



Placement Guidance

Term one aims

Provide an induction to the placement;

- provide an induction to the subject department;
- provide an introduction to teaching and learning;
- focus on aspects of class management and control;
- provide an early opportunity to work with students through collaborative teaching;
- begin to recognise how practice in teaching is aligned with appropriate professional standards;
- observe lessons delivered by experienced teachers.

Term 1 teaching

- class trail - focusing on the overall curriculum experience; the range and variety of learning activities; teaching and learning strategies used within the subject area;
- subject teacher trail - a day-in-the-life of the mentor or another teacher in the subject area;
- supporting / facilitating, rather than direct teaching, with individuals and/or small groups;
- collaborative teaching with the mentor;
- general observations on 'What's in the Curriculum?'
- reflecting on lessons observed and writing lesson evaluations

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- familiarising themselves with module and course syllabi indicative content, schemes of work, etc.
 - planning and preparation of lessons, resources and activities for delivery
 - familiarising themselves with relevant software to be used in teaching
 - improving subject knowledge
 - understanding how to align their practice with appropriate professional standards

Term 2 aims

- to expand upon their achievement of appropriate professional standards for teaching and supporting learning;
- to increase the amount of time spent taking responsibility for the delivery of whole lessons;
- to increase the amount of time spent teaching alone;
- to experience a wider range of teaching and learning opportunities (e.g. different ages/abilities, different methods/styles);
- to undertake more intensive and extensive work in certain areas, for example assessing and recording students' work and progress.

Teaching term 2

teaching timetable:

- Increased responsibility for delivery (as agreed with the mentor)

general work: including such things as:

- planning and preparation of lessons and associated learning/assessment aids;
- Writing lesson evaluations
- focused observations, relating to both subject teaching and wider issues;
- familiarising themselves with schemes of work, syllabuses etc.;
- working on further improving subject knowledge;
- researching and evaluating subject-specific teaching and learning approaches;
- completing administrative tasks.

Term 3 aims

- consolidate their achievement of the appropriate professional standards;
- extend upon their experience of teaching;
- research and evaluate subject-specific teaching and learning approaches;
- observe other teachers with different teaching styles and methods;
- work towards achieving the objectives for improvement and development in their Action Plan.

Teaching term 3

Teaching Timetable

- increasing delivery (as agreed with the mentor) This should be mainly individual teaching plus some collaborative or pair work, as appropriate.

Subject Work

- This time should be used by the trainee teacher to take initiative for widening and developing their range of teaching skills and experiences and contributing to the work of the department/college/centre /university. This could include:
 - Small scale curriculum development work for the subject department;
 - Collecting/making resources for the subject department
 - Further work on assessment, e.g. moderation of course work, etc.;
 - Providing extra help for students/groups, e.g. exam revision, etc.;
 - Focused observations: e.g. other teachers with different styles, methods, classes.

Wider Professional Activities

By this stage of the teaching practice placement the trainee teacher should be presenting as a competent teacher and therefore should involve themselves in developing wider professional capabilities. Activities that the trainee teacher could become involved in to help with this might include, for example:

- Running/assisting with subject/college/centre/university clubs, activities, etc.;
- Extra-curricular learning activities e.g. trips, fieldwork, etc.;
- Working alongside student support services, e.g. advisers, learning support assistants, counselors, educational welfare officer, etc.;
- Investigating resource-based work e.g. library services, resource centers, galleries, organisations, etc., relevant to the subject area;
- Attending departmental meetings;
- Involvement in module/programme reviews.

Mentor Meetings

Arrange appropriate time to meet regularly with mentor

- thorough preparation for each meeting, including the provision of all plans, evaluations, resource preparation, topic research and readiness to summarise or comment upon any subject-specific reading that they have agreed to do;
- punctual attendance;
- a willingness to ask questions, seek advice and respond positively to feedback;
- presentation of their Professional Development Portfolio in excellent order, so that the trainee teacher and the mentor can quickly review progress using the evidence it contains.
- Keep notes of the meeting and make copies available to mentor

What a mentor meeting could look like

- Reviewing progress by drawing together evidence from lesson observations, the trainee teacher's own lesson evaluations and other evidence from professional tasks carried out during the period in review;
- Reviewing targets in the light of the above and celebrating successes;
- Setting new targets in the light of the above;
- Discussing one or two particular difficulties in much more depth, devising ideas for new training activities and experiences to overcome these;
- Planning future activities in detail, perhaps looking at just one or two areas of lesson planning and/or teaching in greater depth;
- Discussing placement college/centre/university work that will contribute to an

Record of Meetings

- Trainee teachers are required to keep a record of any meetings they have with their mentor. The meetings allow progress to be evaluated and development needs to be identified. The trainee teacher should come to the meeting prepared and should have identified where previous targets have been addressed, with supporting evidence, to identify discussion points. They will record newly agreed targets, note how these will be achieved and the type of evidence they will need to collate to exemplify their progress.

Expectations of placement

Guidance and behaviour

Internet and Social Network sites

- The use of social networking sites have become increasingly popular. The use of technology for educational purposes is an important part of the work of teachers and trainee teachers. However, it is imperative that such websites are not abused. For your own protection please consider the following advice carefully.
- Whilst training at the University, and whilst on Professional Teaching Experience placements, you are requested to carefully consider the use you make of e-mail, text messages, messaging sites, social networking sites, blogging and the internet. High expectations and standards of professional behaviour in relation to the use of electronic interaction are as relevant as face-to-face behaviour.

Social Networking Sites

- It is **not acceptable** for you to refer to the college/centre/university that you are training at, nor any learner or co-worker at that college/university in any way on a social networking site, blog, wiki or such like which is being used for social or non-professional purposes. It is also **not acceptable** to use any pictures of them on such sites. This equally applies to any reference to University staff.
- Do not become an on-line 'friend' with any of the students or staff at the college/university. Remember you should not publish anything that you do not want to be publicly associated with.
- It is not acceptable to make use of social networking sites during working hours.
- Amend your privacy settings to ensure full control over who is allowed to view your personal information on such sites. Take great care regarding the type of personal information about you which could then be disseminated through the internet and social networking sites in particular.
- Remember that a number of prospective employers search for information on applicants on social networking sites whilst short-listing posts.

Use of E-mail

- Be aware of potential problems which can arise by providing personal details on social networking sites. Do not use your personal e-mail address to communicate with students at college/university. If you do receive work by students via e-mail you must use an email account officially approved by the college/university and keep any comments within professional parameters. Do not use any e-mail addresses given to you as a member of staff whilst on Professional Teaching Experience placements for personal reasons.

Mobile Phones

- Do not use your mobile phone during lessons or lectures except for emergencies. Do not keep any message or picture on your phone that you would not be happy for others to see. Do not leave your phone where students can access it. Do not under any circumstance give your phone number or lend your phone to a student. Do not use your mobile phone to call or text any student.
- Occasionally there may be circumstances when a department/college/centre/university encourages students to use mobile phones to capture artwork or still/moving images to record the developmental process of a project or fieldwork data/evidence. In such cases please ensure permission is granted from your mentor and that you act within college/centre/university guidance/procedure/policy.
- Please act wisely if you know students personally outside of the college/university environment. Ensure you comply at all times with college/centre/university educational policies and procedures in these matters.

Dress

- Colleges/Centres/Universities vary in their view of what is considered acceptable, but they do on the whole tend to be conservative in this respect and expect staff be 'smart casual'.
- As you become more familiar with practice in the college/centre/university some relaxation of these guidelines may prove acceptable. If in doubt, you should consult your mentor in your placement college/university.

Attendance and absence

You are expected to be in college/university as required by your placement setting. Students, college/centre/university staff and PGCE/PCE (PCET) tutors rely and depend upon your attendance. You should keep a careful record of your attendance and if you are absent the reason should be entered.

The following reasons for absence are acceptable:

- illness,
- urgent compassionate reasons
- attending interviews for teaching posts.

Leave of absence for other reasons will only be granted in exceptional cases. Requests should be made in writing to your Programme Director who will consider if they should support your application. The decision to grant leave of absence for exceptional circumstances rests with the Programme Director who will ensure that all decisions made are fair, consistent and in accordance with the PGCE/PCE (PCET) programme regulations.

Issues whilst on placement

- In the unlikely event that you should have a *significant* issue or concern over an aspect of your Professional Teaching Experience and believe it is being managed in such a way so as to have an adverse effect on your progress and/or academic standards within the programme, you should, in the first instance, raise and discuss this with your personal tutor and seek to resolve it via advice and guidance.
- If a placement college/centre/university has cause to complain about your performance and impact on the quality of students' education or considers you in breach of the code of student conduct or any other form of professional conduct, then the procedure for dealing with complaints and irreconcilable differences will be followed.