

### YSJ Initial Teacher Education Partnership

### PGCE Secondary Student Teacher and Mentor Handbook

in partnership with:

|  |  |  |  |
| --- | --- | --- | --- |
| **C:\Users\k.parker\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\F10A68AF.tmp** |  |  | **C:\Users\k.parker\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B643DA85.tmp** |
|  |

**YSJ ITE Partnership: Children and young people at the centre of our learning community since 1841**

**Contents**

|  |  |
| --- | --- |
| PGCE Secondary [Programme calendar](#Calendar) | 3 |
| [Welcome](#Welcome) – Mission, Vision and Values | 4 |
| Our YSJ curriculum | 5 |
| Further information on the PGCE Secondary Programme | 9 |
| Programme of Learning | 10 |
| School based Tasks | 12 |
| [Key Partnership contacts](#Contacts) | 17 |
| [Who to contact for absence and programme queries](#Absence) | 19 |
| [Key](#Stages) information for students* Programme participation/absence procedures
* Becoming a teacher and being part of a profession
 | 20 |
| [Staged](#Profession) expectations – a guide for mentors and students | 22 |
| [Roles and responsibilities across the partnership](#Roles) | 23 |
| [Support for mentors/school staff and student teachers](#support_for_mentors)[Formal procedures to support mentors/school staff and student teachers](#Support) | 2526 |
| Transition from student teacher to early career teacher | 26 |

PGCE Secondary School Direct Programme Calendar 2021/22

(all subjects/alliances)

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

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Week | Date (wb) | Mon | Tues | Wed | Thurs | Fri | Teaching timetable |
| 1 | 06 September 2021 | Induction week – university (Thursday in base schools) |  |
| 2 | 13 September 2021 | Introduction week – university (Thursday in base schools) |  |
| 3 | 20 September 2021 | School Experience (SE1)(except Wednesdays which are for academic sessions/study) | Observation with some starters/plenaries.Begin teaching from 12th October |
| 4 | 27 September 2021 |
| 5 | 04 October 2021 |
| 6 | 11 October 2021 |
| 7 | 18 October 2021 |
| 8 | 25 October 2021 | Half term |  |
| 9 | 01 November 2021 | SE1(except Wednesdays which are for academic sessions/study) | Gradual build up to 40-45% (approx 10 lessons per week) |
| 10 | 08 November 2021 |
| 11 | 15 November 2021 |
| 12 | 22 November 2021 |
| 13 | 29 November 2021 |
| 14 | 06 December 2021 |
|  | 13 December 2021 |
|  | 20 December 2021 | Christmas break |  |
| 15 | 27 December 2021 |
| 16 | 03 January 2022 | Study days (Mon-Wed) | Second school (Thurs-Fri)\* |  |
| 17 | 10 January 2022 | Development and Enrichment week incl. Diversity |  |
| 18 | 17 January 2022 | School Experience 2 (SE2)(Please note there are brief academic sessions taking place each Wednesday) | Observations +gradual build up to 40-45% (approx.. 10 lessons per week) |
| 19 | 24 January 2022 |
| 20 | 31 January 2022 |
| 21 | 07 February 2022 |
| 22 | 14 February 2022 |
| 23 | 21 February 2022 | Half term |  |
| 24 | 28 February 2022 | SE2 continued |  |
| 25 | 07 March 2022 | School Experience 3(except Wednesdays which are for academic sessions/study) | Gradual build up to 60% by Easter break (approx. 13 lessons) |
| 26 | 14 March 2022 |
| 27 | 21 March 2022 |
| 28 | 28 March 2022 |
|  | 04 April 2022 |
|  | 11 April 2022 | Easter break |  |
| 29 | 18 April 2022 |
| 30 | 25 April 2022 | School Experience 3- Consolidation(except Wednesdays which are for academic sessions/study)(May bank holiday 2nd May) | Gradual build up to 75-80% (approx. 16 lessons) |
| 31 | 02 May 2022 |
| 32 | 09 May 2022 |
| 33 | 16 May 2022 |
| 34 | 23 May 2022 |
| 35 | 30 May 2022 | Half term |  |
| 36 | 06 June 2022 | SE3 consolidation |  |
| 37 | 13 June 2022 | School based enrichment week |  |
| 38 | 20 June 2022 | University based enrichment week |  |
|  |  | Independent transition to jobs |  |
|  |  |

Welcome

Welcome to the PGCE Secondary Programme. We are proud to be working with you on this programme which is underpinned by our partnership mission, vision and values.

Mission Statement:

York St John University’s heritage is anchored in teacher training and education. YSJ established in 1841, developing as a teacher training college and later a university and has a successful history of working in partnership with schools to educate and train outstanding student teachers for the benefit of children and young people in our schools. Hence our mission statement is as follows:

***YSJ ITE Partnership: Children and young people at the centre of our learning community since 1841***

Vision and Values:

Partnership is at the heart of our provision with a strong commitment from the university and schools to work together to educate and train future teachers. The YSJ ITE partnership is driven by a strong belief that teaching is a challenging, complex, intellectual and ethical endeavour. The partnership recognises the civic duty involved in developing teachers to fulfil a fundamental need in society for our children and young people to have access to high quality education. The profession requires teachers who are committed to the education of children and young people to ensure they acquire the knowledge, understanding and skills needed to develop and achieve their ambitions and improve their life chances. We believe that the lives can be transformed through education. Hence, it is crucial that student teachers receive high quality initial teacher education that is underpinned by quality research and evidence. The partnership is committed to developing student teachers who are:

* competent and confident professionals who learn that intellectual endeavour, criticality, and personal reflection are key to developing outstanding teaching practice.
* epistemic agents who act as independent thinkers, searching and critiquing a wide range of theories and research that can underpin, challenge or illuminate their practice.
* able to engage in enquiry-rich practice and are intellectually curious about their work in order to be innovative, creative and receptive to new ideas.
* responsible professionals who embody high standards of professional ethics, acting with integrity and recognising the social responsibilities of education to create a more social just world

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

Our YSJ curriculum

York St John PGCE Partnership offers an ambitious, progressive and compliant curriculum that supports students from induction to, and beyond, their time as an Early Career Teacher. Core principles and values underpin all curriculum decisions and have influenced design. These have informed our five key YSJ themes which act as core threads across all programmes:

* Being a professional;
* Creative and critical thinking and reflection;
* Personal teaching philosophy;
* Relationships and partnerships;
* Research engaged.

All programmes have drawn upon our wider curriculum development work within ITE to inform the construction of each programme and modules ensuring appropriate coverage, sequencing and staged progression. Detailed breakdown of each programmes’ application of the curriculum can be found in the Programme Rationale (table below) and evidence how content is ordered logically so knowledge and skills build upon each other. Furthermore, every taught session is framed within the curriculum so that student teachers are aware of:

* when/how key concepts are revisited;
* how they received their curriculum entitlement;
* how theory and practice are purposefully integrated.

Our YSJ curriculum has been designed around 5 core strands:

1. Being a professional,
2. Creative/critical thinking/reflection
3. Research engaged
4. Relationships and Partnership
5. Personal Teaching Philosophy

It embeds the experiences and activities detailed in the 5 areas of the ITT Core Content Framework:

1. Behaviour and Expectations
2. Pedagogy
3. Curriculum
4. Assessment
5. Professional Behaviours

The circle reflects the continuous nature of development and enrichment that underpins our curriculum choices.



The curriculum not only identifies key module content but is part of a broader approach to planning, learning and assessment. In other words, it informs not only what is taught in modules but what is observed, practised, and reflected upon in school settings. In addition, our curriculum informs how we assess student teacher confidence and competence in a staged progressive manner. The continuum checks essential content student teachers need to know and apply and is aligned with the curriculum structure.

The below table provides a rationale and aims of the programme and information on design etc.

|  |
| --- |
| PGCE Secondary School Direct - Rationale, Aims and Overview |
| Rationale for Programme | The PGCE secondary school direct programme has been written in collaboration with school partners to reflect the attributes, skills and knowledge needed to be an effective teacher in today’s schools. The programme not only considers the current national priorities within education but is enriched to ensure that our student teachers meet the educational needs of pupils within the social context and geographical area in which they are trained. The PGCE secondary school direct programme is a truly collaborative model and is strategically driven and delivered by dedicated members of York St John University and our partnership schools. Collectively we plan, monitor and review the programme for each subject area to ensure our student teachers are responsible and committed professionals who recognise the social responsibilities of education. Our student teachers begin the programme with differing levels of experience, some previously working as teaching assistants, other are less experienced. However, the partnership model offered on the school direct programme provides targeted support and challenge, regardless of starting point and through the support of a range of staff - academic tutors, link tutors, subject specific mentors, professional mentors, alliance leads and programme lead - our student teachers develop into competent, confident and critically reflective professionals who are both classroom ready and able to meet the rigour of the secondary school subject they are trained in, and beyond.  |
| Aims of the Programme | The key aim of the PGCE secondary programme is to deliver a high quality current and relevant programme of education and training that equips student teachers with the professional knowledge, understanding, skills and attributes that they need to become outstanding teachers and leaders in our local and national secondary schools.Working in partnership with schools, the programme aims to:* Provide a broad and enriching curriculum that incorporates the Core Content Framework and the YSJ Themes and enables students to meet statutory requirements by the end of their programme
* Develop high academic and professional standards for new teachers entering the profession underpinned by the development of ‘principle-based’ values
* Support student teachers in developing their own personal teaching philosophy and identity as a teacher with a commitment to critical reflective practice
* Integrate theory and practice throughout the programme to support professional learning, subject knowledge and pedagogy
* Promote the intellectual and professional development of student teachers through engagement with current research and policy in teaching and wider education
* Develop student teachers as independent researchers who are able to critically engage and influence their professional community
* Enable student teachers to become skilled, creative, reflective and transformative professionals equipped to take responsibility for the progress of all children and young people
* Provide a high-quality experience of Initial Teacher Education within the partnership that fosters retention and a commitment to on-going professional development
 |
| Induction  | Student teachers receive a structured and detailed induction period which begins before the programme commences. Student teachers are offered opportunities through remote and face-to-face training to audit and develop subject knowledge, engage in critical reading and writing activities and begin to understand the importance of safeguarding. They complete a piece of academic writing prior to the start of the course to support their academic writing needs if required. Further targeted induction support is offered once the programme has begun and all student teachers engage in induction tasks that support their understanding of key priorities, for example, behaviour management and assessment. From the very beginning of the programme, our student teachers are offered opportunities to obverse experienced colleagues and reflect on the practice they see. Student teachers also undertake a comprehensive induction within schools through their Alliance leads and professional mentors alongside their mentors.  |
| Design of the Programme | The PGCE secondary school direct programme has been carefully designed in partnership with all Alliances to provide a sequenced and progressive model of training that draws upon expertise in both university and school staff. Our secondary curriculum goes beyond statutory requirements and provides training opportunities that are both driven by up-to-date research, school policy and our unique YSJ themes. Student teachers undertake both subject specific sessions and professional sessions throughout the year to develop their knowledge and understanding. Our aim is to develop secure subject knowledge and subject specific pedagogy throughout the programme to support the confidence and competence of our student teachers. Our programme has been designed to facilitate the development of personal teaching philosophy. Many key concepts are returned to throughout the training to support confidence and deepen understanding. Due to the school-based structure of the programme student teachers then have the opportunity to apply and receive feedback on that new knowledge instantly before reflecting on their own practice.  |
| Design of School Experience  | School experience and assessed placements are designed to ensure our student teachers have opportunities to apply training in a progressive and sequenced manner. University and school-based training has been designed to support early development and confidence is built through the expectation of reflective observation and use of formative mentor feedback. Student teachers are encouraged to share with mentors their university session content to ensure this training can be applied within the student teacher’s practice and mentors are able to offer feedback that is relevant and appropriate to the student teacher’s developmental stage. The school experience model ensures compliance and offers our student teachers the opportunity to capitalise on early success within the final school placement. A progressive model of expectations is communicated to both mentors and student teachers through the use of the School Experience Formative Assessment Continuum and this is used as a diagnostic tool to support self-reflection and target setting. As additional support in meeting the expectations of the School Experience Formative Assessment Continuum student teachers have a number of school-based tasks and subject specific based tasks to complete during their time in school.  |
| Key Assessment Points | Review points are placed at the midpoint and final week of all assessed placements. However, formative assessment is ongoing throughout the programme through the use of weekly progress meetings, target setting and use of the School Experience Formative Assessment Continuum. Progress towards the Teachers’ Standards is evaluated during the final placement and these are used as a summative assessment mechanism at the end of the programme. Academic assessments underpin school experience and offer student teachers the opportunity to critically reflect on their own practice and also engage in research. Review points are scrutinized by alliance leads and the programme lead, and with input from the school mentor support is tailored to those students who require additional input via the use of intervention logs and action plans.  |
| Formative and Summative Student Teacher Assessment | Our student teachers are assessed against curriculum expectations and using the School Experience Formative Assessment Continuum as guidance to inform assessment and target setting. Targets are reviewed on a weekly basis to ensure that progression is maintained and needs can be identified. This process also ensures that intervention can be swiftly implemented and the impact monitored. All placements are quality assured by alliance leads and university link tutors to ensure that mentor judgements are secure. This process enables programme staff to identify mentor training needs and supports summative end of programme judgements. During the year all your assessment is formative and you are assessed against the DfE Teachers’ Standards towards the end of the programme. |
| Support  | Student teachers are supported throughout the programme by university and school staff. Each student is supported by a personal academic tutor who offers pastoral as well as robust academic support. An additional research tutor, whose role is to support the research assessment, is also available for regular support. Our student teachers are supported in school by trained subject mentors as well as the school professional mentor. Each student also has access to an alliance lead whose role is to oversee school-based training and offer pastoral support. The alliance leads work closely with university tutors and the programme lead to ensure the support offered is cohesive. The student teacher also has access to all of the other support systems in place from the University such as academic support and wellbeing. As an additional measure of support our student teachers receive a weekly ‘keeping in touch’ email from the programme lead to reinforce key programme information and support effective communication about the programme expectations. Alliance leads are copied into these emails to further enhance communication and consistency.  |
| Transition to ECT | Student teachers are fully prepared for the rigorous expectations of the Early Career Framework and transition training is delivered towards the end of the programme. The transition between ITE and Early Career Teacher (ECT) is communicated through the use of the Career Entry Development Profile where ECT targets are identified and end of programme reflections set expectations for the beginning of the ECT period. Student teachers are provided with ongoing ECT support via our ECT lead with a calendar of events and remote resources.  |

Further information on the PGCE Secondary Programme

The Postgraduate Certificate in Education (PGCE) programme consists of two key academic modules and three school experience placements. The two academic modules relate to Professional Studies (PS) and Subject Studies (SS) and both are at master’s level. The two modules are integrated rather than taught as separate modules, to ensure a coherent and well sequenced learning programme - the timetable of programmed sessions reflects this and incorporates all aspects of the Core Content Framework (CCF).

|  |
| --- |
| **Academic Modules** |
| **Subject Module:****Learning and Teaching in Subject Studies** Level 7 (M Level)30 credits | **Professional Module:****The Developing Professional**Level 7 (M Level)30 credits |
| **Total 60 credits at M level** |
| **School Experience Modules** |
| **School Experience 1 (SE1)** | Autumn term |
| **School Experience 2 (SE2)** | Spring term |
| **School Experience 3 (SE3)** | Spring/summer term |
| All SE modules use formative progress reviews. The final SE is assessed against the [Teachers Standards (DfE, 2021)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007716/Teachers__Standards_2021_update.pdf)Student teachers are required to satisfactorily complete each SE with completed documentation.  |

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

<https://blog.yorksj.ac.uk/ite/current-students/>

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

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

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

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

There is a subject specific handbook for each secondary subject area and this provides an outline of all subject sessions, additional reading and support, school based tasks and subject specific school based tasks.

Programme of Learning

The university and alliance-led learning sessions are listed below so that you know what our students have covered in our taught programme and when. We encourage our student teachers to refer to these in their weekly reflections and for mentors to discuss the learning, reading and practice with student teachers in their weekly meetings.

Whilst the below table provides a summary of the sessions on the academic programme please also refer to the student subject specific handbook. These handbooks have the whole programme outline, including links to the CCF and reading/research that each session is based on. Mentors and students can access these via the ITE blog on the link below:

<https://blog.yorksj.ac.uk/ite/current-students/>

|  |  |
| --- | --- |
| **Session Date** | **Focus of University and Alliance-led Learning** |
| INDUCTION AND INTRODUCTION WEEKS  |  |
| 7/9/21 | Behaviour and the Learning environment |
| 8/9/21 | An introduction to becoming a teaching professional |
|  | Writing at M Level |
|  | An introduction to online systems |
|  | Managing Workload  |
| 10/9/21 | An introduction to the importance of safeguarding in schools |
|  | Children’s mental health awareness |
| 13/9 | The role of the teaching union |
|  | Phonics |
|  | An introduction to learning and teaching pedagogy  |
|  | An introduction to planning and assessment  |
| 14/9 | Subject Day: subject focussed pedagogy, planning and formative assessment  |
| 15/9 | Learning objectives and adaptive teaching |
|  | University led: Assignments and adaptive teaching |
| 17/9 | Self-efficacy  |
|  | An introduction to the Research Project and proposal |
|  | Planning and assessment practice |
| SE1 |  |
| 22/9 | Modelling abstract concepts |
|  | Misconceptions |
| 29/9 | Reflecting on and making the most of observations |
|  | Reflecting on subject knowledge development |
| 6/10 | Subject Day: subject-focussed behaviour management and the learning environment; subject pedagogy; critical thinking skills; prior learning and new content  |
| 13/10 | Behaviour management and learning environment |
|  | Reflection and metacognition |
| 20/10 | Assessment |
|  | Critical Reading; methodology and data collection |
| **HALF TERM** | **HALF TERM** |
| 3/11 | Ethics |
| 10/11 | Learning, adapting and progression |
| 17/11 | Introduction to memory cognitive load |
|  | Role of form tutor |
|  | Adaptive teaching |
|  | Effective deployment of TAs and support staff |
| 1/12 | Subject associations and wellbeing |
|  | Professional target setting and continuous CPD |
| 8/12 | School policies and engaging parents and carers |
|  | Decolonising the curriculum |
| 15/12 | An introduction to motivation – intrinsic and extrinsic; self-regulation  |
|  | **END OF TERM** |
| 10/1/22 | Off-campus 6th Form Day – Alliance led |
| 11/1 | Subject Day: Subject focussed curriculum choices; subject specific GCSEs; interpreting data; encompassing challenge for all  |
| 12/1 | Diversity and Inclusion enrichment day – planning for inclusion; effective behaviour strategies to support learning and progress; barriers to language and support – Alliance led  |
| 13/1 | High achievers  |
|  | Engaging mentors and parents |
| 14/1 | Critical Writing; writing a literature review; methodology |
|  | Reflective seminar |
| **SE2**  |  |
| 17/1 | TeachMeets; Scenario based learning – an introduction |
| 25/1 | Subject focussed TeachMeet; SBL |
| 2/2 | Career and job application support  |
| 10/2 | National policy – key issues |
| 18/2 | Applications/Interviews |
| 2/3 | Maths/numeracy focus  |
| **SE3**  |  |
| 7/3 | SE3 briefing  |
| 9/3 | Subject Day: Enquiry-based learning; adaptive teaching; high achievers; subject-focussed responding to student teacher requests |
| 16/3 | Revisiting self-regulation and motivation |
|  | The pastoral role |
| 23/3 | Subject focussed literacy |
|  | RSHE framework |
| 30/3 | Career support – job applications |
| 6/4 | Research conference – student teacher presentations |
|  | **EASTER HOLS** |
|  | **EASTER HOLS** |
| 27/4 | Consolidation preparation |
|  | Formative Assessment Continuum review |
| 4/5\* | Workshops – Development and ProgressionSession 1: Taking questioning techniques further Session 2: Using visual tools to structure thinking and learning |
| 11/5\* | Workshops – Development and ProgressionSession 3: Using the SOLO Taxonomy for planning, adaptive teaching & assessmentSession 4: Engagement strategies |
| 18/5\* | Workshops – Development and ProgressionSession 5: Modelling thinking strategiesSession 6: Using co-operative learning strategies |
| 25/5\* | Workshops – Development and ProgressionSession 7: Checking for understandingSession 8: TBC  |
| 10/6 | **SE3 PLACEMENT ENDS** |
| 13/6 | **SCHOOL BASED ENRICHMENT WEEK** |
| 20/6 | YSJ Diversity and Inclusion Conference and university enrichment week |
| 24/6 | University based event. |

School Based Tasks and School Based Subject Specific Tasks

In the student teacher updated Subject Handbooks there is a list of School Based Tasks and School Based Subject Specific Tasks which are designed to ensure the integration of learning and theory with classroom practice and school experience. These tasks have been designed to support and secure development and progress across the 5 areas of the School Experience Formative Assessment Continuum, which links to the 5 areas of the Core Content Framework (CCF), with the idea that they select at least one of the tasks each week to work on, updating their Continuum accordingly. This work will directly feed into weekly mentor discussions and into student teacher weekly reflections. The weekly reflections should detail the tasks completed and how they have or will impact upon classroom practice and support pupil progress. The idea is that student teachers select tasks in relation to their needs and areas for development in dialogue with their mentor.

**School Based Tasks linked to the areas of the continuum/CCF:**

## Behaviour and High Expectations

|  |  |
| --- | --- |
|  |  |
| **SE1** | **Observe and record** how expert colleagues**:** * Create a safe and stimulating learning environment;
* Model, set and maintain high expectations;
* Promote positive behaviour and learning.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |
| **SE2** | **Observe/reflect and record how you and expert colleagues:** * Consistently use strategies to promote positive behaviour;
* Respond to inappropriate behaviour;
* Make use of the learning space, resources, transition strategies and school policy to support behaviour.

**Discuss** your reflections, observations and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies consistently in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |
| **SE3** | **Observe/reflect and record how you and expert colleagues:** * Use positive behaviour management consistently and effectively to motivate pupils and encourage pupils to self-regulate their learning and behaviour;
* Balance teacher/pupil talk and focus on learning rather than behaviour-talk.

**Discuss** your reflections, observations and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies consistently in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |

## Pedagogy

|  |  |
| --- | --- |
|  |  |
| **SE1** | **Observe and record** how expert colleagues**:*** Break down learning into smaller, incremental steps;
* Encourage pupils to reflect on their own learning;
* Structure lessons to support learning;
* Make use of resources and strategies to bring about a change in long term memory/ learning.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |
| **SE2** | **Observe/reflect and record** how you and expert colleagues**:*** Plan for pupils’ learning to be focused on key aspects/concepts/ideas/perspectives in the subject and consider how these could be modelled using subject specific pedagogies;
* Use open questions / talk to address misconceptions and break down learning;
* Use different groupings flexibly in order to consider pupil attainment, behaviour and motivation;
* Plan for additional learning needs and adapt teaching to support progress.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |
| **SE3** | **Observe/reflect and record** how you and expert colleagues**:*** Make use of meta-cognitive strategies to promote pupil reflection and learning;
* Apply the findings from research /CPD to practice, including subject specific pedagogies;
* Use strategies to maximise learning in the long-term e.g. reviewing /retrieving material, modelling, scaffolded activities.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |

## Curriculum

|  |  |
| --- | --- |
|  |  |
| **SE1** | **Observe and record** how expert colleagues**:** * Use subject knowledge to inform their teaching;
* Develop any cross curricular links;
* Support development of literacy and mathematical skills through teaching of subject.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |
| **SE2** | **Observe/reflect and record** how you and expert colleagues:* Sequence learning of subject content within and across lessons to support learning and progress;
* Mitigate and remedy misconceptions in the subject;
* Use strategies to support cross curricular links and develop literacy and mathematical skills;
* Engage with and apply CPD opportunities, including via engagement with subject associations.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |
| **SE3** | **Observe/reflect and record** how you and expert colleagues**:*** Promote and develop depth of subject knowledge and pupil understanding of the connections between topics;
* Integrate subject specific pedagogy into practice;
* Use strategies to support pupils critically engaging with learning activities, including development of oracy.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |

##  Assessment

|  |  |
| --- | --- |
|  |  |
| **SE1** | **Observe and record** how expert colleagues use hinge questioning\* and activities to:* deepen understanding;
* identify and address misconceptions;
* assess progress.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development.\*Hinge questions are a check for understanding at a ‘hinge-point’ in a lesson, i.e. the point where you move from one key idea/activity/point on to another and understanding the content is needed for the next chunk of learning. (<https://improvingteaching.co.uk/2013/08/17/do-they-understand-this-well-enough-to-move-on-introducing-hinge-questions/>) See also <https://www.youtube.com/watch?v=Mh5SZZt207k>  |
| **SE2** | **Observe/reflect and record how you and expert colleagues:*** Use assessment information to inform future plans;
* Provide constructive and timely feedback which supports progress;
* Keep accurate records to monitor progress.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |
| **SE3** | **Observe/reflect and record how you and expert colleagues:*** Manage expectations for statutory assessment for KS4 (and KS5 if appropriate);
* Use school data to monitor and track pupil attainment in your classes;
* Monitor the progress of groups and classes using diagnostic prompts;
* Engage pupils in the co-construction of success criteria and use these to promote self-evaluation.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |

## Professional Behaviours

|  |  |
| --- | --- |
|  |  |
| **SE1** | **Observe and record** how expert colleagues:* apply the school’s safeguarding policy (make sure you read the policy too);
* manage work life balance through the use of effective time management strategies;
* maintain positive professional relationships with all colleagues.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |
| **SE2** | **Observe/reflect and record how you and expert colleagues:*** Build and maintain positive relationships with parents;
* Work collaboratively with teaching assistants and other colleagues to promote pupil progress;
* Apply the school’s safeguarding policy (make sure you read the policy too);
* Manage time efficiently and effectively to meet deadlines and manage workload.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |
| **SE3** | **Observe/reflect and record how you and expert colleagues:*** Communicate formally and informally with parents;
* Contribute to the wider life of the school;
* Apply the school’s safeguarding policy (make sure you read the policy too).

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this). Consider targets for future development. |

The subject specific school based tasks are in the subject handbooks

<https://blog.yorksj.ac.uk/ite/current-students/>

Key Partnership Contacts

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Telephone** | **Email** |
| Emma Thraves-Ferguson | PGCE Secondary Programme lead | 01904 876294 | e.thraves-ferguson@yorksj.ac.uk |
| Ruth Matthewson | Deputy PGCE Secondary Programme lead | 01904 876194 | r.matthewson@yorksj.ac.uk |
| Keither Parker | Associate Head of School: Education | 01904 876341 | k.parker@yorksj.sc.uk |
| **Administrative and support staff:** |
| Mike Polson | Student Placements Administrator | 01904 876373 | placements@yorksj.ac.uk |
| Amanda Cartridge | ITE Admin Team | 01904 876865 | admin.teachereducation@yorksj.ac.uk |
| Liz Newson | ITE Admin Team | 01904 876687 | admin.teachereducation@yorksj.ac.uk |
| Clare McCluskey-Dean | Academic Liaison Librarian | 01904 876324 | c.mccluskey-dean@yorksj.ac.uk |
| **PGCE Secondary Subject staff:** |
| English | Jane Collins  | N/A | j.collins@yorksj.ac.uk |
| Mathematics | Manjinder Jagdev | 01904 876429 | m.jagdev@yorksj.ac.uk |
| Sciences | Katy Bloom | 01904 876155 | k.bloom@yorksj.ac.uk |
| Modern Foreign Languages | Alison Organ  | 01904 876879 | a.organ@yorksj.ac.uk |
| History | Gary Craggs | N/A | g.craggs@yorksj.ac.uk |
| Geography | Helen BanksRob Claughton | N/A | h.banks1@yorksj.ac.ukr.cloughton1@yorksj.ac.uk |
| Religious Education | Emma Thraves-Ferguson | 01904 876294 | e.thraves-ferguson@yorksj.ac.uk |
| Music | Doug Elliot | N/A | d.elliot1@yorksj.ac.uk |
| Drama | Beth Pelleymounter  | N/A | b.pelleymounter@yorksj.ac.uk |
| Physical Education | Ruth Matthewson | 01904 876194 | r.matthewson@yorksj.ac.uk |

**Hope Sentamu Learning Trust (Formerly EborHope)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Telephone** | **Email** |
| Brian Rock | ITT Lead | 01904 528661 | b.rock@hslt.academy |
| Joanna Coe | Workforce Development Coordinator | 01904 528661 | j.coe@hslt.academy |

**White Rose Alliance (WRA)**

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

**Macmillan Alliance**

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

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

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

**All Saints Teaching Alliance**

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

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

Who to contact for absence and programme queries

[Back to contents](#Contents)

Key information for students

Programme Participation and Absence Procedures.\*

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

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

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

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

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

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

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

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

Becoming a teacher and being part of a profession

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

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

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

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

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

Staged expectations – a guide for mentors and students

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

|  |  |  |
| --- | --- | --- |
| Term 1 of PGCE | PGCE Introduction and Development PhaseSE1 | **A steady increase in timetable to 40%\* by the end of Term 1**Refer to SE1 section on the School Experience Formative Assessment Continuum for the staged expectations for this period of the training |
| Term 2 of PGCE | Development PhaseSE2 | **A steady increase in timetable depending on student teacher progression.**Refer to SE2 section on the School Experience Formative Assessment Continuum for the staged expectations for this period of the training |
| By the end of Term 3 of PGCE | Development and Consolidation PhaseSE3 | **A steady increase in timetable to reach 70-75% by the consolidation phase following the Easter break.**In the final few weeks of term three, student teachers will have consolidated their knowledge, understanding and skills and will move towards the transition phase. The central criterion for success at the end of term three will be that of competence at which point the student teacher will have acquired essential classroom skills, be able to cope with the normal pupil responses and have a conscious awareness of how specific units of learning contribute to the curriculum experience of pupils both at Key Stages 3 and 4 and for young people continuing their full time education beyond the age of sixteenRefer to SE3/Beyond SE3 section on the School Experience Formative Assessment Continuum for the staged expectations for this period of the training |
| ECT (Early Career Teacher)Years 1 to 3 or 4 | Transition to full time teaching | **Early Career Framework**Continuing support and professional development for two years following qualification. |

\*40% of a full time teacher’s timetable. During the autumn and spring term student teachers will take on increasing responsibility for whole class teaching and by the consolidation phase of their training should be consistently teaching a 70 – 75% timetable.

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

Roles and responsibilities across the partnership

Programme Lead

Programme Leads are responsible for the operation and enhancement of an agreed (range of) course(s) and/or programme(s), providing support to the Associate Heads and Head of School in meeting the objectives of the University’s Strategic Plan. They deal with all programme related queries.

Deputy Programme Lead

Supports the programme lead on specific elements of the programme.

Alliance Lead

As for programme lead but they are the first point of contact for alliance related queries.

Subject Tutor

The subject tutor will deliver subject knowledge development sessions and should be contacted to support you with your own subject specific continuing professional development (CPD).

Academic Tutor

The academic tutor will meet with you several times a year and will support you with your academic development and pastoral well being.

Link tutors

Whilst on school experience student teachers will be visited periodically by university tutors. These ‘link tutor’ visits will be co-ordinated through the school’s professional mentor and/or subject mentor and under normal circumstances about one week’s notice will be given to the school. It is expected that school mentors will inform each other and the student teachers.

Link tutors will expect to see examples of planning and records of school-based activities; on days when tutors are expected to visit, student teachers should ensure that they have the relevant documents with them in school. These documents may be a combination of paper and electronic files. Link tutors have a quality assurance role, moderating across the schools in the Partnership and thus may visit schools and not necessarily visit student teachers on every occasion.

During the autumn term there are normally two link tutor meetings. The first meeting takes place online and is a quality assurance visit to discuss how the student teacher has settled in etc. and to ensure everything is in place. The second visit is to undertake the shared lesson appraisal with the subject mentor. During the spring/summer terms there are normally two link tutor visits. The first is to undertake lesson appraisals with the subject mentor and the second visit is the quality assurance visit to discuss progress, level of achievement and targets for the remainder of the consolidation period.

Subject mentors

Our mentors are expert practitioner who have formal responsibility to work collaboratively within the ITE partnership to help ensure the student teacher receives the highest quality training.

Mentors have a crucial role to play in supporting student teachers during their ITE through to successful teacher accreditation and beyond the early stages of their careers. Mentors will undertake lesson appraisals of student teachers and weekly progress review meetings. These are important weekly activities that support student teacher progress and include subject specific targets being set (related to the formative assessment continuum) to support evaluation of progress. Guidance on these is given through mentor training and mentor briefing sessions. Records/documentation is uploaded to PebblePad, the online portal for student documentation.

All documentation and guidance for mentors is now accessed online at the YSJ Learn platform: School Mentor Development and Training Hub. Mentors should enrol using their own email address and follow the guidance given in mentor training/briefing sessions. Mentors can access all recordings of training and briefings at YSJ Learn so can revisit training as needed.

Professional mentors

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

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

External Examiners

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

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

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

Support for mentors/school staff and student teachers

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

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

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

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

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

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

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

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

Formal procedures to support mentors/school staff and student teachers

The [Additional Support Handbook](https://blog.yorksj.ac.uk/ite/current-students/) on the website has guidance for dealing with school experience problems and student teachers causing concern. However, there is a professional responsibility to inform the university and Alliance, where appropriate, if there are any issues that might impact on progress on the programme.

**Criminal Convictions and Formal Cautions:**

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

**University based problems/issues:**

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

**School based problems/issues:**

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

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

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

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

Transition from student teacher to Early Career Teacher

Applying for teaching roles and requesting a reference

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

Interviews

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

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

**Career Entry and Development Profile**

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

**ECT support**

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

[**https://blog.yorksj.ac.uk/ite/newly-qualified-teachers/**](https://blog.yorksj.ac.uk/ite/newly-qualified-teachers/)