

Professional Practice Handbook 2023-2024

**Secondary PGCE (11-16) with QTS\***

**BA/BSc (Hons) Secondary (11-16) with QTS\***

Contents

[Welcome from the Department of Secondary and Further Education 4](#_Toc147221261)

[Mentor Space and Partnership Website 5](#_Toc147221262)

[Key Contacts 5](#_Toc147221263)

[Safeguarding 6](#_Toc147221264)

[Managing a Safeguarding Concern on Professional Practice 6](#_Toc147221265)

[The Edge Hill University ITE Curriculum Intent 7](#_Toc147221266)

[What do I need to know about the Core Content Framework (CCF)? 8](#_Toc147221267)

[Particular points of interest: CCF 8](#_Toc147221268)

[The Edge Hill University ITE Curriculum Implementation 9](#_Toc147221269)

[The curriculum as the model of progression 9](#_Toc147221270)

[Formative Assessment 9](#_Toc147221271)

[How are ITE students assessed? 9](#_Toc147221272)

[How is the Weekly Development Summary used as a tool to support formative assessment? 10](#_Toc147221273)

[Progress Support Plans for trainees not making sufficient progress 10](#_Toc147221274)

[Roles, Responsibilities, and Expectations 12](#_Toc147221275)

[Mentor Role and Responsibilities 12](#_Toc147221276)

[Inducting the Trainee 12](#_Toc147221277)

[Monitoring the Trainees’ Progress and Achievement 12](#_Toc147221278)

[Formative Assessment: 12](#_Toc147221279)

[Supporting the Trainee 12](#_Toc147221280)

[Supporting trainee workload and well-being 13](#_Toc147221281)

[Lead Mentor Role and Responsibilities 13](#_Toc147221282)

[Link Tutor Role and Responsibilities 13](#_Toc147221283)

[Trainee responsibilities and professional expectations 13](#_Toc147221284)

[Edge Hill ITE code of conduct 13](#_Toc147221285)

[Behaviours and attitude 14](#_Toc147221286)

[Training responsibilities 15](#_Toc147221287)

[Breaches of Conduct 16](#_Toc147221288)

[Attendance and punctuality 17](#_Toc147221289)

[Reporting an absence 17](#_Toc147221290)

[Absences of longer than 5 consecutive days 17](#_Toc147221291)

[Setting cover work during an absence 17](#_Toc147221292)

[Making up days absent 17](#_Toc147221293)

[School closure days, strikes, INSET days etc 18](#_Toc147221294)

[Days for religious observance 18](#_Toc147221295)

[Days for interviews and/or visits to potential employers, and induction days 18](#_Toc147221296)

[Teaching expectations on Professional Practice 19](#_Toc147221297)

[Professional Practice forms: The Weekly Development Summary (WDS) 21](#_Toc147221298)

[Exemplar: The WDS 24](#_Toc147221299)

[Professional Practice forms: The Lesson Observation form 26](#_Toc147221300)

[Exemplar: The Lesson Observation Form 28](#_Toc147221301)

[Appendix: Progress Support Plans during Professional Practice 30](#_Toc147221302)

[Further support, resources, and suggested texts for mentors 31](#_Toc147221303)

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# Welcome from the Department of Secondary and Further Education

Edge Hill University has been at the forefront of teacher education for over 135 years, and today it enjoys the enviable position of being one of the country’s most significant providers of teacher formation, development, and research for education across a range of contexts and phases, with a reputation for the highest quality provision, partnership working, and delivery.

This document sets out in detail the key information, procedures roles and responsibilities supporting student trainee teachers to make progress through our ITE curriculum during their professional practice.  I wanted to add something about the ‘flavour’ of a trainee’s experience in the Edge Hill partnership, which I hope will be upheld and observed both in our university sessions and during a trainee’s practice and experience in school.

In line with the Edge Hill Pillars (see page 7), our hope is to form resilient and ethical teachers, who are able to understand and reflect on the educational values that will sustain them throughout their professional career/ This means that lots of questioning and challenging dialogue around educational values is appropriate and expected during school experience! We also expect that trainees will develop a firm understanding of the specifics of teaching and curriculum design in the curriculum subjects that they are teaching. We highly value research literacy and support this in both our mentors and trainees, so that colleagues across our partnership can develop the intellectual confidence to engage critically with the latest developments in educational research and policy.

Additionally, the Faculty of Education at Edge Hill is committed to working creatively in partnership to transform life chances.  This means that our ambitious curriculum seeks to develop teachers with a strong sense of social responsibility, including environmental and civic responsibilities, advocating for children's rights, challenging bias and inequality, and supporting ecological justice and global sustainability. Trainees and mentors in the Edge Hill ITE partnership should recognise and celebrate difference and diversity, including the diverse backgrounds and orientations of learners and colleagues, as well as the diversity of powerful insights and methodologies in educational research and practice.

I’m really grateful to our mentors and the other expert colleagues in our partnership schools and colleges who offer so much of their valuable expertise and time to support the formation of new entrants to the teaching profession and wish all our beginning teachers a successful and fulfilling professional practice experience.

**Professor David Aldridge**

Head of Department for Secondary and Further Department

# Mentor Space and Partnership Website

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All resources for each professional practice including links to the partnership website are available in the [Secondary and Further Education mentor space](https://sites.edgehill.ac.uk/mentorspace/)

All documentation and policies are available in full on the Edge Hill Website [Partnership pages](https://www.edgehill.ac.uk/departments/academic/education/ite-partnership/professional-practice-information-and-documents/)

# Key Contacts

For the duration of professional practice the Link Tutor is the first point of call for all matters. For all other matters, the table below lists key contacts.

| Name | Role | Contact |
| --- | --- | --- |
| Department Leadership | | |
| Professor David Aldridge | Head of Secondary and Further Education Department | [aldridged@edgehill.ac.uk](mailto:aldridged@edgehill.ac.uk) |
| Dr Sjay Patterson-Craven | Associate Head of Department (ITE) | [patterss@edgehill.ac.uk](mailto:patterss@edgehill.ac.uk) |
| Secondary colleagues | | |
| Andy Watkins | Secondary PGCE Geography with QTS\* Course Leader | [watkinsa@edgehill.ac.uk](mailto:watkinsa@edgehill.ac.uk) |
| Ben Porter | Secondary PGCE Science with QTS\* Course Leader | [porterb@edgehill.ac.uk](mailto:porterb@edgehill.ac.uk) |
| Carl Simmons | Secondary PGCE Computer Science and IT with QTS\* Course Leader | [simmonc@edgehill.ac.uk](mailto:simmonc@edgehill.ac.uk) |
| Dr Felix Obadan | BSc (Hons) Secondary Mathematics with QTS\* Course Leader | [obadanf@edgehill.ac.uk](mailto:obadanf@edgehill.ac.uk) |
| Dr Heather Marshall | Secondary PGCE Religious Education with QTS\* Course Leader | [marshalh@edgehill.ac.uk](mailto:marshalh@edgehill.ac.uk) |
| Leon Fraser | Secondary PGCE Physical Education with QTS\* Course Leader | [fraserl@edgehill.ac.uk](mailto:fraserl@edgehill.ac.uk) |
| Martin Pickett | Secondary PGCE Mathematics with QTS\* Course Leader | [pickettm@edgehill.ac.uk](mailto:pickettm@edgehill.ac.uk) |
| Michaela Smith | BA (Hons) Secondary English with QTS\* Course Leader | [smithm@edgehill.ac.uk](mailto:smithm@edgehill.ac.uk) |
| Natalie Reynolds | Secondary PGCE English with QTS\* Course Leader | [reynoldn@edgehill.ac.uk](mailto:reynoldn@edgehill.ac.uk) |
| Paul Smalley | BA (Hons) Secondary Religious Education with QTS\* Course Leader | [smalleyp@edgehill.ac.uk](mailto:smalleyp@edgehill.ac.uk) |
| Dr Glenn Millington (Acting)  Dr Rhonwen Bruce-Roberts (maternity leave) | Secondary PGCE History with QTS\* Course Leader | [millingg@edgehill.ac.uk](mailto:millingg@edgehill.ac.uk)  [robertsr@edgehill.ac.uk](mailto:robertsr@edgehill.ac.uk) |

you.

# Safeguarding

All ITE trainees are expected to be familiar with and adhere to the statutory guidance set out in ‘Keeping children safe in education 2022: Statutory guidance for schools and colleges’ [KCSIE.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf) Trainees have all completed ‘Children’s Safeguarding Assurance Partnership’ training and are also expected to be familiar with the specific safeguarding processes and colleagues in their setting during Professional Practice.

All providers of Initial Teacher Training (ITT) have a responsibility to ensure that trainees have the health and physical capacity to teach and will not put children and young people at risk of harm. In addition, statutory guidance, Keeping children safe in education, requires providers to ensure that entrants on all routes, including salaried schemes, have been subject to an enhanced Disclosure and Barring Service (DBS) criminal records check, including a check of the children’s barred list, a check of the Prohibition List; and, for trainees working with children under the age of 8, the Childcare Disqualification Declaration.

A trainee embarking upon a Professional Practice will carry with them their student ID card (Uni Card) and a letter from the University confirming their suitability to train to teach. The enhanced DBS check lasts the length of a

trainee’s programme of study, including where the programme lasts longer than three years. Enhanced DBS apply only to periods of Professional Practice which are organised by Edge Hill for the purpose of completing a named award. They do not cover placement experiences undertaken outside of the structured course, undertaken voluntarily. It is an offence under the 1997 Police Act, and a breach of the DBS Code of Practice, for registered bodies (i.e., Edge Hill University) to share copies of DBS checks or any information contained in a trainee’s disclosure with a third party

## Managing a Safeguarding Concern on Professional Practice

It is the responsibility of everyone to safeguard and protect children, young people, and vulnerable adults and to ensure they are kept free from risk of being harmed or exposed to radicalisation.

Recognising safeguarding issues/concerns through:

Direct observation; Disclosure from child, young person or vulnerable adult; Observation by a third party Reporting incidents or disclosed information requires an immediate and professional response.

| Reporting when on Professional Practice | Reporting when at university |
| --- | --- |
| 1. Straight away inform the Designated Safeguarding Lead (DSL) in your setting. Do let leave the premises until you have done so. 2. Inform the Senior Safeguarding Lead in the Faculty of Education by completing the form found here   [**Safeguarding Report Form**](https://forms.office.com/Pages/ShareFormPage.aspx?id=kYY1CY5NHEmqdgpcvVunNPyJ3spfuTRLoux3tRzqIaBUN0E5MTRDSk9BUkpLWVFJRk04QjlBRzBORy4u&sharetoken=ECpojfjBNA7iEEuyxDdB) | 1. Inform the Senior Safeguarding Lead in the Faculty of Education by completing the form found here [**Safeguarding Report Form**](https://forms.office.com/Pages/ShareFormPage.aspx?id=kYY1CY5NHEmqdgpcvVunNPyJ3spfuTRLoux3tRzqIaBUN0E5MTRDSk9BUkpLWVFJRk04QjlBRzBORy4u&sharetoken=ECpojfjBNA7iEEuyxDdB) |
| Should you wish to contact the Senior Safeguarding Lead for **anything other than reporting a disclosure** you can email Leon Fraser via [foesafeguarding@edgehill.ac.uk.](mailto:foesafeguarding@edgehill.ac.uk)  Remember: You **MUST** use the [**Safeguarding Report Form**](https://forms.office.com/Pages/ShareFormPage.aspx?id=kYY1CY5NHEmqdgpcvVunNPyJ3spfuTRLoux3tRzqIaBUN0E5MTRDSk9BUkpLWVFJRk04QjlBRzBORy4u&sharetoken=ECpojfjBNA7iEEuyxDdB) to report a disclosure.  If you need support outside of office hours and the report cannot wait until the next time the office is open, please contact 01695 584227 <https://www.edgehill.ac.uk/departments/support/studentservices/critical-incident-support/>  Once the information has been reported this will conclude your involvement in the incident. You must not discuss the disclosure or incident with anyone else unless explicitly requested to do so by the DSL or Safeguarding Lead in the setting/Edge Hill. | |

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# The Edge Hill University ITE Curriculum Intent

Our EHU ambitious curriculum exceeds the full entitlement described in the ITT Core Content Framework as a baseline and is designed around the three faculty pillars of:

1. Personal and professional attitudes, values and beliefs.

2. Subject and curriculum knowledge.

3. The craft of teaching and pedagogy.

These faculty pillars are informed by our philosophy of education, created, and enhanced further when our partnership and our students are engaged in an ethos of debate, research and educational curiosity based on reflection and professional enquiry. This ambitious ITE curriculum includes our values of social justice, inclusion, learning outside the classroom and sustainability as key features to support our local and national communities.

**Secondary (11-16) Vision**Working creatively with others to enhance life chances for all through a curriculum which enables trainees to develop as subject experts in the subject in which they are training to teach.



## What do I need to know about the Core Content Framework (CCF)?

➢ It is not a curriculum nor an assessment document. It is the minimum content all ITE providers must include as part of their curriculum as set out by the Department for Education (DfE) and assured by Ofsted.

➢ It aligns with our own ambitious ITE curriculum, based on the [EHU ITE Pillars](https://www.edgehill.ac.uk/departments/academic/education/ite-partnership/about-us/) (which is a much richer curriculum).

➢ The EHU ITE pillars together with the [CCF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) have been key documents used to support the design of the sequencing and progression of our own provision, programme by programme (as outlined within our Curriculum Communication documents).

➢ The CCF has been designed to support trainee development in 5 core areas: behaviour management, pedagogy, curriculum, assessment, and professional behaviours.

➢ It is presented within 8 key sections: High Expectations, How Pupils Learn, Subject and Curriculum, Classroom Practice, Adaptive Teaching, Assessment, Managing Behaviour and Professional Behaviours.

➢ Each section of the CCF contains a range of ‘learn that’ and ‘learn how to’ statements or principles, however, this is not an assessment framework and should not be used as such.

➢ The Introductory/Developmental/Consolidation phases of placements should engage with the EHU ITE curriculum and CCF content with levels of detail and complexity commensurate with the stage of the programme.

➢ The CCF dovetails with the [Early Career Framework (ECF)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf) where Early Career Teachers (ECTs) further develop their skills through a structured programme of support in their first two years of teaching.

➢ An evidence base is provided within the framework which should be shared with trainees to support their critical engagement with research. Trainees should be engaging with these materials both whilst at school and at centre-based university training.

## Particular points of interest: CCF

Trainees should be fully aware of the principles underpinning the CCF. There are some areas of particular interest for current practice, for example:

➢ Consideration of SEND, disadvantaged backgrounds and mental health.

➢ The principles of adaptive teaching (as opposed to the use of differentiated tasks).

➢ The key role of expert colleagues, including experienced and effective teachers and subject specialists in schools.

➢ Support for Behaviour Management Training.

➢ The importance of subject specific knowledge and training.

➢ Working memory, long-term memory – balancing exposition, repetition, practice and retrieval of critical knowledge and skills.

➢ Trainees themselves need to demonstrate evidence that they know more and remember more of their ITE curriculum and that they can put this into practice.

# The Edge Hill University ITE Curriculum Implementation

## The curriculum as the model of progression

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Within the Secondary phase, we have put the curriculum at the centre of our understanding of progression. Each distinct course has its own subject-specific ITE curriculum which ensures trainees meet the relevant learning milestones over the course of their ITE journey. This ensures that, contingent on meeting the milestones in the curriculum, they can be recommended for the award of Qualified Teacher Status (QTS) at the end of the course for the subject in which they are training to teach at the Secondary phase. You can download the curriculum handbook for the relevant course by visiting our [partnership website](https://www.edgehill.ac.uk/departments/academic/education/ite-partnership/professional-practice-information-and-documents/ite-curriculum-information-and-handbooks/). Mentors can also access a wealth of resources including their core mentor training via our dedicated [mentor space.](https://sites.edgehill.ac.uk/mentorspace/)

The ITE curriculum for each course is purposefully sequenced on a week-by-week basis over the duration of each course so that Secondary trainees cover all aspects of the Core Content Framework (CCF) and meet the necessary competencies for the award of QTS, however it also goes far beyond this. At the Secondary phase each course curriculum breaks down the required component knowledge to address the subject-specific pedagogical content knowledge required within each subject, building to the required complex composite understanding at the conclusion of their ITE journey, ready to transition into the Early Career Framework (ECT). The curriculum is sequenced across 3 years for our undergraduate course and one year for our PGCE and

The week-by-week curriculum for each course states what trainees should be able to know and do each week for the subject in which trainees are training to teach and ensures the necessary progression is made to enable QTS recommendation via a summative Professional Reflective Viva at the end of their ITE. Progress through the curriculum is monitored on a week-by-week basis via the use of ‘Weekly Development Summaries’ which capture what trainees understand and can do in line with their specific course ITE curriculum.

There is no separate curriculum for school-based experience. Instead, the specific ITE curricula for each course encompass all aspects of school-based experience and ensures trainees have opportunity to purposefully integrate their learning at university with the opportunities afforded on Professional Practice when they are mentored through their ITE curriculum by school-based colleagues who are experts in their subject. The content of the curricula is sequenced in line with the faculty approach to progression on Professional Practice; introductory, developmental, and consolidation and builds in opportunities for trainees to revisit key learning via a spiralised approach. During their Professional Practice trainees continue to be monitored on a week-by-week basis via the ‘Weekly Development Summaries’. This approach also enables university-based tutors to QA the mentoring which is taking place during the placement and to provide support/intervention to trainees or school-based mentors as appropriate.

# Formative Assessment

## How are ITE students assessed?

Edge Hill University adopts a holistic approach to the monitoring and assessment of trainees through the university-based curriculum. This takes place within a variety of contexts:

* Ongoing formative assessment on a weekly basis through their ITE course curriculum via the Weekly Development Summaries (logged on a tracker in addition to any interventions made). This is done from the outset and for the duration of the ITE journey.
* Subject Knowledge Audits
* Trainee reflections and responses to their weekly curriculum during their Weekly Development Meeting (WDM) whilst on Professional Practice.
* WDS progress tutorials (Secondary undergraduate).
* Lesson observations during Professional Practice
* Within taught university sessions (online, present in person (PiP), synchronous and asynchronous), through activities and interactions
* Academic submissions related to the level at which the trainee is studying (L4-L7)
* Progress Support Plans for trainees who are not making sufficient progress despite additional support.

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## How is the Weekly Development Summary used as a tool to support formative assessment?

Throughout their time at the centre, trainees complete Weekly Development Summaries (WDS) for each week of their curriculum. The WDS’ capture what trainees know and can do in line with the curriculum for that week in the form of their responses to 3 formative assessment questions which are set each week. This is done from the outset of the course. Each week trainees complete their WDS’ and upload this to be reviewed by their course tutor. The tutor reads each WDS and records on a tracker if each trainee has made sufficient progress. Where progress is not made, or where further support is needed, the intervention made is also recorded. When the trainee starts their Professional Practice, the same process is followed however the mentor records the trainee responses to the formative questions based on the discussion had with the trainee in their Weekly Development Meeting (WDM). The mentor also indicates on the form if the trainee has made sufficient progress through the curriculum that week, if sufficient progress has been made but this required additional support, or if despite additional support progress has not been made and a Progress Support Plan is required. After the meeting the WDS is submitted and reviewed by the Link Tutor. The same process of recording the progress made plus any interventions provided is followed. Thus, we track and monitor progress throughout the ITE curriculum every week for the duration of the ITE course.

## Progress Support Plans for trainees not making sufficient progress

Progress Support Plans (PSPs) are utilised on all Secondary and Further Education ITE programmes as part of the weekly formative assessment process. They are utilised in instances where the WDS process has indicated that a trainee is not making sufficient progress through the weekly ITE curriculum (on that course) despite additional support being provided. Such support made include (but are not limited to):

* Support with time and/or workload management (if the concern is the completion of the WDS by the agreed deadlines)
* Signposting to additional material or specific content addressed in taught sessions.
* Additional tutorials and/or sessions with a relevant colleague.
* Opportunities such as observation of colleagues, team-teaching, structured support sessions, or additional mentoring (if concern relates to progression through the curriculum whist on Professional Practice).
* A reduction in teaching load and/or an increase in team-teaching or additional support for teaching (if the trainee is on their professional practice)
* Referral to the Student Support Team and the requirement that the trainee engage with their support.
* Department Progress Meetings (DPM)

Any tutor or mentor can instigate a trainee on a Progress Support Plan where concerns have been raised via the Weekly Development Summary (WDS). This extends to non-submission of the WDS by the trainee by the advertised deadline (this may be on consecutive weeks or repeatedly over a duration of time). **Trainees should ensure that they are aware of the deadline for their WDS submission each week and adhere to these as a priority noting that deadlines may differ across programmes.**

The PSP process enables the department to formally raise concerns with the trainee about their progression through their ITE curriculum, it puts in place SMART targets which the trainee needs to act on to ensure progress and provides an opportunity for progression towards these targets to be reviewed after an agreed time period. A PSP can lead to one of three outcomes for the trainee;

1. Sufficient progress has been made and the trainee returns to being monitored via the WDS as per the usual processes for formative assessment.
2. Partial progress has been made but the trainee requires additional time to make sufficient progress (this is a maximum of 10 days after which the trainee must have either made sufficient progress or be referred to the Associate Head of Department).
3. The trainee has not made sufficient progress and is referred to the Associate Head of Department (ITE) for consideration of next steps. These next steps can include;

* A delay to the trainee undertaking their placement until such a time as progress has been made (if the PSP has been instigated prior to professional practice).
* A request that the trainee undertakes their professional practice at a second attempt (if the PSP relates to progression through the curriculum whist on professional practice).
* The trainee is transferred to an alternative program which does not enable them to be recommended for QTS (Secondary) or which does not enable them to progress to QTLS (Further Education).

Further information relating to the PSP process during a period of Professional Practice can be found in the ITE curriculum handbook for each course and the Secondary or Further Education Professional Practice handbooks. Guidance on the use of PSPs is also included as part of the mentor training programme prior to Professional Practice.

Trainees may also wish to familiarise themselves with the [Faculty of Education Academic Engagement Policy.](https://www.edgehill.ac.uk/document/academic-programme-engagement-policy-faculty-of-education/)

For an overview of the PSP process please see the appendix.

# Roles, Responsibilities, and Expectations

## 

## Mentor Role and Responsibilities

ITE Partnership Mentors provide high-quality mentoring to our trainees during the professional practice and all mentors must undergo training which focuses on building their knowledge of the ITE curriculum, the relevant research which underpins it and their role in guiding and supporting trainees through that curriculum. Working closely with the Link Tutor, our mentors support and guide our trainees effectively throughout their training process. Our partnership trainers and mentors are consistently skilful at drawing on the taught curriculum during their interactions with trainees, particularly during mentoring sessions and feedback following observations. Secondary and FET trainees are only placed with mentors who are specialists in the subject the trainee is training to teach.

There are three main aspects of the role of the mentor: 1- Inducting the trainees, 2- Monitoring the trainees’ progress and achievement through the curriculum, 3- Supporting the trainee.

### **Inducting the Trainee**

The mentors carry out meetings/sessions with the trainees to introduce them into their school’s/setting’s life/day. The expectations should be made clear at the start and the timetable should be shared with the trainees in a timely manner. Mentors should provide the trainees with access to all key documents such as the safeguarding policy, behaviour policy and teachers’ code of conduct. Additionally, mentors should provide access to teaching resources such as the curriculum plans and online materials.

### **Monitoring the Trainees’ Progress and Achievement**

Mentors play a crucial role in developing trainees’ knowledge, understanding and skills to become teachers. They monitor the progress continuously through the weekly lesson observations and WDS meetings, where they provide the necessary support and guidance as to how to consolidate what has been learnt and move onto further progress.

**Formative Assessment:** Mentors assess the progress of the trainees **formatively** throughout the introductory, developmental, and consolidation phases. They refer to the key official documents on a weekly basis, when judging if the trainee is making appropriate progress, such as; the EHU ITE Curriculum (which covers the [ITT Core](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) [Content Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) and more) and [The trainee teacher behavioural toolkit: a summary](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary#proactive-behaviour-management).

In the Secondary and FET phase, a week-by-week sequential curriculum enables mentors to know what progression looks like on a weekly basis for the subject in which the trainee is training to teach. Trainee progress through the curriculum is captured in the weekly mentor meeting in which the mentor records progress on the WDS. In addition, the form asks that mentors indicate each week if the trainee has made sufficient progress through the curriculum or if despite additional support progress has not been made. Where the mentor has identified the trainee needs additional support the Link Tutor contacts the mentor to discuss next steps and the necessary support is put in place such as a Progress Support Plan.

Feedback is provided in the form of a weekly lesson observation and a weekly development summary. The lesson observation reflects on the subject specific skills related to the lesson being taught. A feedback form is completed which identifies strengths and areas for development alongside a commentary of subject knowledge and subject specific pedagogy.

**Supporting the Trainee**: This is a vital part of the mentoring role. It provides effective support for achieving the targets to address the identified development areas. It is important that the trainees receive focused feedback and guidance at their weekly development summary meetings and that these are related to the subject in which the trainee is training to teach.

Using our ITE curriculum mentors;

* Provide opportunities to discuss and analyse with expert colleagues how to sequence lessons and identify possible misconceptions
* Arrange lessons trainees can observe delivered by expert colleagues and discuss and analyse with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge.
* Provide opportunities to discuss / experience the teaching of learners with EAL and SEND. Provide opportunities to discuss / experience in action about how to incorporate diversity, inclusion, race, equality and discrimination matters into their teaching.

Referring to [‘The trainee teacher behavioural toolkit: a summary’](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary#proactive-behaviour-management), mentors support trainees in developing effective behaviour management strategies.

### **Supporting trainee workload and well-being**

As a department we are actively working to support trainee workload and we ask our mentors to support us in this endeavour. We ask mentors to:

* Model a healthy work-life balance including appropriate timings of emails, communications, and work requests.
* Provide a timetable which focuses on opportunities to develop through the curriculum, rather than working to a specific teaching load/number of hours.
* Model to trainees how to manage the workload of a teacher. For example, by making use of a marking timetable to deal with busy periods of marking activity.
* Deliver and support with our curriculum in line with where the trainee is at in their ITE journey noting their status as novice teachers and the support they will be offered as an ECT.
* Implement the guidance Ofsted by not requiring trainees to produce onerous lesson plans (once a level of competence is reached) and discouraging trainees from artificially creating distinct tasks for different groups of pupils (instead the focus is on adapting their teaching accordingly).
* Discuss workload and well-being strategies each week in the mentor meeting and record the discussion on the WDS.
* Discuss any concerns about workload and well-being with the trainee and their Link Tutor. This enables the Link Tutor to provide an appropriate support.
* Signpost trainees to the support available via the Edge Hill Well-being team <https://www.edgehill.ac.uk/departments/support/studentservices/wellbeing/>

## Lead Mentor Role and Responsibilities

All mentors must undergo training which focuses on building their knowledge of the training curriculum, the relevant research which underpins it and their role in guiding and supporting trainees through that curriculum. Lead Mentors have particular expertise in the evidence base for effective ITE, including programme design and content selection and have a role to play in the Quality Assurance of mentoring and trainee progression through the curriculum. In the Secondary phase, Lead mentors are subject specialists. Their role includes oversight, supervision and quality assurance of other mentors, design and delivery of training for other mentors, supporting trainees and mentors during ITaPs, oversight of trainee progress throughout the year and identification of interventions or modifications where required.

## Link Tutor Role and Responsibilities

ITE Partnership Link Tutors (LT) have a distinct role of connecting the centre-based training with the schools and settings to ensure the correct procedures are followed as set out in the respective Partnership Agreements. We have rigorous and robust quality assurance systems in our provision and both LTs and Lead Mentors have regard for quality assurance elements when assessing the judgments made at schools and/or settings.

There is an expectation that LTs communicate with the relevant colleagues regularly when carrying out their role. This includes liaising with the personal academic tutors (PATs), partnership development officers (PDOs), year/subject and programme/course leaders. They monitor the trainees’ progress weekly, ensure the trainees are set effective targets and appropriate support is planned to achieve them. And if/when problems arise, they communicate their concern to the relevant Faculty leaders immediately. In all phases, LTs have responsibility for updating the weekly tracking of trainee progression and ensuring appropriate interventions are put in place (and logged) to ensure trainee progression and/or mentor support. This process is overseen by, and quality assured by the Lead Mentors and AHoD.

LTs are required to check all the necessary information regarding the trainee and the placement specifics, and all guidance is available through the [Mentor Training Space](https://www.edgehill.ac.uk/departments/academic/education/ite-partnership/mentor-training-and-development/) Link Tutor section.

There are three main aspects of the role of the Link Tutor:

1) Developing the mentors, 2) Quality assuring the mentoring process and assessment of the trainees, 3) Supervising the trainees.

All queries relating to Professional Practice should be directed to the relevant Link Tutor in the instance.

## Trainee responsibilities and professional expectations

### **Edge Hill ITE code of conduct**

All Initial Teacher Education (ITE) programmes leading to a recommendation for the award of Qualified Teacher Status (QTS), or eligibility for the relevant Post 14 qualification such as QTLS, are programmes of professional training and education.

As a trainee studying on an ITE programme you are expected to demonstrate consistently high standards of personal and professional conduct and be expected to maintain and model the highest standards of ethics and behaviour.

You are entitled to expect that your placement settings mirror the professional experience of a teacher, and settings are entitled to expect that you will present and conduct yourself in a way that is consistent with the professional expectations of a teacher in that phase.

This Code of Conduct is additional and complementary to the Edge Hill University Student Disciplinary Regulations: <https://www.edgehill.ac.uk/wp-content/uploads/documents/student-disciplinary-regulations-2021-22.pdf>  and the Student Charter 2023 [Student Charter 2023/24 - Edge Hill University](https://www.edgehill.ac.uk/document/student-charter/)

You are therefore both bound by, and protected by, the entitlements included in the Academic Student Regulations in force at the time of your enrolment and study. These were issued to you at the point of enrolment and subsequent updates are accessible via the EHU website. [Academic Regulations 2023/24 - Edge Hill University](https://www.edgehill.ac.uk/document/academic-regulations-2022-23/)

#### 

#### **Behaviours and attitude**

As a trainee following an ITE programme at Edge Hill University, you will exhibit high standards of personal and professional conduct, honesty, and integrity, in keeping with those expected in the teaching profession. At all times you should:

* Demonstrate professional behaviours to all pupils/learners in all settings, and others, including fellow trainees and all staff in the Edge Hill University Partnership.
* Not engage in any conduct, poor or irresponsible behaviour outside of your studies that could bring the profession or the university into disrepute.
* Use language appropriate to the situation and the people involved. Communicate professionally in all contexts including your online and electronic communications such as email.
* Show respect and due regard for the ethos and values, processes, and procedures of the university both in the setting where the programme is delivered and at any other setting in which you are placed.
* Embrace the principles of equality, diversity and inclusion and bring them to life in all you do each day to work with children, staff, and parents. [Equality, Diversity and Inclusion (EDI) Strategy - Edge Hill University](https://www.edgehill.ac.uk/document/equality-diversity-and-inclusion-edi-strategy/)
* Acquire an understanding of working with diversity, including gender, race and culture and ensure that any personal prejudices and stereotypical views do not influence your judgements or actions.
* Be aware of the requirement to promote equal opportunities and to provide reasonable adjustments for learners with disabilities, as provided for in current Equalities legislation.
* Take responsibility for adhering to all key policies and procedures: this includes, but is not restricted to, child protection and safeguarding policies, staff conduct, SEND code of practice, children missing in education, Health and Safety and fire evacuation procedures.
* Demonstrate professional behaviour and relationships in both formal and informal contexts. You will observe boundaries in line with a teacher’s professional position and responsibilities.
  + For those on programmes of QTS, trainees must adhere to expectations as outlined within Part Two of the Teachers’ Standards: Personal and professional conduct which may be accessed at :<https://www.gov.uk/government/publications/teachers-standards>  .
  + For those training to teach in the FE sector, you should have due regard for the ETF Professional Standards (2022) <https://www.et-foundation.co.uk/professional-standards/teachers/>
* Take care with confidential personal information that you will have access to.

#### **Training responsibilities**

In addition to the behaviours and attitudes above, as a trainee teacher you are required to:

* Take responsibility to engage professionally and positively in all aspect your course. This means engaging with, listening to, and acting on feedback and advice from Mentors and Link Tutors across the Edge Hill University Partnership.
* Commit to attending all university based and practice-based training opportunities and contribute fully to the life of the setting when on professional practice. You will notify the relevant staff members of any absence in advance noting that in some instances this may affect any bursary which you may receive. Academic Programme Engagement Policy (APEP) details the faculties expectations of you <https://www.edgehill.ac.uk/documents/academic-programme-engagement-policy-faculty-of-education/>
* Take responsibility for your own learning and development, ensuring a professional and accountable approach to all aspects of the programme adhering to high standards of academic integrity.
* Take responsibility for managing the demands of the profession by looking after your personal health, wellbeing as well as actively developing resilience strategies. [Self-help resources and ideas and support to help your wellbeing can be found in Student Services](https://www.edgehill.ac.uk/departments/support/studentservices/wellbeing/self-help-resources/)

* Ensure the welfare and safeguarding of all children, young people, and vulnerable adults, by reporting all safeguarding concerns to your setting DSL and [foesafeguarding@edgehill.ac.uk](mailto:foesafeguarding@edgehill.ac.uk) as instructed in your training and our guidance documents.
* Keep your personal academic tutor aware of all relevant matters likely to impact on you making good progress.
* Inform the university should you become subject to a criminal conviction or caution after your application for DBS enhanced disclosure has been submitted.
* Commit to actively reflecton your learning and teaching experiences to set targets, plan actions, improve,achieve and attain highly**.**
* Participate and actively engage in all learning and teaching experiences, and activities; and engage with the full range of feedback mechanisms, such as trainee surveys, trainee consultation and focus groups.
* Maintain an appropriate standard of dress and appearance as required by your setting and university guidance.
* Adhere to all Data Protection and data handling rules including the use of mobile devices when travelling to and from settings, ensure that any digital images are acquired under the terms of the location they are taken at.
* Ensure that if social media sites are used, details are not shared with learners and young people and privacy settings are set at maximum and that conduct is professional at all times. A professional approach should be taken at all times, with no detrimental mention of any educational settings (including EHU), colleagues, peers, pupils/learners, parents/carers. Trainees should not engage with any learners/parents/carers through social media channels.
* Maintain positive, appropriate professional relationships with learners, parents and staff which always adhere to child protection and safeguarding legislation. In addition to whilst in settings this includes after school clubs, sports days and residential activities.

#### **Breaches of Conduct**

Breaches of conduct, may occur if you are unable to meet the professional and personal standards expected, this may include poor attendance and engagement, inappropriate behaviours, or attitude and dishonestly in the assessment process (malpractice) and may result in one or more of the following actions:

* The requirement for a Progress Support Plan.
* A placement being temporarily suspended by a setting pending an investigation

* A placement being concluded early by a setting

* [A recommendation to attend a Fitness to Practice Panel](https://www.edgehill.ac.uk/collection/academic-regulations/)
* [A referral to a University Malpractice Panel](https://www.edgehill.ac.uk/collection/academic-regulations/)
* [A referral to the University Fitness to Study process](https://www.edgehill.ac.uk/collection/academic-regulations/)
* [A referral to Student Disciplinary Regulations](https://www.edgehill.ac.uk/collection/academic-regulations/)

This code of conduct is informed by the following:

* Consultations with head teachers and school-based staff including ongoing consultations with members of the Edge Hill University Strategic Partnership Board
* The standards of behaviour expected of teachers and statutory guidance documents including:
  + the National Conditions of Service for School Teachers in England and Wales. (The Burgundy Book)  <https://www.local.gov.uk/our-support/workforce-and-hr-support/education-and-young-people/school-teachers/conditions-service> or respective arrangements for Wales, Northern Ireland and the Isle of Man .
  + [Education Act 2011](https://www.legislation.gov.uk/ukpga/2011/21/contents/enacted" \t "_blank)
  + [Working Together to Safeguard Children, July 2018](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2" \t "_blank)
  + [Children and Families Act 2014](https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted" \t "_blank)
  + [Keeping children safe in education, Sept 2023](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf)
  + [Equal Opportunity and Discrimination (Equality Act 2010)](https://www.gov.uk/guidance/equality-act-2010-guidance" \t "_blank)
  + [Special educational needs and disability code of practice: 0 to 25 years](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25" \t "_blank)
  + Protecting children from radicalisation: the prevent duty DfE (August 2015)
  + ETF Professional Standards: Professional Standards for Teachers and Trainers (et-foundation.co.uk)

### **Attendance and punctuality**

As trainees seeking to work in the professional education sector, **attendance is compulsory across all aspects of our Initial Teacher Education provision, and this includes Professional Practice**. Poor attendance on Professional Practice has an impact on progression through the ITE curriculum and thus can hinder the progression of the trainee.

Trainees are expected to:

* **Adhere to all aspects of the EHU ITE code of conduct in respect to any reference to attendance, punctuality, and communication.**
* **Model the expected professional expectations in respect of their attendance and punctuality**. The expectations placed on trainees should mirror the expectations placed on colleagues in that setting in respect of expected attendance and punctuality. Those training to teach in the secondary phase should note the expectations in relation to Part 2 of the Teachers’ Standards for those seeking to hold QTS (<https://www.gov.uk/government/publications/teachers-standards>).
* **Attend their Professional Practice every day for the duration of the published dates**. For Secondary trainees this will be Monday-Friday for the duration of the Professional Practice phase.
* **Ensure that all/any employment, medical appointments, holidays, and childcare are arranged well in advance of the Professional Practice and do not require an absence from the placement.**
* **Arrive on or before the time agreed with their setting noting that many settings require colleagues to arrive prior to the arrival of learners** (for example, arriving by 8am for teaching to commence at 8:30am).
* **Seek permissions in advance for any date when they are unable to attend their Professional Practice.** For example, if this is to attend a hospital appointment which cannot be re-arranged, or a medical appointment related to pregnancy. Permission to be absent will not be given for instances in which, should the trainee be employed in that setting, permission would not be given. For example, to attend holidays, to attend medical appointments which can be re-arranged, or to organise childcare. Trainees should not presume that permission will be given and should plan accordingly.

#### **Reporting an absence**

Poor attendance on Professional Practice has an impact on progression through the ITE curriculum and thus can hinder the progression of the trainee. However, we recognise that on rare occasions, trainees may feel too unwell to attend their Professional Practice. These instances should be rare, infrequent, and it will be expected that the trainee has sought advice from their GP.

Trainees should always let their mentor and Link Tutor know at the earliest opportunity if they cannot attend their Professional Practice (for example, the evening before). **For every day that the trainee is absent they are expected to:**

* **Report their absence to their mentor, Course Leader, and Link Tutor before 8am that day. This should be via email addressed to all three colleagues.**
* **Follow the process in place for reporting an absence in their setting. For example, this may include calling a specific number and/or providing details of the absence to a named colleague.**

#### **Absences of longer than 5 consecutive days**

Trainees can self-certify their absence from Professional Practice for a maximum of 5 working days. On the 6th day they are expected to return to Professional Practice or to gain a medical certificate from their GP for a longer period of absence. Support will be provided to assist trainees in transitioning back into their Professional Practice following extended periods of absence.

#### **Setting cover work during an absence**

Where an absence has not been agreed in advance, trainees are not expected to set cover work however they should do all they can to send their mentor the lessons they were intending to deliver that day (plus any related resources) unless the nature of their absence means this is not possible. For example, if the nature and/or severity of the illness means the trainee is unable to send any work.

Where an absence has been agreed in advance, mentors and trainees should agree the work which the trainee will set for their classes in their absence and mentors are asked to support trainees with this task. For example, an absence which has been previously agreed such as for an interview or hospital appointment.

#### **Making up days absent**

There is no requirement for trainees to make up the days they are absent if such absences have been rare, infrequent, and have not impacted on the progression of the trainee through their ITE as evidenced via their WDS. Where absences (or poor punctuality) have impacted on the progress of the trainee, this should be noted in the WDS and the trainee should expect to have additional interventions put in place to enable their progression. This may include an extension to the placement, the use of a Progress Support Plan, or additional opportunities being made available to them.

#### **School closure days, strikes, INSET days etc**

Trainees are expected to attend their setting in line with the guidance given to colleagues in that setting. This includes days when the setting may be closed, open only to colleagues (such as INSET days), or open to specific groups of learners (such as on strike days). **If the setting is open, trainees should attend unless their mentor informs them otherwise**. Trainees who are members of a union should seek advice from their union about attendance during periods of strike action and should attend Professional Practice unless their union has informed them differently.

#### **Days for religious observance**

It is anticipated that trainee teachers will require no more than two days religious observance during a professional placement. It is the responsibility of the trainee teacher to inform their mentor, Course Lead, and Link Tutor as far in advance as possible of the need to be absent from placement due to religious observance and to provide appropriate cover work (see guidance above).

#### **Days for interviews and/or visits to potential employers, and induction days**

Trainees can request absence for one day from their placement to attend interview for a teaching post. Trainees should liaise with their mentor at the earliest opportunity and can be expected to provide or contribute to any cover work which may be required. Trainees should plan to undertake any travel in their own time rather than seek two days absent from placement if the interview necessitate significant travel. For example, travelling to/from London.

Where a trainee wishes to visit a school/college prior to making an application, this should be arranged outside of their placement hours.

If successful at interview, trainees can request absence from the placement to attend any formal induction day(s) required by their new school/setting. They can be expected to provide or contribute to any cover work which may be required and this will be dependent on their progression at that time.

## Teaching expectations on Professional Practice

Within the Secondary phase, we have put the curriculum at the centre of our understanding of progression. Each distinct course has its own subject specific ITE curriculum which ensures trainees meet the relevant learning milestones over the course of their ITE journey. There is no requirement for trainees to undertake a specific number of teaching hours for each phase of their professional practice. Rather, mentors should ensure that trainees have sufficient opportunities to practice, receive feedback, observe, and be observed. The table below sets out a rough approximation of the number of hours trainees should be engage in teaching activity per week on each of the three phases to ensure they have sufficient opportunity to practise, be observed, and receive feedback.

| Phase of placement | Overview | Teaching expectations & PPA | Additional responsibilities |
| --- | --- | --- | --- |
| Introductory | * Introduces trainees to the expectations of the profession including ways to manage workload and professional behaviours. * As part of their induction to the setting, trainees should be given opportunity to undertake an initial period of focussed observation (approx. first 2 weeks) with opportunities to observe expert colleagues both in and outside of their subject so they experience a range of high-quality Teaching & Learning strategies. * A subject specific ITE curriculum is provided for trainees to follow each week throughout their duration of their placement. * Trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between 13:00-15:00). They will need to be able to have access to somewhere quiet with internet access (such as a computer in a staffroom or library). | * Teaching on this placement will begin as taking part of a lesson (e.g., starter, explanation) and/or undertaking team teaching before the trainee incrementally takes on solo responsibility for a class. * Teaching timetables should incrementally build up to approximately 5-7 hours per week across Key Stage 3 and 4 however the focus is on the trainee having opportunity to make progress through their ITE curriculum, rather than teaching a set number of hours. * Teaching in this phase may include team teaching or supporting small groups of pupils alongside their solo teaching (and as part of the approx. 5-7 hours per week). * In addition to their teaching hours, trainees should have 3-4 hours per week of structured Planning, Preparation and Assessment (PPA) time on their timetable. | Teaching at this phase should take place wholly within the subject in which the trainee is training to teach. The exception to this is PGCE Science trainees who can be expected to contribute to teaching across all 3 disciplines at Key Stage 3 & 4.  Trainees can be expected to engage in the full life of the school such as undertaking duties, supporting with extra-curricular activities, attending meetings, and supporting with pastoral/form periods. These should be done with support and supervision as appropriate to their status as novice teachers.  Trainees should be provided with opportunities to observe, dialogue, or meet with expert colleagues in line with their targets and curriculum for that week. |
| Developmental | * Requires trainees to continue with periods of observing expert colleagues, but alongside this there is an increase in their teaching load and the related responsibilities which come with this (such as marking). * Trainees should be given an induction to their new setting and be provided with opportunity to observe and/or support classes prior to taking on responsibility for them. * A subject specific ITE curriculum will be provided for trainees to follow each week throughout their duration of their placement. * Trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between 13:00-15:00). They will need to be able to have access to somewhere quiet with internet access (such as a computer in a staffroom or library). | * Teaching on this placement may include some periods of support and/or team teaching however this should be predominantly solo teaching. * Teaching timetables should incrementally build up to approximately 8-10 hours per week across Key Stage 3 and 4 however the focus is on the trainee having opportunity to make progress through their ITE curriculum, rather than teaching a set number of hours. * Teaching hours should predominantly be solo teaching with some lessons of team-teaching or where the trainee acts as support. * In addition to their teaching hours, trainees should have 4-6 hours per week of structured Planning, Preparation and Assessment (PPA) time on their timetable. | Teaching at this phase should take place predominantly within the subject in which the trainee is training to teach however where suitable, trainees can be expected to contribute to PSHE and RSE. PGCE Science trainees can be expected to contribute to teaching across all 3 disciplines at Key Stage 3 & 4. Trainees training to teach in History, Geography and RE may be able to undertake some KS3 teaching across the humanities subjects.  Trainees can be expected to engage in the full life of the school such as undertaking duties, supporting with extra-curricular activities, attending meetings, and supporting with pastoral/form periods. These should be done with support and supervision as appropriate to their status as novice teachers.  Trainees should be provided with opportunities to observe, dialogue, or meet with expert colleagues in line with their targets and curriculum for that week. |
| Consolidation | * The **consolidation placement** builds on the two previous placements and has an emphasis on an increased level of responsibility for whole class-teaching, an increased teaching load and a focus on building on targets from the developmental phase with a view to preparing trainees for their next stage as an Early Career Teacher. * At the end of this phase, trainees should be ready to transition into the Early Career Framework with the support this brings. A subject specific ITE curriculum will be provided for trainees to follow each week throughout their duration of their placement. * Trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between 13:00-15:00). They will need to be able to have access to somewhere quiet with internet access (such as a computer in a staffroom or library). | * There is the expectation that teaching at this phase is largely solo teaching with only some aspects of support and/or team teaching (as a supportive measure). * Teaching timetables should incrementally build to approx. 12-15 hours per week across Key Stage 3 and 4 however the focus is on the trainee having opportunity to make progress through their ITE curriculum, rather than teaching a set number of hours. * These hours should predominantly be solo teaching and in the subject in which the trainee is training to teach. * In addition to their teaching hours, trainees should have 5-6 hours per week of structured Planning, Preparation and Assessment (PPA) time on their timetable. | Teaching at this phase should take place predominantly within the subject in which the trainee is training to teach however where suitable, trainees can be expected to contribute to PSHE and RSE. PGCE Science trainees can be expected to contribute to teaching across all 3 disciplines at Key Stage 3 & 4. Trainees training to teach in History, Geography and RE can be expected to undertake some KS3 teaching across the humanities subjects (if appropriate). Where available and the trainee has the requisite subject knowledge, it may be suitable for teaching to include some aspects of A level support/teaching.  Trainees can be expected to engage in the full life of the school such as undertaking duties, supporting with extra-curricular activities, attending meetings, and supporting with pastoral/form periods. These should be done with support and supervision as appropriate to their status as novice teachers.  Trainees should be provided with opportunities to observe, dialogue, or meet with expert colleagues in line with their targets and curriculum for that week. |

# Professional Practice forms: The Weekly Development Summary (WDS)

* The Weekly Development Summary (WDS) is a record of the weekly meeting between trainee and mentor which captures the progress the trainee has made that week in reference to their ITE curriculum.
* It is completed by the mentor each week in the weekly mentor meeting.
* The mentor indicates if the trainee has been able to demonstrate what they know and can do that week in reference to the ITE curriculum set out that week. This may draw from a wide variety of evidence sources, including, but not limited to:
  + Discussion with mentor
  + Discussion with trainee
  + Discussion with learners
  + Discussion with TA / other professionals
  + Learners’ responses within the lesson and in their books/work
  + Observation of teaching and learning
  + The trainees’ assessment and planning records in their files
  + Informal notes and reflections
* The mentor questions the trainee (making use of the weekly formative questions) and records the trainee’s responses on the WDS. The mentor makes use of the reading and additional support which has been provided to them for that week to ascertain if the trainee is able to link theory to practice, to make use of current pedagogical research, and to critically reflect on their practice.
* The mentor and trainee also discuss any other matters which have arisen that week such as subject knowledge, additional CPD, and workload.
* The mentor and trainee agree targets which the trainee needs to meet to make progress through the curriculum and note the opportunities which have provided for the trainee to meet this target.
* Finally, the mentor identifies whether sufficient progress has been made that week:
  + Yes.
  + Yes, but this required additional support (which the mentor then lists).
  + No, progress has not been made despite additional support and the trainee may require a Progress Support Plan.
* By the end of each week the trainee should upload their WDS as per the guidance so the Link Tutor can QA and provide any necessary support/intervention.
* Failing to upload their WDS by the deadline set can trigger a Progress Support Plan being put in place for the trainee or additional support being provided for the mentor.

Once the WDS has been completed in the weekly mentor meeting, this is uploaded by the trainee by the agreed deadline for their Link Tutor to review.

Each week, the Link Tutor will review the WDS from the previous week and note if the trainee is making sufficient progress, if further support is being provided, or if sufficient progress is not being made.

The Link Tutor will then contact the mentor to discuss the appropriate next steps.

Failing to upload their WDS by the agreed deadlines hinders the Link Tutor in assessing the progress of the trainee and can trigger a Progress Support Plan. Moreover, it hinders the Link Tutor’s ability to QA the mentoring which the trainee is receiving.

A template of the WDS with guidance is provided for mentors to assist with completion of the form accurately.

| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week #** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course:**  **‘Working creatively with others to enhance life chances’** | | | | | | | | | | | |
| **Name of trainee** | | **Mentors should complete these boxes and each week indicate the days the trainee has attended that week**. | | **Trainee ID no.** | | | |  | | | |
| **Name of mentor** | |  | | **Professional Practice phase** | | | |  | | | |
| **Name of Link Tutor** | |  | | **Name of setting** | | | |  | | | |
| **Programme** | |  | | **Week beginning** | | | |  | | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | | |
| **Key reading for the week**  A light bulb on a book  Description automatically generated with low confidence | **Summary**  This box will be pre-populated and will contain a summary of pertinent research linked to the curriculum for that week.    **Limitations:**  **Reference** | | | | | | | | | | |
| **Support for mentoring in this subject**  A blue and orange sign with a thumbs up  Description automatically generated with low confidence | This box will be pre-populated and will contain a resource for mentors to utilise as part of their mentoring for that week. | | | | | | | | | | |
| **Curriculum for the week**    A cartoon of a person wearing a graduation cap  Description automatically generated with medium confidence | **This week trainees should have demonstrated that they know:** | | | | | | | | | | **Y/N** |
| **1.**  This box will be pre-populated with the curriculum for that week. **Mentors should indicate if trainees have demonstrated the intended learning that week in the right-hand column.**  **2.**  **3.** | | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | | **Y/N** |
| **1.**  This box will be pre-populated with the curriculum for that week. **Mentors should indicate if trainees have demonstrated the intended learning that week in the right-hand column.**  **2.**  **3.** | | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** A cartoon of a person holding a sign  Description automatically generated with medium confidence | **Q1:**  This box will be pre-populated with the formative progress questions for that week**. Mentors should discuss these questions with the trainee in the weekly mentor meeting and record the trainee responses in the spaces provided. These responses do not need to be onerous but should capture a broad summary of the discussion.**  **Mentor summary of trainee response:**  **Q2:**  **Mentor summary of trainee response:**  **Q3:**  **Mentor summary of trainee response** | | | | | | | | | | |
| **Additional notes from mentor meeting**  A black and white icon of a paper and a pencil  Description automatically generated with low confidence | For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, school/department events etc.  In this box **mentors should include any other discussion from the weekly mentor meeting.** | | | | | | | | | | |
| **Trainee workload and well-being**A hand holding a small plant  Description automatically generated with low confidence | **Have strategies for workload been discussed?**  In these boxes **mentors should record any discussions related to trainee workload and wellbeing**. This should include any additional support the trainee requires in respect of wellbeing. | | | | | | | | | **Y/N** | |
| Actions or follow up (if needed) | | | | | | | | | | |
| **Has the trainee’s wellbeing been discussed?** | | | | | | | | | **Y/N** | |
|  | Actions or follow up (if needed) | | | | | | | | | | |
| **Opportunities identified for progress**A red and white target with a blue arrow  Description automatically generated with medium confidence | **To make progress through the curriculum the trainee needs to:** | | | | | **Opportunity agrees for trainee to practise, observe, or receive feedback on this target** | | | | | |
| **1.**  **Mentor and trainee should agree and note 3 targets which will assist with progress through the curriculum**. | | | | | In this box, **mentor and trainee should note the opportunity/ies provided to meet each target.** | | | | | |
| **2.** | | | | |  | | | | | |
| **3.** | | | | |  | | | | | |
| **Current progress would suggest that the trainee is making sufficient progress through the curriculum to proceed:**  **Yes, trainee is making sufficient progress through the curriculum.**  **Yes, trainee is making sufficient progress through the curriculum, but this has required additional support (please list the additional support provided below. For example, a reduction in teaching load, additional meetings, use of team-teaching etc).**  **No, despite additional support the trainee is not making sufficient progress through the curriculum. A Progress Support Plan should be considered.** | | | | | | | | | | | |

**Mentor should indicate against the statement which best describes the progress made that week in respect of the ITE curriculum**. This should be discussed with the trainee in the mentor meeting. Any additional support provided (box 2) should be noted in the space provided.

#### **Exemplar: The WDS**

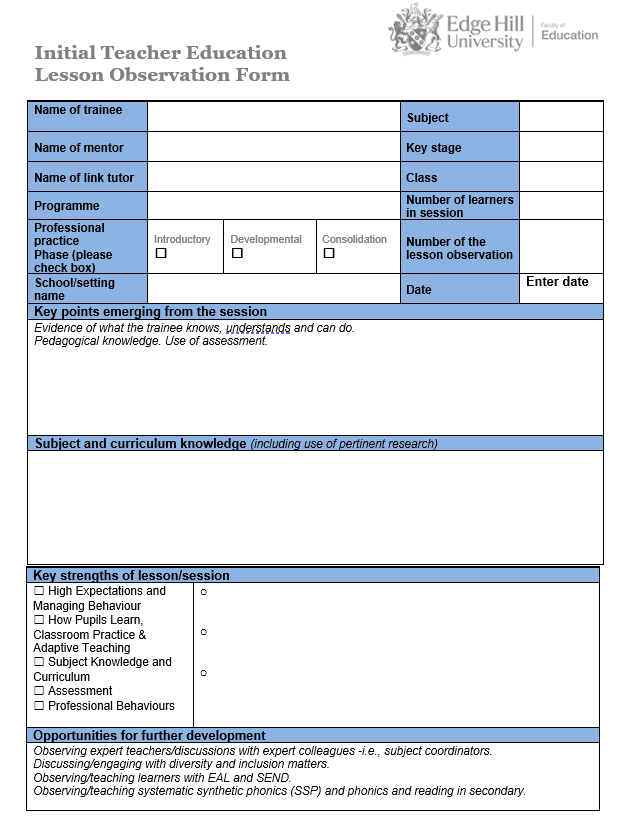
Mentor comments written in red. Sections pre-populated by EHU tutor written in black.

| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week #** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course: Secondary Religious Education with QTS**  **‘Working creatively with others to enhance life chances’** | | | | | | | | | | | |
| **Name of trainee** | | **D Craven** | | **Trainee ID no.** | | | | **1234567** | | | |
| **Name of mentor** | | **S Patterson** | | **Professional Practice phase** | | | | **Consolidation** | | | |
| **Name of Link Tutor** | | **B Smith** | | **Name of setting** | | | | **Edge Hill High School** | | | |
| **Programme** | | **UG QTS RE Yr3** | | **Week beginning** | | | | **22/01/24** | | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | | |
| **Key reading for the week**  A light bulb on a book  Description automatically generated | **Summary:** The blog suggests that great teaching is built upon great expectations. It suggests that teachers should set high expectations from the outset and they should continually reinforce these. This includes lessons which have depth, rigorous subject knowledge and challenge, effective questioning, and a clear sense of purpose.    **Limitations:** This resource does not include any supporting data to support the strategies it suggests. Therefore, it could just be presumed to be Sherrington’s opinion. The blog has also not been reviewed by other experts so again, it has not been subject to scrutiny and should not be accepted as ‘fact’.  **Reference:** Tom Sherrington’s Teacherhead Blog: <https://teacherhead.com/2018/09/02/great-teaching-the-power-of-expectations/> | | | | | | | | | | |
| **Support for mentoring in this subject**  A blue and orange sign with a thumbs up  Description automatically generated | The Ofsted Research Review into RE is well worth a read if you haven’t read it.  Research review series: religious education - GOV.UK ([www.gov.uk](http://www.gov.uk))  It sets out Ofsted’s thoughts about what high quality RE might look like.  There is a short video on our mentor site which discusses the review and what this means for RE ITE. | | | | | | | | | | |
| **Curriculum for the week**    A cartoon of a person wearing a graduation cap  Description automatically generated | **This week trainees should have demonstrated that they know:** | | | | | | | | | | **Y/N** |
| **1.** Setting clear expectations can help communicate shared values that improve classroom and school culture.   1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment in RE. 2. The school’s Safeguarding policy, DSO and safeguarding team and their role and the process for reporting concerns | | | | | | | | | | **Y**  **Y**  **Y** |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | | **Y/N** |
| 1. Model courteous and aspirational behaviour. 2. Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises pupil effort. Set tasks which stretch pupils, but which are achievable. 3. Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine. | | | | | | | | | | **Y**  **Y**  **Y** |
| **Questions for mentor and trainee to discuss in mentor meeting** A cartoon of a person holding a sign  Description automatically generated | **Q1:** What have you learnt about the importance of having high expectations?  **Mentor summary of trainee response:**  This applies to everyone but just pupils. By having high expectations for pupils we know we are stretching them to achieve their full potential and to do their best. Low expectations put a barrier on pupils and what they can achieve. This applies to learning but also behaviour and their aspirations.  **Q2:** How has your understanding of managing behaviour developed this week? Can you link this to any learning from your university learning?  **Mentor summary of trainee response:**  The importance of routines and structures is something observed in all the classes. This sets the lesson off to a calm start and keeps the focus n learning. Where there wasn’t a structure in place for the books or taking your seat sometimes there are more behaviour points given out. The reading last week talked about the importance of classroom environment and routines would be part of this.  **Q3:** Are there any specific safeguarding challenges within RE? What are they?  Mentor summary of trainee response: Sometimes the content and discussions in RE can be quite personal and this can lead the pupil to disclose something. For example, if you are teaching about the importance of the family for Christians, a pupil may say something about their family which makes you think they may be in danger. There is also the link to Prevent if a pupil says something about terrorism for example. RE teachers may have a student disclose something to them because of the way in which RE teachers are viewed (personal, caring etc). | | | | | | | | | | |
| **Additional notes from mentor meeting**  A black and white icon of a paper and a pencil  Description automatically generated | For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, school/department events etc.  Department meeting tomorrow at 4pm.  There is Yr9 options evening next week. This would be good to attend so you are familiar with how we work with parents.  Review SOW for Judaism. | | | | | | | | | | |
| **Trainee workload and well-being**A hand holding a small plant  Description automatically generated | **Have strategies for workload been discussed?** | | | | | | | | | **Y/N** | |
| Actions or follow up (if needed)  I have said I will share my marking timetable with Dylan so he can see how I manage my marking each week. | | | | | | | | | | |
| **Has the trainee’s wellbeing been discussed?** | | | | | | | | | **Y/N** | |
|  | Actions or follow up (if needed)  Dylan feels he is coping well at the moment but knows he can ask for help if needed. | | | | | | | | | | |
| **Opportunities identified for progress**A red and white target with a blue arrow  Description automatically generated | **To make progress through the curriculum the trainee needs to:** | | | | | **Opportunity agrees for trainee to practise, observe, or receive feedback on this target** | | | | | |
| 1. Set clear expectations and routines from the outset | | | | | Observe mentor with bottom set Yr8 focussing on how I enforce structure and the school ‘language’ | | | | | |
| 1. Understand and use the school behaviour system inc. rewards. | | | | | Read the school rewards and sanctions policy and observe Mr Shortt applies this to both KS3 and KS4. | | | | | |
| 1. Learn pupil names and build relationships | | | | | Create a seating chart for 8B2 who you will take next week and look at their profiles on SIMs. | | | | | |
| **Current progress would suggest that the trainee is making sufficient progress through the curriculum to proceed:**  **Yes, trainee is making sufficient progress through the curriculum.**  **Yes, trainee is making sufficient progress through the curriculum, but this has required additional support (please list the additional support provided below. For example, a reduction in teaching load, additional meetings, use of team-teaching etc).**  **No, despite additional support the trainee is not making sufficient progress through the curriculum. A Progress Support Plan should be considered.** | | | | | | | | | | | |

# Professional Practice forms: The Lesson Observation form

* The lesson observation form records the one formal lesson observation carried out by the mentor each week.
* Mentor and trainee should agree the teaching which will be observed in advance and in the weekly mentor meeting.
* Only mentors and expert colleagues who have undertaken their core Edge Hill mentor training can observe the trainee for their formal lesson observation. Trainees are advised to provide a small notebook (or have one provided by Edge Hill) for informal lesson observation which can be provided by any expert colleague.
* The observation can focus on a full or part of a lesson, or any intervention work the trainee is doing with a small group.
* The focus of the lesson observation is derived from the curriculum for that week but also assess’ the trainee subject and pedagogical content knowledge.
* The trainee can be seen with the same class/group of learners if the mentor is unable to arrange cover and/or no other colleague is trained and able to observe.
* By the end of each week the trainee should upload their lesson observation form as per the guidance so the Link Tutor can undertake the necessary quality assurance checks and triangulate with the WDS that sufficient progress is being made.

A template of the lesson observation form with guidance is provided for mentors to assist with completion of the form accurately. An exemplar is also provided.



This box may be filled in during the observation or following discussion with the trainee**. It should note opportunities the trainee needs and/or has been provided with to make progress based on their feedback from the lesson observation.** We suggest no more than 3 opportunities/targets to assist with workload.

**This will often be the last box the mentor completes as this will summarise the key points for follow up discussion and feedback with the trainee**. This feedback should be in relation to the ITE curriculum for that week.

**Mentor to comment on trainee’s subject and curriculum knowledge.** This may include addressing misconceptions, linking to prior subject knowledge, building on foundational concepts, use of subject specific terminology and pedagogical approaches.

**Mentor to indicate key strengths of the lesson** and use the space provided to expand on any of these.

**Mentor should complete these boxes with the relevant details.**

## Exemplar: The Lesson Observation Form

Mentor comments written in red.

## 

A screenshot of a school application form

Description automatically generated

# Appendix: Progress Support Plans during Professional Practice

# Further support, resources, and suggested texts for mentors

[***ITT Core Content Framework***](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf)

[***ITT Core Content Framework Exemplification Resource Materials***](https://www.ucet.ac.uk/12124/itt-core-content-framework-exemplification-resourcesept-2020)

[***ITT Core Content Trainee Teacher Behavioural Toolkit: A Summary***](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary)

[***Adaptive Teaching Adaptive teaching: Rethinking the nature of learning in schools: BOLD***](https://bold.expert/adaptive-teaching-rethinking-the-nature-of-learning-in-schools/)

[***Early Career Framework: Learning about adaptive teaching***](https://www.early-career-framework.education.gov.uk/edt/edt-early-career-framework/self-directed-study-materials/3-developing-effective-classroom-practice-%E2%80%92-teaching-and-adapting/3-4-learning-about-adaptive-teaching/)

[***The Early Career Framework Reforms Overview (ECF)***](https://www.gov.uk/government/publications/early-career-framework-reforms-overview)

[***The Early Career Framework (ECF)***](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf)

[***DfE The reading framework: teaching the foundations of literacy***](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf)

[***Edge Hill Mentor Space***](https://sites.edgehill.ac.uk/mentorspace/)

Each one of our ITE curricula is underpinned by and draws from pertinent research in that subject area such as the Ofsted research review series. We have also compiled a list of suggested texts for mentors for subjects we offer at the Secondary level.

**Computer Science and IT**

Developing a Computer Science-specific Learning Taxonomy.  Available from:<https://www.cs.kent.ac.uk/pubs/2007/2798/content.pdf>.

CSE, 2018. Computer Science Education: Perspectives on Teaching and Learning. London: Bloomsbury Academic. [https://books.google.co.uk/books?hl=en&lr=&id=MUmlEAAAQBAJ&oi=fnd&pg=PP1&dq=Computer+Science+Education:+Perspectives+on+Teaching+and+Learning.+London:+Bloomsbury+Academic&ots=SpEp0nP1zO&sig=0an1BjkJbk-8KHkZBWp7JNjRMJU](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fbooks.google.co.uk%2Fbooks%3Fhl%3Den%26lr%3D%26id%3DMUmlEAAAQBAJ%26oi%3Dfnd%26pg%3DPP1%26dq%3DComputer%2BScience%2BEducation%3A%2BPerspectives%2Bon%2BTeaching%2Band%2BLearning.%2BLondon%3A%2BBloomsbury%2BAcademic%26ots%3DSpEp0nP1zO%26sig%3D0an1BjkJbk-8KHkZBWp7JNjRMJU&data=05%7C01%7CPatterss%40edgehill.ac.uk%7C1f3caff34eb14625146a08daf7dabd83%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638094816118575513%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=hX1IGCD3%2FC2wozFomr05RGtsgQf3UcKy71YLL3T0M2U%3D&reserved=0)

Ofsted (2021) research review series: computing <https://www.gov.uk/government/publications/research-review-series-computing>

SENTANCE, S., WAITE, J. and KALLIA, M., 2019. Teaching computer programming with PRIMM: a sociocultural perspective. Computer Science Education. 29 (2-3), pp. 136-176. [https://www.tandfonline.com/doi/pdf/10.1080/08993408.2019.1608781](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.tandfonline.com%2Fdoi%2Fpdf%2F10.1080%2F08993408.2019.1608781&data=05%7C01%7CPatterss%40edgehill.ac.uk%7C1f3caff34eb14625146a08daf7dabd83%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638094816118575513%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=9bFckSdfCxxD6JiwPGfmoBQYgMP7zYly1MEFccRK9F8%3D&reserved=0)

The Royal Society, 2012. Shutdown or Restart? The way forward for computing in UK schools. . Available from: [https://royalsociety.org/-/media/education/computing-in-schools/2012-01-12-computing-in-schools.pdf](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Froyalsociety.org%2F-%2Fmedia%2Feducation%2Fcomputing-in-schools%2F2012-01-12-computing-in-schools.pdf&data=05%7C01%7CPatterss%40edgehill.ac.uk%7C1f3caff34eb14625146a08daf7dabd83%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638094816118575513%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=36RIGuLz1hoeuk3dwj%2Fz5tCpzdiBY%2F77fClmVIcSkjE%3D&reserved=0).

The White Paper: Practical programming in computing education [https://pure.roehampton.ac.uk/ws/portalfiles/portal/7463560/Practical\_Work\_in\_Computing\_Apr\_22.pdf](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fpure.roehampton.ac.uk%2Fws%2Fportalfiles%2Fportal%2F7463560%2FPractical_Work_in_Computing_Apr_22.pdf&data=05%7C01%7CPatterss%40edgehill.ac.uk%7C1f3caff34eb14625146a08daf7dabd83%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638094816118575513%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=VEO%2BnmBjiCjWhn1iS%2FSxUA7iGA8VvCczYsx%2BXJ7uWPs%3D&reserved=0)

**English**

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Sherrington, T (2020), The hidden lives of learners: Re-reading Nuthall’s Hidden Lives of Learners. Insights from a classic. [https://teacherhead.com/2020/02/15/re-reading-nuthalls-hidden-lives-of-learners-insights-from-a-classic/](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fteacherhead.com%2F2020%2F02%2F15%2Fre-reading-nuthalls-hidden-lives-of-learners-insights-from-a-classic%2F&data=05%7C01%7CPatterss%40edgehill.ac.uk%7C1787e83f473f42ae1df408dafd419bc3%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638100755468049872%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=DtK%2BdDl9e12SX9cEjHrbMXaKokf%2Be%2F56T0iQc73QmJQ%3D&reserved=0)

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**Geography**

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**History**

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Ofsted (2021) research review series: history https://www.gov.uk/government/publications/research-review-series-history

*Reading for practical ideas*

Natalie Kesterton’s (2019). ‘Plugging the gaps: using narratives and big pictures’ in [*Teaching History*, 176.](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.history.org.uk%2Fpublications%2Fresource%2F9665%2Fteaching-history-176-widening-vistas&data=05%7C01%7CPatterss%40edgehill.ac.uk%7C6348c83fea254aba8ace08daf55e9914%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638092083885216829%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=zIRvR6jmEZLrzhFuNAElkaGL56PDgeemECOHiJqvdYs%3D&reserved=0)

*Reading to understand how to structure history lessons*

Riley's (2000) article ‘Into the Key Stage 3 history garden: choosing and planting your enquiry questions’, [*Teaching History*, 99.](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.history.org.uk%2Fpublications%2Fresource%2F882%2Fteaching-history-99-curriculum-planning&data=05%7C01%7CPatterss%40edgehill.ac.uk%7C6348c83fea254aba8ace08daf55e9914%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638092083885216829%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=%2BM0FjmnS4gAL1cmIFzkXL0XuMvOfDSpAb9ekUcfKFIw%3D&reserved=0)

*Reading to develop trainees' understanding about how children learn in history lessons* S Wineburg, [‘Unnatural and essential: the nature of historical thinking’](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.history.org.uk%2Fsecondary%2Fresource%2F2429%2Funnatural-and-essential-the-nature-of-historical&data=05%7C01%7CPatterss%40edgehill.ac.uk%7C6348c83fea254aba8ace08daf55e9914%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638092083885216829%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=ORk8ev7SneSC0ERkr%2FbWpNWvNJ169%2B5dpLY2fqd99%2FE%3D&reserved=0), in ‘Teaching History’, Issue 129, September 2007, pages 6 to 11 and Husbands, C. (1996) *What is History Teaching?* Buckingham: Open University Press, ch 6, pp. 73-87.

**Mathematics**

Education Endowment Foundation (EEF), ND. Improving mathematics in key stages two and three: guidance report [KS2\_KS3\_Maths\_Guidance\_2017.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf)

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**Physical Education**

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35