UNIVERSITY OF LEEDS

Secondary PGCE Programme Handbook

Session 2008-9

http://www.education.leeds.ac.uk/current_student/pgce.php

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Introduction - the Postgraduate Certificate in Education Secondary Programme

This course is a full-time course of professional training which has been carefully planned and is taught jointly between tutors at the University of Leeds and teachers in Partnership schools to meet the requirements of the Professional Standards for Teachers – Qualified Teacher Status (QTS 2007).

It is based on strong links with Partnership schools. The course is inspected regularly by the Office for Standards in Education (Ofsted) on behalf of the Training and Development Agency for Schools (TDA) which is responsible for all such courses in England and Wales.

We consider it important that the course is seen as an integrated whole. It is a common misconception that the role of the university is to provide student teachers with 'theory' and that the schools provide them with 'practice'.

The practical competences which all teachers need, and which school experience should give, have theoretical backgrounds and we believe that developing some understanding of these underpinnings is a necessary component of teacher training. Moreover, teaching takes place in a context wider than the classroom or even the school. This will increasingly be the case as Children's Services – of which schools are a part - become more integrated as a result of the Children's Act (2004) (http://www.everychildmatters.gov.uk/). There are, therefore, many issues, particularly ethical and political, about which an education professional must be informed, as they have a direct bearing on practice.

We do not see teaching as just the acquisition of techniques, important though these are. The practice of education unavoidably involves aims, values and views about effectiveness, all of which are the subject of dispute, no matter how often a particular view is presented as "common sense". Because a university should encourage critical thinking as well as pass on knowledge, during this course we hope to identify and examine assumptions, to encourage questioning and to examine competing ideas. **The task of a teacher cannot be reduced to a set of mechanical and unthinking actions. Even in the most practical situation, judgement is required, and the theory of teaching has a bearing on practice, even if this is not always immediately obvious.**

This course, therefore, aims to provide student teachers with professional training in the context of the University of Leeds and its associated Partner schools (i.e. the Partnership). By the end of the course, successful student teachers will have acquired the skills, knowledge and understandings needed to start an effective teaching career. These will provide the basis on which they will build in future years and in particular during the Newly Qualified Teacher (NQT-Induction) year. **At the end of the induction year (NQT year) they will need to have met the Professional Standards for Teachers – Core, in order to become a fully qualified teacher.** At the same time student teachers will be helped to develop their capacity for independent and professional judgement.

We aim, then, to bring together practice and its related theories in the structure of our course. The course components i.e. School Experience, Method (Subject) work and Educational and Professional Studies (EPS) are designed to bring this about, not in isolation from each other but in their interplay.

At the end of the year we expect successful student teachers to be capable, confident and well-informed new practitioners, who will be able to profit from subsequent experience and reflect intelligently on their daily practice and the context in which they work in order to provide the children and young people with whom they work with the high quality learning experiences to which they are all entitled.

1. GENERAL INFORMATION

1.1 Who is involved in the Programme?

The key people involved in the programme are:

1.1.1 Student teachers

Student teachers are members of the Postgraduate Certificate in Education (PGCE) secondary programme working alongside other colleagues in schools and at the University of Leeds.

The student teachers are responsible for:

- familiarising themselves with the structure of the University of Leeds Secondary PGCE programme;
- familiarising themselves with the requirements of the University of Leeds Secondary PGCE programme.

This includes:

- assessment requirements and procedures (see section 2 and the Code of Practice on Assessment http://www.education.leeds.ac.uk/current_student teachers/support.php);
- attendance requirements (see section 2.1);
- professional conduct and behaviour (see section 2.2.2);
- keeping documentation updated e.g. teaching file (see section 2.5);
- returning documents to the appropriate staff e.g. timetables (see section 3.2);
- familiarising themselves with the support and guidance services available to them through the School of Education (see section 5.6), the central university (see section 5.5) and the schools in which they are placed;
- helping their tutors to understand their individual needs, in particular drawing their attention to any learning or personal support which they need or to which they may be entitled (see section 5.6.4);
- ensuring that appropriate tutors – Method tutors (see below), Link Tutors (see below) school-based tutors (mentors and ITE co-ordinators see below) and the Student Administration Office staff are kept informed of changes to personal circumstances and need, including changes of postal and email address, phone numbers and status affecting change of name.

1.1.2 Method Tutors

Method tutors are members of the School of Education staff specialising within a defined area of the curriculum (e.g. Modern Languages), and responsible for supporting a team of school-based mentors. Method tutors reinforce the rationale for the teaching of a subject and a structure for the work of student teachers, together with access to models of teaching and learning in the subject area beyond student teachers' school-specific experiences.

The Method tutor is responsible for:

- supporting mentors;
- making appropriate provision for student teachers regarding their subject knowledge and its application, classroom and behaviour management, assessment, recording and reporting of pupils' progress, and research and practice in the teaching of the subject;
- linking with, and contextualising, Educational and Professional Studies (EPS);
- co-assessing and moderating of evidence of student teachers' achievements against the Professional Standards for Teachers - QTS;
- marking and providing feedback on elements of written work;
- initiating, co-ordinating and reviewing the work of mentors in the curriculum area, and convening meetings for this purpose;
- liaising with other key personnel;
- writing interim and final references on the student teacher;
- monitoring quality in school-based training and assessment;

- ensuring compliance with the Training and Development Agency for Schools (TDA) and Department for Children, Families and schools (DCFS) requirements concerning the content of subject-specific Initial Teacher Education (ITE).

1.1.3 Teaching Placement Supervisors

Teaching Placement Supervisors are members of the School of Education staff. They may also hold the role of Method Tutor. The Teaching Placements supervisor has specific responsibility for:

- co-assessing and moderating of student teachers' performance against the Professional Standards for Teachers - QTS;
- liaising with the school-based mentors and ITE co-ordinators in order to arrange visits to undertake the co-assessment and moderating of judgements about student teachers' performance and progress during school-based experiences;
- recording judgements on student teachers' performance against the Professional Standards for Teachers - QTS;
- monitoring and reviewing student teachers' teaching files and documentation, including observation records and mentoring records;
- reviewing student teachers' progress and any necessary additional support mechanisms with the mentor;
- reviewing the student teachers' progress and school-based experience with the student teacher;
- informing university tutors, Link Tutors and ITE co-ordinators of any issues arising from the assessment and monitoring visits.

1.1.4 Link Tutors

Members of the School of Education staff responsible, in consultation with the ITE co-ordinator, for supporting and co-ordinating the work of a group of student teachers placed within a school. Student teachers will normally change Link Tutors as they change schools, except perhaps, in those cases where both placement schools are members of the group of schools for which a Link Tutor is responsible.

The Link Tutor is responsible for:

- maintaining links between the partner school and the University of Leeds, including necessary administrative functions;
- monitoring the quality of the training provision provided by Partnership schools;
- ensuring, in conjunction with the ITE co-ordinator, that a suitable induction programme is provided for the group of student teachers to include non subject-specific aspects of the teaching role;
- ensuring, in conjunction with the ITE co-ordinator, that a suitable programme is in place to provide a school-based context for the EPS topics;
- counselling, target-setting and offering guidance, where applicable;
- marking and providing feedback on the EPS assignments;
- undertaking an administrative and pastoral role for a designated group of student teachers.

1.1.5 ITE Co-ordinators

Senior members of school staff with whole-school responsibilities who accept an agreed co-ordinating responsibility for the full group of student teachers within the school.

The ITE co-ordinator is responsible for:

- organising the framework of ITE within the partner school, including organising access to those facilities (including Information and Communications Technology - ICT) which are available for student teacher-teachers;
- communicating information about the ITE scheme to the whole school community (e.g. head teacher, teachers, parents, governors, ancillary staff etc.);
- monitoring the progress and quality of the scheme within the school;

- the induction of subject departments into ITE arrangements;
- co-ordinating and supporting the work of mentors;
- the induction of student teachers into the profession within the context of the school;
- planning and ensuring the delivery of the school-based EPS programme;
- monitoring and confirming, as appropriate, whether student teachers have reached the required standards in practical teaching (see section 3.5);
- ensuring that all the Partnership's procedures for the support and guidance of student teachers are implemented; in particular that the correct profomae are used for recording Weekly Mentor meetings and Observation and Feedback (see sections 2.2 to 2.9 Appendices C and Di);
- ensuring that, when appropriate, the Partnership's Cause for Concern procedures are implemented correctly and efficiently (see Appendices I-L).

1.1.6 Mentors

Mentors are experienced teachers who take an agreed responsibility for guiding and assessing student teachers in their Method area through each school-based period of practical experience. The mentor is responsible for:

- the induction of student teachers into the subject department/area. This includes an introduction to the teaching of the subject in relation to University of Leeds-based Method work, EPS provision and the requirements of the Professional Standards for Teachers - QTS;
- reviewing, with student teachers, their skills, knowledge and understanding and planning with them experiences which will enable them to develop the capabilities required for them to become and effective teacher and to meet the Professional Standards for Teachers - QTS;
- devising, in collaboration with the appropriate Method tutors and ITE co-ordinator, a suitable timetable for each student teacher, in both blocks of practical teaching, in order to provide an appropriate programme of classroom experiences in the subject area (see section 2.6) ;
- training the student teacher towards meeting the required Professional Standards for Teachers - QTS (see sections 2.2 to 2.9) ;
- observing, reviewing and evaluating, together with other colleagues including Host Teachers (see below) as appropriate, the work of student teachers and providing feedback, and using the appropriate proformae for these purposes (see section 2.8 and Appendix D);
- meeting formally, on a weekly basis, with the student teacher to review progress, discuss training issues, set targets and advise the student teacher on planning to meet those targets, and using the appropriate proformae for these purposes (see section 2.7 and Appendix C);
- ensuring that, when appropriate, the Partnership's Cause for Concern procedures are implemented correctly and efficiently (see section 3.6 and Appendices I-L).
- assessing that student teachers have reached the required standards in practical teaching;
- completing, in conjunction with others including the student teacher, the Teaching Standards Profile (see section 3.5);
- counselling and target-setting;
- attending meetings with Method tutors from the University of Leeds to discuss the implementation and development of the course and receive appropriate INSET to support their role as mentor;
- liaising with other key personnel.

1.1.7 Host Teachers

Host teachers are school-based colleagues with whom student teachers work during their school-based experience and with whose classes they work. Host teachers are responsible for:

- observing, reviewing and evaluating, together with other colleagues, including the Mentor (see above), as appropriate, the work of student teachers and providing them with feedback, and using the appropriate proformae for these purposes (see Appendix Di);
- contributing, via the Mentor, to the review of progress, and the setting of targets;

- contributing, via the Mentor to the assessment of student teachers' progress against the required standards in practical teaching;
- contributing, via the Mentor, to the completion of the Teaching Standards Profile (see section 2.9).

And, of course . . . **Pupils**, whose development and welfare are of prime concern to all parties, and whose needs will take priority throughout the course (see section 3.6.5).

1.2 The Structure of the Programme

We have already stated that the PGCE programme is designed 'as a whole' and should be seen as a number of components or elements which are related to each other. The structure of the course enables student teachers to draw together, in a meaningful way, the learning achieved in a variety of contexts or 'course components'. At the same time it provides concentrated periods for the development of teaching expertise and, importantly, reflection on that learning in the company of peers and expert tutors, both in schools and in the university.

This is a very intensive course which makes considerable demands on all of those involved, particularly the student teachers. It is also a professional training programme and course of study which is full time, and therefore all student teachers registering on it are required to attend all sessions throughout the programme. This is because the content of all sessions contributes to the bodies of knowledge, the skills and the understandings required for the achievement of the Professional Standards for Teachers - QTS.

The overall structure of the programme, week by week, is shown in Appendix A. Student teachers should familiarise themselves with this programme, particularly the timing and dates of sessions in the university and schools.

Formal Academic Structure of the Programme

The Post Graduate Certificate in Education (PGCE) with Qualified Teacher Status (QTS) at Leeds consists of five modules:

- Two Method (subject) modules, taught concurrently, each carrying 15 Masters' (level 5) credits.
- Two EPS (Educational and Professional Studies) modules, taught concurrently, each carrying 15 Masters' (level 5) credits.
- One Practical Teaching Module (school-based experience), carrying 120 level 3 credits.

The details of the programme components are as follows:

1.2.1 Registration and Induction (5 September 2008).

Student teachers attend the University of Leeds at the beginning of the course to register and follow a whole day programme of introductory presentations.

1.2.2 Primary school experience (8 - 16 September 2008*)

The main function of this experience is to enable student teachers to gain some understanding of the Key Stages (1 and 2) which precede the Key Stages and age range (11-18) for which they are training. It should help student teachers develop an understanding of the nature of the educational experiences which the pupils they will be teaching are likely to have experienced. This is undertaken in a primary school, normally in the student teacher's home area, and consists of a structured, task-oriented programme of observation to identify the development of learning experiences from KS2 through to KS3, preferably, where possible, in a subject-specific context. The details of this task and the experience are sent to student teachers before the start of the course, are discussed with them on registration day and are included in section 3.3.1 of this handbook.

***Any student teacher who has been unable to undertake their primary school experience at the beginning of the course will be required to do so at the end of the course instead, probably during Activities Weeks.**

1.2.3 Induction period (w/c 17-22 Sept 2008)

During this period student teachers register with their Method areas and follow a programme of introductory sessions in their subject specialisms. The EPS programme will start during this period with sessions on 'Learning to Teach – Teaching to Learn'. Student teachers will also be assigned to partner schools for block one teaching experience. The first Link Tutorial is also held during the Induction period (Monday 22 September 2008 pm). The detailed programme for the Induction period is given to student teachers in advance by email.

Secondary PGCE Induction Timetable

	Morning session	**Afternoon session**
Wednesday 17 September	**09.00 – 12.00 EPS – All**	**Method or Directed Study** all subjects – see Method handbooks for details
Thursday 18 September	**Method or Directed Study**	**Method or Directed Study**
Monday 22 September	**09.00 – 12.00 EPS – All**	**Link Tutorials details on PGCE notice boards and by university email**

PLEASE NOTE - The subject-specific library induction sessions are as follows. These are held in the Bragg Cluster (see campus map for location)

Monday 22 September	12 - 1	MFL
Monday 22 September	1 - 2	Maths
Monday 22 September	2 - 3	English 1 (method will group you)
Monday 22 September	3 - 4	English 2
Wednesday 24 September	12 -1	Science 1 (method will group you)
Thursday 25 September	12 - 1	Science 2

1.2.4 Method-based sessions

These are university-based courses which make provision for specialist subject teaching. The Method handbooks provide a detailed outline of the programme of each area. Student teachers must ensure that they familiarise themselves with the content of their Method handbook.

1.2.5 Educational and Professional Studies

This consists of two Masters' (level 5) modules which are taught concurrently and **comprises four inter-related elements**.

NB This includes **student teachers' own preparation**, which is an integral part of the EPS course. Student teachers should ensure that they are thoroughly prepared for all taught sessions and assessments through their own reading and any preparation or follow-up tasks set.

The taught elements of the EPS course are:

a) a series of university-based lectures (Monday morning)

These give an overview of a particular area of general educational importance. They provide an introduction to the area concerned and some of the principles and/or theories on which current policy and practices are founded. They will raise questions and are intended to promote critical thinking as well as provide information.

b) Method-based sessions

The Method-based programmes provide opportunities for student teachers to develop an understanding of the implications for practice of the issues raised in the introductory EPS lectures. They are also intended to offer student teachers the opportunity to reflect on the questions raised by the introductory lectures, personal reading and experiences and, as the course progresses, to relate these to experiences in schools.

These sessions will also provide further opportunities for student teachers to develop their critical thinking in relation to key educational issues and themes, for example 'Classroom and Behaviour Management'.

c) School-based EPS

The Partnership schools will provide student teachers with a programme of training which is related to the university-based programme. This will usually take the form of a series of 'training sessions' led by experienced staff within the school. Input from schools may also take the form of reading or personal meetings with key individuals e.g. SEN coordinators, NQTs etc. Student teachers should note that they will be expected to be pro-active in collecting and seeking out relevant and supportive materials from schools, though the ITE co-ordinator and the Link Tutor will provide guidance in this matter.

NB In a minority of cases student teachers may find that, because their partner school works mainly with another provider whose EPS programme is different from that of the University of Leeds Partnership, their school-based EPS programme is not directly aligned to the University of Leeds programme. These cases should be brought to the attention of the Link Tutor immediately so that appropriate alternative arrangements can be made.

1.2.6 Serial school experiences (see Year Plan Appendix A)

Between (university) Week 10 (w/b 29 September) and Week 17 (w/b 17 November) student teachers spend Wednesdays and Thursdays each week engaged in a progressive and collaborative introduction to teaching in their first school.

NB Student teachers may be placed in schools in their subject either individually or in pairs. BOTH of these models of learning to teach are used by ITE providers and schools to enable student teachers to develop a wide range of skills, including 'collaborative working (see Q33 of the QtT standards in Appendix H)

During Weeks 29 and 31 student teachers visit their second placement school on Wednesday and Thursday (11 and 12 and 25 and 26 February) for induction activities. The Link Tutor will visit student teachers in school on two occasions during each placement, once during Serial Practice, where possible, and once on Block School Experience.

The ITE co-ordinator in each school will devise a programme of EPS activities to supplement the University of Leeds-based programme and to place each topic in a school-based context. A customary in-school programme would be for a morning session to be devoted to broad or whole-school Educational and Professional issues, with an input from a specialist member of the school staff, followed by group discussion. Student teachers can expect to spend the remainder of their time on Wednesdays and Thursdays in subject departments undertaking a programme related to developing their classroom teaching skills.

During Serial Practice student teachers should be observing classes and teachers, helping with individual pupils or small groups, and ***gradually*** taking responsibility for parts of lessons or activities (see section 2.3). This will be the result of prior arrangement and clear planning with the host teacher or mentor and will enable student teachers to acclimatise themselves to the teaching context, its expectations and its routines.

Evidence for student teachers' progress during serial school experiences will be recorded in the Weekly Mentoring Record (see Appendix C) and will include comment on performance, relating both to teaching and other professional requirements. Student teachers will be provided with a 'triplicate pad' (which they should take to each mentor meeting in order to record notes on the meeting and the targets set.

1.2.7 Block One School Experience

Between Weeks 18 to 27 student teachers undertake Block School Experience in their first placement school. **Week 18 is Preparation Week** during which timetables, and agreement about what is to be taught and to whom, are finalised (see section 2.3.6). During this week student teachers should observe and work with the classes they are going to teach.

1.2.8 Block Two School Experience

The second block of school experience (Weeks 32-46), represents an entirely new context in which to develop teaching skills, and build on the experiences gained during placement one. It is preceded by a Link Tutorial in the University of Leeds on Thursday 5 February (am). Student teachers will and visit their second school on Wednesday and Thursday 11 and 12 and 25 and 26 February in order to be introduced to their new school context. Details of the arrangements for the Link Tutorial meetings will be posted on the PGCE notice board in Hillary Place and sent by email during w/b. 2 February, and student teachers must check carefully the name of their Link Tutor and the time and location of the meeting. **Week 32 is Preparation Week** for Block 2, and this is followed by continuous teaching experience between Weeks 33 and 46.

NB Please note that in both block experiences, student teachers must conform to the term dates of their placement schools EXCEPT where university sessions are held during school holidays. e.g. w/c 2, 9, 16 and 23 February 2009 which are university-based weeks and the university-based day Tuesday 5 May 2009 which follows the bank holiday on the 4 May 2009.

1.2.9 Activities Weeks

At the end of BTE 2 during w/c 1 and 8 June students will, in most cases*, be able to choose to undertake activities which enable them to consolidate or develop their skills, knowledge and understanding in areas and contexts which they choose. (see Programme for Activities week – Appendix Q).

NB *Student teachers may be required to extend their block teaching experience using Activities weeks in placement two in order to achieve or confirm grades. This decision is taken by the Partnership school and the university tutors. Those student teachers who did not complete the Primary Placement at the start of year may need to do this during Activities weeks.

1.3 Money Matters

1.3.1 Training bursary

Student teachers complying with TDA eligibility criteria, starting a full time secondary ITE course in 2008/2009, will receive a training bursary. For those studying a priority subject the training bursary will be £9000 all other student teachers will receive £6000.00.

NB the training bursary is **not** a Loan.

Student teachers on Postgraduate Certificate in Education (PGCE) programmes in England who are classed as home or European Union (EU) trainees are eligible to receive a tax-free training bursary. Student teachers studying on Leeds programmes in maths, science and modern languages receive £9,000. Those training in English receive £6,000.

Payment Schedule for 2008/2009 – PLEASE AMEND

Month Due	**Instalment Amount £6000**	**Instalment Amount £9000**	**Will clear in your Bank Account***
October 2008	666.66	1000.00	02/10/07
November 2008	666.66	1000.00	06/11/07
December 2008	666.66	1000.00	04/12/07
January 2009	666.66	1000.00	27/12/07**
February 2009	666.66	1000.00	05/02/08
March 2009	666.66	1000.00	04/03/08
April 2009	666.66	1000.00	01/04/08
May 2009	666.66	1000.00	06/05/08
June 2009	666.72	1000.00	03/06/08

*Providing Bank account details have been submitted correctly via the Portal (see below) and you have registered at the University of Leeds.

****Note**: The January 09 instalment is paid early due to the closure of the University of Leeds over the Christmas period.

1.3.2 Student Loans

All student loans will be paid directly into student teachers' bank accounts within 14 days of registration. Further advice may be obtained by calling the **Central Student Administration on 0113 343 4124.**

1.3.3 University of Leeds Payment Arrangements

It is the policy of the University of Leeds to process all student payments by the Bankers Automated Credit System, commonly known as BACS. In order to comply with the UoL policy **we request that you submit your UK bank account details by 21st September 2008 using the secure Student Portal**. A letter will be sent to you in late August detailing your Student ID number. When you have received this letter the following procedure should be carried out:

If you have not used 'The Portal' before you need to obtain your Portal Username and Password before entering your bank account details

- From the University of Leeds homepage **(http://www.leeds.ac.uk/)** select **The Portal.**
- In **Secure Access Login** click **'New students – get your login name and password'**
  NB: To obtain your secure username and password you will need your Student ID Number.
- Complete the process and logout. Follow the process for existing Portal Users to submit bank account details

Existing Portal Users

- From the University of Leeds homepage **(http://www.leeds.ac.uk/)** select **The Portal**
- in **Secure Access Login** enter your **Username** and **Password**
- click **Login**
- select the **Student Services** tab
- in **What you can do in Student Services** click **Log me into Student Services**
- select **Financial Aid**
- select **Provide bank details for Financial Support payment**
- in **Select a term** select **200708**
- Click **Submit**
- **Enter your UK bank account details accurately**

  Note: All UK bank accounts are eight digits and sort codes six digits – look on your bank account statement to retrieve these numbers as some banks do not display the account number on their debit cards.

Alternatively a **Form23 can be completed**. These can be requested from the contact detailed below.

1.3.4 University of Leeds Bursaries

PGCE (Teacher Training) students are eligible for a flat rate Leeds Bursary of £305 if they have a residual household income of £25,500 or less. PGCE students are eligible for at least £1230 non-means tested Maintenance Grant through their LA.

If you have any queries with regard to your payment or require further information please contact:

Mrs Alison Jackson
Financial Aid
Central Student Administration
Level 10 EC Stoner Building
University of Leeds
LEEDS
LS2 9JT
☎ 0113 343 2724
A.jackson@adm.leeds.ac.uk

1.3.5 Golden Hellos

If you complete postgraduate Initial Teacher Education and take up an NQT position in a maintained school or non-maintained special school in England, you **may be** eligible to receive a one-off, taxable

'golden hello' payment of between £2,500 and £5,000 at the start of your second year of teaching, after successfully completing your induction period.

Golden hellos are available to eligible NQTs who have trained to teach the following subjects. £5,000 for maths and Science £2,500 for English and MFL.

Other financial support

Section 7 of this handbook contains information about support for student teachers experiencing financial hardship.

1.4 Student Teacher Feedback and Course Development

This is a developing course and involves staff from the Partnership working together for the benefit of the student teachers. We welcome suggestions for improvements in the content of the course and how it is taught. Student teachers are encouraged to provide feedback throughout the year as appropriate. At the end of the course, in accordance with both external and internal University of Leeds quality assurance procedures, student teachers are required to complete evaluation proformae for individual modules and for the course as a whole. These evaluations are the opportunity to provide suggestions for ways in which student teachers think the content and delivery of the course could be improved.

The following table indicates the key comments from the 2007-8 student representatives and the action which was taken in response to their suggestions.

Suggestion/Comment	**Action Taken**
Further guidance/suggestions about what 'activities' might be under taken during Activity week	A programme of possible activities and any compulsory sessions will be provided in advance. **NB** Student teachers are advised to make only provisional arrangements for the things they would like to do during this period. (see also Appendix Q).
Make EPS during placement 2 compulsory for schools	Schools are not required to provide a formal programme as part of the Partnership agreement, though many do. We will be discussing this with the Schools Partnership Committee.

1.5 Student Teacher Representation and Staff/Student Consultation

1.5.1 Method Group Representatives meeting

Each Method area elects one or more representatives, depending upon the size of the Method group. There will be roughly one representative per ten student teachers. Student teachers must nominate their representatives during the first two weeks of the course.

The representatives meet with the Head of Secondary PGCE three times each year. The purpose of the meetings is to provide a forum for discussion about aspects of the course and to give student teachers the opportunity to make representations on behalf of their Method groups, or individual members of them, direct to the Head of Secondary PGCE. Student teachers may raise agenda items for these meetings through their representative(s).

Autumn	Monday 20 October 12 til 1
Spring	Monday 9 February 12 til 1
Summer	Monday 15 June 12 til 1

1.5.2 The Student:Staff Forum

Student in each of the School's programme areas must nominate their representatives as early as possible at the start of each session. Notices inviting items for the agenda are placed on student notice boards and in common room areas in advance of meetings. The committee's membership includes student representatives from each programme including one from the PGCE Secondary Programme and one from the PGCE Primary Programme. The committee is chaired by the Head of the School – Mr Tom Roper; staff representatives include the heads of the three programme areas (Initial Teacher Education; Undergraduate and Postgraduate) plus two elected members from the staff team.

Autumn	Friday 23 November 1.00 pm
Spring	Friday 22 Feb 1.00 pm
Summer	Wednesday 28 May 1.00 pm

1.6 Complaints and Appeals Procedures

1.6.1 Complaints Procedure

Any student teacher wishing to make a complaint should, in the first instance, raise the matter with the appropriate member of School of Education or Partnership school staff. If it is not resolved satisfactorily at this point, the student teacher concerned should make an appointment to see the Head of Secondary PGCE, who will deal with the issue, or advise whether the case should be referred to the Head of Initial Teacher Education or to the Head of the School of Education.

1.6.2 Appeals

For details of the University of Leeds Complaints Procedure, which covers appeals against assessment judgements, please see the relevant sections of the Taught Student teacher Handbook. (http://www.leeds.ac.uk/student teachers/handbook/).

2. Programme Requirements

2.1 Attendance

It is important throughout the whole year that student teachers are meticulous about attendance. Satisfactory attendance is a professional requirement of a teacher and this requirement applies equally to University of Leeds and school-based work during the training period.

If you are unable to attend any University of Leeds session be sure to notify the tutor involved on or before the day of absence. If you are unable to attend any day that is school-based, the Student Administration Office (0113 343 4523) needs to know as soon as possible. You must let the school know at least before the start of the school day, in order for appropriate arrangements to be made to cover your absence. Good attendance in school is a professional requirement of a teacher and will be taken into consideration in the assessment recorded in the Teaching Standards Profiles (see Section 3.4). Comment on a student teacher's attendance at school and the university will also be included in references.

Please note
Student teachers who remove themselves from schools will be viewed, in most circumstances, as having withdrawn from the programme.

Attendance registers

Student teachers will be expected to log, in a register, their attendance both at university-based sessions and on school placements. University of Leeds tutors and school mentors will be required to sign the register each week to confirm attendance. University of Leeds' tutors may also ask to see the school register periodically as the School of Education is obliged to ensure, by the TDA, that those who are recommended for Qualified Teacher Status (QTS) by virtue of passing the PGCE have fulfilled the requirements for working in schools and educational settings.

The register of attendance from the first placement school must be handed in on Monday 2 February 2009 together with the completed and signed Standards Profile document. Both these documents will need to be collected, by the student, from their placement school before leaving on Friday 30 January 2009. The register of attendance from the second placement school must be handed in during Week 47 w/c 15 June 2009.

Lost Time in Schools

Significant time lost from school experience must be made up at the end of the year before the certification process can be completed. The registers of attendance from both placements will be used to calculate whether a student teacher will need to complete any additional time in the second placement school in order to ensure that they have met the requirements for time in schools and educational settings. Return of completed attendance registers for both block one and block two school experiences is a course requirement and failure to return either document may mean that the PGCE certificate will be withheld.

University Attendance

Method Tutors will keep a register of attendance for university-based sessions and notify the Student Administration Office each week of any absences. In the event of a student teacher's attendance at university-based sessions being unsatisfactory, the following procedures have been agreed:

1. If a student teacher misses a session and fails to notify the tutor on or before the day of absence, the student teacher may offer an explanation for the absence at the next meeting of the group. If the reason for absence is acceptable, this will remain an informal matter.
2. If a student teacher misses two sessions for any course component, and fails to notify the tutor on or before the day of absence, the tutor will write a first warning letter to the student teacher pointing out the University of Leeds requirement for full course attendance and ask for an explanation for the absences to be provided in writing. The letter will be copied to the Head of Secondary PGCE and a copy will be placed in the student teacher's file.
3. If the student teacher misses a third session without adequate explanation, the tutor will inform the Head of Secondary PGCE who will send a final formal written warning to the student teacher. The letter will be copied to the Head of ITE and a copy will be placed in the student teacher's file.
4. If the student teacher fails to respond to the Head of Secondary PGCE, the Head of ITE will be informed in writing and a copy of the letter placed in the student teacher's file. If necessary, the formal University of Leeds procedures regarding attendance will be enforced (please see the relevant sections of the Taught Student teacher Handbook, http://www.leeds.ac.uk/student teachers/handbook/). At this stage, copies of all correspondence will be sent to the Chair of the School of Education.

2.2 Student Teachers in Partnership Schools and Colleges

In order to meet the requirement that two-thirds of the course is school-based, the School of Education has entered into a Partnership agreement with over one hundred and fifty schools and colleges in the region. Each school or college will accept student teachers from a variety of teaching subject specialisms, and will provide them with an agreed programme of training integrated with that offered at the University of Leeds. This programme of training will take place under the guidance of a subject specific school-based mentor and the ITE coordinator.

2.2.1 Selecting and Placing Student Teachers

The placement of student teachers in schools and colleges is based on a number of criteria, the most important of which is the quality of training provided by the placement school. Consideration is also given to the information provided by student teachers about their personal circumstances and stated preferences. Places in our partner schools and colleges are, however, very limited and that means that a number of student teachers will have to travel some distance to attend placements in schools.

2.2.2 Professional Expectations

During both Block Teaching Experiences student teachers will be based in the school or college. This means that they are required to attend on the same professional basis as the full-time members of staff. This implies not only not being late and not being avoidably absent, but, if absent, notifying the school or college and Student Administration Office and Teaching Placement Supervisor or Link Tutor if s/he is due to make a tutorial visit. Student teachers must keep a full record of all attendance at school or college on both placements on the attendance registers provided for this purpose.

It is important to recognise that all student teachers are not only representatives of the University of Leeds, but also members of staff at their partner school or college. As such, PGCE student teachers are required to meet the professional expectations of **both** institutions with regard to, for example, attitude, behaviour and general appearance.

NB Please note that what is considered appropriate in one context may not be so considered in another. Your Link Tutor and ITE co-ordinator will give you specific guidance about these matters. (See also *Formal Requirements* below and section 2.3.1).

Formal Requirements

1. Apart from unavoidable absence (e.g. illness, interviews), student teachers are expected to be at the school or college for **all** timetabled days.
2. Professional expectations of student teachers include notifying the Head of the Department before the start of the school day, or ideally the night before, if they are to be absent, and giving details of

the lessons which were to have been taught. This is to enable adequate and appropriate cover to be provided for those lessons.

NB In addition student teachers must notify Teaching Placement Supervisors and the Student Administration Office on 0113 343 4523. Student teachers must ensure that they have a record of the appropriate telephone numbers for contacting school and University of Leeds staff (see Appendices F and P).

Student teachers are asked to use email ONLY for confirming the absence which they have already reported by phone to both the school and the university. Student teachers should also confirm the date of their return to school to all parties.

All absences must be recorded on the student teacher's attendance record (see section 2.1.1)

3. Student teachers must behave professionally at all times in the school or college, and refrain from airing adverse comments in the staffroom about their school/college or the University of Leeds.

4. Student teachers are responsible to the Head teacher, or Principal, on all school-based days. This means that they must accept the same requirements as those demanded of full staff members in the matter of school and college attendance, as well as in all other school issues.

Student teachers **must not**:

- inflict corporal punishment on pupils under any circumstances. They must conform to the particular system of rewards and sanctions operating in the school or college;
- touch pupils under any circumstances, whatever the provocation;
- create unnecessary temptation for pupils by leaving money and valuables in view. Student teachers must also take the utmost care of pupils' valuables, money and belongings left in their care;
- contribute to, or condone, racial, homophobic or sexual harassment, or language or behaviour which could be construed as racial, homophobic or sexual harassment;
- allow, or give, permission for pupils to undertake an action that contravenes school rules and regulations;
- ask pupils to visit them at home, nor enter into any association or relationship with pupils other than in their professional capacity as a student teacher and temporary member of staff;
- arrange meetings with, or see, an individual pupil in a private place. If a student teacher needs to meet with an individual pupil, this should be done in a 'public' place, (e.g. a corridor, dining hall, or similar, and not in an enclosed and/or isolated classroom or office) where the conversation can be seen, but not necessarily overheard, by other members of staff. This will prevent any possibility of a later allegation of improper conduct;
- Provide pupils with personal email addresses or telephone numbers.

2.2.3 Legal liabilities of student teachers on school experience and insurance implications

NB It is essential that all student teachers read and understand these notes. They will provide a general idea of the legal liabilities of student teachers whilst they are in school.

Like teachers, student teachers may be involved, by the nature of their profession, in legal processes which may be divided into three categories:

1. Arising out of negligence

   The commission of a negligent act or failure to take reasonable care may lead to claims for damages or compensation by (inter alia) parents acting on behalf of their children. These cases fall into three categories, those in which a pupil is injured, those in which the pupil has injured another pupil and those in which his/her conduct has resulted in injury to a third party. It would be possible for a student teacher to be found responsible for any of these. It should be noted that student teachers of certain subjects (e.g. science, physical education and games) and those helping to supervise school journeys are at particular risk (see section 2.2.4 on Out of School Activities).

   Insurance. To provide cover for teachers in their employment, schools provide indemnity by Public Liability Insurance. Student teachers have, of course, no contract of service but the School of Education understands that this indemnity does not distinguish between teachers and student teachers.

2. Wilful bodily injury to a pupil by a student teacher (i.e. not arising out of negligence)

   Actions brought by parents may be either (a) in civil courts or (b) in the criminal courts.

(a) If the parent sues for damages, it is unlikely that the school could be joined as a co-defendant (as in the case of teachers) and the responsibility would be the student teacher's. Insurance could be acquired relatively inexpensively through an Insurance Broker. However, student teachers should on no account strike a pupil and, therefore, should not require cover.

(b) If the case is taken additionally or solely in the Magistrates' Court, and the student teacher is convicted of assault, it will be his/her responsibility to bear the penalty. No insurance can cover this.

3. Bodily injury to a student teacher

If a student teacher suffers injury from a pupil or third party while acting in the normal course of her/his work, s/he will be protected by the school insurance policy which does not normally distinguish between teacher and student teacher.

If s/he suffers injury from some defect in the building, the school is liable.

The points outlined above only apply to student teachers undertaking practice in maintained schools although parallel arrangements cover those working in independent schools.

Special circumstances: Some schools operate Codes of Practice relating, for example, to outdoor visits and these must be followed scrupulously (see also section 2.2.4 below). There may also be other special regulations relating to student teachers e.g. in the case of physical education or some aspects of science teaching - such as work with radioactive materials. Student teachers must make themselves fully aware of these regulations as appropriate.

All student teachers are strongly advised to join one or more of the teaching unions, membership of which is free at registration on the PGCE programme. This membership will provide student teachers with all the benefits of legal cover available to teachers.

2.2.4 Out of School/College Activities

The School of Education's current Policy on Out of School Activities is outlined below. There is also an OoSA profoma (see Appendix E) which student teachers and schools/colleges must complete PRIOR to a student teacher being involved in any activity out of school.

Background
The University of Leeds PGCE Partnership has a duty of care for its student teachers. Statements from several teacher unions and professional associations raise concerns about their members' participation in out-of-school visits and activities and some advise their members not to take part in these at all. However, there is a need to provide student teachers with wide ranging experiences as this supports their professional development. We recognise that in some subject areas, out-of-school activities and visits are an integral part of curriculum delivery, for example, in geography. Out-of school visits and activities are also important in relation to children's personal and social development and in the development of positive teacher-pupil relationships. Involvement in such visits and activities can help student teachers to meet a number of the Professional Standards for Teachers - QTS, however participation in an out-of-school activity/visit is not required to meet the Professional Standards for Teachers - QTS.

As a consequence of the points raised above the following guidance and procedures for approving a student teacher's participation in an out-of-school visit or activity have been prepared. These allow student teachers to participate in such visits and activities but also ensure that appropriate planning is made and safeguards taken.

- Permission for a student teacher's involvement must be sought at least **two weeks in advance** of the visit or activity (to allow time for appropriate planning, training, etc.).
- It is expected that there would be an appropriate **level of support and guidance** for the student teacher **during** the out-of-school activity or visit given the novel context (compared to classroom teaching).
- Student teachers may participate in non-curriculum-based out-of-school visits and activities (e.g. a reward day to Alton Towers) only if the student teacher is **making good progress** and has not been identified as having cause for concern.
- A student teacher has the right **not to participate** in an out-of-school visit or activity that extends outside the normal working day, that is, 8 a.m. to 6 p.m.

Procedure for obtaining permission for a student teacher to participate in an out-of-school visit or

activity.

In advance of the visit or activity the **student teacher** should initiate completion of the permission form (Appendix E). Once all sections of this form have been completed the student teacher should send or take it to their Method Tutor (Secondary PGCE) for approval **at least two weeks in advance** of the planned visit or activity.

Partnership **schools/colleges** should ask the student teacher to present the completed permission form before allowing him/her to participate in the out-of-school visit or activity.

2.2.5 The End of the Placement

- At the end of each block of School Experience student teachers should ensure that the teacher of each class taught has a record of the work covered, and of the progress of each individual pupil. All marking of pupils' work must be up-to-date by the end of each practice.
- By the time a student teacher leaves each school or college, s/he must ensure that **all** borrowed books, pupils' work and other materials which originated from the school or college have been returned.

2.3 Serial School Experiences and Block School Experience

Student teachers will be provided with background information about schools, but, as many schools now have their own extremely comprehensive websites, student teachers may wish to consult these in order to gain some further background information and work out how best to get to the school.

2.3.1 Preparing for the First Day in School/College

Block One
The student teacher's first visit to the first school or college will be on Wednesday 1 October 2008, usually in the company of other student teachers.

The first Link Tutor Meeting (LT1) will take place in the afternoon (after 1pm) of Monday 2 September 2008. Details of the meeting venues will be sent by email. The Link Tutor will provide preliminary information about the school, including the dress code and general requirements for staff. Schools and colleges vary greatly in terms of what they consider to be acceptable in terms of clothes, hairstyle and jewellery, but since first impressions count for a great deal, student teachers are strongly advised to err on the side of convention and sartorial respectability. Thereafter, they should keep within the conventions of the school or college. It is not within the remit of a student teacher to argue with, or try to change, a school's policy.

Block Two
Student teachers visit their second placement school on Wednesday and Thursday 11 and 12 and 25 and 26 February 2009 for induction activities. The Link Tutorial which precedes these visits is in the morning (10 til 12) of Thursday 5 February 2008.

2.3.2 Travelling to Placement Schools or Colleges

We have already stated that the number of placements in the Partnership is limited and that this means that a number of student teachers will have to travel some distance. At the Link Tutor meetings you will be able to meet other student teachers who have been placed at the same school or college. Student teachers often find it helpful (and cost effective) to share transport and arrangements to do this can be made at this meeting. Your Link Tutor may be able to offer advice about travel arrangements too, depending on where you live.

2.3.3 Serial School Experience

During weeks 10 to 17 (placement one) and 29 and 31 (placement two) of the programme (see Year Plan in Appendix A), student teachers will visit their first placement school or college on two days of the week, Wednesdays and Thursdays; this is referred to as 'Serial School Experience'.

At the start of Serial School Experience time will be given to a programme which will induct student teachers into the school or college, and their subject department. The school-based EPS provision will also start during this period. Schools will provide a departmental-based programme which will progressively introduce them to the teaching and learning of their first teaching Method. This will be

linked to the subject programme in the University of Leeds.

2.3.4 Mentor Meetings during Serial School Experience

From the beginning of Serial School Experience, a weekly meeting will be timetabled at which the mentor and student teacher will review the student teacher's progress, discuss outstanding issues, determine targets, plan subsequent activities, and undertake specific training activities.

NB It is possible that this meeting will take place before or after school or during lunchtimes as the mentor may not have any non-contact time on Wednesdays or Thursdays.

It is important that you use the Weekly Mentoring Record proforma (see Appendix C) to keep a record of the issues discussed in the course of the weekly slot and the targets set for the week to come. The mentor should sign this record to indicate her/his agreement. This is a formal record of the meeting and no other documentation may be used as a substitute.

2.3.5 Preparation Weeks (Block One and Block Two)

The purpose of the 'Preparation Weeks' is to enable student teachers to prepare themselves fully for the period of Block Teaching Experience which follows.

During preparation week student teachers should be finalising their timetables, meeting those classes which they will be working with and the teachers of those classes, and finding out precisely what they will be teaching and the resources available for teaching their subject (see also Section 2.6 Timetables).

In Block one, Preparation Week is week 18 (w/c 24 November 2008). This is school-based and precedes the first Block of School Experience.

In Block two, Preparation Week is week 32 (w/c 2 March 2009). This echoes the purpose of Preparation Week in Block One in enabling student teachers to prepare themselves for the second block of school experience.

2.3.6 Block School Experience

Block school experiences are provided in order that student teachers have the opportunity to meet the requirements of the Professional Standards for Teachers - QTS in schools and other educational settings, and have experience in at least two different schools. **Full details of the procedures and requirements for school experiences are provided in the following sections**.

The Block school experiences provide extended periods of time during which student teachers have opportunities to develop the skills, knowledge and understandings required for a beginning teacher, including, but not only, those specified by the Professional Standards for Teachers - QTS. Many schools will provide student teachers with additional experiences and which augment and extend the requirements for QTS. These opportunities should be welcomed as part of the training programme.

The first block of school experience runs from Week 18 to Week 27 (24 November 2008 – 30 January 2009) (week 18 is preparation week).

The second block of school experience runs from Week 32 to Week 43 (2 March 2008 – 22 May 2009) (week 31 is preparation week).

2.3.7 Activities Weeks

At the end of BTE 2 during w/c 1 and 8 June students will, in most cases*, be able to choose to undertake activities which enable them to consolidate or develop their skills, knowledge and understanding in areas and contexts which they choose. (see Programme for Activities week – Appendix Q).

NB *Student teachers may be required to extend their block teaching experience using Activities weeks in placement two in order to achieve or confirm grades. This decision is taken by the Partnership school and the university tutors. Those student teachers who did not complete the Primary Placement at the start of year may need to do this during Activities weeks.

2.4 Practical Teaching Experience - A Developmental Process

A student teacher should aim to should develop his/her teaching competence progressively whilst on placement. This development will be guided and monitored by the mentor, University of Leeds Link Tutor, Method tutor and Teaching Placement Supervisor.

Whilst each student teacher is required to spend two thirds of their training in schools/educational settings, **the nature of their experiences will vary according to their individual needs and rate of development,** as well as the school context. It is highly likely, therefore, that if student teachers compare their initial timetables, for example, they will find that these vary (see section 2.5 Timetables).

Mentors and Host Teachers will discuss and assess, regularly, the progress being made and will and will also report on this regularly. Advice, comment and targets will be offered and recorded on **the Weekly Mentoring Records (Appendix C) and Lesson Observation and Feedback proforma (Appendix Di).**

NB These are formal documents and no other documents may be used as substitutes.
In order to aid this developmental process, student teachers must keep **a Teaching File (section 2.5)** of all lesson notes and plans – including their own evaluations of lessons taught, records of the progress of the pupils taught, together with their copies of Lesson Observation and Feedback and Weekly Mentoring Records.

NB Student teachers' self-evaluations (Appendix Dii) are an essential part of this process and should be completed regularly (minimum of one per week) see Section 2.8.5.

2.5 Teaching Files

During both school placements student teachers must keep (and have constantly available for inspection by his/her mentor, Teaching Placement Supervisor, Method Tutor and possibly an external examiner or OfSTED inspector) a **Teaching File**.

NB This file will be used by University of Leeds tutors and mentors as part of the basis for the assessment of practical teaching (see Appendix H 'Evidence for the Professional Standards for Teachers - QTS).

The Teaching File(s) must be maintained as **HARD COPY** and be a well-organised and clearly-labelled professional resource.

NB As the volume of material created for the Teaching File will be substantial it is likely that two or three 'physical' files, (lever arch type files are useful for this purpose) will be needed.

Student teachers may find it helpful to have one physical file for sections a), b) and d) and two physical files (one for each placement) for section c)

The Teaching File should have 4 'sections' as follows :

a) Primary School Experience:
- KS2/3 transition: notes from the preliminary observation placement in a primary school;
- copy of the Primary Experience report (see section 3.3.1);

b) Method
- Method resources and notes (Method tutors will advise on this requirement);
- Subject Knowledge Audit - This audit should be reviewed regularly by student teachers and any gaps addressed either through personal study or by work in method sessions or subject-based training in school which should be arranged with the student teacher's mentor. (Method tutors will advise on this requirement);
- School-based Tasks and supporting materials (Method tutors will advise on this requirement).

c) Teaching Placements
- Notes on observations of others' teaching;
- Schemes of work;
- Lesson plans;
- Self-evaluations of lessons taught, both the student teacher's performance and the pupils' learning* (see Appendix Dii);
- Formal Lesson Observation and Feedback sheets (see Appendix Di);
- Formal records of Weekly Mentoring Sessions (See Appendix C);
- Copies of handouts and worksheets prepared and used in teaching;
- Pupil records which show how their progress is monitored.

d) Professional Development

- Other generic notes and materials provided by schools, the university and other organisations, augmented by the student teacher's own notes as appropriate/desired. For example EPS related materials. **These should be materials which the student teacher finds helpful in relation to their developing professionalism**.

NB

* A proforma for student teacher self-evaluations is provided in Appendix D – along with the observation proforma;

Student teachers should complete AT LEAST one detailed self evaluation per week.

** The content of section 'd' of the Teaching File is the student teacher's choice.

2.6 Timetables and 'teaching experiences'

Student teachers' timetables are constructed, in negotiation with the student teacher, in order to provide them with appropriate opportunities for the development of their teaching skills, knowledge and understanding.

2.6.1 Collaborative Teaching Experience

It is likely that student teachers will be timetabled to work alongside other teachers – either qualified or those in training. Working alongside other teachers or student teachers is recognised as an excellent way to develop understanding and skills in teaching, and one through which the rate of progress can be significantly enhanced. This does NOT MEAN that you will spend all your time working alongside another teacher or student teacher, but that, you should view the inclusion of this collaborative experience – which includes the joint planning, teaching and evaluation of lessons – as a productive and helpful aspect of your training.

NB It is very likely that, particularly in the first placement, and in relation to examination classes, student teachers continue to work as part of a team or pair in the classroom throughout the Block Teaching Experience. This TEAM TEACHING may consist of taking the beginning or end of a lesson, introducing a significant element of subject knowledge to the group, taking a group of more/less able pupils, working 'one to one' with identified pupils in need of support, leading the lesson with the class teacher taking the role of teaching assistant – or vice versa

In addition, it is important to note that schools are moving towards an 'educational experience' where the teacher is the lead professional, working with a whole range of other adults to support children's learning. This will mean that there is frequently more than one person in the classroom besides the teacher. A key aspect of training to teach is understanding the relative roles of teachers and 'additional adults/other professionals'; therefore taking the role of the additional adult and/or working with teachers playing such a role, as well as working with actual support staff, specialist staff etc. is a valuable part of the training programme and should not be seen as less important than solo teaching.

The proportion of SOLO TEACHING and the point at which this commences will be determined by the mentor, using their professional judgement and having considered:

- The prior experiences of the student teacher, e.g. whether s/he has spent considerable amount of time in schools already, perhaps as a teaching assistant, or teaching abroad;
- The student teacher's apparent levels of confidence;
- The nature of the school;
- The range of opportunities available – this will be affected by, for example, the size of the school, the number of student teachers working in the school, the size of the department etc.;
- The student teacher's need to be involved in school-based experiences which are non-subject based, e.g. Form tutor roles, extra-curricular activities.

It is desirable that the timetable, during both block experiences, continues to include OBSERVATION of other teachers, particularly in relation to specific targets which are set at the weekly Mentor Meeting e.g. "increasing the range of formative assessment for learning strategies being deployed during lessons".

As the student teachers' understanding of learning and teaching processes and practices develops observation of other teachers – and student teachers – can play a significant role in helping the student teacher to analyse practice, and hence reflect more effectively on their own practice.

2.6.1 Proportion of Teaching Time

The proportion of teaching time, be it solo, team, paired or observation, is **likely to be 50-60% of a *teaching timetable* BY THE END of the First Block Experience.** And **BY THE END of the Second Block experience it is likely to be about 70% of a *teaching timetable*.** It should, however, be noted that **these are guidelines only and not requirements.** This is so that mentors can, along with other school colleagues, and university tutors as appropriate, use their professional judgment to determine the best teaching timetable for a student teacher at a particular point in their development.

2.6.2 Key Aspects of Timetable Planning

The most important aspects of a student teacher's timetable are that it should :

- be planned to ensure that it is **DEVELOPMENTAL – NOT 'IN AT THE DEEP END'**;
- be used flexibly in order to allow for focus on targets as they become apparent;
- be sufficiently varied – by the end of the practice – so as to provide age range and group ability experiences;
- provide access, by observation and team and/or solo teaching to POST SIXTEEN CLASSES;
- provide opportunities for student teachers to work with more than one class in the same age range, so that there are opportunities to repeat lessons with different groups;
- limit the number of host teachers, probably no more than four, including the mentor.

2.6.3 Timetable Cards

Timetable cards, on which student teachers must record their teaching timetables, will be issued through Method tutors at two points in the course. The purpose of these cards is to enable Teaching Placement Supervisors to arrange their programme of visits to observe student teachers teaching. **It is therefore vitally important that the following procedures are observed.**

Block One

Timetable cards will be issued at the Method session held in week 15 (w/b 3 November 2008), for return, completed to the Student Administration Office in week 17 (w/b 17 November 2008). Any timetables not handed back on during this week should be posted immediately they are available and NO LATER than Monday 24 November 2008.

Please note that the responsibility for sending these copies rests entirely with the individual student teacher.

All details on timetables must be completed carefully, and the following information provided:-

(a) the precise times lessons begin and end;

(b) the dates on which the student teacher begins teaching each class;

(c) the day and time of the weekly mentoring session;

(d) the dates of special holidays, internal examinations or any staff training days;

(e) a special note, indicated by, M, of which classes to be taught normally belong to the mentor;

(f) the nature of the student teacher's responsibility for the class (i.e. solo teaching [S], team teaching [TT] or observing [O]).

NB All changes to a student teacher's timetable, temporary or permanent, must be notified immediately to the appropriate Teaching Placement Supervisor. Student teachers who are called to interview must notify schools and their Teaching Placements.

Block Two

Timetable cards will be issued for the second block experience at the Method session in week 28 (w/b 2 February 2009) for **return to the Student Administration Office School of Education, University of Leeds, LS2 9JT by no later than 4.00 p.m. on Friday 6 March**. These cards are to enable Teaching Placement Supervisors to organise school visits in block two.

Student teachers who are called for interview must notify their schools and their Link Tutor and Teaching Placement Supervisor immediately of the arrangements.

STUDENT TEACHERS MUST NOTIFY THE STUDENT ADMINISTRATION OFFICE, THEIR LINK TUTOR, METHOD TUTOR AND TEACHING PLACEMENT SUPEVISOR OF ANY CHANGES TO THE TIMETABLE SENT IN MARCH.

This is particularly important as these timetables are used to plan the visits of external examiners which take place on the 19 and 20 May 2009

2.7 The PGCE Student Teacher, the Mentor and the Weekly Meeting

The PGCE Secondary Programme is, like all such programmes, a Partnership. Contractual arrangements between the School of Education and the partner schools who work with us specify that each student teacher is entitled to professional instruction in school about how to learn to teach. The specific responsibilities and roles of the mentor and the ITE co-ordinator are described in this handbook (section 1.1), but for most student teachers for most of their time in school, the key figure, in terms of advice and guidance about practical approaches to teaching, is the school-based mentor.

Your mentor will help you understand the context of your work both in the department and in the school as a whole. S/he will offer you advice and guidance about how to prepare for classes in an appropriate way, how to teach lessons, manage the timing of activities and the practicalities of instructions and tasks, assess pupils' progress and evaluate the outcomes of lessons. S/he will also assess your progress. Guidance will at times precede the teaching and at other times follow it in the form of a professional discussion and feedback about how a lesson went and what can be learned from the experience to inform future planning, preparation and classroom teaching.

As an individual PGCE student teacher you can expect to be observed regularly (see section 2.8.2). In the initial stages it is likely to be quite often. In addition to your mentor, other teachers may well observe you teach and provide feedback, especially when your timetable includes classes normally taught them (Host teachers).

When your Teaching Placement Supervisor visits you in school, s/he will watch the lesson or lessons with the mentor in order to put your performance in the wider context of your overall progress, and to help achieve the consistency of judgement across schools about the standard of practical teaching you have reached.

2.7.1 Mentoring – Frequently Asked Questions

What is the weekly Mentor meeting?

This is the period of time which should be allocated for mentoring to take place. As its name suggests, it should normally take place once a week. It should appear on your, and the Mentor's, timetable. You should normally have at least the equivalent of one period's mentoring time with your mentor, approximately one hour.
It should be noted that in some schools this 'mentoring hour' takes place after school, rather than a part of the timetable. Nevertheless this should be a regular, 'timetabled slot'.

When should the weekly mentor meetings begin?

The regular meetings with your mentor should start at the beginning of Serial School Experience. Whilst your first visit to the school in Week 10 is likely to be a general introduction to the school and the department, from Week 11 onwards the Method programme provides a clear framework for discussion and for practical activities which place university-based training in the school context. It is likely that at the initial meeting(s) you will discuss issues such as departmental procedures and practices relating to behaviour management, rewards and sanctions, assessment processes, homework setting etc. In the weeks which follow, however, the agenda will include aspects of your teaching, review of your teaching file including presentation of your lesson plans, worksheets, visual aids and other supplementary materials.

What if my mentor is not free at the same time as me, especially during Serial School Experience in Placement One?

This is not uncommon. In this situation a mutually convenient time should be found for the mentoring process to take place. This is particularly important in Placement One when, as experience has shown, you have most questions, and feel most in need of support and guidance. If this time slot - before school / after school / during a lunch time - can be the same each week, this is helpful to you

and your mentor and is less likely to be missed. Ad hoc arrangements have a tendency not to work terribly well, and can leave the mentor feeling that you are rather evasive and difficult to pin-down, and you feeling that the mentor is denying you the entitlement to a mentoring slot.

If there are two or more student teachers in my department, given that the issues to be discussed are often the same for each, can the mentor see us at the same time?

Yes. A lot of useful work can be done when student teachers are mentored together. In this case several heads can often stimulate more ideas for discussion than two, as well as providing a greater breadth of comparative experience. If this practice is adopted, the slot should be of at least one hour's duration, i.e. 30 minutes for each of you. As you increase your involvement in actual teaching, however, especially in Placement Two, you will each have individual needs and you should be seen separately and confidentially.

What sort of issues should be discussed in the weekly slot? ***(see also Appendix O)***

It is probably not very helpful to suggest a set agenda as this will differ for individual student teachers and mentors, and vary according to the point reached in your teaching experience. Therefore, although there are number of areas which will *usually* be part of Weekly Mentor Meeting discussion, not all of them will necessarily be covered at every one. These include:

- a professional discussion which explores both the mentor's and the student teacher's perceptions of the student teacher's progress that the week.

This is an opportunity for both parties to identify areas of strength and those in need of improvement, and development, and to explore specific issues which have arisen during the course of the week e.g. in relation to aspects of lesson planning, behaviour management, subject knowledge etc. etc.

- Formative use of the Profile and monitoring progress against the Professional Standards for Teachers - QTS

The (orange) Profile Document is used for recording evidence of your meeting the Professional Standards for Teachers - QTS (see Appendix H for examples). This should be an ongoing process. It should also be used for Formative Assessment purposes, i.e. to help identify the areas of the Standards where you have already demonstrated some achievements and those where further opportunities and experience are necessary for you and your mentor to be secure in the knowledge that there is sufficient evidence for having achieved or reached a particular Standard. The weekly mentor meeting should be used to review, regularly, your progress against the Standards and to identify what evidence may be cited as achievement of the Standards (see Appendix H and Appendix O).

Student teachers should take a copy of the Profile, or download a copy from the web, and use this copy as an ongoing record of evidence of achievement.

NB You, your mentor and your ITE coordinator should sign the Monitoring and Assessment Record of the FORMAL profile to acknowledge this formative assessment activity.

- a review of the student teacher's own evaluations of lessons

These evaluations should be used by you and your mentor to inform the discussions about progress and areas for development**.**

- a review of the Teaching File;

This should be examined to make sure that guidelines on lesson preparation are being followed, that you are evaluating each lesson and that a high standard of presentation and classroom management is being maintained. A regular review of the teaching file gives the mentor an insight into the approaches adopted by you in your teaching of a range of classes and offers access to the supplementary materials being produced. This also reassures you that your approach to lesson preparation is in accordance with requirements.

- target review and target setting

Your mentor will, in discussion with you, set specific targets for you to focus on each week. This is intended to enable you to make adjustments and improvements in very specific areas. These must be recorded on the Weekly Mentoring Record (Appendix C). The review of the previous week's targets should also be recorded here, as evidence of progress, or as an explanation for continued focus on a specific target.

NB Teaching for effective learning is a highly complex and skilful business. Setting clearly focussed

targets helps the student teacher to become progressively confident and more capable by dealing with one or two areas at a time. No-one expects training teachers to be able to deal with this hugely complex business all at once !! (see Appendix H for an overview of the Professional Standards for teachers – QTS. These provide a generic framework and underpinning for effective teaching).

- Method Specific Training

There will be, from time to time, matters of subject knowledge which need to be addressed. Your Mentor will suggest ways in which you can address any 'gaps' in your knowledge; for example by observing a class in which the teacher is dealing with the area concerned, by recommending texts or by suggesting activities which you can undertake in your own time.

- Areas of 'concern'

The Weekly Mentor Meeting is a formal opportunity for you to bring your Mentor's attention to anything about which you are unsure, with which you are having difficulty, which you don't understand or with which you need help.

NB Do remember, your mentor is not a mind reader !! You will need to talk with them explicitly about your concerns in order for them to help you. They do have your best interests at heart, as well as those of the children, and will do what they can to help, support and guide you.

At the beginning of the course issues arising in the Weekly Mentor Meeting will probably include departmental policies on classroom organisation and management, subject specific issues such as 'health and safety' and 'working with technicians', homework setting and marking, ICT usage, etc.

As you become more involved in teaching, you are more likely to set the agenda according to your own perceived needs in the light of classroom experience. You should make a note of matters you wish to discuss, and submit these to your mentor in advance of the meeting to allow her/him time to consider the issues and provide advice and materials as appropriate.

Similarly, your mentor, having observed you teach, may wish to identify aspects of the lesson which merit further discussion. Again, it would be appropriate for you to know in advance the proposed subject for discussion, to allow you time to give it some thought in preparation for the meeting.

NB It is important that you use the Weekly Mentoring Record proforma to keep a record of the issues discussed in the course of the weekly slot and the targets set for the week to come. Please ensure that the mentor signs this record to indicate her/his agreement (Appendix C).

2.8 Lesson Observation, Follow-up discussion, Feedback and Self Evaluation

Lesson observation and follow-up discussion, feedback and self-evaluation are now part of the regular routines in schools. They take place for a variety of purposes, and are conducted by a wide range of staff, both internal e.g. Line managers and senior staff, and external, e.g. OfSTED inspectors. Observations of experienced teachers are focussed on ensuring that the pupils' learning being promoted by the teacher is as effective as possible**.**

2.8.1 The purposes of lesson observation of student teachers, by the mentor or host teacher, are to:

- provide a real-life context through which they can offer you with insights into the effectiveness of the lesson in terms of pupils' learning. Aspects such as its structure, planning and preparation, pace, delivery and content will be components of these insights, depending on the focus for the observation.
- provide a real-life basis for a professional discussion with you about classroom practices and performance, and lesson preparation by offering insights from an experienced and knowledgeable perspective.

2.8.2 How often should I be observed?

This will vary depending on perceived need, and the stage you have reached in your teaching experience and expertise. You should, however, expect to be observed regularly with each class. In the initial stages it is likely to be quite often and, in addition to your mentor, other teachers may well observe you teach and provide feedback, especially when your timetable includes classes normally taught by them. In order to make progress towards meeting the requirements of the Professional Standards for Teachers - QTS you need to be observed, and to be provided with constructively critical

feedback, on a regular basis.

NB As a general rule student teachers should expect to be observed, and provided with written feedback, on **a minimum of three occasions each week during Block Teaching Experience**. As the placement progresses it is unlikely, unless there are significant concerns about your progress, about which you will have been made aware, that you will be observed on every occasion. *However,* as stated in the opening paragraph **the amount of observation will vary from student teacher to student teacher, according to their needs.**

2.8.3 The purposes of the Follow-up Discussion and Feedback session are to:

- provide an opportunity for the student teacher and the observer to review, together, the lesson, or part of lesson, from both parties' perspectives;
- identify successful and less successful aspects of the lesson 'element', which was the focus of the observation e.g. 'questioning techniques to assess learning';
- provide an opportunity to reflect on 'what might be learned' from the lesson – from the perspective of both parties;
- identify aspects which might become the focus for future observations and discussions about practice;
- enable the observer to offer specific guidance and advice and, in some cases, instruction (for example in matters of health and safety or school policy) about changes to planning, preparation and practice.

2.8.4 What form should the Follow-up Discussion and Feedback take?

Ideally, you should meet with your mentor/host teacher/observer immediately after the conclusion of the lesson. Should this not be possible, then the discussion should take place at the first available opportunity thereafter. An empty classroom or office, rather than a crowded staffroom, would be the preferred location.

Issues to be discussed may include, for example, what you and your mentor/host teacher felt went well in the lesson, what you would do differently with the benefit of hindsight, and an agreed action plan for the next week(s).

You should also be provided with written feedback. The proformae to be used are in Appendix D i.

NB As these are formal records no substitute documents may be used for recording observations. A copy of these must be retained by the mentor / host teacher and you must include your copies in your teaching file next to the relevant lesson plans and your own evaluation of the lesson.

It is important that you, and your mentor, keep these notes as a record of evidence for:

- the completion of the Professional Standards for Teachers - QTS Profile at the end of Block 1 and Block 2 placements;
- for your Teaching Placement Supervisor and for the External Examiner, if you are included on the schedule of visits (see section 3.10)

and

- the Appeals Committee, in the event of the Complaints Procedure being invoked.(see section 1.6.2)

2.8.5 The Student Teacher's Self-evaluation (see Appendix D ii)

The University of Leeds PGCE programme is founded on the belief that, to be really effective classroom practitioners, beginning teachers should be encouraged to be, amongst other things :

- reflective;
- critically analytical of their own, and others' practice;
- insightful,
- curious,
- enthusiastic.

This PGCE programme is not designed to train teachers who 'go through the motions', repeating 'set pattern lessons' which are applied in an uncritical fashion. In short, in this Partnership, we intend train people to use their intelligence and skills to make appropriate decisions about pupils' learning needs,

and to do so on the basis of their analysis of their own practices and in discussion with educational professionals in the Partnership.

Evaluating your own performance is then a key dimension of developing your understanding of 'what it is to be an effective teacher'. Reflection in and on practice (Schőn, 1983) is a crucial aspect of this process which intends to help ensure that you are able to understand what has been successful and why. Through analytical evaluation – as opposed to description of activity – you will begin to 'unpick' your lessons, including the planning and preparation, and make informed judgements about which particular aspects need to be altered and why.

Importantly, your own evaluations should be used by you and your mentor to inform the discussions in your Weekly Mentor Meeting.

The proforma provided is designed to help you focus on specific areas, including relating your thinking and action planning to the QtT Standards. (see Appendix D ii). The form allows you to focus on either a series of lessons or an individual lesson. The focus may be either something which you are concerned about OR something which has been successful. Either way the critical analysis of the events which led up to the subject under discussion are key to understanding how to alter the sequence of events or how repeat them.

If you choose to use an alternative format for your self-evaluation make sure that you retain the same sections. **You should complete AT LEAST one detailed self evaluation per week.**

NB Copies of your evaluations should be kept in your Teaching File alongside the plans for the lesson on which you are reflecting and with nay observation feedback notes so that all the evidence relating to a particular lesson may be reviewed together.

2.9 The Professional Standards for Teachers - QTS Profile

ELECTRONIC PROFILING

During the academic year 2008-9 we will be trialling an electronic profiling system which we intend, in the long term, to for the monitoring of progress and collection of evidence for Professional Standards for Teachers – QTS. A number of staff in Partnership schools have already indicated their wish to take part in this trialling process. You may be asked to take part in this trial too and we hope that you will do so in order that we develop the best possible 'recording and assessment tool' possible.

NB This will not have any detrimental impact on your assessment and you will follow the normal paper-based system for your own assessment.

The Profile – guidance

The Professional Standards for Teachers - QTS Profile (Orange) is the formal document in which the evidence of your achievements against the Standards is recorded.

As the Profile is intended to be used developmentally and formatively, you should be familiar with the majority of its content before the date of its formal completion.

2.9.1 Formative use of the Profile and monitoring progress against the Standards

The (orange) Profile Document is used for recording evidence of your meeting the Standards for Professional Standards for Teachers - QTS (see Appendix H for examples). This should be an ongoing process. It should also be used for Formative Assessment purposes, i.e. to help identify the areas of the Standards where you have already demonstrated some achievements and those where further opportunities and experience are necessary for you and your mentor to be secure in the knowledge that there is sufficient evidence for having achieved or reached a particular Standard. The weekly mentor meeting should be used to review, regularly, your progress against the Standards and to identify what evidence may be cited as achievement of the Standards (see Appendix H – also Appendix O).

Student teachers should take a copy of the Profile, or download a copy from the web, and use this copy as an ongoing record of evidence of achievement.

The following are progress 'monitoring points'.

w/e November 21 2008
w/e January 16 2009
w/e April 3 2009

w/e May 1 2009 (Final profile check – provisional grades sent to the University – Student Administration office)

NB Friday 15 May 2009 - ITE Coordinator and mentor and student sign completed Profile. ITE Coordinator sends Profile to Student Admin Office.

These are dates by which the ITE coordinator, the student teacher and the mentor sign to state that the Profile is being used formatively, to help identify progress against the Professional Standards for Teachers - QTS. The formal, ongoing, record of such progress and areas for development will be kept in the Weekly Mentoring Records. However, student teachers should take a photocopy of the original Teaching Standards Profile document as this can be used, by them, to record and identify evidence. Your Method tutor and your mentor will be able to provide examples. These can then be discussed with the Mentor. The Profile is available on the School of Education website, and can be downloaded from there (http://www.education.leeds.ac.uk/current_student teachers/pgce.php).

An important aspect of the mentoring process is the formal completion of the Profile at the end of Block 1 and Block 2 placements. It is helpful if this can be done in good time and in a stress-free environment. You should have plenty of time to read, consider and discuss the document with your mentor before signing it.

2.9.2 Completion and Comments

The student teacher may, with the agreement of the mentor, completed the formal Profile Document; however, the Mentor takes overall responsibility for the summative completion of the Profile and uses evidence drawn from a variety of sources to ensure that judgements about achievements are accurate. The ITE co-ordinator is consulted to ensure that the judgements being made are fair, and represent a true picture of the student teacher's achievements to date and to ensure that judgements are comparable between the student teachers in the school.

If there are comments in the Profile with which the student teacher does not agree, s/he should discuss these with their Mentor and the ITE co-ordinator. If there is still disagreement the student teacher should raise her/his concerns with the Link Tutor. Sh/e may also annotate the Profile to state their disagreement with the comments and the reasons for this disagreement.

NB The Profile is the record of evidence of a student teacher's achievements against the Professional Standards for Teachers - QTS. It is used, along with other information, to help inform the content of the Career Entry and Development Profile (CEPD) (see section 4.2). It is also used to help inform reference writing. **The Profile document is not circulated to any outside agencies or individuals and will not be sent by the university to schools interviewing or employing student teachers.**

2.10 Ofsted inspections

Ofsted have teams of inspectors who inspect both schools and Initial Teacher Education courses. In a Partnership the size of that based at the University of Leeds, it is likely that some schools will be inspected during the year and that some student teachers will be involved in the inspections.

2.10.1 School Ofsted Inspections

If a school in which a student teacher is placed undergoes an inspection, then s/he must co-operate fully with the school, doing exactly as requested and informing all appropriate University of Leeds tutors and the Student Administration Office of the situation.

It is vital that, in such cases, the student teacher's Teaching File, containing all the required information (see section 2.5) is up-to-date since the staff of the school, whose classes the student teacher is taking, will need to have the information therein ready to hand.

The student teacher should observe closely the process of inspection and try to learn from it. All qualified teachers will be subject to inspection at some stage in their careers.

NB It is important to appreciate that a student teacher's progress on the PGCE programme, or completion of it, is in no way influenced by these inspections, nor by the student teacher's performance in the classroom when, and if, observed as part of a school inspection.

2.10.2 School of Education OfSTED Inspections

The Secondary PGCE programme is not due to be inspected during the academic year 2008-9.

3. Assessment

The University of Leeds PGCE programme incorporates teaching, learning and assessment which lead to the award of PGCE and recommendation to the DfES of the award of QTS,

There are three main elements to the assessment.

1) EPS assessments. (see section 3.3.2).

2) Method-based assessments (see section 3.3.3).

3) Assessment of Practical Teaching. (see section 3.5), including the TDA QTS Skills Tests – which are part of the Professional Standards for Teachers - QTS. (see section 3.7).

3.1 Guidance and Support

The primary source of guidance regarding assessment matters is the Code of Practice (http://www.education.leeds.ac.uk/current_student teachers/support.php). Student teachers should refer, in the first instance, to The Code for all queries concerning assessment matters.

Student teachers may seek advice and support on writing assignments from their Method tutor for method-based assignments, and from their Link Tutor for EPS the assignment. Student teachers may also seek support and guidance through the Skipton Skills Centre. (see section 5 – Student teacher Support and Guidance).

3.2 Secondary PGCE Assessment Timetable 2008-9

The timetable below details important information for student teachers and tutors, submission deadlines etc.

NB: Student teachers must meet the deadline dates given unless prior permission for an extension has been requested, and granted by the Head of Secondary PGCE (see section 3.3.7).

Details of coursework requirements shown in this table are also provided in EPS and Method handbooks. Student teachers must familiarise themselves with the requirement and adhere to the submission deadlines.

WEEK	DATE	Student teachers	Tutors
Week8- 9	15-22 Sept **Induction period**	**Student teachers** hand in the yellow primary school experience form to the Student Administration Office in Hillary Place **Student teachers** hand in Primary Experience Report to Method tutor during Method session this week **Student teachers** will receive information concerning the course assessment during their first Method and Link Tutor Meeting and in the Generic Induction sessions **Student teachers** attend first Link Tutorial on Monday 22 September 1til 3 (Lists on the PGCE notice board and circulated by email)	**Method tutors** collect Primary Experience Reports and address any issues arising with student teachers as appropriate **Link Tutors** conduct first Link Tutorial on Monday 22 September pm 1-3 **Link Tutors** provide information relating to the EPS assignments at the first Link Tutorial **All tutors** stress importance of punctuality and that attendance at all University of Leeds and school-based sessions is compulsory and will be formally monitored. **All tutors** brief student teachers on work requirements, particularly in respect of assignment deadlines, assessment procedures and plagiarism, as well as general course requirements

Week 10-17	w/b 29 Sept - 17 Nov **Serial School Experience**	**Student teachers** will be visited on serial school experience in school by Link Tutors. The first EPS assignment will be discussed on these visits **Student Teachers** finalise timetables this week in readiness to return them to the Student Administration Office	**Link Tutors** will visit student teachers in school on serial school experience. The first EPS assignment will be discussed on these visits **Mentor and ITE Coordinator** discuss timetable with student teachers
Week 13	w/b 20 October	**Student Teacher Method Representatives** attend Staff/Student meeting 12 til 1 Monday 20 October	
Week 15	w\b 3 November	**Student teachers** hand in EPS Assignment One by **DEADLINE 4pm** Monday 3 November **Student teachers** collect blank timetable cards from Method tutors this week	**Link Tutors** collect EPS Assignment One, mark, second mark and return marks to the Student Administration Office by Wednesday 26 November **Method tutors** hand out blank timetable cards to student teachers during Method sessions and explain procedure for completion and return
Week 17	w\b 17 November	**Student teachers** sign Profile (monitoring record) by November 21 Student teachers finalise timetables this week and return them to the Student Administration Office by Friday 21 OR BY post no Later than Monday 24 November	**Mentors and ITE coordinators** sign Profile (monitoring record) by November 21 **Mentor and ITE Coordinator** finalise timetable with student teachers
Week 18	w\b 24November **Preparation week**	**Student teachers** who have been unable to hand in a completed timetable during Week 17, must post it to the Student Administration Office to arrive by Monday 24 November EPS 1 Assignment available for **Student teachers** to collect from 2pm Friday 28 November	**Teaching Placement Supervisors** check that they have all their student teachers' timetables from Student Administration Office by Friday this week **Link Tutors** return EPS 1 marks to the Student Administration Office by Wednesday 26 November 2pm at latest
Weeks 18-27	24 November -30 January **BTE 1**	**Student teachers** will be visited by Link Tutors during block one school experience in schools. During this visit they will check progress in relation to the Teaching File and the formative use of the Profile document **Student teachers** will be visited by Teaching Placement Supervisors once (usually) during the BTE in order to co-observe a lesson with the mentor, moderate teaching placement assessments and check progress in relation to the Teaching File and the formative use of the Profile. **Student teachers must ensure that they have all documentation available for this visit**	**Link Tutors** will visit student teachers during the first part of their block teaching experience and check progress in relation to the Teaching File and the formative use of the Profile document **Teaching Placement Supervisors** will visit student teachers once (usually) during the BTE in order to co-observe a lesson with the mentor, moderate teaching placement assessments and check progress in relation to the Teaching File and the formative use of the Profile
Week 23	w/b29 Dec	**Student teachers** are encouraged to hand in their Method One Assignment this week to the Student Administration Office **CHECK OFFICE OPENING HOURS THIS WEEK**	

Week 24	w/b 5 Jan	**Student teachers** hand in Method One assignment by **Monday January 5 DEADLINE** The Student Administration Office will be open to accept submissions until 7.00pm	**Method Tutors** collect Method Assignment One from 2pm Wednesday 7 January, mark and second mark assignments and return marks to Student Administration Office by Tuesday 27 January 2pm
Week 25	w/b 12 January	**Student teachers** sign Profile (monitoring record) by January 16	**Mentors and ITE coordinators** sign Profile (monitoring record) by January 16
Week 27	w\b 26 Jan **End of BTE 1**	**Student teachers** to collect completed Profiles before leaving school on Friday 30 January **Student teachers** must ensure that Attendance Registers are completed and signed before leaving school on Friday 30 January **Student teachers** must have Attendance Registers ready for handing in to the Student teacher Administration Office in Week 22	**Method Tutors return** marks for Method assignment one to Student Administration Office by Tuesday 27 January 2pm **Mentor and ITE co-ordinator** finalise completion and signing of Teaching Standards Profile and hand back to the student who returns them to the School of Education on Monday 2 February
Week 28	w\b 2 Feb	**Student teachers** hand in completed Profiles after the EPS session on Monday 2 February **Student teachers** hand in completed Attendance Registers for block one after the EPS session on Monday 2 February **Student teachers** attend Link Tutorial Two vis second placement on Thursday 5 February – 10 til 12 receive guidance on EPS Assignment 2 (research project), and collect Profile documents and other materials at this meeting Student Teachers collect Method I assignment form the student admin office after 12 noon on Thursday 5 February **Students teachers** attend Personal tutorials between 2 and 27 February – discuss Activity Week possibilities with student teachers during these meetings **Student teachers** receive blank timetable cards from Method tutors during Method sessions and **return asap** to Student Administration Office but no later than 4pm 6 March	**Link Tutors** hold Link Tutorial Two vis second placement on Thursday 5 February 10 til 12, provide guidance on EPS Assignment 2 (research project) and hand out Profile documents and other materials at this meeting **Method tutors** receive from Student Administration Office, a copy of the student teacher's profile Personal Tutors (**Method tutors**) hold Personal tutorials between 2 and 27 February – discuss Activity Week possibilities with student teachers during these meetings **Method tutors** hand out blank timetable cards to student teachers during Method sessions and explain procedure for completion and return
Week 29	w/b 9 February – 11-12 and 25-26 February **Serial Practice**	**Student teachers** visit second placement school on Wednesdays and Thursdays **Student teachers** discuss the possibilities for their EPS Assignment 2 research project with ITE coordinator and mentor	, stressing the importance of this **ITE coordinators and Mentors** discuss the possibilities for their EPS Assignment 2 research project with the student teacher/s. **The project plan should be finalised by Friday 6 March (see Appendix R in course handbook)**

Week 32	w/b 2 March **Preparation week**	**Student teachers** may submit, no later than Friday 6 March, an outline (1 side A4 maximum) of EPS Assignment Two (research project) for comment to Link Tutors. The project must have been discussed with and approved by the ITE coordinator in the placement school **Student teachers** discuss timetables with mentors ready for completion and return to Student Admin Office by March 6 at latest	**Link Tutors** may receive, no later than Friday 6 March, an outline of EPS Assignment Two (research project) for comment. The project must have been discussed with and approved by the ITE coordinator in the placement school
Week 33	w/b 9 March	**Student Teachers** ensure that their EPS 2 project Plan has been submitted to their Link Tutor and 'signed off' by them by Friday 13 March **Student teachers** keep the proforma in their Teaching File	**Link Tutors** ensure that they have received all their EPS 2 project Plans and have 'signed them off' by them by Friday 13 March
Week 32-43	w/b 2 March – 22 May **BTE 2**	**Student teachers** will be visited by Link Tutors twice during block two school experience in schools. During these visits they will check progress in relation to the Teaching File and the formative use of the Profile document and EPS Assignment 2– research project **Student teachers** will be visited by Teaching Placement Supervisors once (usually) during the BTE in order to co-observe a lesson with the mentor, moderate teaching placement assessments and check progress in relation to the Teaching File and the formative use of the Profile **Student teachers must ensure that they have all documentation available for this visit** **Student teachers** should put provisional plans for Activities weeks in place as early as possible and discuss these with school-based staff as appropriate. These will not be confirmed by Method tutors until estimated grades and attendance have been judged to be satisfactory.	**Link Tutors** will visit student teachers during the first part of their block teaching experience and check progress in relation to the Teaching File and the formative use of the Profile document and EPS Assignment 2 – research project. Link Tutors make a second visit to schools and check students progress, particularly in relation to the EPS 2 assignment **Teaching Placement Supervisors** will visit student teachers once (usually) during the BTE in order to co-observe a lesson with the mentor, moderate teaching placement assessments and check progress in relation to the Teaching File and the formative use of the Profile **Method Tutors** should monitor student teachers' provisional plans for Activities weeks. These will not be confirmed by Method tutors until estimated grades and attendance have been judged to be satisfactory.
Week 36	w/b 30 March	**Student teachers submit Method Assignment Two by Wednesday 1 April DEADLINE** The Student Administration Office will be open to accept submissions until 7.00pm	**Method Tutors** collect Method Assignment Two from 2pm 3 April, mark and second mark and return marks to the Student Administration Office by 4pm Tuesday 28 April
Week 40	w/b 27 April	**Student Teachers** ensure that they are aware of the provisional grading which is being returned to the Student Administration Office **Student teachers** submit Activities weeks plans (w/c 1 and 8 June) to mentors and then to method tutors for approval / discussion	**Method Tutors** submit marks to Student Admin Office by 4pm Tuesday 28 April **ITE Coordinator and Mentor** sign Profile (monitoring record) by Friday 1 May **ITE Co-ordinator** sends Provisional Grades to the Student Administration Office by Friday 1 May **Mentors** review Activities weeks plans, discuss with student teacher and amend as necessary prior to approval and submission to Method tutor

Week 41	w\b 4 May	**Student teachers submit EPS Assignment Two by Tuesday 5 May DEADLINE** **Student teacher**s ensure that any amendments to their teaching timetable have been given to the Student Administration Office. This is to enable the Assessment Tutor to construct programme of External Examiners' visits **Student teachers** collect Method Assignment Two from Student Administration office Tuesday 5 May after EPS session	**Link Tutors** collect EPS 2 assignments after moderation meeting (1 til 3) Thursday 7 May **Method Tutors** review Activities weeks plans, discuss with students and amend on May 5 if necessary **Method Tutors** return approved plans to student teachers
Week 42	w/b 11 May	**Student teacher** signs completed Profile document by Friday 15 May	**Mentor and ITE coordinator** sign completed Profile document by Friday 15 May
Week 43	w/b 18 May **End BTE 2**	**Student teachers** may be visited by and External Examiner on Wednesday 20 or Thursday 21 May as part of the random sample or because of unsatisfactory grades in their Profile. **Student teachers and Mentors** complete CEDPs this week	**Method Tutors or TP supervisors** accompany External Examiners on visits to schools on Wednesday 20 or Thursday 21 May **Student teachers and Mentors** complete CEDPs this week **ITE coordinator** returns completed Profile to the School of Education by **Friday 22 May** at latest.
Week 45-6	w/b 1 and 8 June	**Student teachers** undertake their own 'needs and interests' based Activity week programme **This period will also include some compulsory sessions in the university and is subject to amendment if further teaching time in schools is required** **Student teachers** may collect their EPS Two assignment from 2pm on June 2 from the Student Administration Office	**Link Tutors** return EPS 2 marks to the Student Administration Office by Monday 1 June **Mentors or appropriate colleague** 'sign off' the record sheet for the weeks' activities (see Appendix Q in course handbook).
Week 47 **FINAL WEEK OF THE COURSE**	w/b 15 June	**Student teachers** hand in their completed Activities week form on 15 June – university day **Student teachers** return completed Attendance Registers to the Student Administration Office by Monday 15 June **Student teachers** attend final EPS and Method sessions**,** hand in completed CEDPs to Method tutors and complete module and programme evaluations **Examination Board** **Thursday 18 June 2008** **Results posted Friday 19 June**	**Method tutors** advise student teachers on completion of on-line CEDPs during the final method sessions, collect CEPDs and return these to the Student Administration Office **Method Tutors** attend pre-exam board meeting on Thursday 18 June 2008 and the Examinations Board

3.3 Assessment Requirements

The University of Leeds' PGCE with QTS programme will provide students with a course of Initial Teacher Education with some elements at Masters' level. It is a 180 credit Programme consisting of 5 modules, all compulsory. Four modules are at Masters' level (level 5) (2 EPS and 2 Method – 15 credits each) (total 60 credits) and one module (Practical Teaching) is at Level 3 (60 credits) (total 120 credits). **All students follow this programme.**

Award - to be awarded the PGCE with QTS (**Postgraduate Certificate in Education (Secondary) with Qualified Teacher Status)** a student must pass the Level 3 module (Practical teaching), and pass the Method and EPS modules with a mark of at least 50 (Masters Level). Students meeting these criteria will be recommended to the General Teaching Council for England for the award of Qualified Teacher Status.

A student who **passes the Level 3 module** (practical teaching), has achieved a mark of **at least 40 in all four of the M level modules <u>but has not achieved a mark of 50 or more in all of the 15 credit M level modules</u>** (Method and EPS) may be recommended by an External Examiner to transfer to the **<u>Professional</u> Graduate Certificate of Education (Secondary) with Qualified Teacher Status.**

A student who passes all four **M level modules (50 or above)**, but who **does not pass the Level 3 module (practical teaching)** will be awarded a **Postgraduate Certificate of Education Studies (Secondary)** (with no recommendation to the General Teaching Council for England for the award of Qualified Teacher Status).

Programme Aims:

At the end of the programme students should:

be creative, confident and competent newly qualified teachers (having achieved the Standards for the Award of Qualified Teacher Status)

have an in-depth knowledge and understanding of teaching and learning and wider educational issues

be skilled in self-evaluation and reflection and be able to direct their own professional development

understand the implications of being a 'professional' in the context of a career in teaching

have developed academic skills and abilities commensurate with Masters level study

The learning, teaching and assessment opportunities of the programme are designed to meet the programme's learning outcomes so that on completion of the programme students should be able to :

Programme Learning Outcomes
demonstrate in-depth subject knowledge, understanding and skills related to the requirements of the National Curriculum (for specialist subjects) and in relation to the wider educational context, a range of educational issues and teaching and learning strategies
demonstrate an understanding of advanced scholarship or area of specific interest within the broader discipline of education, that is, aspects of: learning theory; subject knowledge; pedagogy; curriculum design; teaching, learning and assessment strategies; educational issues
take a proactive and self-reflective role in relation to their professional development
formulate ideas and hypotheses
Evaluate, critically, current issues and research in the discipline of education
demonstrate the acquisition of the Standards for the Award of Qualified Teacher Status as set out in current statutory regulations

NB the programme's teaching and learning opportunities are provided through a number of experiences which run concurrently. These are:

- *Personal* study – including reading and research, peer discussion, self evaluation and reflection, assigned tasks etc.;
- *Method* lectures, seminars, tutorials, workshops and directed tasks – including school-based tasks etc.;
- *EPS* lectures and directed tasks – including school-based seminars and tasks etc.;
- *School*-based experience – including observation, teaching (paired, solo, team etc.), self – evaluation and reflection, individual tutorials etc.

The **formal assessment** for the programme is shown below in sections 3.2 (EPS), 3.3 (Method) and 3.5 (Practical teaching). The formal university assessment requirements for written work are laid out in section 3.4.

Confidentiality and Ethics

It is likely that in a number of the assessed pieces you will make reference to a particular school, member of staff or individual pupil. All such references must be anonymised. Under no circumstances should the true names of institutions or individuals be used.

3.3.1 Primary School Experience Report and Alternative.

Primary School Experience Report (1500 words)

This piece of work is a required part of the course which is used to:

a) assist students' developing understanding of the relationships between primary and secondary schools;
b) give student's the opportunity to write an academic essay without the pressure of formal assessment. This is particularly important for the many students who have not written in this style for some considerable time;
and
c) help tutors identify any support needs in terms of academic writing which may be needed by individuals or groups of students.

Each Method tutor will discuss these reports and help student teachers who have found the exercise difficult. This assignment is not formally assessed.

The report should be handed to your method tutor at your first full method session in week 9 (w/c 22 September 2008). Once the Report is returned to you it should be included in your Teaching File (see 3.3.3 i).

NB IF YOU HAVE BEEN UNABLE TO UNDERTAKE YOUR PRIMARY EXPERIENCE AT THIS STAGE YOU WILL BE REQUIRED TO UNDERTAKE AN ALTERNATIVE ASSIGNMENT. THIS IS BECAUSE ONE OF THE PURPOSES OF AN ASSIGNMENT AT THIS STAGE IS TO JUDGE THE QUALITY OF YOUR ACADEMIC WRITING.

YOU WILL BE REQUIRED TO UNDERTAKE THE PRIMARY EXPERIENCE REPORT WHEN YOU HAVE COMPLETED YOUR PRIMARY PLACEMENT.

The primary experience report – what to include

The report should focus on three aspect of primary schooling. These are a) classroom management, b) teaching and learning styles and c) numeracy and literacy across the curriculum. It is anticipated that you will write approximately 500 words on each aspect.

You will be expected to **draw upon the observations you have made** and **suggest how these have informed your understanding of the transition between KS2 and KS3** and **how this knowledge and understanding in each of the three aspects might aid your own teaching**.

You may find it useful to consider these questions and integrate your responses into your report.

- What similarities and parallels with primary and secondary teaching can you draw?

- How might you apply your knowledge and understanding of the transition in your own teaching?

(Detailed information about the primary experience and the Primary Experience Report are provided to

student teachers in the mailing sent to them prior to registration).

Alternative Assignment for those students not undertaking primary experience at the start of the course.

Choose ONE of the following :

a) 'Discuss and analyse critically the recent arguments in the press concerning the the number of students achieving A and A star grades at GCSE'

b) 'Examine and analyse critically your recent experiences as an adult learner on a subject enhancement course'

c) 'Everyone remembers a good teacher' - discuss this statement in relation to your own experience of schooling and analyse critically your conclusions about the nature of 'good teaching' which arise from it'

In answering one of these questions you will be expected to refer to research and academic literature in the relevant field and to present your work according to the conventions laid out in this handbook.

3.3.2 Educational and Professional Studies

There are two assignments for the Educational and Professional studies element of the programme. Both are concerned with the practice, theory and research related to key generic aspects of education. Both carry 15 Masters' (level 5) credits.

3.3.2.1 Educational & Professional Studies – practice, theory and research (One)

DEADLINE for submission of EPS Assignment One to the Student Administration Office is 4.00pm Monday 3 November 2008.

Students are required to write a 3,000 word essay.

In completing this essay you will draw on your school-based observations (in both primary and secondary schools) to provide a critical analysis of approaches to managing pupil and class behaviour. You should also draw on knowledge and understanding gained through the EPS programme (lectures, Method and school-based sessions and personal reading).

You will be required to draw on contemporary professional literature and research findings to demonstrate your understanding of both theory and practice.

NB A key aspect of the assignment will be the identification of priorities for your professional development and practice.

Title: 'Effective Classroom and Behaviour Management'

In writing this assignment you MUST address ALL of the following:

1) Discuss and analyse critically approaches (at least 2) to Classroom and Behaviour Management which are currently being used in schools, and the principles on which they are founded, for example 'Behaviourism';

2) Identify one approach to Classroom and Behaviour Management which you find appealing e.g. 'Assertive Discipline' – (Lee Cantor), 'Positive Behaviour Management' – (Bill Rogers).
'

NB *In order to address these aspects of the essay students are advised to consult both the literature and research in the field (see reference list in the EPS handbook for examples) and their ITE coordinator*.

3) Justify the selection of your chosen approach by citing the impact which you believe it could have on creating an effective learning context for one of the following groups of pupils: a) Pupils with Moderate Learning Difficulties, b) Pupils with Emotional and Behavioural Difficulties, c) Underachieving Pupils, d) Pupils for whom English is an Additional Language;

4) *Consider* your current knowledge, skills and understanding in relation to effective Classroom and Behaviour Management and then explain what your personal priorities will be, during BTE 1 (Nov – Feb), to help you develop your own practice in this area, giving reasons for your choices.

NB In order to address this aspect of the essay you may find it helpful to discuss, with your mentor, your 'targets' in relation to Standards Q10 – Professional Knowledge and understanding (teaching and learning) and Q30& Q31- Professional Skills - Learning Environment (see Appendix H).

Guidance on EPS One

Your Link Tutor will discuss this assignment with you during the first Link Tutor Meeting on Monday 22 September. The EPS lecture sessions at the university on Monday mornings also provide a forum for students to discuss their assignments. General advice and guidance will be available to students at these sessions.

POINTS TO CONSIDER

- An 'Approach' to class and behaviour management is a term which refers to the collection of strategies e.g. seating arrangements, rewards and sanctions, teacher talk/attitude/behaviours etc. which are deployed in the belief that these, together will bring about the desired behaviours from pupils;
- 'Principles' refers to the underlying theories e.g. behaviourism, on which the approach and its combination of strategies, is based;
- The 'link' between 'practice' and 'theory' should be made clear in your assignment;
- You must analyse, critically, the approaches you choose – ie say what you think is 'good' or not so 'good' about them, giving reasons for your assertions;
- You MUST back up any claims or criticisms you make by referencing expert opinion (literature) and your own experiences where relevant.

PRACTICAL ISSUES

- Read the assessment criteria and make sure you have addressed them all. You will not pass the assignment otherwise;
- Ensure that every element of the assignment has been covered. You will not pass the assignment otherwise;
- References – web links are not sufficient;
- Use both texts and journal articles to support your writing. (8 or more key texts would be appropriate, though the range of literature consulted is a matter of your judgement and the subject concerned– see reading lists);
- READ the section on referencing and presenting your assignments and make sure you follow the requirements.

3.3.2.2 Educational & Professional Studies – practice, theory and research (Two)

The assignment is based on research work carried out in schools, the plan for which must be:

a) discussed with and agreed by the ITE coordinator
and
b) submitted to your second school placement Link Tutor (Friday 13 March deadline – see Appendix R).

NB The plan must be written on the proforma provided.

The assignment is designed to provide you with opportunities to pursue, in some depth, an area which is of interest to you through a small scale research project. The nature of the research will be decided by you in conjunction with school-based colleagues and your Link Tutor.

NB This is a short (3,000 word) Master's level assignment and NOT a PhD project !!. You must be careful in your selection of topic and methodology to KEEP IT MANAGEABLE. There is no requirement for you to engage in learning or employing sophisticated research and data analysis techniques. In essence, what is required is an 'Action Research' project i.e. one through which the researcher (you) develops a greater understanding of a particular topic and its associated policies and practices 'in action'.

See for example - McNiff, J. (2003) Action Research: Principles and Practice London: Routledge

Students are required to write a 3,000 word Research Report.

DEADLINE for submission to the Student Administration Office is 4.00pm Tuesday 5 May.

The report will focus on an issue of professional interest to you and, perhaps, your placement school, for example, pupils with special needs, pupils' socio-cultural backgrounds and achievement, teaching and learning styles.

It will be based on planned observation of schools and classrooms and personal activities e.g. teaching and draw on the professional and research literature.

The report will evidence understanding of policy and practice and the underlying theory related to the chosen area.

Findings will be evaluated and form the basis for reflection and the identification of professional development needs

POINTS TO CONSIDER

- You must choose a research subject which can be investigate by analysing practice (and possibly policy too, though the analysis of policy is not essential);
- You should engage in some activities (probably, though not necessarily teaching of some sort) your self which you then critique, evaluate and then try again (see McNiff and others for examples of the Action Research cycle);
- The 'link' between 'practice' and 'theory' should be made clear in your assignment;
- You must analyse, critically, the 'actions' chosen – ie say what you think is 'good' or not so 'good' about them, giving reasons for your assertions and the reasons for changes you made over time;
- You MUST back up any claims or criticisms you make by referencing expert opinion (literature) and your own experiences where relevant.

PRACTICAL ISSUES

- Read the assessment criteria and make sure you have addressed them all. You will not pass the assignment otherwise;
- Ensure that every element of the assignment has been covered. You will not pass the assignment otherwise;
- References – web links are not sufficient;
- Use both texts and journal articles to support your writing. (8 or more key texts would be appropriate, though the range of literature consulted is a matter of your judgement and the subject concerned– see reading lists);
- READ the section on referencing and presenting your assignments and make sure you follow the requirements.

You will define your own title for the report and describe the subject of the report in your own words in an abstract. An example is provided below.

Title and Abstract : (FOR EXAMPLE ONLY)

Title: 'A Report on the Education of Children with Learning Difficulties – a critical review of policies and practices in (subject)'.

Abstract: This report focuses on the ways in which (subject) teachers can meet the needs of children with learning difficulties in accessing the (subject) curriculum. In particular it focuses on the teaching of (XXXX) in KS3. It reports on current research and literature in this area, relating it to observations and experiences in school, and to learning theories, particularly those related to children with learning difficulties. The report provides examples of the ways in which lesson content and pedagogy can be modified to meet these children's needs, and gives practical examples of and reflections on the ways in which I have attempted to do this. It also identifies the areas on which I, as a beginning teacher, will need to focus in future in order to develop my skills, knowledge and understanding in this area.

Report structure (sections 2-7 below are included in the word count of 3,000 words

You should use the structure below as a framework in compiling this report. It will, however, need to be modified in order to meet the demands which you define through the title and abstract. **HOWEVER, please ensure that you use the subheadings below in your report, to ensure that each area is covered.**

Title: - A concise and clear description of what the report is covering.

1) Abstract: A brief explanation of the report's content. What it's about, what you did and why, what you found, what you conclude, what you have learned from it and what you need to do in future to develop further your understanding of the chosen area. **BUT – it must be brief**

2) School/Educational Setting: Describe (anonymously) the setting in which your investigation/ research/study has taken place.

3) Literature Review – this section should provide the reader with an overview of literature and research which relates to your chosen topic and to which you will refer in discussing your observations and experiences.

4) Research Activities: This section should describe, concisely and briefly, the nature of your investigation/research i.e. what you did and why. **It must be suitably referenced to research methodology literature** (see EPS handbook for examples). This section should describe and justify why the research method (e.g. Action Research) was suitable for what you wished to find out AND why the research instruments or strategies (e.g. participant observation, reflective journal) were considered suitable. Research Methods texts, for example, Real World Research (Robson, 2002) will be invaluable here.

5) Reflections on Observations and Experiences : This section should provide the reader with insights into your understanding of the chosen topic 'in practice' i.e. through your investigations, and in particular your critical analysis of, and reflections on, what you have observed and what you have done in the course of this research. It should be informed by:

- your personal experiences in classrooms – in a variety of teaching, support and observation roles – and previous experiences as appropriate;
- your discussions with members of staff;
- your reading on the subject – including any relevant documentary evidence from your school.

6) Conclusions: This section should provide the reader with a summary of your thoughts and ideas which are the product of a review of the investigations in the light of literature and other research. This should be clear and focussed – use of bullet points can be helpful.

7) Personal development and learning:
This section should identify briefly what sorts of learning experiences you will need in order to further your skills, knowledge and understanding in this area. It should be brief and concise**.**
NB This section may provide evidence for your Career Entry and Development Profile.

8) References : This refers to literature which is directly cited or quoted in your report.

9) Bibliography: Refers to literature which you have **read**, but which is **not referred to** in the report.
Guidance on EPS Two

Your Link Tutor will discuss this assignment with you during the second Link Tutor Meeting on Thursday 5 February. You should make sure that you discuss this assignment with both your mentor and your ITE coordinator very early in your second placement to ensure that you are able to carry out the observations and school-based research on which the report will be based.

3.3.3 Method Assessment

There are two assignments for the Method element of the programme, both are concerned with the practice, theory and research related to key generic aspects of education but with a specific focus on the Method area. Both carry 15 Masters' (level 5) credits.

The detailed guidance for these assignments is contained in the subject handbooks. What follows here is the generic guidance for all assignments, regardless of Method specialism.

3.3.3.1 Method Assignment One - Curriculum Organisation and Planning

DEADLINE for submission of Method Assignment One - Curriculum Organisation and Planning - to the Student Administration Office is Monday 5 January 2009.

The SAO will remain open until 7.00pm on the 5th. HOWEVER, students are strongly advised to hand in their assignment before Christmas in order to avoid a 'last minute dash'. There should be no need for students to miss school-based time on the 5th in order to hand in this assignment.

Students are required to write a 3,000 word essay.

Students will produce a rationale (or rationales) for a sequence of lessons (at least 3) which demonstrates their understanding of how their planning matches the needs of an identified group of students and a particular context (within Key Stage 3).

The rationale/s will be based on a sequence of lessons (at least 3) which they have planned * and will draw on their practical knowledge gained in school and on relevant research and professional literature.

* NB It may be that students plan a sequence of more than three lessons, but are not able to teach the whole sequence. In such circumstance they should ensure that they can teach at least three lessons from the planned sequence)

The rationale/s will also provide an opportunity for students to analyse and critique there own planning and consider the implications of their analysis for their own professional development

NB
The lesson plans which comprise the sequence must included with the assignment. (See Method guidance for subject specific requirements) The lesson plans will not be included in the word count.

Subject Specific Guidance on Method Assignment One - Curriculum Organisation and Planning

Your Method Tutor will discuss this assignment with you during Method sessions. Please consult method tutors and your method handbook for further guidance.

3.3.3.2 Method Assignment Two - Teaching, Learning and Assessment

DEADLINE for submission of Method Assignment Two - Teaching, Learning and Assessment - to the Student Administration Office is Wednesday 1 April 2009. The SAO will remain open until 7.00pm on the 1st. HOWEVER, students are strongly advised to hand in their assignment earlier in the week, or during the previous week in order to avoid a 'last minute dash'. There should be no need for students to miss school-based time on the 1st in order to hand in this assignment.

Students will analyse the effectiveness of a teaching and learning resource or strategy that they have previously developed and/or used in school (within the 14-19 age range)*.

This analysis will focus on a range of teaching and learning issues, including, differentiation and assessment opportunities.

Students will be able to develop their analysis to cover other aspects that are of particular interest to them or that have subject specific relevance.

In conclusion students will be asked to consider the implications of their analysis for their own professional development

*** NB if the assignment focuses on 'resource/s' these should be attached to the assignment as an Appendix, or in the case of electronic/visual materials, a summary sheet describing the resource should be placed in the Appendix and the resources submitted on a disk, clearly labelled 'Method 2 assignment, Resources Appendix' – and with your student number and Method area on it.**

Guidance on Method Assignment Two

Your Method Tutor will discuss this assignment with you during Method sessions. Please consult method tutors and your method handbook for further guidance.

3.3.4 Academic support from university-based tutors

Support may take a number of forms or combinations thereof, for example:

Support in Method sessions, Tutorials or EPS sessions

Time is dedicated to group discussion of the assignment in timetabled sessions in the period leading up to the assignment submission date. Discussion might include the following issues:

- the structure and possible content of the assignment **(EPS and Method sessions will deal with the assignments for their respective element of the course.)** ;
- presentation of the assignment;
- use of sources;
- referencing;
- the merits of a sample assignment / assignments from a previous year (if available).
- Student teachers are invited to raise any issues which may be causing concern.

Student teachers will be kept informed throughout the course about their standard of performance. Evaluations of individual pieces of work are given back to them after marking and are made available to external examiners as required. A sample of written course work is second-marked and moderated to ensure consistency in the awarding of grades.

For full details about the agreed procedures for providing support for student teachers in completing assignments, please refer to the Code of Practice on Assessment. (http://www.education.leeds.ac.uk/current_student teachers/support.php).

3.3.5 Submission of Coursework - summary

PLEASE NOTE

With the exception of the Primary Experience Report, and material in the Teaching File which cannot be stored electronically, student teachers **must hand in an electronic copy of coursework assignments i.e. on floppy disk or CD, at the same time as submitting TWO HARD COPIES of the manuscript.** A random sample of work may be checked electronically to ensure that there has been no plagiarism. The disk/CD should be identified with the assignment title and student teacher's name and number.

NB All work must be accompanied by a signed Declaration of Academic Integrity and an assignment cover sheet. No course assignments will be accepted without these documents.

Work will not be accepted as an e-mail attachment.

Scripts will be returned to student teachers together with their feedback sheet, usually within four weeks of submission.

3.3.6 Submission deadlines

The deadlines for Secondary PGCE programme work are as follows:

Coursework	**Hand-in Deadline**
Primary Experience Report	Method Session w/b. 22 September
EPS assignment one	Monday 3 November
EPS assignment two	Tuesday 5 May
Method assignment one	Monday 5 January
Method assignment two	Wednesday 1 April
Teaching Standards Profile	
Profile signed in first school	Friday 30 January
Profile returned to the university	Monday 2 February
Profile signed by second schools	Friday 15 May

Profile returned to the university Friday 22 May

The Primary Experience Report should be handed in to your Method Tutor, but **all other assignments must be handed in to the Student Administration Office staff as directed.**

Please read carefully the Code of Practice on Assessment for detailed information about the submission of assignments and the penalties for late submission without an extension.
http://www.education.leeds.ac.uk/current_student teachers/support.php

3.3.7 Extensions to Deadlines

Extensions can only be granted in exceptional circumstances, however, if a student teacher's work is disrupted by illness, accident or by other personal difficulties, then the student teacher (or a representative of the student teacher) may apply to the Head of Secondary PGCE for an extension of the deadline for the submission of a piece of course work, in line with the agreed procedures.

Student teachers must negotiate any extension to deadlines for medical or personal reasons with the Secondary PGCE Programme Leader (Dr Sarah Whitelaw), in the first instance, in accordance with the policy published in the Code of Practice, and applications should be made as far in advance as possible.

An **Extension Request Form** for this purpose is available from the Student Administration Office and should normally be used for requesting an extension of the deadline. The form must be signed by the University of Leeds tutor supporting the request before being submitted to the Secondary PGCE Programme Leader for consideration. The form must be accompanied by a medical note and/or other evidence, as appropriate and this will be kept in the student teacher's file in the Student Administration Office. Personal details will be handled with sensitivity and only disclosed with the student teacher's agreement.

Please note that tutors cannot give permission for an extension to coursework deadlines. Final approval can only be given by the Head of Secondary PGCE.

Please read carefully the sections on Mitigating Circumstances and Special Cases, in the Code of Practice on Assessment.

3.3.8 Presentation of Written work - guidelines

It is expected that all work will be of the highest possible standard. Standard of presentation is important and every effort should be made to produce literate and well-structured assignments, which are accurate in terms of grammar, spelling and punctuation. Grades will be determined, in part, by the standards of presentation and accuracy. Discussion must be well balanced, arguments logically developed and a clear, well-justified conclusion presented.

All work must be word-processed using font size 12 and double line spacing on A4 paper with a margin of approximately 1.5"/4 cm on the left of each page. All essays should be proof-read to avoid 'typographical errors'. The candidate's name and the essay title should appear on a separate sheet at the front of the essay**.** Candidates must ensure that pages are numbered, spelling is correct and conventions used are consistent throughout the essay.

This does not apply to the Primary School Experience Report or to slides, transparencies, graphical calculations, school documents, etc., which may be part of Method or EPS assignments.

References must be provided for all sources quoted.

It is strongly recommended that students use the Harvard referencing system for all their academic assignments. .

For example :

All quotations must be enclosed in quotation marks. If the actual words of an author are used, quotation marks must indicate the beginning and end of the quotation. The author's name, date of publication and page reference must be given in brackets immediately after the quotation, for example:

"Positive change should be introduced into schools to dismantle racist practices and to re-assess underlying attitudes and assumptions." (Willey, 1984: 78).

Where the *opinion* of an author is paraphrased the reference should be made as in the following example:

A study by Askew and Ross (1988) concluded that boys also tend to feel under pressure to 'mess about'.

A full list of all works **referred to in the assignment and consulted in its preparation** must be included as a **bibliography.** This bibliography should appear on the final page, in alphabetical order according to author's last name, for example

Eggleston, J. (1992) *The Challenge for Teachers*, London: Cassell.

Or in the case of a journal article

Goodwyn, A. and Findlay, K. (1999) The Cox Models Revisited: English Teachers' Views of their Method and the National Curriculum, in *English in Education,* 33, 2, pp. 19-31.

More information may be obtained by accessing the University Library guidance at http://www.leeds.ac.uk/library/training/referencing/

If **abbreviations** are used in the text, a list should appear on a separate sheet following the title sheet. Where **footnotes** are used they may be given at the foot of the appropriate page or grouped together at the end of each chapter or section. They may be numbered sequentially throughout the work or numbered separately on each page where they occur. Reference numbers in the text should be typed above the line. **Appendices** (if any) should appear at the end of the assignment immediately before the bibliography. The approximate **number of words** in the assignment (excluding appendices and the bibliography) should be noted on the cover sheet.

3.4 Assessment of Written Work

All assessment is undertaken in accordance with the course regulations and published criteria and using student teacher feedback sheets as appropriate. Summative and formative comments will be provided.

For full details about the University of Leeds regulations governing assessment, tutors and student teachers must refer to the 'School of Education Code of Practice on Assessment' which can be found on the on http://www.education.leeds.ac.uk/current_student teachers/support.php.

The EPS and Method Assignments will be assessed in accordance with the criteria outlined in this Handbook (see Appendix G). As all four of the academic assignments are for Masters' (level 5) credits a **mark of at least 50 must be achieved for an assignment to be considered a Pass.**

3.4.1 Penalties

No piece of work will be accepted late without penalty, i.e. after the specified course deadlines unless prior permission for an extension has been obtained from the Head of Secondary.

In accordance with university regulations, a deduction of 5 marks will be made for each day, including weekends and Bank Holidays, that passes after the date of required submission. If coursework is not submitted by the end of fourteen calendar days following the prescribed deadline, a grade/mark of zero is returned for that component.

There are also penalties for pieces of coursework which exceed the required word length.

Student teachers sometimes submit assignments that are far longer than required, in the mistaken belief that a longer assignment is a better assignment. In order to encourage student teachers to focus on the quality of their writing rather than on the length, the following penalties are applied. This excludes appendices and references. If this number of words is exceeded, penalties may be imposed as follows:

Up to 10% longer than required	no deduction
11%-25% longer than required	2 marks deducted
26%-50% longer than required	5 marks deducted
more than 50% longer than required	8 marks deducted

Please see the Code of Practice http://www.education.leeds.ac.uk/current_student teachers/support.php for full details of the regulations governing submission of assignments, extensions to deadlines, and the penalties for exceeding word length and late submission.

3.4.2 Resubmission of written work after the end of the course

If at the Examiners' Meeting on 18 June 2009 a student teacher is deemed to have failed any module of the Secondary PGCE programme s/he will not be eligible for the award of Post Graduate Certificate of Education.

PGCE - Resubmission of written work

PGCE student teachers can only be 'recommended to have failed' practical teaching or PGCE course assignments. The decision confirming failure can only be taken by the Examiners' Meetings in June, or February. The student teachers will be referred to the next appropriate calendared meeting.

Any piece of written work which is recorded as a Fail at the June Meeting, may be resubmitted on one occasion only, within twelve months of the completion of their programme, subject to a resubmission fee.

Resubmissions must only be handed in at the Student Administration Office and not given directly to tutors. A dated receipt must be obtained.

PGCE (Level 5 (M) modules)

1. Where work has been marked at 40-49, the student may

a) pay the resubmission fee, and resubmit the re-written assignment to the next examination committee for a pass with a maximum mark of 50 leading to the award of the Postgraduate Certificate. If the mark, however, is not improved beyond 49, then the student will exit via the Professional Graduate Certificate route (in both cases this is assuming all other requisite components have been completed successfully).

b) accept the exit award *Professional* Graduate Certificate (assuming all other requisite components have been completed successfully).

2. Where work was originally marked at below 40, the student may pay the resubmission fee, and resubmit the re-written assignment to the next examination committee for a pass with a maximum mark of 50, leading to the award of the Postgraduate Certificate.

However, if the mark is between 40-49, then the student will exit via the Professional Graduate Certificate route (in both cases this is assuming all other requisite components have been completed successfully).

NB If a resubmitted assignment is awarded as mark which is lower than the first submission, the mark of the first submission stands.

Failure of any one Masters' (Level 5) module (after resit) with a mark below 40 would mean exit from the programme with no award.

NB Work may be resubmitted on one occasion only.

PGCE Resubmission of Practical Teaching

All students who are considered to be failing, or likely to fail, practical teaching must have been identified as a Cause for Concern (see Section 3.6) and provided with additional support. Where the outcome of Block Teaching Experience Two is that a student has not met the Standards for the Award of QTS, the student will be recommended to have failed Practical Teaching and his/her case referred

to an external examiner.

Fail – Recommendation for a resit
Candidates who have failed practical teaching may, subject to the recommendation of the examiners, and providing that satisfactory arrangements can be made with schools, present themselves for re-examination on one occasion within twelve months of the completion of their programme. Candidates who fail a repeated period of practical teaching will fail the course overall with no further opportunity to redeem the failure.

Failing students must retake practical teaching experience in Partnership schools. Additionally, because of the conflict of interest, students cannot be re-examined in Partnership schools at which they have been offered employment.

Fail - No recommendation for a resit
There are clearly defined criteria when students will not be recommended to the Examiners' Meeting for a resit in practical teaching. For details of the circumstances when this will apply please see the section on Conduct in relation to Professional Practice (see Code of Practice) and also the Descriptors for School Experience Evaluation in Appendix M.

3.4.3 Cheating and Plagiarism

Please see the Code of Practice on Assessment. http://www.education.leeds.ac.uk/current_student teachers/support.php

The University of Leeds regards cheating, plagiarism, and other instances of academic malpractice, with the utmost seriousness. It is, therefore, important that when we detect it we act at all times in accordance with the University of Leeds's Policy on Cheating, Plagiarism, Fraudulent or Fabricated Coursework and Malpractice in University of Leeds Examinations and Assessments.

Where appropriate, in tutorials or lectures, tutors should remind student teachers of the University of Leeds definition of plagiarism: "Plagiarism is defined as presenting someone else's work as your own. Work means any intellectual output, and typically includes text, data, images, sound or performance" and underline that it is regarded as a very serious offence. Where plagiarism is suspected, tutors must contact the Head of Area, who will take up the case in accordance with University of Leeds procedures. Disk copies of assignments will be stored by the Student teacher Administration Office for access if required.

Full details of the procedures for dealing with plagiarism, and for appeals, are given on the website of the Office of Academic Appeals and Regulations: http://www.leeds.ac.uk/aaandr/cpff.htm and all student teachers and tutors must make themselves fully aware of them.

Useful hints on the meaning of plagiarism and how to avoid it may be found at http://www.fldu.leeds.ac.uk/site/nbodington/fbs/plagiarism.

3.4.4 Copyright, copying, teaching and the PGCE programme

We must warn all student teachers that the onus is on them to check what the legal position is in regard to copying and distributing material for teaching purposes which is drawn from copyright sources. The Secondary PGCE programme and the School of Education cannot in any way encourage or condone the use of materials in any way which is a breach of copyright legislation. Teachers and schools have been prosecuted for breaches of copyright law. In particular the photocopying of copyright material and its distribution to a class is almost invariably an offence, unless prior permission has been sought or the material is designated in some way as available for class use in photocopied form.

Copyright legislation is under constant review and so the practices of mechanical or electronic duplicating of printed paper or internet resources, sharing CD-ROMs around a computer cluster and even having certain texts copied from the whiteboard are all practices which partner schools are likely to treat with caution and legal respect. You must, as guests in those schools, check what the conventions are with regard to copyright.

Nothing that a student teacher comes to understand from the PGCE programme about copyright can be used as an excuse by the student teacher to break the law. Individual schools and departments within the University of Leeds may well have local site licences permitting certain quantities of copying within a set of understood and agreed purposes, but we advise against assuming the existence of

such a local licence, or of assuming that arrangements which have been legally agreed within the University of Leeds pertain equally elsewhere. Acts of copying protected material by individuals within institutions must be within the bounds of the local agreement.

For everyday purposes it is safe to assume that any material originally copyrighted retains that protection for seventy years after the death of the author. Thus, Shakespeare's plays and poems may be duplicated if drawn from a non or out-of-copyright edition. Web-based editions of the plays and poems may be construed as such, and so used in class. The same does not apply, however, to the novels, short stories and other writing of George Orwell, for example. In general terms, student teachers might be tempted to assume that if images are found on web-sites then they are in the public domain and are not copyright protected. No such assumption is warranted. Whoever put the images on the web may well have failed to obtain permission in the first place from the copyright holder to do so. The issue of copyright in respect of web-published material is a complex area and it is safest to treat all such sources as copyright-protected unless there is a clear and unambiguous statement to the contrary attached to the web site.

Teaching and copyright questions are now mentioned in publications about KS3 schemes of work. See, for example, Appendix 7 of the scheme of work for music.
http://www.standards.dfee.gov.uk/schemes2/secondary_music/teachers_guide/appendix7/

This states, among other things, that;

> 'The copyright regime in this country allows teachers a certain amount of latitude in the classroom in recognition of the value of using copyright material in education and of the need for teachers and pupils to have reasonable access to it. The system therefore represents a careful balance between the interests of copyright owners and educationalists'.

See also the information sheets on the Becta site dealing with electronic materials and the issue of copyright http://schools.becta.org.uk/index.php?section=tl&rid=9983

A number of schools will be covered by a CLA (Copyright Licensing Agency) agreement regarding photocopying of teaching materials. Student teachers must make themselves aware of the situation pertaining in their placement schools.

For full details see http://www.cla.co.uk/

3.4.5 Feedback and Return of Written work

Student teachers are entitled to and must be given feedback, both formative and summative, on their work in the form of written comments and provisional marks. Student teachers' scripts should be annotated and comments provided on the cover sheet. Additional sheets may be used if necessary. Please see p. 12 of the Code of Practice on Assessment at
http://www.education.leeds.ac.uk/current_student teachers/support.php

Feedback will be given as soon as possible after the work has been submitted and marked, normally within four weeks. Student teachers will be provided with the annotated copy of their work.

It should be understood that the university allows marks on continuously-assessed courses to be revealed only on the understanding that these are provisional and subject to confirmation after external examination of the course has been undertaken.

All written work may be collected from the appropriate tutor or from the Student Administration Office on the afternoon of Friday 19 June 2009.

3.5 Assessment of Practical Teaching

NB The judgements against the Professional Standards for Teachers – Qualified Teacher Status, which result in the student teacher passing or failing the Practical Teaching element, are made at the end of the course. The decision to pass or fail a student teacher is taken at the Examiner's Meeting. In exceptional circumstances (see Section 3.6.5) student teachers may be removed from schools and asked to leave the course.

The assessment of practical teaching is conducted through the Teaching Standards Profile

Each area of the Teaching Standards Profile must be satisfactorily completed with a grade of 1, 2 or 3. A grade of 4 awarded in any area will result in a Fail.

Examples of evidence which may be cited as achievement of particular Standards are shown in Appendix H. This also identifies the sites of experiences and learning which provide opportunities for student teachers to meet the criteria for the achievement of the Standards. The details of the Assessment of Practical teaching are shown below.

3.5.1 Assessing Professional Standards for Teachers – QTS – detailed guidance

Professional Standards for Teachers – QTS will be assessed and recorded using the Teaching Standards Profile document (orange document) (see also section 2.9). A judgement will be made and evidence provided in each of the following categories which correspond to the Professional Standards for Teachers - Qualified Teacher Status 2007.

A satisfactory standard must be reached in each of the Professional Teaching Standards in order to pass the practical teaching element of the PGCE.

1. Professional Attributes
2. Knowledge and Understanding
3. Professional Skills

Evidence that a student teacher is reaching the required standards comes from all parts of the course
- Formal lesson observation notes
- Minutes of the weekly discussions between mentor and student teacher
- Lesson plans and self evaluations
- Marked examples of pupils' work
- The Teaching File
- Course written work
- Discussions with the Method tutor and/or Teaching Placement Supervisor

The mentor will regularly observe student teachers teaching and discuss with them aspects of their performance in relationship to the Professional Standards for Teachers - Qualified Teacher Status 2007.The Teaching Placement Supervisor will make one visit during each of the periods of Block School Experience. S/he will observe the student teacher teaching and discuss with the student teacher and the mentor the lesson seen and the student teacher's overall progress in relation to the Professional Standards for Teachers - QTS.

The Teaching Placement Supervisor will examine the student teacher's Teaching File and discuss his/her progress with the mentor in order to ensure sound judgement of the student teacher's performance in relation to the Professional Standards for Teachers - QTS. In the case of student teachers experiencing difficulties, more than one visit by the Method supervisor and/or Teaching Placement Supervisor may be necessary.

Mentors must record, using the University of Leeds Lesson Observation Record (see Appendix D) their detailed observations of a student teacher's classroom performance and the main issues arising from each observation. They should also record in the University of Leeds Weekly Mentoring Record (see Appendix C) the content and outcomes of this training session. Student teachers must also keep a copy of the same records in their Teaching Files (see section 2.5).

Assessments of student teachers' progress will be ongoing and formative throughout their training. Summative assessments of student teachers' progress will be made on **two distinct occasions** during the course.

3.5.2 The First Summative Assessment

This takes place during weeks 26 and 27 (w.b. 19 and 26 January) of the course, when the student teacher's mentor, in consultation with the student teacher, will complete the first section of the Teaching Standards Profile. The comments of Teaching Placement Supervisor and the ITE co-ordinator will also inform completion of this section of the Profile. This assessment will be made on the following four -category scale:

NB The detailed criteria for the judgements are in Appendix XXX

The first category of judgement - **Very Good -** will include all those deemed to have met, and in a number of instances exceeded, the levels which might be expected of a student teacher at the mid-point of the course.

The second category of judgement – **Good -** will include all those deemed to have met, and in some instances exceeded, the levels which might be expected of a student teacher at the mid-point of the course.

The third category of judgement - **Satisfactory-** will include all those deemed good enough for the level which might be expected of a student teacher at the mid-point of the course.

The fourth category of **Cause for Concern** will be recorded when a student teacher who has been giving cause for concern and has been provided with additional support, but is still having serious difficulties in meeting the targets set.

The judgement at this stage of the course will place all student teachers in one of these three categories, with a detailed commentary of supporting evidence recorded under the appropriate areas of the Professional Standards for Teachers – Qualified Teacher Status.

Please read carefully the section 3.6 on additional support for Student Teachers giving Cause for Concern on Practical Teaching.

PLEASE NOTE

Additionally, the Teaching Standards Profile of each student teacher should, **at the end of the first placement, identify a target or series of targets** which **need to be addressed** in relation to the Professional Standards for Teachers – QTS in order to ensure satisfactory progress and development **throughout the second block placement.**

The ITE coordinator should give the student teachers the completed Profile to hand in to the School of Education on Monday 2 February.

3.5.3 The Second Summative Assessment

This takes place in Weeks 41 and 42, towards the end of the second block of School Experience with the completion of the Teaching Standards Profile document. The judgement this time will be based on the following scale:

1 Very Good 2 Good 3 Competent 4 Unsatisfactory (fail)

In order to pass Practical Teaching, (the Level 3 120 credit module element of the programme) a student teacher must achieve a rating of at least *Competent* in **each** of the three areas by the time the Final Profile Document is completed. Student teachers should note that this assessment is provisional and must be confirmed by the Examiners' Meeting. A level of *Competent* or better must be maintained beyond the completion of the Profile document until the end of the second block of practical teaching. Student teachers must be aware that a serious decline in standards after completion of the Teaching Standards Profile may result in the student teacher moving into the failing category.

3.5.4 Electronic completion of Profiles (see also section 2.9)

The Profile document is the formal record of student teacher's achievements against the Standards. Entries onto this document FOR THE FIRST SUMMATIVE ASSESSMENT ONLY may be made electronically, using a downloaded version (www.education.leeds.ac.uk - current student teachers - PGCE resources). HOWEVER, once this has been completed the document must be printed off and the hard copy signed by all concerned and the original cover (orange) attached. For the SECOND SUMMATIVE ASSESSMENT entries must be made directly onto the original document.

NB Under no circumstances may the Profile's contents be ***circulated*** electronically as this contravenes data protection legislation.

3.6 Procedures for Student teachers Giving Cause for Concern in Practical teaching

NB See Appendices I-L for diagrams of the procedures and proformae to be used.

Premise:
All student teachers who are giving cause for concern on Block Teaching Experience One or Two must be **set targets** and provided with **additional support** to enable them to meet the targets set.
The recommendation that a student teacher will ***fail*** practical teaching can only be made at the end of the Second Block Teaching Experience or on a re-sit placement. Such a recommendation cannot be made during First Block Teaching Experience.

The only exception to the above would be when, due to serious incompetence on the part of the student teacher, the education of the children is at serious risk and the ***Code of Practice on Student Health and Conduct*** has been implemented (see section 3.6.5).

NB PGCE student teachers can only be *recommended* to have failed practical teaching. The decision confirming failure can only be taken at an Examiners' Meeting.

It is important that whenever a school-based colleague has serious concerns over the progress of a student teacher then s/he should **contact a university tutor** immediately.

The term **MENTOR** is used (below) in a generic sense to refer to the appropriate school-based colleagues in a secondary partnership school.

3.6.1 Procedure relating to student teachers giving cause for concern on the **First** Block Teaching Experience**:**

Step One
- the Mentor and Link Tutor or Method Tutor must agree that on the basis of the evidence it is appropriate to instigate the Cause for Concern procedures

Step Two
- the Mentor and Link Tutor or Method Tutor must meet the student teacher and make the student teacher aware of the issues causing concern and the evidence for them by:
  - telling the student teacher of the areas of concern
  - setting Standards related targets in writing
  - informing the student teacher when the targets will be reviewed
  - telling the student teacher what additional support will be provided to help him/her meet the targets and who will be providing this support
  - telling the student teacher what action he/she must take
  - if appropriate, confirm any changes to the training programme that are deemed necessary to protect the interests of the pupils

NB A First Block Teaching Experience Cause for Concern Form should be completed (see Appendix I)
Step Three
- Prior to the meeting in school to review the targets (set in Step Two) the Mentor and Link Tutor or Method Tutor discuss the student teacher's progress and identify if (a) the targets have been met, and (b) if any new cause for concern has arisen.

Step Four
- the student teacher is informed of his/her progress against the targets set (in Step Two) at a meeting in school between the Mentor and student teacher.
- If satisfactory progress has been made against the targets and no other causes for concern has arisen then the student teacher can be **taken out of the cause for concern procedures**
- If the student teacher **has not made satisfactory progress** against the targets or another cause for concern has arisen then the Mentor must make the student teacher aware of the issues still causing concern or the new cause/s for concern that have arisen and the evidence for them by:
  - telling the student teacher of the areas of concern
  - re-setting or setting new Standards related targets in writing
  - informing the student teacher when the targets will be reviewed
  - telling the student teacher what additional support will be provided to help him/her meet the targets and who will be providing this support
  - telling the student teacher what action he/she must take
  - if appropriate, confirm any changes to the training programme that are deemed necessary to protect the interests of the pupils

NB A First Block Teaching Experience Cause for Concern Form should be completed (see Appendix I)

Step Five

Either repeat Step Three – but – if a student teacher has had cause for concern targets set and reviewed on **two occasions** and has not met those targets the student teacher should, in addition, discuss their progress with the Secondary PGCE Programme leader at the university. A record of this meeting and its outcomes must be made and a copy provided to the student teacher and the school.

Or if the First Block Teaching Experience is ending then complete Part One of the Teaching Standards Profile (Secondary PGCE).

At the end of the First Block Teaching Experience the assessment of a student teacher's progress must be recorded as one of the following categories:

Very Good: This will include all those deemed to have met, and in a number of instances exceeded, the levels which might be expected of a student teacher at the mid-point of the course.

Good: This will include all those deemed to have met, and in some instances exceeded, the levels which might be expected of a student teacher at the mid-point of the course.

Satisfactory: This will include all those deemed good enough for the level which might be expected of a student teacher at the mid-point of the course.

Cause for Concern: This judgement will be recorded when a student teacher who has been giving cause for concern and has been provided with additional support, but is still having serious difficulties in meeting the targets set.

A student teacher can only be judged **Cause for Concern** if they have been identified as such and have **not** shown sufficient progress against targets set as determined in a review meeting after an appropriate period of time after the targets were set.

3.6.2 Procedures relating to student teachers giving Cause for Concern on the **Second** Block Teaching Experience:

(a) For student teachers judged to be a Cause for Concern at the end of Block Teaching Experience One

At the beginning of Block Teaching Experience Two any student teacher who has judged to have been a **Cause for Concern** must meet with his/her Mentor and Link Tutor or Method Tutor to agree appropriate targets within the context of their Block Teaching Experience Two school.

NB A Second Block Teaching Experience Cause for Concern Form should be completed (see Appendix J).

These targets should be reviewed by following **Step Three** below.

(b) For other student teachers:

Step One

- the Mentor and Link Tutor or Method Tutor must agree that it is appropriate, based on the evidence available, to instigate the Cause for Concern procedures.
- A **Case Conference** should be convened involving the Mentor, Link Tutor or Method Tutor and student teacher (the student teacher may invite a supporter to attend this meeting – but the meeting will not be re-scheduled to accommodate this).

Step Two Case Conference

- the Mentor and Link Tutor or Method Tutor must make the student teacher aware of the issues causing concern and the evidence for them by:
  - telling the student teacher of the areas of concern
  - setting Standards-related targets in writing
  - informing the student teacher when the targets will be reviewed
  - telling the student teacher what additional support will be provided to help him/her meet the targets and who will be providing this support
  - telling the student teacher what action s/he must take

- if appropriate, confirm any changes to the training programme that are deemed necessary to protect the interests of the pupils

NB A Second (Final) Block Teaching Experience Cause for Concern Form should be completed (see Appendix J).

Step Three

- the Mentor and Link Tutor or Method Tutor should discuss the student teacher's progress and identify if (a) the targets (set in Step Two or at the start of the Block Teaching Experience) have been met, and (b) if any new cause for concern has arisen.

- **Either:**
  If the targets have been met and there is no new cause for concern then the mentor will inform the student teacher of this and the student teacher can be **taken out off the cause for concern procedures**
  or
  If the targets have not been met, or there is a new cause for concern, then a **Case Conference** should be convened that involves the Mentor, Link Tutor or Method Tutor and student teacher (the student teacher may invite a supporter to attend this meeting – but the meeting will not be re-scheduled to accommodate this).

Step Four (Case Conference)

- the student teacher is informed of his/her progress against the targets set (in Step Two or at the start of the Block Teaching Experience)
- the Mentor and Link Tutor or Method Tutor must make the student teacher aware of the issues still causing concern or the new cause for concern that has arisen and the evidence for them by:
  - telling the student teacher of the areas of concern
  - re-setting or setting Standards related targets in writing
  - informing the student teacher when the targets will be reviewed
  - telling the student teacher what additional support will be provided to help him/her meet the targets and who will be providing this support
  - telling the student teacher what action s/he must take
  - if appropriate, confirm any changes to the training programme that are deemed necessary to protect the interests of the pupils

NB A Second Block Teaching Experience Cause for Concern Form should be completed (see Appendix J).

Step Five

Either repeat Step Three – but – if a student teacher has had cause for concern targets set and reviewed on **two occasions** and has not met those targets the student teacher should, in addition, discuss their progress with the Secondary PGCE Programme Leader at the university. The student teacher may be accompanied at the meeting by a supporter of his/her own choice. A record of this meeting and its outcomes must be made and a copy provided to the student teacher and the school.

Or if the Second (Final) Block Teaching Experience is ending then complete the Summative Review (Primary PGCE) or Part Two of the Profile (Secondary).

At the end of the Second (Final) Block Teaching Experience the assessment of a student teacher's progress must record one of the following grades for each of the 3 areas of the Standards:

1. **Very Good**
2. **Good**
3. **Competent**
4. **Unsatisfactory (fail) -** if by the time of the summative review it is clear that, despite appropriate additional support, the student teacher has still not met his/her targets (agreed at a Case Conference) then a **Grade 4** must be recorded in the appropriate section(s) of the Profile. In this case, the student teacher will be recommended to the next Examiners' Meeting to have **failed** practical teaching.

NB The overall descriptors for each of the grades are shown in APPENDIX M.

3.6.3 Fail in Practical Teaching - recommendation for a resit

Candidates who fail practical teaching have only one further opportunity, at the discretion of the examiners, to repeat that part of the course within a 12 month period from the time of the Examiners'

Meeting at which their case is considered. Secondary PGCE student teachers will undertake a 12 week resit placement. A placement will be arranged within 12 months of the end of the course, although we cannot guarantee that this will commence in the Autumn Term.

NB The provision of a resit opportunity is subject to the availability of an appropriate Partnership school placement. This cannot be guaranteed.

Student teachers who fail a repeated period of practical teaching will fail the course overall with no further opportunity to redeem the failure.

Student teachers who fail practical teaching and who are granted the opportunity to resit may only retake practical teaching experience in Partnership schools. Additionally, because of the conflict of interest, student teachers cannot be re-examined in Partnership schools at which they have been offered employment.

3.6.4 Fail – no recommendation for a resit

There are clearly defined criteria when student teachers will not be recommended to the Examiners' Meeting for a resit in practical teaching. Details of the circumstances when this will apply are outlined below in Section 3.6.5 *Conduct in Relation to Professional Practice* and the *Fail Descriptors for School Experience Evaluation* (Section 3.6.6).

3.6.5 Conduct in Relation to Professional Practice

In exceptional circumstances, if it is deemed that, at any point during the practice, upon all the evidence available, the education of the children in the charge of the student teacher is at serious risk, then the student teacher will be withdrawn from the school and the *Code of Practice on Student teacher Health and Conduct* will be implemented (see Taught Student Handbook).

This Code of Practice supplements the University of Leeds regulations on 'General University of Leeds Discipline' and on 'Immediate Temporary Dismissal Associated with Ill Health', through providing procedures for handling those non-academic matters of student teacher health and conduct which may have a bearing on fitness to practice professionally but which do not fall within the ambit of the University of Leeds's general disciplinary and health regulations.

The University of Leeds reserves the right (within the terms of the regulations on General University of Leeds Discipline and this Code of Practice) to terminate the studies of any student who, while enrolled on a programme leading directly to a professional qualification or the right to practise a particular profession or calling, behaves or conducts himself/herself in such a way – even if such behaviour or conduct takes place outside the University of Leeds – as to render that student a person unfit to be admitted or to practise that profession or calling. This includes, *inter alia*

- Alcohol, drug or substance abuse
- Behavioural problems: including abuse of others, violence or threats of violence, indecency, drug dealing and unprofessional behaviour
- Convictions of criminal offences
- Mental or physical health problems which gave rise to a student teacher's fitness to practice professionally.
- Grave professional incompetence

Should an allegation of an offence warrant the use of this Code, the student will be advised of procedure and recommended to seek independent advice and support from LUU Student Advice Centre – http://www.luuonline.com

3.6.6 Fail Descriptors for School Experience Evaluation (The full set of level descriptors is shown in Appendix M).

Levels	1 Professional Attributes	2 Professional Knowledge and Understanding	3 Professional Skills
Level 4 UNSATISFACTORY	Fails to achieve **one** or **more** of the Professional Standards for qualified teacher status in Section I – Professional Attributes.	Fails to achieve **one** or **more** of the Professional Standards for qualified teacher status in Section I – Professional Knowledge and Understanding.	Fails to achieve **one** or **more** of the Professional Standards for qualified teacher status in Section 3 – Professional Skills.
Student teachers operating at this level in any of the Teaching Standards will NOT be recommended to the Examiners Meeting for a resit in practical teaching.	Has little commitment to the education, welfare and well-being of children. Shows little or no aptitude or motivation for developing appropriate professional attitudes. Has not contributed to the wider life of the school. Has reacted over-defensively or with hostility to advice and guidance. Has made little attempt to build constructive relationships with either children and/or adults and has made no attempt to work collaboratively with others. Communications with children and adults are ineffective. Is a negative role model.	Has an insecure knowledge and/or understanding in one or more aspect of this part of the Standards. Shows no understanding of the need to develop knowledge and understanding and shows no motivation to develop knowledge and understanding where deficiencies have been identified. Unresponsive to advice and support given.	Planning and teaching are ineffective. Lessons are poorly resourced. Teaching takes little account of the needs of the learners. Learning objectives are rarely met. Ability to monitor and assess children's learning is poor. There is very little use of assessment information to provide feedback to children or to inform planning. Repeatedly fails to ensure a safe learning environment. Repeatedly fails to manage children's behaviour. Fails to work as a team member. Unresponsive to advice and support given.

3.7 The TDA QTS Skills Tests - Q16 – Professional Standards for Teachers - QTS

On-line tests in
(i) Numeracy
(ii) Literacy
(iii) ICT

Qualified Teacher Status (QTS) will only be awarded to those student teachers who have passed the National Skills Tests in literacy, numeracy and ICT. These are part of the Professional Standards and must be passed along with all other Standards.

NB There will be no opportunity to complete the Skills Tests after the rest of the course or during induction year. (This option, which was available under the previous regulations for Qualifying to Teach is no longer available). Therefore, students who have failed one or more of the Skills Tests will not be eligible for the award of PGCE with QTS and will not be qualified to teach. **The final opportunity for students who have failed Skills tests to be awarded PGCE will be the June exam board of 2010. All Skills Tests, and all other aspects of the assessment must have been successfully completed by this date.**

STUDENT TEACHERS MAY NOT TAKE SKILLS TESTS DURING UNIVERSITY OR SCHOOL TIME

What are Skills Tests ?

These are computer-based tests and are incorporated into the Professional Knowledge and Understanding section of the Professional Standards for Teachers – QTS (Q16) published by the DfES/TDA. You will have to register to take these tests at an approved test site.

At the start of the course you will be provided with information about the arrangements for taking the tests, and about the nature of the tests themselves.
Detailed information about the tests, and the support available for them, can be found on the TDA website http://www.tda.gov.uk/skillstests.aspx?keywords=skills+tests

Please note that you must pass these tests in order to complete successfully the practical teaching element of the course and, therefore, achieve an overall pass in the PGCE with consequent Qualified Teacher Status (QTS).

You are strongly advised to take the opportunity that the sample materials offer for practice and to take the tests as soon as you can. You are allowed to take these tests as many times as you need so there is nothing to stop you trying them as early as you would like in the course – if you pass them then that is at least one hurdle out of the way, if you don't you will have an indication of how difficult the tests are and what you need to do to improve your performance in them. **Do not leave them until the last minute** - this will only cause unnecessary worry and may jeopardise your qualifying to teach.

NB New practice material and guidance notes will be available on the Training and Development Agency for Schools website as soon as the new tests are released in September (**http://www.tda.gov.uk/skillstests.aspx**). Please take advantage of these materials before you sit your test.

3.8 The PGCE award and QTS

Student teachers who are successful in completing this award will be recommended to the DfES for Qualified Teacher Status only upon successful completion of such governmental requirements as may be specified from time to time.

3.8.1 Passing the PGCE programme

A list of successful candidates will be published in alphabetical order on Friday 19 June 2009, after the first Examiners' Meeting. The list will be posted on the PGCE notice board in Hillary Place. Student teachers who are successful in meeting the requirements of the Secondary PGCE will be

recommended to the General Teaching Council for Qualified Teacher Status. **Please note that these requirements include successful completion of the Skills Tests.**

3.8.2 The Forsyth Prize

A prize of £75.00, known as the Forsyth Prize, is awarded at the end of the course each year to the student teacher considered to have achieved the best performance in the Postgraduate Certificate in Education. All other things being equal preference will be given to those who received their secondary education in Leeds.

The prize was instituted in 1924 when Dr. David Forsyth, for many years headmaster of the Leeds Central High School, gave to the University of Leeds a sum of money donated by former scholars to commemorate his services to the High School and to secondary education in Leeds.

3.9 Appeals

Student teachers wishing to appeal decisions should consult the Office of Academic Appeals and Regulations: http://www.leeds.ac.uk/aaandr/cpff.htm

3.10 External Examiners' Visits

External examiners will make selected visits on the 20 and 21 May 2009 in order to examine the evidence and to confirm judgements made by mentors and Teaching Placement Supervisors, thereby monitoring the consistency of judgements across the whole Partnership. The external examiners, as far as possible, will be timetabled to see all student teachers who have been judged *'Unsatisfactory'* in any of the sections of the Teaching Standards Profile, i.e. any student teacher whose progress is causing concern. Where a visit is not possible to a student teacher judged to be '*Unsatisfactory'* in any are of the Profile, an external examiner will review all of the evidence and documentation upon which the judgements have been based. Additionally, the external examiners will visit on placement a sample of student teachers from across the course. Any student teacher who is to be seen by an external examiner will be told of the reason for the visit.

It should be clear to all concerned (including the student teacher) that the role of the External Examiner is NOT to make a decision regarding the grading of a student teacher. The Partnership (i.e. mentor, ITE co-ordinator and University of Leeds Teaching Placement Supervisor **must** have reached a clear decision about the student teacher's assessment. This judgement must be recorded in the Final Profile document, together with the supporting evidence, prior to any visit by an External Examiner.

For those lessons which the examiner is scheduled to see, the student teacher must provide copies of any lesson plans and resources to be used so that the examiner can refer to them during the course of the lessons. The teaching file must be available for the examiner to see. It must be up-to-date and include all copies of Lesson Observation Records, and Weekly Mentor Records for the second block school experience.

For the external examiner's visit the following procedures should be followed:

- the external examiner arrives, approximately 30 minutes prior to the start of the timetabled lesson, accompanied by a University of Leeds tutor, and reports to reception;
- the examiner is met by the ITE co-ordinator and/or the mentor, and is introduced to the head teacher if appropriate;
- a room must be available for meetings to take place in private;
- the examiner meets with staff to discuss the final grades on the student teacher's Teaching Standards Profile and to review the documentation. At the meeting the Partnership representatives (the ITE co-ordinator, the mentor and the university tutor) will confirm the final grades on Teaching Standards Profile awarded to the student teacher and explain the reasons for the decision. The Teaching Standards Profile document must be available, together with all written reports, all Lesson Observation Record sheets and all Weekly Mentor Records;
- the examiner meets the student teacher to talk about progress on teaching

practice and to discuss the lesson to be observed;
- the examiner also talks to the class teacher (if other than the mentor);
- at the discretion of the external examiner and the school, the class teacher may share observation of the lesson with the examiner. The advantage of this is that the teacher can advise on whether the lesson is representative of the student teacher's usual performance;
- the examiner discusses the lesson and other issues with the student teacher;
- whilst the examiner is involved with the student teacher, the University of Leeds tutor waits in the staff room.

N.B. Student teachers who are to be recommended to have failed practical teaching may be required to follow an agreed amended timetable in school for the remaining period of the second placement, or to finish the second placement early. This decision will be made to take into account the best interests of the student teacher and those of the pupils in the school.

The external examiner will report the outcome of the visit at the examiners' meeting on 18 June 2009. A representative from the school-based meeting, other than the external examiner, should also be present at the examiners' meeting, and the relevant documentation made available.

PLEASE NOTE

Candidates who fail practical teaching have, at the discretion of the examiners and subject to a suitable placement being available, only one further opportunity to repeat that part of the course within a 12 month period from the time of the Examiners' Meeting. Candidates who fail a repeated period of practical teaching will fail the course overall with no further opportunity to redeem the failure.

In certain cases, where a student teacher's level of performance at the end of the course in meeting the Teaching Standards is deemed to be even below the criteria for the category of Unsatisfactory, the examiners may decide not to grant the opportunity to repeat practical teaching. See the Descriptors for School Experience Evaluation in this handbook for further details (Appendix M). See also sections 3.6.3 and 3.6.4.

4. Progression into the Teaching Profession

4.1 Applying for a Job

There will be opportunities throughout the year to discuss job applications and there are EPS sessions which focus on job applications and first appointments. Successful completion of the course does not guarantee a job, nor conversely does the offer of a teaching post guarantee successful completion of the course. Our student teachers have in the past been very successful in securing teaching posts and we will do what we can to give advice. In addition to advertisements in the local and national press, the School of Education often receives details of vacancies and student teachers should consult the appropriate notice boards, especially in the summer term. Method tutors will also periodically pass on information received concerning job opportunities.

- **It is generally more effective to target applications carefully at a few selected vacancies rather than sending a blanket application to a very large number.**

4.1.1 References - how the system works

Applications for a teaching post will normally require the names of 2 referees. **One of these should be the Head of the School of Education, Mr Tom Roper**

The following reference details should be included with the job application.

'REFERENCE REQUEST'
Head of the School of Education
Student teacher Administration Office
University of Leeds
Leeds LS2 9JT

Quoting the Head of the School of Education as referee ensures that reference requests are dealt with promptly. **Student teachers must not address reference requests to the Head of Secondary PGCE or to individual tutors.**

The reference from the School of Education will actually be written by a student teacher's Method tutor who will compile it on the basis of information provided by the partner school and Link Tutors, as well as their personal knowledge of the student teacher's professional development. Much of the material from the Profile document will be incorporated into the reference, which is updated during the course of the second placement. Method tutors will be responsible for the updating of references.

A student teacher may also wish to have a reference from one, or both, placement schools. A student teacher should only quote the headteacher as referee after asking his/her permission.

- **Once a student teacher has been offered and accepted a post, all other applications should be withdrawn in writing and the staff at the Student teacher Administration Office given details of the post.**
- **Please note that it is totally unprofessional having once accepted a post, then to reject it in favour of another offer. Student teachers should be aware that head teachers may deem this to be a breach of contact and take further action against the individual student teacher.**

4.2 The Career Entry and Development Profile (CEDP)

All student teachers must meet the required standards for the award of Qualified Teacher Status (QTS) before they can qualify to teach. All providers of Initial Teacher Education are required to provide newly qualified teachers (NQTs) with a CEDP from by the Training and Development Agency for Schools (TDA). Only those successful in gaining QTS will receive a CEDP (see www.tda.gov.uk/cedp).

The purpose of the CEDP is to convey a summary of an NQT's strengths, and priorities for further professional development during induction year. The CEDP is not intended to serve as a reference from providers to prospective employers but rather as a support mechanism for schools in preparing appropriate induction training.

The CEDP takes into account the statutory induction arrangements for all NQTs. The information in the profile is intended to help the school employing the NQT to:

- deploy him/her effectively, taking account of strengths and the development needs which were identified as priorities at the end of the period of training;
- draw up an action plan for induction taking into account the NQTs own targets, targets identified by the school, and any nationally identified objectives for induction;
- provide targeted monitoring and support for the NQT during the induction period.

The profile is intended to help the NQT to:

- target and address development needs and to build upon strengths during induction year;
- take responsibility for his/her own professional development from the earliest point in his/her career by establishing the practice of target-setting and review, in order to provide a good foundation for appraisal and future professional development.

Student teachers will find the CEDP on-line; it is a single document divided into three 'Transition Points'. Student teachers have to complete Transition Point One at the end of their ITE course as they approach the award of QTS. They will need to reflect with their mentor on their professional development up to this stage and complete this section accordingly. The CEDP offers a series of questions to prompt the student teacher's thoughts in this respect. Student teachers will have received guidance on completing the CEDP and will ask mentors to help them complete Transition Point One just before the end of the course in June. Signatures will be added subsequently.

The CEDP contains detailed information about the purpose of the document and advice on how to maximise its use from completion of Initial Teacher Education through to the end of NQT Induction

year. The CEDPs will be completed by student teachers and mentors during Week 42 and must be handed back to Method tutors in the **Method session on Monday 15 June 2009**.

4.3 The NQT Year

Student teachers' qualification to teach is not confirmed until a period, usually one year of full-time employment, has been successfully completed.

The TDA webpage for the Induction year also provides useful guidance and support for newly qualified teachers. http://www.tda.gov.uk/Recruit/becomingateacher/inductionyear.aspx

5. Student Teacher Support and Communications

5.1 The School of Education – Buildings

The **main buildings** of the School of Education are:
- Hillary Place
- E.C. Stoner Building (ECS): (Centre for Studies in Science and Mathematics Education/CSSME, Level 10 and some rooms on Levels 8 & 9)
- E.C. Stoner Building : (Modern Languages on Level 7)
- Michael Sadler Building (MS): (English room LG10)

There are **Student Common Rooms** in the Hillary Place building (Room G23 by the Foyer) and the CSSME Foyer in the EC Stoner building.

NB Rooms in the School of Education are undergoing refurbishment. A number of rooms are also being closed and re-allocated. Please check with your tutors which rooms you need to be at for sessions.

5.1.1 Student Administration Office

Student teachers are welcome to call in to the Student Administration Office with any problems or course enquiries that they may have during the PGCE year, and colleagues will be pleased to help. Throughout the year the Office staff will be responsible for all administrative matters and student teacher enquiries relating to the PGCE programme. The Office Staff will deal with your queries as promptly and efficiently as possible, but please remember that they are very busy. Student teachers who are unreasonable or rude in their attitude or behaviour will be referred to the Head of Secondary PGCE.

The Student teacher Administration Office is located on the first floor in Hillary Place (1.21) above the main foyer. Student teachers may contact the office staff by phone on 0113 343 4522/4.

The Office is open between the hours of **10.00 and 16.00, Monday to Friday.** Outside office hours student teachers may leave mail for the Student Administration Office in the mailbox located outside the office door.
The PGCE notice board, where student teachers will find all information pertaining to general administrative aspects of the course, is located in the ground floor corridor of Hillary Place - turn right from the main foyer. Teaching vacancies are also displayed on this board. Student teachers should consult this board regularly.

In order that files can be kept up-to-date, student teachers must notify Student Administration Office staff immediately of any changes in:
- name
- home or term-time address
- contact telephone number

5.2 Problems – who to speak to and where to look for advice

It is possible that you may experience problems of some description during your time on the course. There are several people and organisations who can help and advise you.

NB As information concerning student teacher support and guidance is contained in this handbook, the Taught Student Handbook, and the Code of Practice on Assessment, student teachers are expected to consult these before contacting members of staff to ensure that they are 'talking to the right person'.

If the problem is 'school-based' then there are a number of possible lines of communication. You should, if at all possible, discuss the problem with your mentor as soon as possible. You should also talk to your Link and University of Leeds Method tutor(s). The ITE co-ordinator is also there to help with any difficulties you are experiencing on school placement.

If the problem is 'university-based' then your first 'port of call' will probably be your Method tutor. The head of the Secondary PGCE Programme is also available to advise you. The Student Administration Office will also provide advice and guidance on matters of procedure and course requirements.

Do please remember that staff can only help you if they are aware that something is wrong.
The following organisations or services are available to provide specific help and guidance.

Their details are shown in section 5.5 and 5.6

- The Equality Service – for all issues relating to equality and diversity (5.5.1)

  NB The School of Education also has an Equality and Diversity officer (Mr Tom Roper) see section 5.6.2)
- The Skills Centre – for support and advice on academic and presentational skills (5.5.3)
- The TC21 project – for support and guidance to student teachers from Black and Minority Ethnic backgrounds (5.6.3)
- Finance (5.5.4)
- Student Union (5.5.5)
- Chaplaincy (5.5.5)
- Post Graduate Centre (5.5.6)
- University of Leeds Union Welfare Services (5.5.5)

5.3 Communicating with Student teachers

All student teachers are issued with a **university email address.** This is the main means by which course tutors and administrators, to communicate with student teachers. **PLEASE ENSURE THAT YOU CHECK THIS REGULARLY.** This is particularly important during school-based experience.

Student teacher pigeonholes are in the Foyer of the Hillary Place building. Please check pigeonholes regularly for mail. Mail will be filed alphabetically according to surname.

Notice boards will be used to post information which relates to all student teachers on the secondary PGCE programme and should eb consulted regularly during university-based periods. These are situated:

a) Student teacher notice boards

for general use	- Common Room - Ground Floor, Hillary Place building - CSSME foyer

b) Course noticeboards

Secondary PGCE	- Hillary Place building, ground floor corridor off the main foyer
Tutors/Method	- Hillary Place building, Hillary Place Main Foyer - Hillary Place building, corridor between 6 & 7 Hillary Place - CSSME Foyer

5.4 Communicating with University – based Staff

Student teachers may **email** course tutors. A list of addresses in shown in Appendix F.

Post and messages for staff and tutors should be left in the General Office of the School of Education, Room G19, Hillary Place Building.

5.5 University- based Support for Student teachers

5.5.1 The Equality Service

The Equality Service is located at the heart of the campus, in the Social Sciences Building. It incorporates Disability Services and the Academic Transcription Centre and provides advice and support for students and staff, which can be accessed through its website www.equality.leeds.ac.uk/ and through contact with its staff, either by email or drop-in guidance.

Its mission is to work with University of Leeds departments and services to help deliver a truly inclusive multi-cultural community, in which every individual is treated fairly, with dignity and with respect in a safe, supportive and welcoming environment. The Equality Service's work includes reminding each individual of his/her own responsibility in building a community in which diversity is valued and in which discrimination is unacceptable.

An important role of the Equality Service is to assist in the provision of a first class, innovative and flexible learning and teaching environment for students of all ages and backgrounds, so helping to ensure that students are able to reach their potential in an open, inclusive and responsive setting.

Students who believe they have experienced unfair treatment, harassment or bullying can seek advice from the University of Leeds Union Welfare Services (www.leeds.ac.uk/welfare). Guidance on how to proceed is in the University of Leeds's 'Code of Practice on Harassment and Bullying', which applies to both staff and students (http://www.equality.leeds.ac.uk/ed/policy/harassment-and-bullying-code-of-practice.doc)

5.5.2 Information for Disabled/Dyslexic Students

The Disability Services Centre is a member of the National Federation of Access Centres and along with the Academic Transcription Centre provides a range of guidance and support to disabled and dyslexic students. All students are offered an assessment of their requirements for support and, where appropriate, assistance with an application for Disabled Student Allowances.
The range of Services available includes:

- information on access;
- guidance on appropriate technology and support;
- communication support for deaf and hearing-impaired students e.g. note takers, BSL, SSE.;
- material in alternative formats e.g. Braille, large print, tape;
- examination concessions;
- a personal assistance scheme.

Students are strongly advised to register with the Disability Services Centre at the earliest opportunity.

Contact Details
Information on the University of Leeds's policies on Equality and Diversity and on the provision of services to staff and students is available at http://www.equality.leeds.ac.uk/
Contact with a member of staff can be made by:-
Telephone: 0113 343 3927 for both the Equality Unit and Disability Services;
E-mail:- to Equality and Disability staff: **- equality@leeds.ac.uk**
E-mail:- to Disability Services staff: - **disability@leeds.ac.uk**

For information on where the Equality Unit is based
see:- http://webprod2.leeds.ac.uk/campusmap/index.asp

5.5.3 The Skills Centre - *Drop in to discuss how we can work together*

The Skipton Skills Centre is located at 15 Blenheim Terrace, Woodhouse Lane, Leeds LS2 9JT. Telephone 0113 343 4096

The Skipton Skills Centre is part of the University of Leeds and is the result of collaboration between the Skipton Building Society and The University. The Skills Centre offers :-

Workshops to support your learning Are you struggling to write an essay or make the most of lectures? The Skills Centre's workshop programme includes key topics to help you become a more effective learner. Our free, interactive workshop sessions are available at various times and days, including late night opening on Tuesdays.

1-to-1 Support If you need individual help you can call in to see one of our advisers. Fifteen minute drop-in times are available:- Mon 2.00-4.00 pm : Tues 5.00-6.30 pm : Thurs 10.00am - 12.00 noon. Longer advice sessions can be arranged following a drop-in.

Study skills resources and material We have handouts and reference books which you can browse through. Our comprehensive web site provides information and hints & tips on a range of study skills topics.

Awards for extra-curricular skills If you have a part time job or are involved in voluntary activities, give your CV the competitive edge and find out how you can add a City & Guilds Personal Development Award to your qualifications.

IT resourced rooms for team work Does your course involve team activities? Do you struggle to find suitable accommodation with leading-edge resources, where you can work together? Rooms are available for booking with facilities that include wireless internet access, video-conferencing and equipment to practice presentations - all designed to enhance the effectiveness of your team.

Full details about the Skills Centre and the services it offers are available at http://www.leeds.ac.uk/skillscentre/

5.5.4 Financial Support

University of Leeds Access to Learning Fund (ALF)
The ALF is Government funding designed to help students access and remain in Higher Education – particularly those who need financial help to meet extra costs which cannot be met from other sources of support. Any help you receive from the fund is usually non-repayable. For further information about this fund and how to make an application please see the University of Leeds website at http://www.leeds.ac.uk/students/office/alf.htm

5.5.5 Student Support Network

DEPARTMENT	NAME	TELEPHONE NUMBER
Access and Information Office		32336
Accommodation and Student Flats		36703
Adviser to International Student	Betty Vaughan	33931
Adviser to People with Disabilities		33927
Careers Centre	Jane Conway	35283
Central Student Administration Office		34119
Chaplaincy – all denominations		35071
Equality Service		33927
Leeds Student Medical Practice 4 Blenheim Court, Blenheim Walk	Debbie Smith	9-295 4488
Occupational Health Service	John Papworth-Smith	9-233 2997
School Equal Opportunities and Diversity Officer	Tom Roper School of Education	34606
Skills Centre		34096
Staff Counsellor	John Adams c/o Occupational Health Service	9-237-0309 33694

Student Counselling Service 44 Clarendon Road	Nigel Humphreys Reception Drop-in service (1pm)	34106 34107
School of Education Student support and liaison	Margaret Taylor School of Education	34570
Student Union		71-400
Student Union Welfare Officer Women's Officer		71-246 71-247

5.5.6 The Graduate Training and Support Centre (GTS)

The Graduate Training and Support Centre is a dedicated facility where post-graduate students can access independent academic advice, information and skills training. For further details see http://www.leeds.ac.uk/sddu/gts/.

5.6 School of Education-based Support for Student teachers

5.6.1 The School of Education's dedicated Student Support and Liaison officer is Margaret Taylor. Her office is on the ground floor, next to the Foyer in Hillary Place. Alternatively, her telephone and email contact details are as follows Tel 011 343 4570 m.taylor@education.leeds.ac.uk

5.6.2 Equality and Diversity in the School of Education

The School of Education is strongly committed to Equal Opportunities generally, and in particular is keen to ensure that its policies and practices actively support this commitment.

To that end the School of Education will aim to:

- ensure equality of access to courses of study;
- recognise the diversity of students' needs and preferences, including family circumstances and respond flexibly and sympathetically;
- adopt institutional strategies and procedures, which promote equality of opportunity;
- ensure that the content of courses, the materials used and the approaches adopted take appropriate account of social diversity and individual differences;
- provide a working and learning environment that is free of intimidation or discrimination;
- ensure that all students and staff are aware of the policy's existence;
- develop a plan for implementation and monitoring.

Students and staff should be aware that the School of Education is committed to the University of Leeds policies on equal opportunities and wishes to extend equality of opportunity to all students and staff regardless of class, gender, sexual orientation, ethnic or national origin, creed, physical and sensory ability and age, subject to normal conventions on retirement.

In order to support these aims the School of Education has put in place an Equal Opportunities Officer (Mr Tom Roper). The brief of the officer is to:

- deal with any equal opportunities issues, which arise within the School ;
- ensure that all students and staff are aware of the School's Equal Opportunities policy's existence and any changes made to it during its annual review;
- ensure effective implementation of the equal opportunities policy.

If you have any queries regarding equal opportunities please contact: Tom Roper, School of Education Equal Opportunities and Diversity Officer, Rm. G.15 Hillary place, 0113 343 4606, e-mail: t.roper@education.leeds.ac.uk.

5.6.3 Black and Minority Ethnic Student Teacher Support

The TC21 project, which is a regional ITE provider project, exists to support and work with current student teachers and prospective student teachers from Black and Minority Ethnic backgrounds. The current website is http://www.education.leeds.ac.uk/prospective/tc21.php This will shortly be replaced by a dedicated site. www.tc21.org.uk

The Minority Ethnic Recruitment Advisor for Yorkshire and Humberside Region, who manages the project is Sudha Raghavan. Sudha can be contacted on 0113 343 4538 or by emailing

s.ragahvan@education.leeds.ac.uk.

NB Sudha is on maternity leave until January, but her role is being covered in her absence, so please use the contact details above.

5.6.4 Student Teachers with Special Needs and Disabilities

Student teachers with special needs or disabilities should, in the first instance, talk with their Method Tutor about their particular needs, to ensure that they can access appropriate support and advice. They should also make sure that their mentor and ITE coordinator in their placement school is aware of their personal needs so that appropriate support and guidance can be put in place during the school-based experience.

NB All student teachers are asked to identify any Special Needs on their CV form prior to the start of the course. It is essential that any student teacher for whom specific or individual arrangements, support or guidance is needed completes this section, otherwise their needs will not be identified and support may not be available at the start of the programme.

5.7 Libraries and Other Resource Areas

5.7.1 Libraries

The University of Leeds's main education collection is housed in the **Brotherton Library** on Floor 3 of the West Building. The Education collection of the **Edward Boyle Library** is housed on Level 12, consisting of extra copies of texts already in the main Brotherton collection. Some of these are kept as reference copies only. In addition, multiple copies of books in heavy demand are available from the counter collection. Susan Lewis is available for advice and assistance specifically concerning the literature of education. More general assistance on using the education collection is available from the Education/Social Sciences enquiry desk. Detailed information about the University of Leeds Library is available on the University of Leeds website at http://www.leeds.ac.uk/library/ where there is also a link to the Library Catalogue. The **British Education Index** (BEI) is also based in the Brotherton Library. The BEI is an index of predominantly journal articles and theses covering all aspects of education and training. It is now available in electronic format on CD-ROM, updated quarterly, as part of the University of Leeds's networked database service. The CD-ROM is easy to use and enables searches on particular subjects to be carried out quickly.

The Brotherton and Edward Boyle Libraries opening hours are:

During term time, with the exception of the last two weeks of term 3,

Monday - Thursday	9 a.m. - 10 p.m.
Friday	9.30 a.m.- 6 p.m.
Saturday	10 a.m. - 1 p.m.
Sunday	2 p.m. - 7 p.m. (Edward Boyle Library only).

During Christmas and Easter vacations,

Monday - Thursday	9 a.m. - 6 p.m.
Friday	9.30 a.m.- 6 p.m.
Saturday	10 a.m. - 1 p.m.

Borrowing Limits

Type of material	Postgraduates & Support Staff (incl. PGCE student teachers)
Main Collections and 7-day Loan	20 items, 3 months
High Demand Collection items (4 hour, 1 day, 3 day loan items) and 1 day loan periodicals	6 items

Books may be renewed by telephone, 0113 343 5663 or on the internet at the University of Leeds library home page http://www.leeds.ac.uk/library/
For full details of the procedure for borrowing, renewing and returning books and other resources, see http://www.leeds.ac.uk/library/using/borrow/

5.7.2 School of Education Library

Term Time Opening Hours

Monday **- 10-6**
Tuesday **- 10-6**
Wednesday **- 10-5**
Thursday **- 10-5**
Friday **- 10-5**

The School of Education Library is currently for reference only. It houses mainly Method books for Primary PGCE and Secondary English.

The resources also include:

- TESOL collection
- National Curriculum documents and DfES/DfCFS circulars
- Audio tapes, CDs, CD ROMs can be used in Library
- Theses
- 4 networked computers with databases of materials available in Education library and links to search the main library catalogues
- A selection of Education Journals
- Videos
- Space for group or private study

Further information

Liz Lister
School of Education Library
E-mail: e.j.t.lister@education.leeds.ac.uk
Tel: +44 (0)113 343 4650
Fax: +44 (0)113 343 4541

5.7.3 Method Resources

In addition to the main University of Leeds library provision there are a number of specialised Method collections which relate to teaching particular subjects in school. These collections contain school textbooks and other teaching materials which are not stocked by the University of Leeds libraries. Method tutors will inform student teachers about where these resources are kept and how to access them.

5.7.4 University Computing Facilities

Using PCs on site and the university network.

At registration student teachers are given a **USERNAME.** This is printed on the front of the student card and is of the format ed06xyz. Before you are able to use the systems and facilities, both on site and remotely, you will need to retrieve your initial password. This is done using a special username and password, both being **mypasswd**. Log on using this and it will then ask you for your student ID number (also printed on your student card) and your date of birth (in format dd.mm.yyyy). This will then give you your 6 digit password, which you should note down. If you have any problems doing this, please visit the ISS Helpdesk on L10 E C Stoner, above the Edward Boyle Library.

There are number of university computer clusters which student teachers may use, e.g. one on Level 7 in EC Stoner. Any hardware issues in university clusters should be addressed by contacting ISS – email helpdesk@leeds.ac.uk. Or phone ext. 3333.

The University of Leeds's Information Systems Service (ISS) provides information and on-line support for ICT which can be accessed on the University of Leeds website at http://www.leeds.ac.uk/iss/students.html

5.7.5 Computing Facilities in the School of Education

The School of Education has two ICT Rooms, one in each of the main School of Education buildings; the E.C. Stoner Building (ICT Room 1, Rm. 8.94 (ECS) and Hillary Place (ICT Room 2, Rm G.19 HP). TheICT Rooms are normally open from 9.00am to 5.00pm, but may be booked by staff for classes.

Student teachers log on to these clusters using their ISS usernames and passwords, allocated at registration. There is education-specific software installed on these PCs, relevant to education courses.

Technical problems with computers in these rooms should be e-mailed to support@education.leeds.ac.uk.

Printing facilities are available in each cluster, including the School of Education clusters, but you will need to buy credits IN ADVANCE. You can buy credits from the ISS Helpdesk on level 10, above the Edward Boyle Library, or from machines within several of the large university clusters.

All software required for education courses is installed on PCs in the education clusters. Software on the machines in university clusters is of a more general nature, but some of the Education-specific software is available.

Student teachers may plug their own laptops into the university network. Laptops must first be taken to the ISS Helpdesk on Level 10, Edward Boyle Library, where network access will be enabled. Laptops must also be up to date with anti-virus software and Windows updates before access to the university network is permitted.

Please plan ahead to allow for access to computers and printers just before an assignment deadline as the computing facilities are heavily used, and may have insufficient capacity for the demands expected of them at these points in time.

APPENDICES Appendix A Secondary PGCE programme Year Plan 2008-9

schools start sept 1 W/b.		Uni wk	Monday		Tuesday	Wednesday	Thursday	Friday	School Days
1 Sep 2008								REGISTRATION (EPS 1)	
8 Sept			Primary Placement						5
15 Sept.		(8)				GENERIC INDUCTION am (EPS 2) Method/PS (1 and 2) pm	Method/PS	Method/PS	2
22 Sept.	Personal Tutorials	(9)	GENERIC INDUCTION am (EPS 3) Link Tutor Meetings pm		Method/PS (3 and 4 this week)	Method/PS	Method/PS	Method/PS	
29 Sept	as	(10)	EPS	Method/PS	Method/PS 5	First Day in School		Method/PS	2
6 Oct.	required / appropriate	(11)	EPS	Method/PS	Method/PS 6			Method/PS	2
13 Oct.	early	(12)	EPS	Method/PS	Method/PS 7			Method/PS	2
20 Oct.	in	(13)	EPS	Method/PS	Method/PS 8			Method/PS	2
27 Oct. HT	this	(14)	EPS	Method/PS	Method/PS 9	Directed time	Directed time	Method/PS	0
3 Nov.	block	(15)	EPS	Method/PS	Method/PS 10			Method/PS	2
10 Nov.		(16)	EPS	Method/PS	Method/PS 11			Method/PS	2
17 Nov		(17)	EPS	Method/PS	Method/PS 12			Method/PS	2
24 Nov		(18)							5
1 Dec.		(19)							5
8 Dec		(20)							5
15		(21)							5
22	HOLS	(22)							0
29 Dec	HOLS	(23)							0
5 Jan. 2009		(24)							5
12 Jan		(25)							5
19 Jan.		(26)							5

26 Jan.		(27)							5
2 Feb.	Personal	(28)	EPS	Method/PS	Method/PS 13	Directed time	2nd Link Tutorials	Method/PS	0
9 Feb.	Tutorials	(29)	EPS	Method/PS	Method/PS 14	Serial visits	Serial visits	Method/PS	2
16 Feb. HT	as required	(30)	EPS	Method/PS	Method/PS	Directed time	Directed time	Method/PS	0
23 Feb.		(31)	EPS	Method/PS	Method/PS 15	Serial visits	Serial visits	Method/PS	2
2 Mar		(32)							5
9 Mar		(33)							5
16 Mar.		(34)							5
23 Mar.		(35)							5
30 Mar.		(36)							5
6 Apr.	HOL	(37)	Easter Holidays						0
13 Apr	HOL	(38)							0
20 Apr.		(39)							5
27 Apr		(40)						Provisional grades	5
4 May		(41)	May Day BH		EPS (16) Personal Tutorials as required University Day Assessment deadlines				3
11 May		(42)						Confirmed grades	5
18May		(43)			EXTERNALS	VISITS			5
25 May	HT	(44)	Directed time						
1 June		(45)	A TWO WEEK PERIOD DURING WHICH STUDENTS TIMETABLES CAN BECOME MUCH MORE 'PERSONALLY TAILORED' – E.G. CONTINUE NORMAL TIMETABLE IF STANDARDS HAVE NOT BEEN MET BY W/C 1 MAY – IF THEY HAVE THEN GIVE CHOICES RE A RANGE OF SEN/EAL/BME/TRANSITION/CONTEXTS OTHER THAN SCHOOLS/OUT OF SCHOOL ACTIVITIES - ETC. STUDENTS NEGOCIATE WITH SCHOOL IN ADVANCE AND PLAN OWN INDIVIDUAL NEEDS BASED PROGRAMMES - SUBMIT COPY TO PERSONAL/METHOD TUTORS FOR APPROVAL						5
8 June		(46)							5 123 DAYS
15 June	Method 16 and 17 this week -	(47)	EPS (17) Am	Method/PS pm Focus on CEDP,	Method/PS NQT Standards linkage, future professional development	Method/PS including evaluations – NQT survey and SoE	Method/PS Examiners meet selected students Exam board PM LAST DAY		

Appendix B UNIVERSITY OF LEEDS SECONDARY PGCE - EPS Module Schedule 2008-9 MONDAY 9 TIL 12 unless stated otherwise

Date	Area/theme	Title	Student Support Sessions
Friday 5 September	**Induction Every Child Matters**	– What's Going On ?? – Observing Classes	
Wednesday 17 Sept	**Learning to Teach – Teaching to Learn (1)**	Learning to teach – Teaching to Learn - principles and practices inc AfL	Assessment for QTS and the Link Tutor meeting – inc Primary Report reminders
Mon 22 Sept		Learning to teach — school-based experiences inc AfL	
Mon 22 Sept	**How Children Learn (1)**	Children's Learning – Theoretical Underpinnings to	The Nature of Teaching Placements
Mon 29 Sept	**Class Management and Effective Teaching and Learning (1)**	Behaviour Management – principles and practice	
Mon 29 Sept		ICT to support Effective teaching	Assessment for PGCE
Mon 6 Oct	**Learning and Teaching – principles, policy and practice (1)**	The School Curriculum – overview and recent developments inc: 14-19, KS3 curriculum etc. NC framework National Strategies	
Mon 6 Oct		Lesson Planning and Preparation and Differentiation and AfL	Mentoring in schools - intro
Mon 13 Oct	**ECM - Inclusive Schools and Teaching (1)**	ECM - Legislative framework and principles	
Mon 13 Oct		Citizenship in Schools	
Mon 20 Oct		EAL – issues and support	EPS One – assignment reminders
Mon 20 Oct		ECM – SEN – Key Issues and Practice	
Mon 27 Oct (half term)	**Evidence-based teaching and learning (1)**	Research Methods and Data Collection	
Mon 27 Oct		Assessment for Learning – revisited Including Modes of Assessment	Teaching Placement Profiles – reminders Including formative use and ITE coordinator monitoring
Mon 3 Nov	**ECM - Inclusive Schools and Teaching (2)**	ECM - Special Needs – Children with Learning Difficulties	
Mon 3 Nov		ECM - EBD children in your class	
Mon 10 Nov		ECM – G and T	
Mon 10 Nov		Collaborative working and teamwork -	
Mon 17 Nov	**Learning and Teaching – principles, policy and practice (2)**	Pastoral Care and tutoring - and PSHE	Method Assessment – criteria and requirements
Mon 17 Nov		Working with Challenging Children	
Mon 2 Feb 2009	**ECM - Inclusive Schools and Teaching (3)**	ECM in Practice - Addressing Diversity and Difference – cultural and social issues	Activity weeks – guidance and requirements
Mon 2 Feb		EAL and SEN revisited	
Mon 9 Feb	**Class Management and Effective Teaching and Learning (2)**	Advanced Planning and preparation	EPS 2 guidance and requirements
Mon 9 Feb		Creativity and Imagination	
Mon 16 Feb (Half term)	**Roles and responsibilities - teachers and schools**	CPD and Pay and conditions and the Legislative Framework for Teachers	Method 2 assignment And timetables/ external examining
Mon 16 Feb		FIRST APPOINTMENTS LECTURE –	
Mon 23 Feb	**How Children Learn (2) – revisited ….**	Mentoring and Coaching	Mentoring in schools – sign up
		Teaching and Learning Styles	
TUES 5 MAY		Children's Learning Processes	Profile and Activity weeks– final guidance
TUES 5 MAY		Education for Sustainable Development	
Mon 15 June	**From ITT to NQT**	Transition – from student to teacher	CEDP . Masters in Teaching
Mon 15 June	**Learning to Teach – Teaching to Learn (2)**	**Summative Evaluation and Feedback**	

APPENDIX C

Weekly Mentoring Record (example - condensed)

THE LEEDS UNIVERSITY- SECONDARY SCHOOLS PGCE PARTNERSHIP
WEEKLY MENTORING RECORD

Name of Student Teacher_____**Date**_____

Name of subject Mentor_____ **School**_____

Date and time of meeting_____

Summary of discussion about previous week's observations and student teacher's work in school **see also Appendix O in the PGCE Programme Handbook for suggested focus areas for discussion**
Key issues arising:

Targets to be met corresponding to the main divisions of the Professional Standards for Teachers - QTS and deadlines for meeting targets 1. *Professional Attributes* 2. *Professional Knowledge and Understanding* 3. *Professional Skills*
Action Plan: strategies for meeting targets
Training topic and INSET activity of weekly meeting:
(Signed) **Mentor: …… Student teacher: ……..**
PLEASE REMEMBER TO COMPLETE THIS WEEKLY RECORD AT THE END OF EACH WEEKLY MEETING. **ONE COPY MUST BE KEPT BY THE MENTOR AND THE OTHER IN THE STUDENT TEACHER'S TEACHING FILE.**

Appendix D (i) Secondary PGCE Lesson Observation Record (condensed)

The first of these two documents should be used in the observation of student teachers' teaching. It also provides a focus for the student teacher when observing the lessons of experienced teachers. The second document should be used to summarise the main issues arising from each observation. The notes should address the headings which correspond to the main divisions of the Professional Standards for Teachers - QTS 2007 shown and consider some of the areas with which they are concerned, as exemplified below.

Professional Attributes

- ability to communicate and promote positive attitudes, values and behaviour by personal example
- motivate children and young people and encourage them to engage in and enjoy learning
- establishing collaborative working relationships with colleagues within the classroom

Professional Knowledge

- setting realistic targets for learners, and involve the learner fully in every aspect of their learning
- monitor individual responses and use discussion and questioning to provide challenges at a variety of levels
- using different organisational strategies to support individuals and groups effectively
- recognising and taking account of the specific needs of individuals and groups of learners (for example those with special educational needs, and those for whom English is an additional language)
- making use of relevant school policies, such as the school's behaviour policy, to secure appropriate learning behaviours
- selecting appropriate curriculum content and associated activities, and differentiating these effectively
- using resources effectively to support learning
- planning and setting subject-related targets for individuals and groups of learners
- breaking down ideas and concepts and sequencing them logically to support the development of learners' knowledge and understanding
- making effective interventions to construct and scaffold learning
- using National Strategy approaches, materials and resources in their planning and teaching
- using electronic tools and resources to support learning and teaching
- using their skills in literacy, numeracy and ICT to support the personalisation of learning
- taking into account of the key factors that contribute to the development, progress and well-being of learners
- taking into account of the range of learners' needs through an inclusive approach
- using the principles and techniques of assessment for learning in order to achieve personalisation
- identifying an individual's specific difficulties and knowing how and when to intervene in order to support them

Professional Skills

Does the trainee's planning:

- take account of course, syllabus, or National Curriculum programme of study requirements?
- take account of the age and ability range of the learners?
- demonstrate secure knowledge of the subject or curriculum focus?
- build on learners' prior experience?
- demonstrate that they have drawn on a range of relevant resources?
- demonstrate a personalised learning approach?
- of homework or other out-of-class work take account of learners' attainment, needs and interests?
- and design of homework to enable the learner to make use of extended school services?

Does the trainee's teaching :

- demonstrate flexibility in adapting teaching strategies, for example, to challenge and extend learners, or to help them overcome barriers?
- make use of e-learning and relevant ICT resources?
- avoid and, where necessary, challenge stereotyping?
- use questions effectively to check learners' understanding and promote reflection and critical thinking?
- use inclusive language?

How well does the trainee:

- set realistic, challenging, measurable, achievable objectives that are based on a clear understanding of learners' progress and achievements
- select and adapt teaching styles and strategies to suit the stage of the lesson, and to suit the learning of individuals, groups and whole classes as appropriate?
- manage the timing and pace of lessons?
- intervene effectively to support learning?
- manage unexpected changes of direction or shifts in emphasis?
- encourage cooperation, collaboration and effective communication to enhance learning?
- support and encourage learners to manage aspects of their own learning?
- relate assessment to intended learning outcomes?
- ensure that learners are they involved in the assessment of their own and peers' learning?
- involve learners in setting objectives for the development of their own learning?

Does the trainee:

- provide immediate feedback in order to reinforce learning, challenge understanding, construct ways forward, and help learners to improve?
- provide feedback that secures learner engagement, enthusiasm and confidence?
- use Assessment for Learning strategies?
- prepare and use self assessment tasks and activities to support learners in developing reflective skills?
- create and maintain a positive, purposeful, safe and secure learning environment?
- deploy and manage colleagues in ways that help to maintain a purposeful and safe learning environment?
- Employ a range of strategies to secure effective learning behaviours?
- Ensure that learners know the boundaries of acceptable behaviour and understand the consequences of their actions?
- Minimise the impact of the negative behaviours of some learners on teaching, and on the learning of others?

The Observation Report and Summary must be completed by the observer. If this person is not also the mentor/subject school based tutor, then a copy of each must be passed on to him/her as well as a copy to the trainee.
These notes not only provide important evidence of systematic mentoring, but also serve to record the progress of the trainee. These notes should be available for inspection by visiting HEI tutors, external examiners and Ofsted inspectors, if necessary.

LESSON OBSERVATION PROFORMA (SECONDARY) (condensed)

Name of Trainee _____

Date_____Time_____School_____

Year / Class / Set _____Subject and Topic_____

Observer_____Focus/foci of observation_____Number of Pupils _____

Time	**Introduction** Procedures for settling class; setting targets and intended learning outcomes (ILO); links with previous learning; feedback on homework; use of monitoring data to inform lesson content.	**Development** Appropriateness of task (ILO); development of key ideas; pace; use of explanations, questions and instructions monitoring; inclusion; differentiation & challenge; cohesion.	**Plenary** Review of learning outcomes; links to prior & future learning; procedures for dismissal.
	PLEASE REMEMBER TO COMPLETE THE SUMMARY OF CLASSROOM OBSERVATION TO ACCOMPANY THESE NOTES.		

SUMMARY OF CLASSROOM OBSERVATION

This summary should be completed as soon as practicable following the relevant lesson and should be used to summarise the main issues arising from each observation. These notes will then serve as a useful basis for the weekly tutorial discussion. One copy of these sheets and the lesson observation report is to be kept by the mentor/subject school based tutor and one by the trainee in his/her teaching file.

Strengths of the lesson/s, corresponding to the main divisions of the Professional Standards for Teachers – QTS	**Targets for development**, corresponding to the main divisions of the Professional Standards for Teachers - QTS.
1. Professional Attributes	*1. Professional Attributes*
2. Professional Knowledge and Understanding	*2. Professional Knowledge and Understanding*
3. Professional Skills	*3. Professional Skills*
Follow-up matters, e.g. marking of written-work that was done in the lesson, notes that the trainee should enter in his/her own file under the 'lesson evaluation' heading., matters concerning individual pupils in the class.	
(Signed) **Teaching Placement Supervisor/ School-based Tutor:**	**Trainee:**

Appendix D (ii) Lesson Self-evaluation Proforma (condensed)

This form is intended to guide your thinking about your progress in learning to teach. If you use and alternative format make sure that the content is the same as these are all vital elements for you to focus on in reflecting on your practice and thinking, and subsequently setting targets for yourself.

You should complete AT LEAST one detailed self evaluation per week.

Name of Student Teacher _____

Lesson/s evaluated (date/s, class/year group_ _____

Focus of Evaluation – Standards related

Q ____

Focus of Evaluation – specific

e.g. 'Nature' of planning; Lesson- Introduction, transition, plenary; Class management - use of voice, 'surveillance', pace; Teaching/learning strategies/resources - range of T&L styles, ICT, task 'types'; Inclusion- G&T, SEN, EAL– particular pupils/issues, addressing cultural diversity (for example by choice of materials etc.)

Comments/ discussion

This should go beyond the 'descriptive' to **explore the reasons** for particular achievements or problems/issues as you (and your host teacher if you wish) see it.

This should detail **the means by which you intend to make further progress** in relation to the issues which you raise. e.g. Lesson Planning and preparation; Discussion with tutors (school/method/LT) observation (in subject/other lessons) reading – education texts on the 'subject' etc.

NB This form should be placed in your teaching file and also be the subject of discussion with your mentor

Signed _____ Date_____

APPENDIX E Out of School Activity Permission Form for PGCE Student teachers (condensed)

The section below should be completed by the student teacher
Student teacher:
School:
Out of school visit/activity (dates, location, etc.
Student teacher's involvement in planning and preparation for the visit/activity:
Student teacher's involvement in during the visit/activity:
Visit or activity leader or co-ordinator (including contact details):
The section should be completed by the trainee's ITE Co-ordinator
The student teacher's participation in this out-of-school visit/activity is an appropriate training experience for him/her. Please tick the appropriate box. **Agree** ☐ ☐ **Disagree** **ITE or Student teacher Co-ordinator's signature: _____ Date _____**

Continued over

Out of School Activity Permission Form for PGCE Student teachers

The visit/activity leader or co-ordinator should complete this section		
	Please tick appropriate box	
	Correct	**Incorrect**
The student teacher is **not** included in the adult to pupil staffing ratio for the visit		
The student teacher will **not** have any responsibility for the safety and welfare of the pupils		
The **school has** public limited liability insurance		
The student teacher **has been included** in the school's risk assessment for the visit		
Student teachers will **not have** sole responsibility for any aspect of the visit/activity, nor for any individual or group of pupils;		
There **will be** another adult of the student teacher's gender on the visit		
Which experienced teacher(s) will be **responsible for training and supporting** the student teacher prior to and during the visit/activity? Please state their names here		
Visit Leader's signature: _____ **Position held in school: _____Date: _____**		

I give my permission for the student teacher named above to participate this out-of school visit/activity:

Secondary PGCE – Method Tutor _____ Date _____

APPENDIX F UNIVERSITY OF LEEDS PGCE PROGRAMME TUTORS

Course (module) leaders names are shown in bold

	Tutor	Method	Email	Phone
Mr DK	Bradley	Science	keith.bradley5@btopenworld.com	01484 659930. Mobile: 07788 904425
Ms V	Blackburn	Science	valb@globalnet.co.uk	01423 531062 mobile 07766202012
Ms K	Broughton	Science	kboughton@minsthorpe.wakefield.sch.uk	
Dr G	**Chambers**	**MFL (German)**	g.n.chambers@education.leeds.ac.uk	X34536
Ms A	Deacon	Modern Languages (French)	a.deacon@leeds.ac.uk	343 3251 (Language Centre Reception)
Prof J	Donnelly	Chemistry	j.f.donnelly@education.leeds.ac.uk	X 34608
Dr A	Edwards	**Chemistry and Science**	a.j.edwards@education.leeds.ac.uk	
Mr J	Emberton	Science	jemberton@calderhigh.calderdale.sch.uk	01422 883213
Ms G	Fairhurst	Primary MFL	m.g.fairhurst@education.leeds.ac.uk	X 34609.
Mr KW	**Hall**	**MFL (Spanish & French)**	k.w.hall@education.leeds.ac.uk	X 34542
Mr D	Klemm	English	daveklemm@yahoo.com	X 34657
Dr J	Lewis	Biology, Science	j.m.lewis@education.leeds.ac.uk	X 34546
Mr J	Manning	English	john_manning@ntlworld.com	X 34657
Mr R	Matthews	Mathematics	annrich@27newlands.fsnet.co.uk	X 34613
Mr I	McKinlay	MFL	imckinlay60@yahoo.com	X 34581
Ms E	Meenan	Mathematics	l.meenan@btinternet.com	X 34658
Dr J	Monaghan	Mathematics	j.d.monaghan@education.leeds.ac.uk	X 34603
Ms A	**Oddy**	**Mathematics**	anneoddy@blueyonder.co.uk	X 34658
Ms P	Page	Science	patpage7@btopenworld.com	
Dr M	**Pike**	**English**	m.pike@education.leeds.ac.uk	X 34684
Dr J	Ryder	Physics, Science	j.ryder@education.leeds.ac.uk	X 34589
Dr L	Smith	Science	l.smith@ilkleygs.ngfl.ac.uk.	
Mr P	Ramsden	Science	philrase@aol.com	01484 864432
Dr SA	**Whitelaw**	**PGCE Programme Leader and EPS**	s.a.whitelaw@education.leeds.ac.uk	X 34578
Ms H	Williams	Geography		

University Link Tutors

Mr A	Chamberlain	aitorchamberlain@yahoo.co.uk	
Ms M	Dyke	mel@meldyke.com	
Ms H	Williams		
Dr A	Edwards	a.j.edwards@education.leeds.ac.uk	
Mr D	Klemm	daveklemm@yahoo.com	X 34657
Mr B	Dawkes		
Mr I	McKinlay	imckinlay60@yahoo.com	X 34581

APPENDIX G

Post Graduate (Taught) ASSESSMENT CRITERIA: LEVEL 5 (M)

The marking guidelines indicate the quality of work expected for the award of a particular mark. Tutors will take these guidelines into account when awarding the mark. They are **not** to be seen as minimum criteria which must be met in all respects in order to gain a particular mark, but rather as being indicative of the general standard of work expected at each level.

NB Student teachers will be required to gain **a mark of 50 or above in all four written assignments** in order to achieve the standards required for the Post Graduate Certificate in Education. i.e. 60 M level credits.

	20 - 39	40 - 49	**50 and over**	**60 and over**	**70 and over**	**80 - 90**
Coverage (*range and understanding of sources; synthesis and focusing of ideas on the topic*)	Limited range of ideas; shows weak acquaintance with sources; ideas unfocused.	Evidence of reading in the field; identification of some pertinent issues; some superficiality in treatment of the topic.	Shows acquaintance with and understanding of key concepts and issues from a range of sources; ideas synthesised and related to the topic.	Competent coverage of major sources; shows depth of understanding of the topic; relationships between ideas cogently made.	Thorough coverage of sources; evidence of scholarship in understanding and synthesis of ideas.	In order to gain a mark of 80-90 a piece of work must meet all of the guidelines specified for 70 and over, and, in addition, display significant originality in one or more of the areas of *Coverage*, *Analysis* or *Investigation/research*
Analysis *(organisation/coherence of argument; support through example/detail/ quotations/references/ experience; critical approach)*	Disjointed organisation; unsupported arguments; little use of relevant experience; descriptive and without critical analysis.	Appropriate organisation; some evidence of understanding of ideas and ability to relate ideas and experience; mainly descriptive with limited attempt at critical judgement.	Ideas organised and grouped into a coherent argument; use of examples/ detail/ quotations/ references/ experience to support argument; some critical analysis of ideas/ evidence; limited appraisal of implications.	Critical review and synthesis of ideas; coherent , realistic and well-supported argument; insightful use of personal ideas and experience; perceptive appraisal of implications.	Systematic critical questioning of received ideas and suggestion of alternative perspectives; thorough, well-supported analysis; insightful evaluation and discussion of implications.	

	20 - 39	40 - 49	**50 and over**	**60 and over**	**70 and over**	**80 - 90**
Support *(range and understanding of sources; use of relevant experience)*	Little acquaintance with sources in the literature; little use of relevant experience (where available); use of unattributed material.	Evidence of some reading in the field; some use of relevant experience (where available), but largely descriptive	Use of a range of sources in the literature, though there may be some minor gaps; systematic, analytical use of own experience (where available).	Critical coverage of all major sources; some integration of these with own experience (where available).	Thorough and critical coverage of sources; integration of diverse sources; and experiences (where available) into systematic whole.	
Structure *(organisation and structure of the text)*	Disorganized; no clear structure identified or identifiable.	Most major structural elements present; some significant gaps or repetition in the argument/text.	Text and argument structured in a sustained way; all major structural elements of text present; some minor repetition.	Text and argument systematically and explicitly organized; without any significant lacunae or repetition.	Systematically and explicitly organized; without any significant lacunae or repetition.	
Presentation *(length; use of academic conventions; spelling, grammar, paragraphing etc; layout; proof-reading)*	Length requirements not observed; use of unattributed material; incomplete referencing; presentation consistently marred by language errors affecting comprehensibility; inadequate proof-reading.	Length requirements observed; basic command of academic conventions; some errors in proof-reading and editing; presentation occasionally marred by language errors affecting comprehensibility.	Length requirements observed; appropriate use of academic conventions; accurate spelling, grammar etc.; careful proof-reading.	Competent control of length; skilled use of academic conventions; almost all errors eliminated in proof-reading.	Concise and effectively argued, within the length allowed; skilled use of academic conventions; accurate proof-reading.	
Where appropriate: **Investigation/Research** *(questions; rationale; theoretical background; data collection methods; critical analysis; implications)*	*Where appropriate:* Research questions unclear; rationale weak; theoretical background very limited; research methods not well-chosen or misapplied; analysis sketchy or unjustified by data; implications asserted or untenable.	*Where appropriate:* Basic research questions; limited rationale; some theoretical background attempted; research methods adequate; analysis attempted but may lack depth; some implications examined.	W*here appropriate:* Research questions clearly stated; rationale for research given; some relation to underlying theories established; research methods appropriate; some critical analysis of data; appropriate implications drawn from the study.	*Where appropriate:* Perceptive identification of research questions; cogent, theoretically-based rationale; good research design with critically applied; critical analysis of data; careful appraisal of implications.	*Where appropriate:* Perceptive identification of research questions; critical appreciation of underlying theory and rationale; appropriate research design, carefully and critically applied; insightful and critical analysis of data; critical interpretation of implications.	

APPENDIX H PROFESSIONAL TEACHING STANDARDS AND SOURCES OF EVIDENCE

Professional Attributes

<table>
<tr><th>Teaching Standards</th><th>Sources of evidence</th><th>Where covered</th><th>Where assessed</th></tr>
<tr>
<td rowspan="2">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.</td>
<td rowspan="2">Judgements about student teachers' commitment and attitudes, and their behaviour and expectations of children's and young people's' achievements, and their ability to establish fair, respectful, trusting, supportive and constructive relationships are likely to emerge from every aspect of a student teachers' work. In particular, evidence will be found in their planning, their direct work with children and young people and their own evaluation of their teaching.

Evidence for Standard Q1 may be linked to evidence for assessment against the following standards:
Q4, Q5 (Communicating and working with others)
Q10 (Teaching and learning)
Q15 (Subjects and curriculum)
Q18, Q19, Q20 (Achievement and diversity)
Q21(b) (Health and well-being).
Q25(a), Q25(b), Q25(c), Q25(d) (Teaching)
Q26(b), Q27, Q28 (Assessing, monitoring and giving feedback)
Q29 (Reviewing teaching and learning)
Q30, Q31 (Learning environment).</td>
<td>School
Practical teaching.
School-based tutor support.
Weekly mentor sessions (training).
School-based EPS programme.

University of Leeds
Method programme, lectures, tutorials and workshops.

EPS sessions
Classroom and Behaviour Management
ECM - Legislative framework
ECM - EBD
ECM - SEN
ECM – G and T
ECM in Practice -
Pastoral Care and tutoring - and PSHE</td>
<td>School
Discussion in school
EPS sessions.

<u>Teaching File</u>
Lesson plans.
Observation of teaching.
Student teachers' evaluation of own/others teaching.

University of Leeds
EPS essay
EPS Research Project</td>
</tr>
<tr>
<td colspan="2">Useful Links for Relationships with children and young people - Q1

The GTC(E) Statement of Professional Values and Practice for Teachers and the Code of Conduct and Practice for Registered Teachers can be accessed at:www.gtce.org.uk
A range of relevant articles and resources is available on the Teacher Training Resource Bank at: www.ttrb.ac.uk
Promoting positive values www.citizEd.info
Personalised learning www.standards.dfes.gov.uk/personalisedlearning
The Report of the Teaching and Learning in 2020 Review Group (Gilbert Report) is available at: www.teachernet.gov.uk/publications
DfES (2005) Learning Behaviour: :www.dfes.gov.uk/behaviourandattendance
DfES guidance on anti-bullying can be accessed at: www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying
DfES (2007) Diversity and Citizenship in the Curriculum: Research Review (Ajegbo Report) is available at:www.teachernet.gov.uk/publications
DfES (2004) Every Child Matters: Change for Children is available at:www.everychildmatters.gov.uk</td>
</tr>
</table>

<table>
<tr><th>Teaching Standards</th><th>Sources of evidence</th><th>Where covered</th><th>Where assessed</th></tr>
<tr>
<td rowspan="2"><u>Relationships with Young People</u>

Q2
Demonstrate the positive values, attitudes and behaviour they expect from children and young people</td>
<td rowspan="2">Student teachers' demonstration of positive values, attitudes and behaviour towards children and young people is likely to be evidenced in a number of contexts, including their academic writing, their mentoring discussions and their general behaviour in and approach to schools life. In particular it is likely to be demonstrated in their planning and delivery of lessons and their interactions with children and young people in educational settings.

Evidence for Standard Q2 may be linked to evidence for assessment against the following standards:
Q4, Q5, Q6 (Communicating and working with others)
Q10 (Teaching and learning)
Q15 (Subjects and curriculum)
Q18, Q19, Q20 (Achievement and diversity)
Q21(a), Q21(b) (Health and well-being).
Q25(a), Q25(b), Q25(c), Q25(d) (Teaching)
Q27 (Assessing, monitoring and giving feedback)
Q30, Q31 (Learning environment)
Q32, Q33 (Team working and collaboration)</td>
<td>School
Practical teaching.
School-based tutor support.
Weekly mentor sessions (training).
School-based EPS programme.

University of Leeds
Method programme, lectures, tutorials and workshops.

EPS sessions
Classroom and Behaviour Management
ECM - Legislative framework
ECM - EBD
ECM - SEN
ECM – G and T
ECM in Practice -
Pastoral Care and tutoring - and PSHE</td>
<td>School
Discussion in school EPS sessions.

<u>Teaching File</u>
Lesson plans.
Observation of teaching.
Student teachers' evaluation of own/others teaching.

University of Leeds
EPS essay
EPS Research Project</td>
</tr>
<tr>
<td colspan="2">Useful Links for Relationships with children and young people - Q2
The GTC(E) Statement of Professional Values and Practice for Teachers and the Code of Conduct and Practice for Registered Teachers can be accessed at:www.gtce.org.uk
A range of relevant articles and resources is available on the Teacher Training Resource Bank at: www.ttrb.ac.ukwww.ttrb.ac.uk
Promoting positive values www.citizEd.info
Personalised learning
www.standards.dfes.gov.uk/personalisedlearning
The Report of the Teaching and Learning in 2020 Review Group (Gilbert Report) is available at: www.teachernet.gov.uk/publications
DfES (2005) Learning Behaviour: :www.dfes.gov.uk/behaviourandattendance
DfES guidance on anti-bullying can be accessed at: www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying
DfES (2007) Diversity and Citizenship in the Curriculum: Research Review (Ajegbo Report) is available at:
www.teachernet.gov.uk/publications
DfES (2004) Every Child Matters: Change for Children is available at:www.everychildmatters.gov.uk</td>
</tr>
</table>

Teaching Standards	Sources of evidence	Where covered	Where assessed
Frameworks **Q3** (a) Be aware of the **professional duties of teachers and the statutory framework** within which they work. (b) Be aware of the **policies and practices of the workplace** and share in collective **responsibility for their implementation**.	Assessors will wish to use a variety of means to establish **student teachers' understanding of how the statutory framework impacts on the work of teachers.** Assessment evidence might include records of discussions with the student teacher and any wrITEen material produced by them. Evidence for this standard may be linked to evidence for assessment against the following standards: Q5 (Communicating and working with others) Q10 (Teaching and learning) Q15 (Subjects and curriculum) Q18, Q19, Q20 (Achievement and diversity) Q21(a) (Health and well-being) Q30 (Learning environment) Evidence of **student teachers' knowledge, understanding and collective implementation of policies** may emerge through student teachers' planning, assessment and monitoring documentation and their involvement in a wide range of school-based activities. Evidence for this standard may be linked to evidence for assessment against the following standards: Q4, Q5 (Communicating and working with others) Q10 (Teaching and learning) Q11, Q12, Q13 (Assessment and monitoring) Q18, Q19 (Achievement and diversity) Q21(a) Q21(b) (Health and well-being) Q22, Q24 (Planning) Q25 (Teaching) Q26 (Assessing, monitoring and giving feedback) Q30, Q31 (Learning environment) Q32 (Team working and collaboration).	**School** School-based tutor support. Weekly mentor sessions (training). School-based EPS programme. **University of Leeds** Method programme, lectures, tutorials and workshops. EPS sessions *ECM - Legislative framework and principles* *What is WFR?* *Legislative Framework for Teachers*	**School** School mentoring discussions Discussion in school EPS sessions. <u>Teaching File</u> Observation in the wider professional context. School/lecture documentation **School** School mentoring discussions Discussion in school EPS sessions.
		Useful Links Frameworks - Q3a and b A list of the main statutory and non-statutory guidance documents about the care and education of children and young people is in preparation by the TDA (July 2007). See ATL EPS presentation on Teachers and the Law (2006-7) for details at: http://www.education.leeds.ac.uk/current_student teachers/course.php?course=42	

<table>
<tr><th>Teaching Standards</th><th>Sources of evidence</th><th>Where covered</th><th>Where assessed</th></tr>
<tr>
<td rowspan="2"><u>Communicating and Working with others</u>

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.</td>
<td rowspan="2">Planning documentation and observations of student teachers' teaching will provide evidence of their ability to use language effectively in the classroom to motivate, support, challenge and manage learners, and to secure learning. These, along with wrITEen tasks and other training activities, might additionally provide evidence of student teachers' understanding of the benefits to learners of working effectively with colleagues.

Discussions with tutors and mentors will provide evidence of student teachers' knowledge and understanding of the valuable contribution to learners' development and progress made by parents and carers.

A wide range of opportunities – such as involvement in consultation meetings – might be used to explore student teachers' ability to communicate sensitively and effectively with parents and carers.

Evidence for Standard Q4, Q5 and Q6 may be linked to evidence for assessment against the following standards:
Q1, Q2 (Relationships with children and young people)
Q3 (Frameworks)
Q9 (Personal professional development)
Q10 (Teaching and learning)
Q18, Q19, Q20 (Achievement and diversity)
Q20 (Achievement and diversity)
Q21 (Health and well-being)
Q22 (Planning)
Q25(Teaching)
Q26, Q27 (Assessing, monitoring and feedback)
Q32, Q33 (Team working and collaboration).

NB Student teachers will be involved in formal communications with parents or carers only under the guidance of more experienced teachers.</td>
<td>School
Practical teaching.
School-based tutor support.
Weekly mentor sessions (training).
School-based EPS programme.
University of Leeds
Method programme, lectures, tutorials and workshops.
EPS sessions
Behaviour and Classroom Management
How Children Learn T&L strategies
EAL
ECM - Legislative framework
ECM - EBD
ECM - SEN
ECM – G and T
ECM in Practice -
Pastoral Care and tutoring - and PSHE</td>
<td>School
Discussion in EPS sessions.
Discussions in Mentoring sessions

<u>Teaching File</u>
Observation in the wider professional context.

University of Leeds
EPS essay
EPS Research Project</td>
</tr>
<tr>
<td colspan="2">Useful Links for Communicating and working with others - Q4, Q5, Q6

DfES (2005) Every Child Matters:
http://publications.everychildmatters.gov.uk
A range of articles and resources is available on the Teacher Training Resource Bank at:
www.ttrb.ac.uk
Raising standards and tackling workload: a national agreement
www.tda.gov.uk/remodelling
http://publications.everychildmatters.gov.uk
Ofsted (2006) Extended schools: a report on early developments is available at:
www.ofsted.gov.uk/publications
The GTC(E) Statement of Professional Values and Practice for Teachers Practice is available at:
www.gtce.org.uk/publications/pub_reg</td>
</tr>
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<tr><th>Teaching Standards</th><th>Sources of evidence</th><th>Where covered</th><th>Where assessed</th></tr>
<tr>
<td><u>Personal professional development</u>

Q7
(a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs.

(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
Acts upon advice and feedback and be open to coaching and mentoring.</td>
<td>Evidence relating to student teachers' developing professionalism will emerge from most aspects of their training and practice including action plans, discussions with and reports of school-based tutors and mentors, involvement in school- and university-based professional development activities, audits of subject knowledge, and academic tasks. Completion of transition point one of the Career Entry and Development Profile (CEDP) will draw on evidence relating to all of the QTS standards and enable student teachers to identify their strengths and areas for development.

Lesson plans and personal evaluations of lessons and sequences of lessons will provide evidence of a critical approach towards innovation in practice and an openness to adapting plans in the light of experience in order to improve teaching and learning.

Mentoring records and feedback on lesson plans and lesson observations will provide evidence that advice and guidance has been responded to and acted upon.

Evidence for Standard 7a may be linked to evidence for assessment against the following standards:
Q7(b), Q8, Q9 (Personal professional development)
Q29 (Reviewing teaching and learning)

Evidence for Standard 7b may be linked to evidence for assessment against the following standards:
Q7(a), Q8, Q9 (Personal professional development)

Evidence for Standard 8 could also contribute to assessment against the following standards:
Q7(a), Q7(b), Q9 (Personal professional development)
Q29 (Reviewing teaching and learning)

Evidence for Standard 9 may be linked to evidence for assessment against the following standards:
Q5 (Communicating and working with others)
Q7(a), Q7(b), Q8 (Personal professional development)
Q29 (Reviewing teaching and learning)
Q32 (Team working and collaboration)</td>
<td>School
Practical teaching.
School-based tutor support.
Weekly mentor sessions (training).
Student teachers observing other teachers' classes.
School-based EPS programme.

University of Leeds
Method programme, lectures, tutorials and workshops.

EPS session
Classroom Presence and Use of Voice
Lesson Planning and Preparation and Differentiation
Advanced Planning and preparation – differentiation, creativity and imagination
Enhancing your Classroom Presence and Performance
CPD and Pay and conditions
First Appointments
The NQT Year</td>
<td>School
Discussions with student teachers and other members of staff.
Discussion in EPS session, in mentoring sessions, CEPD targets identified in Profile document.

<u>Teaching File</u>:
Lesson plans and lesson evaluations
Subject Knowledge Audit
Observation in the wider professional context.

University of Leeds
EPS essay
EPS Research Project</td>
</tr>
<tr>
<td colspan="3">Useful Links for Personal professional development Q7(a and b), Q8, Q9
The Career Entry and Development Profile (CEDP), including templates that student teachers may download to record their progress, resources and other relevant materials, is available at:http://www.tda.gov.uk/teachers/induction/cedp.aspx
The Teachernet website contains links to a variety of professional associations at:
www.teachernet.gov.uk/professionaldevelopment/professionalassociations/teachingassociations
The DfES Standards Site contains information, resources, guides and links to a variety of innovative policy and practice at:www.standards.dfes.gov.uk
A range of articles and resources is available on the Teacher Training Resource Bank at:www.ttrb.ac.uk
The citizED website contains mentor packs and materials useful for both mentors and student teachers at:
www.citized.info
The Innovation Unit promotes innovation to improve education.:
www.innovation-unit.co.uk
Resources on coaching and mentoring www.curee-paccts.com</td>
</tr>
</table>

Professional Knowledge and Understanding

Teaching Standards	Sources of evidence	Where covered	Where assessed
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.	Student teachers' **knowledge of how to establish and maintain environments that promote learning** will be evident in all aspects of their professional practice. Evidence may emerge from their discussions with tutors, mentors and other student teachers as a result of reflection on teaching. This analysis and reflection might contribute to written materials that provide further evidence of student teachers' developing knowledge and understanding. Student teachers will demonstrate evidence for this Standard in their teaching, including their planning, their discussion of their teaching, and in written evaluations of lessons. **Evidence for Standard Q10** may be linked to evidence for assessment against the following standards: Q1, Q2, (Relationships with children and young people) Q3a, Q3b (Frameworks) Q4 (Communicating and working with others) Q12, Q13 (Assessment and monitoring) Q14 (Subjects and curriculum) Q18, Q19 (Achievement and diversity) Q21(b) (Health and well-being) Q22, Q24 (Planning) Q25 (Teaching) Q26, Q27, Q28 (Assessing, monitoring and giving feedback) Q29 (Reviewing teaching and learning Q30, Q31(Learning environment)	**School** Practical teaching. School-based tutor support. Weekly mentor sessions (training). **University of Leeds** Method sessions EPS sessions *Behaviour and Classroom Management* *How Children Learn* *ECM - EBD children in your class and your responsibilities* *Classroom Presence and Use of Voice* *Lesson Planning and Preparation and Differentiation* *Advanced Planning and preparation – differentiation, creativity and imagination* *Enhancing your Classroom Presence and Performance* *ECM - SEN* *ECM – G and T* *ECM in Practice - Addressing Diversity and Difference* *Children with Physical Difficulties* *Pastoral Care and tutoring - and PSHE*	**School** Mentoring discussions. Discussions with other student teachers and members of staff. Discussions in EPS sessions in school. Teaching file. Lesson plans and evaluations Observation of and feedback on teaching. **University of Leeds** EPS Essay EPS Research Project
		Useful Links for Teaching and Learning - Q10 DfES (2005) *Every Child Matters*::http://publications.everychildmatters.gov.uk Various articles and research reports on personalised learning are available on the DfES Standards Site at: www.standards.dfes.gov.uk/personalisedlearning The *Report of the Teaching and Learning in 2020 Review Group* (Gilbert Report) is available at: www.teachernet.gov.uk/publications Information and case study materials on personalisation are available at: www.everychildmatters.gov.uk/ete/personalisedlearning Ofsted (2006) *Extended Schools: A Report on Early Developments* is available at*:* www.ofsted.gov.uk/publications The Behaviour4Learning and Multiverse websites contain a range of relevant articles and resources, and can be accessed through at: www.ttrb.ac.uk DfES (2005) *Learning Behaviour: The Report of the Practitioners' Group on School Behaviour and Discipline* can be accessed at: www.dfes.gov.uk/behaviourandattendance DfES guidance on anti-bullying www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying The citizED website contains materials and resources useful for both mentors and student teachers at:www.citized.info	

Teaching Standards	Sources of evidence	Where covered	Where assessed
Assessment and Monitoring **Q11** Know the **assessment requirements and arrangements** for the subjects/curriculum areas in the age ranges they are trained to teach, including those relating to **public examinations and qualifications.** **Q12** Know a **range of approaches to assessment**, including the importance of **formative assessment.** **Q13** Know how to use local and national **statistical information** to evaluate the **effectiveness** of their teaching, to **monitor** the progress of those they teach and to **raise levels of attainment.**	Student teachers will have opportunities to demonstrate evidence of achievement of these standards through various aspects of their work including, for example, through their planning over time, their use of targets, their teaching and record keeping, written evaluations of teaching, case studies and other written materials, evidence of assessment of class and homework, and through discussion of this assessment evidence with tutors and mentors. **Evidence for Standard Q11** may be linked to evidence for assessment against the following standards: Q3b (Frameworks) Q12, Q13 (Assessment and monitoring) Q14, Q15 (Subjects and curriculum) Q22, Q24 (Planning) Q25(b), Q25(d) (Teaching) Q26, Q27, Q28 (Assessing, monitoring and giving feedback) Q29 (Reviewing teaching and learning) **Evidence for Standard Q12** may be linked to evidence for assessment against the following standards: Q3b (Frameworks) Q10 (teaching and learning) Q11, Q13 (Assessment and monitoring) Q14, Q15 (Subjects and curriculum) Q22, Q24 (Planning) Q25(b), Q25(d) (Teaching) Q26, Q27 and Q28 (Assessing, monitoring and giving feedback) Q29 (Reviewing teaching and learning) **Evidence for Standard Q13** may be linked to evidence for assessment against the following standards: Q3(b) (Frameworks) Q10 (Teaching and learning) Q11, Q12 (Assessment and monitoring) Q15 (Subjects and curriculum) Q19 (Achievement and diversity)	**School** Practical teaching. School-based mentor and host teachers' support. Weekly mentor sessions (training). School-based EPS programme. **University of Leeds** Method programme, lectures, tutorials and workshops. EPS sessions *Behaviour Management – principles and practice* *Lesson Planning and Preparation and Differentiation* *Advanced Planning and preparation – differentiation, creativity and imagination* *Assessment for learning*	**School** Discussions with student teachers and other members of staff Discussion in EPS sessions on AfL Teaching file: Lesson plans and self evaluations Observation of teaching. **University of Leeds** Method seminars, group discussions, discussions with tutors. Method Assignment 1 and 2

Useful Links for Assessment and Monitoring - Q11, 12 and 13

Details of teacher assessment activities for the foundation subjects, the foundation stage profile, optional tests, the National Curriculum framework and an assessment for learning area can be found on the QCA website at: www.qca.org.uk

Assessing Pupils' Progress **(APP)** is a structured approach to in-school assessment jointly developed by QCA and the National Strategies, and can be found at:
www.standards.dfes.gov.uk/keystage3
Details of **curricula, assessment requirements** and a range of resources and materials relating to public examinations and other qualifications may be found on the websites of examination boards at:
www.aqa.org.uk www.edexel.org.uk www.ocr.org.uk www.wjec.co.uk
Various articles and research reports on **personalised learning** are available on the DfES Standards Site at:
www.standards.dfes.gov.uk/personalisedlearning
The *Report of the Teaching and Learning in 2020 Review Group* (Gilbert Report) is available at:
www.teachernet.gov.uk/publications
Information and case study materials on **personalisation** are available at:
www.everychildmatters.gov.uk/ete/personalisedlearning
NCSL provides practical guidance on **how data and evidence can be used effectively** in schools at:
www.ncsl.org.uk/useofdata

	Q22 (Planning) Q26, Q27, Q28 (Assessing, monitoring, and giving feedback) Q29 (Reviewing teaching and learning)	

<table>
<tr><th>Teaching Standards</th><th>Sources of evidence</th><th>Where covered</th><th>Where assessed</th></tr>
<tr><td rowspan="2">Subjects 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.</td><td rowspan="2">Evidence of secure subject and curriculum knowledge and understanding is most likely to be found in, for example, student teachers' planning, teaching, reflections on and evaluations of teaching, assessment and record keeping, discussions with tutors and mentors, contributions to school-based training and development work, work with colleagues and in Method-based assignments or tasks.

NB Science
At the end of their training, student teachers on student teachers on the Leeds' programme which covers Key Stage 4 science are expected to know enough science to be able to teach at least one science specialism (chosen from biology, chemistry or physics), within a broad and balanced science GCSE.
Student teachers on the Leeds' programme which covers post 16 are expected to know enough science to be able to teach one science specialism to pupils taking post 16 qualifications.

Evidence for Standard Q14 may be linked to evidence for assessment against the following standards:
Q10 (Teaching and learning)
Q11, Q12 (Assessment and monitoring)
Q15 (Subjects and curriculum)
Q17 (Literacy, numeracy and ICT)
Q19 (Achievement and diversity)
Q22 (Planning)
Q25(a), Q25(b), Q25(c), Q25(d) (Teaching)
Q26, Q27, Q28 (Assessing, monitoring and giving feedback)
Q29 (Reviewing teaching and learning)</td><td>School
Practical teaching.
School-based tutor support.
Weekly mentor sessions (training).
School-based EPS programme.

University of Leeds

Method programme, lectures, tutorials and workshops.

EPS sessions
ECM - Legislative framework and principles -
KS3 Strategy – overview and practice
Assessment for Learning</td><td>School
Discussions with student teachers and other members of staff.
Discussion in EPS session.

<u>Teaching File:</u>
Subject Knowledge Audit
Lesson Plans and Self evaluations
Observation of teaching.

University of Leeds

Assessment of contribution to seminars, group discussions, discussions with tutors.
Previous experience, qualifications.

Method Assignment s 1 and 2</td></tr>
<tr><td colspan="2">Useful Links for Subjects and Curriculum – Q14 and 15

The National Curriculum Online website www.nc.uk.net
The National Curriculum in Action website www.ncaction.org.uk/index.htm
The DfES 14-19 website www.dfes.gov.uk/14-19
The Primary and Secondary National Strategies www.standards.dfes.gov.uk
. The Teachernet website contains links to many subject associations at:
www.teachernet.gov.uk/professionaldevelopment/professionalassociations/subjectassociations
The Behaviour4Learning and Multiverse websites can be accessed through the Teacher Training Resource Bank at: www.ttrb.ac.uk
Various articles and research reports on personalised learning are available on the DfES Standards Site at: www.standards.dfes.gov.uk/personalisedlearning
The Report of the Teaching and Learning in 2020 Review Group (Gilbert Report) is available at: www.teachernet.gov.uk/publications
Materials on personalisation are available at:
www.everychildmatters.gov.uk/ete/personalisedlearning
Teachers tv broadcasts on Freeview 88, Sky 880, Virgin TV 240 and Tiscali 845. The website is at:www.teachers.tv
Details of subject curricula, assessment requirements and a range of resources and materials relating to public examinations and other qualifications may be found on the websites of examination boards: www.aqa.org.uk www.edexel.org.uk
www.ocr.org.uk www.wjec.co.uk</td></tr>
</table>

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<tr><th>Teaching Standards</th><th>Sources of evidence</th><th>Where covered</th><th>Where assessed</th></tr>
<tr><td rowspan="2">Subjects and Curriculum

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.</td><td rowspan="2">Evidence of secure subject and curriculum knowledge and understanding is most likely to be found in, for example, student teachers' planning, teaching, reflections on and evaluations of teaching, assessment and record keeping, discussions with tutors and mentors, contributions to school-based training and development work, work with colleagues and in Method-based assignments or tasks.
NB Science
At the end of their training, student teachers on student teachers on the Leeds' programme which covers Key Stage 4 science are expected to know enough science to be able to teach at least one science specialism (chosen from biology, chemistry or physics), within a broad and balanced science GCSE.
Student teachers on the Leeds' programme which covers post 16 are expected to know enough science to be able to teach one science specialism to pupils taking post 16 qualifications.
Evidence for Standard Q14 may be linked to evidence for assessment against the following standards
Evidence for Standard Q15 may be linked to evidence for assessment against the following standards:
Q1, Q2 (Professional attributes)
Q3a (Frameworks).
Q11, Q12, Q13 (Assessment and monitoring)
Q14 (Subjects and curriculum)
Q17 (Literacy, numeracy and ICT)
Q22 (Planning)
Q25 (Teaching)
Q29 (Reviewing teaching and learning)</td><td>School
Practical teaching.
School-based tutor support.
Weekly mentor sessions (training).
School-based EPS programme.

University of Leeds

Method programme, lectures, tutorials and workshops.

EPS sessions
ECM - Legislative framework and principles -
KS3 Strategy – overview and practice
Assessment for Learning</td><td>School
Discussions with student teachers and other members of staff.
Discussion in EPS session.

<u>Teaching File:</u>
Subject Knowledge Audit
Lesson Plans and Self evaluations
Observation of teaching.

University of Leeds

Assessment of contribution to seminars, group discussions, discussions with tutors.
Previous experience, qualifications.

Method Assignment 1 and 2</td></tr>
<tr><td colspan="2">Useful Links for Subjects and Curriculum – Q14 and 15

The National Curriculum Online website www.nc.uk.net
The National Curriculum in Action website www.ncaction.org.uk/index.htm
The DfES 14-19 website www.dfes.gov.uk/14-19
The Primary and Secondary National Strategies www.standards.dfes.gov.uk
. The Teachernet website contains links to many subject associations at: www.teachernet.gov.uk/professionaldevelopment/professionalassociations/subjectassociations
The Behaviour4Learning and Multiverse websites can be accessed through the Teacher Training Resource Bank at: www.ttrb.ac.uk
Various articles and research reports on personalised learning are available on the DfES Standards Site at: www.standards.dfes.gov.uk/personalisedlearning
The Report of the Teaching and Learning in 2020 Review Group (Gilbert Report) is available at: www.teachernet.gov.uk/publications
Materials on personalisation are available at: www.everychildmatters.gov.uk/ete/personalisedlearning
Teachers tv broadcasts on Freeview 88, Sky 880, Virgin TV 240 and Tiscali 845. The website is at:www.teachers.tv
Details of subject curricula, assessment requirements and a range of resources and materials relating to public examinations and other qualifications may be found on the websites of examination boards: www.aqa.org.uk www.edexel.org.uk www.ocr.org.uk www.wjec.co.uk</td></tr>
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<tr>
<td rowspan="2"><u>Literacy, Numeracy and ICT</u>

Q16
Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT).

NB
From September 2008, student teachers who have completed other aspects of their Initial Teacher Education but have not passed all of the skills tests will not be able to begin working in schools. Student teachers are, therefore, advised to pass the tests as early as possible.

Q17
Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.</td>
<td rowspan="2">Q16 Student teachers' achievement of the Skills Tests will be recorded on the Skills Test database as they are completed

Q17
Student teachers will be able to demonstrate that they have met this Standard in a number of ways, mainly during their school-based training.

Evidence for Standard Q17 may be linked to evidence for assessment against the following standard:
Q14, Q15 (Subjects and curriculum)
Q23 (Planning)
Q25(a) (Teaching)</td>
<td>School
Mentor and other staff support as appropriate.

University of Leeds
Method tutor support.

<u>Q17</u>

School
Practical teaching.
School-based tutor support.
Weekly mentor sessions (training).

University of Leeds
Method programme, lectures, tutorials and workshops.</td>
<td>Student teachers attend Skills test Centres to complete the tests

<u>Q17</u>

<u>Teaching File</u>

Lesson plans.
Observation of teaching.
Student teachers' evaluation of own/others teaching.
Subject Knowledge Audit</td>
</tr>
<tr>
<td colspan="2">Useful Links for Literacy, Numeracy and ICT - Q16 and Q17) –
Comprehensive details of how to register for and book the skills tests are on the TDA website, which also includes downloadable support materials and interactive practice tests. The site is at: www.tda.gov.uk/skillstests
Teacher Training Resource Bank at:www.ttrb.ac.uk
The DfES Standards Site contains guides to resources and information www.standards.dfes.gov.uk
The Becta site includes relevant publications and resources at: http://schools.becta.org.uk
As well as broadcasting a digital television service, Teachers tv has more than one thousand programmes online discussing and exemplifying all aspects of pedagogy and educational issues. Teachers tv broadcasts on Freeview 88, Sky 880, Virgin TV 240, and Tiscali 845. The website is at: www.teachers.tv</td>
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<tr><th>Teaching Standards</th><th>Sources of evidence</th><th>Where covered</th><th>Where assessed</th></tr>
<tr><td rowspan="2"><u>Achievement and Diversity</u>

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.</td><td rowspan="2">Student teachers will demonstrate evidence of meeting these standards through most aspects of their professional practice. Their planning and teaching will demonstrate the extent to which they have consulted with and sought guidance from colleagues with specific responsibilities and their knowledge of how children and young people develop, and the range of influences that might create barriers to learning.

Discussion with student teachers, along with evidence drawn from lesson planning, teaching, assessments and evaluations, will demonstrate their understanding of strategies for personalising learning, including for children and young people with special educational needs, those with disabilities, and those for whom English is an additional language.

Evidence for Standards Q18,19 and 20 may be linked to evidence for assessment against the following standards: Q1, Q2 (Relationships with children and young people)
Q3(a), Q3(b) (Frameworks)
Q4, Q5, Q6 (Communicating and working with others)
Q10 (Teaching and learning)
Q13 (Assessing and monitoring)
Q14 (Subjects and curriculum)
Q18, Q20 (Achievement and diversity)
Q21 (Health and well-being)
Q24 (Planning)
Q25(a), Q25(b), Q25(c), Q25(d) (Teaching)
Q29 (Reviewing teaching and learning)
Q32, Q33 (Team working and collaboration)</td><td>School
Practical teaching.
School-based tutor support.
Weekly mentor sessions (training).
School-based EPS programme.

University of Leeds
Method programme, lectures, tutorials and workshops.

EPS sessions
How Children Learn – an introduction
Children's Learning – Theoretical Principles and Underpinnings to Practice
How children learn T&L strategies
EAL
ECM - Legislative framework and principles
ECM - EBD children in your class and your responsibilities
ECM - SEN
ECM – G and T ECM in Practice - Addressing Diversity
Children with Physical Difficulties
Behaviour Management
Pastoral Care and tutoring - and PSHE</td><td>School
EPS sessions in school
Discussions with school-based staff

<u>Teaching File:</u>
Lesson plans.
Observation of teaching.
Student teachers' evaluation of own/others teaching.

University of Leeds
EPS Essay
EPS Research Project</td></tr>
<tr><td colspan="2">Useful links for Achievement and diversity - Q18, Q19 and Q20
The National Curriculum Online website www.nc.uk.net
The citizED website www.citized.info
The DfES Standards Site includes the Ethnic Minority Achievement and Gender and Achievement sites provide a range of materials designed to raise aspirations and performance, at:
www.standards.dfes.gov.uk/ethnicminorities
www.standards.dfes.gov.uk/genderandachievement
The Multiverse website www.multiverse.ac.uk
Ofsted has produced various publications relating to inclusion www.ofsted.gov.uk
DfES (2007) Diversity and Citizenship in the Curriculum: Research Review (Ajegbo Report) is available at:
www.teachernet.gov.uk/publications
The Every Child Matters www.everychildmatters.gov.uk
Continyou provides information and downloadable resources on its website at:
www.continyou.org.uk
Personalised learning on the DfES Standards Site at: www.standards.dfes.gov.uk/personalisedlearning
The Report of the Teaching and Learning in 2020 Review Group (Gilbert Report) is available at:
www.teachernet.gov.uk/publications
Teacher Training Resource Bank at:www.ttrb.ac.uk</td></tr>
</table>

Teaching Standards	Sources of evidence	Where covered	Where assessed
Health and Well-being **Q21(a)** Be aware of 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.	Evidence of understanding of the outcomes of *Every Child Matters* relating to *being healthy* and *staying safe* might emerge from discussion with student teachers, along with scrutiny of documentation including lesson plans, evaluations and any written assignments that focus on these outcomes. In addition, student teachers' interaction with learners during lessons, their promotion of learning behaviours, and their monitoring and assessment of learners' progress and achievement may give indications of how student teachers have identified and supported learners with difficulties. **Evidence for Standard 21a** may be linked to evidence for assessment against the following standards: Q2 (Relationships with children and young people) Q3(a), Q3(b) (Frameworks) Q4, Q5, Q6 (Communicating with others) Q18, Q20 (Achievement and diversity) Q21(b) (Health and well-being) **Evidence for Standard 21b** may be linked to evidence for assessment against the following standards: Q1, Q2 (Relationships with children and young people) Q3(b) (Frameworks) Q5, Q6 (Communicating and working with others) Q10 (Teaching and learning) Q18, Q19, Q20 (Achievement and diversity) Q21(a) (Health and well-being) Q22 (Planning) Q25(a), Q25(b), Q25(c), Q25(d) (Teaching) Q26(a), Q26(b) (Assessing, monitoring and giving feedback) Q29 (Reviewing teaching and learning) Q30, Q31 (Learning environment)	**School** Practical teaching. School-based staff support. Weekly mentor sessions (training). School-based EPS programme. **University of Leeds** Method programme, lectures, tutorials and workshops. EPS sessions *Classroom and Behaviour Management* *How Children Learn* *Children's Learning – T&L strategies* *ECM –EBD* *ECM-G&T* *ECM-SEN* *ECM-EAL* *ECM in Practice* *Classroom Presence* *Lesson Planning and Preparation and Differentiation* *Assessment for Learning*	**School** EPS sessions in school Discussions with school-based staff Teaching File: Lesson plans. Observation of teaching. Student teachers' evaluation of own/others teaching. **University of Leeds** EPS Essay EPS Research Project
		Useful Links for Health and Well-being – Q21 and b DfES (2007) *Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004* DfES (2004) *Every Child Matters: Change for Children,* DfES (2004) *Every Child Matters: Change for Children in Schools* DfES (2005) *Working Together to Safeguard Children*, and DfES, (2006) *Safeguarding Children and Safer Recruitment* are all available at: www.publications.everychildmatters.gov.uk The GTC(E) *Statement of Professional Values and Practice* is at: www.gtce.org.uk/publications/pub_reg Teacher Training Resource Bank at: www.ttrb.ac.uk DfES guidance on anti-bullying can be accessed at: www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying	

Professional Skills

Teaching Standards	Sources of evidence	Where covered	Where assessed
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.	Assessors will be able to draw on evidence from student teachers' lesson planning to help judge the effectiveness of their design of a series of related lessons and of learning sequences within those lessons. Cross-referencing lesson plans with the trainee's own lesson evaluations, with lesson observation notes, and with records of discussions with tutors or mentors may provide indicators of developing skills in planning for progression. Lesson plans, schemes of work, records of assessments and evaluations, and teaching resources might all provide examples of student teachers' ability to design opportunities for learners to develop the key skills of literacy, numeracy and ICT, and to extend and consolidate learning through homework or other out-of-class work. **Evidence for Standard Q22** may be linked to evidence for assessment against the following standards: Q3(b) (Frameworks) Q4, Q5, Q6 (Communicating and working with others) Q10 (Teaching and learning) Q11, Q12, Q13 (Assessment and monitoring) Q14, Q15 (Subjects and curriculum) Q21(b) (Health and well-being) Q24 (Planning) Q25 (Teaching) Q29 (Reviewing teaching and learning) **Evidence for Standard Q23** may be linked to evidence for assessment against the following standard: Q17 (Literacy, numeracy and ICT) Q25(a) (Teaching) **Evidence for Standard Q24** may be linked to evidence for assessment against the following standards: Q3(b) (Frameworks) Q10 (Teaching and learning) Q11, Q12 (Assessment and monitoring) Q19 (Achievement and diversity) Q22 (Planning) Q29 (Reviewing teaching and learning)	**School** Practical teaching. School-based staff support. Weekly mentor sessions (training). School-based EPS programme. **University of Leeds** Method programme, lectures, tutorials and workshops. EPS sessions *Management* *How Children Learn* *Children's Learning* *T&L strategies* *ECM-G&T* *ECM-SEN* *ECM in Practice* *Lesson Planning and Preparation and Differentiation* *Assessment for Learning*	**School** EPS sessions in school Discussions with school-based staff Teaching File: Lesson plans. Observation of teaching. Student teachers' evaluation of own/others teaching. **University of Leeds** Method Assignment 1 and 2
		Useful Links for Planning – Q22, 23, and 24 The National Curriculum in Action website www.ncaction.org.uk/index.htm The National Curriculum Online website www.nc.uk.net The QCA website www.qca.org.uk The Teachernet site www.teachernet.gov.uk The DfES Standards Site www.standards.dfes.gov.uk The Becta website www.becta.org.uk Teacher Training Resource Bank www.ttrb.ac.uk The Parents Centre website www.parentscentre.gov.uk Resources on homework www.becta.org.uk www.curriculumonline.gov.uk www.ttrb.ac.uk www.bbc.co.uk/schools	

Teaching Standards	Sources of evidence	Where covered	Where assessed
Teaching **Q25** **Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:** **Q25 (a)** use a **range of teaching strategies and resources,** including **e-learning**, taking practical account of **diversity and promoting equality and inclusion.**	**Most aspects of professional practice will contribute to evidence of achievement of Standard Q25 a,b,c and d.** Planning, reflections on and discussion of teaching, observation records, evaluations, learner responses to teaching and examples of their work will all provide evidence of the way that student teachers have **successfully employed a range of teaching strategies** to support individuals and groups of learners to achieve and progress. **Evidence for Standard Q25a** may be linked to evidence for assessment against the following standards: Q1, Q2 (Relationships with children and young people) Q3b (Frameworks) Q6 (Communicating and working with others) Q10 (Teaching and learning) Q14, Q15 (Subjects and curriculum) Q17 (Literacy numeracy and ICT) Q18, Q19, Q20 (Achievement and diversity) Q21(b) (Health and well-being) Q22 and Q23 (Planning) Q25 (b), Q25(c), Q25(d) (Teaching) Q26(a), Q26(b), Q27, Q28 (Assessing, monitoring and giving feedback) Q29 (Reviewing teaching and learning) Q30, Q31 (Learning environment)	**School** Practical teaching. School-based tutor support. Weekly mentor sessions (training). School-based EPS programme. **University of Leeds** Method programme, lectures, tutorials and workshops. EPS sessions *Management* *How Children Learn* *Children's Learning* *T&L strategies* *ECM-G&T* *ECM-SEN* *ECM in Practice* *Lesson Planning and Preparation and Differentiation* *Assessment for Learning*	**School** EPS sessions in school Discussions with school-based staff Teaching File: Lesson plans. Observation of teaching. Student teachers' evaluation of own/others teaching. **University of Leeds** Method Assignment 1 and 2
		Useful Links for Teaching – Q25 a,b,c,and d The DfES Standards Site and sub-sites www.standards.dfes.gov.uk www.standards.dfes.gov.uk/ethnicminorities www.standards.dfes.gov.uk/genderandachievement The National Curriculum in Action website www.ncaction.org.uk/index.htm The National Curriculum Online website www.nc.uk.net The Becta website www.becta.org.uk The Behaviour4Learning and Multiverse websites www.ttrb.ac.uk DfES (2007) *Diversity and Citizenship in the Curriculum: Research Review* (Ajegbo Report) is available at:www.teachernet.gov.uk/publications Materials and resources related to learning and teaching are available at: www.teachernet.gov.uk Personalised learning are available on the DfES Standards Site at: www.standards.dfes.gov.uk/personalisedlearning *The Report of the Teaching and Learning in 2020 Review Group* (Gilbert Report) is available at: www.teachernet.gov.uk/publications Information and case study materials on personalisation are available at: www.everychildmatters.gov.uk/ete/personalisedlearning Teachers TV has more than one thousand programmes online discussing and exemplifying all aspects of pedagogy and educational issues. www.teachers.tv Other relevant resources can be accessed at: www.qca.org.uk www.ofsted.gov.uk	

Teaching Standards	Sources of evidence	Where covered	Where assessed
25(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives.	**Evidence for Standard Q25b** may be linked to evidence for assessment against the following standards: Q1, Q2 (Relationships with children and young people) Q3b (Frameworks) Q10 (Teaching and learning) Q11, Q12 (Assessment and monitoring) Q14, Q15 (Subjects and curriculum) Q21(b) (Health and well-being) Q25(a), Q25(c) and Q25(d) (Teaching); Q22, Q23 (Planning); Q26(b) (Assessing monitoring and giving feedback). Q29 (Reviewing teaching and learning) Q30, Q31 (Learning environment)	**School** Practical teaching. School-based tutor support. Weekly mentor sessions (training). School-based EPS programme. **University of Leeds** Method programme, lectures, tutorials and workshops. EPS sessions *Management* *How Children Learn* *Children's Learning* *T&L strategies* *ECM-G&T* *ECM-SEN* *ECM in Practice* *Lesson Planning and Preparation and Differentiation* *Assessment for Learning*	**School** EPS sessions in school Discussions with school-based staff <u>Teaching File:</u> Lesson plans. Observation of teaching. Student teachers' evaluation of own/others teaching. **University of Leeds** Method Assignment 1 and 2
Teaching Standards	**Sources of evidence**		
25(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.	**Evidence for Standard Q25c** may be linked to evidence for assessment against the following standards: Q1, Q2 (Relationships with children and young people) Q3b (Frameworks) Q4 (Communicating and working with others) Q14, Q15 (Subjects and curriculum) Q19 (Achievement and diversity) Q21(b) (Health and well-being) Q22, Q23 (Planning); Q25(a), Q25(b), Q25(d) (Teaching) Q29 (Reviewing teaching and learning) Q30, Q31 (Learning environment)		
Teaching Standards	**Sources of evidence**		
(d) manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.	**Evidence for Standard Q25d** may be linked to evidence for assessment against the following standards: Q1, Q2 (Relationships with children and young people) Q3b (Frameworks) Q6 (Communicating and working with others) Q10 (Teaching and learning) Q11, Q12 (Assessment and monitoring) Q14, Q15 (Subjects and curriculum) Q19 (Achievement and diversity) Q22 (Planning) Q25(a), Q25(b), Q25(c) (Teaching) Q29 (Reviewing teaching and learning) Q30, Q31 (Learning environment)		

Assessment, Monitoring and Giving Feedback

<table>
<tr><th>Teaching Standards</th><th>Sources of evidence</th><th>Where covered</th><th>Where assessed</th></tr>
<tr><td rowspan="2">Q26a
Make effective use of a range of assessment, monitoring and recording strategies.

Q26b
Assess the learning needs of those they teach in order to set challenging learning objectives.</td><td rowspan="2">Student teachers will be able to show evidence of having met these standards through most aspects of their professional practice including discussion with tutors and mentors, and any written assignments and/or case studies of the assessed progress of learners. Student teachers' lesson plans, evaluations, and assessment records will show evidence of whether they have set appropriate and challenging learning objectives. Assessors will be able to judge from lesson observations the accuracy, appropriateness and timeliness of oral feedback, and they may wish to scrutinise written feedback for evidence of consistency and effectiveness. Assessors may also wish to talk to learners about opportunities for self and peer assessment, feedback received from the trainee, and the impact of that feedback.
Evidence for Standard Q26b may be linked to evidence for assessment against the following standards:
Q3b (Frameworks)
Q4 (Communicating and working with others)
Q10 (Teaching and learning)
Q11, Q12, Q13 (Assessment and monitoring)
Q14 (Subjects and curriculum)
Q21(b) (Health and well-being)
Q25(a) (Teaching)
Q26(b), Q27, Q28 (Assessing, monitoring and giving feedback)

Evidence for Standard Q26b may be linked to evidence for assessment against the following standards:
Q1 (Relationships with children and young people)
Q3b (Frameworks)
Q4 (Communicating and working with others)
Q10 (Teaching and learning)
Q11, Q12, Q13 (Assessment and monitoring).
Q14 (Subjects and curriculum)
Q21(b) (Health and well-being)
Q25(a), Q25(b) (Teaching)
Q26(a), Q27, Q28 (Assessing, monitoring and giving feedback)</td><td>School
Practical teaching.
School-based tutor support.
Weekly mentor sessions (training).

University of Leeds
Method programme, lectures, tutorials and workshops.</td><td>School
Lesson plans.
Observation of teaching.
Discussions with student teachers and other members of staff.
Teaching file.

University of Leeds
Professional Development File.
Assessment of contribution to Method seminars, group discussions, discussions with tutors.
Method Unit of Work.</td></tr>
<tr><td colspan="2">Useful Links for Assessment, Monitoring ad Giving feedback – Q26, 27 and 28
Details of teacher assessment activities can be found on the QCA website at:
www.qca.org.uk
Assessing Pupils' Progress (APP) is a structured approach to in-school can be found at:
www.standards.dfes.gov.uk/keystage3
The Institute of Educational Assessors www.ioea.org.uk
Personalised learning
www.standards.dfes.gov.uk/personalisedlearning
The Report of the Teaching and Learning in 2020 Review Group (Gilbert Report) is available at: www.teachernet.gov.uk/publications
Personalisation
www.everychildmatters.gov.uk/ete/personalisedlearning
NCSL provides practical guidance on how data and evidence can be used effectively in schools at:www.ncsl.org.uk/useofdata
Learning How to Learn
www.learntolearn.ac.uk
The Innovations Unit website has
www.innovation-unit.co.uk</td></tr>
</table>

Teaching Standards	Sources of evidence	Where covered	Where assessed
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.	Student teachers will be able to show evidence of having met these standards through most aspects of their professional practice including discussion with tutors and mentors, and any written assignments and/or case studies of the assessed progress of learners. Student teachers' lesson plans, evaluations, and assessment records will show evidence of whether they have set appropriate and challenging learning objectives. Assessors will be able to judge from lesson observations the accuracy, appropriateness and timeliness of oral feedback, and they may wish to scrutinise written feedback for evidence of consistency and effectiveness. Assessors may also wish to talk to learners about opportunities for self and peer assessment, feedback received from the trainee, and the impact of that feedback. **Evidence for Standard Q27** may be linked to evidence for assessment against the following standards: Q1, Q2 (Relationships with children and young people) Q4 (Communicating and working with others) Q10 (Teaching and learning) Q11, Q12, Q13 (Assessment and monitoring) Q14 (Subjects and curriculum) Q25(a) Teaching) Q26(a), Q26(b), Q28 (Assessing, monitoring and giving feedback) **Evidence for Standard Q28** may be linked to evidence for assessment against the following standards: Q1 (Relationships with children and young people) Q10 (Teaching and learning) Q11, Q12, Q13 (Assessment and monitoring) Q14 (Subjects and curriculum) Q25(a) (Teaching) Q26(a), Q26(b), Q27 (Assessing, monitoring and giving feedback)	**School** Practical teaching. School-based staff support. Weekly mentor sessions (training). **University of Leeds** Method programme, lectures, tutorials and workshops. EPS – Advanced Planning and Preparation	**School** Discussions with student teachers and other members of staff. Teaching File: Lesson plans. Observation of teaching. **University of Leeds** Method Assignment 1 and 2
	Useful Links for Assessment, Monitoring ad Giving feedback – Q26, 27 and 28 Details of teacher assessment activities can be found on the QCA website at: www.qca.org.uk Assessing Pupils' Progress (APP) is a structured approach to in-school can be found at: www.standards.dfes.gov.uk/keystage3 The Institute of Educational Assessors www.ioea.org.uk Personalised learning www.standards.dfes.gov.uk/personalisedlearning The *Report of the Teaching and Learning in 2020 Review Group* (Gilbert Report) is available at: www.teachernet.gov.uk/publications Personalisation www.everychildmatters.gov.uk/ete/personalisedlearning NCSL provides practical guidance on how data and evidence can be used effectively in schools at:www.ncsl.org.uk/useofdata *Learning How to Learn* www.learntolearn.ac.uk The Innovations Unit website has www.innovation-unit.co.uk		

<table>
<tr><th>Teaching Standards</th><th>Sources of evidence</th><th>Where covered</th><th>Where assessed</th></tr>
<tr>
<td rowspan="2"><u>Reviewing Teaching and Learning</u>

Q29
Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.</td>
<td rowspan="2">Student teachers will be able to show evidence of having met these standards through most aspects of their professional practice including discussion with tutors and mentors, and any written assignments and/or case studies of the assessed progress of learners. Student teachers' lesson plans, evaluations, and assessment records will show evidence of whether they have set appropriate and challenging learning objectives. Assessors will be able to judge from lesson observations the accuracy, appropriateness and timeliness of oral feedback, and they may wish to scrutinise written feedback for evidence of consistency and effectiveness. Assessors may also wish to talk to learners about opportunities for self and peer assessment, feedback received from the trainee, and the impact of that feedback.

Evidence for Standard Q29 be linked to evidence for assessment against the following standards:
Q1 (Relationships with children and young people)
Q7(a), Q8, Q9 (Personal professional development)
Q10 (Teaching and learning)
Q11, Q12, Q13 (Assessment and monitoring)
Q14, Q15 (Subjects and curriculum)
Q19 (Achievement and diversity)
Q21(b) (Health and well-being)
Q22, Q24 (Planning)
Q25(a), Q25(b), Q25(c), Q25(d) (Teaching)
Q33 (Team working and collaboration)</td>
<td>School
Practical teaching.
School-based tutor support.
Weekly mentor sessions (training).
School-based EPS programme.

University of Leeds
Method programme, lectures, tutorials and workshops.

EPS sessions
Lesson Planning and Preparation and Differentiation
Advanced Lesson Planning</td>
<td>School
Discussions with student teachers and other members of staff.
Discussion in EPS session.

<u>Teaching File:</u>
Lesson plans.
Observations of teaching.

University of Leeds
Assessment of contribution to Method seminars, group discussions, discussions with tutors.
Method Assignments 1 and 2</td>
</tr>
<tr>
<td colspan="2">Useful Links for Reviewing teaching and Learning – Q29

The QCA website contains resources and materials related to evaluating learning and reflective teaching at:www.qca.org.uk
Links to materials and resources related to learning and teaching may be accessed on the Teacher Training Resource Bank website at:www.ttrb.ac.uk
The Teacher Resource Exchange (TRE) is a moderated database of resources and activities created by teachers at:
www.tre.ngfl.gov.uk
The Standards and Teachernet websites contain relevant materials at:www.teachernet.gov.uk www.standards.dfes.gov.uk
Teachers TV, which broadcasts on Freeview 88, Sky 880, Virgin TV 240, and Tiscali 845 www.teachers.tv</td>
</tr>
</table>

Teaching Standards	Sources of evidence	Where covered	Where assessed
<u>Learning Environment</u> **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.	Student teachers will be able to show evidence of having met these standards through most aspects of their professional practice, for example through discussion with tutors and mentors, and through any written assignments and/or case studies of learners that identify the impact of the promotion of specific learning behaviours. Assessors may wish to talk with learners themselves to supplement other evidence relating to these standards. Evidence related to out-of-school learning will be demonstrated through the opportunities identified in student teachers' planning, and discussion with student teachers might demonstrate whether they are aware of the health, safety and safeguarding requirements relating to out-of-school learning. **Evidence for Standard Q30** may be linked to evidence for assessment against the following standards: Q1, Q2 (Relationships with children and young people) Q3(a), Q3(b) (Frameworks) Q10 (Teaching and learning) Q21(b) (Health and well-being) Q25(a), Q25(b), Q25(c), Q25(d) (Teaching) Q31 (Learning environment) **Evidence for Standard Q31** may be linked to evidence for assessment against the following standards: Q1, Q2 (Relationships with children and young people) Q3(b) (Frameworks) Q10 (Teaching and learning) Q21(b) (Health and well-being) Q25(a), Q25(b), Q25(c), Q25(d) (Teaching) Q30 (Learning environment)	**School** School-based staff support. Weekly mentor sessions (training). School-based EPS programme. **University of Leeds** Method programme, lectures, tutorials and workshops. EPS sessions *Classroom and Behaviour Management – principles and practice* *Lesson Planning and Preparation and Differentiation* *Assessment for Learning*	**School** Discussions with student teachers and other members of staff. Discussion in EPS session. <u>Teaching File:</u> Lesson plans and self evaluations Observations of lessons **University of Leeds** Assessment of contribution to Method seminars, group discussions, discussions with tutors. EPS essay EPS Research Project
		Useful Links for Learning environment - Q30 and Q31 The Behaviour4Learning website provides relevant resources at: www.behaviour4learning.ac.uk DfES (2005) *Learning Behaviour: The Report of the Practitioners' Group on School Behaviour and Discipline* can be accessed at: www.dfes.gov.uk/behaviourandattendance DfES guidance on anti-bullying can be accessed at: www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying The *Learning Outside the Classroom Manifesto* can be accessed at: www.teachernet.gov.uk/teachingandlearning/resourcematerials/outsideclassroom (DfES 1998) *Health and Safety of Pupils on Educational Visits: A Practical Guide* is available to download at: www.publications.teachernet.gov.uk As well as broadcasting a digital television service, Teachers tv has more than one thousand programmes online discussing and exemplifying all aspects of pedagogy and educational issues. Teachers tv broadcasts on Freeview 88, Sky 880, Virgin TV 240, and Tiscali 845. Its website is at: www.teachers.tv	

<table>
<tr><th>Teaching Standards</th><th>Sources of evidence</th><th>Where covered</th><th>Where assessed</th></tr>
<tr>
<td><u>Teamwork and collaboration</u>
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.</td>
<td>Evidence that student teachers have met these standards may come from observing the trainee teaching with colleagues with a range of roles and responsibilities across the wider school workforce. Written evidence, such as student teachers' teaching files, reflective journals and development profiles, may provide further evidence of effective team working and collaborative practice. Where possible, assessors may wish to speak with those colleagues in the wider workforce who are working with student teachers. This will help them to gauge how well colleagues are supported by the trainee, and to check that they understand the roles they are expected to fulfil.

Evidence for Standard Q32 may be linked to evidence for assessment against the following standards:
Q2 (Relationships with children and young people)
Q3(b) (Frameworks)
Q4, Q5, Q6 (Communicating and working with others)
Q9 (Personal professional development)
Q20 (Achievement and diversity)
Q33 (Team working and collaboration)

Evidence for Standard Q33 may be linked to evidence for assessment against the following standards:
Q2 (Relationships with children and young people)
Q4, Q5, Q6 (Communicating and working with others)
Q20 (Achievement and diversity)
Q29 (Reviewing teaching and learning)
Q32 (Team working and collaboration)</td>
<td>School
Practical experience.
School-based staff support.
Weekly mentor sessions (training).
School-based EPS programme.

University of Leeds
Method programme, lectures, tutorials and workshops.

EPS sessions
Classroom and Behaviour Management – principles and practice
Lesson Planning and Preparation and Differentiation
ECM – SEN</td>
<td>School
Activity/visit planning.
Observation of activity/visit.
Discussions with student teachers and other members of staff.

<u>Teaching file.</u>
Lesson plans.
Discussion in EPS session.

University of Leeds
Assessment of contribution to Method seminars, group discussions, discussions with tutors.
EPS essay
EPS Research Project</td>
</tr>
<tr>
<td colspan="4">Useful Links for Team working and collaboration - Q32 and Q33
Raising Standards and Tackling Workload: a National Agreement www.tda.gov.uk/remodelling
DfES (2004) Every Child Matters: Change for children in schools and DfES (2005) Every Child Matters: Common Core of Skills and Knowledge for the Children's Workforce are both available at:
http://publications.everychildmatters.gov.uk
The Report of the Teaching and Learning in 2020 Review Group (Gilbert Report) is available at:
www.teachernet.gov.uk/publications
Teacher Training Resource Bank website at:www.ttrb.ac.uk
Teachers TV www.teachers.tv</td>
</tr>
</table>

APPENDIX I First Block Teaching Experience - Cause for Concern Proforma (condensed)

Use this form to make a record of a Cause for Concern meeting

Cause for concern meeting (number) _____ Date _____	
Name of Student teacher:	
School:	
Review of previous cause for concern targets (if appropriate) – tick box **targets met and no new cause for concern** ☐ **targets not met or new cause for concern** ☐ **(identify new targets below)** **Comments:**	
Cause for concern has been identified – the evidence for this is as follows:	
Concern has been expressed about your progress on Block Teaching Experience One. You have been set the following targets (with Standards reference):	
Targets	**Standards reference no.**
Your progress against these targets will be reviewed at a meeting with your Mentor in school on:	
You will receive the following additional support to help you meet these targets;	
This support will be provided by:	
Specific action require of the student teachers to meet the targets:	
If appropriate, confirm any changes to the training programme that are deemed necessary to protect the interests of the pupils	

Student teacher: Date

Mentor: Date

Please provide a copy of this form to: the student teacher, Link Tutor, Method Tutor and send a copy to the Student teacher Administration Office

APPENDIX J Cause for Concern Second (Final) Block Teaching Experience Proforma (condensed)

This form should be used to make a record of a Case Conference meeting.

Cause for concern means that, in the judgment of your Mentor and Link Tutor, there is a possibility that you will not meet the required standard to achieve a PASS in practical teaching.

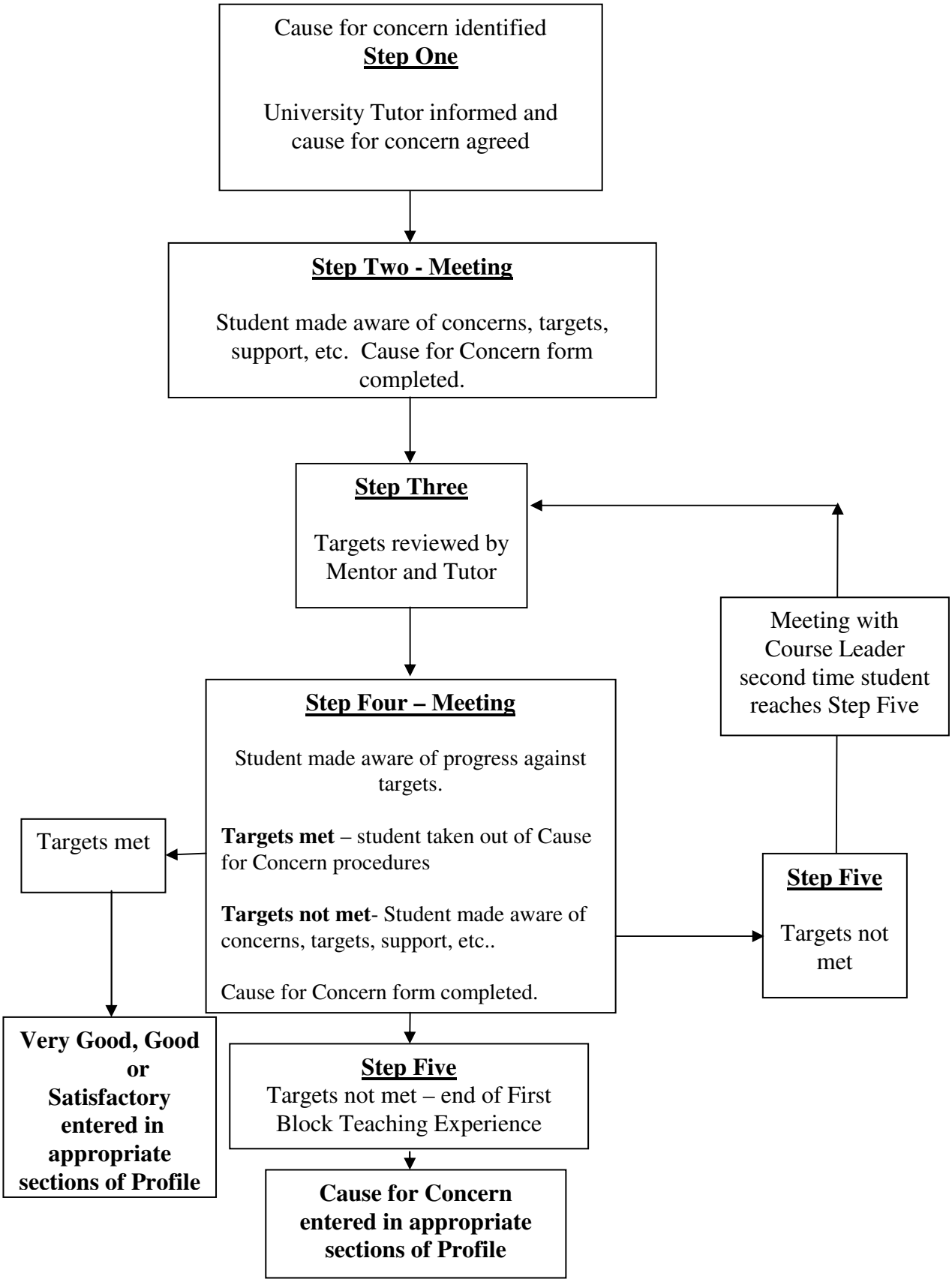
Case Conference (number) _____ Date _____	
Name of Student teacher:	
School:	
Review of previous cause for concern targets (if appropriate) – tick box **targets met and no new cause for concern** ☐ **targets not met or new cause for concern** ☐ **(identify new targets below)** **Comments:**	
Cause for concern has been identified – the evidence for this is as follows:	
Concern has been expressed about your progress on Block Teaching Experience Two. You have been set the following targets (with Standards reference):	
Targets	**Standards reference no.**
Your progress against these targets will be reviewed at a Case Conference with your Mentor and Link Tutor or Method Tutor in school on:	
You will receive the following additional support to help you meet these targets;	
This support will be provided by:	
Specific action require of the student teachers to meet the targets:	
If appropriate, confirm any changes to the training programme that are deemed necessary to protect the interests of the pupils	

Student teacher: Date
Mentor: Date
Link Tutor or Method Tutor: Date

Please provide a copy of this form to: the student teacher, Link Tutor, Method Tutor and send a copy to the Student teacher Administration Office

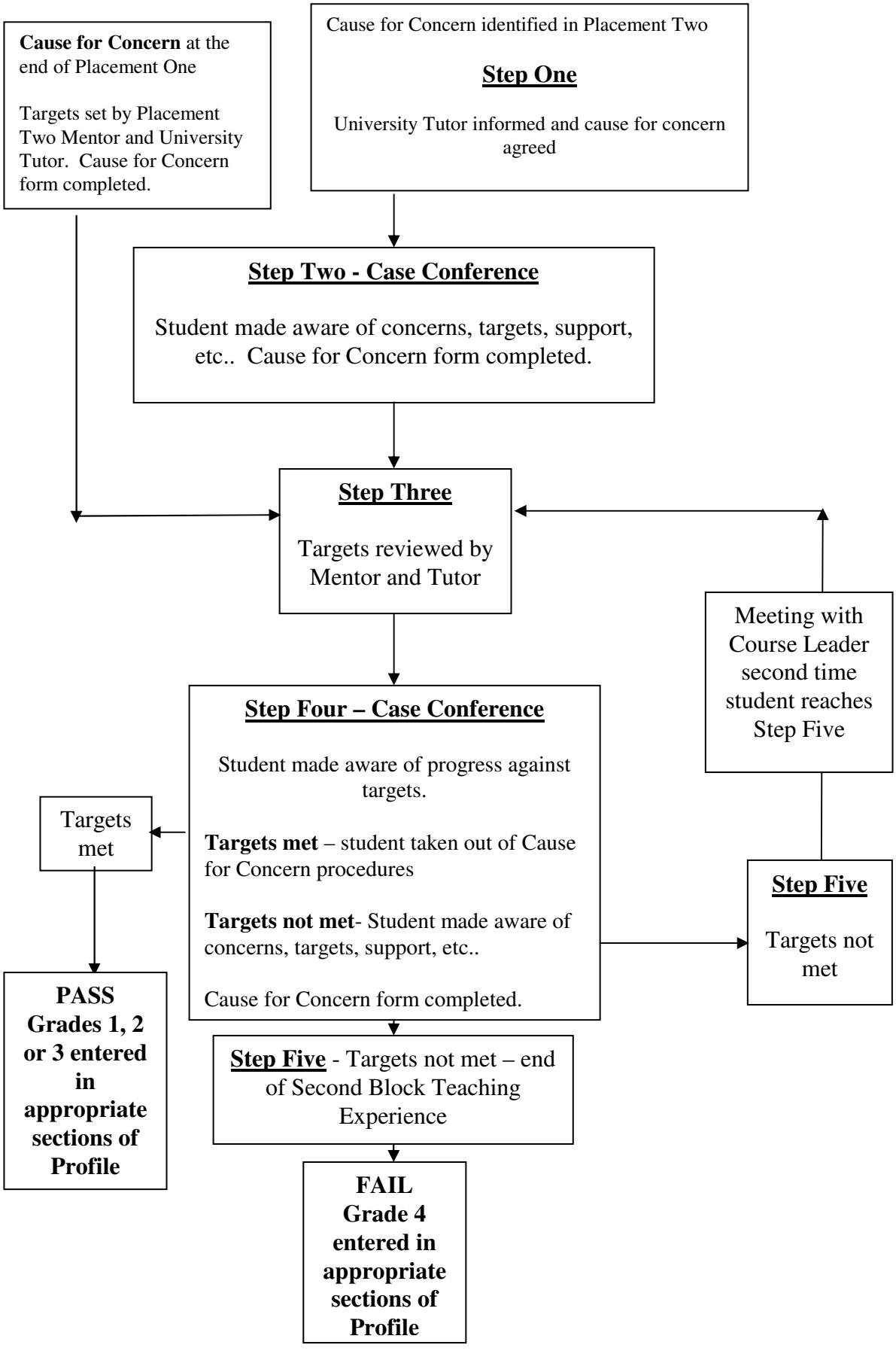
APPENDIX K First Block Teaching Experience - Cause for Concern

Summary of procedure relating to student teachers giving cause for concern on the First Block Teaching Experience:



APPENDIX L Second (Final) Block Teaching Experience - Cause for Concern

Summary of procedure relating to student teachers giving cause for concern on the Second Block Teaching Experience:



Appendix M Descriptors for School Experience Evaluation

PLACEMENT ONE DESCRIPTORS AND FINAL DESCRIPTORS

TEACHING STANDARDS GRADE DESCRIPTORS FOR PLACEMENT ONE – UNIVERSITY OF LEEDS – 2008-9

Placement One - Professional Attributes

	Professional Attributes
VERY GOOD	Has high expectations of children and a **strong commitment** to ensuring that they can achieve their full potential. **Establishes** appropriate professional relationships with children. Is a **good** role model. Communicates **very well** with children, colleagues, parents and carers. **Understands** and respects the contribution that others make to the development, achievement and well-being of children. Has a **strong** commitment to collaboration and co-operative working. **Thoughtfully** reflects on and improves own practice and takes **considerable** responsibility for own professional development needs. Has a creative and constructively **critical** approach towards innovation, being prepared to adapt own practice. Acts **positively** upon advice and is open to mentoring.
GOOD	Has **high** expectations of children and a **commitment** to ensuring that they can achieve their full potential. **Establishes** appropriate professional relationships with children. Is an **appropriate** role model. Communicates **effectively** with children, colleagues, parents and carers. **Recognise** and **respect** the contribution that others make to the development, achievement and well-being of children. Has a **commitment** to collaboration and co-operative working. **Reflects** on and improves own practice and takes responsibility for own professional development needs. Has a creative and constructive approach towards innovation, being prepared to adapt own practice. Acts upon advice and is open to mentoring.
SATISFACTORY	Has appropriate expectations of children and a developing commitment to ensuring that they can achieve their full potential. **With support** establishes appropriate professional relationships with children. Is **becoming** an appropriate role model. Is **developing** an ability to communicate effectively with children, colleagues, parents and carers. **Knows** the contribution that others make to the development, achievement and well-being of children. Has a **growing commitment** to collaboration and co-operative working. With **support**, reflects on and improves own practice and takes some responsibility for own professional development needs. Has a positive approach towards innovation and an understanding of the need to adapt own practice. Has **shown evidence** of acting upon advice and being open to mentoring.
CAUSE FOR CONCERN	Has **inappropriately low** expectations of children and a shows a **lack** of commitment to ensuring that they can achieve their full potential. With **considerable support** establishes appropriate professional relationships with children. Is a **poor** role model. **Poor** ability in communicating effectively with children, colleagues, parents and carers. **Does not appreciate** the contribution that others make to the development, achievement and well-being of children. Has shown **little commitment** to collaboration and co-operative working. With **significant support**, reflects on and improves own practice and takes little responsibility for own professional development needs. Has a **disappointing** approach towards innovation, **lacks** understanding of the need to adapt own practice. Has **shown little evidence** of acting upon advice and being open to mentoring.

Placement One - Professional Knowledge

	Professional Knowledge
VERY GOOD	Has a **good** knowledge and understanding of a **good range** of teaching, learning and behaviour management strategies and knows how to use and adapt these, including how to personalise learning for **all** pupils. Has a **good** knowledge of a range of approaches to assessment, including the importance of formative assessment. Has a **good** knowledge and understanding of relevant subjects and related pedagogy to enable them to teach **very well**. Has a **good knowledge** of and **understanding** of relevant statutory and non-statutory curricula, frameworks, National Strategies and other initiatives. Has a **good** knowledge of how to use skills in literacy, numeracy and ICT to support teaching. Understands **well** how children develop and that their progress and well-being are affected by a range of influences. Has a **good** knowledge of how to take practical account of diversity and promote equality and inclusion in teaching. Has a **good knowledge** and **understanding** of the roles of colleagues who support learning.
GOOD	Knows and understands a **range** of teaching, learning and behaviour management strategies and knows how to use and adapt these, including how to personalise learning for **all** pupils. Knows **a range** of approaches to assessment, including the importance of formative assessment. Has a **secure** knowledge and understanding of their subjects and related pedagogy to enable them to teach **well**. **Knows** and **understands** relevant statutory and non-statutory curricula, frameworks, National Strategies and other initiatives. Knows how to use skills in literacy, numeracy and ICT to support teaching. Understands how children develop and that their progress and well-being are affected by a range of influences. **Knows** how to take practical account of diversity and promote equality and inclusion in teaching. Know and understand the roles of colleagues who support learning.
SATISFACTORY	Knows and understands a **limited** range of teaching, learning and behaviour management strategies, knows how to use and adapt **some of these**, including how to personalise learning for **some** pupils. Has a **developing** knowledge of the assessment requirements and arrangements for relevant subjects. Knows a **small range** of approaches to assessment, including formative assessment. Has a **developing** knowledge and understanding of their subjects and related pedagogy to enable them to teach **effectively**. Has a **developing** knowledge and understanding of relevant statutory and non-statutory curricula, frameworks, National Strategies and other initiatives. Knows how to use **some** skills in literacy, numeracy and ICT to support teaching and professional activities. Has a **developing** understanding of how children develop and that their progress and well-being are affected by a range of influences. Has a **developing** knowledge of how to take practical account of diversity and promote equality and inclusion in teaching. Has a **developing** knowledge of how to identify and support children whose progress, development or well-being is affected by their personal circumstances, and when to refer them to colleagues.
CAUSE FOR CONCERN	Knows and understands only a **small number** of teaching, learning and behaviour management strategies and knows how to use and adapt **few** of these. Is **unable** to personalise learning. Has an **unsatisfactory** knowledge of the assessment requirements and arrangements for relevant subjects. Has an **unsatisfactory** knowledge of approaches to assessment, **doesn't understand** formative assessment. Has **poor** knowledge and understanding of subjects and related pedagogy, this results in ineffective teaching. Has an **unsatisfactory** knowledge and understanding of relevant statutory and non-statutory curricula, frameworks, National Strategies and other initiatives. **Little evidence** of knowledge of how to use skills in literacy, numeracy and ICT to support teaching and professional activities. Has a **weak** understanding of how children develop and that their progress and well-being are affected by a range of influences. Has an **unsatisfactory** knowledge of how to take practical account of diversity and promote equality and inclusion in teaching. Has a **lack** of knowledge and understanding of the roles of colleagues who support learning. Has an **unsatisfactory** knowledge of how to identify and support children whose progress, development or well-being is affected by their personal circumstances, and when to refer them to colleagues.

Placement One - Professional Skills

	Professional Skills
VERY GOOD	Plans and designs effective and **creative** learning within lessons and demonstrate **good** subject knowledge. Plans opportunities for learners to develop their literacy, numeracy and ICT skills in a **range of contexts**. Plans **well-integrated** homework or other out-of-class work. Teaches lessons that: use **a good range** of teaching strategies and resources, are clearly presented, are **interesting and very well** structured, include ICT, take practical and a **well informed** account of diversity, build on prior learning and enable learners to apply new learning and to meet learning objectives. **Skilfully** manages the learning of individuals, groups and whole classes. **Consistently** assesses the learning needs of those they teach, provides timely, accurate and constructive feedback of **good quality**. Encourages independence in the learning process with **some evidence of success**. Use **a range** of assessment information to thoughtfully inform planning and teaching. **Reflectively** evaluates own teaching and modify their planning and teaching where necessary. Establishes a purposeful, **interesting** and safe learning environment and a **clear** and **supportive** framework for behaviour management that **positively** promotes self-control and independence. Works **positively** as a team member identifying a **range** of opportunities for working with colleagues. Manages other adults **thoughtfully and effectively**.
GOOD	Plans and designs **effective** learning within lessons and demonstrate **secure** subject knowledge. Plans opportunities for learners to develop their literacy, numeracy and ICT skills. Plans homework or other out-of-class work. Teaches lessons that: use **a range** of teaching strategies and resources, are **clearly** presented and **well structured**, include ICT, take practical account of diversity, build on prior learning and enable learners to apply new learning and to meet learning objectives. **Manages** the learning of individuals, groups and whole classes. Assesses the learning needs of those they teach, **provides** timely, accurate and constructive feedback. **Encourages** independence in the learning process. **Uses** assessment information to inform planning and teaching. **Evaluates** own teaching and modify their planning and teaching where necessary. Establishes a purposeful and safe learning environment and a **clear** framework for behaviour management that promotes self-control and independence. **Works** as a team member identifying opportunities for working with colleagues. Manages other adults **effectively**.
SATISFACTORY	Plans and designs **appropriate** learning within lessons and series of lessons and is **beginning to demonstrate secure** subject knowledge. Has **begun to plan** opportunities for learners to develop their literacy, numeracy and ICT skills. Has **begun to plan** homework or other out-of-class work. Teaches lessons and sequences of lessons that: use a **developing range** of teaching strategies and resources, has shown **some evidence** of being able to clearly present and structure lessons, include ICT, take practical account of diversity, build on prior learning, enable learners to apply new learning and to meet learning objectives. **With support** manages the learning of individuals, groups and whole classes. **With support** assesses the learning needs of those they teach, providing **some** feedback. Has **started** to use assessment information to inform planning and teaching. **With support** evaluates own teaching and modifies planning and teaching where necessary. **With support** establish a purposeful and safe learning environment and a framework for behaviour management. **Has begun** to work as a team member and to identify opportunities for working with colleagues. **With support** manages other adults.
CAUSE FOR CONCERN	Planning and design of learning within lessons and series of lessons and is **weak**, subject knowledge is also **weak**. **Little evidence** of ability to plan opportunities for learners to develop their literacy, numeracy and ICT skills. **Overlooks** the planning of homework or other out-of-class work. Teaching draws on a very **limited range** of teaching strategies and resources, has shown **little evidence** of being able to: clearly present and structure lessons, include ICT, take practical account of diversity, build on prior learning, enable learners to apply new learning and to meet learning objectives. **Even with support** management of the learning of individuals, groups and whole classes is **weak**. **Even with support** assessment of the learning needs of those they teach, provision of feedback is **poorly developed**. **Rarely uses** assessment information to inform planning and teaching. **Even with significant support** evaluation of own teaching and modification of planning and teaching is **poor**. **With significant support** establish a purposeful and safe learning environment and a framework for behaviour management. **Struggles** to work as a team member and to identify opportunities for working with colleagues. **With significant support** manages other adults.

PROFESSIONAL STANDARDS FOR TEACHERS – Qualified Teacher Status – Final Descriptors

There are a set of grade descriptors for each of the 3 main areas of the Standards, that is,

1 Professional attributes
2 Professional knowledge and understanding
3 Professional skills

Each set of grade descriptors has 4 levels:

1 – Very Good
2 – Good
3 – Satisfactory
4 - Fail

To be awarded a grade 3 (satisfactory) a student MUST achieve ALL the individual Standards within that area.

There is also a set of criteria for judging whether or not a student who achieves a grade 4 should be offered a re-sit in practical teaching.

The grade descriptors are designed so that they can be used to make holistic ('best fit') judgements for each of the main areas of the Standards.

NB The grade descriptors will be used at the end of the PGCE course as part of the of summative assessment process.

	1 - Professional Attributes
Grade 1	Has high expectations of children and an outstanding commitment to ensuring that they can achieve their full potential. Establishes appropriate professional relationships with children. Is an excellent role model. Is aware of, knows and understands the professional duties of teachers, the statutory frameworks within which teachers work and the policies and practices of the workplace. Makes a sustained and positive effort to share in the collective responsibility for the implementation of policy and practice. Communicates extremely well with children, colleagues, parents and carers. Understands and respect the contribution that others make to the development, achievement and well-being of children. Has a strong and active commitment to collaboration and co-operative working. Thoughtfully and creatively reflects on and improves own practice and takes significant responsibility for own professional development needs. Has a creative, well informed and constructively critical approach towards innovation, being prepared to re-thing and adapt own practice. Acts positively and constructively upon advice and is open to mentoring.
Grade 2	Has high expectations of children and a strong commitment to ensuring that they can achieve their full potential. Establishes appropriate professional relationships with children. Is a good role model. Is aware of and knows the professional duties of teachers, the statutory frameworks within which teachers work and the policies and practices of the workplace. Makes a positive effort to share in the collective responsibility for the implementation of policy and practice. Communicates very well with children, colleagues, parents and carers. Understands and respects the contribution that others make to the development, achievement and well-being of children. Has a strong commitment to collaboration and co-operative working. Thoughtfully reflects on and improves own practice and takes considerable responsibility for own professional development needs. Has a creative and constructively critical approach towards innovation, being prepared to adapt own practice. Acts positively upon advice and is open to mentoring.
Grade 3	Has high expectations of children and a commitment to ensuring that they can achieve their full potential. Establishes appropriate professional relationships with children. Is an appropriate role model. Is aware of the professional duties of teachers, the statutory frameworks within which teachers work and the policies and practices of the workplace. Shares in collective responsibility for the implementation of policy and practice. Communicates effectively with children, colleagues, parents and carers. Recognise and respect the contribution that others make to the development, achievement and well-being of children. Has a commitment to collaboration and co-operative working. Reflects on and improves own practice and takes responsibility for own professional development needs. Has a creative and constructively critical approach towards innovation, being prepared to adapt own practice. Acts upon advice and is open to mentoring.
Grade 4 **FAIL**	Fails to achieve **one** or **more** of the Professional Standards for qualified teacher status in Section I – Professional Attributes
	Criteria for **NOT** recommending a re-sit in Practical Teaching Has little commitment to the education, welfare and well-being of children. Shows little or no aptitude or motivation for developing appropriate professional attitudes. Has not contributed to the wider life of the school. Has reacted over-defensively or with hostility to advice and guidance. Has made little attempt to build constructive relationships with either children and/or adults and has made no attempt to work collaboratively with others. Communications with children and adults are ineffective. Is a negative role model.

	2 - Professional knowledge and understanding
Grade 1	Has a very good knowledge of and fully understands a wide range of teaching, learning and behaviour management strategies and knows how to use and adapt these, including how to personalise learning for all pupils. Has a very good knowledge of the assessment requirements and arrangements for relevant subjects. Has a very good knowledge of a range of approaches to assessment, including the importance of formative assessment. Has a very good knowledge of how to use statistical information to evaluate own teaching, to monitor progress and to raise levels of attainment. Has a very good knowledge and understanding of their subjects and related pedagogy to enable them to teach to a very high standard. Knows and understands relevant statutory and non-statutory curricula, frameworks, National Strategies and other initiatives. Has a very good knowledge of how to use skills in literacy, numeracy and ICT to support teaching and professional activities. Understands very well how children develop and that their progress and well-being are affected by a range of influences. Has a very good knowledge of how to take practical account of diversity and promote equality and inclusion in teaching. Has a very good knowledge of and understanding of the roles of colleagues who support learning. Has a very good level of awareness of current legal requirements, policies and guidance on the safeguarding and well-being of children. Has a very good knowledge of how to identify and support children whose progress, development or well-being is affected by their personal circumstances, and when to refer them to colleagues.
Grade 2	Has a good knowledge and understanding of a good range of teaching, learning and behaviour management strategies and knows how to use and adapt these, including how to personalise learning for all pupils. Has a good knowledge of the assessment requirements and arrangements for relevant subjects. Has a good knowledge of a range of approaches to assessment, including the importance of formative assessment. Has a good knowledge of how to use statistical information to evaluate own teaching, to monitor progress and to raise levels of attainment. Has a good knowledge and understanding of relevant subjects and related pedagogy to enable them to teach very well. Has a good knowledge of and understanding of relevant statutory and non-statutory curricula, frameworks, National Strategies and other initiatives. Has a good knowledge of how to use skills in literacy, numeracy and ICT to support teaching and professional activities. Understands well how children develop and that their progress and well-being are affected by a range of influences. Has a good knowledge of how to take practical account of diversity and promote equality and inclusion in teaching. Has a good knowledge and understanding of the roles of colleagues who support learning. Has a good level of awareness of current legal requirements, policies and guidance on the safeguarding and well-being of children. Has a good knowledge of how to identify and support children whose progress, development or well-being is affected by their personal circumstances, and when to refer them to colleagues.
Grade 3	Knows and understands a range of teaching, learning and behaviour management strategies and knows how to use and adapt these, including how to personalise learning for all pupils. Knows the assessment requirements and arrangements for relevant subjects. Knows a range of approaches to assessment, including the importance of formative assessment. Knows how to use statistical information to evaluate their teaching, to monitor progress and to raise levels of attainment. Has a secure knowledge and understanding of their subjects and related pedagogy to enable them to teach effectively. Knows and understands relevant statutory and non-statutory curricula, frameworks, National Strategies and other initiatives. Knows how to use skills in literacy, numeracy and ICT to support teaching and professional activities. Understands how children develop and that their progress and well-being are affected by a range of influences. Knows how to take practical account of diversity and promote equality and inclusion in teaching. Know and understand the roles of colleagues who support learning. Is aware of current legal requirements, policies and guidance on the safeguarding and well-being of children. Knows how to identify and support children whose progress, development or well-being is affected by their personal circumstances, and when to refer them to colleagues.
Grade 4 FAIL	Fails to achieve **one** or **more** of the Professional Standards for qualified teacher status in Section I – Professional Knowledge and Understanding
	Criteria for **NOT** recommending a re-sit in Practical Teaching Has an insecure knowledge and/or understanding in one or more aspect of this part of the Standards. Shows no understanding of the need to develop knowledge and understanding and shows no motivation to develop knowledge and understanding where deficiencies have been identified. Unresponsive to advice and support given.

	3 - Professional skills
Grade 1	Plans and designs effective, imaginative and creative learning within lessons and series of lessons and demonstrates excellent subject knowledge. Plans opportunities for learners to develop their literacy, numeracy and ICT skills. Plans homework or other out-of-class work. Teaches lessons and sequences of lessons that: use an excellent range of teaching strategies and resources, are clearly presented, are interesting and motivationally and excellently structured, include ICT, take practical, thoughtful and very well informed account of diversity, build on prior learning, enable learners to apply new learning and to meet learning objectives. Thoughtfully and skilfully manages the learning of individuals, groups and whole classes. Consistently and systematically assesses the learning needs of those they teach, provides timely, accurate and constructive feedback of a high quality. Encourages independence in the learning process with clear evidence of success. Use a wide range of assessment information to thoughtfully and critically inform planning and teaching. Reflectively and critically evaluates own teaching and modify their planning and teaching where necessary. Establish a purposeful, stimulating and safe learning environment and a clear, positive and supportive framework for behaviour management that successfully promotes self-control and independence. Works positively and constructively as a team member identifying a wide range of opportunities for working with colleagues. Manages other adults skilfully, thoughtfully and effectively.
Grade 2	Plans and designs effective and creative learning within lessons and series of lessons and demonstrate good subject knowledge. Plans opportunities for learners to develop their literacy, numeracy and ICT skills. Plans homework or other out-of-class work. Teaches lessons and sequences of lessons that: use a good range of teaching strategies and resources, are clearly presented, are interesting and very well structured, include ICT, take practical and well informed account of diversity, builds well on prior learning, enable learners to apply new learning and to meet learning objectives. Skilfully manages the learning of individuals, groups and whole classes. Consistently assesses the learning needs of those they teach, provides timely, accurate and constructive feedback of good quality. Encourages independence in the learning process with some evidence of success. Use a range of assessment information to thoughtfully inform planning and teaching. Reflectively evaluates own teaching and modify their planning and teaching where necessary. Establish a purposeful, interesting and safe learning environment and a clear and supportive framework for behaviour management that promotes self-control and independence. Works positively as a team member identifying a range of opportunities for working with colleagues. Manages other adults thoughtfully and effectively.
Grade 3	Plans and designs effective learning within lessons and series of lessons and demonstrate secure subject knowledge. Plans opportunities for learners to develop their literacy, numeracy and ICT skills. Plans homework or other out-of-class work. Teaches lessons and sequences of lessons that: use a range of teaching strategies and resources, are clearly presented and well structured, include ICT, take practical account of diversity, builds on prior learning, enable learners to apply new learning and to meet learning objectives. Manages the learning of individuals, groups and whole classes. Assesses the learning needs of those they teach, provides timely, accurate and constructive feedback. Encourages independence in the learning process. Uses assessment information to inform planning and teaching. Evaluates own teaching and modify their planning and teaching where necessary. Establish a purposeful and safe learning environment and a clear framework for behaviour management that promotes self-control and independence. Works as a team member identifying opportunities for working with colleagues. Manages other adults effectively.
Grade 4 FAIL	Fails to achieve **one** or **more** of the Professional Standards for qualified teacher status in Section 3 – Professional Skills
	Criteria for **NOT** recommending a re-sit in Practical Teaching Planning and teaching are ineffective. Lessons are poorly resourced. Teaching takes little account of the needs of the learners. Learning objectives are rarely met. Ability to monitor and assess children's learning is poor. There is very little use of assessment information to provide feedback to children or to inform planning. Repeatedly fails to ensure a safe learning environment. Repeatedly fails to manage children's behaviour. Fails to work as a team member. Unresponsive to advice and support given.

Appendix N University Policy Statements

THE UNIVERSITY OF LEEDS'S EQUALITY AND DIVERSITY STATEMENT

The University of Leeds of Leeds is proud to be a multi-cultural community. We value diversity, and are determined to ensure:

- that we treat all individuals fairly, with dignity and respect;
- that the opportunities we provide are open to all;
- that we provide a safe, supportive and welcoming environment – for staff, for student teachers and for visitors.

We recognise that we still have work to do to secure a truly inclusive community, and we are committed to a wide-ranging plan of action to tackle discrimination and to promote diversity.

The Equality and Diversity Statement forms part of the University of Leeds's Equality and Diversity Policy, which applies to staff and student teachers alike and is available on the University of Leeds's website at:http://www.leeds.ac.uk/hr/equality/index.htm

The University of Leeds has published the following policy and code of practice which are linked to the Equality and Diversity policy. They are also available on the University of Leeds's website:

- The Race Equality Policy,
- The Code of Practice on Harassment and Bullying

Further policies are being developed, and will be made available on the University of Leeds's website in due course.
Further information and advice are available from The Equality Unit, Telephone: 0113 343 3927 or by e-mail to: equality@leeds.ac.uk

HEALTH AND SAFETY POLICY STATEMENT

The School of Education is committed to high standards of health, safety and welfare and it is departmental policy to improve them and create a safe environment for all our staff. Our key objectives in this respect are to prevent accidents and injuries and to provide a safe place of work. The School of Education recognises its obligations under the Health and Safety at Work Etc. Act 1974, and will, so far as is reasonably practicable, strive to set and maintain standards that comply with all relevant statutory requirements so that the health and safety of staff, student teachers, visitors and the general public are not adversely affected by the activities of the School. Further details outlining the School of Education's health and safety policy is provided in the course handbook. What is important to understand is that the creation and maintenance of a safe working environment is the responsibility of everyone, including student teachers.

Student teachers are therefore expected to adhere to all the safety rules, instructions and relevant codes of practice operating within the University of Leeds, the School of Education and their Internship schools. e.g. making proper use of all work items, and equipment provided. When using apparatus or equipment, (e.g. guillotine, power pack, OHP, video etc) they must always follow instructions and exercise vigilance, reporting to their Method tutor (in school the teacher tutor) anyone who may be improperly using it, or if they observe defects or damage that may be a potential hazard to health, withdraw it from use.

Method Tutors are responsible for inducting student teachers into aspects of departmental safety policy, e.g. procedures to be adopted in the event of fire alarms, accidents etc. during orientation week. Tutors are also responsible for introducing new student teachers to Method specific health and safety issues, e.g. protective clothing, risk assessments etc. in the case of laboratory activities and reiterate/reinforce these through demonstration and good practice during Method activities.

N.B. Please see the General statement of the Safety Policy of the Council of the University of Leeds of Leeds which can be found on the University of Leeds's website at http://www.leeds.ac.uk/rps/usp/sectn1.htm

Partnership Schools 2008-9

School Name and Web Address	Street	Town	Post code	Telephone	Fax	ITE Co-ordinator	email
Airedale High School www.airedalehigh.wakefield.sch.uk	Crewe Road	Airedale	WF10 3JU	01977 664555	01977 664556	Mrs Janice Duba	info@airedalehigh.com
Aireville School www.aireville.n-yorks.sch.uk	Gargrave Road	Skipton	BD23 1UQ	01756 792965	01756 701075	Mrs Pat Berry	admin@aireville.n-yorks.sch.uk
All Saints RC High School www.allsaintscatholichigh.com	Bradley Road	Huddersfield	HD2 2JT	01484 426466	01484 456452	Mr Stuart Cousins	sccousins@btinternet.com
All Saints School www.allsaints.york.sch.uk	Upper site	Mill Mount Lane	Y024 1BJ	01904 647877	01904 545220	Ms Greta Fay	greta_faye@hotmail.com
Allerton Grange High School www.allertongrange.org	Talbot Avenue	Leeds	LS17 6SF	0113 3684200	0113 3684201	Ms Kelly Knight	knightk01@leedslearning.net
Allerton High School www.allertonhigh.leeds.sch.uk	King Lane	Alwoodley	LS17 7AG	0113 268 4216	0113 2370508	Mrs Jan Chance	info@allertonhigh.leeds.sch.uk
Ashville College www.ashville.co.uk	Green Lane	Harrogate	HG2 9JP	01423 566358	01423 505142	Mr Ian Kendrick	atj@ashville.co.uk
Batley Girls' School & Sixth Form www.batleygirls.co.uk	Windmill Lane	Batley	WF17 0LD	01924 350080	01924 326357	Ms Ann McCall	amccall@batleygirls.co.uk
Beckfoot School www.beckfoot.bradford.sch.uk	Wagon Lane	Bingley	BD16 1EE	01274 771444	01274 771145	Ms Alison Abbey	ama@beckfoot.bradford.sch.uk
Belle Vue Girls School www.bvg.ngfl.ac.uk/	Thorn Lane	Bradford	BD9 6NA	01274 492341	01274 490559		community@bvg.ngfl.ac.uk
Benton Park School www.bentonpark.org.uk	Harrogate Road	Rawdon	LS19 6LX	0113 2502330	0113 2509177	Ms Sue Mitchell	susangmitchell@hotmail.com

Bingley Grammar School www.bingleygr.ngfl.ac.uk	Keighley Road	Bingley	BD16 2RS	01274 807700	01274 807713	Mr Jonathan Bullivant	john.bullivant@bingleygr.ngfl.ac.uk
Bradford Academy www.bradfordacademy.co.uk	Teasdale Street	Bradford	BD4 7QJ	01274 256789	01274 256790	Ms Jo White	j.white@bradfordacademy.co.uk
Brighouse High School www.brighouse.calderdale.sch.uk	Finkil Street	Brighouse	HD6 2NY	01484 710408	01484 400638	Mrs Lynne Stagg	l.stagg@brighouse.calderdale.sch.uk
Brigshaw High School www.brigshaw.com	Brigshaw Lane	Allerton Bywater	WF10 2HR	0113 3368100	0113 2864105	Ms Rebecca Knowles	knowler01@leedslearning.net
Brooksbank School www.brooksbank.calderdale.sch.uk	Victoria Road	Elland	HX5 0QG	01422 374791	01422 310945	Ms Wendy Sutcliffe	wsutcliffe@brooksbank.calderdale.sch.uk
Bruntcliffe High School myclasslink.bruntcliffe.leeds.sch.uk/About%20Info/home.htm	Bruntcliffe Lane	Morley	LS27 0LZ	0113 2523225	0113 3878683	Mr Nigel Boothroyd	boothrn01@leedslearning.net
Calder High School www.calderhigh.org.uk	Brier Hey Lane	Mytholmroyd	HX7 5QN	01422 883213	01422 882684	Ms Kerry Standring	kstandring@calderhigh.calderdale.sch.uk
Cardinal Heenan Catholic High School www.cardinalheenan.leeds.sch.uk	Tongue Lane	Leeds	LS6 4QE	0113 2941166	0113 2940320	Mrs Ann Woliter	wolitea01@leedslearning.net
Carleton High School www.school-portal.co.uk/Grouphomepage.asp?GroupId=21427	Green Lane	Carleton	WF8 3NW	01977 722605	01977 722609	Mrs Deborah Scott	dscott@carleton.wakefield.sch.uk
Carlton Bolling College http://carltonbolling.co.uk	Undercliffe Lane	Bradford	BD3 0DU	01274 633111	01274 630635	Ms Linda Littlewood	admin@carltonbolling.nqfl.ac.uk
Castleford High School www.cashigh.com	Ferrybridge Road	Castleford	WF10 4JQ	01977 605060	01977 605070	Ms Danielle Grey	dgrey@cashigh.com
Cathedral CE High School http://cathedralschool-site4.net	Thornes Road	Wakefield	WF2 8QF	01924 303740	01924 386674	Mrs Hazel Broadhead	hbroadhead@tcseuro.co.uk
Challenge College www.challenge.ngfl.ac.uk	North Avenue	Bradford	BD8 7ND	01274 362050	01274 362051	Ms Jenny Armitage	j.armitage@challenge.ngfl.ac.uk

Cockburn High School www.cockburn.leeds.sch.uk	Parkside	Gipsy Lane	LS11 5TT	0113 2707451	0113 2761853	Ms Victoria Smith	smithv01@leedslearning.net
Colne Valley High School www.cvhs.kirklees.sch.uk	Gilroyd Lane	Linthwaite	HD7 5SP	01484 222564	01484 222568	Mr Carl Bower	carl.bower@cvhs.kirklees.sch.uk
Cottingham High School www.chs.eril.net	Harland Way	Cottingham	HU16 5PX	01482 848373	01482 841053	Mr Will Jennings	will.jennings@chs.eriding.net
Crawshaw High School www.crawshawschool.org.uk	Robin Lane	Pudsey	LS28 9HU	0113 3368540	0113 2564722	Mr Bernard Williams	williabj02@leedslearning.net
David Young Academy www.dyca.org.uk	Bishops Way	Seacroft	LS14 6NU	0845 6340007	0113 2734216	Ms Lynne Frost	
Dixons City Academy www.dixonsca.com	Ripley Street	Bradford	BD5 7RR	01274 776777	01274 391928	Mr Philip Davis	p.davis@dixonsca.com
Don Valley High School www.donvalley.co.uk	Jossey Lane	Scawthorpe	DN5 9DD	01302 781528	01302 786252	Mr Douglas Maund	dmaund@donvalley.co.uk
Ermysted's Grammar School www.ermysteds.n-yorks.sch.uk	Gargrave Road	Skipton	BD23 1PL	01756 792186	01756 793714	Mr Graham Hamilton	ghamilton@ermysteds.n-yorks.sch.uk admin@ermysteds.n-yorks.sch.uk
Farnley Park Maths and Computing College www.farnleypark.leeds.sch.uk/	Chapel Lane	Farnley	LS12 5EU	0113 2630741	0113 2319582	Mr Andy Smith	smithaj06@leedslearning.net
Fartown High School http://fartown.kc4l.digitalbrain.com/kc4l/schools/fartown	Woodhouse Hall Rd	Fartown	HD2 1DJ	01484 226540	01484 226544	Mr John Law	office.fartown@kirklees-schools.org.uk
Featherstone Technology College www.featherstonetechnologycollege.co.uk	Pontefract Road	Featherstone	WF7 5AJ	01977 722805	01977 722809	Mr Chris Martindale	chmdale@hotmal.co.uk admin@featherstone.wakefield.sch.uk
Feversham College www.fevershamcollege.com	Cliff Road	Undercliffe	BD3 0LT	01274 559500	01274 559509	Ms Ann Crawshaw	ann.crawshaw@fevershamcollege.com
Garforth Community College www.garforth.leeds.sch.uk	Lidgett Lane	Garforth	LS25 1LJ	0113 2869091	0113 2872727	Mr John Carr	carrjd01@leedslearning.net

Grange Technology College www.grangetechnologycollege.org.uk	Haycliffe Lane	Bradford	BD5 9ET	01274 775335	01274 775665	Mr Michael Statham	mstatham@grangetc.org.uk admin@grangetc.org.uk
Greenhead High School www.greenheadhigh.co.uk	Greenhead Road	Keighley	BD20 6EB	01535 210333	01535 210182	Ms Irene Ireland	iji@greenheadhigh.co.uk
Guiseley School www.guiseley.leeds.sch.uk	Fieldhead Road	Guiseley	LS20 8DT	01943 872315	01943 872287	Ms Helen Ogden	ogdenh01@leedslearning.net info@guiseley.leeds.ac.uk
Hanson School www.hansonschool.com	Sutton Avenue	Swain House Road	BD2 1JP	01274 776200	01274 776686	Ms Lisa Barker	lisabarker@hansonschool.com
Hall Cross School www.hallcross.doncaster.sch.uk	Thorne Road	Doncaster	DN1 2HY	01302 320626	01302 322190	Ms Angela Gibson	kly@hallcross.doncaster.sch.uk
Hanson School www.hansonschool.com	Sutton Avenue	Swain House Road	BD2 1JP	01274 776200	01274 776686	Ms Lisa Barker	lisabarker@hansonschool.com
Harrogate Grammar School web.hgs.n-yorks.sch.uk/hgsweb	Arthur's Avenue	Harrogate	HG2 0DZ	01423 531127	01423 521325	Ms Valerie Magson	vjm@hgs.n-yorks.sch.uk admin@hgs.n-yorks.sch.uk
Heckmondwike Grammar School www.heckgrammar.kirklees.sch.uk	High Street	Heckmondwike	WF16 0AH	01924 402202	01924 418318	Miss Dawn Newton	dnewton@heckgrammar.kirklees.sch.uk
Hemsworth Arts & Community College www.hemsworth.wakefield.sch.uk	Station Road	Hemsworth	WF9 4HW	01977 624220	01977 624221	Mr Chris Boxall	reception@hemsworth.wakefield.sch.uk emmaandchrisboxall@hotmail.com
Hipperholme and Lightcliffe High School www.hiplight.calderdale.sch.uk	Stoney Lane	Lightcliffe	HX3 8TL	01422 201028	01422 204615	Mr Keith Cox	krcox@btinternet.com
Holy Trinity CE School www.htss.calderdale.sch.uk	Holdsworth Road	Halifax	HX2 9TD	01422 244890	01422 240033	Mr Gordon Stevenson	gks@htss.calderdale.sch.uk
Honley High School & College vle.honleyhigh.co.uk/moodle/mod/resource/view.php?id=17	Station Road	Honley	HD9 6QJ	01484 222347	01484 222314	Mr Chris Sylge	c.sylge@honleyhigh.co.uk
Horbury School www.horbury.wakefield.sch.uk	Wakefield Road	Horbury	WF4 5HE	01924 303065	01924 303067	Mr Dave Matthews	dmatthews@horbury.wakefield.sch.uk

Horsforth School www.horsforth.leeds.sch.uk	Lee Lane East	Horsforth	LS18 5RF	0113 2265281	0113 2265454	Mr Andrew Butler	butleram01@leedslearning.net
Ilkley Grammar School http://ilkley.school-site2.net	Cowpasture Road	Ilkley	LS29 8TR	01943 608424	01943 601285	Dr Laura Smith	l.smith@ilkleygs.ngfl.ac.uk
Immanuel CE Community College www.immanuelcollege.net	Leeds Road	Bradford	BD10 9AQ	01274 425900	01274 422467	Ms Kathryn Jinks	kathryn.jinks@immanual.bradford.sch.uk
Intake School www.intakearts.leeds.sch.uk	Calverley Lane	Bramley	LS13 1AH	0113 2295454	0113 2295522	Mr Roger Riley	rogersriley@yahoo.com
Kettlethorpe High School www.kettlethorpehigh.co.uk	Standbridge Lane	Sandal	WF2 7EL	01924 303510	01924 303514	Mrs Rachel Hodgson	rhodgson@kettlethorpe.wakefield.sch.uk
King James's Almondbury School	St Helen's Gate	Almondbury	HD4 6SG	01484 223930	01484 223934	Mr Sean Kelly	skelly@kingjames.kc4l.net
King James's School www.king-james.co.uk	King James's Road	Knaresborough	HG5 8EB	01423 866061	01423 861189	Ms Margaret Newsome	margaretnewsome@king-james.n-yorks.sch.uk
Knottingley High School www.knottingleyhigh.wakefield.sch.uk	Middle Lane	Knottingley	WF11 0BZ	01977 622850	01977 722577	Mrs Liz Sykes	esykes@knottingleyhigh.wakefield.sch.uk
Lawnswood High School www.lawnswood.info	Ring Road	West Park	LS16 5AG	0113 2844020	0113 2844021	Mr Graham Sugden	sugden.gra@elawnswood.co.uk
Minsthorpe Community College http://minsthorpe.wakefield.myzen.co.uk	Minsthorpe Lane	South Elmsall	WF9 2UJ	01977 723810	01977 723814	Ms Julia Morgan	jmorgan@minsthorpe.wakefield.sch.uk
Moor End Technology College http://moorendtc.digitalbrain.com	Dryclough Road	Crosland Moor	HD4 5JA	01484 222230	01484 222233	Mr Tony Miller	amiller@moorendtc.org.uk
Morley High School www.morley.leeds.sch.uk/html/news/news.html	Fountain Street	Morley	LS27 0PD	0113 2532952	0113 2531483	Mr Phil Hardy	hardypj01@leedslearning.net
Newsome High School & Sports College www.newsomehigh.kirklees.sch.uk	Castle Avenue	Newsome	HD4 6JN	01484 226570	01484 226572	Mrs Claire Burdett	

Normanton Freeston High School www.parkside-school.co.uk	Favell Avenue	Normanton	WF6 1HZ	01924 302560	01924 302564	Ms Jo Riggs	jriggs@normantonfreeston.wakefield.sch.uk
North Halifax Grammar School	Moorbottom Road	Illingworth	HX2 9SU	01422 244625	01422 245237	Mrs Sue Taylor	stay@nhgs.co.uk
Oakbank School www.oakbank.org.uk	Oakworth Road	Keighley	BD22 7DU	01535 210111	01535 210555	Mr John Page	jp@oakbank.org.uk
Ossett School http://ossett.schools.wakefield.gov.uk/web	Storrs Hill Road	Ossett	WF5 0DG	01924 232820	01924 302852	Mr Kieran Buckley	kbuckley@ossett.wakefield.sch.uk
Outwood Grange College www.outwoodgrange.wakefield.sch.uk	Potovens Lane	Outwood	WF1 2PF	01924 303815	01924 303820	Miss Kim Walton	klw@outwoodgrange.wakefield.sch.uk
Parkside School www.parkside-school.co.uk	Parkside Terrace	Cullingworth	BD13 5AD	01535 272752	01535 274693	Ms Sharon Anderson	sanderson@parkside-school.net
Priesthorpe School www.priesthorpe.com	Priesthorpe Lane	Farsley	LS28 5SG	0113 2572618	0113 2362167	Mr Simon Bowker	simonbowker@hotmail.com
Prince Henry's Grammar School www.princehenrys.co.uk	Farnley Lane	Otley	LS21 2BB	01943 463524	01943 850978	Mrs Liz Armstrong	armstre01@leedslearning.net
Priory School and Sports College www.barnsley.org/priory	Littleworth Lane	Lundwood	S71 5RG	01226 203110	01226 731013	Ms Jayne Warren	j.warren@barnsley.org
Ralph Thoresby High School www.ralphthoresby.co.uk	Holt Dale Approach	Leeds	LS16 7NQ	0113 3368181	0113 2613132	Ms Elaine Kilner	kilnere01@leedslearning.net
Rastrick High School www.rastrick.calderdale.sch.uk	Field Top Road	Rastrick	HD6 3XB	01484 710235	01484 720043	Mr Ian McMahon	imcm@rastrick.calderdale.sch.uk
Rawthorpe High School	Nether Hall Avenue	Rawthorpe	HD5 9PG	01484 221892	01484 221894	Ms Sarah Anderson	andersons@rawthorpe.com
Rhodesway School www.rhodesway.com	Oaks Lane	Allerton	BD15 7RU	01274 770230	01274 770231	Ms Elvira Suess	suesse@hotmail.co.uk
Ridings School (The) www.theridingsschool.co.uk	Nursery Lane	Halifax	HX3 5SX	01422 352836	01422 363421	Ms Karen Dean	karendean@theridingsschool.co.uk

Rodillian School www.rodillian.leeds.sch.uk	Longthorpe Lane	Lofthouse	WF3 3PS	01924 823135	01924 826718	Ms Sue Morris	susan17morris@hotmail.co.uk
Roundhay High School www.roundhay.leeds.sch.uk/Templates/HOME.html	Gledhow Lane	Leeds	LS8 1ND	0113 3931200	0113 3931201	Mr Jim Bennett	fagin.ferret@goldleaf.co.uk
Royds Hall High School www.roydshall.org	Luck Lane	Paddock	HD3 4HA	01484 463366	01484 222223	Mrs Angela Lunness	KS4.roydshall@kirklees-schools.org.uk
Royds Language College www.royds.leeds.sch.uk	Pennington Lane	Oulton	LS26 8EX	0113 2059559	0113 2059558	Mr Peter West	westp01@leedslearning.net
Ryburn Valley High School www.rvhs.co.uk	St Peter's Avenue	Sowerby Bridge	HX6 1DF	01422 832070	01422 833386	Ms Katy Claydon Park	admin@ryburn.calderdale.sch.uk
Shelley College www.shelleycollege.org	Huddersfield Road	Shelley	HD8 8NL	01484 868777	01484 222945	Ms Julie Root	julieroot30@yahoo.co.uk
Skipton Girls' High School www.sghs.org.uk	Gargrave Road	Skipton	BD23 1QL	01756 707600	0756701068	Mr David Franklin	franklind@sghs.org.uk reception@sghs.org.uk
South Craven School www.south-craven.n-yorks.sch.uk	Holme Lane	Cross Hills	BD20 7RL	01535 632861	01535 632859	Ms Mo Rogers	morogers5@yahoo.co.uk
South Leeds High School www.school-index.co.uk/urn/134514.php	Oldrun Road	Leeds	LS10 2JU	0113 2713031		Mr Ian Philips	
Spen Valley Sports College	Roberttown Lane	Liversedge	WF15 7LX	01924 325676	01924 325679	Mrs Vron Grey	office.spenvalley@kirklees-schools.org.uk
St Aidan's CE High School www.staidans.co.uk	Oatlands Drive	Harrogate	HG2 8JR	01423 885814	01423 884327	Mr Matthew Park	admin@staidans.co.uk
St Bede's Grammar School www.stbedesbradford.net	Highgate	Heaton	BD9 4BQ	01274 541221	01274 498290	Ms Sue Milner	smilner@stbedes.ngfl.ac.uk
St John Fisher Catholic High, Dewsbury www.stjohnfisher.org.uk	Oxford Road	Dewsbury	WF13 4LL	01924 527000	01924 527004	Dr Patrick O'Donnell	Pat_odonnell2002@yahoo.co.uk

St John Fisher RC Harrogate www.st-johnfisher.n-yorks.sch.uk	Hookstone Drive	Harrogate	HG2 8PT	01423 887254	01423 881056	Ms Mary Rogerson	mrogerson@sjfchs.org.uk office@sjfchs.org.uk
St Joseph's College www.stjosephscoll.ngfl.ac.uk	Cunliffe Road	Bradford	BD8 7AP	01274 401500	01274 541060	Ms Lucy Booth	admin@stjosephscholl.ngfl.ac.uk
St Thomas a Becket RC School www.stthomascc.co.uk/	Barnsley Road	Sandal	WF2 6EQ	01924 303545	01924 303548	Mr Tony Cohen	tcohen@st-thomasabecket.wakefield.sch.uk
St Wilfrid's R C High School www.st-wilfrids.wakefield.sch.uk	Cutsyke Road	Featherstone	WF7 6BD	01977 691000	01977 723565	Mr Stuart Hemingway	she@stwilfrids.wakefield.sch.uk
Temple Moor High School www.templemoor.co.uk	Field End Grove	Selby Road	LS15 0PT	0113 3368200	0113 2609394	Ms Judy Fineran	fineraj01@leedslearning.net
The Community Science College@ Thornhill www.tcscat.co.uk/home	Valley Drive	Thornhill	WF12 0HE	01924 324890	01924 324892	Mr Tony Walker	tony.walker@cscat.org
The Grammar School at Leeds www.gsal.org.uk	Alwoodley Gates	Harrogate Road	LS17 8GS	0113 229 1552	0113 2285111	Mr Paul Rushworth	pr@gsal.org.uk
The Kings School www.kings.wakefield.sch.uk	Mill Hill Lane	Pontefract	WF8 4JF	01977 601701	01977 601710	Mrs Sue Higgins	shiggins@kings.wakefield.sch.uk
The Mirfield Free Grammar & 6th Form Centre http://themfg.co.uk/index.php	Kitson Hill Road	Mirfield	WF4 9EZ	01924 483660	01924 483661	Ms Jo Barton	mfg@themfg.co.uk
Thirsk Comprehensive School www.thirsk.n-yorks.sch.uk	Topcliffe Road	Thirsk	YO7 1RZ	01845 522024	01845 526617	Ms Ann Percival	ann_percival@yahoo.co.uk
Thornton Grammar School www.tgsonline.co.uk/index.php?id=00	Leaventhorpe Lane	Bradford	BD13 3BH	01274 881082	01274 814871	Ms Gill Nicholls	ghn@thorntongs.ngfl.ac.uk
Titus Salt School www. .org.uk/latest.html	Higher Coach Road	Baildon	BD17 5RH	01274 415551	01274 415552	Mr Jonathan Breen	brn@saltgrammar.org.uk
Tollbar Business & Enterprise College www.tollbarbec.co.uk	Station Road	New Waltham	DN36 4RZ	01472 500505	01472 500506	Mr Carl Moore	moorec@tollbarbec.co.uk

Tong School http://tongschool.co.uk	Westgate Hill Street	Bradford	BD4 6NR	01274 681455	01274 689547	Ms Jan Smith	jan-smith@tongschool.co.uk
Wakefield City High School www.cityhigh.org.uk	Warmfield View	Wakefield	WF1 4SF	01924 303755	01924 303758	Mr Keith Lynch	lynchhouse@hotmail.com
Wetherby High School www.wetherbyhigh.co.uk	Hallfield Lane	Wetherby	LS22 6JS	01937 522500	01937 522504	Mr Auger	info@wetherbyhigh.leeds.sch.uk
Woodkirk High School www.woodkirkhigh.co.uk	Rein Road	Tingley	WF3 1JQ	0113 3368140	0113 2526456	Mrs Jackie Easterbrook	easterj02@leedslearning.net
Wortley High School www.wortleyhigh.co.uk	Swallow Crescent	Leeds	LS12 4RB	0113 2630745	0113 2311829	Ms Britta Wray	britta.wray@gmail.com
York High School www.yorkhighschool.co.uk	Cornlands Road	Acomb	YO24 3DX	01904 791674	01904 529070	Ms Jane Cartwright	j.cartwright@yorkhighschool.co.uk

Appendix O - Guidance for the Professional Standards for Teachers (QTS) -

These questions are selected to reflect the breadth and range of issues with which the Professional Standards are concerned and the student teacher's wider professional practice. The complete Guidance to accompany the Professional Standards for Teachers (QTS) provided by the TDA can be found on the School of Education website at http://www.education.leeds.ac.uk/current_students/pgce.php - Secondary - resources

Areas for focus in lesson observations are suggested in the guidance materials which accompany the Observation Proforma.

Professional Attributes

Relationships with children and young people (Q1, Q2);Frameworks (Q3(a), Q3(b));Communicating and working with others (Q4, Q5, Q6);Personal professional development (Q7(a), Q7(b), Q8, Q9)

- Does the trainee communicate and promote positive attitudes, values and behaviour by personal example?
- Does the trainee motivate children and young people and encourage them to engage in and enjoy learning?
- Does the trainee recognise and value the knowledge and expertise brought to the school by colleagues undertaking a range of roles across the children's workforce?
- Does the trainee establish collaborative working relationships with colleagues within and outside of the classroom?
- Does the trainee use self-reviewing techniques to identify specific ways of improving their practice?
- Does the trainee use the feedback they receive from more experienced colleagues and the experience of observing others to identify ways of improving their practice?
- Is the trainee able to draw on important general issues in education that relate to their own practice and professional needs?
- Is the trainee able to identify their main strengths and achievements as a teacher?
- Is the trainee able to articulate their strengths and development needs through the discussion of their practice?

Professional Knowledge

Teaching and Learning (Q10) ;Assessment and monitoring (Q11, Q12, Q13);Subjects and curriculum (Q14, Q15); Literacy, numeracy and ICT (Q16, Q17) (NB Q16 is the Skills Tests); Achievement and diversity (Q18, Q19, Q20);Health and Well-being (Q21(a), Q21(b))

Does the trainee know how to:

- set realistic targets for learners, and involve the learner fully in every aspect of their learning?
- use different organisational strategies to support individuals and groups effectively?
- recognise and take account of the specific needs of individuals and groups of learners (for example those with special educational needs, and those for whom English is an additional language)?
- select appropriate curriculum content and associated activities, and differentiate these effectively?

Does the trainee know and understand:

- the benefits of involving learners in the assessment of their own learning?
- how assessment relates to intended learning outcomes?
- Can the trainee demonstrate how statistical information can be used to differentiate their teaching and to personalise learning?
- Does the trainee need support in passing the professional skills tests?
- Does the trainee know how various factors can present barriers to learning, progress and well-being, and how these barriers might be overcome?
- Does the trainee know how to use the principles and techniques of assessment for learning in order to achieve personalisation?
- Is the trainee aware of the range of roles and responsibilities across the school workforce?
- Can the trainee articulate their own role and responsibilities in relation to the safeguarding and well-being of children and young people?

Professional Skills

Planning (Q22, Q23, Q24); Teaching (Q25(a), Q25(b), Q25(c), and Q25(d)); Assessing, monitoring and giving feedback (Q26(a), Q26(b), Q27, Q28); Reviewing teaching and learning (Q29) Learning Environment (Q30, Q31)
Team working and collaboration (Q32, Q33)

- Does the trainee's planning take account of the age and ability range of the learners?
- Does planning demonstrate secure knowledge of the subject or curriculum focus?

Does the trainee:

- Work with colleagues across the wider school workforce to establish a purposeful learning environment?
- Understand the link between learners' behaviour and their involvement and engagement with a lesson?
- Ensure that learners know the boundaries of acceptable behaviour and understand consequences of actions?
- Does the trainee have a secure understanding of how learners learn?
- Does the trainee prepare and use self assessment tasks and activities to support learners in developing reflective skills?
- Is the trainee able to make realistic judgements about their impact on the progress of individual learners?
- Can the trainee demonstrate how they have modified lesson planning in the light of their evaluations of impact?
- Does the trainee have evidence to show that the modifications they plan lead to changes in practice?
- Does the trainee know how to plan out-of-school learning experiences that demonstrate knowledge and awareness of health, safety and safeguarding requirements?

APPENDIX Q – ACTIVITIES WEEKS GUIDANCE

The PGCE Programme in 2008-9 includes two weeks during which student teachers *may** be able to undertake activities which enhance their knowledge, skills and understanding and which build on the achievement of the QTS Standards. (see suggestions below)

*** PLEASE NOTE** This opportunity *will only be available* to those students who have successfully met all the Standards and whose Teaching Standards Profile, completed by Friday 15 May 2009 and signed by the Mentor and ITT coordinator, indicates the satisfactory achievement of all the Standards for QTS.

Any student who has NOT met all the Standards may be required to continue their Block Teaching Experience during the weeks commencing 1 and 8 June in order to provide the maximum amount of time for the achievement of the Standards.

Any student who did not complete their Primary School experience at the start of the course may be required to do so during the Activities weeks period.

What to do and When

Date	No.	Action	Personnel involved
2 -27 February	**1**	Discuss possibilities for Activities weeks in Personal tutorials	Method Tutor
w/b 10 March	**2**	Consult about an appropriate programme for the w/c 1 and 8 June	Student Mentor ITE Coordinator
March/ April	**3**	Student to inform Method tutors of proposed plans Method tutors monitor	Student and Method Tutor
By w/b April 27	**4**	Students email A COPY (electronic) of the Activity Weeks Proforma to Method Tutor (Link Tutors should also be sent a copy). Original to be kept in student's file for sign off at the end of w/c 8 June.	Student ITE coordinator, Mentor or other nominated person
May 5	**5**	Method Tutors receive all Activities Weeks plans by today and review with student teachers today if necessary	Student Method Tutor
w/c 4 May	**6**	Students notified that their Activity Weeks Plans are approved or otherwise. **NB** – If stages 1-5 have been undertaken properly the approval at this stage should be a formality. **HOWEVER**, the final decision about whether the student may undertake the planned programme will rest with the Method tutor and PGCE Programme leader and the decision will be based on the student's performance against the Standards for QTS up to and including May 22 , **and not solely on the basis** of the judgement made by the Mentor and ITE coordinator by May 22.	Method Tutor Secondary PGCE Programme Leader (ITE Coordinator, mentor and Link Tutor as necessary)
w/c June1 -8		Undertake planned activities	Student
June 12		Proforma signed to indicate completion of the programme	Mentor or nominated person
June 15		Proforma handed in at university session	Student
w/c June 15		Add relevant evidence /comment to Teaching Standards Profile under guidance of method tutor. Utilise evidence in CEPD as appropriate	Method tutors Student

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SECONDARY PGCE - ACTIVITY WEEK PROFORMA 1 – 12 JUNE 2009

1. This proforma must be completed by the student named and signed by the student's mentor to indicate her/his approval of the plan.

2. A copy of the approved plan must be sent to the student's Method Tutor for his/her final approval by **1 MAY 2009.**

3. The approved plan must be retained in the Student's teaching file

4. On **June 12** the proforma must be signed by the student's mentor or person overseeing the week's planned activities to indicate the completion of the week's activities. **This is handed in on June 15th**

1. Student Name and subject (Method)
2. Second Placement School
3. Mentor's Name
4. Method Tutor
5. A brief description of the planned activities for the w/c 1 and 8 June (include reference to the QTS Standards to which these activities will contribute)
6. Where will these activities take place ? Location/s (and address if different from the 2nd Placement School)
7. Signature of mentor to indicate approval of the plan outlined in 5. above **Date**
8. Name of the person overseeing the week's activities outlined in 5. above **Designation**
9. Student's signature to indicate that the plan outline above has been approved by the method tutor named in 4. above **Date**
10. Signature of the person named in 8. above to indicate the completion of the week's activities outlined in 5. above. **Date:_____ Signature _____** **PLEASE ADD ANY COMMENTS YOU WISH TO MAKE ABOUT THE STUDENT'S ACTIVITY WEEK OVERLEAF.**

University of Leeds School of Education

SECONDARY PGCE - W/C 1 and 8 JUNE 2009 (Activity Weeks)

SUGGESTIONS

The most important consideration is that the student chooses activities which they feel will *enhance* their teaching – knowledge skills and understanding and which are related to the enhancement of their achievement of QTS Standards (which they have already met – and as outlined in the Teaching Standards Profile).

There are a number of schools and 'educational settings' which will be appropriate for these activities. The School of Education *may* be able to help you arrange your experience if you are having difficulty. University and school-based staff *may* also be able to offer suggestions for contacts.

What follows are some ideas which students may to consider in relation to the activities which they plan for the w/c 1 -8 June

- Further SEN knowledge/experience:
- students may choose to work with, for example, a very specific group of pupils e.g. dyslexic, severe learning difficulties, pupils with EBD, pupils with physical difficulties etc.

- Further EAL knowledge/experience

- Further 'Out of school Activity' knowledge/experience:
- whilst students may undertake 'Out of School Activities' (e.g. a field trip) during w/c 16 June, the same procedures for ensuring safety and responsibilities for pupils apply as during the rest of the PGCE. i.e. 2 weeks prior to the OoSA the proforma must be completed and signed off by the method tutor.

- Further subject-based knowledge/experience

- Further ICT resource knowledge/experience

- Further post 16 knowledge/experience

- Further ECM – related knowledge/experience
- students may choose to enhance their knowledge of multi-agency working i.e. schools relationships with social work, health, child protection services, police etc

- Further Primary knowledge/experience
- for MFL Primary students this week may be an opportunity to spend time on practical experience related to Primary MFL
- students who were unable to complete their Primary experience at the start of the year may choose to use this week to undertake their Primary experience rather than at the end of the PGCE year.

This is by no means an exhaustive list of suggestions and students should use their imagination in designing and defining activity for the week.

Appendix R EPS 2 Proforma EPS 2 Research Project plan Proforma

To be signed off by your Placement Two School Link Tutor by Friday 13 March 2009

NB Your may submit a draft version of this form to your Link Tutor by Friday 6 March

Name _____

School _____

Method Area _____**Link Tutor** _____

Title: - A concise and clear description of what the research project is about

e.g. ***The Education of Children with Learning Difficulties – a critical review of policies and practices in (subject)'.***
NB *you may choose to undertake your project in your placement school or, if appropriate in another educational setting.* ***IN EITHER CASE YOU MUST NOT IDENTIFY THE SCHOOL/CONTEXT OR INDIVIDUALS BY NAME IN YOUR REPORT.***

Abstract: A brief explanation of what your research project is about, what you intend to do and why, what you hope to find out found and what you hope you and other educational professionals will learn from it **BUT – it must be brief.**

Abstract example*: This research project focuses on the ways in which (subject) teachers can meet the needs of children with learning difficulties in accessing the (subject) curriculum. In particular it focuses on the teaching of (XXXX content) in KS3.*

In preparation for the project I will review the current research and literature in this area
In order to investigate practice and policy in this area in one (educational setting or school) context I will:

- *observe a series of (subject) lessons concerned with the teaching of (XXXX content) in which children with learning difficulties are present;*
- *interview the teachers of these classes in order to investigate their approaches to meeting the needs of children with learning difficulties;*
- *analyse the school's documentation and policies on teaching children with learning difficulties;*
- *select one KS3 class which has children with learning difficulties for whom I have solo responsibility and to whom I will be teaching (XXXX content);*
- *plan a lesson for this class which focuses on the modification of pedagogy and content to meet the needs of the children with learning difficulties;*
- *reflect on and analyse my own practice and that of others.*

In undertaking this research I hope to identify some ways in which I and other teachers of (subject) can maximise the learning opportunities and gains for children with learning difficulties.

I also hope to identify the areas which relate to the teaching of children with learning difficulties which I will need to pursue further in order to develop my own future professional practice.

YOU MUST GAIN THE APPROVAL OF YOUR LINK TUTOR FOR THIS PROJECT – ONCE THIS HAS BEEN GIVEN (YOU CAN EMAIL THEM) PLEASE GIVE THIS FORM TO YOUR ITE COORDINATOR TO CONSIDER. AMEND IT IF NECESSARY AND THEN ASK THEM TO SIGN THEIR APPROVAL. KEEP THE FORM IN YOUR TEACHING FILE.

I approve the plans, shown above, as a reasonable and suitable research project for the area concerned in the context of this school* *Please identify the context e.g. Feeder Primary School and an appropriate contact if the research is to be conducted outside your school.

ITT COORDINATOR SIGNATURE _____

Other setting _____ **Contact** _____

School of Education

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