



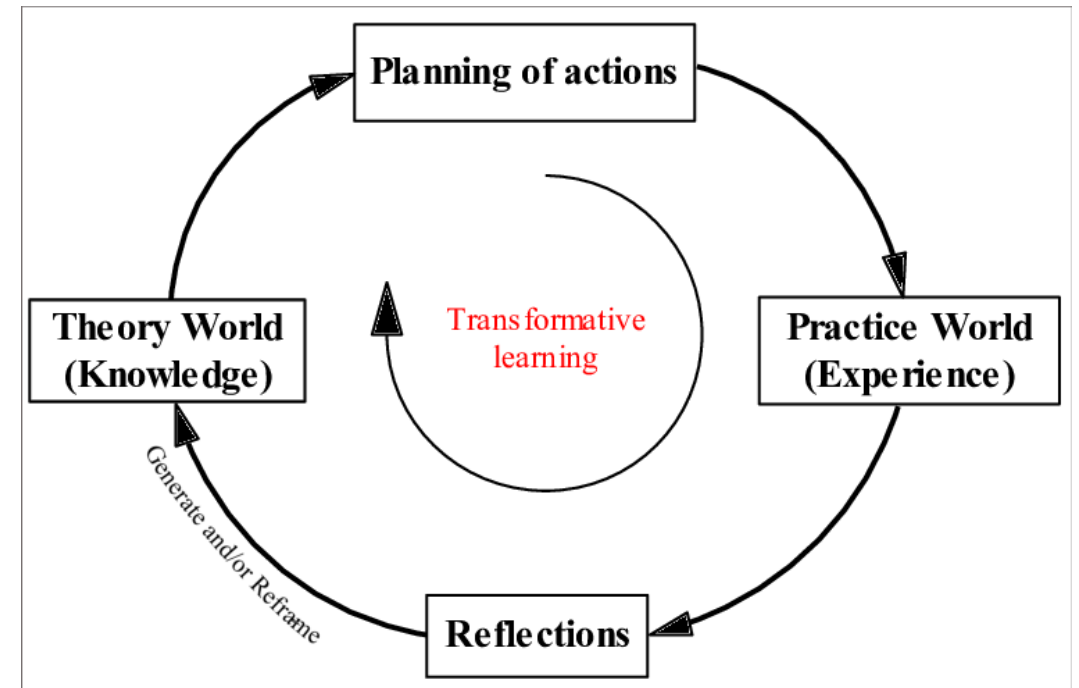
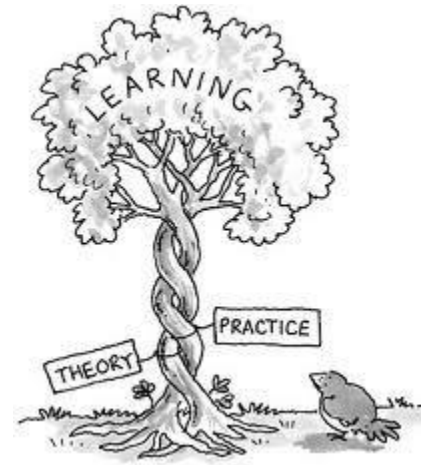
W
HOW



The teaching
manual



Theory and Practice



Teacher Education or Teacher Training?

Training	Education
Compliance with policy	Critical engagement
Following accepted practices	Challenging taken for granted
'Best Practice'	Being aware of different 'frames'
Using a variety of procedures	Making judgements about choices
Adopting the latest idea uncritically	Having healthy scepticism
Relying on the judgements of others	Making own judgements about practice in context
Judgements on progress	Discussion about progress

Modules



Schools and Society

and



Learning and teaching

Assessment

- What is your experience of being assessed?
- How does it make you feel?

PREAMBLE

Teachers make the education of the next generation their life's work. They have a duty to their pupils, to their profession and to the public. They must be honest and trustworthy, have high standards of conduct, and work in partnership with parents and the community.

PART ONE: TEACHING

A teacher must:

1. Set high expectations which are

- establish a safe and stimulate mutual respect
- set goals that stretch and challenge pupils
- demonstrate consistently the values and standards expected of pupils

2. Promote good progress and

- be accountable for pupils' progress
- be aware of pupils' capabilities and needs
- guide pupils to reflect on their learning
- demonstrate knowledge and how this impacts on teaching
- encourage pupils to take responsibility for their own work and study

3. Demonstrate good subject

- have a secure knowledge of their subject and maintain a high level of expertise





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Personal Learning Record

Autumn Term

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Teacher as professional	This strand explores the breadth of the roles and responsibilities of a secondary teacher, all within an asset-based approach to education. You will develop an understanding of how to take ownership of, and be proactive about, your professional development, your professional identity and your wellbeing.
Teacher as thinker	This strand focuses on your growing knowledge as a teacher and how this knowledge develops through: reflection and professional dialogue; engagement with theory, research and expertise in the field. You will develop an understanding of practice based inquiry and research methodology in order to theorise your practice. You will explore what is known about how children learn, generally and in your subject, and consider how this affects your decisions as a teacher. Your goal will be to develop an informed philosophy by drawing on experience and expert thinking in the field and to maintain, and develop, your intellectual curiosity.
Subject knowledge for teaching	The key purposes of this strand are to: explore pedagogies specific to your subject; understand and appreciate the nature of teaching and learning your subject; explore how knowledge in your subject is constructed and develop an understanding of conceptual progression within your subject. As you build your knowledge of your subject <i>as a teacher</i> , you will develop an informed confidence in the decisions you make at all stages of the planning, teaching, assessment cycle.
Pedagogies	This strand explores general pedagogies and core practices that all secondary teachers should be familiar and confident with. You will gradually develop your confidence and competence in these pedagogies and practices across the secondary age range and within a range of contexts.
Progressing learning for all	This strand focuses on your growing understanding of planning and assessment and how to ensure all pupils make progress and maximise their potential. You will develop your understanding of how lessons are structured, how to effectively (and, over time, efficiently) plan lessons and how to assess pupils' progress. You will develop your understanding of how teachers, and schools, gather and use data in a range of ways and what a teacher's responsibilities are in relation to this. You will explore potential reasons why pupils may not reach their potential, barriers to learning and issues related to special educational needs and disabilities, with a focus on inclusion.
Curriculum	This strand explores how curricula are designed and the factors that influence this. Throughout the year you will explore the National Curriculum, and exam specifications, for your subject. You will locate the curriculum within a broader historical, social and political context and consider how schools interpret and develop the curriculum.
Building positive relationships	Throughout the year you will explore educational relationships and how these impact on pupils' learning. These relationships include those with pupils, teachers and other colleagues, schools and their communities. You will consider different approaches to classroom management and explore ways of creating a positive learning environment and culture in your classroom. By the end of the year you should feel confident to start your NQT year and set up effective relationships with new learners.

Phase 1

How ready are you for your teacher preparation year?

Phase 2

In what ways can you develop an understanding of the specialised knowledge a teacher needs?

What to bring every day!

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An open mind



Curiosity



Enthusiasm



Responsibility



Professionalism

Managing the load!

sometimes
good enough
is
fabulous!



The Perfectionist's Guide to Results



Attendance

Email tutor and copy in

SS-

ProgrammesSocSci@exmail.nottingham.ac.uk

When in school make sure you follow the correct procedures!

- Support and Wellbeing service
- Counselling Service
- Academic Support
- Financial Support
- International Office
- Disability Support
- Student Advice Centre within SU
- Personal Tutors & DLOs
- Mental Health Advisory Service



If you have an additional learning need please make sure you [contact disability support:](#)

Inclusion Passport

About Me



Safeguarding

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facebook



Instagram



Collaboration



Your first task!

- Getting to know the campus
- Getting to know your peers
- Working as a team

Find some people to work with

- Take a map of campus
- Take the questions for the campus trail



1. On the ground floor of the Dearing Building there is a piece of art called 'What is Education?' What is the name of the artist who created this piece?

Chris Lewis-Jones

2. What is the shape of the library (Learning Resource Centre!) opposite the Exchange building?

Inverted frustrum

3. How many tennis courts are there near the Jubilee Conference Centre?

Three

4. What scout group does the scout hut on Jubilee Campus belong to (full name)?

62nd Nottingham (Wollaton Park) Scout Group

5. When was the campus opened and who opened it?

1999, The Queen

6. What is the name of the café in the XU Yafen Building?

Café Aspire

7. What company is depicted in the frieze outside the GSK building?

Raleigh Bicycle Company

8. How many electronic vehicle charging units are there outside the entrance to the Aerospace Technology Unit?

Three

9. What is the name of the sculpture outside the Institute of Mental Health building?

House for a Gordian Knot - made by sculptor Ekkehard Altenburger represents the experience of mental illness

10. What is the motto of the Jubilee Sports Centre?

Engage Inspire Excel

11. What is the number of the Nottingham City bus stop on Triumph Road outside the Sports Centre?

A54

12. How long was Lord Ron Dearing the Chancellor of the University of Nottingham?

8 years (1993-2001)

13. How many lecture theatres are there in the Exchange Building?

Three

14. Where is the fire assembly point for the Dearing Building?

In the car park behind the Dearing Building

Mia Bellusova

**Equality
Diversity
and Inclusion**



Equality and Diversity Pledge

► Aims

- To promote and celebrate a diverse and inclusive teacher workforce
- To continually educate ourselves and promote the education of others
- To avoid deficit models where solutions are aimed at changing individuals
- To provide safe spaces for beginning teachers to share and discuss experiences
- To provide spaces for us to hear all voices and use this to develop our curricula and approaches and affect change



Prayer rooms

These spaces are made available by the University for the benefit of all students and staff. The rooms offer designated sacred spaces for spiritual/religious activities (individual and small group), designated prayer, as well as a space for peace, quiet and reflection.

► **Multi Faith Spaces**

Xu Yafen Building (Amenities)

Jubilee Campus

Open Room B01.

► **Muslim Prayer Rooms**

Xu Yafen Building (Amenities)

Jubilee Campus

Sisters in B02 and Brothers in B05.

Phase One: How ready are you for your teacher preparation year?

- Personal details forms
- Pre-course tasks
- Primary experience
- Reading
- Subject Knowledge development
- National Numeracy Challenge – please complete the online course:
<https://www.nnchallenge.org.uk/>

- There will be the opportunity for you to train as a Youth Mental Health First Aider during the year.
- This will be an in-person course and there will a small fee for the resources (£20)
- Places will be limited and dates will be shared in due course

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I'M A MENTAL HEALTH FIRST AIDER



MHFA England

#MentalHealthFirstAid

Dates for your diary

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Group	Date	Time	Room
Mental Health	Wednesday 6 September	10.00-11.30	Dearing A1
Parents and carers	Wednesday 6 September	13.00 – 14.30	Dearing A1
Career changers	Wednesday 6 September	15.00 – 16.30	Dearing A1
Internationally Educated	Thursday 7 September	09.30 – 11.00	Dearing A1
Black and Global Majority	Thursday 7 September	11.30 – 13.00	Dearing A1
Neurodiverse	Thursday 7 September	13.30 – 15.00	Dearing A1
LGBT+	Thursday 7 September	15.30 – 17.00	Dearing A1

Dates for your diary: ALACS sessions

We are keen to provide extra support to PGCE students who may be returning to their academic study after a break or feel that they would like more help with their assignments. Therefore, we are running a couple of online sessions on **Tuesday 6 September**

Session	Outline
Supporting your idea 10:00-11:30	Using academic sources and explanation to support your claims, position and argument.
Organisation and Language 11:45-13:15	Key elements of academic text organisation and written academic language use.

These will take place on Teams and you can sign up using the code: **k0vvt87**

Library resources

[ACCESS TO THE LIBRARY](#)
[SESSION SLIDES](#)

Hang on tight!



Things I wish I had known at the start....

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Get organised- get a planner straightaway- or get something that works for you

It is a hard year, but it is so rewarding. It is ok to have bad days, but you will also have fantastic ones- focus on them

Look after your well-being- keep doing the things you love so that you can be the best you can be

Knowing when to ask for help. There are so many knowledgeable people- mentors, tutors, that are so helpful about how to find time to rest, how to plan lessons that are good enough

See you on the 11th!

