

**Faculty of Arts**

**Creative Industries**

**and Education**

**Department of Education**

**PGCE Post-Compulsory Education and Training**

**Professional Development Portfolio**

**Academic Year 2013 – 2014**

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| **Trainee Name:**  **Subject Specialism:**  **University Tutor:**  **Curriculum Mentor:** |

**Introduction to your Professional Development and Practice (PDP) Portfolio**

A key part of your training and development as a teacher is the tracking of your progress against the Teachers’ Standards (LLUK 2007) and the identification of the evidence to support that progress. It therefore forms what LLUK refers to as an ‘individual learning plan’ (ILP).

Training to become a teacher can be extremely challenging; a former trainee described her PGCE year at UWE as 'the hardest she had ever worked'. One of the factors that contributes to the sense of challenge is the fact that the education environment is a very dynamic one. The profession requires flexible, reflective and transformational teachers who are willing and able to adopt a constructively critical approach to their ongoing development. Your Professional Development and Practice (PDP) Portfolio will be an important tool in the management of your own development as a teacher.

You will be expected to use your PDP portfolio at regular points during the PGCE and to complete a range of tasks that will allow you, your University Tutor (UT) and Curriculum Mentor (CM) to support your development as a teacher.

**Preparation Task**

Set up an A4 ring binder file (with 10 sections) and label it Professional Development and Practice Portfolio. Place this booklet in the file. The Contents List (FT3) provides a guide to the required structure and maintenance of your PDP portfolio. You should be assiduous in this maintenance so that the tracking of your progress is a thorough and ongoing process. There are two formal assessment points for this portfolio in UTXGTK-15-3 and UTXGTL-15-3 (Comp B). It should also be available for ongoing morning at placement and will be a key document in your observations for these two modules (Comp A).

**The Role of your University Tutor and Curriculum Mentor is laid out more fully in the Handbook:**

Your **University Tutor** will meet with you on at least three occasionsover the PGCE. These meetings are identified as Tutorials/Training Review Points and are key to your ongoing development. It is an opportunity to reflect on your observation, overall placement progress and identify clear targets for future development. Your UT has the responsibility, with your subject Programme Manager, to ensure that you are reflecting on your progress in a systematic way and that you are identifying evidence for your progress in meeting the Teachers’ Standards. They will also write your reference to support your job applications for your first teaching post and a blank Reference Form is included in this PDP for you to complete and pass to your UT by the end of January (FT20).

The **Curriculum Mentor** is the member of staff in your placement who takes responsibility for your training and development whilst you are there. They will:

1. manage initial teacher training within the placement to ensure that all trainees have access to appropriate observations, training opportunities and support as specified in the programme documentation;

* brief the trainees on the institution’s policy and practices in relation to health and safety, child protection and safeguarding duties;

1. support, develop and challenge the trainee(s) subject knowledge for teaching sessions
2. hold a regular sessions with the trainee(s) as set out in the handbook (Appendix 2);
3. be responsible for the assessment of all UWE trainees against the 2007 Teachers’ Standards and setting/agreeing regular SMART targets and monitoring progress in these;
4. monitor each trainee’s development of National Minimum Core and provide assistance in associated target setting and action planning;
5. communicate with the University via the Partnership office if there is serious concern about the progress of a trainee;
6. ensure that all documentation required from the placement is appropriately completed on schedule;
7. communicate with the University in response to evaluation feedback and implement associated action plans to further develop the quality of training provision;
8. support the trainee in working towards their research proposal and data collection (UTXGTH-30-M/3 and UTXGTJ-30-M/3);
9. attend mentor training and development sessions to support their work with trainees.
10. monitor the Teaching Files and assessment records of the trainee(s);

**Lesson Observations**

The Subject Mentor (SM) and UWE Subject Tutor (ST) are both required to observe the trainee working with young people on a number of occasions throughout the course, and give formative verbal feedback, plus written feedback using the Lesson Observation Feedback form.

* The Subject Mentor will give the trainee advance notice of a formal observation of learning.
* The UWE subject tutors will arrange visits, in advance.
* UWE tutors and mentors will undertake a co-observation on the first visit wherever possible.
* Trainees will frequently get informal feedback from other teachers and give feedback to/ receive feedback from peers.
* Being observed and receiving formative feedback should be viewed as a positive experience; it is an opportunity for the trainee and observer to experience a common event, which then forms the basis for the discussion which follows.
* A trainee could ask for feedback on one particular aspect of a lesson, for example voice projection, explanations or where a new approach or resource has been trialled.
* Any observation and feedback is likely to be helpful in that it encourages reflection on what happened and identifies aspects of the lesson that worked well or those that did not work quite as expected.
* This cycle of experimentation, feedback, reflection and subsequent action planning will help the trainee to develop into an effective practitioner.
* Feedback should include reference to trainees’ developing subject knowledge
* In addition to the formal observations, the trainee will be asked to video record one session for review with the UT at the mid-point in the year (Feb-March). This review will take place at UWE and form part of the Training Review meeting. This process is intended to monitor progress and help with action target setting for the PDP portfolio.

**During placements you are required to maintain your Portfolio** for all planned teaching activities. The purpose of this file is to help you to maintain a high standard of teaching by means of thoughtful planning, systematic record keeping and careful evaluation. It will also enable tutors, mentors and external examiners who may observe your classroom work to see individual lessons in the context of previous work and future plans.

Detailed guidance for planning schemes of work and individual lessons will be provided in UWE based sessions and templates are available from the Partnership Documentation online. **For formal observations please use the UWE paperwork.** Otherwise it may be more appropriate to use your placement proformas, but please check with the UWE Programme Manager to ensure they are sufficiently robust for our purposes.

**Confidentiality**

Although your files are working documents, they also inevitably contribute to judgements made about professional competence. You must therefore be prepared to make them available at all times, and would be well advised to ensure that they are well organised and able to be easily read. However, they are confidential between you, the staff in the placement and your UWE tutors. The teaching file may be discussed or shown to others, for example an Ofsted inspector, only with your permission. You are strongly advised not to include anything in the file which could be construed as breaking the confidentiality of information which they have been given, or which could offend the sensitivities of others.

**NB The names of schools or colleges, teachers or children, should always be kept anonymous in assignments.**

**Applying for teaching posts**

Guidance will be given by the UWE Creers service, PCET tutors, UTs and your CM from Christmas onwards. The paperwork your are collating will contribute towards a body of evidence which is an invaluable document to take to interviews. As your confident grows you are strongly advised to seek a wide range of experience which will equip you with the knowledge and skills needed for successful job applications. This includes taking lessons across a range of subjects/units and levels/ages.

**University Reference**

Trainees should include the University as one referee cited as follows:

The PGCE PCET Programme Manager

Department of Education (S Block)

University of the West of England

Frenchay Campus

Coldharbour Lane

Bristol BS16 1QY

If asked for an email address trainees should quote:

[SIRT@uwe.ac.uk](mailto:SIRT@uwe.ac.uk)

Requests for references addressed as above are dealt with immediately, during both term and vacation time.

Trainees should **NOT** give either a UT’s or CM’s name as this could well result in a long delay.

**Industrial Action**

During all placements trainees are responsible to the CM, and should in these circumstances be guided by his/her advice. Trainees will not normally be required to undertake any duties which would interfere with colleagues' industrial action. UTs will, of course, discuss individual problems with trainees and/or staff in the placements. Should particular difficulties be encountered, trainees should follow the CM’s advice but also contact the Programme Manager.

Trainees may be assured that where assessment is involved, due allowance will be made for any disruption of work due to circumstances beyond their control.

**Appendices - PGCE PCET PDP Portfolio and Assessment Paperwork**

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**FT1**

All the forms and documents listed below are available online (without a login or password) in our Partnership Documentation

**The paperwork listed below helps guide and structure learning and assessment through the programme. Some forms are just for the trainee, tutor or mentor. Others are for all to use. Hard copies are enclosed in this pack. The PGCE PCET handbook and forms are also electronically available.**

|  |  |
| --- | --- |
| **FT2** | Form for trainee to give the tutor at the start of each term with teaching timetable |
| **FT3** | PDP Portfolio Contents List |
| **FT4** | Signed record of observations of trainee’s teaching; kept by trainee |
| **FT5** | Record of tutorials between trainee and mentor – kept by trainee |
| **FT6** | Trainee’s log of first 75 teaching hours required for UTXGTK-15-3 |
| **FT7** | Trainee’s log of 75 teaching hours required for UTXGTL-15-3 |
| **FT8** | Session plan for trainee to complete before a teaching session |
| **FT9** | Open feedback form for use by tutor, mentor and peer observers of teaching |
| **FT10** | Professional Standards aide-mémoire |
| **FT11** | Structured Practical Teaching feedback form for observers (including Grade descriptor guidance for tutors and mentors) |
| **FT12** | Post session self appraisal form for the trainee to fill in after an observation |
| **FT13** | Mentor and Tutor’s early Spring term pass/fail summary report on trainee |
| **FT14** | Mentor and Tutor’s Summer term pass/fail summary report on trainee |
| **FT15** | Introduction to the assessment for UTXGTK-15-3 & UTXGTL-15-3 and presentation of PDP Portfolio Section 8 |
| **FT16** | Trainee’s initial personal needs analysis and |
| **FT17** | Individual Learning Plan |
| **FT18** | Trainee’s reflective log for completion up to the Microteach for UTXGTG-30-3 (Comp A) |
| **FT19** | Additional Assignment submission Form |
| **FT20** | Reference Template |



**FT2**

**PGCE PCET TEACHING SCHEDULE**

**PROGRAMME MODULES** Professional Development and Practice UTXGTK15-3 & UTXGTL-15-3

**This termly teaching schedule is to be filled in as appropriate at the start of each term and copies returned immediately to your university tutor (and, if appropriate, Curriculum Mentor), to facilitate teaching observations.** Even if you do not as yet have any exact dates please say so and return the form part filled.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Name:** | **Address & tel no. of placement:** | **Subject:** | **E-mail:** | **Home and Mobile Tel.** |
| **Home Address:** | **Autumn**  **Spring**  **Summer term**  **(underline as appropriate)** | **Name, tel and email of curriculum mentor** | | |

|  |  |
| --- | --- |
| Dates and Times | Names of Classes, Sites and Room numbers (please attach maps, if they might be helpful): |
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FT3 PDP Portfolio Contents List

**Aim:** The purpose of the file is to assist orderly development in practical teaching and to facilitate and provide evidence of progression, specifically in fulfilling the LLUK criteria. It will contribute to the evidence required for meeting these criteria in the final assessment of practical teaching (UTXGTK-15-3 & UTXGTL-15-3) and must be available on demand.

**Structure**: The file must be secured in an indexed ringbinder. This must bear a title page clearly marked **PGCE PCET Professional Development & Practice Portfolio** with your name, teaching subject and placement college. All the forms needed are in this pack and are available online (Partnership Documentation). The file will be organized into the following labelled sections:

**1. THE CURRENT OBSERVATION** Include for this:

* Completed UWE pro forma lesson plan for the lesson (form FT8)
* Copies of handouts or other lesson materials for this lesson.
* The relevant scheme of work.
* Plans of all previous lessons taught by you in this scheme.
* Student profiles.

**2. PREVIOUSLY OBSERVED LESSONS** Included here should be the following records for all previous sessions which have been observed by the mentor, university tutor and peer observer for practical teaching module UTXGTK and UTXGTL-15-3

* Observer feedbacks (forms FT9, 10 and 11)
* Relevant extracts from any overarching schemes of work to which lessons relate
* Lesson plans (form FT8)
* Post lesson self appraisals (form FT12)
* *Optional: examples of copies of handouts or other lesson materials for these lessons*

**3. MENTOR MEETINGS** Records of all tutorials with the mentor (form FT5).

**4. UNIVERSITY TUTOR MEETINGS** Records of all tutorials/Training Reviews with the university tutor (form FT5).

**5. RECORD OF PRACTICAL TEACHING OBSERVATIONS** The ongoing record of visits by UT, mentor and peer, which should be signed and up to date (form FT4).

**6. TEACHING LOG** The ongoing log of teaching hours (form FT6 or FT7).

**7. TEACHING TIMETABLE** A summary timetable of your teaching for this and previous terms (form FT2 or similar).

**8**. **PROFESSIONAL DEVELOPMENT RECORD** **(PDR)** See other guidance and the Module Specification for UTXGTK-15-3 and UTXGTL-15-3 (comp B). Clearly separate this section from the rest using a labelled sub-divider or similar. As the course progresses and your documentation grows, you may need to use a separate folder for this section.

**9. Feedback from micro teaches for UTXGHG-30-3 and UTXGTH-30-M/3**

**10. RESEARCH** Include here any ideas, discussions or notes relating to your research project title (UTXGTH-30-M/3 and UXTGTJ-30-M/3)

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## FT4 Teaching File Record of Practical Teaching Visits

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| --- | --- | --- | --- | --- | --- |
|  | **Date** | **Time** | **Teaching File seen and up to date** | **PDR seen and discussed** | **Signed by Observer** |
| **Uni Tutor Visit Term 1** |  |  |  |  |  |
| **Uni Tutor Visit Term 2** |  |  |  |  |  |
| **Uni Tutor Visit Term 3** |  |  |  |  |  |
| **Uni Tutor extra visit?** |  |  |  |  |  |
| **Uni Tutor extra visit?** |  |  |  |  |  |
| **Mentor Term 1 Visit 1** |  |  |  |  |  |
| **Mentor Term 1 Visit 2** |  |  |  |  |  |
| **Mentor Term 2 Visit 1** |  |  |  |  |  |
| **Mentor Term 2 Visit 2** |  |  |  |  |  |
| **Mentor Term 3 Visit 1** |  |  |  |  |  |
| **Mentor Term 3 Visit 2** |  |  |  |  |  |
| **Mentor extra visit?** |  |  |  |  |  |
| **Mentor extra visit?** |  |  |  |  |  |
| **Peer Visit 1** |  |  |  |  |  |
| **Peer Visit 2** |  |  |  |  |  |
| **Peer Visit 3** |  |  |  |  |  |



FT5

UNIVERSITY TUTOR / MENTOR TUTORIAL RECORD FORM

(\*please delete as appropriate)

To be completed by trainee and agreed by \*UT/mentor at the end of each tutorial.

NAME OF TRAINEE: ………………………………………........... TIME: ……………………….

NAME OF UT/MENTOR: ……………………………………….……… DATE: ………………………

Tutorial no. 1, 2, 3, 4, 5, 6 (Ring as appropriate and/or continue numbers)

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| REVIEW OF PROGRESS ON PREVIOUS ACTION TARGETS :  THIS WEEK’S’ HIGHLIGHT: | |
| NOTES OF CURRENT DISCUSSIONS :   1. Teaching: methods and arrangements (Observations since last visit) 2. Knowledge and skills in the teaching subject 3. Professional Development Record (including National Minimum Core skills) 4. Other | |
| ACTION TO BE TAKEN  BY TRAINEE: | ACTION TO BE TAKEN  BY UT/MENTOR : |
| Initialled by Trainee: | Initialled by UT/Mentor: |

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**FT6**

# PGCE (PCET) TEACHING LOG FOR UTXGTK-15-3 (75 HOURS TO BE RECORDED). THIS LOG SHOULD BE KEPT IN YOUR TEACHING FILE, COPIED AS NECESSARY, UPDATED AND SHOWN TO YOUR UNIVERSITY TUTOR AT EACH OBSERVATION.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Times** | **Institution** | **Title of Course**  **(Module)** | **Student Group**  **(Course/Year)** | **Lesson Title** | **Course Leader/**  **Manager** |
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# FT7

# PGCE (PCET) TEACHING LOG FOR UTXGTL-15-3 (75 HOURS TO BE RECORDED). THIS LOG SHOULD BE KEPT IN YOUR TEACHING FILE, COPIED AS NECESSARY, UPDATED AND SHOWN TO YOUR UNIVERSITY TUTOR AT EACH OBSERVATION.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Times** | **Institution** | **Title of Course**  **(Module)** | **Student Group**  **(Course/Year)** | **Lesson Title** | **Course Leader/**  **Manager** |
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| **FT8 SESSION PLAN** | | | | | **Name of teacher:** | | | | |
| **Course and year:** | | | | **Module/unit:** | | | **Topic:** | | |
| **Date/week no:** | **Start time:** | | | **Duration:** | | | **Location:** | | **No. learners:** |
| **Context for this session** (e.g. group profile, special needs of learners, learners’ relevant prior knowledge/experience) | | | | | | | | | |
| **Rationale** **for approach and strategies to be used this session** (why are you using this approach/strategy? e.g. points arising from previous session evaluation, response to individual/group needs of learners, awarding body requirements etc.) | | | | | | | | | |
| **Formal/summative assessment (longer term):** | | | | | | | | | |
| **Aim(s) of this session:** | | | | | | | | | |
| **Differentiated learning objectives (number these\*)**  At the end of the session ALL learners will be able to: At the end of the session SOME learners will be able to:  1. 1.  2. 2.  3. | | | | | | | | | |
| **Health and Safety considerations:** | | | **Equality and Diversity considerations:** | | | | | **Sustainability considerations:** | |
| **Use of ILT/ICT** | | **Functional/Key Skills to be embedded in the session:** | | | | **How does the session take account of relevant policies/codes of practice e.g ECM/Youth Matters?** | | | |

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| **TIME** | **CONTENT/TUTOR ACTIVITY** | **LEARNER ACTIVITY** | **LEARNING OBJECTIVE NO.\*** | **ASSESSMENT METHOD** | **RESOURCES** |
|  |  |  |  |  |  |
| **MEMORY JOGGER - brief review of session to be completed shortly afterwards e.g. during debrief with observer** | | | | | |

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|  | FT9 - LEARNING OBSERVATION OPEN FEEDBACK FORM This is for ‘as it happens’ feedback during observed sessions and is to be used together with the Structured Feedback Form. |

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| --- | --- |
| Name of observed teacher |  |
| Location  (Establishment and room) |  |
| Class |  |
| No of students |  |
| Subject of session |  |
| Date and time of visit |  |
| Name of observer |  |
| Role (Please circle\*) | Mentor, UT, Peer or other\* |

***Please tick aspects commented on*** : Professional values and practice Planning for learning Learning and teaching Specialist learning and teaching Assessment for/of learning Access and progression Issues for future development National minimum core skills Equal opportunities

**Signed**

*Please note there is a continuation sheet available if necessary. A copy of this completed form should be given to the observed teacher as soon as possible after the observation. The observer should retain a copy. Please ensure that all copies are legible.*

|  |  |
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|  | LEARNING OBSERVATION OPEN FEEDBACK CONTINUATION SHEET No.\_\_\_\_\_\_\_\_\_ Name of Observed teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**NB Please ensure that this continuation sheet is firmly attached to the front sheet**

**FT10 TEACHING OBSERVATION FORM – Professional Standards aide-mémoire**

These professional practice standards are more likely to be observed in teaching or tutorial situations.

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| **A. Professional values and practice** |
| AP 1.1 Encourage the development and progression of all learners through recognising, valuing and responding to individual motivation, experience and aspirations. |
| AP 2.1 Use opportunities to highlight the potential for learning to positively transform lives and contribute to effective citizenship. |
| AP 2.2 Encourage learners to recognise and reflect on ways in which learning can empower them as individuals and make a difference in their communities. |
| AP 4.1 Use relevant theories of learning to support the development of practice in learning and teaching. |
| AP 6.1 Conform to statutory requirements and apply codes of practice. |
| AP 6.2 Demonstrate good practice through maintaining a learning environment which conforms to statutory requirements and promotes equality, including appropriate consideration of the needs of children, young people and vulnerable adults. |
| AP 7.1 Keep accurate records which contribute to organisational procedures. |
| **B. Learning and Teaching** |
| BP 1.1 Establish a purposeful learning environment where learners feel safe, secure, confident and valued. |
| BP 1.2 Establish and maintain procedures with learners which promote and maintain appropriate behaviour, communication and respect for others, while challenging discriminatory behaviour and attitudes. |
| BP 1.3 Create a motivating environment which encourages learners to reflect on, evaluate and make decisions about their learning |
| BP 2.1 Provide learning activities which meet curriculum requirements and the needs of all learners. |
| BP 2.2 Use a range of effective and appropriate teaching and learning techniques to engage and motivate learners and encourage independence. |
| BP 2.3 Implement learning activities which develop the skills and approaches of all learners and promote learner autonomy. |
| BP 2.4 Apply flexible and varied delivery methods as appropriate to teaching and learning practice. |
| BP 2.5 Encourage learners to use their own life experiences as a foundation for their development. |
| BP 3.1 Communicate effectively and appropriately using different forms of language and media, including written, oral and non-verbal communication, and new and emerging technologies to enhance learning. |
| BP 3.2 Use listening and questioning techniques appropriately and effectively in a range of learning contexts. |
| BP 3.3 Structure and present information clearly and effectively. |
| BP 3.4 Evaluate and improve own communication skills to maximise effective communication and overcome identifiable barriers to communication. |
| **C. Specialist learning and teaching** |
| CP 1.2 Provide opportunities for learners to understand how the specialist area relates to the wider social, economic and environmental context. |
| CP 2.1 Implement appropriate and innovative ways to enthuse and motivate learners about own specialist area. |
| CP 3.1 Apply appropriate strategies and theories of teaching and learning to own specialist area. |
| CP 3.2 Work with learners to address particular individual learning needs and overcome identified barriers to learning. |
| CP 3.5 Make appropriate use of, and promote the benefits of new and emerging technologies |
| CP 4.2 Work with learners to identify the transferable skills they are developing, and how these might relate to employment opportunities. |
| **D. Planning for learning** |
| DP 1.1 Plan coherent and inclusive learning programmes that meet learners’ needs and curriculum requirements, promote equality and engage with diversity effectively. |
| DP 1.2 Plan teaching sessions which meet the aims and needs of individual learners and groups, using a variety of resources, including new and emerging technologies. |
| DP 1.3 Prepare flexible session plans to adjust to the individual needs of learners. |
| DP 2.1 Plan for opportunities for learner feedback to inform planning and practice. |
| DP 2.2 Negotiate and record appropriate learning goals and strategies with learners. |
| **E. Assessing for learning** |
| EP 1.2 Devise, select, use and appraise assessment tools, including where appropriate, those which exploit new and emerging technologies. |
| EP 1.3 Develop, establish and promote peer- and self-assessment as a tool for learning and progression. |
| EP 2.1 Apply appropriate methods of assessment fairly and effectively. |
| EP 2.2 Apply appropriate assessment methods to produce valid, reliable and sufficient evidence. |
| EP 2.3 Design appropriate assessment activities for own specialist area. |
| EP 2.4 Collaborate with others, as appropriate, to promote equity and consistency in assessment processes. |
| EP 3.1 Ensure that learners understand, are involved and share in responsibility for assessment of their learning. |
| EP 3.2 Ensure that access to assessment is appropriate to learner need. |
| EP 4.1 Use assessment information to promote learning through questioning and constructive feedback, and involve learners in feedback activities. |
| **F. Access and progression** |
| FP 1.2 Provide learners with appropriate information about the organisation and its facilities, and encourage learners to use the organisation’s services, as appropriate. |
| FP 1.1 Refer learners to information on potential current and future learning opportunities and appropriate specialist support services. |
| FP 2.1 Provide effective learning support, within the boundaries of the teaching role. |
| FP 3.1 Provide general and current information about potential education, training and/or career opportunities in relation to own specialist area. |
| FP 4.1 Provide general and current information about a range of relevant external services. |

**(FT10 Cont)**

**These professional practice standards are less likely to be observed in teaching and tutorial situations.**

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| **A. Professional values and practice** |
| AP 3.1 Apply principles to evaluate and develop own practice in promoting equality and inclusive learning and engaging with diversity. |
| AP 4.2 Reflect on and demonstrate commitment to improvement of own personal and teaching skills through regular evaluation and use of feedback. |
| AP 4.3 Share good practice with others and engage in continuing professional development through reflection, evaluation and the appropriate use of research. |
| AP 5.1 Communicate and collaborate with colleagues and/or others, within and outside the organisation, to enhance learners’ experience. |
| AP 5.2 Communicate information and feedback about learners to others with a legitimate interest, appropriately and in a manner which encourages trust between those communicating and respects confidentiality where necessary. |
| AP 7.2 Evaluate own contribution to the organisation’s quality cycle. |
| AP 7.3 Use feedback to develop own practice within the organisation’s systems. |
|  |
| **B. Learning and Teaching** |
| BP 2.6 Evaluate the efficiency and effectiveness of own teaching, including consideration of learner feedback and learning theories. |
| BP 2.7 Use mentoring and/or coaching to support own and others’ professional development, as appropriate. |
| BP 3.5 Identify and use appropriate organisational systems for communicating with learners and colleagues. |
| BP 4.1 Collaborate with colleagues to encourage learner progress. |
| BP 5.1 Select and develop a range of effective resources, including appropriate use of new and emerging technologies. |
| BP 5.2 Select, develop and evaluate resources to ensure they are inclusive, promote equality and engage with diversity. |

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| **C. Specialist learning and teaching** |
| CP 1.1 Ensure that knowledge of own specialist area is current and appropriate to the teaching context. |
| CP 3.3 Work with colleagues with relevant learner expertise to identify and address literacy, language and numeracy development in own specialist area. |
| CP 3.4 Ensure own personal skills in literacy, language and numeracy are appropriate for the effective support of learners. |
| CP 4.1 Access sources for professional development in own specialist area. |
|  |
| **D. Planning for learning** |
| DP 3.1 Evaluate the success of planned learning activities. |
| DP 3.2 Evaluate the effectiveness of own contributions to planning as a member of a team. |
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| **E. Assessing for learning** |
| EP 1.1 Use appropriate forms of assessment and evaluate their effectiveness in producing information useful to the teacher and the learner. |
| EP 2.4 Collaborate with others, as appropriate, to promote equity and consistency in assessment processes. |
| EP 4.2 Use feedback to evaluate and improve own skills in assessment. |
| EP 5.1 Contribute to the organisation’s quality cycle by producing accurate and standardised assessment information, and keeping appropriate records of assessment decisions and learners’ progress. |
| EP 5.2 Conduct and record assessments which adhere to the particular requirements of individual learning programmes and, where appropriate, external bodies. |
| EP 5.3 Communicate relevant assessment information to those with a legitimate interest in learner achievement, as necessary/appropriate. |

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| **F. Access and progression** |
| FP 4.2 Work with colleagues to provide guidance and support for learners. |

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**FT11 PGCE PCET:** **Practical Teaching Structured Feedback Form**

Complete both pages of this brief pro forma in the final ten minutes of an observation or, if you like, shortly afterwards together with the trainee. Let the trainee keep a copy. It is designed to summarise your conclusions in a helpful way, complementing your ‘as it happens’ feedback given on the ‘Open Feedback Form’, letting the trainee know how they are doing in each of the assessed areas and what they have to work on.

|  |  |
| --- | --- |
| Name of observed teacher |  |
| Subject of session |  |
| Date and time of visit |  |
| Name of observer |  |
| Role (Please circle\*) | Mentor, UT, Peer or other\* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LLUK domains** | **Strengths** – Summarise strengths, but also include action targets to ‘stretch’ trainees where they have achieved *Good* or above. These should be carried into FT5 for discussion at the next UT/CM scheduled tutorial. | **Action targets for improvement –** These should be carried into FT5 for discussion at the next UT/CM scheduled tutorial. | **Trainee’s performance relative to normal expectation at this stage in the programme.**  *1\* = Exceptional*  *1 = Outstanding*  *2 = Good*  *3 = Requires Improvement*  *4 = Inadequate* | **Key questions - for guidance**  **PT1 refers to requirement for UTXGTK-15-3)**  **PT2 refers to requirement for UTXGTL-15-3**  *Adapted from LLUK and OFSTED (see Aide Memoire form FT24 supplied for further breakdown of domains)* |
| **Professional values and practice (A)** |  |  |  | Is trainee’s conduct with students and others appropriate? Does it meet needs of learners? (PT 1) Does the trainee show ethical professionalism and understanding of appropriate professional standards? Is there evidence of reflective evaluation in trainee’s practice? Does the trainee model and promote commitment to equality of opportunity? (PT 2) Is the session managed safely and with awareness of policies such as Every Child Matters/Youth Matters and/or other relevant legislation? (PT1 and PT2) |
| **Planning for learning (D)** |  |  |  | Is the trainee getting to know the learners and to identify their individual needs? Does the session plan meet the needs of individuals and group(s)? Is sufficient variety planned? (PT1) Are the requirements of the curriculum met? Is there sufficient flexibility to adapt to changing and diverse needs? (PT2) |
| **Learning and teaching  (B)** |  |  |  | Is there an orderly, inclusive and motivating learning environment? Does the trainee use effectively an appropriate range of teaching and learning strategies and resources? Are effective communication skills demonstrated? Are elements of essential/functional skills embedded? (PT1) Are these informally assessed? (PT2) |
| **Specialist learning and teaching (C)** |  |  |  | Does the trainee show sufficient command of their subject and its pedagogy? Do they show willingness and ability to develop this further? (PT1) Do they have a significant and up to date command of their specialist subject and its pedagogy? Are opportunities to embed essential/functional skills exploited within specialist teaching and learning? Is this fully reflected in their classroom practice? (PT2) |
| **Assessment for (and of) learning (E)** |  |  |  | Does the trainee use both formal and informal assessment appropriately? Is constructive feedback used with learners to enable progression? (PT1) Is assessment valid, reliable, and sufficient? Is any formal assessment conducted appropriately with respect to institutional and awarding body requirements? (PT2) |
| **Access and progression (F)** |  |  |  | Does the trainee ensure all learners have full access to the programme and give suitable support to help them make good progress? (PT1) Does the trainee liaise well with colleagues and others to meet the needs of learners? (PT2) |

**FT 11 (Cont) Grade descriptor guidance for tutors and mentors :**

Achievement is an overall judgement. In a best fit model, the statements describe indicative additional features of practice that are characteristic of a trainee performing at that level. They also need to be interpreted within the setting and context in which the trainee has worked.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade**  **Description:** | **Trainees’ teaching** | **Trainees’ files – Teaching File and PDR** | **Trainees’ explanations eg in tutorials** | **Trainees’ characteristics - overall** |
| **Outstanding (1)**  Trainees graded as `outstanding’ teach consistently good lessons that often demonstrate outstanding features across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their training.  **All the criteria for ‘good’ Grade and:** | always ensures that all learners make progress and are challenged  lessons invariably capture the interest of learners, are interactive and inclusive  rapport with learners - high-quality dialogue and questioning  attention to individuals and groups  monitor learners’ progress and provide detailed feedback and targets  depth of subject knowledge demonstrated  flexibility demonstrated by changing pace, approach and teaching method as appropriate  make links eg with other aspects of learners’ development/interests  fully exploit possibilities to promote learners’ understanding and appreciation of social and cultural diversity | clear and deep understanding of how to plan for progression – stages in learning, different rates of progress, dealing with barriers to learning.  evidence of monitoring and recording learners’ progress and how the outcomes are used in subsequent planning  clarity of links between learning objectives, teaching approaches and assessment strategies  show innovation eg in SoW, approaches to policies, social /cultural diversity  maintain files as working documents  show high-quality self-evaluation with clear focus on learners and setting challenging targets for their own professional development | describe the stages in progress through a topic/set of ideas and concepts/sequence of teaching  able to discuss in detail individual learners’ progress  able to use their depth of subject-specific pedagogical understanding to explain in detail why they use particular teaching approaches  wide understanding of the range of professionals that contribute to learners’ overall development | take risks when trying to make teaching interesting, are able to deal with the unexpected and ‘grab the moment’  inspire and communicate their enthusiasm to learners  have an intrinsic passion for learning  show innovative and creative thinking – lateral thinkers  have the ability to reflect critically and rigorously on their own practice to inform their professional development, and to take and evaluate appropriate actions – they are able to learn from their mistakes  take full responsibility for their own professional development  are highly respected by learners and colleagues and, where appropriate, parents/carers and employers  have the clear capacity to become outstanding teachers  demonstrate, or show the capacity to develop, leadership and management skills. |
| **Good (2)**  Trainees graded as `good’ teach mostly good lessons across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their training.  **All the criteria for ‘room for Improvement’ and:** | learners are sufficiently challenged and achieve the intended learning objectives  engage learners’ interest  creative use of resources  use a range of different assessment methods matched well to the expected learning outcomes and show an understanding of why a particular method was chosen  monitor learning and provide feedback based on the specific needs of learners  show flexibility/adaptability  understand how to overcome barriers to learning such as low levels of literacy/numeracy  work effectively with learning support and other professionals  promote understanding and appreciation of social and cultural diversity. | plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes  demonstrate their own depth of subject knowledge  clear links between expected outcomes and how progress and achievement will be monitored and assessed  lessons clearly in an appropriate sequence (SoW)  evidence of understanding the need to take responsibility for their own professional development through evaluating performance and setting challenging targets and  evidence of implementation, review and critical reflection. | can give examples of how they have secured progression for groups of learners through a sequence of lessons, including how they know that learners have made progress  able to explain why they use particular teaching and learning approaches and why these work in their subject  can give examples of working with a wider range of professionals to secure the overall development of learners  has secure understanding of the implications of Every Child Matters/YM, and social and cultural diversity, and can apply this to their own teaching. | show a willingness to try out range of approaches to teaching and learning, know how to learn from both success and ‘failure’, and know when/who to ask for support both in trying out new approaches and in evaluating how well they work  clearly understand their own role as ‘learners’ and how to ensure they achieve their own learning goals  systematically evaluate their own practice, including through its impact on learners, and take appropriate action  have the clear capacity to become good, and possibly outstanding, teachers. |
| **Room for improvement (3)**  As beginner teachers they will have had the opportunity to demonstrate achievement of all of the standards within the context of the ITE training programme, in some cases with appropriate support from experienced practitioners. It is expected that the beginner teacher will have personal and pedagogical aspirations that will be met in the context of the NQT phase and through ongoing professional development.  Trainees to be awarded QTS teach at least *satisfactory* lessons across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their training. | learners make progress and consolidate their learning  able to teach across a range of different contexts (for example, different ages, groups sizes, levels)  enable learners to progress and meet the learning expectations eg by answering Qs/response to needs  secure subject knowledge  clear expectations for learning and behaviour  manage the learning environment and resources to enable all learners to make progress  match teaching and learning activities to the intended learning outcomes  plan and use resources efficiently, including the deployment of other adults, learning support and other professionals  monitor learners’ progress and assess their achievement, and provide feedback to learners which aids their progress  begin to develop learners’ wider understanding and appreciation of social and cultural diversity. | plan lesson/s that set clear learning outcomes and indicate how the planned activities will enable learners to meet these, and how progress and achievement will be monitored and assessed – including recognition of potential barriers to learning such as low levels of literacy/numeracy  evaluate their teaching and show an understanding of the need to evaluate the effectiveness of it through the impact on learners  take some responsibility for their own professional development  take account of Every Child Matters/Youth Matters, and social and cultural diversity. | can explain  how the training has enabled them to improve their teaching  how their lesson planning fits into a sequence that will enable learners to make progress  how they monitor and assess learners’ achievements, and how this indicates that they are making progress  show awareness of barriers to learning, such as levels of literacy or numeracy, and the likely impact on their subject, with some ideas for dealing with this  knows who they should turn to for expert advice on particular aspects of learners’ overall development, specifically including child protection and safeguarding issues  demonstrates a secure understanding of Every Child Matters/YM and of social and cultural diversity. | tend to have a limited, but adequate, range of teaching and assessment strategies, but use these competently and with confidence  evaluate their own practice, including through its impact on learners, and take appropriate action  recognise that they need help with some aspects of teaching, and are willing to seek out and act on advice and guidance  show clear capacity to become competent, and in some aspects, good teachers. |
| **Inadequate (4)** | Does not meet all the criteria for “Pass” | | | |

Adapted from: Ofsted (2008) *Grade Criteria for the inspection of ITT 2008-2011 and* Implementing the revised Teacher’s Standards in Initial Teacher Education Support materials UCET and NASBTT April 2012

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**FT12** Post Session Self Appraisal Form

*N.B. letters in square brackets below refer to relevant LLUK domains*

|  |  |
| --- | --- |
| Name: | Observer: |
| Class: | Date |
| **Planning for learning [D]** (e.g. variety of methods, suitability of scheme of work, session plan, learning outcomes, selection of learning content and activities, target setting, inclusion, differentiation, improvements on previous plans) | |
| **Learning and teaching [B]** (e.g. orderliness and quality of learning environment, inclusiveness of learning activities, relevance to SOW, range and effectiveness of teaching and learning strategies and resources, communication with learners, LSAs and others, embedding of functional skills (lit/lang, numeracy, ict…), management of learners) | |
| **Specialist learning and teaching [C]** (e.g. subject pedagogy, subject-specific issues, application of the curriculum/syllabus) | |
| **Assessment for (and of) learning [E]** (e.g. use of formal and informal assessment and feedback from learners, appropriateness of feedback, satisfying requirements of awarding body/institution) | |
| **Access and progression [F]** (e.g. support for all learners, monitoring progress, liaison with colleagues to ensure learner progression) | |
| **Professional values and practice [A]** (e.g. your professional conduct, ethics, inclusivity, diversity and equality issues, professional codes of practice, quality issues, reflection on own practice, health and safety, attention to Every Child Matters/Youth Matters and/or other relevant policies) | |
| In the light of the above and taking into account the comments of the observer, I now think the session could have been improved by……… | |

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**FT13 UNIVERSITY TUTOR/MENTOR’S FIRST SUMMARY REPORT *(please delete\*)***

**Unit UTXGTK-15-3 Professional Development and Practice (1) Component A**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Trainee Teacher…………………………………………………….. Institution…………………………………..………………………………………**  **Teaching subject(s)………………………**  **Curriculum Mentor PRINT NAME………………………….………………………………….................**  **University Tutor PRINT NAME………………………….………………………………….................**  **NOTE TO MENTOR: Please pay special attention to DOMAIN C – Specialist Learning and Teaching, and sign the form at the end. Do discuss this form with the University Tutor at your link meeting and when complete please send the form to the Porgamme Manager** [**jo2.thompson@uwe.ac.uk**](mailto:jo2.thompson@uwe.ac.uk) **by the last working day in January.** | | | |
| In order to pass, trainees must have demonstrated ***the foundations of technical competence*** in all the activities listed below as related to the following domains of the LLUK professional standards. | **Fulfilled** | **Not fulfilled** | **Comments – strengths/ areas for development** |
| **Professional values and practice (Domain A)**  1. Professional conduct with learners and in liaison with appropriate and relevant parties to meet effectively the needs of learners |  |  |  |
| **Planning for learning (Domain D)**  2. Planning the appropriate use of a variety of delivery methods  3. Devising session plans which meet the aims and needs of individual learners and groups  4. Reflective practice |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **\*Specialist Learning & Teaching (Domain C)**  5. Demonstration of willingness and capacity to develop their own knowledge and skills in teaching the subject specialism |  |  |  |
| **Learning and Teaching (Domain B)**  6. Establishing and maintaining an orderly and inclusive learning environment  7. Selection and use of inclusive learning activities to enthuse and motivate learners, ensuring that curriculum requirements are met  8. Selection and use of a range of resources to promote inclusive and, where appropriate, self directed learning  9. Use of different communication methods and skills to meet the needs of learners and the organisation  10. Embedding elements of functional skills, including as appropriate, numeracy, oracy, literacy and ICT, in their subject specialist teaching |  |  |  |
| **Assessment of and for learning (Domain E)**  11. Use of feedback from learners and appropriate others in the assessment of learning.  12. Conducting and recording assessments which meet the requirements of the learning programme and the organisation including, where appropriate, the requirements of external bodies.  13. Use of a range of informal assessment methods ensuring that learners produce valid and usable evidence.  14. Communication of relevant assessment information to those with a legitimate interest in learner achievement. |  |  |  |
| **Access and progression (Domain F)**  15. Supporting learners and referring them as appropriate for further support. |  |  |  |

**Based upon ……………… formal observations of practical teaching and ……………. informal observations.**

**MENTOR : Recommended overall recommendation for Module UTXGTK-15-3 (Professional Development & Practice 1) Component A is PASS / FAIL**

**UNIVERSITY TUTOR : After consultation with the Mentor the overall recommendation for UTXGTK-15-3 (Professional Development & Practice 1) Component A is PASS / FAIL**

**UT signature ……………………………………… Mentor signature ……………………………………… Date ………………………**

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**FT14 UNIVERSITY TUTOR/MENTOR’S FINAL SUMMARY REPORT *(please delete\*)***

**Unit UTXGTL-15-3 Professional Development and Practice (2) Component A**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Trainee Teacher…………………………………………………….. Institution…………………………………..………………………………………**  **Teaching subject(s)………………………**  **Curriculum Mentor PRINT NAME………………………….………………………………….................**  **University Tutor PRINT NAME………………………….………………………………….................**  **NOTE TO MENTOR: Please pay special attention to DOMAIN C – Specialist Learning and Teaching, and sign the form at the end. Do discuss this form with the University Tutor at your link meeting and when complete please send the form to the Porgamme Manager** [**jo2.thompson@uwe.ac.uk**](mailto:jo2.thompson@uwe.ac.uk) **by the last working day in May** | | | |
| In order to pass, trainees must have demonstrated ***professional competence*** in all the following domains of the LLUK professional standards. | **Fulfilled** | **Not fulfilled** | **Comments – strengths/ areas for development** |
| **Professional values and practice (Domain A)**   1. Behaviour with students, colleagues and others consistent with an ethical professionalism and an understanding of the appropriate professional standards for teachers 2. Reflective practice and learning from experience |  |  |  |
| **Planning for Learning (Domain D)**  3.Planning the appropriate use of a variety of delivery methods  4. Devising sessions and programmes of study consistent with approved curricula and schemes of work and with the diverse and changing needs of individual learners and groups. |  |  |  |
| **\*Specialist Learning and Teaching (Domain C)**  5. Development of a reflexive command of knowledge, skills, resources, conventions and debates within the subject specialism. |  |  |  |
| **Learning & Teaching (Domain B)**  6. Establishing and maintaining orderly and inclusive learning environments.  7. Selection, development and varied use of inclusive learning activities to enthuse and motivate learners, ensuring that curriculum requirements are met.  8. Selection, development and extensive use of a range of resources to promote inclusive learning and teaching.  9. Sensitive and confident use of different communication methods and skills to meet the needs of learners and the organisation.  10. Embedding and informally assessing elements of functional skills, including numeracy, oracy, literacy and ICT, in their subject specialist teaching. |  |  |  |
| **Assessment for (and of) Learning (Domain E)**  11. Systematic use of feedback from learners and appropriate others in the assessment of learning.  12. Appropriate use of a range of initial, formative and summative assessment methods, ensuring learners produce assessment evidence that is valid, reliable, sufficient, authentic and current.  13. Conducting, and recording the recommendations of, initial, formative, evaluative and summative assessments which meet the requirements of the learning programme and the organisation including, where appropriate, the requirements of external bodies.  14. Communicating relevant assessment information to those with a legitimate interest in learner achievement. |  |  |  |
| **Access and Progression (Domain F)**  15. Liaison with appropriate and relevant parties to meet the needs of learners effectively.  16. Readiness and sensitivity in challenging discriminatory behaviours. |  |  |  |

**Based upon ………………formal observations of practical teaching and ……………. informal observations.**

**MENTOR : Recommended overall recommendation for Module UTXGTL-15-3 (Professional Development & Practice 2) Component A is PASS / FAIL (please delete)**

**UNIVERSITY TUTOR : After consultation with the Mentor the overall recommendation for UTXGTL-15-3 (Professional Development & Practice 2) Component A is PASS / FAIL (please delete)**

**UT signature ……………………………… Mentor signature …………………………………………… Date …………………………………**

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**FT 15 Professional Development and Practice (PDR) Portfolio Assessment – Section 8**

Introduction to the assessment for UTXGTK-15-3 & UTXGTL-15-3 and presentation of PDP Portfolio Section 8

**What part does it play in assessment?**

This section plays a critical part in both of the Practical Teaching modules. (See the Module Specification for **UTXGTK-15-3 and UTXGTL-15-3 (comp B)** for full details).

These components are submitted separately on the dates given in the handbook (page ii). Once completed they can be transferred into your PDR file and arranged in a logical order. This provides an individual record of your training, progress and development, which will enable you, with the support of university tutors and your Mentor, to monitor any learning or professional needs you may have, to record a plan to address them and to review these regularly. As well as celebrating successes. It therefore forms what LLUK refers to as an ‘individual learning plan’ (ILP).

**What will it look like?**

Within your PDP portfolio separate **Section 8** using a labelled sub-divider or similar. As the course progresses and your documentation grows, you may need to use a separate folder for this section.

**For UTXGTK-15-3 (Comp B) you will need to include:**

begins the process of compiling an employer/interview ready portfolio of evidence and development from the teaching placement, including the following evidence:

* Biography
* CV
* Initial Needs Assessment (FT16) & Individual Learning Plan (FT17), including NMC/FS audits
* Reflective journals, including the residential and UWE sessions
* Evidence of SEN, EAL, E&D, ESD planning etc
* Exemplar materials
* Lesson plans & Scheme of Work
* Student tracker/self-evaluation to standards document
* UT/CM First Summary Report (FT13)

**For UTXGTL-15-3 (Comp B) you will need to include:**

* Updated CV
* Specimen application form and covering letter
* Individual Learning Plan (FT17), including updated NMC/FS audits
* Reflective journals of own teaching
* Evidence of SEN, EAL, E&D, ESD planning etc
* Exemplar materials
* Lesson plans & Scheme of Work
* Student tracker/self-evaluation to standards document
* UT/CM Final Summary Report (FT14)

**Reflective Journals?**

From your first day on the course until the microteach for **UTXGTG-15-3 (Comp A)** you should complete one journal entry per UWE session, using the proforma provided. (See FAQs overleaf).

After the microteach you should then maintain journal records of reflections on your own teaching or critical incidents. You can present these in a more creative way and there is further guidance on the nest page.

Complete at least **10** entries, providing evidence to support **UTXGTL-15-3 (Comp A),** shown to your Mentor and UT at every observation and assessed as part of your complete PDP Portfolio at the end of the course

Note: The final entries should be a summary of the impact your research enquiry has had (or will have) on your practice as well as future development and CPD that will be addressed once in a teaching post at the end of the course just before your final tutorial and assessment. (Please refer to page 7 for specific examples of what can be included in the final entries).

**REFLECTIVE JOURNAL FAQs**

**What should the reflections of my own teaching look like?**

It is a reflective journal providing a **continuing** record of your thoughts and any conclusions drawn about your professional situation and development. You might find it helpful to read **Chapter 1 in Susan Wallace’s book, *Teaching, Tutoring and Training in the Lifelong Learning Sector* (Wallace 2007)** in which she discusses the reasons for keeping a journal and suggests strategies using a number of exemplars. She puts it this way:

***‘If we don’t examine our experiences and reflect on them in a constructive way, how will we learn from our successes and our mistakes?’ (2007:5)***

You can choose to write about a series of events, general patterns in your professional experience or about selected events such as specific lessons, encounters with students or colleagues. What you write about is up to you.

**What should it look like overall?**

How you put this together is partly your decision. You may prefer to write in

* a bound notebook
* a loose leaf folder,
* or electronically.

You may wish to keep a separate confidential section, not to be shown to the observer, but **note** this is in addition to the word limit.

**What do I need to know before writing each entry?**

Each entry should:

* Be a minimum of 150 words or equivalent
* Be added to before each Mentor or University Tutor teaching observation or at least written once every half term or equivalent
* Be clearly dated
* Be shown to the observer before or immediately after the observation or during tutorials
* Reflect your aspirations, achievements and concerns
* Discuss your plans for future development of your professional practice – ask yourself, so what now?
* Pick up and develop points you made in your Personal Needs Analysis/ILP
* Be read by and discussed with the observer
* Leave sufficient space after each entry for you or your UT to revisit any issues at a later date.
* It is good practice to include reference to wider reading around topics you have found particularly challenging and your UT or mentor can suggest additional reading to support this development.

Note: One or more of your final entries should explore your judgement of your progress in relation to the following:

* Ethical professional behaviour (eg dilemmas)
* Liaising with colleagues
* Equality and diversity (embedding inclusivity in planning and delivery)
* Your plans and development in relation to your personal NMC skills (National Minimum Core skills in ICT, numeracy and literacy)
* Embedding sustainability into your curriculum

*(The criteria for UTXGTL-15-3 may be difficult to evidence in other ways and by directing your reflections to address the above points we can ensure you meet the full module assessment)*

* After you have completed your final research project **(UTXGTJ-30-M/3),** one entry should reflect upon the impact your research has had (or could have) upon your professional practice. You could also reflect on the interest shown from your placement colleagues and any impact this has had on your professional identity.

Finally, Wallace (2007) suggests a series of questions to guide you when reflecting on your practice which you might find helpful:

* + *What problems were there with the lesson [or other professional experience]?*
  + *Why did they arise?*
  + *How can I avoid it happening like that next time?*
  + *What succeeded?*
  + *Why?*
  + *How can I increase the chances of repeating this success?*

(Wallace 2007:10)

**Do I have to present my reflections in a formal written form?**

No. Although you will mainly need to ‘write’ about your reflections, you could present the information partly through diagrams, posters or other graphics. The written style can be informal (this is a working document).The entries are intended to reflect your ideas and feelings at the time, so try to write soon after the event and encourage your UT or mentor to add their comments too support you further.

**References and further reading:**

Bolton, G., (2005), *Reflective Practice: writing and professional development*, (2nd edition), London : Sage

Brookfield, S.D., (1995), *Becoming a Critically Reflective Teacher*, San Francisco:Jossey Bass

Carr, W and Kemmis, S., (1986), *Becoming Critical: Education, Knowledge and Action Research*, Lewes: Falmer Press

Eraut, M., (1994), *Developing Professional Knowledge and Competence*, London : Falmer Press

Mezirow, J.,(1986), Perspectives Transformation, *Adult Education (USA),* Volume 28, (2), pp100-110

Moon, J., (1999), *Reflection in Learning and Professional Development,* London: Kogan Page

Moon, J., (2004), *A Handbook of Reflective and Experiential Learning Through Theory and Practice*, London : Routledge Falmer

Roffey-Barentsen, J.,and Malthouse, R., (2009), *Achieving QTLS, Reflective Practice in the Lifelong Learning Sector*, Exeter : Learningmatters

Samuels, M., (2008), *Frameworks/tools for assessing levels of reflection*,www.thewestminsterpartnership.org.uk

Van Manen, M., (1995), On the epistemology of reflective practice, *Teachers and Teaching: theory and practice,* volume 1, (1), pp 33-39

Wallace,S., (2007), *Teaching, Tutoring and Training in the Lifelong Learning Sector* ,(3rd Edition), Exeter : Learning Matters

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**FT16 Initial Personal Needs Analysis** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
|  | **Strengths** | **Developments** |
| Professional values & practice – commitment to raising students’ achievement |  |  |
| Reflecting and evaluating your own performance – commitment to improving own teaching |  |  |
| Your Subject Specialism:  1. Specialist personal skills  2. Knowledge and understanding of:  a. its purpose and values  b. the curriculum areas  c. assessment and examination procedures  d. sources for updating skills and knowledge  e. department structures and career paths |  |  |
| Planning & preparation   * understanding programme learning outcomes   - considering appropriate teaching & learning approaches |  |  |
| Teaching & learning strategies  - developing a range of techniques for individuals, groups and learning through experience |  |  |
| Organising & managing the learning process   * effective learning environment * plan & structure * communication   - resources |  |  |
| Providing learners with support   * literacy & language * numeracy * ICT |  |  |
| Monitoring & assessment   * methods for monitoring progress * appropriate assessment methods * using information for planning |  |  |
| Personal Literacy:  a. knowledge,  b. skills |  |  |
| Personal Numeracy:  a. knowledge,  b. skills |  |  |
| Personal ICT  a. knowledge,  b. skills |  |  |

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**FT17 Individual Learning Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal Agreed** | **Timescale:**  **When?** | **Action:**  **What? Who?** | **Monitoring:** | |
| **By whom?** | **Achieved** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

*This is a working document and should be continually updated and added to – you could colour code entries using the traffic light system (RAG) to show progress. Timescales should be specific dates as it is your personal plan and these dates can be negotiated or changed accordingly.*



**FT18 Reflective Log for UWE sessions**

This brief log is intended to help you record and develop your learning from session to session up to the micro teach (comp A) UTXGTG-30-3.

(Note: you fill this in just once for the whole residential).

Go over the page if you wish.

*Session Title…………………………………………………………………………..*

*Date…………………………………….Tutor/Facilitator……………………………*

The main activities were…

I learned…

I am still left wondering…

I shall follow up by…

****

**FT19 ADDITIONAL ASSIGNMENT SUBMISSION SHEET**

In order to help you meet all the assessment criteria for your assignment we would like you to say how you think you have met the elements of the criteria (domain).

Name:

Module No:

In the boxes below identify the assessment criteria, the separate aspects of them and how you think you have met them.

|  |  |
| --- | --- |
| **Assessment Criteria** | **Evidence** |
| Criterion: |  |
| Criterion: |  |
| Criterion: |  |

We would also like you to say how you have addressed targets carried forward from the previous assignment.

|  |  |
| --- | --- |
| Module in which target was set:  Target: | Evidence |



**FT 20 PGCE PCET Reference Template**

Background information for your references to be returned by email to your University Tutor by the end of January.

Name

First teaching Subject

Second (if any)

Dept and College

Mentor name

Course you have taught in the past or are teaching (inc subject, age range, course title, award title, academic level etc)

Course you are going to teach (ditto)

Summary of strengths, education values and approaches to learning

Any specific achievements so far

Any extra mural activities you have engaged in on placement (e.g. field trips or additional responsibilities)

Personal interests, recreational activities and any relevant achievements

Other info.