



School of Education
PGCE FE
Initial Teacher Education

Placement Induction Tasks Booklet
2026-27

The Aim of the Placement Induction Period

The purpose of the placement induction period is to give you an understanding of your setting and to provide you with information to inform your studies as an 'early professional'. It complements the university-based block teaching weeks.

The tasks in this booklet are designed to help you to use your first weeks in your setting effectively and to begin the process of focusing on the Practice Themes.

You should complete all tasks within 3 weeks and upload the completed booklet to PebblePad (Key Documents page).

The intended outcomes for placement induction

The placement induction experience is designed so that you begin to explore and develop classroom/workshop management skills, to examine your subject specialism as a context for learning and to develop an understanding of how learners learn, with reference to your chosen subject. Collaborative teaching is an essential element of your placement. Your subject mentor will work with you, providing you with opportunities to try out skills in a safe environment, planning parts of lessons and evaluating performance. By the end of this phase, you should have an understanding of the kind of planning needed to produce a sound lesson. The focus of this initial period on placement will be to address the following key themes:

- **Knowing your college** - what sort of college are you in? What are the key priorities for the college?
- **Safeguarding and learners' wellbeing** - what does this mean and who is responsible for safeguarding and well-being in your college?
- **Professional values and attributes** - how are high expectations and professional values communicated in the classroom/workshop? Are they addressed differently across the college?
- **Meeting individual needs and inclusive environments** – how are the needs of individuals met - including SEND and Speakers of Other Languages? How do tutors create inclusive learning environments?
- **Teaching strategies** – how and why might knowledge of a variety of teaching styles and methodologies be of use to the tutor?
- **Behaviour** - how do tutors promote positive behaviour in the learning environment? What strategies do they use to motivate learners?
- **The nature of good teaching** - what are the characteristics of good lessons in your subject area?

Subject mentors will provide an induction to the department, schemes of work, assessment and recording procedures and resources. They will also help you to make sense of your

observations. You will work in collaboration with your mentor and thus gain some experience of working as part of a team.

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 college. 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 important.

Full attendance is compulsory but if for any reason you are absent during the placement you should contact your subject mentor, university tutor and the course administrator. Please refer to the PGCE FE Course Handbook and the Code of Conduct for further details (both are available on Blackboard).

The Pattern of the Placement

The first 3 weeks of placement will be negotiated with your subject specialist mentor (SM). Following the induction, as a rule, you should have an average of 10-12 hours of teaching experience weekly moving from collaborative working to solo teaching and other contact activities. This is a broad guide and will vary for each trainee.

You need to record and verify a **minimum of 150 hours** in a full teaching role where you have responsibility for planning, delivery and assessment. Additionally, you need to record a minimum of **100 hours of additional duties** (enrichment, curriculum planning and wellbeing interventions, open events etc.).

All experience is generally valuable and adds to your knowledge, skills and professional understanding and we encourage you to maximise these practice opportunities.

Induction Observation Tasks

There are many approaches to lesson observation depending on purpose. Here are some examples:

- General, open observation often using field notes to record general observations
- Observing parts of lesson – beginnings and endings
- Observing specific techniques lessons – e.g. demonstrations, starter/plenaries etc.
- Observing interactions – tutor/learners; learner-learner; specific communication functions (questions, explanations, instruction, behaviour management)
- Observing delivery of particular topics
- Observing specific learners

Each of these may require an adapted format to record and provides a rich source of data to help you gain understanding and awareness of your setting, learners, subject and pedagogy.

Tip: At this stage of your placement, you should make general notes of observations using the task semi-structured template provided. Your notes should provide a record of your observations, discussions and reflections.

As a matter of courtesy, you should explain to the tutor/group concerned what you are doing. It can be unsettling for the tutor/learners to have someone making notes without knowing the purpose. Tutors are usually happy to discuss lessons – make use of this additional data. The outcome of observations should focus on non-judgemental reflection.

As you progress into the Developing and Progressing phases of your placement, you will have opportunities to conduct targeted observations depending on your context and professional development needs (see O’Leary, 2020).

Reference

O’Leary, M. (2020) *Classroom Observation (2nd ed)*. Abingdon: Routledge **e-book**

Task 1 - The Setting Profile

Prepare a profile of your college/organisation using the tables and subheadings below: you will need to access the setting website; Ofsted data and have discussions with your mentor and, possibly, other staff.

1.1 College website

Visit the college website

- How is the curriculum information organised on the website (types of provision, groups of subjects)
- What is the mission statement of the college and what are its strategic priorities?
- How is the college governed?
- What are the topics being promoted by the college? What image of the college does this present?

1.2 Latest Ofsted Report

The setting's latest Ofsted report – <http://reports.ofsted.gov.uk/>

Summarise the report in the box below. Compare the most recent report with the one before it.

Identify key strengths of the college

Key areas for improvement

1.3 Opportunities & Challenges for the College

In discussion with mentors and other staff explain how this profile impacts on the work of the college. What are the college's particular challenges and opportunities?

1.4 Fundamental British Values (FBV) & PREVENT

How is the Prevent Agenda addressed? How is FBV promoted in the college, in the classroom, and in learner support services?

1.5 Equality, Diversity, and Inclusion

In discussion with mentors and other staff explain how equality, diversity and inclusion are valued and promoted in the setting as a whole, in the classroom and in the learner support services.

1.6 Support Services

In discussion with your mentor, list the names and role/responsibilities of other colleagues in the setting from whom you should seek information and advice to safeguard and promote the well-being of learners.

1.7 Records and Systems

What systems are used to collect data and what records are kept? Consider the software that is used. What information is collected and why is it needed? How are/is...

CPD and annual leave booked?	
progress of students monitored?	
learner/staff absence recorded?	
library services accessed?	
learning delivered online?	
learning support needs and services assessed and monitored?	

Task 2 – Observation 1 – observe an experienced teacher in your subject*

Teacher / Lecturer:
Subject Group & Level:

	What I saw
OLD Was prior learning recalled? How?	
NEW How did the teacher present new information to the students?	
DO What did the teacher ask students to do to practice their new learning?	
REVIEW How did the teacher get the students to link their understanding with previous learning?	
CHECKS FOR UNDERSTANDING How and when did the teacher check student understanding?	

What would you like to research / discuss as a result of this observation? Any other comments?
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*If the learners are working to individual learning plans, choose 3 learners to track and split the **What I saw** column into 3 columns

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Task 3 – Target Setting

From your placement experience to date, what are your top 3 targets for the next few weeks as you prepare for teaching (for example, more observations; resource development; curriculum planning). Add these to your personal targets page in PebblePad.

Target 1

Target 2

Target 3