

Institute of Education

Secondary PGCE (School Direct)

Initial Teacher Training & Education

Induction Booklet

2023-24

Name……………………………………………………………………. Subject …………………………………

AN INTRODUCTION TO LEARNING AND TEACHING

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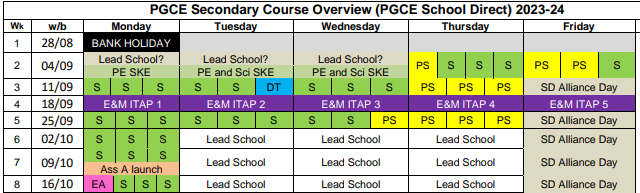
# The aims of the induction period

**An introduction to learning and teaching**

The tasks in this booklet are designed to help you to use your time in school effectively, to gain a high-quality experience, and to begin the process of focusing on the Core Content Framework and Teachers’ Standards. You will also observe, discuss and rehearse with your mentor how the essential routines/procedures and lesson design that you have seen (and practiced strategies during university sessions), are applied in your placement school’s context. The purpose of the induction period is to give you an understanding of your school and to provide you with some information to inform your studies as an ‘early professional’. This booklet needs to be uploaded onto PebblePad (key documents).

**The induction period**

The induction period is (normally) divided into three blocks of “school induction” (9 days) plus taught sessions in university as indicated below



*Fig 1 – The induction period*

The school induction programme should support you to prepare you for your first placement (after half term) and become familiar with the school. The focus of this initial period in school will be to address the following key themes:

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|  | * **Introduction – the school profile** – what sort of school is your first school? What are the key priorities for the school? | **Task 1** |
| * **Safeguarding and pupils’ wellbeing –** what does this mean and who is responsible for safeguarding and well-being in your school? | **Task 1** |
| **C:\Users\Laws1\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C756A6EE.tmp** | * **Pupil pursuit – Blueprint in action:** Follow a student’s timetable for the day. Observe how experienced staff implement essential routines/procedures and lesson design strategies in line with their school policies. | **Task 2** |
|  | * **How Children Learn -**  Learning involves a lasting change in pupils’ capabilities or understanding. Observe strategies explored in the ‘Teenage Brain Day’ used in the classroom. | **Task 4** |
|  | * **Professional Behaviour -** Cross reference your thoughts to reading, reflections from taught sessions in university and school – consider how these reflections impact on your emerging professional practice? | **Task 5** |

To help you during the induction period this booklet provides guidance on the different ways in which you could explore these issues and collect information. Your school may have its own preferred sequence of induction activities and so tasks do not have to be completed in the order that they are set out in this booklet. It is strongly advised to complete a pupil pursuit or trail where you follow a pupil for a day (task 2) if possible. Speak to your professional mentor about this and see if this can be organised during the induction period.

**Expectations**

It is our hope that you will be treated as a full member of staff as far as is possible, but you must remember that you are a guest in the school. You arrive as a qualified graduate with expertise to offer, but you should remember that your mentors are the experts in teaching. Assertiveness and tact are really important. Full attendance is compulsory but if for any reason you are absent during the placement you should contact your subject mentor, professional mentor, university tutor and the course administrator (Claire Rowlands – [c.rowlands@worc.ac.uk](mailto:c.rowlands@worc.ac.uk)). Please refer to the course handbook and the code of conduct for further details (both are available on Blackboard).

**The pattern of the placement**

Fig. 2 is taken from the Course Handbook (for trainees) and Partnership Handbook (for mentors). It is an indicative overview of the allocation of time in school. As a general rule you should have 17 hours of teaching experience (shaded grey) either collaborative working, solo teaching or observation/direct time plus a weekly review and school based professional studies programme in any week. This also includes about an hour a week working on PebblePad. The ratio of these parts will vary depending on the part of the course, your own individual needs, and issues such as class rotations or assessment periods.

**What if I am on my own?** If for any reason you do not have a subject partner, the subject mentor will work with you more closely in the completion of the subject tasks. Very rarely you may be the only University of Worcester trainee in a school. In this case your subject tutor will support you in developing an individual programme.

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| 1.Induction: PGCE: SCHOOL DIRECT – based on 25hr week/5hr SCHOOL day |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dates in school | Part of the Course | University taught DAYS | Collaborative working HOURS | Solo teaching HOURS | Observation or directed time\* HOURS | School based professional development DAYS | Weekly review meetings HOURS | Study and preparation HOURS including an hour a week on PebblePad |
| Induction – wb 4/9/23 | Induction | 2 | 0 | 0 | 3 days SBT or observations or SKE | | 0 | 0 |
| Induction – wb 11/9/23 | Induction | 4 | 0 | 0 | 0 | 1 | 0 | 0 |
| Induction – wb 18/9/23 | Induction | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| Induction – wb 25/9/23 | Induction | 4 | 0 | 0 | 0 | 1 | 0 | 0 |
| Induction – wb 2/10/23 | Induction | 1 | 1 | 0 | 10 | 1 | 1 | 3 |
| Induction – wb 9/10/23 | Induction | 1 | 2 | 0 | 8 | 1 | 1 | 4 |
| Induction – wb 16/10/23 | Induction | 1 | 2 | 1 | 7 | 1 | 1 | 4 |

**\***Directed time should include about an hour a week working on PebblePad

**Fig 2: Induction pattern for core trainees**

You should have a subject mentor meeting and professional mentor session each week and although it would be helpful if these were on the Friday, it may not be possible due to the mentor’s timetable. In such cases you should be flexible enough to accommodate lunchtime or after school meetings or whatever suits your mentors best. These sessions should include the opportunity to discuss and rehearse some the teacher behaviours detailed in the Blueprint.

**Observing**

Observing entails listening, watching, asking questions, and interacting with people. These are important skills in themselves, and it will be good for you to develop these at the start of your training career. Making observations in a place like a school is not always easy; there is so much happening that it is sometimes difficult to pick out salient points unless you have a clear focus.

Having a clear focus for your observations is important and the tasks in this booklet are designed to help with that. Your induction experience is not governed by these tasks alone; you have not finished observing once tasks are completed. Sometimes you will be observing teachers and other expert colleagues but most of the time you will be observing pupils – during the course you will come to understand that it is the observation of the pupils that provides the key information about the success of a lesson. It is good to be as actively involved as possible and you should discuss the ways in which you might be involved during a lesson with the class teacher beforehand.

**You will also need to make notes; both those indicated by the tasks, and others as part of the weekly review process. As a matter of courtesy, you should explain to the teacher concerned what you are doing; it can be very disconcerting to have someone making notes whilst you teach. Teachers are usually happy to discuss lessons, and their comments will add to your observation notes.** In completing these tasks, you must remember that they are open documents. Be discreet in your comments and show respect for the school’s staff, pupils and procedures.

**The outcomes from the induction placement**

By the end of the induction period in school, you will have completed a range of activities that will enable you to plan and rehearse for your first phase of teaching. It is hoped that the tasks will strengthen your early learning at university and help you to make sense of some of the initial reading you have undertaken about education.

This booklet can be printed out to make notes on several tasks during one lesson or you may wish to focus on one lesson at a time. You will need to submit these tasks onto PebblePad in the key documents section. **The key is that you address all tasks and have enough material to be able to prepare you for your teaching placement after half term.**

You will be required to use literature to support your views. As a starting point you might find the following useful:

## Reading

The set text – a good starting point for your reading is:

**Capel, S. Leask, M. and Younie, S. (2019) *Learning to teach in the secondary school*. 8th edn. London: Routledge**.

The Core Content Framework also suggests reading and this is signposted here as well as on your weekly reviews. These references will support your critical engagement with research. The evidence includes high quality reviews and syntheses that will support your practice and your assignments.

## Library Services

Library Services supports students and staff and provides books, journals, online resources, and study spaces. The Hive is your library, and your student ID card is also your library card. You become a library member as soon as you are registered on your course. Find out more at [library.worc.ac.uk](http://library.worc.ac.uk). Library Services is on Facebook, Twitter and YouTube – search @uwlibservices.

**The Hive**

The Hive is our joint academic and public library. The Hive provides books (level 3), has full wireless coverage (eduroam), laptop power stations, computers and plenty of printers. There is study space to suit different needs from group work through to individual silent study. There is a café, children’s library and collection of teaching resources for education practitioners on level 1.

* [Opening hours and parking information](https://library.worc.ac.uk/getting-here)
* [Book study space online](https://library.worc.ac.uk/book-a-space)
* [The Hive website](http://www.thehiveworcester.org/)

For the latest information on how the covid-19 pandemic is affecting Library Services and The Hive, please see [library.worc.ac.uk/help/coronavirus](https://library.worc.ac.uk/help/coronavirus). Access to the physical library space may be restricted, so please check before you plan to visit. You can access many of our resources from home, including ebooks, journal articles and referencing support.

**Online resources and recommended reading**

Library Services provides access to a huge range of online books (ebooks), academic journals and other online resources, all available on or off-campus. Your [Subject Guide](https://library.worc.ac.uk/se-subject-guide) for the School of Education, maintained by your Academic Liaison Librarians, includes a range of recommended research databases, websites and other resources. You can [book an appointment](https://library.worc.ac.uk/book-an-appointment) with a librarian through the Subject Guide.

For recommended reading for your modules, use your [resource lists](http://resourcelists.worc.ac.uk/) through Blackboard. Your tutors expect you to use your resource list to read beyond what you cover in lectures, and to find your starting point for any topics or assignment reading.

When you need to find literature to support your assignments and develop your knowledge, contact your Academic Liaison Librarians.

**Academic Liaison Librarians**

The Academic Liaison Librarian Team work closely with your tutors to support you in locating and reading the best sources for your academic work. The librarians for the School of Education are Sarah Purcell, Jennifer Dumbelton and Alison Taylor.

* Sarah Purcell: [s.purcell@worc.ac.uk](mailto:s.purcell@worc.ac.uk)
* Jennifer Dumbelton: [j.dumbelton@worc.ac.uk](mailto:j.dumbelton@worc.ac.uk)
* Alison Taylor: [alison.taylor@worc.ac.uk](mailto:alison.taylor@worc.ac.uk)
* [Book an appointment](https://library.worc.ac.uk/se-subject-guide) via our subject guide
* The [askalibrarian enquiries service](https://library.worc.ac.uk/help/askalibrarian): email [askalibrarian@worc.ac.uk](mailto:askalibrarian@worc.ac.uk) and Live Chat through the library website.

**Discovery Sessions**

Our online [Discovery Sessions](http://library.worc.ac.uk/events) run throughout the year and cover a range of topics including referencing, Library Search and more. See what’s on and book your place at [library.worc.ac.uk/events](http://library.worc.ac.uk/events).

**Referencing in your academic work**

Referencing is an important part of your academic writing. It enables you to show what you have been reading, and how it has influenced your thinking and reasoning. School of Education students at the University of Worcester will use the [Cite Them Right](http://library.worc.ac.uk/cite-them-right) style of Harvard. See [library.worc.ac.uk/guides/study-skills/referencing](https://library.worc.ac.uk/guides/study-skills/referencing) for policy, guides and a link to the Cite Them Right website. Academic Liaison Librarians can help you with referencing at any point in your course.

**Study Skills Portal**

To be a successful student, you need to search well, read widely, and write critically. There are a number of professional support services within the University available to all students, including Library Services, Writers in Residence and the Language Centre. The Study Skills portal brings together links to resources and advice across the range of academic skills you’ll need. Go to <https://studyskills.wp.worc.ac.uk/>.

**THE SCHOOL PROFILE - Getting to know your school**

During the PGCE course you will go to at least two schools. On initial inspection these schools may look similar, but a closer analysis will demonstrate key differences. Use the form below to collect data on your placement schools.

The source of the data will be:

1. The School Comparison Tool – [school comparison tool](https://www.compare-school-performance.service.gov.uk/).

The Department for Education (DfE) explains that the tool allows users to

“…get statistics about school and college performance in England, including test results, teacher assessments, Ofsted reports and financial information for academies

You can use performance tables (sometimes called league tables) to compare schools in your area”

The school comparison tool data complements the Ofsted school inspection report by providing an analysis of school performance over a three-year period. The tabs on the dashboard provide information about

* Headline performance data\*
* 16-18 (if applicable)
* Absence and pupil population
* Workforce and finance

\*please note that this data is out of date due to Covid-19

1. The schools latest Ofsted report – <http://reports.ofsted.gov.uk/>
2. Discussions with mentors and other staff.

If your school does not have data on the DfE site or Ofsted data, for example if it has just converted to academy status or is an independent school, ask your mentors about other performance indicators that are available and adapt the table on the following page.

Independent school reports can be found at <http://www.isi.net/reports/>

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| Task 1 - Introduction – The School Profile | | | | |
| **What to do?**  Look at data available on the school comparison tool, from the latest school Ofsted report and from talking with mentors | | | | |
| **School Comparison Tool**  Type in the name of your school (please note that if you are at an independent school this data may not be available). What are the headline measures of performance for your school, the county (local authority) and all schools? | | | | |
| **Performance at Key Stage 4** | | | | |
|  | Your school | The local authority | | England average |
| Progress 8 score |  |  | |  |
| Attainment 8 score |  |  | |  |
| Grade 5 or above in English and maths GCE |  |  | |  |
| EBacc average point score |  |  | |  |
| Staying in education or entering employment. |  |  | |  |
| How are the pupils doing in exams? (You will need to put this into context regarding Covid-19) | | | | |
| **Attendance** | | | | |
| Overall absence | | | (%) | |
| Persistent absence | | | (quintile) | |
| What do the terms ‘overall absence’ and ‘persistent absence’ mean? Do you think attendance is ‘good’ at the school? | | | | |

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| **Ofsted**  Look at the latest Ofsted report for your school. You may need to adjust the headings below depending on when the school was last inspected | | |
| Date of last inspection |  | |
| Overall Effectiveness |  | **Outcome** |
| Previous inspection |  |
| Latest inspection |  |
| Identify key strengths of the school and areas for improvement. | | |

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| Evidence shows that there is a gap in the level of achievement and progress between disadvantaged pupils and others. Use the data (Ofsted and DfE school comparison tool) to discuss how well your placement school does at tackling this gap. Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children "looked after" (in the care of the local authority for a day or more or who have been adopted from care). |
| In discussion with mentors and other staff, explain how this profile impacts on the work of the school. What are the school's particular challenges and opportunities? How is diversity valued and fundamental British values promoted in the school as a whole, in the classroom, and in the pastoral system? |

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| In discussion with your mentors, list the names and role/responsibilities of other colleagues in the school from whom you should seek information and advice in order to safeguard and promote the well-being of pupils. How is the Prevent agenda addressed? |

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| Task 2 – Pupil pursuit: blueprint in action During university sessions, you will have seen and practiced strategies for developing essential routines/procedures and lesson design. How do experienced staff achieve these in line with their school policies? |
| **Want to know more? This is what the Core Content Framework suggests:**  Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: <http://bit.ly/2OvmvKO>  Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit> [retrieved 29th June 2023).  You may also want to look at:  <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary> |
| **Who to observe?**  Either:   1. Follow a student’s timetable for the day (preferred) 2. Observe at least three lessons, from at least two different year groups and preferably with different teachers (if a pupil pursuit isn’t pragmatic e.g. a sixth form college) |
| **Observation**  In lessons, observe the strategies for developing essential routines/procedures and lesson design that we have been exploring in university sessions. These include:   1. How do they organise the **entry of pupils** into the room? (e.g., line-up routines, meet and greet, equipment instructions, standing or seated, bell-work/starter/do it now task) 2. What is the **intended learning** and how is this **assessed**? (What does the teacher expect the students to know/be able to do by the end of the lesson. How do they know that student have met the intended learning? E.g., questioning, independent task, exit ticket) 3. How do they divide the lesson into chunks? (What are the main **learning episodes**? E.g. starter, demonstration, group task, independent task, mini assessment) 4. How does the teacher use **praise** to reinforce expectations? (Identify an example of the teacher verbally telling the student/class that they are meeting expectations e.g. “It’s fantastic to see you are ready to learn”. How else is praise used? Does the teacher use rewards? 5. What **sanctions** are used for students that do not behave as expected? (e.g. a quiet conversation, body language, names on the board, recorded on school system (ClassCharts, SIMS, Edulink etc.), school sanctions). 6. How does the teacher **stop the class** and get their pupils to listen (class reset)? (Do they use 3-2-1 or something else? What non-verbal cues do they use? How do they use their voice? – commands, tone, pitch) 7. How does the teacher ensure that the class **keeps to time**? (e.g. regular time reminders, visual timer, tell students how long they have) 8. How do they organise the end of the lesson and **pupil exit**? (e.g. equipment instructions, stand behind chairs, wait for silence, dismiss one row at a time)  * Complete a grid for each lesson of the pursuit * Record your notes on the grid using bullet points. |

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| 1. **How do they organise the entry of pupils into the classroom?** | 1. **What is the intended learning for the lesson? Is this assessed in any way?** | 1. **Is the lesson divided into chunks? What are the chunks/activities?** |
| 1. **Record an example of the teacher narrating the positive. How else is praise used?** | **Lesson details**  **Date:**  **Time:**  **Subject:**  **Class code:** | 1. **What sanctions are used? How is a pupil who does not follow an expected routine or procedure sanctioned? e.g., arrive late** |
| 1. **How do they stop the class and get pupils to listen? Do they use 3-2-1? Are other methods for stopping a class effective? How does the teacher use their voice?** | 1. **How do they keep to time? Do they use a timer?** | 1. **How do they organise the exit of pupils from the classroom?** |
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| Task 3 – How CHILDREN Learn **How Children Learn -** Learning involves a lasting change in pupils’ capabilities or understanding. Observe strategies explored in the ‘Teenage Brain Day’ used in the classroom. |
| **Describe 2 scenarios, each using a different teaching strategy, where you observed ‘learning’ – in the sense of knowing more, remembering more and being able to do more. You can use bullet points or continuous prose. Make this focused and short**  For example,   * + A small group of pupils working together   + A focused example of whole class teaching   + An aspect of a practical lesson   + A pupil with additional needs being supported by a teaching assistant   + A starter activity or a plenary   + A homework task |
| Task 4 – Emerging Professional Development Cross reference your thoughts to reading, reflections from taught sessions in university and school. How will these reflections impact on your emerging professional practice? |
| From the tasks identify (2-3) areas that you will target and rehearse in the initial stages of your teaching career. For each target consider explicit strategies that you will implement. |
| Identified task:  Explicit strategy:  Identified task:  Explicit strategy:  Identified task:  Explicit strategy: |

## Additional Notes