



**Bath Spa
University**

2009/10

Guide to Practical Teaching and Professional Development Year Two

**Certificate / Professional
Graduate Certificate
in Education
(Lifelong Learning)**

In partnership with
Bridgwater College,
Norton Radstock College,
Weston College and
Wiltshire College

School for Development
and Participation

CONTENTS

ITEM	PAGE
Introduction	2
Organising your practical teaching and professional development evidence.	
What is included	
Practical Teaching and Professional Development Index of Evidence	4
Practical Teaching and Professional Development Evidence Additional Advice and Information	11
Learning Outcomes for Practical Teaching	
Sections 1 – 6	
How is progress and development evidenced?	
Milestone Reviews (Section 3)	
Professional Development Journal (Section 4)	
Personal entries	
Mandatory entries	
Format	
Mentor activity (Section 5)	
Sections 7-12	
Practical Teaching Assessments (Observations)	
Observations of your teaching	
Observations by you of the teaching of others	
Detailed Requirements for Practical Teaching File, Module by Module	27

Introduction

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. Note that this file will contain the evidence to meet the requirements of LL2203 (Level I) / LL3203 (Level H) Continuing Personal and Professional Development.

The work will be submitted for formative assessment at the end of December and March, and then submitted for summative assessment at the end of the academic year.

What is included?

- **SECTION 1: EVIDENCE OF SATISFYING CONDITIONS FOR STARTING THE PROGRAMME**
- **SECTION 2: EVIDENCE OF SATISFACTORY PROGRESS THROUGH THE PROGRAMME**
- **SECTION 3: INITIAL ASSESSMENTS AND INDIVIDUAL LEARNING PLANS**
- **SECTION 4: PROFESSIONAL DEVELOPMENT JOURNAL (including Milestone review questions)**
- **SECTION 5: MENTORING EVIDENCE**
- **SECTION 6: OTHER SUPPLEMENTARY ITEMS RELATING TO YOUR PROFESSIONAL DEVELOPMENT**

(Note: these first six sections evidence your progress over the second year of the course).

- **SECTION 7: BACKGROUND INFORMATION FOR YOUR PRACTICAL TEACHING**
- **SECTION 8: YOUR FEATURED TEACHING GROUP (S)**
- **SECTION 9: YOUR PLANNING AND TEACHING (INCLUDING PRACTICAL TEACHING OBSERVATIONS OF YOU BY OTHERS)**
- **SECTION 10: COMMUNITIES OF PRACTICE**
- **SECTION 11: ASSESSMENT**
- **SECTION 12: TUTORIAL RECORDS**
- **SECTION 13: COURSE EVALUATION**
- **SECTION 14: OBSERVATIONS BY YOU OF OTHER TEACHERS**
- **SECTION 15: OTHER SUPPLEMENTARY ITEMS RELATING TO YOUR PRACTICAL TEACHING**

(Note: Sections 7 – 15 relate to evidence demonstrating your practical teaching skills)

We suggest you photocopy the pages of the **Index of Evidence** and place this in the front of 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 needs to be used together with the **Additional Advice and Guidance**, and **Requirements for Practical Teaching File, Module by Module**, which you will find later in this pack, as this gives further detail about what should be included

PRACTICAL TEACHING AND PROFESSIONAL DEVELOPMENT INDEX OF EVIDENCE	
Item	Tick when inserted
<ul style="list-style-type: none"> • Completed Personal Profile • Current CV • Copy of this Index 	
SECTION 1: EVIDENCE OF SATISFYING CONDITIONS FOR STARTING THE PROGRAMME	
By end of induction	
<p>Evidence you meet all course entry requirements</p> <ul style="list-style-type: none"> • Copy of relevant qualification certificates in your specialist area (minimum level 3) • In exceptional circumstances, if these are not available, letters from past employers confirming your expertise (if agreed with course manager and award leader) • Evidence which confirms your literacy competence is at Level 2. <p>Direct entry Year 2 participants only</p> <ul style="list-style-type: none"> • Formal confirmation that you have met current progression regulations from Year 1 to 2. • Confirmation of your APL or AP(E)L, if you have direct entry into year 2 <p>Evidence of registration with Bath Spa</p> <ul style="list-style-type: none"> • Confirmation from the Bath Spa Student Portal of your registration being complete • Your Bath Spa IT account details (i.e. username and password; email address; Minerva and Turnitin access details) • A copy of your ASSOCiate Online account details (i.e. username and password) <p>Evidence of financial support</p> <ul style="list-style-type: none"> • A copy of the confirmation from your local authority confirming your financial support for tuition fees and / or a maintenance grant • If you or your employer are paying for the course, a copy of the letter from them confirming how they will pay 	

SECTION 2: EVIDENCE OF SATISFACTORY PROGRESS THROUGH PROGRAMME	
As assessment feedback is received	
<p>Assessment feedback</p> <ul style="list-style-type: none"> Feedback sheets on all assessment activities for modules LL2/3201, 2/3202, 2/3203, 2/3204 when available 	
By the end of the course	
<p>Summative assessment record</p> <ul style="list-style-type: none"> This should be signed by the Course Manager of the Partner College, to confirm that all parts of the course have been completed. 	
SECTION 3 – INITIAL ASSESSMENT AND INDIVIDUAL LEARNING PLANS	
By the end of module LL22/3201	
<ul style="list-style-type: none"> Initial assessment results for Language, Literacy and Numeracy and learning styles Self assessment of Practical Teaching and ICT Your Initial Individual Development Plan Your Individual Development Plan for Milestone 1 	
By end of module LL22/3202	
<ul style="list-style-type: none"> Your Individual Development Plan for Milestone 2 tutorial 	
By end of course	
<ul style="list-style-type: none"> Final Individual Development Plan for the year (Milestone 3) 	
SECTION 4: PROFESSIONAL DEVELOPMENT JOURNAL	
By the end of induction / end module LL22/3201	
<ul style="list-style-type: none"> PDJ entry 1 – end of induction PDJ entry 2 – end of LL22/3201 PDJ entry 3 (milestone 1 questions) – end LL22/3201 	
By end module LL22/3202	
<ul style="list-style-type: none"> PDJ entry 4 PDJ entry 5 (milestone 2 questions) 	

By end of course	
<ul style="list-style-type: none"> • PDJ entry 6 (milestone 3 questions) 	
SECTION 5 – MENTORING EVIDENCE	
At the end of Modules LL22/3201, 22/3202, 22/3204	
<ul style="list-style-type: none"> • A copy of a completed /updated Mentor Record, provided by your Mentor (by end LL22/3201) 	
<ul style="list-style-type: none"> • A copy of your Mentoring Log, completed and agreed by you and your mentor at least times per year • Other documents you wish to add 	
SECTION 6: OTHER SUPPLEMENTARY ITEMS RELATING TO YOUR PROFESSIONAL DEVELOPMENT	
As they are available	
<ul style="list-style-type: none"> • Other items you choose to add (eg evidence of registration with IfL, CPD, staff development, involvement in projects etc) 	
SECTION 7: BACKGROUND INFORMATION FOR YOUR PRACTICAL TEACHING	
By end of Module LL22/3201	
<ul style="list-style-type: none"> • Completed Practical Teaching Arrangements (using proforma) • Practical Teaching Log showing evidence that you have started recording your teaching • A brief introduction to you and your teaching, indicating: <ul style="list-style-type: none"> ○ The range of subjects/courses/qualifications you teach on ○ The range of levels you teach ○ The age ranges of your learners 	
By end Module LL22/3202	
<ul style="list-style-type: none"> • Evidence in your Practical Teaching Log of about 40 hours of teaching 	
By end of course	
SECTION SHOULD BE COMPLETE AND IN PARTICULAR	
<ul style="list-style-type: none"> • Evidence in your Practical Teaching Log of at least 80 hours of teaching 	

SECTION 8: FEATURED TEACHING GROUP (S)	
By end of module LL22/3201	
<p>Group description</p> <ul style="list-style-type: none"> • Background information to the learning group you are featuring in the file including: <ul style="list-style-type: none"> ○ Age range, entry requirements, previous experience and learning about the subject, range of LLN and ICT abilities, range of cultural backgrounds, behavioural expectations of learners in your organisation, etc + any other information you consider relevant and wish to include • Added information for added groups featured • Evidence of your use of initial assessment to include: <ul style="list-style-type: none"> ○ Initial assessment tool used (eg short description, copy or screen shot) ○ Summary of results ○ Any other documents you believe it is relevant to include 	
By end of course	
<ul style="list-style-type: none"> • SECTION SHOULD BE COMPLETE 	
SECTION 9: PLANNING AND TEACHING (INCLUDING PRACTICAL TEACHING OBSERVATIONS OF YOU BY OTHERS)	
By end of Module LL22/3201	
<ul style="list-style-type: none"> • Syllabus and scheme of work (for at least 20 hours) which demonstrates advanced planning techniques as in the BSU model of 'Teaching Excellence' 	
<ul style="list-style-type: none"> • At least three session plans which demonstrate advanced planning techniques as in the BSU model of 'Teaching Excellence'. Each plan must identify: <ul style="list-style-type: none"> ○ Aims and learning outcomes for the session ○ The teaching methods, learning activities (content) and how they will be sequenced and managed in the overall session structure ○ how you differentiate to meet particular needs of groups ○ how LLN/ICT is embedded ○ how equality & diversity, and inclusion are embedded 	

<ul style="list-style-type: none"> ○ how ECM is embedded ○ how you manage behaviour ○ how you maximise learning ○ how you innovate and improve <p>Note 1: each of these three session plans must include the resources used and a full evaluation</p> <p>Note 2: The resources included should demonstrate a range including new/emerging technologies, equality and diversity issues etc.</p> <p>Note 2: one of these session plans must be observed by your Tutor and one by your Mentor. They should be clearly indicated as observations, eg through using a tab</p>	
<p>By the end of Module 22/3202</p>	
<ul style="list-style-type: none"> • Scheme of work should show development as a working document • At least three more session plans with full evaluations and including all resources used in the sessions <p>Note: At least one of these further session plans should be observed by your tutor. They should be clearly indicated as observations, eg through using a tab</p>	
<p>By end of the course</p>	
<p>SECTION SHOULD BE COMPLETE AND IN PARTICULAR</p> <ul style="list-style-type: none"> • Detailed Scheme of Work for at least 20 hours, showing development as a working document across the year • Further session plans, including the resources used, with full evaluations. There need to be at least 30 hours of session plans, including a minimum of 8 session plans. <p>Note 1: At least one of these further session plans should include the third observation by your tutor and the second observation by your mentor. They should be clearly indicated as observations, eg through using a tab</p> <p>Important note: These plans will include the five observations of your teaching – 3 by your tutor and 2</p>	

<p><i>by your mentor. These plans should be clearly highlighted (eg through using tabs) and should include the observation feedback record</i></p>	
<p>SECTION 10: COMMUNITIES OF PRACTICE</p>	
<p>By the end of the course</p>	
<p>Communities of Practice are groups of people (teachers in this case) who share a passion for what they do, and who want to share their knowledge and experience with each other, in order to learn how to do it better.</p> <ul style="list-style-type: none"> • Contributions to the ASSOCIate Online Community for your specialist area as follows: <ol style="list-style-type: none"> 1. Review of web sites that include teaching and learning material in your subject area. 2. Hard copy of contribution to resources bank on ASSOCIate Online web site. 3. Join the "Find a Buddy" scheme and provide evidence of any interaction with your "buddy" <p><i>For further information on the requirements of this section, look at the detail given in Detailed Requirements For Practical Teaching File, Term By Term later in this pack</i></p>	
<p>SECTION 11: ASSESSMENT</p>	
<p>By end of Module LL22/3201</p>	
<ul style="list-style-type: none"> • 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 example of an assessment activity (formative or summative) completed with your learners and your written feedback on those assessments, using an appropriate feedback sheet • An initial set of your assessment tracking documents, showing evidence that you are tracking progress of your learners 	
<p>By the end of the course</p>	
<ul style="list-style-type: none"> • Evidence of at least four assessment activities completed with your learners. They should include: <ul style="list-style-type: none"> ○ A mix of both formal and informal activities 	

<ul style="list-style-type: none"> ○ An example of the use of ICT to support assessment (where appropriate) ○ Written feedback on the assessments, using an appropriate feedback sheet ● A set of your assessment tracking documents including completed documentation for at least two learners 	
SECTION 12: TUTORIAL RECORDS	
By the end of Module LL22/3201	
<ul style="list-style-type: none"> ● At least one tutorial record demonstrating how you are working with learners on 1:1 basis to negotiate targets and strategies for improvement and success for learners <p><i>Note: these are records of tutorials that you do as a teacher with your learners.</i></p> <p><i>Tutorial records completed by your Cert Ed tutor with you as a trainee form part of Section 3 and should not be placed in this section.</i></p>	
By the end of the course	
<ul style="list-style-type: none"> ● At least four tutorial records in total, demonstrating how you are working with learners on 1:1 basis to negotiate targets and strategies for improvement and success with learners 	
SECTION 13: COURSE EVALUATION	
Ongoing throughout year – must be in place by end of course	
<p>Evidence of a range of formal and informal evaluation activities by learners and staff:</p> <ul style="list-style-type: none"> ● Formal organisational evaluation summaries of learner feedback ● Informal evaluation activities with learners (e.g. post its, verbal discussion) ● Course team minutes where course discussed and evaluated (highlight the relevant parts) ● Action plan for improvements ● Copies of SARs where appropriate 	
<p>Results of any internal/external monitoring/review, e.g.:</p> <ul style="list-style-type: none"> ● Internal mini-inspections ● Management observations ● EV/IV visits, reports etc. 	

SECTION 14: OBSERVATIONS BY YOU OF OTHER TEACHERS	
By end of course	
<ul style="list-style-type: none"> • 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 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 <p>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.</p>	
SECTION 15: OTHER SUPPLEMENTARY ITEMS RELATING TO YOUR PRACTICAL TEACHING	
As they are available	
<ul style="list-style-type: none"> • Other items you choose to add (eg minutes of course team meetings, cross-organisational observations, etc) 	

LL22 / 3203 Practical Teaching File – Additional Advice and Information

A key part of your development as a teacher this year is, of course, your practical teaching experience and your reflection on this experience.

Practical Teaching and **Professional Development** are the central foundations of the course with which everything else is integrated and around which everything else is built.

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. By the end of the second year, you should have established sound practice in your capacity to prepare, deliver, assess and evaluate learning activity. The Lifelong Learning Initial Teacher Training (LL ITT) team have developed a model of '**Teaching Excellence**', and we will be supporting all trainees in their development towards that goal during year 2. There will also be a self assessment checklist using the current OfSTED Grading Criteria for Lifelong Learning Initial Teacher Training, which you will reflect on and complete regularly.

Alongside your practical teaching skills, you should be continuing to develop a 'critically reflective' approach, where you are able to reflect on your teaching and learning in increasing depth, 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 Lifelong Learning Sector.

This guide provides more detailed guidance on how this file should be structured and the evidence which should be in it.

LEARNING OUTCOMES FOR PROFESSIONAL DEVELOPMENT AND PRACTICAL TEACHING

You will see in the Course Handbook that there are learning outcomes for Professional Development and Practical Teaching listed separately for LL22 /3203. Across the year as a whole, these learning outcomes enable you to develop the foundation skills, competences and practices that you developed in year 1 to confirm your development as a professional teacher in your specialist subject.

Assessment of your practical teaching and professional development across the year is formative and developmental, until a final decision is made at the end of the year.

Module Learning Outcomes

Practical Teaching learning outcomes for Cert Ed and PG Cert:

By the end of this module 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 this module 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.

What is a Practical Teaching File?

In essence, this 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.

The Practical Teaching File provides a record of your work, which will best enable you to meet the appropriate learning outcomes. This work will generally, but not always, be with one class or group. You select the group.

You are required to provide evidence of **at least 80 hours teaching** in the second year (a total of 160 hours over the two year programme) which should include working with a group of at least 5 students and working with students on a one-to-one basis.

The file will show your ability to **plan, deliver & improve** effective sessions & programmes. In year 2, the expectations are that your planning will improve to a more complex and higher level (as is reflected in the learning outcomes, which you should make constant reference to). The file should be a 'live' document showing mistakes, your recognition of these and the work you have done to make necessary improvements. This file brings together assessment of more sophisticated aspects of practical teaching, continued support for specialist area teaching through mentoring, and a growing awareness of the 'bigger picture' in the sector and beyond. Further **professional reflection** and **evidence of your achievement and professional development** also continue as ongoing themes.

The best way to look at the file is as a showcase of your developing teaching, where you have a good deal of control over what you put in. Make sure you take the opportunity to show yourself at your best.

Sections 1 – 6

This part of the Practical Teaching File includes factual information relating to where you are at the beginning of the course in terms of qualifications, skills and experience, and what you have achieved by the end of the course, and a record of your progress and development during the year.

The intention of these sections is that they will help you evaluate and reflect on many aspects of your teaching, and **Sections 3, 4 and 5** 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 further development of the skills of self-appraisal is an essential part of the assessment for the Year 2 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, particularly with the need for continuing professional development on an ongoing basis.

How is this 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 with ongoing review and development of your personal skills
- Ongoing review of your practical teaching skills using practical teaching learning outcomes and self assessment based on OfSTED ITE Grading Criteria
- Individual development plans / tutorial records
- Regular milestone reviews and written responses to milestone PDJ questions
- Professional Development Journal (PDJ)
- Mentor support

Milestone Reviews (Section 3)

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 review progress in relation to practical teaching, assignments, mentor support, personal skills etc. These reviews will also record how you are promoting equality and cultural

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

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 milestone questions which form part of the PDJ (see below) and will be recorded on Individual Development Plans.

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.

Professional Development Journal (PDJ) (section 4)

This is the key document relating to your own reflection and evaluation of your teaching and learning. It should be seen as a commentary on the whole course – both the learning in the sessions and your practical teaching, and how the two inform each other. It is your own record of your thoughts, ideas, feelings and personal progress as you move through the course.

You should be able to reflect on your:

- Ability to carry out an initial diagnosis of your strengths and potential
- Approach to aspects of the learning programme
- Progress in teaching, training and assessment
- Your developing understanding of equality and cultural diversity and how they can be demonstrated through your planning, delivery and assessment of your own learners
- Written tasks and activities
- Personal learning during the course including your Minimum Core Personal Skills development
- Day to day life experiences and how they impact on your teaching
- Performance as a teacher over the programme as a whole
- Strengths and potential for further development.

There are a number of **mandatory PDJ entries** across the year, which will be formally assessed, and you are encouraged to add your own **personal entries** reflecting on your teaching and learning.

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 to help both yourself and them.

Petty's (2004)² chapter 'What kind of teacher are you?' and Wallace's (2005)³ chapter 'Keeping a journal: reflecting upon and evaluating one's

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*.

own performance and planning for future practice' have some useful reflections which will help you when writing entries for your PDJ. These are however only examples.

What might you want to reflect on in your Personal Entries?

- **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. We often learn far more by reflecting on when things go awry than when all is well. Don't miss out on recording those strong learning opportunities
- **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 to 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. Opportunities for these informal reflections are very valuable and should be recorded.
- **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.

Mandatory entries

(Note: *these entries can be written in a variety of formats, but need to be correctly referenced using Harvard referencing when appropriate. They do not necessarily have to be written in an "essay" format.*)

PDJ entry 1 (completed by the end of induction)

- What are your hopes and aspirations at the start of year 2?
- Do you foresee any potential problems in fulfilling the course requirements?
- What support would help to overcome those problems?

PDJ entry 2 (approximately half way through module LL22/3201)

(a) Using your self assessments against the practical teaching learning outcomes and OfSTED grading 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 results 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?
- What support would help?

PDJ Entry 3 (for Milestone Review 1) to include:

- Reflect on your CPPD by:
 - Evaluating your development needs in your teaching practice and personal self development, including your literacy, language, numeracy and ICT, using **PDJ entry 2** as a starting point
 - Discuss what actions you are taking to address these needs, including any CPPD opportunities you have participated in during the term.
- Reflect on your teaching so far by:
 - Considering how effective your initial assessment strategies were, how far they gave you the information you needed and whether you need to make any changes in the future

- Discussing your planning and how you are moving towards advanced competence in planning as indicated in the programme's model of 'Teaching Excellence'.

You should use your reading regularly to demonstrate your understanding of key concepts and by this stage should be extending it beyond the course reader to resources you have found for yourself.

PDJ Entry 4 (by end February)

Write a journal entry (**about 1250 words**) where you:

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

You should use your reading to help you demonstrate your understanding of the theories and models of reflective practice and professionalism.

PDJ Entry 5 (for Milestone Review 2) to include:

- How you have acted on the targets agreed as part of Milestone Review 1.
- What further targets you would set to be achieved by the end of the course in these areas:
 - your literacy, language, numeracy and ICT skills
 - how effectively you support the LLN/ICT needs of your learners and how this is embedded into your practical teaching
 - how you are developing against the practical teaching learning outcomes and OfSTED grading criteria.
 - how effectively equality and cultural diversity are embedded into your practical teaching and how this can be improved
- What steps have you taken to broaden your teaching experience and how valuable have you found this? Identify some specific things you have learned which you have used/plan to use in your teaching.
- Discuss your use of ASSOCiate Online both in terms of submitting/finding resources and in terms of finding your "buddy".

You should use your reading regularly to demonstrate your understanding of key concepts and by this stage should be extending it beyond the course reader to resources you have found for yourself.

PDJ Entry 6: Final (Milestone Review 3) entry

Referring back to previous entries, your learning and reading over the year, and your Practical Teaching File, reflect on:

- How your teaching has developed over the past year, giving specific examples of changes and developments you have implemented, and how they have:
 - impacted on your learners and their learning?
 - succeeded in embedding equality and cultural diversity in your teaching,
 - promoted good race relations
- How effectively you have succeeded in developing the literacy, numeracy and ICT skills of your learners over the year.
- How successfully you have extended the range of your teaching experience (e.g. by observing other teachers, co-teaching, etc)?
- How effectively you have developed your own literacy, numeracy and ICT skills. What impact has this had on your own learning, your role as a teacher, and your own self-esteem? What further development is needed and how do you intend to move this forward?
- How effective overall from your experience do you believe ICT is (or is not) in supporting learning?
- How do you feel your teaching has provided learning which contributes to personal development, economic growth and community regeneration?
- What CPPD do you intend to undergo next year?

You should use your reading regularly to demonstrate your understanding of key concepts and by this stage should be extending it beyond the course reader to resources you have found for yourself.

Format of Professional Development Journal

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.

- Where there are mandatory questions, you do answer them
- 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). This means that some of your journal entries may be able to contribute to your CPD record for IfL. You can use either the activity proforma or the reflective journal proforma (or any others that seem relevant)
- **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.

Mentor Activity (Section 5)

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). This section should provide evidence of such mentor interactions for at least 15 hours during the year. Meetings should be recorded on an Individual Development Plan, and a copy kept in section 5.

Sections 7 – 15

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 organization (eg 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 organize 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.

These sections provide a record of your work, which will best enable you to meet the appropriate learning outcomes. This work will generally, but not always, be with one class or group. You select the group.

You are required to provide evidence of **at least 80 hours** teaching in the second year which should include working with a group of **at least 5 students** and working with students on a **one-to-one** basis.

Planning learning and teaching

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.

PRACTICAL TEACHING ASSESSMENTS (OBSERVATIONS)

A. Observations of your teaching by others

B. Observations by you of the teaching of others

A. OBSERVATIONS OF YOUR TEACHING

There will be **five observations** of your teaching. Evidence for these observations will be in **Section 9** of the **Practical Teaching File**, forming part of the evidence for planning and teaching. You need to ensure that the observed sessions can be easily identified (eg by tagging them).

(**Note:** in addition there will be a peer observation/evaluation of your seminar presentation for LL2201/3201, which will form part of the formal assignment 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 in this second 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

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

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.

Learning outcomes:

The observations will be assessed against all the learning outcomes listed on **page 13 and 14** of this Guide (and in the course handbook).

How do the practical teaching 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 records 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.
 - The **generic observer** will also discuss with you how your teaching relates to the content delivered in the modules.
 - 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 and Professional Development 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 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 Observation 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, 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 9). 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)

B. OBSERVATIONS BY YOU OF THE TEACHING OF OTHERS

There are a minimum of **four** observations of this type. Records of these observations (apart from Observation 1) should be kept in **Section 14** of your **Practical Teaching File**.

Observation 1 (part of LL2201/3201)

- As part of the seminar activity in LL2201/3201, you will carry out an observation of the seminar of another teacher who is a member of your course group.
- You will be expected to complete an observation proforma commenting on aspects of the teaching skills of the peer as demonstrated in their seminar presentation.
- This observation is part of the formal assessment requirements for LL22/3201 and will thus be submitted as part of that, and will *not* form part of the Practical Teaching File

Observations 2, 3, 4

- 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.
- Please note that, if for some unavoidable reason you are unable to complete a peer seminar observation (observation 1 above), you will need to complete four observations of experienced teachers in your specialist area.
- 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.

Detailed Requirements for Practical Teaching File, Module by Module

Term by term summary

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

By the end of term 1

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 term (**December**).

Your first generic observation should have taken place by this time, but may be quite early in the term. If this is the case, then we realize it may not be realistic to have all this evidence in place; however, **the following items should definitely be in place for the first observation:**

- Your completed Personal Profile
- Copy of your current CV
- Completed Practical Teaching Arrangements proforma
- The Practical Teaching Log should show evidence that you have started logging your teaching practice hours
- A brief description of the group being observed
- Session plan for the observed session
- Initial Scheme of work
- Resources to be used in observed session

SECTION 1: Evidence of satisfying conditions for starting the programme

Evidence that you meet all course entry requirements, ie

- Copy of relevant qualification certificates in your specialist area (minimum level 3) – in exceptional circumstances, if these are not available, letters from past employers confirming your expertise (if agreed with course manager and award leader)
- Evidence which confirms your literacy competence is at level 2 or above
- Evidence that you have completed year 1 or APEL requirements

Evidence of registration with Bath Spa

- Confirmation from the Bath Spa Student Portal of your registration being complete
- Your Bath Spa IT account details (username and password)

- A copy of your ASSOCiate Online account details (username and password)

Evidence of financial support

- Copy of letter confirming your financial support for tuition fees and/or maintenance grant, anonymised as appropriate.
- If you or your employer are paying for the course, a copy of the letter from them confirming how they will pay

Note: this section should be complete by the end of LL22/3201. If there are any items outstanding, particularly in relation to your registration with Bath Spa University and your financial support, it is very urgent that you complete these as soon as possible.

SECTION 3: Initial assessment and individual learning plans

- Your initial assessment results for LLN, ICT and learning styles
- Your Initial Individual Development Plan
- The Individual Development Plan written with your tutor as part of Milestone 1 tutorial

SECTION 4: Professional Development Journal

- PDJ entry1
- PDJ entry 2
- PDJ entry3 (milestone 1 questions)

SECTION 5: Mentoring evidence

- A copy of a completed / updated Mentor Record provided by your Mentor
- A copy of your Mentoring Log

SECTION 7: Background information for your practical teaching

- The completed Practical Teaching Arrangements proforma
- The Practical Teaching Log, showing evidence that you have started recording your teaching
- A brief introduction to you and your teaching, indicating:
 - The range of subjects/courses/qualifications you teach on
 - The range of levels you teach
 - The age ranges of your learners

SECTION 8: Featured Teaching Group (s)

You should have decided which of your learning groups you are going to focus on in the file.

- Include background information on the chosen learning group
 - 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
- Evidence of your use of initial assessment to include:
 - Initial assessment tool used (eg short description, copy or screen shot)

- Summary of results
- Any other documents you believe it is relevant to include

Note: unless you decide to feature an additional group later in the year, this section should be complete by the end of LL22/3201.

SECTION 9: Planning and Teaching

- **Scheme of work**
 - **Initial Scheme of work** (for at least the first term)
 - Syllabus/programme specification from awarding body or other relevant documentation
- At least three **session plans** (for groups and/or individuals)
- These plans must identify:
 - Aims and learning outcomes / objectives for the sessions
 - The teaching methods, learning activities (content) and how they will be sequenced and managed in the overall session structure
 - Planning for differentiation to meet particular needs of groups
 - The learning resources required
 - How informal and informal assessment will be carried out
 - How LLN/ICT are embedded
 - How inclusion/equality & diversity are embedded
 - How Every Child Matters is embedded
- You should select plans which:
 - Demonstrate inclusion/equality & cultural diversity and meeting the needs of individual learners including evaluations of how effectively this was done
 - Demonstrate a range of different teaching and learning approaches including evaluations of their effectiveness
 - Demonstrate how LLN/ICT are embedded
- **Resources** used with each session plan including resources demonstrating new/emerging technologies and those which support equality and diversity
- Session evaluations on the provided **Session Evaluation Proforma**, covering all submitted session plans.

Note 1: Each of these three session plans must include the resources used and a full evaluation

Note 2: One of these session plans must be observed by your tutor and one by your mentor. You need to clearly identify which are the observed sessions (eg by tagging)

SECTION 10: Communities of Practice

A community of practice is a process of learning that evolves when people with common goals interact with each other as they work towards achieving their goals. There may be a community of practice within your organization, where teachers of your particular specialist subject meet regularly to share skills and experiences in order that all can learn how to

do it better. However, teachers of a particular subject are sometimes the only person in their organization to be teaching that subject.

Even if you have access to a community of practice within your own organization, it can be very beneficial to share knowledge, insights and experiences with others in different organizations who have similar interests and goals. The Associate Online Community has been set up to enable you to access such communities of practice across a wide range of teaching and learning organizations in the UK.

- You should register with ASSOCIate Online, join the “Find a Buddy” scheme and identify resources which you can submit.
- Provide hard copies of evidence that you have done this

SECTION 11: Assessment

- Evidence of at least one assessment activity (formal or informal) and the results
- Evaluation of its effectiveness
- Evidence of feedback given

SECTION 12: Tutorials with your students

- Evidence of at least one tutorial record showing how you are working with learners on a 1:1 basis to negotiate targets and strategies for improvement and success for learners.

(Note: this section is for evidence of how you as a teacher work with your learners)

SECTION 14: Observations by you of other teachers

- A copy of your observation and evaluation of an experienced teacher in your specialist area should be in place by December. This should include: their session plan, copies of any resources they used, and your evaluation report which highlights key learning points for you to take into your own teaching.

BY THE END OF TERM 2 (March/April)

SECTION 2: Evidence of satisfactory progress through programme

- Feedback sheet for completed assignment for LL22/3201

SECTION 3: Initial assessment and individual learning plans

- Individual Development Plan written with your tutor for Milestone 2 tutorial

SECTION 4: Professional Development Journal

- PDJ entry 4
- PDJ entry 5 (milestone 2 questions)

SECTION 5: Mentoring evidence

- Updated Mentoring Log + any other documents relevant to mentoring that you wish to add

SECTION 6: Other supplementary items relating to your professional development

- This section is optional, but you may for example wish to include items such as evidence of your registration with IfL, any CPD/staff development that you have undertaken outside the programme, involvement in projects etc.

SECTION 7: Background information

- The Practical Teaching Log should provide evidence of further hours of teaching. There should be **at least 60 hours** by this stage.

SECTION 8: Featured teaching group

- No additional content needed unless you have decided to include a further featured group

SECTION 9: Planning and teaching

- There should be **further session plans** in this section, which provide evidence that your planning skills are continuously developing and improving towards the programme's model of 'Teaching Excellence'..
- These session plans should be chosen to demonstrate a range of your teaching skills in planning, choice of strategies (including methods, resources, and assessment) and delivery, together with evaluation of the effectiveness of these strategies.
- Further **session evaluations** on the provided proforma.
- The **scheme of work** should provide evidence that it is being continuously developed and improved, and that it is used as a working document.
- There should be further examples of a varied range of resources that you use

Note: there should be evidence of two further observations of your teaching by this stage included among the featured session plans – these should be clearly identified (eg by tagging). Where possible, these two observations should include one by your tutor and one by your mentor.

SECTION 10: Developing resources

- There should be evidence of your interaction with a "buddy" from ASSOCIate Online.
- There should be evidence that you have submitted at least one resource to ASSOCIate Online and that you are making use of it to identify relevant resources for your own specialist area.

This section should now be complete

SECTION 11: Assessment

- At least two further examples (three in total) of an **assessment activity** (formative or summative) completed with your learners and your **written feedback** on those assessments, using an appropriate feedback sheet

- A set of your **assessment tracking documents**, showing evidence that you are tracking progress

This section should now be complete

SECTION 12: Tutorials with your learners

- Evidence of **at least two further tutorial records** (four in total) to negotiate targets for improvement

This section should now be complete

SECTION 13: Course evaluation

- Evidence of student evaluation activity – this could be summaries of formal organizational evaluation, and/or evidence of informal evaluation activities in which learners give feedback on their course.
- Action plan for improvements based on this evaluation activity.

SECTION 14: Observations by you of other teachers

- Evidence of at least **two further observations (a minimum total of 3)** of experienced teachers in your specialist area should be in place by April. These should include: their session plan, copies of any resources they used, and your evaluation report which highlights key learning points for you to take into your own teaching.

This section should now be complete

SECTION 15: Other supplementary items relating to your practical teaching

- This section is optional but you may wish to add other items such as minutes of course team meetings, cross-organisational observations, or other documentation that demonstrates your practical teaching skills.

BY THE END OF TERM 3 (END OF MAY / COURSE FINISH)

CONTENTS PAGE – should be complete and fully indexed

SECTION 2: Evidence of satisfactory progress through programme

- Copies of as many assignment feedback sheets as are available (some will be inserted by your tutor when they are marked at the end of the programme)
- The tutor will complete and sign the summative assessment record.

This section will now be complete

SECTION 3: Initial assessment and individual learning plans

- Final Individual Development Plan completed with your tutor at Milestone 3

This section will now be complete

SECTION 4: Professional Development Journal

- PDJ entry 6 (milestone 3 questions)

This section will now be complete

SECTION 5: Mentoring evidence

- Updated mentoring log showing evidence of at least 15 hours of mentoring support

This section will now be complete

SECTION 7: Background information

- Practical Teaching Log should record **at least 80 hours** teaching.

This section should now be complete

SECTION 9: Planning and teaching

should be complete with session plans and supplementary evidence for **at least 30 hours**, with session evaluations on the provided proforma, and a fully developed scheme of work for at least **20 hours of teaching**. You should evidence the advanced planning competence as provided in the practical teaching learning outcomes, OfSTED grading criteria and the programme's model of 'Teaching Excellence'.

Note: There should be evidence of the final practical teaching observation to make a total of five observations (three by your tutor and two by your mentor). Make sure that all observed sessions can be clearly identified (eg through tagging)

This section should now be complete

SECTION 13: Course evaluation

- Include student evaluation feedback from the end of your course/s, either formal and/or informal
- Write an action plan for further development based on the student evaluations and your own self-evaluations

This section should now be complete.