### Initial Teacher Education

### PGCE Secondary School Direct

### Student Teacher and Mentor Handbook 2020-21

***Developing Outstanding Teachers in an Outstanding Partnership***





***In partnership with:***

 **** **** ****

 ****   All Saints, York

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Welcome

To protect your safety, and following public health guidance, we’ve made adjustments for the 2020-21 academic year. Details are available on the website.

Welcome to the PGCE Secondary Programme. You are about to embark on a stimulating and fascinating year which is intense but hugely rewarding. The programme endeavours to provide skills, knowledge and experience to ensure that young people in our schools are taught by outstanding teachers.

It should be noted that those undertaking a PGCE programme are generally referred to as either ‘trainee teacher’ or ‘student teacher’. Within York St John University Initial Teacher Education Department the term ‘student teacher’ is now commonly used. Please be aware that different documents, particularly external documents, may use either of these terms.

Vision and Values

York St John University’s heritage is anchored in teacher training and education. York St John established in 1841, developing into a teacher training college and later a university and has a successful history of educating and training outstanding student teachers. We have a strong record of contributing to our local and national teaching community. We strive for our graduates to become transformative professionals as they enter the teaching profession and many of our graduates are now mentoring current student teachers within our partnership schools and are in leadership positions.

Our PGCE Secondary programme is committed to developing education and training that is current and relevant and that provides excellent opportunities for student teachers to develop their knowledge and understanding of their subject and wider educational issues. This will ensure you are equipped to be outstanding teachers and leaders with both a strong subject and wider professional identity.

The PGCE Secondary programme is underpinned by a strong vision for teacher education and values that reflect those of both the University and School of Education, as follows:

* Engendering a culture of solidarity and trust
* Supporting intellectual curiosity and intellectual generosity
* Respecting difference and diversity and challenging prejudice
* Working with integrity towards equality, inclusion and social justice
* Fostering communities of human flourishing and personal improvement
* Developing vibrant partnerships build on mutual respect, care and collegiality
* Enabling autonomy and independence of thought in contexts of change and uncertainty

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Everything you do on the programme should impact on your personal and professional development and have a subsequent impact on pupil progress.

Aims

The key aim of the PGCE Secondary programme is to deliver a high quality current and relevant programme of training that equips you with the professional knowledge, understanding, skills and attributes that you need to become outstanding teachers and leaders in our local and national secondary schools.

Working in partnership with schools, the programme aims to:

* Develop high academic and professional standards for new teachers entering the profession underpinned by the development of ‘principle-based’ values
* Provide a high-quality experience of Initial Teacher Education within the partnership that fosters retention and a commitment to on-going professional development
* Integrate theory and practice throughout the programme to support professional learning, subject knowledge and pedagogy
* Promote the intellectual and professional development of student teachers through engagement with current research and policy in teaching and wider education
* Develop student teachers as independent researchers who are able to critically engage and influence their professional community
* Enable student teachers to become skilled, creative, reflective and transformative professionals equipped to take responsibility for the progress of all children and young people
* Provide an enriched curriculum that enables students to meet the statutory requirements of the Teachers’ Standards whilst providing opportunities to set these within a wider educational context

The programme will enable you to demonstrate competencies in the standards outlined in the DfE (Department for Education) Teachers’ Standards 2012.

In addition to the above we aim to help you maintain a good sense of humour which we believe is an essential characteristic for a teacher in the 21st century.

We look forward to congratulating you on your successful completion and award of Qualified Teacher Status next July. Before then there is much to achieve and we are here to assist you through the process, ensuring that it is an enjoyable and meaningful one.

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PGCE Secondary School Direct Course Calendar 2020/21

**(all subjects/alliances)**

\*Please note that individual alliances may have additional sessions – these are detailed on your alliance timetable\*

\* Pathfinder teaching school alliance follows a slightly different placement pattern\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key induction and introduction weeks | School experience Introduction phase | School experience Development phase | School experience Consolidation phase | Enrichment |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Week | Date (wb) | Mon | Tues | Wed | Thurs | Fri | Teaching timetable |
| 1 | 07 September 2020 | Induction week – university (Thursday in base schools) |  |
| 2 | 14 September 2020 | Introduction week – university (Thursday in base schools) |  |
| 3 | 21 September 2020 | School Experience (SE1)(except Wednesdays which are for academic sessions/study) | Observation with some starters/plenaries.Begin teaching from 12th October |
| 4 | 28 September 2020 |
| 5 | 05 October 2020 |
| 6 | 12 October 2020 |
| 7 | 19 October 2020 |
| 8 | 26 October 2020 | Half term |  |
| 9 | 02 November 2020 | SE1(except Wednesdays which are for academic sessions/study) | Gradual build up to 40-45% (approx 10 lessons per week) |
| 10 | 09 November 2020 |
| 11 | 16 November 2020 |
| 12 | 23 November 2020 |
| 13 | 30 November 2020 |
| 14 | 07 December 2020 |
|  | 14 December 2020 |
|  | 21 December 2020 | Christmas break |  |
| 15 | 28 December 2020 |
| 16 | 04 January 2021 | Study days (Mon-Wed) | Second school (Thurs-Fri)\* |  |
| 17 | 11 January 2021 | Development and Enrichment week incl. Diversity |  |
| 18 | 18 January 2021 | School Experience 2 (SE2) | Observations +gradual build up to 40-45% (approx.. 10 lessons per week) |
| 19 | 25 January 2021 |
| 20 | 01 February 2021 |
| 21 | 08 February 2021 |
| 22 | 15 February 2021 | Half term |  |
| 23 | 22 February 2021 | SE2 continued |  |
| 24 | 01 March 2021 |
| 25 | 08 March 2021 | School Experience 3(except Wednesdays which are for academic sessions/study) | Gradual build up to 60% by Easter break (approx. 13 lessons) |
| 26 | 15 March 2021 |
| 27 | 22 March 2021 |
| 28 | 29 March 2021 | Easter break \*\*Leeds schools 2nd – 16th April\*\* |  |
|  | 05 April 2021 |
|  | 12 April 2021 | SE3 continued |  |
| 29 | 19 April 2021 |
| 30 | 26 April 2021 | School Experience 3- Consolidation(except Wednesdays which are for academic sessions/study)(May bank holiday 3rd May) | Gradual build up to 75-80% (approx. 16 lessons) |
| 31 | 03 May 2021 |
| 32 | 10 May 2021 |
| 33 | 17 May 2021 |
| 34 | 24 May 2021 |
| 35 | 31 May 2021 | Half term |  |
| 36 | 07 June 2021 | SE3 consolidation |  |
| 37 | 14 June 2021 | School based enrichment week |  |
| 38 | 21 June 2021 | University based enrichment week |  |
|  |  | Independent transition to jobs |  |
|  |  |

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Key partnership contacts

It is usual practice for staff (including mentors) to only respond to emails during normal working hours. In rare instances, staff may respond outside of normal working hours due to differing working patterns.

\*Please note that due to COVID-19 subject staff will mostly be working from home and will not be in the office to answer phone calls regularly. Please use the email contact provided\*

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Telephone** | **Email** |
| Emma Thraves-Ferguson | PGCE Programme lead | 01904 876294(Please note I am working from home until January) | e.thraves-ferguson@yorksj.ac.uk |
| Keither Parker | Associate Head of School: Education | 01904 876341 | k.parker@yorksj.sc.uk |
| **Administrative and support staff:** |
| Mike Polson | Student Placements Administrator | 01904 876373 | placements@yorksj.ac.uk |
| Amanda Cartridge | ITE Admin Team | 01904 876865 | School.DptITE@yorksj.ac.uk |
| Liz Newson | ITE Admin Team | 01904 876687 | School.DptITE@yorksj.ac.uk |
| Clare McCluskey-Dean | Academic Liaison Librarian | 01904 876324 | c.mccluskey-dean@yorksj.ac.uk |
| **PGCE Secondary Subject staff:** |
| English | Jane Collins  | N/A | j.collins@yorksj.ac.uk |
| Mathematics | Kate Rome | N/A | c.rome@yorksj.ac.uk |
| Sciences | Katy Bloom | 01904 876155 | k.bloom@yorksj.ac.uk |
| Modern Foreign Languages | Alison Organ  | 01904 876879 | a.organ@yorksj.ac.uk |
| History | Gary CraggsKeither Parker | N/A01904 876341 | g.craggs@yorksj.ac.ukk.parker@yorksj.ac.uk |
| Geography | Helen BanksRob Claughton | N/A | h.banks1@yorksj.ac.ukr.cloughton1@yorksj.ac.uk |
| Religious Education | Emma Thraves-Ferguson | 01904 876294 | e.thraves-ferguson@yorksj.ac.uk |
| Music | Doug Elliot | N/A | d.elliot1@yorksj.ac.uk |
| Drama | Beth Pelleymounter Emma Thraves-Ferguson | N/A | b.pelleymounter@yorksj.ac.uk |
| Physical Education | Ruth Matthewson | 01904 876194 | r.matthewson@yorksj.ac.uk |

**EborHope Teaching School Alliance (EHTSA)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Telephone** | **Email** |
| Brian Rock | ITT Lead | 01904 528661 | b.rock@hlt.academy |
| Joanna Coe | ESTA administrator | 01904 528661 | j.coe@hlt.academy |

**White Rose Alliance (WRA)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Telephone** | **Email** |
| Jo Jones | Director of White Rose Alliance | 01423 866061 | jojones@king-james.n-yorks.sch.uk |
| Sue White | WRA Administrator | 01423 866061 | suewhite@king-james.n-yorks.sch.uk |

**Macmillan Teaching School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Telephone** | **Email** |
| Amy Tumulty | Director of teaching school | 01642 800800 | a.tumelty@macademy.org.uk |
| TBC | Administrator | TBC |  |

**Pathfinder Teaching School Alliance (PTSA)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Telephone** | **Email** |
| Andrew Young | Head of Teaching School  | 01904 411341 | ayoung@archbishopholgates.org |
| Linsee Thompson | Teaching School Administrator | 01904 411311 | reception@pathfinder-education.co.uk |

**Campus Stockton Teaching School Alliance (CSTSA)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Telephone** | **Email** |
| Chris Aitkin | Director of teaching school | 01642 783 253 (Ext. 181) | caitkin@stocktonteachingalliance.org.uk |
| Catherine Dutson | Administrator | 01642 783 253 (Ext. 181) | cdutson@stocktonteachingalliance.org.uk |

**All Saints Teaching Alliance**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Telephone** | **Email** |
| Steve Sandwell | Director of teaching school | 01904 647877 | s.sandwell@allsaints.york.sch.uk |
| Kate Vernon-Rees  |  | 01904 647877 | k.vernon-rees@allsaints.york.sch.uk |

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|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Topic** | **Relevant administrator** | **Programme Lead PGCE Secondary** **and****Director/Coordinator of TS**  | **Academic Tutor** | **Subject Module Director/tutor** | **Link Tutor**  | **School Based Mentor(s)**  | **Other/notes** |
| Notification of absence from school | **✓** | **✓** |  |  | **✓** | **✓** |  |
| Notification of absence from academic input - Wednesdays | **✓** | **✓** |  | **✓** |  | **✓** |  |
| Questions about required or missing course documents | **✓** |  |  | **✓** |  |  |  |
| Questions about required or missing Moodle modules | **✓** |  |  | **✓** |  |  |  |
| Questions about required or missing school experience documents | **✓** | **✓** |  |  |  |  |  |
| Submission and release of assignments | **✓** |  |  | **✓** |  |  |  |
| Questions about the requirements of an assignment |  | **✓** |  | **✓** |  |  |  |
| Request for mitigating circumstances | **✓** | **✓** |  |  |  |  |  |
| Arrangement of school placements |  | **✓** |  |  |  |  |  |
| Difficulties or issues with school experience | **✓** | **✓** |  |  | **✓** |  |  |
| Requests to take time out  |  | **✓** |  |  |  |  |  |
| Discussion of personal issues or problems Support, financial support, disability assistance, counselling | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | YSJU Student Information Desk**SID@yorksj.ac.uk** 01904 876477 |
| IT problems (e.g. problem with accessing university email or Moodle) |  |  |  |  |  |  | YSJU Fountains service desk**ile@yorksj.ac.uk**Text **ASK** and your question to **81025**01904 876696 |
| Financial issues (e.g. with loans or bursaries) |  |  |  |  |  |  | YSJU Student Funding **fundingadvice@yorksj.ac.uk**01904 876939 |
| Change of name or address | **✓** |  | **✓** |  |  |  | YSJU Student Records**studentrecords@yorksj.ac.uk** 01904 876757 |

Who to contact for absence and programme queries

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The PGCE Secondary Programme

The Postgraduate Certificate in Education (PGCE) programme consists of two key academic modules and three school experience placements.

The two academic modules relate to Professional Studies (PS) and Subject Studies (SS) and both are at master’s level.

Through the academic modules and school experiences you will develop your expertise and understanding of both the curriculum and wider educational issues that are impacting on schools today. You will consider how educational theories underpin professional practice.

|  |
| --- |
| **Academic Modules** |
| **Subject Module:****Learning and Teaching in Subject Studies** Level 7 (M Level)30 credits | **Professional Module:****The Developing Professional**Level 7 (M Level)30 credits |
| **Total 60 credits at M level** |
| **School Experience Modules** |
| **School Experience 1 (SE1)** | Autumn term |
| **School Experience 2 (SE2)** | Spring term |
| **School Experience 3 (SE3)** | Spring/summer term |
| All SE modules are pass or fail –student teachers are required to satisfactorily complete each SE with completed documentation.  |

Information on assessment – for both school experience and academic modules – can be found in the Assessment Handbook.

All student teachers will be registered for the PGCE, with the expectation that they will achieve that award. There is an alternative award for those who are not able to demonstrate the Level M learning outcomes. The Professional Graduate Certificate in Education with QTS (ProfGCE) will recognise the achievements of student teachers who have been unable to demonstrate the Level M learning outcomes but have met those specified for Level 6 and achieved the DfE standards for QTS. Both programmes will lead to the award of QTS once all modules are completed successfully.

The curriculum in schools has been through a period of rapid change, much of which has offered exciting opportunities for the development of learning in the 21st century. All student teachers need to be fully aware of changes and developments to the curriculum in their specific subject area.

This programme is designed to help student teachers manage variety and change, in addition to helping them develop the necessary practical competencies to be an effective teacher. Individual needs and school requirements will be taken into account. You will be asked to complete a CV and a subject specific audit in order to help the partnership to plan suitable placement experience as well as appropriate seminars and reading.

Reading is an essential part of your PGCE programme. An understanding of current research in your subject and general educational issues will support your growing understanding of the classroom. It will also enable you to place the departments that you have experience of into the wider educational context. In addition it will aid your developments as a reflective practitioner as well as providing practical teaching and learning activities. Links to reading lists are in the assessment handbook.

There is a programme of sessions for each secondary subject area and this provides an outline of the focus of each session and learning objectives.

**Programme Participation\***

The PGCE is a full-time professional programme. Full attendance is expected in all aspects of the programme. Leave of absence will not be given for other courses or holidays. If unable to attend an academic/university session a student teacher must contact the Course Lead, the School Administrative Unit and inform the tutor whose session they are missing. The Teaching School Lead should also be informed.

Student teachers are expected to make a professional commitment to schools during the periods of school experience and are required to complete the attendance record in the profile document.

If illness or serious mitigating circumstance prevents a student teacher from attending school during a school experience:

* the student teacher **must** inform the professional mentor in school 30 minutes before lessons begin on the day in question (however the student teacher must check their school staff absence procedures);
* the student teacher **must** inform the Teaching School Lead and Course Lead on the same day; and
* this procedure should be repeated on any subsequent day(s) of absence from school and, if absence persists for three days or more due to illness, a medical certificate **must** be provided for the Professional Mentor and a copy sent to the Teaching School Lead. **It is the student teacher’s responsibility to ensure that School and University/Teaching School are informed of the nature and extent of the absence.**

If a student teacher has missed any school days the missing days may need to be added to the end of the programme in order for the mentor to have enough evidence to make their judgement and to comply with the legal number of days a student teacher must spend on the programme. All student teachers must ensure that the attendance record for autumn and spring/summer (on Abyassa) is up to date at all times.

Full attendance and punctuality is expected for all elements of the programme. Education is not just listening: it includes participating and being responsible – in partnership with others – for the success of the programme. It is important that you critically engage with all aspects of the programme to support your learning and development. If it is considered you are not fulfilling this responsibility a case consultation may be called, and subsequently a standards review. Ultimately, the university has the right to reduce marks or to fail student teachers where programme participation has not been satisfactory.

Whenever absence is unavoidable, student teachers are obliged to inform tutors/mentors, in writing and in advance if possible, and to provide medical documentation where appropriate. Good communication with mentors/tutors is essential.

\*In light of the current circumstances surrounding COVID-19, York St John will operate in line with DfE guidance relating to any absence which is linked to self-isolation. The Programme Lead will be notified of all absences and will liaise with the Associate Head where appropriate.

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**Stages of skill acquisition in teaching – a guide for mentors and students**

It has been suggested that there are significant levels of skill acquisition which range from novice through advanced beginner to competent, then proficient and ultimately expert practitioner. The earliest that anybody can reasonably expect a new entrant to any profession to become proficient is after about three or four years. It seems appropriate to regard the first three levels of skill acquisition as the stages people undergoing initial training need to successfully complete before embarking upon employment as a professional.

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 of PGCE | Period of Initial Teacher Education | PGCE Introduction and Development PhaseSE1 | **A steady increase in timetable to 40%\* by the end of Term 1**Student teachers will be expected to be operating at the novice level characterised by the ability to carry out specific tasks in the classroom, prepared under direct supervision of an experienced teacher, in line with their agreed plan. At the end of this term, student teachers will be graded for this point in their training. |
| Term 2 of PGCE | Teacher Education | Development PhaseSE2 | **A steady increase in timetable depending on student teacher progression.**The advanced beginner level will be reached where student teachers’ ability to perform in the classroom will be more flexible but still needing close supervision. |
| By the end of Term 3 of PGCE | Teacher Education | Development and Consolidation PhaseSE3 | **A steady increase in timetable to reach 70-75% by the consolidation phase following the Easter break.**In the final few weeks of term three, student teachers will have consolidated their knowledge, understanding and skills and will move towards the transition phase. The central criterion for success at the end of term three will be that of competence at which point the student teacher will have acquired essential classroom skills, be able to cope with the normal pupil responses and have a conscious awareness of how specific units of learning contribute to the curriculum experience of pupils both at Key Stages 3 and 4 and for young people continuing their full time education beyond the age of sixteen |
| NQT (Newly Qualified Teacher)Years 1 to 3 or 4 | Full-time Professional Teacher | Transition to full time teaching | **Early Career Framework**Continuing support and professional development leading to RQT years |

\*40% of a full time teacher’s timetable

During the autumn and spring term student teachers will take on increasing responsibility for whole class teaching and by the consolidation phase of their training should be consistently teaching a 70 – 75% timetable.

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**Training phases**

The PGCE programme is structured in phases (Introductory, Developmental, Consolidation) and within each phase, student teachers are expected to reflect upon their learning and make effective links with curriculum and pedagogy through relating theory to practice. There is also an enrichment/transition phase to further support development and transition to your first teaching post.

In the case of this programme of initial training for the teaching profession, the first three levels conveniently match the current pattern of three terms in an academic year. It is recognised that student teachers will all have different levels of skills and experience and may proceed through the levels at different stages. The programme is adapted to meet individual needs and ensure that the individual training plan for all students reflects their specific needs and supports them in becoming an outstanding student teacher. For example, if a student teacher already has significant experience in the classroom they may begin whole class teaching much sooner than a student teacher who has less experience.

The programme is designed to enable student teachers to progress from the structured observation stage into teaching relatively quickly. Opportunities for sustained work with individual pupils and small groups of pupils will be particularly valuable in increasing your awareness and understanding of how children learn. Teaching in such situations will also provide you with opportunities to practice questioning, diagnosis and explanation. These activities provide a good introduction to organising, motivating and managing pupils in anticipation for the subsequent stages of team teaching and eventual progression to taking on responsibility for teaching a whole class.

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**Professional Studies** **School Based Core Sessions for SE1, SE2** and **SE3**

The following core (essential) activities are agreed for each placement. You will be expected to complete an evaluation of the core sessions at the end of autumn and summer. This will be on Abyassa.

|  |  |
| --- | --- |
| **Autumn (SE1)** | **Spring (SE2) & Summer (SE3)** |
| 1. Induction at base school/SE1

(expectations of working in the school, school tour, distribution of policies/procedures) | 1. Induction at second school/SE2

(expectations of working in the school, school tour, distribution of policies/procedures) |
| 1. Safeguarding – including a focus on e-safety and use of social media. Personal safety within professional environment. (Potential use of materials from CEOP – Child Exploitation and Online Protection Centre, for example social media and Prevent)
 | 1. Using data to support pupil progress
 |
| 1. General Data Protection Regulation (GDPR) – introduction and implications
 | 1. Pastoral Care 2: Communication with parents
 |
| 1. Assessment 1: focus on using prior attainment to support pupil progress (links to marking and assessment, target setting and tracking progress etc.)
 | 1. Assessment 2: focus on range of assessment strategies
 |
| 1. Pastoral Care 1: The role of the form tutor and the pastoral curriculum
 | 1. Inclusion – focus on EAL
 |
| 1. Classroom management(behaviour management and rewards policy, school routines/expectations etc.)
 | 1. Focus on post 16 curriculum – A’ level and various curriculum awards
 |
| 1. Inclusion: focus on differentiation for SEND and high attaining pupils
 | 1. Preparing for interview (job applications, interviews etc.) Writing a personal statement.
 |

Schools might also provide sessions that are:

1. pertinent to their specific school and
2. reflect School/Initial Teacher Education priorities.

Examples of these might include:

* Cross curricular areas
* Working with TA’s
* Lesson planning to meet the needs of all pupils
* Use of technology

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Teaching GCSE and BTEC

It is essential that mentors ensure a gradual development of GCSE/BTEC teaching wherever possible and this work includes practice in setting and marking both coursework and exam questions.

Mentors need to think carefully about how best to give access to GCSE/BTEC groups across the year as student teachers must have experience of teaching exam groups (in the early stages, with support from the mentor) Mentors should guide student teachers carefully and introduce them slowly and accurately to the demands of GCSE/BTEC teaching. A list of ways in which partnership schools manage to programme the development of exam teaching skills into their mentoring programme is shown below and mentors will probably have many other ideas:

* team teaching with mentors;
* researching a topic which mentors then teach;
* developing resources (using ICT) and then discussing how it worked;
* teaching, one to one, particularly bright, weak or socially excluded groups;
* setting up an internet research lesson for all or some of the group;
* setting up a lesson for mentors which involves use of artefacts/props;
* setting questions (open and closed) for use with a video and then debriefing in terms of how effective the questions were;
* running a study day for mentors;
* marking work according to grade criteria;
* working with student teachers to help them learn how to take notes, read and extract information from a text, handle bias in sources, work with primary and secondary sources, etc;
* setting up and running the ‘stimulus’ part of the lesson;
* finding out and using six different ways to have a group discussion – and evaluating the success of each; and
* teaching whole lessons.

Mentors should always look carefully at early lesson plans for teaching GCSE, BTEC and A-Level produced by the student teacher (as well as any other class) and always make sure they evaluate their teaching with you.

**Teaching Post 16 qualifications**

This programme is an 11-16 programme with 16-19 enhancement. Schools will have differing qualifications at post 16 which may include A-levels and BTEC.

Student teachers therefore must be given some experience of post 16 settings including observation, teaching, setting work for and assessing programmes. Below is a (not exhaustive) list of ways in which partnership schools have managed, to give student teachers experience in post 16 teaching:

* team teaching with the mentor;
* teaching whole lessons, but with class teachers there to field discussion or very complex questions related to the exam syllabi or ‘what’s expected by the examiners’;
* being the ‘other side’ in a formal class debate;
* producing concentrated notes for the class in order to mutually improve their subject knowledge;
* speaking to pupils about their own experience of studying their subject at University;
* producing vocabulary lists of technical terms;
* producing a display;
* micro teaching, e.g., teaching a ten minute slot;
* teaching pupils how to write a good essay/take good notes/read effectively from dense texts or memorise effectively for an examination;
* teach student teachers to write conceptual maps of each topic they teach – and to identify key facts, concepts and exam constraints which can them determine their task setting and assessment in the class; and
* ask student teachers to teach specialist areas of their own; some are real experts in their fields – it is important to allow student teachers to use their very real expertise, not just feel disabled by what they (inevitably) don’t know.

One of the biggest problems student teachers seem to have early on is in grasping that they have to work according to set syllabi and set grade criteria, not according to their own ideas about a topic. Please could you ensure that they have copies of the relevant syllabuses and of set grade criteria. Also that they don’t start to teach programmes without understanding basic things like ‘What examination Board are we working with?’; ‘What sort of questions does this Board set?’; and ‘What does the grading system mean in this Board’s terms?’ etc.

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Becoming a teacher and being part of a profession

**Professionalism**

You are now part of the teaching profession as you embark on the PGCE, a programme of initial teacher education. As outlined in the professional teachers’ standards it is expected that you demonstrate consistently high standards of personal and professional conduct.

As part of this it is expected that you will be:

* Prepared to take responsibility for yourself and your actions and consider and understand the impact your actions can have on others
* Passionate and knowledgeable about your subject with an understanding of your wider professional role (for example, PSHE and pastoral role)
* Committed to having high expectations of yourself and determined to being the best teacher you can be
* Committed to having high expectations of all the pupils and to raising their educational achievement
* Committed to being reflective and open to advice, taking appropriate action to ensure your own professional progress and the progress of pupils
* Willing to work as part of a team and be co-operative and willing to both support and be supported. You are both a learner in a school and a student teacher. It is important that you collaborate with your new school colleagues and with other student teachers in a practical way and be self-motivated
* Willing to disclose any disability or additional need that might affect your progress so that appropriate support can be put in place
* Mindful of professional communication and the way you present yourself. This includes considering the way you write emails as well as responding to them in a timely manner, talk on the phone, speak to staff and pupils and the way you dress. You should use your YSJU email address at all times when communicating with tutors and schools. You should be in professional dress when on school placements.
* Mindful of your use of social media and the potential impact of your digital footprints
* Committed to following school policies and protocols.
* Willing to engage to a high level with all elements of the programme with a positive and open mind.

GDPR regulations relate to data protection. Schools will provide information to you regarding their implementation of these regulations. Please make yourself familiar with the general regulations by reading and watching the following links:

[GDPR video](https://www.youtube.com/watch?v=4yPxs4D9u_c)

[UKEdChat FAQ’s](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=26&cad=rja&uact=8&ved=2ahUKEwjluJip_dHjAhUVonEKHUWWCuc4FBAWMAV6BAgFEAE&url=https%3A%2F%2Fukedchat.com%2F2018%2F09%2F17%2F10-gdpr-questions-answered%2F&usg=AOvVaw18-P_gB0XHqHzmOxoZdkUX)

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Transition from student teacher to newly qualified teacher

**Applying for teaching roles and requesting a reference**

Support is given for applying for roles from mentors and schools and university tutors and the YSJU careers team. ***When applying for jobs you must give the names of the PGCE Programme lead/Director of Teaching School as the main reference and then the school Subject Mentor as a second reference.*** Ensure that you discuss this with your school mentor so they know to expect a reference request. Whilst you should give the names of the PGCE Programme lead/Director of Teaching School as your first reference you should not use their email addresses. **The request should be sent to** **itereferences@yorksj.ac.uk** **where it will be dealt with as a priority.** This is important as if it goes directly to the PGCE Programme lead/Director of the Teaching School and they are out of office there could be a delay in processing your reference. The Course Lead will liaise with the Director of the Teaching School to write your reference for School Direct programmes.

**Interviews**

Schools will work with student teachers to release them from timetable for job interviews when applicable. However, student teachers must be prepared to give the school as much notice as possible prior to the interview day and supply details (place and time) to the Professional Mentor as well as the Subject Mentor.

**You have a professional responsibility to liaise with your mentor about the setting of work for classes you have responsibility for whether your absence is due to illness or interview.**

**Career Entry and Development Profile**

This reflects progress made during the PGCE and identifies targets for the NQT year. It is the student teacher’s responsibility to complete the relevant sections of the document and information will be given on how to do this. The CEDP grows out of the process of review and target-setting which underpins the Teaching Standards Profile document and as such is securely based upon experience, progress and achievements.

**NQT support**

As an NQT you will have access to the NQT area of the YSJU website where relevant resources will be added to offer continued support as you begin your first teaching role. You can also expect to be contacted about the progress you are making and NQT events. Ideas from NQTs about the type of support they would benefit from is warmly welcomed.

<https://www.yorksj.ac.uk/schools/education/initial-teacher-education/resources-and-documents/>

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Roles and responsibilities across the partnership

Whilst on school experience student teachers will be visited periodically by university tutors. These ‘link tutor’ visits will be co-ordinated through the school’s professional mentor and/or subject mentor and under normal circumstances about one week’s notice will be given to the school. It is expected that school mentors will inform each other and the student teachers. Link tutors will expect to see examples of planning and records of school-based activities; on days when tutors are expected to visit, student teachers should ensure that they have the relevant documents with them in school. These documents may be a combination of paper and electronic files. Link tutors have a quality assurance role, moderating across the schools in the Partnership and thus may visit schools and not necessarily visit student teachers on every occasion

During the autumn term there are normally two link tutor visits to the school. The first visit is a quality assurance visit to discuss how the student teacher has settled in etc. and to ensure everything is in place. Depending on the circumstances, this visit may be conducted via emails and phone calls. The second visit is to undertake the shared lesson appraisal with the subject mentor. During the spring/summer terms there are normally two link tutor visits. The first is to undertake lesson appraisals with the subject mentor and the second visit is the quality assurance visit to discuss progress, level of achievement and targets for the remainder of the consolidation period.

**The role of subject mentors:**

A mentor is a suitably experienced teacher who has formal responsibility to work collaboratively within the ITT partnership to help ensure the student teacher receives the highest quality training.

Mentors have a crucial role to play in supporting student teachers during their ITT through to successful teacher accreditation and beyond the early stages of their careers.

An effective mentor sets high expectations for pupil achievement, models high-quality teaching, and acts as an ambassador for the profession. ITT providers that have invested in effective mentoring will support student teachers to become high-quality teachers, and build their resilience so that they are more likely to remain in teaching once their initial training is complete.

Head teachers and providers have a key role to play in the selection, monitoring and on-going support and training for mentors.

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**The role of professional mentors:**

The role and title of professional mentors may differ from school to school but they are generally responsible for the following areas in relation to student teachers:

* They are the **point of contact** for student teachers on wider school/professional issues.
* They provide a **programme of professional development for student teachers**. These might be weekly after school sessions on key areas like those indicated in the agreed core sessions. Exemplar programmes are available for professional mentors to use if needed. These should not be considered ‘one off’ sessions and learning from these sessions should be followed up. For example, professional mentors might identify follow up tasks from the weekly learning. Student teachers should consider how the learning from a session and follow up activity has supported their professional development and professional practice as well as impact it has had on pupil progress (if appropriate). This should be recorded on Abyassa.
* They provide a bespoke programme for a student teacher with specific difficulties.
* Following the end of the programme of professional development (in some schools these may go on up to the start of the summer term) professional mentors maintain contact with student teachers (either as individuals or in groups) to ensure they are meeting targets etc and are been well supported during the consolidation period of their training.
* They are responsible for the quality assurance of the team of subject mentors in the school. Professional mentors may provide additional training for mentors. They will support mentors to ensure consistent practice in mentoring and tracking of student teacher progress etc. and to identify points in the training when student teachers may need additional support. Professional mentors should also support subject mentors with any student teacher causing concern.
* They will liaise with link tutors where necessary – whilst link tutors generally do shared lesson appraisals with the subject mentor the professional mentor should try to meet briefly the link tutors where possible to discuss overall progress of the student teacher.

**The role of External Examiners:**

A selection of student teachers will be visited whilst on their teaching experience by an external examiner. Some student teachers may be interviewed about their school experience documents and written coursework as well as their experience whilst on teaching placement.

In common with other UK institutions, York St John University appoints external examiners for all of its higher education programmes. External examiners are impartial, independent individuals from beyond the University who help to assure the standards of our awards and the robustness and fairness of our assessment processes.

The external examiner for the PGCE Secondary programme is Dr Steven Puttick who has had experience of leading a PGCE Secondary Programme at Bishop Grosseteste University. Subject specialist external advisers support him. Further information about the University’s external examining systems is available at: <https://www.yorksj.ac.uk/registry/quality-gateway/external-examiners/>

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Support for mentors/school staff and student teachers

Teacher Education is most successful when it occurs within a framework of partnership and trust. Student teachers will have dealings with significant groups/colleagues in each of the three terms of their year of study. There will be university tutors for their chosen subject and experienced teachers of that subject in schools; there will also be University and school based tutors for Professional Studies and experienced teachers responsible for whole school and pastoral matters. For ease of reference they will be identified as **Subject Tutor** and **Professional Tutor** in University and **Subject Mentor** and **Professional Mentor** in schools. When the university tutors visit the school placements they are referred to as **Link Tutors.**

The successful operation of the secondary partnership depends upon all tutors and mentors being aware of the roles and responsibilities of all the other members of the partnership both in schools and in the University. School mentors should expect to support other colleagues within the partnership by exchanging information about both individual student teachers’ progress and about content of their own input to the student teachers’ development programme.

Mentors and university tutors should have opportunities to discuss specialist subject training and to exchange ideas/share effective practice and to further support consistency across the partnership. Professional mentors and the course lead should also have opportunities to meet to develop the Professional Studies programme of training, liaise about the implementation of the programme as a whole and to develop the systems for monitoring student teachers’ progress towards the attainment of the DfE Teachers’ Standards. The secondary steering group is made up of school and university staff and meets several times a year to support strategic developments of the programme.

Acceptance of student teachers to be attached to a school is taken as acknowledgement by the school that school mentors will undertake the various roles set out on the following pages. It is clearly important for each party to know what roles are assigned to and expected of all the other parties and to be clear what support they can draw on to support their role.

With this particular pattern of initial teacher training there are multiple members of the profession with responsibility for supporting the progress of the student teacher. The adherence to the agreed programme of activities and meticulous completion of the required documentation is essential to ensure coherence for the student teachers and assurance for the profession that those the partnership recommends for membership do meet the high standards rightly expected by government and society as a whole.

When planning their contribution to the student teachers’ initial teacher education it is important that school colleagues distinguish between the **school based learning** they offer to student teachers by way of tuition, feedback and guided reflection on teaching and learning in schools and the explicit opportunities they plan for student teachers to work with pupils.

**Mentor training and development:**

Being a mentor on the PGCE Secondary programme is an important role. As well as being a crucial role in the development of our future teachers there are also important professional development opportunities afforded by involvement in initial teacher education. As part of the Partnership Agreement all mentors are expected to attend the relevant mentor training and development meetings hosted across the partnership. This is to support the sharing of information and effective practice and also enables mentors to keep up to date with programme requirements and to participate in programme development. This ensures that the programme of study developed for student teachers is both current and reflects local as well as national requirements. These meetings offer a further opportunity to liaise with other mentors and university staff to offer mutual support and ensure full understanding of the expectations of the programme.

The university provides mentor training on an annual basis. New mentors are expected to attend this and existing mentors are expected to attend the training and development meetings throughout the year. There is a 3-tier approach to mentor training and development. Firstly there is an opportunity for mentors to attend the regular meetings. Secondly if mentors cannot attend this a member of the university staff will arrange to visit the alliance/partnership school to deliver training if this is deemed necessary. Thirdly university staff will work with professional mentors to support those mentors who were not able to attend.

It is also important to recognise that other school staff are involved in the training of student teachers. For example the mentor may arrange for the student teacher to take over the classes of another member of staff in the department as part of their timetable. These **‘host teachers’** will also be given opportunities for training to ensure consistency of provision and expectations and can attend meetings as appropriate.

**Additional guidance on debriefing student teachers following an observation**

The following examples of good practice have been distilled from a variety of sources, including previous mentors’ meetings. They are not meant to be prescriptive or exhaustive, but may be helpful, particularly to new mentors.

1. Arrange a quiet and private place for feedback with a suitable amount of time available.
2. Positive manner – eye contact, body language, smile.
3. Start by thanking the student teacher, and finding something to praise.
4. Don’t just read through your notes.
5. Don’t just ask, “How did you think it went?”
6. Keep questions open-ended, e.g. “I’m not sure why you did this the way you did. Can you explain?” or “How did you feel the learners coped with the listening activity?”
7. If the student teacher is very self-critical, make him/her find a strong point, e.g. “What was good about your classroom management?”
8. Stick to fact rather than opinion, drawing as much as possible on learners’ reactions, e.g. “They could not do the role-play very well – what do you think was the problem?” “How could you change it?”
9. Let the student teachers “self-assess” as much as possible – be a listener and a facilitator.
10. Reference comments to the QTS Standards when giving structured feedback, as you will wish to write the student teachers’ progress reviews against them.
11. When offering alternative approaches, give the student teacher choices, e.g. “Instead of that, you could have done either X or Y – which might be better?” Avoid comments such as “I would have done it this way”.
12. Refer student teachers to lessons/techniques/strategies they have seen you or other people adopt. Ask how the next lesson might look, i.e. look back and ahead.
13. Allow the student teacher some freedom to develop his/her own teaching style without imposing your own.
14. Make student teachers conscious of learners’ learning as well as of their own teaching. Ask the student teacher to identify the part(s) of the lesson where most learning occurred.
15. Offer some targets for progress. Link to standards.
16. Ensure the student teacher takes a few notes for further reflection later. Make sure the student teacher completes the lesson evaluation section of the lesson plan form after the debriefing session. Ask to see what she/he has written.
17. Don’t expect the student teacher to be perfect – admit to some of your own shortcomings, and if you learn a good idea from a student teacher then say so, e.g. “I like the idea of…”
18. Correct errors or gaps in student teachers’ subject knowledge sensitively. Direct them to further reading / sources where appropriate.
19. Encourage student teacher to ask you questions.
20. Be honest, but also sensitive to student teachers’ feelings and their self-confidence.

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Formal procedures to support mentors/school staff and student teachers

The Draft Additional Support Handbook on the website has guidance for dealing with school experience problems and student teachers causing concern. However, there is a professional responsibility to inform the university and teaching school, where appropriate, if there are any issues that might impact on progress on the programme.

**Criminal Convictions and Formal Cautions:**

If a student teacher is unfortunate enough to be either arrested; under investigation; charged with an offence; receive a formal caution or a criminal conviction, whilst studying at York St John University, they must immediately inform the designated officer in the School of Education and the Department for Education (DfE). The designated officer for Initial Teacher Training Programmes is the Head of School of Education at York St John University. This may affect continuation on the programme and the issue will be subject to investigation.

Where a student teacher’s conduct, including criminal behaviour, causes them to be dismissed from the programme, or where they leave the programme in circumstances where dismissal was a real possibility, the National College for Teaching & Leadership will be informed.

**University based problems/issues:**

For any serious University-based problems student teachers should normally first contact the PGCE Programme lead; if that is inappropriate or otherwise unsatisfactory, then the Deputy Head of School of Education and Psychology. If a mentor becomes aware of a problem related to the university they should seek support/advice from the Course Lead or Deputy Head of School of Education and Psychology.

**School based problems/issues:**

Misunderstanding, communication problems, personality differences and concerns regarding responsibilities and levels of feedback and support can create problems for student teachers and schools during school experience. These problems can cause worry, stress and crises of confidence on both sides if not promptly addressed and it is certainly in the best interests of all concerned if these are addressed as soon as possible with university staff being involved.

If problems occur during the school placements, the Director of the Teaching School and link tutor should be contacted at the earliest opportunity. They will also inform the PGCE Programme lead at YSJ if necessary and will normally arrange to visit the school at an early opportunity.

For minor problems it may be appropriate to identify and record the issues and agree necessary action points with the student teacher and subject mentor where applicable. These should be closely monitored to ensure the issue is quickly resolved and does not escalate.

Where a student teacher is causing concern there are clear procedures that have been established to guide the mentor in supporting the student teacher. There are different levels of causing concern ranging from low level issues that might be addressed and recorded within a mentor meeting to the more serious concerns where a student may require improvement to become good or better or may be at risk of failing to meet the standards. The procedures have been established in liaison with the secondary partnership to use where appropriate.

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