

**The University of Manchester**

**Manchester Institute of Education**

**Secondary PGCE**

**MATHEMATICS Handbook**

## Welcome to the Secondary PGCE MATHEMATICS Course

A warm welcome to the PGCE Secondary Mathematics course at Manchester University. We are very excited to be working with you next academic year.

We believe that your choice to join the teaching profession will bring you lots of happiness and we are confident you will thoroughly enjoy the next 9 months. However we would like you to be prepared to the fact that the course is very demanding and it will challenge you in many ways. Please prepare the people in your life for the fact that you will not have as much time for them next year. You will often find yourself working very late and having very little time left in the evenings and at weekends. You will still be a student but you will be expected to behave like a professional in school. Of course we will be there to support you every step of the way and encourage you to achieve your potential. We are very proud of the course and fully committed to your development.

Before the course starts we would like you to do the following:

Send Rosa a copy of your CV ([rosa.archer@manchester.ac.uk](mailto:rosa.archer@manchester.ac.uk)).

**Please let us know of any individual needs or disability so we can support you in the best possible way.** We will be more than happy to make adjustments to support you. As well as the support from your tutors you can register with the Disability Advisory and Support Service (DASS) at the University of Manchester. You can find further information at [www.dass,manchester.ac.uk](http://www.dass,manchester.ac.uk) or contact the on dass@manchester.ac.uk or 01616 275 7512.

**The PGCE Mathematics team**

**Rosa Archer** Team Leader Secondary Mathematics PGCE (PhD, MSc, BSc (Mathematics and Physics), QTS.) **rosa.archer@manchester.ac.uk**

Rosa has many years teaching experience in both the secondary and sixth from sector and was graded outstanding on two occasions by Ofsted.

Rosa graduated in Mathematics and Physics from the university of Rome. She completed a PhD in Pure Mathematics, Algebraic Topology at the University of Warwick. Before taking a post as a PGCE lecturer at St Mary’s University in Twickenham Rosa was a head of department in a sixth form college in Reading. On this occasion Rosa guided the department to move from an Ofsted grade 4 to grade 2 in the space of two years. Rosa moved to Manchester in 2011 where she took the post of Team Leader for the Secondary Mathematics PGCE, she also teaches a year 3 course in the school of mathematics and on the Subject Knowledge Enhancement Course.

Rosa is passionate about mathematics and about teaching. All of her research is aimed at making the learning experience a good one for young people as well as teachers.

Currently Rosa is researching Lesson Study (a professional development technique for teachers) in the context of Initial Teacher Education.

She has also worked with an international team researching issues related to subject knowledge for mathematics teaching.

**Simon Mazumder,** Secondary PGCE Visiting Lecturer in Mathematics.  **[SMazumder@aggs.bfet.uk](mailto:SMazumder@aggs.bfet.uk)**

Simon is an experienced maths teacher and is currently a Maths Hub Lead (NW1), an accredited National Mathematics Lead in Education and an assistant head teacher at Altrincham Grammar School for Girls and the Alliance for Learning Teaching School. Previously he has been a Head of Department, a Local Education Authority Maths Advisor and has lectured for the Open University and regularly carries out workshops for both local Universities in Manchester. He also works on collaborative projects with Nottingham, Plymouth and Reading Universities.

As a Specialist Leader of Education (SLE) Simon has worked successfully on a number of National Collaborative Projects, including the highly acclaimed Multiplicative Reasoning and Lesson Study. Simon is particularly interested in deepening mathematical knowledge through problem solving.  Simon has been recognised for his outstanding contribution as an SLE by the Minister of Education. He has successfully carried out a number of School improvement projects taking schools from special measures to outstanding in both primary and secondary phases.

Simon is acknowledged as having expertise in developing problem solving in mathematics particularly in the recent developments of: The new primary curriculum, the new maths GCSE specification and the newly revised A level. Simon has been developing schemes to help develop the delivery of GCSE re-sits in FE colleges. With non-differentiated learning and developing Teaching for Maths Mastery a key focus of his current work. Simon has delivered workshops at both the MA and BCME conferences and also facilitates workshops for The Princes Trust Teaching Institute.

**Siân Morgan**, Secondary PGCE Lecturer in Mathematics. (MSc in Educational Research, PGCE, BSc (Hons) in Mathematics) **sian.morgan@manchester.ac.uk**

Siân taught for several years in various secondary schools across Greater Manchester. Following this, she continued to share her passion for mathematics teaching as a mathematics consultant for a local authority.

Since 2011, Siân has been part of the secondary mathematics tutor team at the University of Manchester and currently leads the Educational Professional Studies (EPS) element of the course. In 2015 she was awarded an MSc in Educational Research with lesson study as the main research focus.

Her current research interests continue to involve lesson study, but also professional development and mathematical pedagogy.

She is also a CPD trainer and facilitator who works closely with the NW1 Maths Hub (having previously worked at the school). She supports colleagues in school and has delivered courses, in addition to NW1 Maths Hub, to NCETM and the Prince’s Teaching Institute (PTI).

**David Swanson**, Secondary PGCE Lecturer in Mathematics (PhD in Educational Research, PGCE, MA and MSc in Mathematics). **david.swanson@manchester.ac.uk**

Following an MA in Mathematics and an MSc in the Mathematics of Non-Linear Models, David completed his PGCE in Secondary Mathematics at The University of Manchester. He taught mathematics for 15 years in further education before returning to the University, gaining his PhD and joining the PGCE course as a tutor.

Alongside his work on the PGCE he is heavily involved in developing and delivering professional development courses for mathematics teachers with the NW1 Mathematics Hub, alongside work on research projects at the University. Projects he has been involved with include; Teleprism, The Royal Society Vision project, NCETM’s Multiplicative reasoning project, an ESRC IAA Q-Step/Core Maths, and a project on mathematics anxiety for the British Academy.

His main research interests are in the theory and practice of mathematical concept development and pedagogy using a Vygotskian framework; lesson study; and social issues in mathematics education from a critical perspective. As well as publishing on these themes he tries to bring the understanding developed through his research into the PGCE course in forms that are practical for the classroom.

**The Secondary PGCE MATHEMATICS Course**

The university will orchestrate the different aspects of your initial induction into teaching but it does more than this; it provides an academic and theoretical basis for teaching. Without a base of theoretical knowledge about teaching, learning and education more generally, the act of teaching could be reduced to something that could be carried out by a technician.

The University of Manchester secondary mathematics education team believes that mathematics is an exciting and creative subject and that learners construct their own understandings through working collaboratively on engaging, challenging tasks, and reflecting on their experience. We intend to model good practice during the course and therefore all mathematics elements of the course use investigative and problem solving approaches, make connections, encourage reasoning and proof, exploit ICT and draw on the historical and cultural roots of mathematics. Our main aim is to help you attain a high degree of competence as a teacher of secondary learners and to develop an enthusiastic and effective approach to the teaching of mathematics and to give you the experience and skills needed to address educational disadvantage and support children off all cultures and backgrounds.

It is important that you do not feel that theory and practice in education are two separate entities. Each informs the other and each has an important role if teaching is to be acknowledged as a great profession – and what could be more important than the education of young people in preparation for playing a full role as adult citizens and workers in society? No doubt, at many times over the PGCE year and beyond, your immediate concern will be with how to work with your particular students in your particular classroom. In fact, you will have many opportunities to focus very much on this when working with your mentor and other colleagues during your teaching practice in partnership schools/colleges. Some of the challenges you will face can and should, however, be informed by more general ideas relating to practice, which in turn are informed by more ‘abstract’ theories about teaching and learning and in some cases education more generally.

During the university session we will share experiences of different placements with each other to help you make sense of your role as a teacher in a range of contexts. We will guide you to reflect on your work in disadvantaged context and help you develop the ability to reflect on how to close the gap between different groups of children and support disadvantaged children. We will also develop your ability to create an inclusive classroom and support SEND learners.

Taking on other **paid regular work** is very strongly discouraged since it would be almost impossible to manage.

**Overview of the year ahead:**

**University sessions**

The mathematics Specialist Subject Studies sessions you will attend in university focus on the following main themes:

Your own mathematical development

Teaching and learning mathematics

Planning and evaluating effective mathematics lessons

Policies, frameworks and structures.

Although each session will be primarily focused in one of these areas it will not be exclusively tied to a particular theme. For example, it is not possible to think about planning a series of lessons about a mathematical concept such as ‘proportion’ without considering how students learn about such ideas and the likely misunderstandings or alternative conceptions they may have.

Below is a brief description of, and rationale for, each theme.

**Your own mathematical development**

The PGCE mathematics programme is not designed to teach you mathematics for its own sake but there are many opportunities to enhance your mathematical knowledge and understanding and to see how to use what you know effectively in the classroom.

You will take an active part in sessions that consider mathematics as an investigative activity, require mathematical explanation and proof, include mathematical modelling and practical work in mathematics. If you do not love mathematics enough to want to work on it yourself you are not likely to be able to inspire the children in your classroom.

On the first day of the course will provide you with a Subject Knowledge Workbook. The workbook will help you explore your own mathematical understanding as well as the pedagogy of mathematics. You are expected to work on this in your own time and, if necessary, to review your progress with your tutor during tutorials.

**Teaching and learning mathematics**

This theme is at the very heart of the course. On the course, you will work on ways of getting mathematics across to those who may not love it as much as you do, who perhaps have had negative experiences of learning mathematics and who do not see the relevance of mathematics to real life or to the world of work.

You will consider simple mathematical ideas in greater depth than you have found necessary in the past and start to develop ideas about how you might teach such topics.

You will consider theories of learning, including those specific to mathematics, discuss how these can inform your teaching and gain understanding of why students may struggle with important mathematical concepts and how they develop (and overcome) mathematical misconceptions.

**Planning and evaluating effective mathematics lessons**

In this part of the course, you will consider some very practical issues which are great concern at the outset of your PGCE year. For example:

How do you plan individual lessons and series of lessons so that students learn what you set out to teach? How do you know what they have learnt and what you should do next? How do you provide for a variety of individual needs in the classroom? How do you ensure that, as a result of your planning, student misbehaviour is minimised? How do you harness technology to improve student learning?

A strong emphasis will also be placed on evaluating lessons. In order to develop as a reflective practitioner you will be required to be analytical of your practice and to evaluate every lesson you teach and to identify both successes and areas for development. You will be asked to highlight what worked with a particular class and to be able to explain why it worked; equally you should be able to highlight what didn’t work and to develop strategies for improvement. Only by being a reflective practitioner will you be able to continually improve your practice even after you have completed the course.

**Policies, frameworks and structures**

As a student whilst at school/college yourself you were probably unaware of the national and local issues that influence the day-to-day work of teachers. For example, you need to find out about the National Curriculum, how it developed and how it is assessed.

For details of the university session see the programme of study available form Blackboard.

**University days during teaching practice**

These sessions have two main purposes:

i. perhaps most importantly, they act as a support structure allowing you to meet tutors and colleagues on the course to discuss your experiences of teaching practice.

ii. they allow tutors to continue to have input to develop your ideas about teaching and learning. Days may focus on how you might teach a particular topic in mathematics and you will be able to bring your experiences in school or college to add to discussions, or they may focus on preparing you for an assignment.

We recognise that sometimes the lessons that you have to teach the next day, perhaps with a challenging class, may be most pressing. However, it is important that you are able to put these to the back of your mind as taking an active and full role in these university sessions will assist you in developing more interesting lessons in both the immediate and the long term future.

**Tutorials and individual support**

There are many opportunities for you to discuss your individual development with your university tutor.

Most obviously there are timetabled individual tutorials at four key points during the year (before each placement and at the end of the course). During these, your tutor will check on your progress and monitor your paperwork, particularly checking that your RoAD is up to date and documents your progress in all aspects of the course. You should be reflecting on your individual needs and discussing ways of addressing these needs with your tutor.

There is some flexibility in the programme to allow for request sessions to be included and to give input on current issues – please make your needs known!

The other occasions on which you will spend some considerable time talking to your tutor about your progress and development are when your tutor visits you during teaching practice. You will also share Friday reflection with your tutor at the beginning of the first placement. The Friday reflection will help you get used to use the Teachers’ standards and to reflect on your practice. Take advantage of these opportunities for individual development.

**The buddy system**

Each term you will be encouraged to work with a buddy. Your buddy will be another trainee on the course who is placed in a school not too far from you. You will be encouraged to visit your buddy at least once during the course. Past trainees have reported this to be a very valuable experience. Some trainees have found it beneficial to fill in a formal lesson observation during such visits. Please try and organise to visit your buddy at a time when you don’t have any classes timetabled, also check with your mentor and or your professional mentor if they are happy for you to be out or for a colleague to visit you.

**SEN placement**

All of you will be offered the opportunity to work in a Special school for one of your placements. Student teachers in the past have found this experience extremely valuable; however not everybody finds this experience is for them and it is important that you consider very carefully before applying.

**Overview of School Experience**

**Key Stages Covered**

All secondary trainees will gain an overview of Key Stage 2 in Primary School Placement (PSP). During secondary school/college placements they will gain experience of teaching Key Stage 3 and Key Stage 4 classes. They may also teach some Key Stage 5, post-16, classes.

11–16 or 11–18 Track

Trainees will either be designated as following an 11–16 teaching track or an 11–18 teaching track. This will be decided in consultation with trainees’ tutors. In order to qualify as an 11 – 18 teacher you need at least 5 hours of teaching panning and assessment at KS5.

**Placements**

Practical teaching experience is provided through two main placements. The first of these takes place during Term 1 and will normally be in an 11-16 or 11-18 school. Depending on their professional needs, trainees will normally return to their first placement during the summer term.

The second placement, which takes place during Term 2, is intended, as far as practicable, to provide a complementary environment to that of the first placement. For some trainees, Placement 2 may be in a college or SEN setting.

Tutors are responsible for allocating trainees to school placements.

**Transition Placement**

Near the end of the course, trainees spend four days in their employing school if they have been appointed to a teaching post by that time. Alternative placements may be discussed with tutors.

**Attendance and Punctuality**

Trainees are expected to attend for the whole of each school or college day. Trainees should arrive in good time and they should be ready to stay for meetings, parents’ evenings and extracurricular activities when required.

**Mentor Observations and Meetings**

Trainees’ teaching will normally be observed at least once per week during placements by the trainee’s mentor who will provide a written report. Trainees should hand in lesson plans and resources to the class teacher at least 48 hours before the lesson.

Trainees will also meet with their mentor once per week to discuss progress and to review and agree targets.

**Tutor Observations and Feedback**

Tutors normally visit each trainee once per placement to observe a lesson and give verbal and written feedback. The subject mentor or class teacher normally observes the lesson with the tutor.

Trainees should ensure that lesson plans are available for tutors and mentors. Trainees should ensure that their Teaching Files and RoADs are available for tutors.

**Addressing Problems**

If school/college-based problems arise, the first point of contact is the trainee’s subject mentor. Trainees may feel more comfortable talking with another colleague, perhaps the professional mentor.

For university-based issues, trainees should first discuss with their tutor. If problems remain unresolved, trainees should discuss with the secondary PGCE course leader.

**Record of Achievement and Development (RoAD)**

The RoAD is the central record of trainees’ achievements and progress towards the Qualified Teacher Status standards. The RoAD should contain:

* mentor/class teacher observation notes for each lesson observed;
* notes on meetings with mentors;
* tutor observation notes for each lesson observed;
* a summative report from the trainee’s mentor for each placement;
* a copy of a completed RoAD Signpost for each placement.

# School Experience Files

**Teaching File**

Trainees should keep a Teaching File for each placement. This should contain:

* schemes of learning for each class or topic taught;
* a lesson plan for each lesson taught;
* a record of work assessed, including a mark book where applicable;
* examples of pupils’ work including evidence of formative assessment.

Expectations for planning may be reduced in Placement 3 unless this is a target for development.

**School Experience File**

Trainees should keep a School Experience File for each placement. This should contain:

* background information about the school or college
* copies of key policy documents;
* background information about the English Department;
* notes from school/college-based professional studies sessions;
* details of pastoral responsibilities’
* details of extracurricular activities.

# Guidance for Lesson Observation

**Observing other teachers**

This is a key part of a trainee’s on-going professional development.

Trainees should aim to observe staff outside of the department- whom to observe might be best advised by the trainee’s mentor or Professional Mentor.

Trainees should 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 to differentiate? 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? Is this done via Churchillian oratory or more subtly?
  + 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 Mentors**

Amongst the most important relationships trainees will develop during the year are those with their mentors in schools/colleges. These are the experienced teachers who will help and guide trainees in their first steps in teaching, through to the end of the course when they 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 and expectations of trainees and themselves, but perhaps more importantly they are experienced teachers themselves and will be able to assist trainees 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 a trainee’s early steps as a teacher. It is part of his/her task to support trainees and to try to ensure that they 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 trainees can quickly improve. **At times, therefore, it may seem that much of the feedback that a trainee is getting is rather negative** – this may be the case even if a trainee is doing really doing well. This is perhaps a result of mentors and tutors wanting trainees to become as good as possible, in as short a time as possible.

For some trainees it will perhaps be the first time that they have ever had negative comments about their 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 some positive feedback for every lesson they observe – some student teachers overlook this praise and dwell on the negative. We ask that trainees try to make sure they have a balanced view being aware of the positive feedback as well as the negative.

As well as supporting trainees throughout the teaching practice with them, we ask mentors to write a summative report at the end of each term. The summative document (in the RoAD) should be the basis of discussions during each teaching practice to help trainees and their mentors to set targets for development. Advice about writing reports are given to mentors.

# Weekly mentor meeting

Trainees should expect to have a timetabled weekly meeting with their mentor that lasts approximately one hour. Trainees are asked to let us know immediately if they are not getting this. We expect that trainees will have some quality time set aside each week which they will use to focus on their individual development. 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 focussing on the detail of teaching particular classes or even individual students without considering the ‘bigger picture’. An important question trainees should 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 trainees are expected to do and each term will expect trainees to discuss with them which of these they will carry out and how the experience that term can assist you.

## Summary of Key Roles and Responsibilities

In order to ensure trainees 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 | * Provide overall commitment and structure to facilitate effective ITE in school or college |
| Professional mentor \* | * 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 \* | * 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 | * 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 trainees receive the best support, training and outcomes as they enter the profession. The course directors and partnership lead will maintain a broad overview of trainees’ progress and the course impact as a whole.

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| Who? | Key roles |
| Programme director | * 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) | * 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 | * 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 \* | * 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.

We ask that trainees are wary of their own use of social media and consider their security settings carefully- trainees can be sure some savvy students will be trying to find their 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, trainees should check the Safeguarding policy at the institution and speak to their 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. Trainees can set up a ‘group’ of 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.