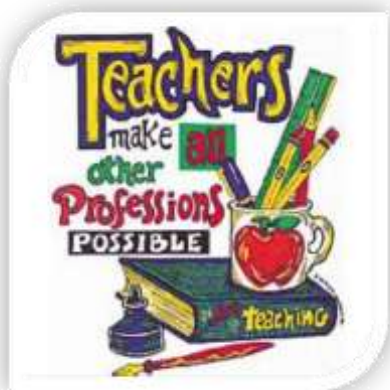




Get into teaching

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Aims and rationale for the Course

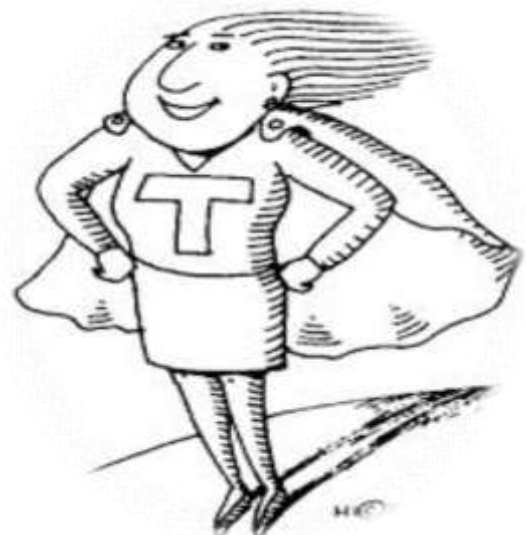
The aim of the 'get into teaching course is to encourage those students that might consider a career in teaching to develop a more critical awareness of the nature of teaching.

It will highlight the intricate relationship between teaching and learning, whilst also showing the links between planning, marking, and showing progress.

It will provide the students with a broad range of skills and knowledge of working with young people, not just teaching, and will hopefully influence their future decisions and career paths.

Rationale

To provide year 12/13 students with an experience that will prepare them for the challenges working with young people. The course will give them the skills they can deploy later and award which will enhance their personal statements and prospects for UCAS applications. It will be a testament to their hard work and determination throughout the year.



Course Structure

The 'get into 'teaching' programme in essence is one unit which is then split into 3 terms. The three terms consist of theoretical elements delivered by the professional mentor one lesson per fortnight. The student then has 2 weeks to put some of this theory into practice through practical experience with the class mentor.

The subject mentor will then monitor progression throughout the year providing opportunities for the student to take greater responsibility as the year progresses. Feedback is crucial to the success of the programme.

The 3 elements of the course are:



Course Outline



1 hour of theory per fortnight.
core concepts and skills of teaching and learning



students attached to a class and department they enjoy or are studying at AS or A2.
they will demonstrate the theory elements



complete a number of classroom fundamental practices to show proficiency.
they must be proficient in all areas of the course.
staff to act as mentors and supervisors giving regular feedback.



Qualification Summary

Subject Criteria

The course is accredited in house by Prince Henry's High school and Mr Duffy SLE for Initial Teacher training.

The specification is an adaptation of PGCE courses that are offered by HEI's and takes into consideration the age of the students, timetabling and the demands of students studying at KS5.

The course will provide a balanced view on what is 'good or outstanding' teaching, combined with applying these skills in a real life context. You will develop a critical awareness of the learning process and how 'Teachers make all other Professions possible'

Summary of Assessment requirements

Student portfolio		Subject mentor evaluation and feedback	Professional mentor evaluation Monitored termly	90% course attendance INSET / theory Monitored weekly
Weekly self assessment	Student standards	Students to meet with the mentor one every half term.	3 Termly reviews completed by the student and monitored by the professional mentor.	Students must have minimum of 90% attendance at both theory and practical sessions throughout the course.
Students must complete 1 lesson obs per week. This must assess and evaluate:	Students must complete all 'Student teachers standards'	Students to have completed the evaluations for each meeting.	These show:	
The work of their mentor, what they have seen, what they have learned from them	These will be used to demonstrate core skills of teaching. To be acknowledged as completed they must be signed off of the mentor	They must be: Prepared by the student themselves. Signed by the mentor	Self awareness and evaluate rate of progress.	
Their own performance what went well, what needs improving	Evaluated but the student.	Show progress from one meeting to next	Must show progress from one meeting to next	

PROGRESS FROM START OF COURSE TO THE END



Core content summary

Week	Title	Outline	Assessment
1	Being a 'professional'	Introduction to skills and qualities of being a teacher. Introduce the teacher standards and how and why these can assist young teachers in planning and delivering an effective lessons	<p>All course content will be assessed through a variety of means.</p> <p>The course is aimed at applying theory into practice.</p> <p>Assessment types:</p> <ol style="list-style-type: none"> 1. effective application in students lesson planning. 2. Effective application of planning into delivery of lessons. 3. Subject mentor feedback 4. Student weekly self assessment 5. Student standards 6. Professional mentor end of term review 7. 90% theory course attendance <p>Each of the above must be deemed successful in order to pass the course.</p>
2	planning	How are lessons structured to cater for differing groups, abilities and contexts? How can lessons be planned to maximise learning ?	
3	Starters and setting objectives	How do teachers engage the learners from the outset of the lesson? Why are lesson objectives important in order to set the scene, and provide a purpose of learning? How can they be used as an assessment tool?	
4	Class management 1	How do teachers manage classes effectively? How does the level of interest and engagement help manage behaviour	
5	Class management 2	How do teachers act assertively and how this is effective in managing behaviour	
6	Assessment	What is assessment? How do teachers assess effectively and how can this improve learning	
7	End of term review	Self evaluation of first terms practice	
8	Lesson activities to promote learning	How do teachers plan the content of lessons? How do they cater for differing learning styles and provide opportunities for more interactive learning? How do teachers plan for differing abilities?	



Week	Title	Outline	Assessment
9	differentiation	<p>What do we mean by differentiation?</p> <p>Who do we differentiate for?</p> <p>How do we differentiate effectively whilst avoiding stigma?</p>	<p>All course content will be assessed through a variety of means.</p> <p>The course is aimed at applying theory into practice.</p> <p>Assessment types:</p> <ol style="list-style-type: none"> 1. effective application in students lesson planning. 2. Effective application of planning into delivery of lessons. 3. Subject mentor feedback 4. Student weekly self assessment 5. Student standards 6. Professional mentor end of term review 7. 90% theory course attendance <p>Each of the above must be deemed successful in order to pass the course.</p>
10	Marking and feedback	<p>Why do we mark and provide feedback on students work?</p> <p>Should we look at the marking and comments as 'feedback' or feed forward'?</p>	
11	The role of the TA	<p>How do teachers use the TA effectively in lessons?</p> <p>What is the role of the TA and do they support learning?</p> <p>What are the pastoral duties of the TA?</p>	
12	End of tem 2 review	Self evaluation of second term.	
13	Learning environments	<p>How do teachers organise their classrooms to enhance learning and engagement?</p> <p>How effective are seating plans and what are the discipline procedures for the teacher?</p> <p>How does the class teacher celebrate success?</p>	
14	Risk assessments and hazard awareness	<p>How do teachers minimise the risk the classroom?</p> <p>How do teachers plan and organise school trips and what are the considerations when doing so?</p>	
15	End of tem 3 review	Self evaluation of last term.	



Staff commitment.

Staff

The majority of the course is intended to be practical in nature, interspersed with theory elements.

Students can't begin the course until they have secured a placement in a class.

Staff are asked to accommodate a student essentially find activities for them to complete throughout the year.

The lesson would be negotiated between the teacher and student and would not impact on the students timetable.

The group could be shared across week 1 and 2 with other members of staff.

Staff commitment

- In order to limit the amount of work staff are required to do through the course and to maintain good will of staff could I ask the following:
- Staff to meet briefly with the student before the lesson to discuss the plan or ideas the student may have. (they should not arrive and 'wing it') the importance of planning / working in advance is stressed throughout the course.
- Staff to meet fortnightly with the students to briefly give feedback and discuss the previous lesson and sign off any assignments they have completed.
- All assignment write ups and meeting notes are to be prepared by the student prior to the meeting.

There should be no paperwork for the member of staff to complete.

Timetable

There are approximately 18/19 theory sessions throughout the year.

Every week the student should visit and be involved with the group and teacher they are supporting.

Every Fortnight is the INSET / Theory element of the course covering the cores skills and concepts of teaching and learning.

The second half of the course is :

Attending the class during every week.

Completing reflective and preparation tasks

Course leader to observe students teaching in classes.



Student recruitment.



Our access policy is that:

- This course must be available to anyone who is capable of reaching the required standard.
- They must be free from barriers that restrict access and progression.
- Equal opportunities exist for all students.

Progression

The nature of the course and the content covered, we feel it supports progression into higher or further education such as Honours degrees in child care, coaching and education or even business and management.

The qualification and skills gained would also support further study in the BETC Higher National Certificates or diplomas on public services.

Key Skills

The course will enable students to demonstrate key skills in the following areas. Evidence will not only come from the theory element of the course but also the practical work they will complete in the classroom.

- Numeracy and application of number.
- Communication
- ICT
- Reflective skills to improve own learning and performance.
- Problem solving
- Working with others.
- Time management
- Planning and evaluation
- Literacy and language development



Wider curriculum and development of Key Skills.

The 'Get Into Teaching course does not necessarily require the student to pass the key skills elements, however this qualification will provide the students opportunities to develop an understanding of moral, ethical, social and cultural issues of working with young people and education. Achievement of the key skills is not a requirement but is encouraged.

The suggestions below are by no means exhaustive in providing evidence of working with Key Skills, and most will be evidenced throughout both the theory and practical elements of the course.

Key Skill	Activity	Sections of the course to support Key Skills
Numeracy and application of number	Plan an activity and get information from various exam boards	Exam data for your subject or make up of course such as Male v Female. Reflect on the purpose of the respective exam boards
Communication	Take part on a group discussion Make a formal presentation using a lesson plan or other supporting material Choose 2 different documents about the same subject, synthesise the information and produce a resource according to the ability of the group Create different types of mark schemes, each one giving different information about levels and skills.	Topics such as SEN behaviour management, learning styles Know your subject content and present this to a class Covered through the sessions but examples could be textbooks, reports, IEP's All units within the course will provide opportunities for this task.
ICT	Use the INTERNET to search and plan lessons using different sources. Present combined information such as text and image	Internet, CD Roms, could be used here. Students need to plan and document how and why they are using ICT for delivery of material and also learning. Students to use variety of presentation methods to engage the audience and present their work.
Reflective skills to improve own learning and performance.	Set targets using information from appropriate students and plan how these will be met. Be responsible for your teaching and students learning using your plan to meet targets and improve performance Review progress and show evidence of achievements	Students to reflect on their progress and set termly targets with their tutor. This could be resource making assessment skills Using lesson plans effectively and annotates strengths and weaknesses. Seek and use feedback and support where needed. Students to review progress and quality of their learning. Identify targets met, provide evidence from relevant sources, and identify further actions where needed.
Problem solving	Explore a problem and identify different ways of tackling it.	Identify the challenges of teaching groups and explore the main features and possible solutions.
Working with others.	Plan work with others using units in the specification	Students working on groups of 4-6. Investigate a specific topic, identify objectives and plan how to meet these. Actions and resources could be included.



Submitted work.



In order for students to complete the course students must submit a portfolio which contains the following:



weekly lesson observation evaluations of their own performance.



fortnightly meeting agends signed off by the mentor.



checklist of all standards written up and evaluated by the student. these must be signed by the mentor.



any and all resources used, made or adpated during thier time on the course.



three termly course / performance evaluation proforma



Performance Descriptors

The performance descriptors listed below are based on the teachers standards, however they have been simplified for the purpose of this course. The full standards are included as a guide and can be used as a point of reference or clarification of needed. These give the acceptable level of performance in order to complete the course. At the end of each term students are expected to evaluate their performance and progress in the following areas and subject mentors will confirm from their observations the accuracy of this self assessment.

Teachers standard	Exemplification	Usual-ly shown	Some-times shown	Rarely shown	Little opportunity
1. A teacher must set high expectations which inspire motivate and challenge pupils	I have clear rules for my classroom which allows the pupils to feel safe and stimulated				
	I am a good role model for my pupils				
	I try and set goals that challenge all pupils within my lesson				
2. Promote good progress and outcomes by pupils	I am aware of my pupils' capabilities and what they have learnt. I can plan activities to build on this learning				
	I can use questions and feedback to help the pupils move forward.				
	I know pupils learn in different ways and I can plan activities that show an awareness of this.				
	I know how to provide opportunities for the pupils to have more responsibility for their learning.				
3. Demonstrate good subject and curriculum knowledge	I have secure understanding of my subject and some appropriate teaching methods to motivate the pupils.				
	I know the curriculum and the wider context of my subject for example different exam specifications				
	I know how to promote literacy in my subject				
	I know how to promote numeracy in my subject				
4. Plan and teach well-structured lessons Impart knowledge and develop understanding through effective use of lesson time	I can set problems and challenges that allow pupils to develop their interest and curiosity				
	I have planned a homework to help students progress and extend their learning.				
	I reflect on and improve my practice and work towards meeting my targets.				
	I can adapt my teaching to suit my pupils				



Teachers standard	Exemplification	Usually shown	Sometimes shown	Rarely shown	Little opportunity
5. Adapt teaching and to respond to the strengths and needs of all pupils	I know how to personalise learning and provide opportunities for all pupils to achieve.				
	I know a range of teaching strategies and how to use them to cater for all pupils				
	I am aware of the different needs of pupils and how the use of other adults can help learning.				
	I have made my own resources to help my teaching				
6. Make accurate and productive use of assessment	I have used assessment, monitoring and recording strategies.				
	I have given verbal feedback during my lessons.				
	I have given written feedback to my pupils				
	I have assessed the needs of my pupils and set them challenging new activities. I have learnt names and used praise consistently.				
7. Manage behaviour effectively to ensure a good and safe learning environment	I have followed my mentors rules for the classroom and developed some of my own.				
	I know a range of behaviour management strategies and how to use them				
	I can start and end a lesson appropriately.				
	I have managed the learning of individuals and groups.				
	I have managed the learning of whole classes.				
	I have learnt pupil names to help build relationships.				
8. wider professional responsibilities	I have shown a collaborative and co-operative approach to working.				
	I am aware of the professional duties of teachers and the school rules and systems in which they work				
	I recognise and respect the contribution of others e.g. TA's				
	I communicate effectively with pupils and colleagues.				



Standard	
<p>1. A teacher must set high expectations which inspire motivate and challenge pupils</p>	<p>Establish a safe and stimulating environment for pupils rooted in mutual respect</p> <p>Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p> <p>Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</p>
<p>2. Promote good progress and outcomes by pupils</p>	<p>Be accountable for pupils' attainment, progress and outcomes</p> <p>Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build upon these</p> <p>Guide pupils to reflect upon the progress they have made and their emerging needs</p> <p>Demonstrate knowledge and understanding of how pupils learn and how this impacts upon teaching</p> <p>Encourage pupils to take a responsible and conscientious attitude to their own work and study</p>
<p>3. Demonstrate good subject and curriculum knowledge</p>	<p>Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings</p> <p>Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.</p> <p>Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject</p> <p>If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p> <p>If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>
<p>4. Plan and teach well-structured lessons Impart knowledge and develop understanding through effective use of lesson time</p>	<p>Promote a love of learning and children's intellectual curiosity</p> <p>Set homework and plan other out-of-class activities to consolidate and extend knowledge and understanding pupils have acquired</p> <p>Reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>Contribute to the design and provision of an engaging curriculum within relevant subject area(s).</p>



Standard	
<p>5. Adapt teaching and to respond to the strengths and needs of all pupils</p>	<p>Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</p> <p>Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</p> <p>Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>
<p>6. Make accurate and productive use of assessment</p>	<p>Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</p> <p>Make use of formative and summative assessment to secure pupils' progress</p> <p>Use relevant data to monitor progress, set targets, and plan subsequent lessons.</p>
<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p>	<p>Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</p> <p>Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p> <p>Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them,</p> <p>Maintain good relationships with pupils, exercise appropriate authority. And act decisively when necessary.</p>
<p>8. Fulfil wider professional responsibilities</p>	<p>make a positive contribution to the wider life and ethos of the school.</p> <p>develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>deploy support staff effectively</p> <p>Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p> <p>communicate effectively with parents with regard to pupils' achievements and well-being</p>