



School of Education

Secondary PGCE (Core)
Initial Teacher Education

Induction Booklet

2019-20

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 Teachers' Standards. 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 divided into three blocks of "school induction" (9 days) plus taught sessions in university as indicated below

PGCE Secondary Course Overview (PGCE Core) 2019-20																	
Wk	w/b	Monday			Tuesday			Wednesday			Thursday			Friday			
2	02/09										PS	S	S	S	PS	PS	S
3	09/09	S	S	S	S	S	S	S	S	PS	PS	PS	PS	PS	PS	PS	DT
4	16/09	S	S	S	S	S	S	S	S	PS	PS	PS	PS	PS	PS	PS	DT
5	23/09	S	S	S	S	S	S	S	S	PS	PS	PS	PS	PS	PS	PS	DT
6	30/09	S	S	S	PS	PS	DT	School 1 induction			School 1 induction			School 1 induction			
7	07/10	S	S	S	PS	PS	DT	School 1 induction			School 1 induction			School 1 induction			
8	14/10	S	S	S	PS	PS	DT	School 1 induction			School 1 induction			School 1 induction			
9	21/10	School 1			School 1			School 1			School 1			School 1			
10	28/10	Directed Time															

Fig 1 – The induction period

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

- **Knowing your school** – what sort of school is your first school? What are the key priorities for the school?
- **Safeguarding and pupils' wellbeing** – what does this mean and who is responsible for safeguarding and well-being in your school?
- **Professional values and attributes:** How are high expectations and professional values communicated in the classroom? Are they addressed differently across the Key Stages?
- **Meeting individual needs** – How are the needs of individuals met including SEND, EAL and G&T.
- **Teaching strategies** - If Teaching does not equal Learning, how and why might knowledge of a variety of teaching styles be of use to the classroom teacher?
- **Behaviour:** How do teachers manage the behaviour of pupils? What strategies do they use to motivate pupils?
- **The nature of good teaching:** What are the characteristics of good lessons in your subject area?

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 useful to complete a pupil pursuit or trail where you follow

a pupil for a day. 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). 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) and 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. 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.

1.INDUCTION: PGCE: CORE – TRAINEES ARE IN SCHOOL 3 DAYS PER WEEK						
Dates in school	Part of the Course	Collaborative working	Solo teaching	Observation or directed time*	Weekly review meetings & school based professional studies	Study and preparation
02, 03 and 04 Oct 2019 (3 days per week)	Induction period	0	0	10	2	3
09, 10 and 11 Oct 2019 (3 days per week)	Induction period	1	0	8	2	4
16, 17 and 18 Oct 2018 (3 days per week)	Induction period	1	1	6	2	5

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.

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 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 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 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 has been provided as a hard copy so that you can take it into lessons and make notes as you are observing. You may be able 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.**

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 Younis, S. (2016) *Learning to teach in the secondary school*. 7th edn. London: Routledge. Please note that there is a new 8th edition (2019). You make sue of either editions.

Reading Lists - You automatically become members of the library on registering, and normally receive an ID/library card.

You can find your reading list for this assignment on Blackboard (Assignments). The Hive, situated next to City Campus, has an extensive collection of books. We also have a growing collection of e-books, available to read online (accessible through [Library Search](#)). You will need your student ID card to borrow material from the library, and loan periods include Short Loan (2-day), High Demand (2-week) and Open (3-week). You can borrow up to 12 x High Demand, up to 12 x Open loans and up to 3 x Short Loans at any one time.

Library Search access to all library resources <http://librarysearch.worc.ac.uk/> (also available via the student portal and Libguides)

Library Subject Guides (LibGuides) <https://library.worc.ac.uk/subject-guides/ioe.uk/subject-guides>

The Hive (joint academic/public library), near City Campus open 8:30 – 22:00, 7 days a week (excluding bank holidays) <http://www.thehiveworcester.org>

Peirson Building, St Johns 24/7 PC access, study space, Firstpoint

Charles Hastings, City Campus 24/7 PC access, social study space

Riverside Learning Exchange PC access Mon-Fri 8:30 – 21:30, Sat and Sun 8:30 – 15:30

Library enquiries askalibrarian@worc.ac.uk

IT enquiries Desk on Level 1 of Peirson Building or via student/staff portal: [ICT Service Desk](#)

E-Learning Support Team (including Blackboard) eos@worc.ac.uk

Videos, screencasts and Facebook:

www.youtube.com/worcesteralt (Library resources)

<http://quiler.omeka.net/> (Library Resources collection)

<http://www.worcester.ac.uk/ils/guides.htm> (IT help guides)

www.facebook.com/uwlibservices

<https://twitter.com/uwlibservices>

*NB. Logging in to a computer at the Hive? Prefix your ID with **uni** eg. **uni\OTHA1_00***

Books, learning resources and journals

The library holds a range of print journals of relevance to education, on Level 4 of the Hive. However, many of our journals are accessible solely online (through [Library Search](#)) making them more accessible to you when you not on campus or in the library building. You will be expected to carry out online research.

The university has a system of ethical consideration that applies where trainees undertake work with children and other members of the community. **Please ensure anonymity for pupils and staff in your writing.** This means obliterating names and obvious references to the school before submitting your work on PebblePad.

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](#).

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

2. The schools latest Ofsted report – <http://reports.ofsted.gov.uk/>

3. 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/>

TASK 1 - INTRODUCTION – THE SCHOOL PROFILE

This task might provide evidence towards [parts of] Teachers’ Standards: TS2a, TS5b, TS5c, TS5d, TS Part 2.

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	All schools
Progress 8 score			
Attainment 8 score			
Grade 5 or above in English and maths GCE			
Achieving EBacc at grade 5/C or above			
Entering EBacc			
Staying in education or entering employment.			

How are the pupils doing in exams?

Attendance

Overall rate of absence	(%)
Persistent rate of absence	(quintile)

What do the terms ‘overall rate of absence’ and ‘persistent rate of absence’ mean? Do you think attendance is ‘good’ at the school?

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	
Leadership and management		
Quality of teaching, learning and assessment		
Personal development, behaviour and welfare (behaviour and safety of pupils)		
Outcomes for pupils		

Identify key strengths of the school and areas for improvement.

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?

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?

TASK 2 – PROFESSIONAL VALUES AND TEACHERS’ EXPECTATIONS

This task might provide evidence towards [parts of] the Teachers’ Standards:
TS1a, TS1c, TS8b, TS Part 2

Who to observe?

Watch two lessons from two **different** Key Stages.

Observation

In the lessons observed how do teachers **communicate high expectations** to classes (e.g. showing exemplar work, setting time constraints, communicating expectations concerning output or behaviour, sharing learning outcomes)? You can use bullet points.

Key Stage _____

Key Stage _____

Response

Response

List ways that teachers **define their professional values** with pupils in class. In what ways can this send messages about the teachers’ expectations for their pupils? Consider things such as verbal and non-verbal communication, punctuality, dress, and professional conduct. You can use bullet points.

Response

Response

TASK 3 – BEHAVIOUR AND LEARNING MANAGEMENT

This task might provide evidence towards [parts of] Teachers' Standard:
7a, 7b, 7c, 7d

Who to observe?

Observe **at least two** different teachers (could be in your department or as observed on a pupil trail)

Observation:

How do the teachers you observe demonstrate the 3 Rs of the behaviour curriculum – Routines, Responses and Relationships? Use bullet points to record your observations.

Routines - how are classroom routines established to demonstrate high expectations, to scaffold good conduct and to create a community of positive behaviour?

Responses – what strategies and interventions are used for de-escalating confrontation, resolving conflict, redirecting unproductive (or destructive) behaviours, and reacting to antisocial behaviour in a just, productive and proportional way? Examples might include consequences described in the school behaviour policy plus verbal/non-verbal cues and body language.

Relationships – how does the teacher build positive relationships?

What examples of the use of encouragement, praise and reward were used? You can use bullet points.

Response (teacher 1)

Response (teacher 2):

What examples of reprimands and sanctions were used? You can use bullet points.

Response (teacher 1):

Response (teacher 2):

Record at least two classroom incidents relating to behaviour management and its impact on learning. For each incident note

- What happened
- How it was managed
- The outcome – both positive and negative.

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TASK 4 – EFFECTIVE LEARNING AND TEACHING

This task might provide evidence towards [parts of] Teachers' Standards:
TS2d, TS5b, TS5c, TS7c

Describe 2 scenarios, each using a different teaching strategy, where you observed 'learning' – 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 5 – EMERGING PROFESSIONAL DEVELOPMENT

This task might provide evidence towards [parts of] Teachers’ Standards:
TS4d, 8b, 8d

Cross reference your thoughts to reading, reflections from taught sessions in university and school and the Teachers’ Standards.

From the tasks identify (3-4) areas that you will target 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:

Identified task:

Explicit strategy:

NOTES