

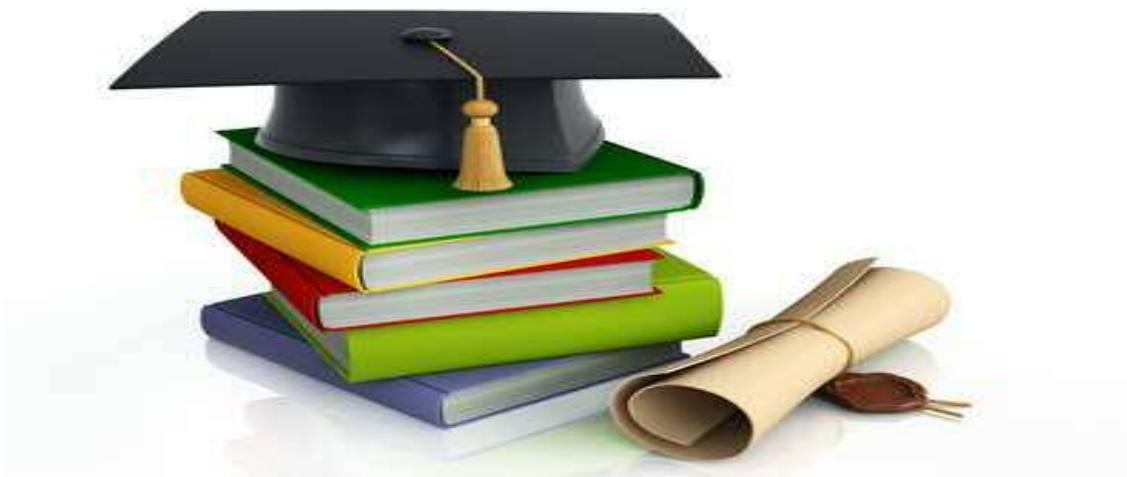
University of Manchester

PGCE History 2020-2021

Mentor Handbook

MANCHESTER
1824

The University of Manchester



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1] What are the main roles of the Subject Mentor?

Objective

To familiarise colleagues with procedures for effective mentoring.

Main responsibilities of subject mentors

1. **Induction** of trainee into the department and the school/college
2. **Timetabling**
3. **Lesson observation** and feedback
4. Weekly timetabled **mentor meeting**
5. Writing end of placement **progress reports**
6. **Target setting**
7. **Assessment** of trainees

Induction of trainee into the department and the school/college

The handbook includes suggestions for induction relating to key colleagues, including nominated member of staff for child protection and the SENCO; key documentation, including pastoral and discipline systems, Health and Safety Policy and inclusion of trainees in the school or college's communications system.

Timetabling

A trainee's timetable should be approximately 9 hours in Term 1, 10 hours in Term 2 and 12-14 hours in Term 3. Given the current situation with COVID 19, however, there is some flexibility with the allocation of lessons; the teaching of year groups in bubbles may make lesson allocation more challenging than usual. Timetables should ideally be coherent and should be balanced for levels of ability and topics taught. Term 1 should focus on Key Stage 3 and possibly Key Stage 4, although this is not an expectation.

Term 2 and/or Term 3 should include [if possible] some 16+ classes, where appropriate. Trainees are entitled to a minimum of 6 hours 16+ teaching over the course, normally A-level but may include some 16+ GCSE. Most trainees will do 12 hours 16+ teaching or more.

Lesson observation and feedback

Each trainee's minimum entitlement is **to one lesson observation with verbal and written feedback per week** from their mentor and one mentoring session with their mentor. These entitlements should not be delegated to other colleagues unless there are exceptional circumstances. Colleagues may need to use their professional judgement in deciding how and whether to give additional observations and feedback.

Weekly timetabled mentor meeting

Suggestions for appropriate topics for mentor conferencing sessions are given later on in the handbook. Most sessions will focus on individual trainees' developmental needs.

Writing progress reports

End of term progress reports should indicate a trainee's strengths and areas for development. They reflect regular dialogue with the trainee and close observation of the trainee's development.

While issues should be discussed or negotiated with the trainee, the report reflects the professional judgement of the mentor.

Target setting

The use of developmental targets for trainees is strongly encouraged. Examples of developmental targets commonly set for trainees are given later in the handbook. Specificity is key in target setting, and mentor meetings are the ideal time to clarify what targets are and how they might be met.

Assessment of trainees

Assessment of trainees should be based on evidence, and should be fair and objective. The **University of Manchester PGCE courses do not grade trainees**; rather a judgement on the progress towards the Teachers' Standards is made at the end of each placement.

Evidence available for making a judgement on trainee progress includes: The trainee's RoAD folder [which should be available online to look at upon request], lesson observation notes, the trainee's lesson plans and resources, and anecdotal based on the observations of other members of the department. A comment on the trainee's progress towards meeting Teaching Standard 8, and Part 2 of the Standards, is also welcomed.

2] The roles of Subject Mentors and University Tutors

Subject mentors

Subject mentors are responsible for setting up timetables for trainees and for initiating and developing other school/college-based professional experiences. They also observe, advise and support trainees during placements, providing information on resources, programmes and teaching approaches. Mentors play a vital role, alongside university tutors, in monitoring, reviewing and assessing trainees' practical teaching abilities.

Mentors attend regular meetings with tutors in the university. Mentors may also contribute to university-based aspects of the course, for example through:

1. Contributing to mentor meetings;
2. Assisting with interviewing and recruitment;
3. Participating in planning meetings;
4. Developing course material;
5. Contributing to job references
6. Delivering university sessions on areas of interest
7. Participating in research projects at the University of Manchester

University tutors

University tutors are responsible for supervising the work of trainees in the university department in order to prepare them for classroom teaching and other professional duties in schools and colleges. Tutors provide opportunities for individual tutorials as well as for lectures, seminars and skills-based workshops.

Tutors liaise closely with school and college-based mentors to ensure coherence and continuity and to support and monitor the work of trainees.

Tutors are also responsible for assessing trainees' assignments in line with criteria for success laid out in the relevant handbooks or elsewhere.

Shared responsibilities

Teaching in the subject classroom is a central experience of the PGCE year, and tutors and mentors have a joint responsibility to help trainees to develop their planning, teaching and assessment skills. In particular, tutors and mentors both have a significant role to play in the following:

1. Helping trainees to prepare schemes of work and individual lessons;
2. Helping trainees to use resources effectively;
3. Helping trainees to develop a range of teaching methods;
4. Supporting trainees in the development of classroom management skills;
5. Supporting trainees in monitoring and assessment;
6. Supporting trainees on pastoral and discipline issues;
7. Helping trainees to develop self-evaluation skills;
8. Monitoring and assessing trainees' practical teaching.

3] Key content covered during the PGCE History course

The list below is by no means exhaustive, but it captures some of the main themes and topics PGCE Historians explore during university sessions.

1. Introduction to the National Curriculum
2. Planning and the use of enquiry questions
3. Curriculum planning and building
4. Why is the study of History important?
5. Assessment in History
6. First and second order concepts in History
7. GCSE History – specifications and content
8. The challenges of teaching GCSE History
9. AS/A Level History
10. Source skills and using evidence
11. Planning lessons and schemes of work
12. Collaborative learning strategies
13. Independent learning and homework
14. Differentiation and personalised learning in History
15. Reflective practice in History teaching
16. Using media and ICT in History lessons
17. Using data to plan effectively
18. Classroom management
19. Supporting extended writing
20. Inclusive History
21. Teaching sensitive and controversial History
22. BAME History and decolonising the curriculum
23. LGBT History
24. Using archives as a starting point for enquiries
25. Holocaust education and the debate surrounding different approaches

We welcome input from our partner schools and mentors, and encourage mentors to come in to university to deliver sessions. If you are interested in contributing to the programme, please contact the subject leader directly.

4] Observations and mentor meetings

Each trainee's minimum entitlement is to **one lesson observation with verbal and written feedback per week** from their mentor and one meeting per week with their mentor. These entitlements should not be delegated to other colleagues unless there are exceptional circumstances. Time for the mentor session should be protected.

In the early stages of a practice, and perhaps during the whole of the practice for some trainees, each class taught should be observed weekly. Additional feedback from other members of department is always welcome, and the provision of informal verbal or written feedback is also helpful.

Colleagues may need to use their professional judgement in deciding how and whether to give additional observations and feedback. The number of additional observations [if any] depends to some extent on the ability and progress of the trainee, though this should not cut across the minimum entitlement. Mentors should decide which lessons to observe; the decision should not be made by the trainee.

Mentor sessions with the trainee should be timetabled for a specific time each week. Some trainees may need more than one session per week, at least for a time. Colleagues recognise that most trainees need some time on their own with their classes, and that mentors should step back gradually from the trainee's classes as the practice progresses. Tutors monitor provision of observation, feedback and mentor meeting sessions through trainees' RoADs and through feedback from Professional Mentors at regular intervals.

Mentors who find themselves unable to meet the minimum observation, feedback and conferencing requirements should contact the PGCE History course leader to discuss alternative provision of support for the trainee or trainees concerned. If necessary, additional mentor training will be offered.

Feeding back after History lessons

After an observation of a trainee's lesson, you should have a constructive discussion to review how the lesson went and the progress the trainee teacher is making in their teaching – this is the generally known as a lesson debrief. Especially later on in their training, it is important to give a trainee space and time to reflect on a lesson so that they develop their critical evaluation skills.

Often ITE trainers or mentors can end up dominating the discussion. Margaret Roberts suggests they should operate the '50% rule', where they are talking for only half the time. It is important that you listen to a trainee teacher so that you understand how the lesson appeared to them - only then will you be able to move them forward.

The lesson debrief will take time and you should arrange a quiet room where you will be free from interruptions. Agree in advance of the lesson the time the discussion will take place - later the same day if you can. To reduce trainee anxiety, particularly in the early stages of the training, make some immediate comment on their lesson, especially if there is a long gap before the post-lesson

discussion happens. Your comments should always be supportive, but honest. It is not fair on a trainee to say immediately, 'that was fine' and then pull their lesson apart in a review later.

Consider:

- The key messages you want to convey - avoid the temptation to comment on everything
- Letting the trainee give their evaluation of the lesson first, while you resist making comment
- How to give due emphasis to strengths (trainees often only hear the negative!)
- Always make comment on the trainee's planning and subject knowledge, as well as their teaching, in the lesson
- How to focus on the success (or otherwise) of the lesson in terms of the History that was learnt?

You might use questions such as:

Do you think the lesson objective was met.....?

Were higher attaining pupils sufficiently challenged by the task on....?

What do you think the pupils understood about concept?

Matching the type and quantity of feedback to the trainee's stage in the training

Acknowledging improvements made from the previous observation, where possible, so that trainees are able to begin to see links between the different lessons they teach and how the skills of teaching are transferable.

- The next steps – for the trainee and the pupils' learning. Discuss with the trainee what the observation will focus on in the next observation
- Checking the trainee's perception of what has been said and of how they understand they are progressing
- Providing written, in addition to oral, feedback.

Providing written feedback

As well as a verbal debrief, trainee teachers are entitled to written feedback. ITE trainers/mentors can provide this either on a form or as written notes. The latter used to be the most common, but increasingly ITE providers expect all mentors to record their comments on a standard pro-forma and relate comments to the Teachers' Standards.

A form can be a useful aide-memoire but should not constrain an ITE trainer/mentor from making pertinent comments. Official pro-forma can make the observation and feedback process very formal so that formative dialogue and discussion are lost. Forms that require a mentor to 'tick' Standards can prevent, rather than facilitate, effective feedback.

Detailed observation notes, without comments, provide a good starting point for discussion. Using this approach is particularly helpful to draw out evaluative comments from a trainee teacher and the

judgements about the lesson can be agreed jointly by the trainee and the mentor after discussing the evidence. Sometimes it is appropriate for the trainee to summarise the key points covered in the discussion.

Considerations about feedback

- What is written down can be reflected on and referred to later, by both you and the trainee.
- Observation forms can provide a useful 'aide memoire', but they should not be a straightjacket.
- Be flexible in the type of written feedback you provide and make it appropriate for the situation.
- Feedback comments should conclude with evaluation and targets for the trainee to work on.
- Is it clear you are writing about a History lesson?

Developing your practice

Strive to develop and improve on the quality of your debriefing and written feedback as you get more experienced. Here are some ways you could do this:

1] Observe your trainee alongside another teacher. Prepare separate notes and compare what you identify to be the salient points. Lead the post-lesson discussion and ask your colleague to act as a critical friend to comment on your debriefing.

2] Ask your trainee to give you some honest feedback on your approach. [this can be really illuminating for a mentor]

3] Compare your written feedback with other ITE trainers/mentors. Use the checklist below to review your practice.

Checklist to review your practice.

- ✓ Do I consider when it is most appropriate to focus on particular standards and when on the whole lesson?
- ✓ Have I observed and commented on whether sufficient good History teaching and learning took place?
- ✓ Am I judging the quality of the teaching and learning, or am I being influenced by the 'structures' that I expect to see in a lesson - such as objectives written on the board, a starter and a plenary?
- ✓ What did this lesson tell me about the trainee's subject knowledge? Have I commented on any inaccuracies, where the trainee needs more depth of knowledge or alternative ways of presenting it to pupils?
- ✓ Did I comment on how the trainee found out about the pupils' prior knowledge and how they built on that in the lesson?

✓ Did I think the pupils made progress in their Historical learning during the lesson? Did I concur with the trainee's view? Did I comment on what the trainee did to influence progress of the class, groups, and individuals?

Moving trainees on after a teaching observation

The lesson observation should not end with the debrief and written feedback. To be truly effective a mentor needs to use what they have observed and discussed to move the trainee on. Conclude your discussion by agreeing specific targets for areas that the trainee needs to develop

Remember it is a History lesson!

As a Historian yourself, you must take care when making formal observations that you do not get carried away focusing on the 'generic' aspects of the lesson and ignoring the *historical learning*. Try to avoid the 'checklist' approach, judging lessons only against the Teachers' Standards, instead, taking a more subject specific view. Are concepts being explained clearly? Are students developing complex understanding or relying on simplistic narrative? Pay attention to the development of Historical understanding - this is an important aspect of your judgement about the quality of teaching in the lesson.

You might consider some these questions during your formal observations of History lessons :

1. Am I making a holistic professional judgement of the lesson, rather than ticking off a checklist of 'standards'?
2. Is sufficiently good History teaching and learning going on in this lesson? Are the first and second order concepts being used? Is subject knowledge secure? Is the enquiry question valid and rigorous?
3. Am I judging the quality of the teaching and learning, or am I being influenced by the 'structures' that I expect to see in a lesson such as objectives written on the board, a starter and a plenary?
4. What does this lesson tell me about the trainee's subject knowledge?
5. Did the trainee elicit the students' prior knowledge of the lesson topic? How did they build on that in the lesson?
6. Did the students make progress in their historical learning during the lesson? Did they reveal any misconceptions or misunderstandings? Was the trainee aware of this and what did they do about it?
7. How did the trainee support different learners during the lesson to make progress? Did they provide them with opportunities to make sense of new information that was introduced in the lesson and help them to consolidate or "make sense of" their learning?
8. Who worked the hardest and did the most purposeful talking in the lesson – the trainee teacher or the students?

Whilst this is not an exhaustive list, it might help focus the thoughts of both new and experienced mentors. These questions can also be used as prompts in feedback sessions, to explore trainee perceptions and promote good reflection.

PGCE History Code of Practice for lesson observations by mentors, class teachers and tutors

These guidelines have been developed by mentors and tutors to support the work of colleagues in training trainees in schools and colleges.

- 1]. Try to see it through the eyes of someone new to teaching - don't take trainees' experience for granted.
- 2]. Give positive comments on the strengths of the lesson before exploring points for development.
- 3]. Give comments which encourage trainees to assess their own performance.
- 4]. Targets should be agreed between trainee and mentor. Feedback should be shared in open discussion.
- 5]. Make connections with other lessons so that there is a sense of continuity. Refer to comments and targets from previous lesson consultations.
- 6]. Explain the thinking behind points and targets.
- 7]. In giving points for improvement and setting targets, be as specific as possible. Accompany any criticism with a suggested solution.
- 8]. Set clear and achievable targets. Give a maximum of three points for development.
- 9]. Give examples from within the trainee's own teaching and observation.
- 10]. Give verbal comments and discuss these with the trainee before finalising written comments.
- 11]. Give feedback as soon as possible after the lesson.
- 12]. Use direct address and active rather than passive voice to personalise the feedback.
- 13]. Duplicate copies of lesson consultation notes for other departmental colleagues so that they can follow up comments and targets.
- 14]. Good humour!

5] Support for teachers working with trainees

Once a trainee's timetable is finalised, you should meet with the trainee early in the placement to discuss the schemes of work that the trainee will teach. There should be a reasonable balance between total freedom of choice, which many trainees find difficult to cope with, and very constraining schemes of work that provide no opportunities for trainee to adapt material to the ability, interests and learning needs of the students.

During initial meetings with the trainee, you should discuss the ethos of your classrooms and your expectations and rules. Trainees should be made familiar with homework policy, behaviour policy and sanctions. During later meetings you should discuss the trainee's planning and check that the trainee is using schemes of work satisfactorily. Please liaise with the trainee's mentor regularly to monitor progress.

A class list, class photos and a seating plan are valuable aids to trainees in learning students' names; discussion with trainees shows that they believe learning names to be a key factor in effective discipline in their first few weeks with a class. Availability and use of texts and equipment are also important practical issues that trainees need to be familiar with.

Trainees should meet other classroom colleagues they may be working with, such as classroom assistants, to discuss roles and procedures. Please encourage partnership between the trainee and any other colleagues working in the classroom. We recommend that class teachers introduce the trainee to the class using a carefully phrased form of words, such as the following: 'This is Ms Greaves from Manchester University who will be teaching you for the next six weeks. Exactly the same rules apply, and I know everyone will be polite and work hard.'

The class teacher's role during a lesson observation is the same as that of a mentor. Please remain unobtrusive and make notes in preparation for your written feedback. Colleagues should not intervene in the running or teaching of a trainee's class except in an emergency or for health and safety reasons. For example, students who address questions to the class teacher should be directed to the trainee.

After the lesson you should set aside a period of time for evaluation. Allow the trainee to evaluate the lesson first, and then give your verbal evaluation. This should be followed by written feedback using the lesson observation report forms that can be found in trainees' RoADs. As a rule, give at least three strengths of the lesson and up to three targets for improvement and development.

Mentors have adopted a Code of Practice for lesson observations. Some of the key points are:

1. Give positive comments on strengths before exploring points for development.
2. Explain the thinking behind points and targets.
3. In giving points for improvement and setting targets, be as specific as possible.
4. Encourage trainees to assess their own performance.
5. Give feedback as soon as possible after the lesson.

6] Examples of developmental targets for trainees

The list below draws on some previous examples of good developmental target setting used by past subject mentors. It might prove useful for reference:

1. Make learning objectives and criteria for success explicit for yourself and for students.
2. Practice ways of checking students' work and understanding 'on the spot' so that you can judge whether it's appropriate to go on to the next stage.
3. Develop the variety of lesson types, for example by finding alternatives to teacher exposition and whole-class discussion as ways of achieving learning objectives.
4. Find ways of really getting the most out of your resources, and getting students to develop their ideas as much as possible.
5. Find ways of adapting textbook materials and departmental resources for your own purposes rather than following the textbook or department resource bank
6. Allow students time to evaluate their activities, e.g. by discussing themes emerging from writing or reflecting on the effectiveness of a source- based activity.
7. Learn how to listen to students so that you recognise, acknowledge and build on their ideas and insights:
8. Recognise insights: This needs an active listening mindset and a sense of learning as dialogue rather than just transmission.
9. Acknowledge insights: Do this in practical ways, e.g. by writing a student's contribution on the board in her/his own words.
10. Build on insights: Get students to comment on their classmates' contributions, and add your comments only when students have got as far as they can themselves.
11. For whole-class discussion, give students a chance to prepare contributions, e.g. through individual writing or note-making, or paired discussion.
12. Practice getting progression from easier to more difficult issues when you set questions for group discussion.
13. Get advice from mentors and class teachers at the planning stage on, for example: The level of difficulty of a text or activity, appropriate learning objectives, the likely success of, for example, group work, role play.
14. Concentrate your efforts on planning and assessment, so that in the classroom it's the students who do the hard work rather than you.
15. Improve timing of lesson activities by planning for some activities to be completed quickly and others to be given more time for students to reflect in depth. For example, brainstorming can be brisk, responses to questions on a challenging text should be more considered.
16. When you set work, explain to the students how it will be marked. What will you be looking for in this piece? Put these criteria in your lesson plans and share them with the class.
17. Once you feel confident with your management of a class, stage the introduction of peer review. For example: Stage 1: students read aloud their own writing to the whole class and other students give verbal comments, directed by you. Stage 2: students share each other's writing in pairs, and give each other brief written comments. Stage 3: students share each other's writing in small groups, giving each piece of writing a written comment using a simple assessment grid.

18. In whole-class work, make sure you get contributions from all parts of the class.
19. Make sure instructions are clear and explicit, and that they explain in detail what you want students to do.
20. Find ways of breaking down challenging tasks into smaller steps, with each step signposted.
21. Don't be afraid to wait for silence and full attention.
22. Practise eye-contact with the class when you are reading aloud.
23. Use the school's systems, e.g. for merits, sanctions, homework diaries, marking codes.
24. Develop your awareness of what is going on in the whole class, especially the "edges".
25. Find ways of linking tasks and activities within a lesson and between lessons, for example by getting students to review what they learnt in a previous lesson.
26. Check the vocabulary in any texts you use to make sure students will understand it. Explain difficult, esoteric, technical or archaic words beforehand if necessary.
27. Keep working to learn students' names and to find out something about each student.
28. Develop your own active listening skills.
29. Look at the balance of teacher talk and student talk in lessons.
30. Prepare possible follow-up questions for students based on their predicted responses.
31. Try out ways of getting students to respond to each other's ideas in whole-class discussion
32. Develop teacher modelling for more difficult activities.
33. Think about how you want students to record/write their ideas and what you can do to provide the structure for it, e.g. tables, questions, mind maps, storyboards.
34. When you set an assignment, explain to students what they will get marks for.
35. Think about the order and structure of questions in worksheets.
36. Think about ways of conveying enthusiasm to the class.
37. Think about the balance between targeted constructive criticism and blanket praise
38. Explore ways of really using your learning material so that you get depth of understanding as well as coverage for all students.
39. Find ways of encouraging students to ask their own questions.
40. Give students opportunities to use higher order skills such as speculating and challenging and defending interpretations.
41. Find imaginative ways of linking a topic to students' prior (everyday) experience.
42. Work on how you respond to students' contributions in question-and-answer to take discussion further.
43. Develop differentiation for gifted students, for example by giving gifted student additional responsibilities in group discussion or peer review.
44. Set tasks verbally and in writing. Give examples and explain key terms
45. Use the board to record students' ideas and suggestions, showing that these are valued, and providing starting points for more in-depth discussion.
46. Enable students to develop their own criteria for success in written tasks

7] What to discuss and consider at weekly History mentor meetings

The trainee should lead the conversation regarding the mentor meeting and complete the pro forma in their RoAD document.

Things to consider:

1. Always ask to see the RoAD document for every meeting
2. Always aim to allocate the full time for mentor meeting- it is often the first thing bought up in University
3. Check lesson plans and reflections
4. Refer to targets and progress from last time
5. Go over any up - and- coming events such as parents' evenings and trips
6. Talk about any assignment deadlines that are coming up, and discuss input at University
7. Think always about targets and how they are being addressed

There is always room to discuss History!

If you have time, consider discussing any one of these topics in your mentor meeting

For placement 1 (TP1)

1. Get to know you History department. Who are the key members? What are their specialities, what Historical interests do they have? Student could share their own dissertation and subject beliefs and interests with their mentor.
2. What resources are available in the department? Where are schemes of work, books and resources? Are they hard copies or electronic? Where do staff get their resources? How are text books set up in the department? What needs to be labelled and which sheets need to be given to pupils?
3. How is learning assessed in your History department? What are the key History assessments that take place throughout the year? How are they marked and where is the data stored? What are the deadlines and why is it important?
4. What is the vision and ethos of your History department? How does your department develop Historians to become 'global citizens'?
5. Go through your class lists with your subject mentors. Who are the pupils you teach? Who are the keen Historians? Who excels in discussion? Who are the quiet students? Who might present a challenge?

6. How can History teachers really hook pupils into the lesson? Plan a starter activity that really engages and motivates History students. Review starter activities together.
7. Get to know your History GCSE exam board. Go through the website of the GCSE exam board; look at past papers, mark schemes and examiner reports together. How can these resources be used in lessons and to inform lesson planning?
8. Planning for progression. Discuss how schemes of work in your department increase in breadth of study, increase in scale, increase the use of concepts and knowledge, and develop thinking skills.

For placement 2 (TP2)

1. How will you be marking key pieces of work this term? Subject mentor to go through marking and assessment with trainees to make sure they know the correct assessment practices in the department.
2. Which twitter feeds and blogs can encourage creative teaching of History?
3. Why is History's place important in the curriculum? Consider discussing some of the articles in the *HA's Teaching History Magazine*
4. Planning for fieldwork. What is the provision for fieldwork in school already? How can we plan for good fieldwork?
5. Assessing without levels in History. What does it mean in your school and department? What are the department's thoughts so far?
6. Planning part of a lesson together with your subject mentor. How can you plan lessons that really enhance pupil learning?
7. Sharing lesson resources. Which activities have worked well this term? Mentor and student to discuss which types of resources and activities have been effective

For final Placement TP3

1. What were our successes and failures regarding History teaching last term? Which lessons and schemes of work worked well and which didn't?
2. What are the key dates to be aware of this term such as parents' evenings, fieldtrips, assessment opportunities, learning walks and book scrutiny?
3. How will you be marking key assessments this term? Subject mentor to go through marking and assessment with trainees to make sure they know the correct assessment practices in the department.
4. How have you developed your subject knowledge this term? What extra reading has been done? How have you prepared for teaching new topics this term?
5. How do History teachers tackle sensitive subjects such as the Holocaust and the Slave Trade?

6. What is enquiry-based learning in History lessons? What are good enquiry questions and topics?

7. How can homework be made more meaningful in History lessons?

8. Applying for jobs: supporting the trainee in reading their cover letters, and giving pointers on interview technique and likely questions.

8] Additional support for trainees

Additional support is provided for trainees who may be struggling to reach the standards required. Other trainees may also be given additional support. Support will be negotiated between mentors, tutors and, where appropriate, trainees, and may consist of some of the following:

- An action plan agreed between tutors and mentors;
- Additional targets and practical activities to enable the trainee to achieve targets;
- Additional lesson observations by tutors or mentors/class teachers or both;
- Detailed monitoring of progress with additional discussions between mentors and tutors and between Placement 1/3 and Placement 2 mentors.

Tutors and mentors will meet to discuss targets and strategies for supporting trainees who need additional help, normally at the beginning of Placement 3 as well as at other times as necessary.

What do trainees find helpful during induction?

The list below summarises feedback from trainees about what they found to be helpful in their induction period.

Induction into the school or college

Aspects of school/college experience which are particularly valued by trainees are as follows:

- Being treated as colleagues not students;
- Being made to feel welcome;
- Timetables with coherence and continuity;
- Time with mentors, and other colleagues;
- Mentor debriefings and lesson consultation notes which identify growth points and challenging targets for development as well as giving praise and encouragement;
- Clear information about potential sources of misunderstanding, such as professional responsibilities and dress codes.
- Mentors should discuss trainees' curriculum vitae and prior skills and experience, and how these relate to the needs of students and the school or college as a whole, including opportunities for extracurricular and community involvement.

- Partnership schools and colleges arrange their own programmes of teaching and related activities for trainees in their teaching subjects, and the wider school experience such as tutor and registration groups, special needs, personal, social, citizenship and health education, extracurricular activities.

Trainees also said they found the following useful:

- A tour of the key areas of the school or college;
- School calendar of events;
- Details of essential staff, such as the principal, relevant deputy heads, professional mentor, heads of year and other pastoral staff, head of department and other members of the department, school or college office staff; Nominated member of staff for child protection; The SENCO;
- Contact numbers for out of school hours;
- Arrangements for illness and absence;
- Expected behaviour, including pastoral and discipline systems;
- School and department handbooks for staff;
- School or college prospectus;
- A map of the school or college's whereabouts;
- Information on the local area.

A good induction normally involves:

- Brief, informal meetings with key staff, including departmental colleagues, the ITT Professional Mentor, colleagues in charge of resources.
- An interview, formal or informal, with the subject mentor, and possibly other colleagues, to assess the trainee's main strengths and areas for development and to respond to any queries by the trainee.
- A meeting, formal or informal, with other ITT trainees in the school or college.
- Allocation of a workspace and access to the school's/college's communications systems.
- Familiarisation with day-to-day issues, e.g. dress codes.
- A meeting with the subject mentor to receive the trainee's draft timetable.

The trainee might spend a half-day or full-day shadowing a student, enabling the trainee to observe lessons and other activities, such as form periods, followed by discussion of what has been observed, with class teachers or subject mentor.

The trainee should spend a half day or full day observing teaching in some of the classes she or he will teach, followed by discussion of what has been observed, with class teachers or subject mentor. The trainee should also be given documents relating to key policies, including multicultural policy (Colleague(s) responsible for equal opportunities, EAL support), SEN (SENCO, SEN colleagues), Safeguarding (colleague responsible), discipline and behaviour (form tutors, heads of year), marking policy and common practice among class teachers (heads of department, class teachers), gifted and talented policies (professional mentor).

The trainee should research the classes she or he will teach on main practice, e.g. by examining test scores, reading IEPs, reading work by students, including gifted and talented students, discussing the class with class teachers, looking at schemes of work the students have completed recently. The trainee should continue observation of teaching in classes, including her or his own classes and classes in subjects other than History. The trainee should also observe pastoral-related activities, such as a form, assembly, and form time.

9] Trainee's Timetables

A trainee's timetable should be approximately as follows:

- About **9 hours** in Placement 1
- **10-12 hours** in Placement 2
- **Up to 14 hours** in Placement 3

Trainees will be expected to spend a considerable proportion of their time on planning and assessment, as well as on the assignments that form an important part of their course.

As far as possible, timetables should be balanced for levels of ability and topics taught. Term 1 of the PGCE course focuses on Key Stages 3 and 4, and the trainee's teaching timetable should normally reflect this.

Trainees are introduced to AS and A Level specifications and teaching approaches in Term 2 of the PGCE course, so for most trainees Placement 2 and Placement 3 will be the most appropriate opportunities to offer 16+ teaching.

A typical timetable will enable trainees to carry out a mix of activities that will help them to become familiar with the teaching role and to achieve the ITT Standards. These may include activities within the class teacher's lessons, teaching complete lessons under supervision by the class teacher and teaching unsupervised. Wherever possible, trainees should be given opportunities for initial success in the classroom.

Mentors should not timetable trainees for classes on times set out in the PGCE Secondary Handbook for attendance at university. Trainees will find it useful to participate in the pastoral system, for example by working with a form teacher, and to contribute to the life of the school in other ways, for example through extracurricular activities.

Under no circumstances should trainees be asked to take responsibility for supervisory duties or to take cover lessons for absent colleagues.

10] Tutor visits to school and college

Guidelines for Mentors on Tutors' Visits

The main purposes of tutors' visits are as follows:

- ✓ To share lesson observation and subsequent feedback, including debriefing and written feedback, with the mentor or class teacher;
- ✓ To monitor the trainee's progress;
- ✓ To continue relevant aspects of mentor training;
- ✓ To contribute to moderation of mentors' assessments of trainees.

The usual form of a tutor's visit will be as follows:

- 1] The tutor discusses the scheme of work relating to the lesson to be observed with the trainee, and if possible with the mentor.
- 2] The tutor and mentor observe the trainee's lesson. Both tutor and mentor complete written lesson observation reports, or notes for these.
- 3] After the lesson, the trainee evaluates the lesson with the mentor, and the mentor gives feedback, identifying strengths of the lesson and setting targets for the trainee.
- 4] The tutor comments on strengths and areas for development.
- 5] Mentor and tutor each give the trainee a copy of their written lesson observation reports.
- 6] Tutor and mentor discuss the trainee's progress, together with any other training issues that emerge, including attainment of ITT Standards and grading of trainees against criteria for lessons.

Where possible, tutors try to arrange visits times when the mentor is likely to be free, for example when the trainee is teaching one of the mentor's classes. However, this cannot always be done, and mentors are asked to make cover arrangements so that they can be available to share lessons and debriefings. If it is not possible for the mentor to be available, the class teacher should share the lesson observation, conduct the debriefing and discuss the trainee's progress with the tutor.

Colleagues should check that proposed visits do not coincide with school trips, work experience and so on, and let the relevant tutor know as soon as possible if any problems arise.

Wherever possible, tutors try to inform colleagues of visits in advance. However, a trainee may expect a visit at any time when she or he is expected to be on the school or college premises

11] Mentors' end of placement Progress Report

Since mentors' end of placement progress reports are used as a basis for setting targets and planning trainees' development at each stage of the course, and as a source of information for references, it is important that they are completed in detail and in a positive but candid way. Trainees should have the opportunity to see and discuss the report before it is sent to the university department. Any issues causing concern should be addressed before the end of the practice, and tutors should be informed so that remedial action can be taken. Copies of the form for progress reports can be found in trainees' RoADs.

Extracts from trainees' progress reports may be included in references to support trainees' applications for teaching posts.

Features of some of the most useful and effective progress reports are as follows:

- 1] Comments give colleagues, and trainees themselves, clear indications of the trainee's achievements, strengths, shortcomings and areas for development.
- 2] Comments reflect regular dialogue with the trainee and close observation of the trainee's development as a teacher over the period of the school or college experience. This ensures that all aspects of the trainee's main achievements are acknowledged and that shortcomings and areas for development are identified accurately.
- 3] Comments in each section cover a range of aspects or issues. For example, comments may mention the trainee's classroom manner and presence, questioning skills, the range of teaching methods attempted, differentiation and concern for individual students.
- 4] Shortcomings are stated candidly and professionally. Where possible, comments are agreed between mentor and trainee before the report is completed. If disagreements cannot be resolved, the report reflects the professional judgement of the mentor. Trainees are entitled to write a self-evaluation for inclusion in their RoAD.
- 5] Trainees particularly value developmental targets as well as curriculum coverage targets. For example, Monitor students' understanding and take remedial action where necessary as well as gain further experience of teaching AS/A Level.