

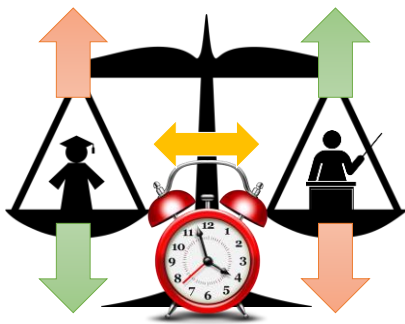
"PGCE students as full members of the department: win-win for them and us (a focus on T8)"

S.Rackley (FEHS Geog 2016)



Key Ideas

- A well supported and deployed trainee teacher should not add to the burden of responsibilities.
- Delegation of mentoring responsibilities to rest of faculty is equal or less than time saved.
- Development of pedagogy, resources etc can be partially or fully delegated to the trainee.



T8 fulfil wider professional responsibilities	Good	Outstanding
Make a positive contribution to the wider life and ethos of the school	...are pro-active in seeking out opportunities to contribute to the wider life and ethos of the school.	...to contribute in a significant way to the wider life...
Develop effective professional relationships with colleagues, knowing how and when to draw on advice and support	...are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so.	...build strong professional relationships ...work collaboratively with colleagues on a regular basis.
Deploy support staff effectively	...take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs.	...
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	...are pro-active in terms of their own professional learning and value the feedback they receive from more experienced colleagues.	... deliberately seek out opportunities...
Communicate effectively with parents with regard to pupils' achievements and well-being	...communicate effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being.	...communicate very effectively... when required to do so formally .

T8 underpins many standards in T1-7

A handy document for trainees/NOTs

EARL HIGH SCHOOL
DEPARTMENT POLICIES
Autumn 2015

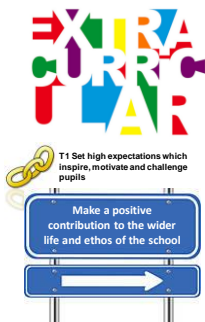
Responsibility (inc student leadership)


Overall responsibility for the management and coordination of the department falls on the Director of Geography. All teachers should benefit from a fair delegation of responsibilities (such as helping to write schemes of work, organise fieldwork trips etc) especially if it helps with professional development.

The department welcomes the opportunity to work with, train and mentor trainee teachers. While following the guidelines and requirements of the training establishment, the trainee teacher should be made to feel like a fully integrated and supported member of the department, and within the limitations of their status, be expected to abide the department policies.

Students should have the opportunity to engage in roles of responsibility e.g. the presence of student representatives at Department Meetings should be seen as a requirement. Students should be supported in a way that allows them to take responsibility for the learning of others, such as running activities for other classes, mentoring/tutoring younger students or leading a group of peers (e.g. conducting fieldwork).








Start of placement

- Participates in extra-curricular activity/club
 - Involvement...
- Leading/responsibility...

End of placement



IDEA: Student's school-based project could be linked to extra-curricular activity.

- Leading fieldwork (activities or full day) with mentor/teachers supporting
- Trainees cannot be 'trip leaders' but can be supervised with prep (e.g. writing risk assessments)

T3 Demonstrate good subject and curriculum knowledge
T4 Plan and teach well-structured lessons
T5 Adapt teaching to respond to the strengths and needs of all pupils

Deploy support staff effectively



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- Trainee/NQT observing mentor
- Same paperwork can be used for your appraisal* and trainee's/NQT's development

*check with your line manager – they might be grateful!



Second Placement

Guide to Placement B timetable distribution (hours)				
Week	Lead role teaching	Lesson observation support of experienced teachers	Trainee activity Private study / preparation	School based project work/...
20	none	Several placement to include observation of classes, some initial work with individual pupils / small groups	Induction activity,	
21	none		shadowing of	
22	up to 4 hours		Planning & tracking week – see placement A week 6	
23-25	6	10	5	
26-28	12	8	5	
29-30	15	10	10	



IDEA: Use evaluation to improve and deliver to their assigned classes (T3) or contribute towards new schemes of work, assessments etc

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- Many CPD is offered to trainees and NQTs for reduced price or even free
- School has a responsibility for NQT access to CPD
- Trainee can go in your place if your school reluctant/unwilling/unable to let you go





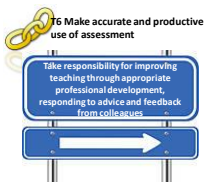
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- **Frontloading statement banks to support trainees (and yourself)**
- Write 2 or 3 to demonstrate
- Provide school guidance/documentation to trainee
- Quality control



- Moderation of work, especially summative assessments and mock exams



FEHS Geography Dpt @fehs_geog May 18
Some examples of Evolve7's 'If the World Were A 100' Mr Moses is exceptionally impressed with these ones.



Framingham Earl High School Geography Department - SETTING PLAN Preparation			
<u>Agenda</u>		<u>Time/Place</u>	
2017 Controlled Assessment – choice of topic & location	Date: 26/05/2018 Start: 15:15		
Mixed controlled assessment (standardisation (self only))	Location: Room A162		
	Present: Mr S Rackley (SR), Mrs L. Chafford, 2 Hollings (HH)		
	In attendance: Mrs N Holmes (PGC): (N)		
	Apologies/absent: H Kingland		
	Chale: SR		Minutes

	Notes/Action Points
	The survey indicates strongly for Economic Development with Rivers in 2 nd closely followed by Coasts. Pgs & Settlement is not very popular at all
	Hannah K (absent - spoken earlier) likes the idea of rivers as it involves real measurable geography – probably inspired by the prospect of wetlands
	Hannah J – Eco development. It's something that we haven't done as much since Year 7. It can be related to what we do in our lives.
	James H – Swinging towards Eco development – liked the topic. Most interesting. Thinks there will be more to write about.
	Alice G – Eco development would be more flexible and people can make it their own (primary or secondary). Finding objectives might be easier.
	Mr Moxes: Eco development has broadened scope, others seem very narrow
	Mr Rackley: Always wanted to do rivers, very easy to collect data. But this does make it

[illegible]

	Notes/Action Points	Who	When
1	<p>We welcome new subject leaders from Year 10 - T Nott, T Musgrove, L Jones, K Marshall, T Fowler, N Mitchell, M Thorne, M Thorne</p> <p>Outgoing leaders (Y11) J Smith, R Carter, E Andrews gave a brief overview of what they have been doing as leaders (deciding on controlled assessment, planning the new syllabus, collating student surveys/feedback etc. department review)</p> <p>RA suggested that he'd like to call the group the 'Geography Leadership Team' to reflect the status of the group - this will make identification on e.g. letters and FENIX articles easier</p> <p>Out of 10 participants, all 7 who were successful are present - RA hopes that</p>		



Any questions/thoughts?



S.Rackley (FEHS Geog 2016)