

School of Education

Secondary PGCE (Core)

Initial Teacher Education

Induction Booklet

2020-21

Name…………………………………………………………………….. Subject …………………………………

AN INTRODUCTION TO LEARNING AND TEACHING

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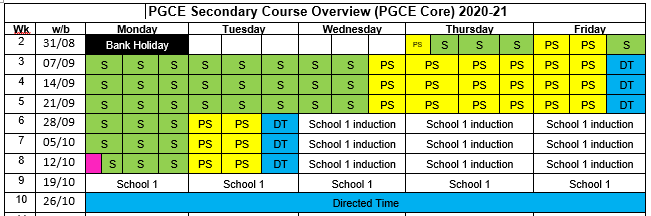
The aims of the induction period

**An introduction to learning and teaching**

The tasks in this booklet are designed to help you to use your time in school effectively, to gain a high quality experience, and to begin the process of focusing on the Teachers’ Standards. The purpose of the induction period is to give you an understanding of your school and to provide you with some information to inform your studies as an ‘early professional’. This booklet needs to be uploaded onto PebblePad (key documents).

**The induction period**

The induction period is (normally) divided into three blocks of “school induction” (9 days) plus taught sessions in university as indicated below



*Fig 1 – The induction period*

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

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

To help you during the induction period this booklet provides guidance on the different ways in which you could explore these issues and collect information. Your school may have its own preferred sequence of induction activities and so tasks do not have to be completed in the order that they are set out in this booklet. It is useful to complete a pupil pursuit or trail where you follow a pupil for a day. Speak to your professional mentor about this and see if this can be organised during the induction period.

**Expectations**

It is our hope that you will be treated as a full member of staff as far as is possible, but you must remember that you are a guest in the school. You arrive as a qualified graduate with expertise to offer, but you should remember that your mentors are the experts in teaching. Assertiveness and tact are really important. Full attendance is compulsory but if for any reason you are absent during the placement you should contact your subject mentor, professional mentor, university tutor and the course administrator (Claire Rowlands – [c.rowlands@worc.ac.uk](mailto:c.rowlands@worc.ac.uk)). Please refer to the course handbook and the code of conduct for further details (both are available on Blackboard).

**The pattern of the placement**

Fig. 2 is taken from the Course Handbook (for trainees) and Partnership Handbook (for mentors). It is an indicative overview of the allocation of time in school. As a general rule you should have 17 hours of teaching experience (shaded grey) either collaborative working, solo teaching or observation/direct time plus a weekly review and school based professional studies programme in any week. The ratio of these parts will vary depending on the part of the course, your own individual needs and issues such as class rotations or assessment periods.

**What if I am on my own?** If for any reason you do not have a subject partner, the subject mentor will work with you more closely in the completion of the subject tasks. Very rarely you may be the only University of Worcester trainee in a school. In this case your subject tutor will support you in developing an individual programme.

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| 1.Induction: PGCE: Core – Trainees are in school 3 days per week | | | | | | |
| Dates in school | Part of the Course | Collaborative working | Solo teaching | Observation or directed time\* | Weekly review meetings & school based professional studies | Study and preparation |
| Induction - Week 1 (3 days per week) | Induction period | 0 | 0 | 10 | 2 | 3 |
| Induction - Week 2 (3 days per week) | Induction period | 1 | 0 | 8 | 2 | 4 |
| Induction – Week 3 (3 days per week) | Induction period | 1 | 1 | 6 | 2 | 5 |

**Fig 2: Induction pattern for core trainees**

You should have a subject mentor meeting and professional mentor session each week and although it would be helpful if these were on the Friday, it may not be possible due to the mentor’s timetable. In such cases you should be flexible enough to accommodate lunchtime or after school meetings or whatever suits your mentors best.

**Observing**

Observing entails listening, watching, asking questions and interacting with people. These are important skills in themselves and it will be good for you to develop these at the start of your training career. Making observations in a place like a school is not always easy; there is so much happening that it is sometimes difficult to pick out salient points unless you have a clear focus.

Having a clear focus for your observations is important and the tasks in this booklet are designed to help with that. Your induction experience is not governed by these tasks alone; you have not finished observing once tasks are completed. Sometimes you will be observing teachers but most of the time you will be observing pupils – during the course you will come to understand that it is the observation of the pupils that provides the key information about the success of a lesson. It is good to be as actively involved as possible and you should discuss the ways in which you might be involved during a lesson with the class teacher beforehand.

**You will also need to make notes; both those indicated by the tasks, and others. As a matter of courtesy you should explain to the teacher concerned what you are doing; it can be very disconcerting to have someone making notes whilst you teach. Teachers are usually happy to discuss lessons, and their comments will add to your observation notes.** In completing these tasks you must remember that they are open documents. Be discreet in your comments and show respect for the school’s staff, pupils and procedures.

**The outcomes from the induction placement**

By the end of the induction period in school, you will have completed a range of activities that will enable you to plan for your first phase of teaching. It is hoped that the tasks will strengthen your early learning at university and help you to make sense of some of the initial reading you have undertaken about education.

This booklet has been provided as a hard copy so that you can take it into lessons and make notes as you are observing. You may be able to make notes on several tasks during one lesson or you may wish to focus on one lesson at a time. You will need to submit these tasks onto PebblePad in the key documents section. **The key is that you address all tasks and have enough material to be able to prepare you for your teaching placement.**

You will be required to use literature to support your views. As a starting point you might find the following useful:

## Reading

The set text – a good starting point for your reading is:

**Capel, S. Leask, M. and Younie, S. (2019) *Learning to teach in the secondary school*. 8th edn. London: Routledge**.

**Library Services and The Hive**

Library Services supports students and staff and provides books, journals, online resources, and study spaces. The Hive is your library, and your student ID card is also your library card. You become a library member as soon as you are registered on your course. Find out more at [library.worc.ac.uk](http://library.worc.ac.uk). Library Services is on Facebook, Twitter and YouTube – search @uwlibservices.

**The Hive** is a joint academic and public library, and is open 8:30 – 22:00, 7 days a week (excluding bank holidays). The Hive provides books (level 3), has full wireless coverage (eduroam), laptop power stations, computers and plenty of printers. There is study space to suit different needs from group work (level 0) through to individual silent study (level 4).  There is a café, children’s library and teaching collection aimed at education practitioners on level 1. Find out more at [www.thehiveworcester.org](http://www.thehiveworcester.org).

For the latest information on how the covid-19 pandemic is affecting Library Services and The Hive, please see [library.worc.ac.uk/help/coronavirus](https://library.worc.ac.uk/help/coronavirus).

**Online resources and recommended reading**

Library Services provides access to a huge range of online books (ebooks), academic journals and other online resources, all available to access on or off-campus. Find recommended resources for your subject at [library.worc.ac.uk/subject-guides](http://library.worc.ac.uk/subject-guides). Academic Liaison Librarians maintain your subject guides, and they include contact details, recommended websites and subject-specific guidance.

For recommended reading for your modules, use your resource lists. Each module should have a resource list available through Blackboard, but you can also search for and access any list at [resourcelists.worc.ac.uk](http://resourcelists.worc.ac.uk). Your tutors will expect you to use your resource list to read beyond what you cover in lectures, and to find your starting point for any topics or assignment reading.

When you need to find literature to support your assignments and develop your thinking, contact your Academic Liaison Librarians.

**Academic Liaison Librarians**

The Academic Liaison Librarian Team work closely with your tutors to support you in locating and reading the best sources for your academic work. The librarians for the School of Education are Sarah Purcell, Jennifer Dumbelton and Alison Taylor.

* Sarah Purcell: [s.purcell@worc.ac.uk](mailto:s.purcell@worc.ac.uk)
* Jennifer Dumbelton: [j.dumbelton@worc.ac.uk](mailto:j.dumbelton@worc.ac.uk)
* Alison Taylor: [alison.taylor@worc.ac.uk](mailto:alison.taylor@worc.ac.uk)
* The askalibrarian team: [askalibrarian@worc.ac.uk](mailto:askalibrarian@worc.ac.uk) and Live Chat through the library website.
* See [library.worc.ac.uk/help/askalibrarian](https://library.worc.ac.uk/help/askalibrarian) for further details about our enquiries service.

**Referencing in your academic work**

Referencing is an important part of your academic writing. It enables you to show what you have been reading, and who has influenced your thinking and reasoning. The majority of students at the University of Worcester will use the Cite Them Right style of Harvard. See [library.worc.ac.uk/guides/study-skills/referencing](https://library.worc.ac.uk/guides/study-skills/referencing) for policy, guides and a link to the Cite Them Right website. Academic Liaison Librarians can help you with referencing at any point in your course.

**Using other libraries**

The SCONUL Access scheme enables staff, research students, full time postgraduates and part-time, distance learning and placement students to borrow material from other higher education libraries participating in the scheme. To check your eligibility, see member libraries, and apply online, visit [www.sconul.ac.uk/sconul-access](http://www.sconul.ac.uk/sconul-access).

## THE SCHOOL PROFILE - Getting to know your school

During the PGCE course you will (normally) go to at least two schools. On initial inspection these schools may look similar but a closer analysis will demonstrate key differences. Use the form below to collect data on your placement schools.

The source of the data will be:

1. The School Comparison Tool – [school comparison tool](https://www.compare-school-performance.service.gov.uk/).

The Department for Education (DfE) explains that the tools allows users to

“…get statistics about school and college performance in England, including test results, teacher assessments, Ofsted reports and financial information for academies

You can use performance tables (sometimes called league tables) to compare schools in your area”

The school comparison tool data complements the Ofsted school inspection report by providing an analysis of school performance over a three-year period. The tabs on the dashboard provide information about

* Headline performance data
* 16-18 (if applicable)
* Absence and pupil population
* Workforce and finance

1. The schools latest Ofsted report – <http://reports.ofsted.gov.uk/>
2. Discussions with mentors and other staff.

If your school does not have data on the DfE site or Ofsted data, for example if it has just converted to academy status or is an independent school, ask your mentors about other performance indicators that are available and adapt the table on the following page.

Independent school reports can be found at <http://www.isi.net/reports/>

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| Task 1 - Introduction – The School Profile | | | | |
| This task might provide evidence towards [parts of] Teachers’ Standards:  TS2a, TS5b, TS5c, TS5d, TS Part 2. | | | | |
| **What to do?**  Look at data available on the school comparison tool, from the latest school Ofsted report and from talking with mentors | | | | |
| **School Comparison Tool**  Type in the name of your school (please note that if you are at an independent school this data may not be available). What are the headline measures of performance for your school, the county (local authority) and all schools? | | | | |
| **Performance at Key Stage 4** | | | | |
|  | Your school | The local authority | | England average |
| Progress 8 score |  |  | |  |
| Attainment 8 score |  |  | |  |
| Grade 5 or above in English and maths GCE |  |  | |  |
| Achieving EBacc at grade 5 or above |  |  | |  |
| Entering EBacc |  |  | |  |
| Staying in education or entering employment. |  |  | |  |
| How are the pupils doing in exams? | | | | |
| **Attendance** | | | | |
| Overall rate of absence | | | (%) | |
| Persistent rate of absence | | | (quintile) | |
| What do the terms ‘overall rate of absence’ and ‘persistent rate of absence’ mean? Do you think attendance is ‘good’ at the school? | | | | |

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| **Ofsted**  Look at the latest Ofsted report for your school. You may need to adjust the headings below depending on when the school was last inspected | | |
| Date of last inspection |  | |
| Overall Effectiveness |  | **Outcome** |
| Previous inspection |  |
| Latest inspection |  |
| Identify key strengths of the school and areas for improvement. | | |

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| Evidence shows that there is a gap in the level of achievement and progress between disadvantaged pupils and others. Use the data (Ofsted and DfE school comparison tool) to discuss how well your placement school does at tackling this gap. Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children "looked after" (in the care of the local authority for a day or more or who have been adopted from care). |
| In discussion with mentors and other staff, explain how this profile impacts on the work of the school. What are the school's particular challenges and opportunities? How is diversity valued and fundamental British values promoted in the school as a whole, in the classroom, and in the pastoral system? |

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| In discussion with your mentors, list the names and role/responsibilities of other colleagues in the school from whom you should seek information and advice in order to safeguard and promote the well-being of pupils. How is the Prevent agenda addressed? |

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| Task 2 – Professional Values and Teachers’ Expectations | |
| This task might provide evidence towards [parts of] the Teachers’ Standards:  TS1a, TS1c, TS8b, TS Part 2 | |
| **Who to observe?**  Watch two lessons from two **different** Key Stages. | |
| **Observation**  In the lessons observed how do teachers **communicate high expectations** to classes (e.g. showing exemplar work, setting time constraints, communicating expectations concerning output or behaviour, sharing learning outcomes)? You can use bullet points. | |
| Key Stage\_\_\_\_\_\_\_\_\_\_ | Key Stage\_\_\_\_\_\_\_\_\_\_ |
| Response | Response |
| List ways that teachers **define their professional values** with pupils in class. In what ways can this send messages about the teachers’ expectations for their pupils? Consider things such as verbal and non-verbal communication, punctuality, dress, and professional conduct. You can use bullet points. | |
| Response | Response |

|  |  |
| --- | --- |
| Task 3 – Behaviour and Learning Management | |
| This task might provide evidence towards [parts of] Teachers’ Standard:  7a, 7b, 7c, 7d | |
| **Who to observe?**  Observe **at least two** different teachers (could be in your department or as observed on a pupil trail). | |
| **Observation:**  How do the teachers you observe demonstrate the 3 Rs of the behaviour curriculum – Routines, Responses and Relationships? Use bullet points to record your observations. | |
| **Routines -**  how are classroom routines established to demonstrate high expectations, to scaffold good conduct and to create a community of positive behaviour? | |
| **Responses –** what strategies and interventions are used for de-escalating confrontation, resolving conflict, redirecting unproductive (or destructive) behaviours, and reacting to antisocial behaviour in a just, productive and proportional way? Examples might include consequences described in the school behaviour policy plus verbal/non-verbal cues and body language. | |
| **Relationships –** how does the teacher build positive relationships? | |
| What examples of the use of encouragement, praise and reward were used? You can use bullet points. | |
| Response (teacher 1 | Response (teacher 2): |

|  |  |  |
| --- | --- | --- |
| What examples of reprimands and sanctions were used? You can use bullet points. | | |
| Response (teacher 1): | Response (teacher 2): | |
| Record at least two classroom incidents relating to behaviour management and its impact on learning. For each incident note   * What happened * How it was managed * The outcome – both positive and negative. | | |
|  | |  |

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| Task 4 – Effective Learning and Teaching |
| This task might provide evidence towards [parts of] Teachers’ Standards:  TS2d, TS5b, TS5c, TS7c |
| **Describe 2 scenarios, each using a different teaching strategy, where you observed ‘learning’ – in the sense of knowing more, remembering more and being able to do more. You can use bullet points or continuous prose. Make this focused and short**  For example,   * + A small group of pupils working together   + A focused example of whole class teaching   + An aspect of a practical lesson   + A pupil with additional needs being supported by a teaching assistant   + A starter activity or a plenary   + A homework task |

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| Task 5 – Emerging Professional Development |
| This task might provide evidence towards [parts of] Teachers’ Standards:  TS4d, 8b, 8d |
| Cross reference your thoughts to reading, reflections from taught sessions in university and school and the Teachers’ Standards.  From the tasks identify (3-4) areas that you will target in the initial stages of your teaching career. For each target consider explicit strategies that you will implement. |
| Identified task:  Explicit strategy:  Identified task:  Explicit strategy:  Identified task:  Explicit strategy:  Identified task:  Explicit strategy: |

## Notes