**PGCE in Partnership**



Practice of Teaching Report Form: Block Practice 2 2010-11

Middle Years & Secondary

Trainee Teacher: Thomas Robinson

Complementary School: Filton College

Grade (Please highlight the grade which applies)

At this stage, levels of competence, understanding and the degree of professional practice have been demonstrated in relation to those Standards applicable to the practice of teaching which are:

Y *equivalent* to that expected at this stage of the course in that progress indicates that QTS is likely to be achieved during the final block practice (a few may show evidence of “A Good Trainee Meeting the Standards” in one or more areas)

C *somewhat below* that expected at this stage of the course with some concerns about the developmental progress being made (ie not making sound progress towards the Standards in several areas).

N *so far below* that expected at this stage of the course that the trainee shows no prospect of completing the course successfully.

Classes Taught

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| Date | Group | Subject/Topic Area | Nature of the Group  [e.g. ability range, set, size] |
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| Class/Tutor Group Activities | | | |

Declarations:

I confirm that I have been keeping records, which support the judgements and comments made in this report.

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| Trainee teacher |  | Date |  |

I confirm that the evidence kept by the trainee has been used to support the judgements made in this report.

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| School mentor |  | Date |  |
| Professional tutor |  | Date |  |
| University Subject Didactics Tutor |  | Date |  |

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| PROFESSIONAL ATTRIBUTES | Induction Phase | Working Towards | Achieving Standards | Good  Trainee | Outstanding  Trainee | Failing Profile |
| Relationships with pupils |  |  |  |  |  |  |
| Q1 High expectations |  |  |  | Y |  |  |
| Q2 Positive values, attitudes & behaviour |  |  |  |  | Y |  |
| Frameworks |  |  |  |  |  |  |
| Q3a Statutory duties |  |  |  |  | Y |  |
| Q3b policies & practices |  |  |  |  | Y |  |
| Communicating and working with others |  |  |  |  |  |  |
| Q4 Communicates effectively |  |  |  |  | Y |  |
| Q5 Recognises others’ contributions |  |  |  | Y |  |  |
| Q6 Commitment to collaboration |  |  |  |  | Y |  |
| Personal professional development |  |  |  |  |  |  |
| Q7a Reflection & improvement of practice |  |  |  |  | Y |  |
| Q7b Able to identify priorities |  |  | Y |  |  |  |
| Q8 Creative approach |  |  |  | Y |  |  |
| Q9 Acts upon advice |  |  |  | Y |  |  |
| PROFESSIONAL KNOWLEDGE AND UNDERSTANDING | Induction Phase | Working Towards | Achieving Standards | Good  Trainee | Outstanding  Trainee | Failing Profile |
| Teaching and learning |  |  |  |  |  |  |
| Q10 Range of strategies |  |  |  | Y |  |  |
| Assessment and monitoring |  |  |  |  |  |  |
| Q11 Knows assessment requirements |  |  | Y |  |  |  |
| Q12 Approaches to assessment |  |  |  | Y |  |  |
| Q13 Statistical data |  | Y |  |  |  |  |
| Subjects and curriculum |  |  |  |  |  |  |
| Q14 Secure subject knowledge |  |  | Y |  |  |  |
| Q15 Statutory frameworks |  | Y |  |  |  |  |
| Literacy, numeracy and ICT |  |  |  |  |  |  |
| Q16 Passed skills test |  |  |  |  |  |  |
| Q17 Use of skills |  | Y |  |  |  |  |
| Achievement and diversity |  |  |  |  |  |  |
| Q18 Pupil development |  |  | Y |  |  |  |
| Q19 Personalised provision |  | Y |  |  |  |  |
| Q20 Roles of colleagues |  | Y |  |  |  |  |
| Health and well being |  |  |  |  |  |  |
| Q21a Child protection |  | Y |  |  |  |  |
| Q21b Support for pupils |  |  | Y |  |  |  |

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| PROFESSIONAL SKILLS | Induction Phase | Working Towards | Achieving Standards | Good Trainee | Outstanding Trainee | Failing Profile |
| Planning |  |  |  |  |  |  |
| Q22 Progression |  |  | Y |  |  |  |
| Q23 Develops ICT, numeracy & literacy skills |  | Y |  |  |  |  |
| Q24 Plans homework |  | Y |  |  |  |  |
| Teaching |  |  |  |  |  |  |
| Q25a Range of teaching strategies |  |  |  | Y |  |  |
| Q25b Builds on prior knowledge |  |  |  | Y |  |  |
| Q25c Adapts language |  |  | Y |  |  |  |
| Q25d Manages learning |  |  |  | Y |  |  |
| Assessing, monitoring and giving feedback |  |  |  |  |  |  |
| Q26a Range of assessment |  |  | Y |  |  |  |
| Q26b Learning objectives |  | Y |  |  |  |  |
| Q27 Feedback |  |  | Y |  |  |  |
| Q28 Support & guidance |  |  | Y |  |  |  |
| Reviewing teaching and learning |  |  |  |  |  |  |
| Q29 Evaluates impact of teaching |  |  |  | Y |  |  |
| Learning environment |  |  |  |  |  |  |
| Q30 Purposeful & safe |  |  |  | Y |  |  |
| Q31 Framework for discipline |  |  |  | Y |  |  |
| Team working and collaboration |  |  |  |  |  |  |
| Q32 Team member |  |  |  |  | Y |  |
| Q33 Colleagues in support |  | Y |  |  |  |  |

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| Professional Development Portfolio  Action plans demonstrate evidence of reflection and target setting | Yes | No |
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| PDP demonstrates appropriate evidence being developed against the Standards |  |  |

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| Current trainee grade (from Assessing Trainee Progress proforma)    5 4/5 4 3/4 3 2/3 2 2/1 1 (please highlight) |

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| Areas of Strength (in relation to Standards)   1. Q2 Positive values, attitudes & behaviour – Tom has a very mature attitude and approach to both students and staff. He transmits this naturally in his general demeanour. 2. Q4 Communicates effectively Q6 Commitment to collaboration – Tom uses his ICT skills in conjunction with skills acquired in areas outside education to support his own relaxed style in order to increase the relevance and appeal of teaching materials for learners. Learners value his mature approach – he communicates appropriately on their level, which is an attribute highly valued by learners in an FE environment. Tom has collaborated extensively with colleagues to improve both his skills and theirs. 3. Q7a Reflection & improvement of practice – Tom has a naturally reflective style and his self awareness means he is not afraid to recognise and seek help where appropriate to improve his practice. This is a highly valuable attribute. |

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| Areas for Development (in relation to Standards)   1. Q14 Secure subject knowledge – Tom has made considerable progress during his time here in developing his subject knowledge in Web page design, graphics and AS Applied ICT topics. However he recognises there are still gaps in his subject knowledge which he will continue to work on. 2. Q26b Learning objectives – Tom sets clear learning objectives and has developed his practice in terms of referring to them when considering lesson outcomes. Developing differentiated objectives is an area still to be fully explored, though Tom has a sound theoretical understanding of the underpinning knowledge required. 3. Q11, 12 & 15 – Assessment & Statutory frameworks - Tom has extended his knowledge and understanding of the varying assessment requirements for different ICT qualifications. He has had the opportunity to put into practice some of the assessment methods during his practice here. Time and experience will help him to develop this further.   Mentor Comments  Tom has fitted extremely well into the ICT team at Filton College. He appreciated the opportunity to ‘find his feet’ for the first week, when he observed a number of lessons across the range of levels (1-3), across both vocational and academic provision and across the age range (16-adult). He then worked with a number of colleagues across the ICT department with the aim of both developing his subject knowledge and utilising his existing subject knowledge.  The team has found Tom to be a likeable, cheerful and conscientious team player, keen to participate in team activities and discussions. We have been at pains to accord him the rights and responsibilities of a full member of staff; he has valued the access he has been given to college data and systems, which have allowed him to experience the full picture of teaching in the further education sector.  Tom has an excellent set of personal attributes to enable him to progress well in teaching: an open and reflective approach; a relaxed and approachable manner with learners; a creative and enquiring intellect. His confidence in the classroom has improved in his six weeks here; I have no doubt this will continue to improve with experience.  Trainee Comments  The ICT team at Filton College has been very welcoming and supportive during the placement; they helped me to get settled and into teaching quickly, which allowed me to make full use of the six week placement. The support from staff has helped me to complete regular evaluations of my progress in order to address the areas for development described in the PoT1 report. I have been able to develop my subject knowledge in the areas that I have been teaching and I have also been completing formal assessment of coursework.  Overall I am very happy with how the second placement has gone. It has been really interesting to compare and contrast FE College with Secondary School. There are some different areas that need development. I am confident that I am going to be able to address these as I now have the strategies in place to enable me to approach this. |

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| Targets agreed with SD tutor to be carried forwards into POT3 (in relation to Standards)  1. To focus on AfL techniques, methods and approaches – beyond asking questions, looking for evidence.  2. Make learning objectives clearer and more useful for learners to understand (linked to Target 1).  3. Focus on techniques for KS3 low-level behaviour management (putting into practice the learning gained from the university written assignment)  Agreed progress grade for POT2  Y, ATP 2/3 |