Postgraduate Certificate in Education

Secondary Programme Handbook

Academic Year 2009 – 2010

Term Dates commencing:

Autumn Term
Monday 5 October - Friday 11 December 2009

Spring Term
Monday 4 January - Thursday 1 April 2010

Summer Term
Monday 19 April - Friday 2 July 2010

This handbook is also available on the web at
www.exeter.ac.uk/education/partnership_with_schools/
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Information and Advice about University-Based Work
If you require further information or advice about University-based work please contact the

Student Information Office
University of Exeter, Graduate School of Education
Heavitree Road
Exeter EX1 2LU
Telephone 01392 264837
Fax 01392 262829
Email ed-student@exeter.ac.uk

Information and Advice about School-Based Work
If you require further information or advice about school-based work please contact the

PGCE Secondary Partnership Coordinator
University of Exeter, Graduate School of Education
Heavitree Road
Exeter EX1 2LU
Telephone 01392 264816
Fax 01392 264788
Email exeterpartner@exeter.ac.uk

If you have any difficulty contacting the Partnership Office during office hours, there is a 24-hour answerphone service on 01392 264841 where you can leave a message and contact number. You can also contact the Partnership Office by email on exeterpartner@exeter.ac.uk or through your UVT.

Important: If you are prevented from getting to school by illness, or any other reason, it is essential that you contact the school at the earliest opportunity (by 8.30 am if possible). Ensure that you carry the telephone number of the school with you. You must also inform the Student Information Office on 01392 264837 or email ed-student@exeter.ac.uk and your UVT.

DOCUMENTATION ON THE WEB
Copies of documentation referred to in this handbook are available on the web via the Partnership homepage at www.exeter.ac.uk/education/partnership_with_schools/

These include:
- Secondary PGCE Programme Handbook
- Secondary PGCE Action Plan 1, 2, 3, 4, 5, 6 and 7
- Reflection on Achievement and Progress for Formative Report 1, 2, 3 and 4
- Secondary Final Summative Report
- Secondary PGCE Formative Reports 1, 2, 3 and 4
- Cause for Concern Letter
- Request for Leave of Absence
- Self-certification of Illness Absence Form
- Agenda template
- Weekly Development Meeting template
- UVT Visit Record
- Lesson Observation form and notes proforma
- PGCE QA Record Spring & Summer
- Mentor Checklist Spring & Summer
- PST Checklist Spring & Summer

EMAIL
All trainees are provided with a University email address. This can be accessed from outside the University via the University’s webmail service at http://www.its.exeter.ac.uk/email/webmail.shtml
WELCOME TO THE SECONDARY PGCE PROGRAMME

On behalf of the University and the Graduate School of Education, we offer you a warm welcome to your programme here at Exeter. We trust that you will find the work both challenging and rewarding and that you will carry away with you memories of good times, both social and professional.

Although rapid change seems to dominate our professional lives both as tutors and trainees, we must not lose sight of more stable elements. Firstly, postgraduate trainees are always a diverse and stimulating group of people. You bring to the Graduate School of Education a wealth of experience and a host of qualities which never fail to enrich our lives. Secondly, the Graduate School of Education remains a compact and friendly community which fosters first-rate professional attitudes and relationships. It is also an environment in which critical debate and informed questioning contribute to the intellectual development of all participants.

Finally, the prime focus of all Initial Teacher Education (ITE) programmes and courses, including yours, remains children and young people. Compared with the rapid external changes to our courses, the individual needs, aspirations and responses of children and young people in schools remain essentially unchanging. In partnership with schools, we aim to ensure that our model of Initial Teacher Education will continue to meet those needs by inducting committed trainees into the profession. We hope you enjoy the first year of that long process of continuing professional development.

CATHIE HOLDEN  KAREN AYLWARD

Head of Initial Teacher Education  Secondary PGCE Programme Director
on behalf of the PGCE Secondary team

Key Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
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<tr>
<td></td>
<td>Responsible for the Secondary PGCE Programme</td>
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<tr>
<td>Lisa Fripp</td>
<td>Initial Teacher Education Administrator</td>
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</tr>
<tr>
<td></td>
<td>Responsible for administrative work related to ITE</td>
<td></td>
</tr>
<tr>
<td>Rachel Ware</td>
<td>Secondary PGCE Partnership Coordinator</td>
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</tr>
<tr>
<td></td>
<td>Responsible for Secondary PGCE School-Based Work placements</td>
<td></td>
</tr>
<tr>
<td>Jocelyn Sumner</td>
<td>Partnership Director</td>
<td><a href="mailto:j.a.sumner@exeter.ac.uk">j.a.sumner@exeter.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Responsible overall for all School-Based Work placements</td>
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PROGRAMME STRUCTURE AND KEY DATES 2009/10

Programme Structure

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<thead>
<tr>
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<th>Spring term</th>
<th>Summer term</th>
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<tr>
<td><strong>M</strong></td>
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<td>First Placement School</td>
<td>Second Placement School</td>
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<tr>
<td><strong>T</strong></td>
<td>Preliminary School Experience</td>
<td>University-Based Course</td>
<td>Induction</td>
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<tr>
<td><strong>W</strong></td>
<td>Induction School 1</td>
<td>Induction School 2</td>
<td>Seminar Days: 10.00am – 3.30pm</td>
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SD: Seminar Day. Please note that the 2nd and 4th Seminar Days are during school half terms on Friday 19 February 2010 and Friday 4 June 2010

Key Dates

**Autumn Term**
- Preliminary School Experience: Monday 21 September – Friday 2 October 2009
- University-Based Work: Monday 5 October – Friday 11 December 2009
- Induction School 1: Monday 16 November – Friday 20 November 2009

**Spring Term**
- First Placement School: Monday 4 January – Friday 26 March 2010
- Induction School 2: Monday 29 March – Wednesday 31 March 2010

**Summer Term**
- Second Placement School: Monday 19 April – Thursday 1 July 2010

Seminar Days: 10.00am – 3.30pm
- Friday 22 January 2010
- Friday 19 February 2010
- Thursday 1 April 2010
- Friday 2 June 2010
- Friday 2 July 2010

Summary of timing of Action Plans, Formative Reports and Final Summative Report

<table>
<thead>
<tr>
<th>Early Autumn Term</th>
<th>Action Plan 1</th>
<th>Tutorial with University tutor</th>
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<td>Tutorial with University tutor</td>
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<td>Action Plan 3 + Formative Report 2</td>
<td>Supervisory Conference with Mentor</td>
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<tr>
<td>Due by 26 March</td>
<td>Action Plan 5</td>
<td>Supervisory Conference with Mentor</td>
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<tr>
<td>Due by 28 May</td>
<td>Action Plan 7</td>
<td>Supervisory Conference with Mentor</td>
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<tr>
<td>Due by 18 June</td>
<td>Final Summative Report</td>
<td>Supervisory Conference with Mentor</td>
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<td>Career Entry documentation signed</td>
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### FIRST PLACEMENT SCHOOL

**Induction:** 16 - 20 November 2009

**Spring Term:** 4 January – 26 March 2010 and then induction into school 2

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<thead>
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<th>University Tutor Visit</th>
<th>Seminar Day</th>
<th>Assessment</th>
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<td>18 Jan</td>
<td>Sup Conf 1 Act. Plan 3</td>
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<td>SD1 22 Jan</td>
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<td>FR 2 prep</td>
<td>UVT visit 1</td>
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<td>25 Jan</td>
<td>Finalise FR2</td>
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### SECOND PLACEMENT SCHOOL

**Induction:** 29 March - 31 March 2010

**Summer Term:** 20 April - 2 July 2010

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<th>Date</th>
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**Notes:**
- UVT – University Visiting Tutor
- SD – Seminar Day (recall day at University)
- FR – Formative Report
- CCL – Cause for Concern Letter
- FSR – Final Summative Report
- CEDP – Career Entry Paperwork
- FR preparation indicates that at the Supervisory Conference there should be discussion about the forthcoming Formative Report but its due date is not until the following week.
- *The Principal Subject Tutor meets with the trainee every week
- Checklists for ITEC, Mentor and PST are available separately
- Dates for Supervisory Conferences and UVT visits are for guidance only
THE SECONDARY PGCE RATIONALE AND AIMS

Education is a complex and intellectually challenging process, the fundamental purpose of which is to prepare young people to take a full part in a changing, pluralist and democratic society.

Good teaching promotes effective learning. Throughout the PGCE year you will develop a personal and professional rationale for teaching and learning. The programme enables you to acquire the values, commitments, knowledge, understanding and skills that all teachers need. It also offers you opportunities for the development of personal transferable skills (self-management, learning skills, communication, teamwork, problem-solving and data-handling skills) and will provide you with the first stages in your profile of continuing professional development as a teacher.

The programme has three integrated components:
- Main Subject Module
- Professional Studies Programme
- School-Based Work

which together provide coherence and progression of experience throughout the year. You will be encouraged to reflect on your experiences and developing professional practice in order to build skills of critical enquiry and reflective learning.

The programme contributes to both your immediate and your continuing professional education. At the end of the programme you should be an effective classroom teacher, able to demonstrate your competences and to become an integrated member of the school community wherever you work. In the longer term, the PGCE course lays the foundation for lasting professional development. You will be equipped to work collaboratively and independently, with commitment to the all-round education of children.

The Secondary PGCE programme has been designed to meet the requirements for Initial Teacher Education as set out in the revised QTS Standards and revised ITT Requirements (TDA, 2007). Copies of these can be accessed on the website of the Training and Development Agency for Schools (TDA) at www.tda.gov.uk.

Aims of the University of Exeter Secondary PGCE Programme are:

- to develop your teaching competences, as identified in Qualifying to Teach, through a phased initiation into good practice in teaching under mentorship in partner schools
- to enable you to achieve a grounding in the application of subject knowledge which gives you an appropriate level of subject knowledge and understanding for the teaching and assessment of pupils as required by the National Curriculum in England and Wales and other syllabus requirements
- to introduce you to what is known about pupils as learners, both from research and professional experience
- to offer you an understanding of the main debates about the aims of education as they have evolved, with special reference to current issues and your subject specialism.
- to enable you to engage critically in such debates
- to familiarise you with the organisation and management of schools
- to enable you to understand teaching as a profession and how schooling may serve society
- to develop your personal transferable skills
- to provide you with guidance for your Induction year and for continuing professional development throughout your teaching career
THE EXETER MODEL OF INITIAL TEACHER EDUCATION

The process of learning to teach at Exeter is supported by a model of learning which recognises that effective professionals think critically about their teaching, and evaluate their own performance in order to move forward. It also recognises that learning to teach is a situated process, influenced by the school context and by your own values and beliefs. Throughout your training, you will be encouraged and assisted to become a confident, reflective professional. The University of Exeter’s deliberate approach to learning to teach reflects the view that teaching is complex and intellectually challenging. All staff, both in schools and at the University, who are involved in Initial Teacher Education use the Exeter Model of Teacher Education as a shared framework for their work with trainees.

A full description of the roles and responsibilities of trainees, University tutors, Mentors and school tutors can be found in the School-Based Work section of this handbook.

Phases of Development

We believe strongly that learning to teach is a developmental, incremental process and your PGCE programme recognises this. Accordingly, we have identified five phases of development to support your learning and identification of needs.

Anticipating Practice

This is your initial, preparatory period of training, starting with the subject knowledge audit and/or initial needs analysis related to your interview, pre-course tasks, preliminary observation weeks in school and the taught course at the University during the Autumn term. At this stage, you will be principally engaged in observation, induction and familiarisation with school processes and practices, introduction to educational theory and pedagogy, and subject knowledge development.

Beginning Practice

In this phase you work alongside teachers in your first placement school, observing teaching, assisting in class and beginning to teach episodes in lessons. At this stage you follow the overall planning and teaching of the class teacher, but will be expected to plan in detail for your own teaching episodes.

Consolidating Practice

At this stage you move from episodes to teaching whole lessons, with the support of the class teacher. You will lead the planning and teaching for your lessons. Depending on the classes that you work with and your rate of progress, this phase may involve some team-teaching. The class teacher may also teach an episode during selected lessons, to demonstrate practice that will help you to develop your own teaching and class management strategies.

Developing Independence

At this stage, you will lead the teaching for a selection of classes over sequences of lessons, taking responsibility for the planning, teaching and assessment. You will be expected to demonstrate an ability to work with medium-term plans.
**Enrichment**

When you can demonstrate to those working with you that you consistently meet the QTS Standards, you will move into the final optional phase of your training in the Exeter Model. Your focus will be either on developing your competences in the QTS Standards to a higher level, or on negotiating opportunities for enrichment through alternative educational activities, or a combination of both. Not all trainees will reach this phase during their PGCE programme but it enables faster developers to continue to make progress in their training and to maximise the use of their PGCE year.

Everyone develops at different rates, partly because there are differing individual learning pathways and progression rates, but also because school contexts and different classes affect how you develop. The Exeter Model involves you in reflecting upon your progress and the most important aspect of the phases of development is always to ensure that you are on a developmental trajectory, gaining confidence and making progress towards the next phase. The Formative Reports include descriptors for each of these phases. You will assess yourself, and be assessed, against them. This will allow you to identify relevant and meaningful targets for development throughout the programme.

**Framework for Dialogue about Teaching**

At the heart of the Exeter Model of ITE is the Framework for Dialogue about Teaching. This indicates a number of influences which bear upon and may affect your planning, teaching and assessment. Its purpose is to encourage critical conversation about your classroom practice and to support you in the process of reflective evaluation.

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**FRAMEWORK FOR DIALOGUE ABOUT TEACHING**

A larger version of this diagram can be found on the back of this Handbook
Subject Knowledge
This addresses all aspects of the trainee’s subject knowledge and encompasses:

- **Academic knowledge** – knowledge, understanding and skills of the subject.
- **Curriculum knowledge** - the relevant Foundation Stage/National Curriculum, National Strategies, frameworks and examination specifications.
- **Pedagogic knowledge** - how to teach the subject.

Professional Knowledge and Enquiry
This addresses the ongoing pursuit of improving professional practice and might include consideration of:

- **Research** - accounts of research studies and how these can inform practice.
- **Theory** - understanding theories of teaching and learning, for example, theories of motivation or identity.
- **Aspirational practice** - best practice, including striving towards ideal practice.

School Communities
This addresses the contextualised nature of teaching and learning through considering:

- **School and national policies** - how members of the school community interpret national policies and how the values of society impact on the school.
- **Attitudes, expectations and ethos** - understanding the ethos of the school and the part that pupils, teachers, governors and parents play in creating this.
- **Working with others** - how to work collaboratively with school colleagues, parents and external agencies.

Values and Beliefs
This addresses the complex ways in which underlying values and beliefs influence approaches to teaching and learning with respect to:

- **Trainees** – for example, assumptions about expectations according to class or gender.
- **Teachers** – for example, assumptions about pupil learning or behaviour.
- **Pupils** – for example, assumptions about particular subjects.

QTS Standards
These should be exemplified throughout the framework. Dialogue should consider:

- **Professional attributes** - understanding how to be a professional and the requirements of professional behaviour.
- **Professional knowledge and understanding** - having appropriate intellectual knowledge and understanding to be a critical, competent and informed teacher.
- **Professional skills** - having appropriate teaching and interpersonal skills, both in the classroom and as a colleague within the school community.

Understanding Learning and Development
This addresses how children learn and develop and encompasses:

- **Theories of learning and development** - including understanding the significance of personal, emotional, social, cognitive, linguistic and cultural influences.
- **Progression** – helping pupils to broaden and deepen their understanding, including support for individual needs.
- **Assessment** - understanding the purposes and application of formative, diagnostic and summative assessment.
The Exeter Model and your University-Based Work

University Tutorials
Your University tutorials in the Autumn term will support you in beginning the process of reflecting upon your professional development and identifying your further training needs. Your Subject Knowledge Audit / Initial Needs Analysis will indicate your current subject knowledge, your ICT skills and your previous relevant teaching experience. Tutorials will help you to build from this base throughout the programme. The Framework for Dialogue about Teaching will be used when considering and analysing aspects of teaching.

Action Plans 1 & 2 and Formative Report 1
Two subject knowledge-related action plans follow from your University tutorials in the Autumn term. You will set targets for development of your subject knowledge and understanding with advice from your tutor.

Towards the end of the Autumn term, you will complete your first Reflection on Achievement and Progress (RAP1; see below) with reference to the descriptor for the Anticipating Practice phase and will agree your first Formative Report (FR1) with your University tutor. You will file your copies of RAP1 and FR1 in your Individual Development Portfolio so that they can be shared with your Principal Subject Tutor at your first Weekly Development Meeting at the start of the Spring term in school.

Reflection on Achievement and Progress
As the date for your first Formative Report draws near, you should read the relevant profile for the Preparation for Practice phase. Using the Reflection on Achievement and Progress form, record evidence of your achievements related to the QTS Standards. Then write a short reflection on your personal learning and development for each section of the Standards: Professional Attributes, Professional Knowledge and Understanding, and Professional Skills. Try to avoid just describing or narrating activities that you have undertaken; instead, focus critically upon your learning based on evidence of your achievement. Be prepared to explain and justify your reflection in discussion during your tutorial. The form to structure your Reflection on Achievement and Progress is available at www.exeter.ac.uk/education/partnership_with_schools.

Lesson Planning
During your University-based work, you will be introduced to the principles of planning for learning. If you are involved in peer teaching during the Autumn Term, you will be expected to prepare a detailed plan for the sessions that you deliver. Your University tutors will explain the expectations and issues related to planning for learning in your own subject area. They may provide a subject-specific lesson plan template for you to use. The Framework for Dialogue about Teaching may be used as an aid when planning lessons.

The Exeter Model and School-Based Work

Demonstrations, Agendas and Reflective Evaluation
The Exeter Model of ITE includes specific training strategies and tools that assist you to develop effective classroom practice and the skills of independent critical reflection. Some of these approaches are unique to the Exeter Model. Further details can be found in the School-Based Work section of this handbook (yellow pages).
The Exeter Model: Summary of the Pattern of University and School Work

The following diagram illustrates how individual development is sustained and developed throughout the Secondary PGCE Programme within the Exeter Model of Initial Teacher Education:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>School Placement 1</th>
<th>School Placement 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Needs Analysis</td>
<td>SC1</td>
<td>SC4</td>
</tr>
<tr>
<td></td>
<td>SC2</td>
<td>SC5</td>
</tr>
<tr>
<td></td>
<td>SC3</td>
<td>SC6</td>
</tr>
<tr>
<td>AP1</td>
<td>RAP1</td>
<td>AP6</td>
</tr>
<tr>
<td>AP2</td>
<td>FR1</td>
<td>RAP4</td>
</tr>
<tr>
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<td>AP3</td>
<td>AP7</td>
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<tr>
<td></td>
<td>FR2</td>
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</tr>
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<td>AP</td>
</tr>
<tr>
<td></td>
<td>FR3</td>
<td>FR</td>
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<tr>
<td>University Tutorials</td>
<td>Weekly Development Meetings</td>
<td>Weekly Development Meetings</td>
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<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

AP  Action Plan
RAP  Reflection on Achievement and Progress
SC  Supervisory Conference
FR  Formative Report
FSR  Final Summative Report
CEP  Career Entry Paperwork

Please note: Copies of documents in bold type in the shaded squares must be sent to the Partnership Office by the dates indicated in the Placement Diary (see contents page).
A GUIDE TO DOCUMENTATION SUPPORTING THE SECONDARY PGCE PROGRAMME

Please try not to feel daunted by the amount of paperwork related to your training! Documentation is helpful and important. It is designed to assist and support all parties in the training process. Many people have been involved in its design and development: trainees; school-based staff; University-based tutors; administrative staff. We have tried to focus on quality and to minimise the quantity.

All of this documentation is available to mentors, tutors, external examiners and Ofsted inspectors. The documents form part of the evidence which assessors need to evaluate in order to award the PGCE and to recommend Qualified Teacher Status (QTS) when they act on behalf of the wider community.

It is in your interest to maintain high quality, well-organised documentation.

The main items of Secondary PGCE Programme documentation are:

1. Secondary PGCE Programme Handbook (this document)
2. Main Subject Handbook
3. Individual Development Portfolio (IDP)
4. Teaching Files

The nature and purpose of each document is described below.

Secondary PGCE Programme Handbook (this Handbook)
This central document contains several types of material which, taken together, cover the whole of the PGCE year, both University-based and school-based. It includes:

- Factual information such as dates, personnel, glossary, facilities, assignment deadlines
- A rationale for the various aspects of the programme, explaining why certain approaches are used
- Roles and responsibilities: who does what, why, when, how and where
- Details of assessment: what needs to be done for the award of University of Exeter’s PGCE.

Main Subject Handbook
This handbook is used alongside the Programme Handbook and contains key material specific to your specialist subject. It will be given to you by your main subject tutor at the start of the University term in October.

Individual Development Portfolio (IDP)
This is an important file that you will build up through the year to show your progress and attainment. It is a key document of the Exeter Secondary PGCE Programme and is central to identifying and meeting your individual training needs, and in assessing your progress against the Standards for the Award of QTS. At the start of the course, you will be given a file with an index to use for your IDP.

It is essential that you develop effective strategies for collecting and organising the evidence of your progress. It is your responsibility to maintain logically-organised and up-to-date files. Your tutors will advise you on how you might approach this if you feel unsure about this organisational aspect of your training.
Teaching Files
These include all the teaching and learning materials that you use on a day-to-day basis. At the start of school-based work you may find it useful to have a single lever-arch or ring file. As material builds up, you may need to develop separate files for each class or year group. A useful approach to organising this paperwork is to build up a stored archive at home and to keep an on-going file for current lesson materials.

Your teaching file/s should contain:

- Class lists for the classes with which you work
- Schemes of work for these classes
- Episode / Lesson plans for ALL lessons that you teach
- Related teaching and learning resources and materials
- Episode / Lesson evaluation notes (these may be written directly onto the relevant episode/lesson plan)

**It is important** that you keep all items relating to each lesson together; you should not separate the lesson plan from its learning materials or evaluation. The reason for this is that any third party (mentor, tutor, examiner, inspector) needs to see the totality of the lesson at one visit to your file; nothing is more frustrating than to have to wade through several sections or different files to view all items for one particular lesson.

Confidential Data/Information
You should also have a secure place in which you record the attainment data of the classes that you teach together with any SEN information about pupils in those classes. Please remember at all times that this is sensitive and confidential data. You should follow the data protection policy and procedures of the school in which you are working. At the end of each School placement you must delete or return any confidential information and you should not take any identifiable data with you. At the end of the course all confidential data should be destroyed.

Electronic copies of key documents can be accessed on the Web at:
www.exeter.ac.uk/education/partnership_with_schools
click on ‘Handbooks, Reports and Documents’ in the left-hand column.
ATTENDANCE AND ABSENCE

In order to qualify for the award of the PGCE certificate, you are required to attend and contribute to all parts of the programme including your Main Subject module, the Professional Studies programme and all placements for School-Based Work. Thus your attendance record on the Quality Assurance Record in your Individual Development Portfolio is an important document.

The University regulations are clear: you may not start term late, finish term early, or be absent from the programme without permission. Mentors are asked to record the number of days’ absence from school-based work on each Formative Report. Increasingly, references for teaching jobs ask referees to make a statement or to tick a judgement concerning applicants’ attendance records, and maintaining an excellent record of attendance is an important element of professional behaviour.

Attendance Monitoring

Students’ attention is drawn to the attendance section of the University’s Regulations as contained in the Calendar (www.ex.ac.uk/calendar). All students must be in attendance as appropriate to their programme of study and should not be absent from classes or other assigned academic activities without prior permission. International students, should note that attendance monitoring is now a statutory requirement of the Points Based visa system and unauthorised absence from 10 compulsory academic activities will be reported to the UK Border Agency and will result in termination of your student visa.

**Please note** that all the school half-term breaks during the academic year are part of the PGCE course, not vacation, and this time should be dedicated to University work. Permission for absence is required for these times as for any other part of the course, and vacations should not be scheduled during half-term breaks.

EARLY TEACHING CONTRACTS AND NQT INDUCTION ACTIVITIES

**As a general rule no absence can be sanctioned in the final week of term in July because you must be available for moderation and examination visits if necessary.**

Requests to begin teaching posts early in July, before the PGCE term ends, will be refused because your commitment to your PGCE training is a priority and you are in receipt of a TDA training bursary until the end of term. This includes any requests for leave of absence for the final Seminar Day.

Trainees are not normally granted leave of absence because the PGCE is an intensive course with high expectations of professional behaviour. Exceptions may include compassionate grounds, occasional BUSA sporting fixtures, and national representation.

Attendance at the following will also be considered:

1. Induction days in school when all new staff are meeting on the same day
2. Year 6 activities or parents’ meetings if, as an NQT, you are going to be responsible for a year 7 tutor group

Please see below for the procedure for requesting leave of absence if these circumstances apply to you.

You are automatically entitled to leave of absence for interviews, for hospital or doctor’s appointments, and to attend the funerals of close family. You do not need to request permission for these but you must inform the lecturer(s) of any teaching sessions that you will miss from the University course. During SBW, your ITE Coordinator and your UVT must be notified. As is professional practice for teachers, you are expected to try to
arrange medical appointments outside school hours where possible and to take the minimum reasonable travelling time required for attending interviews.

**Leave of absence requests**

Leave of absence is granted by the School/University Partnership:

- Absence from University-based work requires the permission of the Head of ITE
- Absence from school-based work requires the agreement of both the ITE Coordinator in school and the Partnership Director in the university

Trainees must be in good standing with the partnership to be granted leave of absence.

**An official Request for Leave of Absence Form** is available on the web at: [www.exeter.ac.uk/education/partnership_with_schools/](http://www.exeter.ac.uk/education/partnership_with_schools/) and follow the 'Handbooks, Reports and Documents' link.

The form must be completed to request any intended absence other than the entitlements listed above and must be sent to the appropriate person in time for a decision to be made. If the form is submitted via email for a request for absence from School-Based work it should be sent to the Partnership Director ([j.a.sumner@exeter.ac.uk](mailto:j.a.sumner@exeter.ac.uk)) from the ITE Coordinator’s email address which will be accepted in lieu of signatures.

**Unanticipated absence**

Where last minute absence is unavoidable, for example if you are unwell, it is your responsibility to ensure that relevant parties are informed:

For **University-based work**, send a message by phone or email to your University Personal Tutor.

For **School-Based Work** you must immediately inform:

- your placement school
- the Student Information Office (01392 264837)
- your University Visiting Tutor, if a visit is scheduled

Appropriate work should be left for your classes. It is an expectation that teachers communicate their absence to their school well before the start of the school day; it is our expectation that you will do likewise for any absence from University work.

**Absence due to illness**

The table below summarises details of procedures to be followed. **Self-Certification forms** can be downloaded from [www.exeter.ac.uk/education/partnership_with_schools/](http://www.exeter.ac.uk/education/partnership_with_schools/) and follow the 'Handbooks, Reports and Documents' link.

<table>
<thead>
<tr>
<th>Number of working days absent</th>
<th>What to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 3 consecutive days</td>
<td>See unanticipated absence above.</td>
</tr>
<tr>
<td>4 - 7 consecutive days</td>
<td>As above and send a Self-Certification Form to the Student Information Office.</td>
</tr>
<tr>
<td>8 or more consecutive days</td>
<td>As above. In addition a Medical Certificate signed by a doctor must be sent to the Student Information Office.</td>
</tr>
</tbody>
</table>

If you accumulate more than 10 days’ absence for illness or for personal reasons, this may trigger concerns about your personal welfare and your ability to achieve the Standards for the Award of QTS. An inability to meet the Standards for the Award of QTS by the end of the course would lead to a Fail result for School-Based Work. Therefore, if you accumulate more than 10 days’ absence, it becomes important to address the situation. Your Personal Tutor (in term 1) or your ITE Coordinator/Mentor (in terms 2 and 3) will discuss the situation with you and a Cause for Concern letter may be issued that is linked to a specific Action Plan to support your progress. A Review Meeting may also be arranged with the Programme Director.
Unauthorised absence
If you decide to absent yourself from the programme without consultation/authorisation then you will automatically be deemed to have withdrawn from the course.

School terms
School term dates sometimes do not coincide exactly with the University PGCE term dates. Trainees are not required to be in school when the school term continues after the end of the PGCE course in July. **If you agree with the ITE Coordinator to remain in school during this time then you must contact the Partnership Office for information about insurance cover.**

Withdrawal from the Programme
If you feel unable to continue your PGCE, for whatever reason, you are strongly recommended to discuss this with your Principal Subject Tutor, Personal Tutor or University Visiting Tutor before making a decision. It might also be helpful to discuss the issues with your school-based Mentor if you are contemplating this decision during a school placement. We can help you to make appropriate decisions, and if necessary, direct you to further careers guidance. Should you decide that withdrawal is the best option for you, you will need to sign a withdrawal form available from the Student Information Office. As part of the withdrawal process, the Graduate School of Education is required to complete your last date of attendance on the withdrawal form and it is this date that is used by Student Fees, Registry, Student Finance England etc when calculating any tuition fee and bursary repayments/refunds. It is therefore important to note that your last date of attendance on the programme is provided to the Student Information Office by your tutor if you withdraw during the University-based part of the course and by your school if you withdraw during a school placement and in both cases is defined as the last date you were physically in attendance. It is **not** the date you sign the withdrawal form. The only exception to this is if you have been signed off by your doctor for a period of time leading up to your withdrawal, in which case the date you indicate your intention to withdraw to your tutor will be used instead.

Please note: once a withdrawal form has been submitted you will not be able to recommence the course.

Requesting an Interruption from the Programme
Occasionally trainees have to cease their studies for very good reasons, such as serious medical or extreme personal circumstances, and this is termed 'interruption'. An interruption will not be allowed if you are failing to make normal and satisfactory progress or because you are experiencing stress or anxiety as a consequence of your training. If you feel that stress, whatever the cause, is beginning to hamper your progress on the course, please do discuss this at the earliest opportunity with your Personal Tutor and seek expert help from the University Medical Centre or your own doctor.

The decision to allow an interruption is made by the Head of ITE, after consultation with your Personal Tutor. It is not an automatic entitlement and you will need to submit an 'Interruption Request form' to the Head of ITE for consideration, including any medical evidence if the reason for the request is medical. The Head of ITE will then consider your request and inform you of the decision. If you are allowed to interrupt, you will be able to resume your studies at a later date, within two years. Once you have received confirmation that your request has been approved, you will then need to complete a University Interruption form, available from the Student Information Office. As with the withdrawal process, the Graduate School of Education is required to complete your last date of attendance on the interruption form and it is this date that is used by Student Fees, Registry, Student Finance England etc when calculating any tuition fee and bursary repayments/refunds. It is therefore important to note that your last date of attendance on the programme is usually the date your request for an interruption is formally approved by the Head of ITE. The only exception to this is if there has been a lengthy delay in submitting the Interruption Request form to the Head of ITE, in which case, an earlier date may be decided upon.
Please note: if you are requesting an interruption during a school placement, you should continue to attend your placement until the outcome of your request has been communicated to you. The only exception to this is if you have been signed off by your doctor. An interruption will only be permitted if, at the point of requesting an interruption, you are in good standing with the University and are making normal and satisfactory progress within the programme. Please note the following criteria for returning after interruption:

- You must give the Partnership Office at least 10 weeks’ notice of your intention to return so that school-based work placement(s) can be arranged for you (please be aware that it might not be possible to find a placement for the term that you request)
- Requests to return for school-based work placements will only be considered for the Spring and Summer terms, unless in exceptional circumstances
- **Important** - a penalty fee of £300 may be incurred if you request and subsequently decline a placement that has been arranged for you
- You will be required to provide evidence of fitness to teach on your return.

**PLEASE NOTE:**

It is essential to complete the paperwork in a timely fashion so that the financial implications (bursary and fees) of the decision can be dealt with appropriately. You might want to seek advice and information from the Student Finance department regarding both your bursary and fees. The Student Guild Welfare Office is also available for support.
FITNESS TO PRACTICE

The University recognises that in conferring appropriate academic qualifications, where these lead to a professional qualification, admission to a professional body, and/or statutory registration, it must be satisfied that the trainee will be a safe and suitable entrant to the given profession. For teaching, Fitness to Practice refers to your physical and mental health and to your professional behaviour. Your Criminal Records Bureau Enhanced Disclosure and Medical Fitness to Teach are checked as part of the formal process of admission.

Your Medical Fitness and CRB Disclosure remain important during your PGCE and you have a responsibility to inform us of any change in your medical well-being or of any incidents which might alter the standing of your Enhanced Disclosure. The Head of ITE has the right to request a further Medical Fitness to Teach assessment if she believes that your circumstances have significantly changed.

All trainees who interrupt their training or who are offered an additional school-based work placement will be required to undergo a Medical Fitness to Teach assessment before returning to the programme.

In addition, you should at all times behave in a manner appropriate to the professional conduct expected of a teacher; this includes professional conduct in how you speak to or about children in your school, school colleagues, parents or University staff. It is important to be aware that failure to observe any aspects of Fitness to Practice may lead to the termination of your training.

The University has devised clear Fitness to Practice Procedures to govern this area (http://admin.exeter.ac.uk/calendar/live/sas/fitness.htm). If you feel you need further information or are in any doubt about your own position, please refer to the procedures and arrange a meeting with the Head of ITE if you feel this would be helpful.
PROGRAMME EVALUATION AND QUALITY ASSURANCE

Evaluation
All aspects of the Secondary PGCE programme are subject to annual review. We rely on schools, University tutors and trainees for help in maintaining the quality of the Exeter PGCE programme.

The School uses an online evaluation system called MACE to conduct student evaluations. At various points in the year, you will be asked to complete anonymous evaluations of the following:

- Autumn Term Taught Course Evaluation
- School-based Work Evaluation – Spring Term Placement
- School-based Work Evaluation – Summer Term Placement
- End of Year Evaluation

The MACE system is also used to collect information on your employment into teaching at the end of the year.

The responses gathered from the various evaluations are collated and fed back to tutors, the Programme Director, Head of ITE and the Partnership Director to inform and improve the services and processes relating to the Secondary PGCE programme. This in turn feeds into the University’s Annual Programme Monitoring process where all programmes have to consider student evaluation as part of their annual review process.

In addition, the school ITE Coordinator is asked to complete an evaluation of the provision by the University for school-based work placements in their school, at the end of each academic year. All evaluative data is returned to the Partnership Director who is responsible for monitoring the quality of provision for school-based work in all partner schools.

Student representation
The Secondary PGCE Staff/Student Liaison Committee (SSLC) consists of trainee representatives from all Secondary PGCE subjects along with staff representatives from the Secondary programme, the Library and the Partnership Office. The Committee meets four times per year and is chaired by one of the trainee representatives who is elected by the Students’ Guild. Matters arising from the SSLC feed into the Secondary PGCE Management Committee and Feedback from the SSLC appears as a standing agenda item at each of the termly Management Committee meetings.

Complaints Procedure
While it is hoped that most situations can be resolved without recourse to the formal complaints procedure, it is important that trainees are aware that such a procedure exists across the University and that it should be followed if a trainee wishes to pursue a complaint.

If you wish to make a complaint about the teaching of a member of University staff, first **be sure that it is a matter of complaint rather than one of poor communication or misunderstanding**. If you wish to complain, it is important for all concerned that you apply the following principles and that you are thoroughly professional in your actions and utterances. University Senate has instituted guidelines on these matters:

1. First, **tell the member of staff involved** about your concerns. This should always be the first step and will normally solve the problem.
(ii) If, having raised the matter with the member of staff concerned, you consider the response inadequate, you should approach the Secondary PGCE Programme Director and tell the member of staff concerned that you are taking matters further. If, in exceptional circumstances, you are unable to mention the matter to the member of staff in the first place, then you can still approach the Programme Director.

(iii) If there are several trainees acting together, it is acceptable for one trainee to speak to the member of staff concerned on behalf of the group, but the member of staff must be told the precise number of trainees involved. It is unacceptable for one trainee to indicate that, say, ‘over half’ the group are concerned. This can lead to misrepresentation and misunderstanding.

(iv) You may wish to raise the matter with the Deputy President of the Guild of Students. This is acceptable only if you have first raised it with the member of staff concerned and if this has been unsuccessful. If it is a matter relating to administration, you should approach any one of the following:

- your Personal Tutor
- your Subject Representative
- your Programme Director

(v) If these complaints procedures fail to resolve the difficulty, the University has a system of grievance and appeals procedures in place, details of which are available from the Guild Deputy President or your Personal Tutor.

(vi) If the complaint is regarding school-based work then the Partnership Director should be approached in place of the Programme Director in the above process.

Full details of the Students’ Complaints Procedure are published in the University Calendar
www.ex.ac.uk/calendar/live/progdev/complaints.htm
MAIN SUBJECT MODULE

Your Main Subject module forms a major component of the programme throughout the PGCE year. It is accredited at Masters level (60 credits).

The module will develop the content, structure, progression, learning and teaching of your subject in Secondary schools. This enables you to interpret your own subject expertise in the school context in two different placements. Teaching in your main subject is developed in the context of the QTS Standards.

The main subject module will develop your knowledge and understanding of:

- National Curriculum requirements and examination board specifications for your subject
- National Strategies, frameworks, policies and guidance relevant to your subject
- the concepts and skills of your specialist subject
- how pupils’ progress and well-being in your main subject is affected by their physical, intellectual, emotional and social development, including religious, ethnic, cultural and linguistic influences
- how development of pupils’ numeracy, literacy and Information and Communication Technology skills are managed within your subject
- the contribution made by Information and Communication Technology to your specialist subject and to your wider professional activities
- cross-curricular links with other subject areas
- subject-specific health and safety requirements
- planning, teaching and class management in your specialist subject
- marking, assessment, recording and reporting
- recent inspection evidence and relevant classroom research in teaching Secondary pupils in your specialist subject and how to use this information to improve your teaching
- other professional requirements specific to teachers’ professional duties as set out in the Teachers’ Pay and Conditions document; legal liabilities and responsibilities specific to your specialist subject

University Main Subject Tutors

Each Secondary PGCE subject has a designated Subject Leader. Other tutors will contribute to teaching for the Main Subject module and will act as University Visiting Tutors when you are in school placements. The following list includes contact details for the University Main Subject tutors who are responsible for delivering your Main Subject module during the Autumn term and the Seminar Days during the Spring and Summer terms.
Main Subject Tutors

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TUTOR</th>
<th>ROOM NO.</th>
<th>TEL EXT.</th>
<th>E-MAIL</th>
<th>@exeter.ac.uk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Leslie Cunliffe</td>
<td>NC126</td>
<td>(26) 4873</td>
<td>L.Cunliffe</td>
<td></td>
</tr>
<tr>
<td>Citizenship with Humanities</td>
<td>Cathie Holden</td>
<td>BC107</td>
<td>(26) 4856</td>
<td>C.E.Holden</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paula Bradley-Smith</td>
<td>HO113</td>
<td>(26) 4981</td>
<td>P.Bradley-Smith</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>Linda Rolfe</td>
<td>NC121</td>
<td>(26) 4733</td>
<td>L.M.Rolfe</td>
<td></td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>Nick Givens</td>
<td>BC123</td>
<td>(26) 4869</td>
<td>N.Givens</td>
<td></td>
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<tr>
<td></td>
<td>Lynn Guest</td>
<td>HO104</td>
<td>(26) 4824</td>
<td>L.D.Guest</td>
<td></td>
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<tr>
<td>English</td>
<td>Alun Hicks</td>
<td>HO101</td>
<td>(26) 4990</td>
<td>A.J.Hicks</td>
<td></td>
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<tr>
<td></td>
<td>Ro Hopper</td>
<td>NC136</td>
<td>(26) 4964</td>
<td>R.Hopper</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Jon Murray</td>
<td>HO104</td>
<td>(26) 4824</td>
<td>Jon.Murray</td>
<td></td>
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<tr>
<td></td>
<td>Jim Rogers</td>
<td>BC214</td>
<td>(26) 4786</td>
<td>J.D.Rogers</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>Kevin O’Connell</td>
<td>HO109</td>
<td>(26) 4989</td>
<td>K.P.O’Connell</td>
<td></td>
</tr>
<tr>
<td>ICT</td>
<td>Kate Watson</td>
<td>NC132</td>
<td>(26) 4984</td>
<td>Kate.E.Watson</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Peter Winstanley</td>
<td>HO112</td>
<td>(26) 4762</td>
<td>P.Winstanley</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thomas Ralph</td>
<td></td>
<td></td>
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<tr>
<td>Modern Foreign Languages</td>
<td>Karen Wilson</td>
<td>BC125</td>
<td>(26) 4831</td>
<td>K.H.Wilson</td>
<td></td>
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<tr>
<td></td>
<td>Ian Maun</td>
<td></td>
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<td>I.C.Maun</td>
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<tr>
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<td>Mike Zollo</td>
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<td>M.A.Zollo</td>
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<td></td>
<td>Victoria Allen</td>
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<td>V.K.Allen</td>
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<tr>
<td>Physical Education</td>
<td>Will Katene</td>
<td>BC124</td>
<td>(26) 4756</td>
<td>W.Katene</td>
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</tr>
<tr>
<td></td>
<td>Sue Chedzoy</td>
<td>BC206</td>
<td>(26) 4807</td>
<td>S.M.Chedzoy</td>
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<tr>
<td>Religious Education</td>
<td>Karen Aylward</td>
<td>BC110</td>
<td>(26) 4983</td>
<td>K.S.J.Aylward</td>
<td></td>
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<tr>
<td></td>
<td>Rob Freathy</td>
<td>BC111</td>
<td>(26) 4918</td>
<td>R.J.K.Freathy</td>
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<td></td>
<td>Mark Brimicombe</td>
<td></td>
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<td>M.Brimicombe</td>
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<tr>
<td>Science: Biology</td>
<td>Nigel Skinner</td>
<td>NC138</td>
<td>(26) 4932</td>
<td>N.C.Skinner</td>
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<td>Chemistry</td>
<td>Lindsay Hetherington</td>
<td>NC139</td>
<td>(26) 4826</td>
<td>L.Hetherington</td>
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<tr>
<td>Physics</td>
<td>Keith Postlethwaite</td>
<td>NC125</td>
<td>(26) 4840</td>
<td>K.C.Postlethwaite</td>
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<tr>
<td>Psychology</td>
<td>Darren Moore</td>
<td></td>
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<td>D.Moore</td>
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<tr>
<td>Science Education</td>
<td>Nasser Mansour</td>
<td></td>
<td></td>
<td>N.Mansour</td>
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</tr>
</tbody>
</table>

University Personal Tutors

You will be allocated a Personal Tutor in your main subject who is responsible for monitoring your overall progress while you are at the University, including academic work and any pastoral issues that may arise. It is important for you to keep in regular contact with your Personal Tutor. Your Personal Tutor will help you to complete an initial needs analysis at the start of the course, prepare Action Plans, complete your first Formative Report, review academic work and progress during teaching placements, and so on. S/he will write an academic reference for you when you apply for a teaching post. Personal Tutors are also in a position to refer you to other agencies within and outside the University if this would be helpful.

University Visiting Tutors

During your school-based work, you and the school will be supported by a University Visiting Tutor (UVT). This may be the same person as your University Personal Tutor, but in some cases teacher colleagues may do this work, as there are not enough lecturers to cover all the school visits. These staff are often recently retired teachers, many of them ex-heads of department, who have a particular interest in offering their expertise and experience to support teachers in training. If your UVT is not the same person as your University Personal Tutor, you will meet him/her during the Autumn term.
SEMINAR DAYS

Seminar Days are organised during the Spring and Summer Terms, during school-based work. There are three scheduled in the Spring term and two in the Summer term. Please see the table at the beginning of this handbook for the dates of the Seminar Days for 2009-10.

PLEASE NOTE: Seminar Days 2 and 4 are on Fridays during the school half term breaks and Seminar Day 3 is on the Thursday prior to Good Friday.

Seminar Days enable you to:

- identify and critically evaluate issues which emerge from practice in school, through reflective discussions with peers and tutors
- broaden and further develop your understanding of how theory links with practice
- share experiences, examples of practice and teaching and learning resources within your subject group
- review professional studies topics in the light of working in a school context

Seminar Days are held at the Graduate School of Education and run from 10am until 3.30pm.

It is suggested that, if possible, Fridays in school should be used for Supervisory Conferences and your own reading, writing and research. However, your placement school may have to timetable you for lessons on this day, accepting the disruption that your absences for Seminar Days will cause.
ASSESSMENT

The whole process of assessment aims to engage you in critical reflection to promote professional development. At the heart of your Initial Teacher Education are your classroom performance and the wider development of professionalism within the subject, curricular, whole school, community and physical contexts. Assessment of your achievement of the QTS Standards is shared by schools and University tutors. No trainee can qualify for the award of PGCE with QTS unless they fulfil all requirements of the programme. These requirements are as follows:

- Successful completion of written assignments
- Successful achievement against the QTS Standards
- Successful completion of the TDA Numeracy, Literacy and ICT tests
- Attendance at all elements of the programme

Assessment of your achievement of the QTS Standards

This is shared by schools and University tutors. If you demonstrate by the end of the course that you have evidence of achievement for all the QTS Standards (confirmed in your Final Summative Report) then you will go to the final Exam Board with a pass for your School-Based work module. After confirmation of this pass at the Exam Board, you will be recommended to the GTC(E) for the award of QTS.

If all of the requirements above are fulfilled EXCEPT the successful completion of written assignments, you will be deemed to have failed the PGCE but can exit with QTS only. This means you can be recommended to the General Teaching Council for QTS and are therefore able to teach, but have not gained the academic award of the PGCE.

Written Assignments

Details of main subject assignments are given in the subject handbooks. These general principles also apply:

- All written assignments throughout the year contribute to the award of a PASS grade for the main subject module (60 Masters credits)
- Assignments are seen as part of the learning process and provide opportunities for you to engage in critical reflection. This involves competence in the enquiry skills of selecting evidence, analysing, evaluating and presenting the material in a coherent and systematic way. The focus of each assignment is designed to ensure that aspects of the programme are integrated. Work may be undertaken in schools, at the University, or elsewhere
- You are expected to respond to programme requirements in a conscientious manner

Submission Dates

Assignments must be submitted to the Student Information Office (SC01) by 4.00pm on the following dates:

- Main Subject : Assignment 1 (5,000 words or equivalent) 11 December 2009 (end of term)
- Main Subject : Assignment 2 (5,000 words or equivalent) 1 April 2010 (Seminar Day 3)
- Main Subject : Assignment 3 (5,000 words or equivalent) 4 June 2010 (Seminar Day 4)

Word length for assignments

Different assignments have different word lengths specified for them; it is important that students keep to the word length specified for each assignment on the following grounds:

- to encourage succinct and clear writing
- to ensure equity for all students doing that assignment

Words within the list of references, the bibliography and/or the appendices (if necessary) are not included in the word count. You should state the word count on the front cover sheet of each assignment. Failure to be honest in this respect will be penalized under the University’s cheating and plagiarism regulations.
If you are found to have exceeded the specified word limit for a written assessment you will be subject to the following penalties:

- Up to 10% over length: No deduction off final mark
- Between 10% and 20% over length: Deduction of 5% off final mark
- 20% or more over length: Maximum mark of 50%

Where penalties have been applied, the tutor responsible for marking the work will indicate on the assignment feedback form that a reduction in the mark has been enforced. If you are in any doubt about the implications of exceeding the word length of a given assignment, you should ask your tutor for clarification.

Handing in assignments

All written assignments must be handed in to the Student Information Office. Special arrangements will be made for submission of art work or artefacts, or for assessment by means of a peer-group presentation. In such cases you will be given information about submission by your University subject tutor.

Before you submit a written assignment there are important processes for you to follow. Failure to do this will result in the office being unable to accept your submission and could lead to your work being recorded as a late submission. For information on what you have to do to successfully submit your coursework please go to: www.education.exeter.ac.uk/SIO

Requests for an Extension

Extensions may be granted in exceptional circumstances and only where the extension has been requested in advance of the assignment deadline. Requests can only be considered for medical reasons and should be accompanied by medical evidence. All requests for extensions should be submitted in writing to the Programme Director, not your subject tutor (the Programme Director will consult with your tutor where necessary). If the extension is agreed, your mark will not be capped at 50%.

Any assignment handed in up to two weeks late without an agreed extension will be capped at 50%. Any assignment handed in more than two weeks late without an agreed extension will be marked as 0%

Plagiarism

You could face a possible charge of plagiarism (i.e. substantial use of another’s work without acknowledgement) if you do not fully acknowledge sources in reports, assignments and projects. Direct (verbatim quotation) and indirect references to other people’s work must be acknowledged. You are expected to give a complete reference list within a bibliography so that any reader can obtain the works for reference purposes. Quoting passages verbatim from the work of others and presenting them for assessment as if they were your own ideas would constitute a clear case of plagiarism for which your work may be failed and you may be asked to leave the programme. The use of essay bank material for University assessment purposes is not permitted and, if discovered, will be severely penalised.

Presentation of work

Due care should be taken over grammar, punctuation and spelling. Since ICT is regarded as a basic competence, assignments should, whenever possible and appropriate, be word processed. The Harvard System (American Psychological Association) of bibliographic referencing should be used, as described below.
THE HARVARD METHOD OF BIBLIOGRAPHIC REFERENCING

When you write an academic assignment, it is important to pay attention to correct and consistent referencing of your reading. There are several methods of referencing, but the one adopted by the Secondary PGCE Programme is known as the 'Harvard' method.

How To Provide Correct References

To cite a book: most of this information is on the book’s title page. The following order of information is the appropriate order for a book.

1. Authors/Editors
   - Put the surname first, followed by initial(s) of forename(s)
   - If there are two or three authors, include them all in the order they appear on the title page
   - If there are more than three, record the first followed by et al.
   - If the book is edited, indicate this by using (ed) after the name/s
2. Year of Publication – in brackets
3. Title
   - Use the title and capitalisation as given on the title page and sub-title (if any)
   - Underline title or use italics
4. Place of Publication: Publisher
   - You will usually find these details on the back of the title page
5. Pages
   - If referring to a specific section, cite the relevant page numbers, using the abbreviation p

To cite a journal article: this information can usually be found at the start of the article, or on the contents page. The general principles are the same as for a book.

1. Author
2. Year of Publication
3. Title of Article
   - Use the title given at the beginning of an article
4. Title of Journal
   - The title given on the journal front should be recorded (unabbreviated)
   - Underline title or use italics (be consistent with your practice with book titles)
5. Volume/Issue Number/Month
   - Each issue will have its own number which will help make up the volume. A volume number usually changes every six months or year
6. Page Numbers of Article

Examples

Book:

Journal article:

Chapter in a book:

Citing references in text

All references to another author’s work, be it direct quotation or paraphrase must be acknowledged. Refer to publications by citing the author/s and the date of publication:

The latest research by Nasser (1999) claimed that . . .
In an earlier investigation (Barker 1982) it was suggested that . . .

You may want to cite the precise page or pages of an article; these should be given following the date using either a comma or a colon:

(Marks and Spencer 1995, 35) or (Marks and Spencer 1995:35)

Bibliography
With the Harvard method of referencing, footnotes are not used. Any book, article or website referred to in your assignments should be referenced in the bibliography.

Using reference material from the Internet
If you wish to make reference to information available on the Internet, you should give the name of the author (if applicable) and the date of the publication (if available), followed by the full URL (web address) of the website or web pages that you have used and the date on which you last accessed the information. The last requirement is essential as information on the Web is liable to change. You should check before submitting your work that the information you have used is still available.

ETHICS FOR SCHOOL-BASED ASSIGNMENTS

The ethical position of the Graduate School of Education is based on the principle that in all research, teaching/training and professional activity the interests and rights of others must be respected and protected. The ‘others’ whose interests and rights need protection include children, adults, other sentient beings, and institutions such as schools or colleges with which we have professional contact. The kinds of ethical issues that arise for the Graduate School of Education usually concern the exercise of power in professional relationships, such as those between adult and child, or between teacher and student, as well as those arising from privileged access to confidential information about individuals or institutions. Although such relations and privileged access are generally conducted with the best of intentions, without proper safeguards they can result in unintentional abuse. Educational research requires that particular attention is devoted to ethical obligations because it often involves school children and students, who are in vulnerable positions. In the Graduate School of Education, the key areas of ethical concern to be monitored, and the guidelines, are as follows.

Lack of Harm, Detriment or Unreasonable Stress
Any research or teaching procedure carried out should not result in any risk of harm, detriment or unreasonable stress to participants. Educational interventions should not result in any educational disadvantage or loss of opportunity. Strong medical guidelines exist where physical risk issues are involved. Where there is any doubt, all action should cease until full consultation and reassurance is given by appropriate authorities.

Research-Based Studies
If any experiment or intervention or collection of data does not go significantly beyond normal teaching functions, approval at institutional level only is required. You will not be required to submit an ethics form individually. This is the case for both of the Professional Studies Assignments that we ask you to carry out during your school-based work. It is likely also to be the case for any research-based study that you carry out as a main subject assignment.

Informed Consent
If, however, your normal teaching functions are likely to be significantly exceeded during a research-based study, then you must not only gain institutional approval for the study but all participants including children should understand the significance of their role (i.e. be informed) and should consent to their involvement. It is
unlikely that any research-based activity undertaken during school-based work will fall into this category. However, if you are unsure, please refer to your University tutor for advice.

Informed consent assumes that consent is freely given with a proper understanding of the nature and consequences of what is proposed and that undue influence is not used to obtain consent. It must be made clear to participants that at any moment they are free to withdraw from the research if they wish. Particular care is necessary when the participant has a special relationship to the investigator as in the case of a student to his/her teacher.

Informed Consent Procedures

If applicable to your study, written consent should be gained by providing participants with a straightforward statement for them to sign, covering the aims of the research, and the potential consequences for participants. The language used in such statements must be understandable to the participants. For non-communicative participants, the efforts to gain consent should be specified in a written description of the procedure for explaining to participants what is happening. A responsible person should sign this statement (and indicate his/her relationship with the participant) to indicate that this work has been done. In such cases the onus is on the researcher to satisfy the School’s Ethics Committee, by the provision of appropriate evidence, that the information/consent requirements have been satisfied. In some cases this may require a clear justification for the involvement of the most vulnerable people (for example people with disabilities or in stressed situations) and clarification that the information can be gained in no other way.

Confidentiality and Non-Identifiability

Persons (including children) and institutions that participate in research have the right to anonymity and non-identifiability unless they are individual adults who have explicitly, and in writing, consented to be identified. Otherwise all research data and results, in all media, are confidential and must not be disclosed to unauthorised third parties. Research reports, dissertations, theses and publications must not permit the identification of any individuals (e.g. children, parents or teachers) or institutions (e.g. schools or colleges).

Please make sure that you avoid using the names of individuals, groups or a school in ALL your assignments. Pseudonyms may be used if necessary.

DATA PROTECTION

In addition to the information on page 13 of the handbook please remember that schools are increasingly data-rich environments. Ethically and professionally, you are of course expected to treat this data with complete confidentiality; this kind of data should only be discussed in a professional context. However, you may also have data stored electronically, such as assessment and performance data, which the school has given to you. In line with the requirements of data protection legislation, you must delete any electronic data about the children you teach, stored on your own computer, when your placement is complete.
The University of Exeter Masters level generic assessment criteria are shown below. Subject tutors will provide further detailed subject-specific marking criteria with the assignment details for each assignment.

| 70% and above | Distinction | Work of exceptional standard reflecting outstanding knowledge of material and critical ability. |
| 60-69% | Merit | Work with a well-defined focus, reflecting a good working knowledge of material and good level of competence in its critical assessment. |
| 50-59% | Pass | Work demonstrating adequate working knowledge of material and evidence of some analysis. |
| 40-49% | Fail | Limited knowledge of core material and limited critical ability. Lacking in basic knowledge and critical ability. |
| 39% and below | | |

To obtain a pass for your main subject module, your overall AVERAGE MARK must be 50% or above, with no more than one assignment being awarded a mark of 40-49%.

**Failed assignments**

If an assignment is deemed to be a Fail, you will be given feedback outlining what needs to be done to bring the assignment to a pass standard and **one** opportunity for resubmission will be allowed.

You can choose to resubmit a failed assignment ‘in year’ (ie, before the final Exam Board in July). Alternatively, you may opt to go to the Exam Board with the fail mark. You will then be referred to the Consequences Board who will confirm the conditions for resubmission of the work. **Note:** if you choose the second option, the award of PGCE will be delayed until the Exam Board following any successful resubmission (normally held in December).

In the case of Main Subject assignment 3, there may not be time to mark a resubmitted assignment before the end of the programme; this will mean that the award of PGCE will be delayed until the first Examination Board after July (this is normally held in December).

If a Main Subject assignment is deemed to be a Fail by the Exam Board, the mark obtained on resubmission will be capped at 50%.

**ONLY ONE RESUBMISSION OF EACH ASSIGNMENT IS PERMITTED**

To ensure fairness and moderation of standards, assignment marking is subject to moderation (with some cross-moderation within and between subjects).

All fail assignments are double-marked.

External Examiners moderate standards of marking and assessment.
EXAMINATION OF THE SECONDARY PGCE PROGRAMME

External Examiners will visit a sample of trainees in a range of schools between 29 June and 1 July 2010. Occasionally it may be necessary to arrange an examination visit during the previous week to fit in with the working schedule of the external examiner. Please note that:

- it is important that you sign all Formative Reports before they are returned to the ITE Partnership Office
- it is in your interest to remind your Mentor that Formative Reports must be returned by the date shown on the form, as failure to return the Report by the due date can lead to your progression to the Examination Board being delayed

All arrangements for a visit of an External Examiner are made by the ITE Partnership Office with the school’s ITE Coordinator.

The External Examiner will be accompanied by a member of the University staff and will wish to see:

- you, to discuss your progress and development
- your PGCE Individual Development Portfolio and teaching file(s), with provisional details of your Career Entry and Development Profile
- your Principal Subject Tutor and Mentor
- your ITE Coordinator (usually)

In most instances, the External Examiner will observe you teaching and will wish to see a lesson plan, scheme of work and other relevant materials related to the lesson to be observed. However, it is not always possible to arrange to see teaching, and the External Examiner may wish instead to talk with you and your school-based tutors about your achievements and your evidence base for the award of PGCE with QTS.

The External Examiner will wish to discuss:

- the classroom activity observed (if applicable)
- your PGCE Individual Development Portfolio and teaching file(s)
- matters beyond the immediate activity observed, concerning quality of provision and outcomes

<table>
<thead>
<tr>
<th>PGCE External Examiners 2009-10</th>
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<tbody>
<tr>
<td><strong>Chief External Examiner</strong></td>
<td><strong>History</strong></td>
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<tr>
<td>Professor C Hall</td>
<td>Dr D Smart</td>
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<tr>
<td><strong>Art</strong></td>
<td><strong>ICT</strong></td>
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<tr>
<td>Ms S Heitt</td>
<td>Dr M Webb</td>
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<tr>
<td><strong>Citizenship with Humanities</strong></td>
<td><strong>Mathematics</strong></td>
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<tr>
<td>TBA</td>
<td>Mr A McLean</td>
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<tr>
<td><strong>Dance</strong></td>
<td><strong>Modern Foreign Languages</strong></td>
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<tr>
<td>Mrs B Moody</td>
<td>Dr S Lawes</td>
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<tr>
<td>Ms C Goodhew</td>
<td>Mr Mcfadyen</td>
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<td><strong>English</strong></td>
<td><strong>Religious Education</strong></td>
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<tr>
<td>Mrs A Turvey</td>
<td>Professor L Gearon</td>
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<tr>
<td><strong>Geography</strong></td>
<td><strong>Science</strong></td>
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<tr>
<td>Dr C Rawding</td>
<td>Mrs E Wilson</td>
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</tbody>
</table>
**Recommendation to Fail the PGCE**

The following procedures must have been followed in order that a recommendation can be made to the relevant Examination Board for a trainee to fail the PGCE programme:

- the trainee should have been given early indication and notification of weakness
- the trainee should have received a written warning, in the form of the Cause for Concern Letter, if continuing poor performance, unprofessionalism or extended absence is likely to lead to a fail recommendation
- the trainee should have been given specific advice for improvement and an Action Plan detailing how this will be supported
- the trainee should have been visited by an External Examiner or Internal Moderator

Trainees who receive a fail decision at the Examination Board will be informed and counselled by their University Visiting Tutor or Personal Tutor immediately after the Board. The implications of the failure will be decided at the Consequences Board which takes place soon after the Examination Board. These trainees will receive a letter from the Head of ITE informing them of the decision of the Consequences Board.

**Consequences Board**

In the case of trainees who have received a fail decision, the Programme Director will collect relevant information and submit it to the Consequences Board. The Board decides whether, in the light of all known factors, a trainee should be permitted to resubmit him/herself for assessment in one or all areas. Normally, an additional opportunity to demonstrate achievement of the QTS Standards in school-based work will be recommended except in cases where any of the following apply:

- the trainee would be a danger to children
- the trainee’s classroom/behaviour management is so unsatisfactory that serious disruptive problems in the classroom are likely to arise
- the trainee’s progress towards achieving the Standards is demonstrably so limited that a 10-week additional placement is deemed to be insufficient to enable achievement of the Standards
- the trainee has withdrawn from school-based work
- the trainee has absented themselves from the programme without leave

A trainee who is unsuccessful in demonstrating achievement of the QTS Standards in the school-based work element and/or in one or more assignments, may normally re-enter for examination in the relevant part on not more than one occasion. Resubmitted assignments will be limited to a ‘pass’ grade.

A trainee who is unsuccessful in school-based work can be recommended for QTS only at the end of successful completion of a further 10-week period of supervised practice in an appropriate school, normally in the Spring or Summer term. This additional placement is subject to fees amounting to one third of the annual tuition fee.

*Important - A penalty fee of £300 may be incurred if a trainee requests but then declines a placement that has been arranged for him/her.*

All re-entry trainees must apply for examination within two years of the end of their initial PGCE course.
Appeals

A trainee may appeal against failure by following the University procedure laid down if any of the following apply:

- Circumstances affecting the trainee’s performance of which the Board of Examiners were not aware when reaching its decision
- Procedural irregularities in the formal conduct of the Examination
- Procedural irregularities in the marking of submitted work
- Evidence of prejudice or of bias on the part of one or more Examiners
- Inappropriate advice from the tutor or appropriate member of academic staff in instances where the candidate has been affected at the time of examination by illness or other serious occurrence

Notice of appeal should be lodged quickly, and no later than fourteen days after the publication of the provisional results. Full details of the Academic Appeals Procedure are available on the web www.exeter.ac.uk/calendar/live/progdev/appeals.htm

Any enquiries regarding examination procedures of the Secondary PGCE Programme will be dealt with by the ITE Administrator, Lisa Fripp (email l.m.fripp@exeter.ac.uk).
THE QTS SKILLS TESTS

Skills Test requirements
Recommendation to the GTC for the award of Qualified Teacher Status is dependent upon successful completion of the TDA Skills Tests in Literacy, Numeracy and ICT. You will not be able to take up a teaching job until you have passed all three skills tests. It is very important that you sit the tests at the earliest opportunity during the Autumn term. Do not leave doing the tests until you are in school, especially if you think that you may need more than one attempt at any of them. Schools are not required to allow you time away from your placement to attend a skills test centre.

If you have not passed these tests by 25 June 2010 but have successfully completed all other school-based work module requirements, the Examination Board will record a deferred result, which will be amended once we have received notification that you have passed the tests. If you do not pass all three of the tests by 25 June 2010, you must inform the ITE Administrator (l.m.fripp@exeter.ac.uk) as soon as you have passed so that we can trigger recommendation for QTS.

The tests are computer-based and marked, and there is currently no limit on how many attempts you may make at passing them. Information about all three of the tests and procedures for booking is available on the TDA web site at: www.tda.gov.uk.

We do not want you to feel anxious about these tests, so if you realise that they might be a problem, please talk to your Personal Tutor as early as possible in your PGCE year. It is clearly in your best interests to complete the three tests as soon as possible, and certainly before 25 June 2010.

Support for the tests
Materials to help familiarise yourself with the sort of questions asked are available on the TDA web site. The St Luke’s library holds copies of useful support guides to help you to prepare for your skills tests.

Skills Test Centres
There is no longer a QTS Test Centre on the St Luke’s campus. Please refer to the TDA website for up to date information about test centre locations and arrangements.

Responsibility for completing the tests
It is your responsibility to ensure that you sit the tests. It is worth remembering that schools may look more favourably at interview on applicants who have already passed the required skills tests. You will not be able to take up a teaching appointment unless you have passed all three tests.

Autumn term requirement
Please ensure that you register and make bookings to take all three skills tests during the Autumn term, before Christmas. Your University tutor will monitor this. If you do not register for and book your tests during the Autumn term, you may be issued with a Cause for Concern letter.
THE PROFESSIONAL STUDIES PROGRAMME

The Professional Studies component of the PGCE Programme is integrated within the whole programme and should not be seen as a separate element. It takes place both in the University and in school and is concerned with classroom issues, whole school issues and the role of education in wider society.

Thus the Professional Studies module supports your development as a teacher throughout your course, starting in the first term in the University, and continuing to develop your understanding by providing opportunities to reflect on your practical experiences of classrooms and schools during the Spring and Summer terms to give you clearer insights into educational practice.

The Professional Studies programme is concerned with the following developmental areas:

- effective teaching
- demonstrating an understanding of the school as an institution and its place within the community
- demonstrating a working knowledge of the pastoral, contractual, legal and administrative responsibilities of teachers, including the SEN Code of Practice, and of the work of external agencies supporting them
- developing effective working relationships with professional colleagues, support staff, parents and others, and using appropriate communication skills
- demonstrating an awareness of individual differences, including social, psychological, developmental and cultural dimensions and applying this knowledge sensitively when dealing with individuals and groups
- recognising the diversity of talent and needs present in the school and demonstrating the ability to identify and deal with special needs of all kinds, including the needs of gifted pupils
- recognising and using opportunities to promote pupils’ spiritual, moral, social and cultural development
- adopting a self-critical approach to the diagnosis and evaluation of pupils’ learning and recognising the effects on it of teachers’ assumptions and expectations

The Professional Studies module is accredited at undergraduate level (10 credits) and is delivered by blended learning:

- A series of lectures at the university in the Autumn term introduces themes and issues with reference to theory and research
- Reading and follow up activities related to the lecture topics and other professional studies issues are provided in a Virtual Learning Environment (WebCT)
- Online reflection/discussion on the weekly topics in subject groups will take place during the Autumn term
- A cross-curricular activity in mixed subject groups will be undertaken during the Autumn term, the outcome of which is a collaboratively-produced teaching resource for one of the National Curriculum cross-curricular dimensions
- A programme of seminars throughout school-based work in the Spring and Summer terms that develop professional studies topics in a school context. This programme is supported by a comprehensive web-based resource that provides reading, links and individual study activities which can be found at: http://education.exeter.ac.uk/pspitt/
- During seminar days at the university in the Spring and Summer terms practice-sharing sessions will be arranged in subject groups to consider:
  - 14-19 curriculum developments
  - English as an Additional Language (EAL)
  - E-safety
  - Personal Social Health and Economic Education (PSHEE)
Assignments

There are two assignments for the Professional Studies module:

1. SEN (Spring term)
2. Out-of-school learning (Summer term)

The outcome for both assignments is a report (hard copy to be filed in your IDP, and a summary posted in WebCT within subject group areas so that learning may be shared) Further details about these two Professional Studies assignments can be found in the School-Based Work section of this handbook.

Professional Studies Lecture Programme

The lecture programme is coordinated by Kate Watson. These lectures introduce you to a variety of topics relevant to all teachers. They are timetabled on Thursdays during the Autumn term in NC12. On selected weeks the face to face lecture will be repeated; otherwise a single face to face session will be provided. Each lecture will be posted after the session in the University’s virtual learning environment, WebCT, together with a selection of related resources (see below for how to access WebCT).

The lecture series for 2009 is:

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8 October</td>
<td>The Exeter Model of ITE</td>
<td>1pm and 2pm</td>
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<tr>
<td>15 October</td>
<td>Theories of Learning</td>
<td>2pm</td>
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<tr>
<td>22 October</td>
<td>14-19 Curriculum Developments</td>
<td>2pm</td>
</tr>
<tr>
<td>29 October</td>
<td>Issues of Difference</td>
<td>2pm</td>
</tr>
<tr>
<td>5 November</td>
<td>Welfare and Safeguarding Young People</td>
<td>2pm</td>
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<tr>
<td>12 November</td>
<td>Cross-Curricular Dimensions</td>
<td>1pm and 2pm</td>
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<tr>
<td>no lecture:</td>
<td>school-based work induction week</td>
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<tr>
<td>26 November</td>
<td>Behaviour Management</td>
<td>1pm and 2pm</td>
</tr>
<tr>
<td>3 December</td>
<td>Using Data to Raise Attainment</td>
<td>2pm</td>
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<tr>
<td>10 December</td>
<td>Special Educational Needs</td>
<td>2pm</td>
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</tbody>
</table>

WebCT

This is the online virtual learning environment supported by the University. You can access WebCT by going to: [www.webct.exeter.ac.uk](http://www.webct.exeter.ac.uk) or by using the link at the top of the student intranet page on the Graduate School of Education website. Enter your University username and password and click on the login button. This should give you a Course List that shows you all the WebCT courses for which you are registered. Click on ‘Education – PGCE: Secondary Professional Studies (EES3000). This will bring up a front page with links to the materials and resources for each Professional Studies topic.

If you have any problems in accessing the WebCT materials online, please contact Kate Watson by email: kate.e.watson@exeter.ac.uk

Distance Learning

Trainees may register to access the Professional Studies lecture series online. For this you will require an Internet connection suitable for downloading lecture presentations with audio narration and for access to an online discussion forum. Subject leaders will register you for the distance learning option for the Professional Studies lectures and will provide further details of the expectations and requirements for this mode of learning.
APPLYING FOR A TEACHING JOB

You should start to look for your first teaching post early in the New Year, especially if you have reasons for wanting or needing to stay in the South West. Jobs in this region turn over more slowly than in other areas of the country as it is a pleasant place in which to live and work. The Times Educational Supplement is the traditional place to look for jobs, but recruitment websites are also useful.

If you don’t already know the school, do your homework about it and the area it is in. Read the job specification carefully and look at the school’s website. You should write your personal statement/letter of application to match as closely as possible the requirements of the school and subject department. Be positive, but honest – it is no good claiming that you have interests or skills that the school may appear to be looking for if you can’t deliver these effectively at interview or when you are in post. You may feel that you have had relatively little classroom experience when you apply. Don’t worry about this. Your tutor will make the position clear in the reference that they write for you and schools are good at seeing potential in applicants. None of the trainees applying for the job will be a ‘finished product’.

Your University tutor will discuss job applications with you, but staff in schools are in the best position to give you advice and support about the process. Many partner schools run mock interviews for trainees to give them an introduction to the way that schools select staff.

Bear in mind that each school is likely to have its own version of the interview process. It is now the norm for applicants to teach a lesson to a group of pupils. Many schools take into account the feedback from pupils in coming to a decision about who to appoint. You should be briefed fully and well in advance by the school about the topic, age range and capability of the group that you will teach, but keep some flexibility in your plans so that you can respond to the situation on the day. Don’t try anything too ambitious. If you plan to use ICT make sure that you have an alternative non-computer-based task in case the system fails. If possible, base your lesson on teaching approaches and strategies that you have already used successfully. It will boost your confidence to know that what you plan to do has already worked with one class (but remember that every group of pupils will respond in a different way, so flexibility is important).

As soon as you start applying for jobs, make sure that your University Subject Tutor has up-to-date information on which to base your reference. Normally you will be asked for two referees. Include the Head Teacher of your placement school as one referee (check that this is the expectation of the school – it usually is) and give the name of your University Subject Tutor as the other referee.

Please note that the correct address to give for University contact for a reference is:
<name of tutor>
Reference Request, Student Information Office,
Graduate School of Education, University of Exeter,
Heavitree Road, Exeter, EX1 2LU.

GTC(E) Teacher Reference Number. This will be given to you during the Autumn term.
E-MAIL/INTRANET

E-Mail
All trainees are provided with a University email address. This can be accessed from outside the University via the University's webmail service accessed from the University Home Page at www.exeter.ac.uk

Please note that messages will be sent to you via email lists compiled using your University e-mail address, not your private email. Please check your University e-mail regularly.

Graduate School of Education Intranet
Increasing use is made of the Graduate School of Education intranet by all staff for posting information and resources. You can access this once you have an IT Services registration. Go to the home page for the Graduate School of Education: www.exeter.ac.uk/education and click on 'Student Documents' in the top right hand corner of the home page. You will be asked to enter your University username and password to access the intranet.

SERVICES AND SUPPORT IN THE GRADUATE SCHOOL OF EDUCATION

AUDIO VISUAL/ICT EQUIPMENT SUPPORT, BOOKING, LOAN & REPAIR
Booking: All equipment must be booked centrally email (ed-equipment@exeter.ac.uk)

Location: SOUTH CLOISTERS - SC12
(Maintenance & Repair Workshop)
Support: ANDY CUTLER - 4742
Equipment: Repair/Maintenance of a range of AV/IT equipment.
Loan of equipment through online booking system.

Location: BARING COURT – BC104
Support: DEBS BRISTOW - 4938
Equipment: Loan of equipment through online booking system.
Digital video filming & editing, digital stills image capture and editing.

IT SUPPORT
Location: SOUTH CLOISTERS – SC09
Support: PAUL HOWELL – 4790 (ed-it-support@exeter.ac.uk)
STEVE LUNN – 4781 (ed-it-support@exeter.ac.uk)
Equipment: Recommend, install, maintain, upgrade equipment/software within Graduate School of Education.
Including cluster rooms SC14 and BC218
Provide cover for Graduate School of Education through the IT Services Helpdesk system. Either by phone or email:
Phone: 01392 263934 (3934 from a University internal phone)
Email: Helpdesk@exeter.ac.uk

PRINT UNIT
The Print Unit is located in South Cloisters on the St. Luke’s Campus. South Cloisters is accessible from any entrance on campus but is nearest to the College Road entrance. The Print Unit is next to the bank on the ground floor.

Support: Tina Otton 26 4735 Photocopying services
Access: All University staff & students non-exclusive to Education Open access for personal and non-
University users.

Services: High speed/volume photocopying service providing single or multiple copies on white and coloured
paper and card at A3 and A4 sizes. Copying from originals can be facilitated via email attachment
to (ed-printonline@ex.ac.uk). Full colour copying and high quality black & white copying, both A3
and A4 size. Colour OHP transparencies at A4. A comprehensive range of finishing techniques
including A5 and A4 booklet production and yearbook/dissertation (channel) hard binding.

ST LUKE'S CAMPUS LIBRARY
This library is part of Academic Services, which includes the University Library & IT Services. St Luke's Campus
Library contains over 120,000 books and pamphlets, mostly in the field of education, sport, science, social work
and allied subjects. Approximately 360 periodicals are taken in print. In addition, issues from almost 150,000
journals (including some of those we take in print) are available electronically via the internet on or off campus.

Library Registration:
The University card functions as your library card and must be shown each time books are borrowed. It is not
transferable and readers are responsible for the return of ALL their books including those taken into schools. For
access to electronic resources from off campus via the internet you will need your IT Services username and
password. (For more information see http://www.exeter.ac.uk/library/athens).

Book Allowance:
Each person may have up to 15 items on loan at one time. Book stock is normally issued for four weeks, but this
does vary according to when in the term an item is borrowed and the type of material. Books identified as short-
term loans and journals are only issued for seven days at a time while books on Temporary Reserve may be
borrowed overnight or during the day (five hours), or for the weekend if borrowed after 12.30 on Fridays. Do
check the date stamps on all books. If a book is recalled by another reader it MUST be returned by the revised
recall date. A recall notice will be sent informing you of this date. Please ensure that YOU keep the Library
informed of your current postal and e-mail addresses (no-one else will!). Provided an item is not
recalled, all loans may be renewed – in person, by phone, by postal request, fax, e-mail or directly from the
library system over the internet (provided your loans are not overdue or you don’t have outstanding fines).

An additional 15 books from the School-Based Work Collection are allowed for trainees going into school. For a
small fee the library is prepared to post specific items to trainees undertaking school-based work at a distance.
For details see the Distance Learning Unit web page: http://www.library.ex.ac.uk/distance/

Reservations:
Books stocked by the Library but currently on loan may be reserved by using one of the library computerised
catalogue terminals or from anywhere via the world wide web (http://lib.exeter.ac.uk). To make a reservation
you will need your University card number and library-allocated PIN (ask at the Issue Desk), or use your
University username and password for email.

Inter-Library Loans:
The Library can obtain books and journal articles which are not in its stock from other libraries. In addition to a
completed ILL request card, an ILL token MUST be obtained from your tutor – or the request paid for personally.
Requests cannot be accepted without prior payment.
Photocopying:
Under the Copyright Act it is permissible to make a copy of up to one chapter or 5% of a book (whichever is the greater), no more than one article from an issue of a journal for purposes of research or private study. This law is complex - if in doubt, please ask for advice.

Further information (including ATHENS registration, detailed information guides, a ‘virtual’ tour, the library catalogue, electronic journals, online databases, current opening times and contact details) can be found on the library website: http://www.exeter.ac.uk/library. Library staff will be pleased to help with any queries you might have. Aeronwen Allison is the Academic Support Consultant for Graduate School of Education. She can help with any subject enquiries you may have. You can contact her at A.G.Allison@exeter.ac.uk or on 26 3865. She's based in the staff area of the main floor of the Main Library at Streatham Campus. She visits St Luke's Library at least once a week. Please contact her if you wish to see her there.

RESOURCES
A large range of resources for use in school are available in the library. Access to these is the same as other library resources (books, journals etc). There are also some collections of resources which are available by personal arrangement with subject tutors.
THE GUILD OF STUDENTS

The **Students’ Guild** is the University’s Student Union. It is a non-profit making organisation that provides representation, support, social activities and trading services for all students. 

dehy 01392 264893, [www.guild.exeter.ac.uk](http://www.guild.exeter.ac.uk)

Deputy President of the Guild is based on the St Luke’s Campus and this year is Laura Johns, deppresident@exeter.ac.uk

The Welfare and Equal Opportunities Officer and the Education Officer and Guild President and Athletic Union President Executive visit St Luke’s weekly during term time.

ACCESS TO MEDICAL SERVICES

The Student Health Centre is based at the Heavitree Practice, Heavitree Health Centre, South Lawn Terrace, Exeter, EX1 2RX, 08444 773 486

[www.theheavitreepractice.co.uk](http://www.theheavitreepractice.co.uk)

Urgent problems should be directed to the Devon Doctors on Call Answering Service on 0845 6710270.

For more information go to [www.exeter.ac.uk/education/students/index.php?id=131](http://www.exeter.ac.uk/education/students/index.php?id=131)

EQUAL OPPORTUNITIES

The Graduate School of Education and the University of Exeter as a whole are committed to a policy of equality of opportunity and aim to provide a working and learning environment which is free from unfair discrimination and will enable staff and students to fulfil their personal potential. For full policy and information see [www.education.exeter.ac.uk/pages.php?id=75](http://www.education.exeter.ac.uk/pages.php?id=75)

University 'Equality Matters'

[www.exeter.ac.uk/eq/](http://www.exeter.ac.uk/eq/)

Harassment Advisors Network

[www.exeter.ac.uk/harassment/](http://www.exeter.ac.uk/harassment/)

Guild Equal Opportunities Policy And Contacts

[www.guild.exeter.ac.uk/helpandadvice/equalopps](http://www.guild.exeter.ac.uk/helpandadvice/equalopps)

Race Equality

We welcome applications from students with minority ethnic backgrounds.

[www.exeter.ac.uk/eq/~docs/raceequalitypolicy.htm](http://www.exeter.ac.uk/eq/~docs/raceequalitypolicy.htm)

Diversity Resource Officer, Sara Bennett 01392-264871, S.L.Bennett@exeter.ac.uk
ACCOMMODATION
For Exeter-based accommodation contact Lesley Pike, 01392 264827, L.E.Pike@exeter.ac.uk.

For accommodation during school-based work: the Partnership Office holds an online list of rented accommodation (accommodation in this list is not inspected or checked by the University) at www.exeter.ac.uk/education/students/pgce/accommodation.php

CAREERS AND EMPLOYMENT SERVICE
Provides a comprehensive service for students. A Career Adviser holds a drop-in session at St Luke’s every Thursday during term time from 1pm to 2pm
See www.exeter.ac.uk/employability/

WELFARE AND SUPPORT
A free and confidential Counselling Service is available for all students on both campuses
For full information see www.exeter.ac.uk/counselling

DISABILITY SUPPORT
We welcome applications from Disabled students and the Disability Resource Centre (DRC) currently supports over 700 students with a range of disabilities. We can help provide support needs from note-takers to mentors. We aim to respond to need wherever possible either with advice or access to resources or personnel who may help, e.g. study skills.
Contact Charmaine: 01392 263880, disability@exeter.ac.uk

University Disability Resource Centre
www.exeter.ac.uk/disability/curstu.php

Education Enhancement Unit: Student Skills
www.as.ex.ac.uk/eeu/studentskills

Study Skills Adviser (Part-time) at St Luke’s
Dr Barbara Janssen: 01392 264819, B.D.Janssen@exeter.ac.uk

The INTERNATIONAL STUDENT ADVISOR, Linda Shand, visits St. Luke’s Student Advice Room every Thursday between 9.15am and 12:00pm during term time.
Call for information 01392 263041.

NIGHTLINE
A listening ear and an information centre in one, run for students by students, totally confidential.
01392 275284.

MULTI-FAITH CHAPLAINCY TEAM
There are more details of the Multi-Faith Chaplaincy Team at www.exeter.ac.uk/chaplaincy
Chaplains are available to discuss any matters in confidence, regardless of a person’s faith background.

St Luke’s Chaplain
The Rev James Theodosius,
j.w.f.theodosius@exeter.ac.uk
SCHOOL-BASED WORK

Your PGCE course includes two long block placements that give you experience of working in different school contexts over an extended period of time. The contrast between the two is important; every school has its own particular ethos and ways of working.

During school-based work (SBW), you will be able to apply the knowledge and understanding acquired during University elements of your PGCE course to your developing practice in the classroom. The school and University elements of your training are designed to be complementary and interconnected. Together they offer you a balance of practice and theory so that you develop classroom skills alongside the knowledge and understanding that underpins these skills and supports your development as an informed and reflective teacher.

Your work in school will be supported by a Principal Subject Tutor (PST) - a teacher in your subject department who is responsible for arranging your timetable and discussing your progress with you in Weekly Development Meetings. You will also be assigned a professional tutor, your Mentor, who has an overview of your professional development as a teacher in training. Your Mentor will normally work in a different subject department and will be an experienced, often a senior, teacher. You meet your Mentor for three Supervisory Conferences during each placement when you will discuss your professional development, focusing on chosen aspects of your practice, and will agree medium-term targets to maintain progress. In addition, a University Visiting Tutor (UVT) will visit you in school. Normally two visits are made in the Spring term and a single visit in the Summer term, but should any difficulties occur then extra UVT visits may be arranged to support your progress. In school, an ITE Coordinator (ITEC) is responsible for managing the training experience of all trainees, including a programme of Professional Studies meetings that will connect with and extend your learning about educational issues first encountered in the lectures and subject sessions of your University taught course.

During the Autumn term, from 16 to 20 November, you will spend a week in your first placement school. Further information about this short induction period is given later on in this section of the handbook. You return to the University for the last three weeks of the Autumn term, before Christmas. From January, you will be based in school, in your first placement until just before Easter, when you have a short induction period in your second school. You will then continue your training in your second placement.

During the Spring and Summer terms, you return at intervals to the University for Seminar Days. These are an important element in your training when you meet with your subject group and University tutor(s) to review and reflect on your experiences. They provide an excellent opportunity to share examples of good classroom practice, to exchange teaching resources and ideas that you have used successfully in school, and to refresh important theoretical aspects of teaching. Dates of the Seminar Days are given in the tables of information at the beginning of this handbook.
The Exeter Model in School

Weekly Development Meetings
In addition to regular daily contact, you will meet with your Principal Subject Tutor once a week to discuss your progress and to plan ahead. The weekly meetings are dedicated, timetabled time of approximately one hour in which you and your Principal Subject Tutor will use the Framework for Dialogue about Teaching to:

- review targets achieved since the previous weekly meeting
- after a Supervisory Conference, discuss the targets set in the Action Plan
- discuss the demonstrations, Agendas and evaluations completed in the previous week
- discuss your progress in relation to your classroom practice
- discuss any subject-specific input initiated by your PST
- identify weekly targets that focus on aspects of your developing practice
- decide which episode/lesson will be the subject of the written observation in the week ahead
- agree appropriate demonstrations and Agendas to be carried out in the week ahead
- record the outcomes of the meeting on the Weekly Development Meeting Record, which should be completed during the meeting (it is perfectly acceptable to file handwritten meeting record forms in your IDP)

Episode and Lesson Plans
It is an expectation and requirement that you prepare for all episodes and lessons that you teach by writing a detailed lesson plan. A copy of this should be given to the class teacher well before the lesson. The teacher can check that what you plan to do is realistic in the time available and the content is pitched at a suitable level for the class. In this way, your pupils’ learning will be assured – and you may be saved from making some uncomfortable mistakes!

An episode plan covers a selected section of a lesson; a lesson plan covers the whole of a lesson. In writing an episode or lesson plan, you will work out the subject content of the lesson and which teaching strategies and resources to use in order to promote learning for your pupils. The focus of an episode or lesson plan should be on what pupils will learn, what activities they will undertake to achieve this, and how you will direct and manage the lesson. As you progress through the phases of training, your planning will develop from episodes to whole lessons, then through to sequences of lessons and whole units or schemes of work. Lesson planning often takes a lot of time and effort in the early stages of your training. Talk to more experienced colleagues about how you can plan your lessons efficiently and effectively. The more that you can develop and refine your lesson planning during your training year, the easier you will find it in your first teaching job. Your lesson plans should be filed in sequential order for each class that you teach, with a copy of any related worksheets or other resources.

Many experienced teachers can deliver effective lessons without detailed written plans. This is because they have developed and refined their practice over years in the classroom. Do not be deceived by an apparent lack of explicit plans in the lessons of more experienced colleagues.

Lesson Evaluation
Evaluation is a fundamental element of the process of all learning and you will evaluate your teaching in a variety of ways, guided by your tutors.

You should reflect on your pupils’ learning outcomes for all lessons or episodes that you teach or observe, and make appropriate concise notes on this reflection (what did the pupils learn? how do you know they learned this?). These notes may be made directly onto your lesson plan. Use bullet points, coloured or highlighter pens or add a section to your lesson template to record your lesson evaluations. Evaluate as soon as
possible after the lesson. Recording lesson evaluations in this way means that you will be able to take into account your pupils’ learning when planning your next lesson.

If things go wrong in a lesson (as they sometimes do), you should write a more detailed evaluation of that lesson as soon as possible after the event. This will help you and your PST together to analyse what went wrong and how you can make progress. Teaching is a highly complex activity and nobody gets it right all the time! The way forward is to use your skills of critical reflection to improve your practice, making the lessons more enjoyable and productive for both you and your pupils.

There may be particular subject-related expectations for lesson evaluation. Discuss these with your tutors. Lesson evaluation is additional to the requirement to complete a detailed written reflection for each of your two weekly Agendas.

**Demonstrations**

A demonstration is a planned-for modelling of good practice in which you observe a teacher in class. The focus is specifically related to your training needs, and should be identified in your Weekly Development Meeting. You are entitled to two ‘formal’ demonstrations per week although in practice you will informally observe teachers in the classroom more frequently than this: you could watch several teachers in one week demonstrating the same thing, such as ‘involving learners in reflecting on their own learning’; this allows you to see that there is a variety of ways to achieve the same goals. Alternatively, you might observe just one demonstration of each focus identified on your Weekly Development Meeting Record. In the later phases of your training, the demonstration might involve the class teacher demonstrating a particular focus by taking a selected episode from your lesson plan.

The important feature of a demonstration is that it is planned in advance and both the trainee and the teacher are clear about the learning focus for the demonstration. Tutors should continue to demonstrate teaching throughout all phases of school-based work.

Demonstrations of teaching go beyond the mere observation of classroom practice and should include explanations and justifications of the methods employed. In this way more experienced teachers assist you in thinking about teaching so that you become knowledgeable in the ‘how’ and ‘why’ of teaching and not just the ‘what’. This will help you to develop the effective skills of reflective practice that will be invaluable to you throughout your teaching career.

You should make notes during the demonstration, keeping in mind the learning focus. Use the Framework for Dialogue about Teaching to prompt your reflection about what you see during a demonstration so that you can adapt what you observe to your own teaching in a thoughtful way.

**Observations of your teaching**

At least once a week during school-based work, you will be given written feedback on your teaching by an observing tutor using a Lesson Observation Form. At other times, feedback about your teaching may be less formal and can be given either verbally or as written notes. Written feedback is most useful to you because you can reflect later and in detail on the feedback and may decide to use parts of it as evidence of your achievement of the QTS Standards.
**Agendas**

The Agenda is a central element of the learning process embedded in the Exeter Model. It is used to support your thinking about, and reflection upon, a selected aspect of your classroom practice and it is intended to help you to become an independent critic of your own teaching, rather than relying on others to give you feedback.

Agendas are first and foremost designed as individual training tools to support your personal development and progress. They may be used as evidence for progression towards achieving the *QTS Standards*, but this is not their primary function.

It is important to note that an Agenda is not the same as a lesson plan. The Agenda focuses on what you will learn about teaching rather than what pupils will learn about the topic of the lesson; it develops understanding of specific skills involved in teaching. In preparing an Agenda, you should consider how you will teach, rather than what you will teach or what activities pupils will undertake in the lesson (this is planned for in your episode or lesson plan).

The focus for an Agenda should always address your own development needs and should always make you think! If you find writing an Agenda easy, then you have probably not challenged yourself sufficiently or have selected an Agenda focus which you have already mastered. In your Weekly Development Meeting, you and your Principal Subject Tutor should identify appropriate Agenda focuses for the coming week from the list of Learning Focuses for Agendas at the back of this handbook. Alternatively, you can, with support from your Principal Subject Tutor, generate your own Agenda focuses which relate specifically to your individual training needs.

You should prepare and evaluate no more than two Agendas per week. If, for any reason, you are unable to complete two in any given week, do not be tempted to complete extra agendas in the following week to compensate for this. If you are using agendas properly they take time and effort to prepare and evaluate. Completing two per week is a significant training task.

**To prepare an Agenda:**

- First, write your episode or lesson plan, outlining what you and your pupils will do and how you will assess their learning. Remember to include estimated timings for the different activities within the lesson.
- Write the focus for your Agenda in the appropriate box at the top of the Agenda Form, including the *QTS Standard* reference number, if applicable.
- On the left-hand side of the form, note down clearly and carefully your intentions about what you will do in the lesson in relation to your Agenda statement. Include full details of intended words and/or actions. Lists and bullet points may be useful. Add estimated timings if appropriate.

**Annotating an Agenda**

An observer (usually the class teacher) then makes notes, or annotations, on the right-hand side of the form, as an objective record of events relating to the chosen Agenda focus. This record should be factual and non-judgmental. In this way, the sequence of your planned actions in class is matched with a record of exactly what happens during the lesson. You now have an annotated Agenda.

**IMPORTANT:** Any evaluative comments that the observer wishes to make on your teaching should be written on a separate sheet and given to you after you have reflected on your teaching and written your own Agenda evaluation.

Further details about how to use Agendas once you have reached the *Developing Independence* phase of your training, can be found in a later section of this handbook.
Evaluating an Agenda

You use an annotated Agenda as the basis for detailed written reflection about your teaching in the episode or lesson with respect to your chosen focus. You should refer to the Framework for Dialogue about Teaching in this handbook to support your reflection and evaluation.

Remember to reflect on positive outcomes as well as any problems that arose during your teaching. We all tend to be very aware of what did not go quite to plan, and sometimes forget to celebrate success. Think not only about what happened, but also about why it happened.

The quality of your critical reflection is important. It is important to spend some time thinking about the agenda before writing anything down. Each agenda evaluation should be clearly written, thorough, detailed and include the following elements:

- First, try to explain why things happened as they did. The Framework for Dialogue about Teaching may help you to consider possible reasons. For example, was anything that occurred related to your subject knowledge, or to the values and beliefs of the pupils in the class, or to other factors included in the Framework?
- Next, evaluate how your teaching affected your pupils’ learning and what evidence you have to support this.
- Finally review what you have learned from this teaching episode and set a target or two for developing and improving your practice. The targets can be summarised as bullet points at the end of your agenda evaluation. This will make them easier to refer to when planning your next lessons.

For example, if your Agenda focus was 'employing interactive teaching methods', did you follow your Agenda plan closely, or did you need to vary it during the lesson? If you varied your plan, why did you do this? Reflect on how well the pupils engaged with your interactive teaching strategies. How did you know that they were engaged in learning? Perhaps their engagement was because you transmitted your own enthusiasm and interest in the topic to them. Or was it because you deployed tactics specifically derived from reading some literature on interaction? What were the levels of participation in the interaction between you and your pupils? What effect do you think that your teaching had on your pupils’ learning? How do you know what your pupils learned? Finally, are there any things that you might do differently (related to the agenda focus) next time?
Working with Agendas
Once you have completed an Agenda and evaluation, you should discuss the outcomes of your teaching with the observing teacher (if possible), and with your subject tutor at a Weekly Development Meeting.

The use of teaching Agendas in the Exeter Model arises out of the belief that learning to teach is not about acquiring a haphazard set of "tips for teachers" but a process that can be deliberately learned, analysed and developed. Annotated Agendas will help you to develop skills of personal critical reflection that will be invaluable to you throughout your teaching career.

If a planned episode or lesson happens to go seriously wrong, as they sometimes do, it may well be that the Agenda becomes partly irrelevant to the subsequent discussion. Instead, you may need to discuss with the observer the nature of, and reasons for, the problems encountered. Difficulties in class are uncomfortable, but good learning about the skills of teaching follows from supported reflection in such circumstances. In this case, you may need to complete a wider written evaluation of the episode or lesson rather than sticking just to the focus of the teaching Agenda.

Later on in your training: Developing Independence Agendas
In the Developing Independence phase, you may need to alter the way that you use Agendas so that you think about your classroom practice in a more holistic and challenging way, and make stronger connections between theory and practice. Instead of using individual Agendas to focus on one micro-aspect of teaching, at this stage we would like you to broaden and deepen your focus and widen the evidence that you gather to inform your critical evaluation.

Select a theme from the Agenda focuses: not one of the bullet points, but one of the sub-headings (e.g. Personalised Learning; Communication and Interaction; Managing the Learning Environment). This theme then becomes the focus of your attention for one or two weeks and will involve:

- Preparing two Agendas each week in different classes/curriculum subjects which address selected aspects of your chosen theme
- One formal observation each week in which a teacher observes you teaching and takes your chosen theme as the main focus of observation
- Academic reading of research evidence related to your chosen theme
- Demonstrations by other teachers on aspects of the theme

Instead of evaluating each Agenda, you write one synoptic evaluation at the end of the one/two weeks, drawing on all the information that you have gathered – annotated agendas, lesson observations, demonstrations and reading. As there is only one evaluation to complete in this synoptic approach, we would expect this evaluation to be longer than a single agenda evaluation. You should make explicit reference in your evaluation to your reading about your chosen theme and how this relates to your classroom practice.
**Supervisory Conferences**

Your Mentor will meet with you for three Supervisory Conferences per term (each of at least one hour) to assist you to think explicitly about and reflect in detail upon your teaching. These are in-depth discussions. You will submit to your Mentor, **at least 24 hours in advance**, two annotated Agendas together with the lesson plans and other relevant materials, and your own evaluations. Your Mentor will select the Agenda(s) to be discussed and lead you in critical thinking.

The Conference aims to support you in articulating and reflecting upon your own teaching in order to help you to consider the steps which you need to take to make further progress. Your Mentor will model the process of critical reflection through using the *Framework for Dialogue about Teaching*. Your Mentor will also want to review and discuss your Teaching File/s and Individual Development Portfolio, which you should have with you, complete and fully up to date.

During your Supervisory Conference, you will:

- review your previous Action Plan and check that all targets have been met (you provide evidence of achieving the targets)
- develop your skills in critical thinking and evaluation
- monitor progress and assist with further action planning
- review and discuss evidence of your achievement using your Individual Development Portfolio and teaching files
- when a Formative Report is due (Supervisory Conferences 1, 3 and 5), your Mentor will discuss the evidence you have recorded on your Reflection on Achievement and Progress and may highlight your achievements on the profile descriptor on the report form (please see the final pages of this handbook for the Profile Descriptors)

A useful framework to use during the Conference is:

**DESCRIPTION – What have you been doing?**

- Together with your Mentor, you review your previous Action Plan and evaluate whether the targets have been met. You provide evidence of achieving the targets. You also review the targets on the Weekly Development Meeting Records.
- You will be asked to **describe** what happened in the teaching episode/s related to the Agendas selected for discussion, referring to the annotated Agenda, the lesson plan and the written evaluation (plus any examples of children's work) as evidence.
- In the Supervisory Conferences preceding Formative Report 2, 3 and 4, you will be asked to **describe** your achievement against the Profile for that phase using your prepared Reflection on Achievement and Progress.

**EXPLANATION and JUSTIFICATION - What does this mean?**

- You explain and justify what you did in the Agendas under discussion, in relation to the QTS Standards.
- In the Supervisory Conferences preceding Formative Report 2, 3 and 4, you explain and justify your Reflection on Achievement and Progress, referring to your files to offer evidence for your achievements.
- The Mentor will probe your understanding by referring to the *Framework for Dialogue about Teaching*.

**REFORMULATION – What have you learnt and where do you need to go next?**

- You should articulate what you need to work on as a result of analysing the teaching episodes and discuss which Agenda statements it would be useful to focus on for the next Agendas and/or Supervisory Conferences. This discussion should be fully informed by the QTS *Standards*.
- Together at the end of the Supervisory Conference, you set targets for improvement in an Action Plan or identify needs in a Formative Report.
Action Plans 3-7
During school-based work, as a result of Supervisory Conferences, you will draw up a series of Action Plans with targets related to particular aspects of your professional development referenced to the QTS Standards. Action Plans 3, 4 and 5 will be completed in your first placement and Action Plans 6 and 7 in your second school.

Reflection on Achievement and Progress 2-4
As the date for a Formative Report draws near, you should review the relevant profile for the phase in which you are working and complete a Reflection on Achievement and Progress in which you record the evidence that you have accumulated towards achievement of the QTS Standards relevant to that phase of training. You then write a reflection on your personal learning and development for each of the three main headings of the QTS Standards: Professional Attributes, Professional Knowledge and Understanding, and Professional Skills. Avoid describing or narrating activities that you have undertaken: instead, focus critically upon your learning based on the evidence of your achievement. A form to structure and record your Reflection on Achievement and Progress is available for each phase. Be prepared to explain and justify your reflection in discussion during your Supervisory Conference.

Formative Reports 2-4
At the first, third and fifth Supervisory Conferences, time should be given to discussing and agreeing the Formative Reports that track your professional development and are submitted by your school to the University. The reports are formative documents that show your achievement related to the relevant phase profile and QTS Standards.

The fourth Formative Report, just after half term in the Summer term, is used to indicate your achievement relevant to the Developing Independence phase. It will indicate if you have consistently met all the expectations of the Developing Independence phase. Some trainees will not have reached this level of achievement at this stage and will continue to make progress towards the QTS Standards after Formative Report 4.

Enrichment Phase
If you have consistently met all the requirements and expectations of the Developing Independence phase by the time of Formative Report 4, then you will be able to progress to a final, optional Enrichment phase based on your individual training interests and needs. You should discuss with your UVT, PST and Mentor how to continue your professional development in the most productive way possible during the rest of your school-based work. There is flexibility in these arrangements to suit local opportunities and your own interests and needs. An Enrichment Plan will be agreed with you to maximise productive use of the time available during the remainder of your course.

Final Summative Report
This report is sent to the University by your placement school by 18 June 2010. It will indicate whether or not you have achieved all the QTS Standards and can therefore be recommended to the examination board for a ‘pass’ for your school-based work. A few trainees may not achieve all the QTS Standards by the time of the FSR. In this case, please remember that there are still two weeks of school-based work remaining and evidence of achievement can be collected right up to the morning of the final exam board. The FSR must be sent by the school to the University by 18 June even if a subsequent, additional report to signal achievement of the QTS Standards is also sent later.

Career Entry
The TDA oversees the process during which you will consider your professional development needs as you complete your PGCE and enter the teaching profession as a Newly Qualified Teacher. New procedures for 2009-
10 have not been confirmed at the time of going to press. Please refer to the TDA Induction website for information about Career Entry and Induction: www.tda.gov.uk/induction

Your university subject leader will provide guidance about Career Entry procedures and requirements during the Summer term Seminar Days.

## INDUCTION INTO SCHOOL

**School 1: 16-20 November 2009**  
**School 2: 29 March – 31 March 2010**

Induction into your placement schools is a vital part of your training. For each of your school-based work placements you will spend a short period of induction in the school before your main placement. You will meet the ITE Coordinator (ITEC), your Mentor and your Principal Subject Tutor (PST) who will support your learning in school. You will have scheduled time to discuss your training needs. There is an Induction Checklist to support this in the yellow pages of this Handbook. The school’s ITE Coordinator arranges the programme of induction into the school. Your PST will coordinate that part of the programme which relates specifically to your subject department work.

You should use the induction period to find out all you can about the structure and ethos of the whole school and the subject department where you will be working. Each school will arrange your induction programme in a slightly different way but you can expect to spend some time looking at the whole school, perhaps with other trainees, and some time working with your subject department and meeting the classes that you will be teaching. Be proactive; ask questions and get involved as and when it is appropriate to do so.

**During your first Induction Week you are expected to plan and deliver at least one episode of teaching with an accompanying Agenda for annotation and evaluation.**

University subject tutors may also ask you to collect particular subject-specific information or to do specific subject-related tasks.

You should take your Individual Development Portfolio into school to show to your ITEC, Mentor and PST. Working with your PST, you should:

- Establish your teaching timetable for the following term
- Observe classes that you will be teaching, where possible
- In your first induction period, undertake at least one teaching episode with an Agenda and related written evaluation
- Receive appropriate schemes of work for teaching in the following term
- Use the Induction Checklist to make sure that all necessary information and arrangements have been addressed

Many schools will give you a handbook which covers much of the information that you need to know. Take some time to read this carefully during your induction period and raise any queries or concerns with your PST or Mentor.

**Please remember to take your Quality Assurance Record with you to your Induction Week and ask your Mentor/PST to sign it.**
### Induction Checklist

#### School Information And Procedures:
- Academic & pastoral structure, student numbers, feeder schools, role in the community
- Routines, rules, uniform, homework policy
- Registration, attendance, truancy
- Discipline and behaviour; use of rewards and sanctions
- Health and safety
- Methods of communicating with parents
- Community links and the school’s role in the community

#### Expected Standards for:
- Your own personal and professional conduct
- Appropriate boundaries between staff and students

#### Provision of:
- Access to ICT facilities for lesson preparation, University work and sample QTS skills tests (including access to e-mail and the Internet)
- Access to photocopying
- AV/ICT support (cameras, video recording/editing, computer hardware, software, systems)
- Subject resources and technical support (if applicable)
- Study facilities
- Personal storage facilities (if available)
- Primary school visit (Summer term)

#### Roles:
- Staff responsible for working with you
- Senior management and departmental teams
- Pastoral teams
- Teaching assistants, ancillary and technical support staff
- SENCO

#### Teaching:
- Teaching timetable (including post-16 contact in Spring Term)
- Access to performance related data
- Needs arising from most recent Action Plan
- Timetable and location for Professional Studies programme
- Extra-curricular opportunities

#### Other:
- Schedule of meetings in school that you are expected to attend (e.g. daily/weekly briefings, department/year meetings, training days, parents’ evenings)
- Tutor group allocated and expectations for involvement (e.g. assembly days, registration times and methods, PSHE input required)
- QAR completed and signed
- Coffee arrangements
- Parking

This checklist is equally applicable to both your schools.
FIRST PLACEMENT SCHOOL

**Induction:** 16-20 November 2009  
**Spring Term:** 4 January – 26 March 2010  
*(followed by second placement school induction and Seminar Day 3)*

**Beginning Practice** provides opportunities for you to:

- learn about the school as an educational institution and to examine how schools match your own philosophy with regard to community needs and the needs of the children
- develop an understanding of whole school policies, for example safety, discipline, assessment and special needs in the context of your first placement
- observe experienced teachers demonstrate teaching in their main subject, and start to engage in dialogue with teachers about professional issues such as teaching methods, class management and discipline
- observe pupils learning and develop an awareness of the individuality of children and the need to make professional judgements about their learning accordingly
- have direct experience of working with pupils, teach some short episodes and work with the teacher concerned to commence the demonstration and modelling phase of development
- generally familiarise yourself with both the school as a whole and with the particular context of your subject department

From January, you will have a **maximum of twelve contact hours a week of classroom-based work** in your first placement school. You are also required to carry out other tasks and assignments during school-based work and, where the school timetable permits, it is recommended that you are given a whole day (Friday is suggested) or two half days out of the classroom in order to work on these activities *normally in school*. If you wish to leave the school premises you should follow the procedures in place for full-time members of the school staff.

During the **Beginning Practice** phase, in January, you will be working within your subject tutors’ lessons and the subject tutors must be in classrooms with you at all times. You should plan to complete two annotated and evaluated Agendas per week, based on targets set during your Weekly Development Meeting. You may take on more responsibility with some classes than with others. Tutors will use their professional judgement and negotiate the best ways of implementing this phase with you. Demonstration of teaching should take place throughout the school placement but as you gain in confidence you should be given greater responsibility. You should have moved or be moving into the **Consolidating Practice** phase by the end of January. You will prepare a Reflection on Achievement and Progress using the form provided and will discuss your progress and the evidence for it with your Mentor during your first Supervisory Conference. Formative Report 2 will be submitted to the University by the school by 29 January 2010.

**Consolidating Practice** leads on from Beginning Practice.

During this phase, you continue to work in classes alongside teachers, who will be reducing their role as you take on increasing responsibilities. You will start to plan independently and teach whole lessons. Tutors are also required to continue with demonstrations of teaching episodes, to observe you teach and provide you with appropriate feedback, at least once per week using the lesson observation form related to the QTS Standards. You will continue to work on two annotated Agendas per week and to prepare for Supervisory Conferences.
Consolidating Practice provides opportunities for you to:

- take increasing responsibility for planning, teaching and assessment for learning in whole lessons, as and when your tutors judge that you are ready
- continue to observe experienced teachers demonstrate teaching strategies and approaches on which you can model your own practice
- develop an increasing awareness of the individual needs of pupils and their learning achievements
- begin to learn about methods of assessment both of and for learning
- take increasing responsibility for your own professional development

Towards the end of the Spring term, as and when appropriate, you may move into the Developing Independence phase to begin to establish more independent teaching. Further information about this phase is given in the section on your second placement school. The progress of any trainee who is not working consistently in the Consolidating Practice phase and is not yet ready to move on into Developing Independence towards the end of their first placement must be discussed between all tutors concerned, including your University Visiting Tutor, and yourself. You should be fully aware of any QTS Standards in which you need to make further progress which you may need to carry forward into your second school.

At the end of your first placement, you will prepare a Reflection on Achievement and Progress (RAP3) using the form provided and discuss your progress and the evidence for it with your Mentor during your third Supervisory Conference. Formative Report 3 will be agreed and sent to the University by the school by 26 March 2010.

A Cause for Concern Letter (CCL) may be initiated at any time to indicate that a trainee is failing to progress as expected. When a CCL is issued, it should be followed by a related Action Plan. The aim of this procedure is to make sure that you know which areas of your development need attention and that you have appropriate advice and support to enable you to make progress.

School-Based Professional Studies Programme

A programme of Professional Studies sessions will be provided in your first placement school. The ITE co-ordinator is responsible for organising this.

You should complete Professional Studies Activity 1: Special Educational Needs during Placement 1. In some circumstances, a school may find it difficult to provide you with the facilities to complete this activity. By arrangement with your University Subject Leader, this may be postponed until your second placement if necessary. Please make sure that your University Visiting Tutor also knows if this is the case.

If the opportunity arises for you to be involved in an out-of-school activity during your first placement, you should also complete Professional Studies Activity 2: Out-of-school Learning.

You will also be required to complete a brief task on 14-19 Diplomas, which will be discussed at Seminar Day 3. Details of the task, and its online completion, will be given to you during the University course in the autumn term.
SECOND PLACEMENT SCHOOL

Induction: 29 March – 31 March 2010
Summer Term: 19 April – 1 July 2010

You will have an induction period at your second placement school from Monday 29 March until Wednesday 31 March 2010 (Thursday 1 April is a Seminar Day). You should contact the school's ITE Coordinator at least two weeks beforehand to arrange a convenient time for arrival on the first day. You must take your PGCE Individual Development Portfolio, including your Formative Report 3, to show to your Mentor and PST in your second placement.

Use the Induction Checklist to ensure that you obtain all the information you need about your second school placement. Please take particular care to ensure that specific training needs identified in your Formative Report 3 and Action Plan 5 are addressed and that a visit to a primary school is arranged at some point in the Summer term.

Developing Independence leads on from Consolidating Practice.

You will be introduced to your new teaching groups during the induction period. This phase is essentially about establishing your independence in the classroom, but this should not mean that you are left alone in the classroom until tutors feel you are both confident and competent to be so (in some subjects such as PE, D&T or Science, health and safety regulations require a qualified teacher to be in contact with the class at all times and you should not be left entirely on your own). Demonstrations of teaching continue to be an essential aid to your development at this stage as you work to improve specific competences.

Developing Independence provides opportunities for you to:

- plan, teach and assess pupils’ learning in whole lessons and sequences of lessons
- continue to observe experienced teachers demonstrate teaching strategies and approaches on which you can model your own practice
- develop higher levels of teaching skills in areas where you have already shown proficiency such as question-and-answer techniques, approaches to formative assessment, managing group work or using ICT to enhance learning
- develop a pro-active and independent approach to your own professional development.

You will be engaged in a minimum of 12 hours and a maximum of 15 hours of classroom-based work per week in your second placement. The increased timetable of 15 hours contact time should be given only to those trainees who are making secure and confident progress at the end of their first placement. You should be planning independently and teaching sequences of whole lessons. Annotated Agendas and lesson evaluations should still be used as a basis for your critical reflection. Please refer to the information about the use of Agendas in the Developing Independence phase so that you continue to use Agendas in the best way to achieve further development. You will meet with your Mentor for three Supervisory Conferences during the Summer term.

Formative Report 4 will be sent to the University by the school by Friday 28 May 2010. At this point, you may have already accumulated a range of evidence to show that you have achieved all the QTS Standards, and are working consistently and independently. In this case, you will be able to progress into an optional Enrichment Phase. Please note that not all trainees will move into enrichment.

If you have not yet accumulated sufficient evidence to show that you are consistently meeting the requirements of all the QTS Standards, then you remain in the Developing Independence phase. Your Formative Report 4 will indicate which areas of practice require further attention. You may continue to use two Agendas per week,
focusing particularly on the areas that you need to develop, or you may follow the procedures for Agendas in the Developing Independence phase, whichever is deemed most appropriate.

If your tutors judge that your rate of progress is a concern at this stage, then a Cause for Concern Letter will be issued, with a related Action Plan to help you to address the areas that need attention. In this case, your UVT must be kept informed of the situation and be fully involved in the process.

**Enrichment** is an optional, additional phase

If you have shown that you are working comfortably, consistently and independently and have sufficient evidence of achievement of all the QTS Standards, then you should discuss with your PST and Mentor how you can use your remaining training time in school most productively. These discussions should consider your own individual training needs and interests and any opportunities that may be available to address these. You may have areas of practice that will benefit from further extension and/or you may have specific teaching skills or interests that you would like to develop further in a specific context. The programme arranged for you will depend on the opportunities available in school or locally and must be set alongside any constraints that there may be on timetabling or teaching in order to ensure continuity of learning for the classes for which you are responsible. Your UVT must be kept fully informed of any proposed enrichment activities that are arranged for you. If the enrichment plan includes working in a non-school setting please contact the Partnership Office (exeterpartner@exeter.ac.uk) to check the insurance implications.

Annotated Agendas are still a powerful individual training tool for the development of advanced teaching skills during the Enrichment phase, but the nature and focus of them should be adjusted to suit your own training needs if you are working in an Enrichment Phase of training.

**Cause for Concern**

A Cause for Concern letter (CCL) may be initiated at any time up to Friday 28 May 2010 to indicate that you are failing to make progress as expected. If a CCL is issued, your tutors will support you to draw up a related Action Plan with specific targets to address the areas that require development and how these will be supported.

**Final Summative Report**

To be sent by the school to the University by 18 June 2010.

The decision whether you have made sufficient progress to meet the requirements of the QTS Standards is made at your sixth and final Supervisory Conference. This will be communicated to the University in a Final Summative Report (FSR). Any problems related to evidence for or rate of progress must be discussed fully with you and communicated to your University Visiting Tutor before the FSR is prepared.

Please note: if your FSR indicates that you have not achieved all the QTS Standards by 18 June 2010, you will still have some time to continue to work towards this before the final exam board. The school can send in a second FSR at any time before the final exam board to signal that you have evidence for achievement the QTS Standards.
The school-based component of the Professional Studies programme will be coordinated by the school’s ITE Coordinator, who may choose to share these responsibilities with other colleagues.

The Professional Studies programme has been limited to ten main topics to allow schools flexibility in patterns of delivery and the opportunity to add topics particularly appropriate to the school context. These training sessions should focus on policy and practice within the school and will be delivered through seminars and structured activities. The ITE Coordinator must ensure that a seminar programme or other appropriate opportunities are provided to cover the areas listed below. Many schools provide a regular weekly Professional Studies meeting, and schools are encouraged to use local expertise and specialist teachers to introduce further topics not outlined below.

Materials to support delivery of the Professional Studies programme in schools are available at: [http://education.exeter.ac.uk/pspitt/](http://education.exeter.ac.uk/pspitt/) These include activities that may be used individually if for any reason a Professional Studies has been missed during the programme.

<table>
<thead>
<tr>
<th>PROFESSIONAL STUDIES PROGRAMME: PLACEMENT 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCLUSION: Policies for Meeting Individual Needs</strong> [Q3b, Q19, Q21a+b]</td>
</tr>
<tr>
<td>- School policy on multiculturalism, race and gender issues</td>
</tr>
<tr>
<td>- The implications of the Disability Act</td>
</tr>
<tr>
<td>- Every Child Matters</td>
</tr>
<tr>
<td><strong>INCLUSION: Meeting Individual Needs in Practice</strong> [Q3b, Q19, Q20]</td>
</tr>
<tr>
<td>- The implementation of the SEN Code of Practice in the school</td>
</tr>
<tr>
<td>- Provision for pupils with EAL and for Gifted and Talented pupils</td>
</tr>
<tr>
<td>- The role of teaching assistants</td>
</tr>
<tr>
<td><strong>PROFESSIONAL DEVELOPMENT: Employment</strong> [Q7a (Q3a)]</td>
</tr>
<tr>
<td>- Job applications and interviews</td>
</tr>
<tr>
<td>- The role of governors in recruitment procedures</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>PROFESSIONAL STUDIES PROGRAMME: PLACEMENT 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sessions run between January and Spring half-term.</strong></td>
</tr>
<tr>
<td><strong>Pastoral Systems</strong></td>
</tr>
<tr>
<td>- Role of the Tutor</td>
</tr>
<tr>
<td>- Child Protection</td>
</tr>
<tr>
<td>- Tackling truancy</td>
</tr>
<tr>
<td><strong>Behaviour and Classroom Management</strong> [Q3b, Q10]</td>
</tr>
<tr>
<td>- Classroom presence</td>
</tr>
<tr>
<td>- School policies</td>
</tr>
<tr>
<td>- Strategies for practical implementation in the classroom</td>
</tr>
<tr>
<td><strong>Assessment for Learning</strong> [Q3b, Q11, Q12]</td>
</tr>
<tr>
<td>- School policy and its implementation in the classroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL STUDIES PROGRAMME: PLACEMENT 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum: The 14-19 Curriculum</strong> [Q11, Q14]</td>
</tr>
<tr>
<td>- Liaison and transition from KS4 to post-16 education</td>
</tr>
<tr>
<td>- 14-19 Diplomas</td>
</tr>
<tr>
<td><strong>Curriculum: National Strategies</strong></td>
</tr>
<tr>
<td>- National Strategy</td>
</tr>
<tr>
<td>- Cross curricular Numeracy, Literacy and ICT</td>
</tr>
<tr>
<td><strong>Citizenship and PSHEE</strong> [Q16]</td>
</tr>
<tr>
<td>- Implementation of the Citizenship requirements</td>
</tr>
<tr>
<td>- The school’s PSHEE programme</td>
</tr>
<tr>
<td><strong>Expectations and Target Setting</strong> [Q13]</td>
</tr>
<tr>
<td>- The use of statistical data to describe and set targets for individual, subject and school performance</td>
</tr>
<tr>
<td>- RAISEonline and the School Development Plan</td>
</tr>
</tbody>
</table>
Professional Studies Assignments in School

Opportunities will be available for you to complete these assignments in school during the Spring and Summer terms. Your written reports on the activities should be filed in your Individual Development Portfolio.

Normally you will complete Professional Studies Assignment 1: Special Educational Needs during the Spring term. By arrangement with your University Subject Leader, this may be postponed until your second placement if you are unable complete the activity in your first school.

If you are involved in an out-of-school activity in your first placement, you should also complete Professional Studies Assignment 2: Out-of-School Learning. Otherwise, this should be completed during the Summer term.

You will also be required to complete a brief task on 14-19 Diplomas, which will be discussed at Seminar Day 3. Details of the task, and its online completion, will be given to you.

**PROFESSIONAL STUDIES ASSIGNMENT 1: SPECIAL EDUCATIONAL NEEDS**

( Personalised Learning)

QTS Standards: Q3a+b, Q5, Q19, Q20, Q22, Q25a+c+d, Q26b, Q28, Q29.

When to do this: During the Spring Term (if you have a problem in setting this activity up in your first placement school, then by arrangement with your University Subject Leader, this activity may be done in the Summer Term)

The task will have been introduced during the Autumn term. Briefing is available online at:

http://www.exeter.ac.uk/education/sentask

This website provides briefing for trainees, the ITE coordinator, Mentors and the SEN coordinator in school. It sets out how the QTS Standards relate to the task, gives general guidance about the task, introduces the framework for personalized learning that informs and supports you in doing the task, explains how to write up the task and gives other useful resources and links. There will also be video clips illustrating the task in practice.

The website has been recently revised and developed following a national Training and Development Agency for Schools (TDA) trial of the SEN task across several national PGCE programmes including those at the University of Exeter. Please ensure that you use the current task as detailed on the website rather than a version that your placement school may have kept from last year.

If you have difficulty in accessing the website please contact Hazel Lawson (h.a.lawson@exeter.ac.uk)

**PROFESSIONAL STUDIES ASSIGNMENT 2: OUT-OF-SCHOOL LEARNING**

QTS Standards: Q3a+b, Q4, Q24, Q30.

When to do this: During the Summer Term (NOTE: If a convenient field trip or off-campus activity occurs during your first placement, the activity may be completed in school 1)
**What to do:** Work with an established teacher who is planning and implementing an out-of-school activity for a group of pupils

**How to carry out the assignment**
You should find out at the beginning of your placement whether any trips are scheduled. Discuss the trip with the teacher responsible for arrangements so that you develop a clear understanding of the planning involved. If possible, help with the planning. Where possible, work in collaboration with other trainees to minimise the load on teachers.

If there is no school trip scheduled, then discuss the planning issues with an experienced teacher who has organised such activities in the past.

Consider the following:

1. **PLANNING** – When did planning begin? Who took responsibility? What needed to be done? What about transport, accommodation, clothing?
2. **PARENTS** – How are parents approached? How do they signal their agreement? Do they have any concerns? If so, how are these addressed by the organisers?
3. **LEGAL ASPECTS** – How do teachers meet their legal responsibility to act in loco parentis and exercise the duty of care or the duty of higher care? What about staff:pupil ratios? Supervision of boy and girl pupils? What is the procedure if there is a mishap or accident?
4. **LEARNING** – What are the learning opportunities provided by this out-of-school activity and were these maximised? How were pupils prepared, and what follow-up was provided after the activity?

Write up your findings using these four sub-headings above in about 1,000 words. You can write in note form, but please make sure that your account is coherent and understandable. Your report should be added to your Individual Development Portfolio.

**PLEASE NOTE**
As a trainee teacher, you should not be used as a member of staff for the purposes of achieving required staff:pupil ratios. You should participate in any activity as a responsible adult, in a role similar to that of an accompanying parent. We recommend that you do not use your car for transporting pupils.
WORKING WITH TUTOR GROUPS AND PSHE LESSONS

- It is a requirement of each school placement that you should have the opportunity to experience the pastoral/tutor role that teachers undertake.
- You should expect to be attached to a tutor, who should be, ideally, from a different subject specialism from your own, and who is recognised by the school as a positive example of the tutoring process.
- You should not be left alone in the classroom during registration.
- Teachers are reminded of the ‘legal document’ status of the school register and should supervise accordingly.
- Many of the QTS Standards can be demonstrated in tutorial situations and you should base at least two teaching Agendas each term in this environment.
- Comments from the class teacher may be included in your Formative Reports.

The table below suggests how tutorial opportunities can be used as evidence for the QTS Standards. It is not intended to imply that these standards can only, or best, be met through tutorial programmes. Nor is it exhaustive and recognises that lots more of the standards could be met in tutorials and they could be exemplified in many different ways.

Please note: It is also not intended to imply that meeting these standards during tutorial work should provide exemption from meeting them in subject areas.

<table>
<thead>
<tr>
<th>QTS Standards</th>
<th>Suggestions for tutorial opportunities</th>
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<tbody>
<tr>
<td>Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.</td>
<td>Find out about pupils’ backgrounds and use the information to enable progress in learning. Deal fairly with pupils and take into consideration their first language. Avoid showing favouritism.</td>
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<tr>
<td>Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.</td>
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<tr>
<td>Q31 Establish a clear framework for classroom discipline to manage learners’ behaviour constructively and promote their self-control and independence.</td>
<td>Build successful relationships with pupils, manage behaviour and deal with bullying and harassment, should this arise.</td>
</tr>
<tr>
<td>Q4 Communicate effectively with children, young people, colleagues, parents and carers.</td>
<td>Involvement in parent-teacher interviews, home visits etc.</td>
</tr>
<tr>
<td>Q24 Plan homework or other out-of-class work to sustain learners’ progress and to extend and consolidate their learning.</td>
<td>Involvement with tutor group ’events’ and inter-year-group competitions etc.</td>
</tr>
<tr>
<td>Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.</td>
<td>Involvement in tutor group outings.</td>
</tr>
<tr>
<td>Q15</td>
<td>Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.</td>
</tr>
<tr>
<td>Q19</td>
<td>Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.</td>
</tr>
<tr>
<td>Q12</td>
<td>Know a range of approaches to assessment, including the importance of formative assessment.</td>
</tr>
<tr>
<td>Q18</td>
<td>Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.</td>
</tr>
</tbody>
</table>
BEING SAFE AT SCHOOL

Safety issues in schools are many and complex. There are those surrounding health and safety procedures, those regarding school fieldwork visits, those regarding the protection of pupils from abuse and many others that during the course of your training you will become familiar with through your school-based work, Professional Studies programmes and in conversations with teachers and lecturers.

One particular area that we would draw you attention to is that of your own safety and ways in which you can ensure that you are not the subject of false allegations of abuse. You will receive training on professional classroom behaviour and adhering to those guidelines is an important way of protecting yourself. However we are aware that sometimes pupils may misinterpret your behaviour, or maliciously make an allegation of abuse against you.

If you find yourself in such a difficult situation we have guidelines, in the Partnership Office, which are available to both trainees and schools. Please contact the Partnership Director by phone (01392 264717) or by email (j.a.sumner@exeter.ac.uk) if you need advice on this.

Teaching Unions offer free membership to trainee teachers and are an excellent source of advice and legal representation in cases where trainees find themselves accused of misconduct.

Fire Drills in school
During your induction into both your placement schools please make sure that you familiarise yourself with the fire drill procedures. These should be in the school handbook and/or posted in every teaching room. You will need to know what to do and where to go during a fire drill and, even more importantly, you must know exactly what to do if a real emergency arises.

DEALING WITH A CHILD PROTECTION INCIDENT DURING SCHOOL-BASED WORK

If you witness an incident that you feel may involve a child protection issue, whether during your own or another teacher’s lesson, you should report this to your PST, Mentor or ITE Coordinator, and the school will deal with the matter.

If you remain concerned, you should also send a written account to your University Visiting Tutor, keeping a copy on file. Where the UVT is concerned about the incident, s/he must report it to the Head of Initial Teacher Education, with a copy to the Partnership Director. The Head of ITE is responsible for following this up (directly or through the Partnership Director) with the Headteacher of the school and/or the Local Authority Child Protection Team as appropriate.
SCHOOL-BASED WORK RESPONSIBILITIES

It is the responsibility of all involved in the trainee's professional development to follow the principles and requirements of the Exeter Model of ITE.

Note
- The Headteacher is responsible for the welfare of pupils at all times. Trainees should not be left with sole responsibility for a group of children.
- Safety regulations require the class teacher to be present with the trainee if s/he is involved in a Physical Education lesson (even when large apparatus is not being used), and during practical Design and Technology and Science lessons which involve the use of potentially dangerous equipment.
- A copy of all written evidence must be given to the trainee.

ITE Coordinator

The ITE Coordinator manages the school’s work in Initial Teacher Education in partnership with the University. The Coordinator may combine his/her role with that of Mentor.

It is the responsibility of the ITE Coordinator to:
- identify, manage and advise all school personnel designated to work with trainees
- ensure that all school personnel have been properly prepared to work with trainees
- coordinate the induction programme for all trainees for both placements
- ensure that the programme of professional development is provided for all trainees
- negotiate an appropriate timetable and workload for each trainee, including work with post-16 courses
- provide access to appropriate resources for planning and teaching
- ensure opportunities to use ICT in subject teaching are available, with access to ICT equipment and advice
- oversee the school’s contribution to formal assessment and moderation procedures
- provide advice on travel and accommodation for trainees who need to move to the area and to give pastoral support as necessary
- monitor and evaluate the school’s provision for school-based work
- liaise with the University through the Partnership Director, Secondary Partnership Coordinator or University Visiting Tutor, as necessary
- coordinate arrangements for trainees’ induction week in the Second Placement School
- provide the University with a copy of the school-based Professional Studies programme, indicating how the areas listed will be covered
- provide support for trainees in preparing for job applications and interviews, and in writing references

Arrangements should also be made to ensure that trainees:
- are attached to a tutor group and participate in the group’s activities
- have access to SEN provision and advice
- have opportunities to work with EAL pupils where possible
- have opportunities to work with A level, AS level, GNVQ or other post-16 courses in at least one of their two placements
- take part in school and departmental staff meetings
- take part in the cross-curricular and extra-curricular life of the school (e.g. sports days, visits)
- take part in parents’ evenings as available
- visit a feeder primary school and observe teachers at work, particularly in their subject specialism, during the Summer term. This is to enhance understanding of Key Stage 2/3 transition issues
The ITE Coordinator should ensure that trainees are using their time fruitfully. This does not mean that trainees should be in the classroom for all their time; 12 hours per week of contact time is required in both school placements (this may be increased to 15 hours for secure trainees in placement 2). Trainees need opportunities to prepare lessons, to reflect on their teaching, to discuss their progress and to carry out tasks set by the Mentor and Tutors. In addition they will have preparation for Seminar Days and University assignments. They should be directed to appropriate facilities for carrying out this work, such as a staff workroom. Timetabling trainees for blocks of lessons, where possible, rather than just single lessons, gives them time to work uninterrupted on these other tasks. When not teaching, trainees should remain on school premises, as the school would expect of its full time teaching staff.

**Mentor**

Each trainee has a Mentor (not from the trainee’s own subject area) who is responsible for the overall professional development of the trainee, with particular reference to the evaluative features of the programme. The Mentor does not observe the trainee in the classroom as the role is about developing the trainee’s reflective ability rather than that of classroom training. The Mentor is responsible for completing Formative Reports 2, 3 and 4 and the Final Summative Report on the trainee. The Mentor may combine the role with that of ITE Coordinator.

It is the responsibility of the Mentor to:

- meet with the trainee during the induction period to prepare for the placement ahead
- conduct three Supervisory Conferences during each term and agree action plans
- ask that trainees submit two evaluated Agendas and any related paperwork for specific attention in each Supervisory Conference at least 24 hours in advance
- ask that trainees submit their Critical Reflection at least 24 hours in advance when appropriate
- provide pastoral support and communicate regularly with the trainee
- discuss the progress of the trainee regularly with the Principal Subject Tutor
- check and sign the trainee’s Quality Assurance Record as required
- check the trainee’s PGCE Individual Development Portfolio
- be responsible for assessment procedures, including the completion of the Formative Reports
- have discussions with the trainee towards the end of the training period to support the completion of the required sections of the Career Entry and Development Profile
- inform the ITE Coordinator immediately of any concerns

**Subject Tutors**

Each trainee has a Principal Subject Tutor (PST) who has responsibility for arranging and managing the trainee’s work. This will require specific and regular opportunities for sitting down together without distraction. The Principal Subject Tutor will need to inform other Subject Tutors who are working with the trainee about the partnership requirements.

It is the responsibility of ALL Subject Tutors to:

- be in classroom with the trainee at all times until the trainee is confident and competent to work independently
- demonstrate short episodes of teaching based on the trainee’s development needs and the QTS Standards for the trainee to model
- conduct focused observations of the trainee and annotate Agendas
- provide regular feedback (written and oral) offering guidance for further development.
It is the responsibility of the **Principal Subject Tutor (PST)** to:

- coordinate that part of the programme related specifically to the subject department and to begin the programme of induction into the subject department, during the Induction week on both placements
- prepare and monitor other Subject Tutors working with the trainee
- agree an appropriate timetable with the trainee
- ensure that the requirements for using ICT in subject teaching are met (the following website may be helpful: www.ncaction.org.uk/subjects/ict/inother.htm/)
- provide a Weekly Development Meeting with the trainee for one hour to discuss progress and plan further development opportunities
- sign the Weekly Development Meeting record during the weekly meeting
- set up teaching demonstrations and look for appropriate opportunities for team-teaching in negotiation with the trainee to match individual training needs based on the QTS Standards
- negotiate episodes of focused observation, check that two Agendas per week are annotated and provide regular written and oral feedback as appropriate
- regularly check the trainee’s Individual Development Portfolio and Teaching File/s, and assist and advise in all aspects of the programme, including University coursework and formal assignments
- complete and sign the trainee’s Quality Assurance Record, including a weekly record of absence
- maintain a documentary file of the training provision and feedback given to the trainee
- discuss the progress being made by the trainee with the Mentor and follow up Action Plans
- discuss the trainee’s progress with the University Visiting Tutor
- monitor the quality of teaching and maintain the level of provision for pupils
- understand and implement the assessment procedures provided by the University

**Trainee**

The trainee must be familiar with all the requirements of the PGCE programme outlined in this Handbook, and must engage fully with the programme.

It is the responsibility of the **trainee** to:

- follow the advice on expectations of professional behaviour as outlined in this section of the Handbook
- discuss with the Principal Subject Tutor how demonstrations and modelling of teaching are to take place
- prepare plans for episodes, lessons and sequences of lessons (depending on phase)
- write Agendas for Subject Tutors to annotate (two per week)
- evaluate annotated Agendas and other classroom work
- prepare for the weekly meeting with the Principal Subject Tutor and complete a Weekly Development Record Meeting form during each meeting
- prepare for Supervisory Conferences with the Mentor, submitting paperwork at least 24 hours in advance of the meeting
- follow the Action Plans generated at Supervisory Conferences
- act on advice and help from the tutors
- maintain an Individual Development Portfolio, following the guidance provided by the University
- file the Quality Assurance Record in the Individual Development Portfolio so that the Principal Subject Tutor can complete and sign it during the Weekly Development Meeting
- discuss with the Tutor/Mentor/Coordinator/University Tutor any problems they encounter
- inform the school and University of absence and follow appropriate absence procedures
- contact the ITE Coordinator at the second Placement School to make arrangements for the induction week, at least two weeks beforehand
- take the Individual Development Portfolio - including a copy of Formative Report 3 - for the Mentor and PST to see during the induction period in the Second Placement School
set appropriate work for classes during absences from school for whatever reason (illness, attendance at job interviews, etc)

**University Visiting Tutor**

The University Visiting Tutor (UVT) makes two visits to see you during your first placement and one visit during your second placement. Additional visits may be made if necessary.

**Before the placements begin** it is the responsibility of the University Visiting Tutor to make arrangements to meet with the trainee to discuss school-based work.

The UVT is responsible for contacting the ITE Coordinator (using the correct paperwork) in school in good time before a scheduled visit to make arrangements to see the trainee who should check that all school staff involved with school-based work have been informed of the UVT visit.

**During each placement** it is the responsibility of the University Visiting Tutor to support and monitor the trainee’s progress by:

- discussing the trainee’s progress with Mentor/Tutor(s)
- observing the trainee working in partnership with the Principal Subject Tutor
- discussing the Individual Development Portfolio with the trainee
- providing a formative progress report at each visit, using the **UVT Visit Record** carbonated sheet
- calling a Conference of trainee and school tutors in the case of significant difficulties

and to support and monitor the school’s provision by:

- checking and signing the trainee’s **Quality Assurance Record** to ensure that the agreed support is being given by the Mentor/Tutor(s)
- ascertaining that the partnership ITE programme is being implemented and dealing with any reported difficulties, following partnership quality assurance procedures
- ensuring that the Partnership Director is informed of the quality of the school’s provision, including specific trainee concerns and in relation to other partner schools’ provision, by completing a University Visiting Tutor evaluation form at the end of the placement

**University Personal Tutor**

Responsibilities of University Personal Tutors during the University term are outlined elsewhere in this Handbook (see the section titled Main Subject Module).

Your Personal Tutor may also act as your UVT. Where this is not the case, Personal Tutors will liaise with your UVT during school-based work. Your Personal Tutor has responsibility for supporting and marking your University coursework during school placements and will write an academic reference for you when you apply for a teaching job.
PROFESSIONAL CONDUCT

Maintaining high standards of professional behaviour is an important aspect not only of your PGCE training year but also of your continuing career as a teacher. Whilst some trainees come to their PGCE with a full understanding of what it means to be a professional in school, others, whilst well-meaning, will need to develop this area of their practice. There are QTS Standards to be met regarding different aspects of professionalism. Further details can be found at [http://www.exeter.ac.uk/education/pages.php?id=341](http://www.exeter.ac.uk/education/pages.php?id=341) and by following the ‘Tricky Situations’ link.

Here are some recommendations (from experience!) to help avoid difficult situations and escalating problems.

**Creating the right impression:**
- Arrive on your first day dressed ‘as if for interview’, then assess the school’s dress code for future reference.
- Establish what time you are expected to be in school (lateness always creates a bad impression).
- Ensure that you have a phone number for the school so that, even on your first day, you can make contact if there is a problem with your arrival time.
- Ensure that you understand the school’s policy about being on-site and follow the appropriate protocol if you need to leave the school site. This is likely to vary in different schools, so you should check it for both your placements.

**What should I do now?**
- If a parent approaches you out of school about a matter to do with your teaching/disciplining of their child please ask them to arrange to meet with you in school to discuss the matter formally.
- If a parent (or pupil) is aggressive to you either in or out of school please speak immediately to your ITE Coordinator (in school) and the Partnership Director (01392 264717 or j.a.sumner@exeter.ac.uk). This is serious and should not be ignored.
- If you encounter discrimination of any sort against you or others, please do not ignore it. Discuss the issue with your ITE Coordinator and the Partnership Director (details above) so that the issue can be appropriately addressed. Issues of racism can be discussed, confidentially, with Sara Bennett (s.l.bennett@exeter.ac.uk). Please see the section on Racial Equality in this handbook for further details.
- If you encounter something that you consider to be a child protection issue please refer to the relevant page in the school-based work section of this handbook for details of how to proceed.

**The right word at the right time!**
- No matter how annoyed you are, don’t use inappropriate language to, or in front of, a pupil, member of staff or parent. If this does happen, please be proactive in discussing it with the ITE Coordinator.
- Never criticise a member of staff in front of pupils, parents, visitors or other colleagues. Indeed it would be better if you didn’t do it at all!
- Please ensure that the language, images or humour that you use do not convey prejudice or stereotypical assumptions about people. For more detail please refer to [http://www.exeter.ac.uk/education/pages.php?id=343](http://www.exeter.ac.uk/education/pages.php?id=343)

**Avoiding problems:**

a) **In school**
- Make sure that you do not disclose any confidential information that is shared with you and that you follow the school’s code of practice on data protection, particularly with regard to storing data electronically.
- At the end of your time in school please ensure that you have not taken with you any confidential data at all, including lists containing pupils’ names.
- If you are a smoker don’t smoke on school premises nor in the vicinity, nor in any of the pupils’ ‘corners’
b) Outside school
You may be living in the area near to your school. Please avoid potentially unprofessional/embarrassing situations by
- not mentioning pupils/staff by name outside of the school grounds: no matter how ‘funny the story’. You don’t know who might be listening to your conversation.
- having regard to your alcohol intake if you might encounter pupils on leaving the pub.
- knowing what to do if you find a pupil whom you know to be ‘under-age’ in an age restricted environment.

c) On the web
- Please make sure that you use the school network and internet only for school work related purposes.
- Please don’t attempt to access any ‘adult’ websites.
- If you use a social networking space such as Facebook, please ensure that that you do NOT post any comments about your placement schools, staff or pupils on it.
- Please bear in mind that images of yourself posted on social networks will be accessible to the pupils that you teach and any other interested party. It may be worth reviewing what you have posted before you start your school based work.

If things go wrong:
- If you are unhappy with any aspect of your training please contact your subject tutor, UVT, programme director or Partnership Director as appropriate so that we can address the issue. Please do not wait until a difficulty escalates. Problems are invariably easier to deal with at an early stage.
- If you feel that you have a major issue related to your training, approaching a teaching union representative about it is NOT usually the best way to resolve the problem. The representative may not be versed in the Exeter Model of Initial Teacher Education and such an approach almost always leads to difficulties between yourself and the colleagues involved in your training in school. We advise that you follow the routes above, and note that you will have an opportunity to feed back on the quality of support in your placements and to evaluate the course as a whole. If you feel this is insufficient, there is guidance on making a formal complaint in the Programme Evaluation and Quality Assurance section of this handbook.

Please note that this comment is not intended in any way to question the professionalism of teaching union representatives, who you may well find helpful regarding all sorts of issues and particularly for questions about employment terms and conditions.
- Accepting criticism, however constructively given, is always difficult. Please do so as graciously as you can. The person giving advice to you will want you to become the very best teacher you can be!

We acknowledge that this list is by no means exhaustive and encourage you to take careful note of the QTS Standards regarding Professional Attributes to ensure you cover all that is required. Clarification about any professionalism issues is always available from your subject course leader, programme director, ITE Coordinator or the Partnership Director.

Absence during School-Based Work

The trainee is responsible for notifying the relevant school and University offices and personnel of any absence during school-based work.

Details of absence procedures are given in the Attendance and Absence section of this Handbook.

It is an important part of your professional practice to set appropriate work for any classes that you miss through illness, attendance at job interviews or for any other reason. Please note that for the purpose of setting such work, it is not sufficient to leave messages on a school answering machine. For unanticipated absence, you should at the very least make direct contact with your PST who will be able to pass on work to other teachers.
ASSESSMENT OF SCHOOL-BASED WORK

The QTS Standards, Formative Reports and Final Summative Report

The QTS Standards specify the knowledge and standards of professional competence that you must demonstrate in order to be recommended for the award of Qualified Teacher Status (QTS). You will use the QTS Standards as the basis on which to plan your progress and measure your achievement. The Standards are published by the Training and Development Agency for Schools and are available on the TDA website (www.tda.gov.uk) where there is also guidance available on the type of evidence that you can use to show that you have met the QTS Standards.

Formative Reports

There are four Formative Reports (FR1, FR2, FR3 and FR4) during your course. These reports indicate what you have achieved in each phase of your training and signal areas for further development. Your University Tutor completes FR1 with you at the end of the Autumn term. Your Mentor completes FR2, FR3 and FR4 in consultation with your Tutor(s) in school, and with reference to evidence in your Individual Development Portfolio and Teaching Files. The contents of each Formative Report will be discussed with you and you will be asked to sign the report. A copy of each report must be included in your PGCE Individual Development Portfolio. On return to the University, the Formative Reports 2-4 will be endorsed by your University Tutor.

Your placement school will arrange for a copy of each Formative Report to be sent into the Partnership Office by the following dates:

- **FR2** 29 January 2010
- **FR3** 26 March 2010
- **FR4** 28 May 2010

Formative Report 2 (29 January 2010) is the first of your school-based work reports and signals your early progress in the classroom during the Beginning Practice phase of training.

Formative Report 3 (26 March 2010) is an important document, which contains information about your achievement and progress in your first placement school. Accurate use of Formative Report 3 will enable partnership colleagues in your second school to provide carefully targeted support for your continued development. Show your FR3 to your Mentor and PST during your induction at your second placement school.

Formative Report 4 (28 May 2010) may indicate that you have already demonstrated all the knowledge and standards of professional competence required by the QTS Standards. In this case, in discussion with your Mentor, you will draw up an Enrichment Plan so that you make the best use of training opportunities in your second placement school right to the end of the course.

Some trainees will not have achieved all the QTS Standards by the time of FR4. The school may judge that you are expected to achieve these by the end of the placement and indicate this accordingly. However, if your rate of progress is judged to put you at risk of not achieving all the QTS Standards by the end of the PGCE course, a Cause for Concern Letter will be issued and a related Action Plan drawn up so that you can be given appropriate support to maximise your progress in the time remaining. Your UVT will be fully involved in this process.

Criteria for Satisfactory Progress

For progress to be considered satisfactory at each Formative Report, you should be working comfortably and consistently in the classroom, with appropriate progress in respect of the relevant phase descriptor. Opportunities within schools vary, as do rates of learning, and it is not essential for you to have completed every aspect of each phase by the time that the related Formative Report is completed. Areas for further development...
should be clearly indicated on each Formative Report form so that you are given support and suitable opportunities to make further progress.

**Cause For Concern Letter and Related Action Plan**

If progress is unsatisfactory at any stage in your training, you should be made fully aware of this so that you have the opportunity to address areas of concern. If it is felt that you are at risk of failing to meet the standards necessary for the award of QTS a *Cause for Concern Letter* (CCL) will be drafted that identifies the concerns about your progress. The concerns may come under the headings of:

- Absence of more than 10 days from the programme
- Failure to meet deadlines for University directed tasks or assignments
- Insufficient progress towards meeting the Standards
- Professional engagement with the course

You will receive two copies of the *Cause for Concern Letter* (CCL), sent from your University Personal Tutor (if part of University-based work) or your Mentor and University Visiting Tutor (if part of School-based work), identifying the concerns and setting an action plan with targets. You must sign one copy and return it to your Mentor. A copy of this countersigned letter must also be sent to the Partnership Office.

**You will be informed of any doubts with respect to your development during each phase of school-based work. All judgements will be related to evidence in your PGCE Individual Development Portfolio (e.g. annotated Agendas, tutor feedback and guidance, trainee evaluations).**

The final date for issue of a CCL is Friday 28 May 2010, three weeks before the *Final Summative Report* (FSR) is due. This deadline is set so that you still have time to make significant progress before the final assessment of your school-based work.

**Final Summative Report (FSR)**

The *Final Summative Report* must be sent from school to the University by 18 June 2010. This report indicates whether or not you have evidence of achievement of all the *QTS Standards* so that a Pass for school-based work can be recommended to the final Examinations Board.

Please note: if your FSR indicates that you have not achieved all the *QTS Standards* by 18 June 2010, you should still continue to address those standards so that if you are offered an additional placement you will have more experience to draw on.

**Ofsted Grading Criteria**

As part of the Ofsted inspection process we are required to grade trainees' performance in lessons, within their files, from their explanations and related to 'noticeable characteristics'. Much of the documentation needed to assess progress against the QTS standards also contributes towards Ofsted grading. At the end of the course one grade will be given to each trainee based on the various grades suggested throughout the year. The back cover of this handbook lists grade criteria for 'outstanding' trainees which will provide some context for your aspirations. This grade is NOT related to the meeting of the QTS standards although if you fail to meet the QTS standards you can only be graded as inadequate.
GLOSSARY OF TERMS

**Action Plan**
Written output from Autumn term main subject tutorials and Spring and Summer term school-based work Supervisory Conferences. It highlights some of the areas of professional development to be addressed in the following weeks.

**Action Research**
A form of self-reflective enquiry undertaken by trainees in schools in order to improve their understanding of their own practices and the contexts in which these practices are carried out.

**Agenda**
A teaching Agenda is an essential training tool in the Exeter Model of ITE. It is used for self-evaluation of a specific aspect of professional classroom practice. An Agenda is prepared by making a detailed statement of intent, written as a column on the left side of an Agenda form. It should have an Agenda statement with a single, clear focus. Once prepared, an observer annotates the Agenda with non-evaluative comments. The annotated Agenda is a basis for detailed written critical evaluation about the chosen aspect of teaching and its effect on pupils’ learning.

**Annotation of an agenda**
The objective recording, by an observer, of what actually happened during an episode or lesson in relation to a prepared Agenda. The annotation is done on the right hand column of the Agenda form, and it focuses on the chosen Agenda focus.

**Cause for Concern Letter**
If a trainee is failing to make satisfactory progress, a Cause for Concern letter is issued to avoid misunderstanding by any party. Such letters may be issued not only to trainees who are at serious risk of not being awarded the PGCE, but also to those who are working very close to the satisfactory level. A Cause for Concern Letter will be accompanied by a related Action Plan to specify what the trainee needs to do to make progress and how this will be supported.

**Demonstration**
This involves the setting up of a classroom activity, strategy, tactic, event or interaction by a subject tutor, which is shared and discussed with the trainee before the event. When the demonstration occurs, the trainee is prepared, so observation and understanding is more sophisticated. Items for demonstration should be negotiated and identified by the trainee, Mentor and subject tutor. Demonstration can be thought of as: ‘This is what I am going to do and this is why I am going to do it like this’.

**Episode**
A part of a lesson identified for formal attention. It can be as short as a few minutes or relate to separate parts of a lesson in which a specific skill of teaching is being addressed by using an Agenda.

**Evidence**
Judgements by you or anyone else about your professional competence cannot be made on gut feeling or some vague notions of what the QTS Standards mean in real classrooms. All written evidence needs interpreting with professional judgement; but at least the evidence is there for all to see. Evidence can take many forms: lesson plans; evaluations showing your reflective learning; notes made by your Subject Tutor during a lesson; notes made by your Mentor during a Supervisory Conference; assignments; children’s work; learning materials; notes made by you during a University session; notes made by you while you observed a lesson; annotated Agendas; scheme of work; lecture/seminar notes; notes on reading; acquired document; notes made about a discussion.
Final Summative Report (FSR)
A document on which your Mentor indicates whether you have achieved the required QTS Standards.

Formative Assessment
Assessment FOR learning that helps inform what happens next. It should result in positive, constructive advice and guidance and realistic targets for development.

Formative Report (FR1, FR2, FR3 and FR4)
These are formative reports of your progress during your PGCE year. They are followed by a Final Summative Report that signals whether you have evidence of achievement for all the QTS Standards.

Framework for Dialogue about Teaching
This indicates a number of influences which bear upon and may affect your planning, teaching and assessment. Its purpose is to encourage critical conversation about your classroom practice and to support you in the process of reflective evaluation.

Individual Development Portfolio (IDP)
This is a file which records progress and achievement and identifies training needs through your PGCE year. It will include copies of all the key documentation relating to your training.

ITE Coordinator
Designated teacher responsible for managing the school’s involvement in ITE, supervising provision for trainees, overseeing the administration of school-based work and liaising with the School of Education through the Partnership Office.

Mentor
School-based teacher from another subject area who helps the trainee to reflect critically on his/her own performance, through individual Supervisory Conferences held three times each term.

Phase
The Exeter Model for Initial Teacher Education is developmental. Five phases of progression are recognised in the PGCE programme: Anticipating Practice, Beginning Practice, Consolidating Practice, Developing Independence and Enrichment. Each phase has a related Profile Descriptor, based on the QTS Standards required by the Training and Development Agency for Schools (TDA). In order to be recommended for Qualified Teacher Status, a trainee must be working comfortably and consistently in the Developing Independence phase and have evidence of achievement of all the QTS Standards. The Enrichment phase is an optional phase available to maintain challenge and progress for faster-developing, more able trainees.

Programme
This refers to the entire Secondary PGCE scheme at Exeter. This is a collaborative partnership for Initial Teacher Education in which the University works in formal partnership with some 160 Secondary schools across the South West region.

QTS Standards
A set of professional competences provided by the Training and Development Agency for Schools (TDA). Trainees must show that they have evidence of achievement of all the QTS Standards before they can pass their PGCE course and be recommended for Qualified Teacher Status. The QTS Standards provide a framework for trainees and tutors to analyse needs and accomplishments, and to focus on professional development.
Quality Assurance Record
A record kept in each trainee’s Individual Development Portfolio. The QAR is maintained by the Principal Subject Tutor to confirm that agreed support is being provided by school and University tutors.

Reflection on Achievement and Progress
The Reflection on Achievement and Progress is used by trainees to list, using bullet points, evidence of their achievements, and then write a reflection on their personal learning and development in preparation for a Supervisory Conference when a Formative Report will be agreed.

Teaching File
All the relevant teaching materials collected during school-based work: schemes of work, class lists, lesson plans, resources, lesson evaluation notes, etc.

Seminar Day
University-based day during school-based work enabling trainees to:
- identify and critically evaluate issues which emerge from practice in school, through reflective discussions with peers and tutors
- broaden their understanding of how theory links with practice

Subject Tutors
Teachers who work alongside the trainee in the classroom. One Tutor is identified as the Principal Subject Tutor (PST) who coordinates the work of the trainee in the subject department.

Summative Assessment
Assessment of learning that sums up what has happened. It is a report, a declaration of what the trainee has achieved, and may include grades. See also Final Summative Report above.

Supervisory Conference
A planned meeting between a trainee and the Mentor at which the trainee’s progress is discussed. In general, one or more annotated Agendas will provide material for discussion. Participants will reach an agreement on the current levels of attainment and will draw up an Action Plan to record these and to set targets for further professional development.

University Visiting Tutor
The University tutor who has direct contact with the trainee and school. A UVT normally makes three visits during School-Based Work: two in the Spring term and one in the Summer term.
Use this sheet to record the principal outcomes/feedback from your weekly meeting with your Principal School Tutor and to record your weekly targets. The weekly meeting with your Principal School-based Tutor should relate to your practice and include your understanding of how the Standards for the Award of QTS operate in the subject(s)/curriculum that you teach. This record does not need to be lengthy or detailed: it does need to be focused and purposeful and it should be completed collaboratively during the Weekly Development Meeting. Your Principal School-based Tutor should sign this as an agreed record of your meeting. Keep this record in your Individual Development Portfolio.

**REVIEW OF EVIDENCE OF ACHIEVEMENT:**
Please read first any Action Plans or University Visiting Tutor Visit Records developed since last week’s meeting. Then review whether the targets set on the previous week’s Weekly Development Meeting Record have been achieved or need carrying forward.

**OUTCOMES OF DISCUSSION:**
Focus of discussion: with reference to the Standards for the Award of QTS

**WEEKLY DEVELOPMENT TARGET/S:**
Please note the target/s (with reference to the Standards for the Award of QTS)

Please note how the target/s will be achieved

<table>
<thead>
<tr>
<th>Demonstrations to be arranged for the week:</th>
<th>Time &amp; Date</th>
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<tbody>
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<td>1</td>
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<td>2</td>
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**Agenda focuses for the week:**

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<th>1</th>
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**Lesson observation using proforma (teacher observing trainee):**
## Agenda Form

**Date** | **Lesson topic**
---|---

**Year group** | **Observer**
---|---

Selected focus from the Learning Focuses for Agendas (or a personalised focus)

*What aspect of my teaching am I trying to improve?*

### DETAILS OF INTENTIONS

**by trainee**

### OBSERVATIONS ON FOCUS

**by tutor**

---

**PLEASE REMEMBER:**

Observations on the Agenda form should be descriptive, not evaluative. Please write evaluative comments on a separate sheet of paper and retain for later discussion. The trainee should evaluate the Agenda BEFORE receiving feedback. The annotated Agenda is to be kept by the trainee for use in a Supervisory Conference.
This is not a required list to work through. It is offered as a bank of learning focuses from which trainees and PSTs may select according to individual learning needs. Use a different Agenda focus from those listed here if it is relevant to a trainee's individual learning needs.

<table>
<thead>
<tr>
<th>Managing the Learning Environment: Q30</th>
<th>Communication and Interaction: Q25a/b/c/d</th>
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<tbody>
<tr>
<td>Managing distribution, use and collection of resources</td>
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<td>Managing movement into groups</td>
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<td>Managing transitions between lesson activities</td>
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<td>Managing timing</td>
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<td>Managing pace</td>
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<td>Managing out-of-classroom learning spaces</td>
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<td>Addressing health and safety issues</td>
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<td>Setting homework</td>
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<td>Operating established procedures for starting and ending lessons</td>
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<tr>
<td>Gaining and holding whole class attention</td>
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<tr>
<td>Creating positive relationships</td>
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<td>Establishing a constructive and purposeful learning environment</td>
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<td>Managing learners' behaviour constructively</td>
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<tr>
<td>Dealing with low-level disruptions</td>
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<td>Dealing with confrontational situations</td>
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<td>Using voice constructively</td>
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<td>Developing an assertive presence</td>
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<td>Promoting self-control and independence</td>
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<tr>
<td>Assessing learning needs during teaching through questioning, observation or plenaries</td>
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<tr>
<td>Monitoring learning during lessons</td>
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<tr>
<td>Giving constructive oral feedback</td>
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<td>Evaluating learners' progress towards planned learning objectives</td>
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<td>Involving learners in reflecting on their own learning</td>
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<td>Supporting learners in setting targets for improvement</td>
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<td>Creating effective contexts for peer and self-assessment</td>
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<td>Using ICT to create interactive teaching environments</td>
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<td>Using ICT to support explanations</td>
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<td>Supporting learners in using ICT in a classroom setting</td>
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<td>Managing use of ICT in a computer suite</td>
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<tr>
<td>Employing interactive teaching methods</td>
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<td>Using initial episode to set the learning context for the lesson</td>
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<tr>
<td>Giving clear task instructions</td>
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<tr>
<td>Giving clear explanations of concepts and ideas</td>
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<td>Managing whole class discussion</td>
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<td>Using questioning effectively</td>
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<td>Using appropriate language</td>
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<td>Building on prior knowledge</td>
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<td>Generating high levels of participation</td>
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<td>Listening to learners’ answers and responding appropriately</td>
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<td>Making learning objectives clear to learners</td>
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<td>Managing collaborative group work</td>
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<td>Motivating reluctant learners</td>
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<td>Differentiating by task or resource for different learning needs</td>
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<tr>
<td>Differentiating by task or resource for children with EAL</td>
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<tr>
<td>Differentiating for diversity of interests and experiences</td>
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<tr>
<td>Differentiating to meet the multiple and diverse needs in a class</td>
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<tr>
<td>Differentiating for children with SEN/IEPs</td>
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<tr>
<td>Differentiating to set appropriately challenging work for the gifted and talented</td>
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<tr>
<td>Encouraging learner reflection</td>
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<td>Promoting independent learning</td>
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<td>Managing the work of teacher assistants during whole class input</td>
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<td>Managing the work of teacher assistants during individual/pair/group work</td>
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<tr>
<td>Working constructively with other adults in the classroom</td>
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<td>Being flexible and adaptable</td>
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<td>Making cross-curricular connections</td>
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</table>
Anticipating Practice

Professional Attributes (Q2,6,7a) in the Anticipating Practice phase will be evidenced through engagement with all aspects of the university taught course, by being punctual for all university commitments and following stated procedures for absence, and through completion on time of pre-course tasks, preliminary experience tasks, directed study tasks and formal assignments (Q2). The trainee will have demonstrated a positive attitude and an ability to form relationships (Q2) and work collaboratively with peers (Q6). The trainee will have shown a commitment to their own professional development by maintaining high standards of personal organisation in maintaining their University file and IDP efficiently (Q7a).

Professional Knowledge and Understanding (Q14,16,18) in the Anticipating Practice phase will be evidenced through commitment to developing subject knowledge through Action Plans in teaching episodes, through active participation in university lectures and seminars, and through evidence of independent academic reading (Q14). The trainee will understand how children and young people develop and the significance of social, religious, ethnic, cultural and linguistic influences on development (Q18). The trainee will have registered for, completed practice material and attempted all three of the TDA online skills tests (Q16).

Opportunities for demonstrating Professional Skills (Q22,23,25a,29,32) in the Anticipating Practice phase will be limited, but may be evidenced through peer teaching or directed study tasks (Q22,23,25a,29). The trainee will have shown a willingness to collaborate and work with peers to complete tasks and activities (Q32).

Beginning Practice

In the Beginning Practice phase, trainees should continue to demonstrate the expectations of the Anticipating Practice phase.

Professional Attributes (Q2,6,7a) in the Beginning Practice phase will be evidenced through engagement with the first school placement, by being punctual and following stated procedures for absence, and through completion on time of all required tasks and activities (Q2). The trainee will have demonstrated a positive attitude and an ability to form relationships (Q2) and work collaboratively with school teachers, through shared planning and teaching of episodes, and attendance at departmental or school meetings (Q6). The trainee will have shown a commitment to their own professional development by maintaining their University file and IDP efficiently and by reflecting on teaching episodes and agendas (Q7a).

Professional Knowledge and Understanding (Q14,15) in the Beginning Practice phase will be evidenced through sound subject knowledge in teaching episodes, and appropriate choices of activities and tasks, with support from the class teacher (Q14). The trainee will have some understanding of curricula, syllabuses and frameworks (Q15).

Professional Skills (Q22,25a,25d,30) in the Beginning Practice phase will be characterised by managing early experiences of planning and teaching (Q25d). The trainee will have planned and taught episodes in some lessons, and demonstrated an initial understanding of learning objectives (Q22), structuring teaching episodes, selecting resources and beginning to establish a purposeful learning environment (Q25a,25d,30). These first experiences of teaching will be evidenced in a teaching file with class lists, prior assessment and SEN data, episode plans and resources, annotated agendas and in feedback from observing teachers and other colleagues.

Consolidating Practice

In the Consolidating Practice phase trainees should continue to demonstrate the expectations of the previous phases.

Professional Attributes (Q2,3,4,5,7,9) in the Consolidating Practice phase will be evidenced through having high professional expectations (Q2), following the policies and practices of the placement school (Q3b), developing awareness of the professional duties of teachers (Q3a) and maintaining high standards of personal organisation (Q2). The trainee will be able to communicate effectively with young people, school colleagues, and parents or carers (Q4), and recognise the contribution they can make to the development, well-being and attainment of learners (Q5) By using the Exeter Model, trainees will have evaluated and reflected on their practice (Q7) and have demonstrated an ability to act upon advice and feedback (Q9).

Professional Knowledge and Understanding (Q10,11,12,14,15,16,17,21) in the Consolidating Practice phase will be evidenced through use of an increasing range of strategies for teaching, learning and behaviour management (Q10). The trainee will have had some experience of formative assessment (Q12) and will know the assessment requirements for the relevant subjects/phase (Q11). The trainee will have a secure knowledge and understanding of their subject/curriculum areas across the ability and age ranges available (Q14) and will have a clear understanding of appropriate curricula, syllabuses, frameworks and initiatives (Q15). Through school training, the trainee will understand Child Protection issues (Q21a), will have met with the SENCO and will know how vulnerable students are identified and referred to colleagues for specialist support (Q21b). The trainee will have attempted all three of the TDA skills tests (Q16) and know how to use their skills in literacy, numeracy and ICT to support their teaching and wider professional role (Q17).

Professional Skills (Q22,23,24,25,31) in the Consolidating Practice phase will be demonstrated through planning and teaching lessons and sequences of lessons using a range of teaching strategies and resources (Q25a), based on awareness of learners’ prior knowledge (Q25b). Trainees will demonstrate secure subject/curriculum knowledge in planning for progression and designing effective learning sequences (Q22). They will take account of diversity in their planning and promote equality and inclusion in lessons where opportunities arise (Q25a). Trainees will use e-learning approaches where appropriate opportunities arise (Q25a). They will evaluate the impact of their teaching (Q29). The trainee’s teaching will develop pupils’ conceptual understanding through appropriate explanations, questioning and discussion (Q25b,c); they will use an appropriate balance of individual, pair, group and whole class work (Q25d), and plan for and set homework where appropriate (Q24). Trainees will have designed opportunities for learners to develop their literacy, numeracy and ICT skills (Q23). They will have established a clear framework for discipline which is generally effective (Q31).
DEVELOPING INDEPENDENCE  In the Developing Independence phase trainees should continue to demonstrate the expectations of the previous phases and achievement of this phase means achievement of the Standards for the Award of QTS.

Professional Attributes (Q1,2,4,8) in the Developing Independence phase will be evidenced through maintaining high professional expectations, demonstrated in efficient personal organisation and time-keeping and contributions to the school as a community (Q2), and high expectations of the learners they teach (Q1). The trainee will recognise and the importance of effective communication with parents and carers (Q4). A willingness to adapt and innovate will be evident both in teaching and in the contribution to the school community (Q8).

Professional Knowledge and Understanding (Q10,11,13,14,15,16,19,20) in the Developing Independence phase will be demonstrated through planning, teaching and assessing for classes in all relevant key stages (Q10,11), and will be underpinned by good subject and pedagogic knowledge (Q14) and a secure knowledge of all relevant curricula, frameworks and initiatives (Q15). The trainee will know how to provide support for vulnerable pupils, or those with special needs or EAL (Q19,20). The trainee will know how to personalise learning and provide opportunities for all learners to achieve their potential (Q10). The trainee will understand how data can be used to inform planning for learning, to evaluate the effectiveness of their teaching, to monitor progress of those they teach and to raise levels of attainment (Q13). S/he will be familiar with the summative assessment demands of the relevant curriculum and/or examination syllabuses (Q11). The trainee will have passed the QTS Skills Tests (Q16).

Professional Skills (Q22,23,24,25,26,27,28,31,32,33) in the Developing Independence phase will be evidenced by medium term planning and teaching (Q22) which shows evidence of personalised learning, taking account of diversity and equality (Q25a). In the classroom, a clear framework for behaviour management (Q31) will permit high quality interactions, will build on prior knowledge (Q25b) and support pupils’ reflections on their learning (Q28). The trainee will make appropriate use of e-learning (Q25a), develop pupils’ conceptual understanding through effective explanations, questioning and discussion (Q25b,c); they will use a range of individual, group and whole class work as appropriate within the lesson or sequence of lessons (Q25d) and will design opportunities for developing pupils’ literacy, numeracy and ICT (Q23), and for out-of-school learning experiences (Q24). The trainee will work constructively as a team member (Q32) and will ensure the appropriate involvement of other adults in the classroom (Q33). The trainee will have evidence of using a range of assessment practices, will have established an effective monitoring and record-keeping system (Q26a) and will have evidence of providing appropriate feedback (Q27). They will have evidence of using assessment outcomes to set challenging learning objectives (Q26b)

ENRICHMENT AND EXTENSION

In the Enrichment and Extension phase there will be evidence of the trainee moving beyond the threshold of the Standards for the Award of QTS.

Professional Attributes in the Enrichment and Extension phase will be evidenced through demonstration of high levels of independence in identifying priorities for professional development and a willingness to be creative and innovative.

Professional Knowledge and Understanding in the Enrichment and Extension phase will be demonstrated through a commitment to broadening and deepening professional knowledge and understanding through enquiry, independent reading and research.

Professional Skills in the Enrichment and Extension phase will be evidenced by full engagement with identifying and developing aspects of professional practice which would benefit from further attention. It will also be evidenced by critical evaluation and reflection on professional practice with reference to professional or academic education literature and/or theoretical frameworks.
### PROFESSIONAL STANDARDS FOR QTS

#### Professional attributes

**Relationships with children and young people**

- Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.

**Frameworks**

- Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work.
- Q3 (b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.

**Communicating and working with others**

- Q4 Communicate effectively with children, young people, colleagues, parents and carers.
- Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.
- Q6 Have a commitment to collaboration and co-operative working.

**Personal professional development**

- Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs
- Q7 (b) Identify priorities for their early professional development in the context of induction
- Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.
- Q9 Act upon advice and feedback and be open to coaching and Mentoring.

#### Professional knowledge and understanding

**Teaching and Learning**

- Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.

**Assessment and monitoring**

- Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations and qualifications.
- Q12 Know a range of approaches to assessment, including the importance of formative assessment.
- Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

**Subject and curriculum**

- Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained
- Q15 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.

**Literacy, numeracy and ICT**

- Q16 Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT)
- Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

**Achievement and diversity**

- Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences
- Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.

**Health and wellbeing**

- Q21 (a) Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Q21 (b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

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<table>
<thead>
<tr>
<th>Professional skills</th>
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<tr>
<td><strong>Planning</strong></td>
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<tr>
<td>Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.</td>
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<tr>
<td>Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.</td>
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<tr>
<td>Q24 Plan homework or other out-of-class work to sustain learners’ progress and to extend and consolidate their learning.</td>
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<tr>
<th><strong>Teaching</strong></th>
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<tr>
<td>Q25 (a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion.</td>
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<tr>
<td>Q25 (b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives.</td>
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<tr>
<td>Q25 (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.</td>
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<tr>
<td>Q25 (d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.</td>
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<tr>
<th>Assessing, monitoring and giving feedback</th>
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<tr>
<td>Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.</td>
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<tr>
<td>Q26 (b) Assess the learning needs of those they teach in order to set challenging learning objectives.</td>
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<tr>
<td>Q27 Provide timely, accurate and constructive feedback on learners’ attainment, progress and areas for development.</td>
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<tr>
<td>Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.</td>
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<tr>
<th>Reviewing teaching and learning</th>
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<tr>
<td>Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.</td>
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<tr>
<th>Learning environment</th>
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<tr>
<td>Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.</td>
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<tr>
<td>Q31 Establish a clear framework for classroom discipline to manage learners’ behaviour constructively and promote their self-control and independence.</td>
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<th>Team working and collaboration</th>
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<td>Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.</td>
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<tr>
<td>Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.</td>
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Grade criteria for the inspection of initial teacher education 2008–11

Grade Key aspects of trainees’ performance:

**OUTSTANDING**

**In lessons:** Outstanding trainees
- teach lessons that are mostly good, and often show characteristics of outstanding lessons
- ensure that all learners make progress so that they fully achieve the challenging intended learning outcomes
- teach learners to be able to explain how the teaching helped them to make progress
- teach lessons that invariably capture the interest of learners, are inclusive of all learners, and feature debate between learners and between learners and the teacher
- have a rapport with learners – high-quality dialogue and questioning, guiding learning, with attention to individuals and groups
- monitor learners’ progress to evaluate quickly how well they are learning so that they can change the approach during the lesson if necessary, and provide detailed feedback and targets to individual learners that are focused well to ensure further progress
- demonstrate the ability to apply their own depth of subject knowledge to support learners in acquiring understanding and skills, often showing understanding, through application of a range of different approaches to ensure that all learners make the expected progress
- demonstrate flexibility and adaptability by changing pace, approach and teaching method in a lesson in response to what learners say and do
- make links with other aspects of learners’ development and understanding (for example, linking to work in other subjects)
- fully exploit possibilities to promote learners’ understanding and appreciation of social and cultural diversity.

**Trainees’ files:** Outstanding trainees
- demonstrate a clear and deep understanding of how to plan for progression – stages in learning, different rates of progress, identifying clear ‘strands of progression’ and the use of these to plan ‘steps in learning’, their teaching, dealing with barriers to learning, and through this demonstrate depth of subject knowledge and subject pedagogy
- provide evidence of monitoring and recording learners’ progress and how this the outcomes are used in subsequent planning, with a clear focus on groups and individual learners
- demonstrate the clarity of links between learning objectives, teaching approaches and assessment strategies – ‘what I want learners to learn, how they will learn, and how I know that they have, what I will do next’
- show innovation within the constraints of a scheme of work/curriculum
- maintain files as working documents – annotated as part of self-evaluation
- show high-quality self-evaluation with clear focus on learners and setting challenging targets for their own professional development – including, for example, future career progression with evidence of implementation and further review, and critical analysis and reflection, taking full account of feedback from trainers and other professionals they work with
- innovative approaches to the integration of Every Child Matters, and social and cultural diversity.

**Trainees’ explanations:** Outstanding trainees
- describe the stages in progress through a topic/set of ideas and concepts/sequence of teaching – explaining what they would look for in learners
- can give examples of lessons, and individual/groups of learners, to illustrate this – including the identification of barriers to learning and how these were/can be overcome
- are able to discuss in detail individual learners’ progress as well as attainment/achievement
- are able to use their depth of subject-specific pedagogical understanding to explain in detail why they use particular teaching approaches and why these are likely to be more successful than others
- demonstrate an understanding of the range of professionals that contribute to learners’ overall development and their place in the ‘bigger picture’ – well-informed discussion about individual/groups of learners and particular needs
- show a depth of understanding of the implications of Every Child Matters across a wide range of work and how to promote learners’ understanding and exploit the potential provided by social and cultural diversity.

**Noticeable characteristics:** Outstanding trainees
- take risks when trying to make teaching interesting, are able to deal with the unexpected and ‘grab the moment’
- inspire and communicate their enthusiasm to learners
- have an intrinsic passion for learning
- show innovative and creative thinking – lateral thinkers
- have the ability to reflect critically and rigorously on their own practice to inform their professional development, and to take and evaluate appropriate actions – they are able to learn from their mistakes
- take full responsibility for their own professional development
- are highly respected by learners and colleagues and, where appropriate, parents/carers and employers
- have the clear capacity to become outstanding teachers
- demonstrate, or show the capacity to develop, leadership and management skills.

**Please note** that school-based trainers, UVTs, University subject and/or personal tutors and assignment attainments will contribute towards a grade profile for each trainee.

An electronic form of this document can be found at [www.exeter.ac.uk/education/pages.php?id=343](http://www.exeter.ac.uk/education/pages.php?id=343) and contains the criteria for good, satisfactory and inadequate teachers. Also available from the same webpage are the full Ofsted guidelines.
Understanding Learning and Development

- Theories of learning and development
- Progression
- Assessment

Subject Knowledge

- Academic Knowledge
- Curricular Knowledge
- Pedagogic knowledge

QTS Standards

- Professional Attributes
- Professional Knowledge and Understanding
- Professional Skills

Values and Beliefs

- Trainees
- Pupils
- Teachers

Professional Knowledge and Enquiry

- Research
- Theory
- Aspirational practice

School Communities

- School and national policies
- Attitudes, expectations and ethos
- Working with others

Framework for Dialogue about Teaching