may be taught by a (visiting) specialist teacher, or it may be the class teachers' responsibility; you will need to find this out and plan your observation accordingly.
2. Plan a short lesson or episode (depending on your own confidence levels or the MFL policy of the school) to be taught to the whole class. Pay particular attention to teaching to the learning objectives, resources needed and specific language input. Discuss your plan with your PST or school MFL Co-ordinator. Give a full evaluation of your lesson, analysing your teaching, the children's learning and action points for your future MFL teaching.

You may also find it useful to visit www.primarylanguages.org where you can find film clips of primary MFL teachers in action. Follow the Training Zone link.

Bring this Directed Task to the February Seminar Day and be prepared to discuss your experiences during your first English seminar upon returning to the University in the week of 20 February.

Planning for Learning in Science: All Trainees

Objective: To be able to plan, teach and evaluate a science investigation to a whole class.

QTS Reference:

- Q14 Have secure knowledge and understanding of their subject / curriculum areas.....
- Q22 Plan for progression across the age and ability range.....
- Q29 evaluate the impact of their teaching on the progress of all learners and modify.....

Task: Plan a science investigation to be taught to the whole class (group of children if you are less confident). Pay particular attention to teaching to the learning objectives, science resources needed and use of adult support in the classroom. Discuss your plans with your PST or school science co-ordinator. Give a full evaluation of your lesson analysing your teaching, the children's learning and action points for your future science teaching.

Discuss your lesson and evaluation with your PST before the end of your school placement.

Second School Placement**23 April – 7 July: Summer Experience****Working with Teaching Assistants: All trainees**

Objective: To help you understand the role of TAs in supporting children's learning

QTS Reference:

- Q5 Recognise and respect the contribution that colleagues ... make to the development and well-being of children
- Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fill

Task: Design a task collaboratively with a TA for her/him to undertake with a group of children. Make sure you respect established practices for working with TAs. After the task evaluate the session:

- How did you share the responsibility with the TA?
- How did you ensure feedback from the TA?
- How might you use this feedback for future planning?

Where a TA is not available you can carry out the activity with a class teacher acting as the TA. Bring this Directed Task to the Seminar Day on 18 May.

Diversity, equality and inclusion: All trainees

Objective: To understand the diverse needs of pupils and how to differentiate provision for them
QTS Reference:

- Q19 Know how to make effective personalised provision for those they teach,

Task: Bring a lesson plan that you have annotated to indicate how you have adapted your classroom interaction to make personalised provision for children, in relation to equity and diversity (ethnicity, gender, bilingualism, special or additional educational needs).

Bring this Directed Task to the Seminar Day on 18 May.

Teaching Children with English as an Additional language: All trainees

Objective: To make effective personalised provision for children with EAL

Q19 know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Task: Plan a lesson and annotate your plan to demonstrate your ability to tailor your teaching to support those pupils with English as an Additional Language.

You should consider the areas discussed in the professional studies EAL lecture:

- Pre-teaching opportunities
- Vocabulary support
- Language support
- Differentiation
- Effective use of support staff
- Use of plenary to consolidate language learning

Trainees who do not have pupils with EAL in their classes

Please complete the task, showing how you might plan for students who are in the early stages of English acquisition. You may find it useful to access the video material available on student documents to observe some effective EAL teaching.

Resources

For more information about EAL, including the EAL professional studies lecture, look at the EAL and BME section of student documents.

Please bring your plan and evaluation to the seminar day on June 10.

Progression in learning: the next age phase: All trainees

Objective: To develop your awareness of curriculum arrangements in adjacent Key Stages.

QTS Reference:

- Q18 Understand how children and young people develop....

This Directed Task also meets TDA Requirement R2.7 'engage with expectations, curricula, strategies and teaching arrangements in the age phases ... after the ones they are trained to teach'

Task: If you are working in KS2 you should access the renewed Secondary Frameworks website at www.standards.dcsf.gov.uk/secondary/framework/ and information about the KS3 Strategy at www.standards.dfes.gov.uk/secondary/keystage3/ in order to familiarise yourself with curricula arrangements. Discuss the relevance of the renewed framework and revised KS3 Strategy with the teacher responsible for Secondary liaison as part of the Professional Studies Programme. Where possible you should become involved in transition arrangements for Y6 children. **If you are working in Foundation Stage** you should access curricular documentation and transition arrangements for KS1; **if you are working in KS1** you should access curricular documentation and transition arrangements for KS2. Where possible you should become involved in transition arrangements for children in your Key Stage/age phase.

Write a short review, **one side of A4**, that compares and contrasts the curricula arrangements of your placement class with those in the adjacent KS.

Bring this task to the Seminar Day on 18 May.

Career Entry Documentation: All trainees

Objective: To develop the ability to be a critical and reflective practitioner

QTS Reference:

- Q7 (b) Identify priorities for their early professional development in the context of induction.

Task: At your final Supervisory Conference, discuss your strengths and areas to develop with your Mentor and draft your Career Entry documentation. New procedures for 2009-10 have not been confirmed at the time of going to press. Please refer to the TDA Induction website for information about Career Entry and Induction: www.tda.gov.uk/induction

Complete the Career Entry documentation electronically and email the draft to your Personal Tutor by 22 June.

Bring two copies of your CEDP to the final Seminar Day on 29 June for signing by your subject leader.

5.4 School-based Professional Studies Programme

The School-based Professional Studies programme is designed to show trainees how important issues and policies are implemented in the context of the school. 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 expertise and specialism within the school or within school clusters.

PROFESSIONAL STUDIES PROGRAMME: First Placement School	
Sessions run during the Autumn experience	<p>Pastoral systems (QTS Standards: Q1, Q2, Q3, Q21, Q31)</p> <p>Child Protection issues – role of designated Child Protection staff member</p> <p>Bullying Policy</p> <p>Tackling truancy, including liaison with parents and outside agencies (Social Services; Police; etc)</p>
Sessions run during the Spring experience	<p>Inclusion: Equal Opportunities (QTS Standards: Q3, Q10, Q18, Q19)</p> <p>School policy on education for cultural diversity, and gender issues</p> <p>The implications of the Equality Act</p>
	<p>Inclusion: Special Needs (QTS Standards: Q3, Q6, Q19, Q20, Q21, Q33)</p> <p>The implementation of the Code of Practice in the school</p> <p>Provision for students with EAL and for more able students</p> <p>The role of teaching assistants</p>
	<p>Professional Development (QTS Standards: Q3, Q7)</p> <p>Different types of schools (federations, academies, free schools etc)</p> <p>Job applications and interviews</p> <p>The role of governors in recruitment procedures</p>
PROFESSIONAL STUDIES PROGRAMME: Second Placement School	
Sessions run during the Summer experience	<p>PSHE and Citizenship: the broad picture (QTS Standards: Q14, Q15)</p> <p>The school PSHE programme</p> <p>Education for Citizenship and school councils</p>
	<p>Expectations and target setting (QTS Standards: Q1, Q11, Q12, Q13)</p> <p>The use of statistical data to describe and set targets for individual, subject and school performance</p> <p>'Raise Online' and the School Development Plan</p>
	<p>Contractual and Legal Responsibilities (QTS Standards: Q3)</p> <p>Teachers' contractual obligations</p> <p>Legal liabilities</p> <p>Health and safety</p> <p>Child protection</p>
	<p>Transition (QTS Standards: Q6, Q22, Q32)</p> <p>Liaison and transition between Foundation/KS1 or KS2/KS3</p>
	<p>Continued Professional Development (QTS Standards: Q7, Q8)</p> <p>The NQT Induction year</p> <p>Career development post-NQT</p>

5.5 ASSESSMENT OF SCHOOL-BASED WORK

The process of assessing your progress aims to engage you in critical reflection to promote professional development. At the heart of this is your classroom practice and the wider development of professionalism within the curriculum, whole school community and physical contexts. Assessment of your competence is shared by the school and the University Visiting Tutor. No trainee can qualify for QTS status until they fulfill all the requirements of the *Standards for the Award of Qualified Teacher Status*. Assessment is based on performance in the classroom and engagement as a teacher, supported by evidence in the Individual Development Portfolio, Teaching Files and Personal File.

5.5.1 Individual Development Portfolio

The Individual Development Portfolio (IDP) is a record of progress and development and is a key document. It should be a progressive collection enabling reflection on and the documentation of achievements and training needs. It should be maintained on a weekly basis. The index provided for the Independent Development Portfolio should be used as an active organisational tool to ensure that the Independent Development Portfolio is well-sectioned and presented. The Independent Development Portfolio should be maintained according to this index so that everyone involved in the training can identify and monitor progress.

5.5.2 Keeping Files

Teaching Files

These comprise all the teaching material that you use on a day-to-day basis. At the start of your placements, you may find it useful to store this material in a single lever arch or ring file. As material builds up, many trainees find it useful to designate specific files for background information, planning and for assessment. Many find it useful to develop a separate system to build up storage at home and carry and use only current materials. It must be emphasised that teaching files are public documents, open to inspection by the school and University personnel. All files should be available for inspection at Supervisory Conferences, University Visiting Tutors conferences and at External Examinations where applicable.

Methodical paperwork is essential for a teacher!

The teaching file/s in the Autumn and Spring experiences will contain:

- Background information about the school
- Class lists and class timetables
- School schemes of work and medium term plans
- Your episode and lesson plans, including evaluations, arranged week by week or by subject
- Resources cross-referenced to the relevant lessons or units of work
- Prior assessment records from the school, and SEN records
- Your class records and individual/group work records
- Profile children – 3 children you are tracking in more detail

The teaching file/s in the Summer experience will contain:

- Background information about the school
- Class lists and class timetables
- Schemes of work and medium term plans with evidence of how you are tailoring these to your class

- Your lesson plans, including evaluations, arranged by subject
- Resources cross-referenced to the relevant lessons or units of work
- Prior assessment records from the school and SEN records
- Your class records and focus group work records
- Profile children – 3 children you are tracking in more detail; examples of work from the core subjects annotated with NC Levels; reports for the 3 children.

Personal File

This is the place to store all documentation which is not part of the Individual Development Portfolio or your teaching files. In particular, it will contain evidence of your pre-course tasks, and act as a repository for key policy or curriculum documents. It is likely to include:

- Precourse tasks
- Documents such as Curriculum documents or Government policy documents
- Bibliography

You will also be expected to keep notes from lectures and seminars for your University-based work. These notes will not form part of the evidence-base.

5.5.3 Formative Reports and Action Plans

There are five assessment points, Formative Reports 1 to 4 and the Final Summative Report, and these are assessed against the *Standards for the Award of QTS*, using the appropriate Profile Descriptor (see page 109) for that phase. Prior to each Formative Report, you write a critical self-assessment of your progress against the appropriate Profile Descriptor using the *Reflection on Achievement and Progress* form to prompt your thinking (see <http://www.education.exeter.ac.uk/pages.php?id=344>). This is an important part of the assessment and is a key indicator of your commitment to your own professional development.

You will also be asked to set targets for your development in negotiation with your Personal Tutor or Mentor and record them on Action Plans 1 to 5 throughout the programme.

Please note that you should sign, and retain a copy of, all Formative Reports before they are returned to the Partnership Office. It is in your interest to remind the Mentor that Reports must be returned by the due date, as failure to return the Report by the due date can lead to your completion being delayed.

5.5.4 Cause for Concern letter

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* (CfCL) 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 University directed tasks or assignments
- Insufficient progress towards meeting the Standards
- Professional engagement with the course

You will receive two copies of the *Cause for Concern Letter* (CfCL), 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. The final date for issue of a CfCL is **Friday 25 May 2012**. This deadline is set so that you have time to address the concerns and to improve before the Final Summative Report.

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 FR4 deadline, you do not have a Cause for Concern this does not mean that you will automatically reach the standards as evidence is still required of those still to be reached.

If you are deemed to have met the standards at FR4 but between then and the FSR behave unprofessionally, the school has 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.

Please note that even if you fail to meet the standards when the Final Summative Report is completed, there is still time for continued improvement and collection of evidence of achievement of Standards for Qualified Teacher Status right up to the final examination board on **28 June 2012**.

Final Summative Report (FSR)

The **Final Summative Report** must be sent from school to the University by **15 June 2012**. This report indicates whether or not you have evidence of achievement of all the *QTS 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 *QTS Standards* 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. If you meet the standards between the FSR and the examination board your ITEC should phone the Partnership Office for advice.

Ofsted Grading Criteria

As part of the Ofsted inspection process we are required to grade trainees' performance in lessons, within their files, from their explanations and related to 'noticeable characteristics'. Much of the documentation needed to assess progress against the QTS standards also contributes towards Ofsted grading. At the end of the course one grade will be given to each trainee based on the various grades suggested throughout the year. The back cover of this handbook lists grade criteria for 'outstanding' trainees which will provide some context for your aspirations. Criteria for 'good' and 'satisfactory' trainees (as well a definition of 'inadequate') can be found at www.exeter.ac.uk/education/pages.php?id=343. This grade is NOT related to the meeting of the QTS standards although if you fail to meet the QTS standards you can only be graded as inadequate.

5.6 Examination of the PGCE Programme

Moderation of School-based Work

To ensure fairness and moderation of standards, school-based work is subject to moderation at area meetings organised in the Summer term. Areas for moderation are chosen in rotation and all Mentors, UVTs, PSTs and ITE coordinators in that area are invited to attend and bring their trainees' school-based work files for moderation between schools and tutors.

External Examination of the Primary PGCE Programme

External Examiners will visit a sample of trainees in a range of schools on **26 and 27 June 2012**. 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.

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

The External Examiner will be accompanied by a member of the University staff and will wish to see: you involved in classroom-based activity, unless the school is advised otherwise

- a lesson plan, scheme of work and other relevant materials related to the lesson to be observed
- your PGCE Individual Development Portfolio and teaching file, with provisional details of the Career Entry and Development Profile
- your Principal School Tutor and Mentor
- your ITE Coordinator

The External Examiner will wish to discuss:

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

Recommendation to Fail the 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, of continuing poor performance, unprofessional behaviour or extended absence, likely to lead to a fail recommendation
- the trainee should have been given specific advice for improvement
- the trainee should have been visited by an External or Internal Examiner.

Trainees who receive a fail decision at the Examination Board will be informed and counselled by their University Visiting Tutor or Personal Tutor immediately 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 informing them of the outcome from the Head of ITE.

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 *QTS Standards* 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 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 Standards 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.

A trainee who is unsuccessful in school-based work will be recommended for QTS only at the end of a further successful 10 week period of supervised practice in an appropriate school, normally in the Spring or Summer term. This re-sit opportunity is subject to fees amounting to one third of the annual tuition fee. You will be required to provide evidence of fitness to teach on your return, and apply for another Criminal Records Bureau Enhanced Disclosure.

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

All referred trainees must apply for examination within 2 years of the initial 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 had not been aware of before 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

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

6. ROLES AND RESPONSIBILITIES

Roles and responsibilities

6.1 The Trainee

It is your responsibility to become familiar with all requirements outlined in this handbook, and to engage fully with the programme.

You should

- Maintain the Quality Assurance Record whilst on school experiences
- Attend all timetabled sessions and complete work set in time for next session
- Follow the absence procedure (see section 1.6.2) and maintain a log of absence in the Quality Assurance record in your Individual Development Portfolio
- Organise your working time to enable you to submit assignments by given deadlines (see section 7)
- When on placement, arrive at school by 8.00 a.m. at the latest, and remain in school at the end of the day long enough to tidy up, make preparations for the following day, meet with Principal School Tutor and others
- Use information gathered on first visit to begin preparation for placement
- Become familiar with pupils' names, class routines and curriculum early in the placement in preparation for teaching
- Prepare episode/lesson plans, sequences of lessons (depending on development phase) in time to discuss them with Principal School Tutor and evaluate them afterwards
- Evaluate all lessons
- Prepare for the Weekly Development Meeting with the Principal School Tutor and ensure the Weekly Development Meeting Record (see <http://education.exeter.ac.uk/pages.php?id=344>) is completed and signed
- Write Agendas for the Principal School Tutor to annotate (2 per week) based on the agreed focuses
- Write detailed and focused evaluations for lessons for which you have an annotated Agenda
- Prepare for all Supervisory Conferences with your Mentor carefully following guidance in conference programme
- Complete a critical self-assessment of your progress against the appropriate Profile Descriptor using the *Reflection on Achievement and Progress* form (see <http://education.exeter.ac.uk/pages.php?id=344>) prior to tutorials and Supervisory Conferences as appropriate
- Follow action plans generated at Tutorials, Supervisory Conferences and Weekly Development Meetings
- Maintain a Teaching File following the guidance provided (see section 3.2)
- Attend staff meetings, staff training and development sessions, parent consultations, extra-curricular activities, as appropriate
- Discuss with Principal School Tutor /Mentor any problems encountered
- Contact University Visiting Tutor /University Personal Tutor if there are unresolved concerns

6.2 The University Personal Tutor

It is the responsibility of the University Personal Tutor to provide personal support and advice (including referring to other agencies in or outside the University if needed) and to monitor:

- Needs Analysis and Action Plan 1 at start of course
- Engagement with the course through Formative Report 1 and Action Plan 3
- Progress in academic work including assignments and directed tasks
- Absence for sickness or other causes

- Progress during school-based work
- Your University Personal Tutor will also write your academic reference and give advice about applying for teaching posts.

6.3 The ITE Coordinator

The school's ITE Coordinator is responsible for managing the school's involvement with the University of Exeter in Initial Teacher Education, overseeing communication with the University and monitoring the quality of in-school provision for trainees. The Coordinator should ensure that the Primary Partnership Coordinator receives an evaluation of the quality of University support for the school, in partnership, by completing the ITE Coordinator school-based work evaluation form at the end of the academic year.

Before the placement the ITE Coordinator should plan a suitable placement by:

- placing the trainee in a class of the appropriate age range
- placing the trainee with a suitably experienced Principal School Tutor who will be able to model good practice and is willing to provide appropriate support
- clarifying the roles and responsibilities of the trainee, Mentor, Principal School Tutor with all involved
- negotiating an acceptable workload to ensure curriculum coverage and range of teaching experiences for the trainee
- checking that schemes of work are available.

Pastoral Care and Induction

Support the trainee as necessary by helping him/her to feel accepted in the school community.

Ensure that the trainee has been welcomed into the school and provided with appropriate information about:

- key people and roles
- details of the class and duties assigned (e.g. break times)
- details of teaching responsibilities, curriculum and timetable
- relevant school policies
- resources and amenities of the school.

During the placement the ITE Coordinator should:

- ensure that the trainee is able to converse regularly with the Principal School Tutor and that regular non-contact time is allocated so that the Weekly Development Meeting can take place between the Principal School Tutor and trainee
- monitor trainee workload and teaching experience
- ensure that safety issues within the school are observed and that a substitute teacher is provided if the Principal School Tutor is absent for any reason
- monitor that all staff are carrying out responsibilities as required
- organise the school-based Professional Studies Programme (see section 5.4)

6.4 The Principal School Tutor

Each trainee will have a Principal School Tutor in whose class they are based whilst on placement. They may also work with other tutors within the school. The Principal School Tutor will work alongside trainees in the classroom. They are the experts in the classroom and need to help trainees by sharing their special knowledge of the children, classroom and school.

Before the Preliminary Visit the Principal School Tutor should:

- have available copies of planning, class list and timetable (if appropriate)
- become familiar with all requirements outlined in this Handbook

During the placement the Principal School Tutor should discuss with trainee:

- the curriculum being followed by the class
- school and individual approaches to planning
- organisation of teaching and learning
- resources available and their management
- their own teaching and the thinking that informs it
- demonstrate aspects of teaching
- annotate two Agendas a week (see section 3.5)
- provide feedback from observations including at least one Lesson Observation Form (see <http://education.exeter.ac.uk/pages.php?id=344>) each week

Additionally the Principal School Tutor should:

- be aware of safety issues in the school (see section 2.4) and be in or near the classroom at all times throughout the placement
- agree an appropriate timetable (65% in the Autumn and Spring and 65-75% in the Summer) with Mentor and trainee, which includes provision for school-based Professional Studies and directed tasks
- help trainee with planning, and review plans before the lessons are taught;
- observe trainee teach, informally on a daily basis, engaging in regular dialogue with trainee about his/her progress;
- review and discuss targets at Weekly Development Meetings. Outcomes should be recorded by the trainee on the form provided – see <http://www.education.exeter.ac.uk/pages.php?id=344>
- check and sign trainee's *Quality Assurance Record* regularly
- keep the Mentor informed about trainee's progress and liaise about the trainee's *Reflection on Achievement and Progress* and Formative Reports
- discuss trainee's progress with University Visiting Tutor.

6.5 The Mentor

The Mentor is responsible for the overall professional development and critical reflection of the trainee while on school-based work, with particular reference to the **evaluative** features of the programme. Thus the Mentor is not involved in observing the trainee teach and should ideally be in a different year group to the class of the trainee.

During the placement the Mentor should provide:

- Supervision and Conferencing
- ensure that the trainee is observed and that Agendas are annotated;
- ensure all tasks are timetabled
- check and sign the trainee's Quality Assurance Record as appropriate
- provide Supervisory Conferences of at least 1 hour each (see Conference Programme see section 3.7)
- monitor trainee's teaching file(s)
- Assessment
- contact the University Visiting Tutor if there is any cause for concern about the trainee's progress, **as early as possible**;
- agree and complete Formative Reports, Action Plans and Final Summative Report as appropriate (see Conference Programme see section 3.7)
- provide critical and constructive guidance for future development including a discussion on the CEAP targets
- write school-based references.

6.6 The University Visiting Tutor

The University Visiting Tutor (UVT) will make visits to trainees as specified in this handbook (see section 1.5), the purpose of which is to monitor and support trainees' progress, support school-based staff and monitor school provision.

Before the placement the University Visiting Tutor should make arrangements to meet with the trainee to discuss the school-based work placement.

During the placement the University Visiting Tutor should:

- Support and monitor the trainee's progress by:
- discussing the trainee's progress with Mentor/ Principal School Tutor
- observing the trainee teaching, jointly with the Principal School Tutor on the first visit
- discussing teaching file(s) with the trainee
- meeting with the trainee to discuss progress and monitor school provision
- providing a completed copy of the UVT *Visit Record* for the trainee within one week of the visit (copied by trainee for Mentor) commenting on action plans and weekly targets

Monitor school provision by:

- checking and signing the trainee's *Quality Assurance Record* to ensure that the agreed support is being given by the ITEC/Mentor/PST
- ascertaining that the ITE programme is being implemented and dealing with any reported difficulties
- ensuring that the Primary Partnership Coordinator is informed of the quality of the school's provision, including specific trainee concerns, by completing the University Visiting Tutor evaluation form at the end of the placement.

7. HELP

Services and Support Available

7.1 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

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.

7.3 TECHNICAL SERVICES SUPPORT

7.3.1 PRIMARY BASE

Location: BARING COURT - BC01

Support: JENNY WEAVER - 4882

Access: Priority for Primary staff and students when not in class use.

Equipment: Windows XP PCs with Office software, email & internet access, plus scanner attached to one machine. Primary CD ROMs and software available from the technician.

7.3.2 AUDIO VISUAL/ICT EQUIPMENT SUPPORT, BOOKING, LOAN & REPAIR

Booking: All equipment must be booked centrally email (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.

Location: BARING COURT – BC104

Support: DEBS BRISTOW - 4938

Equipment: Loan of equipment through online booking system.
Digital video filming & editing, digital stills image capture and editing.

7.3.3 IT SUPPORT

Location: SOUTH CLOISTERS – SC09

Support: PAUL HOWELL – 4790 (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

Location: SOUTH CLOISTERS – SC09
Support: STEVE LUNN – 4781 (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

7.4 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 next to the bank on the ground floor.

Support: Tina 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.

7.5 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. Have a look at the Getting Help pages for Education students at <http://exeter.ac.uk/library/using/help/education>. Library staff will always be pleased to help you with any queries you might have. 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.

7.6 SUPPORT AND WELFARE CONTACTS

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, Exeter, EX1 2RX, 08444 773 486

www.theheavitreepractice.co.uk

Urgent problems should be directed to the Devon Doctors on Call Answering Service on 0845 6710270.

DISABILITY SUPPORT

The Disability Resource Centre (DRC) aims to support students with disabilities by providing advice, guidance, signposting to other services and, in some cases, face-to-face assistance with accessing learning and teaching opportunities.

Contact: 01392 723880, disability@exeter.ac.uk

See www.exeter.ac.uk/disability

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

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

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/

University 'Equality Matters'

www.exeter.ac.uk/eo/

Guild Equal Opportunities Contact

Guild Welfare & Equal Opportunities Officer
01392 723562, guildwelfare@ex.ac.uk

Race Equality

We welcome applications from students with minority ethnic backgrounds.

www.exeter.ac.uk/eo/equalitystrands/race

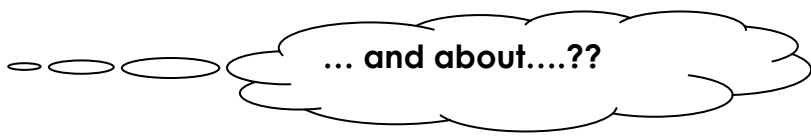
Race Equality Resource Officer,

⇨ 01392-724871, rero@exeter.ac.uk

www.exeter.ac.uk/education/download.php?id=14424

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



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

The Vice President of the Guild

(Participation and Campuses) oversees the St Luke's Campus and this year is Nick Davis

guildparticipation@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

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 www.exeter.ac.uk/employability/students/stlukes.shtml

STUDY SKILLS SUPPORT

Student Skills Development:

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,

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

See: 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

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: 01392 724804,

j.w.f.theodosius@exeter.ac.uk

7.7 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

GTCE number. This will be given to you during the autumn term.

8. GLOSSARY OF TERMS

Action Plan

Part of the written output from University tutorials and school-based work supervisory conferences. It highlights some of the areas of professional development on which the trainee will have agreed to focus in the weeks immediately following the tutorial/supervisory conference.

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. The annotated Agenda is a basis for detailed written critical evaluation about the chosen aspect of teaching and its effect on pupils' learning.

Annotation

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, and it focuses on the chosen Agenda focus.

Career Entry

The TDA 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.

These include the completion of a CEDP (Career Entry Development Profile). Please refer to the TDA Induction website for information about Career Entry, the CEDP and Induction:

www.tda.gov.uk/induction . This website provides information about the NQT/induction year and details about where and when this can be completed.

Your university subject leader will provide guidance about Career Entry procedures and requirements during the summer term Seminar Days.

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 PST. 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 QTS 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; pupil'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

A document on which your Mentor indicates whether you have achieved the required QTS standards.

Formative Assessment

Assessment that helps inform what happens next. It should result in positive, constructive advice and guidance.

Formative Report (FR1, FR2, FR3 and FR4)

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 QTS Standards.

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. For a summary diagram and further explanation, please see section 2 of this handbook.

Individual Development Portfolio

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 class/key stage who helps the trainee to reflect critically on his/her own performance, through individual supervisory conferences held three times each placement.

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 QTS Standards required by the Training and Development Agency for Schools (TDA). 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 QTS Standards.

Enrichment is an optional phase available to maintain challenge and progress for faster-developing, more able trainees.

Programme

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

Programme Director

As Programme Director, Anthony Wilson has overall responsibility for the Primary PGCE Programme.

Quality Assurance Record

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

QTS Standards

A set of professional competences provided by the Training and Development Agency for Schools (TDA). All trainees must show that they have evidence of achievement of all the QTS Standards before they can pass their PGCE course and be recommended for Qualified Teacher Status. The QTS Standards provide a framework for trainees and tutors to analyse needs and accomplishments, and to focus on professional development.

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 writes a reflection on their personal learning and development in preparation for a Supervisory Conference when a Formative Report will be agreed.

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 which integrates teaching with thinking about teaching.

School-based Tutors

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

Summative Assessment

Assessment that sums up what has happened. It is a report, a declaration of what s/he has achieved. 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 and visits the trainee during their school-based work.

9. STANDARDS

9.1 PROFESSIONAL STANDARDS FOR TEACHERS- QTS

Professional attributes
<i>Relationships with children and young people</i>
Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
Frameworks
Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work.
Q3 (b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.
Communicating and working with others
Q4 Communicate effectively with children, young people, colleagues, parents and carers.
Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.
Q6 Have a commitment to collaboration and co-operative working.
Personal professional development
Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs
Q7 (b) Identify priorities for their early professional development in the context of induction
Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.
Q9 Act upon advice and feedback and be open to coaching and Mentoring.
Professional knowledge and understanding
Teaching and Learning
Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.
Assessment and monitoring
Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations and qualifications.
Q12 Know a range of approaches to assessment, including the importance of formative assessment.
Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
Subject and curriculum
Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained
Q15 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.
Literacy, numeracy and ICT
Q16 Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT)
Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
Achievement and diversity
Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences
Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.
Health and wellbeing
Q21 (a) Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
Q21 (b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Continued on next page ...

Professional skills
Planning
Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.
Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.
Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.
Teaching
Q25 (a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion.
Q25 (b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives.
Q25 (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
Q25 (d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.
Assessing, monitoring and giving feedback
Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.
Q26 (b) Assess the learning needs of those they teach in order to set challenging learning objectives.
Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.
Reviewing teaching and learning
Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.
Learning environment
Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.
Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.
Team working and collaboration
Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Guidance on evidence suitable for achievement of the Professional Standards for QTS is available at: http://www.tda.gov.uk/partners/ittstandards/guidance_08/qts.aspx

9.2 Grade criteria for the inspection of Initial Teacher Education

Grade Key aspects of trainees' performance:

OUTSTANDING

In lessons: Outstanding trainees

- teach lessons that are mostly good, and often show characteristics of outstanding lessons
- ensure that all learners make progress so that they fully achieve the challenging intended learning outcomes
- teach learners to be able to explain how the teaching helped them to make progress
- teach lessons that invariably capture the interest of learners, are inclusive of all learners, and feature debate between learners and between learners and the teacher
- have a rapport with learners – high-quality dialogue and questioning, guiding learning, with attention to individuals and groups
- monitor learners' progress to evaluate quickly how well they are learning so that they can change the approach during the lesson if necessary, and provide detailed feedback and targets to individual learners that are focused well to ensure further progress
- demonstrate the ability to apply their own depth of subject knowledge to support learners in acquiring understanding and skills, often showing understanding, through application of a range of different approaches to ensure that all learners make the expected progress
- demonstrate flexibility and adaptability by changing pace, approach and teaching method in a lesson in response to what learners say and do
- make links with other aspects of learners' development and understanding (for example, linking to work in other subjects)
- fully exploit possibilities to promote learners' understanding and appreciation of social and cultural diversity.

Trainees' files: Outstanding trainees

- demonstrate a clear and deep understanding of how to plan for progression – stages in learning, different rates of progress, identifying clear 'strands of progression' and the use of these to plan 'steps in learning', their teaching, dealing with barriers to learning, and through this demonstrate depth of subject knowledge and subject pedagogy
- provide evidence of monitoring and recording learners' progress and how this the outcomes are used in subsequent planning, with a clear focus on groups and individual learners
- demonstrate the clarity of links between learning objectives, teaching approaches and assessment strategies – 'what I want learners to learn, how they will learn, and how I know that they have, what I will do next'
- show innovation within the constraints of a scheme of work/curriculum
- maintain files as working documents – annotated as part of self-evaluation
- show high-quality self-evaluation with clear focus on learners and setting challenging targets for their own professional development – including, for example, future career progression with evidence of implementation and further review, and critical analysis and reflection, taking full account of feedback from trainers and other professionals they work with
- innovative approaches to the integration of Every Child Matters, and social and cultural diversity.

Trainees' explanations: Outstanding trainees

- describe the stages in progress through a topic/set of ideas and concepts/sequence of teaching – explaining what they would look for in learners
- can give examples of lessons, and individual/groups of learners, to illustrate this – including the identification of barriers to learning and how these were/can be overcome
- are able to discuss in detail individual learners' progress as well as attainment/achievement
- are able to use their depth of subject-specific pedagogical understanding to explain in detail why they use particular teaching approaches and why these are likely to be more successful than others
- demonstrate an understanding of the range of professionals that contribute to learners' overall development and their place in the 'bigger picture' – well-informed discussion about individual/groups of learners and particular needs
- show a depth of understanding of the implications of Every Child Matters across a wide range of work and how to promote learners' understanding and exploit the potential provided by social and cultural diversity.

Noticeable characteristics: Outstanding trainees

- take risks when trying to make teaching interesting, are able to deal with the unexpected and 'grab the moment'
- inspire and communicate their enthusiasm to learners
- have an intrinsic passion for learning
- show innovative and creative thinking – lateral thinkers
- have the ability to reflect critically and rigorously on their own practice to inform their professional development, and to take and evaluate appropriate actions – they are able to learn from their mistakes
- take full responsibility for their own professional development
- are highly respected by learners and colleagues and, where appropriate, parents/carers and employers
- have the clear capacity to become outstanding teachers
- demonstrate, or show the capacity to develop, leadership and management skills.

Please note that school-based trainers, UVTs, University subject and/or personal tutors and assignment attainments will contribute towards a grade profile for each trainee.

An electronic form of this document can be found at www.exeter.ac.uk/education/pages.php?id=343 and contains the criteria for good, satisfactory and inadequate teachers.

Also available from the same webpage are the full Ofsted guidelines.

