



A guide to supporting a PGCE trainee for the classroom teacher.

Many thanks for allowing one of our trainees to work with your groups. This is invaluable experience for any trainee and it will help form them into the teachers they are to become.

You should be able to expect some basics from our trainees. These include;

- A professional approach to the classroom (no chewing gum, no mobile phones switched on and good punctuality).
- Lesson plans shown to you at least 48 hours in advance (may need to be more in practical subjects). If this doesn't happen then I would be concerned about how prepared they are to teach.
- Resources booked in advance and photocopying shown to you (or their mentor) before printing.
- Work should be kept marked up to date and good records kept.
- School procedures should be followed (eg. BfL, AfL).
- A willingness to improve their skills and develop new ideas.

As teachers you need to make sure that trainees;

- are **always** supported in lessons (see table on page 2)
- have schemes of work and department resources for the modules they are teaching
- have information about individual pupils and seating plans for classes
- are given time to discuss their ideas (let them know when is best)
- are treated as professional members of the school community.

During the trainee's placement they will be observed at least once a week across all their lessons. Forms for observation are kept with their subject mentor. Observations do not need to be of the whole lesson and could be of just one section or aspect of teaching.

If you are concerned about any aspect of the trainees teaching, share it with them and the subject mentor straight away. The professional tutor (Jo Brake) is always happy to give support and advice when needed. You are responsible for your group's learning and it is important that they get best opportunities to make progress.

The classroom can be a very daunting place and it is important that all our trainees feel adequately supported in lessons.

Type of trainee	Type of support needed
Confident, lots of skills	<p>After initial close observation it may be appropriate to let them teach the group independently for a sequence of planned lessons. <u>Check on the lesson's progress regularly and remain close by.</u> If pupils are causing concern due to challenging behaviour then they could be removed to work with you. Challenge these trainees to try a range of teaching techniques and classroom management strategies. Set targets that motivate and don't allow complacency.</p>
Confident, lacks skills	<p>This trainee requires a lot of support. <u>Do not leave them to teach independently</u> until you are happy that their skills meet the standards needed to teach effectively. You need to remain in the room and perhaps start with the trainee being responsible for only parts of the lesson or working with small groups. Check lesson plans carefully especially for subject knowledge. Monitor pupil understanding and progress closely.</p>
Gaining confidence, some skills	<p>By practicing the skills they already have this will help them develop further. Build in new skills each lesson/week. Suggest observing the topic they are teaching being taught by other staff in the department. <u>Remain with them in lessons</u> and perhaps take the role of teaching assistant until they have met set targets. Try not to over criticise as they will easily be knocked back. Discuss with them how ready they feel to teach independently.</p>
Lacks confidence, few skills	<p>Raise your concerns with the subject mentor as early as possible. <u>Don't leave the trainee to teach independently.</u> They will need to develop their subject teaching skills first and then their classroom management. Encourage lots of observation then taking responsibility for a small section of the lesson. If possible allow them to repeat the activity with another group. Build up to team teaching with them planning the lesson's activities. Ask for the subject mentor/ professional tutor to do observations regularly. Support any progress the trainee is making but remember the group remains your responsibility and we should not put their learning at risk.</p>