2012/13

Guide to Practical Teaching and Professional Development Year Two

Certificate / Professional Graduate Certificate in Education (Lifelong Learning)

In partnership with Weston College and Wiltshire College

School of Education

CONTENTS

Organising Your Practical Teaching and Professional Development Evidence.

All items should be kept in a lever arch file, known as the **Practical Teaching File**, using dividers to separate the different sections.

The work must be submitted for **formative assessment** at the end of L52 / 6201 and LL52 / 6202, and then submitted for **summative assessment** at the end of LL52 / 6203 (the end of the academic year).

What is included?

**SECTION 1: YOU AND YOUR PROGRESS THROUGH THE COURSE
SECTION 2: YOU AND YOUR TEACHING**

We suggest you photocopy the pages of the **Index of Evidence** and place them in your file so that you can tick off items as you put them in place. This will help you to track your progress.

The Index which follows needs to be used together with the **Additional Advice and Information**, the **Practical Teaching File, Section by Section, and the Practical Teaching File, Module By Module**, which you will find later in this pack, as these give further detail about what should be included.

PRACTICAL TEACHING FILE INDEX OF EVIDENCE (TICK AND DATE ITEMS IN END COLUMN WHEN PLACED IN FILE)	
INDEX TO TEACHING FILE	**BY WHEN?**
Copy of this Index	As first item in file
SECTION 1: YOU AND YOUR PROGRESS THROUGH THE COURSE	**BY WHEN?**
1 (a) PERSONAL PROFILE AND CV	
▪ **Completed Personal Profile** ▪ **Current CV**	Both by end of induction
1 (b) COURSE / YEAR COMPLETION RECORD	
▪ **Course / Year Completion Record** Signed by your Course Tutor, to confirm that all parts of the year have been completed.	At end of course / year
1 (c) INITIAL AND SELF ASSESSMENT RESULTS	**BY WHEN?**
▪ **Self assessments for Language, Literacy, Numeracy and ICT** (if direct entry to yr 2) or **PDJ 3 section** from year 1 ▪ **Self assessment of Practical Teaching using OfSTED Grading Criteria (**if direct entry to year 2 or **copy of final from year 1)**	First three by end of induction First completion by end of induction, then ongoing across the year
1 (d) INDIVIDUAL DEVELOPMENT PLANS / TUTORIAL RECORDS / NOTES	**BY WHEN?**
▪ Your **Initial Individual Development Plan** ▪ Your **Individual Development Plan for Milestone 1** ▪ Your **Individual Development Plan for Milestone 2** ▪ Your **Individual Development Plan for Milestone 3** ▪ **Tutorial records** as appropriate ▪ **Notes** you / your tutor have made re Milestones or Tutorials as appropriate	By end of induction At Milestone 1 At Milestone 2 At Milestone 3 Ongoing through year
1 (e) PROFESSIONAL DEVELOPMENT JOURNAL (PDJ)	**BY WHEN?**
PDJ entry 1 **- Min 500 words** PDJ entry 2 **- Max 2000 words** PDJ entry 3 **- Min 500 words**	By Milestone 1 Draft for feedback by Milestone 2 By Milestone 3
SECTION 2: YOU AND YOUR TEACHING	**BY WHEN?**
2 (a) TEACHING / MENTORING ARRANGEMENTS	
• The completed **Practical Teaching Arrangements** proforma	By end of induction
• The **Practical Teaching Log**, showing evidence that you have started recording your teaching.	By end of induction
• Evidence in your Practical Teaching Log of about **40 hours** of teaching	By end LL5/6202
• Evidence in your Practical Teaching Log of at least **75**	

hours of teaching	By end of year
• A copy of a completed / updated **Mentor Record**, provided by your Mentor	By end of induction
• A copy of your **Mentoring Log**, completed and agreed by you and your mentor at least three times per year	By end of year
2 (b) YOUR TEACHING SITUATION AND FEATURED TEACHING GROUP/S	**BY WHEN?**

• A brief **introduction to your teaching situation**, indicating:
  - The overall range of subjects/courses/qualifications you teach
  - The range of levels you teach
  - The age ranges of your learners across all your teaching
• A **description of your teaching group / s** selected for the PTF including:
  - age range, entry requirements, previous experience and learning about the subject, range of LLN & ICT abilities, range of cultural backgrounds, behavioural expectations of learners in your organization, etc + any other information you consider relevant and wish to include
• **Added information for added groups** featured.
	Both items by end of LL52 / 6201

2 (c) OBSERVATIONS (PRACTICAL TEACHING ASSESSMENTS) OF YOUR TEACHING	**BY WHEN?**

The following set of evidence must be provided **for each observation**:
  - Completed **feedback from the observer**
  - Your **session plan** (see section 2 (e) for session plan requirements)
  - All **resources** used for the session
  - Your **full self evaluation** of the session
• **General Observation 1** by your tutor
• **Specialist Observation 1** by your mentor
• **General Observation 2** by your tutor
• **General Observation 3** by your tutor
• **Specialist Observation 2** by your mentor
	By end of LL52 / 6201
	By end of LL52 / 6201
	By end of LL52 / 6202
	By end of LL52 / 6203
	By end of LL52 / 6203

2 (d) SCHEME OF WORK	**BY WHEN?**
• **Scheme of work** for **20 hours** of teaching. • **Syllabus/programme specification** from awarding body for which scheme of work is written or other relevant documentation.	First version by end of LL52 / 6201, then updated as working document as year progresses
2 (e) SESSION PLANS	**BY WHEN?**
There need to be a minimum of **9 session plans totalling at least 20 hours of teaching** in your PTF.	At least three plans per term

Five session plans will be included with your evidence of observations in **section 2 (c)** The remaining plans **(at least 4)** should be placed in this section All included plans must identify: - The aims and learning outcomes/objectives for the session - The sequencing / timing / management of the session. - Teacher activity and student activity - learning activities (content) and how they will be sequenced and managed in the overall session structure - Embedding of Equality and Diversity - Embedding of Every Child Matters (where required) - Planning for differentiation - The learning resources required - How formal and informal assessment is carried out - How relevant Key / LLN / Functional and ICT Skills have been included	Three in section 3 (c) or here by end of year
2 (f) ASSESSMENT	**BY WHEN?**
▪ **Assessment documentation** provided by your awarding body which explains the assessment methods, approaches, rules, scheduling and weighting which should be used (sometimes called the '**assessment scheme**')	By end of LL52 / 6202
▪ **One examples of your feedback** on an assessment (if written, include documentation; if verbal the evidence must be referenced to an observed session).	By end of LL52 / 6202
▪ A set of your **assessment tracking documents** including completed documentation for **at least two learners**	By end of year
2 (g) EVALUATION	
• **One session evaluation activity and the results** (this could be informal or formal evaluation where your learners give feedback on at least one session you have taught in an evaluative way) • Evidence of at least **one course evaluation activity** in a format which is required by your organisation. • An **action plan for improvement** which you have created based on the results of both evaluation activities.	By end of year
SECTION 2 (h) OBSERVATIONS BY YOU OF OTHER TEACHERS	
• At least **three observations of experienced teachers in your specialist area** (if you are absent during the seminar presentations, you will need to do a minimum of four observations of experienced teachers. Even if you	By end of course

do more than one peer evaluation of a seminar, you still need to do at least three observations of experienced teachers). • Copies of **any other observations that you carry out of peers/colleagues** The observations that you carry out of experienced teachers should be planned to enable you to observe your subject (or a closely related subject) being taught to different age groups, at different levels and/or in different contexts. The intention of this activity is to **broaden your experience of teaching your specialist subject beyond the narrow focus of the groups you work with**.	By end of course

Practical Teaching File Evidence - Additional Advice and Information

Learning outcomes for practical teaching

You will see in the Course Handbook that there are Practical Teaching and Professional Development learning outcomes for module LL52/6203. These provide progression from year 1, and a more detailed reflective focus on your Professional Development as a teacher. The Practical Teaching learning outcomes address a more advanced capability in teaching and learning practices, principles and competences than in year 1, and achieving all these and the Professional Development learning outcomes will confirm your development as a professional teacher and an improving specialist in your subject.

Assessment of your practical teaching across the year is formative and developmental, and the final assessment decision about this module is made at the end of the year.

Practical Teaching Learning Outcomes

By the end of the end of year 2 of the course trainees will be able to:

1. anticipate problems which might arise with implementing learning intentions for their lessons, and consider appropriate alternatives
2. plan their teaching with a clear focus on their students' learning, with strategies which are intended to encourage learners' autonomy and with clear objectives which all learners understand
3. use teaching methods with up-to-date subject expertise which meet the needs of the individual learners in their group
4. plan & embed or contextualise relevant Key Skills & or LLN & IT into their Scheme of Work, Lesson Plans & Assessments
5. support, challenge and promote effective learning to raise the standard of learning in their lessons
6. evaluate their uses of Learning Technology and the degree to which it enhances the learning experiences of their learners.
7. promote good working relationships that foster learning
8. identify learners who have barriers to success & achievement in their classes
9. provide effective support to all learners including those with barriers to success & achievement
10. make use of initial assessments and develop assessments that help learners to progress
11. use materials and teaching methods that promote equality of opportunity and cultural diversity
12. use their lesson and programme evaluations to contribute to organisation's quality assurance procedures

Professional Development Learning outcomes for Cert Ed:

By the end of year two of the course trainees will be able to:

1. Critically compare a range of models of professional practice in the lifelong learning sector, including Reflective Practice.
2. Demonstrate their engagement in continuing personal and professional development within their specialist area, and how it has enhanced innovation and quality in their teaching.
3. Discuss their own beliefs, values and assumptions and how these impact on their work with learners and others.

4. Review their overall strengths and areas for development as a teaching professional in the key areas of Practical Teaching, LLN and ICT.
5. Identify and prioritise learning goals and targets for future personal and professional development learning activities to meet their needs.

Professional Development Learning outcomes for PG Cert Ed:

By the end of this module trainees will be able to:

1. Critically analyse a range of models of professional practice in the lifelong learning sector, including Reflective Practice, drawing on the most current reading.
2. Critique their engagement in continuing personal and professional development within their specialist area, and how it has enhanced innovation and quality in their teaching.
3. Critically analyse their own beliefs, values and assumptions and how these impact on their work with learners and others.
4. Review their overall strengths and areas for development as a teaching professional in the key areas of Practical Teaching, LLN and ICT.
5. Identify and prioritise learning goals and targets for future personal and professional development learning activities to meet their needs.

The activities which provide evidence of your learning and progress are firmly embedded within the learning programme as a whole. Much of the evidence you produce for the **Practical Teaching File** will also provide evidence for other assessment activities, and the two will link closely.

Don't forget that the file is an opportunity to showcase your skills and experience, so you need to select evidence that allows you to demonstrate your effectiveness across a range of skills and expertise. However, it is also a developmental file. You are not expected to be an "expert" or even a fully proficient teacher at the end of the first year, but you should have established sound practice in your capacity to prepare, deliver, assess and evaluate learning activity. Alongside this you will develop a 'critically reflective' approach, where you are able to reflect on your teaching and learning, and use this to understand your own strengths and weaknesses, and analyse them against 'best practice'.

Your practical teaching is also supported through observations of your own practice, observations by you of others, and support from a recognised mentor in your own specialist area of expertise. As the year progresses, you will be able to demonstrate your commitment to continuous professional development as part of the greater 'community of practice' of teachers in the Learning and Skills Sector.

The Lifelong Learning Initial Teacher Training (LL ITT) team have also developed a model of **'Teaching Excellence'**, and we will be supporting all trainees in their development towards that goal across the 2 years of the course. There will also be tutor assessment and self assessment using the **current OfSTED Grading Criteria** for Lifelong Learning Initial Teacher Training, which you will reflect on and complete regularly.

This guide provides detailed guidance on how the Practical Teaching File should be structured and the evidence which should be in it. It also shows you how the different parts of the file contribute to the formal assessment of each of the modules.

The Practical Teaching File - Section by Section

This part of the guide takes you through each section in sequence with a full explanation of the content and provides useful added advice.

Section 1 - You and your progress through the course
Includes:
- **Section 1 (a)**
  - your **Personal Profile** and career details through a **CV**
- **Section 1 (b)**
  - the **Course / Year Completion** Record which summarises details of what you have achieved by the end of the course.

How is your Progress and Development Evidenced?

Ongoing professional progress and development through the year is evidenced in a range of ways:
- **Initial assessment** of literacy, numeracy and ICT - section 2 (c)
- **Self assessment of Minimum Core Personal skills** - section 2 (c)
- Review of teaching skills against practical teaching module learning outcomes and **OfSTED grading criteria**. - section 2 (c)
- **Individual development plans** / **tutorial records** - section 2 (d)
- **Professional Development Journal (PDJ)** - section 2 (e)
- Your **self evaluations of observed teaching sessions** - section 3 (c)
- **Feedback from observers** on your teaching - section 3 (c)

- **Section 1 (c)**
  - your **initial and self assessment results** for entry to the course, LLN, ICT and practical teaching

Your self assessment results help you to address:
- Practical Teaching Learning Outcome 10
- Professional Development Learning Outcomes 4 and 5

- **Section 1 (d)**
  - Your **Individual Development Plans** produced for and at your **Milestone Reviews**

There will be a minimum of **three formal milestone reviews** during the year. At these, your progress will be reviewed against previously set targets. These targets will reflect progress and further goals in relation to practical teaching, assignments, mentor support, personal skills etc. These reviews will also record how you are promoting equality and diversity both within your subject content and within your teaching approaches. In addition it will review the impact that you believe your teaching is having on your students' learning. There will also be a general tutorial component to the reviews. These milestone reviews will be based on your answers to the questions which form part of the PDJ (see section 1 (e)).

In addition, you may have extra **informal tutorials** as needed by you at different times of the year to cope with different issues. These will be recorded in the same way, and a copy kept in section 3 of your file with the formal tutorial records.

Your IDP and Milestone Reviews help you to address:
- Practical Teaching Learning Outcome 1-12
- Professional Development Learning Outcomes 1-5

- **Section 1 (e)**
  - your **Professional Development Journal** where you can reflect on many ideas, issues and experiences which you have learned from during the year.

The Professional Development Journal (PDJ)

The PDJ in particular should be an open, imaginative and purposeful tool in your development as a teacher and as a person. We believe that reflecting on your practice is an essential component of developing as a teacher, and it can help you to rethink and reframe those 'taken for granted assumptions' (Hillier, 2003)[1], and gain new insights which help you address challenges and move forward.

The development of the skills of self-appraisal is an essential part of the assessment for the qualification, but it is also an important part of learning. Reflection enables you to think through in detail what has been happening during the taught course sessions and your teaching, what you have learned, what you think about it, how useful it may be, either now or in the future, and how you may be able to apply it. Although it may seem hard at first, developing this skill of reflecting on your learning will be of great advantage to you in your teaching through your career, and more especially if you plan to continue your professional development as a teacher, whichever route you choose.

There will be opportunities to reflect on:
- aspects of the learning programme
- your developing understanding of equality and diversity and how they can be demonstrated through your planning, delivery and assessment of your own learners
- your progress in teaching, training and assessment
- your personal learning during the course including your Minimum Core Personal skills development
- day to day life experiences and how they impact on your teaching
- your performance as a teacher over the programme as a whole
- your strengths and potential for further development.

The intention is to help you think about yourself as a learner and about your current (or potential) learners, and how you can use your new learning on the course, in your workplace and in your life to help both yourself and them.

Petty (2004)[2] 'What kind of teacher are you?' and Wallace (2005)[3] 'Keeping a journal: reflecting upon and evaluating one's own performance and planning for future practice' are both useful chapters which will help you when writing entries for your PDJ. These are however only examples.

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[1] Hillier, Y. (2003) *Reflective Teaching in Further and Adult Education.* London: Continuum.

[2] Petty, G (2004) (3rd edition) *Teaching Today – A Practical Guide.* Cheltenham: Stanley Thorne

[3] Wallace, S. (2005), (2nd Edition) *Teaching and Supporting Learning in Further Education*. Exeter: Learning Matters

What might you want to reflect on in your PDJ?

- **Your teaching:** Perhaps something worked really well in one of your sessions and you want to think about why it happened so that you can ensure further success. Or maybe something went wrong – an activity didn't work the way you expected, or there were problems with one or more of the learners. You need to reflect on what happened, how you reacted, whether you could have reacted in a better way, and what you could do better next time. Rather than a repeat of your session evaluations, this should involve more of an in-depth reflection on critical points.
- **Your learning:** You may want to reflect on something that you learned in one of the Cert Ed sessions that seemed particularly relevant to you, and think about how you could use it. Or perhaps something happened in relation to the group dynamics which made you think about what might be happening behind the group dynamics in your own teaching group. Why do you sometimes find the learning process difficult and how might this relate to how your own learners might be feeling – what can you do to minimize these problems? How does your own understanding of yourself as a learner help you understand your own learners?
- **Your reading:** You may have read something, or found something on the internet, that is really relevant, and you want to reflect on how you can use this in your teaching.
- **Peers and colleagues:** Learning from peers and colleagues may be formal – through an observation or a meeting – or informal, through a chat over coffee. Perhaps they have told you about a new resource available or a new staff development activity that might help you. Reflecting on what you can learn from peers and colleagues is always useful.
- **Other staff development:** You may be sent on other staff development activities during the year. What have you learned from these – both in terms of content which you can apply and use in your own teaching and/or in terms of the way it was presented. Learning how *not* to do it can be as useful as learning new ways of presenting things!
- **Anything else!** There may be all sorts of other things that happen in your professional and personal life that have an impact on your development as a teacher and as an individual and which you want to reflect on.

PDJ entries
PDJ entry 1 (for Milestone 1) - minimum of 500 words
(a) Using your self assessment against the OfSTED criteria, consider:
- What are three areas in your practical teaching where you feel most confident?
- What are three areas in your practical teaching where you feel you need most development?
- What will be your first steps to improving your teaching?
- What support would help?

(b) Reflect on the results of your own initial assessment in terms of your literacy, numeracy, and ICT:
- What are three areas in LLN/ICT where you feel most confident?
- What are three areas in LLN/ICT where you feel you need most development?
- What would be your first steps to improving your capability in LLN/ICT?

(c) Other areas of the course

- What arrangements are in place for you to receive mentoring in your workplace, and how are these working?
- In which other aspects of the course would you benefit most from extra support?

PDJ1 addresses:

- Professional Development Learning Outcomes 4 and 5

Reflective account of your Development as a Teaching Professional (for Milestone 2) – minimum word limit 2000 words

Write a **reflective account** where you use your reading for year 2 and this module in particular and your growing experience of teaching to:

- Compare **with that of one other course member** your own role and responsibilities as a specialist, and as a teacher in your organisation
- Explain your own beliefs, values and assumptions about teaching and learning and how they help (or hinder) your work as a teacher.
- Discuss which aspects of reflective practice you feel are most relevant to you as teacher and learner.
- Explain how effectively overall you feel you operate as a professional in the lifelong learning sector.

This entry must make use of reading as required by each year 2 module (i.e. the use of at least five recognised sources)

PDJ2 addresess:

- Practical Teaching Learning Outcome 7
- Professional Development Learning Outcomes 1, 3, 4

PDJ Entry 3 (for Milestone 3) - minimum of 500 words

Review and evaluate your progress at the end of year 2, using these questions:
- Where have you placed yourself overall in relation to the OfSTED criteria and what aspects of your teaching do you feel have improved most?
- What particular aspects of your specialist subject teaching have improved most this year? Give at least 2 examples
- Give one example of further progress you have made in embedding equality and diversity in your teaching
- Give one example of further progress you have made in embedding LLN / Functional Skills in your teaching
- What are your views on the benefits and/or disadvantages of using ICT to support student learning?
- What are your key expectations, development needs and goals for future CPPD?

PDJ3 address:

- Practical Teaching Learning Outcome 4, 6, 11
- Professional Development Learning Outcomes 1, 2, 4, 5

Format of PDJ

We would encourage you to find a means of completing your PDJ which suits you, and you are welcome to make use of as low tech or high tech approach as you wish.

Whatever format you wish to use, you must observe the following requirements

- The PDJ is an assessed piece of work so has to comply with all other requirements of assessed pieces of work, i.e.:

    - All questions need to be answered
    - It is available for your tutor to read
    - It observes appropriate referencing conventions when necessary, and does not plagiarise.
    - It does not breach any electronic content guidelines/codes of practice which are currently in force.

These are some of the ways you can format your PDJ:

- **Write it!** We will still accept handwritten PDJs (but only if you can effectively make the case for why they must be handwritten)
- **Word Process it!** This is the most regularly-used approach to completing the PDJ
- **Use the Reflect tool** on the Institute for Learning website (www.ifl.ac.uk)
- **Picture it!** Probably not possible to use only still images, but using and adding pictures is most welcome
- **Blog it!** You could produce a weblog for the PDJ (bear in mind this could mean the whole world could read it!)
- **Record it!** You could produce an audio/video version of the PDJ

Please note that the journal will be seen only by the course tutors, and those moderating or externally examining your work. It will not be seen by other members of the group, unless you choose to share it with them.

Section 2 - You and your teaching

In essence, this part of the file is similar to what is often expected of teachers under current inspection or quality assurance arrangements in your organisation (e.g. your 'Inspection File', 'Course Team File', etc). The emphasis is on the particular contents which are required by this award, so the key principle is ***to organise your file so that someone who has never met you before could find anything in it immediately, and check it against the assessment requirements***. If you can use your existing documents, or an adapted version, and they meet the appropriate award requirements, we are happy to accept them. This evidence you provide in this section will generally, but not always, be with one class or group. You select the group.

- **Section 2 (a)**
Includes:
    - The **Practical Teaching Arrangements** and **Practical Teaching Log** proformas which provide evidence of **at least 75 hours** teaching in the first year which should include working with a group of **at least 5**

students and working with students on a **one-to-one** basis. *Note that the substantial part of your teaching should be with a group, and the one-to-one teaching will only form a small part of your 75 hours.*
- The **Mentor Record** and **Mentoring Log.** You will be expected to meet with your mentor on a regular basis over the year (see section on Your Entitlement in the Course Handbook). The Mentoring Log will provide evidence of such mentor interactions for at least 15 hours during the year.

- **Section 2 (b)**
Covers a brief introduction to you and your teaching, and a more detailed description of the group/s you have chosen to include in your PTF.
Includes:
- **Introduction to your teaching**
  - The overall range of subjects/courses/qualifications you teach
  - The range of levels you teach
  - The age ranges of your learners across all your teaching
- A **description of your teaching group / s** selected for the PTF including:
  - age range
  - entry requirements
  - previous experience and learning about the subject
  - range of LLN & ICT abilities
  - range of cultural backgrounds
  - behavioural expectations of learners in your organization,
  - any other information you consider relevant and wish to include
- **Added information for added groups** featured.

Section 2 (c) Practical Teaching Assessments (Observations)

Practical Teaching Learning Outcomes:
The relevant learning outcomes are those identified for the Practical Teaching File (earlier in this guidance pack). You will be assessed against these outcomes as well as specific areas identified for each observation.

Observations (Practical Teaching assessments) of your teaching
There will be **five observations** of your teaching. Evidence for these observations will be in **Section 3 (c)** of the **Practical Teaching File.**

(Note: in addition there will be a peer observation/evaluation of your seminar presentation for LL52/6201, which will form part of the assessment for that module, and **will not** form part of the Practical Teaching File.

You must pass **all five** observations of your own teaching. If you do not gain a pass, you will need to be observed again, and, if necessary, again. The major purpose of the observations is support and help for you to develop into an effective teacher. You will be set goals and targets for improvement by observers and mentors. It is essential that you show how you work towards and achieve these.

We would stress that it is unusual for people not to pass, and by the end of the year we expect you to be able to use the visits to experiment with new strategies, to try to solve problems, develop your working methods and experiment with different and innovative teaching approaches. However, serious

errors or omissions of one of the learning outcomes, and a subsequent inability to explain this, will be sufficient to prevent you being passed for that visit.

Do keep clearly in focus that the purpose of the observations is to help and support your development into an effective professional teacher, tutor or trainer. Some trainees will need longer than others to achieve the necessary level required.

You must ensure that **one observation includes a substantial time when you are working 1:1 with a learner.** In most instances this is likely to be a tutorial situation or where learners are using guided learning materials whether paper based or electronic. When working 1:1, you should be using some form of Individual Learning Plan (ILP) or similar tutorial record, as is in use in your organization. Your observer will need a copy of this and any previous records for the learner, e.g. the learner's Initial Assessment (IA) records or summary.

Two sessions must be observed by **your mentor, who is recognized as being a specialist in your own teaching area,** so that specific feedback and development targets related to teaching your specialist area can be given.

How do the observations fit into the year?
There will be **three generic (tutor) observations** and **two specialist area (mentor) observations**. However, which order these are done in can be negotiated between you, your tutor and your specialist area mentor.

- **The first two observations need to be completed by December.**
- **The third and fourth observations must be completed by end of March**
- **The fifth observation must be completed by end of May.**

It is important that the observations are spread over a period of weeks, rather than taking place very close to each other. This is so that there is time for you to implement and work on the targets set at each observation.

It is important that both the generic observer and the specialist area observer have access to all previous observation documents and to your Practical Teaching File in each observation.

Feedback and evaluation
- After each observation, you will need to evaluate all aspects of your teaching with your observer in discussion, as well as writing an evaluation report considering these different aspects. This evaluation will form an integral part of your journal.

  o The **generic observer** will also discuss with you how your teaching relates to the content delivered in the modules.
  o The **specialist area observer** will discuss with you how you can develop your skills in teaching your specialist area.

- You will get both verbal and written feedback from your observer.

How is the practical teaching observation organized?

We ask you to make the arrangements for the visits, which include informing your line manager, getting any necessary security clearance for the observer, and ensuring they have clear directions of how to get to the institution and the room location.

A typical schedule would be:

- You negotiate a mutually convenient time for a visit with the observer allocated to you
- Before the observation, you provide clear details of how to get to your institution and the room/space your class is in
- Ideally you make time to meet the visiting observer at some time before the class and discuss with them the plan and any other relevant points

The **minimum information** your observer will need when observing you is:

- Your Practical Teaching File
- A session plan for the taught session
- An indication of where that session fits in the scheme of work
- Any relevant background details about the participants
- Copies of learning resources you will be using in the session
- Previous Practical Teaching Assessment feedback (observation reports)
- Resulting IDP plan for meeting targets set (part of journal)
- Any other helpful background

(Note: much of this should be in the Practical Teaching File, such as the scheme of work, relevant background details about the participants, previous observation reports, etc)

- You manage the session and the observer watches you do this. They will normally observe you managing learning for between 45 minutes and one hour, and will usually debrief you straight after the session. (If this is not possible, you should arrange a time to do this as soon as possible after the session).
- The observer will use the Practical Teaching Assessment Form to record their observations. This gives you an indication of the things they will be looking out for, including progress on previous development targets, and new development targets.

The observation cannot be passed until you have produced:

- Your own self evaluation of the session **(NOTE: The year 2 self evaluation is different from year 1)**, which should include targets for future development, and submitted it to the appropriate member/s of the course team (on the appropriate proforma)
- A copy of the completed form is returned to you and you should keep it in your Practical Teaching File, together with a copy of the session plan and other records (Section 3). Previous visit forms from all stages should always be in your file, so visiting observers can see what you have negotiated to do on subsequent visits and to see how your work has progressed. Note that all observed sessions in Section 9 should be clearly identified (eg by tagging)

Planning Learning and Teaching - Sections 2 (c), (d) and (e)

It is expected that these sections of your file will show your ability to **plan, deliver and improve** effective sessions and programmes. In Year 2, the expectations are that your planning will improve to a more complex and higher level (as is reflected in the practical teaching learning outcomes, Achieving Teaching Excellence, the model developed by the BSU ITT team, and the OfSTED grading criteria). Crawley (2005, pp.35-40)[4] also provides a useful model to ASSURE your planning of learning. The file should be a 'live' document showing mistakes, your recognition of these and the work you have done.

There is a model format for a **scheme of work - section 2 (d) -** available, but it is not mandatory to use this format.

All included **session plans** must identify:
- The aims and learning outcomes/objectives for the session
- The sequencing / timing / management of the session.
- Teacher activity and student activity
- learning activities (content) and how they will be sequenced and managed in the overall session structure
- Embedding of Equality and Diversity
- Embedding of Every Child Matters (where required)
- Planning for differentiation
- The learning resources required
- How formal and informal assessment is carried out
- How relevant LLN / Functional and ICT Skills have been included

- **Section 2 (f) Evidence of assessment**
Includes:
- **Assessment documentation** provided by your awarding body which explains the assessment methods, approaches, rules, scheduling and weighting which should be used (sometimes called the '**assessment scheme**')
- At least **one examples of an assessment activity** (formative or summative) completed with your **feedback** on assessments (if written, include documentation; if verbal the evidence must be referenced to an observed session)
- A set of your **assessment tracking documents**
- Summary of results

- **Section 2 (g) Evidence of evaluation**
Includes:
- Evidence **one session evaluation activity and the results** (this could be informal or formal evaluation where your learners give feedback on at least one session you have taught in an evaluative way)
- Evidence of at least **one course evaluation activity** in a format which is required by your organisation.
- An **action plan for improvement** which you have created based on the results of both evaluation activities.

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[4] Crawley, J. (2005) *In at the Deep End – a Survival Guide for Teachers in Post Compulsory Education.* London: David Fulton Publishers.

- **Section 2 (h) Observations by you of other teachers**

There are a minimum of **three** observations of this type. Records of these observations (apart from Observation 1) should be kept in **Section 2 (h)** of your **Practical Teaching File.**

- You will need to observe the teaching of experienced teachers in your specialist area for **at least one hour** for each observation, and write an evaluation report.
- Particularly if you teach a narrow range of subject/level/age group, you should **use these observations as an opportunity to broaden your experience**. For example, you could observe someone teaching your subject at a different level, to a different age group or in a different setting. See below for more details.
- Although only three such observations are required, we strongly **recommend you to observe on as many occasions as possible** – observing experienced teachers can be a powerful learning tool for you.
- You will be expected to complete an observation proforma commenting on aspects of the teaching skills demonstrated. You should focus particularly on aspects relating to the specialist area – their choice of methods and resources etc, and how effective they are in relation to the specialist area.

The purpose of the three observations of experienced colleagues is for you to **extend your understanding of how your subject can be taught in different contexts, at different levels and to different age groups**. You should therefore **plan your observations to enable this to happen.**

At times, particularly when you are teaching students with learning difficulties, your "subject" may be the vehicle for delivering life skills. In this case, it may be useful for you to observe other teachers teaching life skills to this group through a different "subject vehicle", as well as observing your subject being taught at a different level, context and/or age group.

Using these observations to gain this extra breadth of understanding of teaching your subject across different contexts/levels/age groups is particularly important for those of you who may have a very restricted teaching practice in terms of the subject/level/age group/context that you teach.

For example, you could:

- Observe your subject being taught at a different level and/or to a different age group
- Observe your subject being taught in a different context (for example, if you work in FE, you could observe a lesson in Adult and Community Education or in a prison, and vice versa)
- Observe your learner group being taught by a different teacher, even if it is a different subject
- Observe a similar group to yours but in a different subject (for example, if you work with younger students with challenging behaviour, you could observe another group of similar students to see how that teacher manages the behaviour issues).
- Watch a video of someone teaching your subject, if available, and write that up on the proforma.

It is up to you to make the best use of these observations to gain as wide an experience as possible of how your subject can be taught

The emphasis of these observations is on what you as a teacher have learned from them, in terms of teaching generally and in terms of your own specialist area, identifying what ideas you can take to use in your own teaching. This could include teaching strategies appropriate to the subject, resources, behaviour management strategies, communication and/or interpersonal skills, etc.

Your report should consider how the teacher has planned the session, their choice of methods, resources and assessment strategies, how they managed the group, how they set up the learning environment, the communication skills they used, etc. The report should also include reflection on how equality and diversity were demonstrated in the planning and delivery of the session, and how this had an impact on the learners. Feedback should also include comments on the evidence of learning taking place (or not) in the sessions.

You should also reflect on how the different context / level / age group has an impact on the way that your subject is delivered, and identify your extended knowledge and understanding of teaching your subject as a result of such observations.

Each observation report should end with personal development targets for you resulting from the observation and a short action plan of how you intend to implement these targets.

The Practical Teaching File, Module by Module

This section summarises what is needed in the PTF module by module.

For the full explanation of each section of the PTF, see the previous section of this guide.

Please note that the file will be checked at each observation **and** at the end of each module. It will be formatively assessed throughout the year, and summatively assessed at the end.

By the end of module LL 52 / 6201

During this first part of the academic year, you will be setting up your Practical Teaching File, using this guidance. The evidence detailed below should be in place by the end of the first module (LL52 / 6201).

The file will be checked at each observation to ensure that you are meeting the targets. However, in this first term, we are aware that the first observation may be quite early in the term. If this is the case, we realize that it may not be realistic to have all this evidence in place.

The **following items should definitely be place for the first observation:**
▪ Your completed Personal Profile **- section 1**
▪ Copy of your current CV **- section 1**
▪ Completed Practical Teaching Arrangements proforma **- section 1 (a)**

- The Practical Teaching Log should show evidence that you have started logging your teaching practice hours **- section 2 (a)**
- A brief description of the group being observed **- section 2 (b)**
- Session plan for the observed session **- section 2 (c)**
- Initial Scheme of work **- section 2 (d)**
- Resources to be used in observed session **- section 2 (c)**

Section 1: You and your progress through the course

1 (a) Personal Profile and CV

This section should be complete by the end of induction

1 (b) Summative assessments

LL52 / 6201 summative feedback should be included

1 (c) Your initial and self assessment results

LLN / ICT and first self assessment of Practical Teaching should be included

1 (d) Individual Development Plans

Your Initial Individual Development Plan, and the Individual Development Plan written with your tutor as part of Milestone 1 should be included

1 (e) Professional Development Journal

PDJ entry 1 should be included

Section 2: You and your teaching

2 (a) Teaching / Mentoring arrangements

The Practical Teaching Arrangements proforma and the Practical Teaching Log, showing evidence that you have started recording your teaching should be included

The Mentor Record, provided by your Mentor, and the Mentoring Log, showing evidence that you have started recording your mentoring should be included

2 (b) Teaching situation / featured teaching groups

The introduction to you and your teaching, and background information on the chosen learning group should be included.

2 (c) Observations of your teaching

All of the documents for General Observation 1 and Specialist Observation 1 should be included

2 (d) Scheme for work

Scheme of work (for at least the first term of your teaching) should be included

2 (e) Session Plans

At least three session plans, using the required session plan format should be included between section 3 (c) and (e).

2 (f) Assessment
and
2 (g)Evaluation

No evidence here yet

2 (h) Observations by you of other teachers

Session materials and your report should be added for any observations of others you have carried out

By the end of Module LL52 / 6202

Section 1: You and your progress through the course

1 (a) Personal Profile and CV

Complete

1 (b) Summative assessments

LL52 / 6201 and LL52 / 6202 summative feedback should be included

1 (c) Your initial and self assessment results

Second self assessment of Practical Teaching should be included

1 (d) Individual Development Plans

The Individual Development Plan written with your tutor as part of Milestone 2 should be included

1 (e) Professional Development Journal

PDJ entry 2 should be available as a draft for feedback from your tutor

Section 2: You and your teaching

2 (a) Teaching / Mentoring arrangements

The Teaching Log should record around 40 hours of teaching
The Mentoring Log should show evidence of regular mentoring activity.

2 (b) Teaching situation / featured teaching groups

Complete

2 (c) Observations of your teaching

All of the documents for General Observations 1 and 2, and Specialist Observation 1 should be included

2 (d) Scheme for work

Scheme of work (for 20 hours) should show further development through use and annotation / adaptation

2 (e) Session Plans

At least six session plans should be included between section 3 (c) and (e).

2 (f) Assessment

Assessment documentation, two examples of assessments, assessment tracking documents for 2 learners and initial assessment evidence for LL52 / 6202

2 (g) Evaluation

Session evaluation should be included

2 (h) Observations by you of other teachers

Session materials and your report should be added for any observations of others you have carried out

By the end of module LL52 / 6203 (i.e. the end of the course)

Section 1: You and your progress through the course

1 (a) Personal Profile and CV

Complete

1 (b) Summative assessments

LL52 / 6201, LL52 / 6202, LL52 / 6203 and LL52 / 6204 summative feedback should be included

PTF Summative Feedback should be included

1 (c) Your initial and self assessment results

Third self assessment of Practical Teaching should be included

1 (d) Individual Development Plans
The Individual Development Plans written with your tutor as part of Milestones 1, 2 and 3 should be included

1 (e) Professional Development Journal

PDJ entries 1, 2 and 3 should be included

Section 2: You and your teaching

2 (a) Teaching / Mentoring arrangements
The Teaching Log should record at least 75 hours of teaching
The Mentoring Log should show evidence of at least 15 hours of mentoring activity.

2 (b) Teaching situation / featured teaching groups

Complete

2 (c) Observations of your teaching

All of the documents for General Observations 1, 2 and 3, and Specialist Observations 1 and 2 should be included

2 (d) Scheme for work

Scheme of work (for 20 hours) should be show further development through use and annotation / adaptation

2 (e) Session Plans

At least nine session plans should be included between section 3 (c) and (e).

2 (f) Assessment

Complete

2 (g) Evaluation

Complete

2 (h) Observations by you of other teachers

Complete

At the end of the academic year, you need to check that you have provided evidence to meet the requirements of every section before handing in your file for summative assessment