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The University of Manchester
Manchester Institute of Education

Secondary PGCE

Science Handbook

Welcome to the Secondary PGCE Science Course

August 2019

Dear Science Trainee,

Many congratulations on securing your place on the PGCE at the University of Manchester Institute of Education. We have an outstanding PGCE course here at Manchester built upon well-qualified and motivated trainees, a well-structured and resourced context for learning, and an experienced team of lecturers and tutors in science education.

Whether you attended the SKE course or not, you will want to consider identifying areas of strength and weakness in your subject knowledge. Remember, you are training to teach Science; hence, you will need to be confident delivering content from all three science subjects. To this end, you are advised to spend time becoming familiar with some of the key issues and challenges of teaching science; an important place to start is an audit of your science knowledge and understanding. The self-audit booklet of the Key Stage 3 science curriculum is an important document which will support you with this. As well as auditing your subject knowledge before the start of the course, you are advised to refer to this throughout the PGCE to ensure that you are able to identify and address areas of your subject knowledge which require further development.

The PGCE is an intensive and challenging course and demands high-standards of professionalism and the commitment to hard work (and potentially long hours). Follow the advice and guidance you are offered and you will earn the opportunity to enter the teaching profession and all the rewards that working with young people in their formative years bring. It is your PGCE, therefore you will be expected to be proactive in your development; however, please be assured that the team of tutors you will be working with are aware of the challenges you will face and will be on hand to support you throughout.

I look forward to welcoming you personally on Monday the 9th of September (Ellen Wilkinson A2.6 at 10.00).

Dr. Rob Buck
PGCE Subject Leader for Science
on behalf of the Science PGCE team

Reading List

Core Reading (General)

- Capel, S., Leask, M. and Turner, T. (2013), Learning to Teach in the Secondary School, Sixth Edition, Routledge.
- Dillon, J. and Maquire, M. (2007) Becoming a Teacher: Issues in Secondary Teaching, Third Edition. Open University Press.
- Ross, K., Lakin, L., McKechnie, J., Baker, J. (2015). Teaching Secondary Science, Fourth Edition. London: Routledge.

General Science Education Reading

- Hollins, M. (Ed) (2010), ASE Guide to Secondary Science, ASE. Available from the ASE (Association of Science Education) website at www.ase.org.uk
- Osborne, J. and Dillon, J. (2010) Good Practice in Science Teaching: What Research Has to Say, Second Edition. Maidenhead: Open University Press
- Wellington, J. and Ireson, G. (2012), Science Learning Science Teaching, Third Edition, London Routledge.

Other useful reading for your specialism

- Reiss, M. (ed.) (2011) Teaching Secondary Biology, London, Hodder Education. ISBN: 978-1444124316 (ASE Science Practice)
- Sang, D. (ed.) (2011) Teaching Secondary Physics, London, Hodder Education. ISBN: 978-1444124309 (ASE Teaching Secondary Physics)
- Taber, K. (ed.) (2012) Teaching Secondary Chemistry, London, Hodder Education. ISBN: 978-1444124323 (ASE Science Practice)
- Wilson, E and Wood-Robinson, V., 5th ed (2006) Handbook for non-specialists Teaching Biology/Physics/Chemistry to KS4. Stanley Thornes

Useful websites

1. <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>
2. <http://webarchive.nationalarchives.gov.uk/20110202093118/http://nationalstrategies.standards.dcsf.gov.uk/>
3. <https://www.gov.uk/government/consultations/national-curriculum-reform-england-key-stage-4-science>
4. <http://www.darvill.clara.net/myon.htm>
5. <http://webarchive.nationalarchives.gov.uk/20110813032310/http://www.qcda.gov.uk/>
6. <https://www.bbc.com/education>
7. <http://www.education.gov.uk/>

Welcome to the Secondary PGCE Science Course Team

Science tutors

There are three University tutors and three assistant tutors, all of whom are qualified and experienced teachers:

Zahra Alijah (ZA)	B4.12	zahra.aliyah@manchester.ac.uk	0161 275 3200
Andy Howes (AH)	B4.9	andrew.j.howes@manchester.ac.uk	0161 275 3444
Rob Buck (RB)	B4.16	robert.buck@manchester.ac.uk	0161 275 3284

Associate Tutors

Naina Kotecha	naina.kotecha@manchester.ac.uk
Gerry Peat	peatg@hotmail.co.uk
Neil Jeram-Croft	neil@jeram-croft.com
Alan Jervis	alan.jervis@manchester.ac.uk

Trainees will be allocated to a tutor group with a personal tutor. Each tutor group will consist of trainees drawn from across science disciplines, to enable sharing of knowledge and experience, and to increase the potential for peer-teaching and peer assessment. The membership of each tutor group will be based mainly on placement schools.

Personal tutors are responsible for:

- Overseeing each trainee's progress on the PGCE course, including tutor group meetings and individual progress consultations;
- Facilitating group workshop activities;
- Arranging and monitoring teaching placements with partner schools;
- Carrying out observation visits during school placements;
- Moderating assessments of teaching competence;
- Providing guidance for and feedback on written assignments;
- Providing guidance for job applications and writing references.

This last role is clearly very important for each trainee as they seek employment. References for teaching posts may include information supplied by the trainee's tutors and mentors, including reports from mentors and observations by tutors of the trainee in partner schools and in university sessions. References may include observations relating to the following:

- Trainees' professionalism, including reliability, attendance and punctuality;
- Trainees' work ethic, including ability to meet deadlines;
- Information about trainees' subject knowledge in their specialist subject and across other areas of science teaching;
- Information about trainees' school and college placements;
- Trainees' contributions to the school or college's pastoral system;
- Trainees' contributions to the life of the school or college, including extracurricular activities;
- Trainees' working relationships with colleagues;
- Trainees' planning of lessons and use of resources, including the thinking behind these;
- Trainees' classroom teaching, including use of classroom skills and ability to relate to students;
- Trainees' use of assessment, including summative and formative assessment.

Overview of the PGCE Science Course

The philosophy underpinning the PGCE course

During this course we have an overriding long-term goal: to facilitate trainees' transition from subject expert to excellent science teacher. By the end of the course, trainees should be confident in teaching all aspects of the Science National Curriculum to Key Stages 3 and 4, and their specialist subject to A-level (or equivalent).

We recognise that each trainee is unique and brings to the course their own particular values, interests, knowledge and skills. They will have different, but equally valid, reasons for achieving qualified teacher status, and have enthusiasm and expertise within a particular branch of science. Throughout the PGCE we seek to build on this and encourage trainees to play a key role in developing each other's wider skills and knowledge. Collaboration and teamwork between trainees, mentors and teachers in schools, and university staff makes that possible. From the start, trainees are given opportunities to work in collaborative learning groups, to keep a learning journal, and to share and reflect together on their developing practice.

Science education as a practice

Our vision of science education is one in which effective teachers create an environment where students work together as active learners. Students are engaged in learning about the natural world and the scientific principles needed to understand it, while teachers recognise the value of continuing professional development to expand their knowledge of science and its teaching. The concept that all of us involved in science education are learners as well as teachers is important to us; it is at the heart of our core idea that science education is a practice, in which we are all continually working to expand our knowledge and understanding. The practice of science education involves working together with others and learning with them, becoming part of a community that is further extending the practice.

11–16 or 11–18 Track?

One of the decisions you will make during the course is whether you will follow the 11–16 or 11–18 track to PGCE and QTS.

All student teachers will gain substantial experience of teaching in Key Stages 3 and 4 during their school experience. In addition, all student teachers will gain an overview of the key stages prior to and beyond these; that is, Key Stage 2 (last four years of primary education) and Key Stage 5 (post-16). The choice is for you to opt to obtain more substantial experience of teaching post-16: in this case, you will be designated as following an 11–18 teaching track. If you do not wish this to be the case, you will be designated as following an 11–16 teaching track.

The decision about which of these two tracks you will follow is yours, but you should discuss this decision with your tutor at the beginning of the course.

Overview of the PGCE Science University Sessions

Lectures

Many of the key concepts covered during the PGCE are introduced in lectures involving the whole Science cohort. These include: Big Ideas for Science, lesson planning, assessment for learning, differentiation, enquiry-based learning, lab safety, behavior management, gender in science education. There will be the opportunity to build upon these sessions in tutor group workshops.

Biology / Chemistry / Physics workshops

'Big Ideas' are at the heart of the KS3 curriculum. These sessions are designed to encourage you to think about your understanding of these big ideas and to provide approaches to teaching them. The form of these sessions will vary and you will need to take part as active learners.

Collaborative Teaching (CT) Days

Trainees will visit a school with their tutor group for the day. During the visit pedagogical issues around the topics of misconceptions and questioning will be addressed.

In preparation for the CT day, trainees will work in a group of three or four other trainees prior to the day, to plan a lesson, initially with the support of their tutor. Once in school, they will have the opportunity to observe the lessons of experienced teachers together, to teach their lesson as a group, and to analyse and reflect on the outcomes of the lesson.

Tutor group workshops

Throughout the year trainees will meet regularly in tutor groups for workshops associated with practices of science teaching. For these workshops trainees should be ready to:

- Share positive and challenging teaching experiences;
- Discuss possible solutions to difficulties that they may have experienced;
- Gain the support of fellow trainees and tutors;
- Prepare for new or challenging situations.

Tutorials with university staff

At intervals throughout the year trainees will meet with their personal tutors to reflect on their progress and agree targets for ongoing development. Trainees should bring their RoAD, school experience file, and subject knowledge audit to these tutorials to support the discussions and to inform targets and actions.

Key Stage 4 and A-level Specialist Science

These sessions will be spent with subject specialist tutors. These sessions will be concerned with developing the knowledge, understanding and skills necessary to successfully teach specialist subjects (biology, chemistry, physics) to Key Stage 4 and A-level standard: particular attention will be paid to misconceptions and subject progression.

Learning journals

You will be expected to keep a reflective learning journal, making notes week by week of questions you want to explore; useful ideas to follow up. The journal will be shared with your learning group. Such a log is a useful reference to deepen your thinking about your developing practice as a science teacher. Another advantage is that it will provide a useful source of ideas and quotes in writing assignments. For example, you may be able to refer to your earlier ideas as evidence of the development of your thinking.

Overview of Science PGCE School Experience

First teaching practice

Your first teaching practice school is often the one to which you will return for the third and final practice. Remember that you are required to spend the full day in school. Arrive in good time (usually 8am or at least thirty minutes before the school day starts) and be ready to stay after school for meetings, parents' evenings, etc. As part of this practice you are also expected to be timetabled to assist a colleague working in his/her class one hour a week as a TA.

Your tutor will visit you at least once during the first teaching practice to watch you teach, check your files, and to discuss your progress. Normally, your subject mentor or the class teacher will observe the lesson with your tutor. You will receive a written report of your lesson from your tutor shortly after the visit. Every week, you will be observed formally by your mentor and have an hour's meeting with him/her in which your progress is discussed and targets are reviewed and agreed. You are also expected to regularly show your files to your mentor.

The October half term will fall within these weeks, dates vary according to your placement school calendar. You are not expected to be in school or university during this week but you are expected to work independently.

Lesson plans: Whilst on teaching practice you are expected to hand in lesson plans and resources to the class teacher at least 48 hours before the lesson. It is vital for student progress that your plans are checked by the teacher responsible for the class and it is a professional duty to make sure you meet this requirement. You may not be able to teach a class if your plans and resources have not been checked.

Second teaching practice

In this practice, you are expected to take increasing responsibility for planning series of lessons. As before, your tutor will visit you once (and additionally if necessary) and your mentor will observe you and discuss your progress every week.

As part of this practice you are also expected to be timetabled to assist a colleague working in his/her class one hour a week as a TA and/or to teach one hour a week of PSHE (if school-based).

Again, you will be expected to hand in lesson plans and resources to the class teacher at least 48 hours before the lesson, or sooner if the school expects this. The spring half term will fall within these weeks, dates vary according to your placement school calendar. You are not expected to be in school or university during this week but you are expected to work independently.

Third teaching practice

You will normally return to your first teaching practice school or college; however, this does not always happen. In your final teaching practice you are expected to perform at a high standard and demonstrate your readiness to teach full-time. You should explore ways in which you can enhance your individual practice in the context appropriate to you and your future career. Expect to be given some more challenging classes if these are available. As before, you will be observed and your progress discussed; at this stage you should look ahead to your first year of teaching.

The Easter break and the summer half term will fall within these weeks, dates vary according to your placement school calendar. You are not expected to be in school or university during these weeks but you are expected to work independently.

Transition Placement

You spend four days in what will usually be your employing school. We will arrange this for you but will be more than happy to discuss your particular requests. Please let us know in good time if you have any particular ideas you wish to pursue.

The final day is an opportunity to share enhancement experiences and our end-of- course celebration in the university.

Planning to meet the standards

Adding evidence to your RoAD should be an ongoing process- try to do so once per week and be ready to ask your mentor to sign to indicate achievement. Make sure the evidence you present is robust: see the standards of deep evidence of your professionalism rather than as a collection of clues you have collected in a Treasure Hunt. Look for out of class opportunities whilst on placement, such as parents evening and class visits. Some standards can also be covered in the enhancement placement.

Tutors often plan other events and opportunities in which you can take part particularly if you are having difficulties in meeting a certain standard whilst on school experience.

Dealing with problems that arise whilst you are in school

It is likely that everyone will face some problems during the year: these may be directly related to your experiences in school or college or perhaps of a more personal nature that may impact on your performance in school.

If the problem is school/college-centered, if at all possible you should attempt to deal with this via your mentor in the first instance, trying to deal with any sensitive issue in a careful, diplomatic way and being most professional at all times. It may be that you feel more comfortable talking with another member of staff, perhaps the professional mentor. If an issue arises with your mentor, talk to your university tutor.

School Experience Files

For each of the three periods of school/college experience you are required to keep a School Experience (SE) File. This file contains evidence of how you have met the Teachers' Standards listed in your RoAD. It will be assessed by your Subject Mentors in school/college and by your University Tutors during school/college visits. Your progress will be assessed by cross-referencing with the RoAD.

You should have your SE File, your markbook, and your RoAD available for inspection by the University Tutor each time you are visited.

Your SE File will typically contain all of the following:

- background information about the SE institution – handbook, policies etc.;
- background information about the Science Department – handbook, policies, Schemes of Work, exam specifications etc.;
- school-EPS notes/handouts plus notes/minutes from departmental/school meetings;
- seating plans for all classes you teach;
- observation notes for each lesson you observe;
- a lesson plan and evaluation for each lesson you teach;
- any resources other than textbooks which you use in lessons, such as flashcards, copies of PowerPoint slides and worksheets;
- a portfolio of pupils' work including evidence of formative feedback;
- details of pastoral and other responsibilities;
- evidence of subject knowledge development.

This list is by no means exhaustive. It is your own responsibility to ensure that your SE Files contain adequate evidence to back up your statements in your RoAD.

SE Files provide the evidence base for other assignments. Failure to maintain the SE Files, including lesson plans and evaluations for each lesson will result in a lack of sufficient evidence.

Guidance for Lesson Observation

Observing other teachers

This is a key part of your professional development and something you should consider throughout your career- not just as a PGCE student and Beginning Teacher, but as ongoing professional practice. This is both a free and two-way method of developing your skills and you have the opportunity to observe and discuss practice with colleagues on a regular basis whilst on placement. Aim to observe staff outside of the department, whom to observe might be best advised by your mentor or Professional Mentor. Think about how they are covering the National Standards for Teachers. These are listed under the headings used for standards for PGCE students.

Teaching and Learning

- Pace of the lesson - how quickly do the students and teacher get through activities. Is this too slow/too fast or about right for learning to take place? How do you know?
- Questioning - how is this used? Does the teacher use open or closed questions? How does the teacher ensure most of the talking is done by the students?
- Maintaining interest - what methods does the teacher use to stimulate and engage learners?
- Scaffolding and consolidation - how do later activities in the lesson build on what it began with? Is there a recap of the previous session and a review of the learning goals?
- Checks for understanding - how regular are these within the session and how do they take place? Questioning? Reading written answers? Peer assessment?
- Secure learning environment - what does the teacher do to ensure students all feel comfortable to make contributions? How does this link to classroom discipline?
- Behaviour management - what strategies does the teacher employ? How ordered and structured are the tasks? How does differentiation inform this? What evidence is there that the teacher 'knows their students'?

Planning

- Love of learning - how do teachers enthuse their students?
- High expectations - what evidence is there of this in the classroom? In teacher comments to learners?
- What evidence is there that teachers have high expectations of themselves?
- Learning goals - what are they and how are they communicated to students?
- Lesson structure - how long does each aspect of the lesson last? How does one aspect link to another?
- Knowledge of students - how does the teacher use evidence on current progress, achievement, home circumstances and multiple intelligences to inform planning?
- Inclusion - what adjustments are made for students with a learning difficulty/disability? Do classroom examples reflect the diversity of the group, e.g. in terms of social class, religion and ethnicity?

Assessment

- Methods of assessment - which ones are used in class and why?
- Feedback and measures to secure progress - how is 'precise praise' ensured and how do students know they are making progress?

Pupil Progress

- How does the class teacher know pupils are making progress?

- How does s/he use the assessment evidence gained in class to help make this decision and how does this influence future planning?
- Are students of all abilities making progress?

Working with your Mentors

Amongst the most important relationships you will develop during the year are those with your mentors in partnership schools/colleges. These are the experienced teachers who will help and guide you in your first steps in teaching, through to the end of the course when you will be increasing in expertise and confidence. They are all committed teachers who are particularly concerned to assist new recruits to become good teachers. They have been to mentor training sessions in the university so are very much aware of the course you are undertaking, and expectations of you and them, but perhaps more importantly they are experienced teachers themselves and will be able to assist you on a day-to-day basis in all kinds of ways.

The mentor's role

Their main job is to act as a critical friend during your early steps as a teacher. It is part of his/her task to support you and to try to ensure that you develop as a teacher whilst looking after the students in his/her, and colleagues', classes. This means that s/he, and possibly his/her colleagues, will be offering advice about how you can quickly improve. At times, therefore, it may seem that much of the feedback that you are getting is rather negative – this may be the case even if you are really doing well. This is perhaps a result of mentors and tutors wanting you to become as good as possible, in as short a time as possible.

Please don't despair – for some of you it will perhaps be the first time that you have ever had negative comments about your performance, either in an academic or a work setting. As we all find out, performing as a teacher in the classroom is difficult and everyone needs to work hard at the outset to be able to do even a satisfactory job. Of course, we do ask mentors to give you some positive feedback for every lesson they observe – some student teachers overlook this praise and dwell on the negative. Try to make sure you have a balanced view being aware of the positive feedback as well as the negative.

As well as supporting you throughout your teaching practice with them, we ask mentors to write a summative report at the end of each term and to grade your overall performance on a scale of 1 to 4, with 1 being high. The grading document (in the RoAD) should be the basis of discussions during each teaching practice to help you and your mentor to set targets for your development and, finally, to determine your grades. Advice about writing reports and grading are given in the mentor section of this handbook – you may like to read this so that you are fully aware of the advice that mentors have been given.

Your weekly mentor meeting

You should expect to have a timetabled weekly meeting with your mentor that lasts approximately one hour. Please let us know immediately if you are not getting this. We expect that you will have some quality time set aside each week which you will use to focus on your individual development. As we describe in the mentor section of this handbook, we feel that it is important that this meeting has some structure that is set out or agreed at the outset. Otherwise it is easy to fill the time focusing on the detail of teaching particular classes or even individual students without considering the 'bigger picture'. An important question to continually be asking is, "What can I learn in general from my experiences and how can I apply this across all of my teaching?"

Mentors are also aware of the assessed tasks you are expected to do and each term will expect you to discuss with them which of these you will carry out and how your experience that term can assist you.

Summary of Key Roles and Responsibilities

In order to ensure you receive a high-quality experience and are well prepared for the demands of the profession, we have clear expectations of our partners in terms of the school generally, school mentors working with individual trainees and ITT coordinators who may be supporting them.

Who does what?

Who?	Key roles
Headteacher	<ul style="list-style-type: none"> • Provide overall commitment and structure to facilitate effective ITE in school or college
Professional mentor *	<ul style="list-style-type: none"> • Ensure the key aspects of the partnership agreement are adhered to • Oversee trainee placements and work with the university to resolve any issues should they emerge • Select mentors who are experienced and able to give the trainee support and mentoring • Ensure subject mentors attend mentor training • Offer moderation observations, support and guidance where needed to both subject mentors and trainees
Subject mentor *	<ul style="list-style-type: none"> • Attend mentor training in order to be prepared for and complete the expectations and requirement of the placement • Offer time and support to the trainee to assist them in making progress across the placement including modelling good practice, agreeing clear targets and checking planning, with a strong subject specific element • Model good practice and work collaboratively with the trainee to mentor and coach their development
Other school staff	<ul style="list-style-type: none"> • Be willing to be approached by the trainee if they have a subject or specific leadership role that may support the trainee's progress or subject knowledge • Model good practice and encourage the trainee to learn from their experience and/or expertise

We are committed to a reciprocal and collaborative partnership with schools and this is built upon clear systems and communication. This is essential in ensuring you receive the best support, training and

outcomes as you enter the profession. The course directors and partnership lead will maintain a broad overview of your progress and the course impact as a whole.

Who?	Key roles
Programme director	<ul style="list-style-type: none"> • Oversee the trainee cohort and ensure that all course compliance aspects are adhered to in order for trainees to be complete the course and be recommended for QTS • Meet with trainees who are experiencing significant difficulties or are at risk of not completing the course or school placement, using the warning system where necessary • Liaise with SLOs, Professional Mentors and others around any issues emerging from specific trainees, schools or mentors
School Liaison Officer (Team)	<ul style="list-style-type: none"> • Oversee the partnership as a whole and support the current cohort of trainees to meet the school placement and course requirements • Monitor and QA the partnership, report back to programme director, advisory boards and, where necessary, specific school partners • Contribute to Partnership Committee in order to share appropriate updates and developments with partner schools in order to maintain the collaborative partnership • Support schools, professional tutors, mentors and trainees to resolve any issues that may be a barrier to a trainee making successful progress
Subject tutor	<ul style="list-style-type: none"> • To be the main point of contact for their trainees and their placement schools, and be involved with the placing of trainees to ensure they meet the placement requirements • Support schools, mentor and trainees during school placements including regular visits, moderation observations, file checks and meetings with mentors/trainees • Support trainees and/or mentors experiencing difficulty or barriers to progress in order to resolve issues and improve trainee outcomes, through setting up and agreeing action plans • Oversee the assessment of trainees in line with UoM and Teachers' Standards
Trainee *	<ul style="list-style-type: none"> • Meet the expectations outlined in the Secondary handbook and subject handbook, in terms of professionalism, teaching and record keeping • To be responsive to feedback and open to being mentored in order to improve their professional skills • Represent the university and the expectations of the course to a high standard.

Trainee's Role

Trainees are expected to:

- Be punctual
- Set a good example to the pupils through their personal presentation and professional conduct and through the standard of their spoken and written English
- Carry out, in a professional manner, tasks required by the headteacher, co-ordinator, mentor and the university
- Maintain confidentiality exercising tact at all times and respecting the confidentiality of both children and teachers
- Establish professional and effective relationships with staff, parents, carers and pupils and other agencies responsible for the education and welfare of pupils
- Plan and prepare lessons and resources in advance, to a good standard and in close liaison with the mentor
- Mark work promptly in accordance with school policy
- Understand their pastoral responsibilities including the health and safety of pupils and dealing with bullying, safeguarding or equal opportunities issues as they arise
- Become involved in the general and corporate life of the school attending staff meetings and school events by invitation, including parents' evenings
- Maintain the RoAD in an up to date fashion and establish and maintain a school file. Have both available in school at all times
- Listen to constructive advice and act upon it to the best of their ability
- Take responsibility for their own professional development
- Seek to further their experiences, respond to professional targets and evaluate their own performance honestly
- Demonstrate, and collect evidence of, achievement of the standards for QTS by completing relevant sections of the RoAD
- Return any resources or materials belonging to the school at the end of the professional placement
- Be aware of the wider context of education and that learning takes place both in and out of school.

Advice on Using Social Media

Students of all ages are increasingly savvy with the internet world, albeit not always sure of procedures to ensure they are safe online. Many schools use web filters and audits to ascertain what their learners are looking at and pastoral programmes cover topics such as cyber bullying. Some schools and colleges make active use of Facebook to communicate with students and parents, encouraging learners to engage this way; other institutions ban social media completely. The first stop is to check what the school or college's policy is.

Be wary of your own use of social media and consider your security settings carefully- you can be sure some savvy students will be trying to find your online presence. Schools and Colleges increasingly do similar searches as part of the recruitment process for new teachers.

Before engaging with any social media in class, check the Safeguarding policy at the institution and speak to your mentor about any institution-specific protocols. Stay Safe
Online is of value to teachers as well as students.

Increasingly, teachers are making use of social media in the classroom as a teaching tool and as a means of extending learning.

Twitter: a useful vehicle to send weblinks/videos to students. You can set up a 'group' of your students to do so and manage security settings so that this is not visible outside. Some teachers tweet homework reminders and demand that students follow them at school as they tweet links to articles and videos. Others use it to tweet questions or make points during lessons, to store revision topics, take and tweet pictures of students work and more.